

C O N T E N T S.

1. Report: Select Committee on Education of the Poorer Classes in England and Wales (With Minutes of Evidence and Index.) (Chairman: Mr. R.A. Slaney.) (376.) 1838.  
pp.171. T9(Y:434).3.M6t A838
2. Report: Select Committee on the Education of Destitute Children (with Proceedings, Minutes of Evidence and Appendix.) (Chairman: Sir Stafford Northcote.) (460.) pp.234.
3. Index to the above. 1861. pp.38.

T9(Y:43).3.M6t A861  
-----000-----

# REPORT

FROM

THE SELECT COMMITTEE

ON

EDUCATION OF THE POORER CLASSES  
IN ENGLAND AND WALES ;

TOGETHER WITH

THE MINUTES OF EVIDENCE,

AND INDEX,

[COMMUNICATED BY THE COMMONS TO THE LORDS.]

---

Ordered to be printed 16th August 1838.

---

*Jovis, 30° die Novembris, 1837.*

*Ordered, THAT a Select Committee be appointed to consider the best means of providing useful Education for the Children of the Poorer Classes in large Towns throughout England and Wales.*

---

*Veneris, 1° die Decembris, 1837.*

A Committee was nominated of,—

Mr. Slaney.	Mr. Poulett Scrope.
Sir Robert Peel.	Sir Stratford Canning.
Mr. Poulett Thomson.	Mr. George William Wood.
Sir Harry Verney.	Mr. Estcourt.
Lord Viscount Sandon.	Sir George Strickland.
Mr. John Parker.	Mr. Hawes.
Mr. Wyse.	Mr. Vernon Smith.
Lord Ashley.	

*Ordered, THAT the Committee have power to send for Persons, Papers, and Records.*

*Ordered, THAT Five be the Quorum of the Committee.*

---

*Martis, 12° die Decembris, 1837.*

*Ordered, THAT Mr. Poulett Thomson and Mr. Hawes be discharged from further attendance, and that Mr. Pusey and Mr. Gladstone be added to the Committee.*

---

*Jovis, 8° die Martii, 1838.*

*Ordered, That Mr. John Parker and Mr. Estcourt be discharged from further attendance, and that Mr. Clay and Mr. Acland be added to the Committee.*

---

*Veneris, 4° die Maii, 1838.*

*Ordered, That Sir George Strickland be discharged from further attendance, and that Mr. William Owen Stanley be added to the Committee.*

---

*Veneris, 13° die Junii, 1838.*

*Ordered, THAT the Committee have power to report their Observations, together with the Minutes of Evidence taken before them, to The House.*

---

THE REPORT	- - - - -	p. iii
MINUTES OF EVIDENCE	- - - - -	p. 1
INDEX	- - - - -	p. 145

---

# REPORT.

---

THE SELECT COMMITTEE appointed to consider the best means of providing useful EDUCATION for the Children of the POORER CLASSES in large Towns throughout *England and Wales*, and who were empowered to report the MINUTES OF EVIDENCE taken before them, together with their Observations thereupon, to The House;—HAVE examined the Matters to them referred, and have agreed to the following REPORT:—

YOUR Committee are fully sensible of the importance of the subject which they have undertaken to inquire into, and of the great interest which it has excited in the minds of many persons. They now lay before The House, in as simple a form as possible, the result of their labours.

They proceed to give a brief abstract of the present state of School Education in some of the great Towns of England and Wales. In any remarks which they may think it their duty to make on the want of school accommodation, or on the inefficiency in many cases of the methods employed, they beg leave to disclaim any intention of casting reflections on any existing societies\*. They are convinced that, however inadequate the present system of instruction for the humbler classes may be in many districts, it is owing almost entirely to the laudable and persevering efforts throughout the country of benevolent individuals that anything at all worthy the name of Education has been afforded to the children of the working classes in large towns. In some places schools are supported almost entirely by the bounty of one or two persons. In other districts individuals, led by religious or charitable motives, have formed themselves into school societies; have subscribed (often from restricted means); have given their time and attention to the establishment of schools for the poor, and have thereby done much good.

Your Committee have to lament that the materials are so scanty which are afforded them for giving an account of the present state of education of the humbler classes. Until very recently the subject appears to have entirely escaped the attention of Government. There appear to be no Returns to Parliament of any authority on this point, nor indeed are there at present adequate means of making them. The Returns made to Queries sent out by the Committee on Education of 1835, are found to be incorrect as well as defectives. And on this matter, important as it is to the welfare of all classes, there seem to exist no sources of information in any department of Government.

Under these circumstances, Your Committee have had recourse to such means as were within their power, of which they subjoin a brief account.

---

\* *Vide* Result of an inquiry into the condition of the labouring classes, &c. in Holland and Belgium, presented to both Houses of Parliament, May 1838.

† Report of Statistical Society as to Manchester. p. 4.

First.—The annual Reports of the National and of the British and Foreign School Societies through whose medium the Parliamentary Grant lately voted in favour of Education has been applied.

Secondly.—The Reports printed by the Statistical Society of Manchester, of the State of Education in the Towns of Manchester, Liverpool, Salford, Bolton, York, Bury, and by the Statistical Society of Birmingham. These Reports have been made from a long and laborious examination of these different towns by an agent of the society, chosen and paid for the purpose\*.

Your Committee have examined this gentleman†, and from all they have been able to collect respecting these Returns, they have every reason to be satisfied of their substantial accuracy.

Thirdly.—Your Committee have availed themselves of Returns of the state of Education in several parishes in Westminster, printed by the Statistical Society of London, whose agent they also have examined. They have likewise made use of such other Returns on the state of Education in large towns as they deemed worthy of credit; particularly, an Account of the State of Education in Bristol, read at a meeting of the British Association; and a Report by the Manchester Statistical Society, on the Condition of the Working Classes, in 1834, 1835, and 1836‡.

In addition to these sources of information, they issued a set of Queries, in a tabular form, in order to find what was the state of Education in several large towns. These forms were sent, generally through the medium respectively of the secretaries of the National and of the British and Foreign School Societies, to each place; and though the answers are not so full as might be desired, they afford much insight into the subject, and give the means of drawing some useful inferences:

Your Committee have also made use of the evidence taken by former Parliamentary Committees, and have condensed the facts derived from the Witnesses now examined.

Before stating the results of their inquiries, Your Committee would observe, on looking to the Population Returns, which have been referred to by the Manchester Statistical Society, it appears that one-fourth the population of any given place may be considered as children, between the ages of five and 15, and this is the class for whom many persons seem to think education should be provided. Your Committee however believe, that as regards the children of the working classes (more especially those residing in large towns), it would be as much as would be desirable, to afford them the means of instruction until the age of 13; but, on the other hand, it would be of the utmost consequence, as respects their future conduct and happiness, and the comfort of their families, that preparatory or infant schools, in populous districts, should be open for the reception of children from the age of three years. The numbers between 3 and 13 would be rather more than between 5 and 15; but may, for the convenience of calculation, be reckoned in round numbers as the same, or one-fourth the population.

\* Reports—Ridgway. *Vide Evidence*—Ashworth; Kay; Riddall Wood.

† Mr. Riddall Wood; *vide Evidence*, 1062—1406.

‡ Ridgway, 1839.

## ON EDUCATION OF THE POORER CLASSES.

From these would remain to be deducted all the children of the richer or middle classes, and the proportion of these it must be evident will vary considerably in different towns and districts\*.

Large allowance must yet be made for those who, from obtaining early employment, or assisting their parents at home, are prevented attending school, and this number will depend in some measure on the poverty or habit of the district.

In the great Lancashire towns, and other manufacturing districts, it is the custom for many children, between the ages of 9 and 13, to work in factories for at least eight hours per day.

After making all these deductions, and reasonable allowances for other causes of absence, Your Committee have come to a general conclusion, that it would be unnecessary to provide Daily School Education for more than one-eighth the population of any large town †.

If the instruction given was in some classes confined to a few hours' attendance morning or evening, the proportion expected to come might be somewhat larger; if extending nearly to the whole day, it would probably be less. As a general, though not invariable rule, Your Committee would conclude that it was desirable to provide efficient Daily School Education in all populous towns for one-eighth the population ‡.

Having thus stated the amount of Education which it appears important to attain, they now proceed to give what they consider to be a fair calculation of the numbers who now are enabled to attend school in the large towns of England. For the purpose of attaining greater accuracy, Your Committee have endeavoured to calculate,

1st. The numbers of children attending schools in the Metropolis, and their proportion to the population.

2d. The numbers in the large manufacturing towns which have recently much increased in size; and in some second-rate towns, where there are no extensive manufactures, and where the increase of population has been slower.

There being no authentic returns of the number of schools or scholars in the metropolis, Your Committee give an abstract of such information as has been laid before them for particular districts, and a calculation thence resulting for the whole. London.

By an accurate Return, printed by the Statistical Society of London in 1837, it appears that in five parishes of Westminster§, having a population in 1831 of 42,996, there are

Attending

\* The proportion which the working classes bear to the whole population appears to vary as follows, in six towns examined:

Borough of Manchester	-	-	-	-	-	64 per cent.
Salford	-	-	-	-	-	74
Bury	-	-	-	-	-	71
Ashton	-	-	-	-	-	81
Staleybridge	-	-	-	-	-	91
Duckenfield	-	-	-	-	-	94

Report on Working Classes, Manchester, 1838, p. 64

† *Vide* Dr. Kay's Evidence, 183-255.

‡ This is taken independent of instruction in Sunday Schools, which Your Committee do not advert to at length, but which they consider of great advantage to the working classes, though not supplying the want of daily instruction.

§ St. Martin's-in-the-Fields, St. Clement Danes, St. Mary-le-Strand, St. Paul Covent-garden, and the Savoy, in 1837.—*Vide* Return, Caldwell's Evidence, 207.

Attending Sunday Schools only	666
Attending Daily Schools, supported solely by the scholars	2,231
Attending Daily Schools, supported or aided by charity, including Infant Schools	1,789
Attending Evening Schools only	84
	4,104
Daily Scholars	4,104

From this number of 4,104 will be to be deducted 1,035 attending middling or superior schools, and the remainder, 3,069, will be the number of children of the poorer classes receiving any kind of daily instruction in these parishes. Of these 3,069, 1,024 are attending Dame or common Day Schools; of these schools the Report thus speaks:

“The information acquired in these schools cannot be said to amount to Education; it can have but little effect in expanding the minds of the scholars, in teaching them to observe or to reflect, or in giving them a desire for further knowledge; and it can exercise but little influence in forming their moral characters, beyond what may possibly be produced by the restraint consequent upon attendance at school.”—p. 20\*.

In another place the Report says: “None of the schools within this district, with one exception, have any play-grounds or yards for exercising the children.”—p. 15.

The district comprised in these five parishes, situated along the Strand and round Charing-cross, may be considered as holding a mean station between the more opulent parishes of the West, and the poorer and more crowded parishes of the North-east and South-east of London.

It appears, as a general result, that in these five parishes some sort of daily instruction is afforded to about one in 14 of the population, instead of one in eight, as is desirable; and that afforded to one-third the scholars is very indifferent.

#### Bethnal-green.

Your Committee have examined evidence respecting the populous parish of Bethnal-green, situated to the East of London; the population in 1831 was stated at 62,000, and must since have probably increased. It appears from the Report of the Spitalfields' School Society, and other evidence†, that less than 3,000 children are educated. The Bethnal-green Committee state, “that after making allowance for such as must at all times be prevented from attending school, there are at this moment from 8,000 to 10,000 children in Bethnal-green alone, not only without daily instruction, but for whom no means of daily instruction are provided.” They hold it to be an established fact, “that in that one parish thousands are growing up uninstructed in their duty either to God or man.” And when it is added that this “is only one parish out of many, and that the neighbouring parishes are almost as poor and as destitute of the means of education as this, they think they have established a claim to all who are interested in the welfare of London‡.”

It appears, therefore, as a general result, that in this populous parish less than one in 20 of the population have daily Education instead of one in eight.

Your

\* *Vide* account of such schools, Manchester Return, p. 6, 7; Evidence, Kay, Riddall Wood.

† Mr. Buxton's Evidence; Mr. Althans'. Printed Report of Spitalfields' School Society, 1837.

‡ Report, p. 3.

Your Committee have not been able, from the want of accurate returns, to examine with the same minuteness into the state of other districts of London; but they apprehend that they have ample grounds for stating, throughout this vast metropolis the means of useful daily instruction are lamentably deficient\*.

It must be borne in mind, that in the various valuable Reports made by the Statistical Society of Manchester and London, and in much of the Evidence adduced before Your Committee, the worthless nature of the Education supposed to be given in the common Day and Dame Schools has been dwelt upon †; so that in many places it may be left almost out of account.

If these be entirely omitted, then the amount of instruction given in public schools will stand thus ‡:

PARISH.	Population in 1831.	Scholars, 1838.
Christchurch, Spitalfields - - - - -	17,949	1,338
St. Mary, Whitechapel - - - - -	30,733	845
St. George in the East - - - - -	38,505	1,110
St. John, Wapping, &c. - - - - -	3,564	450
St. Mary, Newington - - - - -	44,526	1,247
St. Mary, Bermondsey - - - - -	29,741	1,055
Christchurch, Surrey - - - - -	13,705	678

Average, one in 27 of the population, without allowing for the deficiency in attendance (calculated at 15 per cent.) or for the increase in numbers since 1831 §.

Your Committee now turn to the state of Education in the large manufacturing and seaport towns, where the population has rapidly increased within the present century; they refer for particulars to the Evidence taken before them, which appears to bear out the following results:

1st. That the kind of education given to the children of the working classes is lamentably deficient.

2d. That it extends (bad as it is) to but a small proportion of those who ought to receive it.

3d. That without some strenuous and persevering efforts be made on the part of Government, the greatest evils to all classes may follow from this neglect.

\* *Vide* Report and Evidence of Committee on Education, 1835.

† Reports on Manchester, Liverpool, &c.; Report on five parishes in Westminster; also evidence of Mr. Caldwell and Mr. Althans.

‡ *Vide* Evidence of Mr. Althans as to details, 1422-1431. These public schools include the National, British and Foreign, charity, infant and all endowed and charity schools.

§ *Vide* Althans' Evidence, 1427, 1428. 589.



PLACE.	Population.	Children of Working Classes at Daily Schools: vis.		TOTAL.
		Day and Dame Schools, Very indifferent.	Other better Schools.	
1836. Liverpool - - -	230,000	11,336	14,024	25,000*
1834. Manchester - - -	200,000	11,520	5,689	17,100*
1835. Salford - - -	50,810	3,340	2,015	5,350*
- Bury - - -	20,000	1,648	803	2,451*
1835† { Ashton - - - Duckenfield - - - Staley Bridge - - - }	47,800	- - -	- - -	2,496
1837. Birmingham - - -	180,000	8,180	4,697	12,877‡
1837.§ Bristol - - -	112,438	- - not including scholars in private schools	5 to 15 Total - -	4,135 5,254
1838. Brighton - { B. & F. National }	40,634 in 1831	{ 1,367 863	{ 3,033 3,247	4,400   4,110
1837.¶ West Bromwich - - -	- - -	- - of 6,375 children under 14 years old.	- - -	1,554
1838. Leeds - B & F.	123,303 in 1831	- - no return of Dame or Day, but only Public schools	2,971	-
1838. * Sheffield - - -	96,692 in 1831	3,359	5,905	9,314
Northampton { B & F. National }	20,000	{ 1,011 996	{ 1,215 1,202	2,226 2,198
Reading - B. & F.	15,595 in 1831	297	962	1,259
Exeter - - -	28,242 in 1831	2,045	1,830 including evening.	3,875
1836.†† York - - -	25,359 in 1831	1,494	2,697	4,191

*Note.*—The general result of all these towns is, that about one in 12 receive some sort of daily instruction, but only about one in 24 an education likely to be useful. In Leeds, only one in 41; in Birmingham, one in 38; in Manchester, one in 35.

Your Committee do not propose in this place to enter into more detail on this subject, but refer to the Evidence taken before them; they would especially beg to refer to the Evidence of Dr. Kay, Mr. Riddall Wood, Mr. Corrie, and Mr. Buxton. These gentlemen describe in strong terms the misery and crime likely to arise from the neglected education of the children of the working classes in populous places ††.

Your Committee are fully persuaded that to this cause (embracing the want of religious and moral training) is to be chiefly attributed the great increase of criminals, and consequently of cost to the country §§.

With

\* *Vide* Reports of Statistical Society.

† Report of Manchester Statistical Society on a Manufacturing District, read at British Association, Ridgway, 1837.

‡ *Vide* Evidence, Riddall Wood.

§ Returns to Committee, from Bristol. Report by C. B. Fripp, 1837.

|| Where "B. & F." or "National," are mentioned, it only means the returns came through the secretaries of those societies.

¶ Printed Report from Mr. Corrie; *vide* his evidence.

\*\* Report (B. & F.), excluding superior and middling schools.

†† Report Statistical Society of Manchester, 1837.

‡‡ *Vide* Wilderspin's and other Evidence before Committee of 1834 and 1835.

§§ From Returns to Parliament, the committals for crime in England and Wales, were in

	1805 - -	4,600
	1810 - -	5,100
	1815 - -	7,800
	1821 - -	13,000
	1828 - -	16,500
	1832 - -	20,090
	1836 - -	20,984
	1837 - -	23,612

That is, in 20 years, (from 1810 to 1832) the committals increased fourfold, whilst the population increased only 32 per cent.

There is an increase of criminals in 1837, as compared with 1836, of 2,638, and compared with an average of three years past, of 2,224.—*Vide* Tables from Registers at Home-Office, 1838.

With regard to the numbers of children attending Sunday Schools, Your Committee do not think it necessary to enter into any long details, but refer to the Evidence on this point; they consider the instruction there given as of great advantage, by implanting feelings of religion and giving habits of order; but as imperfect without daily instruction also. They subjoin a short abstract of the numbers of children attending Sunday Schools in some of the larger towns.\*

CHILDREN IN SUNDAY SCHOOLS.

PLACE.	ESTABLISHED CHURCH.	DISSENTERS.	CATHOLICS.
Manchester - - - - -	10,284	19,032	3,812
Salford - - - - -	2,741	6,250	613
Liverpool - - - - -	6,318	8,350	700
Birmingham - - - - -	4,500	11,830	338
Bristol - - - - -	2,631	8,477	
Brighton † - - - - -	870	1,820	
Sheffield, B. & F. - - - - -	2,687	8,705	
Leeds, B. & F. - - - - -	4,130	11,886	
Wakefield, National - - - - -	500	1,384	
Northampton - - - - -	{ 1,091 N <sup>l</sup> Ret <sup>n</sup> 788 B. & F. }	1,288	
Exeter, { National - - - - -	2,470	1,193	
{ B. & F. - - - - -	2,115	1,208	
Reading - - - - -	1,000	509	
Westminster, 5 parishes - - - - -	683	872	
York - - - - -	1,708	1,655	

Your Committee think it right to observe, that no inference with respect to the proportion of children educated in *daily* schools connected with the Established Church, and in those of the British and Foreign Society, or others, can safely be drawn from the above Table. \*A statement accompanying the Return from Exeter exhibits a very different proportion in the case of schools of the latter description. The numbers are given as follow:—

EXETER:

Day Schools:		Sunday Schools:	
Church - - - - -	5,618	Church - - - - -	2,470
Dissenters - - - - -	162	Dissenters; viz.	
No particular system - - - - -	279	Wesleyans - - - - -	409
	441	Baptists - - - - -	344
		Independents - - - - -	328
		Calvinists - - - - -	12
		Unitarians - - - - -	100
	6,059		1,193
			3,663
Weekly Education:		Church to others, 2 to 1.	
Church to all others, 14 to 1.			

Government grants in aid of Education have hitherto been made, during the last five years, under certain regulations stated (together with the amount granted) in a Return to an Order of The House of Commons, dated March 2, 1838 (Pap. 395). The principal rules are there stated (under Treasury Minutes, dated 30th August 1833 and 11th July 1834), and are as follow:—

“ 1. That

\* Sunday scholars in England and Wales were calculated at a million and a half, i. e. about one-eighth the population.—Vide W. F. Lloyd's Evidence, Report, 1834. The expense of Sunday school tuition is about 2 s. per head per annum.—Vide Althans' Evidence, 1834.

† The two accounts vary a little in numbers, but not much in proportions.

“ 1. That no portion of the sum be applied to any purpose whatever except to the erection of new school-houses, and that in the definition of a school-house the residence of masters or attendants be not included.

“ 2. That no application be entertained unless a sum be raised by private contribution, equal at the least to one-half of the estimated expenditure.

“ 3. That the amount of private subscription be received, expended and accounted for, before any issue of public money for such school be directed.

“ 4. That no application be complied with, unless upon the consideration of such a report, either from the National School Society or from the British and Foreign School Society, as shall satisfy the Board that the case is one deserving of attention, and that there is a reasonable expectation the School may be permanently supported.”

Subsequent rules require such “an audit of accounts as the Board may direct, and periodical reports as to the state of the schools;” also, “that a preference shall be given to such applications as come from large towns and cities, in which the necessity of assisting in the erection of schools is most pressing.”

In a later regulation they state, “they are disposed to give priority to those applications where, by a smaller expenditure, they can forward the education of the largest number of scholars, and are prepared to sanction a grant to all those schools where the number of scholars to be educated is in proportion to two for every 1*l.* applied for.”—Treasury Minute, 11 February 1834.

Under these regulations the following sums have been granted:

	1834.	1835.	1836.	1837.	1838.	TOTAL.
	£.	£.	£.	£.	£.	£.
Through the National Society	11,081	13,002	17,130	11,456	17,041	69,710
Ditto British and Foreign Society	9,796	7,168	5,281	5,810	6,090*	35,285

By the same return it appears that “of the sum granted by Parliament for the establishment of schools for teachers, 10,000*l.*, no part of this sum has yet been applied.”—12 May 1838.

On due consideration of all the facts before stated, and the evidence laid before them, Your Committee have agreed to the following Resolutions, which their Chairman has been directed to report, together with the Evidence, to The House.

### RESOLUTIONS.

1. THAT in the Metropolis and the great Towns of England and Wales, there exists a great want of Education among the children of the Working Classes.

2. THAT it is desirable that there should be means of suitable daily Education (within the reach of the Working Classes) for a proportion of not less than about one-eighth part of the population.

3. THAT

\* Sum not stated in Return.

3. THAT the amount of assistance afforded by Government should be regulated as heretofore, subject to modification of their rules in cases where the poverty of the district was proved to require it, the special ground being reported in each case.

4. THAT under existing circumstances, and under the difficulties which beset the question, Your Committee are not prepared to propose any means for meeting the deficiency beyond the continuance and extension of the grants which are at present made by the Treasury for the promotion of Education, through the medium of the National and the British and Foreign School Societies.

13 *July* 1838.

PROCEEDINGS OF THE COMMITTEE.

*Lunæ, 19<sup>o</sup> die Februarii, 1838.*

Mr. SLANEY in the Chair.

Sir H. Verney.	Mr. Gladstone.
Lord Ashley.	Sir S. Canning.
Mr. Wood.	Sir G. Strickland.
Mr. Wyse.	Lord Sandon.
Mr. V. Smith.	Mr. P. Scrope.

*Veneris, 23<sup>o</sup> die Februarii, 1838.*

Mr. SLANEY in the Chair.

Sir S. Canning.	Sir H. Verney.
Mr. Wood.	Lord Ashley.
Sir G. Strickland.	Mr. V. Smith.
Mr. Pusey.	Lord Sandon.
Mr. Wyse.	Mr. Gladstone.
Mr. P. Scrope.	

*Jovis, 5<sup>o</sup> die Julii, 1838.*

Mr. SLANEY in the Chair.

Mr. V. Smith.*	Mr. Gladstone.
Mr. Owen Stanley.	Lord Sandon.
Mr. P. Scrope.	Mr. Pusey.
Mr. G. M. Wood.	Mr. Acland.
Mr. Clay.	Sir S. Canning.

*Martis, 10<sup>o</sup> die Julii, 1838.*

Mr. SLANEY in the Chair.

Sir S. Canning.	Mr. Pusey.
Mr. G. M. Wood.	Mr. Gladstone.
Mr. P. Scrope.	Lord Ashley.
Lord Sandon.	Mr. Acland.

The following Resolutions were laid before the Committee, being proposed by the Chairman :

1. That in the Metropolis, and the great Towns of England and Wales, there exists a great want of Education among the children of Working Classes.
2. That means of daily Education, within the reach of the Working Classes, ought to be provided for not less than one-eighth of the population.
3. That, under existing circumstances, it is desirable to continue and extend Government assistance to Schools for the Working Classes, established on the principles respectively of the National or British and Foreign School Societies.
4. That where there is any large number of poor Roman-catholics, or other poor persons, who, from religious scruples, are unwilling to send their children to either of these Schools, it is desirable that Government should afford assistance to them, on satisfactory proof that the Holy Scriptures (in any version) are used and taught in their Schools.
5. That the amount of assistance afforded by Government to any place should be chiefly regulated by the numbers of children of the Working Classes (beyond one-eighth of the population) in want of Education, and should not depend altogether on the amount locally raised.
6. That it is desirable a Board or Office of Education should be established under the control of Parliament.

7. That

7. That it should be the duty of such Board to digest inquiries and returns relative to the state of Education among the Working Classes; to receive suggestions, and propose steps for the improvement and extension of such Education; and who, without interfering with existing School Societies, may lay down rules for the future disposal of Government Grants, and the due inspection of Schools aided by the Public Funds.

First Resolution put, and agreed to.

Second Resolution amended, and agreed to.

Third Resolution. Motion made (Lord Sandon), "That all the words after the word 'circumstances' be left out, in order to insert the words, 'And under the difficulties which beset the question, Your Committee are not prepared to propose any means for meeting the deficiency, beyond the continuance and extension of the Grants which are at present made by the Treasury for the promotion of Education through the medium of the National and the British and Foreign Societies.'"

Question put, "That the words proposed to be left out stand part of the question."

Committee divided:

Ayes.	Noes.
Mr. Pusey.	Lord Sandon.
Mr. Wood.	Mr. Gladstone.
Mr. Acland.	Sir S. Canning.
Lord Ashley.	Mr. P. Scrope.
	Mr. Slaney.

Amendment put, and agreed to.

The fourth Resolution was put, and negatived.

Fifth Resolution read.

Motion made (Mr. Wood), "That all the words after the word 'That' be left out, in order to insert the words, 'Under existing circumstances it is desirable to continue the Parliamentary Grant for affording assistance towards the enlargement and erection of School-houses for the poorer classes in England and Wales according to the plan hitherto adopted, viz. that of a distribution of the Treasury, on the recommendation of the British and Foreign and the National School Societies. That similar assistance should at the same time be given to promote Education among that portion of the poorer classes who are members of the Roman-catholic Church, and of other religious communions, and are unable, on conscientious grounds, to avail themselves of such assistance through the medium of either of those societies.'"

Question put, "That the words proposed to be left out stand part of the question."

Committee divided:

Ayes.	Noes.
Sir S. Canning.	Mr. Wood.
Mr. Pusey.	
Mr. P. Scrope.	
Lord Sandon.	
Mr. Acland.	
Lord Ashley.	

6th Resolution.

Question put, "That this Resolution be adopted."

Committee divided:

Ayes.	Noes.
Mr. Pusey.	Lord Ashley.
Mr. Slaney.	Lord Sandon.
Mr. Wood.	Mr. Acland.
Mr. Scrope.	Sir S. Canning.
	Mr. Gladstone.

Resolution negatived.

7th Resolution put, and negatived.

Motion made and question proposed, "That the four Resolutions agreed upon be reported to the House."

Amendment proposed (Mr. Wood), "To leave out all the words after the word 'That' in order to insert the words 'Owing to the approaching termination of the Session, it is proper to report forthwith the Evidence which has been taken to The House; and that

the Evidence be so reported accordingly, accompanied by a declaration, that in the opinion of this Committee it is highly desirable that further measures should be taken in the ensuing Session for inquiring into the existing state of education among the people, with a view to their improvement in intellectual, moral, and religious culture."

Question put, "That the words proposed to be left out stand part of the question."

Committee divided :

Ayes.

Sir S. Canning.  
Lord Sandon.  
Mr. Slaney.  
Mr. Pusey.  
Mr. Scrope.

Noes.

Lord Ashley.  
Mr. Wood.

Motion made (Mr. Gladstone), "That the Resolutions be preceded with a short statement of facts."

Question put.

Committee divided :

Ayes.

Mr. Slaney.  
Mr. Pusey.  
Mr. Scrope.  
Mr. Gladstone.

Noes.

Mr. Acland.  
Lord Ashley.

*Jovis 12<sup>o</sup> die Julii, 1838.*

Mr. SLANEY in the Chair.

Mr. Pusey.  
Mr. Acland.  
Sir S. Canning.  
Mr. G. M. Wood.

Mr. Clay.  
Mr. Gladstone.  
Mr. Wyse.

Motion made (Mr. Wyse), "That Mr. W. Martin should be summoned for the purpose of giving evidence on the character and results of the system of education pursued in the British and Foreign schools."

Amendment proposed (Mr. Pusey), "That all the words after the word 'That' be left out in order to add the words, 'Many weeks having passed, during which no witness has been offered to be summoned, and the Committee having determined on resolutions to be reported to The House, the Committee do now proceed to consider a Report of the facts which result from the evidence taken.'"

Question put "That the words proposed to be left out stand part."

Ayes.

Mr. Clay.  
Mr. Wyse.

Noes.

Mr. Gladstone.  
Mr. Pusey.  
Sir S. Canning.  
Mr. Slaney.

Words added. "Question as amended put and agreed to."

Motion made (Mr. Wyse), "That not having taken sufficient evidence on the character and results of the course of Education pursued in the schools conducted by the National and British and Foreign Societies, we do not feel warranted in offering an opinion on their efficiency to The House."

Question put.

Committee divided :

Ayes.

Mr. Clay.  
Mr. Wood.  
Mr. Wyse.

Noes.

Mr. Slaney.  
Sir S. Canning.  
Mr. Pusey.  
Mr. Gladstone.  
Mr. Acland.

Motion

Motion made (Mr. Wyse), "That your Committee do not however believe that the difficulties attendant on the framing a general system of Education for the children of the humbler classes (difficulties almost wholly arising from differences of religious opinion) are such as the well-directed efforts of the Executive Government, under the sanction of the Legislature, might not successfully remove."

Question put.

Committee divided :

Ayes.  
Mr. Wyse.  
Mr. Wood.

Noes.  
Mr. Slaney.  
Mr. Acland.  
Mr. Pusey.  
Sir S. Canning.

The Report was then read and agreed to, and the Chairman was directed to submit the same for the consideration of the House.

---



LIST OF WITNESSES.

Lunæ, 26° die Februarii, 1838.

*James Phillips Kay, Esq. M. D.* - - - - - p. 1

Jovis, 1° die Martii, 1838.

*James Phillips Kay, Esq. M. D.* - - - - - p. 18

*Mr. John Caldwell* - - - - - p. 26

Lunæ, 5° die Martii, 1838.

*James Phillips Kay, Esq. M. D.* - - - - - p. 31

Jovis, 8° die Martii, 1838.

*Henry Dunn, Esq.* - - - - - p. 43

Lunæ, 12° die Martii, 1838.

*Henry Ashworth, Esq.* - - - - - p. 62

*The Rev. Joseph Cotton Wigram* - - - - - p. 66

Mercurii, 14° die Martii, 1838.

*The Rev. Joseph Cotton Wigram* - - - - - p. 78

Jovis, 3° die Maii, 1838.

*John Corrie, Esq.* - - - - - p. 92

Jovis, 10° die Maii, 1838.

*Edward North Buxton, Esq.* - - - - - p. 96

*Mr. James Riddall Wood* - - - - - p. 101

Veneris, 11° die Maii, 1838.

*Mr. James Riddall Wood* - - - - - p. 113

Martis, 19° die Junii, 1838.

*Mr. Henry Althans* - - - - - p. 129

---

# MINUTES OF EVIDENCE.

---

*Lunæ, 26<sup>o</sup> die Februarii, 1838.*

MEMBERS PRESENT.

Lord Ashley.  
Sir S. Canning.  
Mr. Gladstone.  
Mr. Parker.  
Mr. Pusey.  
Lord Sandon.

Mr. Poulett Scrope.  
Mr. Slaney.  
Mr. Vernon Smith.  
Sir George Strickland.  
Sir Harry Verney.  
Mr. Wyc.

MR. SLANEY, IN THE CHAIR.

*James Phillips Kay, Esq., M. D., called in; and Examined.*

1. *Chairman.*] YOU are an Assistant Poor Law Commissioner?—I am.

2. Are you acquainted with Manchester?—I resided in Manchester about two years and a half ago; and any evidence which I may give to the Committee, having been suddenly called upon, respecting that or any other large towns of the north, must necessarily depend entirely upon the accuracy of my own memory concerning general facts, and will not be supported by any written documents which I have now in my possession.

3. Are there any returns with relation to the state of education in Manchester, or in any other large towns of the north, to which you could refer, which, from your experience, you believe to be accurate, as giving accounts of the state of education there?—Whilst resident in Manchester, I united with some friends in the establishment of the Manchester Statistical Society, of which society I was for some time the treasurer; shortly after the formation of that society an Education Committee was formed, for the purpose of obtaining the statistics of the extent and quality of education in the town of Manchester. That inquiry was completed, though the Report was not presented before I left Manchester, and, subsequently to that period, similar inquiries have been conducted by the Manchester Statistical Society in Salford, Bury, Ashton, Staley Bridge and Duckinfield, in York, and in the borough of Liverpool. From what I know of the methods taken to procure information by the committee of the Manchester Statistical Society in Manchester, having attended all the meetings of that committee, I have the greatest confidence that the information contained in their Report may be entirely relied upon by this Committee.

4. Was the same agent employed who made the inquiries in the other towns to which you refer?—I believe the same agent was employed in all the inquiries, except in the town of Bury, concerning which I have a little doubt.

5. Have you a general confidence in the accuracy of those returns, with relation to the other towns as well as to Manchester?—Knowing the character of the gentlemen who conducted the inquiry, and the character of the agent whom they employed, I have absolute confidence in the accuracy of the returns.

6. Will you be kind enough to furnish the Committee with the reports of the society, giving the result of the inquiries to which you have alluded?—I have on the table certain of the reports, and I have no doubt that I can in a day or two furnish the Committee with all of them; when I state that I have absolute confidence in the accuracy of the returns, I desire that my answer may be understood to mean that I have absolute confidence in the accuracy of the facts related. As to the calculations, which certain of the reports contain, not having been a party to those calculations, and not having had sufficient leisure to examine all the grounds upon which they have been conducted, I should not like to give so positive an opinion.

0.58.

B

7. You

*J. P. Kay, Esq.*  
M. D.

26 February 1838.

J. P. Kay, Esq.  
M. D.

26 February 1838.

7. You recollect that in the Manchester Report there is a detailed account of the day and dame schools in that district?—Certainly.

8. You recollect the character of the education there given is described as being exceedingly inefficient in itself, and of little value; that the rooms in which the children receive education are very often exceedingly confined; that the atmosphere is often noisome, in many instances being small cellars, and in others confined garrets; and that the conductors of those establishments, speaking of the general character, are perfectly inefficient in giving any useful education?—I remember the facts stated in the Report, and I am able to confirm the accuracy of the Report from my own personal observation. Having been for six years physician to a dispensary in Manchester; having been, therefore, daily in contact with the mass of the operative population in the Ancoat's District, and having also felt considerable interest in the inquiries which were afloat concerning education, I felt it my duty to frequently enter the day and dame schools; and my own observations, therefore, enable me to confirm the accuracy of the statements made in the Manchester Report.

9. By the day and dame schools, do you mean the day and dame schools that are mentioned in the printed Report of the Manchester Statistical Society, to which we can refer?—By day schools I understand that the society meant schools attended during the working-days of the week by children of the operative classes and small shopkeepers, and in which superior instruction was not given, but chiefly instruction in the lowest elementary knowledge; and by the dame schools I understand that the society meant to include under that term schools chiefly conducted by females and attended by children chiefly under the age of nine, though there were certain exceptions to that rule as respects the age.

10. Mr. Gladstone.] Would not the definition which you have just now given of the phrase day schools include the National schools?—I believe the National schools and the Lancasterian schools are included under the head of endowed schools, charity schools, and schools attached to public institutions.

11. Then, in fact, is the Committee to understand by the phrase day schools, schools attended daily, other than those which are supported by charity, or by endowment in whole or in part?—In answer to the previous question, I described what would be more appropriately called the common day schools; but under the head of day schools, the Manchester Statistical Society has, in this report, included first, common day schools; second, superior private schools; third, endowed schools, charity schools, and schools attached to public institutions; and, fourth, infant schools. The schools of the National and of the British and Foreign Society are included under the head of charity schools, and endowed schools, and schools attached to public institutions.

12. Chairman.] Then your opinion, in respect to the bad mode in which they are carried on, and the inefficiency of the instruction and the closeness of the rooms, applies, not to the National or British and Foreign Schools, or to the charity schools, but to the schools in which they pay for themselves?—I meant my reply to the previous question to apply only to the common day schools.

13. Does that apply to the dame schools also?—In a still more forcible degree.

14. You have had an opportunity of conversing and seeing the persons who are the instructors and the instructresses in the schools of which we have spoken?—Frequently.

15. Do they appear to you to be ill calculated to give the grounds of useful knowledge to the poor children who are placed under their instruction?—In the first place, they themselves are very imperfectly instructed; and secondly, if their personal knowledge were much more extensive than it is, they have no acquaintance whatever with any correct methods of conveying religious and secular instruction; they have no idea whatsoever of the proper mode of conducting the moral and industrial training of children.

16. Is there any sort of uniformity in the methods in which they carry on their instruction?—There cannot be said to be any method.

17. Mr. Pusey.] You have been asked as to their means of communicating knowledge; have you any means of forming an opinion as to their fitness, by character

character and kindness and firmness, to deal with the children, and exert a proper influence over their minds?—As far as I have observed, generally, of the common day schools in the large towns, in the north and elsewhere, it appears to me that the whole system is defective in this particular respect, that it is supposed that education will be best promoted by coercion. I personally hold a totally opposite opinion; I conceive that if the elements of knowledge are presented in perfect simplicity and synthetically to the minds of children, they will prove sufficiently attractive, without any great resort being made to degrading punishments. The common day schools throughout the country, and also other schools, appear to me to have assumed a totally opposite theory, and to act upon it, namely, that knowledge is in itself repulsive, and that it requires coercive treatment to make a child acquire even the simplest elements of knowledge; and, as far as respects kindness in the treatment of children, I think the great majority of such schoolmasters would conceive that they deserted their duty if they treated the children kindly.

J. P. Kay, Esq.

M.D.

26 February 1838.

18. The question does not relate merely to the kindness, but to the general firmness and temper of the teachers, and the influence they are likely by their own conduct to exercise over the children?—The moral bearing of the schoolmasters in the common day schools towards their children whilst conveying instruction, has always appeared to me to be of the grossest character. I confess that I think this is a necessary consequence of the system adopted, for when learning is made, by the method adopted in its communication, repulsive to the children, the necessity for coercion constantly accumulates, and the experiments made upon the temper of the master become more frequent, and his difficulties in resisting the natural impulses of feeling greater, so that a person who resorts to that system will find that he must ultimately fail, and before his failure he will have had to adopt successively stronger means of coercion in each stage of his progress.

19. Sir *H. Verney*.] Do you think that the conduct of the master is more gross than that of the parent; are the children treated by their masters with less temper than they are by their parents?—I think that the occasions for sympathy and for kind treatment between the parent and the child are much more frequent than naturally occur in a school conducted upon the system which I have described, and that the natural offices of kindness which a parent cannot refuse to fulfil to a very large extent, make up for those errors of temper and that system of coercion which, I am free to confess, far too extensively prevail in training children amongst all classes.

20. Do the observations you have made on the character of the masters apply merely to what you would call common day schools, by which I understand schools which are entered into on speculation, or do they apply to the masters of National and of British and Foreign Schools?—I think that the masters whom I have seen instructing children in the National and British and Foreign Schools are of a very superior order to those whom I have described as teaching in the common day schools; and I have not observed in any schools that I have visited any instances of grossness equal to those which I have adverted to, as occurring in the common day schools; but I do not mean to say that there might not be a more attractive system adopted in the schools to which the question refers.

21. Do you think that the parents abandon almost entirely the moral and the secular and religious instruction of their children into the hands of their masters when they go to school?—In large manufacturing towns I am afraid that error prevails to a very lamentable extent.

22. *Chairman*.] If so, the character of the master or mistress, whoever it be, in whom their education is placed, is of much more importance than if the parents took it upon themselves?—Certainly.

23. Mr. *Wyse*.] Do you perceive any difference between the dames and the teachers of other schools, in their conduct towards their pupils?—I think the chief difference is, that the dames display less activity; less activity in coercion as well as in instruction.

24. Children are generally sent at an earlier age to the dame schools?—Certainly.

25. Therefore, they have the conduct of education at its very earliest period?—Certainly.

## MINUTES OF EVIDENCE BEFORE SELECT COMMITTEE

J. P. Kay, Esq.

M.D.

26 February, 1838.

26. *Mr. Gladstone.*] It is very rare to see instances of kindness of temper and demeanour on the part of dames who instruct children in the schools?—Such instances are certainly more frequent than among the common day schools; but I do not attribute that so much to any system adopted by the dames as to the natural feelings which prompt them to behave more kindly to young children.

27. Do you think that the parents are apprised of the system that is carried on in the schools, and that they view it with strong feelings of disapprobation?—I think the general feeling amongst that class, and other classes in England, is that the best way to make boys learn is to whip them well.

28. Then the fault, as far as it is a fault, you would ascribe in part to the parents, and not exclusively to the schoolmasters?—Certainly.

29. *Lord Sandon.*] Have you formed any opinion as to whether it is not more desirable for very young children to be in small numbers, under the instruction of a woman, than assembled in very large numbers, and less in immediate contact with some person who stands in the place of a parent, and who has something of parental feeling towards those under their charge?—I think that young children are particularly susceptible of the influence of the sympathy arising from numbers; and I think that one element of the system of instruction developed by the experience of the infant schools is the influence of that very powerful agent—the sympathy of numbers in the education of children. I therefore think that the moral training of infant children and their religious instruction, as well as their attainment of such very elementary knowledge as is suited to their years, can be more efficiently conducted in a school containing a considerable number than in a very small school.

30. My question referred less to the amount of knowledge to be conveyed, than to the formation of individual character; do you think that that can be attained so much in a large number as in a school where there are from 10 to 20 children, or less than 20, under the care of one respectable woman?—The difficulty of obtaining competent teachers trained in correct methods of instruction, and also of moral training, is so very great, that I should fear that if schools were greatly subdivided, a sufficient number of teachers to whom it would be right to commit the instruction of young children, could not be generally obtained; and from the experience which I have had of the system pursued in some of the best conducted infant schools, and particularly the schools of the Glasgow Normal Seminary, I am inclined to think that if systematic arrangements were adopted for superintending the conduct of the children in the playground, and for the whole course of moral training pursued in the school, that the difficulties of making that part of the training of a young child efficient in a large school are greatly exaggerated by those who have not had an opportunity of witnessing the success obtained in such schools.

31. *Mr. Wyse.*] Your answer referred particularly to infant schools; would you extend that observation, or that opinion, to the higher class of schools?—Certainly; I think that the opportunities for moral training among children during their usual associations in periods of recreation, and also while they are trained in the school, are greatly increased when they are in contact with numbers; and that although it may require a larger amount of intelligence and superior vigilance and activity on the part of the master, yet his opportunities, not merely of inculcating moral lessons, but forming good habits, are increased by the accidents which occur when numbers are assembled, and which develop the peculiarities of character, and especially the moral tendencies of different characters, rather than in a small school.

32. What number would you consider as constituting a large school, referring now to a more advanced description of schools than the infant schools?—Before I reply to that question, I am desirous to explain that I think, even in the more advanced schools, the gallery, which is employed in infant schools for purposes of general instruction, is a very useful expedient, and it is especially useful in economising the extent of means which it would otherwise be necessary to employ in the school, in order to bring the intelligence of the superior masters in daily contact with the whole mass of the children. If the ordinary monitorial system alone were adopted, I cannot conceive that a master ought to be in contact with more than 50 children; but if the ordinary monitorial system be adopted, in conjunction with the gallery employed in infant schools, and which is also employed in the juvenile schools of the Glasgow Normal Seminary, I believe that a very able, intelligent, and active master, may conduct a school containing 200 children,

children, with more success than is ordinarily obtained in schools of not half the number.

33. In a school of that number you would propose to employ monitors?—I would propose to obtain the assistance of monitors, as subsidiary to the more immediate contact which the master would have with the children, while undergoing instruction in the gallery.

34. The master teaching a school of that number, you suppose that he is confined to one class at a time, the school being divided into several classes?—The course that I would suppose to be pursued would be this; that the school should be divided into classes, and that those classes should come in rotation under the direct observation of the master, and, as much as possible, daily; but that the whole school should also be daily instructed by the master in a gallery, in such knowledge as can be most fitly conveyed in the gallery.

35. Whilst the master is engaged with one class, how do you propose that the other classes should be employed?—I think that it would be necessary in a school of that kind to have a subordinate assistant, whose attention should be constantly directed to the care and skill displayed by the monitors in instructing the classes not immediately under the observation of the master; and if the class taught by the master were also taught in some portion of the school in which he would be elevated so as to observe what was proceeding in the rest of the school, this arrangement would appear to me to have these advantages, that, first, by the gallery the master would be daily in contact with the whole mass of his scholars; a large portion, if not the whole of them, would come before him also in classes, and that at a period when he was not personally in contact with the rest of the children instructed; in the classes, monitors would be employed under the superintendence of his assistant, and one object which it is evident I must have in view in proposing such a scheme is, that there would be considerable economy in the expense of conducting the school.

36. Mr. Pusey.] Will you describe to the Committee what is the mode of instruction that you propose should be carried on by the master in the gallery to the whole school at once?—The gallery is particularly suited to convey instruction, in which the sympathy of a large number can be brought to bear on the feelings of the rest, and therefore it appears to me to be singularly well adapted to convey moral and religious instruction. If, as is now prevalent in many of the schools, the children were taught to sing, of course the gallery would be exceedingly well adapted for instruction in music. A large portion, also, of the elementary knowledge which is easily attained by all children, and all instruction which can be orally conveyed, would be most efficiently conducted in the gallery; as for example, elementary arithmetic and such an acquaintance with natural objects and natural phenomena as even the youngest children are capable of easily attaining without much previous knowledge. It is not quite apparent, without practical experience, how great is the extent of knowledge which can thus be conveyed, even to the youngest children. But a short anecdote would illustrate what I mean: I once went with Monsieur Malac, member of the French Board of Instruction, in one of the large towns of the north, to visit one example of each of the public schools of the town. We visited a National school, a Lancasterian, a foundation school, a private charity school, and an infant school; and before leaving our house in the morning, we put down two series of questions, the first part of which related to one of the parables of our Saviour in the New Testament, and the second to the obligation of speaking the truth, and particularly the obligation of an oath. On entering each of the schools we requested that the parable should be read by the children; and then we put the questions (which were perfectly familiar) to the children in the class in succession; we selected the most advanced class in each school; the questions were not answered in the National school, in the Lancasterian school, in the foundation school, or in the private charity school, but they were all answered in the infant school, and particularly the answers concerning the moral obligation of speaking the truth, and the obligation of an oath, were answered with most beautiful accuracy by the children instructed in the infant school, which circumstance powerfully impressed my mind with the great utility of a gallery in conveying that instruction in which the moral sentiments may be brought into play by the sympathy of numbers.

37. If I understand you rightly, you consider instruction in the gallery to be in the nature of a free lecture?—No; I should distinguish greatly between the

## 6 MINUTES OF EVIDENCE BEFORE SELECT COMMITTEE

J. P. Kay, Esq.  
M.D.

26 February 1838.

instruction conveyed in the gallery and what you would denominate a free lecture, because by free lecture I should understand a simple exposition, depending solely on the activity of the mind of the teacher; whereas, the expedient adopted for the instruction of children in the gallery of an infant school differs totally from such a mode, inasmuch as no single step is taken without a corresponding activity in the mind of the children, and in the mind of the teacher. The elliptical method depends for its success solely upon the constant activity which it maintains in the mind of the child.

38. Will you be so good as to describe the elliptical method?—By the elliptical method, I mean that the teacher, while instructing the children in the gallery, seldom uses many words in a series without dropping one or two, which the children have to supply, and that the subsequent train of the teacher's conversation with the children depends upon the word being correctly supplied by them.

39. Will you be so good as to give an instance?—As for example, speaking of the sacrifice of Isaac, the teacher would say, "Abraham went up a high," and would leave the children to supply the word "mount;" "and he gathered together a large quantity of" the children would supply the word "wood;" "and he made a pile of this" and they would supply the word "wood."

40. The teacher would pause, having probably already given a narration of the subject, so as to enable the children by means of that previous information to supply the word?—The art is a very delicate one, depending upon great practical experience in the natural qualities of children, the way in which their minds can be amused and developed, and it is very difficult indeed for me in words to describe a system which depends for its success upon practical experience.

41. As far as you have observed, it appears to you to have an excellent effect in exciting the attention of the children?—Yes.

42. Sir S. Canning.] You stated that a master could educate 200 boys, but that, in that case, it might be desirable to have an assistant; and you stated likewise that the class which would be in rotation under the immediate tuition of the master would be about 50, leaving three-fourths to go together into the gallery; in your opinion, would one assistant be sufficient to take care of that number of children when collected together in the gallery?—I am misunderstood if I am supposed to have said that the class under the instruction of the master should be 50 children, or that the rest of the children, while he was instructing 50, should be in the gallery; what I meant to say was, that during a certain period of the day the children should be all taught in the gallery, and during another period of the day they should be taught in classes, upon the floor of the school; and the size of those classes would of course depend upon the attainments of the children respectively; it being necessary, in order to conduct instruction in classes in that part of knowledge which is most appropriately conveyed in classes, that the attainments of children should be nearly equal; and I did not mean to say that advantage would not be derived from increasing the number of masters, which appears to me to be a self-evident proposition; but I intended to exhibit the advantages which such a system of instruction has in rendering it possible to economize the amount of superintendence employed, without greatly diminishing the efficacy of the methods of instruction adopted.

43. Mr. Pusey.] Have you any further observations to make with regard to the system of instruction pursued in the gallery?—Yes; I think that the gallery is, for the kinds of instruction to which I have previously referred, more useful than a class, because the activity of the children's minds is maintained in the gallery without there being any necessity to resort to the stimulation of reward or punishment, or of emulation; and though it may be, to a certain extent, not undesirable that both the stimulus of reward and punishment, and of emulation, should be maintained whilst children are taught in the classes, that must always be regarded as a defect in education, because it implies an appeal to inferior moral sentiments, and, I believe, is generally to be taken, if it be adopted to any considerable extent, as an indication of the incompetency of the teacher. Now in the gallery there is a total absence of any such appeal, and the activity of the children is maintained by the necessity of a lively intercourse between the teacher and the children whilst the oral instruction is conveyed. It is evident, that in anything that relates to moral or religious instruction, so gross a defect as an appeal to inferior moral sentiments ought to be altogether excluded;

excluded; and to that end the gallery appears to me to be a singularly efficient expedient.

J. P. Kay, Esq.  
M.D.

26 February 1838.

44. *Chairman.*] You stated, generally, that 200 children, with one assistant, and on the principles that you have mentioned, and with the aid of the gallery, would be a good number to be fairly and well instructed in elementary instruction; does that refer to children up to the age of 12 years, or up to what period would you say, and at what period commencing?—I should say that 200 infant children might be instructed with considerable success upon the plan I have described, and an equal number of children between the ages of seven and 14.

45. In fact, applicable to children of any age up to 14?—Certainly.

46. What would be the cost, taking a rough estimate, per head per annum, of such a plan?—In a scheme which I recently prepared for the use of the Poor Law Commissioners, I proposed that 400 children should be taught in one school, there being two resident schoolmasters and two resident schoolmistresses, with certain assistants, in industrial and other instruction; but I conceived that it would be sufficient to have one schoolmaster, with his wife as schoolmistress, in an infant school, and one schoolmaster, with his wife as assistant, in the juvenile school; supposing that each contained 200 children, I imagined that efficient teachers could be obtained from Scotland, (and the teachers from Scotland appear to me to be preferable to any others that I have yet seen,) at a salary of 60*l.* or 80*l.* a year, with lodging and maintenance in the school.

47. The school finds the lodging and maintenance?—Certainly.

48. Have you reduced it into any calculation, so that we might see how much per child per annum in the result it would be?—Yes.

49. *Mr. Wyse.*] Are school fees included?—This salary was intended to be exclusive of school fees; I mean that the master should receive a fixed salary, and that whatever fees were collected from the children should go in diminution of the expense.

50. With regard to the instruction given in the larger schools, would you propose, for the purpose of diminishing labour of the teacher, and at the same time of giving the pupils a greater opportunity of attending to his instruction, to employ a portion of the school in industrial occupation, whilst the others were engaged in intellectual instruction?—I think that, particularly in the schools in agricultural districts, it would be very important that industrial and moral training should be combined with religious and intellectual instruction; but I think, that in order that the industrial training should be efficiently conducted, it would be very desirable indeed that the whole of the industrial, which is strictly moral training, should be conducted under the eye of the master, and if, therefore, it were intended that a certain portion of the school should be trained in industry, whilst the rest were receiving secular or religious knowledge, I think that would render it necessary to have a second master. The course which we adopt in the workhouse schools is, that a certain portion of the day shall be appropriated to industrial training, and another portion of the day to religious and secular instruction.

51. Do you find the same master qualified to give both descriptions of instruction, industrial and intellectual?—Certainly not, without previous training; but in the workhouses we have peculiar facilities for combining both. The plan which we have adopted in order to procure this combination, is, that we have sent the schoolmasters to certain industrial schools in London, particularly to the Brenton Asylum in Hackney Wick, and the Victoria Asylum at Chiswick, conducted by the Children's Friend Society; also to Lady Noel Byron's School at Ealing, which is supported by her ladyship's charity; and after the schoolmasters have witnessed for a certain period the plans pursued in those schools, and have imbibed the general principles upon which industrial training is made a very important feature of moral training, we afford them in the workhouses the assistance of certain of the inmates who have been gardeners, or carpenters, or shoemakers, or tailors, and we generally find it necessary to procure in the girls' school the superintendence of some reputable female, who shall accompany the girls while employed in all their domestic offices, as for example, while scouring rooms, making beds, washing, cleaning, cooking, &c., any ordinary instruction in needle-work, and cutting out clothes, being conducted in the school.

52. In so large a school as that which you have mentioned of 200 children, you have stated that it would be necessary to have an assistant-teacher or monitors for the instruction of a portion of the school, whilst the master was engaged with the others; do you not think that the same arrangement would be necessary



J. P. Kay, Esq.  
M.D.

26 February 1838.

for industrial training, as for the instruction within the school?—I cannot hesitate to say that the training would be rendered much more efficient by increasing the amount of assistance obtained in the several departments; but having regard to an economy of the funds employed, I can conceive that a very intelligent master with subordinate assistance in the inferior departments, might, with a considerable degree of efficiency, manage a school of that extent.

53. If you had abundance of funds, which would you prefer, small schools or large schools?—I should prefer large schools, with a sufficient number of teachers (and I should not like to limit the number of teachers), rather than small schools in connexion with individual teachers.

54. Sir S. Canning.] What number of teachers should you suppose to be necessary for a school of 200 to make it efficient, in addition to the master?—If religious and secular instruction, and moral training alone, were the objects of the school, without the systematic adoption of expedients for industrial training, though I have no doubt of the importance of increasing the number of teachers, I think that a school might be conducted with very great success with one master and his wife as an assistant; but if it be intended to combine a considerable amount of industrial training, in different processes, it is quite apparent that there must be an increase in the number of assistants.

55. Lord Ashley.] You were resident for many years as a physician in Manchester?—I was, for seven years.

56. You will recollect, that in an essay which you published, an essay of very considerable ability, On the Moral and Physical Condition of the Working Classes, written in 1832, in consequence of apprehension of cholera, you represent the town as divided for convenience into 14 districts, of which you take Nos. 1, 2, 3, 4 and 10, and you state that of 438 streets inspected, 214 were altogether unpaved, 32 partially paved, 63 ill ventilated, and 259 contained heaps of refuse, deep ruts, stagnant pools, &c.?—Certainly.

57. And those districts, you say, are almost exclusively inhabited by the labouring population?—Yes.

58. What degree of willingness have you observed, or what means do you suppose exist, among such a population as that to educate their children?—In the pamphlet to which reference is made, the Committee will do me the justice to distinguish between the economical resources of the population and their condition as resulting from a gross neglect of municipal regulations, from the absence of efficient means for conducting their education, and their religious and moral training, and the consequences of such defects upon the habits, and necessarily upon the condition of the people. As respects the economical resources of the population, it was not necessary that that pamphlet should show that the economical resources of the population employed in the cotton manufactories of the north are greatly superior to the economical resources in any agricultural district of England; therefore, as far as the pecuniary resources of the population are concerned, with the exception of the hand-loom weavers, and some of the inferior paid operatives, particularly among the Irish, I do not think that there is any deficiency of funds, if they were properly applied to the education of the poorer classes in Manchester. At the same time, I regret to say that the defects to which I have alluded in that pamphlet have not promoted the application of funds to that object.

59. What degree of willingness have you perceived among them to promote the education of their children?—I believe that the operative classes of the north are perhaps equal, if not superior, in intelligence to any other of the working classes of England; and, I believe, a large portion of the superior artizans would value education, if the means were within their reach, and the opportunities were sufficiently abundant; but among a very considerable portion a great indifference still exists to education.

60. How then would you stimulate that desire among them?—I cannot help saying, that though it is not perfectly consistent with the spirit of our institutions in general, it would appear to me to be not altogether an unwholesome expedient to require that, before a parent shall make a profit by the labour of his child in any public occupation, in which it would be possible for the Government to interfere, some proof should be given that he had availed himself of the means for conveying instruction to his child, and that until some such expedient as that is adopted, I believe there is a portion of the working classes of the north, notwithstanding

withstanding the feeling that I have of their superior intelligence and activity, that will not readily avail itself of any existing means.

J. P. Kay, Esq.  
M.D.

61. Would you apply that principle of coercion to the parent, or to the child?—I would prevent the parent from making a profit of the labour of the child, till proof was given that he had availed himself of the existing means for the instruction of his child to a certain extent.

26 February 1838.

62. Sir G. Strickland.] Supposing the facility of acquiring education for their children were given to the people, would not the desire to have their children instructed increase gradually, without any such coercive measures?—I have no doubt that it would increase gradually, but as to the period in which that improvement in the feeling of the class to which I have adverted would occur, I have considerable doubts whether such an improvement would occur in a short time.

63. Lord Ashley.] You state, likewise, in this work, which is quite concurrent with the general belief, that the hours of labour in the mills are 12 hours; that is to say, they begin at five in the morning and terminate their labour at seven in the evening, being a period of 14 hours, two being allowed for meals; the period of absence from home is 14 hours, and you state that the result of that labour produces this effect; "Prolonged and exhausting labour continued from day to day, and from year to year, is not calculated to develop the intellectual or moral faculties of man. The dull routine of ceaseless drudgery in which the same mechanical process is incessantly repeated, resembles the torment of *Sisyphus*; the toil, like the rock, recoils perpetually on the weary operative; the mind gathers neither stores nor strength from the constant extension and retraction of the same muscles; the intellect slumbers in supine inertness, but the grosser parts of our nature attain a rank development." If such be the result upon the adult population, do you see any reason to doubt that similar or worse effects are produced upon the infant world?—I must explain that the passages which have been selected must not be separated from the whole bearing of the pamphlet in which they occur; and especially in reference to them I think it right to refer to some statements which are made, towards the close of the same pamphlet, respecting the effect of the labour, pursued in mills, upon the physical and moral condition of the operative population in rural districts. The passages which have been quoted are to be taken in connexion with the description given of the state of the manufacturing population collected together in dense masses, amidst gross defects of the municipal institutions of the town of Manchester, and subjected to the depressing moral and physical defects of those imperfect arrangements of the municipal regulations of the town; and though I will confess that the distinction in that passage itself is not sufficiently evident, it was never my intention to apply that description of the effects of the labour with the same force to the rural districts of the cotton manufacture, or to the smaller towns; and I must particularly refer to one passage, in which I state that in such districts the labour does not appear to me to be accompanied with those results.

64. My question was directed especially to the dense population of Manchester; and I ask you, if the effect produced upon the adult labourer be such, what must be the effect produced upon the infant world; if the intellect of the adult "slumbers in supine inertness, but the grosser parts of our nature attain a rank development," what must be the effect produced upon the child between the age of nine and fifteen?—Since the period when that pamphlet was written, a very great alteration has taken place in the law; by law, a child now under 13 years of age cannot be employed more than eight hours a day in a mill; I am perfectly aware that the provisions of that statute are evaded to a considerable extent, and I cannot but think that it is extremely mischievous that they should be so evaded; I wish, therefore, the whole force of that passage to be understood to bear upon the condition of the children, in any case in which any evasion of the statute occurs.

65. Therefore, it may be taken with this limitation, that where the law is observed, and the children work but eight hours a day, the remark would not apply; but where the law is evaded, and the children are made to work 12 or even 10 hours a day, you would affirm, in respect of their case, the same as you have affirmed with respect to the adult population?—I can have no hesitation in saying that I think, in cases where the law is evaded, very injurious effects on the moral condition of the children must follow.

66. In those cases where the law is evaded, what time have the children working

J. P. Kay, Esq.  
M.P.

26 February 1838.

working in the mills to acquire any instruction?—In the cases of evasion, it can scarcely be said that the children have time to receive instruction, except on Sunday; with respect to the effect of that provision of the law, I must say that I think that, particularly in the rural districts, the opportunity which it affords for combining training in the processes of the manufacture with daily instruction in religious and secular knowledge, appears to me well calculated, not merely to develop the skill of the operative population, but also to produce an improvement in their moral condition, by careful industrial and general training.

67. In that case, as you have admitted that there is little or no time for instruction after they shall have once entered the factories, it is clear that all they can acquire must have been acquired before they commence that species of labour?—In Manchester the Report of the Statistical Society shows, that the education provided for the poorer classes in Sunday schools is considerably more extensive than that provided in the day and evening schools, being in the proportion of 10,108 children who attend day and evening schools only, 10,011 children who attend both day and Sunday schools, and 23,185 children who attend Sunday schools only; and the report of the committee also attaches great importance to the religious and moral training which occurs in the Sunday schools, but as respects the week-day instruction of the great mass of the children, it is quite apparent that if the statute confining the labour of children under 13 years of age to eight hours a day be evaded, the opportunities which exist for their instruction must be of the most limited nature.

68. Then with the exception of the learning which they may acquire at the Sunday school, every child must have acquired everything he can acquire before nine years of age?—If the provisions of the statute be evaded.

69. Perhaps you have read Mr. Horner's report of January 1837?—I have.

70. In speaking of children of 13 and 14 years of age, he says, "Their elementary education ought to be completed, inasmuch as by working 12 hours a day they can have no time for their mental or moral improvement." Do you think that a child at 13 years of age has arrived at that period when it may altogether dispense with instruction?—I do not think that the means existing for the instruction of children in the large towns of the north of England are at present sufficient to render it either undesirable or unnecessary that instruction should proceed after the age of 13, but I can conceive such an improvement in the methods, and such an enlargement of the extent of education conveyed to the children, as greatly, if not altogether, to remove the necessity of any week-day instruction being conveyed after the age of 13.

71. But inasmuch as the period of labour is extended so far, and as they have no time for mental or moral improvement, neither have they time to practise what they have learned or to retain the knowledge they may have acquired?—On the contrary, I think that it would be found on inquiry that in the manufacturing towns in the north the number of classes of mutual instruction existing, and the number of persons attending schools of mechanics' institutions, above the age of 13, are very much greater than in any towns in any other part of England.

72. Are you acquainted at all with the operations of the Mechanics' Institution in Manchester?—I am.

73. Are you aware that in their report, in February 1836, they gave a summary of the number of members, with the classification of their respective employments, and out of 1,526 members there are only 58 connected in any way with mills; and that of those many appear to be overlookers, and others whose manual employment is not very active. How then do you account for so small a proportion, when there are so many engaged in mill operations in Manchester?—In my reply to the previous questions I referred much more to evening schools for mutual instruction which existed in Manchester, and of which I find that there are said to be 86 in the borough, which are attended by persons the majority of whom are from 14 to 18 years of age. I think that the small number attending the classes of the Mechanics' Institution of Manchester is to a very great extent attributable to the fact that the instruction conveyed in those classes is of a very superior character, and is much more likely to attract apprentices from the shops, and very highly skilled artizans, who have received a superior education, than to attract members of the operative classes alone.

74. Lord Sandon.] Have you ascertained whether the National and Lancasterian

terian schools already existing are obliged to repel from their doors children applying for education in Manchester?—I think that the Lancasterian school has always been full, though, in saying so, I must be understood to speak from memory and not with absolute certainty.

J. P. Kay, Esq.  
M. D.

26 February 1838.

75. You have not a recent recollection?—I have not been in Manchester for nearly three years.

76. Mr. Gladstone.] You have used the expression that the Lancasterian school has always been full; do you mean that it has been full to overflowing, and that they have been obliged to refuse applicants?—I meant my answer to imply that.

77. Are you of opinion that upon the whole the demand for education in Manchester exceeds the supply, or the reverse?—I think the demand cannot be said to exceed the supply; but I think that that is a necessary consequence, and is almost to be taken as a proof of the existence of the ignorance prevailing. Among certain of the poorer classes the value of knowledge has not been ascertained, which is, perhaps, the most perfect proof of ignorance.

78. Do you think that any considerable portion of whatever indifference exists at present on the part of the parents is to be ascribed to the fact that instruction is so frequently given gratuitously, and that they are not called upon to make any payment for it?—I think that nothing can be more pernicious than the extent of bounty, in the shape of charity, which is sometimes given to parents to send their children to school; it creates and favours the spread of a notion in their minds that education is pursued, not for the benefit of the children, but for the benefit of the persons who support the charity, and it creates in the minds of the poorer classes to a very considerable extent, I think, a suspicion of the motives of the persons who seek to promote the instruction of their children.

79. But setting aside for a moment the effects which result from positive bounty, do you think that affording instruction gratuitously, instead of exacting a small payment for it, has a tendency to generate that feeling or that suspicion?—I do not think that it is useful, but on the contrary is pernicious, to give instruction quite gratuitously.

80. Chairman.] You think that it is better that something or other should be paid by the parents?—Yes, I do.

81. Mr. Gladstone.] Is your reason for forming that opinion the idea that it may render the parents less alive to the value of the means that may be offered, than they would be if they were called upon to make some payment?—Certainly; and when instruction is given gratuitously to children, it appears to me that the parent surrenders the right of interfering as to the quality and extent of the instruction which shall be given to his child, and that in point of fact he places himself in that respect in the position of a pauper, who is to be treated according to the will of others, and not his own.

82. Mr. Scrope.] With reference to the fact, is education given gratuitously in the National and British and Foreign schools with which you are acquainted?—It is altogether in the Sunday schools, which form the chief portion of the instruction in Manchester, and in a very large proportion of the other schools, which are charity or endowed schools; but a certain payment is required in the National school.

83. Sir G. Strickland.] In the endowed schools, is it not a matter of patronage to get the children into them?—Certainly, it is a matter of patronage; but I understood the previous questions to refer to the tendency of such patronage on the whole mass of persons for whose supposed benefit it is exercised, and my answers were intended to show, that instead of increasing the desire for education in the mass, it rather tends to diminish it, because it is accompanied with a surrender of the right of interference.

84. Mr. V. Smith.] You spoke of a scheme to stimulate the desire of education by preventing the parents from making a profit of the labour of the child who was uneducated; will you explain to the Committee how you meant to carry that out?—I am aware that some of the most intelligent manufacturers of the north have practically resorted to that expedient, in the management of some of the rural establishments connected with the cotton manufacture, and they have refused to receive apprentices who could not prove some educational qualification, or to continue children in their employment whose parents refused to give them an opportunity of acquiring that qualification, and after a certain period of resistance to regulations of that kind, the parents have not only acquiesced, but

J. P. Kay, Esq.  
M. D.

26 February 1838.

have become aware of the great benefit which was conferred upon their children by resorting to such an expedient.

85. Do you propose that what is so done by the will of the master should be done by the Legislature?—My meaning is, that wherever the employment is public, it might be made, without any great difficulty, matter of regulation by the Legislature.

86. By public, do you mean proceeding from the Government?—I mean wherever the employment is in a manufactory, and not under the roof of the parent.

87. Mr. Scrope.] Has not the regulation which you have announced been already sanctioned by the Legislature in the Factory Act?—Not exactly so. It has been required in the Factory Act that the masters should provide schools, and that the children should produce a certificate of their having attended schools, but not as a condition of their employment, but as a regulation attending their employment.

88. But unless that certificate of education is produced they cannot, under the Act, be employed?—They may be admitted, but cannot be continued in employment.

89. But they cannot be continued in employment unless education goes on at the same time with that employment?—I may be permitted to observe, with reference to the Factory Act, that any similar regulation, particularly that to which I refer, must necessarily be abortive if the means of education do not exist; and the success of such a regulation must not only be promoted, but must absolutely depend upon the existence of the means of instruction. It appears to me that the cause of failure in certain of the regulations of the Factory Act is, that no means were given for compelling the erection or provision of schools; and that as the schools, to a very large extent, are deficient in many districts, no means practically existed for enforcing the regulation of children attending school while in employment.

90. Chairman.] Does not that show the absolute necessity of some mode of providing schools in those very districts where the factories exist?—Yes.

91. More particularly there than in any other part of the world?—I do not see why the establishments of certain manufactures should be subject to a regulation which does not affect other manufactures in other parts of the kingdom. I think that it is invidious to distinguish the manufactures to which the Factory Act relates in any such mode; and I believe that a large portion of the passive resistance offered to the regulations of the Factory Act arises from such a distinction being made.

92. Whether the Act ought to extend further, or ought not to extend further, still the necessity of schools in the districts to which that Act does extend, is plain and clear to you?—Certainly; but I do not think that they are distinguished by the absence of schools; in fact, I know that, particularly in the rural districts, the manufacturers have displayed the most laudable anxiety to provide schools connected with their mills; my own opinion is, that the manufacture of cotton in the rural districts, near the house of the capitalist, where he has frequent opportunities of intercourse with his workpeople, and has not merely his manufactory, but his schools and all the associations of his workpeople under his eye, probably affords better means of success in watchful superintendence over the moral and physical condition of the people than is afforded by any other social arrangement.

93. But with respect to Manchester, which we are more particularly upon, you have stated that from the moral condition of a great number of the people in Manchester, rather than from their want of pecuniary means, you feel a doubt as to their eagerness or desire to obtain education for their children; does not that refer in a great measure to the present state of education, that is to say, to there being only a limited supply of education, and a great part of that supply being of the worst kind, such as has been described in the Report of the Statistical Society of Manchester, in respect to the day and dame schools, which Report you have already stated to be correct; and is it not your opinion that with a better supply of a better kind of education brought home to their own doors, in which they would be enabled to see the progress of their children in improvement, they would be much more eager to embrace it than they now are?—I do not know that I made any special reference to the moral condition of the operative classes, and if I did, I beg to explain it by saying that I spoke rather

rather of intellectual indifference; and I believe that an improvement in the quality of the education afforded, and the extent of the means by which it might be provided, would certainly have some effect in removing that intellectual indifference. At the same time, I should not expect immediate success from that, and I believe that in the present state of ignorance among the poorer classes, a direct appeal must be made to their interests.

J. P. Kay, Esq.  
M. P.  
26 February 1838.

94. Lord *Ashley*.] In respect to this rule which you have mentioned, of preventing the parents availing themselves of the profits of their children's labour, without giving them previous education; you must be aware that there are periods of sudden demand for great numbers of hands; would you allow any discretion in the governing power in those districts to suspend such a rule?—I believe such a rule as I have described could not be brought into immediate operation; but that it might be brought into operation in a series of years, by successive expedients adopted for that purpose, under the control of some efficient authority.

95. Then the operation of that rule must be extended equally to the agricultural districts, because, in your capacity of Assistant Poor Law Commissioner, you are aware there has been a large migration from the agricultural districts of persons, all of whom would be subject to that rule?—It would be impossible at first to adopt the same education-test, for that reason, and also on account of the immigration of Irish, which the constant development of the cotton manufacture has stimulated, and by which it has been fed; and I had that distinctly in mind when I said that it would be necessary to proceed, only in a series of years, to the adoption of such a rule; it would be much more difficult to apply such a rule to any class of children of labourers not employed in large workshops.

96. Mr. *Scrope*.] Would not the objections which are insinuated in the last questions be removed, if you were to adopt the alternative of the principle that is involved in the Factory Act, namely, that where the test of a past education cannot be applied, a concomitant education going on at the same time with the labour of the child should be required; an education of three or four hours a day during the remaining portion while he was working in the factory, or any other employment?—That would be an expedient to be adopted by any authority intrusted with power to do so, until the necessity for it ceased to exist.

97. Would not your object of securing the education of all the children in employment be advanced by such an alternative?—I think such a provision is inferior in efficacy to the education-test proposed; but it certainly might be adopted during the stage of transition with great utility.

98. *Chairman*.] Do you not think, looking at the state as described in the statistical account of Manchester of the humbler classes of the manufacturers there, and in many large towns in Lancashire, and which may apply to many other towns, that the most effectual means which can be taken to improve their habits, and to make them happier and better persons, is to give to them a good moral and religious education?—Certainly; if the education combined religious instruction with moral training, and that species of secular knowledge that is fitted for their station in life.

99. Do you see any other mode by which, difficult as the process is, and long as it may take to carry it into effect, the state of the general body of that population can be improved?—I think that there are, of course, a variety of subsidiary expedients which may be resorted to, with great utility, for the improvement of the social condition of the operative population; but I think that in the absence of a sound religious, a correct moral, and a sufficient degree of secular instruction, extreme embarrassment must be felt in the operation of any other expedients, of whatever sort, and I have not great hope of their ultimate success.

100. Mr. *Gladstone*.] Can you form an estimate of the amount of deficiency in the means of education in any given district, say, for instance, the district of Manchester, with which we have been engaged to-day, with reference to the amount of population?—If by education I am to understand what I have previously described, sound religious instruction, correct moral training, and a sufficient extent of secular knowledge suited to their station in life, I should scarcely say that it exists within the limits of my observation.

101. *Chairman*.] You think it is not afforded by any schools at present efficiently?—Not efficiently.

102. Mr. *Gladstone*.] Separating from your view, at present, all those considerations which appear to attach rather to the quality than to the quantity of education,

J. P. Kay, Esq.  
M.D.

26 February 1838.

education, and looking simply to the question of quantity, can you form an idea of what number of children there are in the town and neighbourhood of Manchester, upon any given population, that are entirely without education of any kind, however defective?—The Report of the Committee of the Manchester Statistical Society states, that one-third of the children between the ages of five and fifteen are not receiving instruction of any kind whatever; and the report also proceeds to state, that the education given in the common day schools, and dame schools, and certain other schools, appears to be either altogether inefficient or very indifferent.

103. In reference to the first part of your answer, do you imagine that they have arrived at that statement by calculating the number of children between five and fifteen in the population, and then ascertaining the number of children who attend schools of any kind, and giving the difference as the amount of deficiency which exists?—Certainly, with this exception, that they have excluded those under five and above fifteen who are in the receipt of instruction.

104. Do you imagine that the average number of children who attend schools in Manchester continue in attendance for anything like the period of 10 years?—In the Sunday schools the great mass of the children continue pretty regularly in attendance; and I have personal experience of the quality of instruction conveyed in the Sunday schools of Manchester, which, as far as religious instruction is concerned, may be stated to be the best instruction which exists of that nature.

105. But do you think that the generality of the children who go to school at all in Manchester continue at school, week-day or Sunday, for anything like so long a period as a period of 10 years?—I think the great portion of the Sunday scholars do.

106. Do you think that any considerable proportion of the day scholars continue at school for 10 years?—I do not think that any very considerable proportion of the day scholars do.

107. Then will not the calculation be inaccurate if it has been made upon the supposition, that those who are at school continue at school from the age of five to the age of fifteen?—Certainly; it can only refer to the number who were at school at the period when the calculation was made; and of those who are understood to be receiving no instruction at all at the period when the inquiry was made, it is evident that certain of them might, and probably would, receive instruction in the Sunday schools, or in the day schools, during some period which elapsed in the 10 years between five and fifteen.

108. Looking at the nature of the employment of the manufacturing population in general, do you think that it can be reasonably expected, with a view not to what is desirable, but to what is practicable, that the mass of the children should attend daily schools from the age of five to the age of fifteen?—I think that from the age of five to the age of thirteen is not only desirable, but perfectly practicable.

109. To keep them in attendance upon daily schools?—Yes.

110. Do you include in that answer a supposition that, during the years from nine to thirteen, they are to work for a part of the day in factories?—I suppose that their industrial employment in the factory should go along with their training, for a certain number of hours in the day.

111. In sitting down to estimate what quantity of education ought to be provided for Manchester; would you make your estimate by ascertaining the number of children between the ages of five and thirteen, and fixing the amount of education to be provided accordingly, excluding, for the moment, the consideration of infant schools?—As Manchester is the example selected, I must, of course, have reference to the ordinary employment of the population in factories, and to the provisions of the Factory Act, and as a large portion of the children would, under the provisions of that statute, be employed during eight hours in the day in the mill, two hours would probably be the time allotted to their daily instruction. It appears to me that the calculation ought to include all between the ages of three and thirteen; though it is evident, that in making the calculation of the number of schools, and the number of masters necessary to conduct instruction, the circumstance that certain of those children between the ages of nine and thirteen may be instructed in rotation ought to be taken into account, and also allowance made for sickness and other casualties.

112. Do you happen to have estimated the number of children, upon the population of Manchester, which there are between the ages of five and thirteen?—I am not prepared to answer the question at the moment, though, of course, it is

is a matter of mere statistical detail, which might be resolved from calculations of the mortality of various ages, and returns of various persons living at the respective ages in the last population return.

J. P. Kay, Esq.  
M.D.

26 February 1838.

113. Do you think that the daily instruction at this moment provided in Manchester is sufficient to supply all the children of Manchester between the ages of five and thirteen?—If the instruction conveyed were of the quality that I could desire, I should say that its extent was insufficient for that purpose.

114. Mr. Pusey.] With reference to the probability of demand for a better instruction in Manchester, if it should be afforded by a better description of schools, can you state the reason why there should be so large a number as 4,000 boys in Manchester in attendance upon those private day schools, where you state the instruction afforded to be of a very ordinary and inferior description, whilst it appears that at the Lancasterian day school, which is of a superior kind, and where the instruction is gratuitous, there are but 721 boys; and at the National School, where it is also gratuitous, there are but 280 boys in attendance. Can you state the reason why parents give the preference to the worst kind of education, for which they are obliged to pay, rather than to that education which you say is superior, and which is afforded to them gratuitously?—I do not believe they give the preference, but Manchester is an immense town, and I believe that the Lancasterian and National schools do, to the extent of their means, provide education for the children in their vicinity; but certain of the neighbourhoods of Manchester are miles distant from either of those schools, and of course, in such neighbourhoods, other means must be resorted to; and I do not believe that even those schools are sufficiently extensive to provide for the wants of the population surrounding them.

115. At all events, does it not appear to you that, without a single additional boy going to school, amongst those who are already under a course of education there might be a very much increased demand for a superior description of school?—Certainly; though I have not very great confidence in the ability of the population to appreciate, in the first instance, the difference in the quality of the instruction conveyed.

116. But in the end, you think that schools properly managed on a better principle, would prevail over those private schools where a considerable sum is paid weekly, and where you have stated the education to be so bad?—Assuredly.

117. Chairman.] Do you not think that it would be important that education should be afforded to children below the age of five?—I look upon the instruction conveyed to children between the ages of two and six to be an important feature in the improvements recently adopted in educational processes.

118. Is not that particularly the case with respect to the inhabitants of large towns, where the mothers of the infants are often engaged, and live in close and small tenements?—Certainly; and not only on that ground, but another reason, which appears to me to be exceedingly important, is the expediency of separating the children from the contamination of the street play-ground, and conveying to them combined amusement and instruction in associations from which all moral contamination is excluded, and where they live in an atmosphere of much greater purity.

119. Then with regard both to their health and to their moral and religious discipline, do you think that the adoption of infant schools in those large towns is of very great importance?—I certainly attach very great importance to the increase of the number of infant schools.

120. Lord Ashley.] Is the population of Manchester less shifting and migratory than the population of other large towns?—Certainly; it is much less so than Liverpool and the outports: but I do not think the population of Manchester is, to a large extent, a migratory population.

121. Mr. Scrope.] As an Assistant Poor Law Commissioner you have a number of workhouses under your care; will you give the Committee an idea of the extent of education which is afforded in those workhouses, whether in a town or a rural population?—I have recently been engaged in introducing improvements into the training adopted in the workhouses of Norfolk and Suffolk, which are not yet complete; but the system that we propose to pursue, is that the boys shall, under the Commissioners' regulations, be instructed during three of the working hours at least every day in reading and writing, and the principles of the Christian religion, and that, during certain other hours, such instructions



J. P. Kay, Esq.  
M. D.

26 February 1838.

shall be given them as are calculated to train them to habits of usefulness, industry, and virtue. The expedients which we adopt for this purpose are as follows: the Bible, the Testament, and the Book of Common Prayer, and the Church Catechism, are considered essential school books; and if any other religious books besides those are employed, they are submitted to the chaplain; and if difference of opinion should arise between the chaplain, who is to be licensed and approved of by the diocesan, and the board of guardians, respecting any books which might be supposed to influence religious belief, or to relate to the essential doctrines of Christianity, we think it right that that difference of opinion should be referred to the diocesan. Of course due regard is had to the provisions of the 19th section of the Poor Law Amendment Act, by which relief for the conscientious scruples of Dissenters is provided.

122. Will you explain how it is provided with reference to the education of children?—The parents may object to the children being trained in any particular religious doctrine, and they may, in the essential points of doctrinal instruction, send their own spiritual guides to instruct their children. This provision being made for the religious instruction of the children, we are anxious that certain books, conveying more secular instruction than is commonly given in parochial schools, should be used in the workhouses, because we think that the children are placed in a different situation from children trained in parochial schools; that the orphan, deserted children, the children of felons, idiots, and of persons whose guardianship is at an end by legal disabilities and otherwise, and which children, consequently, remain for a considerable period in the workhouse, are necessarily separated from those sources of secular knowledge with which the child of an independent labourer is in contact, and that out of this arises the necessity for conveying a greater amount of secular knowledge than is commonly conveyed in the parochial schools. That and similar reasons have induced me to provide for the want experienced by such children in the workhouses of the ordinary industrial training, which takes place either under the labourers' own roof, in the case of girls, or by accompanying their fathers in all the occupations of husbandry, in the case of boys; and the directions given to the schoolmaster provide for the instruction of the children in gardening, as an employment allied to the pursuits of husbandry, and in such occupations as shoemaking, tailoring, rough carpenter's work, by which a boy might learn to use a chisel, a hammer, and saw, and might be enabled, if he were a husbandman, after a time, to weather-board the barn, or do some rough work in the farm-yard, and in making ropes, mats, nets, hurdles, and other things of that kind used in farming occupations. And with respect to the girls, we require not merely that they should be instructed in knitting and sewing, which is a kind of industrial training to which such instruction is ordinarily confined in parochial schools, but we require that they should also learn to cut out clothes, to scour the room, and to make the beds. We provide them with a separate washhouse and laundry, in which they wash their own linen and the linen of the boys, and frequently the culinary operations of the kitchen are performed entirely by the girls, under the superintendence of some reputable female; our object being to combine a sound religious with a careful industrial and moral training, and such an amount of secular instruction as shall invigorate the minds of the children, and thereby increase their chances of maintaining themselves in independence in after life.

123. The education you have described is rather what is contemplated, than what is actually given in the workhouses?—It is now actually given in many of the workhouses in my district.

124. Such an education being, to all appearance, very superior to that which the labourers' children usually obtain out of the workhouses, from charitable institutions, or by payment by their parents, do you not think it rather hurtful that there should be a premium in this manner held out to pauperism?—If it were the custom to receive the children of able-bodied labourers, without their parents, into the workhouses, and if the value of such instruction were more generally understood by the poorer classes, I can conceive that it might operate, to a certain extent, in that way; but I am afraid that we must admit that the value of instruction is not generally understood; and I believe that, with respect to the class which are likely to become paupers, it is not at all understood, and that, in fact, one of the best means of repelling pauperism from the workhouse is to raise the moral and intellectual atmosphere of the workhouse to the highest pitch.

125. Is it not clear that the children who have been educated in the schools you have described will be likely to make better servants and workpeople, when they come out of the school, than those who have not gone through that education; and is it not probable that a premium will be given to pauperism, by servants being taken from the workhouse instead of from the families of independent labourers?—To that extent it does operate, and to that extent it does appear to be an injustice, similar to the practice of giving premiums with apprentices which prevailed before the industrial training occurred in the workhouse; and the expedients now adopted in my district are distinctly adopted for the purpose of getting rid of the necessity of apprenticeship, and are not free from the objection supposed in the question.

J. P. Kay, Esq.  
M.D.

26 February 1838.

126. *Chairman.*] Does it not render it necessary, at all events, that an improved system of education should be adopted out of the workhouse?—My own opinion is, and I wish to separate that from any opinion which may be entertained by the Poor Law Commissioners, that the best way to train the orphan, deserted, and bastard children and others, whose parents' guardianship is at an end by legal disabilities, is that a school should be provided without the walls of the workhouse, and that that school should be accessible not merely to the children maintained in the workhouse, but to the children of the surrounding population, so that, as respects the children who are inmates of the workhouse, degrading distinctions, which might injure the moral force of character, should altogether cease; and I believe that the expedients at present adopted for the workhouse schools will entirely resolve themselves into the provision of a school in the neighbourhood of a workhouse, where both objects may be combined, or into some other general provision of the same description.

127. *Mr. Gladstone.*] Is the Committee to understand that in the education in the workhouse, the children would be taught the Church Catechism, and would use the Book of Common Prayer, unless their parents urged an objection to it?—Certainly.

128. In case their parents urged an objection to the use of those books, the children would be exempted from the use of them?—Under the provisions of the 19th section of the Poor Law Amendment Act the parents of any child, or in the case of an orphan child, the godfather and godmother, are constituted guardians of the religious instruction of that child; and in anything which relates to the instruction of the child in the essential doctrines of Christianity, their interference would be a legitimate impediment.

129. In point of fact, within the range of your experience, have many cases occurred in which that objection has been made?—I do not know of one; but in my district the number of Dissenters, except in the town population, is very limited.

130. But is it not the case that within the workhouses within your district, a considerable number of persons belonging to the town population have been received?—It happens that in my district the only unions containing the population of a large town are the Ipswich and King's Lynn Union. The town of Bury and the city of Norwich are not yet included in union, and the workhouse is not yet built in the town of Yarmouth. The rest of the towns which exist in the district are so small that the character of the population can scarcely be distinguished from the surrounding rural population.

131. Are the union workhouses in the towns of Ipswich and King's Lynn?—Certainly.

132. You have never known the objection taken in either of those workhouses?—Such an objection has never come to my knowledge.

133. Do you think that it would have come to your knowledge if it had been taken?—I have no doubt it would have been stated to me in my visits to the workhouses.

134. *Mr. Scrope.*] If the parents of a child object to the use of the Church Catechism, is the child shut out from all education in consequence, or from that portion of education which consists in reading those books?—The parent or godfather or godmother of the child would not have any right to interfere, except in such instruction as might legitimately be considered to influence religious belief, and in the secular and industrial instruction it does not appear to me that such interference would be considered valid, and therefore that instruction would continue.

18 MINUTES OF EVIDENCE BEFORE SELECT COMMITTEE

J. P. Kay, Esq.  
M.D.

26 February 1838.

135. And that secular and industrial education would occupy a considerable portion of the child's time, in fact, and as regards these points would be as liberal an education as the other children would receive?—It would occupy a large portion of the time, because in secular instruction I include instruction in reading, writing, and arithmetic, and also general knowledge, and the industrial training would occupy three or four hours in the day.

Jovis, 1<sup>o</sup> die Martii, 1838.

MEMBERS PRESENT.

Lord Ashley.  
Sir Stratford Canning.  
Mr. Gladstone.  
Mr. Pusey.  
Mr. Poulett Scrope.

Mr. Slaney.  
Sir George Strickland.  
Sir Harry Verney.  
Mr. G. W. Wood.

RICHARD AGLIONBY SLANEY, Esq. IN THE CHAIR.

*James Phillips Kay, Esq., M. D., called in; and further Examined.*

J. P. Kay, Esq.  
M.D.

1 March 1838.

136. Mr. Pusey.] IN your last examination, you stated that you objected to the exclusive use of the monitorial system, with the motive of rivalry employed as the principal stimulus; will you inform the Committee whether that objection is founded on your own reflections alone, or upon observation and experience also?—For some time past, I have felt considerable interest in the methods of instruction employed in various classes of schools, and for that purpose I have sought every opportunity of visiting the schools which have been conducted on different methods. I recently visited the Edinburgh Sessional School, and the Glasgow Normal Seminary, and have also paid careful attention to the plans pursued in a great number of the schools conducted in the neighbourhood of the metropolis and in the country; and it appears to me, that even a cursory observer cannot fail to recognise a considerable difference even in the external features of the school in which care is taken to avoid as much as possible a system of emulation, and to substitute for the ordinary plans of rewards and punishments, a system of moral distinctions, in which moral conduct shall be made the chief ground of difference in the school, instead of mere intellectual proficiency; the school in which I have seen the most success upon that plan, is a school which is conducted under the patronage of Lady Byron at Ealing, and in which, to that part of the system, I am aware that considerable attention had been given. I think no one can fail to observe, on entering a school conducted upon that plan, that there is a more kindly relation between the master and the children, and between the children and each other; that there is an absence of that jealousy, and that personal irritation, that is so frequently witnessed; that the children are more prone to kind offices towards each other and towards the master, and that they are breathing a purer and superior moral atmosphere than in a school which is conducted upon the ordinary system. The plan pursued in Lady Byron's school is, that the conduct of each child during each day shall be recorded; that it shall be marked by some slight external distinction. A child who conducts himself well, without committing any palpable fault, commonly wears a white counter hung round the neck. If the child distinguished himself by superior moral qualities, amongst which industry, fidelity, perfect truthfulness, and persevering attention to the instructions of the master are chiefly kept in view; the distinction of a counter of a different colour is adopted, and if the child commits some fault which cannot escape observation, a colour is adopted to distinguish that; so that on each day a record is kept of the conduct of each child; and in a series of days the number of days during which a child has conducted himself with moral propriety is recorded, and the number of days in which he has committed deviations from moral propriety is also ascertained.

137. Do you find that in that school the children make the same advance in knowledge as they would in an ordinary school, conducted under the Lancasterian system?—I am assured that those distinctions are quite sufficient to insure attention to the instructions given by the master, and that they do not find

find any necessity for resorting to the ordinary expedients of reward and degrading punishment.

138. Sir *Stratford Canning*.] Of what age are the children in the school at Ealing.—I can speak from observation only; I should say from the age of nine to the age of 14.

139. Sir *George Strickland*.] Are you not of opinion, that the natural desire for acquiring knowledge, and the desire of distinction for good conduct, are a sufficient stimulus for the instruction of children, and better than the stronger stimulus of emulation and rewards and punishments?—I think that it is an error to instruct a child to believe, which is practically done when reward immediately follows good conduct, and punishment follows bad, that the scenes of after life will be equally retributive, and that the child is to expect an immediate reward for good conduct, and immediate punishment for bad conduct. I therefore believe, that the system of reward and punishment in schools is altogether founded upon a mischievous basis, and I am quite certain that the stimuli to which reference is made in the question will, though more difficult of application, in skilful hands be found quite as efficacious, and far more efficacious than the system ordinarily pursued.

140. Sir *Stratford Canning*.] Are the counters you have mentioned worn by the children?—They are.

141. Mr. *Pusey*.] If the present system of emulation were to be abolished, or considerably modified, would it not be necessary that the schoolmasters should be a better educated race of men, so as to be able to convey knowledge in a more attractive form than the present race of schoolmasters are capable of doing?—Certainly; because the whole system of conveying knowledge to children would have to be reversed. At present, the plan is, that general truths are stated to the children didactically, and that they are required to remember those general truths; and that successful exercise of the memory is rewarded, and the want of success is punished. Whereas, if the system were quite reversed, and instead of first attempting to convey a general truth, the teachers had themselves the power of analyzing it into its simplest elements, and were careful to convey those elements first to the apprehension of the child, the interest that the child himself would take in combining the elements of knowledge, and ascertaining the extent of the general principle, would be quite sufficient to render knowledge attractive. It is evident, however, that that could not be done unless the person employed to instruct the children had himself received a much superior education to that which is commonly now enjoyed by those who are instructors of the poor, and had also been accustomed to the practice of the method in some school in which such a method had been successfully established.

142. You mean that you would either present or describe interesting objects to the children, and lead them by induction to classification, and to a knowledge of the general laws of those objects, instead of teaching them *à priori*?—Certainly.

143. Have you turned your attention to the expediency of attaching play-grounds to schools?—I have; I would particularly mention that in the schools of the Glasgow Normal Seminary, play-grounds are considered an essential part of school discipline, for two separate reasons: first, that it is considered, especially in large towns, that the physical development of the children ought not to be impeded by the absence of proper recreation and exercise; but more especially the play-ground is, in the Glasgow Normal Seminary, rendered a source of moral training. The ordinary routine of the school is broken up by occasional recreation, and the languor and irritation which result from fatigue are thus easily got rid of; and during the period when the children are taking recreation they are not abandoned to the mischievous influences of the street or lane in which their parents reside, but they take that recreation under the superintendence of the teachers, who endeavour, by careful attention to what occurs, without applying any restraint, to exclude the influence of vicious propensities; and, by degrees, to establish in the play-ground mutual good offices among the children, and propriety of demeanour.

144. Looking aside for a moment from the question of the moral effect, are you or are you not of opinion that the taking of an hour or an hour and a half from the period of instruction, for the purpose of recreation, would or would not so far brace and refresh their minds as to enable them to learn as much in the remaining portion of time as they previously would in the whole of the time given

J. P. Kay, Esq.  
M.D.

1 March 1838.

given to instruction?—I am quite certain that it would have that effect; and I would even propose that the recreation should be not simply taken at one stated period, but that whenever it was apparent to the teacher that the languor and irritation, which are the sources of the great want of success in schools as ordinarily conducted, occurred, that he should have recourse to the play-ground to get rid of those unpleasant effects of school discipline.

145. With regard to the physical advantage of the children, should you, from your professional knowledge, consider that the play-ground would be essential to that?—I think it would not only promote the moral training and the success of the instruction of the children, but that to exclude recreation from the life of a child during the ages ordinarily devoted to instruction, cannot but be accompanied with great injury to the health.

146. Should you be of opinion, that not only the physical exercise would be beneficial to the health, but that the amusement and happiness enjoyed would, through the mind, operate beneficially upon the bodily health also?—Certainly. I consider amusement, and the habitual cheerfulness which is its consequence, to be absolutely essential to success in the moral training of any school, and in the attainment of secular knowledge, and of bodily health.

147. Sir *Stratford Canning*.] Do you find, from your experience, that the presence of the master does not tend at all to counteract that effect?—If the master were to conduct himself as schoolmasters ordinarily do, it certainly would be attended with that consequence. But in a school such as I have attempted to describe, a much more happy relation exists between the master and the scholars; they regard him as their friend; and they expect from him, not coercion, but continual kindness.

148. Mr. *Pusey*.] You have spoken of the lassitude which sometimes prevails, in classes of young children particularly, and of the good effect of the play-ground in removing that; did you ever observe the effect of another means, that of singing, in removing lassitude?—Certainly. I have been particularly anxious to introduce into workhouse schools instruction in singing; not merely psalmody, but cheerful music connected with correct moral sentiments. I have observed in some schools which I have visited the most salutary effects in getting rid of the lassitude incident to ordinary school discipline; and I am quite certain that singing may itself be employed as a means of promoting their retention of useful knowledge, and especially of interesting the children in moral and religious sentiments.

149. Mr. *Gladstone*.] Did you ever hear of any children to whom exercise in singing was otherwise than pleasurable?—No.

150. Are you aware how many schoolmasters and schoolmistresses have been appointed under the Poor Law Amendment Act to workhouse schools?—I am not; but in my district I am not aware that there is more than one workhouse, containing children, without a schoolmaster and a schoolmistress.

151. Are the teachers in the workhouse schools usually of a class very superior to those employed in the schools of the National Society?—Great difficulty has been experienced in obtaining schoolmasters from the National Society, or, in point of fact, from any English schools in which schoolmasters and schoolmistresses are trained; and owing to that difficulty chiefly, recourse has been had to the schools of the Church of Scotland, established in Edinburgh and in Glasgow, from which schools some teachers have been obtained. No absolute qualification has yet been devised and required for the office of schoolmaster. For the matter of religious instruction, the schoolmaster is (subject to the provisions of the 19th section of the Poor Law Amendment Act) required to submit himself implicitly to the directions of the chaplain, who is licensed and approved by the diocesan.

152. In point of fact, have most of those schoolmasters been drawn from Scotland?—By no means; only six schoolmasters have been so engaged in my district, great difficulty being experienced in obtaining schoolmasters from that distance.

153. What are their salaries?—A salary of 35 *l.* per annum, with maintenance in the house, and a separate apartment, is given to the schoolmaster; and 15 *l.* or 20 *l.* per annum, with a separate apartment and board, is given to the schoolmistress.

154. Do you conceive that to be considerably higher than the average of the salaries given in country schools to masters?—That depends very much upon the

the situation of the school. I know that higher salaries are given in several schools in the country; but in the ordinary village schools, I think that probably inferior salaries may have been given.

J. P. Kay, Esq.  
M.P.

1 March 1838.

155. Do you think that the salaries you have now named will be sufficient permanently to command such a class of schoolmasters as you would consider desirable for the workhouse schools?—I should hope that they might; but I do not mean by any means by that reply to the question to commit myself to the opinion, that the expedients now adopted in the workhouses for the training of the children are such as would be permanently thought most beneficial. And I may state, that I think that probably other expedients might be adopted which would be more efficient for securing the permanent benefit of the children educated in the workhouses than those now adopted.

156. Then, upon the whole, the Committee is to understand, that you have experienced extreme difficulty in finding competent schoolmasters?—Certainly.

157. Lord *Ashley*.] Throughout your district, as a Poor Law Commissioner, are chaplains universally appointed at the workhouses?—The only cases in which chaplains are not appointed, are cases in which certain aged inmates and children are the only inmates of the workhouse, and they are permitted to attend the parish church, which is in the immediate vicinity, and in which the minister of that church undertakes the ordinary week-day offices of the chaplain, namely, the visitation of the sick and infirm, and the catechizing and examination of the children.

158. *Chairman*.] You are a member of the Manchester Statistical Society, and you stated the other day that you were convinced of the general correctness of its Reports?—Certainly.

159. It appears that the population of Manchester is about 200,000?—At the period when that Report was published, the population was believed to be about that amount.

160. The account which is given to the Committee of the day schools in Manchester divides the children attending the different schools into classes; will you state the classes into which they are divided, and the numbers in each class?—There are 4,722 children attending dame schools; 6,902 attending common boys' and girls' schools; 2,934 attending superior private and boarding schools; 649 attending infant schools; 3,454 attending endowed and charity schools; the whole number of children in the day schools being 18,661. Besides those, there are 1,454 children, chiefly between the ages of 14 and 18, who attend evening schools; making a total of 20,119 who attend schools which are denominated in the Society's Report "day and evening schools," of which number 1,011 attend Sunday schools.

161. As the subject to which the Committee are turning their attention is the state of education of the working classes, there will be to be deducted from that number, in the first place, 2,934 who attend superior private and boarding schools?—Certainly; the children attending the superior private and boarding schools are not to be considered children of the working classes.

162. And in looking at the state of education of children under 13, those 1,454 who attend evening schools will also have to be deducted?—If it be the object of the Committee to ascertain how many children between the ages of three and 13 are receiving instruction in Manchester, those attending the evening schools must be deducted.

163. Will you have the goodness to state the substance of the account given in the Report of the different classes of children?—Two thousand one hundred and seventy are stated to attend free schools, namely, 13 endowed and charity schools, in which no part of the expense of education is borne by the children; 1,907 attend eight endowed and charity schools or infant schools, in which part of the expense of education is borne by the children; and 1,642 attend one infant school, and dame and superior boys' and girls' schools and evening schools, in which the whole expense of education is borne by the children.

164. It appears, then, that after deducting those belonging to the superior private and boarding schools, and those above the ages to which reference has been made, that the number of children of the working classes attending day schools is a little under nine per cent., or about one in eleven on the population?—The number would be 16,731, deducting the two classes mentioned.

165. That was on a population of 200,000?—Yes.

166. Will you state what is the actual amount of the cost at present paid by the

J. P. Kay, Esq.  
N.D.

1 March 1838.

the different classes for that education?—It appears by the Report, that 16,731 children, between the ages of 3 and 13, attend day schools; and of those 13,000 pay for the schooling; 1,900 pay something towards the cost; and 2,100 pay nothing.

167. Will you give a description of the schools, and the cost?—In the Report, 4,722 children are stated to attend dame schools, at the cost of 4 *d.* per week, or 17 *s.* 4 *d.* per annum, which amounts to a total expenditure by the parents of the children of 4,082 *l.* per annum for the children instructed in dame schools.

168. It appears in the Report that it is stated, "These schools are generally found in very dirty unwholesome rooms, frequently in close damp cellars, or old dilapidated garrets." And, in another part, "It appears to the committee that no instruction really deserving the name is received in them, and in reckoning the number of those to be considered as partaking of the advantages of useful education, these children must be left entirely out of the account." Does your observation and knowledge confirm the statement so made in the Report?—In every general statement of that kind, of course there must be exceptions, distinguishing particular dame schools from the general rule. But having reference to the character of the education now given in infant schools, and to the state of the buildings employed for infant instruction under its most approved form, I think that the committee of the Statistical Society of Manchester were correct in describing this most numerous class of schools in the terms used in their Report.

169. The next class of schools is common day schools. Have you an account of the number of those?—The number of boys instructed in common day schools is stated to be 4,107, at an average weekly payment of 8  $\frac{1}{2}$  *d.*, giving an annual expenditure of 7,563 *l.* 3 *s.* 8 *d.* for the instruction of boys in common day schools. The number of girls so instructed is 2,795, at an average weekly payment of 9  $\frac{1}{2}$  *d.*, giving an annual expenditure of 5,752 *l.* 18 *s.* 4 *d.* for the instruction of girls in common day schools, or a total expenditure of 13,316 *l.* 2 *s.* for the instruction of boys and girls in common day schools in Manchester.

170. In describing those common day schools, it is stated in the Report of the Manchester Society, that they are "in rather better condition than those last mentioned," that is the dame schools, "but are still very little fitted to give a really useful education to the children of the lower classes." Then in page 10 of that Report, several instances are stated of the inefficiency of the masters and mistresses of those schools. It is stated that "most of the masters and mistresses of these schools seemed to be strongly impressed with the superiority of their own plans to those of any other schools, and were very little inclined to listen to any suggestions respecting improvements in the system of education that had been made in other places. "The old road is the best," they would sometimes say; and there are several statements given in the Report, showing the inefficiency of the masters of those schools. These words are used, "In the great majority of these schools there seems to be a complete want of order and system; the confusion arising from this defect, added to the very low qualifications of the masters, the number of scholars under the superintendence of *one* teacher, the irregularity of attendance, the great deficiency of books, and the injudicious plans of instruction, or rather the want of any plan, render them nearly inefficient for any purposes of real education. Religious instruction is seldom attended to beyond the rehearsal of a catechism, and moral education; real cultivation of mind and improvement of character are totally neglected." The girls' schools are said to be "generally in much better condition than the boys' schools, and have a greater appearance of cleanliness, order and regularity." Several accounts are given in the notes to this, confirming the account of the inefficiency of those schools. Does your observation and knowledge of the district confirm the statement made by the Society as a general statement?—Considering this as a general statement of the want of proper qualifications on the part of the masters, and the want of proper apparatus in the schools, and the absence of correct methods of instruction, such as are pursued in schools in which a proper system is adopted, I consider the statements to be correct; though I should not like to be understood to say that there are not exceptions to that general rule, indicating superior attainments, and the exercise of better methods, on the part of individual masters.

171. Have you an account of the number of children who attend endowed and charity schools?—Three thousand, four hundred and fifty-four children attend

attend endowed and charity schools of different descriptions, and making payments of 2 *d.*, 3 *d.*, 4 *d.* and 6 *d.* per week each, in several of those schools. Some of those schools, particularly the National and Lancasterian, and certain other charity schools, are, when compared with the common day schools, very much more efficient, though probably the supporters of those schools would be willing to admit that improvements might be adopted. Besides these, 649 children attend infant schools. In most of those schools, 2 *d.* a week is paid for each child. The design and management of those schools are stated in the Report to be excellent, and their general utility to be likely to be very great; but I regret to observe, that two only of the teachers of five infant schools were educated for the employment.

172. Still the opinion of that committee was, that in design, management, and general utility, they formed a striking contrast to the dame and common day schools; do you confirm that opinion?—Certainly.

173. Lord *Ashley*.] Looking to education as a means of contributing to the comfort and order of society, are you not of opinion that females of the poorer classes should acquire the various arts of domestic life, as much as reading, writing, and arithmetic?—Certainly; I think that the industrial instruction of females, and particularly their instruction in the arts of domestic economy, would contribute very greatly to the happiness of the poorer classes.

174. Is it consistent with your experience that the females of the operative classes, married or single, do possess this knowledge?—It is exceedingly lamentable that a very slender acquaintance with domestic economy is generally possessed among the poorer classes, not only in the manufacturing, but also in the agricultural districts.

175. To what do you attribute that deficiency?—I attribute it, to a large extent, to the want of a proper system of instruction. I am also aware that the employment of females in many districts, does to a large extent interfere with their domestic usefulness; and I think that employment which occasions this interference is to be greatly regretted.

176. Have you ever thought of any scheme to remedy this effect?—My view of a school is, that the objects which may legitimately be sought to be attained in proceeding to develop a system of instruction for the poorer classes, would be improperly limited, if the instruction of the females in domestic economy, particularly in frugal cookery, were omitted, and if the early manual instruction of boys were omitted.

177. In your opinion, then, any extensive employment of females, away from their homes, is injurious to their acquisition of the knowledge of the arts of domestic life?—I think that if the employment of females interferes with their early instruction in domestic economy, that is to be extremely regretted.

178. You have written very forcibly on the character of unlawful combinations, and the mischievous spirit and designs of agitators, who delude and exasperate the people; do you see any so effectual a cure for those evils as the moral and religious discipline of those masses on which they act?—I consider that the success of agitators in operating upon the feelings and the prejudices of the masses of the operative population, is chiefly attributable to the want of information of their real interests, and particularly of the true basis of the relation between master and servant in manufacturing communities, and that no corrective can be effectually applied until means are taken to convey such information to the working classes generally; and I am desirous to express my conviction, that the best objects of the education of the poorer classes cannot be attained, unless whatever secular instruction is given to the poor be combined with careful moral and religious training.

179. Are not the influence and example of the parents of great importance in the moral training of children?—Certainly.

180. Are they frequently exercised among the operative classes, and when exercised are they good?—Among the operative classes in Lancashire, I know, personally, a considerable number of individuals who are remarkable, not merely for the strength of their religious opinions and sentiments, but for the correctness of their whole moral demeanour, and the superiority of their intelligence. But I regret to say, that I can only give one answer with respect to another considerable class, that the instruction of that class has hitherto been so imperfect, and the incentives to improper conduct have been so numerous, that the example of



J. P. Kay, Esq.  
M.D.

1 March 1838.

the parents is not such as those who hope for the improvement of the children would desire to exhibit as a model for them.

181. *Chairman.*] The proportion of the population between five years and fifteen is given by deductions from the Population Reports as one-fourth of the whole; if that is the case, the population between three and thirteen, which are the years that this Committee propose to look to, will be rather more than one-fourth?—Certainly; because the number of deaths between three and five is greater than the number of deaths between 13 and 15.

182. Taking it in round numbers to be one-fourth, it will be 50,000 in the population of Manchester?—Certainly.

183. *Mr. Gladstone.*] Looking to the population of Manchester, the ages between which it is desirable that children should attend school daily, and the number of children in Manchester now attending school daily, can you give to the Committee a calculation of the deficiency that at present exists?—I will endeavour to do so, though I must state that the whole of the elements of such calculation are not before me; and I must not be supposed to give it with statistical accuracy. The population of Manchester was, at the period when the inquiry of the Statistical Society took place, 200,000; the number of children between the age of five and fifteen is, from the Population Returns, assumed to be one-fourth of the population, and it appears fair to consider, as has been suggested in the previous question, that the number of children between the ages of three and thirteen would be more than one-fourth of the population. If from this number of children, those now educated in superior private and boarding schools, and which belong to the middle and upper classes, were deducted, viz. 2,934, and also the number of children who might be supposed to be prevented by illness, by employment of various kinds, and casualties, from attending schools, which may be perhaps liberally estimated as one-third, or 16,666, there would remain 30,400 of the working classes for whom education ought to be provided. The Reports of the Society, to which reference has been made in the previous questions, show that in Manchester in the day schools 15,759 children are now instructed. Deducting the 15,759 so instructed, there remain 14,641, for whom the Report of the Society would lead us to believe that no instruction has been provided. If to this number there be added 4,722 who attend the dame schools, which are stated by the Society to be quite inefficient as a general rule, and 6,902 who attend the common day schools, which schools are stated to give only an indifferent sort of education, there would remain 26,265 for whom no efficient education is provided.

184. *Chairman.*] That 26,000 is very nearly one-eighth of the population?—It is. On the former day, I was requested by the Committee to state my opinion of the annual outlay which would be required to conduct a school upon the plan which I have described. In making this calculation, I suppose that each school would contain 400 children, namely, 200 between the ages of three and seven, and 200 between the ages of seven and thirteen, and upwards. The school containing children between the ages of three and seven I should denominate an infant school, and that containing the children between the ages of seven and thirteen, and upwards, a juvenile school, and should propose that in each school a schoolmaster and schoolmistress should be provided; the schoolmistress being the wife of the schoolmaster, and assisting him in the instruction of the children occasionally. In the infant school, a salary of 60 *l.* with board for both schoolmaster and schoolmistress, which would cost 39 *l.* per annum, and an outlay for coals and candles, &c. of 15 *l.*, and a further outlay of 20 *l.* for the renewal of books and apparatus, would appear to me to be a sufficient provision, making a total outlay of 134 *l.* per annum. In the juvenile school I should propose that a similar outlay be incurred for the three last items, but that a joint salary of 90 *l.* be given to the schoolmaster and schoolmistress, making a total of 164 *l.* per annum, for the management of the juvenile school. In this calculation, I suppose that the school-rooms have been built, and are to be kept in repair. I propose that the system universally adopted in Scotland should be pursued, of teaching the boys and girls together, which I consider to be preferable to the plan more commonly pursued in England, of teaching the boys and girls separately. I find that if 4 *d.* a week were charged for the education of 200 children in a juvenile school, that an income of 173 *l.* 6s. 8 *d.* would be procured, which would be more than sufficient for the outlay proposed; and if 3 *d.* a week were

were charged for the education of each child in an infant school, containing 200 children, 130*l.* per annum would be obtained, which would be nearly equal to the contemplated annual expense of the infant school. Thus 400 scholars on this, which I consider the most efficient plan of education, might be trained for 298*l.* per annum; and reverting to the calculation that it would be desirable that 25,000 children in Manchester should be partakers of this more efficient system of education, it is apparent that 62 schools, containing 400 children in each, would be required, at an annual outlay for each school of 300*l.* The total outlay for the 62 schools would therefore amount to 18,600*l.* Now, reverting to the account which I have before given of the outlay now incurred by the parents of the children educated in the day schools, and in the boys' and girls' common day schools, I find that the dame schools educate 4,722 children, at an average cost of 4*d.* per week, or a total annual cost of 4,082*l.* I also find that the boys' common day schools educate 4,107 children, at a cost to the parents of 8½*d.* per week for each child, or a total annual cost of 7,563*l.* 3*s.* 8*d.* The girls' common day schools educate 2,795 children, at a cost of 9½*d.* per week for each child, and a total annual cost of 5,752*l.* 18*s.* 4*d.* The total cost of educating 11,624 children of both sexes in the dame and common schools of Manchester is therefore 17,398*l.* 2*s.* The system of education in the day schools being described by the committee of the Statistical Society to be nearly worthless, and in the common day schools to be very indifferent, therefore the annual outlay of providing education for 25,000 instead of 11,624, upon the most efficient system which I have yet witnessed, and an exceedingly more expensive system than the common National and Lancasterian system, would be only 1,202*l.* 18*s.* more than is now expended upon a worthless or indifferent education. Supposing that, of the sum of 18,600*l.* which would be required for the annual outlay described for the salaries and perquisites of the masters, and the apparatus of the schools, one-third were raised by a school-rate, or 6,200*l.*, there would remain 12,400*l.* only to be contributed by the parents of the children; and in that case the cost in the infant school would be reduced from 3*d.* per week to 2*d.* per week, and the cost in the juvenile school would be reduced from 4*d.* a week to 2½*d.* The plan proposed supposes that the 62 schools should be erected partly at the cost of Government and partly by a rate for that purpose upon the town; and supposing that the site and building of the school-rooms for each school containing 100 children cost 1,000*l.*, a total outlay of 62,000*l.* would be required to provide the buildings for 62 schools. If one-half of this were given by the Government from the Consolidated Fund, 31,000*l.* would remain to be raised by a school-rate upon the town, and if a loan were granted by the Exchequer Bill Loan Commissioners, at 4 per cent., payable in 20 years, the annual interest of such loan would in the first year be 1,240*l.*, and the annual instalment would be 1,550*l.*, being an additional outlay to be provided for by a school-rate of 2,790*l.* in the first year, but which would be subject to continual reduction as the loan was repaid; the annual interest undergoing constant diminution. If this sum of 2,790*l.* were added to the other sum of 6,200*l.*, being a part of the annual outlay supposed to be provided by a school-rate, the total annual cost to the town for the support of these schools would amount to 8,990*l.* Now I am aware that the medical charities of the town of Manchester and neighbourhood alone require an outlay of more than 18,000*l.* for their support, and it is supposed by the plan now proposed that less than 9,000*l.* per annum will be required to support the most efficient system of instruction for the poorer classes of the borough of Manchester.

185. Mr. Gladstone.] Would it not be right, in order to a full understanding of the subject, to put the matter in another point of view, by bringing into the comparison the whole expense to be locally borne, or at all events to consider what would be the entire amount of charge arising from the outlay for the building of the schools added to the annual outlay?—Certainly; but if that were the case is admitted, which is perfectly reasonable, it ought at the same time to be observed, that it would be impossible to suppose that 62 such schools should be at once built in the borough of Manchester; because, in the first instance, it would be impossible to obtain 124 competent teachers, with 124 competent assistants; and it would also be impossible to suppose that the quality of such an education would be at once, in the first instance, sufficiently esteemed by the poorer classes to induce them to avail

*J. P. Kay, Esq.*  
M. D.

1 March 1838.

themselves of it; though the whole plan, therefore, is proposed for the consideration of the Committee, it does not at all enter into my calculation that the plan should be at once and immediately carried into execution; but that, supposing in the course of years such a plan were executed, the whole cost of the plan would be somewhat about that described. It must be apparent to the Committee that this calculation is founded on a rough and general approximation to what might be the real outlay for the execution of such a scheme, but the approximation appears to be sufficient to prove what it is intended to show, namely, that the cost of an efficient system of education would not exceed that of the inefficient and worthless education which is now given, if the primary outlay of building schools were incurred.

186. *Chairman.*] Supposing that, by any plan, education was made plainly more efficient and advantageous than it is now, and at the same time cheaper, have you any doubt that a greater proportion of the working population would be willing to avail themselves of it, and to pay something towards it, than now are?—I have not the slightest doubt that, in the course of time, the working classes would be eager to avail themselves of such a system of education. But I stated to the Committee on the former day, and I desire to repeat to-day, that in the first instance, and for a certain period, considerable indifference must be encountered, which indifference I take to be the strongest proof of the extent of the existing ignorance.

187. It has been stated to the Committee that there are in Manchester a great number of charities for the purpose of providing Sunday school education; do not you think that if facilities were given for the assistance of societies desirous to establish day schools in Manchester, by any plan like the one you have proposed, that those societies who now confine themselves to Sunday schools would be willing to assist and join hands in promoting such day schools?—I have no doubt that many of the societies, upon the charitable contributions and donations of which the Sunday schools now depend, would not merely be desirous to provide week-day instruction to children who attend the Sunday schools, but would be anxious that their school-rooms should be employed as places in which such instruction should be conveyed, and thus the outlay contemplated in the statement I have previously made for the expense of building schools might be very greatly diminished.

*Mr. John Caldwell, called in; and Examined.*

*Mr. John Caldwell.* 188. *Chairman.*] YOU undertook an investigation into the state of education in five parishes in London, under the direction of the Statistical Society of London?—I did.

189. Those parishes were St. Martin's-in-the-Fields, St. Clement Danes, St. Mary-le-Strand, St. Paul's Covent-garden, and the Savoy, containing a population of 42,996?—Yes.

190. Your inquiry was directed into the general state of education, and particularly with respect to each school within the district?—It was.

191. First of all, will you take the dame schools within the district. Under that head are classed schools where little more than spelling, reading, and sewing are taught?—Yes.

192. The state of those schools is thus described in the Report: it is stated that they were better than those in Manchester and Liverpool, and resembled those of the same class in Salford and Bury; that not any of them were kept in cellars, or incommodious places, but seven were kept in single rooms, used by the mistresses for all the purposes of sitting, sleeping, and cooking?—Yes, I think that is pretty correct.

193. That in only one instance was choice the motive of the teacher for undertaking the occupation, and that in the remainder the motive was the absence of other means of support, and incompetency to obtain it otherwise?—That is the impression upon my mind.

194. That the rates of payment varied from 2*d.* to 1*s.* a week, being in most cases 4*d.* and 6*d.*?—That I think is correct.

195. It

195. It goes on to state, that "None of the schools within this district, whether of an inferior or of a better class, have play-grounds or yards for exercising the children, with one exception, in which instance, from certain circumstances, the yard is of little or no advantage"—That is the case.

Mr. John Caldwell.

1 March 1838.

196. The statement regarding these dame schools, in which the total number of scholars is 340, is, that the education given is of a very poor and useless description?—I should think upon the whole useless, except so far as to keep the children out of the streets.

197. Then the Report goes on to the common day schools. It appears that the number of children in those common day schools is about 784. It states that none of those are reported to be in a dirty condition, but that the average size of the rooms is small, being 15 feet by 12, and from 9 to 10 in height?—I think that is correct.

198. That the average number in each school is about 24, varying from 50 or 60 to 10?—I believe that to be the case.

199. It states also, that the instruction given in those schools is of a very slight and unsatisfactory nature?—I think there are some exceptions to that statement.

200. Do you think that is true, with some exceptions?—I think it is true, with some exceptions.

201. It states that "the children remain at them from six months to five or six years, and acquire a very imperfect knowledge of reading, writing, and arithmetic"?—Yes, generally.

202. In the same district it appears that there are a number of infant schools, containing altogether 660 scholars; that those schools have been all established since 1828, and that they are upon the whole well conducted and superior to the dame schools in which children of the same class are instructed?—Decidedly; speaking of infant schools, there is a very superior infant school opened by the Rev. Mr. Wigram, in the Strand Union, in Vere-street.

203. Is not that one of the five?—It is.

204. It appears that 784 were the number of children attending common day schools?—I think about that number.

205. The total number of children at school in those districts is stated at 4,770, and of those, 660 are Sunday scholars only, and 510 belong to children in the middling class of schools?—Yes.

206. By the middling class of schools, you mean schools for the middling classes of persons, above the working classes?—Yes, respectable shopkeepers, and mechanics of a superior description.

207. Here is a little abstract given of the number of scholars composing the 4,770, by which it appears, that in Sunday schools there are 666; in dame schools, 340; in common day schools, 784; in middling schools, 510. Does middling mean for the mechanics?—Of course it has respect to the class, but it is intended to designate the quality of education.

208. The children attending superior schools, 525; evening schools, 84; infant schools, 660; national and parochial schools, 735; and other charity and endowed schools, 466, making up the whole number?—Yes.

209. It is presumed, that among the national and parochial schools, and charity and endowed schools, may be taken the national schools, and the Lancasterian, or British and Foreign as they are called. They all come under charity schools.—Yes.

210. The Report goes on to state this, that "735 children attend the national and parochial schools, in which a sufficiently good knowledge of reading and writing, with the rudiments of arithmetic, may be acquired, if the children remain at school for a sufficient length of time; and 466 are taught in other charity and endowed schools, in which the instruction given corresponds with that in the middling and superior schools. Thus then, 3,764 are receiving some useful instruction, and 1,006 are at school, but cannot be said to gain much by their attendance, completing the whole number of 4,770;" do you agree with that opinion?—Yes; but I would add to it this remark, that I found in some of this number of schools a strong moral and religious feeling, and although the persons were not qualified by education to convey much literary instruction,

Mr. John Caldwell. I do conceive that in some instances they imparted very important moral, religious impressions.

1 March 1838.

211. What class of schools are you referring to now?—I am speaking now of the dame schools; and I think, in a few instances, the common day schools.

212. Mr. Gladstone.] Have you embodied any statement to that effect in the Report?—I do not think I did. When I commenced this inquiry, I had not, of course, much experience in the inquiry, and consequently I strictly adhered to the printed questions that were proposed to me; but after a little experience, and finding a good feeling to exist upon the part of the Statistical Board, that they would allow observations to be made, I did make observations from time to time, and that encouraged me to offer several suggestions of myself, in consequence of which the heads of my inquiry have been a little increased in number.

213. Have you observed in many instances that sort of kindly and parental connexion which you describe to exist between some of the schoolmistresses and the pupils in the dame schools?—I cannot say that in many instances I have; but I have particularly observed, and I only regret now that I did not put it down in writing, because perhaps it escaped the observation of our secretaries, I did observe to them in words, that I had no reason to believe that any teacher in those schools was a person of immoral or loose character. I have every reason to believe that they were all industrious, well-minded people, and though not qualified to impart instruction, that yet they were persons of good moral character, and consequently that the children being under them must certainly imbibe something of the pervading sentiments of their own mind; and in some instances, such as I have adverted to a little while ago, I did find that there was a peculiar zeal, and a very discreet zeal, such as you do not generally find connected with deficient information; but I found in several individual instances considerable zeal, and discreet zeal.

214. Did what you saw at all impress you with the belief that kindly feeling and moral training, so far as it depends upon that kindly feeling, would probably exist to a greater extent under a system of that kind, improved in its intellectual departments, than it would under the monitorial system?—I can scarcely answer that question with perfect satisfaction to my own mind at present. I think there are advantages connected with the monitorial system, and I think there are advantages connected with that sort of private instruction, and that they are of different descriptions.

215. Lord Ashley.] Upon the whole, is the quality of the instruction better or worse than you had expected to find in your researches in the metropolis?—If I had not glanced over the reports of education in Manchester and other places, that were put into my hands by our educational committee, in the Statistical Board, I should have expected to find a much better system of instruction. But as I had received some impressions from glancing at those reports, I think upon the whole, if I am to take moral considerations into my view, it is better than I could have expected.

216. How was it as to the quantity? was the number of children educated, compared with the population, greater or less than you had expected?—I must confess, that having entered into the thing at first rather in a mechanical kind of way, I paid very little attention but to the questions placed before me, (viz. on printed slips, put into my hands by the secretary) and I paid no respect whatever to the amount of population; I left that to the Statistical Board; but I do think now, having the amount of population before me, that the numbers under instruction are less than I should have expected, if I had not had some previous impressions.

217. Sir Stratford Canning.] You say, that in the dame schools there is a general deficiency in respect to the qualifications of the teachers, and in the day schools a partial deficiency. Is the deficiency exclusively owing, in your opinion, to want of qualification of the teachers, or do you think it may be attributed to other causes acting in concurrence with that circumstance?—Most, if not all the teachers in dame schools, have been driven by necessity to open schools.

218. Do you attribute any part of the very defective state of education among the children to other circumstances besides the want of qualification of the teachers?—Decidedly to other circumstances also. The extreme poverty of their

their parents in many instances, and the habits that poverty will of course induce.

Mr. John Caldwell.

1 March 1838.

219. Does not that rather apply to those that do not go to schools?—And to those that do go to schools, because many of the children, perhaps most, are sent to the schools for the purpose of having them taken care of, when the parents are engaged in other occupations. The parents, generally, are people of the working classes, the women, many of them, being obliged to leave home, and they have their children committed to these dames; they are sent very often for no other purpose than to be taken care of.

220. Then probably the attendance of the children is very irregular?—It is very irregular; I think the Report will show that; I have no doubt, that if I visited any school a week or two after I had visited it before, I should find a very great difference, compared to the number that usually attend, in the number that attended at the time of my second visit and those that I had found at the occasion of my first visit.

221. You state, that there is a school of a very superior description, under the care of Mr. Wigram, in Vere-street?—It is under his care so far, that he has instituted it; the impression upon my mind is, that he does pay very particular attention to it, but I cannot say.

222. What is your opinion with respect to the circumstances that make that school so much better than others?—Decidedly the superiority of the teacher; a young woman, or, in fact, I ought to call her a young lady, for she is well-educated, and has a very superior mind, and she seems to delight in her work.

223. Has that young person whom you describe as so pre-eminently qualified for the task of teaching passed through any system of training?—I suppose that she studied the infant system; but without having asked any particular questions of her, the impression upon my mind is, that she received a superior education, and that she is eminently qualified to impart instruction to much higher classes of pupils, and when I made the observation to Mr. Wigram, he said it was so, that she was a very superior person.

224. *Chairman.*] It appears that all the infant schools in the Report are spoken well of in that place, as much superior to the day schools?—Yes. There is one infant school in St. Martin's parish connected with the Orange-street Chapel, and a second, Lord Henley's. There is one great drawback upon the school, the apartment is much too limited for the number of children; and whenever that is the case, it is utterly impossible to maintain perfect order.

225. It appears that the population of those parishes is 42,900; that the whole of the children attending schools is 4,470; out of this there is to be deducted 666 who attend Sunday schools only, and 510 who belong to the middling classes; leaving, therefore, only 3,600 attending schools of that vast population, and out of those 340 belong to the dame schools, which you have described as being inefficient in a great measure, and 784 belong to the day schools, from which a great deduction is to be made also, according to your impression, on account of their mode of instruction?—Yes.

226. Do you not think, when these deductions are made, first, from the number, by taking out the Sunday schools and those belonging to the superior classes, and then from the quality, by deducting the dame schools, and a portion of those going to day schools, the result will be, that both as regards the number instructed and the kind of instruction, great deficiency exists in the education of the humbler classes in that population of 42,900?—Very great.

227. *Sir Stratford Canning.*] In your opinion, is any allowance to be made for those who may be supposed to be educated at home within the district, in addition to those for whom allowance is made as being privately educated out of the district?—I should think there are very few who are educated at home in their parents' houses, because amongst the higher classes, of course, they send their children out of town altogether; and, in general, even shopkeepers of respectable character do not value education so much as they ought, they are niggardly in allowing the expense of books; they will not allow even a shilling to be paid for a book in many instances for the education of the children: I should think very few are educated at home.

228. Considering the importance, which, in a previous answer, you have attached

30 MINUTES OF EVIDENCE BEFORE SELECT COMMITTEE

Mr. John Caldwell.

1 March 1838.

attached to moral and religious impressions, imparted by a judicious person in a parental manner, independently of intellectual instruction, and the positive communication of knowledge, do you conceive that no advantage is derived in that respect from instruction given by parents at home to their children?—Yes; I can readily conceive, and I do believe that some parents pay very particular attention to the formation of their children's minds in respect of morals and religion, and that great benefit results from their attention; but I do not think that the parents, generally, who do so, are amongst those that send their children to dame schools. Even where the parents themselves are religiously disposed, I think they are too much occupied with cares in the day, and too much fatigued at night to attend to the religious or the moral instruction of their children; and I think, in most cases, they have not confidence in their own ability, and they have some confidence in anybody that professes to be a teacher.

229. *Chairman.*] You think that those persons that would be able to instruct their children at home would be above the working classes in general?—I think so.

230. It appears, that deducting the children in the Sunday schools, 666, and the children belonging to the middle and upper classes, 510, the whole number educated within that district is only 3,600, being only one-twelfth of the whole population?—Yes.

231-2. If, however, we take the weekly scholars educated in the whole district, the proportion will be not quite one in ten of the population?—Yes; with regard to Sunday schools, I should observe, that in examining dame schools, when I at all undertook to examine a pupil, I was generally able to point out the child that went to a Sunday school, by his or her superior quickness and general vivacity of manner. They sometimes read tolerably well and with intelligence, and I ascribe that in a great measure to the superior cast of mind of those persons that generally interest themselves in conveying to them instruction. They are not only persons of a respectable cast of mind themselves, but of special benevolence.

233. You found an improved character and appearance in the children who attended Sunday schools?—I think so.

234. It has been stated, that the total number of scholars on the books of all the Sunday schools is 1,555, of whom 889 are included among the day scholars, leaving 666 who receive Sunday instruction only?—I should also remark there, that I conceive several attend Sunday schools whose education, imperfect as it is, is supposed to have been finished at other schools. When they are 14, 15 and 16, they will attend Sunday schools.

235. That is, those who have attended day schools still continue, being unable to attend daily schools, to attend Sunday schools?—Yes.

236. That you look upon as being advantageous?—Decidedly.

237. *Lord Ashley.*] What is the character of the instruction given in the Sunday schools; is any part of it secular, or is it entirely religious?—I think it is all religious; it is principally reading and examination in the Scriptures, and extracts from the Scriptures, and in some instances, I think, committing to memory little hymns, but I believe not very often.

238. *Chairman.*] It is stated in the Report, that in connexion with two or three of the Sunday schools, the most deserving of the children are taught writing and arithmetic of an evening in the week?—That is done to a very limited extent.

239. But in general the instruction is confined to reading the Scriptures for the space of about three hours?—Yes, I believe that is the case.

*Lunæ, 5<sup>o</sup> die Martii, 1838.*

MEMBERS PRESENT.

Lord Ashley.  
Mr. Gladstone.  
Mr. Pusey.

Mr. Slaney.  
Mr. Wood.

RICHARD AGLIONBY SLANEY, Esq. IN THE CHAIR.

*James Phillips Kay, Esq., M. D., called in; and further Examined.*

240. *Chairman.*] ARE there any points in your last examination that you are desirous to clear up or explain?—I am desirous to state, respecting the prices paid in the dame schools and in the common boys' and common girls' schools at Manchester, that certain deductions ought to be made for irregularities of payment, and for the difference in the rate of payment for younger children, and that I had that in view when I proposed that a school-rate of one-third should be raised in order to meet the expenses of the more efficient system of education proposed.

*J. P. Kay, Esq.  
M. D.*

5 March 1838.

241. You said that 17,500 *l.* was the amount at present paid by the scholars of the dame and common day schools; what do you imagine would be a fair deduction on account of the irregularity of those payments and the occasional absence of scholars?—I think that probably a fifth would cover the loss occasioned by those circumstances.

242. Will you state, in figures, what the amount would be, deducting that loss?—It would leave 14,000 *l.* as the sum actually contributed for the education given in the dame and common day schools.

243. In laying before the Committee the proposed cost of the best kind of education for the whole body of children who want it in Manchester, which was stated as 25,000, you laid before the Committee, first of all, the current expenses, and then a plan by which you considered that the school-houses and necessary buildings might be erected; did you intend that that should be entered upon at once, or that it should be spread over a considerable period?—It would be quite impossible that such a plan could be entered upon at once; first, because it would be impossible to obtain the requisite number of teachers, and then a considerable indifference to that superior kind of education must be expected in the first instance amongst the poorer classes, and I should expect that they would only gradually avail themselves of the provision. I should think it fair to suppose that in the course of ten years, if education of that kind were gradually provided, the indifference might be removed, and the requisite number of teachers might be provided.

244. Do you think it is probable, if the kind of education provided was better than it is now, if the situation of the schools were more healthy and open, and a greater facility by the cheapness of the education was given to the parents to send their children, that a greater number would be sent at a lower price than are now sent at a high price?—Certainly, though I should not expect immediately that effect to be extensively produced.

245. But in the course of ten years?—Certainly.

246. Do you think it probable that the increase in the number of children educated which would arise from thence would make up the deficiency between the 14,000 *l.* and the 18,000 *l.*?—I must remind the Committee that the 14,000 *l.* is the cost of the education of 11,624 children only in schools where a worthless or indifferent education is given, and that the cost of educating 25,000 children upon a much more efficient system would be 18,600 *l.*; the difference of cost therefore in proportion is still vastly in favour of the more efficient system.

247. My question was, whether you thought it probable that the 25,000 children proposed to be educated upon the best system at a very low price,





by the parents of the children; but some guarantee must be afforded to the schoolmasters against loss, and I think that a school-rate to the extent of one-third would be a sufficient guarantee.

J. P. Kay, Esq.  
M. D.

5 March 1838.

249. Have you prepared a calculation of what the expenses of building the schools would be, spread over a period of ten years?—Supposing six schools to be built in the first year, a loan of 6,000 *l.* would be required; the instalment upon that loan in the next year would be 300 *l.*, and the interest would be 240 *l.*, making an outlay for the erection of the schools of 540 *l.* in the second year.

250. Will you be kind enough to furnish a calculation upon the same principle for the remaining years?—I will.

251. Whatever

60 Schools were built in 11 Years) for INSTALMENTS and INTEREST upon a LOAN of £. 6,000 Annually, 30 Years, with Interest at 4 per Cent.

Seventh Loan.		Eighth Loan.		Ninth Loan.		Tenth Loan.		Eleventh Loan.		TOTAL ANNUAL PAYMENT.	YEAR.
Instalment.	Interest.	Instalment.	Interest.	Instalment.	Interest.	Instalment.	Interest.	Instalment.	Interest.		
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	
-	-	-	-	-	-	-	-	-	-	540	First.
-	-	-	-	-	-	-	-	-	-	1,068	Second.
-	-	-	-	-	-	-	-	-	-	1,584	Third.
-	-	-	-	-	-	-	-	-	-	2,088	Fourth.
-	-	-	-	-	-	-	-	-	-	2,580	Fifth.
-	-	-	-	-	-	-	-	-	-	3,060	Sixth.
300	240	-	-	-	-	-	-	-	-	3,528	Seventh.
300	228	300	240	-	-	-	-	-	-	3,984	Eighth.
300	216	300	228	300	240	-	-	-	-	4,428	Ninth.
300	204	300	216	300	228	300	240	-	-	4,860	Tenth.
300	192	300	204	300	216	300	228	300	240	5,280	Eleventh.
300	180	300	192	300	204	300	216	300	228	5,148	Twelfth.
300	168	300	180	300	192	300	204	300	216	5,016	Thirteenth.
300	156	300	168	300	180	300	192	300	204	4,844	Fourteenth.
300	144	300	156	300	168	300	180	300	192	4,752	Fifteenth.
300	132	300	144	300	156	300	168	300	180	4,620	Sixteenth.
300	120	300	132	300	144	300	156	300	168	4,488	Seventeenth.
300	108	300	120	300	132	300	144	300	156	4,356	Eighteenth.
300	96	300	108	300	120	300	132	300	144	4,224	Nineteenth.
300	84	300	96	300	108	300	120	300	132	4,092	Twentieth.
300	72	300	84	300	96	300	108	300	120	3,660	Twenty-first.
300	60	300	72	300	84	300	96	300	108	3,240	Twenty-second.
300	48	300	60	300	72	300	84	300	96	2,832	Twenty-third.
300	36	300	48	300	60	300	72	300	84	2,436	Twenty-fourth.
300	24	300	36	300	48	300	60	300	72	2,052	Twenty-fifth.
300	12	300	24	300	36	300	48	300	60	1,680	Twenty-sixth.
-	-	300	12	300	24	300	36	300	48	1,320	Twenty-seventh.
-	-	-	-	300	12	300	24	300	36	972	Twenty-eighth.
-	-	-	-	-	-	300	12	300	24	636	Twenty-ninth.
-	-	-	-	-	-	-	-	300	12	312	Thirtieth.
6,000	2,520	6,000	2,520	6,000	2,520	6,000	2,520	6,000	2,520	93,720	Total, Principal and Interest.

J. P. Kay, Esq.  
M. D.

5 March 1838.

251. Whatever that calculation may amount to, a deduction would be to be made if any private individuals or public bodies should come forward to build schools at their own cost?—Certainly; and that is a very probable consequence of attempting to procure the adoption of such a system generally, inasmuch as the feelings and views of various classes of charitable individuals would prompt them to take such a course.

252. Can you give a calculation (similar to that which you have given for Manchester) of the want of education in the other towns of Lancashire, and also the probable expense of rendering education more general?—I am desirous to state before I proceed to put the Committee in possession of such a calculation, that, at the period when the inquiry at Manchester terminated, I ceased to be a member of the Educational Committee of the Manchester Statistical Society. I have sufficient confidence that the facts collected by that society are correct, but I have from that period no personal knowledge of its operations, having since that period been only a corresponding member of the society. The calculations, therefore, are based upon the facts which I find in the reports of the society, and they are supported by my knowledge of the facts as regards the borough of Manchester. In the borough of Salford, I find that the population was estimated by the society in 1835 at 55,000. One quarter of that population, according to the Population Returns, would be between the ages of five and fifteen, or 13,750; a greater proportion would be living between the ages of three and thirteen; but, assuming the number not to be greater than those living between the ages of five and fifteen, the number of children between the ages of three and thirteen would be 13,750. If one-third were deducted from this number for children receiving private education, or prevented by employment, sickness, or casualties from attending school, namely, 4,583, there would remain 9,167 children who ought to be in attendance on some school. The report states that 882 children attend superior private boarding-schools. The number, therefore, of the children of the working classes who ought to be in attendance upon school would be 8,285. The report also states that the number attending infant schools is 373, and the number attending charity schools and schools appended to public institutions, in which an education superior to that given in the common day schools is afforded, is 1,403, making a total of 1,776 children attending week-day schools in which education having some value is given; deducting this number from 8,285, stated to be the number of the children of the working classes who ought to be in attendance on schools, there remain 6,509 children who are not in the receipt of education from any week-day school, except the dame and the common day schools; of that number 1,543 children attend the dame schools; 1,466 boys attend common day schools; 348 girls also attend common day schools, making a total of 3,357 children attending dame and common day schools. The report of the society states that the education given in the dame schools is for the most part worthless, and that in the common day schools indifferent. I find that the education of the 1,543 children in the dame schools is conducted at a cost of  $4\frac{2}{11}d.$  each per week, or 1,397*l.* 18*s.* 8*d.* per annum. The 1,466 boys are educated in the common day schools at a rate of 9*d.* per week, or 2,938*l.* 2*s.* 2*d.* The 348 girls are educated in the common day schools at 11*d.* per week for each girl, or 879*l.* 13*s.* 4*d.* The education therefore of 3,357 children in schools where worthless or indifferent instruction is communicated, costs 5,215*l.* 14*s.* 2*d.* per annum.

253. What would be the cost per annum of a very much improved kind of education for the whole number in want of it?—The number of children receiving either an indifferent week-day education, or who are altogether uneducated in the week-days, is 6,509; for the education of those children on the plan proposed, 16 schools, containing 400 children each, would be required at an annual outlay of 300*l.*, or 4,800*l.* per annum.

254. Then, in fact, a payment is now made for an indifferent or very bad education of a part greater than would pay for the best education of the whole if well conducted?—Certainly; 415*l.* 14*s.* 2*d.* less would be required for the education of 6,509 children on the plan proposed, than is now required for the education of 3,357 children in the dame and common day schools.

255. Have

255. Have you been able to make a similar calculation for the other towns?—Adopting the same principle in the borough of Liverpool, I find the population estimated by the Manchester society at 230,000. I assume the number of the children between the ages of three and thirteen to be one-fourth, or 57,500; I deduct one-third of this number for children receiving private education, or prevented by employment, sickness, or casualties from attendance upon schools, or 19,166; there remain 38,334 children for whom instruction ought to be provided. From this number, 4,080 children, attending private and boarding-schools for boys and girls belonging to the middle and upper classes, must be deducted, leaving 34,254 children of the working classes for whom instruction during the week-day ought to be provided. The number attending charity schools, and schools attached to public institutions, and endowed schools, in the borough of Liverpool, is 11,295. The number attending infant schools, 2,205; or 13,500 children receive during the week-days a better education than that commonly given in dame and common day schools. The number educated in the dame and common day schools is 11,336; the number receiving no education in the week-days is 9,088; the total number, either altogether uneducated during the week-days, or very ill educated, 20,754. The children in the dame schools are educated at  $3\frac{2}{11}d.$  per week; in the common boys' schools, at  $9\frac{1}{2}d.$ ; in the common girls' schools, at  $9\frac{1}{4}d.$  per week. 5,240 children are educated in the dame schools; 3,844 in the common boys' schools; 2,252 in the common girls' schools. The annual cost of educating 11,336 children, thus stated to be trained in the dame and common day schools, is 16,408*l.* 18*s.* 6*d.* From this sum, perhaps, one-fifth ought to be deducted for loss by irregular payments and differences in the rates of payment for younger children, or 3,281*l.* 15*s.* 8*d.* The cost of educating 20,480 children in schools, upon the plan proposed to the Committee, would be 15,300*l.*, being 1,108*l.* less than that now said to be given in the dame and common day schools for the education of 11,336 children.

J. P. Kay, Esq.  
M. D.

5 March 1838.

256. Then the result of those facts is, that the best education for the whole of the children who are in want of it in the borough of Liverpool might be afforded for a considerably less sum than is now paid for a very bad education, for only a small portion of them?—Deducting 3,281*l.* for irregular payments, the difference in the rate of payments for the younger children in the dame and common day schools, the sum paid for educating 11,336 children in those schools would be 13,127*l.*; whereas the cost of educating 20,480 children on the plan proposed would be 15,300*l.*

257. Then the cost of educating the whole of the children who would require education in the best way, in Liverpool, would exceed the sum now paid for the worse education by between 1,000*l.* and 2,000*l.* only?—Upon the calculation made, that would be the result.

258. Have you every reason to believe those calculations to be accurate?—I have.

259. Have you prepared an abstract from the statistical return, which you believe to be accurate, showing these results?—I have prepared this Table, as a summary statement of the calculations already presented to the Committee, and also of calculations based on the facts collected by the Statistical Society, relative to the borough of Bury and the borough of York, which I would present to the Committee, as conveying a similar view of those towns.

[The Witness delivered in the same, which is as follows:]

BOROUGH OF	Estimated Population at period of Inquiry.	Children from 3 to 18 estimated, without deducting any from Number living between 5 and 16, according to Population Returns.	Number attending superior Private Schools, and belonging to Middle and Upper Classes.	Number of Children of Working Classes from 3 to 13 for whom Education should be provided, One-third being deducted from the whole Number between 3 and 13 for those privately educated, or employed, or sick, or prevented by Casualties from attending School, and also deducting the Number attending superior Private Schools.	Number of Children of Working Classes attending Endowed and Charity Schools, and Schools attached to Public Institutions and Infant Schools.	Very ill Educated.	Uneducated in Day Schools.	Total Uneducated and very ill Educated.	Annual Outlay required for Education by an efficient method, of Children now Uneducated, or very ill Educated, supposing the School-rooms to be built and kept in repair.	Number of Children very ill Educated.	Cost of providing for the foregoing Number of Children a worthless or indifferent Education by existing method, without Deductions for Losses by Irregular Payments, &c.	One-fifth which may be deducted for irregular Payments and difference in Rate of Payment, &c.
						Number attending Dame Schools and common Day Schools.	Number Uneducated in Week-day Schools.		£.	£.	£.	
MANCHESTER	200,000	50,000	2,934	30,400	4,103	11,624	14,841	26,265	19,500	11,624	17,398	3,479
SALFORD -	55,000	13,750	882	8,285	1,776	3,357	3,172	6,509	4,800	3,357	5,215	1,043
LIVERPOOL -	230,000	57,500	4,080	34,254	13,500	11,336	9,418	20,754	15,300	11,336	16,408	3,281
BURY -	20,000	5,000	174	3,160	652	1,648	860	2,508	1,800	1,648	2,097	419
	505,000	126,250	8,070	76,099	20,031	27,965	28,091	56,036	41,400	27,965	41,118	8,222
				Ratio to population, 1 in 25				1 to 9				
				Ratio to children of working classes who ought to be in attendance on school } 1 in 3 1/2				5 to 7				
YORK -	28,000	7,000	718	3,951	1,926	1,294	731	2,025	1,500	1,294	1,399	
				Ratio to population, 1 in 14				1 to 14				
				Ratio to children of working classes who ought to be in attendance on school } 1 in 2				4 to 2				

J. P. Kay, Esq.  
M. D.

5 March 1838.

260. Is the general result, with respect to the borough of Bury, somewhat like that with respect to Manchester and Liverpool and Salford; namely, that a very good education, for all that wanted, may be supplied at an expense not much exceeding that which is now paid for a very indifferent education for part of the population?—Certainly.

261. Will you have the goodness to furnish to the Committee an abstract of the number of children, giving the different religious denominations, which attend the Sunday schools in those places?—Certainly; I shall be able to do so, from the report of the Manchester Statistical Society, in the course of a day or two.



J. P. Kay, Esq.  
M. D.

RELIGIOUS PROFESSION of the TEACHERS of various Classes of

5 March 1838.

BOROUGH OF	Dame Schools.					Common Boys' Schools.					Common Girls' Schools.					Superior Boys' Schools.				
	Number of Teachers.	Established Church.	Catholics.	Dissenters.	Not ascertained.	Number of Teachers.	Established Church.	Catholics.	Dissenters.	Not ascertained.	Number of Teachers.	Established Church.	Catholics.	Dissenters.	Not ascertained.	Number of Teachers.	Established Church.	Catholics.	Dissenters.	Not ascertained.
MANCHESTER	230	93	19	108	10	116	37	16	55	8	63	32	3	28	-	26	16	1	18	1
SALFORD	65	32	4	25	4	27	14	2	8	3	15	8	-	5	2	9	3	-	5	1
LIVERPOOL	244	122	35	82	5	95	41	28	17	9	99	56	9	33	1	53	25	2	26	-
BURY	30	18	-	12	-	13	8	-	5	-	4	3	-	1	-	2	1	-	1	-
YORK	37	20	4	13	-	11	4	1	6	-	12	6	1	5	-	6	3	-	3	-
TOTAL	606	285	62	240	19	262	104	47	91	20	193	105	13	72	3	106	48	3	53	2

262. Do you think, from the general result which you have stated of the state of education, and the probable cost of it in the towns to which you have referred, viz. the manufacturing towns of Lancashire, that a general form might be deduced applicable in its principal points to the other large manufacturing towns of England, in which a great increase in the population has taken place since the beginning of the century?—My acquaintance with such towns is chiefly limited to the coal districts of the north of England; but conceiving that the circumstances upon which their sudden increase depends are similar in other districts, I conceive that very similar results might be expected to be found there. I find that the ratio of children educated in the week-days, in endowed charity schools, and schools attached to public institutions, in the boroughs of Manchester, Salford, Liverpool, and Bury, as to the population, is as 1 to 25, and to the children of the working classes, who, upon the calculation submitted to the Committee, ought to be on attendance upon the school, as 1 to  $3\frac{1}{2}$ . The ratio of children totally uneducated in the week-days, or very ill educated in dame schools and common day schools, to the population, is as 1 to 9; and the ratio to the children of the working classes, who, according to the preceding calculations, ought to be in attendance upon school, is as 5 to 7.

263. Do you think, therefore, that the general considerations to be drawn from the state of those Lancashire towns might be applied with some difference, but still the general results be somewhat the same, to Leeds, Birmingham, and other large manufacturing towns, which have increased in a rapid degree during the present century?—I am aware that in Birmingham the condition of the working classes is in almost every respect superior to that of the working classes in the great towns of Lancashire and Yorkshire; but Birmingham is a singular exception to the ordinary rules affecting such towns. I believe that, excepting Birmingham, the rule might be extensively applied.

264. Supposing any general plan for the education of the children of the working classes in large towns were to be carried out, do you think there are any teachers qualified for the task at present, or what number?—A very great difficulty would be experienced in procuring teachers properly instructed and acquainted with proper methods of training children, and I do not think that that difficulty would be effectually overcome without the formation of schools for the training of teachers.

NUMBER

DAY and EVENING SCHOOLS in the undermentioned Boroughs.

J. P. Kay, Esq.  
M. D.

5 March 1838.

Number of Teachers.	Superior Girls' Schools.				Infant Schools.				Charity and Endowed Schools.				Evening Schools.				BOROUGH OF			
	Established Church.	Catholics.	Dissenters.	Not ascertained.	Number of Teachers.	Established Church.	Catholics.	Dissenters.	Not ascertained.	Number of Teachers.	Established Church.	Catholics.	Dissenters.	Not ascertained.	Number of Teachers.	Established Church.		Catholics.	Dissenters.	Not ascertained.
78	43	-	34	1	5	3	-	2	-	21	12	1	6	2	86	26	11	43	6	MANCHESTER.
30	12	-	6	2	3	2	-	1	-	13	6	-	4	1	23	18	-	9	1	SALFORD.
90	58	6	26	-	17	10	1	6	-	50	32	4	14	-	43	18	13	10	2	LIVERPOOL.
6	3	-	2	1	2	1	-	1	-	4	3	-	1	-	6	4	-	2	-	BURY.
24	13	2	9	-	3	2	-	1	-	31	19	3	9	-	2	1	-	1	-	YORK.
219	129	8	77	4	30	18	1	11	-	119	74	8	34	3	165	67	24	65	9	TOTAL.

NUMBER of TEACHERS of various Classes of DAY and EVENING SCHOOLS, and the Number who have received any Education for their Employment, in the undermentioned Boroughs.

BOROUGH OF	Dams Schools.			Common Boys' and Girls' Schools.			Superior Private Schools.			Evening Schools.			Infant Schools.			Endowed and Charity Schools.		
	Number of Teachers.	Number Educated for the Employment.	Number not ascertained.	Number of Teachers.	Number Educated for the Employment.	Number not ascertained.	Number of Teachers.	Number Educated for the Employment.	Number not ascertained.	Number of Teachers.	Number Educated for the Employment.	Number not ascertained.	Number of Teachers.	Number Educated for the Employment.	Number not ascertained.	Number of Teachers.	Number Educated for the Employment.	Number not ascertained.
MANCHESTER	230	-	-	179	16	-	114	25	-	86	7	-	5	2	-	21	5	-
SALFORD	65	10	-	42	8	-	29	14	-	28	7	-	3	-	-	13	2	-
LIVERPOOL	244	2	-	194	18	2	143	71	11	43	6	-	17	1	-	50	18	7
BURY	30	2	-	17	2	-	6	6	-	6	-	-	2	-	-	4	2	-
YORK	37	-	-	23	2	-	30	10	3	2	-	-	3	1	-	31	19	3
TOTAL	606	14	-	455	46	2	324	126	14	165	20	-	30	4	-	119	46	10

265. In what way do you think those schools should be established; have you thought at all upon the mode, or can you describe any school such as you speak of?—The most perfect school of this description with which I am acquainted is a school recently established in Glasgow by the Glasgow Education Society, denominated the Glasgow Normal Seminary. A very large sum has been expended in erecting the building for that school, and a gentleman of excellent education was sent to Prussia and Germany to acquire a knowledge of the



J. P. Kay Esq.  
M. D.

5 March 1838.

the plans pursued in the Prussian and German schools, who was afterwards elected rector of the normal seminary. The building consists of rooms for the instruction of children, and smaller apartments, in which miniature schools are conducted by the teachers who are undergoing training in the school. There are likewise rooms in which the rector of the school conveys information to the teachers, and instructs them privately in the principles upon which the various methods of training the children are based. In such a school two objects have to be fulfilled; the one of conveying general knowledge to the teachers, and the other making them theoretically acquainted with the principles upon which the methods of instruction are founded, and giving them an opportunity of carrying those principles into execution by practising the method in a miniature school, and afterwards of conducting from time to time the larger school upon the same plan.

266. What period would it take to educate teachers in the way described, so as to fit them for schoolmasters?—That would depend very much upon the qualifications required by any committee or board of management intrusted with the duty of selecting persons who were candidates for instruction as teachers. In Scotland peculiar facilities exist for procuring the services of such persons, because the Scotch universities attract to them individuals from the middle and even from the humbler classes, who acquire a large amount of information by attendance upon the classes at the different colleges, and who afterwards are not successful in procuring situations as private teachers, or in procuring a parochial charge under the Church of Scotland; persons so instructed very easily acquire a knowledge of the method of training adopted in the Glasgow Normal Seminary; but I very much fear that in England, where a similar class of persons would be with difficulty found, a much longer period would be required to produce an efficient teacher than has been found necessary in the circumstances in which the Glasgow Normal Seminary is placed.

267. That renders it the more necessary that some steps should immediately be taken for the purpose of commencing at all events such schools for teachers?—Certainly; and might also render necessary, that, in connexion with the normal school, more extensive measures should be adopted with the distinct view of conveying elementary instruction to the persons who were candidates for the office of teachers.

268. What is the length of time that the teachers are under training in the Glasgow Normal Seminary?—The demand for teachers is so great, that the directors of the Glasgow Normal Seminary cannot retain persons undergoing training as teachers for as long a period as they think necessary, but they are obliged to part with them at the end of nine months, or a year's training; I think that they would consider a longer period essential to impart all the skill in the methods of instruction which they would desire to see a teacher possessed of.

269. Do you think 18 months would be sufficient for the training of teachers in England?—Supposing that the instruction of the teacher had previously been respectable, I think that 18 months would be sufficient to give him a moderate acquaintance with and a tolerable skill in the methods of instruction which it would be desirable he should adopt, but a longer period is desirable.

270. Mr. Pusey.] At what age do the pupils generally enter the Glasgow Normal Seminary?—At the age of 20 and upwards.

271. So that the rector of the school has the advantage of being able to judge how far the character as well as the attainments of the applicant render him fit to become a schoolmaster?—A very rigid inquiry is always made into the character of the applicant for admission to the class of teachers undergoing training, and testimonials are required from the minister of the parish, the respectable inhabitants, and others who have had an opportunity of judging concerning the candidate's character.

272. Have you ever considered the difficulty, that, in order that the mind may retain sufficient elasticity for learning the system properly, a certain age should not be exceeded by the applicant, while, on the other hand, in order that you should be able to judge of the character a more mature age appears to be required?—Those considerations certainly do present considerable difficulties; but from the character of the teachers whom I have seen trained in the Glasgow Normal Seminary, and from the experience I have had of their utility in the provincial schools of this country, I think those difficulties have been surmounted

mounted by the selection of individuals having strong religious convictions, and being under the influence of religious sentiments.

273. But the applicants to the Glasgow Normal Seminary, you have stated, are in fact already educated to their hands; but do you suppose that you would find a sufficient number of applicants in England who are equally prepared by their own previous education to learn the particular mode of teaching at the normal school?—I see a large amount of difficulty and obstruction arising from the consideration adverted to in those questions.

274. Still you are of opinion, that though those difficulties would present a considerable obstacle in carrying out a plan of a normal school at the outset, they are not difficulties which would be insurmountable?—I conceive that the difficulties themselves exist on account of the very small attention which has hitherto been given to the subject of the education of the poorer classes generally, and I by no means consider them insurmountable; they will continue formidable so long as inattention to the subject prevails.

275. *Chairman.*] Looking at the general result which you have stated, as regards the state of education in the large manufacturing towns, and the small expense which would be necessary to give a complete and good education for all those who want it in those towns, and looking also, as far as you are acquainted with it, to the state of education in other large towns of the country where the population has not increased to the same amount, and where we are led to believe that the state of education is better than in the densely peopled manufacturing towns, what period should you say, on a general view of the subject, would be necessary for carrying out any plan for the efficient education of the children of the working classes upon the principles which have been laid before the Committee?—That would very much depend upon the amount of money which the Government might be disposed to expend upon the establishment of schools for the instruction of teachers. The great obstacle to the introduction of any efficient plan throughout the country, arises from the want of means for the instruction of teachers; and in proportion as a vigorous exertion was made for the removal of that obstruction, would every other obstacle become comparatively insignificant and trivial.

276. Even if a vigorous and liberal provision were made for the education of teachers almost immediately, how soon do you think that the plan above referred to might be carried out throughout the great towns of the kingdom?—I think that nothing could be efficiently done unless a vigorous exertion were made for the formation of schools for the instruction of teachers; but supposing that vigorous exertion had been made for that purpose, and a sufficient number of teachers, properly trained in correct methods of instruction, were in existence, I conceive the other obstacles, arising from the indifference of the poorer classes and of certain of the middle classes to the more general instruction of the children of working men, might probably be surmounted in the course of 10 or 15 years.

277. From all those considerations, does it not appear to you more necessary that some vigorous efforts should be made for the establishment of a general system of education for the children of the poorer classes?—Certainly; there appears to me not to be a greater need of anything in the country generally than a knowledge of the difference between the effects of a well-devised and efficient system, and the effects of the existing system.

278. Do you not think that the expense which it might be necessary to raise in the form of a small school-rate, under 6*d.* in the pound, as we have supposed, would be fully compensated, even in pecuniary advantage, to the country by the improved conduct of those who shall have been better educated, and by the saving in the cost of prosecutions, the diminution of disease, and the generally improved character of the population?—I believe such consequences would follow; but, perceiving the great amount of disturbing causes always in operation to prevent the legitimate effects of any system, however well devised, I believe that it would be too sanguine a view of the immediate effects of a system of education to expect that such consequences would immediately follow its adoption.

279. I do not ask with reference to the immediate, but to the ultimate consequences?—I can have no hesitation in saying, that the moral expedients for the prevention of pauperism and crime, and for bettering the condition of the poorer classes, appear to me to be infinitely more efficacious in a long series of

J. P. Kay, Esq.  
M.D.

5 March 1838.

years than any of those physical expedients which are adopted for the immediate suppression or prevention of crime, or of pauperism.

280. Mr. Pusey.] From the numerous opportunities which you have had as Assistant Poor-Law Commissioner of observing the existing habits and character of the lower classes in our great towns, should you say that the present generation stood in need of a much better system of instruction than they have received?—I have been very strongly impressed indeed with the extreme ignorance of the poorer classes in the large towns and in the agricultural districts, especially of the south of England; and being desirous to obtain minute information on that subject, I transmitted to the masters of workhouses in Norfolk and Suffolk a circular, requesting them to give me an account of the number of adult paupers in their respective workhouses who could read in a superior manner, decently or imperfectly, and the number who could write in a superior manner, decently or imperfectly, for each of the respective class of paupers. I am able to present the Committee with the results of that investigation.

[The same was delivered in, and is as follows:]

RETURN respecting the PAUPERS above the Age of 16, in the Workhouses of the Norfolk and Suffolk Unions and Incorporations, on the 12th day of June 1837.

DESCRIPTION of PAUPER.	Number of Paupers of each Class now in the Workhouse.	Number of these Paupers who can Read.			Number of these Paupers who can Write.			Number of those Paupers who can neither Read nor Write.	Number of each Class who had been in a Workhouse previously to the formation of the Union.
		In a superior manner.	Decently.	Im- perfectly.	In a superior manner.	Decently.	Im- perfectly.		
<b>MEN:</b>									
Able-bodied - - -	123	2	36	10	1	14	7	68	36
Temporarily disabled - -	50	5	14	4	2	11	7	24	28
Old and infirm - - -	513	12	112	58	3	69	37	307	329
<b>WOMEN:</b>									
Able-bodied - - -	355	18	95	75	3	18	27	153	167
Temporarily disabled - -	69	5	16	13	1	7	11	34	47
Old and infirm - - -	349	4	53	40	-	18	16	232	243
<b>TOTAL - - -</b>	<b>1,459</b>	<b>46</b>	<b>326</b>	<b>200</b>	<b>10</b>	<b>131</b>	<b>105</b>	<b>818</b>	<b>850</b>
			572			246			

281. Will you state the general result?—The general result is, that, out of 1,459 adult paupers, 46 could read in a superior manner, 326 decently, 200 imperfectly; 10 could write in a superior manner, 131 decently, 105 imperfectly; and 818 could neither read nor write.

282. Then above one-half could neither read nor write?—Yes.

283. Do you observe in large manufacturing towns a recklessness and improvidence in the habits and feelings of the lower classes, which, without ascribing any undue efficacy to education, you think might have been improved by education giving them superior feelings and tastes?—Certainly; and particularly the poorer classes ought to be taught that permanent happiness is sacrificed by yielding to the impulses of passion and of feeling, and the immediate gratification of present wants. As members of the poorer classes acquire skill, they exhibit all those qualities which are adverted to in the question, and their domestic happiness is greatly improved.

*Jovis, 8<sup>o</sup> die Martii, 1838.*

## MEMBERS PRESENT.

Lord Ashley.  
Sir S. Canning.  
Mr. Gladstone.  
Mr. Parker.  
Mr. Pusey.

Lord Sandon.  
Mr. P. Scrope.  
Mr. Slaney.  
Sir G. Strickland.  
Mr. Wood.

R. A. SLANEY, Esq., IN THE CHAIR.

*Henry Dunn, Esq., called in; and Examined.*

284. *Chairman.*] YOU are Secretary to the British and Foreign School Society?—I am. *Henry Dunn, Esq.*

285. Which is sometimes called the Lancasterian School?—It was formerly so. 8 March 1838.

286. What is your opinion of the state of education generally throughout the country?—That it is wretchedly deficient both in quantity and quality. I think there is, comparatively speaking, very little good education in this country; I speak exclusively with reference to the poorer classes.

287. On what grounds do you form that conclusion?—From the general knowledge that I have of schools and teachers; from the very low standard which there is in the public mind as to what a school should be; from the low status of the teachers; and from the smallness of their emoluments. I think, under these circumstances, it must necessarily be, and that it could not be otherwise, that the education is defective.

288. Do you speak also from any knowledge of facts with respect to any particular districts, as to the want of school education in those districts?—I have, in case that or some such question should be asked, made a memorandum of one or two districts. I am not aware of the existence of any statistical document which I should consider trustworthy. Several investigations have taken place as to particular spots; in London, especially, I can name one district which was visited by the agents of the Christian Instruction Society. They have reported to me that in one district they visited 1,915 houses.

289. What district was that?—A district near Barbican. I am not prepared to state the exact boundaries; and those 1,915 houses were found to contain 3,329 families; 6,804 adults, and 4,577 children; but they have not stated the ages of the children. Of that number they report that 3,299 were not receiving any education whatever. This, certainly, is a very strong case. I should think there are few such cases.

290. It is not, therefore, a case giving all the details, but a case from whence you think some deduction may be drawn?—Yes.

291. *Lord Sandon.*] Do you suppose, by the term "children," all are meant that are not adults?—I think it must be taken to mean children down to a certain age; not infants. I think they would have included all that were able to go to infant schools.

292. Perhaps not including children under three years of age?—That is my impression.

293. *Chairman.*] As the object of the inquiry was to find out the actual state of education, do you not suppose that, in the term "children," they have included only children who were old enough to go to school?—I think it probable; but as the investigation was taken not with a view to the subject of education, but chiefly with a view to the religious instruction, the agents have not taken the same care that they would have done had they been sent on the errand of ascertaining the amount of education.

294. *Lord Sandon.*] Have you the whole population of that district?—No, I have not.

295. *Chairman.*] These persons went to every house within a certain circle?—Yes, it is exclusively a poor district; they were taking a strong case.

296. Was it within any parochial limit, or any limit by which we could ascertain the population?—I think not.

o.58.

G 2

297. Did

Henry Dunn, Esq.

8 March 1838.

297. Did they give you the numbers who were actually educated, as well as those destitute in education?—No; they state that 3,299 children, out of 4,577, were found in a state of destitution as regards education; allowing for slight errors, it still leaves a fearful deficiency. I do not mention the case except as a general statement from which one may form some opinion.

298. Have you any other facts?—A second district has been examined by the agents of the London City Mission, and they stated that they visited 312 houses.

299. Where?—I do not know exactly where it was. They have, in fact, visited 34 districts. They have employed their agents to revise and correct all the statements which they have made respecting those districts; but they are not yet prepared to give the result, so that I cannot give a complete statement.

300. Lord Sandon.] Do you think that you could, in the progress of that revision, suggest any further details for the Committee before they conclude their labours?—I think if I were allowed to correct the evidence upon that question, I could obtain more exact information.

301. Chairman.] Will you give the general result with respect to that district?—The agents visited 312 houses, 661 families, containing 812 children under 12 years of age; and of that number only 65 were receiving education. They have stated generally, also, that in 34 districts they found many thousands who went to neither day nor Sunday schools; and that they found 2,744 adults who confessed that they could not read a letter.

301\*. In what parts of London was this?—I believe chiefly the western part of London, but their agents are scattered over the whole of the metropolis.

302. Lord Sandon.] Then they selected houses of the poorer classes from a certain district?—Yes.

303. Chairman.] Are there any other facts of the same nature which you wish to state?—I have no other facts, excepting such as have appeared some time ago in the reports of the society; they are all of this general nature. I always feel that we have no statistical documents that are trustworthy.

304. Lord Sandon.] Generally speaking, have you complaints of the schools already established being obliged to refuse children from want of room for them?—Never; I ought, however, in explanation, to observe that, in some cases where there is a good teacher, a school may be particularly popular, and under such circumstances be insufficient to meet the demand, but I do not think generally that this is by any means the case.

305. Then you do not find that the demand goes beyond the supply generally?—I think that the answer to that question would require a little explanation. We find, that although a school may be placed in any given district, however thickly populated, if there be not a good teacher in it, and if the parents of the children are not satisfied with the education given there, it will be thin and empty. The number of children attending upon all schools depends upon the teacher.

306. You think then that they prefer having no teacher to having one that they are not satisfied with?—I think that they will not care about sending their children to a school unless they are satisfied that the children are advancing in their education.

307. But you are strongly convinced that, even in those districts where you say the existing schools are not over-crowded, if better schools were opened, there would be no deficiency of children to fill them?—I think there would not be after a time. I do not think that the mere fact of opening any number of schools in any district would ensure their being filled; the adult population are in a very low moral condition in those districts, and the families need to be operated upon in various ways.

308. Do you find that the visiting societies, and institutions of that kind, are very useful in recruiting for the schools?—Very useful indeed.

309. They have that effect very materially, have they not?—They have.

310. Mr. Gladstone.] Would you say, as a general principle, that we ought to endeavour to create a demand by affording a better supply?—Certainly; and I think that that would be done most effectually by improving the quality of the schools.

311. Chairman.] With respect to any schools that you know that are conducted upon a good system, and combine a good kind of instruction with cheapness,

cheapness, are there any of them which are not filled?—Very rarely. I have frequently said, If you give me a good teacher, put him anywhere, and he will have a good school; if he be an inferior teacher, put him anywhere, and he will not, however thickly populated the district. And by a good teacher, I do not merely mean a man of talent, but a man who combines many qualifications, a man who knows how to deal with the parents of the children, how to acquire an influence over the affections of the children, and how to make instruction interesting to them.

*Henry Dunn, Esq.*

8 March 1838.

312. *Lord Sandon.*] And must he not have also a religious sense of duty?—Most assuredly; I believe that no man, not imbued with religious principles, will long endure the wear and tear of an elementary school.

313. Must he not also have an interest in children?—I quite think so; he must be fond of them.

314. The mere fact of hiring a man to teach, and giving him instruction in the mode of teaching, will not enable him to be a good teacher?—Certainly not.

315. *Sir G. Strickland.*] Are you applying your observations to schools where the children pay?—They pay in all the schools belonging to the British and Foreign Society; they pay 2 *d.* a week.

316. *Lord Sandon.*] Is it a rule in all those schools that the children should contribute?—Yes.

317. *Chairman.*] Do you not think, for the purpose of getting teachers well qualified both in temper and skill, and kindness to the children and so forth, that a person who had passed through a school in which a kind of education of teachers should be given, would be much more likely to succeed, and much more likely to gain both the affection of the children and the reverence of the parents, than one who had never received that instruction?—I think he would, if the selection were wisely made. No training will ever render a man who is morally unfit, a good teacher.

318. Are you not aware that in many of the smaller schools, the day and dame schools in populous districts, the teachers who undertake it as an experiment, have never themselves been brought up as teachers, but have merely recourse to this as an occupation to fall back upon; sometimes from failure in other trades and from poverty, and not being able to do anything else?—That is the case with many of them. We have found that our best teachers have been selected from Sunday schools. We generally argue that if an intelligent mechanic has voluntarily given up his time without reward to the teaching of children in a Sunday school, there is a probability that he will be fond of children, and generally interested in benefiting them; and we have found that these persons, when trained and qualified for the work, make the best teachers.

319. That is, a person who has felt so interested in the subject as to have given up his time voluntarily to teach children on the Sunday, when properly educated and properly trained, makes the best teacher?—Decidedly.

320. *Lord Sandon.*] You conceive that the training in a Sunday school is better training than can be given by even a year's residence in a normal school?—No, I do not say that.

321. Not as superseding it; but it gives a kind of training which the normal school will not give, does it not?—No, I do not precisely intend to say that; I merely mean to argue that the fact of a man having given up his time to the instruction of children in a Sunday school gratuitously, leads to the supposition that he has some of the moral qualifications for it, and that when trained to teach he would be an efficient teacher; I do not think that this would do instead of a normal school.

322. Not as a substitute; but that mere normal-school teaching would hardly convey those habits of dealing with children in the personal and individual manner which the attendance of a teacher upon a Sunday school for any time would give?—I should always include, under the term "normal school," the bringing of teachers into actual connexion with the children, and the management of them.

323. *Mr. Pusey.*] Have you a normal school established under the British and Foreign School Society?—We have.

324. At what age do you receive pupils into that school whom you intend to become schoolmasters?—From 18 to 30.

Henry Dunn, Esq.

8 March 1838.

325. Why have you fixed upon the age of 18?—Because, before the age of 18, the character is seldom sufficiently formed to enable us to decide well as to the qualifications of the teacher. We have in some instances retained very promising boys in the schools, and in some cases they have proved very valuable teachers, but in others we have been disappointed; the boy may be a promising boy, but when he is exposed to the temptations to which a young man is necessarily exposed at the ages of 16, 17 and 18, his character may alter and he may not be a fit person to become a teacher.

326. You find that, though you can ascertain, with reference to the youth, whether he has talent sufficient to become a schoolmaster, it is very difficult to be sure, before he has reached a more mature age, whether his character will be such as to qualify him?—It is almost impossible to ascertain that before he has been exposed in some degree to the temptations of the world, and we discover that he has strength of character to sustain him.

327. Suppose there were throughout the country a sufficient number of persons who had received such an education as qualify them to become schoolmasters, and you had a large field to select them from, what is the age at which you think it would be most desirable to receive them into your normal school to make schoolmasters of them?—I should say that it would be most desirable to receive them at ages from 18 to 20, and to retain them for two years.

328. *Chairman.*] Two years is enough, is it?—I should consider that it was.

329. *Mr. Gladstone.*] Is the supply of candidates for the situations of schoolmasters at present sufficient in quantity, putting out of sight for a moment the quality?—Abundantly sufficient in quantity, but not such in quality; the number accepted bears a small proportion to the number rejected.

330. Then, taking into consideration the defects in quality, you would say that the supply is insufficient?—Quite insufficient.

331. *Chairman.*] Is it not only of late that any normal school has been instituted in connexion with the British and Foreign School Society?—From the formation of the society a school for training teachers has existed in one form or other; it is only of late that it has been enlarged; and I feel that, in even now using the term “normal school,” I can use it only in a limited sense; properly speaking, that cannot be called a normal school which only retains its candidates between three and six months.

332. By normal school, you mean a school for the training and education of teachers?—Yes.

333. *Lord Sandon.*] In what way is it that the teachers are brought into contact with the children in the normal schools; is each teacher invested with the charge of a certain number of children in a class?—In the first instance, a teacher is received by us for a fortnight on trial; if at the end of that time he appears to be suitable, he is received for three or four or five months, as it may happen; he is employed during one part of the day in communicating instruction, and thus he comes into direct contact with the children, under the eye of the superintendent of the school; he is employed during another part of the day in improving his own mind, also under the instruction of a superintendent.

334. Pursuing private studies?—Yes; so that the two processes are going on together.

335. *Mr. Pusey.*] When you speak of a normal school, do you mean the system that has been practised by the society for many years of receiving schoolmasters of all ages on trial, in order to teach them the system of the society, or do you speak of a normal school, more properly so called, for younger people, which has been lately instituted?—The original institution, in relation to its normal department, has been rather modified than a new one instituted; in the first instance, teachers were received chiefly for the purpose of training them in the particular method of teaching adopted at the Borough-road School, which was formerly called Lancasterian; of late we have added to that the instruction of teachers; that is, we have given more time and labour to this department than was the case some years back.

336. *Sir S. Canning.*] Is it the practice with you to place any number of the children exclusively under the care of the probationary teachers?—Not exclusively; the probationary teachers act as supernumerary monitors. The school

school in the Borough-road is conducted on the monitorial system; the teacher is, therefore, placed in one class, but he acts under the superintendent.

Henry Dunn, Esq.

3 March 1838.

337. Lord Sandon.] Has he in any degree the charge of the discipline and management of those children?—He can have only to a limited extent.

338. He has not, therefore, the experimental management of a little school, acting under the eye of the superintendent?—It would be quite impracticable to make that arrangement.

339. Mr. Pusey.] How many probationary schoolmasters have you at one time in the normal school?—We have at the present time 19 or 20 young men, and 14 or 15 young women.

340. And how many children?—Six hundred boys and 300 girls.

341. You do not consider that the number in your normal school is at all adequate to the demand for schoolmasters existing in the country?—Not at all.

342. Lord Sandon.] Do you take any charge of the probationary schoolmasters and schoolmistresses during their time of instruction at the normal school?—The entire charge.

343. They board and lodge under your roof?—The greater part do; not all of them.

344. Sir G. Strickland.] Would you take any schoolmaster who was sent to you from any town or village, and give him instruction with a view to his going back to that town or village, and forming a school there?—We do, but in that case, we do not take charge of the individual; we only take charge of our own candidates,—those to be subsequently recommended by us; any gentleman sending a teacher from the country to be trained is expected to take the requisite measures for providing for him.

345. Sir S. Canning.] Is the normal school open to the attendance of persons who do not place themselves upon the establishment, but who wish to form an opinion of what passes, with the view of applying the rules to their own practice in the country?—Not with the view of applying the rules. As a stranger, any individual may at any time visit the school, but we do not consider that any person can have a claim to attend with a view to becoming a teacher, unless we know something of his character and objects.

346. Mr. Pusey.] Do you know what proportion of the masters and mistresses of the schools in connexion with the society have passed through this normal school?—Of late a much larger number than formerly; it would be very difficult to state the exact proportion; last year we trained 193 teachers, male and female.

347. Mr. Gladstone.] For what length of time, upon the average, have they been with you?—Upon the average not more than three, or, at the utmost, four months.

348. Mr. Pusey.] You consider that a very insufficient period?—Quite insufficient, but we cannot retain them for a longer period. The question often is, Shall we send out a man with four months' training, or let them have a man without any training at all.

349. What is the cause which prevents you from keeping the probationary teachers for a longer period at your establishment?—Partly the great demand for them, and partly the expenses involved in maintaining them.

350. If larger funds were supplied to you from any source, you would of course be able to remedy that evil?—That would be remedied.

351. Lord Sandon.] Do young men come to instruct themselves as probationary teachers, not having any specific school in view to which they are to be appointed, but relying upon the certificate which you will give them of their qualifications as ensuring them a school?—They generally come without any specific school in view; we are able to say to them that there is a reasonable probability, that, if they prove efficient at the end of three or four months, there will be a demand for them.

352. Do you find a greater number of applications from young men coming into this profession than you can provide for?—We have a greater number of applications than we can provide for, but, as I have before stated, not of such as are eligible; a great number are unsuitable.

o.58.

G 4

353. Sir



Henry Dunn, Esq.

8 March 1838.

353. Sir *S. Canning*.] To what class of persons do the applicants generally belong?—They generally consist of young men who have been clerks; some of them are mechanics, anxious to leave their mechanical trade, in order that they may improve their own minds; and we find that, generally speaking, this desire has been excited by Sunday-school instruction; they have first been introduced to a Sunday school, and that has excited within them a desire to devote their talents to teaching.

354. Lord *Sandon*.] Do you admit them into your establishment without a certificate as to character from parties in whom you can confide?—In the first instance we require that they should present certificates as to character, both moral and religious; but we are not content with that; we find that certificates are of very little value, we therefore write private letters to the individuals, if we have any means of communication with them, and if not, to other parties residing in the town, in order that private inquiries may be made as to the real character of the individual.

355. Have you received any assistance from the annual vote of 20,000*l.* towards education?—We have not, as a society, received any portion of that; we act merely as agents in handing over the money to the local committees.

356. The normal school itself has received no assistance from that source?—No.

357. Sir *G. Strickland*.] Do you make any inquiry as to the age, or is there any rule as to the age of the persons sent to you as teachers?—We take them from the ages of 18 to 30.

358. Sir *S. Canning*.] How is the normal school provided for?—Entirely by voluntary subscriptions; it costs about 1,200*l.* a year.

359. Lord *Sandon*.] You could not impose such terms upon the young men coming to pursue this as a profession, as would enable the establishment to support itself?—No; they pay already 6*s.* a week towards their board, lodging, and washing during the three months. It is often difficult for them to raise even that.

360. *Chairman*.] What is the cost?—We estimate the cost of the board and lodging at 12*s.* a week; but that does not include the general expenses of the establishment.

361. Then they pay only one-half of the cost, without including the general expenses of the establishment?—Yes.

362. What would be their share of the general expenses?—It would be very difficult to say; it would depend upon the number. If there were a limited number, the proportion to each would be very much greater.

363. Supposing you were to have a considerable number, which would lessen the expense, what would be the proportion to each?—I cannot say; it would be a mere guess.

364. Mr. *Pusey*.] What is the utmost amount of emolument that you can hold forth to a promising candidate for the situation of schoolmaster?—When they come to us, we require that they should be willing to go out to a school upon the salary of 1*l.* a week being secured to them; but if a teacher gets a school in any place where there is a large population, if he have talent and energy, the probability is that the amount arising from the payments of the children will considerably increase, so that many of them actually receive 70*l.* and 80*l.*; and there are cases in London where they receive above 100*l.* a year, arising almost entirely from the 2*d.* a week paid by the children.

365. Do you think, if you were to hold out a prospect of a larger stipend, that you would obtain a higher class of applicants for schoolmasters?—To some extent that would be the case; but that alone would not do; the status of a schoolmaster in this country is so low, that many persons, on that account, object to become teachers of the young.

366. Sir *S. Canning*.] Do you conceive that those teachers who obtain salaries of 50*l.* a year have generally nothing else to depend on?—They have not.

367. Mr. *Gladstone*.] When you say that the status of a schoolmaster is low, do you mean, in addition to the extremely harassing nature of the labour and the smallness of the stipend, that the social position of the schoolmasters is very much lower than with reference to their character it ought to be?—I think it is. I think if there were a right state of public feeling the office would

would be respected, on account of its moral influence; but it is not viewed in that light at present. *Henry Dunn, Esq.*

8 March 1838

368. *Chairman.*] If the subject was taken up with interest by the public, so that, in some mode or other, legislative assistance was given for the purpose of providing pecuniary aid for the advancement of education, and persons of the higher or middle ranks took more interest than they now do in the subject, and were to attend and look into those schools, do you not think that, by those means, the status of the schoolmaster would be elevated and improved?—I think it would gradually rise. It would require time, under any circumstances, to produce that effect.

369. If that was to take place, do you not think that the class of persons becoming schoolmasters would gradually improve?—It would.

370. What do you consider the chief impediments to the progress of education at present?—I think the chief impediments are the low state of the population; the apathy which exists on the part of parents as to the instruction of their children; the want of good teachers, and the want of funds.

371. With respect to the low state of the population, does not that itself arise from the want of education in a great measure?—It does.

372. Then it is a cause and an effect?—Both. In the large towns the shifting character of the population is a hindrance. In the Borough-road School there are always in attendance from 500 to 600 children; and yet that number of children come in and go out every year, arising either from the shifting of the population, or else from the carelessness of the parents. Now, if the mass of the children are in that school for only one year, and in large country towns only about a year and a half, and in the villages I suppose the average would not be more than two years, while from that must be deducted times of absence at harvest and other periods, it is evident that the children cannot be for a sufficient time under any influence to derive efficient benefit; so that there is a vast deal of delusion as to the extent of education in this country.

373. *Lord Sandon.*] Is not that an almost insuperable difficulty in large crowded populations?—It is a very great difficulty.

374. *Chairman.*] Would not that difficulty be removed if there were schools of equal merit, and of equal cheapness, in each part of the crowded district from which they move, and to which they move?—It would be in some degree removed.

375. So that the children being transferred from a good school in the Borough-road, if there was an equally good school at the other end of the metropolis to which they went, they would go from one to the other; and although change of situation would be some evil, it would not be anything like so great as it is at present?—It would be a material improvement.

376. So that a general system of education in the large towns would remove a good deal of that evil?—It would.

377. *Lord Sandon.*] But not altogether; because people who are shifting about do not acquire that attachment to particular schoolmasters; and in their nature their habits are more unsettled in consequence of their frequent movings, are they not; those who are frequently moving are not generally the most orderly, are they?—They are not; no one thing can remove so terrible an evil if the parents are dissipated, as many of them are.

378. *Sir G. Strickland.*] Considering that many parents object to the small payment of 2*d.* a week, do you consider that there should be schools for children without any payment?—I do not think that the parents object to the payment of 2*d.* a week; generally I think, on the contrary, it leads them to value education more; there may be instances in which at particular periods, the parents being out of work, and other circumstances, it may be advisable to receive children gratuitously.

379. Does not your remark apply to the more respectable; and does not the payment even of a small sum exclude the most destitute children, who in fact most want education?—I think it is the case in some particular districts; but I fear that, where the parent refuses to pay 1*d.* or 2*d.* a week, the real motive is carelessness.

380. And you think that they would not send their children to school even if they could send them without paying anything?—I think they might, in time; but I think we should have a great work to do to bring them.

Henry Dunn, Esq.

8 March 1838.

381. Then, in your opinion, the best principle is to require a small payment from the parents?—I think it is; the other system pauperises the population.

382. You have spoken of the extreme carelessness of the parents in procuring the education of their children; do you not think that, as encouragement is given to education, the desire for education will increase in proportion?—It is sure to do so.

383. *Chairman.*] What reason have you to suppose that an increase of funds will be productive of much good?—I think it might be productive of good in various ways; it would of course supply better teachers, and assistance could then be rendered to schools in destitute circumstances; it would allow funds for inspection, which is a matter of great moment, and also for calling forth local efforts and awakening public attention, in particular districts, to the necessity of education.

384. Can you state how many children there are educated in the schools connected with the British and Foreign School Society, and whether boys, girls, or infants?—In London, 117 schools, containing 18,074 children, are visited by us, and to a certain extent connected with us; but I cannot state exactly what number of children throughout the country; we have never been able to obtain such returns, partly on account of the expense, but also, and perhaps chiefly from the fact, that we have no benefits to offer to local schools; we have no ecclesiastical organization, and of course there is no motive strong enough to induce parties establishing schools in different parts of the country to correspond regularly with us, and give us that information.

385. *Mr. Gladstone.*] I understand you to say that there are 117 schools in London and its vicinity which are visited by the inspector of your society; what is the criterion of union with your society?—The criterion of union is, that they conduct the school on the method of the Borough-road School, and that the children are instructed in the Scriptures, the peculiar catechisms of the different denominations not being admitted.

386. Is that which you have just now stated the fundamental and sole condition of your society?—It is.

387. The admission of the Bible, and the exclusion of every other book of religious instruction?—Yes; the only book of religious instruction read in the school is the Bible.

388. With regard to schools in the country with which you are in connexion, is that connexion maintained by inspection if not by correspondence?—It is not maintained at all by inspection, only by correspondence.

389. We have understood that the society is the medium of application for a participation in the Parliamentary grant of money; when persons connected with schools come to you and request you to transmit their application, what assurance or guarantee do you require that the school is to be in conformity with the principles of the society?—Before they obtain the money, they sign a certificate that the school is to be conducted upon the plan and principles of the society, which certificate is forwarded to the Treasury, and upon that certificate the money is paid.

390. Do you bind them to the whole of the rules of the society, or only to that fundamental rule which you have just now stated?—We do nothing more than require that they should sign the certificate, which is that the school shall be conducted upon the plan and principles of the Borough-road.

391. The question was with reference to the terms of that certificate; whether the parties were to be understood as binding themselves to all the rules, intellectual and mechanical, as well as religious, or whether it had only regard to those main and leading features to which you have just referred?—Only to the leading features.

392. After the grant, you have not the means of maintaining, by periodical communication, your connexion with those schools?—We have not, nor have we any control whatever over them; there is nothing to prevent parties from having a very inefficient school, nor can there be so long as they are in their present position.

393. Who are the parties who are called upon to sign this certificate; are they the trustees of the school?—The trustees and the committee; the certificates are not always signed by one exclusively; sometimes by one and sometimes by the other.

394. But in general they are the most responsible parties connected with the undertaking

undertaking who sign these certificates?—Yes, they are those who have themselves subscribed the greater portion of the money. *Henry Dunn, Esq.*

395. Have you any proximate idea of the number of pupils educated throughout the country, in schools that have been founded on your principle, and in connexion with your society?—To mention any number would be a mere guess; but from the fact that the Sunday-school union have, in connexion with them in their Sunday schools, a million and a half of children, and as those children; very few if any of them, go to the national schools, I should suppose the number must be very large.

8 March 1838.

396. That is to say, so far as regards Sunday schools?—The Sunday-school union report a million and a half of children in their Sunday schools; now those children, with very few exceptions indeed, do not go to national schools, because the national-school children go to their own Sunday schools, which are not in connexion with the Sunday-school union; as there are a million and a half of children, if that report be correct, going to dissenting Sunday schools generally, those children must receive instruction in the schools conducted on the plan and principle of our society, or be found in the day and dame schools.

397. Do you not apprehend that one very great portion of those children are to be found in day schools, and dame schools, and other schools not connected with the National Society, but also distinct from the British and Foreign School Society; and still further, that a great number receive no instruction on the week-day whatever?—I quite think that to be the case.

398. *Chairman.*] Can you state to the Committee the number of the children in any of the schools of the British and Foreign School Society that belong to the Establishment?—It varies in different places, in the Borough-road about two-fifths, and in some of the rural districts one-third.

399. Varying probably in different proportions, according to the different positions in which the schools are placed?—Yes, and varying also in cases where a national school is near; of course the number of children of the Church of England in the British school would be less if there were a national school near.

400. Do all denominations of dissenters send their children to the schools of the British and Foreign School Society?—All denominations of dissenters send them; but I should not be correct in giving the impression that all denominations are perfectly satisfied. A few Catholics attend, but they are not generally contented with the schools of the British and Foreign School Society.

401. Leaving the Catholics out of the question, do the children of all denominations attend those schools?—They do; objections have been, in some instances, made by Unitarians, but they have very few poor among them.

402. *Mr. Gladstone.*] Then are you of opinion, with regard to the denominations of those called Protestant dissenters, that the schools of the British and Foreign School Society are considered by them as an adequate organ for the education of their children?—Quite so, including the great body of Congregationalists and Methodists of various descriptions.

403. You must have had a large acquaintance with persons all over the country; is the Committee to understand that you give that answer as the result of a very general intercourse with persons belonging to those parties throughout the country at large?—I should feel quite justified in saying that the great body of Protestant dissenters are perfectly satisfied with the principles of the British and Foreign School Society.

404. *Chairman.*] Do you think, then, that any extension, by means of either a rate or grant, made to schools on the principles of the British and Foreign School Society, would be met with approbation by the great body of dissenters throughout the country?—So far as their own children are concerned, it would; I do not think that the Protestant dissenters generally would approve of any national grant which, directly or indirectly, excluded from its benefit Catholics or Jews, or any who differed from them; they would hold that all ought to be educated, that none ought to be left in ignorance.

405. Do you think that, in the British and Foreign School Society, any plan might be devised by which the children of Catholics should be admitted, even if their parents had an objection to the version of the Scriptures being used, by means of its being read at a certain time, and their children not being required to come at that time, but to come subsequently?—I am inclined to

Henry Dunn, Esq.

8 March 1838.

think that the Catholics and Jews will always prefer to be educated alone; they will never mix generally with the rest of the population.

406. Do you think that the plan which I have suggested would be accepted by them in instances where there are a good many, and very poor, and where they have no other mode provided?—I should fear that it would not; I think that the Catholics generally would not be content with any system of instruction which was not to some extent under the influence of their own priests.

407. Have you any experience or knowledge from poor districts, where your schools are established, as to the applicability of your remark, particularly with regard to the large towns in Lancashire?—We have in many of the schools a number of Catholics, but they bear a very small proportion to the whole number of the poor Catholics; we find that, generally speaking, the Catholics prefer educating their own children.

408. Do you apply that particularly to the case of St. Giles, where there are a good number of poor Catholics?—It is the case there; the number is very small that attend either National or British schools.

409. Are they provided themselves with any establishment of their own?—To some extent; they have several small schools.

410. Adequate to their wants?—I should think not adequate to their wants, the great mass of them do not go anywhere.

411. Mr. Gladstone.] Should you entertain any objection to the Government of this country giving grants to schools in which the Scriptures were not read?—I should think that it ought to be required, at least, that the Scriptures should be read, although Catholics and Jews should be exempted from reading them; I cannot think that, under any circumstances, requiring the Scriptures to be read as the price of education can act beneficially.

412. I understand you to say that you would not compel the reading of the Scriptures by any particular child or children as a condition of receiving education; but do I also understand you clearly to say, that you would not wish to see the Government of this country lending its aid to schools, in which schools the reading of the Scriptures was not recognised?—I think I should say that it would be quite just to take such a provision as that which has been introduced into Lord Brougham's Bill, as the lowest ground which could be possibly taken, that in all cases the Scriptures shall be read, but Catholics and Jews not to be present unless their parents consented.

413. Then, under that provision, the reading of the Scriptures would be made a rule of every school, would it not?—It would; they would be recognised in every school; I cannot see that more can be done.

414. Sir. S. Canning.] Without it being obligatory upon every child?—Yes; not to be enforced if the parents object, whatever might be the ground of that objection.

415. Even if they were not Jews or Catholics?—Certainly, I would go to that extent; because I cannot conceive any case in which the compulsory reading of the Scriptures can beneficially affect the mind.

416. Mr. Gladstone.] But you would not surrender the reading of the Scriptures as a rule of the school?—I would not.

417. Do you think, from the knowledge you have of the principles of Protestant dissenters generally, that they would entertain strong objections to the surrender, on the part of the Government, of the principle that the Scriptures shall be read in the school?—I think they would entertain the strongest objections; they would feel it quite right and necessary that the Scriptures should be recognised.

418. Chairman.] The great body of all classes of Protestant dissenters feel very strongly on that head?—They do.

419. Mr. Gladstone.] I believe you have published your opinion in a pamphlet, entitled "National Education, the Question of Questions"?—I have.

420. You have stated there, on the 34th page, "With the exception of certain trifling differences as to translation, which have been already adverted to, the religious portion of the community agree in receiving the Bible as the word of God; their consciences, therefore, are not wounded by its introduction into schools. The irreligious man is not in a position to plead conscience; his objection does not arise from that which alone claims regard, because it alone justifies resistance to law,—the recognition of a higher authority in matters of religion; but from a disbelief in God and religion altogether." The argument upon that question

question is one of very great delicacy and very great importance. In what sense did you use the term, "the irreligious man;" did you mean simply the man who does not believe in revelation?—I simply meant the man who does not believe in revelation. Henry Dunn, Esq.  
8 March 1838.

421. Your opinion is, that a man who does not believe in revelation has no fair plea to which the Government of the country ought to defer against the introduction of the Scriptures into the schools?—Not any.

422. You would not say that the man who disbelieves in revelation is necessarily a man who has no conscience?—No; but I should say that, with respect to the man who disbelieves in revelation, his objection to the Bible must just stand upon the same ground as he might object to a book of history, or anything else; he might dislike the book, or he might doubt its authenticity, but he can have no conscientious objection to it. I think all depends upon what is meant by a conscientious objection. I have used the term "conscientious objection" there simply as the objection of a man who feels that higher authority presses upon him. I call the objection of a member of the Society of Friends, for instance, to the payment of a war-tax, a conscientious objection. I may, as an individual, disapprove of any particular war, but I cannot, on that ground, refuse to pay the tax.

423. But if a person believes in a God, and in the authority of God, but does not believe that the Bible is the revelation of His will, do not you think that he may have a conscientious objection to the circulation of a book as emanating from the authority of the Supreme Being, which, in his opinion, does not emanate from His authority, and which therefore circulates under a false title?—I doubt the existence of such a case.

424. Is this the effect of your doubt, that you consider that those who do not admit the Bible as a revelation, have not in general a practical idea of God as the Governor of the World?—Believing, as I do, that infidelity arises from moral causes, I do not consider it a fair case to put.

425. *Chairman.*] One of the things required by your society is, that the children shall go to some place of worship on Sunday?—That is required.

426. *Lord Ashley.*] How do you ascertain that they have been to any place of worship?—In some cases we communicate with the neighbouring Sunday schools; in other cases, we inquire of the children; and in other cases, of the parents.

427. *Mr. Wood.*] Do the managers of the school take the best means in their power to ascertain whether that regulation is complied with?—They ought to do so; I believe they do, speaking generally.

428. Is that regulation a dead letter, or do they do all in their judgment that is available for securing compliance with the rule?—They do all that is available, I should say, at once.

429. *Chairman.*] You have stated generally the principles upon which the society is founded, and the different classes of which it consists, and the difficulties in the way of education; namely, the want of teachers, and the want of funds to support teachers, and the want of support to schools generally; do you think that if any plan was propounded or carried into effect by the Legislature, which should raise by a small rate a sum in the different parishes of the thickly-peopled towns of the country, and that that rate should be given to schools founded upon the principles of the National School, and the principles of the British and Foreign School Society, such as you have stated them, according to the number of children attending each, that would meet with the general approbation of those desirous of the promotion of the education of the humbler classes?—I should see great difficulty in carrying out such a plan; I think that many would object to being confined to the principles of the two societies; I presume, of course, that, in connexion with such a rate, there must be a Board of Education suitably constituted.

430. Suppose that there was a Board of Education, efficiently constituted, with inspectors or persons who should look to the efficient state of the schools, and that a rate was raised, which was to be *bond fide* distributed between schools formed upon the principles of the two great societies, but not necessarily through the medium of them, according to the number of children really attending each?—I should suppose, if a Board of Education were suitably constituted, by which I mean a Board representing the opinions of different parties, and having the confidence of dissenters as well as of members of the Established Church,

Henry Dunn, Esq.

8 March 1838.

that a sum of money might be disposed of advantageously to schools and local committees applying for aid generally.

431. Upon the principles that I have mentioned?—I scarcely know how to answer that question, because it involves so much detail.

432. Supposing, in any town of 10,000 persons, where there were 800 children of the poor class totally destitute of education, an application was made from a school committee, formed chiefly of dissenters, stating that they were desirous of establishing a school upon the principle of the British and Foreign School Society, whose rules you have already stated; and another school committee were to apply, stating that they were desirous to establish a school upon the principle of the National Society, whose principles you are well acquainted with, and each of them was to say, we have 400 children ready to attend our respective schools, and we ask, out of a small school-rate to be raised, to be paid over to us the sum of 100*l.* a year each, we will suppose; do you think that, for the purpose of assisting this kind of education, that would meet with general approval?—I think not; I think that such a rate would in most cases be refused by the inhabitants.

433. I am not supposing it to be a voluntary rate?—I think that there would be also an objection in principle; I think that the Quaker would be distrained for it, just as much as for the church-rate, and that you would have a school-rate agitation, in fact, in almost every parish. I fear, though I am not sure, that it would be the case.

434. You think, then, that there will be an objection to any rate for the purpose of giving education to the humbler classes?—I see great difficulty in accomplishing anything by way of rate; I think it would be much more easily done from the Consolidated Fund than by a rate. There would be little difficulty about a rate, if you could agree on a common system of education; but I think that many parties would refuse to pay a rate for the purpose of establishing schools from which a large portion of the community would be excluded.

435. The principle which I state is that of applying to large towns in which there would be schools of both kinds, one on the National system and one on the British and Foreign system, and the sum to be paid to each would be in proportion to the number of children in each school, so that the child of a dissenter would be able to have education in his way at the British and Foreign school, and the child of a churchman would be able to have education in his way at the National school, or at the British and Foreign school, as you state that they frequently go to the British and Foreign school, and the supposed rate would be divided according to the numbers that attended?—I should fear that a rate would not work well.

436. You think there would be objection to it?—I think there would.

437. What ground of objection?—I think the objection would be, that no money ought to be raised for rate except for schools on a principle common to all; and as I fear there is little chance of our coming to a common principle at present, I do not think that by rate anything can be done.

438. Your objection is, then, to a rate; supposing it was paid out of the Consolidated Fund, and a grant was made to a town similarly situated as the one I have spoken of, do you see any objection to its being distributed as I have mentioned?—I think there would be less objection.

439. How do you distinguish in principle between the distribution in the same way, if it is raised out of the Consolidated Fund, or if it is raised out of the rate?—The distinction is one which is made by certain parties: it is made by the Society of Friends; they will only be distrained for the church-rate, but they pay the taxes generally, although many sums may be paid out of the taxes of which they disapprove.

440. That objection is one entertained by the Society of Friends, and some other persons; but I am asking your opinion of the fairness of it?—I could scarcely give an opinion.

441. Do you think that the great body of dissenters would have any objection to a small rate of 3*d.* or 4*d.* in the pound, to be distributed in the way I have spoken of between the schools, on the principle of the National and of the British and Foreign School Society?—I should be inclined to think that many of them would object.

442. Can you suggest any mode in which the humbler classes of the children in

in large towns can by possibility be educated, unless by some such method, any way more just and more equal?—The only plan I could suggest would be, in the first instance, the formation of a Board of Education, having the confidence of different parties in the country; the efforts of such a Board should be directed, in the first instance, rather to improve existing schools than to extend education; they would do that by a vigorous system of inspection, and also by aiding schools which were well conducted.

*Henry Dunn, Esq.*

8 March 1838.

443. By a grant?—By a grant, and from the Consolidated Fund, demanding only that a certain degree of secular instruction should be communicated, and leaving the moral and religious instruction to be given under the control of the local committees.

444. Do you mean making no agreement with them that the Scriptures should be used?—Certainly, provided that the Scriptures be read in the schools; I am supposing that; but not interfering further in the religious instruction of the children.

445. Do you not think that the objection which you state that you conceive would be felt to any school-rate by some portion of dissenters, arises more from their apprehension that it would not be fairly distributed, and from their not feeling a perfect confidence that it would be fairly apportioned when granted, than to any other circumstance?—That would be my own objection; that would be the objection of some, but not of all; some would object on the abstract principle, but some would object from distrust; they would fear that in one way or another it would be made to work partially.

446. Do you think if any plan could be devised to take away that distrust, and to give them complete confidence in the fairness of the distribution, that that would obviate in a great measure the objections which you have spoken of?—I think that that would obviate objections to a grant from the Consolidated Fund, but not from a rate; because if a rate is raised in any district, it must be to a certain extent under the control of parties residing in that district.

447. I am supposing the rate to be disposed of under the management of a Board, so constituted that the dissenters should have perfect confidence in its fairness?—Then I think, if that were the case, a large proportion of the objections would be removed. I think that is a great point, to have in the first instance a Board, not merely fairly constituted, but one in which they had perfect confidence, as being fairly constituted.

448. Do you not think that one of the first steps towards any general plan of education for the humbler classes would be, the formation of such a Board as the two great parties who have interested themselves in education in this country would have confidence in?—I think it would; and that then their efforts should be directed to improve the existing schools, rather than extend them; I should lay great stress upon that: there are a great number of schools scattered throughout the country of all kinds and descriptions, which, with inspection and a little assistance, might be rendered efficient schools.

449. When you give an opinion as to the necessity of improving, rather than extending, existing schools, you may not have gone into the detail of the want of efficient schools in the towns in Lancashire?—No one can have a stronger impression than I have of the want of schools; but I believe that the improvement of schools leads to their extension.

450. Do you not think that it would be very practicable, supposing by any mode a sufficient fund was provided, to do both; that is, to improve, and at the same time gradually to extend schools for the humbler classes?—I quite think so; but to begin by extending is, I think, to begin at the wrong end; the first step should rather be to improve and give efficiency to those which at present exist.

451. Do not you think that one necessary accompaniment of the Board to promote education would be some system of inspectors, who should make returns to the Central Board of the degree of efficiency of the schools, and the number attending, and who should make periodical visits to inquire and look into the state of the schools?—I think it would be essential.

452. Have you read the account of the system adopted in Holland?—I have read it; and I have also visited the schools in Holland myself.

453. The schools which are described in Monsieur Cousin's work, translated by Mr. Horner?—Yes, I have seen it.



Henry Dunn, Esq.

8 March 1838.

454. Did you find that the state of those schools was satisfactory?—Generally very satisfactory.

455. Is your observation in accordance with the description given of them in that work generally?—On the whole I think that that work is in rather glowing terms; and it is, after all, a very hasty sketch.

456. Making allowance for that, you think it to be tolerably accurate?—Yes, tolerably accurate.

457. Particularly with respect to inspectors?—Yes.

458. Have you made any calculation as to the cost of schools of different size, conducted on the method of the British and Foreign School Society; can you state for 400 children, for instance, what would be the cost?—A school for 400 children would more than pay itself if each child paid 2 *d.* a week, or at least it would afford a very liberal remuneration to the teacher; whether it would more than pay itself would depend upon the amount of remuneration given to the teacher.

459. Do you include in that anything for the interest of the cost of the building?—No, I am supposing the building to have been previously erected.

460. Do you think that 3 *d.* a head per week would pay the interest of the cost of the building?—I should think that it would do more than that; but I should also state, that I think schools of 400 children are by no means desirable.

461. Suppose you took children from 3 years old to 13, and divided them into two schools, one an infant school for children from three to six years old, and the other a juvenile school for children from 6 to 13?—Then your expenses proportionally increase, inasmuch as you would need a greater number of teachers; I think even then 200 children are too many to be placed under most masters, even if the school is conducted on the monitorial system exclusively. 200 children might be well taught under an efficient master, but I am by no means an advocate for very large schools.

462. Have you seen an account of the Scotch schools on the most improved system, in which they have one master and an assistant?—I have seen Mr. Wood's sessional school, and I have read Mr. Wood's account of the sessional school.

463. If they were divided into two schools, containing 200 each, having a master and assistant to each, what do you think would be the expense; would 2 *d.* a head per week cover the expense?—I think it would not.

464. How much would cover the expense?—I am not prepared to answer that question.

465. What do you receive in your schools?—Twopence a week.

466. That defrays all but the expense of building the school?—It will, if the school is very large; it does not, generally, by any means.

467. Though you cannot state exactly the amount, as you think that 2 *d.* per head would be sufficient to defray the master's expense, do you think that 4 *d.* per head would assuredly defray both the master's expenses and the interest of the cost of erecting the school?—A school of 50 children, with an efficient teacher, will cost nearly as much as a school of 200 with an efficient teacher.

468. Taking a school of 200 children, do you think that 4 *d.* per head per week will pay the salary of the master and the cost of building?—I should think it would; but I should like to make calculations before I give answers to these questions.

469. Sir S. Canning.] You stated that, where the Board was so constituted as to obtain the confidence of the rate-payers, the objection to the rate would, in a great measure, be done away; what circumstances in the constitution of the Board would, in your opinion, be likely to procure that degree of confidence?—I was referring, not to the local Board, but to the Central Board in London. I should say, a Board consisting of parties representing the interests of different portions of the community; I think that it would be essential that some individual on that Board should so far represent the interests of dissenters that they should feel confidence in him.

470. You do not mean that there should be a preponderance among the members of the Board in favour of any particular opinion, but that each prevailing opinion should find a representative in the Board?—Exactly. I do not mean a representative of each sect in the kingdom, which could not be; but that

that there should be at least one individual possessing the confidence of the great body of Protestant dissenters. *Henry Dunn, Esq.*

8 March 1838

471. *Chairman.*] If the Board was constituted in this way, that it consisted of three persons: one named by the Government; one named by the National Society, and approved by the Government; and another named by the British and Foreign Society, and approved by the Government also; and those three persons should constitute a Board for the purpose of seeing, what we call in familiar language, fair play in the distribution of the fund raised by rate or any other manner, do you think that that would meet with the general concurrence of the body of whom you have spoken?—I can scarcely answer that question. The British and Foreign School Society does not represent the dissenters as a body; its committee consists of churchmen and dissenters; there are many churchmen on it.

472. Do you think a Board so constituted, in which one of the persons should be supposed to represent the dissenting body, and another to represent the National Society, with a third named by the Government, would be a Board in which the great body of dissenters would have confidence?—I should think it not unlikely; but I cannot speak for the great body of dissenters.

473. *Mr. Wood.*] Does it accord with the constitution of the British and Foreign School Society, that it should be considered as representing the interests of the great body of Christians in this country who do not conform to the Established Church?—Not at all.

474. In point of fact, may it be considered as so doing?—In point of fact it may, inasmuch as it has the confidence of the great body of Protestant dissenters, and inasmuch as the great body of Protestant dissenters accord in the principles of that society; to that extent it may be said to represent their opinions, but it is not in any degree a dissenting society; it is just as much a Church of England society as it is a dissenting society.

475. Do you think there is much done for the education of the working classes in schools supported by charity, which schools are neither in connexion with the National School Society nor with your society?—I should think a great deal is done in that way.

476. Then, as regards those schools, your society cannot be considered as representing that portion of the community?—There are many individuals who prefer establishing schools without being in connexion with any central society, inasmuch as they derive no pecuniary benefit from such connexion.

477. You have been asked your opinion as to the practicability of encouraging education by the aid of money contributed either from the Consolidated Fund, or by parish rates, and you have given the opinion that you do not think in the present state of the public mind such a scheme could be founded as would work upon one general principle acceptably to the public at large?—I fear that in the present state of public opinion no general plan of education can be devised which will meet the approbation of the great body of the community.

478. Such being the fact, then, if we are to assume that in anything that is done to promote education by means of the Legislature, it is to be permitted to that large and influential portion of the community who are in communion with the Church of England to teach the doctrines of the Church in the schools which they patronize, besides the reading of the Scriptures, do you not think that there is a large body of Christians who would be unwilling to be excluded from participation in those funds, unless they should consent to abstain from affording any religious instruction beyond the reading of the Scriptures without note or comment?—I think there are many such, and therefore that there would be considerable difficulty, either in acting through the two societies exclusively, or in adopting without limitation the principles of the two societies. I think that the safer way would be for the Board to receive applications from individuals or local committees, whether connected with either of the societies or not, and laying down certain regulations, such as that in all schools the Scriptures shall be read, and leaving the other portions of the religious instruction to the individuals connected with it.

479. *Lord Ashley.*] What definition would you give to the term, "That the Scriptures shall be read," if you adopt no model or sample such as you have in the British and Foreign School Society and in the National Society; would you specify when, and how often, the Scriptures should be read?—I do not see that it is possible to enter into those points.

Henry Dunn, Esq.

8 March 1838.

480. *Chairman.*] Do you mean, when you say that one of the provisoes should be, that the Scriptures should be read in the schools, that they should be read daily, and in the same way as they are now read in the schools connected with the British and Foreign School Society?—I do, with this exception, that, in the schools of the British and Foreign School Society at present, the Scriptures are the only reading-book. I do not think that that could or ought to be required; but that the Scriptures shall be read at stated periods daily.

481. Then, if I understand you rightly, your view is, that funds should be given to schools which fulfil the obligation of having the Scriptures read in those schools, but without superadding that they shall not have any other religious instruction but the Scriptures?—Yes; without superadding that they shall not have any other religious instruction, unless it shall be added in all other cases.

482. *Mr. Wood.*] Do you think it would be fair if the Church have other religious instruction besides the Scriptures, that other bodies should be precluded from other religious instruction which they may think requisite for the moral and spiritual welfare of the children?—I do not think it fair; I do not think it fair that the Church catechism should be introduced; but dissenters might yield that point, in order to promote education; at least they might not press it, yield it they never could. I believe the practical working of the thing would be, that those who at present conduct schools in connexion with the National Society would continue so to conduct them; that many clergymen and others who wish to establish Church of England schools, but not to come under the rules of the National School Society, would conduct such schools at their discretion; that the great body of dissenters would still conduct their schools on the system of the British and Foreign School Society; that some few others would introduce Watt's catechism or some other catechism, and that Catholics would read the Scriptures if they were compelled to do it; but of course they would not wish to have that point pressed; that would be for the Board to consider.

483. Do you consider that there are many week-day schools which are not in connexion with the National School Society, but where religious instruction is afforded in other ways besides the reading of the Scriptures?—I think that there are many such schools.

484. With respect to daily schools, is there not a strong feeling on the mind of the public that it is desirable to have something of a more moral and religious instruction than has hitherto prevailed?—I think not among dissenters; I think among dissenters the feeling is that the Scriptures are sufficient, but that everything depends upon the selection of the teacher; that all the moral and religious instruction of the children depends upon the man at the head of the school; that all rules and regulations apart from that are worthless.

485. *Chairman.*] Then, if your opinion is that the great body of dissenters think the Scriptures sufficient, do you think any objection would be entertained by the great body of dissenters to the adoption of the principle in which the Scriptures shall be recognised, but without the admission of any peculiar tenets of their own?—I do not think they have any wish, generally speaking, to introduce peculiar tenets of their own, by which I mean the points on which they differ from the Established Church, in schools entirely under their own control; they introduce into their schools the leading doctrines of the Bible.

486. Do you think, even supposing a discretion was vested in the commissioners that you have spoken of, of permitting the dissenters, to whom grants or part of the rate was given, to give catechetical instruction, that the great body of them would still continue to adhere to the principle laid down by the British and Foreign School Society, and confine the religious instruction chiefly to the Sunday?—I think they would.

487. *Mr. Wood.*] My question did not apply to doctrinal points where the dissenters may differ from the Established Church, but to those great doctrinal points where the dissenters may agree with the Established Church?—I think, in schools where the Scriptures are read, a large portion of religious instruction is regularly given, if they are read under a fair teacher. I think the religious instruction depends upon the teacher.

488. Is that religious instruction given by way of comment?—No; it is by reading the plain version as it stands.

489. Not by the teacher giving a commentary upon the Scriptures?—No.

490. When you speak of Scripture reading, do you mean reading a number of verses

verses in a chapter without any expression of opinion of any kind by the master?—I mean the impression produced upon the minds of the children by the plain obvious grammatical meaning of the text as it stands.

*Henry Dunn, Esq.*

8 March 1838.

491. Is the child left to draw its own conclusion from the language of the book, or are its perceptions aided by any observations made by the master?—I think the child receives the text of the Bible as it would receive the text of any other book, as it stands.

492. *Chairman.*] Do you not find that the mode adopted in the British and Foreign school, in which the Scriptures are used without any particular creed being taught, is found generally for weekly instruction satisfactory?—I think it is found in its practical working satisfactory to all denominations, except, as I said before, to some Unitarians; they object.

493. They form but a small body among the humbler classes of the community?—I should think they form a very small proportion of the poorer community.

494. They are chiefly persons in a superior class of life, and not among the humbler class, are they not?—I believe that to be the case.

495. Then you think the plan adopted by the British and Foreign School Society as regards those who differ from the Church, and those who belong to the Church, but who send their children to the schools, would be satisfactory to them if it could be extended?—I think it would be generally so.

496. *Mr. Wood.*] Does the master explain the Scriptures to the children in your schools?—He interrogates them as they read daily upon the plain and obvious grammatical meaning of the text.

497. According to his own understanding of that text?—It must be so.

498. Are the children subjected to any examination as to their reading of the Scriptures?—They are, certainly; they read the Scriptures, and the master questions them upon what they read; he questions them upon the text as it stands. Some of the Unitarians object, on the ground that, by this method, doctrines which are usually denominated the orthodox doctrines are brought out. That has been stated in evidence before a former Committee. It is true that this is done, that the children are questioned upon the authorized version as it stands, without any interpolation whatever.

499. Then if the children, in the course of that questioning, appear to have drawn what, to the master, seems an erroneous impression regarding the meaning of the Scriptures, does the master give them a more correct opinion upon that point?—I think he will, in many cases. I wish to state that, in all cases, no matter whether or not you have creeds and catechisms, the character of the moral and religious instruction will and must depend upon the teacher.

500. Do you not think that the advantage to be derived from the reading of the Scriptures in school will depend more upon the spirit and manner in which it is done, than upon any given quantity being read at stated hours?—Most certainly I do; and therefore I hold that no man is fit to communicate religious instruction who is not himself a religious man.

501. *Chairman.*] You stated before, that the great body of dissenters were satisfied with the method in which religious instruction is conveyed in the schools of the British and Foreign School Society?—The great body of them; the Unitarians object.

502. *Lord Ashley.*] Do you not think that it would be painful to a sincerely religious man not to be allowed to inculcate, and forcibly inculcate, those points of doctrine which he himself, as a sound Christian, believes to be essential to salvation?—I think, in many cases, it might be so; but I think that, in communicating the text of Scripture as it stands, he cannot fail to communicate all the great leading doctrines of the Bible; it is on that ground that the objection to which I have referred is made.

503. Do you not think that a sincerely religious man, being a teacher of a school, would think that he was bound by a solemn responsibility, if he entertained those opinions, to teach those children with the same spirit and the same force as he would teach his own children?—I think he has no right, as the teacher of a school, to communicate any opinions which are peculiar to himself, however important he may deem those opinions to be; I think those views of truth which are common to the great body of Christians both in England and on the Continent, and in other parts of the world, will necessarily come out of the plain obvious meaning of the text.

Henry Dunn, Esq.

8 March 1838.

504. Then am I to understand that those teachers so undertaking to teach the children, likewise undertake to withhold the inculcating those doctrines which they themselves may think absolutely essential?—No, they are not required to undertake anything of the kind; they are required solely to teach the Bible. Certainly, if a man thought it essential that every child shall be brought up to believe in the Episcopal form of government, as divinely constituted, he would have no right to teach that in the school, and would be prevented; and so in respect to every other particular form of Church government.

505. Supposing that this master, a sincerely religious man, when teaching a child, saw that that child was wrong upon a point that he, the master, deemed essential to salvation, would the master allow the child to continue in his error, or would he set before him what he believed to be true?—I cannot tell what the master might do under such circumstances. All the essential doctrines in the Bible are plain and obvious.

506. But what would be the view taken by the directors of the British and Foreign School Society, if they found that the master did set right this child upon a point which he thought essential to salvation?—They would hold it to be his duty to confine himself to the simple teaching of the Scriptures.

507. Sir *S. Canning*.] Would the teacher be dismissed if he was found to go beyond that?—Very much would depend upon how far he went beyond, and what was the nature of the instruction which he had given.

508. Has there been any such case within your knowledge?—I wish to be distinctly understood that no such case has occurred, no practical difficulty has arisen; we receive every year teachers, in probably equal proportions, from the Church of England, Wesleyans, Congregationalists, and Baptists, and no practical difficulty arises, except that a small proportion of the Unitarians object, on the ground that the mode of teaching which we adopt does, without going into comment, bring out the doctrines which are usually denominated orthodox; that is the only objection that has been made. I think it fair to state that we have schools which are conducted on that principle, supported some of them by clergymen of the Church of England, others by the Wesleyan Methodists, others by the Independents, and others by Baptists, and others by the whole of them united.

509. Lord *Ashley*.] You admit, if a master were to enter into any explanation with the children upon points which he might think essentially necessary, that the master would depart from the rigid rule that is laid down for his guidance by the British and Foreign School Society?—We should not consider the master the person to decide upon what he might consider essentially necessary, because some men attach more importance to peculiar truths than to those truths which are common to all.

510. *Chairman*.] If the master were to teach the children in the school a peculiar creed of one species of dissenters, and were to press that upon them, he would be acting contrary to his duty?—He would be acting quite contrary to his duty if he were to impress upon the minds of the children any views peculiar to him as an Independent, or a Baptist, or a dissenter; but I think the reason why there is so little difficulty in the working of the plan is, that there is very little difference amongst the bodies themselves as far as the essential truths of Christianity are concerned; there is no difference whatever between the Church of England, and the great body of Wesleyans, and the dissenters, upon those points, with the exception of Unitarians.

511. Mr. *Wood*.] Do you think that a considerable portion of valuable religious instruction may be conveyed to children, so as to have a highly beneficial effect on their future conduct and character, in a manner which shall be generally acceptable to the great body of Christians, leaving those abstruser points upon which men are inclined to differ, to be taught, in whatever degree the parents of those children may wish to have them taught, in a more private manner?—Looking to the practical working of the thing, and being guided by that, I think it is the case, with the exception of the Unitarians; the differences between the Unitarian and all other bodies of Christians are so great, and relate so much to the very ground-work on which all proceed, that I should utterly despair of any master thoroughly satisfying a Unitarian and a Trinitarian, if both were determined to watch narrowly the working of the system.

512. That difference you speak of is as to the proper person of religious worship?—Yes; the doctrine of atonement and of the divinity of Christ come out on the reading of the Scriptures, and the Unitarian objects to some texts where those doctrines are taught.

513. Do those objections come before your society?—In few cases; but they have been stated in evidence before the last Committee upon this subject; the Rev. Mr. Wood gave an instance of one text which stands upon our version, "There are three that bear record in heaven;" he stated in his evidence that he would not teach that text; we do teach it, consequently he conceives that he has a right to object.

Henry Dunn, Esq.

8 March 1838.

514. Sir *S. Canning*.] Is it the practice in the British and Foreign school to accompany the reading with an explanation on the part of the teacher, or instruction bearing upon the sense of the passage in question?—They are asked the meaning of it; it is not without explanation, although without comment.

515. Lord *Ashley*.] But that explanation is purely grammatical?—Yes.

516. Mr. *Wood*.] When the teacher questions the child, if the answer of the child is not in accordance with the opinion of the master, and he thinks the matter important, he would offer a comment to set the child right?—I think it very likely that the master would, but his business is not to offer comments but to teach the Scripture as it stands.

517. Sir *S. Canning*.] Is it, or is it not, the positive rule of the British and Foreign schools, that the Scriptures should be given without any explanation on the part of the teacher, or is he left to judge when an explanation should accompany the passage or not?—He is left to judge as to the kind of explanation which should be given; the children are interrogated always as to the meaning of what they have read.

518. Lord *Ashley*.] Are they interrogated as to the doctrinal meaning of the passages?—I scarcely know to what extent that is to be understood, inasmuch as the doctrinal points are taught as well as the practical; and as the plain and obvious meaning of the text is required, the doctrines are certainly taught in that way; we do not recognise the schoolmaster as a commentator, but we do recognise him as a person bound to see that the child takes up an idea, and does not merely read the words.

519. Mr. *Wood*.] More with a view to the moral impression upon his mind than to the doctrinal questions, which partake of a metaphysical character?—They do not teach metaphysics.

520. *Chairman*.] If I understand you rightly, the master asks if the child understands the passage, and if not, he explains the great doctrine contained in it, but in such a manner that the master shall not impress upon the child any peculiar creed of any one sect of Christians; is that the case?—He simply takes up the obvious meaning of the text as it stands, the plain grammatical meaning of the authorized version.

521. And it is his duty to abstain from inculcating any tenet peculiar to one sect of Christians?—Yes.

522. Mr. *Scrope*.] Does the master select what portions shall be read?—Selections are made from the Scriptures, and those selections are used in the schools.

523. He follows those selections, and not his own choice?—The children read the Bible as a whole, and therefore he may have his choice.

524. If the master has the power of selecting passages of Scripture, and also puts his interpretation upon passages which require explanation, is it not clear that the impressions derived from that reading and explanation to the children must be coloured somewhat by the peculiar views of the master himself?—I think that it is very possible, that in all cases, to a great extent, the opinions of the master will colour any explanations of the master, however simple those explanations may be.

525. Then perhaps the selection of the passages will be coloured by that circumstance?—It may be so.

526. Who appoints the master under the British and Foreign School Society?—The local committee.

527. Do you find that they select masters of the same religious opinion with themselves; do you know any instance, for example, of schools of which the supporters chiefly consisted of members of the Church of England, in which they have appointed a dissenter as the master, and *vice versa*?—There are such instances; but, generally speaking, a school which was supported by members of the Church of England would select a Church of England master. We have often found that schools, conducted by various bodies of dissenters, will take a Wesleyan master or a Church of England, as it may happen.

528. Is there any jealousy of the religious creed of the master, if it happens

*Henry Dunn, Esq.*

8 March 1838.

to be one that they do not participate in?—They settle those points among themselves; they apply to us for a master, and we send them one; and if they do not like him they send him back.

529. Do they inquire as to his religious views?—They do ask to what religious denomination he belongs.

530. Is that often made an objection?—Very rarely.

531. *Chairman.*] Do you find practically, from the experience of a number of years, that, however liable to remark your plan may be, it works practically well with the concurrence of the great body of the dissenters of this country?—It certainly does.

532. *Mr. Scrope.*] And it is also supported to a large extent by the members of the Church of England?—It is.

533. *Chairman.*] Practically, in the schools of the British and Foreign Society, do the schoolmasters give the children the tinge of their peculiar creeds or not?—They do not.

534. Would they not be completely departing from a fundamental rule and principle, if the masters were to give the tinge of their peculiar creed to the children under their guidance?—Certainly.

535. It would be quite contrary to their duty, and in direct violation of the principles upon which they profess to act?—Yes.

536. *Mr. Scrope.*] Do you know any instances of children having been taken away from the British and Foreign schools, upon the declared ground that the master was inculcating religious opinions contrary to their own?—Not any.

537. *Mr. Wood.*] Do you think that the practical result of what is done in the way of religious teaching in those schools is to produce impressions upon the minds of the children, which, generally speaking, are in accordance with the impressions entertained by the bulk of society in religious matters?—I think that the general impression left upon the mind of the child is such as the parents approve of, inasmuch as there is no complaint.

538. And is in accordance with the prevailing opinions of the bulk of society?—I scarcely know what are the prevailing opinions of the bulk of society. I would rather put the answer in this way, that in the practical working of the system the parents are satisfied, and the committees find no difficulty, and the public are perfectly satisfied.

*Luna, 12<sup>o</sup> die Martii, 1838.*

## MEMBERS PRESENT.

Mr. Acland.  
Sir S. Canning.  
Mr. Gladstone.  
Mr. Pusey.  
Lord Sandon.

Mr. Slaney.  
Sir G. Strickland.  
Sir H. Verney.  
Mr. Wood.  
Mr. Wyse.

R. A. SLANEY, Esq. IN THE CHAIR.

*Henry Ashworth, Esq. called in; and Examined.*

*H. Ashworth, Esq.*

12 March 1838.

539. *Chairman.*] DO you reside near Bolton, in Lancashire?—I do.

540. Are you a member of the Statistical Society of Manchester?—I am.

541. Are you acquainted with a good many of the members of the committee, and other gentlemen who have taken an interest in inquiries bearing on education in the larger towns in Lancashire?—Yes.

542. First of all, with respect to the Report of the Statistical Society, giving an account of the actual state of education at Bolton, are you satisfied that that is correct?—That report which relates to Bolton, I have no doubt is as correct and accurate as any report that can be made.

543. With respect to the other reports of the Society, the Report of the State of Education in Manchester, in Salford, in Liverpool, and in Bury, you are probably acquainted with gentlemen from those different districts, and have heard  
and

12 March 1838.

and seen them since the time that those reports were published; is the strong impression on your mind, judging from all that you have heard, that those are accurate reports?—I have no doubt that they are substantially correct.

544. Was the report of Manchester the first?—It was, I believe.

545. Those reports having been published in 1835, 1836, and 1837, from what you have heard of them since from those acquainted with the district, you believe them to be correct?—Yes; as correct as such documents can be.

546. With respect to the Report of the State of Education in the city of York, are you able to speak to that?—I do not know the parties concerned in getting up that report, but I know that the society exercised a good deal of discretion and judgment in trusting it to the care of persons who were likely to bring out a correct account.

547. I have before me a report by the committee of the same society on the condition of the working classes in the extensive manufacturing districts in 1834, 1835, and 1836; have you looked over that report?—Yes.

548. Are you of opinion, from what you know, and from communication with persons conversant with the working classes in that district, that that is an accurate report?—I think it is an accurate report.

549. Did Mr. Heywood take great interest in this report?—Most of the influential members had to do with it, in one part of the country or the other.

550. A great many of the persons resident in the district, and who are members of the society, take a great interest in the education of the working classes?—Yes; education forms a large feature in the investigations and objects of that society.

551. Lord Sandon.] What are the ages in the manufacturing districts within which you would consider the children generally at liberty for education?—The best time to undertake education is to begin with the infant schools at the earliest age that they can attend them, and carry it out in the successive years till they become old enough to work.

552. Between what ages should you say that they are at liberty for education?—The bulk of them might be available for education from four to nine; there are some who enter upon work at nine in the factories, but not in full work till thirteen; therefore, from four till nine, or from four to ten, there is a very large mass of children requiring education.

553. Chairman.] Do not the infant schools take children younger than four years of age?—Yes, three frequently, and sometimes at two; but I do not see any great thing to be done with children so young, except taking them from the mothers and keeping them out of mischief.

554. Lord Sandon.] Have you ever made any statistical calculation by which you can ascertain what proportion of the population is ranged in the manufacturing towns of Lancashire between four and ten years of age?—I have not come prepared with any statistical documents of any kind, therefore I cannot speak to that from any authority. I rather think that pains have been taken to investigate and judge of the numbers, but I do not know what those numbers might be.

555. But you would say, generally speaking, that the proportion of the working classes which is at liberty for education, is comprised between the ages of four and ten?—Yes, from three to ten, or four to nine, but somewhere within that range.

556. Then any calculation that is formed as to the amount of the deficiency of education, based upon the number of children between five and fifteen who are not at school, is in fact based upon the expectation of a different state of society from that which exists in such a population?—I should say that the number ought to be confined to the children between four and nine, or four and ten; there are very few of them idle after the age of ten, but education ought to be provided for children between the ages of three and twelve, because there are numbers who do not go to the factories, and who would wish to have education; but the number receiving education between the ages of ten and twelve would be very few.

557. The number of children receiving education between ten and twelve would be very small, being the class a little above necessity?—Yes.

558. Chairman.] If you were to confine yourself to the children between three and ten, is not there a portion of the time of children in factories of from nine to thirteen, which they may devote to education?—There is a compulsory



H. Ashworth, Esq.

12 March 1838.

education affixed upon them by law, which is usually termed education between the ages of nine and thirteen, if they work in mills.

559. They have that time given to them, so that whether it is given to education or not given to education, they are not working in the mills at that time?—The parties who are engaged in manufacturing in mills must either keep open a school, or a pretence of a school; they must keep a room supplied with books; and there is a man, a timekeeper, there for all children between nine and thirteen; the law does not recognise the quantity or quality of the education given there, but insists upon a room being supplied with books, and a man to keep time for the children, to certify that they have been there two hours a day.

560. Then, in fact, the children have at their disposal for education, whether it is or is not given to that object, a certain portion of the day?—That may be termed a compulsory means, that if they obtain employment they shall submit to those means of getting it.

561. Lord Sandon.] It is a clear abstraction from their hours of labour?—Yes.

562. Chairman.] They have two hours in the day for education, whether that education be good or bad?—Yes; there is a provision that they must be allowed two hours a day beyond their work.

563. Lord Sandon.] At what portion of the day are those two hours set apart?—They may go at any time.

564. Mr. Wyse.] Does it differ in different places?—There is no general application of one rule; there is some person about the mills where the children go, and he is able to certify at the end of the week that they have been two hours a day in the school.

565. Lord Sandon.] Are those two hours set apart before the labour or after?—They cannot always be spared in such a way as to come altogether; the sets go and come alternately in some places, and keep the teachers engaged.

566. There is a dribbling in then of children at different periods of the day to the school-room?—Yes.

567. Mr. Gladstone.] Does the certificate state that they have been under instruction for those two hours?—He must certify that they have been at school two hours in the day.

568. Is that the phrase used in the Act?—They certify their attendance at school; that is the phrase in the Act.

569. Chairman.] They work eight hours, and four hours they have, during two of which it must be certified that they have been at school, and the other two they may employ in any other manner they please?—Yes.

570. Mr. Pusey.] Are they actually instructed during those two hours that they are in the school-room?—It depends a good deal upon the parties who are engaged in it; if the manufacturer is desirous to make the most of the two hours, and give the children education, he may do some service in it; but a compulsory education affixed upon an employment is a stigma to the employment, and is very obnoxious to the employer, and I think generally people laugh at it.

571. You think that the intention of the Act, so far as regards the education of the children, is very imperfectly carried out indeed?—It is almost good for nothing.

572. Mr. Wyse.] Who employs the teacher?—The manufacturer himself makes some arrangement with some neighbouring person, or employs some person in some part of his works; he finds some person who gives a certificate to free him from responsibility.

573. Mr. Gladstone.] Are they generally schoolmasters by profession?—Not schoolmasters by profession, by being taught as schoolmasters; very few are schoolmasters by profession.

574. Are they persons who have been brought up as schoolmasters, or have been previously schoolmasters?—It sometimes happens that some lame, infirm old woman, who is unable to gain a livelihood by work, undertakes to become the teacher of children; she teaches anybody's children; what is usually termed a dame school; those are willing always to make a bargain with the mill-owner that they will undertake the teaching of the children, and they may go and attend there; if it is convenient, that is the best way of doing it; if not, the master manufacturer must find some place attached to his works, or some cottage

cottage just by, where the thing is insisted upon in some way, to avoid the penalty. *H. Ashworth, Esq.*

575. Do you believe that there are many cases where the person who gives the certificate of the attendance of the children has never before practised as a schoolmaster?—I think there are plenty of those instances.

12 March 1838.

576. *Mr. Wyse.*] Do the inspectors of factories make any inquiry as to the ability or competency of those teachers?—They may make inquiry; but I do not know whether they ever make any use of the inquiry after they have got it. The inspector has been to examine the class of teaching that we conduct; but judging of his estimation of it by what followed, we did not please him with it.

577. *Lord Sandon.*] What did follow?—I will state how it began. Mr. Horner is a statistical person, and he instituted an inquiry into 19 mills in Manchester as to the number of persons who were able to read and write and the number of persons who were unable to read and write in those mills; he found that the number who were not able to read or write, I think, amounted to 11 out of 20, or rather more than one half. He thought that this was rather a startling *exposé* of the want of education, and he wrote to me to know whether I thought it was the general state of education in the mills, and also to ascertain whether it agreed with the state of education in our own mills. I immediately instituted inquiry in our own mills, and made him a return. The return that I made to him I have not got with me, but as near as I can recollect, I think, five-sixths could read. He published in his reports to Parliament, or in some way, the inquiry he had made in Manchester, but did not publish our returns. Some time afterwards his inspector came to our works, and examined the school and the works generally, and a few days afterwards sent us summonses. We appeared before the magistrates to answer his charges; and amongst the rest was a charge of neglecting to educate the children, and I appealed to the magistrates whether or not we were justly chargeable with neglecting the education of the children, inasmuch as I showed him, upon Mr. Horner's report, that in 19 mills in Manchester not one half could read, but in ours five-sixths could read; but yet he fell upon us to pay the penalty for neglecting the education of the children, and we were fined for it; and seeing that we could not please him with teaching, we abandoned it.

578. Do you believe children, between the ages of nine and thirteen, discharging eight hours' labour in the mills are very fit subjects for instruction in the other hours of the day?—They are capable of receiving instruction, and might receive much instruction if they had good schools to go to.

579. You do not believe that they are so jaded by labour as to be incapable of receiving instruction?—No; you would not think so, if you watched them at play when they come out.

580. *Chairman.*] You said that from three to nine you thought the children would be at liberty to receive education, and from nine to thirteen a certain portion of their time is given in the factories to education, and there are, besides, those who do not go to the factories; do you think, taking all circumstances into consideration, that if you deducted one-third, that would be a sufficient allowance for persons occupied who would not have time for education?—I cannot judge very accurately. It is possible it may be so, but I have not any data to go upon.

581. If we were to take the number of children in Bolton or Manchester between the ages of nine and thirteen, which are the periods during which they are partially occupied in the factories, what proportion of them go to the factories and what do not?—I have no means of judging, that would authorize me to give an opinion; it varies in every town.

582. There are a considerable number of children who do not go to factories at all, are there not?—A very large number.

583. Then to those the employment in factories does not apply?—No, they are occupied in other ways; the law does not reach them.

584. *Lord Sandon.*] But the children of parents who are not themselves employed in factories are employed in factories, are they not?—Frequently.

585. Therefore you would say, that a very large proportion of the children between the ages of nine and thirteen are employed in factories, in whatever employment the parents are engaged?—A large number between the ages of nine and thirteen are employed in the factories.

H. Ashworth, Esq.

12 March 1838.

586. *Chairman.*] Do you mean a third or a half of the whole?—It may be a third, or it may be a half, but I should not like to say.

587. *Lord Sandon.*] Should you expect ever to be able to secure the attendance at infant schools of all children from the early age of three?—A great deal depends upon what means or what attraction you furnish.

588. *Chairman.*] If they were infant schools upon a good system, and were managed according to the best modes that you have seen elsewhere, do not you think that the attendance upon them would be much greater than in dame schools, in attics and garrets, and in small confined places?—A great deal depends upon the influence you employ to attract them, or bring them together; you cannot expect the lethargic feelings of parents who have no education to be always alive to the subject; you must employ some other influence to induce them to go besides erecting a school in a particular spot.

589. *Mr. Wyse.*] Do you ascribe the feeling of apathy of the parents to the want of education amongst them?—The apathy of the parents is, almost universally, accompanied by a want of education in themselves.

590. In proportion as the education of the present generation is increased, you would have hopes that the education of their children would increase in a much greater ratio?—Yes; I think it would increase proportionately with the education of the children; that they would begin to appreciate it.

591. At what time do they begin to employ their children in the mills?—At nine.

592. Then, on that ground, there can be no objection to their attending infant schools?—The children are perfectly at liberty to attend infant schools during the whole of the period from three to nine, and a considerable number of them beyond nine.

593. If the schools were of a good description, and, at the same time, cheap, and the parents gradually became more enlightened, would you not anticipate that there would be an increase of education, in the infant schools especially?—When they could appreciate it, that would grow; but you cannot expect those who do not value education themselves should instantly take a fancy to it.

The Rev. Joseph Cotton Wigram, called in; and Examined.

Rev. J. C. Wigram.

12 March 1838.

594. *Chairman.*] YOU are one of the curates of St. James's parish?—I am.

595. And were examined before the Education Committee in 1835?—I was.

596. You take a considerable interest in the question of the education of the humble classes?—I have done so for several years. In 1835 I was examined by the Committee on Education, as curate of St. James's, Westminster; in the preceding year, 1834, as the secretary of the National Society.

597. Are you still secretary of the National Society?—I am.

598. What number of children educated in weekly schools are now in connexion with the National Society?—I could not from memory state the number.

599. Is the number given in the 26th Report of the National Society?—In the last Report the number in the Church of England weekly schools would appear, or rather Sunday and daily schools, inasmuch as we try in every case to secure the attendance on Sunday of those who attend in the week; but I doubt whether the schools in immediate connexion with the society are distinguished in that Report; in the Report of the year 1835 they would be given separately.

600. In the Report for the year 1837 a statement is made of the grand total for England and Wales, of 12,391 places, 16,924 schools, and 996,460 scholars, of whom it appears by the abstract of the Report, that there are in Sunday and daily schools, 514,450 children; in infant schools, 43,730; and in Sunday schools, 438,280; you have no doubt that the account which is given in this Report is an accurate account?—None whatever, except that it does not embrace some church schools which are referred in the preceding page.

601. Are all those schools in direct connexion with the society?—The statement in page 111 of the Report comprises all the Church of England schools which have been returned to us; and it was stated to us, very generally, that from the season of the year, the numbers were very much below the usual amount;

MAT

amount; I should also add, that the union workhouse schools were all omitted, and there was no account taken of schools now in the course of establishment by the aid of Parliamentary grants.

Rev. J. C. Wigram.

12 March 1838.

602. The accounts to which I have referred were the actual returns up to that time; you think there ought fairly to be taken into account the union workhouse schools, which are there omitted, and also schools aided by the Parliamentary grant, and not brought into that account?—Precisely so.

603. Mr. Gladstone.] In page 111 there is a total of 12,391 places, 996,460 scholars; does that refer to schools in connexion with the National Society, or to all schools in connexion with the Church of England?—All schools in connexion with the Church of England.

604. Does it comprise Sunday and daily schools?—Yes; and Sunday schools with evening instruction. Many children attending what are classed under the head, 'Sunday schools,' have a partial instruction during the week.

605. Can you state to the Committee the number of scholars, in weekly schools, that are in connexion with the National Society?—No; I am not able to distinguish them from memory. The number was given in the Report for 1835.

606. Are there not a great many weekly schools in connexion with the Church of England that are not in connexion with the National Society?—There are.

607. Chairman.] The amount of the 996,460 scholars, as the grand total given in the year 1837, comprises the scholars in connexion with the Church of England schools at that period, and also the number of those who were in direct connexion with the National Society; is that so?—Exactly so.

608. Then of the 996,460 scholars in connexion with the Church of England schools, do you know what portion were in direct connexion with the National Society?—I could not state at the time that this return was made what number there were in direct connexion with the society; but two years before that, from memory, the total number was 516,000 children, in the Sunday and daily schools, and in the Sunday and some few evening schools, in direct connexion with the National Society.

609. Since that period the number has increased very considerably?—It has increased rapidly every year.

610. Do you know what the number now is in direct connexion with the National Society, first taking those in the Sunday schools and those in weekly schools?—The society publishes an account of the schools, and the number attending them, every third year; this will be the year for doing so, but the returns are only now being written for.

611. At what time will that return be prepared?—It will probably be six months before the annual report is published containing the returns.

612. Have you, from the interest that you take in this subject, since the period when you were examined before, made inquiries in any part of the metropolis, or other towns in this kingdom, in reference to the want of education, or the supply of it?—There is a great deal of information constantly passing through my hands in consequence of the correspondence which the National Society holds, principally with the clergy, and which shows that there is a very great want of schools in the country.

613. Do you refer, when you say the country, to the rural districts, or do you comprise in the word country the towns and the country also?—Certainly, I mean comprising the towns.

614. Do you not think that want of education in the thickly inhabited manufacturing towns is that which presses most upon one's attention?—I think that there is quite as gross ignorance in the agricultural districts as in the towns.

615. You are aware that the population has increased in a much more rapid ratio in the towns than in the country?—I am aware of that fact.

616. Do you think that any provision has been made for the education of those children where the population has increased in that rapid ratio, at all commensurate with the rapid increase of the population?—The chief assistance given of late in extending schools has been by Parliamentary grants, and I think that the principle adopted in distributing them has operated unfavourably on the towns. The principle adopted has been that of giving 1*l.* for every two scholars to be taught in the school-rooms; the principle is fair, inasmuch as all applications have been considered in the order in which they were received, and

Rev. J. C. Wigram.

12 March 1838.

the sum applied for has been given to all applicants, without any distinction at all. But then, in large towns, several schools were required for one parish or district; and the chief promoters of education (who are the clergy) have been at much greater expense in towns in forming schools than in the country parishes. For instance, in a country parish, very often a site is of small value, or is given on the waste;—it frequently happens that materials are close at hand;—labour and cartage are very often given if the materials are not near the site. Whereas in towns the site is generally purchased at a large expense; and, in consequence of things being dearer in towns, and the labour and the expense of cartage, and the cost of the site, the schools in towns are established with much more difficulty than those in country parishes.

617. And the difficulty of obtaining sites is one great obstacle to the schools being extended in the towns as they would be in the country?—It is.

618. Lord Sandon.] You find that 10s. contribution per head bears a smaller proportion to the whole expense in towns than in the country?—It does bear a much smaller proportion to the whole outlay on the work.

619. And therefore it is not equitable towards the towns?—It is not. There is an impression at the Treasury that the plan answers, because all offers of grants are accepted. No school can be recommended unless a moiety of the cost of the building is guaranteed. When that is done, the Treasury offers to give 10s. a head, and that offer is generally accepted. But the general acceptance of the offer is not a good argument that the plan succeeds, because the promoters of a school in a large town build one school, and, in consequence of getting such very limited assistance, their means are completely exhausted, and they have no possibility of raising money to go on to build another school; whereas that town may require six schools to be on an equality with a country village, which requires but one school.

620. Chairman.] Then, in point of fact, the plan at present adopted does not appear to you to give a supply of education commensurate with the vast increase of population in manufacturing towns?—I think that the plan is a good one, but that it requires revision; if there were a separate grant for a site, that would tend to make a much greater equality.

621. Mr. Wyse.] You stated that you thought the plan a good one; on what grounds do you think it such?—Because there is no party in the country who may not at once get assistance in building a school, without any compromise of principle, or any difficulty that I am aware of, of any kind, excepting the raising a proportion of the cost.

622. Do the applicants give any guarantee for the continued support of the school?—The Treasury have never asked for any.

623. Are they subject to Treasury inspection of any kind to insure themselves that the money has been well applied?—The proper application of the money upon the building and site, &c. is certified: the promoters of the school certify that the total expenditure originally specified has been incurred, that the site is secured, and the building completed in a proper manner, and is of proper dimensions.

624. Are the lands and the buildings vested in trustees?—They are.

625. Who have the choice of the trustees; do the Treasury interfere in the choice?—The Treasury do not interfere; the School Site Act, which was a consequence of their Lordships' grants, gives power to certain individuals of acting as trustees; and it has been stated by Mr. Duval, as his opinion, that those powers may be considered, though they are not very clearly defined in the Act, as corporate powers; and since all expense of renewing trusts is thus spared to the parties, they generally avail themselves of the powers referred to.

626. Who are the persons who examine into the responsibility of those trustees; do the National Society?—The local promoters of the school state to the society that the site will be conveyed to trustees, and afterwards they state that it has been conveyed in a legal manner, so as to be legally secured for the purposes of the school.

627. Supposing the applicant had no sort of connexion with the National Society, which is an incorporated society, would the observation which you have first made be applicable to them?—The incorporation of the society would not in any way affect the arrangements to be made for the local trust.

628. If an application were made from schools not in connexion with the National Society, how is the responsibility of the trustees to be ascertained in that

that case?—The responsibility of the trustees is not affected in any way by the connexion of the school with the National Society. Rev. J. C. Wigram.

629. Is not the National Society a corporation?—Yes, but it does not accept trusts for local schools; it would hold land on its own account, but not for any local school, unless some very peculiar case were to be supposed. 12 March 1838.

630. In case of a local school not in connexion with the society applying for a grant, are you aware whether the Treasury makes any inquiry into the responsibility of the trustees?—The cases of all the Church of England schools are examined into, and the applications are passed and recommended by the National Society, without any reference to union with the society; some few promoters of schools decline uniting them to the National Society, in which case, if they are Church of England schools, the society does not require it in order to recommend them to the Treasury, but acts just as if they were in union.

631. In other cases besides Church of England schools is that rule followed by the National Society?—No; the society is a Church of England institution.

632. Every application to the Treasury for a grant must come through either the British and Foreign School Society or the National School Society?—Yes.

633. In a case of the Roman-catholic school whose claim is not accepted by the British and Foreign School Society or by the National School Society, there would be no means of obtaining from the Government a grant?—If any school did not choose to apply through those societies, it could not obtain a grant, because the Government have said that those are the only channels through which they will receive application.

634. A large proportion of the population of Lancashire is Roman-catholic, particularly the north, a large proportion of the lower classes; in such case there would be no means on the part of that population of obtaining assistance from Government in building schools?—If they did not choose to conform to the regulations which the Treasury has laid down there would not.

635. Then the system is not applicable to all classes of schools?—I apprehend that it is, because I take the British and Foreign School Society at its word, that it does embrace, without reference to any religious denomination, all schools.

636-7. If this Roman-catholic school did not adopt the reading of the Scriptures in extracts, in that case would they be accepted by the British and Foreign School Society?—I do not know; that difficulty does not apply peculiarly to the Roman-catholic portion of the community, because I remember perfectly well a Unitarian minister, in the evidence which was printed of the last Committee, objecting to the British and Foreign Schools very strongly as not satisfying him, and he might of course raise the same difficulty as the Roman-catholic.

638. *Chairman.*] Your answer refers to the objection to the use of the authorized version of the Scriptures, does it not?—I believe it was to the doctrine which was deduced from the Scriptures, in the case of the Unitarian, which formed the ground of objection.

639. Was it not to the use of the authorized version of the Scriptures?—No; to the doctrine deduced from the version in common use.

640. Any denomination of Christians who are willing to use the authorized version of the Scriptures in their schools may come for a grant through the medium of the British and Foreign School Society, may they not?—I apprehend they may; but I am not aware that any other may not; that society professes to require no declaration whatever in the shape of a form of union, such as the National Society requires.

641. You state that the clergy are the chief promoters of education; do you mean referable to the national education, or to education generally?—Of course they only promote Church of England schools.

642. Are there not some of them who are contributors to the British and Foreign schools?—There are some who have supported British and Foreign schools, and have publicly assisted at its annual meetings.

643. *Mr. Scrope.*] Having recommended any school for a grant, what security have you for the continuance of the terms of agreement upon which you have recommended it?—The property is vested in trustees, who hold it for the use of education, according to the principles on which the school is formed.

644. But you do not recommend the school, unless it has been united to the National Society, or it professes to be a Church of England school; that is, that the Church catechism is used in it?—An infant school does not use the

Rev. J. C. Wigram.

12 March 1838.

Church catechism, and therefore that would not be a right definition of a Church of England school in all cases.

645. How do you define a Church of England school?—If it were promoted by the clergyman, we should generally presume that it was a Church of England school; if we had a doubt, we should make an especial reference to the bishop. But, in fact, every application for aid in building a school is countersigned by the clergyman, whether he is the principal promoter of it or not, and by the bishop also.

646. Mr. Wyse.] In the more advanced Church of England schools, do they not require the children to learn the Church catechism?—Yes, such is the rule.

647. Is not that a distinct characteristic of the Church of England schools?—Yes; but I was asked for a general definition by which I should distinguish Church of England schools, and I said that that rule would not be applicable to infant schools.

648. Mr. Scrope.] Inasmuch as there are some schools connected with the British and Foreign School Society which have clergymen for their subscribers and promoters, how would you distinguish between such a school and one respecting which you may have application from a clergyman?—I do not think there can be any British and Foreign school that uses the Church catechism.

649. But you said you did not consider that a test of its being a Church of England school?—That is with regard to infant schools. If your question applies to the merely mechanical arrangements adopted for imparting instruction, we have no test that the Lancasterian system shall not be used, but that Bell's system is used in a Church of England school which is not united.

650. Mr. Wyse.] Have you any guarantee for the continuance of the school after having received the money from Government?—The only legal guarantee consists in the deed of trust; if there are no funds, it will be conducted in a very inefficient manner; and perhaps its operations may be suspended for a time.

651. And you have no security for the continuance of the subscriptions?—They are voluntary subscriptions; very few of the schools have endowments connected with them. Where the want of funds causes the daily instruction to be suspended, the institution continues as a Sunday school only.

652. Mr. Scrope.] What security have you for it continuing as a school, carried on on the same religious principles as those upon which they acted when they first applied to you and obtained the grant?—The trustees hold it for that purpose; the clergyman is either a trustee or a principal manager; and we assume that he will always be desirous of taking care of the members of his own congregation, that they shall be duly instructed in religion.

653. Lord Sandon.] Is it expressed in the trust-deed that the children shall be taught in the Church of England principles?—It is provided, that the schools shall be conducted according to the principles of the National Society; none have an objection to that provision, and that is, I believe, introduced in all cases.

654. That is the condition inserted in the trust-deed?—Yes, the condition generally recommended, and a great many have accepted it in the manner prescribed.

655. And that is inserted equally in the trust-deed of schools which are in connexion, and those which are not in connexion with you?—Yes, it is so.

656. What do you understand by the principles of the National Society?—The National Society is really little else than another name for the Established Church; it is constituted for promoting the education of the poor in the principles of the Established Church.

657. Then you understand by that, that the children shall be instructed in the Church catechism, and shall attend the church?—Yes.

658. Mr. Scrope.] Do you remember the form of words which is inserted in the trust-deed, binding the school to be conducted according to the principles of the Church of England?—I do not remember the express words, but I could furnish them, (in answer to the question,) if desired.

659. Lord Sandon.] Is there one usual form?—The form of application in which they get the case to be submitted to the society, and through the society to the Treasury, contains instructions on the left-hand page, and a recommendation, in a particular form, that the school property shall be placed in the hands of trustees; the instructions were drawn up by Lord Redesdale, and have been corrected from time to time. On the right-hand page (fronting the instructions),

instructions), the several questions are arranged by which the particulars respecting the application are elicited. Rev. J. C. Wigram.

660. *Chairman.*] What should you say is the amount of the cost per head of the children educated under the best system, either by the National or the British and Foreign School Society?—It varies very much indeed. 12 March 1838.

661. If you take a town parish, where you have as many scholars as will fill your school, take the school the best managed for the purpose, what number of scholars would you wish to have in the schools?—I would desire not to have more than from 100 to 150 boys, if I were to wish to give them the best education I could in a national school.

662. The number whom you have in your schools in large towns generally exceed that number?—They frequently double that number.

663. Taking them then upon the present footing of there being nearly 300 scholars in a school, what would be the cost per head of the best education which can be afforded them under such circumstances?—I think to retain the services of a good schoolmaster, you ought to give him what is at least 100*l.* a year to him, and 20*l.* or 30*l.* laid out in books and rewards besides would be sufficient for the mere routine business of the school.

664. Have you made any calculation showing how much per child the current expenses of education would be?—A schoolmaster paid in that way can educate 100 children or 300; he will not do it equally well, but the cost of educating 300 will not be above 10*l.* or 15*l.* more than the cost of educating 100.

665. *Lord Sandon.*] Have you any particular school in your mind that you can speak to the expense of?—In our school at St. James's, we have, with boys and girls together, about 400 children.

666. *Chairman.*] What is the cost?—The master and mistress 70*l.* and 60*l.*, and perhaps 30*l.* or 40*l.* more in books and rewards for each school, and rent of course is a variable item in every institution.

667. What is the rent in that case?—We give the master and mistress a very good house and coals; perhaps 20*l.* should be added for the coals.

668. How much for the rent of the master and mistress's house?—It might be 40*l.* more for the two.

669. Do you think that from 10*s.* to 12*s.* a head would be the current expenses?—Yes, in London, that might be a fair average.

670. *Mr. Pusey.*] Do you consider those salaries sufficient to remunerate a master and mistress having such qualifications as you would desire to see in a master and mistress of 400 children?—I think they are low; the advantages are important which are connected with them, the house and coals, but I think the salaries are lower than they ought to be.

671. And the school is rather larger than you think desirable?—Yes, it is; there are 250 boys and 150 girls; and there ought to be some further assistance to manage so many well.

672. *Chairman.*] Are they educated together?—They are assembled and instructed in different rooms.

673. *Lord Sandon.*] A distinct master and mistress, not a husband and wife?—They are single persons, and the schools are not in any way connected except in deriving support from the same voluntary subscription.

674. *Mr. Acland.*] Do you consider one master and one mistress sufficient for that number of children?—It would be desirable to have an assistant master; and some help in the girls school also.

675. *Lord Sandon.*] Are any payments made to the head boys as monitors?—Yes, all the monitors receive some small payment.

676. *Chairman.*] Is this a charity school?—The children pay 1*d.* a week; it is called a National school.

677. *Lord Sandon.*] Is the 1*d.* a week over and above the salary of the master, or does it go to the funds of the school?—It goes to the funds of the school, and may perhaps defray the expense of rewards and books, or rather more.

678. Then it goes in diminution of the total expense?—It does.

679. *Chairman.*] From your general acquaintance with the subject, do you not consider that it is necessary that some great exertion should be made for the purpose of giving facility to the education of the lower classes in the large towns and in the country?—I think it would be very desirable to extend the



Rev. J. C. Wigram.

12 March 1838.

principle on which the Parliamentary grants have been made of late years, with that design.

680. Do you not think that a great deal of the crime and evil which we see daily about us, and particularly among the juvenile population in our towns, proceeds from a want of good education, combining useful and moral and religious instruction?—I think the school education will do something to remedy the evils alluded to, but the education at home, the moral influence of the parents, will do more. I think the adults require care and attention as well as the children.

681. Do you not think that the character of the adults themselves has been formed in a great measure by the total neglect of their education, and by their not having been brought up in religious and moral instruction, and with good examples before them?—Certainly; but I think you can never look to any very great and extensive cure of these evils unless you exercise proper influence over the adults at the same time that you educate the children. I think that extending education for children very greatly would do something, but the process of improvement would be slow unless at the same time you did something to improve the religious and moral habits of the parents.

682. Lord Sandon.] Religious instruction communicated to the parents you think is as much wanted as education for the children?—Yes, I do so.

683. Sir S. Canning.] As a matter of experience, have the children who have been educated turned out better than others who have not been educated?—The society have received returns in answer to an inquiry on that subject, and very gratifying results appear from them.

684. So much as to confirm the favourable impression of the system which was anticipated?—Yes, many of them are of the most satisfactory nature.

685. If I am not mistaken, the National Society receives into its schools children without reference to the religious tenets of their parents?—Without asking any question at all as to their religious principles.

686. In point of fact, are there many children of dissenting parents actually brought up in those schools?—A great many in all parts of the country.

687. Is the treatment of the children in point of education in the National Schools the same, whether they belong to the Church of England or otherwise?—Precisely the same; there is no question asked of the parents or of the children; they are placed in the class which they are fit for in point of attainment, and go through the course of instruction provided for that class, without any question being asked of them.

688. Are there any cases in which the parents have requested that their children may not be present during the time that the catechism is taught?—I have never known a case to occur.

689. So that the children of those not belonging to the Church are educated with respect to the doctrine of the Church precisely the same as the others?—Yes; there is no distinction in the kind of instruction given.

690. Lord Sandon.] Do they attend the church on Sunday?—According to the rule of the school, they attend of course.

691. Mr. Gladstone.] Is there no case of exemption of the children of dissenting parents from attending church?—There is a discretionary power on this subject vested in the managers, but the use of it is intended to be by way of exception; not as the ordinary practice of the institution.

692. Sir S. Canning.] And that discretionary power is occasionally exercised?—I have no doubt it is.

693. Mr. Wyse.] Is it rarely exercised?—I should think it is, from the very few cases in which it is brought under the notice of the society, and I would also say from the circumstance of my having myself admitted, for the last eight years, children into our own schools in London, and never met with more than one occasion in which a difficulty was made.

694. Sir S. Canning.] Have you met with any instances in which parents, after a time, have withdrawn their children, in consequence of their being submitted to that mode of education?—I am not aware of any specific cases.

695. Mr. Wyse.] What were the description of dissenters whose children were in the habit of frequenting those schools?—The question is never asked; a parent comes and asks for the admission of the child; he is presented with the rules, and asked, "Are you prepared to keep those rules?" an inquiry into the

the nature of the school has generally been made by the parents before, and the answer is at once "Yes;" and they take the rules, and the child's name is entered in the books.

Rev. J. C. Wigram.

12 March 1838.

696. *Chairman.*] There are great classes of Independents, who, in point of doctrine, differ very little from the Church of England, are there not?—Certainly; and I do not think that the parents enter, generally speaking, into the religious differences of the congregations which they attend; they like a particular preacher, and go to hear him.

697. But there are large classes of dissenters who differ very little in doctrinal points from the Church of England?—A great many.

698. *Mr. Scrope.*] Practically, the managers of the society have the power of dispensing with those regulations respecting the going to church, and the use of the Church catechism?—There is no discretionary power mentioned in the union in regard to the Church catechism; the schools are assumed to be strictly Church of England schools.

699. Would it remain in the power of managers of schools to dispense with the use of the Church catechism in case of any number of children of dissenters attending that school, after having associated themselves with the society?—No, I apprehend not, if they fulfil their declaration; there is no inquiry made as to their practice in this respect.

700. In what way could you compel a fulfilment of their declaration?—The union is merely an honourable engagement—a declaration on the part of the managers that the school shall be conducted on certain principles.

701. You consider the engagement which they have entered upon with you to be an honourable one rather than a legal one?—It has no legal authority or character.

702. *Chairman.*] Seeing the want of education in many of those populous districts, you have said that you think the principle upon which the grant is given to be a good one upon the whole?—I think so, because it operates so very comprehensively and excites so little jealousy.

703. Do you think that the extension of funds, provided upon the same principle, through the medium of schools on the principles of the two great societies, the National and the British and Foreign, will be beneficial?—I think, decidedly beneficial.

704. *Mr. P. Scrope.*] Having so much experience in connexion with the National Society, do you think that education has spread generally, of late years, under the very important assistance that it has received from Government?—Very generally; and I think the proofs of it are that the Government grants, limited as they are in amount, (as compared with the whole sum to be raised in each case) are completely absorbed by local societies. The Treasury makes the money go very far indeed by limiting the amount given to so small a proportion of the total outlay upon the work.

705. *Lord Sandon.*] What amount has been furnished, and to what amount of population by your society since the first grant was made?—There have been five grants of 20,000 *l.* each; above 70,000 *l.* have been appropriated to the schools reported on by the National Society.

706. That would infer that education has been provided for 140,000 children?—Nearly that number; but at the beginning half of the cost of the building was paid by the Treasury, without reference to that exact proportion between the number of the children and the cost. However, in certain cases, less than 10 *s.* a head for the children was applied for.

707. Can you furnish, by reference to the books, an account of the number of children whose education has been provided for by this system of grants, in connexion with the National Society?—Such an account is being made out for the Treasury at this moment.

708. Are you quite satisfied with the present condition of the National schools throughout the country, as to the amount or quality of the education they furnish?—I think they are susceptible of great improvement.

709. *Mr. Scrope.*] The assistance given to schools out of the grant has been some proportion of the expense of building the schools?—Nothing beyond that.

710. The expenses of conducting the schools and the salaries of masters and mistresses are defrayed by voluntary subscriptions?—Yes, except that the payments of the children come in aid, and sometimes small endowments.

Rev. J. C. Wigram.

12 March 1838.

711. Therefore the great proportion of the expenses of the schools are defrayed by voluntary subscriptions?—Yes, they are so.

712. That being so, do you find that schools having been formed on that principle are kept up, or is there any falling off in the numbers?—There are very few schools that are permanently given up; occasionally there is a suspension of the operations of a school, but it is always reported to the society, in the course of its inquiries, and measures are then taken of different kinds for setting it on foot again. Those measures have almost always succeeded.

713. Lord Sandon.] Have you any record of the number of such cases that have occurred?—A few years back, when the list of schools was printed, with all the grants which had been voted by the society out of its own funds (previously to the operation of the Treasury grants), there were then 27 schools which had received grants from the society, generally of very small amounts, which had been suspended, and were in abeyance at the time; several of those have since been revived, and I have no doubt that all of them are or will be opened again.

714. Twenty-seven out of what number?—At that time there must have been 400,000 children; but I do not remember the exact number of schools.

715. Mr. Scrope.] In point of fact, is not a school of that description generally established by one or two zealous members of the community, and in case of their death occurring, or their removal to another situation, does it not practically happen that the schools fall off, or are no longer conducted on the same footing?—They frequently suffer for a time from such causes.

716. There is therefore no security under the present system for the continuance of the school when it is once established?—No, there could be no security, except by requiring an endowment. Voluntary contributions can never furnish it, of course.

717. You think that the new schools which are from time to time established more than compensate for the falling off of those which are discontinued?—Very greatly indeed; the schools that fail do not appear in the aggregate result; they contain a few hundred children out of a great many thousand.

718. On the whole, are you of opinion that the progress of education is such, that the increase of schools is going on so rapidly throughout the country, upon the system of voluntary support, as to lead you to anticipate that it will efficiently fulfil the purpose of general education within a limited period, so as not to require any further interference of the Legislature?—I think, excepting in the way of grants in aid of voluntary exertions, that the Legislature is not likely to do any good by interfering. I think they might do a great deal, besides granting aid in building school-rooms, without entering into the immense expense of maintaining schools. I will mention, for instance, if they would assist in building dwelling-houses for schoolmasters and schoolmistresses, they would call a very large sum of money into operation, in the form of providing an endowment. A dwelling-house for a master and mistress is in fact an endowment of 5*l.* and 10*l.* a year for a school; and besides, it raises the character of the schoolmaster. It is very important for a school to have a schoolmaster residing close to it. If the Government would grant perhaps half the sum required in aid of the dwelling-house of the master, which ought to be vested in the hands of the trustees who hold the school, they would secure a sort of endowment, which I contemplate for almost every school which they get established by the aid of their school-room building fund.

719. Mr. Wyse.] You stated in a former part of your evidence, that you considered the plan of the National Society and the British and Foreign schools, if extended, would be of great advantage to the country; are those schools subject in any way to inspection on the part of the Government or the Legislature?—Upon receiving the grant, the parties who have built the schools, and availed themselves of the public money, send in a certificate, and one article of the certificate declares that they will send returns on the state of the school whenever required.

720. In point of fact, are those returns required?—They have not been yet required, except by the society in its operations as a voluntary institution.

721. Is any inspection made by the Government making the grant, after the grant has been made?—None has been exercised hitherto. The Lords of the Treasury have applied to the society lately for returns on a great variety of matters, in consequence of some motion made in Parliament, which are being made

made out. There are several questions proposed in the paper which is now being prepared, which do not apply to the case: there are no inspectors of schools employed.

Rev. J. C. Wigham.

19 March 1838.

722. Are there any annual detailed reports to Parliament on the progress or improvement of those schools?—None have been made hitherto.

723. Do you think a system that has no inspection of that kind, and does not furnish annual reports of some length, gives a sufficient guarantee to the public of the improvement or progress which it ought to make?—I think that some system of inspection might be beneficially introduced, through the medium of the societies through whom the grants are given; but if the Government were to make grants for building school-rooms, through the societies, and then introduce inspectors of their own, I should think they would be hardly keeping good faith with the parties who built the rooms, under an idea (in fact, a sort of written stipulation,) that they were doing business with the Government through the medium of societies which they (the applicants) approved.

724. Do you think that it would be a better arrangement, that Government, in making those grants, should see how they have been applied, and what results have been produced, than leave it to the direction of societies, such as now exist?—I think the present arrangement is the best, because the Government grants have so materially helped us in our operations, that we should gladly conform to any reasonable stipulations that they might require for the purpose supposed.

725. Which should you consider would be the best mode of inspection, by the Government, or by the two societies?—I should consider the introduction of inspectors on the part of the Government to be a deviation from the principle which they have already themselves laid down.

726. Which do you think would be the best mode?—That through the medium of the societies. If the Government are to avail themselves of the two societies, they must repose confidence in them; they may require them to do what they think desirable; but they must repose confidence in them, and let them work the plan themselves.

727. *Chairman.*] Do you think there would be an objection to inspection by the Government without the power of control?—I have not said that there would be objection, but I was asked what plan I thought would work the best; I think the society could appoint inspectors, who would be better received in all the schools than any others, and on the reception they obtain must depend the success of their mission.

728. *Mr. Wyse.*] Has the society a system of inspection at this moment?—Not generally; it has a system of inspection in many parts of the country, through the medium of local societies which are connected with it, and it occasionally gives certain prizes or rewards to masters who are found, upon examination, to be the best.

729. But there is no regular system of inspection going on at present in the national schools?—Nothing of the kind upon a general uniform plan.

730. *Lord Sandon.*] If your funds were increased, should you not think it desirable to have a complete inspection of all your schools?—Very desirable.

731. And you would see no objection to the Government making a stipulation that you should report to them or to Parliament the result of the inspection?—None at all, if it were done through the medium of the society, and it would be at the discretion of the Treasury or Government to prescribe the kind of report that they required upon the schools.

732. *Mr. Wyse.*] Do you think that bias is to be apprehended from inspectors of any society?—The National Society is biassed, and of course, the inspectors would have the same bias which it has, in favour of the Established Church.

733. *Lord Sandon.*] Would there be any material objection to the Government appointing an inspector to visit the schools, with a power of reporting but without a power of control?—With regard to this matter, it must be remembered that many of the National Schools, by which I mean Church of England schools, are supported by gentlemen of property in the country, who would feel considerable jealousy at any inspector from Government being sent round. Of late in certain cases gentlemen have reduced the scale and extent of a school which they intended to establish, and borne all the cost of establishing it themselves, because they did not choose to subject themselves

Rev. J. C. Wigram.

12 March 1838.

to what they apprehended might produce some kind of interference; already that has been seen in several cases, when a gentleman, on his own property, and with the whole parish his own, has established a school for the working classes.

734. *Chairman.*] You have spoken of the great amount of the current expenses of conducting a school; are you not aware that there are in populous districts a great many dame and day schools of a very inefficient nature, some of them carried on in attics and garrets, and in small crowded rooms, in which the children of the humbler classes are brought up and educated by persons who have themselves never been educated as schoolmasters and schoolmistresses, and who are perfectly inefficient for the task?—I am aware of the existence of such schools in many towns.

735. Are you aware that the average amount which they pay per week for the inefficient education so given, varies from 3*d.* to 6*d.* and 9*d.* a head?—Yes: but in the cases referred to the parents all get into debt; they do not pay; it is the most ruinous system to the keepers of the schools that can be. No tradesman could carry on business upon such a plan.

736. The nominal amount therefore paid does not form a just criterion of the amount received, because the money is not received regularly?—That is the case. I have repeatedly, in our school in London, had application from schoolmasters who keep the sort of schools I describe, requesting me not to take certain children whose parents have owed them 1*l.* or 30*s.*, and they have gone on a long time without being paid, and with disputes about the debt.

737. Notwithstanding the reduction from the nominal amount charged, which varies from 3*d.*, 4*d.*, and 6*d.*, and up to 9*d.* a head, should you not say that the charge in those schools, taking one with another, amounts to 4*d.* per head?—I should think that that was rather over stated for the poorer classes.

738. Do you think that 3*d.* would be nearer the mark?—I should think 3*d.* would be a fair rate to put it at; but it is to be remembered that children are put to those schools not for the purpose of education, but as a place of safety while the parents are at work.

739. But some of them are of an older class?—Yes.

740. Lord *Sandon.*] Perhaps your answer related to the dame schools?—I was thinking principally of them.

741. *Chairman.*] If you take into account the day schools for older children, which are of the same kind as the schools for younger children, and which are also held in confined places, perhaps you would agree in thinking that they pay a little more than 3*d.* a head?—Yes; but hardly that sum regularly.

742. Taking one with the other, would the rate be fairly represented at 3½*d.* per week per head?—For the elder children perhaps 4*d.*, but not regularly paid.

743. Are you aware that a sum less than the lowest you have put it at in these miserable garrets and attics, viz. 2½*d.* per week, would be sufficient to pay the current expenses of the very best schools, according to the very best system, if it were well managed?—I am quite aware that that would be the case: we have supported an infant school in St. James's by small payments from the scholars; we required 2*d.* a week from the children, and the master and mistress obtain a salary of about 80*l.* a year from their weekly payments.

744. Lord *Sandon.*] That is entirely a self-supporting school?—It was so, but it was thought advisable to give up the plan, because the teachers were in a state of anxiety about their pay, and it was found to embarrass the operations of the institution. I was averse to giving it up myself, and would have persevered in my opposition, but it was not a school which was under my superintendence, and I thought it right only to express my opinion in favour of the self-supporting system.

745. It was not given up through any inadequacy in the payments of the children to discharge the expenses of the school?—Not at all; but in that school there were at least 400 children on the books, with an attendance of about 200; about half attended. Those who were not present did not pay.

746. *Chairman.*] But it was a self-supporting school?—Yes, strictly so, so far as the teacher's salary was concerned.

747. If the same facts should be found to apply themselves to large manufacturing towns, such as Manchester, Liverpool, Bolton, and Birmingham, and various other districts, namely, that the poor themselves now pay for the worst kind

kind of education, which is of very little good to them, a sum which, if properly managed, would pay for the best education for all of them, do you not think that some exertion should be made to introduce the very efficient system instead of the very bad one?—I think it would be very desirable to make some exertions, but the parents will, in their ignorance, not value the schools according to the kind of instruction they give, but they will take into account whether they are allowed to break the rules or not. They resist the discipline of our schools to a surprising extent; they do not like the obligation of attending at fixed hours, and conforming to rules, having clean dress and short or tidy hair, and a variety of things which are considered necessary, where large numbers of children assemble together every day.

748. Do you not think that those difficulties may gradually be got over, and that the parents will gradually become sensible of the improved kind of education, particularly when they are able to have it at a cheaper rate?—They will gradually see their own interest in these respects.

749. Lord Sandon.] Do you not think that the poor are very willing to go to a considerable expense in the education of their children, where that is not simply and wholly of a moral and religious character, but is also of a secular character, so that it brings an immediate return in the opportunities that it gives to the advancement of the children in future life; for instance, where writing is taught, do you not find that the parents are willing to make larger contributions?—Very much so; and in many of our schools we carry the writing out to a greater extent than we might otherwise think necessary, considering the station which the children will occupy in life, for the sake of retaining the scholars under our discipline for a greater length of time.

750. Then you do find that a higher degree of intellectual instruction is valued by the parents?—Yes, they appreciate it to a certain extent.

751. Do you not think that that principle might be carried out a little further, and that you might secure the willing attendance of a larger proportion of the population, if the amount and quality of the instruction offered in schools of this kind were improved?—Yes; I think you would do what is tantamount to that, you would secure a continued attendance of the same children. The fluctuation of scholars is very great indeed in all schools, so great that in many schools there are as many admissions in the course of the year as there are scholars on the books. This is a source of great difficulty in all large schools. The children, I think, would be retained for a longer time, and, of course, our schools would increase in number, if you gave them the additional secular advantages which are referred to in the question, and it would be very desirable to give them, I think.

752. Chairman.] In a school which has been adverted to in your former evidence, you took into consideration the character of the children, and when they had attended well, recommended them to persons desirous of having persons for their service, and so on; would it not be a great advantage to the poorer classes if they were able, through the medium of a school, which their children constantly attended, by obtaining a good character in the school, to place them out in situations which, through those day and dame schools, they are unable to do?—The principle has very generally been acted upon.

753. If, therefore, schools were established upon a good and extended principle, it appears that the children would get a better education; that they would get it at a cheaper rate, and that the parents would have the advantage of the children being able to have such a certificate of character as would obtain for them such situations in life hereafter as they are not now able to obtain?—I have no doubt that will be the case, but at the same time the character of the parents will operate upon the school. I have observed it in our own schools, and I find that there are half or a third of the children whom we keep for a considerable time; the other half or two-thirds are constantly fluctuating, and this is owing to the character of the parents. We make now a little charge of 3*d.* for re-admission into the school in order to check it. The master gave me last year a list of 15 or 16 boys, who had been re-admitted above 12 times in the course of the year.

754. When we see that those poor people, of the poorest class, pay upon an average, for the worst kind of education in those small day and dame schools, a sum exceeding 10*s.* a year, which would be the average cost for the very best

Rev. J. C. Wigram.

12 March 1838.

education, does it not appear to you that the main difficulty we have to contend with in providing them with the best education is in providing the sum required for the purchase of the original site and the cost of the school-rooms?—Yes, I think that is the great difficulty; the sum required for the site, the building, and the residence of the schoolmaster and schoolmistress; in fact, the capital for the commencement of the undertaking; but that ought to involve the residence of the master and mistress, because so many respectable persons, if they have a comfortable house, have small resources of their own to bring in aid of their maintenance, and will engage in the work.

755. Lord Sandon.] It is the best of all endowments in proportion to the amount required for it?—Yes.

756. Chairman.] Has any other plan suggested itself to you than that of Government grants, upon the principle now spoken of, for the purpose of providing sites for school-rooms?—I have never contemplated any other.

757. Is not one of the provisions of the Government grant, that private individuals shall find a certain portion?—Yes, one-half of the cost, before the case can be recommended to the Treasury.

758. If there be a place with a great number of poor people, and no persons are ready to provide the amount necessary in order to obtain the Government grant, that, from its poverty, will be the place last supplied?—It will be so.

759. Does not that involve a state of things requiring some improvement for the removal of the evil?—It shows that the Government ought to consider the particular position of the place.

760. Lord Sandon.] And make larger grants according to those circumstances?—Exactly so.

---

*Mercurii, 14<sup>o</sup> die Martii, 1838.*

## MEMBERS PRESENT.

Mr. Acland.  
Mr. Clay.  
Sir Stratford Canning.  
Mr. Gladstone.  
Mr. Pusey.

Lord Sandon.  
Mr. Slaney.  
Mr. Wood.  
Mr. Wyse.

R. A. SLANEY, Esq., IN THE CHAIR.

---

The Rev. Joseph Cotton Wigram, called in; and further Examined.

Rev. J. C. Wigram.

14 March 1838.

761. Chairman.] HAVE you, in connexion with the National Society, any plan or any school for the purpose of training teachers, what are called Normal schools?—There is a central school, a model school, in Westminster, and about 40 others in connexion with the society, and under the superintendence of the diocesan or district societies, which are united to the parent society in London.

762. There are 40 other training-schools?—Yes.

763. For training teachers?—Yes.

764. What number of teachers have you training in London, in the central school, at present?—The number varies from 12 to 18 or 20 masters, and the same number of female teachers, besides some who are now beginning to attend at our infant training establishment.

765. But taking first of all, not those at the infant schools, but those at the juvenile schools, the number would be 14 of one sex and 14 of the other?—Rather more than that.

766. At what age do you generally take them?—We take them when they come, if we consider them eligible in other respects; if they are at an age to take a school.

767. What do you consider the age at which they would be able to do so?—We should consider the most eligible age from 25 to 30.

768. Do you consider that the most eligible period for commencing the teaching?—In consequence of want of funds, we are not able to keep them under training

training for much more than five months on an average. The other society keeps them only three, as I find from their evidence given before this Committee. We have many younger.

Rev. J. C. Wigram.

14 March 1838.

769. But from 25 to 30, on an average?—I should consider the best age from 25, or perhaps 22 to 30; I should not alter the 30.

770. Do you think five months' training in your school is sufficient to fit them for the management of a school elsewhere?—It is a sufficient time to teach them the mechanical arrangements of the system, and the method of conducting it; and it is sufficient also to give them a good deal of other general information; but not at all sufficient to give them a thorough training for the office they are intended to hold.

771. Would it not be advantageous to those who may subsequently be put under their guidance, if they were to have a longer training, if your funds would allow of it?—Very much so indeed.

772. What period would you say would be the most proper?—Two or three years.

773. Do you not think a shorter period than that would be sufficient?—As it is by requiring a considerable degree of attainment in those admitted, we have among the masters and mistresses whom we have sent out some very well-informed and respectable teachers indeed.

774. The inadequacy of the funds at your disposal for this important purpose is one reason why you are not able to have them educated as well as you could wish?—That is one reason; and the only other reason I suppose would be, the inadequacy of the salaries they are to get; for if we could offer a liberal salary when we send them out to an appointment, we could command an intelligent set of men, who would come to us at once, and get their education beforehand.

775. Then the training of schoolmasters appears to be kept back by two circumstances; one, the want of funds on the part of the National Society for the purpose of giving them the lengthened training you desire; and the other, the inadequacy of the salaries attached to the situations to which they are likely afterwards to be recommended?—The latter cause really is the most influential of the two; because many of them would willingly themselves incur the additional expense of remaining with us, if they were to be remunerated by obtaining a better appointment afterwards.

776. Mr. Pusey.] Have you very often inquiries from persons who appear calculated to become good schoolmasters in connexion with the society, but who consider the utmost prospect of salary you can hold out insufficient as an inducement?—I do not think the inquiry ever comes before the committee, or at least it does very rarely; those inquiries are made in the school, of the persons who are in training, as to how long they have been there, and what they expect to get; and it stops the application before it gets to the committee; I know many cases in which that has occurred.

777. Chairman.] These persons whom you describe as varying from 22 to 30 years of age, of course are persons who before they come to your school are instructed in the general branches of learning they will have to teach, and it is only in the mode of training others that they come to be instructed?—That is generally the case; the situations being so low in amount of salary we are obliged to take many whom we should not wish to have, though we always reject those whom we deem actually incompetent. The reason why I carry the age up so high as thirty is, that the managers of our schools have a good deal of difficulty with the parents of the children; it requires a good deal of experience and conduct to manage a school on account of what they have to do with the parents. It is not merely an intellectual state of advancement.

778. You want persons who have a sort of authority to deal with the parents as well as the children?—Yes.

779. Should you not think the mind and habits were greatly formed by the age of 24 or 25, so that if you could begin at an earlier period, when their minds were more ductile, and before their tempers were in some measure influenced by other circumstances, it would be advantageous to your teachers?—I think the character hardly becomes formed till a person has had a little experience by intercourse with others, with whom he is brought in collision in service or some other occupation.

780. Do you not think it an objection that these teachers might have gone



Rev. J. C. Wigram.

14 March 1838.

to any other pursuit in life, in which they may have been engaged for several years previous to their determining to become teachers, and that it would be rather advisable that they should from the beginning have been brought up as schoolmasters, than that they should have been employed in any other way for four or five years?—We find that many who come to us have been engaged as voluntary teachers in Sunday schools, and have shown up to that point of life a very decided love for education. They have then seen an opening for taking a regular day school, with a sufficient salary, and have come to us, and I do not think we could have had a better class of persons, supposing we could have retained them for two years under instruction.

781. Those are the very persons the question alluded to. Do you not think it better that all of them should be of the same description as those persons who have either shown a predilection for that particular employment, or who through the medium of Sunday schools, or other schools, never have been employed in any other secular occupation?—Those who are employed in Sunday schools are almost always engaged in secular occupations, and get their maintenance by it.

782. Mr. Pusey.] Though you object to the appointment of young men to the post of independent schoolmasters, would not the difficulty to which you have alluded be removed, if an arrangement were come to by which they could be employed as assistant schoolmasters for a certain number of years?—Yes; I think that would remove the difficulty, and be a beneficial arrangement.

783. Are assistant schoolmasters required in many schools?—Yes; I do not think the system of mutual instruction supersedes the necessity of it; and all the friends of mutual instruction consider the idea of teaching five or six hundred children in that manner as possible, but by no means desirable.

784. Chairman.] Do these persons whom you have described as coming to you between twenty-two and thirty, and who are trained in the schools, and become afterwards schoolmasters, pay the society for their instruction?—No; the society pays them, after they have proved their competency and steadiness, half-a-guinea a week till they are provided with a situation; and an arrangement is now made by which the females will be lodged and boarded under a matron, who will superintend their studies out of school-hours at a very reduced payment, which will be in fact equal to an allowance to them.

785. A reduced payment for what?—For their board and lodging.

786. The females will still have to pay something?—Yes.

787. Is the Committee to understand that you pay half-a-guinea a week to the young men, and that the young women do not receive anything?—Hitherto they have never received anything, except in the shape of a gratuity when they were leaving, as a little reward for their steadiness and good conduct.

788. On what ground is it that you pay to the young men who form themselves as teachers, and not to the young women, who on the contrary pay you?—They do not pay us.

789. They pay for their board, do they not?—The young men are not boarded.

790. They have half-a-guinea a week then towards their expenses?—Yes.

791. But the young women receive nothing?—Nothing except a gratuity on leaving.

792. Sir S. Canning.] And they are to be boarded at a very low rate?—Yes.

793. Which is considered as something equivalent to what the young men have received?—Yes.

794. Chairman.] If you consider it important that young women should have a respectable place where they could be boarded, and be comfortably off during the period they are under instruction, do you not consider it important that the young men should be provided in the same manner, if practicable?—I think it would be very desirable.

795. More especially if their ages should be less than the age at which you now take them?—That would increase the reason. The society applied for a portion of the model school grant which was made a few years ago. A grant was then voted for schools in Scotland, and model schools in England were included in the description of the grant, but the application was deferred, and we never got any satisfactory reply to it.

796. What security do you have with respect to the character of the young men and women who come to you, or what inquiry do you make respecting them?—

them?—I could furnish the Committee with the forms, which are printed in our annual report. We have a certificate from the clergyman of the parish in which the party has resided for a number of years, or in the case of his having removed, we require it from the clergymen of the two different parishes, and we also require three letters at least from respectable housekeepers; which letters are to give an account, according to a scheme which is drawn up, of his occupation and habits, and general disposition and pursuits in life.

Rev. J. C. Wigram.

14 March 1838.

797. Does the same thing apply to the young women also?—Yes.

798. Does an examination take place as to their attainments?—An examination always takes place before they appear in the presence of the committee, and papers are produced which contain answers which they have written to questions, the questions being proposed *viva voce*, that is in addition to a particular examination, on which the clerical superintendent reports.

799. What is the nature of the examination they go through; into what branches of education does it extend, for instance?—Reading, writing, accounts, and music in so far as it has reference to psalmody; and there is a blank space with several heads, geography, history, English grammar, and three or four other heads, in which an entry is always made if they are able to state anything satisfactory with respect to those particulars.

800. What examination takes place relative to their knowledge of the Scriptures?—First of all, what is required is a knowledge of the Bible and its contents, and of the nature of the services and liturgy of the Church of England.

801. Mr. Gladstone.] Are all the schoolmasters now instructed in music?—At present all are instructed who show any disposition or ability at all; it would be their own act if they did not receive instruction.

802. What proportion of the whole number are instructed in music?—I should think, with very few exceptions, they are all instructed. A Mr. Turner comes down as a volunteer, and he has had great success in teaching them.

803. Are you aware of any new and more simple method of notation that has been lately introduced?—He has spoken to me on the subject, and is very favourable to it; he has also modified his own plan in consequence of visiting a school in Suffolk.

804. Are you acquainted with any school where that system has been introduced?—No.

805. Mr. Wyse.] How long is it since that practice has been introduced, of teaching the masters music?—I should think it is from a year to two years since it was begun, but about three months ago, or perhaps two months, that the society made some arrangements for the more effectual teaching of it.

806. Then has it come into general application yet in the schools?—In the central schools I should think it had.

807. In the branch schools?—In the branch schools it has only been introduced where the managers of the schools have any taste that way; we have had reports from masters, who have gone out from us, of their having introduced the practice with great success, and of its having given great satisfaction.

808. What proportion do you suppose the number of schools where music is taught bears to the number of schools in which it is not taught?—I suppose it is meant where music is taught, in this particular manner, from notes?

809. Yes.—I could not give any account of it; the proportion is very small at present.

810. Chairman.] It is all oral instruction, is it?—The notes are written on a large black board.

811. No musical instrument is used?—Generally there is, as a help.

812. What instrument?—A violin or flute. I have not been in the central school very lately, for I do not take any active part in the management of the school.

813. Mr. Pusey.] Do you teach sacred music only, or music generally?—Other music has been sometimes introduced, but a suggestion was made that sacred music was the principal object.

814. Have they confined it to sacred music?—No, they have introduced common airs.

815. What pains have been taken to procure music of the best style?—Their practice has been so limited, and must necessarily be so limited, that I should think they could not have had any difficulty arise on that subject. I have no

Rev. J. C. Wigram.

14 March 1838.

doubt Mr. Turner would have selected or arranged any tune he wished to be introduced.

816. Have the pupils been instructed in the modern psalmody, or in the older and better masters?—I should think the instruction would consist entirely, or almost entirely, of known psalm tunes.

817. Mr. Gladstone.] How many training schools has the National Society throughout England?—Forty-six.

818. And can you state the number of masters in the course of training in the whole of those schools?—Those schools are in general only used for training masters who have got situations; men who are appointed to local schools, and require a knowledge of the system, or of the mechanical working of the system of instruction. In some of those schools they have retained children who have been old scholars, and qualified them to become schoolmasters and mistresses afterwards; and it has been reported, that that plan has had success in York and Liverpool and other places.

819. What has been the total number under training in the 46 schools at any time?—At a given time very few; but I am unable to state how many. I should not expect to find more than two or three, and frequently there would be none.

820. That means two or three of each?—Two or three of each.

821. Can you state the probable number that there are, upon an average, under training in the whole of these 46 schools?—It would be a mere guess; but I should think about 100; but they remain a much shorter time in those schools than those who come from London, and are trained in our schools, do.

822. Can you state what is the average length of training that is given?—From six weeks to two months is the extent.

823. Do you know what is the average annual demand for schoolmasters; how many are required to supply the National schools throughout the whole country?—The society have no means of ascertaining that; I should think that they themselves supply as many as 100 in a year from their own central school.

824. Will the total number of schoolmasters under training at any given time, by the best calculation you can make, be from 120 to 130?—Yes; in these schools, or in our own central school in London, that is the total number in training, not the total number of schoolmasters who are supplied for National schools, because there are a great many masters of the ordinary class of schools who from time to time give up their own schools, and get appointed to National schools.

825. Can you state what proportion of the whole number of masters in the schools connected with the society have come into their present situations without previous training under the society?—I have no means of saying that.

826. Do you suppose the proportion to be considerable, taken with reference to the entire number?—Without being regularly admitted for training, I should think the number was very considerable. They have generally studied in order to qualify themselves, and visited other schools, and many of them would say they had been regularly trained.

827. You have stated that the number under training at a given time may amount to from 120 to 130; what number should you think it desirable to have under training, supposing you had the means at command, in order to afford an adequate supply to the whole demand of the country, taking into view the increase in the length of time for which they are to be placed there?—If we could retain persons in training as long as we could wish, and qualify them as they should be qualified, the demand would of course increase, and then we should require a larger number at once than we have at the present time; at present we have, generally speaking, as many as the demand justifies us in retaining.

828. Do you suppose the number required under an adequate system of training would amount to as much as 500 or 600?—I have no means of forming a calculation.

829. You have said that they are now kept about five months in the central schools; in place of that, you were understood to say, you would wish to have them kept from two to three years; consequently, would you not require to have about six times the number that you now have under instruction at any given time?—Yes.

830. Then,

830. Then, with regard to the provincial schools, you have stated that they are there kept under instruction for six weeks or two months?—Yes. Rev. J. G. Wigram.

831. Then, if you were to give them a training of two years, you would require twelve times the number at any given time, would you not?—Yes. 14 March 1838.

832. That would give, upon the whole, a considerably larger total than has been mentioned in a previous question, would it not?—Yes.

833. Have you many candidates for entrance into your training schools?—A great many are rejected in the course of a year who apply; many are stopped in the first instance; some of the most eligible persons are stopped by finding that the advantages they shall get, if they succeed, will not be sufficient to remunerate them, and that they can do better in other employments; and others are stopped by us because their qualifications are not sufficiently good.

834. Would you say that, upon the whole, the best of your candidates generally go off on account of finding they can take their talents to a better market elsewhere?—When once admitted, very few leave us of their own accord.

835. Is the number of candidates for training upon the increase?—I do not think it is on the increase; from time to time we find we want a supply, and we usually send a circular to masters and mistresses who have been trained, and have done well, and are settled in schools, recommending them to send us any suitable persons they may know.

836. Has the quality of the candidates improved of late years?—I think it has.

837. Has that method of sending circulars to masters been found effectual for the purpose?—It generally has answered the purpose, and brought many candidates.

838. Mr. *Wyse*.] To what do you attribute the improvement of the quality of the candidates?—I think that education generally stands on a better footing, and the salaries are somewhat improved.

839. Mr. *Gladstone*.] Who attests the sufficiency of schoolmasters in the central school?—The clerical superintendent holds examinations of four hours every Saturday morning, and from nine to four the days on which the schools are not assembled; he has the masters and mistresses in separate rooms, and carries on the examination by questions on paper, and also by *viva voce* examinations.

840. Does the responsibility of that office rest upon the clerical superintendent alone?—Solely upon him, under the committee, who examine the reports he makes from time to time on the probationers.

841. Does the clerical superintendent give them a certificate, setting forth their competency?—No; but a certificate is given to the committee, that they have passed certain heads of examination.

842. Mr. *Wyse*.] Is the examination in public?—No.

843. Is it according to an established form?—There are certain subjects on which they are to be examined before they can become candidates.

844. Is no other person but the clerical superintendent present?—Some of the committee, and the treasurer of the society, generally attend, and devote part of the day to it.

845. Mr. *Gladstone*.] Does the clerical superintendent report under a number of distinct heads, or separately?—Under a number of distinct heads.

846. Do you not think if a more formal certificate were given, or something like a certificate were given to the master, and some other persons joined in the examination, and greater publicity were given to it, it would tend to raise the character of schoolmasters generally?—I think it would.

847. Should you say, from your knowledge of the condition of schoolmasters, that, independently of the pecuniary disadvantages under which they labour, their social position is very low, when considered with reference to the respectability that ought to attend on a calling so important?—Does the question mean they are regarded as a class of persons in a subordinate station?

848. Yes.—I think they are generally regarded by mechanics in London as people who have a very comfortable situation; they have so much time to themselves out of school-hours; time which they may, and generally do, apply for the benefit of the school, but still it is optional; they have more time at their own disposal than any class of mechanics.

849. Lord *Sandon*.] Are they respected accordingly?—I think they are rather looked

Rev. J. C. Wigram. looked up to by their equals in birth; there is no losing caste in becoming a schoolmaster.

14 March 1838.

850. But, on the contrary, it is considered a promotion to one in a family to have become a schoolmaster?—I think it is considered that he has rather stepped up.

851. Mr. Gladstone.] If the qualification of schoolmasters was made higher, it is to be expected that a still further increase of reputation would follow?—Yes.

852. Have you considered very much the means by which to meet the existing difficulties in the way of raising an adequate class of schoolmasters?—I have thought from time to time about it; an enlargement of the present plan seems to be that which would answer the purpose; but with regard to our country schools, a great deal requires to be done; I think if we were to select six or eight in different parts of the country, and put them on a proper footing, and also improve our central school in London, we should then be in a condition to supply a set of masters and mistresses.

853. Should you not say that the greatest obstruction in the way of extending popular education, in conjunction with the National church, is at this moment the difficulty of finding suitable schoolmasters?—Yes, I think it is; but I never can separate in my own mind, finding suitable schoolmasters and maintaining them, because I have seen so often that men who were well qualified for the office have gone off to other kinds of occupation, but commonly to schools; and the masters of private schools are very glad to get such persons as their assistants. It suits their purpose to go at a salary below what an educated man would take; and they are more efficient, in fact, as helpers in his school.

854. Do you not then contemplate, whenever it may be practicable, great advantage in raising the standard of the schoolmasters, from exacting payment from parents and children?—Yes, I think it is a very beneficial plan.

855. Supposing also that the character of the schools could be raised so as to enable them to embrace the children of a class above the very poor, would not they be able to pay at higher rates, and would not that hold out a great additional attraction to masters?—I think it would have a very excellent effect if, in schools in the agricultural parts of England, there could be a class-room, connected with the common school-room, in which the children of the higher class of persons might be taught; they could pay something, which would in fact go to the maintenance of the institution, and it would raise the character of the schoolmaster, and the character of the school.

856. It would very materially raise the revenue of the schoolmasters, would it not?—Yes.

857. Would it not have a very beneficial effect in stimulating merit, even among the lower classes of the scholars, by affording them the means of advancing them into higher classes of instruction as a reward, whenever they showed capacity for it?—Yes, I think that would be an additional advantage of indispensable value; but I do not think the plan would answer in large towns; there the principle might be applied, but the number of children would render it better to let the master be promoted from school to school.

858. Would you describe to the Committee the difference between the modes in which you would apply that principle of the promotion of schoolmasters in the town and in the country especially?—I think in the country you would have little to do but to imitate the Scotch schools, where I have seen even children of the first gentry, and those of the classes between the gentry, and the peasantry, in the same room with all the other children. I think it would be an improvement if you could have a separate class-room, so that they might feel there was some little distinction kept up; but they must pay a different price, and they must be taught something more in consideration of the price they pay; at present I apprehend a great many of the farmers in the country send their children to the National schools, and certainly in Wales it is very much done indeed. There the opportunity of learning the English language is in a great measure the inducement. In the towns, I think it would be desirable, in order to carry out the same principle, to have different schools for the different classes, and different rates of payment; and to let it be an object of ambition with the schoolmaster, if he distinguished himself by the management of his school, to rise from one institution to another.

859. Therefore, you suppose some sort of common superintendent to arrange that channel of promotion?—I think the managers of the superior school, if they saw

saw the inferior school better managed than their own, would, when a vacancy occurred, take such a man, and the inducement of a superior salary would be quite sufficient to make him come.

Rev. J. C. Wigram.

14 March 1838.

860. Lord Sandon.] Would you wish to keep all two years under instruction, even those who are destined for the smaller parish schools?—I think that, as a general rule, I should be desirous of keeping all who came to the society to be qualified as schoolmasters, and to take out a certificate of qualification of their competency, for two years: in country parishes it often might happen that an eligible person was found who did not require the two years' instruction, and then it would be better that he should not remain so long.

861. Might you not have a system of gradation, something similar to, only on a lower scale, than that of Bachelor of Arts and Master of Arts. Where a person received a certificate, after a certain time, that he had reached a certain point, might he not, upon that certificate, go to a school of an inferior order, study during his convenience as a schoolmaster, or assistant-schoolmaster, come again before the society, and receive a certificate which would entitle him to an admission to a higher school?—I think an arrangement of that kind might be made.

862. Mr. Pusey.] You were understood to say that while schoolmasters are young it would be better that they should be employed as assistant-schoolmasters, rather than have an independent management of a school?—If they were brought at an early age.

863. Chairman.] Do you not think that the time is not so necessary as the qualification; and that it would be sufficient for a schoolmaster to prove himself by examination worthy of a certificate?—I think I have said that if we had salaries to offer, we could command the services of the class of persons we want. We have found that the salary we had to offer was even of more consequence on that account than the time we kept the person under instruction.

864. If, then, adequate salaries were given to schoolmasters, you do not feel much doubt that you would have candidates who would be able, after examination, to receive your certificate, without so long a period of training as you have spoken of?—Certainly.

865. Sir S. Canning.] What amount of salary would have been sufficient to secure the services of the greater number of those who possessed superior qualifications, but who left you because they did not find sufficient remuneration?—I think I mentioned before, that those who decline the employment because of the lowness of the salary, do not come before the committee in any way of inquiry previously; some few may occasionally come before them, but, in general, they are stopped by inquiry among their friends.

866. The Committee understood you to mention some who had not been admitted, because they had themselves withdrawn on ascertaining what prospects of remuneration you would hold out?—But they withdrew before their application came under the notice of the committee.

867. Still they had communication with yourself, or some one else, on the subject?—With the clerical superintendent they may; but it is generally through the schoolmasters and mistresses; and he generally prefers referring them to those persons, for they can give a better account of their training.

868. From your own experience, can you give a statement to the Committee as to what would be sufficient to secure the best talents in the class of life to which those persons belong who are candidates?—Yes, I could state what I should think would be sufficient. It is in evidence, that the answer given to applications to the society, as to the amount of salary which it is desirable to afford, is not what the society recommend, but what is usually obtained. Men who go out from London as schoolmasters get from 50*l.* to 100*l.* a year; females, from 35*l.* to 70*l.*: and married couples, who undertake double schools, from 70*l.* to 120*l.* The salaries vary between those amounts, but they are generally of the lower description.

869. Do you think what you describe would be sufficient to draw to your training-schools a sufficient number of persons?—No; those are the salaries usually obtained.

870. Lord Sandon.] The majority get rather the lower sums you have mentioned than the higher, do they not?—Yes.

871. Mr. Acland.] If there were a small number of higher salaries, would not the prospect of promotion to a few better appointments secure a higher order

Rev. J. C. Wigram.

14 March 1838.

order of services, though the remuneration in the first instance would be small?—Yes, that would have its effect.

872. Does the society exercise the power of promotion?—No; the society trains a person, and provides him with a situation, and is generally unwilling to receive him back.

873. If the society had sufficient power to remove from one school with a low salary to another with a higher one, according to the merits of the individuals, do you think that would act as a strong stimulant in inducing a superior class of persons to come to your schools?—I think the principle could not be applied under the present system, because they are supported by the gentry in the country, and they would not submit to have a master removed away who was content to remain with them.

874. If it could be done, it would be an advantage, in your opinion?—Yes.

875. Are superannuation pensions granted to the teachers by the society?—There is no allowance of the kind. A Schoolmasters' Society was formed, and the National Society subscribed to it, and did what it could to promote it, but it failed after some years.

876. Do you think if there were such pensions they would act as a strong inducement?—No, I think not very much so.

877. On what ground?—I think benefit societies are open to them, which afford, or profess to afford, greater advantages than a benefit society formed or approved in that way.

878. But suppose it was not a benefit society, but that the National Society made it one of the conditions or arrangements in the education of their teachers, that after a certain number of years of good service, they should be allowed to retire on a superannuation pension granted by the society; would that arrangement, in your opinion, tend to produce a good effect?—A very beneficial effect.

879. Is there any sum given to their children or widows on their decease?—None at all.

880. Mr. Pusey.] With a view to improve the condition of your schoolmasters, should you approve of such a plan as the following: that probationers should enter at the age of eighteen into a normal school in London; that they should remain two years; that after two years they should undergo an examination as to character and acquirements, and if they went through it creditably, receive a certificate, and be appointed as assistant-schoolmasters in the first instance; that after three years they should undergo a second examination; that having passed through that, they should receive a second certificate, which should entitle them to promotion under the society; that if they acquitted themselves well, in their situations as schoolmasters, at the end of a certain number of years, say every ten years, they should be entitled either to a small increase of salary, or to promotion to some higher school; and that when they were in a state which required them to be superannuated, they should be entitled to a retiring pension from the Consolidated Fund?—I think if the pecuniary difficulty is put out of the question, and if my feelings in respect of religion were also satisfied, the arrangement would be very beneficial.

881. You would approve of it, if the society of which you are secretary had the superintendence of the sort of instruction afforded in the schools under it?—Yes; and the religious qualifications of the persons to be so engaged.

882. Mr. Wyse.] For those not connected with the Church of England, would you recommend a similar establishment?—I do not know why the arrangement should not prove beneficial to all schools.

883. Mr. Gladstone.] Do you mean to express an opinion that the Government of the country ought to distribute assistance for education without taking cognizance of any religious instructions?—Not at all, and that was why I introduced the remark that I should require my principles, as secretary of the society, to be quite satisfied in a religious point of view, before I could approve of it.

884. Mr. Wyse.] You do not think the Government of the country, in applying public funds should take any cognizance of the education of those who are unconnected with the Church of England?—I think the Government might take as much cognizance of the wants of the class alluded to as would be desirable or necessary, by pursuing the principle on which it has hitherto acted through the medium of the two educational societies.

885. But admitting a class which would not make application through either

of those two societies, you think that the Government, according to the answer you have just given, should take no cognizance of that class?—I conceive, and am bound, I think, to do so, that the other society fulfils the purpose which it professes in its public reports, in the same way as we do; it professes to introduce no religious tests whatever, no form of prayer, no religious doctrine; and therefore, to include all persons who come under the name of Christians.

Rev. J. O. Wigram.

14 March 1838.

886. But finding, in fact, that there are two classes, the Jews and Roman-catholics, who have objected, and may object to be in connexion with that society, do you think that those classes so objecting should be excluded from the application of the funds, because they do not apply through the society in question?—My view of education which is to be beneficial to the country is, that it must necessarily be religious in its character, and of course I mean by that, religious in the sense of a Christian.

887. *Chairman.*] Founded upon the Scriptures?—Founded upon the Scriptures; the British and Foreign Society professes to require no certificate or declaration whatever on the part of those who have schools, and to give education in the most general sense in which it can possibly be placed before an individual; therefore, I never could give an approval to the Government putting money in aid of education so given; and having that feeling, I should decline answering as to whether they should put it for Jews; it seems to me, considering the clear and explicit declaration on the part of the society, that they only require the Bible to be read, and not in any way explained in their schools; that supposing them to be sincere in what they profess, the objection on the part of the Catholics could not be valid, and that an objection which was not valid in a religious point of view ought not to be considered as entitling the parties to a separate grant; I should state, however, that the British and Foreign Society make their extracts from the authorized version of the Bible; if, therefore, the version is made a ground of objection by the Roman-catholics, the answer, of course, must be modified.

888. *Mr. Wood.*] With reference to a question put to you some time ago, implying an extension of the present system of national provision for education, and making a provision for schoolmasters, do you see any objection to that extension applying to schools and schoolmasters in connexion with the British and Foreign School Society along with those in connexion with the National Society?—I think I have already stated, in answer to a question of that kind, that it appeared to me that the same system applied to their society would be equally beneficial.

889. *Mr. Pusey.*] Is it not in some degree a misnomer to call these 47 country schools training-schools, since their primary object appears to be the education of children, they having in fact only two or three schoolmasters in the course of training at a time during the year?—Yes, the high sense which is now attached to the word model or normal schools, does not apply to those institutions. When they were declared to be central schools, as we called them, which is now a convertible term with model schools and normal schools, nothing of the kind was contemplated which has been before people's minds for the last few years; therefore the term, as now used, does not apply with any propriety to the generality of those institutions; at Durham, for instance, there is a good deal done, and there are funds for the purpose. I have never visited the school myself, but I should imagine there was a very efficient system of instruction for adults carried on there, and at some other schools in the same way. A great many of the local societies which manage these schools allow the masters 12s. a week as long as they will remain, and they encourage them to remain there.

890. But the schoolmaster, or probationer learning to be a schoolmaster, is rather an incident than an object of the establishment?—The school is not formed as a school for the probationer under instruction merely, but is used incidentally for his benefit.

891. The funds of the society are too limited, are they not, to enable them to form normal schools on a very efficient scale?—Yes; they are unable to carry all the purposes which they wish into effect.

892. Is not the annual income of the society extremely small?—It is very limited indeed.

893. *Sir S. Canning.*] Are the schools of which you have spoken either extended or kept up with a view to teaching the probationary schoolmasters?—They are, inasmuch as many of them are supported by a county subscription,



Rev. J. C. Wigram. especially for the benefit of the county; the county derives no other benefit from them except as model or training-schools.

14 March 1838.

894. For teachers?—For teachers; and they are maintained for the benefit of the children of the town in which they are established; but there is no plea on which the gentlemen of the county could be asked to subscribe, except as giving a benefit to the county at large.

895. Would the school equally exist if the probationary teachers were not placed in connexion with it; only in that case it would be supported exclusively out of the county rate, whereas in the other case application is made for assistance from the county?—The school is maintained in part by the county fund, in consideration of the advantages it offers in the way of training and instructing schoolmasters; but it has frequently been enabled to make grants in addition to the county schools.

896. Mr. Pusey.] Your whole income does not exceed 1,200*l.* a year, and that is nearly all absorbed by the central school in Westminster, is it not?—Yes.

897. Chairman.] As it appears that the number of schoolmasters in training in the present training-schools is not sufficient for the number who ought to be trained, for the purpose of giving a good education throughout the country, in what way do you contemplate that additional funds should be raised for that purpose, and for the purpose of giving better salaries to the schoolmasters when they have been so trained?—I think Government might make grants in aid of the normal schools, and require arrangements to be made for their improvement; and I have mentioned before, my opinion that the best way of increasing the salary of the schoolmasters would be by providing them with houses: and the Government might make grants for dwelling-houses for the teachers in schools, upon the same principle that it has already for school-rooms.

898. The Committee understand that under the present system, the places to which grants are made are obliged to provide a portion of the funds: what portion of the funds do they provide?—Half must be guaranteed, when a case is sent to the Treasury; that half may be made up of the value of the land, of the value of materials given, and of the value of labour; but half of the whole estimated cost of the work must be promised.

899. Are you not aware that there are some places in which great destitution of education prevails, and yet where the inhabitants are exceedingly poor; so that there is great difficulty, though their wants are very great, in providing the necessary portion which they ought to advance to meet the Government grant?—Yes, I am aware of it; and that was one reason why I mentioned the necessity of Government altering their plan of distributing their grants, by considering in some way the counter expense, and in particular by considering the costs of the site. I think, besides that, the Government might make, as they have in one instance, a special case; it stands on one of their minutes that they think, in the case of Bethnal-green, that a special case is made out, calling for a deviation from their usual practice, and therefore they have assigned an additional grant; that addition being made after their principle of 10*s.* a head for the scholars had been acted on for some time.

900. You think, therefore, that, in case of great necessity in any particular place, a deviation might be made from the rule they have adopted, and a discretion might be used where it was almost impracticable to find the necessary funds?—I see no difficulty attending such a course of proceeding.

901. The Committee take it for granted that you think the same principle applicable with reference either to schools connected with your society, or with the British and Foreign Society?—Yes; the case I referred to was done in favour of a British school.

902. Do you not think, when you come to contemplate the large demand that would be made upon the Government funds for this purpose, that it might be advisable in some instances to call in aid a local rate?—I have, since I was here on Monday last, considered the subject of a local rate: the subject had never occurred to me before, that I can remember, and it does appear to me, as it did then on the first view, that there were great difficulties attending it, and those difficulties have rather increased upon consideration. I think that the poor rate was mentioned; perhaps it is not necessary it should be the poor rate; but if the sum to be raised were comprised in the poor rate, I think, in the first place,

an

an objection might lie against it, because the poor rate is selected on account of the facility with which it is raised, but in proportion as other matters, particularly those in any way connected with religion, are mixed up with the idea of the payment of a poor rate, the difficulty of raising it would be increased, and then I think that the distinction between receiving education by aid of a poor rate and receiving assistance from the parish in the shape of an apprenticeship fee for a child, which is one of the most common ways in which parish relief is given, would have a very unfavourable tendency. I think with regard to the rate, it must be either spread over a number of years, and a small sum raised every year to be applied in this manner, or else it must be raised a large sum at once to be applied, and that sum repaid by instalments out of the poor rate. Now, if it is a small sum, levied every year, I am sure that after a little while it would be found in a town that one society or the other was getting the upper hand; and if the British Society schools were spreading, as the National Society would consider, unduly, I have no doubt its friends would look with a very unfavourable eye to the rate they were called on to pay for schools they did not approve of; and just in the other case, if the Church schools predominated, very much the same feeling would exist against the rate as now exists against the church rate.

Rev. J C. Wigram.

14 March 1838.

903. You think the jealousy between the two societies would render such a rate unpopular?—I think so. I think at present the rivalry between them has a very beneficial effect; it keeps both parties in order, and stimulates both to greater exertion; but I think if the aid given were derived from a rate, it would create a jealousy, which would not be desirable; and if it were a large sum raised at once, you would then have the money in hand; you would have an objection to the paying off of the stock, and you would lay out this large sum at once. I think the voluntary system of education which is now at work in the country would not be promoted in a proper manner by the application of a very large sum at once. I think we must extend our schools gradually; if at the present time, in Manchester or Liverpool, any large sum were given away, an immense effort would be made by both societies to get as much as they possibly could, and schools would be established, where people would afterwards be sorry they had been placed. It is now considered that the great advantage of the Government plan is, that a certain sum of money calls in about five times as much out of the purses of individuals. That is a great excellence; but it is not by any means the prime excellence of the system. The great excellence of the system, I think, is that people on the spot are called on to consider whether it is worth while to establish a school there or not, and whether, if established, it will be supported.

904. Mr. Pusey.] Might not this advantage of gradual extension be combined with the assistance afforded from the erection of schools out of the borough rates?—Supposing a school to have been built, and a certain portion of the expense, one half perhaps, to have been defrayed and paid out of voluntary subscriptions; that the other half should be payable out of the poor rates, and that in order further to prevent the improper expenditure of the parish money, there should be a power reserved, where a deficiency of scholars occurred in after years, for the rate-payers to reimburse themselves their original outlay out of the value of the school that had been erected?—I think such an arrangement would operate as a serious impediment in the way of voluntary subscriptions, because it would be felt that a party might come into power in the parish who would be glad to injure the school for the sake of getting the re-payment of the advance which had been made. I think there is a feeling that a rate for education would not be well received. I do not allude to what I have heard in this room while attending this Committee, but I think there is a general impression on the minds of the friends of education with whom I have conversed on the subject, that a rate in any form for schools (particularly if they are to be religious schools) would be objected to by the people; and I understand that it is to avoid that difficulty that the name of some other rate, which is collected with tolerable ease, is introduced.

905. You have stated your general objections to an education rate; but when you say that you think a party in power in a parish might be induced to act against a school, and to diminish the number of its scholars, in order to have the power of selling that school, in what way do you contemplate that such party would be able to exercise such prejudicial influence?—I think that they might take advantage of the difficulty of the school, which might be occasioned

*Rev. J. C. Wigram.*

14 March 1838.

by the appointment of a bad master, or by the corruption of a man who was in charge of the school. It frequently happens that the schools which have been built years back by the aid of the National Society are in abeyance for a certain time; sometimes that is occasioned by the death of some benevolent person who supported them; sometimes by the unfortunate conduct of the schoolmaster, and by various other causes; but, after a few years, they are revived, and sometimes placed on a better footing than they stood on before; and I think, in the case I have put, the school would be in abeyance, and the parish would call for remuneration, to which they would be entitled, and there would be nothing to prevent the annihilation of the institution.

906. Should you not think it an essential part of any improved national system of education that there should be a fixed organization of local committees, which should be beyond the reach of such accidents as you have alluded to—the death of any individual, for instance?—If the schools are supported by voluntary funds, I do not see how you could have any determinate organization; you must accommodate yourself to the feelings of the parties to whom you are indebted.

907. But do you not think it possible that committees might be formed on a more efficient system than that under which they at present exist?—The town committees and the country committees are very different. The country committees must be in the hands, in a great measure, of the clergy.

908. You are perhaps not aware that the investigations of this committee are confined to large towns?—The committee is usually formed out of the subscribers who take the most active part and the warmest interest in the success of the institution. It must necessarily be so.

909. Are the committees in towns, in point of fact, liable to the same fluctuations as those which you have recently described?—Not to so great an extent.

910. *Chairman.*] Do you not think that if the Government makes grants of money for the purpose of aiding schools on either system, that they may fairly make it a condition that a due inspection of the school should take place, and that adequate returns should be made to Parliament, to show that the schools are well and efficiently conducted?—I think it would be very desirable that they should do so; and I think that they might promote that object very much, and with great benefit, by giving grants in aid of some places to the schoolmasters of certain districts, upon examinations reported, with all particulars, with respect to a certain number of schools; for instance, that a return should be made of the particulars which they might determine, respecting not less than 50 schools, and that some pecuniary reward should be given, to a different amount, to the five or six masters whose scholars were best conducted. Those examinations might be triennial, or at distant intervals; and in order to prevent the same man from always getting the reward, the prizes might be given with due reference to the circumstances of the school, and for different qualifications in the state of the school. It might be one year given for the intellectual state of the school, another year for retaining the scholars for a longer period, and other qualifications might be introduced. It has been done by the National Society to a small extent in many parts of the country, and with great benefit.

911. You have stated, that you think generally that the funds for the advancement of education should be provided upon something the same system as at present, but by a more extended Government grant; have you made any calculation of the amount that would be requisite for any adequate provision for the number of children at present uneducated in the large towns of this realm?—I have not made any calculation; but I think it is so desirable that we should aim at a progressive extension and improvement of the schools, that a small addition, speaking of it as a public grant, might suffice. If 20,000*l.* in addition were set apart to be applied in aid of schools in large towns, I think it would be sufficient.

912. *Sir S. Canning.*] Is the Committee to understand, that in recommending an extension of means for the schools, you limit your observation to the National and British and Foreign Schools?—Yes; all that I say is merely supposing the existing state of things.

913. *Chairman.*] You have never made any calculation as to the numbers now standing in need of weekly education in the large towns of this country?—I have not made any calculation.

914. Supposin

Rev. J. C. Wigram.

14 March 1836

914. Supposing the Government should liberally assist the efforts of the two societies, for the purpose of promoting the education of the working and humble classes in the country, what period do you think would elapse before an adequate education might be provided for the great body of them?—It must be considered that if the Government gave the most liberal assistance the society could desire for one object, the normal schools, those normal schools could not be brought to bear upon the country for nearly three years. Then, I think, it is to be remembered that, though we talk of a place having schools, yet, if the people of the place are to be properly educated, there must be several schools for infants, and schools for children between seven and twelve, or fourteen,—schools with Sunday instruction, and evening instruction, for those engaged in situations, till they are 15 or 16 years of age; and there ought certainly to be schools of rather a higher class, for the small tradesmen, and upper class of mechanics, which schools ought to support themselves, but still they would require some superintending mind, and some system to keep them in a proper state of efficiency, and, contemplating the accomplishment of all those things, I do not think that 20 years is a long period to do it in.

915. Do you think that if we began energetically in the work, we should be able to accomplish it probably within 20 years?—I can see nothing to prevent it. I am sure if money were afforded, and a scheme of operations drawn up, in consequence of the public grants, the societies would immediately put machinery in motion which they never contemplated before, because they had not sufficient funds themselves, and there was not a necessity for doing it. They would feel the necessity to arise not merely out of the state of the country, but because they would wish to keep their proper position with regard to each other.

916. Do you think money could be better expended for the welfare of the humbler classes, and the happiness of all, than by liberal grants for the purpose you have spoken of?—If liberal grants were to be applied in aid of voluntary subscriptions, having that check upon them, that local funds were to be brought forward to meet them, and of course local intelligence and observation excited on the mode of their application, I should think there could be nothing more likely to do good to the country, or more likely to remove the feeling which has led the people to rest so much on the poor rates.

917. And to elevate their character generally?—And to elevate their character generally.

918. Mr. Pusey.] Is not the system of instruction carried on in your schools chiefly on the principle of mutual instruction?—It is carried on with the assistance of the principle of mutual instruction. The society recognises a distinction between the mechanical parts of the system and the intellectual parts of it, but the Bell and Lancaster principle is merely the mechanical principle of bringing the children to assist, as far as they are able, in the details of the school business.

919. Do you consider that a system of mutual instruction is the best which could be adopted, or do you only consider it as a supplementary means which you employ in order to make up for the want of a sufficient number of schoolmasters?—I think that it is a help to the schoolmaster which he never ought to lay aside, but I think it has been made a great deal too much of in the country; people have quite lost sight of its being merely a piece of machinery for the assistance of the school business. I could give no better proof in my mind of the mistake which has been made about it than the great importance which has been attached to what are called circulating classes, in which the child, when he gets to the top, passes by a little pillar that there is, and takes off a medal, and passes through another circle, so that he may continue going round a dozen circles. That has been held up as quite an invention, and a great effort in the progress of education. The consequence of several children going up in this way is that several, of course, go down, and they get marks of demerit; and the only effect of the plan is, that the principle of emulation and rivalry is carried out to a far greater extent; but all you want rivalry and emulation for in the classes, is to prevent the children going to sleep, and to show when a child is indolent or inattentive. A master ought to feel that if one child is in the middle of the class, it is quite as creditable to him as it is to another to be at the top of the class, and he ought to tell the children so himself, to do away with that little pride which is felt by a child who is at the top of the class. He ought simply to use that principle as a help in managing the

Rev. J. C. Wigram.

14 March 1838.

business of the class; but the value of the old principle of mutual tuition has been exaggerated just in the same way.

920. Have you received complaints as to the want of a beneficial influence on the character of the children from a system of mutual instruction?—I have heard a great many complaints from time to time; but I think that those complaints are owing to the system not being properly understood and properly worked. They are, I think, owing to the abuse of the system, and not to the proper use of it.

921. Have you ever considered whether it would not be advantageous to add what is called the elliptical system, that is, the system of giving an entertaining and instructive lecture addressed to the children, to your system of mutual instruction, and the question and answer?—As a variety, I think it would be a very valuable method, but I merely consider it as another way of putting a question. You excite the child's mind on the subject, and then give it an opportunity of showing that the attention is fixed.

922. Are you not of opinion that, upon the whole, our present national system of instruction is less attractive than it might be rendered?—I think it is.

923. And consequently that the attendance of our schools is more irregular?—I do not think the attendance of scholars in schools depends much upon the mode of instructing them. I think their improvement depends very much, of course, upon the mode of instruction pursued, and their parents when they find them improved are induced to keep them longer. I think that the attendance and continuance of children in the schools depends almost entirely on the character of the parents.

924. Is it not a fact that the attendance in many of our schools is very regular?—I should suppose it is so in London, in well managed schools.

925. Are you aware how regular the attendance is in the others?—No, I am not aware.

*Jovis, 3<sup>o</sup> die Maii, 1838.*

MEMBERS PRESENT.

Mr. Acland.  
Lord Ashley.  
Sir Stratford Canning.  
Mr. Clay.  
Mr. Pusey.

Mr. Slaney.  
Mr. Vernon Smith.  
Sir Harry Verney.  
Mr. George William Wood.

R. A. SLANEY, Esq. IN THE CHAIR.

*John Corrie, Esq., called in; and Examined.*

John Corrie, Esq.

3 May 1838.

926. *Chairman.*] YOU are a magistrate, residing near Birmingham?—Yes.  
927. And have been acquainted with that district for many years?—I have many years resided in the district, although I have not many years acted as a magistrate.

928. Are you aware an inquiry into the state of education at Birmingham has been lately going on?—It has lately been completed.

929. When shall we have that report?—I am surprised you have it not already; it has been promised long, but it has not yet been given in by Mr. Wood of Manchester, who has made it.

930. Have considerable pains been taken with respect to that inquiry, that it might be an accurate one, and give a fair account of the district?—It has been carried on in the very same way as the inquiry at Manchester and Liverpool, of which you have seen the result in public, and with equal exactness.

931. Has it been with the assistance or aid of any of the respectable persons in the district of Birmingham, who took an interest in this subject?—There was a great meeting, at which a considerable portion of the clergy attended, as well as others not connected with the establishment, and gentlemen around; and they agreed to form themselves into a society, to contribute funds and to employ Mr. Wood, and the result of his labours they will be prepared to lay before you.

932. Then

John Corrie, Esq.

3 May 1838.

932. Then you have every reason, from the character of the persons with whom you have been acquainted, who formed this meeting, both of the church and dissenting body, to believe the account we shall receive from Birmingham will be a correct one?—It will be a perfectly fair and unprejudiced account.

933. You cannot probably give us the general account at present?—I can only say, that Mr. Wood reported of Birmingham more favourably than of Manchester and Liverpool.

934. Is there, upon the whole, in the vast town of Birmingham, a considerable want of education among the humbler classes of the community?—I rather think you will find there is still a very great want.

935. The population of Birmingham has increased, I believe, very rapidly, even since the last Population Returns have been taken, in 1831?—They say that now there is at least 190,000 inhabitants; at the time of the last Population Returns there were 142,000; the increase has been very rapid, and any traveller may see that from the vast number of new houses.

936. From your knowledge of Birmingham and its suburbs and neighbourhood around, you consider the increase of the working population has been very rapid?—Very great indeed.

937. Calling, of course, for an increased means of education for those humbler classes?—Undoubtedly; I perhaps should mention that some increased means of education have been afforded by the free-school governors there; besides a splendid classical school, they are erecting, in different parts of the town, four schools for the education of the lower classes; one is already opened, and the others will be opened gradually.

938. Is that endowed?—Yes, it is a most splendid endowment; it was endowed by Edward the Sixth, with lands which are now built upon; so that the ground-rents are already nearly 10,000 *l.* a year, and may be 20,000 *l.*

939. Are these for the children of the working classes?—Yes; the four I have been speaking of.

940. What will be the amount of funds applicable to the four you have been speaking of?—That I cannot say; it is at the option of the governors to do as they please, I believe; but they have authority of the bishop of the diocese for what they are doing.

941. Do you know what number of children there will be there?—No.

942. Will that appear by the report?—I imagine that will; the intended number; there is only one out of the four open at present; they are intended to be large, and capable of holding a great number of children.

943. Appendant to the schools which there are now existing for the humbler classes in the large town of Birmingham and its suburbs, do you happen to know whether there are appendant to them any play-ground for the children, or spaces where they could have exercise between the hours of schooling?—As far as my knowledge goes, there are none.

944. You are acquainted, I understand, with the surrounding district of Birmingham, and particularly with the district of West Bromwich, which is a very populous one?—Yes.

945. Mr. *Vernon Smith.*] Will you be good enough to state the process of this inquiry into the schools of Birmingham, whether it was by personal investigation?—By personal investigation of Mr. Wood; if the Committee have seen the returns given at Manchester and Liverpool, it is precisely on the same plan, and I hope Mr. Wood himself will be here to be examined.

946. Did Mr. Wood go round Birmingham himself?—Himself.

947. And examined the masters and persons who could give information?—Examined the masters; the number of scholars, the course of instruction, and the qualification of the masters.

948. What time was he occupied in doing that?—Several weeks; I cannot exactly say how long; I should suppose two months, at intervals.

949. Is Mr. Wood in the habit of making such inquiries?—He has made a great many; I will name a few; Manchester, Liverpool, York, Bolton, Salford; no person, I believe, has had so much experience.

950. What is Mr. Wood by profession?—I cannot answer that question.

951. *Chairman.*] He was the agent employed by the Statistical Institution of Manchester for the purpose of making inquiries into the state of education in the populous towns of Lancashire, of which the Committee have the reports before them?—The very same man.

John Corrie, Esq.  
3 May 1838.

952. And has been occupied for a very considerable period past in those inquiries?—I do not know any one who has had the same experience with Mr. Wood.

953. With respect to the district of West Bromwich, what distance is it from Birmingham?—The nearest point of the parish is between three and four miles.

954. Is it a place of considerable population, West Bromwich itself?—It has 20,000 inhabitants itself.

955. That is, the town?—It is hardly a town; but over the whole surface of the parish there are nailers' and other small manufactories.

956. And other small manufactories connected with the iron trade?—Yes.

957. There is a considerable mining district around?—There is coal under the surface of West Bromwich; it is close to the great mining district of Staffordshire.

958. Are you chairman of the West Bromwich Union?—I am.

959. What number does the West Bromwich Union comprise?—At the time the Union was made, the returns were 34,000, grounded on the census of 1831, and I believe there are now upwards of 40,000.

960. From your knowledge of the poorer classes within that district, first of West Bromwich or the neighbourhood, do you think that education for the humbler classes is much wanted?—From what little experience I have had as a magistrate and as chairman of the Union, I should say it is greatly wanted, lamentably wanted.

961. Does imprudence and drunkenness prevail among the humbler classes for want of some moral and better education?—There is very little education of any sort; that which there is of the most elementary kind; reading and indifferent writing; most of those (and especially the young) who come before the magistrates, and before the Union Board, are unable either to read or write; they have no knowledge of moral obligation, or very little; many of them have never been at any place of worship.

962. Do you not consider that the neglect of any education, both moral and religious, which you describe, must be the source of much crime and cost to the country in consequence, and to the district in which they live?—Undoubtedly.

963. Do you not think that a good system of improved education for these humbler classes, although it might in the first instance be the subject of some cost, would repay itself by a saving that would accrue from their improved habits in a few years?—I have no conception of any other means of forcing civilization downwards in society except education; there is a slight surface of civilization; these in certain circumstances have a little education, but the mass have none.

964. Do you not think that if a tolerable education were provided for the humbler classes that they would be more likely to enter into those provident societies which have been so much spoken of lately; saving banks and benefit societies, for providing against sickness and those other calamities which are incident to the situation of the poor?—The educated classes have the benefit of all the recorded experience of the past to guide them; these poor people have no recorded experience; their own feelings, or the little experience of their fathers and mothers, is all they have to guide them.

965. Do you think it would be beneficial to them, and that they would be much more likely to enter into these provident societies, supposing the means of education were afforded?—I have no doubt on the subject whatever.

966. Do you think that great objection would be felt in that district to a small rate, we will say under 3*d.* or 6*d.* in the pound, for the purpose of assisting in providing education?—I can give no other answer than that I am afraid any addition to rate would be submitted to with great reluctance; I imagine so.

967. Is a good deal done by voluntary subscriptions in that district at present, in the West Bromwich district?—There is something done; I can hardly say to what extent.

968. This is a district, I apprehend, in which persons of large property, opulent country gentlemen, or persons of acquired wealth, do not reside; a great many of them after their wealth has been acquired go to a distance?—There are a few tradesmen of some property who continue there; we have one most excellent person of great property, that is Lord Dartmouth, who is always doing good.

969. But in general in these large districts about and near West Bromwich, there

there are not a great many resident gentlemen?—There are no resident gentlemen, in the technical sense of the term.

*John Corrie, Esq.*

3 May 1838.

970. There are few persons there who could be supposed likely to come forward with large voluntary subscriptions?—Not large ones.

971. Are the voluntary subscriptions which are now given for the purpose of education at all adequate to give an efficient education for the children of the humbler classes in that district?—I have no hesitation in saying, not at all adequate.

972. *Mr. Vernon Smith.*] Do you think there is a desire of education among the humbler classes at all corresponding to what you state to be the wants of it?—I should say not; parents are not aware of the benefits of education. There is a great outcry about sending the young children into works; that is a difficult subject; and I think that philanthropists who make an outcry against it are often very much mistaken about it. The best education you can give a boy who is to get his living by work is in the work; turn him to it early; and make him a good workman; and if you can connect with that, in the evening or on the Sundays, other branches of education, it appears to me you do what is best to be done.

973. Do you think the inhabitants would submit to the rate for the purpose of education?—I cannot give an opinion, except I know the reluctance with which poor rates and all rates are paid, everybody paying as little as he can.

974. *Sir Stratford Canning.*] In expressing an opinion as to the advantage of work as a branch of education for young persons, you mean work limited according to their strength and years, and that limitation maintained with strictness?—I think that they should learn to work early; their life is to be a life of work; their prosperity in life, their comfort in life, depends on their being steady and good workmen, and not being annoyed by any of the inconveniences of work, which are a great many; I would have them trained to it as early as is consistent with their health and strength. I think there is great mischief arises from the outcry against sending young children into work. There may be inhuman masters as there are inhuman parents, but, generally speaking, the masters are men of humanity.

975. *Chairman.*] You are applying your answers generally to works with which you are acquainted; your own district as to iron works, and the modification of iron of various kinds?—I am only speaking personally of my own district; but the observation perhaps may extend to all manufacturing districts.

976. You are aware the employments are of a perfectly different nature in the cotton-trade and in the woollen-trade, and so on, from what they are in the district with which you are particularly acquainted?—Undoubtedly.

977. Have you a general knowledge of all those populous districts, extending from Birmingham to Wolverhampton, through which one passes, and which is the great Staffordshire coal-field?—I have lived in the parish of Handsworth, which is on the boundary of that district, on the Birmingham side.

978. From your general knowledge of all those populous districts of the iron field of Staffordshire, on which there are many populous towns, and in which the people are employed in mining, or in works connected with the iron-trade, do you consider that there is something like the same want of education which you have described in the West Bromwich districts which you have spoken of?—I believe exactly the same.

979. The same lamentable want of almost any education prevails, as you think?—I believe so.

980. Are you able to tell us the number of persons committed for various crimes to the sessions or assizes, at either Warwick or Stafford, or any of those districts?—No, I have no return.

981. Should you be able, without much difficulty, to get a return of that kind to show the number of criminals, and thereby enable the Committee to calculate somewhat the cost of committals from that district to Stafford or Warwick?—The quarter sessions returns would give them.

982. To your knowledge as a magistrate for that district, are there many cases of pilfering and of riot and disorder come before you as a magistrate?—We sit twice a week in petty sessions, often for nine hours at a time; that shows there is a great deal of petty mischief going forward; there are seldom any very great crimes but assaults and little larcenies.



*John Corrie, Esq.*  
3 May 1838.

983. *Mr. Vernon Smith.*] Have you any means of ascertaining the number of educated or uneducated people who commit the crimes?—I generally ask, but I have no record of them.

984. What is your impression?—That the number of educated who commit these crimes is very small indeed.

985. *Mr. Wood.*] Have you come to any conclusion as to any connexion between the want of education and the commission of crime?—I have no personal knowledge.

986. *Chairman.*] Should you say the persons who come before you, and whom you have to commit, or into whose alleged crimes you have to examine, which occupy so much of your time, are generally uneducated?—I scarcely ever have an information that has not either the mark of a man's or woman's name to it, showing that they cannot write.

987. Do you think much of the evil that exists in those districts arises from the want of good moral and religious education?—I have no doubt on the subject that it is so. I may mention a circumstance, which I think will gratify the Committee. We used to have bull-baiting in those districts, and the colliers were devotedly attached to it, and there were riots when any attempt was made to prevent this bull-baiting. Last year Lord Dartmouth opened an enclosure near his own park at the usual time of bull-baiting, for races of various kinds; bag races and other things, and hurdle races, such as deeply interest the common people. He had them there the three days of bull-baiting, and there was no effort to bait a bull; there was no riot and no confusion, and not a single thing brought before the magistrates.

988. *Mr. Wood.*] Did he offer these amusements as a counter-attraction?—Yes.

989. So that the substitution of some innocent amusements to the humbler classes succeeded, even in the uneducated districts you speak of, in drawing them away from these inhuman and barbarous sports in which they were formerly engaged?—It succeeded entirely. Lord Dartmouth attended himself, with all his family, the three days, and I hope it will be a continued practice.

---

*Jovis, 10<sup>o</sup> die Maii, 1838.*

MEMBERS PRESENT.

*Mr. Acland.*  
*Sir Stratford Canning.*  
*Mr. Clay.*  
*Mr. Gladstone.*  
*Mr. W. Gladstone.*  
*Lord Sandon.*

*Mr. Poulett Scrope.*  
*Mr. R. A. Slaney.*  
*Mr. Vernon Smith.*  
*Mr. Owen Stanley.*  
*Mr. Wyse.*

R. A. SLANEY, Esq., IN THE CHAIR.

---

*Edward North Buxton, Esq., called in; and Examined.*

*E. N. Buxton, Esq.*  
10 May 1838.

990. *Chairman.*] THE Committee understand that you can give them information respecting a large district chiefly inhabited by silk-weavers, including the parishes of Spitalfields, Bethnal-green, and parts of Whitechapel and Shoreditch, with the hamlet of Mile End New Town, containing a population exceeding 150,000. Have you taken means, in consequence of the interest you feel in the education of the working classes in that district, to inform yourself as to the state of education there?—I have, in conjunction with other persons, chiefly in the parish of Bethnal-green.

991. Is that the largest parish of the five, and containing the greatest number of weavers?—It is the largest; I have no accurate account, but I believe it contains the largest number of weavers.

992. By the census of 1831, as returned to Parliament, the population of Bethnal-green amounted to 62,018; has the population increased since that time?—Probably it has increased a great deal, because not only has it increased, like other

other parishes, in density, but there is a great deal of waste land which is gradually being covered with houses. *E. N. Buxton, Esq.*

993. Will you state what was the mode taken by the committee of persons who interested themselves in the welfare of the children in Bethnal-green, for the purpose of finding out the state of education there?—We employed two persons, Mr. Bromley and Mr. Anderson, and we appointed them certain districts in the parish; I have got here the streets which they visited.

10 May 1838.

994. Will you give the Committee an abstract of the information they obtained?—In order to calculate the number of children in the parish, which was our first object, we desired them to visit the families and inquire, first, the number of families, and take notes of the number of families they visited; and, secondly, the number of children under two years of age; the number between two and five; then between five and fourteen, and of fourteen and upwards. They visited, with those particular inquiries, 486 families, containing a population of nearly 2,236 individuals; and they found that, in that number, the number of children between the ages of five and fourteen was 498; then calculating that there were the same number of children throughout the whole parish, in proportion to the number of inhabitants, we found that there were about 13,800, or, in round numbers, 14,000 young children, between the ages of five and fourteen, in the parish of Bethnal-green.

995. Were the 486 families which they visited, from your knowledge of the district, a fair sample of what the others would probably be, neither taking the very lowest nor the very highest?—They were a very fair sample, as far as I can judge. They visited the whole or part of about 12 streets, with the courts situated in them. Having found by calculation that the number of children in the parish was about 14,000 between 5 and 14, our next object was to ascertain how many were educated. In order to accomplish this they visited a large district, not making those very particular inquiries, but inquiring the number of families, the number of children between 2 and 5, and the number between 5 and 14. They found that the number between 5 and 14 was 1,883, and that of those 662 were attending daily schools, which leaves about 1,220 who were without daily education. Supposing there were 14,000 children in the whole, we found that, according to the same proportion, there would be about 4,820 who were educated, whilst 9,180 had no daily education.

996. Was this district also, which you took as a sort of sample of the rest with respect to education, fairly chosen?—It was, as nearly as we could. I think probably the whole district would be found rather worse, not better. Then we found that there were 15 dame schools in this district, which they visited, containing 1,662 scholars, and we supposed that the education imparted at those dame schools was not efficient education; it varies; some are much better than others; many of them are merely places where the children are kept.

997. With respect to the education given in those dame schools, have you yourself visited the dame schools?—No, I have not.

998. Then you cannot say, further than from your general knowledge of what a dame school is, what was the actual state of the education there?—No; I did not examine those dame schools; but I know that in consequence of the way in which the women as well as the men are employed, the children are sent there to be taken care of, as I believe they are in other places, and that the education is generally very poor.

999. That is, they are sent to be taken care of whilst the mothers are at work?—Yes.

1000. That is something in the nature of an infant school?—Yes.

1001. Mr. Gladstone.] Do you think that the prominent idea generally in those cases is, that they are sent to be taken care of, and not to be taught?—I think that is a great part of it; their great object is to have them taken care of, in consequence of their parents being occupied; because women are employed as much as men almost in silk weaving. In the calculation we made, we deducted 262 from it, but probably some of the 262 would be below the age of five years, and therefore, perhaps, we ought to have deducted 162 instead of 262.

1002. Besides the dame schools there are other day schools?—There are other schools.

1003. Are there not day schools which are kept by men, and which are a little superior in point of capacity and attainment of the teachers?—It was my supposition that there were some of them, but there are very few indeed, if any; I do not know of any.

*F. N. Burton, Esq.*

10 May 1838.

1004. Then within the district you speak of, the dame schools are the only schools to which they contribute any payment?—Yes.

1005. You found that in the district examined there were 665 children who attended daily schools?—Yes.

1006. From those, if you deduct the 262 attending dame schools, which you consider very inefficient, there would be no more than 403, or a little more than one in five, receiving daily instruction?—That is accurate, excepting that out of the 262, some would be under five years of age.

1007. From this calculation then, it appears that of 14,000 children contained in Bethnal-green, there are less than 3,000 who are properly instructed?—Yes; in order to prove this a very careful inquiry was made of the schools existing in the parish; it was not made by myself, but by Mr. Althans, who is connected with the British and Foreign School Society, and it was proved by Mr. Miller, a person connected with our schools.

1008. Then it was made by a person whose authority you consider as good, and it was tested by another whose testimony you consider good also?—It was.

1009. At what date was this?—It was in February 1838 that the attendance was taken; it was the average attendance in the month of February 1838; Bethnal-green national school, containing 457 boys and 214 girls, upon the average; the Bethnal-green charity school, containing 60 boys and 60 girls.

1010. Is that supported by subscription or endowment?—I believe it is an endowment; it is a Church school. Then there is the Bethnal-green chapel charity school, containing 12 girls. There is Lady Parmiter's charity school, containing 60 boys; that is an endowed school. There is the Episcopal Jews' school, containing 43 boys and 27 girls.

1011. What does Episcopal Jews' school mean?—There is the Episcopal Jews' chapel, connected, I believe, with converted Jews; they are drawn from all parts of the town. It makes unfairly in favour of the education of the parish, because those Jews are brought from all parts of London. The next is a school in Abbey-place, Wilmot-square, 103 boys; the next is a school in Hackney-road, 326 boys; and the next is Twig Folly, Bonner-street, 154 boys; total number, 1,516.

1012. What is the Abbey-place, Wilmot-square, school; is that by subscription?—That is a National school.

1013. What is the Hackney-road?—That is a British and Foreign school.

1014. What is Twig Folly?—That is a British and Foreign school. The total number that they would contain is about 2,000 altogether. These accounts were taken in February, which is a very bad month, and particularly this year.

1015. Supposing you were to take ordinary periods, neither in summer nor in winter, you would conceive that it was rather more than this number?—Yes, I should think so; then in order to make it as large as it probably is, we have supposed that there may be 200 or 300 scholars besides, connected with private schools.

1016. Do you mean connected with charities?—Not connected with charities; I cannot find any others connected with charities, but in which the parents pay for their education.

1017. And rather, perhaps, of a superior class?—Perhaps they are.

1018. Then the calculation that there are 3,000 daily instructed, appears to be above rather than below the truth?—It appears to be above the truth.

1019. In stating that there are about 3,000 children that are instructed, you mean exclusively of whatever dame or day schools there may be?—Yes.

1020. Then, in fact, from the most accurate calculation you have been able to make, both from the sample you took of one part of the parish, and from an examination of a number of children in the various schools, it appears that about 4,820 would be under daily instruction, and 9,180 would be without daily instruction?—Yes.

1021. It appears, however, that this number is considerably more than the number that was returned to Parliament as educated in 1833?—Yes, the number returned to Parliament in 1833 was 1,858 daily scholars, leaving near 12,000 uneducated.

1022. With regard to the education given in the schools, or the attendance on the schools, have you any information to give to the Committee on this subject?—No; the point to which my attention has been directed is the deficiency of education, not the state of education as it exists there.

1023. Having stated the lamentable want of education with respect to the daily education

education in that large district, can you state what you conceive to be the causes of it?—I think the cause of it is, in the first place, the great ignorance of the parents; and, in the second place, the very great poverty of the people.

*E. N. Burton, Esq.*

10 May 1838.

1024. Shall you be able to furnish the Committee with a paper giving an account of the number of ratings below and above 10*l.*, which would show the extent of poverty that exists in that parish?—I think I shall be able to do so.

1025. Will you, in doing so, state upon what principle that rating is made?—Yes.

1026. You have stated that there are a great proportion of rated tenements of very low value in that parish; is the same the case with any large contiguous district?—Not so much, I think. I think another reason why it is so very difficult to provide means of education in this parish, is, that the people who employ these weavers live out of this parish; they live in the city; and, owing latterly to some unfortunate differences between the masters and the men, the masters have not that interest in the workmen that they ought to have. They do not live in the parish; they do not feel that it is their business to interfere, and they are very unwilling; indeed, with a few very excellent exceptions, the general mass of them are very unwilling to interfere in any way.

1027. Supposing there were a means of giving instruction to the children, do you think that a great degree of indifference prevails among the poor people as to the education of their children?—I think there is very great indifference: at the same time, I have no doubt it is partly created by want; they are not in the habit of education. There was at one time a very large school, not exactly in Bethnal-green, but at the corner, in another parish, so that it was supplied with children from Bethnal-green. That at one time had about 600 boys; but, in consequence of being not supported, and badly built, it fell into disrepair, and is now closed, and the children, I believe, go nowhere.

1028. But they did go to it whilst it was there?—Yes; I will read an extract from one of the reports of it in 1820. "The school was established in 1812; since this period 3,778 boys have been admitted, of whom the greater part have derived valuable instruction, and 1,300 after acquiring the inestimable advantages of a moral and religious education, have been known to obtain situations on leaving the school."

1029. Then it is your belief, that supposing the means of instruction were afforded near to them, their desire for it would be gradually increased?—I have no doubt of it.

1030. And that the indifference that they now feel towards their children's education arises in a great measure from the hopelessness of being able to obtain it?—In part it does.

1031. Do not you think that were the means of instruction afforded, when one parent sees the children of another under instruction, and going backwards and forwards to school, and their appearance somewhat improved by the care taken of them, a natural feeling would arise in his mind of a desire that his children should likewise partake of the same benefits?—I have no doubt it would raise the standard in that respect.

1032. Can you state what is contributed by the children either in National schools, or in the British and Foreign schools; also perhaps you can find out what is paid by children going to the dame schools upon the average?—

1033. Can you state anything with respect to Sunday schools in the district of which you have spoken?—I have not taken the same accurate calculation.

1034. There are Sunday schools?—There are some very good Sunday schools.

1035. Are the children in the Sunday schools much more extensive in number than in the daily schools?—I believe the number is between 5,000 and 6,000 that attend Sunday schools; and it is remarkable that in the spots in which the Sunday schools are, we found upon our investigation, a far greater number attending Sunday schools than in other spots, which shows that if the schools are near, the parents will send their children to them, but they will not send them to a distance. In the first district they visited 486 families, and found that 200 children were attending Sabbath schools. In another district Mr. Bromley visited 356 families, and he there found that 353 children were attending Sunday schools, which is a much greater number; the reason of that is, that there are Sunday schools near the one and not near the other, which proves that if Sunday schools were there, they would attend.

*E. N. Buxton, Esq.*

10 May 1838.

1036. *Mr. Stanley.*] Would not many of the 5,000 that attend the Sunday schools be attending day schools?—A great many no doubt; I should think almost all that attend day schools attend the Sunday schools also.

1037. *Chairman.*] Many of those children are employed in the week, in assisting their parents in the silk manufacture?—They are.

1038. At what age do they begin to do that?—At about seven years old.

1039. Do you know how many hours they work?—No, I do not.

1040. Are the children in that district in a good or in a bad condition generally physically?—I think both they and their parents are affected by their work; the appearance of the people in Spitalfields is far different from the appearance of the people in Whitechapel, which is a neighbouring district; they are a much healthier race in Whitechapel.

1041. Do you mean from the confinement?—The confinement in hot close rooms.

1042. Are those children of the age of seven years confined?—They are not confined as they are in the North of England; they work with their parents, almost entirely; the work is almost all done at home.

1043. Do you know what hours the children remain working?—I do not know; there are no regular hours, where they help their parents.

1044. What is the state of the police in those districts?—It is very good.

1045. Are the people themselves, although depressed and poor, and so forth, in general an orderly, a regular, and well-conducted race, or, on the other hand, are there a good many exceptions, of those who drink and are improvident and dirty?—I think, compared with other districts, they are better; they are decidedly better than the district of Whitechapel; but the effect of having no religious and moral education must be seen, as it is seen. They have also the advantage of not working in great numbers together, which has a very demoralizing effect; they work in their own houses with their parents.

1046. *Mr. Stanley.*] Can you state the number of clergymen of the Established Church resident in that district?—No, I cannot state that; there are very few indeed.

1047. How many churches?—There are two churches in Bethnal-green.

1048. *Chairman.*] Can you say how many free sittings there are in the parish of Bethnal-green?—No.

1049. You have stated the number of schools, and the various numbers of children attending; do you know whether there are any play-grounds for the children attending at the schools, so that they may be under the supervision of the master when they are turned out of school?—I cannot answer that question exactly; but I will endeavour to obtain the information.

1050. *Mr. Stanley.*] Is there a resident rector?—No; there is but one curate, I believe, for the whole of the parish; there is the Jews' Episcopal chapel besides.

1051. *Mr. Gladstone.*] Are there then only two clergymen resident in the parish?—There are two clergymen connected with the Jews' Episcopal chapel; there are three in all.

1052. Are you aware of the cause of the rector's absence?—No, I am not.

1053. *Chairman.*] Those clergymen who are connected with the Episcopal chapel do not belong to the parish?—No.

1054. In this printed statement, you say that this district consists, almost without exception, of one vast mass of poor, who are entirely without power to provide for themselves the means of erecting school-rooms?—Entirely.

1055. Do you think such school-rooms might be erected, in the hope that they may in a great measure support themselves?—Yes; I have this reason for hoping it, that in one school in the district, the Hackney-road school, the master has no salary; but he is a very good master, and he is willing to undertake it for the pence that he gets from the boys, the school being entirely free, no rent being paid for the school.

1056. Is that a National, or a British and Foreign school?—A British and Foreign school.

1057. There is an attempt now making by various persons, who take an active part in this district, to establish a large school?—There is; and we are hoping to get a grant from Government.

1058. *Mr. Wyse.*]

1058. Mr. Wyse.] You are not acquainted with the system of education in any one of the existing schools?—I am not. *E. N. Buxton, Esq.*

1059. Are you aware of the number of teachers proportionably to the number of attendants in the several schools?— *10 May 1838.*

1060. *Chairman.*] Is there anything else you wish to state to the Committee upon this subject?—I think that among other schools, if anything were done to remedy the present defect of education there, it would be very important to establish infant schools, on account of the peculiar state of the neighbourhood, so many of them being employed when they come to be seven or eight years of age.

1061. Do not you think the effect of infant schools is very important, as giving a good direction to the mind when the mind is tender?—I think they are the best of schools in that respect, and that in that neighbourhood they are very good. There is one at Bethnal-green, which is one of the best that is to be found anywhere.

*Mr. James Riddall Wood, called in; and Examined.*

1062. *Chairman.*] YOU have been employed for some years past by the Statistical Society of Manchester, for the purpose of making inquiries into the state of education in various large towns of Lancashire?—I have since 1834; in 1834 I commenced. *Mr. J. R. Wood.*

1063. Which was the first town examined?—The township of Hulme, in Manchester; the result of that is embodied in the Manchester Report. Subsequently the committee wished me to proceed with the township of Manchester by districts.

1064. Manchester was the first great town that was examined into?—It was.

1065. What was the next town?—The township of Bury; that was in July 1835.

1066. What was the next?—Salford; in 1835; it was completed about September.

1067. What was the next?—Liverpool; from October 1835 to May 1836.

1068. What was the next?—York, in August 1836.

1069. What was the next?—Birmingham; the one I have been lately engaged in.

1070. Which is perfected, but not yet drawn up into form?—Yes.

1071. During the time you were engaged in those various returns of the state of education in the towns which have been mentioned, had you every facility given you for the purpose of making accurate inquiries?—By the Manchester Statistical Society I had; but not always by the parties from whom I wished for information.

1072. Did you persevere, and make such inquiries as satisfied your mind that the result of them as printed in those reports is accurate?—I did.

1073. They have now been published for a considerable time; some of them have gone into two editions, and they have been examined and looked at for a long period. From all that you have heard, and from all the subsequent consideration that you have been able to give them, are you satisfied that they are substantially accurate?—I am. At the same time it becomes me to say that they have not been undisputed, and I feel obliged to those parties who have disputed them, because from all that appears, they have not been able to touch any of the points with respect to the accuracy of the facts; as to the deductions, of course persons will come to very different conclusions from the same premises.

1074. One of the points upon which a supposed inaccuracy arose, was not so much a fact that was stated, as a calculation made from the population returns, as to the number of the children between five and fifteen?—That was one; and that we are engaged at present in setting at rest.

1075. That was not with regard to an actual fact stated, but with regard to a calculation of numbers between certain ages?—That was it. But there was also another point that was disputed, and that arose from the peculiar wording of our reports. I objected to it, at the time, although it was quite accurate; in our report we state the number of children between five and fifteen years of age in the population; then the number of children receiving instruction, and the remainder we have set down as receiving no instruction whatever. This appeared to a superficial reader to convey the idea that there were no others receiving any instruction in the township or place visited.

Mr. J. R. Wood.

10 May 1838.

1076. Whereas there may be some that may be receiving instruction elsewhere?  
—Yes; either under a private tutor, or at boarding schools out of the parish.

1077. Are you, upon the whole that you have heard, and upon due consideration, satisfied with the substantial accuracy of those returns?—Every day I am more satisfied of the accuracy of the facts stated.

1078. In the various returns to which you have contributed?—In those returns to which I have contributed.

1079. The same arrangement and the same division of the kind of instruction is given in all these returns to which you contributed throughout, that is, into the dame, the day schools, and so on?—It is.

1080. For instance, here is the state of education in the borough of Liverpool: “Dame schools and common day schools. Although those two classes of schools have been separated in the tables, in their general condition they present so few points of real difference, that the committee has thought it advisable in their report to consider them as constituting one large class.” They go on to say that the chief distinguishing characteristics are, with few exceptions, that “they consist of one master or teacher, and a number of scholars, varying from 15 to 40. The terms are sufficiently low to come within the reach of the class of labourers and small shopkeepers; they are supported entirely at the expense of those who benefit by them; with very few exceptions, children of both sexes are taught in the same school-room.” This is a sort of general description of these dame and day schools that is applicable, generally, to the same class of schools throughout these reports?  
—It is.

1081. In the descriptions which are given of these dame and day schools, particularly relating first of all to the dame schools, they state that they are, in many instances, “dark and confined; many are damp and dirty, and more than one-half of them are used as dwelling, dormitory and school-room, accommodating, in many cases, families of seven or eight persons; above 40 of them are cellars.” That is with relation to the dame schools of Liverpool?—It is, and that is correct.

1082. That is confirmed by what you have seen?—Yes, I have seen that with my own eyes.

1083. They say, “Of the common day schools, in the poorer districts, it is difficult to convey an adequate idea; so close and offensive is the atmosphere in many of them, as to be intolerable to a person entering from the open air, more especially as the hour for quitting school approaches. The dimensions rarely exceed those of the dame schools, while frequently the number of scholars is more than double. Bad as this is, it is much aggravated by filth and offensive odour, arising from other causes.” That is an accurate description, taken from the account of Liverpool?—It is.

1084. It goes on to say, “The masters are generally ignorant of the depressing and unhealthy effects of the atmosphere which surrounds them, and do not consider it desirable that their schools should be better ventilated.” That is an accurate description?—It is.

1085. And you can state that the descriptions which are given of the various dame and day schools, and other schools that are mentioned throughout these reports, to which you have been a party, are accurate, and taken from examination?—They are; they are taken from personal examination.

1086. It is stated in these reports, that the persons who are instructors in those dame and day schools are extremely unequal to the task; that they are many of them but half-informed persons themselves; that they are persons unable to obtain employment elsewhere, and betake themselves to instruction of youth, but are not at all fit for it; and that the worst consequences follow to the children who are placed under their instruction. Is that the case?—It is true.

1087. Various examples of the evils arising to children are mentioned, and various examples of the ignorance of the teachers. It is stated, in the Liverpool report, that one master being questioned on the subject of morals, was asked if he taught morals, and he observed, “That question does not belong to my school; it belongs more to girls’ schools”?—That is quite correct.

1088. It states also, that “In the poorest schools no pretence is made to teach morals, and many masters have no idea what teaching morals can possibly mean; the generality of teachers, indeed, entertain very imperfect notions on this subject”?—That is true.

1089. It is stated, that “It is not uncommon to find the mistress of a dame school gone out for the day, and her school in charge of some neighbour or neighbour’s

bour's child; sometimes she is found washing at the back of the house; at other times the washing and drying is carried on in the school"—That is very much the case in Liverpool.

1090. Mr. Wyse.] Were the proportion of schools in which such conduct is stated to have occurred very numerous?—The proportion in Liverpool was numerous, and in Manchester too. The statement with respect to the washing applies to the dame schools, of course; those were only common day schools, in which writing was taught.

1091. Is it generally carried on in the dame schools?—I should say, that in more than one-half the dame schools, the mistress washes, either in the school or in a little back place, during school hours.

1092. Is she assisted by the pupils in any way?—No, I never saw anything of the sort.

1093. Chairman.] Do you recollect this case: "In a garret, up three pair of dark broken stairs, was a common day school, with forty children, in the compass of ten feet by nine"?—I do.

1094. It is stated, "On a perch, forming a triangle with the corner of the room, sat a cock and two hens; under a stump bed, immediately beneath, was a dog-kennel in the occupation of three black terriers, whose barking, added to the noise of the children, and the cackling of the fowls on the approach of a stranger, were almost deafening; there was only one small window, at which sat the master obstructing three-fourths of the light it was capable of admitting." Is that accurate?—That is correct; it beggared all description. There are several schools in the same neighbourhood, four or five common day schools, which are in the same condition, filthy in the extreme; so that, in obtaining information, I have been obliged to withdraw three or four times, and always to carry scent with me to scent my pocket handkerchief.

1095. Mr. Wyse.] Would you say that that was the case with the majority of those schools?—No, but in certain neighbourhoods in Liverpool.

1096. Chairman.] Some of those schools to which you applied the description of their being in such a miserable condition, were schools in which there were 30 or 40 children?—They were, but those were *outrè* cases; those were the worst cases, and they were cases which we found generally clustered together in one or two situations, which, in my report to the committee, I stated, pointing them out.

1097. Were the dame schools generally well or ill supplied with books?—Very ill supplied indeed.

1098. It is stated, that "The poverty of the mistress renders it quite out of her power to provide them, and the parents neglect to furnish their children with them, either from the same cause, or from indifference;" is that the case?—Yes, it is quite correct.

1099. There is considerable detail given in these reports of the sums that were paid by the children; did you take pains to obtain that accurately, so that you fully believe that is an accurate account of the amount usually paid?—Generally speaking, I believe it is perfectly accurate, but I had some difficulty; in many cases I was obliged to put it as not ascertained, where I could not depend upon the information.

1100. Are you satisfied of the substantial accuracy of it?—I am, from the circumstance of having inquired also of the poor people in the neighbourhoods occasionally respecting their children, and what they did pay.

1101. Do you remember the case of "one master, who having stated that he used the globes, was asked if he had both or one only"?—I remember that very well.

1102. And he replied, "Both; how could I teach geography with one;" and on further questioning him, "it appeared that both were, in his opinion, necessary, because one was supposed to represent one-half, and the other the remaining half of the world;" was that the case?—It was; he turned me out of his school when I explained to him his error.

1103. Did you happen to find some difficulty in obtaining the numbers in some of the day schools, from a notion that is prevalent among the mistresses, that it is unlucky to count their scholars?—I should scarcely say that it was prevalent among the mistresses; I found it in many cases, but not the generality; but some persons, upon a point of conscience, would not count them; they thought it was unlucky.

1104. Do you remember one who had conscientious scruples, and said, "It would

Mr. J. R. Wood.

10 May 1838.



Mr. J. B. Wood.

10 May 1838.

would be a flat flying in the face of Providence.' 'No, no,' said she, 'you shan't catch me counting; see what a pretty mess David made of it when he counted the children of Israel'?"—Yes, I remember that very well; I ran the risk of counting the scholars during a further conversation with her.

1105. Mr. Wyse.] Did you find, in general, a difficulty in obtaining accurate returns from those people?—Not in general.

1106. Was there any apprehension entertained by the persons to whom you applied, that it was preparatory to some change in their condition, or some measure in contemplation on the part of Government?—There was; I think I might say a very general impression that this was preparatory to some change, and that it was an inquiry instituted by Government; and I had some difficulty, particularly among the higher class of schools in Liverpool, in making my way at all. They could not believe that any committee of gentlemen would undertake the expense of going through an inquiry of that sort.

1107. Do you think they were hostile to the interference of Government with education?—Decidedly so.

1108. *Chairman.*] Do you mean the masters and mistresses?—Yes, with a few exceptions.

1109. Mr. Wyse.] Even the dames?—The dames of course, almost without any exception. Some few of the dames went so far as to prefer a request that they might be thought of in case public schools were established, and put into office, in some situation.

1110. Did the dames seem at all sensible of their deficiency?—Very commonly. I have met with instances of their saying, "It is not much they pay me, and it is not much I teach them."

1111. *Chairman.*] It is stated in several of these reports, that the masters of the day schools were by no means sensible of their deficiency; but, on the contrary, were often self-sufficient, and thought themselves very well able to teach; do you remember the expression made use of by one of them, who said; "I hope that the Government, if they interfere, will pass a law that nobody that is not high larnt shall teach for the future; then we shall have some chance"?—Yes; I remember that very well.

1112. With respect to the charity schools, both the National and the British and Foreign, and other charity schools, it appears that they were much superior, in the instruction given, and in the places of reception for the children, to the day and dame schools?—Much superior to the day or dame schools, with a few exceptions.

1113. And better ventilated?—Almost invariably.

1114. More room?—More room.

1115. And the instruction more adequate to their wants?—The instruction in charity schools is not what it ought to be.

1116. It is stated, that "the school-rooms of the charity schools are, in some cases, commodious and lofty; but those which are under places of worship are necessarily low, and from the number of children confined in too small space, the air soon becomes unfit for healthy respiration;" that is with relation to schools at Liverpool?—At Liverpool.

1117. Your account of the infant schools is, that in general they are well managed?—They are better managed, perhaps, than any class of schools that I have visited.

1118. They have been more recently established?—Yes; and the system is better adapted to the infant mind than anything that had gone before it.

1119. You have been asked hitherto particularly with relation to points deduced from the report upon Liverpool; but you will be able to answer in the same way with relation to the report from Manchester, and any other of the towns?—I should be able to verify the whole of those reports, except one or two typographical errors which have crept in, and which I overlooked when the sheets passed through my hands.

1120. The Manchester report has gone through two editions?—It has.

1121. Have you seen the second edition?—I have.

1122. You have no doubt that the return of Manchester is substantially correct, the same as that of Liverpool?—None whatever.

1123. The same tabular statement is used in all these reports, which are drawn up from inquiry?—I have always observed the same plan; but in the Manchester report we have not ascertained the number between five and fifteen years of age, the

the number above fifteen, and the number under five, attending in each particular school. We have merely made an estimate in the case of Manchester.

1124. You stated that the number attending the different schools in the borough of Manchester are 43,304, of whom 10,108 attend day and evening schools only; 10,010 attend both day and Sunday schools; and 23,185 attend Sunday schools only: that the population of the borough being calculated at 200,000, the number of persons receiving instruction of some kind or other, is 21.65 per cent. of the total population?—At the time the return was made.

1125. And of those attending day and evening schools, the numbers give about 10 per cent. of the population?—Yes.

1126. That was drawn up from the accurate information which you were able to obtain?—It was.

1127. Then we come to the different classes of schools, which are classed in the same way as they were in the town of Liverpool; and first of all we come to dame schools. It appears that the number attending dame schools is 4,722; the number attending common boys' schools 5,110; the number attending common girls' schools 1,690; with respect to dame schools, it is stated, "This is the most numerous class of schools, and they are generally in the most deplorable condition; the greater part of them are kept by females, but some by old men, whose only qualification for this employment seems to be their unfitness for every other. Many of those teachers are engaged, at the same time, in some other employment, such as shopkeeping, sewing, washing, &c., which renders any regular instruction among their scholars absolutely impossible." Is that, from your observation, an accurate description of them?—It is quite as much so as in Liverpool.

1128. It states, "These schools are generally found in very dirty unwholesome rooms; frequently in close damp cellars, or old dilapidated garrets; in one of these schools eleven children were found in a small room, in which one of the children of the mistress was lying in bed, ill of the measles, and no less than 30 of the usual scholars were then confined at home with the same disease." Do you remember the case, and is it an accurate description?—I remember it distinctly; and it is perfectly accurate.

1129. It is stated, that "in another school all the children, to the number of 20, were squatted on the bare floor, there being no benches, chairs, or furniture of any kind in the room. The master said his terms would not yet allow him to provide forms." Do you remember that, and is it an accurate account?—I remember it, and it is accurate.

1130. There is a note saying that "one of the best of these schools is kept by a blind man, who hears his scholars their lessons, and explains them with great simplicity; he is, however, liable to interruption in his academic labours, as his wife keeps a mangle, and he is obliged to turn it for her." Do you remember that case?—I remember it well; it is in a cellar.

1131. You have stated some exceptions to this, in the case of one or two primitive dame schools, kept by tidy elderly females, who keep their schools in a very neat and orderly manner, but who seem to be quite an exception?—Yes; there are very few of them.

1132. The terms of the dame schools, it is stated, vary from 2 *d.* to 7 *d.* a week, and the average 4 *d.*?—That is correct.

1133. Then with respect to common day schools, it says, "these schools seem to be in rather better condition than those last mentioned; but are still very little fitted to give a really useful education to the children of the lower classes. The masters are generally in no way qualified for their occupation, take little interest in it, and show very little disposition to adopt any of the improvements that have elsewhere been made in the system of instruction." Is that a correct statement?—It is a faithful picture.

1134. In a note it is stated that most of the masters and mistresses of these schools seem to think their own plan the best, and they are very little inclined to any suggestion of any improvements, and to any suggestion they only answer, "the old road is the best"?—That is correct; and they said, "there is no royal road to learning," very frequently.

1135. Did you find the masters rather conceited and self-sufficient in their own opinion?—Not rather, very much so; it seems a peculiar feature in the character of schoolmasters.

1136. Is that confined to Manchester, or do you find it generally the case?—I find

Mr. J. R. Wood

10 May 1838.

find it generally the case; I find some intelligent masters who admit it, and they conceive there is something in the occupation which begets self-sufficiency.

1137. Are those masters in the habit of associating one with the other?—No.

1138. There is no such thing as a society of masters?—There is a society of masters in Liverpool, but it is confined to the masters of the public and charity schools; there is not much cordiality between them, at least there was not when I was there; they could not get meetings. In Birmingham they have established one during the time I was there, and they hope to include masters and mistresses of private schools; some of the Sunday school teachers have come forward to join the society, but of course there is a good deal of jealousy exists amongst private teachers, especially if they live in the same locality.

1139. Do you mean jealousy between the public teachers and the private teachers, or between one private teacher and another?—Between one private teacher and another.

1140. Had you an opportunity of judging between the merits of the teachers, who are members of the society, and those who are not members of the society?—It would be unfair to speak of the Birmingham Society, as it was in its infancy; but I should state, that those with whom I was acquainted, belonging to the society were amongst the most intelligent persons in the profession in Birmingham, and in Liverpool decidedly so, but in the latter place they were masters of charity schools only.

1141. Do you attribute that to the circumstance of their having opportunities of comparing their different methods together, and ascertaining which was the best?—No, I attribute the origin of the society to two or three talented individuals, masters of public schools, who wished to do something towards stimulating their fellow-teachers to increased exertions, and they established a society for that purpose.

1142. Could you collect, from your experience and inquiry into the subject, whether this society of teachers has contributed to dispel the prejudices and self-sufficiency of teachers in general?—I could not form an opinion of that.

1143. *Chairman.*] With reference to the state of the schools in Manchester, it is stated, that “in the great majority of these schools there seems to be a complete want of order and system,” that “religious instruction is seldom attended to beyond the rehearsal of a catechism, and moral education, real cultivation of mind and improvement of character are totally neglected;” is that accurate?—It is perfectly true.

1144. Do you recollect the case where, “Morals!” said one master, in answer to the inquiry whether he taught them morals. “How am I to teach morals to the like of these”? Do you recollect that?—Very distinctly.

1145. From the whole of your recollection respecting these numerous schools, which give what is called instruction to these very numerous classes in Manchester, the dame and day schools, you state that they are imperfect and extremely deficient as it regards giving moral or religious or useful education to the children who go to them?—I know that they are, from subsequent inquiries amongst children who have attended the schools, which have proved it; and within the last six weeks I have visited many hundred families, including a population of above 6,000, and I found a very great number of them who have attended those schools, and have learned, perhaps, to read the Testament, who are 15 or 20 years of age, and now, in many cases, they do not know their letters, and many others that cannot read, who were able to read fluently on leaving school.

1146. You are speaking now in relation to Manchester?—In relation to Manchester particularly.

1147. That is to say, you verified the conclusion you came to as to those schools, by subsequent inquiry as to the effects of that education upon a great number, and you found yourself confirmed in the conclusion to which you had arrived?—Far beyond what I had expected.

1148. *Mr. Gladstone.*] When the schoolmaster answered, “How am I to teach morals to the like of these,” do you suppose, in point of fact, that he was not in the habit of giving them instruction upon their duties, or that he was, perhaps, rather puzzled by the word “morals”?—I think he had an idea of the question, and of the answer that I expected from him; but I understood the answer to mean, that it was quite enough for him to keep them in anything like tolerable order, and to teach them a little reading and writing.

1149. Have you any impression, that if, instead of putting the question to him in that form, you had asked him whether he taught the children their duties to God

God and to man, he would have given you an answer substantially the same, and have said, How am I to teach duties to the like of these?—It is my decided impression that he would, or I should have been acting very wrong in inserting it in the report: perhaps I was wrong in not eliciting more, but I have in many instances done so, and found, that almost invariably where I have received answers which would bear a twofold construction, and where, being willing to put the most favourable construction upon it, I have put further questions to them, I have received answers to this effect; why, I flog them when they do wrong, or something to that effect; but beyond that they seem to have no idea of moral education.

Mr. J. R. Wood:

10 May 1838:

1150. Does your opinion go to the extent that in a large proportion of those cases of the private schools there is little or no moral training in the teaching of duties?—In a vast majority there is no teaching of moral duties, no moral training at all.

1151. Mr. Owen Stanley.] You have extended your inquiries now to several large towns. Do you think that the poorer classes generally would gladly pay a penny a day for good instruction for their children, if a national system of education were organized?—I am quite satisfied they would gladly pay a penny a week; but in answering that question perhaps it is my duty to state that it is not the penny a week that is the question with them in sending their children to school; it is the expense of keeping them, when they can find profitable employment for them at six or seven years of age; and it is an expense to provide them with such decent clothing as they ought to have when they go to school, and without which of course the parents would not think of sending them; and these appear to be the great obstacles in the way in reaching the poor generally with an improved system of education, they are so pressed. It appears to me, in fact, that the only way in which general education can obtain must be by an advance in the wages of the adult population.

1152. Chairman.] You have stated that the girls' schools are in a much better condition than the boys', and had a greater appearance of cleanliness and regularity?—That is, I think, universal.

1152.\* You see it appears that in the common day and dame schools there are no less than 11,500 children. Now, you have been asked whether or not the working classes in Manchester would be willing to pay at the rate of 1*d.* a week if there were an organized system of instruction for their children; now, are you aware that those 11,500 paid, each of them, a great deal more than 1*d.* a week for a very bad, and very miserable, and very inefficient kind of instruction, such as you have described?—I am.

1153. If that is the case, have you any doubt that those persons, at all events, would be willing to pay a smaller sum for a great deal better instruction?—Yes, that conclusion is quite correct; but a number of those 11,500 who are attending school do not attend continuously. In the population of Manchester there are comparatively few, if any, who have not at some period or other of their life been at a school; but they are, generally for months, taken away, and sent to some employment; and if that employment fails them, if their fathers can afford it, they are sent to school again.

1154. Mr. Owen Stanley.] Do you think that the poorer classes would not gladly pay 1*d.* a day, or any other sum, for good instruction to their children, if a good national system were organized, in preference to the schools they attend now?—There can be no question about it.

1155. Chairman.] Do you think that, supposing that any good system were brought to their doors, at a cheaper rate than what the present bad one costs, a great increase in the attendance at those schools might be expected?—No doubt there would be a very great increase. Indeed I may state, that I have met, within the last six weeks, with a number of persons who are anxiously looking for something of the sort coming within the reach of their limited means.

1156. With respect to endowed schools, charity schools, and schools attached to public institutions, in which a considerable number are educated, a great many on the national system, and others on the Lancasterian plan; it appears that those are all much better managed than those dame and day schools?—They are much better managed; they are under the superintendence of committees, and the masters have been taught the system, but still they are susceptible of very great improvement. The great evil of those schools is the irregularity of the attendance of the children; I may mention, that at one of the national schools in which the books were well kept, there were 400 scholars, and they had admitted nearly 900

Mr. J. R. Wood. in 11 months, they never had more than 440 on the books at the same time during the 11 months.

10 May 1838.

1157. Do you happen, from these inquiries which you have made, to know whether or not the attendance of children in the schools, either upon the National or upon the British and Foreign system is better where they pay, than where they do not pay?—I shall be able to return an answer to that question to-morrow, by referring to my papers.

1158. It appears that the infant schools are better managed than most of the others, and it is stated that it is a matter of very great regret that their numbers are so small, as they would be very advantageous to the children?—Yes; the infant schools are most invaluable means of education.

1159. It is stated that they form a striking contrast to the dame and common schools; that is the case, is it?—Remarkably so.

1160. With reference to Sunday schools, it is stated that there are a great number of children attending Sunday schools in Manchester, 33,196, that the instruction there is confined to religion and reading, and that no only teach writing; but it states, "though from the short time necessarily devoted in these schools to the instruction of the children, little positive knowledge, not immediately religious, can be communicated, they must, nevertheless, be regarded as holding a very important place among the existing means of education for the lower classes of the people. The habits of order and regularity the children acquire; the religious and moral instruction they receive; the early practice of attendance on Divine worship; the friendly communication with those above them; and the kind and social feelings that are cultivated, where a large number are drawn together by the same object of innocent pleasure or mutual interest, must and do secure to those who frequent these schools some of the happiest and the most valuable results of education." You found that to be the case?—Yes; I have further proof of that in the present investigation.

1161. Have you, in the general examination that has taken place in these two of the largest towns in the kingdom, seen advantages arising to the adults, who have grown up, and who have had a tolerably good education, as contrasted with the evils arising to those who have not been able, or had a deficient and bad education; is there a considerable difference in their demeanour in comparing the one with the other?—My opinion inclines to say yes; but I have met with so many cases of persons who have received a good education, whose demeanour and habits are altogether bad, and also so many cases of persons who have had no education, whose demeanour and habits have been respectable, that I hesitate a good deal to give a decided opinion upon the question, particularly as I have found lately that persons who have received no education appear more anxious to give their children an education than persons who have received an education, such as they get at common day schools.

1162. The question applied not to those that had received education at common day schools, but to those who have received a good education, which comprises proper religious and moral education?—Then I have no difficulty in answering the question in the affirmative.

1163. You have no difficulty in saying that their subsequent conduct has improved?—Decidedly.

1164. Do you consider, from the investigation that you have been able to make, that their demeanour and conduct has improved as it regards performing the general duties of life, and being less likely to commit crime, and more likely to be good servants and good workmen, than those who had their education neglected, or received only bad education?—Invariably so.

1165. *Sir Stratford Canning.*] Do you judge of the education by the subsequent conduct of the people that have been educated, or is the judgment you have expressed formed upon your knowledge of the schools, and of the persons, with respect to their conduct afterwards?—My judgment is formed from visiting thousands of individuals, and ascertaining from them what sort of education they had, and their opinions and feelings, and becoming acquainted with their habits; and I think I may safely say, that where I have known them, from the schools at which they have been, to have received a good education, by which I mean a respectable moral training, they have almost invariably turned out respectable characters.

1166. *Chairman.*] In the Report there is a general result stated, with regard to the education in the borough of Manchester, as follows: "That the number of children returned, as attending different schools, affords a very imperfect criterion of

of the real state of education in any town or district, where such returns are made." And "That uniting this ground of judgment with actual inspection of the schools, and examination of the nature and general efficiency of the instruction there received, it appears that the means of education at present existing in the borough of Manchester, for the lower classes of the people, are extremely inadequate, and are in general very little fitted to secure any of the really valuable results of education to the children who attend them." Is that your opinion?—That is my opinion, undoubtedly; and no one, who has read the Reports, can doubt it, if they are true.

1167. It is stated, "That of the children who attend the dame schools, amounting to 4,722, and about one-half of whom are under five years of age, the vast majority receive no instruction which is at all deserving of the name;" "that of the children who attend the common day schools, amounting to nearly 7,000, the greater part receive an extremely poor education, scarcely meriting the name; that this is owing chiefly to the ignorance and incapacity of the masters"—Added to the irregular attendance of the scholars.

1168. The Report on the state of education in Salford states, that the borough of Salford contains a population of about 55,000?—Fifty-five thousand or 56,000. We estimated it at that, taking the rate of increase from 1821 to 1831.

1169. The Report states, that the number attending the various schools in the borough were 12,885, of whom 3,131 attend day or evening schools only; 3,410 attend day and Sunday schools, and 6,344 attend Sunday schools only?—Yes.

1170. With respect to the dame schools in Salford, does the general description you have applied to the inefficiency of the dame schools at Manchester and at Liverpool apply; with some variations, to the dame schools at Salford?—Yes; but my impression is, that in Salford they were rather better, as educational means; that is, that the proportion of the better description of dame schools was greater than in Manchester or Liverpool.

1171. Nevertheless, it states, that "very few of those schools were found to possess more than fragments of books; and in many cases no books were to be seen, the mistress not having the means to procure them, and the parents neglecting to do so;" it is stated also, that "order and cleanliness are little regarded, and the children are, for the most part, congregated in close and dirty rooms, in which the whole business of the school is carried on, and where the family sleep;" is that accurate?—That is correct.

1172. It states, however, that "some of these schools are superior to any of the same class in the borough of Manchester." Are those what you were alluding to?—Yes, they are.

1173. Especially in one district, that of Christchurch, which it states is to be attributed "in a great measure to the active interest taken by the Rev. H. Stowell in the surrounding population; the occasional visits of that clergyman, and of members of his congregation operating as a stimulus to the exertions of the teachers"?—It evidently had done so.

1174. With respect to the common day schools in Salford, does the same kind of description apply to those, or were they somewhat better than in Manchester?—In the out-township they were, I think, somewhat better than in Manchester, but very little; there were a great number of an inferior description.

1175. It says, "the poorer schools of this class are very ill provided with books; many are kept in dark and confined rooms, ill-furnished, and some are found in situations exposed to noxious effluvia." Do you remember that?—I remember that.

1176. That is accurate?—That is true.

1177. It concludes, "the committee may therefore remark, with like justice, that those schools are for the most part nearly inefficient for any purposes of real education." You agree in that?—I do.

1178. With respect to the Charity, the Infant, the Lancasterian, and National schools in Salford, may the same remarks be applied to them as have been applied to similar schools in Manchester, that they are a great deal better, at all events, than the day and dame schools, though they are still susceptible of considerable improvement?—Yes, they are susceptible of very great improvements.

1179. Mr. Stanley.] Have you visited the Sunday schools much in Manchester?—I have; every Sunday school.

1180. Was the mode of education good there?—In some of them it was excellent; in others it was the reverse.

Mr. J. R. Wood.

19 May 1838.

1181. It seems that the proportion of Sunday schools supported by Dissenters is very great. It appears, that of the Sunday schools in Manchester, 25 are connected with the Established Church, and 61 are carried on by Dissenters; and that there are 7,954 scholars in the Church Sunday schools, and 16,856 in those of the Dissenters?—Yes.

1182. *Sir Stratford Canning.*] What is your opinion as to the cause of the marked difference you have observed in the Sunday schools?—In some cases it is owing to a different system; more generally to a mere want of energy on the part of the teachers, where the teaching is very inefficient.

1183. Can you give the Committee an idea of the difference as far as the system is concerned?—Those Sunday schools in which the monitorial system was adopted, and where the teachers were paid, I think were invariably comparatively inefficient; it was little more than an assembling of the school together to hear them repeat a lesson which they had committed to memory, and perhaps get through a little reading.

1184. *Mr. Wyse.*] You say where a salary was paid; do you mean where they had a fixed salary allowed by the society conducting the school?—I mean that.

1185. *Sir Stratford Canning.*] Will you state the circumstances which constituted the difference in the Sunday schools, which you thought better?—In all the Sunday schools connected with the Church of England, in which the teachers were not paid, in which the monitorial system was not adopted, and where they had a sufficiency of teachers, there the education was very superior. There was an interrogative system; pains were taken to reach the understanding of the children. But when they have paid teachers, they have generally also the monitorial system, inasmuch as they cannot afford to pay so great a number of teachers; and the school is therefore conducted upon the plan of having a large number of children, with a few teachers paid; and where monitors are introduced into a Sunday school they are totally inefficient.

1186. *Chairman.*] You think that the monitorial system has the effect of making the children learn as matter of rote, without its reaching the understanding?—It must necessarily be so; the monitorial system cannot afford explanation.

1187. *Mr. Stanley.*] Did you remark any difference between the Sunday schools of the Church establishment and those of Dissenters?—There is a very good understanding between the Sunday schools of the Church of England and those of Dissenters generally in Manchester; at least with respect to those that are efficient of both parties. I cannot say quite so much for those who are not so efficient. Both the Dissenters and the Church, in proportion to their want of efficiency, seem to have more jealousy of each other.

1188. But the well-educated, of both go hand-in-hand together?—Very much so; and subscribe to each others' schools to some considerable extent.

1189. *Chairman.*] There is a very great number of Dissenters of various denominations in those great manufacturing towns to which these reports relate?—Yes, but they are divided into a very great number of sects.

1190. The borough of Bury is one that you also visited?—It is.

1191. It appears, that the borough of Bury comprises a population of about 20,000; that the number attending the different schools in Bury is 5,727, of whom 1,503 attend day and evening schools only, 1,122 attend day and Sunday schools, and 3,102 attend Sunday schools only?—Yes.

1192. It is stated, that in comparing the returns made to Government, under Lord Kerry's motion, with the result of the present inquiry, the committee find an error in those returns of 19 schools, containing 861 scholars. So that there does not appear to have been a full return to Lord Kerry's motion in that instance?—Not nearly a full return.

1193. With respect to dame schools, does the same description of the inefficiency of the mistresses, and the want of accommodation in the school-rooms, and the bad state of education there, apply to Bury, as was given in Manchester, and in the other reports?—Generally; my impression is that it was more like Salford; that it was somewhat better than Manchester and Liverpool.

1194. *Mr. Stanley.*] Was sewing taught to the girls in those dame schools?—In a great proportion of them sewing was professedly taught; but perhaps in a school of 20 or 30 girls I should not find more than two with sewing in their hand.

1195. *Chairman.*] Nevertheless they are somewhat better than the others. There appear to be these accounts of the schools in Bury, that of the teachers,

two only were educated for their profession, no fewer than eight had other avocations, which they pursued during school-hours, and very few of them allowed their duty to their scholars to interfere with their household occupations. Is that an accurate account?—It is.

1196. It is stated that two were washing in the school-room; that one kept a milk-can in the school-room, and sold milk, and that another was a hat-maker, and was occupied in baking bread in a little back-room?—Yes.

1197. Do you recollect that two of those schools had nearly all the children asleep on the forms, or on the floor, and the mistress observed, by way of apology, that they were better so than awake?—Yes; it was in very hot weather.

1198. With respect to common day schools, does the same kind of description apply as has been applied to common day schools in the other boroughs?—It does.

1199. It is stated, "There is seldom any attempt made to explain to the children the meaning of what they read; one master, who professed to instruct his scholars in religion and morals, was asked what method he pursued for the former, when he replied, 'I hear them their catechism once a week,' and to the question how he taught morals, 'I tell them to be good lads, you know, and mind what I say to them, and so on'?"—That was the fact.

1200. It is stated that the endowed and charity schools are of a better description, but still that great improvement might be made in them?—They are susceptible of very great improvement; the rector takes a deep interest in the schools there.

1201. Do you think that in consequence of the rector's taking a deep interest in them, they are better than they would be otherwise?—Decidedly so.

1202. Then the presence of a conscientious clergyman, who takes a deep interest in a school, seems to you to have a very good effect upon the welfare of the children?—Yes, in two ways, both upon the mind of the children and the master; he is encouraged, he feels that he is not left alone in his work.

1203. And it encourages respectable neighbours and individuals to take some interest in the schools as well?—It does; wherever I have been I have had occasion to make the same remark.

1204. Notwithstanding the result in Bury, that the condition of instruction in Bury is better than in Manchester, the conclusion made by the committee is, that the instruction conveyed in the various schools is highly defective and inefficient; that the teachers are, for the most part, little qualified for the task; and that, until a class of persons are expressly educated for the profession, very little improvement is to be expected?—Not educated, as they profess themselves to be educated, but educated upon an improved system. The table we have introduced in all our reports is a very fallacious one; a number of those educated for the employment are many of them most inefficient masters and mistresses, they have been educated on such an imperfect system.

1205. The city of York is a totally different description of place from the towns to which you have spoken before, not being a great manufacturing town; but a town where the population has not increased very rapidly, and in which there are a considerable number of opulent inhabitants of various classes?—Yes.

1206. It is stated that the population is about 28,000; that 2,228 attend day and evening schools only, that 2,521 attend day and Sunday schools, and that 842 attend Sunday schools only; so that it appears that a much greater proportion of the children in the city of York receive daily instruction than is the case in the cities which you before looked at?—Yes.

1207. It is stated here that those returns show the extreme inaccuracy of the returns of schools made to Government in 1833; you believe that to be the case?—I do; I copied the returns.

1208. The committee state, "That the gross amount of error actually detected by the committee in the Government tables, in the five towns they have examined, is 34,000 scholars, and the real error, is, probably considerably more;" that is to say, there was a return of fewer scholars than there really were?—Yes, by 34,000.

1209. What five towns were those?—Manchester, Salford, Bury, Liverpool, and York.

1210. It states, with respect to the dame schools at York, "That this class of schools is, on the whole, superior to those in the crowded mercantile manufacturing towns before examined; that there is not so great a demand for the labour



Mr. J. R. Wood.

10 May 1838.

of the children, and they stay longer at school; and that the condition of the schools and the scholars is better than they are in those other large towns"?—That is very much the case in York.

1211. They go on to say, however, "Still, the great majority are in a truly deplorable condition; they are generally kept in small and confined apartments," though better than in Liverpool and Manchester. Then it adds, "When we come to the nature and quality of the instruction conveyed in these schools, we find them little, if at all, superior to those already reported as so lamentably inefficient in the Lancashire boroughs. In York, as everywhere else, the committee found the dame schools generally destitute of proper books, sometimes possessing none at all;" is that an accurate account?—That is correct.

1212. It is stated, "that these teachers are commonly women of little education and small capacity; that most of them are in the depth of poverty, and that some of them are actually paupers"—That is correct.

1213. It says, "that some of them have as many as 50 children committed to their care at once, and that all of them are too poor to provide the necessary books"—That is the case.

1214. The committee go on to say, "We shall think with deep compassion on their scholars, and with some degree of humiliation at the contrast which this picture presents with other lands." Then they come to the common day schools, and they say they are better than the dame schools, but that the supply of books is not much more abundant, and the selection equally injudicious. They say, and your attention is particularly called to this, that "the Bible (or parts of it) is the general book from which the alphabet is learned, amid much flagellation and many tears;" is that the case?—That is correct.

1215. Do not you feel convinced, from your observation, that such a use of Scripture must tend to give a child a dislike to it?—I am fully satisfied that it has that effect, both from my own observation as well as from the reasonableness of the thing itself, from the constitution of the human mind.

1216. It says further on, that there was one exception, where a master had the wisdom to perceive that to use it as a primer was not the method most likely to secure it respect and affection in after years, and that that was a solitary exception?—A solitary exception in the city of York.

1217. Was this the case with relation to the schools in the populous boroughs of which you have spoken already, that it was used in the same way?—Generally so; I have met, occasionally, with a master who has seen the evil of using it in that manner.

1218. With the same evil effects in those boroughs as in the city of York?—Quite so.

1219. It goes on to say that "the education is scarcely ever effective in those schools;" that "the system pursued is universally slovenly and mechanical, and the birch is the general interpreter of learning; that interrogation is rarely resorted to; that religion is taught by catechisms, and morals by the rod;" is that the case, as far as you observed?—Generally speaking, it is in the day schools.

1220. With respect to the infant schools, with Sunday schools, with the charity schools, do the same remarks that you have made upon those schools in the other towns apply, in some measure, to these, only that they are of an improved character rather in the city of York?—There are so many charity schools, and so diverse in their nature, that I should scarcely apply the same observation to them generally. Some of the charity schools of the city of York, those which are the most extensively useful, are of a very improved character, compared with the same description of schools in Manchester and Salford; the endowed schools I could not apply the same remark to.

1221. The report states that there are three National schools connected with the Established Church, and that "a tolerable degree of order and discipline is preserved; but from the nature of the system, the education cannot be otherwise than defective in the extreme, as the children are instructed by children little more advanced than themselves, and who are often open to petty bribery." Then it goes on to say, "to the five schools which are conducted on the improved Lancastrian model, the same remarks will apply, though in a more limited degree, for in them the master is assisted by two or three young persons who are expressly educating for the employment." That is a correct account?—It is, and a very pleasing effect it has produced upon the school; the young persons being monitors.

Veneris, 11 die Maii, 1838.

MEMBERS PRESENT.

Mr. Acland.  
Mr. Childers.  
Mr. Pusey.

Mr. Slaney.  
Mr. Owen Stanley.

R. A. SLANEY, Esq., IN THE CHAIR.

Mr. James Riddall Wood, called in; and Examined.

1222. *Chairman.*] I BELIEVE you have been employed for some time in an inquiry into the state of education in the borough of Birmingham?—I have.

1223. What length of time have you been employed?—I was about eight weeks in visiting Birmingham; of course I had considerable assistance, a clerk to write down for me; I merely visited the schools and reported to him.

1224. I think there was a large meeting held at Birmingham of persons of various descriptions friendly to education, of different opinions and different denominations, and it was agreed that you should be employed for the purpose of making these inquiries?—I believe it was; at least it was agreed by the general committee that a sub-committee should have power to do what they thought proper. There were differences of opinion in the general committee about the propriety of employing me, I having been engaged in various other inquiries.

1225. However, power was given to the sub-committee, and the sub-committee in their inquiry chose you to conduct it?—They did.

1226. Have you conducted inquiries also into the state of education in the large towns in Lancashire, which have been printed, and to which your former evidence refers?—Yes.

1227. Now, will you be good enough to state to us, before you go into detail as to numbers generally, what were the steps which you took in order to make these inquiries?—I supplied myself with a map of the town, and I commenced immediately at the extremity of the borough in one direction; I went up one side of the street and down the other, and all the intersecting streets and alleys, marking them off regularly every evening in my map.

1228. And in that way you went over the whole of the borough, leaving no part, to the best of your belief, unexplored?—Yes; leaving not even a court that was inhabited, to the best of my belief, unexplored.

1229. Are you satisfied then from the inquiries you have made, and from what you have heard since, of the accuracy of your investigation?—I am entirely satisfied of its accuracy; it is possible that some ladies' private schools, with four or five scholars, may have been omitted; there are such schools without any name.

1230. But as far as regards the state of education of the middle and humbler classes in the town of Birmingham, you are quite satisfied that your account is an accurate one?—I am quite satisfied it is an accurate and an ample account.

1231. Does the summary of the schools and scholars in the town of Birmingham, of which you have given us in an account, contain an abstract of the examination you have made?—It does, so far as regards the number of scholars and the description of schools.

1232. I see it is made in the same tabular form as the returns that were made from the towns of Lancashire for the purpose of comparison?—It is.

1233. First, with regard to Sunday schools, I observe the total number of scholars attending Sunday schools is stated at 16,757, of which those connected with the Church of England are stated at 4,565?—Yes; those are schools connected with the Church of England.

1234. Those of Catholics 338, and those of Dissenters, 11,854?—Yes.

1235. Those are accurate returns, are they?—Yes.

1236. As

Mr. J. R. Wood.

11 May 1838.

Mr. J. R. Wood.

11 May 1838.

1236. As to day schools, I find that there are attending private infant schools, 68; dame schools, 3,900, and common boys and girls schools, 4,280; superior private and boarding schools, 2,166; making a total of schools supported by the scholars of 10,414?—Yes.

1237. Then infant schools, aided by the public, are attended by 735 scholars, and the charity and endowed schools by 3,331 scholars, making a total of 14,480 scholars attending day-schools?—Yes.

1238. Then there are weekly evening schools, exclusive of those attached to Sunday schools, and of the classes at the Mechanics' Institution, at which 563 scholars, some adults, and some infants attend?—Yes.

1239. Do you lay before us also a comparative statement, which gives us, to the best of your belief, an accurate comparison of the numbers both of day and Sunday schools in the boroughs of Manchester and Salford, Liverpool, Bury, the city of York, in four parishes of the city of Westminster, and in the borough of Birmingham?—Yes; I have no doubt it is generally correct, so far as I have visited them; Westminster is the only one I have not visited.

1240. That return, as to Westminster, I suppose is taken from the account of the parishes of Westminster, published by the Statistical Society of London?—Yes.

[The following Tables were then delivered in and read:]

GENERAL SUMMARY of SCHOOLS and SCHOLARS in the Borough of Birmingham.

Estimated Population, 180,000.	Schools.	SCHOLARS.						PER CENTAGE		
		AGE.			SEX.			Of the Total Population, estimated at 180,000.	Of the whole Number of Scholars.	Of the whole Number of Sunday Scholars.
		Under 5 Years.	Between 5 and 15 Years.	Above 15 Years.	Male.	Female.	Total.			
<b>SUNDAY SCHOOLS:</b>										
Church of England	15	59	3,927	579	2,421	2,144	4,565	2.54	16.50	27.24
Catholic	2	8	301	29	160	178	338	.18	1.22	2.02
Dissenters	39	51	10,092	1,711	6,703	5,151	11,854	6.59	42.86	70.74
Total	56	118	14,320	2,319	9,284	7,473	16,757	9.31	60.58	100.00
Returned also as day or evening scholars		71 per cent.	85.46 per cent.	13.83 per cent.	55.43 per cent.	44.57 per cent.	4,141	2.30	14.97	Per-centage of the whole Number of Day Scholars.
Receiving Sunday-school instruction only							12,616	7.01	45.61	
<b>DAY SCHOOLS:</b>										
Private infant schools	3	41	27		29	39	68	.04	.24	.47
Dame schools	267	1,726	2,174		1,829	2,071	3,900	2.17	14.10	26.93
Common boys and girls schools	177	595	3,648	37	2,007	2,273	4,280	2.37	15.47	20.56
Superior private and boarding schools	97	114	1,901	151	989	1,177	2,166	1.20	7.84	14.96
Supported solely by the scholars	544	2,476	7,750	188	4,854	5,560	10,414	5.78	37.65	71.93
Infant schools aided by the public	7	349	386		442	293	735	.41	3.66	5.68
Charity and endowed schools	26	93	3,208	30	2,100	1,231	3,331	1.85	12.04	23.60
Total	577	2,918	11,344	218	7,396	7,084	14,480	8.04	52.35	100.00
EVENING SCHOOLS, exclusive of those attached to Sunday schools, and of the Classes at the Mechanics' Institution	36	20.15 per cent.	78.34 per cent.	1.51 per cent.	51.07 per cent.	48.93 per cent.	563	.31	2.04	
		53.47 per cent.	46.53 per cent.	65.19 per cent.	34.81 per cent.					
Total Number of Schools and Scholars	613						27,659	15.36	100.00	
Evening schools attached to Sunday schools	21		932	558	781	709	1,490			
Average attendance at Sunday schools							12,224			
							72.95 per cent.			

COMPARATIVE STATEMENT.

NUMBERS RECEIVING INSTRUCTION.	In the Boroughs of Manchester and Salford, 1834—1835.			In the Borough of Liverpool, 1835.			In the Borough of Bury, 1835.		
	Scholars.	Per Centage		Scholars.	Per Centage		Scholars.	Per Centage	
		Of the whole Population, estimated at 255,000	Of the Total Number of Scholars.		Of the whole Population, estimated at 230,000.	Of the Total Number of Scholars.		Of the whole Population, estimated at 20,000.	Of the Total Number of Scholars.
Day or evening schools only -	13,239	5.20	23.56	17,815	7.75	53.69	1,503	7.51	26.24
Both day or evening and Sunday schools -	13,421	5.26	23.89	11,649	5.06	35.10	1,123	5.61	19.59
Day and evening schools -	26,060	10.46	47.45	29,464	12.81	88.79	2,625	13.12	45.83
Sunday schools only -	29,529	11.58	52.55	3,719	1.63	11.21	3,102	15.61	54.17
Total { Day or Evening and Sunday Scholars }	56,189	22.04	100.00	33,183	14.43	100.00	5,727	28.63	100.00
Number of scholars estimated to be under 5 or above 15 years of age -	12,000	-	-	6,000	-	-	1,620	-	-
Children between five and 15 years of age attending school -	44,189	-	-	27,183	-	-	4,107	-	-
Estimate of the total number of children between 5 and 15 years of age -	63,750	-	-	57,500	-	-	5,000	-	-
Number between 5 and 15 years of age not attending school -	19,561	-	-	30,317	-	-	893	-	-
	30.7 per cent.	-	-	52.7 per cent.	-	-	17.86 per cent.	-	-

NUMBERS RECEIVING INSTRUCTION.	In the City of York, 1836.			In Four Parishes of the City of Westminster, 1837.			In the Borough of Birmingham, 1838.		
	Scholars.	Per Centage		Scholars.	Per Centage		Scholars.	Per Centage	
		Of the whole Population, estimated at 28,000.	Of the Total Number of Scholars.		Of the whole Population, estimated at 43,000.	Of the Total Number of Scholars.		Of the whole Population, estimated at 180,000.	Of the Total Number of Scholars.
Day or evening schools only -	3,228	7.96	39.85	3,215	7.46	67.40	10,902	6.05	39.41
Both day or evening and Sunday schools -	2,521	9.00	45.09	889	2.06	18.63	4,141	2.30	14.97
Day and evening schools -	4,749	16.96	84.94	4,104	9.52	86.03	15,043	8.35	54.38
Sunday schools only -	842	3.01	15.06	668	1.55	13.97	12,616	7.01	45.62
Total { Day or Evening and Sunday Scholars }	5,591	19.97	100.00	4,770	11.07	100.00	27,659	15.36	100.00
Number of scholars estimated to be under 5 or above 15 years of age -	1,020	-	-	1,112	-	-	5,835	-	-
Children between 5 and 15 years of age attending school -	4,571	-	-	3,658	-	-	21,824	-	-
Estimate of the total number of children between 5 and 15 years of age -	7,000	-	-	10,750	-	-	45,000	-	-
Number between 5 and 15 years of age not attending school -	2,429	-	-	7,092	-	-	28,176	-	-
	34.7 per cent.	-	-	65.9 per cent.	-	-	51.5 per cent.	-	-

\* The parishes of St. Martin in-the-Fields, St. Clement Danes, St. Mary-le-Strand, and St. Paul Covent Garden, including the Savoy.

Mr. J. R. Woods,

11 May 1838

1241. With respect to the kind of education which is given in Birmingham, first of all at the dame schools, what is the character of those schools in that town; are they superior, upon the whole, to the dame schools in Manchester and the other towns in Lancashire?—I think superior to the Manchester and the Liverpool schools, taken as a whole; but I should think not to Salford, at least some districts of Salford, and not superior certainly to Bury; much upon a par, I think. The teachers, generally speaking, are totally unqualified; very few, if any, have ever had any previous education for the purpose; a great proportion of them have undertaken it in consequence of distress; some few, perhaps, in consequence of bodily infirmity, lameness, or inability to use an arm. I have met with several who have commenced owing to the loss of an arm, or from other causes of that description, and also because they are getting too old for anything else. In other cases their husbands have run away and left them some years before. Others have been left widows with large families.

1242. Many of them, then, from adverse pecuniary circumstances, and many from bodily infirmity?—Yes, the great bulk of them from adverse pecuniary circumstances; others from bodily infirmity. There are a few in Birmingham who appear to have taken it up in a better spirit, and to have somewhat better qualifications. Generally speaking, those, however, have taken it up upon a religious principle entirely, and for the purpose of promulgating their own particular religious opinions.

1243. What opinions are those in general; are they dissenters or of the Church of England?—I have met with cases in which they have been of the Church of England; more, I think, are dissenters; perhaps most are Wesleyan.

1244. In consequence of so many of these persons having been driven to keep schools as a resource from adverse circumstances, bodily infirmity, age, and misfortune, do you not consider that those circumstances are likely to have influenced their temper, to have given them rather a dark view, and to have rendered them in many instances unfit for an occupation which requires particular patience, gentleness and perseverance?—Most certainly; and I think, also, that frequently their tempers, dispositions and habits have occasioned the very misfortunes that have driven them to it.

1245. Then, instead of being persons the best qualified to bring up the infant children of the poorer or middling classes, you consider that, from the circumstances you have spoken of, they are the most unfit for the purpose of serving them?—Speaking generally, I would say so decidedly. There are cases in which I have found that a different effect appeared to have been produced on the mind of the mistress of the school by distress, and one which, perhaps, would be favourable to her character as a teacher.

1246. But, as a general opinion, you think the reverse has been the case?—Most certainly.

1247. Do you not think these circumstances are likely, therefore, to have very great influence upon the minds and dispositions of the children who are placed under the care of such a person, and instead of giving them good dispositions, and gradually training them up well, would most likely have quite the contrary effect?—Decidedly so; I have seen innumerable instances in which it could not have any other than a very injurious effect. I have been in schools, for instance, where the mistress, who has been speaking to me, has said to the children, "Hold your tongues, you little devils," and burst out into a violent fit of passion, striking the child nearest to her; not perhaps the one that most deserved it; and none of them seemed to have any idea of treating the children in any other way than by punishment. Rewards are, with them, out of the question; their means will not afford it, and, therefore, punishment is the only mode left.

1248. In short, they have no system of education?—There is no system of education, in the dame schools; it is perfectly out of the question to ask them what system of discipline they adopt; the cane is always lying by them, if not the rod, and you cannot stay many minutes before you see it in use.

1249. Are they well supplied with books?—They are scantily supplied with books; I should say they are better supplied in Birmingham than in any other town I have visited.

1250. Do you not think these methods you have detailed as resorted to in dame schools, to which the great body of the children of the poorer and working classes go, are likely to spoil the tempers of the children, and to be of very great

great injury to them as they grow up?—There can be no question of it; it must be so according to the constitution of the human mind.

1251. Mr. Pusey.] What is the age at which children generally quit the dame schools?—Speaking generally, I should say seven years of age.

1252. At what age do they enter?—At two years of age. There are cases in which children remain longer; but I think seven years of age is as long as they remain generally.

1253. Do they not generally leave these schools at an earlier age than seven?—Many leave earlier than seven; many get no day-school instruction at all but what they receive at these dame schools.

1254. What should you say is the age of the majority of the scholars at the dame schools?—I find there are 1,726 under five years of age in Birmingham, and there are 2,174 above five and not 15.

1255. Though these are called schools, as far as regards a large portion of the children who are placed there, they may be regarded as a sort of joint nurseries; where the children are to be taken care of while the parents have gone to work, and before the business of education seriously begins?—That is all the education they get in many instances; at the same time, I have remarked in nearly 100 cases on mistresses being told there was no education going forward; that they could not call it education; they have said, "Oh, they are only sent to be taken care of; I am only paid 2 *d.* or 3 *d.* a week for it, and of course I cannot pretend to give much time to them for that;" and they pursue some other avocation than that of keeping school.

1256. Are the children in these schools in fact receiving any instruction, or are they allowed to amuse themselves (which is perhaps more natural for children below the age of five), or are they passing their time in a state of listlessness and coercion?—In a state of listlessness and coercion; they sit on the forms, and if they make any noise which interferes with the mistress's comfort, she punishes them. They do in some cases regularly come up to the mistress to repeat a lesson; those who are learning the alphabet come up and go through it.

1256\*. But a large part of the time they are sitting upon these forms in complete silence; they are not in fact occupied at all?—Not at all.

1257. So that the condition of these children would seem to resemble the sort of punishment which has been introduced into our gaols, in which individuals are set to work together, without being allowed to speak to each other?—It is so.

1257\*. Should you not say that in a certain respect the situation of those children is more irksome, inasmuch as they do not appear to be provided with any employment during this state of compulsory silence?—It is certainly so; some few in the better description of dame schools have a little sewing; but this is confined to a few of the elder girls, generally speaking; it is a very painful situation for the children to be placed in; the consequence is, they are frequently playing with each other, and then comes summary punishment, depending of course upon the caprice or disposition of the mistress, and administered without any regard to the disposition of the child, or the nature of the offence.

1258. Are the children fed in these schools, or do they return home to their meals?—They generally return home; I have met with schools where they are fed and educated for a shilling a week; but I never met with any schoolmistress who acknowledged to that, except two or three in Birmingham, and it appeared they were the children of charwomen who go out charing, and who placed their children there in the morning. I asked what food they got, and they said a little bread and butter for dinner, or water porridge, or milk porridge, just as was convenient.

1259. Have you not met with some schools in which the schoolmistress took a parental care of the children?—Yes, I have; I have seen some schools of a very superior description; some few, I think perhaps not more than 20, in the course of some thousand schools.

1260. In those schools did you observe a marked difference in the apparent comfort and temper of the children?—Yes; the very superior state the schools were in, and the moral influence the mistress possessed over the children, made me think that dame schools would, if they could be made what they ought to be, be the most natural and the most proper for children, and that they would

Mr. J. R. Wood.

11 May 1838.

be better than infant schools, if they were properly conducted; that was my impression, but it may seem almost utopian to expect schools of that description generally, unless there could be an inducement held out to females of a right spirit to engage in the work.

1261. Do you think, for children of that very tender age, it is a better mode of cultivating the temper and disposition by assembling them in small numbers round a kind schoolmistress, than sending them at once to a public school, where each individual is almost lost in the number?—I am satisfied of it from my own observation; having visited many schools where the masters and mistresses adopted suggestions which I made to them, I had an opportunity of seeing the effect, in particular, of laying aside corporal punishments, and the appeal to the selfish principle which is excited by giving prizes; I have had very satisfactory testimony borne to the advantages of setting those aside altogether.

1262. Then the result of your experience would lead you, if you were able to have an efficient control over the parties who were allowed to keep dame schools, to prevent their opening such schools without a previous examination as to their character and temper; to prefer such well-regulated dame schools even to what are called infant schools?—It would.

1263. *Chairman.*] Do you not think that the mode in which such dame schools are generally conducted at present must have the worst effect on the character, conduct, and disposition of these children in after life?—Certainly.

1264. *Mr. Pusey.*] What do you consider to be the defect in the system of infant schools?—One of the defects of the present system is the assembling so many children together, and the constant appeal that is made to their emulation; it brings them out into publicity, and there are certain children who are brought prominently forward; of course, the natural disposition of the teacher would induce him to put those who are apt and quick before the others, and these frequent exhibitions to strangers visiting the schools have all an injurious effect upon the mind of the child, and also an injurious effect upon the minds of other children, discouraging and disheartening them, and the great mass are generally of the latter kind. Then I consider the generality of the lessons in infant schools are by no means sufficiently simple; there is a great deal of what is complicated; the children learn it by rote; one child sings it after the other, and thus they have no more idea of what they learn than the children in dame schools.

1265. You consider the intellect of the children is precociously developed in these infant schools at the expense of their character and their affections?—I do; I consider there is not sufficient moral training; it is one beauty of the infant school system that there is some moral training, but it is not sufficient.

1266. And you think the number is too large for efficient moral training?—Certainly.

1267. Do you form this unfavourable opinion of infant schools from your own observation entirely?—Yes.\*

1268. Have you heard any complaints on the subject from the parents of the children?—I have heard complaints from the parents of the children that the children do not come on so well, but I suspected at first (for I was a very warm advocate of the infant schools when I first became acquainted with them) that it might be that they did not perceive the mental cultivation of the children going forward; that they wanted to see something, like sewing or reading, that they might have a test of the child's progress, but I think it was not exactly so; the children were rather dull, and of course fell into the back ground, and were not brought prominently forward, being rather discouraged by perceiving that the quick children were brought out, and they had the feeling that they were incapable of making any progress.

1269. And you think if the schools consisted of a smaller number the teachers would be able to pay more attention to those children that were less quick in intellect than the few you have mentioned as distinguishing themselves?—I think no valuable education can go forward without the teachers considering the intellectual development and the particular habits of the scholars, and in these large schools that is impracticable.

1270. You stated you were once an ardent friend of infant schools; has the examination, which you have conducted into a large number of infant schools, led

led you very decidedly to alter that favourable opinion?—It has led me to alter the favourable opinion I once held; at the same time, I see nothing that I can suggest in the place of infant schools; I consider, therefore, that infant schools are among the most valuable means we do at present possess, with all their faults, for acting upon the education of the lower classes, and perhaps I may be allowed to say further, that one reason why infant schools have not effected all they might have done, has arisen from the fact of there being so many persons, masters and mistresses of these schools, who are totally unqualified. Infant schools became popular under the management of two or three talented individuals; infant schools were established, and there was an immediate demand for masters and mistresses, and persons were sent for a month or six weeks to hear Mr. Wilderspin lecture, and they came away with the worst parts of the system, the noise and confusion of singing and so on, but the really valuable points they seemed to have left out very much, consequently the infant schools, which are scattered up and down the country, are not what they ought to be, and are not conducted in the way they should be; I think it right to state the truth with respect to my knowledge of infant schools; that I do not conceive the system to be by any means perfect, but it is the best means I have met with or seen in operation for the education of the lower classes.

1271. But if you had unlimited power of establishing schools for young children, you would probably endeavour to provide schools of an intermediate size between the infant schools and the dame schools, with a previous satisfactory examination into the character and temper of the master or mistress?—Yes, somewhere about 30 children, or from 30 or 40, any well-qualified schoolmaster might manage.

1272. *Chairman.*] Notwithstanding the infant schools would be susceptible of considerable improvement, according to your opinion, I take it they are infinitely superior in their effect, and the mode in which they are conducted, to the dame schools of which you have been speaking?—Yes.

1273. How much a week do the children generally pay at these dame schools at Birmingham?—I think the average runs a penny a week higher in Birmingham than in Manchester.

1274. Are they a penny a week better?—I should say they are, taking the average. I am certain they are much better.

1275. How much a week do they pay, upon an average?—They pay 3  $\frac{1}{2}$  *d.* per week, upon an average.

1276. As to the situation of the dame schools in Birmingham, although you have told us they are better than those in Manchester, are there many of them in confined situations, in close rooms, or in which the space is scarcely sufficient for the scholars, or are they airy and well ventilated?—Few of them are airy and well ventilated; they are generally in confined rooms, although not so confined as in Manchester and Liverpool; the buildings at Birmingham seem to have been on a somewhat larger scale.

1277. Are any of them in cellars?—Not one of them is in a cellar.

1278. Are any up stairs in garrets?—Three or four of them may be in garrets.

1279. With respect to the common boys' and girls' schools, at which 4,280 children attend, what are the description of these common day schools in Birmingham; are they better than those of Manchester and Liverpool?—As compared with Liverpool they are better, as compared with York I should say not quite so good; many of them are in very confined rooms; many of the masters are very unfit for the work, and the condition altogether of some of the schools is "confusion worse confounded." In going into the schools it is scarcely possible to obtain sufficient quiet to be able to communicate with the master.

1280. That applies to some of them?—That applies to a great number of them.

1281. Should you say that, generally speaking, the masters were of education, attainments, temper and habits well calculated or not to conduct the training of the children who are entrusted to them?—I should say they decidedly were not at all calculated for the work, and they generally establish in the eyes of the public a false criterion of their qualifications; that is, the art of writing, which is the great criterion with schoolmasters. You generally see exhibited some few specimens of fine writing, and a schoolmaster who can write well is almost sure of a large school, irrespective altogether of his other qualifications; and I found that principle to obtain precisely the same in Birmingham as elsewhere.



Mr. J. R. Wood. I remarked in particular that some men who certainly had some pretensions to teach had very few scholars indeed.

11 May 1838.

1282. So that fine writing was the main criterion?—Fine writing was the main criterion.

1283. Have you found many of the schoolmasters were, from your experience, unfit for their situations in conducting a school, in which they had to form the habits and instruct the children in morality and the moral and social duties?—I did; I had not the same length of time to spend in conversation with them in Birmingham as in other places; I did not elicit so much as I should have done had my time not been so limited; but sufficient was elicited from them to show what the character of the men was.

1284. Have you made any notes, or can you give us any examples of what you have stated?—Yes; I had a gentleman, one of the committee, with me at the time this took place. One master, having called the boys to silence two or three times, and after the boys had broke out again, at length arose, in the midst of a very violent din, and exerted himself afresh; and after having obtained a very short silence, he turned to that gentleman and myself, and said, "Tiresome task this teaching; there is no managing them." Another I asked upon what subjects he instructed them; he said he "taught all subjects;" he insisted he taught everything, and that was the only answer I could get from him; he said there was nothing but what he taught; and, upon further inquiry, I found that the man was a very illiterate character indeed; I think he has "Scientifick school" (spelt with a *k*) printed with a pen, in his own handwriting, I suppose, in the window.

1285. Now, with respect to moral instruction, the relative duties of children to their parents, to their superiors, and to each other; with respect to kindness to each other, forbearance, good temper, and all the various duties of social life, did you find the instruction given in these schools was that which was likely to promote a correct demeanour on the part of the children towards each other, and in the various relations of life I am alluding to?—I found that no pains were taken to communicate instruction in morals at all; that some of them manifestly seemed surprised that such a question should be asked; it does not appear in their bill of terms at all; they are not paid for it; and one or two intimated they had quite enough to do, and they were so ill paid it was quite impossible they could attend to it. In one instance, the mistress of a dame school stated to me, "I cannot afford to teach morals at 2 *d.* a week."

1286. Then it seemed to you this necessary part of the education of the young was entirely neglected?—Entirely.

1287. Does that apply both to the day and the dame schools?—To both.

1288. Does it apply not merely to schools in Birmingham, but to the other districts you have spoken of?—Equally so in the other districts; perhaps more so in some respects.

1289. What is the amount paid upon an average by these 2,480 scholars for the sort of instruction you have told us of?—Upon an average in Birmingham, 9  $\frac{1}{2}$  *d.* per week is charged for those who learn almost everything which is taught in those schools.

1290. What is the sum paid per week by the great bulk of those who attend these schools?—3 *d.*, 4 *d.*, 5 *d.* and 6 *d.*; and there are some who pay 7 *d.* and 8 *d.* The higher you go above 6 *d.* the smaller is the number of scholars.

1291. Can you tell us what the whole sum paid by the whole of this class is?—On referring to my papers I find that in about one-third of the dame schools a proportion of 26.05 per cent. learn reading only, and 73.95 per cent. learn reading and sewing, and in the common day schools 42.62 per cent. learn reading only, 21.38 per cent. learn reading and writing, and 36.00 per cent. learn reading and writing and arithmetic. Assuming these proportions to obtain in all the schools, I have prepared a statement showing the annual sum paid in these schools for the four principal subjects of instruction, viz. reading, writing, arithmetic and sewing.

[The Witness delivered in the same, which is as follows:]

In Dame Schools, about			* Mr. J. R. Wood.		
	£.	s. d.	£.	s. d.	
1,016 are taught Reading only, at an average charge of 2 1/4 d. per week	529	3 4			
2,884 are taught Reading and Sewing, at an average charge of 3 1/4 d. per week	2,253	2 6			
<b>3,900</b>	<b>Amount paid annually in Dame Schools</b>		<b>2,782</b>	<b>5 10</b>	
In common Day Schools, about					
1,825 are taught Reading only, at a weekly average charge of 4 1/4 d.	3,045	16 8			
916 are taught Reading and Writing, at a weekly average charge of 6 1/4 d.	1,240	8 4			
1,539 are taught Reading, Writing, and Arithmetic, at an average weekly charge of 9 1/4 d.	1,853	12 6			
<b>4,280</b>			<b>6,139</b>	<b>17 6</b>	
<b>8,180</b> Scholars in common Day and Dame Schools in Birmingham, paying annually			<b>9,922</b>	<b>3 4</b>	

11 May 1838.

1292. With respect to the children attending superior private and boarding schools, those are of a different class?—Yes.

1293. Now with respect to the infant schools, aided by the public, are those in general well conducted, do you think?—They are tolerably well conducted, as compared with day and dame schools.

1294. You think they are susceptible of improvement, as the number that is collected together is too great, and there is not the opportunity that might be desired of discriminating between the different tempers of the children?—There is not, and also the teachers have not a sufficient initiation into the system; as to the great object which should be always had in view. They seize hold of the prominent points in Mr. Wilderspin's system, and conceive those points, of noise, and so on, constitute his system; while he laid hold, of them, knowing the children must make a noise, converting it as far as possible into the means of instruction; but it is the minimum which he aims at, or which every teacher ought to aim at, whereas they seem to think the more noise the better.

1295. I take it they are infinitely better, however, than dame schools; that the children are much more happy as they are more employed; that as they are able to exert their limbs they amuse themselves more, and are much better off than in the prisons you have described?—Yes; there is no comparison to be made between them.

1296. Mr. O. Stanley.] Then, in your opinion, the only thing required is properly instructed teachers?—The only thing required to raise the infant school system to a high state of efficiency is that qualified teachers should be found in sufficient numbers; I am strongly of opinion that dame schools are the best for young children. They could of course adopt such parts of the Wilderspin system of communicating instruction as might be desirable, but I think placing young children under a female is better than under a male; the influence of the female character is very much felt at that age.

1297. They are generally under females, are they not?—Not in infant schools. I have met with infant schools under females, but they are not so, generally speaking.

1298. Then schools conducted by females, under proper superintendence, would, in your opinion, be a preferable mode of instruction for children under five years old?—Yes.

1299. Are not some infant schools in Birmingham conducted by females?—There are more conducted by females in Birmingham than in Manchester and Liverpool.

1300. Chairman.] Do you think it advisable they should be conducted by females, and do you think they are particularly calculated by their disposition, and in every other respect, to conduct infant schools?—By their disposition certainly, but they have not physical energy for it, taking the number of children into consideration.

1301. But if the number of children were reduced, females would be the best conductors of infant schools?—Certainly.

Mr. J. R. Wood.

11. May 1838.

1302. Then the most efficient kind of infant school would be one conducted by an energetic and good-tempered woman?—Certainly.

1303. And it would give females a fresh source of employment?—Yes, it would be very important in that respect.

1304. What is the cost per head at these infant schools?—The charge to each child is 2 *d.* per week, and if there are two in one family it is 3 *d.* for the two.

1305. Now, the education and management of these infant schools being much better than the dame schools, and the price lower, how is it that the children do not come from the dame schools and go to the infant schools?—One reason is, the impression that is abroad amongst the mothers of the lower classes against those schools; they do not like the infant schools generally.

1306. Why not?—They think there is no instruction going forward there; I have had some curious answers from several women whom I lately examined upon that point. One woman said, "I don't like the infant school;" I said, "Why do you not like it?" "Because they learn nothing." "Why do they not learn anything?" "They do nothing but play." I asked, "You had better send your child somewhere else, if you think so." "Well," she said, "I shall send it to a gradely school," meaning a proper school.

1307. In your opinion, do they learn most, and are they best conducted at the infant schools, or at the dame schools?—They are best conducted at the infant schools, and they learn most.

1308. In spite of their being happy and amused at the infant schools, they learn most there also?—They learn most there also, and get the most correct ideas, and they learn most in reading, particularly if a child is tolerably quick.

1309. Do they also get moral instruction, and in their relative duties are they better instructed than in the dame schools?—Yes, that is one of the great beauties of the infant school system, that it consists in a great measure of instruction in moral duties and their duties to their parents.

1310. Do you not think instruction in the moral duties is one of the first and most essential parts of education?—I think it is a most essential part decidedly.

1311. Now as to the charity and endowed schools, in which 3,331 children attend. I suppose the kind of education given in them varies considerably?—Very much.

1312. Are there any of them you can point out as better than the others?—Yes; one of these is the free grammar school; that of course is confined, or nearly so, in its operation to the middle classes, tradesmen, and so on. There is one school which is lately established on the sessional system, an elementary branch school in connexion with the free grammar school, which promises to be of very great service. The system is better adapted than any I have yet seen to the circumstances and condition of the people, and it comprises a great deal of moral training.

1313. Is that founded upon the British and Foreign school system?—No; it is a system which is pursued in the sessional school (Mr. Wood's) in Edinburgh.

1314. Is there any religious test required?—None whatever.

1315. Is there any religious instruction given; are the Scriptures used in the school, or parts of them?—The Scriptures are used in the school, and religious instruction is given, but no doctrinal points are insisted upon. There is no religious test whatever.

1316. It is so far upon the plan of the British and Foreign schools?—So far it is; children are permitted to come on Sunday and receive religious instruction, but are not required to do so.

1317. You were stating that to be a very good school; now what points are there in which you think it particularly a good school?—One important point is the system of moral training, which is somewhat analogous to that of the infant schools; more time is devoted to the moral training, and so far as the master's means extend, he adapts his treatment to the temper and disposition of his pupils.

1318. What number of children attend?—Sixty-two at present; 32 boys and 30 girls.

1319. How is that school supported?—It is supported out of the funds of the free grammar school.

1320. I believe it is in contemplation to establish three other schools at Birmingham, to be supported in the same way?—Yes, it is.

1321. Are

1321. Are the children of poor persons admitted there?—Yes; I took some pains to ascertain that, and I found they were. Some of the masters and mistresses of the common day schools stated that none but the children of respectable parents were admitted; I went to the school and spoke with the master upon the subject, and I went to several of the persons whose children it was said could not get admission, and in particular a poor widow, whose child was refused because she was poor; I found that was not the case; the child had applied to be admitted, and he stands in his rotation, and is no doubt, by this time, in the school.

Mr. J. R. Wood.

11 May 1838.

1322. Are there any other schools which you could point out as conducted in the same way; I take for granted there are several of the British and Foreign schools?—I could not speak highly of them in Birmingham.

1323. They are superior, no doubt, to the common day schools?—They are superior, I think, to the common day schools in the amount of education.

1324. In what way are they deficient, or in what respects does the education given in them require improvement?—The first point in which they are all susceptible of improvement is, that they ought to have a greater number of teachers; the monitorial system is only capable of going to a certain extent in a school; no really valuable system of moral training can ever be carried on under the monitorial system; boys are not qualified to do the work. The next point, I conceive is, that in these schools there is no system of moral training; nothing worthy of the name of moral training at all. In the next place, the education appears to consist merely in what is mechanical; in none of them, or in one only, I think, is there such a thing as a map; they read the lessons; there is no time for the master, with such a number of scholars, to enter into any explanation, so as to reach the understanding of the children.

1325. Then do you think a great deal too much is done by rote?—A great deal is necessarily so, under that system; the master has a certain work to do, and he must go through with it; the children learn by rote, and hence the result which is found so common, that persons having learned to read at such schools cannot now read at all; I found that a very great number indeed of those who could read the Testament or Bible at school have great difficulty in making out a monosyllable.

1326. Then you think the want of their comprehending what they read, and the want of oral examination, is a great defect in these schools?—A very great defect, I think.

1327. In schools where you have observed monitors, did the teachers take any trouble in giving the meaning of words to the children?—In some cases they did; but the monitors, though they understand the thing themselves, if the teacher is not immediately observing them, are not to be depended upon.

1328. Have you perceived any danger arising from the incorrect explanations which the monitors are in the habit of giving, as well as from the absence of explanations?—I will relate a circumstance which took place only a few days ago: A boy had been brought up in a school of this description, where monitors were employed; I asked him if he could read, to which he replied in the affirmative. I said, "What can you read?" "Such as God is love, and that like." I said, "How did you learn?" "The monitor taught me." "What is God?" "I do not know." "Who is he?" "I do not know." "Where is he?" He looked at me; I said, "Do you know where God is; did you ever see him?" "No." "But can you tell me where he is?" "At church." "Well, who is he like?" He looked up at me, and said, "Like the parson."

1329. Do you know the amount paid by children at either the British and Foreign or National schools?—In the national schools at Birmingham the payment is 1*d.* per week for each scholar.

1330. With respect to all these day schools that have been spoken of, both the dame schools and infant schools, and the charity and endowed schools, are there play-grounds attached to them, in which the children may play during the play hours, and in which they may be under the guidance and watchful eye of the master?—Very few have play-grounds attached, either charity or infant schools, and those that have do not appear to have any proper idea of the use they should make of them. They never let the children withdraw for half an hour in the morning and in the afternoon, for the purpose of exercising themselves and ventilating the room, which I conceive to be the

Mr. J. R. Wood.

11 May 1838.

most important use of a play-ground; the day scholars go home after the school is over. They do not adopt an interval during the school hours.

1331. What number have play-grounds, and what number have not?—I cannot say exactly; there are very few that have. Those charity schools have play-grounds where they board and educate the children, and one or two of the others.

1332. Speaking of schools for the humbler classes?—Yes; there are some charity schools in Birmingham where they board as well as educate the children, in which they have some play-grounds; but generally the National and British and Foreign schools have not.

1333. Then, in general, the children who attend these day schools are turned out into the street after the school is over?—Yes, as soon as the school is over.

1334. And is there no interval between the time when they attend in the morning and the time when they return in the evening at which they have any time to play?—They go home to their dinner at 12, and return to school at two o'clock.

1335. But other than that, there is no time for play?—None.

1336. From the examination which has taken place, you have now given us the details of most of these schools, and have stated how deficient many of them are, and that others of which you have spoken are susceptible of improvement; you have also given us the prices which are given by the scholars for attending many of them; now, I should ask, as a general question, do you think, after the examination which has taken place in Birmingham, that there is a great deficiency in any kind of education for many of the children of the poorer classes?—Yes, there is a great deficiency of means, and there is a great deficiency in the quality of that which is provided.

1337. With respect to the day-schools, are the children of the poorer classes in Birmingham, many of them, prevented from attending any day school?—Many of them were prevented at the time this examination took place, in consequence of the depressed state of trade.

1338. That is at a particular period; but are the poorer classes, many of them, prevented either by poverty, or the want of schools, or any other cause, from giving an education to their children?—They are generally so; the most prevalent causes I conceive to be the poverty of the parents requiring them to put their children to some profitable employment at the very earliest period of their life, and when they are young they are neglected; they send them to these dame schools till they are six or seven years of age, and then they have them home to nurse, or they send them to a neighbour to assist in nursing, or they get them employment as errand-boys.

1339. Do you think if an improved mode were adopted for giving a really efficient education to the infant children of the working classes who might be enabled to attend, so as to give them a good education, including, as one main point, religious instruction and moral training, a great improvement might be introduced in Birmingham?—Decidedly so; but as for giving religious instruction, it would be necessary not to go too far: I find the feeling of different parties runs very high upon that subject.

1340. It would be necessary, in giving religious instruction, to avoid bringing forward anything that might cause disputes or difference of opinion, you think?—Yes, anything which might give ground for differences; I fear nothing could be done that would not occasion them in the first instance.

1341. That is supposing any one general system were adopted?—Yes.

1342. Supposing that were avoided, you think an improved system of infant education would do a great deal of good there?—Yes, an immense amount of good.

1343. Do you think the parents would gradually have their eyes opened to the advantage to their children, and be willing to send them, and to pay a small sum for doing so?—I think in Birmingham, so far as my experience went, the people appreciate education more highly than in the towns in Lancashire.

1344. Supposing a good system could be introduced, by which a system of moral training was founded upon the main truths of religion, and such an education as was fitted for young children could be established, the parents would be willing to pay some small sum, 2 *d.* a week, or from 2 *d.* to 3 *d.* a week, for the

the education of their children?—Speaking of Birmingham, I think the parents would not object to pay 2 *d.* or 3 *d.* a week, in the lower classes.

Mr. J.-R. Wood.

1345. Are there many suburbs and places in Birmingham where a number of the very poorest reside together, and where there are many who have scarcely any instruction at all?—There are such places, particularly in certain localities, but by no means to the same extent as I have found them in Manchester and Liverpool.

11 May 1838.

1346. In the dame and day schools to which you have referred, are the Scriptures, or parts of the Scriptures, used as a class-book?—Almost universally.

1347. Mr. *Acland.*] Do you mean the Bible, or selections?—The whole Bible.

1348. Do I understand you to say that in these small schools every child has a Bible?—No; in every school the master professes to use the Bible as a class-book, and for the first class he uses the Bible or Testament; the Testament they can get for 8 *d.* or 10 *d.*

1349. Then the Bible and Testament are used as class-books, out of which the children are taught to read and learn in the dame and day schools?—In the dame schools it is too expensive, but in the day schools, where there are boys and girls capable of reading them, they do always professedly use them; at the same time they are very short in the number of books; two boys have generally one book.

1350. They learn their lessons out of the Bible, do they?—Yes; and I have met with many instances in which I found that had a bad effect. I asked one man, the other day, "Can you read?" "Yes, I learnt to read the Bible at school, but I dinna like to read it now." Another I asked respecting his reading; he said, yes, he could read; I said, merely as a test, "Can you read the Bible?" he said "No, I dinna want to read that any more." I said, "What is your objection to the Bible?" He said, "I read it backwards and forwards when I was at school."

1351. The lessons being learnt out of the Scriptures, if they do not learn them are they punished?—Very few commit any portion of the Scriptures to memory.

1352. Are the tasks read out of the Scriptures?—The lessons, as they are called, are read out of the Scriptures.

1353. Do you not think the indiscriminate use of the Scriptures as a task-book tends to give the child a disgust for it afterwards?—Nothing tends more to give them a disgust for it than the way in which it is read.

1354. It is not used as a reward, but as a common task-book?—A common task-book, and so much so, that when a boy has done something wrong, some of the masters, who think they are very much in advance of their neighbours, in point of moral training, compel him to learn a certain portion of the Scriptures by way of task, which only confirms the child's dislike to the Scriptures.

1355. As to the Sunday schools, you have stated the number, and so on; are they in general well-conducted, and as much advantage do you think derived from them?—I conceive very considerable advantage is derived from them.

1356. It has been stated that in many instances the teachers are themselves volunteers, who feel strongly the responsibility which is cast upon them in teaching these children?—In nine cases out of ten they are only volunteers.

1357. Then the main truths of religion appear to be taught to these children by such conscientious persons, who volunteer for the purpose, in such a way as to have a considerable effect beneficially upon the children, you think?—In many cases they have; but I should not like to say that to any very great extent the main truths of religion are communicated, because, as far as my experience goes, the language employed is generally unintelligible to the children, the catechisms and so on, which they commit to memory; and I find many are considered quite proficient who are totally ignorant of a great proportion of the words employed.

1358. Then, although the teachers appear to be zealous and desirous to teach the children, you think the mode of learning by rote, and not sufficiently understanding what is said, too much prevails?—Very much so indeed.

1359. Does that apply itself, as far as a general observation, to the Sunday schools, both of the Dissenters and the Church of England?—To both.

Mr. J. R. Wood.

11 May 1838.

1360. You think there might be an improved mode of communicating instruction, which would be more plain to the understandings of these young children?—Much more so.

1361. Do you think any mode will do much, unless it is in the hands of a good master?—I was about to say, they are obliged in Sunday schools to make use of the materials which volunteer; and, with every disposition to be useful, many of the teachers in Sunday schools are persons who have a great deal of zeal and very little discretion, and sometimes do mischief, with the very best intentions in the world.

1362. Still, notwithstanding the inefficiency in many instances of the teachers, do you not consider the habits of regularity, and the religious observance and attendance upon public worship, as well as the cleanliness and decency which is introduced by these Sunday schools, is a very great advantage to the children?—I think these have been one of the greatest moral means this country has possessed in our large and dense manufacturing populations.

1363. And however faulty they may be, or susceptible of improvement, they have done a great deal of good?—However faulty they may be, they have done an immense amount of good.

1364. Do the children attending the Sunday schools usually attend some place of worship?—It is customary for the children, in most of the schools, to attend the place of worship to which the school is attached; they attend an hour and a half in the morning; they are there at nine in the morning, generally; at half-past 10 the service begins; about 20 minutes past 10 they are arranged and pass into the place of worship, from which they return at one: they then go to dinner, and return again at half-past one or two. In most of the schools of the dissenters, which are very numerous in Birmingham, they return to school at half-past one or two, and close with an address from the superintendent or one of the teachers.

1365. You have seen the children frequently assembled previous to their going to a place of worship in the morning?—Yes, I have.

1366. Is it required that they shall come clean and decently dressed, and that they shall not have on their weekly dirty garb, and so on?—They always do that. I do not know that there is any particular specification made that they shall so attend, but I never saw an instance of a school in which they were dirty and unwashed. I have been to a school in Birmingham, where they were in rags; but that was established for the purpose of collecting poor children together, and giving instruction to those who were not supplied with such decent clothing as they would wish to appear in the other schools in; a sort of supplementary school.

1367. Then, generally speaking, there is an attention to appearance, which must no doubt elevate and improve their character?—Yes, always; and in that school they were bound to come with their face and hands washed.

1368. Are there any efforts now making for the improvement of education in Birmingham, or the enlargement of the means of accommodation for the humbler classes?—The committee of the Statistical Society there was constituted for the purpose of taking some steps; this inquiry was the first step; and they now are not aware, I believe, exactly what further step they should take.

1369. You think there is a great want of masters properly qualified for schools for the humbler classes?—A very great want indeed.

1370. Do you not think one most essential step towards promoting the education of the working classes would be some plan by which good masters for schools for the working classes could be provided, and themselves taught?—Decidedly so; at the same time I would wish to remark, that as things are at present, the better qualified the master is, the sooner he leaves it, because a school does not afford him a sufficient remuneration.

1371. In what way do you think the master should be properly instructed?—Normal schools appear to me to be the only way in which the masters can be properly instructed. A master ought to possess the *animus* and the necessary qualifications before he goes into a normal school; he ought to be qualified by nature, with a proper disposition and taste for the work.

1372. Have you directed your attention to what period would be necessary for a person, properly qualified by nature and disposition, to attain a reasonable proficiency for a schoolmaster?—For a person properly qualified in other respects, I should say four months would be sufficient; more than sufficient.

1373. Do

1373. Do you know what the expense would be?—I have made no estimate of the expense of education, but the teacher's expenses during his education, for his subsistence, would not amount to more than 1 *l.* a week.

1374. Then for about 14 *l.* or 15 *l.*, you think he might be tolerably well educated?—Yes.

1375. Mr. *Acland.*] Of what places are you speaking now; these large towns?—My idea was this; I have known several who have gone to Edinburgh to learn the sessional school system, and their expenses have been less than 1 *l.* a week, which covers the expense of going and returning, and their subsistence during the time they were in Edinburgh.

1376. Do you think four months is a sufficient time to give a man whose habits of mind would not qualify him for teaching?—If a man has not habits of mind and capacity for observing the disposition of those he has to do with, of adapting himself to their dispositions, and that with all possible kindness, nature has not qualified him for a teacher, and I should say I would not send such a man.

1377. Then in fact, during these four months, he would learn nothing more than the mere system?—The mere mode in which he is to apply his talents to bear with the most effect upon the charge.

1378. In fact almost the mechanical part of the system?—Just so; the routine of the system.

1379. In the education of the master, do you not think a peculiar discipline of mind is necessary, directed to the express purpose of teaching?—I do.

1380. How do you propose to give him that?—I imagine him to have been in the habit of disciplining his own mind previously.

1381. You do not propose, in fact, to educate him with a view to his profession before he enters the normal schools?—No; but I would examine minutely into his habits and disposition, and the amount of his attainments, and where there was a deficiency, he should be required to learn anything he was deficient in; and with the proper habits and disposition, I should send him when he was qualified; but if there was anything in his disposition rash, hasty, or overbearing, or anything careless, I should say he was not a man to send.

1382. Then do not you think it necessary to give masters any particular course of instruction previously to teaching them the routine of the system?—No?—I think masters ought to be well acquainted with all the subjects they profess to teach.

1383. And that you would give them in the ordinary schools with the other boys?—Yes, I have invariably found the best teachers have been those who were not trained to any system.

1384. *Chairman.*] Then, supposing a young man who had been a book-keeper, a clerk, or a shopman, but who was of an intelligent disposition, and whose disposition and attainments would fit him to become a schoolmaster, you think that in such a case, if he were to go through an education of four months in the management of a school, that would sufficiently qualify him?—I think it would, possessing those qualifications.

1385. And without those qualifications he would not be fitted for it even if he were to take a much longer time?—He would not.

1386. *Chairman.*] What number of children do you think a good master, with an assistant, could manage?—I should fix the maximum at 70; that is not with a properly qualified assistant, but with a youth who had finished his education and was under instruction.

1387. With a pupil, in fact?—Yes; but with a qualified assistant I should say he might manage 100; but they ought to be in separate rooms. With two masters I conceive that would be rather important.

1388. Mr. *Acland.*] Why is that?—From the noise and confusion that is going forward. One master taking a certain class of subjects, and the other another; it is also interesting to the boys. I would send the boys, for instance, here to learn reading, there to attend to writing and arithmetic.

1389. *Chairman.*] What salary should you say would be a fair remuneration?—The masters' salaries are much too low at present, they should not be at all measured by what is now paid, because you cannot obtain properly qualified masters under 150 *l.* a year.



Mr. J. R. Wood.

11 May 1838.

1390. Mr. *Acland*.] In stating that sum, do you do so from the amount of the masters' salaries at present, or from knowing that a well-qualified person can get that income in some other way?—From both; I am sure, for less than that you could not secure a respectable amount of talent and fitness.

1391. Do you consider there is much discontent and uneasiness at present, with reference to their situation, among schoolmasters?—There is no class of men more discontented; but I do not think the men whom I have met and conversed with, who are the best qualified for schoolmasters, are at all ambitious to raise themselves higher; they are men of moderate views; their chief anxiety is with respect to the future; they say, "My energies will soon be exhausted; I shall sink, and my salary is such I have no means of saving anything;" the consequence is, that they seek some other business. I know that one of the best private schoolmasters in Birmingham got an offer of a partnership lately in the coal business, and he is now a coal merchant.

1392. Supposing the salaries equal, which is the most eligible situation, that of a mercantile clerk or a schoolmaster?—I think there are very few but would prefer a mercantile clerk's situation.

1393. Will you be so good as to state what are the reasons for that?—The very heavy responsibility they feel; I am speaking now of a man who appreciates the importance of the task he is undertaking; and the labour and anxiety of mind that continually press upon him and wear away his constitution in many cases.

1394. To what do you attribute that anxiety of mind, to his responsibility to his scholars, or his anxiety for his future subsistence?—To both, but chiefly to his responsibility on account of his scholars; he enters into the condition of each, and while he feels encouraged to see some promising well, he experiences a perpetual discouragement and disappointment from others; and if, in addition to that, he is acting under a committee who are limiting or narrowing his means, it is another source of deep anxiety to him. I have met with many such men. Another source of deep anxiety, as schools are at present, is this: the master knows what he ought to do, but he feels that he has not the means in his hands to do it; he is placed under a system which will never bring out the results he could wish, and the consequence is his mind is distracted, and he is very glad to seek a situation even with a less income than his salary.

1395. Do you think it would be possible to adopt such measures to elevate the condition, and generally to better the situation of the schoolmaster without increasing his salary, as would make the situation preferable to a clerk with the same salary?—Certainly, and some of the best schoolmasters I know would feel satisfied if they had not more scholars placed under their charge than they think they can do justice to, and some provision was made for sickness or old age, such as a schoolmaster's fund. In that state of things they would devote all their energies to the work, I am convinced, with very great benefit to society, and they would not be tempted away from it, because they like it. A good schoolmaster likes his work; there is no employment more interesting to a mind that can enter into it than that of educating the young where a man has not more placed under his charge than he can really do his duty to.

1396. Would you carry that observation so far as to say that the situation of a schoolmaster might be so bettered that it would be preferable with a smaller salary to other situations?—Many schoolmasters would prefer it with a somewhat smaller salary.

1397. *Chairman*.] From your experience of the occupations of children at an early age in large towns, how much they are occupied and their time taken up, do you think that evening schools; at which they could attend for an hour or two in the evening after the day's work was in some sort done, would be advantageous to them if established in large towns?—I know of no other means so likely to benefit the labouring classes.

1398. Do you think the more intelligent of the working classes would be willing in many cases to enter into a sort of compromise for the sake of obtaining some sort of education for their children, by giving up a portion of every evening to their children's instruction?—I am sure they would be very glad to give up a portion of every evening to their children's instruction; the great bulk of them would, and the children would be very glad of such a means of obtaining knowledge; I am now speaking in general terms, but I know from examination

nation of many hundreds, and I may say thousands, that they would be happy if they had the means of doing so.

1399. Do you think that if a good system of instruction were adopted at such evening schools, together with attendance at the Sunday schools for those who are not able to have daily instruction, that would at all events be a very great improvement upon the present system?—It would be a most valuable improvement.

1400. As their attendance would only be for a couple of hours perhaps of an evening, the cost of such instruction would of course be a great deal less than if it extended through the whole day?—Of course it would.

1401. How much a week do you think would be a sufficient remuneration for a teacher?—Taking five evenings in a week, I conceive a qualified teacher would be well satisfied with 8*s.* a week, supposing it to take him two hours ruling and preparing the books.

1402. How much do you think would be a sufficient payment for each child of the working class, per week?—I should say, if they only attended to read, 1*d.*; if they learned reading and writing, 2*d.*; and if they attended to learn reading, writing and arithmetic, 3*d.*

1403. Might not the same school-room be adapted to different sets of children, to be instructed on the same day?—Certainly.

1404. So that one set might come for two hours in the morning, another for two hours at ten o'clock, another for two hours at one, and so on?—Certainly, the school-room being well ventilated.

1405. That would very much diminish the expense of the building, as it would be applicable to a greater number?—It would.

1406. And would be a suggestion, you think, worth attending to in the education of the working classes in large towns?—Yes; but I conceive it would not be well to have more than two sets of scholars under one master; it would create some confusion in his mind as to the proper training and managing of the children. It requires a man to be familiar with them, and to watch their habits, dispositions, and their manners.

*Martis, 19<sup>o</sup> die Junii, 1838.*

MEMBERS PRESENT.

Mr. Acland.  
Lord Ashley.  
Mr. Gladstone.  
Mr. Pusey.  
Lord Viscount Sandon.

Mr. Poulett Scrope.  
Mr. Slaney.  
Mr. Vernon Smith.  
Mr. Stanley.  
Mr. Wyse.

R. A. SLANEY, Esq. IN THE CHAIR.

Mr. *Henry Althans*, called in; and Examined.

1407. *Chairman.*] YOU are the inspector of schools in London for the British and Foreign School Society, are you not?—Yes, I am.

1408. And you have, for a considerable number of years, taken a good deal of interest in the state of the schools in the metropolis?—Yes; for about 25 years.

1409. And during that time you have given a good deal of attention to the subject, and have been much occupied in inspecting schools and seeing the state of them?—Yes.

1410. In consequence of a wish expressed for information in the populous districts of London, have you inspected the parishes of Christchurch, Spitalfields; St. Mary, Whitechapel; St. George-in-the-East, and St. John's, Wapping?—Yes.

1411. At what time did you visit them?—About a fortnight ago.

1412. That was in May 1838?—Yes.

1413. Here is an abstract given of the state of the schools in the parish of Christchurch, Spitalfields, at that time, stating the description of schools, the number of boys and girls in each school, and the total number of scholars; is that a correct account?—Yes; it is from an actual visitation by myself.

o.58.

6

1414. In

Mr. *J. R. Wood.*

11 May 1838.

Mr. *H. Althans.*

19 June 1838.

Mr. H. Althans.

19 June 1838.

1414. In the account which you gave the Committee of the schools in the parishes to which you have referred, you do not give any account of what are called "Private day and dame schools," but you give an account of all schools of the National Society, and the British and Foreign Society; are those charity and public schools?—Yes, including the infant schools; I distinguish them in this way, public schools, and private schools; I consider the public schools to be the national schools; the British schools, and the infant schools, such as dame schools, and other schools, that persons carry on for their own benefit, I call private schools.

1415. Mr. Wyse.] What do you call such schools as grammar schools and asylum schools?—I consider them as public schools.

1416. Are they under the National School system, or the British and Foreign School system?—Those you are referring to there are under neither of the systems.

1417. *Chairman.*] Then you comprehend in the number which you give there all the children educated in all the schools, except private schools?—Yes.

1418. That comprehends those that are in the National Schools, and in the British and Foreign Schools, and in all the charity schools?—Yes; and in all endowed schools.

1419. Having made these observations, is the account which you have given in an accurate one as regards the parish of Christchurch, Spitalfields?—The manner in which I ascertained the number was this: I visited the schools, and inquired of the master or mistress the number of the children on the books at the time, and I took the account from them.

1420. This comprises, then, an account of all the children on the books, from the public schools and the charity schools within each parish?—Yes.

1421. The number you give here as the total is taken from the Population Returns of 1831, is it?—Yes.

1422. The population is 17,949, and the total number of scholars, 1,338?—Yes, that is correct.

[The Witness here put in the Returns of Schools in the Parishes of Christchurch, Spitalfields; St. Mary, Whitechapel; St. George-in-the-East, and St. John, Wapping; and also a Comparative Statement of Schools and Scholars in 1818, 1834, and 1838.]

A RETURN of SCHOOLS in the Parishes of Christchurch, Spitalfields; St. Mary, Whitechapel; St. George-in-the-East; and St. John, Wapping; visited in the month of May 1838, by *Henry Althans*, Inspector of Schools in *London*, on the System of the British and Foreign School Society.

Parish of *Christchurch*, Spitalfields.

Population in 1831 - - - 17,949.

## Schools in 1838:

Parochial Charity, next the Church	-	-	-	-	Boys	60	
					Girls	60	
							120
National, Quaker-street	-	-	-	-	Boys	329	
					Girls	120	
							449
Dissenter's Charity, Wood-street	-	-	-	-	Boys	50	
					Girls	40	
							90
British Jews' School, Bell-lane	-	-	-	-	Boys	299	
					Girls	130	
							429
British, Grey Eagle-street	-	-	-	-	Girls	96	
							96
					Total Schools, 9;		Scholars - 1,184
Infant School, Quaker-street	-	-	-	-	Scholars		154
					Total Schools, 10;		Scholars - 1,338

Parish of

ON EDUCATION OF THE POORER CLASSES.

131

Mr. H. Athans.

19 June 1838.

Parish of *St. Mary, Whitechapel.*

Population in 1831 \* - - - 30,733.

Schools in 1838 :

Parochial Charity, 78, Whitechapel-road - - - - -	Boys 100 Girls 100	200
National, St. Mary's-street - - - - -	Boys 245 Girls closed	245
National, Gower's-walk - - - - -	Boys 112 Girls 78	190
German, Little Alie-street - - - - -	Boys 75 Girls 35	110
Jews' Orphan Asylum, Leman-street - - - - -	Boys 10 Girls 10	20
Sailors' Female Orphan, 66, Great Prescott-street - - - - -	Girls 25	25
Sailors' Orphan School, 14, Wellclose-square - - - - -	Boys 20 Girls 35	55
Infant School, St. Mary's-street - - - - -	Closed.	
Total Schools, 12; - - -		Scholars - 845

Parish of *St. George-in-the-East.*

Population in 1831 - - - 38,505.

Schools in 1838 :

Raine's Asylum - - - - -	Girls 40	
Raine's Charity, Charles-street, Old Gravel-lane - - - - -	Boys 50 Girls 50	140
National, Charles-street, Old Gravel-lane - - - - -	Boys 250 Girls 145	395
Middlesex Society, Cannon-street Road - - - - -	Boys 100 Girls 50	150
Shakspeare's-walk Female, York-place, Old Gravel-lane - - - - -	Girls 40	40
Dissenters' Charity, Pell-street, Ratcliff Highway - - - - -	Boys 50	50
British, Prince's-square - - - - -	Boys 160 Girls 110	270
Sailors' Orphan, Episcopal - - - - -	Girls 65	65
Infant, Waburgh-street - - - - -	discontinued.	
Total Schools - - 12; - -		Scholars - - 1,110

Parish of *St. John, Wapping.*

Population in 1831 - - - 3,564.

Schools in 1838 :

Parochial Charity, next the Church - - - - -	Boys 80 Girls 50	130
East London Catholic, 14, Red-lion-street, Wapping - - - - -	Boys 180 Girls 140	320
British. Removed to Shadwell		
Total Schools - - 4; - -		Scholars - - 450

132 MINUTES OF EVIDENCE BEFORE SELECT COMMITTEE

Mr. H. Althans.

COMPARATIVE STATEMENT of SCHOOLS and SCHOLARS.

19 June 1838.

1818. From Parliamentary Returns.	1834. Visited by H. Althans.	1838. Visited by H. Athans.
<b>SPITALFIELDS:</b>		
Population 1811 - - 16,200.	Population 1831 - - 17,949.	Charity - 2 Scholars 120
Charity Schools 2 Scholars 110	Charity - 2 Scholars 120	Wood-street 2 - - 90
Wood-street 2 - - 100	Wood-street 2 - - 100	National - 2 - - 449
National - 2 - - 721	National - 2 - - 448	Jews, British 2 - - 429
Mrs. Buxton's 1 - - 100	Jews, British 2 - - 490	Infants - 1 - - 154
<u>7</u> <u>1,031</u>	Infants - 1 - - 147	British (new) 1 - - 96
	<u>9</u> <u>1,305</u>	<u>10</u> <u>1,338</u>
<b>WHITECHAPEL:</b>		
Population 1811 - - 27,578.	Population 1831 - - 30,733.	Charity - 2 Scholars 200
Charity Schools 2 Scholars 200	Charity - 2 Scholars 200	National - 1 - - 245
National - 2 - - 600	National - 2 - - 265	Gowers' Walk 2 - - 190
Gowers' Walk 2 - - 200	Gowers' Walk 2 - - 200	German - 2 - - 110
German (omitted) 2 - - 60	German - 2 - - 60	Jews' Asylum 2 - - 20
<u>8</u> <u>1,060</u>	Jews' Asylum 2 - - 20	Sailors' Female 1 - - 25
	Infant - 1 - - 200	Sailors' Orphan 1 - - 55
	<u>11</u> <u>945</u>	<u>12</u> <u>845</u>
<b>ST. GEORGE, EAST:</b>		
Population 1811 - - 26,917.	Population 1831 - - 38,505.	Raine's Asylum 1 Scholars - 40
Raine's Asylum 1 Scholars - 27	Raine's Asylum 1 Scholars - 35	Raine's and
Raine's and	Raine's and	National 4 - - 495
National - 4 - - 302	National 4 - - 439	Middlesex 2 - - 150
Middlesex - 2 - - 150	Middlesex 2 - - 150	York-place 1 - - 40
York-place 1 - - 40	York-place 1 - - 40	Pell-street 1 - - 50
Pell-street	Pell-street 3 - - 120	Pell-street 1 - - 50
(omitted) 3 - - 120	Merch' Seamen 2 - - 64	Merch' Seamen removed to Bow.
<u>11</u> <u>639</u>	British - 1 - - 130	British - 2 - - 270
	Sailors' Orphan 1 - - 70	Sailors' Orphan 1 - - 65
	Infant - 1 - - 160	Infant discontinued.
	<u>16</u> <u>1,208</u>	<u>12</u> <u>1,110</u>
<b>WAPPING:</b>		
Population 1811 - - 3,313.	Population 1831 - - 3,564.	Charity - 2 Scholars 130
Charity Schools 2 Scholars - 90	Charity - 2 Scholars 120	Roman-catholic 2 - - 320
Roman-catholic 2 - - 140	Roman-catholic 2 - - 260	British, for Sailors' Children,
<u>4</u> <u>230</u>	British, for Sailors' children 2 - - 240	removed to Shadwell.
	<u>6</u> <u>620</u>	<u>4</u> <u>450</u>

Parishes of Spitalfields, Whitechapel, St. George, and Wapping.

SUMMARY.

	Total Population.	Schools.	Scholars.
1818 - - -	74,008	30	2,960
1834 - - -	90,751	42	4,078
1838 - - -	- - -	38	3,743
Increase since 1818 -	16,743	8	783
Decrease since 1834 -	- - -	4	325

May 1838.

Henry Althans.

1423. The statement of 1818 is taken from the Parliamentary Returns, is it?—  
Yes.

Mr. H. Althans.

1424. Then that of 1834 and 1838 is taken from your own personal inspection, is it?—Yes.

19 June 1838.

1425. There is also a summary stating the total population in those parishes, the number of schools, and the total number of scholars, is that correct?—Yes, it is.

1426. You stated that it was from your own inquiry that you were enabled to attain this result, but you stated also that you did it from the number of scholars put down in the books of the different schools?—Yes.

1427. From your knowledge of the nature of the attendance at school, can you tell whether all the number of scholars down on the books were attendant at one time or not?—I should think you might deduct 15 per cent. from the number upon the books.

1428. Mr. Wyse.] Have you any distinct ground for that conjecture?—Yes; I have had many opportunities of making comparisons, for on visiting schools on the system of the British and Foreign School Society and the National Schools, I find the number of attendants differs from the number upon the books by about 15 per cent. on an average.

1429. Have you made a similar inquiry into the state of the children, and the number attending the schools in the parishes of St. Mary, Newington; St. Mary, Bermondsey, and Christchurch, Surrey?—Yes.

1430. And have you visited them?—Yes.

1431. Are you able to put in any return founded upon your own inquiry, which you believe to be accurate, as regards those parishes?—Those returns are accurate, with the exception of the Roman-catholic schools, to which I was not allowed admission.

[The Witness here put in the Return of Schools in the Parishes of St. Mary, Newington; St. Mary, Bermondsey, and Christchurch, Surrey.]

A RETURN of Schools in the parishes of St. Mary, Newington; St. Mary, Bermondsey, and Christchurch, Surrey; visited in the month of May 1838, by Henry Althans, Inspector of Schools in London, on the System of the British and Foreign School Society.

Parish of St. Mary, Newington, Surrey.

Population in 1831 - - - - 44,526.

Schools in 1838:

The United National and Parochial, Queen's Head Row, near the Church	Boys 274
	Girls 171
British, Flint-street, Walworth	Boys 350
British, South-street, Walworth	Girls 129
British, Walworth, Charity, Mount-street	Girls 83
British, York-street, Charity, Walworth	Girls 60
Infant, York-street, Walworth	Scholars 180
Total Schools, 7; - - - Scholars 1,247	

Parish of St. Mary, Bermondsey, Surrey.

Population in 1831 - - - - 29,741.

Schools in 1838:

Grammar School, Grange-road	Boys 80
National and Charity, 10, Bermondsey-square, Grange Walk	Boys 220
	Girls 116
British, Great George-street	Boys 247
Roman Catholic, Smith's-place, Neckinger-street	Boys 150
Ditto Salisbury-street, East-lane *	Girls 100
Independent Dissenters, Cherry Garden-street, Jamaica-row	Boys 50
	Girls 32
Infant, Jacob-street, Mill-street, Dock Head	Scholars 60
Total Schools, 9; - - - Scholars 1,055	

\* I was refused admission to this school.

Mr. H. Althans.

Parish of *Christchurch*, Surrey.

19 June 1838.

Population in 1831 - - - - 13,705.

Schools in 1838 :

National and Charity, Green Walk, Holland-street - - - -	Boys 134
	Girls 82
British, Marlborough-place, Charlotte-street - - - -	Boys 223
	Girls 119
Infant, Castle-yard, Holland-street - - - -	Scholars 120
Total Schools, 5 ; - - - Scholars 678	

Parishes of *St. Mary, Newington* ; *Bermondsey*, and *Christchurch*, Surrey.

## SUMMARY.

	1831.	1838.	
	Population.	Schools.	Scholars.
<i>St. Mary, Newington</i> -	44,526	7	1,247
<i>St. Mary, Bermondsey</i>	29,741	9	1,055
<i>Christchurch, Surrey</i> -	13,705	5	678
TOTAL - - -	87,972	21	2,980

Only one-thirtieth part of the population belongs to public schools, besides the drawback of the irregular attendance of scholars, whose names are on the school-books, which amounts to from 15 to 20 per cent. at most schools.

In the above parishes there are probably 6,000 children at private day schools, which would increase the gross number to about 8,000, or one-eleventh part of the whole population, including infant and dame schools.

The population has increased since 1831.

(signed) *Henry Althans.*

1432. Is it the case generally that you are refused admission to the Roman-catholic schools?—I have never been refused admittance to a Roman-catholic school previously, it was only on this one occasion that it happened to me.

1433. What was the reason given in this instance?—The doors were shut, and a girl came to the door and said, I could not be admitted without the consent of the priest, and that I must go to the priest and get his consent before they would admit me.

1434. Was this the case in the boys' school also?—There was no one in attendance, and I went to the priest's house and I there ascertained the number.

1435. *Chairman.*] You got the number, and you believe that to be correct?—Yes.

1436. Then the general result is, you believe, an accurate one, as to the children attending the schools in these large parishes?—Yes, as to the number on the books.

1437. In the latter part of this report you state, in the above parishes there are probably 5,000 children at private day schools; what means have you of ascertaining that?—From the comparative statement previously published in the Parliamentary accounts.

1438. The mode by which you got it was, you looked at the Parliamentary Return for these parishes of the children attending public schools, and the children attending private schools; in what year was that?—In the years 1818 and 1833.

1439. First of all you saw the number in the Parliamentary Return attending the public schools in 1833, then you found by inspection what was actually the number in 1838?—Yes, I did so.

1440. Having done that, you instituted a similar comparison between the number of children attending private schools in 1833 and what you supposed might be the number in 1838?—Exactly so, and I compared it also with 1818.

1441. And

1441. And the result of this comparison was to give the number attending private day and dame schools in these parishes of 5,000?—Yes.

1442. Have you had an opportunity of knowing what is the sort of education given in these day and dame schools, whether it is an efficient, useful education, or whether, on the contrary, it is inefficient and a bad sort of education?—I should consider in general the education is very defective, on account of the master having more work to do than he can properly attend to.

1443. Is it not the case also in the poor districts that the schools are very often in close and confined situations, ill ventilated, with a number of children crowded together, and the masters often following other occupations?—It is.

1444. Have you had an opportunity of seeing the bad state of the children in many of the schools?—I have observed that the children are very much crowded in these rooms, and the masters and mistresses seem very much jaded with their work; there is a great want of discipline in them and great coercion, and that the masters and mistresses are generally obliged to follow some other occupation for a living.

1445. Have the masters and mistresses, in these private day and dame schools, generally been brought up to the business which they follow; or is it only a refuge after having failed in some other mode of trying to get their living?—There are but few instances in which, from my knowledge, they have been brought up to the occupation.

1446. Do they appear, from what you have seen of them, fitted for the occupation of instructing infant youth, and leading the minds of children to know the way in which they should go?—In general, not; very few of them appearing to understand the business of education at all.

1447. Do you not consider that religious and moral training of the early minds of youth is one of the most important points of education?—I should consider it ought to be the basis of all education.

1448. Do you consider that these day and dame schools which you have described are effective for the important parts of education?—There is not much attention paid to religious instruction in these schools.

1449. Nor moral training?—No.

1450. Is there any system of moral training observed in these schools, which might have its effect in the conduct of children as they gradually grow up?—I consider there is very little effort for that purpose; the time is chiefly devoted to teaching reading, writing, and arithmetic.

1451. It appears that the general view of the system of education, in these dame and day schools for the children of the working classes, is, that it is very inefficient for good purposes?—Decidedly so.

1452. Lord *Sandon*.] What are the hours of attendance in the dame schools, generally?—Similar to those in the public schools, from nine till twelve in the morning, and from two to five in the afternoon in the summer-time, and from two to four in the winter.

1453. And with regard to day schools the same?—Yes, I think the time does not vary at all.

1454. Are they accustomed, in this class of schools, to have long holidays, as they are in boarding schools?—Not so long; some of them have a fortnight, and some of them have only a week.

1455. Mr. *Wyse*.] The attendance is the same as in the public schools?—I cannot answer that question, because I have no opportunity of telling the number on the books.

1456. Would you suppose it is so, from any observations you have made?—It would be merely a guess, as the masters and mistresses of private schools generally reckon the number of scholars by those that pay.

1457. Lord *Sandon*.] Those are the ones who are not likely to omit their attendance?—Certainly.

1458. Mr. *Wyse*.] What is the state of the schools in general; what kind of rooms are they in which the dame and day school education is given?—They are in general too much confined.

1459. Is the state of the building in which the schools are good or bad?—In general they are very much cramped for room, and badly ventilated.

1460. Lord *Sandon*.] Each of the dame schools consists of a single room, does it not?—Yes.

1461. About 14 feet square, is it not?—Yes, something like that.



Mr. H. Althans.

19 June 1838.

1462. What number of children are there?—The rooms contain 20 or 30, and sometimes 40.

1463. Male and female?—Yes; male and female together.

1464. What are the average limits of the age?—Under six years.

1465. What do they profess to teach?—They profess to teach, in their bills, “A respectable school for teaching reading, writing, and arithmetic.”

1466. Mr. Wyse.] Was that the highest class of education?—Yes.

1467. Mr. Stanley.] Did you see the books that were used?—They use such books as Carpenter’s spelling-book, and Mavor’s spelling-books; and in many cases they just repeat the words after their mistress, which, I suppose, is considered teaching the art of reading.

1468. Lord Sandon.] Have you had any opportunity of knowing what has been the result of what is called a dame-school education?—I have never met with any of those children who could read unless they had been taught in public infant schools.

1469. Have you had any opportunity of ascertaining that?—I am quite satisfied in the dame schools they cannot teach reading.

1470. What can they teach?—I do not know.

1471. Do they give any sort of moral instruction in the dame schools?—They teach them to repeat the Lord’s Prayer and the Ten Commandments.

1472. Do they expound them at all?—No, nothing of the kind; for a dame school, you must imagine a square room, with about four or five forms of children; they are seated there, and the particular business of the mistress is to keep the children quiet; they have their books in their hands, and they are required to be learning their lessons, with nobody to teach them; they go up, one at a time, to the mistress, and they try to read, by repeating the words after her.

1473. Are the children’s eyes on the book?—Yes; they must be fixed on the book when the mistress is hearing them.

1474. Mr. Wyse.] Do they use much corporal punishment in these schools?—There is always a cane; and sometimes the children get severely corrected.

1475. Chairman.] Then it is not by kindness, but by coercion?—Yes; and generally I have found the women in these schools are women of very sour tempers.

1476. Mr. Stanley.] In many instances, have not these mistresses in dame schools other occupations?—Yes; in many instances they take in needlework, and in one instance I found a woman washing when she was teaching the children.

1477. Chairman.] Do they not often keep small shops?—They often keep toy-shops and cake-shops, and they make something by the children, who buy their cakes.

1478. Mr. Stanley.] Can you tell the amount that is paid for this sort of education?—I believe from 3 *d.* to 6 *d.* a week; the fact is, they are sent there to be taken care of merely.

1479. Lord Sandon.] Do you know, at all, what class of people send their children to these schools?—I should say, chiefly the working class.

1480. Not the poorest working class?—No; I have seen some very well-dressed children in these schools.

1481. They must be people earning more than 12 *s.* a week, must they not?—Decidedly so.

1482. Mr. Wyse.] Do they attend to cleanliness, with regard to these children?—In general they do so in the dame schools.

1483. Chairman.] Are there any play-grounds appendant to any of the day or dame schools in these populous parishes you have seen?—Scarcely ever.

1484. Lord Sandon.] Are they turned into the lanes and alleys?—No; in general they go home.

1485. Mr. Wyse.] They are only occupied in saying lessons?—Yes.

1486. Is that the case in the day as well as the dame schools?—Yes; in the public schools they want play-grounds very much. The Committee must observe, that I have known some few exceptions to the preceding remarks, where creditable dames have had schools.

1487. Lord Sandon.] The fact is, you would not consider it necessary for a person to have been trained to the profession of a schoolmistress, for the purpose of being able to instruct 20 young children?—My apprehension is, they very much require training to the profession; because you must look at it as the management

of

of mind, and to put mind under the management of persons who have not been trained, I should consider very injudicious.

1488. Do you not consider that a person who has had a large family has acquired the same qualifications?—They may have done it in the art of managing children, but not in educating them; and therefore my opinion is, that all persons, to educate children properly, ought to be trained.

1489. Mr. *Wyse*.] Did you find the teachers in the infant schools superior to the teachers in the dame schools?—Decidedly; I should say far superior, on account of their having had previous training.

1490. Mr. *Stanley*.] Were they for the most part men or women?—I have seen both, and I consider that an infant school is best conducted where there is both a man and a woman that has the management of it.

1491. *Chairman*.] Do you not consider that good temper and firmness are two of the first requisites in either a woman or a man who should be a teacher at an infant school?—Most decidedly those are the two requisites for discipline.

1492. Did you find that those two requisites were generally to be found in these dames who ruled over their little lot of scholars in the districts you have spoken of?—I found generally there was very little management and temper.

1493. Do you not consider that, generally, the management of the temper of young children, whose minds are to be formed, is one of the most important features of education?—I consider it is the most important.

1494. Mr. *Wyse*.] Were the teachers of the infant schools deficient in temper?—I have generally found the teachers in the infant schools have manifested very good temper.

1495. Lord *Sandon*.] What are the ages of the children who frequent the private day schools?—I should say from six to fourteen.

1496. Is there a very great variety in the character of the schools that range under that head?—Certainly.

1497. Do you find any you would describe much in the same way as you have the dame schools?—Some of them are very little better than the dame schools.

1498. Do you mean with respect to single rooms and small houses?—Yes.

1499. Were they as little taught as in the dame schools?—There is more taught, because the mistress in most of these schools has an assistant.

1500. What is the species of instruction?—Reading, writing, arithmetic, geography, and grammar; that is about as far as they go generally.

1501. What is the lowest charge and what is the highest?—From 3*d.* to 1*s.* a week.

1502. What is the class which pays about 1*s.* a week?—The working mechanics and shopkeepers.

1503. Do you mean the children of mechanics getting a guinea a week?—No, more than that.

1504. Mr. *Stanley*.] What sort of education have the masters of these schools received?—In general it is very middling.

1505. Lord *Sandon*.] What have the masters in these schools, in general, done before they have taken up that profession?—In most cases they have filled some other profession, and not succeeding, they have taken up that of a schoolmaster.

1506. Have you any means of giving an account of the sort of class from whence they proceed?—I should say they chiefly proceed from the middle classes of society.

1507. What do you mean by that?—I mean the sons of shopkeepers or working mechanics, or people of that description.

1508. Broken-down tradesmen?—Yes.

1509. *Chairman*.] They have been persons rather disappointed in the world, have they not?—Not always; sometimes it has arisen from the parents not succeeding in business, and being unable to maintain a family, the children become teachers.

1510. Lord *Sandon*.] Many of those persons, if they had the opportunity of being trained, would be efficient, would they not?—Yes, they would; but they must have a maintenance till they have been trained; they are in general very poor.

1511. *Chairman*.] Some of them, if they were properly trained, might turn out good schoolmasters?—I should say two-thirds, the young ones particularly, but the elder ones are gone by.

Mr. H. Althans.

19 June 1838.

1512. Lord Sandon.] Do they give generally, in these schools, a religious and moral training?—The only religious instruction is, they occasionally read the Bible, and that is done without explanation or information.

1513. Mr. Wyse.] Do they read extracts from it of the more important parts?—The master reads any chapter which he selects.

1514. Chairman.] Is there any religious duty, such as kindness and benevolence towards others, and those duties which we denominate Christian charity towards each other, taught?—No; that is all totally neglected.

1515. Lord Sandon.] Have they generally play-grounds in those schools?—No, they have not.

1516. Mr. Wyse.] Are they well supplied with books?—The parents pay for the books, and they have as good a supply as the master thinks necessary.

1517. Lord Sandon.] Do the parents provide stationery as well?—The parents pay for all books and stationery.

1518. Mr. Wyse.] Can you give the Committee any general idea of the nature of the books that are read in these schools?—Carpenter's Spelling Book, Mavor's spelling books, Mavor's English Grammar, Pinnock's Geography, and such books.

1519. Chairman.] Do they draw maps?—No they do not; in fact, generally speaking, they have no maps; they have slates and writing books and copy books. I believe those are the principal books which are used, but in some of the superior schools they have perhaps Goldsmith's Abridgement of the History of England, and they have also his Abridgement of the History of Rome.

1520. Mr. Wyse.] Are any pains taken to explain the meaning of the words that are used in reading to the children?—I think of late years there have been a few attempts made, and the day schools in that respect are somewhat improved.

1521. Chairman.] What would be the current expenses per annum of a school of 200 children conducted on the plan of the National and British and Foreign schools?—£. 30 for the current expenses, including repairs, and 70 *l.* for the master.

1522. That brings it to about 10 *s.* a year per child, does it not?—Yes.

1523. What would be the cost of the building?—The cost of the building for 200 children in London would be about 400 *l.*

1524. Does that include fittings up?—Yes, including everything.

1525. Lord Sandon.] Have you any means of ascertaining what would be the cost of a site for a building of this kind in the quarter of the town with respect to which you have given your evidence?—I cannot answer that question, because a great deal depends upon a variety of circumstances, such as the neighbourhood, and the locality.

1526. You could raise more than 3 *d.* a week upon a portion of the children, could you not?—If you were only to give a master 100 *l.* a year, you might get 2 *d.* 3 *d.* and 4 *d.* a week from the children.

1527. If you united a boys and a girls' school together, on the same premises, the expenses of each might be diminished, might they not?—I do not think so; and for this reason, we seldom find a school succeed with a master and mistress who are man and wife; and therefore it is just the same as having two separate schools.

1528. But will there not be a saving in the building?—Yes, there will.

1529. You have had abundant opportunities of distinguishing the effect of the monitorial system, have you not?—Yes, I have.

1530. What is your opinion as to the effect of it?—My opinion is this, that the monitorial is effective where the master trains his monitors properly; and I consider that in monitorial schools there should be two masters, and the school consequently divided into two parts; the lower part should be what I call a drilling school, under the monitors and one master; and the upper part of the school should be more particularly devoted to study, under the eye of the other master.

1531. With these two masters would you still limit the number to 200?—Yes; 200 is quite large enough. You might have 120 in the lower school, and from 60 to 80 in the upper school.

1532. Mr. Acland.] What provision would you make for the training of the monitors?—Each master must train his own monitor.

1533. Lord Sandon.] Is that to be during school-hours?—No, out of school-hours. The great thing in the monitorial system is, that the monitorial system conveys a great deal of knowledge to the children's minds, a considerable portion of which escapes, and therefore we want a school for study to fix it.

1534. Then the monitorial system would only be used in one of the two schools?

—It

—It might be used in both, if necessary. There would be a division under the upper master. There would be three classes formed; and the great advantage is, to keep all the children occupied, and all the time occupied, from the beginning to the end of the school.

1535. Does not the monitorial system arrest the progress of the monitors themselves?—When the monitors have been properly trained, they are obliged to acquire so much information for the purpose of teaching the children, that I consider their acting as monitors favourable to the increase of their own knowledge.

1536. Then, in fact, the monitors become the private pupils of the master?—Yes.

1537. And his instruments for communicating knowledge to others?—All that I know, as a master, I communicate through the monitors to the scholars, assisting the monitors whilst they are teaching.

1538. Mr. Stanley.] By your account, then, these monitors must have a particular course of instruction from the master?—Yes.

1539. Do you consider the master has time and leisure to give them the instruction?—Many of them have not, because they have other occupations.

1540. Lord Sandon.] If they had no other occupation do you think they could do it?—Yes.

1541. Mr. Stanley.] You consider that if they had not other occupations they could give the instructions to the monitors?—Yes; some masters meet their monitors early in the morning, others after the morning school, or after the afternoon school, to give them instruction.

1542. Mr. Acland.] Is the Committee to understand you to say that you think the monitorial system is applicable to all subjects?—Yes, to all subjects that are taught in the school by the monitorial system, provided the monitors are trained.

1543. Do you extend that remark both to moral and religious instruction?—No, not exactly.

1544. Lord Sandon.] You will then have the authority of the master?—There is a feeling on the part of a master, as a moral and religious instructor, he cannot expect the monitor to possess.

1545. Mr. Wyse.] And they are still less efficient as trainers, and giving moral training?—So far as verbal, moral, and religious instruction goes, the monitors have been found competent to that.

1546. Lord Sandon.] But with respect to influence on the heart, not?—Yes, in general; but I have known some monitors, very feeling youths, who have communicated religious instruction very readily.

1547. Up to what age do the boys remain as monitors?—We lose them a great deal too soon; they seldom stop over 13.

1548. At what age do they begin to occupy that post?—Some at seven years of age; and the reason is this: the master says, I want a good set of monitors; if I take my elder boys now I shall lose half of them at Midsummer, and then I shall want a new set, whereas if I take my little boys they will have a great deal of good training, and by the time that they are ten or eleven years of age they will suit my purpose.

1549. Do you consider that boys of seven years of age would have any authority over boys of ten?—Yes, with the assistance of the master's authority in the school.

1550. Chairman.] Would not finished monitors, who have had the experience of two or three years, if they could be persuaded to stop, gradually become good masters themselves?—I have no doubt of it; but as soon as a weekly salary is offered to the parents they take their children away from the school.

1551. If a weekly salary could be offered sufficient to induce them to stay for the purpose of becoming assistants in the school, and with a prospect of subsequently becoming schoolmasters, they would probably remain?—I have known instances of monitors preferring to stay at school for one-half the sum they could earn away from it.

1552. Lord Sandon.] Are the monitors generally paid?—No, there are no funds to pay them.

1553. Is there any economy in the monitorial system?—I think that the monitorial system, as dependent upon economy, is only an expedient.

1554. Do you mean as recommended on the score of economy?—What I mean is, give plenty of funds and you would modify the monitorial system.

1555. Mr. Stanley.] You would rather resort to one additional master if you could

Mr. H. Althans.

19 June 1838.

could afford it?—Yes, but there is one thing, that is, that in the lower school the monitors are essential, because they can teach longer than any adult. A monitor will go through his three hours' teaching and not be fatigued, but an adult would feel it in his throat and be exhausted.

1556. Have you generally found that the instructions of the monitors have been attended to?—Yes, under a good master.

1557. Lord Sandon.] If you had two good masters for 200 children, should you still consider the monitorial system quite desirable?—Quite desirable, for the division of the school into classes, and also to insure the constant occupation of the children.

1558. Chairman.] Is there a system in the British and Foreign School Societies of inspection established?—We have no system of inspection yet established, but about seven years ago I undertook, at the request of the committee of the British and Foreign School Society, to devote about half my time to the inspection of their schools in London and within 10 miles, and that I have followed up for above seven years, having now about 120 schools under my inspection.

1559. Then there is a system of inspection such as you have stated, although perhaps not quite so perfect as it might be?—Yes.

1560. Lord Sandon.] How frequently are you able to visit them?—On Tuesday and on Thursday in each week; and in general I can manage to visit two or three schools a day, and sometimes four.

1561. Mr. Wyse.] Do you visit them at fixed hours?—No, I never give any intimation when I am coming.

1562. Is the system of inspection extended beyond London?—Ten miles. Beyond that we have no system of inspection, except that our travelling agent occasionally visits the schools as he passes through the different towns.

1563. Lord Sandon.] How frequently are you able to visit a school?—In all that course of years if a school is in a weak state I visit it several times; if the school is doing well, perhaps one or two visits in a year is quite sufficient.

1564. What is the nature of your functions there?—On first going into the school, we will suppose nine o'clock in the morning, I expect to see all the monitors at work at their drafts or divisions of classes; I then pass through the drafts, and observe how the monitors are teaching, and ask the children any question I may think proper; then afterwards I examine the writing books, and then sometimes I have a particular class brought out, for instance, the 15th class, to ascertain what progress they have made in reading. I then examine an upper class in reading and explaining, and probably a class in mental arithmetic, geography, or any other branch of instruction in the school.

1565. Chairman.] Do you report your observations, or do you write down, in any book which is kept for the purpose, what you may have observed?—I make a monthly report to the committee of the British and Foreign School Society of the visits I have made to the schools, in which I express my opinions freely.

1566. What number of children are there in the whole number of schools which are under your inspection?—I think the last report is nearly 20,000. There are about 120 schools, and about 20,000, or not quite so many.

1567. The system of inspection you have carried on takes up the whole time; half the time of one person for the amount of about 20,000 scholars?—Yes; but I do not consider it sufficiently done.

1568. Do you think, from your experience on the subject, that if the whole time of any one person were directed, or half the time of two persons for the number you have spoken of, that that would be an adequate inspection?—If a person's whole time were devoted for five days in the week, he might effectively inspect 100 schools in the course of the year.

1569. How many did you state you inspected?—One hundred and twenty for half the time.

1570. Lord Sandon.] Then you believe the inspection to be an essential ingredient?—Yes.

1571. Do you give advice on the spot as to the mode of management?—The plan I pursue in that respect is this: If I find anything wrong, I do not complain to the master about it, but I ask him some question about it; then he perhaps will return me some question on the subject, and say, What am I to do; I then give my advice, and they are generally very willing to take advice; but if I were to go and complain, they would not listen to it.

1572. Chairman.]

19 June 1838.

1572. *Chairman.*] Do you report any improvements which you may see in any school in practice, and make yourself the medium of communication for the purpose of procuring imitation in other schools?—Exactly so; and I recommend the masters to go and see it.

1573. So that the system of inspection not merely acts as a check upon any negligence in any one school, but as a medium of communication of a good method from one school to the other?—It is a very good means for that purpose.

1574. In this large, populous district, the account of which you have given in the returns, one great difficulty among the working classes is for them to be enabled to spare their children for the whole of the day to come to school; is it not?—That is the great difficulty, especially in such a population as that of Spitalfields, because Spitalfields is a very large district.

1575. If any plan could be devised by which a good, effectual schooling could be given for three hours, at a fixed period of the day, do you not think the parents would be willing to spare their children for that time, they having their services for work, or any other employment, during the rest of the day?—It would be attended with considerable difficulty; because, if it were to be in the evening, the parents would make the excuse, and say, My children are fatigued with work, and are not fit to go to school now; and if it were to be in any other part of the day, the difficulty would be to get them regularly to avail themselves of it.

1576. Are there any evening schools which are under your inspection?—I have seen a few evening schools.

1577. Are you not aware that, in some districts, when they cannot spare their children for the whole of the day, that they are willing and desirous for them to come for two hours in the evening?—I have known instances where parents send their children to an evening school to learn to write and cypher.

1578. Do you not think that one of the difficulties is to get them to give up the whole day for this purpose, and that it would facilitate the means of conveying education to them, if they were to give up a part of the day only, at a fixed hour, so as to devote the rest to other pursuits?—Yes, if you could prevail upon the parents to take sufficient interest in it.

1579. But you know many instances in which the parents are very desirous that their children should have education?—I have known many instances, certainly.

1580. And also many in which they cannot spare them for the whole of the day?—I believe in general, in poor neighbourhoods, the parents are very indifferent as to education.

1581. Do you not think, that under the improved system of conveying instruction which takes place in the British and Foreign schools, you might say that a very fair education would be given with three hours' attendance each day, for the use of the working classes?—Education, to a certain extent, might be given in reading, writing, and arithmetic.

1582. And moral instruction?—Yes.

1583. Such an education would, at all events, be much preferable to having no education at all?—My opinion is decidedly that a little education is better than none at all; I know a gentleman who recently visited the parish of Bethnal Green, on Sunday; and he walked about the neighbourhood, and counted in different groups, about three hundred boys, who were gambling on the Sabbath-day, and on inquiring of many of these youths, he ascertained that they could not read, and their appearance was very rough and degraded.

1584. With respect to the Sunday schools in the district you have spoken of, you have not given a return of those; there are a great number of schools in those districts, are there not?—Yes; I can furnish all those returns if the Committee wish.

1585. Sunday schools, both in connexion with the Church, and in connexion with different bodies of Dissenters?—Yes.

1586. Are those, though not so good as daily instruction, are they not, in your opinion, of great utility?—Sunday schools, in reference to the moral influence they convey to society, are of immense importance.

1587. *Lord Sandon.*] Is there a greater proportion of Sunday school teaching in the city of London than day schools?—The number of children in the Sunday schools far exceeds that of the day schools; with regard to Bethnal Green, for instance, there are about 2,000 children in the day schools, and about 5,000 in the Sunday schools.

Mr. H. Althans.

19 June 1838.

1588. Do you not believe that in a very busy population, consisting mostly of the poorer class, if you could educate the children well in day schools, up to the age of 10 or 11 years, that the inducement to continue their education, by attendance on Sunday schools afterwards for three or four years, would be doing as much as you could expect?—I think it would.

1589. And you would consider it a very fair training?—I should consider it a beneficial training.

1590. Do you find the masters willing to part with the children under their care, those that are domiciliated with them, for the purpose of attending Sunday schools?—Many of them allow them to attend Sunday schools.

1591. And they make arrangements to accommodate them in the house?—Yes; sometimes detaining them at home in the morning to do household work, and sending them to Sunday schools in the afternoon.

1592. *Chairman.*] Do you not think that an opportunity might be afforded to them for the purpose of attending an evening school on week days, or a morning school on week days, at some particular hour?—It might be offered to them, but I think it is doubtful; they might say they were very much fatigued.

1593. *Lord Sandon.*] Is not one of the great difficulties persons labour under, the small estimation, on the part of the master, of the value of education for their young servants, which does not induce them to sacrifice their household convenience for the purpose of enabling them to continue their education?—Undoubtedly.

1594. *Chairman.*] You have told the Committee of a number of children who attend the British and Foreign schools in this large district; is there much change in them; is the number, on the whole, rather increasing or diminishing?—The number of children which attend the British schools is greatly increased within the last seven years, on account of fresh schools being open. The average attendance of children at the British schools does not much exceed two years in London; but in the country, from inquiries I have made, it is extended to three or four years.

1595. *Mr. Wyse.*] Have you found that the schools of the British and Foreign Society are liable to much vicissitude, either in point of number or duration?—They are liable to considerable fluctuation, chiefly on account of the inefficiency of the local committees.

1596. *Lord Sandon.*] Are they generally connected with any religious congregation?—Those schools connected with religious congregations are best looked after.

1597. *Mr. Wyse.*] Have you found schools flourishing one day, perhaps at your next visit considerably decayed, from the absence of some person who has taken a great interest in that school?—Our schools depend entirely upon the masters and mistresses; there is very little that the committee do that has any effect upon the school one way or the other.

1598. *Chairman.*] Then the supply of good masters and mistresses is one of the first points?—Yes; and frequently when I go into the schools they tell me they have not had a visit for six or twelve months.

1599. *Lord Sandon.*] Is not the result in your mind that it is of very great assistance to be in connexion with some definite religious body?—Decidedly, because there is always some party or other to look after them. The conviction on my mind is that where there is an open committee it seems to be that the maxim prevails, "What is everybody's business is nobody's business."

1600. *Chairman.*] Notwithstanding this, you think the schools are very effective for the improvement of the children throughout the district?—I consider it arises chiefly from their having been trained at the Borough Road.

1601. Do you not think that the principle of the British and Foreign School Society, uniting, as it does, great numbers differing in doctrinal points, but yet agreeing that their children should come together into one common school, is a very valuable one?—I have no doubt of it.

1602. And is effective for uniting into masses those who, singly, would not be able to have any education?—Certainly; I consider that if schools are likely to fail, their being connected with some place of worship is likely to save a school; but that for the purpose of giving general education a committee of different denominations, if efficient, would be preferable.

1603. *Mr. Acland.*] Why do you think it would be preferable?—Because I think it more adapted to the state of society.

1604. *Chairman.*]

1604. *Chairman.*] Is it not a rule of the British and Foreign School Society that the children should attend some place of worship, whatever it might be?—It is required by the regulation of all our schools that the children should attend some place of worship and Sunday school.

*Mr. H. Althans.*

19 June 1838.

1605. Do you not think it a very valuable regulation?—I think it a very valuable regulation, and I wish it were better attended to than it is.

1606. *Mr. Acland.*] Do you think that there are other causes which induce schoolmasters to leave their situations besides want of pecuniary resources; is their station in society such as to be considered as a discouragement?—Schoolmasters feel themselves a neglected class of society.

1607. Do you think if their station in society could be made eligible in that respect that they would be contented with a less amount of remuneration than they could obtain in trade or other employments?—In some cases I think they would; I will put a case in this way: I have no doubt that a schoolmaster who loves work would rather continue as a schoolmaster, at a salary of 100*l.* a year, than leave it for a salary of 120*l.*

1608. Which is the most agreeable situation, that of a clerk in an office, or a schoolmaster?—That depends upon what the person considers agreeable; if a person thinks the most agreeable situation is to be with children, then he would think nothing of the annoyance of children; if otherwise, then he would prefer a clerk's situation.



ANALYSIS OF INDEX.

TABLE of the PRINCIPAL HEADINGS referred to in the following INDEX, with the Page of the Index at which they will be respectively found.

<b>AGES OF CHILDREN</b> - - - - -	147	<b>DAME SCHOOLS—continued.</b>	
<i>Factory Children</i> - - - - -	156	<i>Infant Schools</i> - - - - -	157
<i>Infant Schools</i> - - - - -	157	<i>Payment for Education</i> - - - - -	162
<i>Labour of Children</i> - - - - -	159	<i>Religious Instruction</i> - - - - -	163
<i>Manufacturing Districts</i> - - - - -	160	<i>School Rate</i> - - - - -	164
<b>ATTENDANCE OF CHILDREN AT SCHOOLS</b> -	148	<i>Schoolmasters, 1</i> - - - - -	165
<i>Ages of Children</i> - - - - -	147	<i>Temper</i> - - - - -	167
<i>Sunday Schools, 1</i> - - - - -	167	<i>Working Classes</i> - - - - -	171
<b>BIRMINGHAM</b> - - - - -	149	<b>Dame and Day Schools</b> - - - - -	153
<i>Attendance of Children at Schools</i> -	148	<b>DAY SCHOOLS</b> - - - - -	153
<i>Books</i> - - - - -	149	<i>Books</i> - - - - -	149
<i>British and Foreign School Society's</i>		<i>Education, 1</i> - - - - -	154
<i>Schools</i> - - - - -	149	<i>Expense of Education</i> - - - - -	156
<i>Dame Schools</i> - - - - -	152	<i>Payment for Education</i> - - - - -	162
<i>Day Schools</i> - - - - -	153	<i>Religious Instruction</i> - - - - -	163
<i>Education, 1. 2</i> - - - - -	154	<i>School Rate</i> - - - - -	164
<i>Expense of Education</i> - - - - -	156	<i>Schoolmasters, 1</i> - - - - -	165
<i>Moral Instruction</i> - - - - -	161	<i>Working Classes</i> - - - - -	171
<i>Parents</i> - - - - -	162	<b>DISSENTERS</b> - - - - -	153
<i>Payment for Education</i> - - - - -	162	<i>British and Foreign School Society</i> -	149
<i>Schools, 2</i> - - - - -	166	<i>Sunday Schools, 1</i> - - - - -	167
<b>Board of Education</b> - - - - -	149	<b>EDUCATION</b> - - - - -	154
<b>BOOKS</b> - - - - -	149	<i>Ages of Children</i> - - - - -	147
<i>Dame and Day Schools</i> - - - - -	153	<i>Books</i> - - - - -	149
<b>BRITISH AND FOREIGN SCHOOL SOCIETY</b> -	149	<i>Expense of Education</i> - - - - -	156
<i>Education, 1</i> - - - - -	154	<i>Factory Children</i> - - - - -	156
<i>Expense of Education</i> - - - - -	156	<i>Government</i> - - - - -	156
<i>Inspection of Schools</i> - - - - -	157	<i>Manufacturing Districts</i> - - - - -	160
<i>Normal Schools</i> - - - - -	161	<i>Monitorial System</i> - - - - -	161
<i>Parliamentary Grants</i> - - - - -	162	<i>Normal Schools</i> - - - - -	161
<b>BRITISH AND FOREIGN SCHOOL SOCIETY'S</b>		<i>Parents</i> - - - - -	162
<b>SCHOOLS</b> - - - - -	149	<i>Parliamentary Grants</i> - - - - -	162
<i>Attendance of Children at Schools</i> -	148	<i>Parliamentary Returns</i> - - - - -	162
<i>National, and British and Foreign</i>		<i>Paupers</i> - - - - -	162
<i>Societies' Schools</i> - - - - -	161	<i>Payment for Education</i> - - - - -	162
<i>Payment for Education</i> - - - - -	162	<i>Play-grounds</i> - - - - -	163
<i>Places of Worship</i> - - - - -	163	<i>Population</i> - - - - -	163
<i>Roman-catholics</i> - - - - -	164	<i>Schoolmasters, 1</i> - - - - -	165
<i>Schoolmasters, 1</i> - - - - -	165	<i>Schools, 1</i> - - - - -	166
<i>Unitarians</i> - - - - -	168	<i>Workhouse Schools</i> - - - - -	171
<b>BURY</b> - - - - -	150	<i>Working Classes</i> - - - - -	171
<i>Attendance of Children at Schools</i> -	148	<b>Evening Schools</b> - - - - -	155
<i>Charity Schools</i> - - - - -	151	<b>EXPENSE OF EDUCATION</b> - - - - -	156
<i>Dame Schools</i> - - - - -	152	<i>Infant Schools</i> - - - - -	157
<i>Day Schools</i> - - - - -	153	<i>Payment for Education</i> - - - - -	162
<i>Parliamentary Returns</i> - - - - -	162	<i>School Rate</i> - - - - -	164
<i>Sunday Schools, 1</i> - - - - -	167	<b>FACTORY CHILDREN</b> - - - - -	156
<i>Unitarians</i> - - - - -	168	<i>Ages of Children</i> - - - - -	147
<b>CANDIDATES FOR SCHOOLMASTERS' SITUATIONS</b>	150	<b>FUNDS</b> - - - - -	156
<i>Normal Schools</i> - - - - -	161	<i>Monitorial System</i> - - - - -	161
<b>Charity Schools</b> - - - - -	151	<i>Normal Schools</i> - - - - -	161
<b>CHURCH OF ENGLAND</b> - - - - -	151	<b>GOVERNMENT</b> - - - - -	156
<i>British and Foreign School Society</i> -	149	<i>Board of Education</i> - - - - -	149
<b>CHURCH OF ENGLAND SCHOOLS</b> - - - - -	151	<i>Education, 1</i> - - - - -	154
<i>Sunday Schools, 1</i> - - - - -	167	<i>Inspection of Schools</i> - - - - -	157
<b>Clergy</b> - - - - -	151	<i>Parliamentary Grants</i> - - - - -	162
<b>DAME SCHOOLS</b> - - - - -	152	<i>Roman-catholics</i> - - - - -	164
<i>Ages of Children</i> - - - - -	147	<b>INFANT SCHOOLS</b> - - - - -	157
<i>Attendance of Children at Schools</i> -	148	<i>Dame Schools</i> - - - - -	152
<i>Books</i> - - - - -	149	<i>Parents</i> - - - - -	162
<i>Expense of Education</i> - - - - -	156	<b>INSPECTION OF SCHOOLS</b> - - - - -	157
		<i>Government</i> - - - - -	156

## ALPHABETICAL LIST of the PRINCIPAL HEADINGS—continued.

<i>Labour of Children</i> - - - - -	159	<i>RELIGIOUS INSTRUCTION</i> - - - - -	163
<b>LIVERPOOL</b> - - - - -	159	<i>Manufacturing Districts</i> - - - - -	160
<i>Charity Schools</i> - - - - -	151	<i>Schools, 3</i> - - - - -	166
<i>Day Schools</i> - - - - -	153	<i>Workhouse Schools</i> - - - - -	171
<i>Moral Instruction</i> - - - - -	161	<b>ROMAN-CATHOLICS</b> - - - - -	164
<i>Payment for Education</i> - - - - -	162	<i>British and Foreign School Society</i> - - - - -	149
<i>Schoolmasters, 1</i> - - - - -	165	<i>Scriptures</i> - - - - -	166
<i>Sunday Schools, 1</i> - - - - -	167	<i>Sunday Schools, 1</i> - - - - -	167
<i>Unitarians</i> - - - - -	168	<i>Salaries of Schoolmasters</i> - - - - -	164
<b>MANCHESTER</b> - - - - -	160	<b>SALFORD</b> - - - - -	164
<i>Attendance of Children at Schools</i> - - - - -	148	<i>Attendance of Children at Schools</i> - - - - -	148
<i>Charity Schools</i> - - - - -	151	<i>Charity Schools</i> - - - - -	151
<i>Dame Schools</i> - - - - -	152	<i>Dame Schools</i> - - - - -	152
<i>Day Schools</i> - - - - -	153	<i>Day Schools</i> - - - - -	153
<i>Education, 1, 2</i> - - - - -	154	<i>Infant Schools</i> - - - - -	157
<i>Expense of Education</i> - - - - -	156	<i>Sunday Schools, 1</i> - - - - -	167
<i>Factory Children</i> - - - - -	156	<i>Unitarians</i> - - - - -	168
<i>Moral Instruction</i> - - - - -	161	<b>SCHOOL RATE</b> - - - - -	164
<i>Payment for Education</i> - - - - -	162	<i>Dissenters</i> - - - - -	153
<i>Religious Instruction</i> - - - - -	163	<i>Education, 3</i> - - - - -	154
<i>School Rate</i> - - - - -	164	<i>Payment for Education</i> - - - - -	162
<i>Schoolmasters, 1</i> - - - - -	165	<b>SCHOOLMASTERS</b> - - - - -	165
<i>Sunday Schools, 1</i> - - - - -	167	<i>Candidates for Schoolmasters' Situations</i> - - - - -	150
<i>Unitarians</i> - - - - -	168	<i>Dame Schools</i> - - - - -	152
<b>MANUFACTURING DISTRICTS</b> - - - - -	160	<i>Education, 3</i> - - - - -	154
<i>Working Classes</i> - - - - -	171	<i>Infant Schools</i> - - - - -	157
<b>Monitorial System</b> - - - - -	161	<i>Normal Schools</i> - - - - -	161
<b>MORAL INSTRUCTION</b> - - - - -	161	<i>Salaries of Schoolmasters</i> - - - - -	164
<i>Manufacturing Districts</i> - - - - -	160	<i>Schools, 3</i> - - - - -	166
<i>Workhouse Schools</i> - - - - -	171	<i>Scriptures</i> - - - - -	166
<b>NATIONAL SCHOOL SOCIETY</b> - - - - -	161	<i>Temper</i> - - - - -	167
<i>Expense of Education</i> - - - - -	156	<b>SCHOOLS</b> - - - - -	166
<i>Parliamentary Grants</i> - - - - -	162	<i>Ages of Children</i> - - - - -	147
<b>NATIONAL SCHOOLS</b> - - - - -	161	<i>Attendance of Children at Schools</i> - - - - -	148
<i>Attendance of Children at Schools</i> - - - - -	148	<i>Monitorial System</i> - - - - -	161
<i>Dissenters</i> - - - - -	153	<b>SCRIPTURES</b> - - - - -	166
<i>Expense of Education</i> - - - - -	156	<i>Religious Instruction</i> - - - - -	163
<i>Payment for Education</i> - - - - -	162	<b>SUNDAY SCHOOLS</b> - - - - -	167
<i>Salaries of Schoolmasters</i> - - - - -	164	<i>Dissenters</i> - - - - -	153
<i>Schoolmasters, 1</i> - - - - -	165	<i>Education, 1</i> - - - - -	154
<b>National, and British and Foreign Societies' Schools</b> - - - - -	161	<i>Places of Worship</i> - - - - -	163
<b>NORMAL SCHOOLS</b> - - - - -	161	<i>Roman-catholics</i> - - - - -	164
<i>Candidates for Schoolmasters' Situations</i> - - - - -	150	<i>Temper</i> - - - - -	167
<i>Schoolmasters, 2</i> - - - - -	165	<b>UNITARIANS</b> - - - - -	168
<b>PARENTS</b> - - - - -	162	<i>British and Foreign School Society</i> - - - - -	149
<i>Candidates for Schoolmasters' Situations</i> - - - - -	150	<i>Scriptures</i> - - - - -	166
<i>Dame Schools</i> - - - - -	152	<b>VOLUNTARY SUBSCRIPTIONS</b> - - - - -	168
<i>Labour of Children</i> - - - - -	159	<i>Education, 3</i> - - - - -	154
<i>Manufacturing Districts</i> - - - - -	160	<b>WESTMINSTER</b> - - - - -	168
<i>Payment for Education</i> - - - - -	162	<i>Attendance of Children at Schools</i> - - - - -	148
<i>School Rate</i> - - - - -	164	<i>Day Schools</i> - - - - -	153
<b>PARLIAMENTARY GRANTS</b> - - - - -	162	<i>Education, 1, 2</i> - - - - -	154
<i>British and Foreign School Society</i> - - - - -	149	<i>Infant Schools</i> - - - - -	157
<i>Education, 3</i> - - - - -	154	<b>WORKHOUSE SCHOOLS</b> - - - - -	171
<i>Government</i> - - - - -	156	<i>Books</i> - - - - -	149
<i>National School Society</i> - - - - -	161	<i>Salaries of Schoolmasters</i> - - - - -	164
<i>Normal Schools</i> - - - - -	161	<i>Schoolmasters, 2</i> - - - - -	165
<i>Roman-catholics</i> - - - - -	164	<b>WORKING CLASSES</b> - - - - -	171
<i>Scriptures</i> - - - - -	166	<i>Education, 3</i> - - - - -	154
<i>Unitarians</i> - - - - -	168	<i>Manufacturing Districts</i> - - - - -	160
<i>Voluntary Subscriptions</i> - - - - -	168	<i>Parents</i> - - - - -	162
<b>PARLIAMENTARY RETURNS</b> - - - - -	162	<i>Sunday Schools, 2</i> - - - - -	167
<i>Inspection of Schools</i> - - - - -	157	<b>YORK</b> - - - - -	171
<b>Paupers</b> - - - - -	162	<i>British and Foreign School Society's Schools</i> - - - - -	149
<b>PAYMENT FOR EDUCATION</b> - - - - -	162	<i>Charity Schools</i> - - - - -	151
<i>National Schools</i> - - - - -	161	<i>Dame Schools</i> - - - - -	152
<b>Places of Worship</b> - - - - -	163	<i>Day Schools</i> - - - - -	153
<b>Play Grounds</b> - - - - -	163	<i>National Schools</i> - - - - -	161
<b>Population</b> - - - - -	163	<i>Parliamentary Returns</i> - - - - -	162
<b>Promotion of Schoolmasters</b> - - - - -	163	<i>Sunday Schools, 1</i> - - - - -	167
		<i>Unitarians</i> - - - - -	168

## I N D E X.

*N.B.*—In this Index *Rep. p.* refers to the page of the Report; the *Figures* following the Names to the Questions in the Evidence, and *pp.* to the pages of the Evidence.

## A

**ABBEY PLACE**, Wilmot-square. Number of boys in this school February 1838, *Burton* 1011.

*Ages of Children.* Average ages of children between which it is necessary to provide education, *Rep. p. iv.*—Evasion of Factory Act causes children under 13 to have but limited means of education, *Kay 67*—At that age children cannot at present dispense with further education; extended means may produce that effect, *Kay 70*—Number of persons in the northern districts attending schools and classes of mutual instruction, as well as mechanics' institutions, above the age of 13 years, is greater than in any part of England, *Kay 71*—Desirable and practicable for children to attend daily schools, and work at factories, from 5 to 13, *Kay 108*—Importance of the system now introduced into education of attending to children between the ages of two and six, *Kay 117*—Ages at which children quit dame schools; number under 5, and between 5 and 15, in Birmingham, *Wood 1251-1254.*

*Agricultural Districts.* Advantage in agricultural parts of having a class-room where the children of higher classes could be taught, who would pay, *Wigram 855*—Advantage of its being held out as an inducement to the lower class of scholars to be promoted to the higher branches as a reward, *Wigram 857.*

*Alie-street, Little*, (German School.) Number of children in, *p. 131.*

*Althans, Henry.* (Analysis of his Evidence.)—Inspector of schools in London for the British and Foreign School Society, 1407—Inspected in May 1838 the parishes of Christchurch Spitalfields, St. Mary Whitechapel, St. George in the East, and St. John Wapping, 1410-1412—Examination upon witness's distinction of public and private schools, 1414-1418—Return of the number of children attending schools in the above parishes, with the population in 1831, 1422; *pp. 130, 131*—Comparative statement of schools and scholars in 1818, 1834, and 1838, in those parishes, *p. 132*—Summary of the total population, schools and scholars, in those parishes, 1818, 1834, and 1838, *p. 132*—Fifteen per cent. to be allowed between attendance at schools and number on the books, 1427, 1428.

Return of schools and attendance in the parishes of St. Mary Newington, St. Mary Bermondsey, and Christchurch Surrey, visited in May 1838, with the population, 1429-1431; *p. 133*—Summary of population, schools and scholars, in those parishes, in 1831 and 1838, *p. 134*—Examination upon the refusal to admit witness to a Roman-catholic school in Salisbury-street, Bermondsey, *p. 133, 1432-1435*—Supposed number of children attending private day and dame schools, taken from comparison with Parliamentary Returns of 1818 and 1833, and inspection of public schools in 1838, 1437-1441—Defective education in day and dame schools, children crowded, want of discipline, and use of great coercion therein, 1442-1444.

Few instances of masters being brought up to the business, and very few understand it, 1445, 1446—No religious or moral training in these schools, 1447-1451—Further evidence as to the attendance at day and dame schools; size of rooms; description of books; other occupations of mistresses, &c., 1452-1477—Rate of weekly payment, 1478—They are chiefly children of the working classes, 1479-1481—Cleanliness is generally attended to in the dame schools, 1482—Necessity for all persons concerned in the education of children being trained for the purpose, 1487, 1488—Superiority of teachers of infant schools over those of dame schools, 1489, 1494—Infant schools best conducted where there is both a man and woman, 1490—Necessity for good temper and firmness in teachers, 1491-1493—Ages of children attending day schools; nature of education, and rate of payment, 1495-1503—Class of life of schoolmasters generally, 1504-1509—Many would turn out good masters if trained, 1510, 1511—The only religious instruction is reading the Bible without explanation or information, 1512, 1513—Religious duties not taught, 1514—No play-grounds, 1515—Nature of books and stationery which are provided by parents, 1516-1520.

Expense of a school for 200 children on the National or British system, including building, 1521-1527—Examination upon the monitorial system, 1528-1557—Mode of inspection adopted by witness in the British and Foreign schools, 1558-1573—

Report, 1837-8—continued.

*Althans, Henry*—(Analysis of his Evidence)—continued.

Opinion in favour of education during a certain number of hours in the day, or of an evening, 1574-1583—Importance of Sunday schools, 1586-1593—Increase in the number of children attending the British schools in the last seven years, 1594—The schools are liable to fluctuation, 1595.

Schools connected with religious congregations are the best looked after, 1596. 1599—Necessity for good masters and mistresses, 1597, 1598—Effective state of British schools, 1600—Principle of the British and Foreign Society, uniting those differing in doctrinal points in one common school, is valuable, 1601, 1602—For the purpose of giving general education, a committee of different denominations, if efficient, would be advisable, 1602, 1603—Regulation valuable that children in British schools shall attend a place of worship, and Sunday schools, 1604, 1605—Schoolmasters feel themselves a neglected class, 1606-1608.

*Ashton.* Proportion the working classes bear to the whole population, *Rep. p. v.*—Population; number of children of the working classes at daily schools, *Rep. p. viii.*

*Ashworth, Henry.* (Analysis of his Evidence.)—Resident at Bolton, Lancashire, 539—Member of the Manchester Statistical Society, 540—Report of the Society as to education at Bolton is accurate, 542—The reports as to Manchester, Salford, Liverpool and Bury, are substantially correct, 543-545—Means taken to procure a correct return from York, 546—Report of the condition of the working classes, in 1834, 1835, and 1836, in the extensive manufacturing districts, is correct, 547-550—Means for education for children in the manufacturing districts should be provided between the ages of four and ten, 551-557—Intention of the Factory Act as regards education is imperfectly carried out, 558-586—Apathy of parents regarding the education of their children, 587-593.

*Assistant Schoolmasters.* Advantage of candidates for schoolmasters being employed as assistant schoolmasters for a certain number of years, *Wigram 782*—A subordinate assistant would be necessary in a school of 200 children, *Kay 35.*

*Attendance of Children at Schools.* Irregularity of, at dame schools, *Caldwell 220*—At national schools, *Wood 1156*—Nature of, at Westminster, *Caldwell 204-210*—At Manchester, *Wood 1119-1127*—At Salford, *Wood 1168, 1169*—At Bury, *Wood 1190-1192*—At Birmingham, *Wood 1233-1238*—Attendance at schools at York showed a greater proportion than in other places mentioned, *Wood 1205, 1206*—Fifteen per cent. to be allowed between attendance at schools and number on the books, *Althans 1427, 1428.*

Fluctuation in the attendance of children at schools of the British system for the removals of parents, *Dunn 371-377*—At the national schools, *Wigram 753*—Average attendance of children in British schools in London does not exceed two years; in the country it is extended to three or four, *Althans 1594*—The attendance of children in schools does not so much depend on the mode of instructing them as on the character of the parents, *Wigram 922-925*—In many cases schoolmistresses would not count their scholars from conscientious scruples, *Wood 1103, 1104.*

Return of the number of children attending schools in the parishes of Christchurch Spitalfields, St. Mary Whitechapel, St. George in the East, and St. John Wapping, with the population in 1831, *Althans 1422, pp. 130, 131*—Return of schools and attendance in the parishes of St. Mary Newington, St. Mary Bermondsey, and Christchurch Surrey, visited in May 1838, with the population, *Althans 1429-1431, p. 133.*

## B.

*Baptists.* Number of schools, children on the books, and average attendance of, at Manchester, Salford, Liverpool, Bury, and York, *p. 37.*

*Barbican.* Number of children uneducated in a district round Barbican, visited by an agent of the Christian Instruction Society, *Dunn 288-297.*

*Bell-Lane, Spitalfields, British Jews School.* Number of children in, *p. 130.*

*Benevolent Individuals.* It is entirely owing to their laudable and persevering efforts that any education has been afforded the children of the working classes, *Rep. p. iii.*

*Bermondsey, St. Mary.* Population in 1831, and number of scholars in 1838, *Rep. p. vii.*

*Bermondsey-Square National and Charity School.* Number of boys and girls in, *p. 133.*

*Bethnal-Green.* Its population in 1831, number of children educated, showing that less than one in 20 only, instead of 1 in 8, receive education, *Rep. p. vi.*—The Government deviated from their usual practice as to a grant to a British school at Bethnal-green, considering a sufficient case had been made out, *Wigram 899-901*—Particulars as to an investigation

Report, 1837-8—continued.

*Bethnal-Green*—continued.

investigation in the parish of Bethnal-green, showing the number of children educated and uneducated therein, *Buxton* 990-995, 1006-1008, 1015-1021—There are 2,000 day schools and 5,000 Sunday schools, *Althans* 1587—Number of children at schools therein in 1838: Chapel charity school, *Buxton* 1810—Charity school, *Buxton* 1009—National School, *Buxton* 1009.—See also *Education*, 2.

*Bethnal-Green Infant School.* It is one of the best that is to be found anywhere, *Buxton* 1061.

*Bible Christians.* Number of schools, children on the books, and average attendance, at Manchester, Salford, Liverpool, Bury and York, p. 37.

*Birmingham.* Population, number of children of the working classes at daily schools, *Rep.* p. viii.—Number of children belonging to the Established Church, to Dissenters, and to Catholics, who attend Sunday schools, *Rep.* p. viii.—Inquiry into the state of education there shows a more favourable result than that of Manchester and Liverpool, *Corrie* 928-933.—See also *Education*, 2.

*Board of Education.* Question that resolution be adopted, That it is desirable that a Board or Office of Education should be established under the control of Parliament: Yeas 4; Noes 5; *Rep.* p. xii.—Resolution relative to the duties of such Board put and negatived, *Rep.* p. xiii.—Sums of money might be advantageously disposed of by means of a Board of Education properly constituted, but it is doubtful whether upon the principles of only the two plans, *Dunn* 430; 431—Advantage of a Board of Education having the confidence of all parties in improving existing schools rather than extending education, *Dunn* 442-450.

Proposed constitution of a Board of Education, and how far such a plan would meet the wishes of the different religious bodies, *Dunn* 469-476—Safest way for the Board to receive applications from individuals or committees, whether connected with either of the societies or not, and laying down certain regulations, such as that the Scriptures should be read, and leaving other portions of religious instruction to the individuals connected with it, *Dunn* 478—For the purpose of giving general education, a committee of different denominations, if efficient, would be advisable, *Althans* 1602, 1603.

*Boarding Schools, Salford.* Number of children attending superior private boarding-schools there, *Kay* 252.

*Bolton.* The Report of the Statistical Society of Manchester as to education at Bolton is accurate, *Ashworth* 542.

*Books.* Description of those proposed to be used in workhouse schools, *Kay* 121—Shopkeepers of respectable character are niggardly in allowing the expense of books, *Caldwell* 227—Dame schools are ill supplied with them, *Wood* 1097, 1098—Schools at Birmingham are better supplied with books than in other places, *Wood* 1249—Nature of books and stationery used in day schools which are provided by the parents, *Althans* 1516-1520.—See also *Dame Schools.* *Day Schools.*

*Borough-Road School.* Effective state of British schools from teachers having been trained at the Borough-road, *Althans* 1600.

*Boys and Girls.* Scotch system should be pursued in schools conducted on witness's plan of teaching boys and girls together, *Kay* 184.

*Brighton.* Number of children of the working classes at daily schools in 1838 compared with population, *Rep.* p. viii.—Number of children belonging to the Established Church, to Dissenters, and to Catholics, who attend Sunday schools, *Rep.* p. ix.

*Bristol.* Number of children of the working classes at daily schools compared with population, *Rep.* p. viii.—Number of children belonging to the Established Church, to Dissenters, and to Catholics, who attend Sunday schools, *Rep.* p. ix.

*British and Foreign School Society.* Amount of Government grant issued through this society, 1834-1838, *Rep.* p. x.—Proportion of children of the Church of England educated by the British and Foreign Society is variable; the great body of Protestant Dissenters are satisfied with the principles of the society, *Dunn* 398-403—The British Society's plan works well with the concurrence of the great body of Dissenters, and is supported, to a large extent, by members of the Church of England, *Dunn* 531, 532—How far that society is open to recommend grants for Roman-catholics and Unitarians, *Wigram* 635, 640—Principle of the British and Foreign School Society uniting those differing in doctrinal points in one common school is valuable, *Althans* 1601, 1602.

*British and Foreign Society's Schools.* Question, that words proposed to be left out stand part of question, that Mr. W. Martin be summoned to give evidence on the character and result of the system of education pursued in the British and Foreign schools: Yeas 2, 589.

Report, 1837-8—continued.

*British and Foreign Society's Schools*—continued.

Noes 4; *Rep. p. xiv.*—Number of their schools in London, and number of children therein, *Dunn 384*—In those in York, the master is assisted by young people educating for the purpose, *Wood 1221*—Deficiency in these schools at Birmingham, *Wood 1322-1324*—Increase in the number of children attending them in the last seven years, *Althans 1594*—The schools are liable to fluctuation chiefly on account of the inefficiency of local committees, *Althans 1595*.

*Bromwich, West.* Number of children of the working classes at daily schools in 1837, as compared with the population, *Rep. p. viii.*—Population of West Bromwich, and lamentable want of education, *Corrie 953-965*.

*Buildings.* Amount proposed to be laid out for buildings for 62 schools in Manchester, *Kay 184*.

*Bull-Baiting.* See *Dartmouth, Lord*.

*Bury.* Proportion the working classes bear to the whole population, *Rep. p. v.*—Population; number of children of the working classes at daily schools, *Rep. p. viii.*—Tables showing comparative education to population, ages of children, cost of present system, and cost of proposed efficient system, *p. 36*—Number of Sunday schools belonging to the Established Church, to various classes of Dissenters, to Catholics, and schools unconnected with any religious body; number of children on the books, and average attendance, *p. 37*—Number of teachers, with their different religious professions, in the dame schools, common and superior boys and girls schools, in infant schools, and in charity and endowed schools, in this borough, *p. 38*—Number of teachers of various classes of day and evening schools, and the number who have received any education for employment in this borough, *p. 39*.

See also *Education, 2*.

*Buxton, Edward North.* (Analysis of his Evidence.)—Particulars as to an investigation in the parish of Bethnal-green, showing the number of children educated and uneducated therein, 990-995. 1006-1008. 1015-1021—Inefficient nature of the education in dame schools therein, 996-1004—Names of the different schools in the district, and attendance thereat, 1009-1014—Cause of want of education is the ignorance and poverty of the parents, 1023-1027—Advantages derived from attendance at a school between 1812 and 1820, which from want of support was closed, 1027, 1028.

If means of instruction afforded, the indifference to it would decrease, and the standard of parents' minds would be elevated, 1029-1031—Attendance at Sunday schools greater when near parents' residence, 1035—Many children attending day schools attend Sunday schools also, 1036—Age at which children assist their parents in the silk manufacture, 1038—Inhabitants of Spitalfields are not so healthy as those of Whitechapel, but they are better conducted, 1040-1045—There is no resident rector; there is one curate, and two clergymen connected with the Jews Episcopal Chapel, 1050-1053—If school-rooms erected, they would in a great measure support themselves, 1055—Advantage of the establishment of infant schools, 1060, 1061.

*Byron, Lady Noel.* System of distinctions at her school at Acton, *Kay 136*.

## C.

*Caldwell, John.* (Analysis of his Evidence.)—Investigated the state of education in five parishes in Westminster, viz. St. Martin's, St. Clement's, St. Mary le-Strand, St. Paul Covent-garden, and the Savoy, for the Statistical Society of London, 188-190—Nature of the dame schools, and useless description of education given therein, 191-196—Number of children in common day schools, and state of education therein, 197-201—Infant schools are well conducted, and superior to dame schools in the district, 202. 224—Number of scholars attending the different description of schools, 204-210—In some instances in the dame schools and day schools important moral and religious impressions were conveyed, and a kindly and parental connexion existed between schoolmistresses and pupils, 210-214—Quality of education better than witness expected, 215—Quantity less than witness expected, 216—Defective education of children in dame schools attributed to deficient qualification of teachers, and poverty of parents, 217-220—Deficiency of education in the district, 225, 226—Few children are educated at home, 227—Value of home education, 228—One-twelfth or one-tenth of the population only in the district are educated, 230-232—Superior quickness of Sunday school children, 232-239.

*Calvinistic Methodists.* Number of schools, children on the books, and average attendance, at Manchester, Salford, Liverpool, Bury, and York, *p. 37*.

*Candidates for Schoolmasters' Situations.* Teachers educated in Normal schools are more likely to succeed, if the selection properly made, than those not so educated, *Dunn 317*—The supply of candidates for schoolmasters is amply sufficient in quantity, but not in quality, *Dunn 329, 330*—Number of teachers in the Normal school in con-

nexion

Report, 1837-8—continued.

*Candidates for Schoolmasters' Situations*—continued.

nexion with the National Society; ages at which taken, *Wigram* 761-767—Want of funds of the society, and want of means of offering higher salaries, prevents their remaining in the school as long as necessary, *Wigram* 768-775—Persons coming to Normal schools are previously instructed in the general branches of learning; it is the mode of training they come to learn; the age of thirty is necessary to give them an influence with parents, *Wigram* 776-779—Examination by the clerical superintendent of candidates under training, and certificates given to the committee, *Wigram* 839-846.

Their number not on the increase; applications to trained schoolmasters to send candidates; their quality improving from somewhat improved salaries, *Wigram* 833-838—Number under training at one time; if they could be kept as long as necessary a greater number would be required, *Wigram* 817-832—Nature of the investigation by the society, as to the character of teachers, and their attainments, *Wigram* 796-800—Advisable that young men should have a provision for their board, *Wigram* 794—Many have been Sunday school teachers, and shown a predilection for education, *Wigram* 780, 781—After they have proved their competence they are paid half-a-guinea a week by the society, *Wigram* 784.

See also *Normal Schools*.

*Castle-Yard, Holland-street, Surrey.* Number of scholars in the infant school there, p. 134.

*Certificates.* An arrangement as to certificates of gradation in instruction for schoolmasters might be made, *Wigram* 860-862.

*Chaplains.* Evidence as to the appointment of chaplains in witness's district poorhouses round Manchester, *Kay* 157.

*Charity Schools.* Ratio of children educated in week days in endowed charity schools, and schools attached to public institutions, to the population in Manchester, Salford, Liverpool, and Bury, *Kay* 262—Endowed schools, charity schools, and schools attached to public institutions, are better managed than dame and day schools, but are susceptible of improvement, *Wood* 1112, 1116, 1156, 1200—Some in York are of an improved character, *Wood* 1220—The education at the charity and endowed schools in Birmingham is variable, *Wood* 1311—Number and persuasion of teachers in Manchester, Salford, Liverpool, Bury, and York, *Kay*, pp. 38, 39—Number educated for their employment, *Kay*, p. 39—Number of boys and girls in Spitalfields, p. 130—Whitechapel, p. 131—Wapping, p. 131.

*Charles-Street, Old Gravel Lane.* Number of boys and girls in Raine's charity school, p. 131—In the national school, p. 131.

*Cherry Garden-Street, Jamaica Row, (Independents.)* Number of children in, p. 133.

*Christchurch Parish, Salford.* The exertions of the Rev. H. Stowell and his congregation in the surrounding population has proved a stimulus to education and to the teachers, *Wood* 1173.

*Christchurch Parish, Surrey.* Population in 1831, and number of scholars in 1838, *Rep.* p. vii.

*Church Catechism.* Children are taught it in the workhouse schools, and use the books of common-prayer unless objected to by parents, *Kay* 127—Seldom any objection made, *Kay* 129, 132, 133—Its use may generally be considered as the definition of a Church of England school, *Wigram* 644.—See also *Dissenters*.

*Church of England.* Number of children belonging to, in different towns, attending Sunday schools, *Rep.* p. ix.—Number of teachers in dame schools, common and superior boys and girls schools, in infant schools, and in charity and endowed schools, in Manchester, Salford, Liverpool, Bury and York, p. 38.

*Church of England Schools.* Their cases are examined into by the National Society, and recommended for grants, whether in union with the society or not, *Wigram* 630—Definition of a Church of England school, *Wigram* 645-649—Number of schools, children on the books, and average attendance at Manchester, Salford, Liverpool, Bury, and York, p. 37.

*Circulating Classes.* Objections to this mode of instruction, *Wigram* 919.

*Class-room:* See *Agricultural Districts*.

*Cleanliness.* It is generally attended to in the dame schools, *Althans* 1482.

*Clergy.* They only promote Church of England schools; some have assisted the British and Foreign Schools, and have publicly assisted at the meetings of the Society, *Wigram* 641, 642—Advantage to the schools and the master at Bury of the interest taken in education by the rector, *Wood* 1201-1203.

See also *Christchurch Parish, Salford*.

Report, 1837-8—continued.

*Clothing of Children.* Expense of providing them with decent clothing is an obstacle with the parents to sending poor children to school, *Wood* 1151.

*Coercion.* Defective mode of coercion generally practised in the north, *Kay* 17—Fault of coercion not attributable to schools only; general feeling in all classes that the best way to teach is to whip well, *Kay* 23-28—Objection to the too free use of the rod in schools in York, *Wood* 1214-1219.—Punishment of children by a cane in dame schools, *Althans* 1474.

See also *Dame Schools*.

*Compulsory Education.* Difficulties of establishing any plan of compulsory education, particularly in agricultural districts, *Kay* 93-97.

*Consolidated Fund.* Sum proposed to be granted from, for schools in Manchester, *Kay* 184—Payment out of the Consolidated Fund would be less objected to than a school-rate, *Dunn* 438-440.

*Corrie, John.* (Analysis of his Evidence.)—Magistrate at Birmingham, 926—Inquiry into the state of education in Birmingham shows a more favourable result than that of Manchester and Liverpool, 928-933—There is still a great want of education in Birmingham, 934—Increase of population there since 1831, 935, 936—Increased means of education by the free-school governors; splendid classical school founded by Edward VI., and four schools erecting for the education of the working classes, 937-942.—Pains taken by Mr. Wood to obtain information as to the state of education in Birmingham and other places, 945-952—Population of West Bromwich, and lamentable want of education, 953-965.

An education rate would be submitted to with reluctance, 966-973—Voluntary subscriptions for education are by no means adequate to the wants of the population, 967-971—No desire of education among parents; sending children into works early advisable, particularly if connected with evening and Sunday education, 972-977—Lamentable want of education in the coal and iron field of Staffordshire, 977-979—Commission of crime as regards assaults and petty larcenies is an attendant on want of education, 982-986—Manner in which Lord Dartmouth has succeeded in making hurdle and other races on his own grounds supersede bull-baiting, formerly practised, 987-989.

*Cost of Education.* See *Expense of Education*.

*Crime.* Commission of crime, as regards assaults and petty larcenies, is an attendant on want of education, *Corrie* 982-986.

*Criminals.* Increase therein, and of cost to the country, from neglected education, *Rep.* p. viii.—Number of committals for crime in 1805, 1810, 1815, 1821, 1828, 1832, 1836, 1837, *Rep.* p. viii.

## D.

*Dame Schools.* Their nature, and useless description of education given therein, in Manchester, *Kay* 7-14, *Wood* 1127-1132—In Westminster, *Caldwell* 191-196—In Salford, *Kay* 252, *Wood* 1170-1172—Bethnal-green, *Buxton* 996-1004—Birmingham, *Wood* 1248—In some instances in the dame and day schools in Westminster important moral and religious impressions were conveyed, and a kindly and parental connexion existed between schoolmistresses and pupils, *Caldwell* 210-214—Defective education of children in dame schools attributed to deficient qualification of teachers and poverty of parents, *Caldwell* 217-220—Dames were generally sensible of their deficiency, *Wood* 1110—Evils arising from adverse circumstances being the cause of most mistresses of dame schools undertaking the occupation, *Wood* 1241-1247.

Number attending, at Salford, *Kay* 252—Expense per head per week at Salford, *Kay* 252—At Manchester, *Kay* 184—Examination on return as to education in dame schools in the borough of Liverpool, *Wood* 1080-1082—Somewhat better at Salford than those at Manchester and Liverpool, *Wood* 1170-1172—At Bury are similar to Salford, being rather better than Manchester and Liverpool, *Wood* 1193-1197—Those in York are on the whole superior to those in the Lancashire boroughs, though the education is lamentably deficient, supply of books bad, and teachers in great poverty, *Wood* 1210-1214.

Those in Birmingham are superior to those in Manchester and Liverpool, and upon a par with those at Salford and Bury, *Wood* 1241—Evils of children being in a state of listlessness and coercion, and without employment, *Wood* 1255-1257—If properly conducted they would be better than infant schools, *Wood* 1259-1262, 1296—In the present manner of conducting them they have the worst effect on the character, conduct and disposition of children in after-life, *Wood* 1263—Number and persuasion of teachers in Manchester, Salford, Liverpool, Bury and York, *Kay*, pp. 38, 39—Number educated for their employment, *Kay*, p. 39.

See also *Dame and Day Schools*.



Report, 1837-8—continued.

**Dame and Day Schools.** Extract from the Report of the Statistical Society of London on the worthless nature of the education in these schools, *Rep. p. vi.*—Similar report from Manchester and evidence before the Committee on the same subject, *Rep. p. vii.*—Supposed number of children attending private day and dame schools in Newington, Bermondsey, and Christchurch Surrey, taken from comparison with Parliamentary Returns of 1818 and 1833, and inspection of public schools in 1838, *Althans 1437-1441*—Defective education therein; children crowded; want of discipline, and use of great coercion therein, in Newington, Bermondsey, &c., *Althans 1442-1444*—Further evidence as to the attendance at; size of rooms, &c.; description of books; other occupations of mistresses, &c., *Althans 1452-1477*—Washing is carried on in some cases in the school-room, *Wood 1089-1092.*

See also *Dame Schools. Day Schools. Method of Teaching. Payment for Education. Reading, The Art of. Temper. Toy and Cake Shops.*

**Dartmouth, Lord.** Manner in which his lordship has succeeded in making hurdle and other races on his own grounds supersede bull-baiting, formerly practised, *Corris 987-989.*

**Day Schools.** Bad state of, in Manchester, *Kay 7-14, Wood 1133*—In Salford, *Kay 252*—Number attending, at Salford, *Kay 252*—Expense per head per week, *p. 184, Kay 252*—Number of children, and state of education therein, in Westminster, *Caldwell 197-201*—Examination on return as to education in day schools in Liverpool, *Wood 1083-1085*—Filthy condition of one school of 40 children at Liverpool, there being in the same room fowls and dogs, *Wood 1093-1096*—Those in the out-township of Salford are somewhat better than in Manchester, though quite inefficient for the purposes of real education, *Wood 1174-1177.*

The same observations with regard to day schools is applicable at Bury as to other places mentioned, *Wood 1198, 1199*—In York they are better than the dame schools; the supply of books bad, and the selection injudicious; objections to the mode of instruction therein, *Wood 1214-1219*—Common schools for boys and girls in Birmingham are better than in Liverpool, and not quite so good as in York, *Wood 1279, 1280*—Ages of children attending day schools; nature of education, and rate of payment, *Althans 1495-1503*—Number and persuasion of teachers in Manchester, Salford, Liverpool, Bury and York, *Kay, pp. 38, 39*—Number educated for their employment, *Kay, p. 39.*—See also *Dame and Day Schools.*

**Dissenters:** Number of children belonging to, attending Sunday schools in different towns, *Rep. p. ix.*—In all schools regard should be had to the scruples of Dissenters, *Kay 121.*—Many would object to a rate of 3*d.* or 4*d.* in the pound, to be distributed on the principle of either the National or British system, *Dunn 441*—Number of teachers of this persuasion in dame schools, common and superior boys and girls schools, in infant schools, and in charity and endowed schools, in Manchester, Salford, Liverpool, Bury, and York, *p. 38*—Many children of Dissenters are brought up in the national schools; no question is asked as to their religion, and objections are seldom made as to the use of the Church catechism, or the attendance at church on Sunday, *Wigram 685-701.*

See also *British and Foreign School Society.*

**Domestic Economy.** Necessity for the instruction of females in domestic economy, *Kay 173-177.*

**Duckenfield.** Proportion the working classes bear to the whole population, *Rep. p. v.*—Population; number of children of the working classes at daily schools, *Rep. p. viii.*

**Dunn, Henry.** (Analysis of his Evidence.)—Secretary to the British and Foreign School Society, 284—State of education throughout the country deficient, both in quantity and quality, and causes, 286, 287—Number of children uneducated in a district round Barbican, 288-297—Similar account as regards a district westward, 298-303—Number of children attending schools depends upon the teachers' qualifications, 304-306—If better schools were opened, there would after a time be plenty of children to fill them, 307—Necessity for creating a demand by affording a better supply, 310. 382—Further evidence upon the necessity of properly qualified teachers, 311-314—Use of Sunday schools as regards the education of teachers, but they should not supersede normal schools, 318-322.

Ages at which young men are received into the British and Foreign Society's normal schools, 323-328—The supply of candidates for schoolmasters is amply sufficient in quantity, but not in quality, 329, 330—Examination upon the mode of education pursued in the normal school of the Society, 331-363—Emoluments of schoolmasters, 364—Status of schoolmasters too low, 365-369—Chief impediments to the progress of education, 370—Shifting nature of the population is an hindrance to education, 371-377—Advantages of a payment for education, 378, 381.

Increase of funds would be productive of good, 383—Criterion of union of local schools with the Society; evils of the Society having no control over them, 385-394—Supposed number of children educated on the principles of the British and Foreign Society, 395-397—Proportion of children of the Church of England educated by the

Report, 1837-8—continued.

*Dunn, Henry.* (Analysis of his Evidence)—continued.

British and Foreign Society is variable; the great body of Protestant Dissenters are satisfied with the principles of the Society, 398-403, 531, 532—Roman-catholics and Jews would always prefer to be educated alone, 404-410—Necessity for the Scriptures being read in all schools having Government aid, with power to Jews and Catholics not to attend unless their parents consent, 411-424—Means taken to ascertain whether children have been to a place of worship on Sundays, 425-428.

Difficulties of carrying out the plan of a school-rate if the public were limited to the systems of the National and British schools, 429—Sums of money might be advantageously disposed of by means of a Board of Education properly constituted, but it is doubtful whether upon the principles of only the two plans, 430, 431—Nature of objections to a school-rate, 432-437, 441, 445, 446—Payment out of the consolidated fund would be less objected to, 438-440—Advantage of a Board of Education having the confidence of all parties in improving existing schools, rather than extending education, 442-450—System of inspectors essential, 451—Satisfactory state of schools in Holland, 452-457—Amount per head per week in schools of different sizes that would pay the expenses, including the cost of building, 458-468.

Proposed constitution of a Board of Education, 469-478—Examination upon the mode of reading the Scriptures, and upon the influence of the masters' observations, and upon the principal objections being by the Unitarians, 480-525—Masters are selected by local committees; how far they inquire as to his religious denomination, 526-530—In the British schools the masters do not give the children the tinge of their particular creed, 533-538.

*Dwelling-houses.* Advantage if Government would assist in building houses for masters and mistresses, which would be an endowment of 5*l.* or 10*l.* per year, *Wigram* 718—Necessity of providing them for masters, *Wigram* 754, 755.

## E.

## EDUCATION:

1. *State of Education generally.*
2. *In particular Places.*
3. *Necessity for providing Means of Education for the Working Classes, and Means proposed.*

1. *State of Education generally:*

State of education throughout the country deficient both in quantity and quality, and causes, *Dunn* 286, 287—Chief impediments to the progress of education, *Dunn* 370—Number of children uneducated in a district westward, by agents of the London City Mission, *Dunn* 298-303—Number of children in the Sunday and daily schools in connexion with the National Society, and increase therein, *Wigram* 608-611—Supposed number of children educated in the principles of the British and Foreign Society, estimated upon the number of children in connexion with the Sunday School Union, *Dunn* 395-397—Comparative statement of the numbers receiving instruction in the boroughs of Manchester, Salford, Liverpool, Bury, York, four parishes in Westminster, and in Birmingham, showing the per-centage to the whole population and to the number of scholars, pp. 114, 115—Education has spread very generally of late years under the assistance received from Government; extent of grants, *Wigram* 704-707.

2. *In particular Places:*

*Bethnal-green.*—Cause of the want of education in Bethnal-green is the ignorance and poverty of the parents, *Buxton* 1023-1027.

*Birmingham.*—Great want of education in Birmingham, *Corrie* 934—Pains taken by Mr. Wood to obtain information as to the state of education in Birmingham and other places, *Corrie* 945-952—Employment of witness to make inquiries as to the state of education in Birmingham; mode adopted by witness of pursuing the inquiry, *Wood* 1222-1232—In Birmingham there is a deficiency of means of education, and a deficiency in the quality of that which is provided, *Wood* 1336.

*Manchester.*—Evidence as to the report of the Statistical Society of Manchester on the education existing at that place, *Kay* 158-172—Calculation showing the deficiency of education in Manchester, *Kay* 183—Inadequacy of the education of the lower orders in Manchester, *Wood* 1166, 1167.

*Manchester and other Places.*—Table, based on the facts collected by the Manchester Statistical Society, showing the state of education in Manchester, Salford, Liverpool, Bury, and York, *Kay* 259, 260—The reports as to Manchester, Salford, Liverpool and Bury, are substantially correct, *Ashworth* 543-545—Periods at which the examination into the state of education in different towns in Lancashire for the Manchester Statistical Society was made, *Wood* 1062-1070—Reports are substantially accurate, *Wood* 1073—Extent to which they have been disputed, *Wood* 1073-1076—

Apprehension

Report, 1837-8—continued.

**EDUCATION—2. In Particular Places—continued.**

Apprehension by some that witness's inquiry was preparatory to some change contemplated by Government, *Wood* 1106-1109.

*Westminster.*—Investigation by witness of the state of education in five parishes in Westminster, viz. St. Martin's, St. Clement's, St. Mary-le-Strand, St. Paul Covent garden, and the Savoy, for the Statistical Society of London, *Caldwell* 188-190—The quality of education was better than witness expected, *Caldwell* 215—The quantity less, *Caldwell* 216—Deficiency of education in the district, *Caldwell* 225, 226—One-twelfth or one-tenth of the population only in the district are educated, *Caldwell* 230-232.

**3. Necessity for providing Means of Education for the Working Classes, and Means proposed:**

Desirable to provide efficient daily education in all populous towns for one-eighth the population, *Rep. p. v.*—Resolutions of the Committee as to the want of education among the children of the working classes; necessity for providing it for about one-eighth of the population; and upon the regulation of Government assistance, *Rep. p. x. xi.*—Question, that the Committee do not believe that the difficulties attendant on the framing a general system of education for the children of the humbler classes are such as the well-directed efforts of the executive government, under the sanction of the Legislature, might not successfully remove: Yeas 2, Noes 4, *Rep. p. xv.*

It would take 10 years before witness's plan could be perfected as regards the indifference of parents, and supplying the requisite number of teachers, though the system should be taken advantage of immediately, *Kay* 243-245—A good system of education will ultimately, in a pecuniary point of view, compensate a school-rate of 6 *d.* in the pound, and will also be the means of suppressing pauperism and crime, *Kay* 278, 279—Necessity for creating a demand by affording a better supply, *Dunn* 310—As encouragement is given to education so would the desire for education increase, *Dunn* 382—In the present state of public opinion no general plan of education could be devised which will meet with the approbation of the great body of the community, *Dunn* 477—If properly trained teachers at present existed, the proposed plan of educating the working classes might be carried out throughout the great towns of the kingdom in the course of 10 or 15 years, *Kay* 275-277—If Government grants were extended to the two Societies, in aid of voluntary subscriptions, an adequate education for the working classes might be provided in 20 years, and which would generally elevate their character, *Wigram* 914-917.

See also *Attendance of Children at Schools. Board of Education. British and Foreign School Society. British and Foreign Society's Schools. Charity Schools. Church of England Schools. Expense of Education. Evening Schools. Home Education. Infant Schools. Local Schools. Manufacturing Districts. Method of Teaching. National School Society. National Schools. National and British and Foreign Societies Schools. Payment for Education. School Rate. Schools. Sunday Schools. Wages.*

*Education Committee* of 1835. The returns made to queries sent out by this Committee are incorrect as well as defective, *Rep. p. iii.*—See also *Parliamentary Returns.*

*Education Rate.* See *School Rate.*

*Elliptical Method of Teaching.* Its nature and advantages, *Kay* 37-41—Extent to which the system is valuable, *Wigram* 921.

*Employment of Children.* See *Labour of Children.*

*Endowed Schools.* See *Charity Schools.*

*Endowments.* Endowments are the only security for the continuance of schools already established, *Wigram* 709-716.

*Episcopal Jews' School,* Bethnal-green. Number of boys and girls at, February 1838, *Buzton* 1010.

*Evening Schools.* Advantage to the working classes of establishing good evening schools; proposed remuneration to teachers, and payment per child, *Wood* 1397-1402—Opinion in favour of education during a certain number of hours in the day, or of an evening, if parents could be brought to avail themselves of it, *Althans* 1574-1583—Number of teachers, and their persuasion, in Manchester, Salford, Liverpool, Bury, and York, *Kay*, pp. 38, 39—Number educated for their employment, *Kay*, p. 39.

See also *Masters and Servants.*

*Exchequer Bill Loan Commissioners.* Sum proposed to be borrowed from, for schools in Manchester, *Kay* 184.

Report, 1837-8—continued.

*Exeter.* Number of children of the working classes at school in 1838, compared with population, *Rep. p. viii.*—Number of children of the Established Church, of Dissenters, and of Catholics, who attend Sunday schools, *Rep. p. ix.*—Comparison between the attendance at day and Sunday schools, *Rep. p. ix.*

*Expense of Education.* Witness's calculations are intended to show that the cost of an efficient education would not exceed that of the inefficient education now given in Manchester, if the primary outlay of buildings were incurred, *Kay 185. 253, 254*—Amount per head per week in schools of different sizes that would pay the expenses, including the cost of building, *Dunn 458-468*—Supposed cost per head of education in national schools, *Wigram 660-664*—Average expense of the inadequate education in dame and day schools; less expense at which adequate education might be given, *Wigram 734-743*—Examination, with calculation, upon the expense of education in day and dame schools in Birmingham, *Wood 1289-1292*—Expense of a school for 200 children on the National or British system, including buildings; weekly payment that could be obtained from children for a good school, *Althans 1521-1527.*

## F.

*Factory Children.* In cases where the Factory Act hours of labour are evaded, the children have scarcely any time for education, except Sunday, *Kay 66, 67*—Regulations therein as to masters' providing schools, *Kay 87*—Failure of the Act, from there being no means of enforcing the building of schools, *Kay 89*—Industrial employment in the factory should go along with the training of children for a certain number of hours in the day, *Kay 110*—With eight hours a day in the mill, two hours might be allotted to all children for daily instruction, *Kay 111*—Children after eight hours work in a mill are not too fatigued to receive education for two hours, *Ashworth 578, 579*—Evidence showing the intention of the Factory Act, as regards education, is very imperfectly carried out; imperfect nature of factory schools and their masters, in Manchester and Bolton, and manner in which certificates of education are made out, *Ashworth 558-577*—Proportion of children between the ages of 9 and 13 that are employed in factories in Bolton and Manchester, *Ashworth 580-586.*

See also *Ages of Children.*

*Female Candidates.* Those for the office of teachers will be lodged and boarded by a matron at a reduced payment, *Wigram 784-793.*

*Females.* Advantage of females over males for the education of infants, *Wood 1296-1303*  
See also *Domestic Economy.*

*Flint-street, Walworth, (British School.)* Number of boys in, *p. 133.*

*Free Grammar School, Birmingham.* That at Birmingham is confined in its operation to the children of the middle classes, *Wood 1312.*

*Funds.* No deficiency of funds in Manchester, if properly applied to the education of the poorer classes, *Kay 58*—Want of funds an impediment to the progress of education, *Dunn 370*—Manner in which an increase of funds would be productive of good, *Dunn 383*—Extension of funds, upon the principles of the two societies, would be decidedly beneficial, *Wigram 702, 703.*

## G.

*Gallery of Schools.* Nature of instruction which should be carried on by the master in the gallery of the school, *Kay 36-43.*

*George, St., in the East.* Population in 1831, and number of scholars in 1838, *Rep. p. vii.*—See also *Schools, 2.*

*George-street, Great Bermondsey (British School.)* Number of boys in, *p. 133.*

*Giles's, St., Parish.* The number of Catholics attending either British or National Schools in this district is very small, *Dunn 408.*

*Girls' Schools.* They are universally in a better condition than boys, and have an appearance of greater cleanliness and regularity, *Wood 1152.*

*Glasgow Normal School.* Children are superintended as well in the play-ground as in the school, *Kay 30*—Nature of the education of teachers adopted in the Glasgow Normal School, and advantage if a similar plan could be adopted in England, *Kay 265-274.*

*Globes, Use of.* Opinion of one schoolmaster that one globe represented one-half the world, and the other the remaining half, *Wood 1101, 1102.*

*Government.* There are no sources of information in any department of the Government relative to the education of the humbler classes, *Rep. p. iii.*—No inspection has been made by Government as to the application of the grant, or are any returns called for as to the state of schools, *Wigram 719-722*—It should render further assistance to those places which are now too poor to obtain the Government grant, *Wigram 756-760.*

Gower's

Report, 1837-8—continued.

- Gower's Walk*, Whitechapel, (National School.) Number of children in, *p.* 131.  
*Grange Road*, Bermondsey, (Grammar School.) Number of boys in, *p.* 133.  
*Gratuitous Instruction.* Its plan is pernicious, *Kay* 79.  
*Green Walk*, Holland-street, Christchurch Surrey. Number of children in this national and charity school, *p.* 134.  
*Grey Eagle-street*, Spitalfields, (British School.) Number of children in, *p.* 130.

## H.

- Hackney Road School.* Number of boys therein in February 1838, *Buxton* 1011—Master supported by the pence of the boys; it is on the British system, *Buxton* 1055, 1056.  
*Henley's, Lord, Infant School.* Superiority of this school to others in the district, *Caldwell* 224.  
*Holland.* Satisfactory state of schools in Holland, as accurately described in Monsieur Cousin's work, translated by Mr. Horner, *Dunn* 452-457.  
*Home Education.* Few children are educated at home, *Caldwell* 227—Value of home education; parents mostly too much occupied in the day, and too tired of a night, to attend to the education of their children, *Caldwell* 228.

## I.

- Independents.* Number of schools, children on the books, and average attendance, at Manchester, Salford, Liverpool, Bury, and York, *p.* 37.  
*Industrial Schools.* Schoolmasters for workhouse schools are sent for instruction to industrial schools in the environs of London, *Kay* 52.  
*Infant Schools.* Should be opened in populous parishes for children of the age of from three years, *Rep. p.* iv.—Evidence as to the calculations of the Manchester Statistical Society on the subject of the proportion of infant education, *Kay* 102-107—Importance of increasing infant schools, *Kay* 119—Advantage of their establishment, *Buxton* 1060, 1061—They are well conducted, and superior to dame schools in Westminster, *Caldwell* 202, 224—They are better managed than any other class of schools, *Wood* 1117, 1118, 1158, 1159.  
 Number attending at Salford, *Kay* 252—Calculation of the expense of, on witness's plan, *Kay* 184—Take children sometimes at two years of age in Lancashire, but not much can be done with children so young, *Ashworth* 553—They do not use the Church catechism, *Wigram* 644-647—Defects in the infant school system; manner in which they might be remedied; they are the best means now in operation for the education of the working classes, *Wood* 1264-1272—Necessity for a sufficient number of properly qualified teachers to carry out the infant school system properly, *Wood* 1293-1296.  
 Charge per week at infant schools, *Wood* 1304—Children learn more, and are more happy and comfortable, at infant schools, than at dame schools, *Wood* 1304-1310—Superiority of teachers of infant schools over those of dame schools, *Althans* 1489, 1494—They are best conducted where there is both a man and woman, *Althans* 1490—Number and persuasion of teachers in Manchester, Salford, Liverpool, Bury and York, *Kay*, pp. 38, 39—Number educated for their employment, *Kay*, *p.* 39.  
*Inspection of Schools.* Necessity for inspection of schools, rewards to masters, and returns being made to Parliament, *Wigram* 910—Inspection in May 1838 for the British and Foreign Society, the parishes of Christchurch Spitalfields, St. Mary Whitechapel, St. George's in the East, and St. John Wapping, *Althans* 1410-1412—Mode of inspection adopted by witness in the British and Foreign Schools, and manner in which it might be rendered more efficient, *Althans* 1558-1573.  
*Inspectors.* System of inspectors essential, *Dunn* 451—Inspectors appointed by the Societies would be better than any appointed by the Government, *Wigram* 723-733.

## J.

- Jacob-street, Mill-street, Dock-head, Infant School.* Number of scholars in, *p.* 133.  
*James's, St., Westminster, Infant School.* The self-supporting system adopted there was abandoned against the opinion of witness, *Wigram* 743-746.  
*James's St., National School.* Number of children, and cost of education, in the St. James's national school, *Wigram* 665-678.

Report, 1837-8—continued.

*Jews.* The Jews would always prefer being educated alone, *Dunn* 404-410.

*Juvenile School.* Calculation of the expense of, on witness's plan, *Kay* 184.

## K.

*Kay, James Phillips, M. D.* (Analysis of his Evidence.)—Assistant Poor Law Commissioner, 1—Proceedings of the Manchester Statistical Society in procuring information as to the state of education, 3—Average of the statements in reports of the society on the bad state of dame and day schools, 7-14—Uninstructed, state of teachers, 15, 16—Defective mode of teaching by coercion, generally practised in the north, 17—Superiority of masters in the National and British and Foreign schools over those in common day schools, 20—General feeling in all classes that the best way to teach is to whip well, 23-28.

Moral training of infant children, and their religious instruction, as well as their attainment of knowledge, more efficiently conducted in a large than a small school, 29—Value of superintending the conduct of children in the play-ground as well as at school, as at the Glasgow Normal School, 30—Under a proper system an able and intelligent master may conduct a school containing 200 children, 32-35—Nature of instruction which should be carried on by the master in the gallery in the whole school, 36-43—Scheme proposed by witness for teaching a school of 400 children, 46.

Teachers from Scotland recommended; amount of salary necessary, 46—Salaries and maintenance as recommended, independent of school fees, 49—Division in the workhouse schools of industrial and religious and moral training, 50—Plan adopted to obtain proper instruction for schoolmasters for workhouse schools, 51—State of Manchester, as described in a pamphlet written by witness, 1832, 56—No deficiency of funds in Manchester if properly applied to the education of the poorer classes, 58—Operative classes of the north equal, if not superior, to any working classes in England; but a great indifference to education exists among a considerable proportion, 59.

Expedient to prevent parents from making a profit of the labour of a child till proof given of a certain extent of education, 61—Evil effects of extended hours of labour on children, 63-65—In cases where the Factory Act hours of labour are evaded, the children have scarcely any time for education, except Sunday, 66, 67—A child, at 13 years old, cannot dispense with further education; extended means may produce such an effect, 70—Persons above 13 in the northern districts attend schools, classes of mutual instruction, mechanics institutions, &c., to a greater extent than in any part of England, 71—Cause of the operative classes not sharing to a greater extent in the benefits of the mechanics institution, 73.

Pernicious results of charity given to parents to send their children to school, 78—Gratuitous instruction is pernicious, 79, 80—In the Sunday schools at Manchester education gratuitous, 82—Regulations of the Factory Act as to masters providing schools, 87—Failure of the Factory Act in its education clauses, 89—In rural districts, manufacturers have displayed more anxiety to promote education 92—Difficulties of establishing any plan of compulsory education; test of education in the manufacturing districts, 93-97—Deficiency of education in the manufacturing districts, 98-100—Evidence as to the calculations of the Manchester Statistical Society on the subject of the proportion of infant education, 102-107.

Desirable and practicable for children to attend daily schools, and work at factories, from five to thirteen, 108, 110, 111—Schools properly managed, like the Lancasterian and National schools, if offered to the population, would prevail in Manchester over the private schools, 116—Importance of the system now introduced into education of attending to children between the ages of two and six, 117—Expediency of separating the children from the contamination of the street play-ground, 118—Great importance of the increase of infant schools, 119—System proposed to be pursued in the workhouse schools, 121-133.

[Second Examination.]—Objections to the exclusive use of the monitorial system, with the motive of rivalry employed as the principal stimulus, 136-141—System of distinctions at Lady Noel Byron's school at Aoton, 136—Play-grounds an essential part of infant education, 143, 144—Value of singing being introduced into schools, 148—Difficulty experienced in procuring trained schoolmasters for the workhouse schools, 151—Salaries, 153—Appointments of chaplains in witness's district poor-houses, 157—Further evidence as to the report of Statistical Society of Manchester, 158-172.

Necessity for the instruction of females in domestic economy, 173-177—Secular education should be combined with careful moral and religious training, 178—Want of instruction prevents the influence and example of parents being beneficial to children, 179, 180—Calculation showing the deficiency of education in Manchester, 183—Calculation of outlay required to conduct a school upon witness's plan, 184, 185—In the course of time the working classes would be eager to avail themselves of an efficient system

## Report, 1837-8—continued.

*Kay, James Phillips, M.D.* (Analysis of his Evidence)—continued.  
system of education, 186—Sunday school societies in Manchester would join in the establishment of day schools, and would lend their school-rooms, 187.

[Third Examination.]—Sums to be deducted for irregularity of attendance and payment, from prices paid in dame and day schools at Manchester, under proposition for a school-rate, 240-242—It would take 10 years before witness's plan could be perfected, 243-245—If properly trained teachers at present existed the plan might be carried through the great towns in 10 or 15 years, 275-277—Parents would pay the whole of the current expenses for the best system of education at the end of seven or eight years, though a school-rate would be necessary for contingencies at first, 246-248—Table showing the sums which must annually be raised by a school-rate, in a town in which 66 schools were built in 11 years, 249-251—Calculation grounded on the Reports of the Manchester Statistical Society of the want of education in the borough of Salford, and the cost of improved education, 252-254—Similar calculation with regard to the borough of Liverpool, 255-258.

Table showing the state of education in Manchester, Salford, Liverpool, Bury and York, 259, 260—Number of Sunday schools belonging to different persuasions, and attendance thereat, 261—Religious profession of the teachers of various classes of day and evening schools, 261, p. 38—Number of teachers of various classes of day and evening schools, and the number who have received any education for their employment, 261, p. 39—How far similar results might be expected from other manufacturing towns in England, 262, 263—Necessity for the formation of schools for training teachers, 264—Nature of the education of teachers adopted in the Glasgow normal school, 265-274.

A good system of education will ultimately, in a pecuniary point of view, compensate a school-rate of 6 *d.* in the pound, and will also be the means of suppressing pauperism and crime, 278, 279—And will correct the recklessness and improvidence of the lower classes in manufacturing towns, 283—Return respecting the paupers above the age of 16 in the workhouses of the Norfolk and Suffolk unions and incorporations, on the 12th June 1837, showing those who can read and write in a superior manner, decently, and imperfectly, 280-282.

## L.

*Labour of Children.* Expedient to prevent parents from making a profit of the labour of a child till proof given of a certain extent of education, *Kay* 63-65—Sending their children into works early advisable, particularly if connected with evening and Sunday education, *Corrie* 972-977—Being able to find employment for children at early ages, so as to save the expense of keeping them, is a reason for their not going to school, *Wood* 1151.—See also *Factory Children*.

*Lancashire.* Children between the ages of 9 and 13 work in factories eight hours a day, *Rep. p. v.*—See also *Education*, 2.

*Lancasterian School.* The British and Foreign School, formerly so called, *Dunn* 285.

*Leeds.* Number of children of the working classes at daily schools in 1838, compared with the population, *Rep. p. viii.*—Number of children belonging to the Established Church, to Dissenters, and to Catholics, who attend Sunday schools, *Rep. p. ix.*

*Legislature.* The Legislature will not do any good by interfering, unless in the way of grants in aid of voluntary exertions, *Wigram* 718.

*Leman-street, Jews' Orphan Asylum.* Number of children in, p. 131.

*Liverpool.* Population; number of children of the working classes at daily schools in 1836, *Rep. p. viii.*—Number of children belonging to the Established Church, to Dissenters, and to Catholics, who attend Sunday schools, *Rep. p. ix.*—Calculation, based on the reports of the Manchester Statistical Society, of the want of education in the borough of Liverpool, and the cost of improved education, *Kay* 255-258—Tables showing ages of children, attendance at school, present cost of bad education, and proposed cost of an efficient system, p. 36—Number of Sunday schools belonging to the Established Church, to various classes of Dissenters, to Catholics, and schools unconnected with any religious body; number of children on the books, and average attendance, p. 37—Number of teachers of different religious persuasions in the dame schools, common and superior boys' and girls' schools, in infant schools, and in charity and endowed schools, in this borough, p. 38—Number of teachers of various classes of day and evening schools, and the number who have received any education for their employment, in this borough, p. 39.—See also *Education*, 2.

*Local Schools, British and Foreign System.* Criterion of union of local schools with the society; nature of certificate signed before they can receive any part of the Parliamentary grant; evils of the society having no control over them, *Dunn* 385-394.

Report, 1837-8—continued.

## M.

*Manchester.* Proportion the working classes bear to the whole population, *Rep. p. v.*—Population; number of children of the working classes at daily schools, *Rep. p. viii.*—Number of children belonging to the Established Church, to Dissenters, and Catholics, who attend Sunday schools, *Rep. p. ix.*—Evils to the working classes, particularly as regards the education of their children, of the state of Manchester, as shown in a pamphlet written by witness in 1832, *Kay 56*—Tables, based on facts collected by the Manchester Statistical Society, showing the ages of children attending schools; the number well and ill educated; the present cost of education, and the sum proposed to be expended for efficient education, *p. 36.*

Number of Sunday schools belonging to the Established Church, to various classes of Dissenters, to Catholics, and schools unconnected with any religious body; number of children on the books, and average attendance, *p. 37*—Number of teachers, with their different religious professions, in dame schools, common and superior boys' and girls' schools, in infant schools, and in charity and endowed schools, in this borough, *p. 38*—Number of teachers of various classes of day and evening schools, and the number who have received any education for their employment, in this borough, *p. 39.*

See also *Education, 2.*

*Manchester Statistical Society.* Its proceedings in procuring information as to the state of education, *Kay 3*—Confidence in the information contained in their report, *Kay 3-6*—They are at a stand what further steps to take as to furthering education, *Wood 1368.*

See also *Education, 2.*

*Manufacturing Districts.* Children in, work in factories eight hours a day, *Rep. p. v.*—Deficiency in the kind of education given to children of the working classes in; which extends to only a small portion of those who ought to receive it; evils expected to follow therefrom, *Rep. p. vii.*—No efficient education, of sound religious instruction, correct moral training, and a sufficient extent of secular knowledge, exists in the manufacturing districts at present, *Kay 98-100*—The same test of education cannot be applied in the agricultural as in the manufacturing districts, *Kay 93-97*—How far similar results might be expected from other manufacturing towns, as to the state of education of children, education and religious persuasion of teachers, &c. as found in Manchester, Salford, Liverpool, Bury, and York, *Kay 262, 263*—There is a recklessness and improvidence in the habits of the lower classes in manufacturing towns, which might be improved by the superior feelings and tastes, the result of a better system of education, *Kay 283*—Means for education of children in the manufacturing districts should be provided between the ages of four and ten, *Ashworth 551-557.*

*Marlborough-place, Charlotte-street, Surrey.* Number of children in this British school, *p. 134.*

*Mary, St., Street, Whitechapel.* Number of children in national school, *p. 131*—In infant school, *p. 131.*

*Masters and Servants.* Extent to which masters allow their young servants to attend Sunday or evening schools, *Althans 1588-1593.*

*Masters and Weavers.* Masters do not take that interest in the welfare of their weavers in the neighbourhood of Spitalfields that they ought, *Buxton 1026.*

*Meals.* Children generally return home to their meals; description of food given when they are fed at school, *Wood 1258.*

*Mechanics' Institutions.* Cause of the operative classes not sharing to a greater extent in the benefits of the mechanics' institution, *Kay 73.*—See also *Ages.*

*Method of Teaching.* Instructors in dame and day schools at Manchester have no acquaintance with any correct mode of conveying religious and secular instruction, *Kay 15, 16.*

*Methodist New Connexion.* Number of schools; children on the books, and average attendance, at Manchester, Salford, Liverpool, Bury, and York, *p. 37.*

*Metropolis.* Means of useful daily instruction lamentably deficient, *Rep. p. vii.*

*Middlesex Society, Cannon-street Road.* Number of children in this school, *p. 131.*

*Middling Classes.* Number of children in schools belonging to, in a district in Westminster, *Caldwell 206.*

*Model Schools.* The application by the National Society for a portion of the grant for model schools was deferred, *Wigram 795.*



## Report, 1837-8—continued.

**Monitorial System.** The assistance of monitors would be necessary in a school of 200 children, *Kay* 33—Reason witness objects to the exclusive use of the monitorial system, with the motive of rivalry employed as the principal stimulus, *Kay* 136. 141—Objections thereto; specimens of education under it, *Wood* 1324-1328—Examination upon the monitorial system; necessity for monitors being trained; additional funds would modify the monitorial system by the use of additional masters, *Althans* 1528-1557.

**Moral Instruction.** Deficiency of, at Manchester, *Wood* 1143-1150—At Liverpool, *Wood* 1087, 1088—At Birmingham, *Wood* 1285-1288—There is none in the day and dame schools in Newington, Bermondsey, &c., *Althans* 1447-1451—Ignorance of masters of its meaning, *Wood* 1087, 1088.

See also *Method of Teaching. Religious Instruction.*

**Mount-street, Walworth, (British School.)** Number of girls in, *p.* 133.

**Music.** Extent of instruction in music to masters and pupils in the National Normal School, *Wigram* 801-816.—See also *Turner, Mr.*

**Mutual Instruction.** Teaching five or six hundred children upon the system of mutual instruction is possible, but not desirable, *Wigram* 783—Use of the system, and disadvantages of its abuse, *Wigram* 918-920.—See also *Ages.*

## N.

**National School Society.** Amount of Government grants issued through this society, 1834-1838, *Rep. p.* x.—It does not accept trusts for local schools; it would not hold land for a local school unless in some very peculiar case, *Wigram* 629—Its principles; form of words in trust deeds, *Wigram* 656-659—Accuracy of the returns, in the report of the Society for 1837, of the number of places, schools, and scholars in connexion with the Church of England, and with the society, *Wigram* 599-607—The results of inquiry by the Society, as to the manner in which children educated by them have turned out, is satisfactory, *Wigram* 683, 684.

**National Schools.** Payment for education is required therein, *Kay* 82—The condition of national schools throughout the country is susceptible of great improvement, *Wigram* 708—Objection to the mode of instruction in the national school at York, *Wood* 1221.  
See also *Dissenters.*

**National, and British and Foreign Societies Schools.** Question, that not having taken sufficient evidence on the character and results of the course of education pursued in the schools conducted by these societies, the Committee do not feel warranted in offering an opinion on their efficiency to the House: Yeas, 3; Noes, 5, *Rep. p.* xiv.—Schools properly managed, like the Lancasterian and National schools, if offered to the population, would prevail in Manchester over the private schools, where considerable sums are now paid, *Kay* 116.

**Newington, St. Mary.** Population in 1831, and number of scholars in 1838, *Rep. p.* vii.

**Normal Schools.** No part of the sum granted by Parliament for the establishment of schools for teachers has yet been applied, *Rep. p.* x.—The difficulty of procuring teachers acquainted with the proper method of training children could be overcome by the formation of schools for training teachers, *Kay* 264—Ages at which young men are received into the British and Foreign Society's normal schools; ages at which it may be discovered whether a man's character as well as talent will enable him to become a teacher, *Dunn* 323-328.

Examination upon the mode of education pursued in the normal schools of the society; means taken to inquire into the character of individuals coming there; shortness of the period they stop, partly from want of funds; difficulty of making the establishment pay itself, *Dunn* 331-363—Examination showing that the training schools of the National Society are only incidentally normal schools; how far through the limited funds of the society, *Wigram* 889-896—Number of training-schools of the National Society throughout England, *Wigram* 817-832—Necessity for; period necessary to remain; expenses of education, and nature of that proposed, *Wood* 1370-1385.

See also *Candidates for Schoolmasters' Situations.*

**Northampton.** Number of children of the working classes at daily schools in 1838, compared with population, *Rep. p.* viii.—Number of children of the Established Church, of Dissenters, and of Catholics, who attend Sunday schools, *Rep. p.* ix.

**Notation.** Introduction lately of a more simple mode of notation, *Wigram* 803.

Report, 1837-8—continued.

## O.

*Orange-street Chapel Infant School, St. Martin's.* Superiority of this school to day schools in the district, *Caldwell* 224.

*Orphans.* Orphans, bastards, and deserted children, should be provided with a separate school out of the workhouse, which should be accessible to children of the workhouse and others, *Kay* 126.

## P.

*Parents.* Pernicious results of the present extent of bounty in the shape of charity which is sometimes given to parents to send their children to school, *Kay* 78—Want of instruction prevents the influence and example of parents being beneficial to children, *Kay* 179, 180—Their apathy to the instruction of their children is an impediment to the progress of education, *Dunn* 370—There is no desire of education among parents at Birmingham, *Corrie* 972—Those in poor neighbourhoods are indifferent to education, *Althans* 1580—It prevents attendance at infant schools, which might otherwise take place, *Ashworth* 587-593.

Poverty of the parents is the principal cause that children of the working classes in Birmingham do not go to school, *Wood* 1337, 1338—The religious and moral habits of parents require attention as much as the education of the children, *Wigram* 680-682—They would at first object to the discipline of improved schools, but would gradually see their own interest, *Wigram* 747, 748—Extent to which they value a higher degree of intellectual instruction, and how far they would appreciate the means of better providing in life for their children, *Wigram* 749-753—If means of instruction afforded, the indifference to it would decrease, and the standard of parents' minds would be elevated, *Buxton* 1029-1031—Parents in Birmingham appreciate education more highly than in towns in Lancashire, *Wood* 1339-1345.

See also *Education*, 2. *Payment for Education.*

*Parliamentary Grants.* Regulations under which Government grants in aid of education are made, *Rep. p. ix. x.*—That words proposed to be left out stand part of question, relative to regulating the affording Government assistance to those in want beyond one-eighth, and not to depend on the amount locally raised: Yeas, 6; Noes, 1, *Rep. p. xiii.*—Manner in which Parliamentary grants for education have acted unfavourably in towns, as compared with agricultural parishes, from the increased cost of sites and building expenses, *Wigram* 616-619—Particulars as to applications to the Treasury for grants, and as to the responsibility of trustees, particularly if the schools are not in connection with the National Society, *Wigram* 620-632.

Applications for grants can only be received through either the British and Foreign or the National Societies, *Wigram* 633, 634—Opinion against the application of public money in aid of the education of those who do not apply through one of the existing societies, *Wigram* 883-888—Security for the continuance of the terms of the agreement after recommendation to the Treasury for a grant, *Wigram* 643-659—Extension of the principle on which Parliamentary grants have been made of late years recommended for giving education to the working classes, *Wigram* 679—Manner in which it is advisable that Government should deviate from their principle in making grants in cases of necessity of education and poverty of the place, *Wigram* 897-901—Amount by which it might be extended, *Wigram* 911.

*Parliamentary Returns.* There are no returns to Parliament of any authority on the subject of education of the humbler classes, nor are there adequate means of making them, *Rep. p. iii.*—Difference between witness's and Government returns, under Lord Kerry's motion, as to attendance at schools at Bury, *Wood* 1190-1192—Error to the extent of 34,000 scholars, in the returns made to Government in 1833 as to schools in York, *Wood* 1207, 1208.—See also *Education*, Committee of, 1835.

*Parmiter's, Lady, Charity School, Bethnal-green.* Number of boys at, February 1838, *Buxton* 1010.

*Paupers.* One of the best means of repelling pauperism from the workhouse is to raise its moral and intellectual atmosphere, *Kay* 124—Return respecting paupers above the age of 16 in the workhouses of the Norfolk and Suffolk unions and incorporations, on 12 June 1837, showing those who can read and write in a superior manner, decently, and imperfectly, *Kay* 280-282.

*Payment for Education.* Something should always be paid by parents for the education of their children, *Kay* 80, *Dunn* 378-381, *Wigram* 854—Amount paid by parents at dame and day schools at Liverpool could not always be ascertained, *Wood* 1099-1101—Payment per week in dame schools in Birmingham is higher than in Manchester, *Wood* 1273-1275—Rate of weekly payment in dame and day schools in Newington, Bermondsey, &c., *Althans* 1478—Payment is exacted in all schools belonging to the British

Report, 1837-8—continued.

*Payment for Education*—continued.

British and Foreign Society, *Dunn* 315, 316—One penny per week paid in the national schools at Birmingham, *Wood* 1329—Working classes would gladly pay extra if a rational system of education could be brought to their doors, *Wood* 1152\*—1155—Parents in Birmingham would not object to pay 2 *d.* or 3 *d.* a week for good system of education, *Wood* 1339—1345.

*Pell-street*, Ratcliff Highway, (Dissenters School.) Number of boys in, *p.* 131.

*Places of Worship.* Means taken to ascertain whether children in the British schools have been to a place of worship on Sundays, *Dunn* 425—428—Regulation valuable that children in British schools should attend a place of worship and Sunday school, and should be more attended to than it is, *Althans* 1604, 1605.—See also *Dissenters*.

*Play-grounds.* They are an essential part of infant education, *Kay* 143—They should be had recourse to whenever teachers observe the children in a languid or irritated state, *Kay* 144—Want of play-grounds in the schools at Birmingham, *Wood* 1330—1335—There are no play-grounds attached to day schools about Newington, &c., *Althans* 1515.

*Population.* The shifting nature of the population is an hindrance to education, *Dunn* 371—377—Increase of population at Birmingham since 1831, *Corrie* 935, 936—Their low state an impediment to education, *Dunn* 370—Summary of total population, schools, and scholars, in Whitechapel, Spitalfields, St. George-in-the-East, and Wapping, 1818, 1834, and 1838, *Althans*, *p.* 132—Summary of population, schools, and scholars, in Newington, Bermondsey, and Christchurch Surrey, in 1831 and 1838, *Althans*, *p.* 134.

*Preparatory Schools.* Should be opened in populous districts for children from the age of three years, *Rep.* *p.* iv.

*Prescott-street*, Great, (Sailors' Female Orphan School.) Number of children therein, *p.* 131.

*Primitive Methodists.* Number of schools, children on the books, and average attendance, at Manchester, Salford, Liverpool, Bury, and York, *p.* 37.

*Prince's-square*, Ratcliff, (British.) Number of children in, *p.* 131.

*Promotion of Schoolmasters.* Plan to be adopted as to the promotion of schoolmasters in town and country, *Wigram* 858, 859—A power of promotion from one school to another would be advantageous if it could be managed, *Wigram* 872—874.

*Public Institutions*, Schools belonging to. Number of children attending at Salford, *Kay* 252.

## Q.

*Quaker-street*, Spitalfields. Number of children in the national school, *p.* 130—In the infant school, *p.* 130.

*Queen's-head-row*, Newington, (United National and Parochial School.) Number of boys and girls in, *p.* 133.

## R.

*Races.* See *Dartmouth*, Lord.

*Raine's Asylum*, St. George's East. Number of girls in, *p.* 131.

*Re-admission to Schools.* Extra charge made for, at national schools, to stop the fluctuation of attendance, *Wigram* 753.

*Reading*, Berks. Number of children of the working classes at daily schools in 1838, compared with population, *Rep.* *p.* viii.—Number of children of the Established Church, of Dissenters, and of Catholics, who attend Sunday schools, *Rep.* *p.* ix.

*Reading*, The Art of. It cannot be taught in common dame schools, *Althans* 1468, 1469.

*Red Lion-street*, Wapping, (East London Catholic School.) Number of boys and girls in, *p.* 131.

*Religious Creeds.* In the British schools, the masters do not give the children the tinge of their particular creeds, and parents are satisfied with the system, *Dunn* 533—538.

*Religious Congregations.* Schools connected with religious congregations are the best looked after, *Althans* 1596. 1599.

*Religious Instruction.* Great care required in establishing any general system of education to prevent fermenting differences of opinion, *Wood* 1339, 1340—Deficiency of, in Manchester, *Wood* 1143—1147. 1150—Improvement in the demeanour and habits of those  
589.

Report, 1837-8—continued.

*Religious Instruction*—continued.

those adults who have received a good moral and religious education over those who have not, *Wood* 1161-1165—There is no religious training in day and dame schools in Newington, Bermondsey, &c., *Althans* 1447-1451—The only religious instruction in day schools is reading the Bible without explanation or information, *Althans* 1512, 1513—Religious duties are not taught, *Althans* 1514.

*Resolutions of the Committee.* Report of, to The House, *Rep. p. x. xi.*—Resolutions proposed, and debates thereon, *Rep. p. xii. xiii.*—Question, that words proposed to be left out stand part of question, that the four resolutions agreed upon be reported to The House: Yeas 5, Noes 2, *Rep. p. xiv.*—That the resolutions be preceded by a short statement of facts: Yeas 4, Noes 2, *Rep. p. xiv.*

*Roman-catholics.* Number of children of, attending Sunday schools in different towns, *Rep. p. ix.*—Resolution relative to Government assistance for education to them negatived, *Rep. p. xiii.*—They would always prefer being educated alone, *Dunn* 404-410—Difficulties with regard to the applications for grants by Roman-catholics, *Wigram* 635—They are not generally contented with the schools of the British and Foreign Society, *Dunn* 400—They have several small schools, but they are not adequate to their wants, *Dunn* 409, 410—Number of schools, children on the books, and average attendance, at Manchester, Salford, Liverpool, Bury and York, *p. 37*—Number of teachers of this persuasion in dame schools, common and superior boys' and girls' schools, in infant schools, and in charity and endowed schools, in Manchester, Salford, Liverpool, Bury, and York, *p. 38.*

*Rural Districts.* The manufacturers therein have displayed the most laudable anxiety to promote the education of the children in their employ, *Kay* 92.

## S.

*Sailors' Orphan Episcopal, St. George's East.* Number of children in this school, *p. 131.*

*Salaries of Schoolmasters.* Salaries and maintenance recommended, independent of school fees, *Kay* 49—Extent to which salaries should be increased to secure a higher class of masters, *Wigram* 863-871—A properly qualified master could not be obtained under 150*l.* a year, *Wood* 1389, 1390—Emoluments of schoolmasters, *Dunn* 364—Of schoolmasters and schoolmistresses in workhouse schools, *Kay* 153—Of masters and mistresses in the National schools, *Wigram* 663—In the St. James's schools, *Wigram* 666.

*Salford.* Proportion the working classes bear to the whole population, *Rep. p. v.*—Population; number of children of the working classes at daily schools, *Rep. p. viii.*—Number of children belonging to the Established Church, to Dissenters, and to Catholics, who attend Sunday schools, *Rep. p. ix.*—Calculation, grounded on the reports of the Manchester Statistical Society, of the want of education in the borough of Salford, and the cost of improved education, *Kay* 252-254—Charity, infant, Lancasterian and National schools are better than in the day and dame schools, but are susceptible of improvement, *Wood* 1178.

Tables showing the attendance of children at school, ages, present cost of bad education, and proposed cost of an efficient system, *p. 36*—Number of Sunday schools belonging to the Established Church, to various classes of Dissenters, to Catholics, and schools unconnected with any religious body; number of children on the books, and average attendance, *p. 37*—Number of teachers of different religious professions in the dame schools, common and superior boys' and girls' schools, in infant schools, and in charity and endowed schools, in this borough, *p. 38*—Number of teachers of various classes of day and evening schools, and the number who have received any education for their employment, in this borough, *p. 39.*

See also *Christchurch, Salford. Education, 2.*

*Salisbury-street, East-lane, Bermondsey, (Roman-catholic.)* Number of girls in, *p. 133*—Examination upon the refusal to admit witness to a Roman-catholic school in Salisbury-street, Bermondsey, *Althans, p. 133, 1432-1435.*

*School-Rate.* Amount proposed to be raised by, in Manchester, for the outlay of schools, *Kay* 184—Difficulties of carrying out the plan of a school-rate, if the public were limited to the system of the National and British schools, *Dunn* 429—Nature of the objections to a school-rate, *Dunn* 432-437. 441. 445, 446—An education rate would be submitted to with reluctance, *Corrie* 966-973—Objections to, *Wigram* 902-909—Sums to be deducted for irregularity of attendance and payment, from prices paid in dame and day schools at Manchester, under proposition for a school-rate, *Kay* 240-242.

Parents at Manchester would pay the whole of the current expenses for the best system of education, at the end of seven or eight years, though a school-rate would be necessary for contingencies at first, *Kay* 246-248—Table showing the sums which must annually be raised by a school-rate (in a town in which 66 schools were built in 11 years)

Report, 1837-8—continued.

*School-Rate*—continued.

11 years) for instalments and interest upon a loan of 6,000 *l.* annually during 11 years, repayable in 20 years, with interest at four per cent., *Kay* 249, 250—Deduction from that calculation to be made for any schools built by private individuals at their own expense, *Kay* 251.

See also *Dissenters*.

*School-rooms.* If school-rooms were erected, they would in a great measure support themselves, *Buzton* 1055—How far school-rooms might be used for different sets of children on the same day, *Wood* 1403-1406.

*School Societies.* Individuals forming themselves into, have done much good as regards the education of the working classes, *Rep.* p. iii.

## SCHOOLMASTERS:

1. *Their want of Education, and proper Qualifications for Teaching.*
2. *Necessity for their being Trained for the Purpose.*
3. *Their Station in Society.*
4. *Documentary Evidence.*

1. *Their want of Education, and proper Qualifications for Teaching :*

Uninstructed state of teachers in dame and day schools at Manchester, *Kay* 15, 16—Majority of them would consider they deserted their duty if they treated children kindly, *Kay* 17—Superiority of those in the National and British and Foreign schools over those teaching in common day schools, *Kay* 20—The want of good teachers is an impediment to the progress of education, *Kay* 264-277, *Dunn* 370, *Wigram* 852, 853, *Wood* 1369—Few instances of masters being brought up to the business, and very few understand it, *Althans* 1445, 1446—Want of education in schoolmasters or mistresses in dame and day schools in Liverpool, *Wood* 1086-1088. 1101, 1102—Those of day schools generally self-sufficient, *Wood* 1111. 1134-1137—Unfitness of schoolmasters for their duties; writing considered the criterion of a good schoolmaster, *Wood* 1281-1284.

2. *Necessity for their being Trained for the Purpose :*

Without previous training the same master not qualified for industrial and moral training, *Kay* 51—Plan adopted to obtain proper instruction for schoolmasters for workhouse schools, *Kay* 51, 52—Great difficulty has been experienced in procuring trained schoolmasters for the workhouse schools, *Kay* 151—The number of children attending schools depends upon the teacher's qualification, *Dunn* 304-306—Further evidence upon the necessity of properly qualified teachers, *Dunn* 311-314, *Althans* 1597, 1598—Proposed plan for the education, certificates of instruction, promotion, and superannuation allowances, so as to improve the condition of schoolmasters, *Wigram* 880-882—Necessity for their being educated on an improved system, *Wood* 1204—Necessity for all persons concerned in the education of children being trained for the purpose, *Althans* 1487, 1488—Many would turn out good masters if trained, *Althans* 1510, 1511.

3. *Their Station in Society :*

Status of schoolmasters too low; it would require time under any circumstances to improve it, *Dunn* 365-369—Masters are selected by local committees; how far they inquire as to his religious denomination, *Dunn* 526-530—They are rather looked up to by their equals in birth, and if their qualifications were made higher a further increase of reputation would follow, *Wigram* 847-851—Comparative situation of schoolmasters and persons in other occupations, and in what manner their condition might be made preferable to others, *Wood* 1391-1396—It depends upon the feeling of the party whether a merchant's clerk or a schoolmaster's situation is preferable, *Althans* 1608—Class of life of schoolmasters generally, *Althans* 1504-1509—Schoolmasters feeling themselves a neglected class is a reason why they leave that employment, as well as from pecuniary motives, *Althans* 1606, 1607.

4. *Documentary Evidence :*

Religious profession of teachers of various classes of day and evening schools in Manchester, Salford, Liverpool, Bury, and York, *Kay* 261, p. 38—Number of teachers of various classes of day and evening schools, and the number who have received any education for their employment, in the same places, *Kay* 261, p. 39.

See also *Assistant Schoolmasters. Certificates. Dissenters. Globes. Salaries. Normal Schools. Sunday-school Teachers. Superannuations. Temper.*

*Schoolmaster's Society.* This society was subscribed to by the National Society, but it eventually failed; *Wigram* 875—Society of masters in Liverpool was confined to the masters of public and charity schools; that in Birmingham was in its infancy, *Wood* 1138-1142.

Report, 1837-8—continued.

## SCHOOLS:

1. Generally.
2. In particular Places.
3. Size of.

## 1. Generally:

That words proposed to be left out of question stand part thereof, relative to extending Government assistance to schools for the working classes; Yeas 4, Noes 5, *Rep. p. xiii.*—Calculation of outlay required to conduct a school on witness's plan, *Kay 184, 185*—The establishment of good schools in different parts would, to a certain extent, counteract the shifting nature of the population, *Dunn 371-377*—If better schools were opened in districts where schools now existing are not over-crowded, there would after a time be plenty of children to fill them, *Dunn 307*—Great want of schools and education in the country, as much in the agricultural districts as in the manufacturing, *Wigram 612-614*—New schools, which are from time to time established, more than compensate for those discontinued, *Wigram 717*—Examination upon witness's distinction between public and private schools, *Althans 1414-1418.*

## 2. In particular Places:

*Bethnal-green.*—Names of the different schools in the district, and attendance thereat, *Buxton 1009-1014*—Advantages derived from attendance at a school between 1812 and 1820, which, from want of proper support, was closed, *Buxton 1027, 1028.*

*Birmingham.*—Increased means of education by the free school governors; splendid classical school founded by Edward VI., and four schools erecting for the education of the working classes, *Corrie 937-942*—General summary of schools and scholars in Birmingham, *Wood 1239, 1240*—They are not so confined in Birmingham as in Manchester, *Wood 1276-1278.*

*Spitalfields and other Places.*—Comparative statement of schools and scholars in 1818, 1834 and 1838, in Spitalfields, Whitechapel, St. George in the East, and Wapping, *Althans, p. 132.*

## 3. Size of:

Moral training of infant children and their religious instruction, as well as their attainment of knowledge, is more efficiently conducted in a large than in a small school, *Kay 29*—Nature of scheme prepared by witness for the Poor-law Commissioners for teaching a school of 400 children; number of masters and assistants necessary, *Kay 46*—Under a proper system an able and intelligent master may conduct a school containing 200 children, *Kay 32*—Schools of 400 children not desirable, *Dunn 460*—Witness not an advocate for very large schools, *Dunn 461*—They should not consist of more than 100 or 150 boys, if the best education in a national school is intended to be given, *Wigram 661*—Where there are two masters they should be in separate rooms, from the noise and confusion in one, *Wood 1387, 1388*—Seventy boys sufficient for one master, or 100 with a well-qualified assistant, *Wood 1386, 1387.*

See also *Attendance. Education.*

*Scotch Teachers.* Teachers from Scotland recommended, *Kay 46.*

*Scriptures.* Necessity for the Scriptures being read in all schools having Government aid, with power to Jews and Catholics not to attend unless their parents consent, *Dunn 411-424*—Examination upon the mode of reading the Scriptures, and upon the influence of the master's observations, and upon the principal objections being by the Unitarians, *Dunn 480-525*—Objection to the use of the Scriptures as a task-book, particularly in causing a dislike to it afterwards, *Wood 1214-1218, 1346-1354.*

*Seaport Towns.* Increase of population therein within the present century; deficiency of education therein, and evils expected in consequence, *Rep. p. vii.*

*Sessional School.* Establishment of a sessional school at Birmingham, on the system of Mr. Wood's in Edinburgh; superior education therein, *Wood 1311-1321.*

*Shakspeare's-walk Female School,* York-place, Old Gravel-lane. Number of girls in, *p. 131.*

*Sheffield.* Number of children at daily schools in 1838 compared with population, *Rep. p. viii.*—Number of children in Sunday schools of the Established Church, Dissenters, and Catholics, *Rep. p. ix.*

*Silk Manufacture.* Age at which children assist their parents in the silk manufacture, *Buxton 1038.*

*Singing.* Value of singing being introduced into schools; much moral information may be conveyed by means of singing, and much lassitude removed, *Kay 148.*

*Sites for School-rooms.* Necessity of providing them, *Wigram 754, 755.*

*Smith's-place,* Neckinger-street, Bermondsey, (Roman-catholic.) Number of boys in this school, *p. 133.*

South-street,

Report, 1837-8—continued.

*South-street, Walworth, (British School.)* Number of girls in, *p.* 133.

*Spitalfields, Christchurch.* Population in 1831, and number of scholars in 1838, *Rep.* *p.* vii.—Inhabitants of Spitalfields are not so healthy as those of Whitechapel, but they are better conducted, *Buxton* 1040-1045—There is no resident rector, but there is one curate, and two clergymen connected with the Jews' Episcopal Chapel, *Buxton* 1050-1053.—See also *Schools*, 2.

*Staffordshire.* Lamentable want of education in the coal and iron fields of Staffordshire, *Corrie* 977-979.

*Staleybridge.* Proportion the working classes bear to the whole population, *Rep.* *p.* v.—Population; number of children of the working classes at daily schools, *Rep.* *p.* viii.

*Stowell, Rev. H.* See *Christchurch, Salford.*

*Street.* Expediency of separating children from the contamination of the street playground, and conveying to them instruction, *Kay* 118.

*Sunday School Societies.* Those in Manchester would join in the establishment of day schools, and would lend their school-rooms, *Kay* 187.

*Sunday School Teachers.* Make the best teachers for schools generally, when properly trained, *Dunn* 318—Use of Sunday schools as regards the education of teachers, but they should not supersede normal schools, *Dunn* 318-322—In some cases, by over zeal, they do harm, though with the very best intentions, *Wood* 1361.

#### SUNDAY SCHOOLS:

1. *Attendance at.*
2. *Advantage of the Education given therein.*

##### 1. *Attendance at:*

Number of children of the Established Church, of Dissenters, and of Catholics, attending Sunday schools in different towns, *Rep.* *p.* ix.—Number of Sunday schools belonging to the Established Church, to various classes of Dissenters, to Catholics, and schools unconnected with any religious body; number of children on the books, and average attendance, in Manchester, Salford, Liverpool, Bury, and York, *Kay* 261—Greater proportion of Sunday schools than day schools in London, *Althans* 1587—In those at Manchester the education is gratuitous, *Kay* 82—Attendance at, is greater when near the parent's residence, *Buxton* 1035—Many children attending day schools attend Sunday schools also, *Buxton* 1036.

##### 2. *Advantage of the Education given therein:*

Education in, of great advantage to the working classes, though not supplying the want of daily instruction, *Rep.* *p.* v.—Nature of education therein; superior quickness of children, *Caldwell* 232-239—Advantage of Sunday school tuition, *Wood* 1160—Inefficiency of Sunday schools at Salford, where the monitorial system is adopted, and teachers are paid, *Wood* 1179-1189—Sunday school teaching being voluntary has a beneficial effect, but too much is learnt by rote, and the language used is unintelligible to a child, *Wood* 1355-1359—They have been one of the greatest moral means this country has possessed in the dense manufacturing populations, *Wood* 1362, 1363—Advantage of the order and cleanliness necessary in Sunday schools, *Wood* 1364-1367—Immense importance of Sunday schools as regards moral influence, *Althans* 1586.

See also *Dissenters. Masters and Servants.*

*Superannuations.* A beneficial effect would be produced if superannuation allowances could be granted, after years of good service, to schoolmasters, *Wigram* 875-878.

*Superintendence of Children.* Value of superintending their conduct in the play-ground as well as in the school, *Kay* 30.

#### T.

*Teachers.* See *Schoolmasters.*

*Temper.* Violence of temper is the principal system adopted in dame schools, which tends to spoil the temper of the children as they grow up, *Wood* 1247-1250—Women who keep dame schools are generally of very sour tempers, *Althans* 1475—Necessity for good temper and firmness in teachers, *Althans* 1491-1493—Management of the temper of young children highly important, *Althans* 1493.

*Toy and Cake Shops.* Are generally kept by mistresses of dame schools, who make something by their children buying, *Althans* 1477.

Report, 1837-8—continued.

*Turner, Mr.* His plan of teaching music, *Wigram* 802-804.

*Twig Folly* (Bonner-street) School. Number of boys in this school, February 1838, *Buxton* 1011.

U.

*Unitarians.* Objections have in some instances been made to the British and Foreign schools by Unitarians, but they have very few poor among them, *Dunn* 401—Number of schools, children on the books, and average attendance, at Manchester, Salford, Liverpool, Bury and York, p. 37—Difficulties with regard to the applications to the Treasury in aid of education by Unitarians, *Wigram* 635-640.

V.

*Visiting Societies.* They are useful in recruiting schools, *Dunn* 308.

*Voluntary Subscriptions.* Extent to which schools supported by voluntary contributions are kept up, *Wigram* 709-716—Those for education are by no means adequate to the wants of the population, *Corrie* 967-971—Instances in which gentlemen founding schools have done so on a limited scale to what they would have done, in order to prevent Government interference, *Wigram* 733—Advantage of the present system of making Government grants by calling out voluntary aid, *Wigram* 902-909.

W.

*Waburgh-street Infant School*, St. George's East. The school discontinued, *Althans*, p. 131.

*Wages.* The only way in which general education can obtain must be by an advance in the wages of the adult population, *Wood* 1151.

*Wakefield.* Number of children of the Established Church, of Dissenters, and of Catholics, who attend Sunday schools, *Rep.* p. ix.

*Wapping*, (St. John.) Population in 1831, and number of scholars in 1838, *Rep.* p. vii. See also *Schools*, 2.

*Wellclose-square.* (Sailors Female Orphan School.) Number of children in, p. 131.

*Welsh Independents.* Number of schools, children on the books, and average attendance, at Manchester, Salford, Liverpool, Bury and York, p. 37.

*Wesleyan Association and Wesleyan Methodists.* Number of schools, number of children on the books, and average attendance, at Manchester, Salford, Liverpool, Bury and York, p. 37.

*Westminster.* Population in 1831, and number of children attending Sunday, daily, infant and evening schools, in the parishes of St. Martin in the Fields, St. Clement Danes, St. Mary-le-Strand, St. Paul Covent-garden, and the Savoy, in 1837, *Rep.* p. v. vi.—Attendance at Sunday schools, in five parishes in Westminster, of children belonging to the Established Church, to Dissenters, and to Catholics, *Rep.* p. ix. See also *Education*, 2.

*Whitechapel*, (St. Mary.) Population 1831, and number of scholars 1838, *Rep.* p. vii. See also *Education*, 2.

*Wigram*, The Rev. *Joseph Cotton.* (Analysis of his Evidence).—Curate of St. James Westminster, and secretary to the National School Society, 594-597—Accuracy of the Returns, in the Report of the Society for 1837, of the number of places, schools and scholars in connexion with the Church of England and with the Society, 599-607—Number of children in the Sunday and daily schools in connexion with the Society, and increase therein, 608-611—Great want of schools and education in the country, 612-614—Particulars relative to Parliamentary grants, and their application, 616-659—Extension of the principle of Parliamentary grants recommended, 679, 911-917—Advantages of the system, 902-909.

Supposed cost per head of education in national schools, 660-664—Number of children, and cost of education, in the St. James's National School, 665-678—The religious and moral habits of parents require attention as much as the education of the children, 680-682—The results of inquiry by the Society as to manner in which children educated by them have turned out is satisfactory, 683, 684—Many children of Dissenters are brought up in the national schools, 685-701—Extension of funds upon the principles of the two societies would be decidedly beneficial, 702, 703, 914-



Report, 1837-8—continued.

*Wigram, The Rev. Joseph Cotton.* (Analysis of his Evidence)—continued.

914-917—Education has spread very generally of late years under the assistance received from Government; extent of grants, 704-707—The condition of national schools throughout the country is susceptible of great improvement, 708.

Extent to which schools, supported by voluntary contributions, are kept up; endowments are the only security for the continuance of schools already established, 709-716—New schools which are from time to time established, more than compensate for those discontinued, 717—Legislature will not do any good by interfering, unless in the way of grants in aid of voluntary exertions, 718—No inspection has been made by Government as to the application of the grant, or are any returns called for as to the state of schools, 719-722—Inspectors appointed by the societies would be better than any appointed by the Government, 723-733—Average expense of the inadequate education of children in dame and day schools; less expense at which adequate education might be given, 734-743—The self-supporting system adopted at the St. James's Infant School was abandoned against the opinion of witness, 743-746—Parents would at first object to the discipline of improved schools, but would gradually see their own interest, 747-753—Necessity for providing sites for school-rooms, and dwellings for masters, 754, 755—Government should render further assistance to those places requiring extended education, which are now too poor to obtain the Government grant, 756-760. 897-901.

[Second Examination.]—Evidence upon the normal or training school of the National Society, number therein, ages, maintenance, nature of education, number of candidates, &c., 761-846. 889-896—Teaching 500 or 600 children upon the system of mutual instruction is possible, but not desirable, 783—Nature of an investigation by the Society as to the character of teachers and their attainments, 796-800—Extent of instruction in music to masters and pupils, 801-816—Schoolmasters are rather looked up to by their equals in birth; if their qualifications were made higher, a further increase of reputation would follow, 847-851.

Difficulties in finding suitable schoolmasters, 852, 853—Exact payment is a beneficial plan, 854—Advantage in agricultural parts of having a class-room, where the children of higher classes could be taught, who would pay, 855-857—Plan for the promotion of schoolmasters in town and country, 858, 859. 872-874—An arrangement as to certificates of gradation in instruction for schoolmasters might be made, 860-862—Extent to which salaries should be increased, 863-871—Advantages of superannuation allowances, 875-878—Proposed plan for the education, certificates of instruction, promotion, and superannuation allowances, so as to improve the condition of schoolmasters, 880-882—Opinion against the application of public money in aid of the education of those who do not apply through one of the existing societies, 883-888.

Objections to a school-rate, 902-909—Necessity for inspection of schools, and rewards to masters, and returns being made to Parliament, 910—Means by which an adequate education for the working classes might be provided in 20 years, 914-917—Use of the system of mutual instruction, and disadvantages of its abuse, 918-920—Extent to which the elliptical system is valuable, 921—The attendance of children in schools does not so much depend on the mode of instructing them as on the character of the parents, 922-925.]

*Wigram, Rev. Mr.* Superior infant school opened by him in Vere-street, Strand, *Caldwell* 202—The teacher is of a superior class, *Caldwell* 221-223.

*Wood-street, Spitalfields, (Dissenters' School.)* Number of children in, *p.* 130.

*Wood, James Riddall.* (Analysis of his Evidence.)—Periods at which the examination into the state of education, in different towns in Lancashire, for the Manchester Statistical Society, was made, 1062-1070—Reports are substantially accurate, 1073—Extent to which they have been disputed, 1073-1076—Examination on return as to education in dame and day schools in the borough of Liverpool; attendance at, and bad supply of books, &c.; want of education in the masters or mistresses, 1080-1111—Charity schools are superior to day and dame schools, with a few exceptions, 1112-1116—Infant schools better managed than any other class, 1117, 1118. 1158, 1159.

Examination upon the Manchester report, and the number of children attending the different schools, 1119-1127—Bad state of dame and day schools, 1127-1137—Society of masters in Liverpool was confined to the masters of public and charity schools, that in Birmingham was in its infancy, 1138-1142—Further evidence as to the deficiency of religious and moral education in Manchester, 1143-1147. 1150—The only way in which general education can obtain, must be by an advance in the wages of the adult population, 1151—Working classes would gladly pay extra, if a national system of education could be brought to their doors, 1152-1155—Irregularity of attendance at national schools, 1156—Advantage of Sunday school tuition, though secular knowledge not taught, 1160—Improvement in the demeanour and habits of those adults

Report, 1837-8—continued.

*Wood, James Biddall. (Analysis of his Evidence)—continued.*

who have received a good moral and religious education over those who have not, 1161-1165.—Inadequacy of the education of the lower orders in Manchester, 1166, 1167.

Attendance at schools at Salford, 1168, 1169.—Inefficiency of dame and day schools there, though somewhat better than those at Manchester and Liverpool, 1170-1177.—Charity, infant, Lancastrian and national schools in Salford, are better than the day and dame schools, but are susceptible of improvement, 1178.—Inefficiency of Sunday schools where the monitorial system is adopted and teachers are paid, 1179-1189.—Attendance at schools at Bury; difference between witness's and the Government Returns, under Lord Kerry's motion, 1190-1192.—Dame schools similar to Salford being rather better than Manchester and Liverpool, 1193-1197.—The same observation, with regard to day schools, is applicable here as to the other places, 1198; 1199.—The endowed and charity schools are of a better description, but are susceptible of improvement, 1200.—Advantage to the schools and the master of the interest taken by the rector, 1201-1203.

Attendance at schools at York showed a greater proportion than in other places mentioned, 1205, 1206.—Error to the extent of 34,000 scholars in the Returns made to Government in 1833, 1207, 1208.—Comparative education in dame and day schools at York with that in the Lancashire boroughs, 1210-1219, 1221.—Some charity schools are of an improved character, 1220.—Objection to the mode of instruction in the national schools there, 1221.—In the Lancastrian schools the master is assisted by young people educating for the purpose, 1221.

[Second Examination.]—Employment of witness to make inquiries as to the state of education in Birmingham; mode adopted by witness of pursuing the inquiry, 1222-1232.—Examination upon the attendance at the different description of schools in Birmingham, 1233-1238.—General summary of schools and scholars in Birmingham, 1239, 1240.—Comparative statement of the numbers receiving instruction in the boroughs of Manchester, Salford, Liverpool, Bury, York, four parishes in Westminster, and in Birmingham, showing the per centage to the whole population and to the number of scholars, pp. 114, 115.—Dame schools in Birmingham are superior to those in Manchester and Liverpool, and upon a par with those at Salford and Bury, 1241.—Evils arising from adverse circumstances being the cause of most mistresses of dame schools undertaking the occupation, 1241-1247.—There is no system of education in those schools, 1248.—They are better supplied with books in Birmingham than in the other places, 1249.—Ages at which children quit dame schools; number under five, and between five and 15, in Birmingham, 1251-1254.—Evils of children being in a state of listlessness and coercion, and without employment, 1255-1257.—Children generally return home to their meals; description of food given where they are fed at schools, 1258.

Dame schools, if properly conducted, would be better than infant schools, 1259-1262, 1296.—In the present manner of conducting them they have the worst effect on the character, conduct, and disposition of children in after-life, 1263.—Defects in the infant school system; manner in which they might be remedied; they are the best means now in operation for the education of the working classes, 1264-1272.—Payment per week in dame schools in Birmingham is higher than in Manchester, 1273-1275.—Schools not so confined in Birmingham as in Manchester, 1276-1278.—Common schools for boys and girls in Birmingham are better than in Liverpool, and not quite so good as in York, 1279, 1280.—Unfitness of schoolmasters for their duties; writing considered the criterion of a good schoolmaster, 1281-1284.—Moral instruction of children totally neglected, 1285-1288.—Examination, with calculation upon the expense of education in day and dame schools in Birmingham, 1289-1292.—Necessity for a sufficient number of properly qualified teachers to carry out the infant school system properly, 1293-1296.—Advantage of females over males for the education of infants, 1296-1303.—Charge per week at infant schools, 1304.

Children learn more, and are more happy and comfortable, at infant schools than at dame schools, 1304-1310.—Establishment of a sessional school, on the system of Mr. Wood's in Edinburgh; superior education therein, 1311-1321.—Deficiencies in the British and Foreign schools at Birmingham, 1322-1324.—Objections to the monitorial system; specimens of education under it, 1324-1328.—Want of play-grounds in the schools at Birmingham, 1330-1335.—In Birmingham there is a deficiency of means of education, and a deficiency in the quality of that which is provided, 1336.—Poverty of the parents the principal cause that children of the working classes in Birmingham do not go to school, 1337, 1338.—Parents in Birmingham would not object to pay 2*d.* or 3*d.*, a week for a good system of education; they appreciate education more highly than in the towns in Lancashire, 1339-1345.

Objection to the use of the Scriptures as a task-book, particularly in causing a dislike to it afterwards, 1346-1354.—Sunday school teaching has a beneficial effect, 1335-1367.—The Manchester Statistical Society are at a stand what further steps to take as to furthering education, 1368.—Want of good masters, 1369.—Necessity for normal schools; period necessary to remain there; expenses of education, and nature of that proposed, 1370-1385.—Seventy boys sufficient for one master, or 100 with a well qualified

Report, 1837-8—continued.

*Wood, James Riddall.* (Analysis of his Evidence)—continued.

qualified assistant, 1386, 1387—A properly qualified master could not be obtained under 150 l. a year, 1389, 1390—Comparative situation of school-masters, and persons in other occupations, and in what manner their condition might be made preferable to others, 1391-1396—Advantage to the working classes of establishing good evening schools; proposed remuneration to teachers, and payment per child, 1397-1402—How far school-rooms might be used for different sets of children on the same day, 1403-1406.

*Workhouse Schools.* Division in the workhouse schools of industrial, religious, and moral training, *Kay* 50—System proposed to be pursued in, *Kay* 121, 122—Education as described by witness is now given in many workhouses, *Kay* 123—Scheme of education in workhouse schools open to the objection that they may be considered as a premium to pauperism, should the result prove that a preference was shown for its inmates as servants, &c., *Kay* 125.

*Working Classes.* Operatives of the North are equal if not superior to any working classes in England, but a great indifference to education exists among a considerable proportion, *Kay* 59—In the course of time they would be eager to avail themselves of an efficient system of education, *Kay* 186—Report of the condition of the working classes in 1834, 1835, and 1836; in the extensive manufacturing districts, is correct, *Ashworth* 547-550—Children attending dame and day schools are principally of the working classes, *Althaus* 1479-1481.

*Writing.* Where writing is taught parents are willing to make larger contributions, *Wigram* 749.

Y.

*York.* Number of children of the working classes at daily schools in 1836 compared with the population, *Rep.* p. viii.—Attendance at Sunday schools of children of the Established Church, of Dissenters, and Catholics, *Rep.* p. ix.—Discretion used by the Manchester Statistical Society, in trusting the report from York to those who were likely to bring out a correct account, *Ashworth* 546—Tables, showing ages of children, their attendance at school, cost of present system, and that of proposed efficient system, p. 36—Number of Sunday schools belonging to the Established Church, to Dissenters, Catholics, &c.; number of children on the books, and average attendance, p. 37—Number of teachers, with their different religious professions, in the dame schools, common and superior boys' and girls' schools, in infant schools, and in charity and endowed schools, in this city, p. 38—Number of teachers of various classes of day and evening schools, and the number who have received any education for their employment, in this city, p. 39.

See also *Education*, 2.

*York-street, Walworth.* Number of children in the British and infant schools, p. 133.

**R E P O R T**

FROM THE

**SELECT COMMITTEE**

ON THE

**EDUCATION OF DESTITUTE  
CHILDREN;**

TOGETHER WITH THE

**PROCEEDINGS OF THE COMMITTEE,**

**MINUTES OF EVIDENCE,**

**AND APPENDIX.**

---

---

*Ordered, by The House of Commons, to be Printed,  
23 July 1861.*

---

---

---

*Martis, 28<sup>o</sup> die Maii, 1861.*

*Ordered, THAT* a Select Committee be appointed to inquire how the Education of Destitute and Neglected Children may be most efficiently and economically assisted by any public Funds.

---

*Lunæ, 3<sup>o</sup> die Junii, 1861.*

Committee nominated of—

Sir Stafford Northcote.  
Mr. Lowe.  
Sir John Pakington.  
Mr. Massey.  
Mr. Adderley.  
Mr. Hanbury.  
Mr. Cave.

Mr. Black.  
Mr. Liddell.  
Sir James Graham.  
Sir Baldwin Leighton.  
Mr. Henry Austin Bruce.  
Mr. Pease.  
The O'Conor Don.

*Ordered, THAT* the Committee have power to send for Persons, Papers, and Records.

*Ordered, THAT* Five be the Quorum of the Committee.

---

*Martis, 4<sup>o</sup> die Junii, 1861.*

*Ordered, THAT* Mr. Ker Seymer be added to the Committee.

---

*Martis, 23<sup>o</sup> die Julii, 1861.*

*Ordered, THAT* the Committee have power to report their Observations, together with the Minutes of Evidence taken before them, to The House.

---

REPORT - - - - -	p. iii
PROCEEDINGS OF THE COMMITTEE - - - - -	p. v
MINUTES OF EVIDENCE - - - - -	p. 1
APPENDIX - - - - -	p. 211

---

T9(Y:43).3.M6t

A861

R E P O R T.

THE SELECT COMMITTEE appointed to inquire how the EDUCATION of DESTITUTE and NEGLECTED CHILDREN may be most efficiently and economically assisted by any PUBLIC FUNDS;—HAVE considered the matters to them referred, and agreed to the following REPORT:—

YOUR Committee were appointed at an advanced period of the Session; but they have prosecuted the inquiry with diligence, and have examined Witnesses most competent to elucidate the entire subject, and sufficient, in the opinion of Your Committee, to support the conclusions, which they submit without further delay to the judgment of the House.

No child should be encouraged to go to a Ragged School, for whose education provision can be made elsewhere.

For children who have acquired criminal or vagrant habits, provision is made by the Industrial Schools Bill. Until that measure has been tried, no other provision at the expense of the State should be made for this class.

The children of out-door paupers, destitute orphans, and deserted children, receiving out-door relief, ought to be provided for under Mr. Denison's Act by the Guardians of the Poor; but it appears to be the opinion of those who have paid attention to the subject, that they are not likely to be so generally, unless the Act be so altered as to make it compulsory upon the guardians to enforce the child's being sent to school as a condition of relief. The difficulties which would have to be encountered in the introduction of a system of compulsory education such as this are great. Some questions of detail which are touched upon in the evidence (3984-4004), are worthy of attention with reference to this subject. It has been suggested to your Committee that the Committee of Council on Education might provide for the admission of children of out-door paupers into schools receiving Government aid; but your Committee have received no evidence on the subject of this suggestion, and therefore refrain from expressing an opinion upon it.

Children receiving in-door relief are provided for in Union District or Workhouse Schools. Provision, however, ought to be made for compelling Boards of Guardians to maintain Workhouse Schools in a more efficient state than they are generally in at present, or else to erect District Schools.

After all these reductions there still remains a residue to be dealt with, though of its numbers the Committee have no evidence.

Aid to Ragged Schools and other Institutions where children are fed, or fed and lodged, is really aid in relief of the poor rate, and this is true even when the aid is given as salary to a master, for such a payment sets at liberty an equal sum to be employed in feeding or lodging.

The only Ragged Schools, therefore, to which relief can be given, are those which neither feed nor clothe, and the only children requiring their aid are the residue which remain after all the above deductions.

The evidence of Mr. Rogers shows "that where strenuous local exertions are made," the poorest and lowest districts in towns are capable of supporting schools under the Privy Council; and that the poorest parents may be induced to pay small fees towards their children's education.

Still a residue exists which has not yet been reached by any other machinery than a Ragged School; and the question remains whether Ragged Schools, which have undoubtedly been of considerable benefit, ought to receive further assistance from the State than at present.

The London Ragged School Union, with Lord Shaftesbury at their head, are opposed to any Government grants being made to Ragged Schools, believing

1471.

3496.

451.

that such grants would interfere with their religious and missionary character, and relax the interest now taken in them. Much difference of opinion, however, prevails upon this subject among the managers of the Schools themselves; and the managers of refuges, which are likewise institutions of a religious and missionary character, take a wholly different view of the question.

The withdrawal of the Government grant to schools capable of being certified under the Industrial Acts, touches Refuges, but not ordinary Ragged Schools. These ordinary Ragged Schools, if they give industrial training, may have certain allowances from the Privy Council for rent and raw materials, and are permitted, even without giving industrial training, to earn any grant from the Council, on compliance with the conditions prescribed to other schools.

3750, 1, 2, 3, 9.

No rules have yet been suggested on which further grants of public money could safely be made; and the present grant for raw materials has been grossly abused, and should be discontinued.

3933.

Ragged Schools closely resemble Sunday Schools. They are strongly impressed with a missionary and religious character. Their primary object is to reclaim and civilise a child, and then to place it in some honest calling. To these objects instruction is secondary and subordinate. Yet Government inspection must be chiefly based on instruction. The grants made upon that inspection would tend to divert the school from its main object.

3990.

Infant Schools, which take the child before it has been contaminated, appear to strike at the root of the evil which Ragged Schools only attack in its more advanced stage. They are comparatively cheap, because they require only female teachers; are very acceptable to parents, whom they relieve of the care of children at a helpless age, and not only keep them from evil, but lay the foundation of order, industry, and attention.

Your Committee therefore recommend that one or other of the measures to which reference has been made in the third paragraph of this Report be adopted, whereby admission into Government schools might be secured to destitute orphans, deserted children, and the children of out-door paupers; and that whatever children are not reached by the Industrial Schools Bill now passing through Parliament, or by the proposed measures, be left to the missionary exertions of the Ragged School Managers, without any further interference by the Government than exists at present.

23 July 1861.

PROCEEDINGS OF THE COMMITTEE.

*Jovis, 6<sup>o</sup> die Junii, 1861.*

MEMBERS PRESENT:

Sir Stafford Northcote.	Mr. Pease.
Sir James Graham.	Mr. Black.
Mr. Ker Seymer.	Mr. H. A. Bruce.
Mr. Lowe.	Sir Baldwin Leighton.
Mr. Liddell.	Mr. Cave.
Mr. Hanbury.	

Sir STAFFORD NORTHCOTE was called to the Chair.

The Committee deliberated, and fixed Mondays and Thursdays for their days of meeting.

*Ordered*, That *W. Locke, Esq., J. Gent, Esq.,* and *Mr. Hytche*, do attend as Witnesses on Monday next, at Twelve o'clock.

[Adjourned till Monday, at Twelve.

*Lunæ, 10<sup>o</sup> die Junii, 1861.*

MEMBERS PRESENT:

Sir STAFFORD NORTHCOTE in the Chair.

Sir Baldwin Leighton.	Mr. Pease.
Mr. Hanbury.	Mr. Massey.
Mr. Black.	Mr. Cave.
Mr. Ker Seymer.	Mr. H. Austin Bruce.
Mr. Liddell.	Mr. Lowe.
Mr. Adderley.	Sir John Pakington.

*Mr. Locke* and *Mr. Gent* examined.

*Ordered*, That *Charles Ware, Rev. W. Cadman, Rev. W. Champneys,* and *A. O. Charles, Esq.,* do attend this Committee on Thursday next, at Twelve o'clock.

[Adjourned till Thursday next, at Twelve.

*Jovis, 13<sup>o</sup> die Junii, 1861.*

MEMBERS PRESENT:

Sir STAFFORD NORTHCOTE in the Chair.

Mr. Hanbury.	Mr. Pease.
Mr. Black.	Sir Baldwin Leighton.
Mr. Liddell.	Sir John Pakington.
Mr. Adderley.	Mr. Lowe.
Mr. Bruce.	Mr. Cave.

*Mr. Hytche* and *Mr. Cadman* examined.

*Ordered*, That *Rev. W. Rogers* and *E. C. Tuffnell, Esq.,* do attend this Committee on Monday next, at Twelve o'clock.

[Adjourned to Monday next, at Twelve o'clock.



## PROCEEDINGS OF THE SELECT COMMITTEE

*Junæ, 17<sup>o</sup> die Junii, 1861.*

## MEMBERS PRESENT :

Sir STAFFORD NORTHCOTE in the Chair.

Mr. Lowe.  
Sir Baldwin Leighton.  
Mr. Black.  
Mr. Liddell.  
Mr. Adderley.

Mr. Pease.  
Mr. Cave.  
Mr. Hanbury.  
Sir John Pakington.  
Mr. Ker Seymer.

Rev. Wm. Rogers, Mr. A. O. Charles, and Mr. E. C. Tuffnell examined.

[Adjourned till Thursday, at Twelve o'clock.]

*Jovis, 20<sup>o</sup> die Junii, 1861.*

## MEMBERS PRESENT :

Sir STAFFORD NORTHCOTE in the Chair.

Sir Baldwin Leighton.  
Mr. Lowe.  
Mr. Austin Bruce.  
Mr. Ker Seymer.  
Mr. Black.  
Mr. Adderley.

The O'Conor Don.  
Sir John Pakington.  
Mr. Cave.  
Mr. Massey.  
Mr. Hanbury.  
Mr. Liddell.

Mr. E. C. Tuffnell further examined.

Mr. R. Ruddock examined.

[Adjourned till Monday next, at Twelve o'clock.]

*Lunæ, 24<sup>o</sup> die Junii, 1861.*

## MEMBERS PRESENT :

Sir STAFFORD NORTHCOTE, Bart., in the Chair.

Mr. Black.  
Mr. Adderley.  
Sir Baldwin Leighton.  
The O'Conor Don.  
Mr. Ker Seymer.  
Mr. H. Austin Bruce.

Mr. Lowe.  
Sir John Pakington.  
Mr. Liddell.  
Mr. Cave.  
Mr. Hanbury.

Mr. Higginbotham and Miss Carpenter examined.

Ordered, That Mr. Sheriff Watson and Mr. C. Ferguson do attend this Committee on Monday next, at Twelve o'clock.

[Adjourned till Thursday next, at Twelve o'clock.]

*Jovis, 27<sup>o</sup> die Junii, 1861.*

## MEMBERS PRESENT :

Sir STAFFORD NORTHCOTE in the Chair.

Mr. Liddell.  
Mr. Black.  
The O'Conor Don.  
Mr. Lowe.

Mr. Adderley.  
Mr. H. A. Bruce.  
Mr. Cave.  
Sir John Pakington.

In Sir S. Northcote's absence, Sir John Pakington was called to the Chair.

Miss Mary Carpenter further examined.

[Adjourned till Monday, at Twelve.

ON THE EDUCATION OF DESTITUTE CHILDREN.

iii.

*Lunæ, 1<sup>a</sup> die Julii, 1861.*

MEMBERS PRESENT :

Sir STAFFORD NORTHCOTE in the Chair.

Sir James Graham.  
Mr. Lowe.  
Mr. Black.  
Mr. Cave.  
Mr. Ker Seymer.

Mr. Liddell.  
Mr. Adderley.  
The O'Conor Don.  
Mr. Pease.  
Mr. Hanbury.

Mr. Sheriff *Watson* and Mr. *C. Ferguson* examined.

[Adjourned till Thursday, at Twelve.

*Jovis, 4<sup>a</sup> die Julii, 1861.*

MEMBERS PRESENT :

Sir STAFFORD NORTHCOTE in the Chair.

Mr. Liddell.  
Mr. Black.  
Sir John Pakington.  
Mr. Pease.  
Mr. Adderley.  
The O'Conor Don.

Mr. Ker Seymer.  
Mr. Cave.  
Mr. Lowe.  
Mr. Hanbury.  
Sir James Graham.

Mr. *C. Ware* and Mr. *Cumin* examined.

[Adjourned till Monday, at Twelve.

*Lunæ, 8<sup>a</sup> die Julii, 1861.*

MEMBERS PRESENT :

Sir STAFFORD NORTHCOTE in the Chair.

Mr. Lowe.  
Sir James Graham.  
Sir Baldwin Leighton.  
Mr. Black.  
Mr. Cave.

Mr. Liddell.  
The O'Conor Don.  
Mr. Pease.  
Mr. Hanbury.  
Sir John Pakington.

Mr. *Cumin* further examined.

Mr. *Lingen* examined.

[Adjourned till Thursday next, at Twelve o'clock.

*Jovis, 11<sup>a</sup> die Julii, 1861.*

MEMBERS PRESENT :

Sir STAFFORD NORTHCOTE in the Chair.

Mr. Ker Seymer.  
Mr. Black.  
Mr. Pease.  
Sir Baldwin Leighton.  
Mr. Bruce.  
Mr. Liddell.

Mr. Hanbury.  
The O'Conor Don.  
Mr. Cave.  
Mr. Adderley.  
Sir James Graham.

Mr. *Lingen* further examined.

The Committee deliberated.

[Adjourned till Thursday, the 18th, at Twelve.

*Jovis, 18<sup>o</sup> die Julii, 1861.*

## MEMBERS PRESENT:

Sir STAFFORD NORTHCOTE in the Chair.

Mr. Lowe.  
Mr. Hanbury.  
Mr. Liddell.  
Mr. Ker Seymer.  
Sir Baldwin Leighton.  
Sir John Pakington.

Mr. Adderley.  
The O'Connor Don.  
Mr. Black.  
Mr. Bruce.  
Sir James Graham.  
Mr. Cave.

Draft Report proposed by the Chairman, read 1<sup>o</sup>:

"THE SELECT COMMITTEE appointed to inquire how the Education of Destitute and Neglected Children may be most efficiently and economically assisted by any Public Funds:—Have considered the matters to them referred, and agreed to the following Report:—

"Having been appointed at an advanced period of the Session, we have not had time to investigate the whole subject of the education of the neglected and destitute classes as fully as its importance deserves, nor to inquire minutely into the working of the systems adapted for dealing with children belonging to these classes in several of the great towns and cities where they are to be found in the largest numbers, and where the greatest attention has been paid to them. We have examined witnesses connected with London, Edinburgh, Bristol, and Aberdeen; we have also examined persons connected with several central institutions having branches in the country, and persons qualified by official or personal experience to speak to the general merits of the question before us; but we feel that it is impossible to present a perfectly fair picture of the ragged schools and other similar institutions which are established throughout the country, without taking evidence from Birmingham, Manchester, Liverpool, Hull, Dundee, and other places where those institutions have been long established, and appear to have been brought to considerable perfection. Evidence has been tendered to us from these and other towns, but had we accepted it, we should have found it impossible to present a Report in this Session of Parliament; and, as we believe that the information we have already collected is sufficient to support the conclusions at which we have arrived, we propose to submit those conclusions without delay to the judgment of the House.

"It appears to be established by the evidence before us, that there exists in many of our great cities and towns a class of children whom the system of national education, supported by Parliament, and administered by the Committee of Privy Council for Education, does not reach, and who are excluded, in consequence either of the faults or of the misfortunes of their parents, from any participation in its benefits. This class consists partly of the children of very poor persons, many of them actually paupers in receipt of parochial relief, others in a condition scarcely superior to that of paupers, who are unable to spare the fees charged in the National and British schools, or to provide their children with the dress suitable to those schools; partly of the children of dissolute parents, of whom some are actually engaged in criminal pursuits, and others are abandoned to careless and self-indulgent habits, all of them being unwilling, though not absolutely unable, to put themselves to the expense and trouble of sending their children to school; and partly of children who have lost their parents, and are deprived of proper guardianship and control.

"We have collected no precise statistics as to the extent of this class of children, but we have before us sufficient evidence to show that it is very considerable. Mr. Gent, one of the secretaries to the London Ragged School Union, estimates the number in London alone at 60,000 [Gent, 365]. Mr. Higginbotham, the master of the St. James's Back Ragged School in Bristol, in which town the number of children in ragged schools and refuges is , states, that the number of children in Bristol, who are fit subjects for ragged schools, is sufficient to fill double the number of the schools [1988]. Mr. Sheriff Watson, from Aberdeen, and Mr. Ferguson, from Edinburgh, bear testimony to the numbers in those towns; and the returns which we have collected from various schools throughout the kingdom, indicate still further the extent and the general diffusion of the class.

"There are various modes in which children belonging to portions of this class may, under certain circumstances, be brought by the operation of law within the range of educational influences. If, being under the age of 16, they commit a breach of the law, they may, at the discretion of the magistrate or judge, be sent to a reformatory. If, being under the age of 14, they are found in a condition of vagrancy, they may, at the discretion of the magistrate, be sent to a certified industrial school. If they become in-door paupers they will be placed either in the workhouse school or in some school connected with the workhouse. Lastly, if they are out-door paupers, it is within the power of the guardians to offer, if they choose, and of the parents to accept, if they also choose, aid in the form of school fees for the admission of the children into the National or British schools.

"It appears, however, that exceptions may be taken to all these methods, and that they can at best be considered only as imperfect substitutes for a more satisfactory system of education.

"The

\*The committal of a child to a reformatory, or to a certified industrial school, presupposing, as it does, the commission of actual crime or the development in the child of habits nearly approaching those of a criminal, and involving an interference with his personal liberty, and his withdrawal from the care of his natural guardians, can only be regarded as a necessary evil; it entails, moreover, very heavy expense upon the State, and is objectionable upon that account, if upon no other.

"Schools in workhouses are universally considered to be unfit places for the training of children, in consequence of the evil results which are to be apprehended from their mixing with adult paupers."

"District schools and schools in which the children are entirely removed from the workhouse and from the society of its inmates, are at present very inadequate to supply the wants even of the in-door paupers, and could not be made available for the out-door pauper children except at an enormous expense. The evidence of Mr. Tufnell, the Government Inspector of workhouse schools, is important in this particular. He points out [1425-8] that while the average attendance in the London ragged schools is about 27,000, and the number on the books 34,000, the pauper schools within the London districts could not accommodate more than 3,000 or 4,000 above their present numbers; he says that it has cost between 130,000 £. and 140,000 £. to provide school accommodation for 3,200 children; from which he infers that to provide the like accommodation for 20,000 more would involve an expense, which he describes as 'enormous;' and he states that the average annual cost of the maintenance of each child in a district school cannot be taken at less than 13 £. 10 s.; so that it would appear from his evidence that to make provision for 20,000 children in what he calls 'the only description of schools which it is possible to find for poor children,' would involve an outlay in the first place of about 80,000 £., and an annual expenditure of 260,000 £. Mr. Lingens appears to think [3959] that the cost might be less, because the children need not be received as inmates of the district schools, but might attend them as day-scholars; but Mr. Ruddock, one of the inspectors of workhouse schools, points out [1780] that the workhouse schools lie at so great a distance from the towns from which they take their names that it would be impossible for the children to attend them. It is, however, sufficient to remark that at present the district schools which would be required do not exist, and that there is no law in force by which the guardians could be compelled to build them.

"The law which authorises the guardians of the poor to pay for the schooling of the children of out-door paupers in ordinary schools, commonly known as Mr. Evelyn Denison's Act, is at present very partially acted upon. In some districts the guardians are actually opposed to making any such payments [Cumin, 3328]; in many, if not in most places they are indifferent on the subject; and it appears to be the unanimous opinion of all who have paid attention to the question, that if any general effect is to be given to this provision of this law, it must be made compulsory upon the guardians to pay the school fees for every child receiving out-door relief, and to enforce the child being sent to school as a condition of the relief being granted.

"Whether such an alteration ought to be proposed in the law, and whether, if proposed, it would be likely to receive the assent of Parliament, are questions upon which we abstain from expressing an opinion. It is certain that the introduction of a system of compulsory education enforced by authority would be severely criticised, and that difficult questions would arise as to the propriety of compelling parents, in the straitened circumstances of out-door paupers, to withdraw their children from employment in order to send them to school. Some of the questions of detail which it would be necessary to settle, in the event of such a measure being attempted, are touched upon in the evidence of Mr. Lingens [3984-4004], and are worthy of consideration with reference to the subject. We do not desire to enter into a discussion of these questions, but confine ourselves to remarking that the law relating to the education of the children of out-door paupers is at present very inefficient, that it can only be made efficient by rendering that compulsory which is now optional, and that the difficulty in the way of rendering it compulsory is likely to be considerable.

"Supposing, however, all the difficulties we have mentioned to have been got over; supposing due provision to have been made for the reception into certified industrial schools and reformatories of all the proper inmates of those institutions, and for the compulsory education of the children of out-door paupers, there will still, according to the evidence we have taken, remain a class of children whose wants will be unprovided for [Cadman, 796; Tufnell, 1662, 1667; Higginbotham, 1917; Carpenter, 2204; Lingens, 3883-8; Charles, 4085-6]; and the question will recur, What is to be done with these children?

"There are at present several kinds of institutions provided by private benevolence to meet the wants of these children. There are the Ragged Day and Evening Schools, in which moral, religious, and some intellectual instruction is given, but no industrial training is attempted, and neither food nor clothing is provided. There are the English Ragged Industrial Schools, in which more or less of industrial instruction is given in addition to the branches of instruction already mentioned. In some of these schools food, in others clothing, and in some both food and clothing, are supplied either to the whole or to a portion of the children; but the practice in this respect is very various. There are the Scotch Industrial Schools, in which industrial training is always an object of attention, and in which food is always given to all the children, but in which they are not lodged. Lastly, there are the Refuges, in which the children are wholly provided for, lodged, fed, clothed, and instructed.

"Of these various classes of schools it is commonly supposed that the first are absolutely excluded from any Government aid, in consequence of the children being admitted to them without any school fee being demanded. It appears, however, from the evidence of Mr. Lingen [3813] that this impression is an erroneous one, and that the payment of school fees is not a necessary condition precedent to the grant of aid by the Privy Council, except in so far as that aid is given in the form of a capitation grant. The conditions insisted upon are, that the school premises shall be suitable, that the master shall hold a Government certificate, and that the managers shall provide a proper proportion of his salary, and of course that the inspector shall report favourably of the school. It does not appear distinctly from the evidence what proportion of the day ragged schools would satisfy these conditions; but it is obvious that to a considerable extent, the requirements would operate to exclude them from the advantages which other schools derive from those grants. Very few of the masters hold Government certificates; some of them [Higginbotham 2143-5] have passed, and many more could pass, Government examinations in those subjects which are taught in their schools; but no augmentation grants are given to them until they have served three years in the same school. This rule operates as a discouragement to all but the regularly trained masters, and, as the work to be done in the schools is of a humbler, more laborious, and more difficult character than that which has to be done in the National and British schools, requires a great amount of self-sacrifice, and excludes those engaged in it from some of the collateral advantages (such as the training of pupil teachers), which teachers in the last-mentioned class of schools enjoy; it is not probable that they can ever prove attractive to any large number of the highly trained students who have received their education at the training colleges. The pupil teacher system, as at present carried into effect, is inapplicable to the ragged schools; because, it being an essential part of the duty of the masters to visit the homes of the children [Carpenter, 2169-70], they have not time to devote to the instruction of pupil teachers in the branches of knowledge required by the Committee of Council, but which are of no practical use to them in the working of the school [Higginbotham, 2030]; and, although very great use is made of trained monitors in many of the ragged schools, and a most interesting account is given of the manner in which some of them discharge their duties [Hytche, 523-534], the kind of training which they receive, though excellent for its purpose, would not qualify them to pass the examinations to which pupil teachers are subjected.

"We have received a good deal of evidence with regard to the manner in which these day ragged schools are conducted in London. They appear to be very well organised, to be carried on with much zeal and discretion, and to be calculated to effect a great deal of good. The number of children on their books is 34,000, and the average attendance about 27,000 [Hytche, 492]. They are in connexion with a body called the Ragged School Union, which assists and inspects them, as will be seen from the evidence of Mr. Loche, Mr. Gent, and Mr. Hytche, which contains some interesting details upon the manner of the Society's operations. Endeavours are made [Hytche, 471] to confine the schools to the class for which they are intended, and to pass on to the pay schools those whose parents have, by change of circumstances, become better able to pay for them, or who have been awakened to a sense of their duty in this respect [Hytche, 768]. It appears, from the evidence of the Rev. W. Cadman, who has had much experience in London parishes, that these schools, if properly managed, are beneficial and not injurious to the pay schools [Cadman, 797], and that a considerable number of children are, through their instrumentality, brought into the National Schools [799], while they provide an education for many who could not otherwise be educated [795].

The evidence of Miss Carpenter and of Mr. Higginbotham respecting the British Schools is interesting, as showing both what are the principles and modes of action adopted in good Ragged Schools, and how essential some of those modes of action are in dealing with the ragged class. Mr. Higginbotham shows [1897-99] that there is a class of children who will not attend National Schools even if paid for, but who appreciate the advantages of industrial schools; and on the other hand, that the managers of National Schools do not wish to receive these children, but prefer to hand them over to the Ragged Schools [2001-2010]. The evidence of Mr. Sheriff Watson, from Aberdeen, and of Mr. Ferguson, from Edinburgh, affords further confirmation of this view, and of the advantages of Ragged Schools.

"The London Ragged School Union is, as a body, opposed to any Government grants being made to Ragged Schools [451]; but much difference of opinion appears to prevail among the managers of the schools themselves on the subject [Cadman, 802]. Out of 81 schools in London from which we have received returns, 49 are opposed to Government aid altogether, 18 desire it, seven state that it depends on the conditions attached to it whether they would desire it or not, and seven give no opinion on the subject.

"Mr. Cadman, who has paid much attention to these schools, suggests [805] that grants should be made to them in proportion to the results obtained, and this agrees with the opinion of Mr. Tufnell [1436]. The majority of the managers of the schools in London would, however, decline any such assistance.

"Their objection appears to be, that the reception of Government aid would destroy the religious and missionary character of the schools [Gent, 435-6], and would cause those who have hitherto taken an interest in them to relax their efforts [Gent, 440].

"If this objection is well founded, it would appear that there must be some essential difference between the Day Ragged Schools and the Ragged Industrial Schools, inasmuch

as

as the latter not only desire, but have actually received, a considerable amount of Government aid, without any apparent ill consequences to themselves [Carpenter 2194; Ware, 3028.

"The aid at present given to schools of this latter class, consists of one-half the rent of that portion of the premises which is used for industrial purposes; one-third of the cost of materials of industry; a capitation grant of 5 s. per annum for every child industrially trained; assistance for the purchase of books and maps; and the usual augmentation grant to the teacher if he holds a certificate.

"The grant for materials appears to be open to much abuse, as is not only stated by Mr. Lingen [3983], but admitted by the friends and managers of these schools themselves. Miss Carpenter [2181-90] states, the objections felt by the managers to the present grants, and explains what they desire to receive, which is as follows: half the salary of the master and of the assistant-masters, who must be employed instead of pupil-teachers; half the rent of the whole premises; the usual grants for books and maps; and a contribution towards the general expenses, such as cleaning, washing, lighting, &c., but not for food or clothing.

"Miss Carpenter's object in this proposal is, to increase the teaching power in the schools [see 2176-80], which is at present very much below what is required.

"With regard to the Refuges, it appears that the grants they have hitherto been receiving are to be withdrawn at the close of the present financial year, from all which the Committee of Council thinks capable of being certified under the Industrial Schools Act, even though the managers themselves think them unfit for the purpose, and do not intend to have them certified [Ware 3030-32]. It would appear that the same rule will apply to the Scotch industrial schools generally.

"Upon a review of the whole evidence, it appears to your Committee that the provision at present made by law, and by the rules of the Privy Council, for the education of the lowest and most neglected classes of children, is imperfect; and that, were it not supplemented by the voluntary agency of the ragged schools and refuges, a considerable number of those children would be altogether uneducated.

"We consider that these institutions ought not to be regarded as a permanent feature of our educational system; but we do not think that the time has yet arrived, or is very near at hand, when they could safely be dispensed with.

"We see no reason, in point of principle, why these institutions should not receive aid from the State, or why the State should not take the same pains to render them efficient in their educational capacity, as it takes in the case of other schools; and we think that the practical working of these schools is such as to entitle them to favourable consideration on the ground of their own merits.

"We believe that, if aid can be given to these institutions under conditions which will guard against abuse, it will be found a more economical, and perhaps a less objectionable, mode of providing for the wants of the children, than the compulsory education of the children of out-door paupers, and the rigorous application of the Industrial Schools Act.

"We think that the withdrawal of all aid from the refuges, which may decline to become certified under the Industrial Schools Act, would be a harsh and an unwise measure; unfair to the promoters of those institutions, who have incurred considerable expense and undertaken serious liabilities on the faith of the promises of the Government; and likely to be embarrassing in its results, should any considerable number of the refuges be closed in consequence.

"We do not feel ourselves competent to suggest a code of rules for the regulation of the aid which we think the managers of ragged schools and refuges should receive, more especially because we understand that the whole system of education grants is now undergoing revision, and it is obviously impossible to make any suggestions, without knowing what that system is to be. Speaking generally, however, we are of opinion that the assistance to be given should be measured by the results produced; that grants so liable to abuse as those for the purchase of materials should be avoided, and that the schools should not be hampered by being required, as a condition of receiving aid, to employ a class of masters unsuited to their work, or to introduce a system of training pupil-teachers for any but their own purposes. In short, if assistance is to be in proportion to the results produced, those who produce them under the greatest natural disadvantages ought at least to be placed on as favourable a footing as those who have to accomplish a comparatively easy task; and the disadvantages under which they labour ought not to be made a reason for refusing them the acknowledgment to which the same amount of success, if attained by others, would have been held to be entitled."

Draft Report, proposed by Sir James Graham, read 1<sup>o</sup> :—

"1. No child should go to a Ragged School for whose education provision can be made elsewhere.

"2. For children who have been suffered to live in the streets, and have thus acquired criminal or vagrant habits, provision is made by the Industrial Schools Bill. Until that measure has been tried, no other provision at the expense of the State should be made for this class.

"3. The children of out-door paupers ought to be provided for under Mr. Denison's Act by the Guardians of the Poor, or where they cannot be induced to give aid, by a regulation of the Committee of Privy Council on Education, enforcing a provision that schools under them should be open to the children of out-door paupers.

"4. Orphans should be placed in District or Workhouse Schools.

"5. After all these reductions there still remains a class to be dealt with, though of its numbers the Committee have no evidence.

"6. Aid to Ragged schools where children are fed, or fed and lodged, is really aid in relief of the poor rate, and this is true even when the aid is given as salary to a master, for such a payment sets at liberty an equal sum to be employed in feeding or lodging. Such aid, therefore, ought not to be given from the general revenue of the country. Besides, the children in refuges are fit inmates for Industrial Schools.

Tufnell, 1471.

"7. The only Ragged Schools, therefore, to which relief can be given, are those which neither feed nor clothe, and the only children requiring their aid are the nondescript class which remain, after all the above deductions.

3496.

"8. The evidence of Mr. Rogers shows (*passim*) that the very poorest and lowest districts are capable of supporting schools under the Privy Council; and Mr. Cumin asserts, that in every instance where a Ragged School has succeeded, a Pay School has never been tried.

451.

"9. Still a class exists which has not yet been reached by any other machinery than a Ragged School; and the question remains whether Ragged Schools, which have undoubtedly been of considerable, though by no means unmixed benefit, ought to receive further assistance from the State than at present.

"10. The London Ragged School Union, with Lord Shaftesbury at their head, are opposed to any Government grants being made to Ragged Schools, believing that such grants would interfere with their religious and missionary character, and relax the interest now taken in them.

Lingen, 3750, 1, 2,  
3, 9.

"11. The withdrawal of the Government grant to schools capable of being certified under the Industrial Acts, touches Refuges, but not ordinary Ragged Schools. These schools have certain allowances from the Privy Council for rent and raw materials; are permitted, even without giving industrial training, to earn any grant from the Council, on compliance with the conditions prescribed to other schools.

Lingen, 3933.

"12. No one has suggested rules on which further grants of public money could safely be made. The present grant for raw materials has been grossly abused, and should be discontinued.

"13. Ragged Schools closely resemble Sunday Schools. They are strongly impressed with a missionary and religious character. Their primary object is to reclaim and civilise a child, and then to place it in some honest calling. To these objects instruction is secondary and subordinate. Yet it is only on instruction that Government inspection can be based. The grants made upon that inspection would tend to divert the school from its main object, and be really a bribe to the founders to forego their benevolent plan in favour of intellectual at the expense of moral and religious culture.

Lingen, 3890.

"14. Infant Schools, which take the child before it has been contaminated, appear to strike at the root of the evil which Ragged Schools only attack in its more advanced stage. They are comparatively cheap, because they require only female teachers; are very acceptable to parents, whom they relieve of the care of children at a helpless age, and not only keep them from evil, but lay the the foundation of order, industry, and attention. As an instrument of civilisation the Infant School is far superior to the Ragged Schools.

Report of Royal  
Commission on  
Education, pp. 31-2.

"15. The Committee, therefore, recommend that a Minute be passed securing to children of out-door paupers admission into Government Schools; and that whatever children are not reached by the Industrial Schools Bill now passing through Parliament, or by the proposed Minute, be left to the missionary exertions of the Ragged School managers, without any further interference by the Government than exists at present."

Motion made, and Question proposed, that the Draft Report proposed by the Chairman be now read a second time, paragraph by paragraph—(Sir J. Pakington).—Amendment proposed to leave out the words "the Chairman," and insert the words "Sir James Graham"—(Sir J. Graham)—instead thereof:—Question put, That the words "the Chairman" stand part of the Question.—The Committee divided:

Ayes, 4.

Mr. Hanbury.  
Sir John Pakington.  
Mr. Black.  
Mr. Cave.

Noes, 8.

Mr. Lowe.  
Mr. Liddell.  
Mr. Adderley.  
The O'Connor Don.  
Mr. Ker Seymer.  
Sir B. Leighton.  
Mr. Bruce.  
Sir J. Graham.

Words inserted.—Main Question, as amended, put, and agreed to.

[Adjourned till Monday, at Twelve o'clock.]

*Lunæ, 22<sup>o</sup> die Julii, 1861.*

## MEMBERS PRESENT:

Sir S. NORTHCOTE, in the Chair.

Mr. Lowe.	Sir John Pakington.
Sir James Graham.	Mr. Adderley.
Mr. Hanbury.	Mr. Black.
Mr. Liddell.	Mr. Bruce.
Sir Baldwin Leighton.	Mr. Cave.

The Committee proceeded to consider the Draft Report proposed by Sir James Graham. Paragraph 1, read and amended:—Amendment proposed in line 2, after the word “education,” to insert the word “better”—Mr. Black).—Question put, That the word “better” be there inserted.—The Committee divided:

Ayes, 4.	Noes, 6.
Mr. Hanbury.	Mr. Lowe.
Mr. Liddell.	Sir B. Leighton.
Sir J. Pakington.	Mr. Adderley.
Mr. Black.	Mr. Bruce.
	Sir J. Graham.
	Mr. Cave.

Another amendment proposed, at the end of the paragraph to add the words “without any undue interference with the liberty of the subject, and without entailing too much expense upon the public”—(Sir S. Northcote).—Question, That those words be there added, put, and negatived.—Paragraph, as amended, agreed to.

Paragraph 3, read.—Amendment proposed, in line 3, after the word “poor,” to insert the words, “But it appears to be the opinion of those who have paid attention to the subject, that they are not likely to be so generally, unless the Act be so altered as to make it compulsory upon the guardians to enforce the child’s being sent to school as a condition of relief. The difficulties which would have to be encountered in the introduction of a system of compulsory education such as this are great. Some questions of detail which are touched upon in the evidence (3984–4004), are worthy of attention with reference to this subject”—(Sir S. Northcote).—Question, That those words be there inserted, put, and agreed to.

Another amendment proposed, to leave out from the word “subject” to the end of the paragraph, in order to add the words, “As an alternative, the Committee of Council on Education might provide for the admission of the children of out-door paupers into schools, assisted by the State”—(Mr. Bruce)—instead thereof.—Question, That the words proposed to be left out stand part of the paragraph, put, and negatived.—Question proposed, That the proposed words be there added.—Whereupon amendment proposed to the proposed amendment, to add the words, “It has been suggested to your Committee that the Committee of Council on Education might provide for the admission of the children of out-door paupers into schools receiving Government aid; but your Committee have received no evidence on the subject of this suggestion, and therefore refrain from expressing an opinion upon it”—(Sir S. Northcote)—instead thereof.—Question, That the proposed words be there added.—The Committee divided:

Ayes, 5.	Noes, 5.
Mr. Lowe.	Mr. Hanbury.
Mr. Adderley.	Mr. Liddell.
Sir B. Leighton.	Sir J. Pakington.
Mr. Bruce.	Mr. Black.
Sir J. Graham.	Mr. Cave.

Whereupon the Chairman declared himself with the Noes.—Ayes, 5; Noes, 6.

Question, That the words, “It has been suggested, to your Committee that the Committee of Council on Education might provide for the admission of the children of out-door paupers into schools receiving Government aid, but your Committee have received no evidence on the subject of this suggestion, and therefore refrain from expressing an opinion upon it,” be there added, put, and agreed to:—Paragraph as amended, agreed to.

Paragraph 4, read.—Amendment proposed, to leave out the whole of the paragraph, in order to insert the words, “children receiving in-door relief are provided for in union district or workhouse schools. Provision, however, ought to be made for compelling Boards of Guardians to maintain workhouse schools in a more efficient state than they are generally in at present, or else to erect district schools”—(Sir S. Northcote)—instead thereof.—Question, That the words proposed to be left out stand part of the paragraph, put, and negatived.—Question, That those words be there added, put, and agreed to.—Paragraph, as amended, agreed to.



Paragraph 5, read.—Amendment proposed in line 2 to leave out the word “class,” and to insert the word “residue” (Mr. *Adderley*), instead thereof.—Question put, that the word “class” stand part of the paragraph.—The Committee divided :

Ayes, 4.  
Mr. Hanbury.  
Sir J. Pakington.  
Mr. Black.  
Mr. Cave.

Noes, 6.  
Mr. Lowe.  
Mr. Liddell.  
Sir B. Leighton.  
Mr. Adderley.  
Sir J. Graham.  
Mr. Bruce.

Word “residue” inserted.—Paragraph as amended, agreed to.

Paragraph 6, read, and amended.—Amendment proposed in line 2 to leave out the words “is really,” and to insert “may be in some cases”—(Sir *S. Northcote*)—instead thereof.—Question put, That the words proposed to be left out stand part of the paragraph.—The Committee divided :

Ayes, 6.  
Mr. Lowe.  
Mr. Liddell.  
Sir J. Pakington.  
Mr. Adderley.  
Sir James Graham.  
Mr. Bruce.

Noes, 4.  
Mr. Hanbury.  
Sir B. Leighton.  
Mr. Black.  
Mr. Cave.

Another Amendment proposed in line 3 to leave out the words “and this is true”—(Mr. *Black*).—Question, That the words proposed to be left out stand part of the paragraph, put, and agreed to.

Another Amendment proposed in line 6 to leave out the words “such aid, therefore,” and to insert the words “aid for feeding and clothing” instead thereof—(Mr. *Black*).—Question put, That the words proposed to be left out stand part of the paragraph.—The Committee divided :

Ayes, 4.  
Mr. Lowe.  
Sir B. Leighton.  
Sir J. Graham.  
Mr. Bruce.

Noes, 6.  
Sir J. Pakington.  
Mr. Hanbury.  
Mr. Liddell.  
Mr. Adderley.  
Mr. Black.  
Mr. Cave.

Question, That the words “aid for feeding and clothing” be there inserted, put, and negatived.

Amendment proposed, to leave out from the word “lodging” to the end of the paragraph—(Mr. *Cave*).—Question put, That the words proposed to be left out stand part of the paragraph.—The Committee divided :

Ayes, 5.  
Mr. Lowe.  
Mr. Liddell.  
Mr. Adderley.  
Sir James Graham.  
Mr. Bruce.

Noes, 5.  
Mr. Hanbury.  
Sir B. Leighton.  
Sir J. Pakington.  
Mr. Black.  
Mr. Cave.

Whereupon the Chairman declared himself with the Noes.—Ayes, 5; Noes, 6.

Question, That the paragraph, as amended, stand part of the proposed Report.—The Committee divided :

Ayes, 6.  
Mr. Lowe.  
Mr. Liddell.  
Sir B. Leighton.  
Mr. Adderley.  
Sir J. Graham.  
Mr. Bruce.

Noes, 4.  
Mr. Haby.  
Sir J. Pakington.  
Mr. Black.  
Mr. Cave.

Paragraph 7, read, amended, and agreed to.

Paragraph 8, read, and amended.—Question, That the paragraph, as amended, stand part of the proposed Report.—The Committee divided :

Ayes, 6.  
Mr. Lowe.  
Mr. Liddell.  
Sir B. Leighton.  
Mr. Adderley.  
Sir J. Graham.  
Mr. Bruce.

Noes, 4.  
Sir J. Pakington.  
Mr. Haubury.  
Mr. Cave.  
Mr. Black.

Paragraph 9, read, amended, and agreed to.

Paragraph 10, read.—Amendment proposed to leave out the words, "with Lord Shaftesbury at their head"—(Mr. Bruce).—Question, That the words proposed to be left out stand part of the paragraph, put, and agreed to.—Amendment proposed at the end of the paragraph, to add the words, "Much difference of opinion, however, prevails upon this subject among the managers of the schools themselves; and the managers of Refuges, which are likewise institutions of a religious and missionary character, take a wholly different view of the question"—(Sir S. Northcote).—Question, That these words be there added, put, and agreed to.—Question, That the paragraph, as amended, stand part of the proposed Report, put, and agreed to.

[Adjourned till To-morrow, at Eleven o'clock.

---

*Martis, 23<sup>o</sup> die Julii, 1861.*

MEMBERS PRESENT:

Sir STAFFORD NORTHCOTE, in the Chair.

Sir James Graham.  
Mr. Lowe.  
Sir Baldwin Leighton.  
Mr. Hanbury.  
Mr. Black.

Sir J. Pakington.  
Mr. Adderley.  
Mr. Liddell.  
Mr. Bruce.  
Mr. Cave.

The Committee proceeded further to consider the draft Report.

Paragraph 11, read, amended, and agreed to.

Paragraph 12, read, amended, and agreed to.

Paragraph 13, read, amendments made:—Amendment proposed to be made to the paragraph by leaving out the words "The grants made upon that inspection would tend to divert the school from its main object"—(Sir J. Pakington).—Question put, "That the words proposed to be left out stand part of the paragraph."—The Committee divided :

Ayes, 6.  
Mr. Lowe.  
Sir J. Graham.  
Sir B. Leighton.  
Mr. Liddell.  
Mr. Adderley.  
Mr. Bruce.

Noes, 3.  
Sir J. Pakington.  
Mr. Hanbury.  
Mr. Black.

Another Amendment proposed to be made to the paragraph, by leaving out from the word "object," in line 10, to the end of the paragraph.—(Mr. Adderley).—Question, That the words proposed to be left out stand part of the paragraph, put, and negatived.—Paragraph, as amended, agreed to.

Paragraph 14 read, amended, and agreed to.

Paragraph 15 read.—Amendment proposed to be made to the paragraph, by leaving out from the word "Committee," in line 1, to the end of the paragraph, in order to add the words, "therefore recommend that one or other of the measures to which reference has been made in the third paragraph of this Report be adopted, whereby admission into Government Schools might be secured to destitute orphans, deserted children, and the children of outdoor paupers; and that whatever children are not reached by the Industrial Schools Bill now passing through Parliament, or by the proposed measures, be left to the missionary exertions

exertions of the Ragged School managers, without any further interference of the Government than exists at present—(Mr. Bruce).—Question, That the words proposed to be left out, stand part of the paragraph, put, and negatived.—Question proposed, that those words be there added. Whereupon, amendment proposed to the proposed amendment, to leave out from the word "Committee" to the end of the amendment, in order to add the words, "are nevertheless of opinion, as it has been proved, that 'a class exists which has not yet been reached by any other machinery than a Ragged School,' and as that class is one peculiarly entitled to care and attention by the State, that it would be a great public advantage if rules could be devised by the Committee of Council on Education, whereby grants of public money could be safely extended to Ragged Schools in those cases in which such aid is desired by the managers, as being essential to their success"—(Sir John Pakington) instead thereof.—Question put, That the words proposed to be left out, stand part of the proposed amendment.—The Committee divided:

Ayes, 6.  
Mr. Lowe.  
Sir J. Graham.  
Sir B. Leighton.  
Mr. Liddell.  
Mr. Adderley.  
Mr. Bruce.

Noes, 3.  
Sir J. Pakington.  
Mr. Hanbury.  
Mr. Black.

Proposed words (Mr. Bruce) added.—Question, That the paragraph, as amended, stand part of the proposed Report.—The Committee divided:

Ayes, 6.  
Mr. Lowe.  
Sir J. Graham.  
Sir B. Leighton.  
Mr. Liddell.  
Mr. Adderley.  
Mr. Bruce.

Noes, 4.  
Sir J. Pakington.  
Mr. Hanbury.  
Mr. Black.  
Mr. Cave.

Question put, That this Report, as amended, be the Report of the Committee to the House.—Committee divided:

Ayes, 6.  
Mr. Lowe.  
Sir J. Graham.  
Sir B. Leighton.  
Mr. Liddell.  
Mr. Adderley.  
Mr. Bruce.

Noes, 4.  
Sir J. Pakington.  
Mr. Hanbury.  
Mr. Black.  
Mr. Cave.

Ordered, To Report, together with Minutes of Evidence.

### EXPENSES OF WITNESSES.

Name of Witness.	Profession or Condition.	From whence Summoned.	Number of Days Absent from Home, under Orders of Committee.	Expenses	Allowance	TOTAL Expenses allowed to Witness.
				of Journey to London and back.	during Absence from Home.	
				£. s. d.	£. s. d.	£. s. d.
George Higginbotham -	Schoolmaster -	Bristol - - -	4	1 19 -	4 4 -	6 3 -
Sheriff Watson - -	Writer to Signet -	Aberdeen - - -	5	8 8 -	10 10 -	18 18 -
Charles Ferguson -	Schoolmaster -	Edinburgh - - -	5	7 1 -	5 5 -	12 6 -
Mary Carpenter - -	- - - - -	Bristol - - - -	6	1 - 10	6 6 -	7 6 10
					£.	44 13 10

---

MINUTES OF EVIDENCE.

---

LIST OF WITNESSES.

*Lunæ, 10<sup>o</sup> die Junii, 1861.*

William Locke, Esq. - - - - -	p. 1
Joseph George Gent, Esq. - - - - -	p. 14

*Jovis, 13<sup>o</sup> die Junii, 1861.*

Mr. Edward Joseph Hytche - - - - -	p. 24
The Rev. William Cadman, M.A. - - - - -	p. 38

*Lunæ, 17<sup>o</sup> die Junii, 1861.*

The Rev. William Rogers - - - - -	p. 47
Mr. A. O. Charles - - - - -	p. 57
Mr. Edward Carleton Tufnell - - - - -	p. 64

*Jovis, 20<sup>o</sup> die Junii, 1861.*

E. Carleton Tufnell, Esq. - - - - -	p. 66
Joshua Ruddock, Esq. - - - - -	p. 80

*Lunæ, 24<sup>o</sup> die Junii, 1861.*

Mr. George Higginbotham - - - - -	p. 87
Miss Mary Carpenter - - - - -	p. 95

*Jovis, 27<sup>o</sup> die Junii, 1861.*

Miss Mary Carpenter - - - - -	p. 110
-------------------------------	--------

*Lunæ, 1<sup>o</sup> die Julii, 1861.*

William Watson, Esq. - - - - -	p. 130
Mr. Charles Ferguson - - - - -	p. 144

*Jovis, 4<sup>o</sup> die Julii, 1861.*

Charles Tayler Ware, Esq. - - - - -	p. 151
Patrick Cumin, Esq. - - - - -	p. 162

*Lunæ, 8<sup>o</sup> die Julii, 1861.*

Patrick Cumin, Esq. - - - - -	p. 173
Ralph R. W. Lingen, Esq. - - - - -	p. 187

*Jovis, 11<sup>o</sup> die Julii, 1861.*

Ralph R. W. Lingen, Esq. - - - - -	p. 195
Mr. A. O. Charles - - - - -	p. 208

---

## MINUTES OF EVIDENCE.

---

*Lunæ, 10<sup>o</sup> die Junii, 1861.*

MEMBERS PRESENT :

Mr. Adderley.  
Mr. Black.  
Mr. Cave.  
Sir James Graham.  
Mr. Hanbury.  
Mr. Ker Seymer.  
Sir Baldwin Leighton.

Mr. Liddell.  
Mr. Lowe.  
Sir Stafford Northcote.  
Sir John Pakington.  
Mr. Pease.  
The O'Conor Don.

SIR STAFFORD NORTHCOTE, BART., IN THE CHAIR.

WILLIAM LOCKE, Esq., called in; and Examined.

1. *Chairman.*] You are the Honorary Secretary of the Ragged School Union?—Yes, and I have been so since the foundation of the society in 1844.

2. Will you tell us shortly what the Ragged School Union is?—The society was formed in 1844 for the encouragement and support of ragged schools for the outcast and destitute poor of London.

3. It is confined to London?—It is confined to London.

4. And it is confined to ragged schools?—To ragged schools for those who have no other means of getting any education.

5. Does it include refuges?—We have 16 refuges in connexion with us at present, but our original idea was simply moral and religious instruction for the outcast and destitute poor. I may, perhaps, give a little history of the society by saying, that when we began we found 16 schools of that class. We found, in various districts, that many outcast children were still unprovided for, and we, by degrees, extended our efforts to take in that class of children; we never assisted in founding a school without seeing a necessity for it, or without making a statistical examination of the district; we have extended our efforts from that time to this, so that whereas we began with 16 schools, we have now 176 schools. When we began we had only 2,000 scholars in all connected with our union, including Sunday and evening schools; we now have in the day schools 17,230 children; we have in the evening schools 9,840, and in the Sabbath schools 25,260. Adding those numbers together, would make 52,000 children; but as many of our day and evening scholars attend on the Sabbath, we are in the habit of halving that number, and saying

0.73.

that we have under our care from 25,000 to 26,000 children. Of voluntary teachers, we have now 2,970; of paid teachers, 400. We had no paid teachers when we began.

6. Will you tell us for what class of children are these schools intended?—For a very large class of children in London, who are not paupers or criminals; they are the children of costermongers, who sell in the streets and at stalls fruit, vegetables, and so on, or of those who go with barrows about the street; they are the children of brickmakers, a large class about Notting-hill, and elsewhere; of pig-feeders, persons earning a good deal of money, but altogether careless about the education of their children; the children of rag-dealers and Spitalfields weavers out of employment, and many others of uncertain occupations, who are in a dreadful state during the winter months. Sometimes the children of labourers, who are out of work in frost or bad weather, or who are thrown out of work at the docks frequently by ships not arriving; the children of knackers and cats'-meat men; of slop-tailors, who form a large number, who earn a bare subsistence, and who yet will not condescend to accept parochial relief; the children of washerwomen who go out to work in the day time, neglecting their children; the children of crossing-sweepers and street musicians, and the lowest mendicants and tramps, and persons who get their living by theft, who altogether neglect their children; the children of hawkers, pigeon-dealers, dog-fanciers, and other men of that class. A great portion of our children are those of worthless and drunken parents, and many others are the children of parents, who, from their poverty, are too poor to pay even a penny a week for schooling.

7. Are those children who could not be admitted

W. Locke,  
Esq.  
10 June  
1861.

W. Locke,  
Esq.  
—  
10 June  
1861.

mitted into the pay schools, or are they children who have not the means of obtaining admission into the pay schools?—The pay schools would not admit them for several reasons, frequently from poverty, they not being able to pay even 1 *d.* or 2 *d.* a week; frequently from their rude habits, from their filthy condition, and from their want of shoes and stockings.

8. They are children of whom a certain number could not be admitted into the pay schools, on account of the poverty of their parents?—By far the greater portion could not be placed anywhere else at present than in a ragged school.

9. I understand you to say that there are a considerable number of those children whose parents are too poor to pay the fees for their admission into the pay schools?—Yes.

10. Do you consider that that would be the case, however willing the parent might be to make an exertion to pay?—Yes; there are many who, though willing to pay, could not afford it.

11. Have circumstances of that kind come within your observation, of parents who, though willing to pay, have not had the means to pay for the admission of their children into pay schools?—Many such cases.

12. With regard to those parents, is it within your knowledge that they were not in receipt of parish relief?—Yes; it is quite within my knowledge they would not accept parish relief; we asked them to do so, and they would not even take parish relief out of doors.

13. With regard to the character of the children themselves, I understand you to say that there are other children whom, even if their parents could pay for them, the pay schools would not receive on account of their want of cleanliness and decent appearance, and on account of their want of clothing?—That is the case frequently. We had, at one time, a ragged school in St. James's parish, where I live, which may be called a model parish, and it was given up, because a free school was established for such classes of children. It was expected that all children, destitute of education, would get admitted into the free school, but it is not so. I have been there this morning, and I find that, out of 130 children, they have only about 20 to 30 who have come without being paid for, and those are not the ragged class. The schoolmaster assures me that, if he took in the ragged class, the other children, who are paid for, would go away, and the school would be ruined. The incumbent now sees the necessity for a ragged school, and he is anxious to get one established.

14. You say that there has been a free school established; what do you mean by a free school?—It was intended to admit all children free who came with a certificate from a churchwarden or other respectable inhabitant that they were not able to pay.

15. It appears that even a free school, a school where nothing is demanded in the way of payment, does not supply the wants of the class which ragged schools do supply?—It appears that that school which was established as a free school has now become more for children who pay, though they are admitted free on certain conditions; yet the class which we look after are not admitted.

16. Does that arise from any indisposition to receive the ragged children, or from any difficulty which the ragged children have in getting sent there?—It arises from this, that

they would not be admitted, as the master says, on account of their condition; he being a certificated teacher, is obliged to come up to certain conditions, and it would injure his school, and ruin it altogether, if he took in the ragged class.

17. Can you tell the Committee whether any regulations are adopted in the management of your ragged schools to confine them to the class of children for whom they are intended?—In the first place, our committee have never assisted in forming a school in any district without seeing a necessity for it, by examining the district, and by seeing the number who are without education in that district; and when the school is established, no children are admitted but those who are seen to be utterly destitute of any other mode of being educated.

18. When you speak of "our committee," you speak of the central committee?—I speak of the central committee. Examinations are periodically made of those children by our school agents, and by the committee of the school to see that they are a suitable class; and if they are not suitable, they are drafted to a better school.

19. What do you mean by their being drafted to a better school?—They are moved to a pay school; we have instances in our ragged school reports of children who, within this last year, have been moved up to other schools, so that our schools are feeders to the national schools. One school sent up 19 this last year to a better school.

20. Supposing that any body of persons, or any clergyman, wished to establish a ragged school in a particular district, would those persons communicate with you usually?—There are other schools something like ours, which are not connected with us, but persons anxious to set up a ragged school usually apply to us to assist them, and when they do so, we make an examination of the district, and see that there is a thorough necessity for the school before we establish it.

21. You have school agents?—Yes, and we are very much assisted by the 380 City Missionaries, who work hand in glove with us.

22. When they report that the locality seems to require a school, you make a grant, and take that school into union with the society?—Quite so.

23. Having done that, you are in the habit of inspecting the school by your agents from time to time?—Yes.

24. When you find that there are children there who ought to be in pay schools, what is the mode which you adopt to get them into pay schools?—The parents are remonstrated with, and the children are deprived of the opportunity of attending our school.

25. The parents of the children are informed that they ought to take them to pay schools?—Yes.

26. Are you able to say that there are many cases in which parents, upon that intimation, remove their children to pay schools?—There are many such cases.

27. Are you aware whether the managers of the pay schools, or the clergy of the districts in which your ragged schools are situated, have frequently remonstrated against the ragged schools as doing an injury to the pay schools, or has their feeling usually been the other way?—I am not aware of any fault being found with us in London on such a ground, but I may mention that,

that, on the contrary, we have had as our best friends some of the clergy of the most important parishes in London, the Rev. Mr. Champneys, the Rev. Mr. Cadman, the Rev. Hugh Allen, the Rev. Thomas Dale, the Rev. Mr. Villiers, now Bishop of Durham, and the Rev. Mr. Bickersteth, now Bishop of Ripon, and many others not belonging to the Church of England, Dr. Cumming and Dr. Hamilton and others, who have given us their countenance; many of these have schools of their own in connection with their districts, and they have never found any fault with our ragged schools.

28. Do you recollect any complaints having been made to the effect that your schools were draining the pay schools, or interfering with the pay schools?—I have heard of such a complaint in the Blue Book, but I never heard of it till then.

29. No complaints have been made to your union?—No.

30. If such complaints were made, would you consider it your duty to inquire into the case?—We would. In one instance there was a complaint made about a school getting above the class for which it was intended, and we inspected that school, and out of 250 we only found three who were at all eligible for another school, and they were at once removed.

31. Have you any kind of information as to the attendance of the children at the schools?—Each local committee and teacher keeps a record. I have already given the average attendance, but the attendance is very changeable in some neighbourhoods.

32. Can you give us the number on the books?—I have no record of the number on the books.

33. Do you suppose, in the event of questions being addressed to the managers or masters of particular schools, they would be able to give us information as to the number on the books and the average attendance?—Yes; I should think so.

34. With regard to the treatment of the children in those schools, no restriction, as I understand, is placed upon the admission of any child who is bad enough; is that so?—When a child is first brought to school, he is not excluded, whatever be his condition; but we insist upon cleanliness, and by degrees we manage to get the children nearly all clothed to a certain extent.

35. What steps are taken with regard to cleanliness. Is the child desired to present himself clean, or are steps taken to make him clean himself at the school?—Most schools have washing places attached to them, and the child is made to wash himself; if he has parents or friends, they are compelled to send him clean.

36. How are the parents compelled to send him clean; what influence have you over the parents to make them send their children clean?—By the teachers going to the parents and remonstrating with them.

37. What is the step by which a child is first usually induced to attend a ragged school; is he found by some missionary or other person, and persuaded to come to the school, or are his parents, in the first instance, persuaded to send him to the school?—Generally speaking, it is through the City missionaries, or Christian visitors, or Bible women, who are now becoming useful in that respect. Some schools have one male and two female agents attached to them, who visit the homes of the poor.

O. 73.

38. So, visiting their homes, do they persuade the parents to send their children?—Yes.

39. Then, in that case, a certain influence is brought to bear upon the parents?—Quite so; but in other cases boys at the school bring others. They find the school a comfortable, warm place, where they are treated kindly, and they bring others with them in many cases, especially where they are orphans without a home at all.

40. In the cases of those parents whom you have spoken of as being drunken and vicious parents, is it generally found that the parents are willing to send their children to school?—Generally speaking, they are quite indifferent to it; the elder boys who attend the evening schools are altogether independent of the parents.

41. When you speak of the parents being compelled to send their children clean, you mean that the children are refused admission if they do not come clean?—That applies particularly to the day-schools.

42. You mean that they are refused if after once being admitted they present themselves in a dirty condition?—Yes; unless they clean themselves at the washing places attached to the schools, in which case they would be admitted.

43. With regard to attendance, are you aware whether, generally speaking, any large proportion of the children attend regularly for the time that they are within reach of the school?—In some neighbourhoods they are very different from others; in some neighbourhoods they attend with tolerable regularity; in other neighbourhoods, where the population is fluctuating, such as brick-making neighbourhoods, or where they go hay-making, or where their friends take tours through the country, which they frequently do for months together, the attendance is very fluctuating.

44. It is quite obvious where you have to deal with a fluctuating population, that the attendance cannot through the year be regular. But are the children during the two months or six weeks, or whatever the period for which the parents are resident in the district may be, regular in their attendance at the school, or do they come one day, miss a day or two, then come another day, and then miss another day or two?—Some are different from others; in some cases they are regular, in other cases not so; I have seen cases where a child could not go to school because he had to take his father's breakfast; therefore, he must go in the afternoon; another child had to earn his living in the forenoon.

45. Are the cases of regular attendance or irregular attendance brought in any way under the notice of your committee by means of your inspectors and school agents?—Yes; and I may mention the case of a school where, if a child is not there in the forenoon, a child in the same class is sent to remonstrate, and bring him in the afternoon.

46. You have a system of inspection; does that system of inspection bring under the notice of the governing committee the cases of irregular attendance at the schools?—Our school agents only examine the attendance of the children on the whole; it is the duty of the schoolmaster or schoolmistress to look to individual cases, and to see that the children attend regularly. If they do not do so, visits are made to their homes to inquire the reasons of non-attendance.

47. The connexion of those schools with the central society gives them an interest in the funds of the central society; and they receive grants from

W. Locke,  
Esq.  
10 June  
1861.



W. Locke,  
Esq.  
10 June  
1861.

from the general fund?—They make periodical applications for grants; some have regular annual grants of 15*l.* or 20*l.*, or 30*l.* or more. Then there are special grants when they want to alter their buildings, so that we are constantly receiving applications for money.

48. Upon what principles are the ordinary grants apportioned, according to the number of children, or according to what rule?—Generally according to the number of children and the expenses of the school; very much in proportion to the expense of the teacher's salary.

49. Reference is had to the number of children?—Yes; and to the expenses of the school.

50. Is reference had to the average attendance, or to the number on the books?—To the average attendance.

51. In giving those grants, you take no steps to inquire how far the attendance of those children is regular or irregular?—We get a report from our agent of that fact, and we specially inquire into a school which we think is not going on as it ought; we seldom go beyond the average attendance of the children.

52. It is in contemplation by the committee to issue a circular of questions to the managers of different schools, one of those questions being how many children attend regularly; do you think that that question could be answered by the managers of the different schools?—Yes.

53. How would you define regular attendance; could you suggest any definition of it which would enable the manager of a school to give an answer which would show what that attendance was?—He might compare the average attendance with the number on the books, and get some notion of it in that way; or by personal observation he might know how many attend regularly.

54. Are there registers usually kept in those schools?—Yes; I think I may say in all the day schools.

55. Are many of those schools, schools in which industrial training is given as well as education?—We have a considerable number of our schools with industrial classes.

56. How many?—The children in the industrial classes are 3,780.

57. Are there a considerable number of schools in which there is no industrial training at all?—Yes; we are anxious to have industrial classes attached to all the schools.

58. Are there any considerable number in which food is given?—We have 16 refuges connected with our schools where the children are boarded and lodged; they are not certified institutions, except two or three; but I believe several have been getting some assistance from the Government.

59. Are the 16 included in the 176 which are now under your union?—Yes.

60. With regard to the other 160, is food generally given in them?—No; in the winter months, especially last winter, bread was given to the children in some of the schools where the children were really starving, and in others soup was given to them, sometimes three times a week.

61. That was exceptional?—Yes; and the cost of it was defrayed by private subscriptions.

62. The giving of food is not a feature in your schools?—Not in London.

63. What time are the schools open in the day usually?—From nine to twelve, and from two to four, the same as day schools.

64. What is the time the evening schools are open?—Generally from seven to nine, sometimes from half-past six to half-past eight.

65. Are there any of the schools in connexion with your union which receive any help from Government?—None of the simple ragged schools; I believe there are several of the refuges which have a little help from Government; there is one in Old Pye-street, one in Crawley's-yard, and one in Tichbourne-court, Holborn, which are, I believe, certified institutions.

66. With regard to the ordinary day-schools in which no food is given, none of them receive any assistance from Government?—They cannot possibly receive it, because the Minute says, that as a condition of their receiving it, they shall be industrial.

67. You say that some of them have industrial classes?—We do not reckon those as industrial schools which merely have industrial classes connected with them, not entitling them to assistance under the Minute.

68. Do those 3,780 children, which you say are in industrial classes, include the children in the refuges?—Yes.

69. As a matter of fact, I believe the schools connected with your union do not apply for Government assistance, do they?—No, they do not; the managers of them do not seem to think that it would assist them to have any Government interference.

70. Upon what principle is it that they decline to apply for Government assistance?—They seem to think that it would interfere with the religious teaching, and would cramp the efforts of our voluntary teachers.

71. Can you say whether that is the universal feeling amongst the managers of those schools, or is there a difference of opinion on the subject?—In our London ragged schools we are almost unanimous in the opinion that we would be just as well without any Government interference; you are aware that in the country it is different, where they have industrial occupations in the schools; and where they feed them, as in the Scotch schools, they are very anxious to have assistance from the Government.

72. Mr. Liddell.] You stated in the early part of your evidence that a great number of those children are the children of pig feeders and rag dealers; those are persons making, I presume, something like a certain livelihood; would you not, on the strength of the parent making a certain livelihood, reject his child as the child of one who was capable of paying?—It is not always the capability of paying, but the inclination to pay; very many of those persons who live that kind of life are altogether indifferent to the education of their children.

73. What security have you in those schools that any number may not be poured into them by parents who are unwilling to pay?—The security is finding out that the child is really destitute, and without the means of education, and examining into the state of the parents, seeing whether they are drunken parents, and so on. It may be said that we offer a certain premium on drunkenness by admitting such children, but we cannot see the children utterly neglected, and allowed to become a nuisance to society, growing up to perpetuate the evils of their homes, and to be a fearful expense to the country.

74. The fact of the parent refusing to educate his child constitutes that child's certificate of entry?—

entry?—Provided we find him to be a careless, drunken, dissolute man, and his child neglected.

75. You have given several reasons why pay schools will not admit those children; do you know, as a fact, that a great number of those children have been, upon application, dismissed and rejected by pay schools?—We know that the pay schools will not take them in. I have no individual cases in my mind, at present, of children who have gone to pay schools, and have been rejected. I have named a case which, I believe, is illustrative of many others where they would not be received, and that was a free school.

76. Mr. *Ker Seymer*.] When you say a free school, you mean a school where, on certain recommendations, certain children would be admitted free?—Yes.

77. But where most of the children pay?—It was intended that it should be free to all, at first, but it has become a paying school; admitting only a few free, and those not the ragged class.

78. To call it a free school is almost a misnomer?—Yes. I mentioned it to show that in the case of a school, even lower than a national school, ragged children cannot be admitted.

79. Mr. *Liddell*.] Are you aware what proportion of the children in the ragged schools are actually in rags?—We do not allow them to continue in rags very long if we can help it; many wear an upper garment, which covers their rags, which has made many believe that the children were not ragged. The very success of our work militates against us, and leads some to conclude that we are doing a work which is not needful; but if you lift up that upper garment, there is a mass of rags underneath.

80. That free school of which you have spoken, and which you say has now become a paying school, was, as I understand, established for giving gratuitous education?—It was established as a free school, but they admitted children who paid as well, excluding none who were too poor to pay; but now it has become a school of this character, so improved, that the ragged class cannot be admitted.

81. The conditions upon which the school was founded did not prevent parents paying, if they chose?—No.

82. But the fact of the parents paying has brought in such a good class of children, that the ragged children cannot find admission?—They cannot be admitted.

83. For what class of children was the gratuitous education intended at first?—A ragged school, called the Hopkins-street Ragged School, was going on in the very locality, and the incumbent and others thought that, by establishing this school themselves, under St. Luke's, Berwick-street, they could do without the ragged school; the consequence was, that we dropped the school, and we have now come back to the point that we must have the ragged school again.

84. That would show that you cannot combine a pay school and a school giving gratuitous education?—Not to the ragged school class.

85. Mr. *Adderley*.] Do you understand that it is necessary for a ragged school to educate, industrially, every child in it, in order to entitle it to a Government grant?—No; I do not understand that; I do not think it is needful under the Minute.

86. I understood you to say, that those schools in which there is no industrial training, are ex-

cluded from grants?—I have always been under that impression.

87. What is your impression as to the amount of industrial instruction which entitles a school to a grant?—I am not very positive; I have not given the point much attention, but I do not think having industrial classes merely entitle free schools to a grant under the Minute.

88. Is it the case that your schools have not, in fact, wished for Government grants, or applied for them?—Generally speaking, in London, we have not thought it worth while to apply for them; some of those who have refuges have applied, and told us that they found such hindrances and difficulties, that they advised us to have nothing to do with the Privy Council at all.

89. Would it be against the feelings of the managers of the Ragged School Union, if anybody representing the interests of ragged schools sought to obtain Government grants for them?—I think, for the simple ragged schools, where there is no feeding and no expense as regards industrial masters, the majority of our friends would be against anything like Government grants, or any interference of any kind.

90. You, in fact, think that the voluntary support of ragged schools is essential to the success of them?—I think it is one of the most essential elements of our success, and I have thought so all along. It has been rather a missionary and religious movement than a secular one.

91. Is it the object of ragged schools generally to take a class of children unprovided for, and to get them as quickly as possible provided for by the national schools?—The object of the ragged schools in the first instance was to give ragged children moral and religious training and instruction, which we gave them on a Sunday; we extended that from Sunday Schools to evening schools, and we extended it further to day schools; we endeavour to place out the children as soon as possible, from our day school, and likewise from the evening schools, into situations, or to draft them to better schools, or to make shoeblacks of them, or in some way to raise them in life.

92. Is it your object to keep them in the schools, or to pass them as rapidly as possible out of the ragged schools into the national schools?—To pass them away as quickly as possible when fit for it.

93. Anything which would tend to retain them in your schools, instead of passing them into the national schools, would in your mind be a disadvantage?—It might not be a disadvantage if they were kept at our schools, and educated till they were fit to be placed out; but the sooner they were taken from us, and placed in a better position, the better.

94. You consider it advisable in the interest of those children to pass them as rapidly as possible out of those schools into the national schools?—I do not say to pass them as quickly as possible into national schools, but to some means of getting their living, or to some pay school.

95. If a child from a ragged school could get into a national school, it would not be to his interest to retain him in the ragged school?—Decidedly not, if he was fitted to go to a pay-school, and likely to stay there.

96. The ragged school is merely an exceptional means of getting him into a national school?—We reckon that we get them put into order and condition, whereby they may be put to a better class

*W. Locke,*  
Esq.  
—  
10 June  
1861.

W. Locks,  
Esq.

10 June  
1861.

of school. As Mr. Tufnell says, we have become feeders to the national and British schools.

97. You say that there are two difficulties in the way of getting a child of this class into a national school; in the first place, the unwillingness of the parent to pay for him; and, secondly, that the child is so ragged, that the national school would not take him in. Supposing those two objections to be removed by a benevolent person paying for him and clothing him, would not that be a more rapid way of getting the child at once into a national school?—Yes, if they would take him.

98. Would not it cost much less for a benevolent person so inclined to get a child educated that way, than through a ragged school?—I question whether he would get the child to continue to attend the national school; there is a good deal of religious influence and Christian feeling brought to bear in the ragged school, which I do not observe in the national school; there is a great deal of kindly affection, and a great many things are done for the children in the ragged school, binding them to us and drawing them to us.

99. Then you should add to the difficulties you have already enumerated, namely, the unwillingness of the parents and the raggedness of the child, the unwillingness of the child to come to the national school?—I believe that that exists strongly in many cases.

100. The object is, having got a child into a ragged school, to pass him on as soon as possible into a better class of school?—Quite so.

101. Supposing that ragged schools were to be aided by Government, and were to become a normal part of the national schools of the kingdom, should not you be afraid that the national schools would become deteriorated down to the character of ragged schools?—I should be more afraid that the ragged schools would become too high for our ragged class.

102. If both were aided by Government there would be a tendency in the two to assimilate?—Yes, and our ragged class would very likely be entirely neglected.

103. If the two were aided by Government, you think that it would tend to the two becoming of the same class?—I do.

104. I suppose that the ragged school generally gives a lower kind of education than the national school?—In some of the ragged schools the secular teaching is really very good, in others it is very imperfect; but the main object of our teachers is to give them moral teaching and scriptural instruction to a greater extent than is studied to be given in the national schools.

105. Taking it altogether, it is a lower class of education than that which is given in the national schools, is it not?—Altogether it might be said to be a lower class of education; we have not certificated teachers; the men are well adapted for training and influencing that class for good, but they do not come up to the standard of certificated teachers as regards secular instruction.

106. You have an average attendance of 25,000 children in your schools; taking the attendance at day schools, evening schools, and Sabbath schools as 52,000, you halve that number, and take it at 25,000?—Yes, 25,000 or 26,000.

107. What is about the population of the district from which that 25,000 are drawn?—We have those schools in all parts of London.

108. Can you tell us at all the proportion of

the 25,000 children who, in the last year, passed on to better schools?—I cannot say the proportion; but I should say a considerable number.

109. Are there not, in the better schools in the neighbourhood of the ragged schools, many children whose parents are of exactly the same class as those whose children are in the ragged schools?—They may be in the same occupation, but of very different characters, and living in very different dwellings.

110. When you enumerated, as a class of parents of children coming to ragged schools, costermongers, rag dealers, brickmakers, pig feeders, and knackers, you did not mean that that class of occupation represented a particular class of parents, but that there were parents of all those occupations who were so dissipated as to be unwilling to send their children to a national school?—I believe that a very small portion of that class do send their children to pay schools; I think the majority by far altogether neglect their children.

111. You would not say that of brickmakers, would you?—I would of the brickmakers I know at Notting Hill.

112. Do you think that, generally, that class of parents following those occupations may be looked upon as a class who, generally speaking, are so dissipated, that though they have money enough, they would not be willing to pay for their children's education?—I believe that, taking them as a class, it is the case.

113. Then, you said that they would not condescend to accept parochial aid; they are not only dissipated, but they are too proud to receive relief?—It is so in most cases.

114. You spoke of labourers out of work; do you mean to say that you would take children permanently into a ragged school because of the temporary want of employment of their parents?—No; but we are obliged to take them for a time when the parents are out of work. Not only do they not like to take parochial relief, but they are so situated during strikes for instance, and during frosty weather, that they cannot possibly send their children to school.

115. Is there a large proportion of those 25,000 children who are so temporarily taken in from the casual pressure of poverty on their parents?—A considerable number; I should not say a large proportion.

116. You sometimes, you say, get their parents to consent to pass them on to a better school; does that come as a naked request to the parent to undertake to pay for that which he is getting without payment?—Decidedly; when a parent is found to be in work and able pay, the request is made.

117. The parent must have improved from his former state to be willing to undertake to pay for that which he is getting without payment?—It may be that his situation is entirely changed, and that his circumstances are improved.

118. You say that unwillingness to pay and dissipation is the general characteristics of the parent whose child comes to the ragged school?—I mentioned also poverty; we must not forget that we have a large number of children without any parents.

119. Would not that poverty which would entitle a parent to have his child educated at a ragged school constitute him a pauper?—Not at all.

120. Why should not that class of parents whose

whose extreme poverty would render it impossible to pay 1 *d.* a week get their children educated in pauper schools?—They will not condescend to that; they are expecting work, and they are above being considered to be paupers; they have an insuperable objection in many neighbourhoods to parochial relief, and can seldom get it if they try.

121. When the managers of national schools say that the admission of the ragged children would injure their schools, what do you think they mean by that; what sort of injury do they refer to?—Their peculiar habits and condition, their appearance and the knowledge which the other children have of their parents, the way in which they live, and the dwellings they live in.

122. That objection would not apply to all those ragged children, for whom benevolent persons might be willing to undertake the expense of education and clothing?—No, I think not.

123. Would you consider that they might be a considerable proportion of the 25,000?—If you put the clothing on one day, it would in most cases be all gone the next, I am afraid.

124. Might not some arrangement be made so that they should not take their clothes home?—There might possibly; but if the clothes are given to the child in the shape of a prize, or by his own work or savings, he generally takes more care of them.

125. Is it your opinion that the ragged schools which have industrial classes, and which come within the Minutes of the Privy Council, have sufficient aid from Government grants?—I think that those schools where they feed the children especially require more assistance than they have had lately. I believe that they would be satisfied if you went back to the Minute of 1856. I believe that some of them are cramped for means, in consequence of the withdrawal of the grant which was given before, but our refuges would generally prefer to have a grant without being certified as now proposed.

126. Why would they prefer a grant without being certified?—The certificate involves certain restrictions which they dislike.

127. Do you mean by having a grant without being certified, having an unconditional grant, except that the school is a ragged school?—I refer to what is proposed, that all the refuges should be certificated, and that they should only have relief under that minute. I believe that the grant which they now have is about to be withdrawn, unless they are certified.

128. The objection which you have to a certificate, is the fear of restrictions: will you state the nature of those restrictions?—I would rather leave that to those who know more about those refuges and industrial schools.

129. You are not speaking with respect to either certified or uncertified industrial ragged schools; but with respect to ragged schools, which not being industrial, receive no grant from Government?—Yes, I wish to confine my evidence to those.

130. Mr. Pease.] You stated that there are 400 paid teachers, and 2,970 voluntary teachers; do you rely upon gratuitous service for the day schools, independently of paid teachers?—Very occasionally for the day schools, but for the evening schools we have a considerable number of voluntary teachers.

131. There are no schools in which you depend  
0.73.

upon gratuitous teaching?—Yes, Sabbath schools, but not where the school is open above one or two evenings a week.

132. At what age do the children come to you, and at what age do they leave you?—In the infant schools, they come as low as three or four, and remain sometimes up to the age of 12, 13, or 14.

133. What proportion of boys and girls are there in your schools?—They are almost equal, but most boys.

134. What is meant by the term, "industrial class"?—Where the girls are taught needlework, and the boys are taught to make their own clothes, mend shoes, and so on. In the refuges they have other trades in addition.

135. Do you ever find it necessary to resort to any corporal punishment?—I am not aware that we do; we entirely dislike it, as a committee.

136. Have you ever found the bringing together of this number of poor children, often dirty when they come, to conduce to the spread of contagious diseases?—No; we have not found that in any of our schools.

137. Mr. Cave.] You said that in those cases where you thought the parents ought to be sending their children to pay schools, you visited them, and endeavoured to make them do so?—Yes; whenever we discovered a case in which the parent ought to send the children to a pay school.

138. If the parents, in spite of that, refuse to send the children to a pay school, what is your next course?—Exclusion is the general course; but the teachers find it a hard matter to part with the children, and turn them into the street; and sometimes they do retain them, though they say the children ought not to be there.

139. If the parents will not take their children to a pay school, though they ought, do you, as a general rule, keep the children in the school rather than turn them out?—As a general rule, we retain the children rather than turn them into the street.

140. When you are asked to make a grant to an individual school, do you inquire into the amount of contributions raised by private persons to that school?—Yes; when a new school is started, we require the projectors of it to find so much, and we find so much for building the school; we generally give a fourth or a fifth of the money required, and we never help unless we see that the parties are doing all that they can in their own locality to get up the school.

141. Mr. Adderley asked you whether it would not be a more advisable course for benevolent people to pay for the clothing and education of those ragged children in pay-schools rather than to establish ragged schools. If that course were followed, would those children be discovered and brought to school so rapidly as they are now under the present system of the children bringing each other?—You must remember that we have a large staff acting with us. We have 3,000 voluntary teachers, and we have ladies and gentlemen on our committees; and we have also the City Missionaries acting with us. You would require a large staff to carry on the work we are now carrying on.

142. Is there any large number of these ragged children who escape the notice of the staff which you have?—I believe there is. I believe there are thousands in the street yet not taken into schools or provided for in any way.

143. Are

W. Locke,  
Esq.  
30 June  
1861.

143. Are there any of those who escape the notice of your staff, brought into the ragged school by the other children?—Yes, I believe frequently by other ragged children.

144. Having escaped the notice of everybody else?—Yes.

145. Is that the case with any large number?—I should not say that is the case with a large number, but they do come without being induced to come by their parents in many cases.

146. You said that the term "industrial classes," in the ordinary ragged schools, simply means teaching sewing and mending?—Yes, mending their own shoes, and patching their own clothes.

147. You teach no trades in the ordinary ragged schools?—No; in the refuges they teach carpenters' work and wood-chopping, and a variety of trades.

148. You have paid teachers in the morning schools chiefly?—I think in all the day schools we have paid teachers.

149. Almost entirely?—Yes.

150. Very few voluntary teachers?—They only come occasionally—lady visitors, and so on.

151. The evening school teachers are chiefly voluntary?—There are a large number of evening schools with paid teachers, where they are open four or five evenings a week, assisted by voluntary teachers.

152. What do you mean by Government aid or interference preventing religious teaching?—It is the feeling of our friends, that it would prevent the object we have had chiefly in view from the first, namely, to train those children in the teaching of the Bible rather than mere secular teaching; we think, if the Government interfered they would require a teacher of a higher standard, and more attention would be paid to secular things.

153. Do you find, practically, that Government interference with regard to certified institutions, is at all injurious to the teaching of religion in those institutions?—I believe it is not so.

154. Then you do not agree with that opinion, that Government interference would be injurious to the teaching of religion in the schools?—I have my doubts about it; I wish to bow to those who know better than I do about it.

155. Is it the general opinion of your union that Government interference would be prejudicial to religious teaching?—Yes; a difficulty would arise likewise as regards the children of parents of other religious persuasions, such as Roman-catholics; at present we manage the teaching as we like; we teach the Scriptures; but if grants were given, we should have to provide for Roman-catholics, for whom we do not have to provide now.

156. Are there Roman-catholics in your schools?—Yes; they receive the teaching of the Bible, but we are not bound by any rules; we insist upon the reading of the Bible in all our schools; that might not be the case if any other regulation existed.

157. The British Schools also teach without reference to the religious denomination of the children; they teach the Bible only?—Yes.

158. So the Government aid there appears to raise no difficulty?—It does not seem to raise a difficulty with them.

159. You said that costermongers sent their children to ragged schools; do you know Mr. Rogers's charter-house schools at which the chil-

dren of costermongers are educated?—Yes; I know very little of them; but I believe the education there is rather high for that class of children, and that children do pay there, though they say they do not pay; they pay by getting subscriptions raised from a certain society; they are not altogether like ragged schools, or for so low a class as our schools.

160. Mr. Black.] You said that the industrial branches taught the children in the ragged schools were merely the mending of their own clothes; I understand that you have no trade regularly taught in those schools which you call industrial schools in London?—Not in the schools with industrial classes merely; the refuges are industrial schools, and there trades are taught.

161. Would you not consider it a very great benefit if these schools were enabled to teach those children some trade by which they could earn an honest livelihood?—I have always thought it would be a great benefit, and I insisted upon it many years ago, that we should have trades taught in all our schools.

162. Supposing you introduced those trades into the schools, could they be carried on without Government aid; could you meet the expenses of such schools without Government aid?—Most of our friends think we could.

163. Supposing you employed a shoemaker and a tailor to teach their trades, could you meet all that expense?—Some of our friends think that we could; others again think we could not. It is for the non-industrial ragged schools we are so particular in thinking that there should be no interference by the Government.

164. If you were to carry on industrial teaching, would not you require to keep the children all day at the school, or the greater part of the day?—That is the Scotch system, and it is considered by some to be the only system by which to do real good; but we have not come to that in London, many of the scholars are so very young, too young to work at anything.

165. You were asked if your object was to train them to such an extent in education that they might be fitted to go into the pay schools; is it your object principally to have them trained to a considerable extent in education, or is it to fit them for ordinary industrial business?—The great object is to fit them for their future life.

166. What branches do you teach in your schools?—We teach them mainly to read; the great object is to teach them to read the Bible; we teach them to write; we teach them simple arithmetic; some of the schools go as far as geography and history, and so on.

167. Do you suppose that that amount of education would be quite sufficient for an ordinary workman?—We do; it has been found sufficient for those who have gone into situations and those who have emigrated.

168. Would you desire, in order to educate the children so highly, that they might go to pay schools, or that they might go into some occupation?—We would rather have them taken off our hands by some employer, so that they would be getting their living; that would be our principal object.

169. Are there not many parents in London who have no claim for parochial relief, for example, Irish, who cannot say that they have a parish?—Yes, and there are a very large number who are constantly coming to London from the country who have no claim here.

170. Therefore

170. Therefore it cannot be said that those who are not able to educate their children might send them to the workhouse?—They have no claim, and the workhouse would not take the children without the parents.

171. There is a large class who could not do it?—Yes, there is a large class who could not do it.

172. Do you believe that the teaching of those children in the ragged school has a beneficial effect upon the parents themselves, when they return to the parents?—In innumerable cases it has a great effect upon the parents and the parents' home, and upon the neighbourhood likewise.

173. Mr. *Hanbury*.] You stated that there are 99 schools having industrial classes attached to them?—Yes.

174. You do not include in that 99 any refuges whatever?—No.

175. I believe you stated that it would be a very great advantage, if the ragged schools had more industrial classes attached to them?—I have always thought so.

176. Why have not industrial classes been more carried out?—Partly on account of the difficulty in having the children in the school long enough, and partly on account of the expense of industrial teachers.

177. You said that you have been 17 years engaged in this work?—Yes.

178. How came you first to engage in it?—From seeing the necessity of it. I was a superintendent of a Sabbath school at that time, and I found that there were a large number of children outside, who could not come to the Sabbath school. I went to the Field-lane Ragged School, and assisted in founding the union, and became its honorary secretary, and I have since continued to be so.

179. The great object which you had in view was Bible teaching?—That first led me to it, and has kept me attached to it; the great object is to raise the moral condition of those children.

180. Is it your opinion, after 17 years' experience in this work, that ragged schools are really a necessary work?—I am more and more convinced of it, the more I have kept to it.

181. Have they produced a large amount of practical good to the community?—A very large amount of practical good in lessening vagrancy and crime, improving the dwellings of the poor, humanizing and Christianizing the people, and finding situations for the children. Sometimes 2,000 in one year we have been able to place out, and we find they keep their places; 1,215 have in one year received prizes for keeping places 12 months. We have found the homes of the parents changed; 58 schools have clothing clubs attached to them, and 86 with penny banks, in which, last year, there were 28,000 depositors, children and friends together, in which the deposits amounted to 19,000*l.*

182. Are you of opinion that the ragged schools do not in any way injure the pay schools?—My own testimony is, that they do not injure the pay schools; you have Mr. Tufnell, Dr. Hodgson, Mr. Ruddock, and other gentlemen, who say the same thing, that they act as feeders to those schools rather than injure them. The testimony of all the Rectors I have mentioned before, who have national schools, and who assist in carrying on the ragged schools, as well as the national schools, is

0.73.

the same; 331 boys have been occupied as shoe-blacks during last year, and the money they earned was 4,647*l.*; that is one result of our efforts.

183. You stated, that for some years your fellow workers have objected to grants from the Privy Council, for fear that they might interfere with free agency in religious teaching; do you think that the same objection would apply if assistance were given by the Government towards emigration or apprenticing the lads out, or giving them prizes, leaving you entirely free to carry out the religious teaching and other things exactly as you do now?—As we received a grant before for emigration (our chairman moved for it, and got it), I do not think it would be objected to again, or if a sum of money were given to our union to distribute as they thought best for the encouragement of the work, I do not think it would be objected to, or if any money were given to pay for prizes, or for placing the children out as apprentices; but one objection to all grants is, that we are afraid that if it were known we received assistance from Government, our subscriptions and donations would be affected by it, and would be diminished accordingly, and we should be perhaps as badly off as we are now. I may mention as a fact, mentioned by my own minister, that his national school is in debt, and that it is entirely owing to the Privy Council making him do certain things, pushing him up to a certain standard, and so keeping him constantly in debt.

184. Mr. *Adderley*.] You think that ragged schools thrive better from voluntary subscriptions than they would from Government aid?—So far as my own opinion goes, I think they do.

185. Sir *Baldwin Leighton*.] Do your receipts pay the expenses of your schools?—The schools are free from debt, generally speaking; we have some in debt; 59 schools are in debt, and owe about 2,000*l.*, but our union is generally in possession of funds which have been hitherto sufficient to enable us to give grants to a moderate extent.

186. I have a return here which comes, I believe, from your office, showing the receipts to be 14,200*l.*, and the expenditure 13,900*l.*, leaving a trifling balance?—That must be years ago, and must include local schools. The receipts for the Ragged School Union are now between 5,000*l.* and 6,000*l.* a year; we always keep ourselves within our receipts; the schools themselves collect a great deal more than that; they collect above 30,000*l.* a year.

187. You do not wish that the Committee of Privy Council should interfere with you?—Not in the present way in which they do interfere; not in the Privy Council way; whether any other way could be adopted, leaving us free, and yet giving us a grant, is a question which I could not undertake to decide.

188. You have been fortunate in never having had sectarian differences in your schools?—We have been entirely free from sectarian differences; our instruction has been simply religious, and according to the Bible.

189. You said that a person in London might have no claim for parish relief?—There are some who could not have parish relief if they wished to accept it.

190. If children are left without parents, are not they provided for by the workhouse?—They are taken into the workhouse if it is their parish.

B

191. And

*W. Locke,*  
Esq.

10 June  
1861.

W. Locke,  
Esq.  
—  
10 June  
1861.

191. And educated?—Yes, or they are passed home to the parish of the parents.

192. Then they have a claim for parochial relief?—Yes, but they seldom can prove it, or care to do so.

193. Have you many orphans in your ragged schools?—A very large number without father or mother.

194. Those without either father or mother would be taken care of by the Poor Law, would not they?—I am not positive that they would; they would be passed to some other parish if possible.

195. If they were passed to another parish, they would be taken care of by the Poor Law?—They certainly would have a claim, but difficulties are often thrown in their way.

196. What is the pay of your male teachers on the average?—It ranges from 50*l.* to 60*l.*, up to 70*l.* or 80*l.*; we pay our female teachers somewhat less.

197. Are you aware whether the education of paupers in the large London pauper schools is better than in the ragged schools?—I believe that the education at the district schools is very good compared with what it was once.

198. There is no advantage in keeping a child in a ragged school who is a fit object for a pauper district school, is there?—There is no advantage beyond the friendly care we show him; but, as I said before, there are many parents poor enough, and who yet would not allow their children to go to pauper schools.

199. Is there any advantage in keeping the child of a pauper in a ragged school who might go to one of those pauper schools?—There is no advantage in keeping the child of a pauper that I am aware of, except that we think that we would get him better placed out in life than they would.

200. Do you think that your schools are better than the district pauper school?—We think that we get the children situations more easily, because we take more pains to get them into places, and offer strong inducements to good conduct.

201. Have you any idea what proportion of the 25,000 children deposited money in those penny banks to which you have referred?—I should say about half; a large proportion of the 19,000*l.* is subscribed by the children, and the remainder by the parents and friends of the parents.

202. What do you mean by friends?—Friends in the same rank of life, though not relatives.

203. People in their own class?—Yes, in the immediate neighbourhood.

204. Do you ever refuse a grant to a ragged school?—We have refused a grant to a ragged school, because a proposal was made, I believe, to do away with the word "ragged," and we would not consent to that.

205. Have you ever refused a grant because a school has been badly conducted?—I am not aware that we have, but we suspend it occasionally for that reason.

206. Your teachers generally have a missionary spirit, have not they?—That is the feeling; going forth to draw in the outcast and wretched.

207. Much more so than in the higher order of schools?—We think so; we have engaged in the work with that motive. Our paid teachers do a great deal more than they are paid for; they

work on Sundays in the Sunday-school gratuitously, and they are actuated by a spirit above that of a mere stipendiary.

208. Mr. Lowe.] The necessity for ragged schools arises, does it not, from the existence of a peculiar class of children whom you call the ragged class?—Quite so. When we first began our work, we found the ragged class to be greater than now; we reckoned the outcast neglected class to be considerably above 100,000 in London. We were confirmed in that opinion by a statistical examination of various districts, particularly Spitalfields and Bethnal Green, where we found that out of 112,000 there were 16,000 children without any means of instruction at all. In St. Pancras, we found that out of 140,000 there were at least 10,000 growing up entirely uneducated.

209. Chairman.] You are speaking of 17 years ago?—Yes.

210. Mr. Adderley.] Is that over the same area as that from which you have your 25,000 children now in your schools?—Yes.

211. Mr. Lowe.] You think that that ragged class is not so numerous now?—It is not so numerous now so far as my experience goes.

212. What do you mean by the ragged class?—We can almost always tell them from seeing them in the streets, from their peculiar habits, their filthy appearance, their uncombed hair, and their manners which are peculiar; they are what we call the Arabs of the street. It is easy to recognise them, though when they come into the school, and are placed in classes, it is not so easy to recognise them.

213. Is that the class for which alone your school exists, or do you include any other classes?—That is the class for which alone our schools exist.

214. Passing from that to the causes of the existence of this class of children, I understood you to say that they were two, namely the poverty, and the dissipation of the parents?—The drunken habits of the parents and their idleness in many instances, and poverty also.

215. Idleness unaccompanied with drunkenness?—Yes; but idleness is generally connected with drinking and improvidence.

216. And sometimes not?—Sometimes not.

217. Do you observe any difference between the children whom you have in ragged schools, merely on account of the poverty of the parents, and the other class who come through the idleness or dissoluteness of their parents?—I think so; there are many of the parents who are exceedingly poor, who would pay for their children if they could. The children of those parents are more tidy than those who have drunken or dissipated parents.

218. Is not it a matter of regret to you that those children should be included in your schools, and would not you prefer that some other provision should be made for them?—It would be better if they could be separated from the others.

219. Those children, of course, are exposed to bad company by being brought into contact with the other class?—Yes.

220. Are you aware that the law at present allows Boards of Guardians to pay for the education of the children of out-door paupers?—I am aware that there is such a provision, but they do not always act upon it.

221. Would it, in your opinion, be a beneficial change

change in the law if it were made compulsory upon guardians to pay for the education of the children of out-door paupers?—I think it would be a very great improvement. In some parishes now parents are obliged to bring a letter that the children have been to school before they get relief a second time, and the letter must be signed by the master of a school.

222. Can you give the number of those who are the children of idle parents, as compared with those having dissolute parents?—I could not do so; the masters of the schools would be able in most cases to give that information.

223. You have expressed an opinion that it would not be of much use clothing the children, because the parents would be likely to take the clothes from them?—Yes; we have found it so in the schools; we have known children to be robbed of their shoes by drunken parents.

224. You require the children to be clean in their persons?—After being admitted.

225. You admit them dirty, but you have the means of cleaning them?—Yes.

226. Do you require cleanliness in their clothes?—Yes; but we have sometimes a very ragged set in school, without shoes and stockings.

227. Do you adopt any means for remedying that?—We have a clothing fund to supply the children with clothes.

228. Do you ever go to the parents and say, "Your child is so ragged, you must take it away"?—No doubt the teachers do so; but I do not think the teachers would really turn a child away on that account.

229. Have you any experience of the reformatory effect which the children exercise upon the parents?—A good many cases have been brought before me, in which the homes of the parents have been entirely changed through the children, from their different habits arising from the Christian influence brought to bear on them in the school.

230. You believe that they have produced a salutary effect upon the parents?—I not only believe it, but I know it, and I have been assured by persons connected with the police, and others, that that has been the case.

231. Admitting the good that your schools do, do you consider them to be the most perfect means of providing education for the ragged class, or do you think anything better could be devised if you had more funds at your disposal?—It is the best system which we have been able to devise at present with our limited means, but we may improve upon everything.

232. Would you think it better to take the child away altogether from the home of his dissolute, drunken parent, and to place him at a school where he would be kept as he would be in a district school?—No doubt there are many cases where it would prove a blessing to the child to remove him from his home; in those cases we endeavour to get the child placed in a refuge or sent abroad, but in the case of a large number of the children going home daily, I should not think it would be an improvement to take them away from their home.

233. Not if those houses are under the control of parents who would pawn the child's clothes for drink?—Even then I think the child exercises a great influence upon the home; and we get admission to the home through the child.

234. You regard the system as not being entirely for the benefit of the child. The child is

not the only end which you have in view, but he is to exercise a reflex action upon the parent?—Yes; and we follow it out by having parents' meetings, and so on, the one object working with the other.

235. Is not the child more likely to be vitiated by contact with the parent, than the parent is likely to be reformed by contact with the child?—No doubt it is a great evil that the child should be for many hours in the day exposed to the bad influence of the parent; but the difficulties are so great on the other hand, that we had better contend with it.

236. I understand you to say that, in some extreme cases, you would like to withdraw the child from the parent, but in other cases you would not?—Exactly so.

237. I understand that your union gives grants to the schools; on what principle are those grants given?—We give a capitation grant to the refuges for every child they take from the ragged schools, and to the other schools we give grants per annum, according to their necessity.

238. A gross sum?—Yes; perhaps 25*l.* a year.

239. How do you ascertain that necessity?—By examining and visiting the school through our agents, and through members of the committee, seeing what they can raise, and what their expenses are.

240. You object to the system of Privy Council interference with these schools; and your reason for that objection is, that the object of the Privy Council is secular, while yours is religious?—In their leading features.

241. The Privy Council is always screwing up the intellectual teaching, you looking more to the religious teaching?—Yes.

242. The Privy Council makes demands with reference to the size of the school-rooms, and requires expensive fittings, which are not suitable to your system?—Quite so.

243. The Privy Council gives grants, according to the attendance of the children in the school, which makes it the interest of the teacher to keep the children at school as long as possible, while your object is not to detain them in the ragged school, if you can get them anything better?—Just so.

244. That part of their system would not be well adapted to your schools?—No.

245. Then, in selecting your teachers you look rather to a man's moral qualities than to the amount of actual school training which he has received?—Yes.

246. There again the two systems, without casting any blame upon either, would be opposed to each other?—Yes.

247. So that, upon the whole, you conclude that you are better without Government aid?—Yes, speaking of the simple ragged school, not speaking of the refuges.

248. *Chairman.*] When you say that you consider you would be better without the assistance of the Privy Council grant, you mean without the assistance of the Privy Council grant given upon conditions such as those which the Privy Council attaches to its grants to national schools?—Quite so.

249. *Mr. Lowe.*] I understand you to say that almost any condition imposed upon you would be very irksome to you?—Anything that would interfere with our free action.

250. You would be required to do something which

*W. Locke,*  
*Esq.*  
—  
10 June  
1861.



W. Locke,  
Esq.  
10 June  
1861.

which you would not otherwise do, in consideration of a sum of money being granted to you?—Yes, it would very much cramp our operations, I fear.

251. *Chairman.*] What do you mean by “anything that would interfere with your free action;” do you mean, for instance, if the grant were given conditionally upon your producing certain results, you would consider that a condition that interfered with your free action?—No, I would not, for the reason mentioned before; if any grant were given for a certain number of boys to be placed out in situations or as emigrant prizes, I do not think that would interfere with our free action.

252. If money were given in consideration of a certain amount of instruction in reading, writing, and arithmetic, would you consider that an interference with your free action?—I would not personally think so; I have not consulted our committee upon that point, and therefore I cannot say what their views would be; but, generally speaking, as I said before, they object to grants from the Privy Council.

253. Would you object to money being given upon an inspection and a report of a certain number attending regularly?—It would depend entirely upon the conditions; it would not be given us without some conditions.

254. You were asked about the case of children who, after attending ragged schools, are sent to pay schools, and you were asked whether parents, having objected in the first instance to pay, afterwards become willing to pay; do you suppose that parents, by seeing the advantages which their children derive from the education in ragged schools, are sometimes induced to think that worth paying for which at first they did not think worth paying for?—I certainly think so; in many cases they have been taught to feel the blessing of education; they see the improvement in other children, and are thereby influenced.

255. When you speak of the education given in the ragged schools as a lower kind of education than that given in the pay schools, I understand you to mean that the secular instruction given is not carried to so high a point as in the pay schools?—Quite so, and not studied so much as the moral and religious training.

256. The great object which you have with those children is to educate their character, to form in them habits of order and discipline, and to incite in them a love of instruction, is it not?—Quite so.

257. You would not, speaking broadly, call the education given with a view to improving the children in those respects a lower kind of education than reading, writing, and arithmetic, would you?—I consider it to be real education, fitting them for the position in life which they are to occupy.

258. Your schools are necessary, therefore, for the purpose of forming those habits, and exciting those desires both in children and through the children in the parents, which are necessary in order to enable them to avail themselves of the higher secular instruction which they get in the pay-schools?—Yes, the great object is to fit a child for his position in life, and to get on in it.

259. With regard to the provision that might be made for those children through the workhouses, do you think that it is desirable to break down the reluctance that parents have in many cases to becoming paupers?—I do not think it is

at all desirable; the great thing to teach the labouring classes is to help themselves. I am quite convinced that the poorer classes could help themselves to a far greater extent if they chose to do it, if they were not so given to drink. It is not the want of wages so much, in many neighbourhoods, as the want of applying those wages properly, that makes the poor so poor as they are.

260. All the questions you have answered have been with reference to the London schools; have you any knowledge of the schools throughout the country?—I have visited the schools in Liverpool, Manchester, Dublin, Edinburgh, Glasgow, Aberdeen, and other places.

261. Are those schools in any way connected with associations like yours?—In Liverpool they have a Ragged School Union. There are above 20 ragged schools in Liverpool; some of the country districts have wanted to be connected with us, and it has been under consideration whether we should take them into union with us, but we have not yet carried out that plan.

262. *Mr. Adderley.*] If grants were made by the Government for general proficiency in reading, writing, and arithmetic, and they were, nevertheless, made to depend upon certain conditions as to the school itself, which would necessitate inspection, should you object to receive grants involving that amount of interference?—It would depend, as I have before stated, upon what the conditions were.

263. Is there any test as to the qualifications of your paid masters?—There is no test except being examined by the committee of the local school, and being constantly overlooked by our school agent in his visits. If he is thought to be unfit, and does not conduct the school properly, it is represented to us, and we would withdraw the grant if we found that the local committee did not supersede him.

264. What amount of control is retained by the Ragged School Union as to the qualification of the paid masters, to whom they make grants?—Simply remonstrating with the local committee that such a man is not fit, and, if not removed, withdrawing the grant.

265. Can you state at all whether the standard of qualification required by the local committees is higher or lower than that required, for instance, by the Government for workhouse teachers?—I am not prepared to say that; I should think the qualification is quite as high as that required for workhouse teachers, though it may not be so high as that required for a national school teacher. We mainly look to the religious character of the teacher, and whether he is zealous in the work he has undertaken.

266. During your 17 or 18 years' experience, do you think that the ragged class has diminished in proportion to the population in the neighbourhood of ragged schools?—The ragged class has diminished, so far as we have taken them into our schools, and by other agencies at work, and therefore the destitution in many parts of London is not so great as when we began our work.

267. There are fewer ragged children in proportion to the population now in the neighbourhood of ragged schools than there were 20 years ago?—Decidedly.

268. Where ragged schools are efficient, do you anticipate the possibility of the ragged class disappearing in their neighbourhood?—Not unless the number of ragged schools were very much increased; that is my opinion.

W. Locke,  
Esq.  
10 June  
1861.

269. Do you know any part of London so provided with ragged schools that you may anticipate that their action on the ragged class will be such as to make that class disappear in the course of time?—Yes; I can find very few ragged children now in the streets in some neighbourhoods.

270. What is generally the nature of the situation you get for those ragged children when they leave the schools?—As errand boys, as shoe-blacks, situations in private families, sometimes shoe-boys (I have had one or two myself), and in shops; and in some cases they turn out exceedingly well.

271. What is, generally speaking, about the age at which you get them out of school into situations?—At 12, 13, or 14.

272. A considerable proportion would go, not from the ragged school direct into situations, but from the ragged school into better schools, before they get employment?—Of those whom we have placed in situations, from 1,500 to 2,000 in one year have gone direct from the ragged schools. That is a condition of the prize we give them; that they should go direct from the ragged school after being, at least, six months in it.

273. You are not able to tell the Committee what proportion that represents of the whole class going out of ragged schools, whether to other schools, or to employment?—That was the number we placed in situations in one year. I cannot give the number we have draughted to other schools, but the number is considerable.

274. Mr. Liddell.] You find that the home influences seriously affect the progress of many of those children in the schools, do you not?—There is no doubt of it.

275. Do you often fall in with a child whom you might describe as an incorrigible child?—There are such cases, but they are very few.

276. What do you do with them?—Perhaps they absent themselves for a time, and they are induced to come back by one means and another from an affectionate attention to them. They are kept perhaps by themselves after the scholars have gone, and spoken to by the teacher. We endeavour to act on them by kindness in various ways.

277. Do not you find a disposition on the part of many of those children to get an influence over the other children for bad?—I am not acquainted with any such cases. It does not arise in the school. Of course what takes place in the streets is what we endeavour to provide against, by getting them into our schools as much as possible: as they will be educated, wherever they are, for good or evil.

278. You find a disposition on the part of the children to yield to kindness and persuasion?—There is not any class of children who will not be found to yield to kindness and persuasion.

279. In those schools which have industrial classes in which you teach trades, I think you said that the earnings of the children are applied to the purposes of the school; is that so?—In those industrial schools of course the child that works is entitled to benefit from his work as regards his own clothes or mending for others; I have known in some schools that the boys will mend shoes for the girls, and the girls will make shirts for the boys.

280. Do you find that the fact of the children beginning to earn money by their own labour creates in the minds of the parents a disposition to withdraw the children from the schools in

order to make them work elsewhere?—I have not found that to exist in ragged schools, but many are withdrawn from attending altogether in order to assist their parent in earning his living, the same as we find it in the factory districts.

281. Do many of your children remain after the age at which the child's labour becomes valuable to the parents?—Only in the evening schools, the adult classes; in the day schools the children do not remain; I may mention, however, that elder boys are paid a small sum as monitors who have been formerly children in the school, when they are able to teach younger ones.

282. What is the age at which you find the parents generally withdraw the children; do many of them remain after 10 years?—Yes, considerably after that.

283. Mr. Lowe.] I understand you to say, that you consider the main object of these schools to be the moral and religious teaching of the children?—Yes.

284. You look upon a child as a savage, when you catch it, and your object is to civilize it?—Yes.

285. If a system were adopted, which paid you a capitation on the children, according to their proficiency in reading, writing and arithmetic, would not that rather be distracting the attention of the teacher from the main object, to a collateral one—taking your view?—Yes; the reading, writing and arithmetic is rather an auxiliary, in order to get the religious education imparted to them.

286. Chairman.] Would you consider that your schools were doing their work properly if they did not teach reading, writing and arithmetic?—Certainly not; now that we teach them in day schools; we consider it essential that there should be some secular instruction, because they cannot get places without it.

287. With regard to very corrupt children occasionally getting into the schools, are you aware whether any considerable number of children are admitted into the schools who belong to what may be called the criminal class?—At one time they were more numerous than at present. We have known of their being in the school and leaving the school, at a certain time, to go about their thieving occupations; at one time, when people would be coming out of places of worship, on Sunday evening, they would take their departure, but latterly it has not been so.

288. Have you seen any difference, in that respect, since the establishment of the reformatory schools?—A most essential difference.

289. That class of children would rather be found now in the reformatory, or the certificated industrial schools, than in the ragged schools?—Yes; we do not have so many of that class as we used, so far as my experience goes.

290. You do not desire to have them, if they can be otherwise provided for?—No.

291. Mr. Lowe.] Have you a number of children who beg?—We have a number of children sweeping crossings, and so on.

292. Do they really sweep crossings?—They really sweep crossings, but we know what that is; we have in the evening schools boys who go about in the day-time earning an uncertain livelihood, selling things in the streets, and girls selling watercresses, and so on; we know that in many cases

W. Locke,  
Esq.  
—  
10 June  
1861.

cases that is an excuse for begging; I said, when I was examined years ago, that we should never get on with our work unless street begging was put down; since then various improvements have been made, and laws passed, which have diminished it very much indeed.

293. *Chairman.*] You were examined before the Committee on Criminal and Destitute Children, in 1852?—Yes; the Committee reported, among other matters, after many months' examination, and two volumes of evidence, "That a great amount of juvenile destitution, ignorance, vagrancy, and crime has long existed in this country for which no adequate remedy has yet been provided." "That a large proportion of the present aggregate of crime might be prevented, and thousands of miserable human beings who have before them under our present system nothing but a hopeless career of wickedness and vice, might be converted into virtuous, honest, and industrious citizens, if due care were taken to rescue destitute, neglected, and criminal chil-

dren from the dangers incident to their position." "That the ragged schools existing in England and Scotland, especially the Industrial Ragged Feeding Schools, have produced most beneficial effects on children of the most destitute classes of society inhabiting large towns." "That voluntary subscriptions have been found inadequate to supply the number of such schools at present required in the Metropolis and other cities and towns, and therefore they should not be excluded from the aid of the national grant, under the distribution of the Committee of Council of Education."

294. *Mr. Liddell.*] Have you had much difficulty in raising funds for your schools?—We have considerable difficulty in some localities. If it had not been for a large legacy which we had left us a few years ago, we ourselves would have been in difficulty now; but when we find ourselves in that position we make an appeal to the Christian public, and we have hitherto found that our wants have been supplied.

JOSEPH GEORGE GENT, Esq., called in; and Examined.

J. G. Gent,  
Esq.  
—

295. *Chairman.*] You are Secretary to the Ragged School Union?—Yes, and have been for the last 16 years. During the first three years of the society's existence I was a member of the committee.

296. You have heard the evidence given by Mr. Locke. Without going over the whole of the ground which he has gone over, are there any points upon which Mr. Locke has been examined upon which you think you can give us further information?—I concur generally in the evidence given by Mr. Locke. Before I answer any question, I may be allowed to say that I attend in obedience to the order of the Committee, but not for the purpose of assisting any movement for the obtaining of Government grants in aid of ragged schools.

297. You are not favourable to Government grants?—Individually I am not: I am secretary to the Ragged School Union, and the Ragged School Union at a meeting held on the 31st of last May passed a resolution, of which this is a copy: "That, in the opinion of this committee, it is not expedient under any circumstances to accept Government grants for non-industrial ragged schools." I thought it right to mention this, that the Committee may be rightly informed of the opinion of the committee of the society upon that question.

298. I observe that that resolution is confined to non-industrial ragged schools; would it be the opinion of the committee that it would be desirable to receive Government grants for industrial ragged schools?—A portion of the committee thinks that it would be desirable to receive grants for industrial schools; another portion of the committee does not concur in that opinion.

299. Can you tell us upon what ground it is that the committee think it inexpedient to receive Government grants for the non-industrial schools?—The ground is this, that the influence which would be exercised by the Government would be so purely of a secular character, that it would make the secular department the chief department of a ragged school, whereas the religious department is the chief object of that school.

300. When you say that the religious object is the chief object of non-industrial ragged schools, do you wish us to understand that it is not the chief object of industrial schools?—I would not say that; I confine my attention to ragged schools, properly so called.

301. A distinction is drawn between industrial and non-industrial ragged schools; we are told that an objection is entertained to Government aid being given to those non-industrial schools, because Government aid might interfere with the religious principle, would not it interfere equally with the religious principle in those which are industrial?—It would, in course of time, make the industrial schools of a more secular character, and greatly repress the religious element of those schools.

302. In so far as you are concerned, your opinion would be against the giving of a Government grant even to industrial schools?—Yes. The great object, as I understand, of an industrial school, or the teaching of industry in our ragged schools, is not to teach trades, not to prepare the children for any particular occupation in life, but to teach the children to become industrious in their habits. Any kind of industry would answer for that purpose, whether it was preparing rags for paper, or making paper bags. Any occupation would answer. The boys are sometimes employed in sorting bristles for brushmakers. The object is to train the boys to industrial habits.

303. What do you suppose to be the object of the secular instruction which is given in the schools?—To prepare the children for their duties in life; for instance, errand boys are not successful in their places if they cannot read and write, because boys who cannot read and write, are to a considerable extent useless; and therefore to make them useful, we give them secular instruction to the extent of reading, writing, and the first four rules of arithmetic.

304. Which do you consider the more important branch of education, the industrial, or such an education as you have described in reading, writing, and arithmetic?—The educational I should

should put before the industrial. I think that the more important.

305. You personally object to Government help for either?—Yes.

306. With regard to education generally, do you object to Government grants?—My opinion generally is, that whatever money the Government give for educational purposes, so much less money you get from the public.

307. You apply that generally to all schools?—Yes.

308. You collected some information for the Royal Commissioners on education with regard to ragged schools, did not you?—I received a printed paper, and I also had a visit from Mr. Stephens, the Secretary of the Royal Commissioners, or some gentleman on his behalf, the object being to get information upon ragged schools, more especially in relation to London; that information I supplied.

309. To what schools did that information refer?—To schools in London, and not at all to schools in the provinces.

310. Have you had an opportunity of looking at the circular of questions which is now before the Committee?—I have.

311. Do you believe that those questions are such as the managers of ragged schools would generally be able to answer?—I think they are.

312. Are there any other questions which you think it would be desirable to add to them for the purpose of obtaining information?—I think that they comprise all the principal points.

313. With regard to the third question, would it be possible to get the number of children above and below any particular age?—There would be no difficulty in that with regard to the children in attendance, because at any time when a school is open that could be obtained in a very short time.

314. With regard to irregular attendance; to what extent do you think that the managers of the schools could give the Committee information as to the regularity with which children attend?—That would be a very difficult question; the children are of roving habits, and are not long in the neighbourhood. Only on Friday last I put the question to a large school of children, and I found that one-half of them had entered the school since Christmas last.

315. Do you suppose that we could get any information with regard to a child who had entered on the 1st of January, in order to show how many days that child had attended since the 1st of January?—In some schools a register is kept; the first line would be for the children's names, the other lines would be for the number of days in each week on which the child attends the school; each space would be marked for the morning, afternoon, and evening attendance.

316. Then in schools where such registers as those are kept there would be no difficulty in ascertaining how many days of the week each child had attended?—None whatever.

317. Do you suppose that those registers are kept in any large proportion of the schools?—I fear that they are not very general.

318. Have you any complaints to make, or are you aware whether the managers of ragged schools do make any complaint with regard to the mode in which the public money is now granted?—I have heard complaints, more especially from country friends, not from London friends; I believe that London friends are not favourable to Government grants.

0.73.

319. With regard to industrial schools, are you aware whether they have taken any Government money in any cases?—They have taken Government money under the Minute of Committee of Council on Education of 1856, and also under the Minute of 1857.

320. Those are London schools?—Yes; more especially what we call refuges, not the ragged schools.

321. Have any of the ragged schools which have industrial classes attached to them taken aid under those Minutes?—The one in Crawley's-yard has taken a small grant for industrial purposes; there may be one or two others.

322. Are you aware that a new Minute has been recently issued which intimates that aid will be withdrawn from those schools unless they are certificated?—I read that in the last report issued by the Committee of Council on Education.

323. Are you aware whether any complaint has been made of that announcement?—From some of the friends I have heard complaints that that aid will be withdrawn, and that they will suffer in consequence.

324. Are there any points upon which you are anxious to add to the evidence which Mr. Locke has given?—I can give you particulars with reference to the schools in Liverpool and Manchester. Mr. Locke, I rather think, understated the number of schools in Liverpool. There are 64 schools, the average attendance of children being 7,678. I find also that during the past year no less than 523 of those children went into situations, and also that 534 have been transferred from those poor schools in Liverpool to a better class of school. In Manchester I find there are 17 schools, with an average attendance, during the winter, of 3,573; but in the winter-time the attendance is increased to nearly 6,000 children. They have a considerable number of voluntary teachers; last year the number was 437. I find they also sent, during the year, 249 children to a better class of school.

325. Mr. Lowe.] What do you mean by "average attendance"?—Children in attendance day by day.

326. Do you mean that there are 5,000 or 6,000 children in attendance day by day?—The schools in Manchester are mostly Sunday schools; the parent society there is called the Manchester and Salford Sunday Ragged School Union; their ragged school operations are confined to the Sunday, and to the week evenings at present. I believe they have no day schools.

327. Mr. Lowe.] Is the average attendance which you have given the average attendance on the Sunday?—Yes; the average attendance on the week nights is 1,523; they have 593 girls in sewing classes; and during the year they made and repaired upwards of 1,000 garments.

328. What was the whole number on the books of the schools?—I do not know.

329. Are you in a condition to furnish that information with reference to the schools of your society?—Not without getting that information direct from the schools. You might add a fourth to the average attendance for the number on the books. Mr. Locke has given evidence with regard to the class of persons attending the schools in London; perhaps similar evidence upon the Liverpool schools would be acceptable. The superintendent of the Liverpool Ragged School Union writes the following: "The classes of persons

J. G. Gent,  
Esq.  
—  
10 June  
1861.

J. G. Gent,  
Esq.

10 June  
1861.

persons attending our evening schools are of the *multum in parvo* kind, almost too numerous to mention; we have shoeblacks, rag and bone gatherers, chip and grit sellers, watercress sellers, match makers, match-box makers and sellers, street musicians, dung gatherers and dealers, newsvenders, butchers' boys, errand boys of the humblest class, beggars, children of drunken fathers without mothers, and of drunken mothers without fathers; children who can hardly tell their mothers, and impossible to know their fathers, and, to rise a degree higher, yet still worthy of the ragged school teachers' sympathy, we have boys who turn the wheel in rope-walks, carry bricks in brick fields; girls who are glad of half-a-day's work to clean a working man's house for their dinner, or two-pence to lay by for clothes. These, and others of a less honourable way of living, or no fixed aim at all, compose the inmates of our evening schools, and who, but for the free, open door of the ragged school, would grow up in ignorance, fall into crime, and ultimately be carried down the broad stream of ruin, unless snatched aside by the evening schools. As to the day infant schools, these are filled by the younger branches of the above class, too young to carry an orange or apple basket; children of poor, often deserted mothers, of poor widows, charwomen, dock labourers, and various others; and who are considered by many, a nuisance to society, little thinking that they have souls to save. "There is another class found in all our schools, which deserves notice, as being of a migratory kind, which is already noticed, chiefly roaming in the town and suburbs all the year round. But this other class have their town residence, and their extensive summer tour: they are the children of gipsies, tinkers, pedlars of the lowest order, broom makers and dealers, travelling bell-hangers, pretending sailors with frost-bitten toes, castaways on foreign shores, but who could not tell whether the sea was salt or fresh water, begging Malays and Hindoos, and such like, who try hard to get a living in town all the winter, and are off in the country, far and wide, as the sun rises higher in the sky." That is the evidence which I received from Liverpool. I might, in corroboration of Mr. Locke's statement, read a letter I received this morning from the secretary of one of our schools, which will give a clear insight into the character of many of the people living in some of our localities; he says: "There are about 104 houses in Bluegate Fields" (in which the school is situated); "of those, 85 are of ill-fame, and of the lowest possible grade. In those houses children abound; 19 have been found in one house. In the Bluegate Fields district there are at the present time 500 prostitutes. This is speaking within bounds. The children number some hundreds; and, but for our ragged school, they would have no instruction whatever; they are mostly the offspring of seduced servant girls, who are now living with low men working in the docks as labourers and coal-whippers, and by whom they have had several children. These are indeed outcasts, and run the streets almost in a state of nudity. The missionary of this district, with ourselves, has been instrumental, within the past few months, in removing upwards of 20 of the elder girls (some of them runaways), who have been restored to their homes; others have been placed in reformatories, and some have been placed in service. Many of them have been

brought up in scenes the most depraved, and have helped their parents in their career of vice and iniquity." This is a letter from the secretary of a day ragged school, situated in Bluegate Fields.

330. Do you consider a ragged school the proper place for those children?—Those children are young; and, with respect to the remark made just now with regard to the teaching of those children industrial pursuits, they are not old enough; the average age of the children in our day schools is nine years.

331. They are old enough to learn to swear, and to drink, and to steal?—Yes.

332. Do you think it is desirable to let them go back to the places where they are taught those vices, coming, as they do, in contact with the other children in the schools. Do you think that the country is doing all that it ought when it leaves them in that state?—We cannot give evidence upon what the country ought to do, but how we deal with the facts as we find them.

333. Do you think that the good you do is adequate to the necessity that exists?—I think not. I think something more ought to be done.

334. Ought not the children of vicious parents to be taken away from their parents?—If possible, it would be a great boon, in many cases, to the children themselves.

335. Mr. *Adderley*.] Are there not good district pauper schools in Liverpool and Manchester?—Yes.

336. Would they not be better places for most of those children?—They would. Their circumstances would be considerably improved if they were sent to those schools.

337. Mr. *Lowe*.] Your business is very much that of a registry office, to find places for these children, is it not?—No, not my business, but that of the friends of the local schools, and who, to a large extent, find places for them.

338. That is one great point of distinction between the ragged schools and the national schools, is it not?—The national school is purely an educational establishment; the ragged school is a missionary effort.

339. The national school contemplates that a child will follow the trade of his parent; it does not look out for a trade or business for him?—As a rule that is no part of a national school teacher's duty.

340. Sir *Baldwin Leighton*.] The Committee are desirous of knowing what is the average attendance of the children; could that be got from the schools?—Yes. To ascertain the number on the books is where we have the difficulty. In our 207 Sunday schools, 25,260 is the average attendance.

341. Do not they put every name on the books?—No. One child may not be at school for more than once a month. The general plan is, to count the number of children on each attendance. In the day schools the names are better known, and registry of attendance kept, more especially by monitors. We have 400 monitors, at the present time, receiving a small gratuity, and by means of those monitors the attendance is marked, and the gross number entered.

342. You cannot tell whether their attendance is regular, or not, from the books?—We have no other means of telling.

343. It is merely a guess at it generally?—No, it is not a guess; because the children are counted on each attendance, where an attendance register is not kept.

344. You

344. You do not know the total number of children belonging to the school?—Not the exact number; we should be able to draw a comparison between what would be the numbers on the books, if books were generally kept, and the average attendance.

345. Mr. Pease.] Have you boys and girls together in the same room?—We have boys and girls distinct, and we have some schools where they are taught together; we call them, in the statistics, boys' schools, girls' schools, and mixed schools.

346. In the mixed schools, do you generally find that the masters, or the female teachers, exert the best influence over those children?—Generally, the female teachers; the children in the mixed schools are mostly infants, under six years of age.

347. Mr. Liddell.] Do you find that many of your children, on coming into the school, say that they have attended school before?—Some of them do.

348. Do any considerable number?—I could not say the number; but, probably, our agent will be able to give you evidence more in detail than I could. We are quite aware of the fact, that in our schools we have a considerable number of children who have paid in other schools; and in one case, where the inspector, a short time since, examined the children, he found 20 or 25 children who had paid in other schools, varying from 1 *d.* to 6 *d.* per week; and on his going into the question as to why they formerly attended the pay schools and now attended the ragged schools, he found that it was from the altered circumstances of the parents; the fathers had become ill, and consequently out of work. Some of them had died, and their widows were left in destitute circumstances, and the school fees could no longer be continued. These children are now admitted into the ragged school, the ragged school managers considering them eligible.

349. With regard to religious instruction as a matter of fact, very few of those children upon coming to school know even the meaning of the word "religion"?—They know very little of it in theory, and less in practice.

350. Do you find that they are entirely ignorant of what the Bible is, and who God is?—Perfectly ignorant. By the kindness of our voluntary friends, who ramify the vilest neighbourhoods of London, they gather the outcast children, and by occasional gifts, sometimes in the shape of a garment, sometimes in the shape of a meal, sometimes by getting them into the shoe-black society, and other situations, an influence is brought to bear upon those children which is beneficial, and the benefit of which is appreciated. These acts of kindness give the teachers a great power over these poor children, and which is used for the child's moral and religious elevation.

351. As the result of your experience, is it true, as I have been told, that they are peculiarly ready to receive instruction, and that their wits appear to be sharpened by the circumstances in which they live, so that they become ready scholars, and are easily taught?—That is the fact, and especially in the case of those children who are thrown upon their own resources for a living upon the streets. They have received that peculiar kind of education which sharpens the wits of a boy; for instance, in many cases where a boy is addicted to gambling, or his skill is exercised in play, will tend to sharpen his wits;

Q.73.

and with his efforts to obtain a living during the day all tend to quicken his wits.

352. Those same qualifications would, if he were neglected, tend to make him a criminal?—Yes, and a clever criminal; and if we were to give such boys a secular education apart from religious training, my own impression is that the secular instruction would not be beneficial, because it would make them far more clever thieves. By being able to write cleverly, they would be able to forge skilfully, and there would be more injury to society if that kind of instruction were given to the ragged class, apart from religious instruction, than if they had no instruction at all.

353. If you have a boy who is so bad that you cannot do much with him, what do you do with him?—We suspend him for a time; the superintendent will suspend him from the school perhaps for the evening; that in itself is a decided punishment; and I have known a boy, who had been so suspended, go home and put on another jacket, and put on a hat, instead of a cap, come back to school, and find his way in as a fresh scholar; altogether hoodwinking the superintendent of the school, the superintendent thinking that he had really suspended him, whereas the boy had taken his place again in the school.

354. You think that the boy feels it a stigma to be suspended?—Yes; there are some cases where a suspension would be followed by resistance on the part of the boy; he will begin to pelt with stones, throw brickbats, break the windows, and injure the teachers; I have had brickbats hurled at myself; that will show the kind of feeling sometimes evinced by a boy being expelled.

355. Do you never apply rough treatment to a boy of that sort?—Not as a rule; there may be exceptions; but some how or other we have managed tolerably well with them.

356. Mr. Adderley.] Does your general objection, which you have expressed to ragged schools of any kind receiving any Government grant, apply, whatever the nature of such grants might be, whether they were capitation grants, or grants for results of education?—My objection would go to the whole scheme of Government aid for ragged schools, whether for progress or for results; it would be less objectionable, if the money were taken at all, to receive it for results than for progress.

357. Still, in any shape, you object to Government aid?—My own impression is, that it would not be a benefit, for the reason that it would interfere with the religious element of our work; and I think that we should derive no benefit with regard to the amount of money received by the schools, because the amount of money which we got from Government would be so much less that we should get from the public.

358. Do you find that your voluntary subscriptions are sufficient?—They have hitherto kept us tolerably well out of debt; the returns lately received, show that in the case of 60 schools the entire debts amount to less than 2,000*l.*; on the other hand, we find that some 30 or more schools have a surplus amounting to about the same amount as the other schools are in debt, so that we receive, on the whole, about as much as is expended.

359. You have no fear of the schools falling off from want of funds arising from voluntary subscription?—Individually I have not the least fear.

C

360. From

J. G. Gent,  
Esq.

10 June  
1861.

J. G. Gent,  
Esq.  
10 June  
1861.

360. From what sources do you give us the statistics of the Liverpool and Manchester Schools?—From the school agent employed by the Liverpool Ragged School Union, and from the last published report of the Manchester and Salford Sunday Ragged School Union.

361. Do you know anything personally of those schools?—Yes; I have visited some of the Manchester schools on Sunday, and several in Liverpool. In Manchester I visited the industrial schools; I found few or none of the type of the London weekday ragged school in that city; you must be there on Sunday to see the operations of the Manchester movement.

362. Is it your opinion that a child either in Liverpool or Manchester would get a less religious education in the pauper schools in those places than in the ragged schools?—My own impression is, that the religious education which a child would get in a ragged school, whether in Liverpool, London, or Manchester, would be superior to the kind of religious influence brought to bear upon him in a pauper school.

363. Mr. Ker Seymer.] When you say that you have got as much money as you require for your purposes, you mean as much as you require to keep up the existing schools?—Yes.

364. And to provide education for about 25,000 ragged children?—Yes.

365. Have you made an estimate of what the number of the ragged class in the districts in which your schools are situated would be?—It is difficult to ascertain accurate figures; there is a great deal of guess work in estimates of that kind; it is put sometimes at 100,000, and I have heard it again put at 60,000, and again at 30,000; my own impression is, that it is nearer 60,000 than any of the other figures.

366. To carry out your object completely, you would require a great many more schools on the assumption that 60,000 would be the number?—My impression is, that if we had 30,000 in average attendance, we should exert a very large amount of beneficial influence on the whole 60,000, because when we get 25,000 or 30,000 in the schools, it is the average attendance, so that the influence of the schools is felt by a much larger number.

367. Assuming that 60,000 belong to the schools, and that there are only 25,000 in attendance, you would appear to require, perhaps, double the number of schools that you have now, on that supposition, but you do not think that that would be a true statement?—No; my own impression is, that we do not require many more ragged schools than we have at the present time in full operation; there are a few neighbourhoods where we should be extremely glad to get a footing, and where we have tried again and again to get a footing, but have failed, because of the overreaching tendencies of landlords, and because of the direct opposition which we have had from some of the inhabitants, especially in localities where a Roman Catholic population predominates, we find considerable difficulty in getting a footing.

368. You do not think that it would be impossible to raise funds for establishing schools in those localities, provided you overcame the difficulty you mention?—My impression is, that we shall get the funds as we want them; during the last 16 years we have obtained the money as we wanted it.

369. Sir James Graham.] What proportion do

the scholars in the industrial ragged schools to which the State contributes aid, bear to the scholars in the purely educational schools?—There are at present 16 of those schools which we call refuges, in London, receiving aid from the Government; there are three industrial schools, properly so called, one in Pye-street, another in Tichbourne-court, Holborn, and one at Maida Hill, receiving aid from Government; there may be in addition three or four ragged schools having industrial classes, and receiving aid in proportion as they carry out the industrial training, but receiving no assistance for any other purposes, that is, if they have six children in the industrial class they receive aid for those six children, but not a farthing for the 300 other children who may attend the same school.

370. What proportion does the number attending industrial schools which receive aid from the Government bear to the entire number educated in the other schools?—There are 800 children in those schools receiving, or have received, aid from the Committee of Council of Education, and in the whole of the ragged schools there are about 25,000 children.

371. I understood you to say with regard to the purely educational schools, in your opinion, and the opinion of the committee, it is not desirable that public aid should be extended to them?—Yes.

372. What do you say to the aid given to industrial schools; is it useful or otherwise, or might it be withdrawn without disadvantage?—That is a difficult question; we are not united upon the question; friends conducting the industrial schools seem inclined to take that aid from the Government. We have not expressed an opinion upon that point, but have limited the opinion to the non-industrial schools.

373. What is your own opinion?—That we are better without Government aid than with it.

374. What is the number of scholars in the schools which receive Government aid?—Under 1,000; the number of schools is under 20.

375. There are a thousand children receiving aid from the State in industrial ragged schools?—Yes.

376. What is the sum which the State contributes to the education of that 1,000?—According to the minute it is half the rent, one-third of the cost of raw materials and tools, and a capitation grant of 5s. for each child, and which, I understand, is to be withdrawn.

377. What is the total amount?—I do not know.

378. In your opinion, whatever that amount is, it may be withdrawn without disadvantage?—There may be an immediate disadvantage, and the disadvantage would arise from the local friends having relied upon the promise held out by the Committee of Council on Education, more especially in 1856, by their minute, to give a certain amount of help, which was very liberal, and by that liberal aid the school friends launched out, took houses, and incurred responsibilities; and when the aid was withdrawn, they were left with those responsibilities, and consequently considerable difficulties arose because they were relying upon that which they afterwards found was not to be continued.

379. Has the public aid led to imprudence in the management?—It has led to it so far as this, that they have been resting upon that kind of help which, when withdrawn, left them in difficulty; whereas if it had been continued, there would have been

been no difficulties, and consequently no imprudence.

380. Has the Government aid had the effect of drying up aid from private sources?—I am not certain that it has; it was the increase of effort, and the increase of expenditure, that caused the difficulty.

381. You have side by side these industrial schools receiving aid from the public, and the purely educational schools, which received none; which prospers best, in your opinion?—My own impression is, that the purely ragged school will always prosper best by being left alone to carry out its own schemes, and to find its own funds, without any aid from a Government source.

382. Aid from a central source carries necessarily with it inspection and interference?—It does; it leads you into expenses which you must keep up; for instance, the character of the building that you are compelled to erect is not altogether suitable for ragged school purposes; you must make an outlay for the building that is usually beyond what is absolutely needed for ragged school purposes, but we have had little experience in that matter.

383. That is one of the consequences of Government aid?—Yes.

384. Do you see any other?—Another objection to it is this; that the tendency of that kind of aid to ragged schools will be to bring in a class of persons as teachers who do not appear to excel in ragged school work: they are certified persons, and persons who have undergone a considerable amount of training, at a considerable sacrifice of time, and some degree of money. When they have passed through their training, and taken their certificate, they expect something better than a ragged school, as a reward for that expenditure and preparation.

385. The tendency is, to raise the standard of education above the level which you think desirable for ragged schools?—Precisely so; if you raise the character of the ragged school, you assimilate it to the character of the national school, which does not appear to me to be desirable. We find that the national schools, though very excellent in themselves, and doing a great work, yet are not sufficiently low in their operations to reach the destitute children abounding in certain localities. If those children are admitted (and we can give evidence upon the point) into national schools, they deteriorate those schools; they lessen the respectability of those schools; and the more respectable parents decidedly object to the admission of those less trained children.

386. To reach those children who now go to ragged schools by the aid of national schools, you must lower the level of the national schools?—If you meet their necessity you must either bring down the national school to their level, or you must have a class of schools which will meet their necessity; it appears to me that it would be an evil to lessen the character of national schools, and that it would be equally as great an evil to raise the character of ragged schools; the ragged schools must be kept in the "gutter," and you must never allow the school to rise; the class may rise, but the school must be kept down; that is the object of giving the term "ragged" to the schools, in order, in the first instance, that the wrong class, or a class that we do not want, may not come in, it being supposed that the more respectable children would take umbrage at the term "ragged;" and the second object was to

0.73.

bring in the very destitute class, called "ragged," and known to be the ragged. Another point was, that the school, by calling it a ragged school, might generally be known to the public as to its character, so as not to interfere with any other class of school.

387. The contributors to the ragged schools prefer their own management and the maintenance of their own level to Government interference, which would somewhat raise the level and change the management?—They do, decidedly.

388. Mr. Black.] Do you not think that it would be a very great improvement to your ragged schools if you were generally to introduce industrial training?—I think that it would with the elder children; our difficulty is that our children in the day schools are very young; the great bulk of them are infant children.

389. But they would be likely to continue longer if you gave them industrial training; if you gave them industrial training, would not it increase your expense very materially?—Yes.

390. Do you contemplate that without any aid from Government you would be able to raise sufficient funds to give them that industrial training which would probably double your expense?—We should carry out that industrial training in a very inexpensive way; we should not attempt to teach trades; that is to say, what is generally understood by trades; the kind of industrial training would be the placing of a considerable number of children under one master, and teaching them tailoring; when I say tailoring, I mean putting buttons on to their own clothes; patches where needed, and in helping themselves to improve their condition, so that they would derive all the benefit of their own labour; it is not so much with reference to what the children will be by-and-bye, as it is to give them thorough industrial habits, and that can be done at a small cost; where you teach carpentering for instance, and work up a large amount of material, the expense would be considerable, but that would apply to an older class of children that we get in our day schools; then those in our evening schools are boys and girls who do not want an industrial training, because they are nearly all day at work, consequently, when they come at night, their great object is secular instruction.

391. Sir Baldwin Leighton.] Do you find any difficulty in getting places for the children?—We find very little difficulty in getting a place for a boy after he can read and write.

392. The industrial training which they would receive in the school would not be very much?—No; the great object is to induce industrial habits; in some cases, the boys are employed to whitewash the school-rooms, and the girls are employed to scrub the floors, and clean the windows and stoves.

393. Mr. Cave.] How do you define a ragged-industrial feeding school?—They would be our refuges.

394. Not necessarily giving sleeping accommodation?—They all give sleeping accommodation, except those in Old Pye-street and Tichbourne-court, Holborn. Where lodging is supplied, we call them refuges. The other two are called "industrial schools."

395. You mentioned two different sorts of industrial schools connected with the ragged schools, one in which there are industrial classes where, as you say, the boys are taught tailoring, and mending



J. G. Gent,  
Esq.  
10 June  
1861.

mending their own clothes, and another in which there is rather more industrial training; will you describe that latter class more distinctly?—Industry is taught in 99 of those ragged schools to 1,136 children; it is purely of an elementary kind; the results of that industrial teaching would be their own personal benefit and improvement. Then, in industrial schools, the boys are employed mostly in making paper bags, and in printing those bags for tradesmen, and in other ways, the boys being employed during the daytime, and coming to an evening ragged school for secular instruction. The third class of industrial school would be the refuge, and there are 16 of those in connexion with us in London; and in those refuges they carry on industrial training to a still further extent, inasmuch as in some of those the boys are employed in carpentering, and making shoes; so that you may consider that there are three kinds of industrial efforts carried on, one of the purest elementary kind imaginable, in the ragged schools; the second somewhat improved in the two or three industrial schools, and the more advanced in the refuges.

396. You have mentioned five sorts of schools; first, the pure ragged day school; second, the evening ragged school; third, the ragged day school, with industrial classes; fourth, the industrial school, where you feed the children; and fifth, the refuge, where you give sleeping accommodation also?—Yes; we generally consider the day and evening schools similar; the only difference between the two is, that in the day school the children are young, and in the evening schools the children are of older growth. I think that the average age in the day schools is about nine, and in the evening schools about 13.

397. You feed only in industrial schools?—Occasionally food is given in the ordinary ragged school, but not as a system.

398. Is the industry which you teach in those industrial feeding schools of a kind which is really profitable to the institution?—In some cases it is; for instance, there is one at Wandsworth, which is reported by the Rev. Sydney Turner as the least expensive in the kingdom, this arises from the work done being more profitable than in any other institution. That institution has made arrangements with the proprietors of a paper mill close by to prepare the whole of their rags for paper, and some 50 or 60 boys are constantly employed upon that kind of work, so that the entire receipts would be profit.

399. Do you suppose that the higher branches of industry could be taught in the refuges to any great extent without the aid of the State?—I have very little experience upon that, for we have not many refuges in connexion with us that carry out the higher branches of industry.

400. You state that in ragged schools you simply take down the numbers as they come in, but that you have not the names on your books; do you mean that you do not know the names of the scholars that come into the ragged schools?—There would be difficulty in getting the real names at all; the boys would have so many aliases, and they would give you fancy names, especially in the lowest neighbourhoods. A boy would give one name at one time, and another name at another time; it would only be by constant contact, more especially in the day schools, that you would get the real names of most of the children.

401. You state that your object in ragged schools is not only teaching in school, but influence upon the child out of school. Of course, unless you can identify the child, you cannot exercise that influence?—They are personally known to us, though not perhaps by name.

402. You know that the refuges arose out of ragged schools, chiefly by its being found that it was no use teaching them for a few hours out of the 24; that they ought to be taken out of the dens of vice in which they were living?—Yes; ragged schools led to the formation of industrial schools and refuges.

403. Do you still think that that is a more advantageous way of treating boys than teaching them in ragged schools alone?—No doubt there are many boys whose necessity the refuge only will meet; the simple ragged school would not meet their case at all, because many of them are perfectly homeless. When we carried on the school in Old Pye-street, simply as an industrial school, the boys were with us during the day; we fed them, housed them, gave them employment, and gave them instruction, from perhaps eight in the morning down to nine at night. At nine o'clock the door was opened, and they were dismissed; but we found that some of those boys had nowhere to go; they sat down on the cold stone, or upon the threshold of our school door; and that fact forced itself upon the sympathies of the friends, and they arranged to put up a few hammocks across the school-room, in which those boys slept during the night; and that led to the formation of refuges; so that we have gathered from our experience, in many cases, that the refuge only would meet the necessity of some of those boys.

404. With respect to those boys whom you admit to refuges, do you draw a distinction between those who have homes and those who have not?—There are some in the refuges who have such homes, that it would be better if they had none at all; their homes are altogether of such a character, from the dissolute habits of their parents, that to take away those children from their homes would be a very great boon to them.

405. I understood Mr. Locke to say, that though there was no doubt upon that point, yet you thought that you ought to run that risk for the sake of the benefit which the children would confer upon their parents?—Yes; we have to deal with the bulk in that way; in dealing with the masses you may make a few exceptions. The exceptions are such as I have named; but in dealing with the masses, we find that it is better to give those children what religious training we can, and what secular instruction is in our power, and let them be at home to sleep and live with their parents in the usual way; there are many benefits resulting from contact between the child and the parents, though in many cases the influence of the parent is detrimental to the child; but putting it altogether, we think that the good decidedly predominates in leaving the child with the parent.

406. You would object to separating the children from the parents as a general rule?—I should, decidedly.

407. You stated that you did not depend so much upon examination in the choice of masters as upon experience of their capability in managing boys, and so on?—We have a large field for the selection

J. G. Gent,  
Esq.  
—  
10 June  
1861.

selection of paid teachers. We have, according to the evidence already given, 3,000 voluntary friends, many of them very poor, though excellent Christian people. When a school is formed, we naturally look amongst those voluntary teachers for a master, whose sympathies have been fully brought out for the benefit of this class. The question is put to that person, would he take charge of a school; his circumstances are such, perhaps, that his taking charge of that school would be a pecuniary advantage to him, and he forthwith becomes the paid teacher of that school.

408. You continue him as paid teacher if he proves himself fit?—He would only continue in his post provided that the results worked out by him were satisfactory.

409. You stated that you objected to certificated masters because they were rather of a different class to those whom you require for ragged school teachers; you are probably aware that there are masters trained in the refuges by means of the grants of the Privy Council; are they not a class from which you could advantageously select your ragged school paid teachers?—I have not come in contact with any of those persons so trained in refuges, so that I cannot form an opinion.

410. You stated that in Manchester there are very few day ragged schools; are you aware of the fact, that in Manchester the practice of the guardians paying for the education of children prevails to a greater extent than in any other town in England?—Yes; and there is also a central fund in Manchester from which school fees are paid; the children so paid for attend the usual order of schools, but those teachers in Manchester with whom I have come in contact report to me that that has a bad effect upon their schools, inasmuch as the receiving of this poor destitute class to mix with the more respectable class causes the respectable class to withdraw.

411. Sir *James Graham*.] Will you explain what you mean by the "usual order of schools"?—National schools and British schools; I was with a clergyman yesterday who stated to me that his own national school in London had from time to time been compelled to exclude the rough rude set of boys whom the master could not manage. Those boys were transferred to a ragged school for training, and after they had gone through a certain amount of training they were received back into the national school.

412. Mr. *Cave*.] You state that the result of the guardians paying for the education of children in ordinary pay schools in Manchester has been such as to injure the character of those pay schools?—Only so far as I have had an opportunity of conversing with the teachers of those schools; of the general results in Manchester I am not in a position to give an opinion.

413. What is the age of the girls whom you send out of ragged schools into service?—Generally 13, 14, and 15; we give them prizes, as has already been referred to; the lowest age at which we give prizes is 12; children having passed through schools, and having remained at least six months in school, and then leaving for a situation, become eligible for a prize after 12 months' service, provided that they are over 12 and under 17 years of age, so that in some cases the girl, if she takes a prize at the age of 12, must have commenced her situation at the age of 11.

414. Are you aware that great objection has been felt to the workhouse system, in consequence

of the girls being sent at such an early age into service?—A large number of these girls are not sent by the schools, but by the parents, the family need being such that the small wages a girl can earn, generally 6*d.* or 9*d.* a week, is a great object.

415. Have you found the same evils result from that system as were complained of in the workhouse system?—It is, no doubt, a very great evil to send a child out too soon, and that was the reason why the committee limited the age; they thought it advisable to lay down the rule that no girl under 12 should be considered eligible for a prize.

416. You think that a girl is old enough at 11 to take care of herself in service?—We should prefer it if she went to service at 12 rather than 11, and at 13 rather than 12; she would be more capable of discharging her duties, and not only so, but she would have more opportunity of acquiring that amount of instruction which would be beneficial to her in after life; but we have to deal with the necessity as we find it; we find the girls are put into places, and we want to give a stimulus by which those girls would behave well while in their places; and we therefore make the prize available at 12, not that we think it would be better for a girl to enter service at so low an age.

417. It has been stated that in the case of workhouses sending out girls at the ages of 13 and 14, more than half come back with illegitimate children in a short time?—I believe that a very large number do.

418. Have you experience of that sort with your girls?—No; my impression is, that the religious influence exerted upon the girls in ragged schools, as compared with workhouse schools, is mostly so superior, that I am inclined to think that that religious influence is a great safeguard to those girls after they leave school.

419. Sir *James Graham*.] Speaking of general results, and not dealing with exceptional cases, would you say that the religious influences brought to bear upon the children are reflected upon the dissolute parents with whom the children live?—The general result is favourable with regard to the influence of the children upon their parents.

420. *Chairman*.] At all events, I understand you to say that you have found it to be favourable to this extent, that it made the parents more anxious to provide education for their children themselves?—I do not know how far the parents provide education for the children; education is provided by the friends of the poor, apart from the parents altogether; after a time the parents become awake to their responsibilities, and they then begin to throw in their influence with the teachers for the child's elevation.

421. Do you agree with Mr. Locke, that it frequently happens that parents who are indisposed to make an effort to send their children to school in the first instance, are, through the influence which the ragged school brings to bear upon the children, afterwards induced to make an exertion to place them in higher schools?—We have had proof of that in various parts of London; we found in one case especially where a child was receiving education at one of our schools, the parent was a drunkard, and the influence brought to bear upon him by the instruction given to the child in the ragged school was such, that the parent signed the pledge; within a few weeks

J. G. Gent,  
Esq.  
10 June  
1861.

he sent a note thanking the teacher for the assistance which he had given the child in the shape of education, and stating that the child was now removed to a school for which he paid 1 s. a week. We have had many cases of that kind.

422. Is not it a common occurrence that children after attending the ragged schools for some time, attend pay schools?—I had a proof given to me of that yesterday in a school in Webber Row, Southwark; the school, at first, stood alone; there was no national school to which a scholar could be transferred; but a national school was, in course of time, opened in Westminster Road, and the same clergyman had charge of both, and he transferred the children from the ragged school from time to time, as opportunities offered, till he had filled up his own national school; he would take them over sometimes two or three at a time, at other times he would wait for a month, and take over a dozen; the largest number which he took over was 30.

423. Who paid for and fed those children when they were in the national school?—Their parents.

424. Those parents would have been originally unwilling to take the burden of paying for the education of their children?—Some would have been unwilling, and in other cases circumstances had altered with them. The clergyman, the master, and the visitors had an eye on the altered position of the parents; for a time the parents may be unable to pay, arising, perhaps, from illness and losses of various kinds, so that they would be unable to pay 2 d. a week for the child's schooling, and for that time the children would be upon the streets if they were not sent to the ragged school; and it is thought to be better for the time to admit the children into the ragged school, and as soon as circumstances alter with parents, the child to be taken back to the national school.

425. You were mentioning just now a case in London in which it was found necessary to open a ragged school for the relief of the national school?—Yes; it was in the north of London, in the parish of St. Pancras; the national school received a considerable number of untrained poor, rude, half-clothed children, and the parents of the more respectable portion received reports through their own children of the incoming of this rude class. They protested against it to the teacher, and the teacher represented it to the committee, who felt very much annoyed at it; and friends in the locality formed another school not far distant for the reception of this ragged class, and those children were received at the ragged school, and so relieved the national school; the national school then recovered its position of respectability.

426. Were those children paid for when in the national school?—I am not certain; Mr. Martin Ware, jun., who is connected with that school, could inform the Committee.

427. Sir John Pakington.] You stated that your objection to receiving Government aid for ragged schools is founded upon the consideration that Government aid is usually connected with conditions, which conditions you would think objectionable in the case of ragged schools?—That is so.

428. You have also stated that the contributions of the public for the support of those schools are so liberal that you have no occasion for Government aid?—Certainly; we have re-

ceived all that we have required, and my own impression is, that as we develop and show results to the satisfaction of the public, the public will satisfy our demands, or the demands of any particular department, of Christian effort, and my fear is, that the more the Government give in support to this particular movement, the more the public will withdraw their aid.

429. Practically, the aid of the public has been such that your finances have not required to be increased by Government aid?—Not yet.

430. Supposing that either the liberality of the public were less, or that you were in a different locality, and that there were financial difficulties in maintaining the schools, would you then object to Government aid?—I think I should, because the first and great object of ragged schools is of a religious character, the next object is the educational, and the third object is the industrial training; if we were driven to it, we should take off the industrial training first, and next the educational, and leave the Government to carry out their schemes, we being left to carry on the purely religious movement.

431. To carry on even that would require some expenditure?—We should be sure to secure the expenditure that that would cost.

432. You would rather cast aside two out of three of your objects than receive Government aid?—I have not the least fear with regard to public contributions.

433. Would you rather abandon the schools altogether than receive Government aid?—It is a choice of evils certainly.

434. I understand your objections to Government aid to be founded upon the conditions on which it would be given?—Not exactly upon the conditions; it is rather the result that would be worked out by the conditions which would be enforced.

435. Will you explain the objections which you entertain to Government aid, irrespective of conditions?—With regard to ourselves, as I have already stated, the influence of Government assistance would be purely upon a secular footing, which would so elevate the secular element in our movement as to make it the primary object, and raise the character of the schools above the class to be taught. This appears to me to be the great objection which ought to be guarded against to the utmost.

436. What do you mean by the words "the influence of Government assistance would be purely upon a secular footing"?—You could take no notice of that which is the primary element in our movement, namely, the religious; ours is a great missionary effort, rather than an educational movement; as a missionary movement, of a religious character, you could take no notice of it, and a few years hence you would make what we think of secondary importance the primary object. We think that would be an injury rather than a benefit.

437. That is to say, you are afraid that the indispensable result of Government aid would be to divert you from what you consider your primary object?—Yes.

438. Do you think that it would be impossible to frame conditions under which Government aid might be given, in cases where financial assistance was required, without producing that effect?—I think no such conditions could be framed; for if Government money be given, Government inspection

inspection must follow. You could not give Government money without Government inspection, and then you have Government interference, which would cause the evil anticipated.

439. You do not think that it would be possible to modify that interference, so as to avoid those difficulties?—No.

440. Sir *James Graham*.] You look upon the religious element as the main spring of this movement?—Yes; at the commencement it was the main spring, and it has been the chief object of the friends, down to the present time, to make the religious element the chief object; and that is the reason why so many voluntary teachers, men and women, who leave their homes, and who, to a considerable extent, support the schools, as well as manage them, are so willing to labour; they would not be so willing to labour if the teaching in the schools were merely secular and industrial; it is the aiding in a Christian work which brings them forward.

441. The religious movement is not congenial with State interference?—No.

442. Mr. *Liddell*.] Do you go through the form of asking each child to what denomination of Christians it belongs?—No; they belong to none; it would be no use to ask them; they are as much heathens as the child of a New Zealander.

443. You have no means of discovering what the parents profess to be?—No; we do not put the question.

444. Mr. *Hanbury*.] How many schools in connection with the union do you think would refuse Government aid if it were offered?—Out of the 160 schools, I should very much doubt whether ten of them would receive it. We should be able to give particular evidence with respect to that, on another occasion; but at present I think that not more than 10 out of 160 would be inclined to receive it.

445. You stated that there are refuges in connection with the union: are you aware that most of those refuges receive help from Government?—I am.

446. Is that found to interfere with the beneficial working of the school, or the welfare of the institution?—I am not aware that it is.

447. It answers well, and they are thankful for it?—I suppose so; they take it.

448. They would hardly be able to go on if they did not receive it?—They went on before they took it, and effectively; and had they not obtained it, my impression is that they would still have gone on: it is only a question from whence the money comes.

449. Are you aware that they have been extended since Government help has been given to them?—I am not aware that they have extended in their operations.

450. Mr. *Adderley*.] Do you think that the Government aid which those refuges have received has displaced a certain amount of voluntary contributions?—I do.

*J. G. Gent,*  
Esq.

10 June  
1861.

*Jovis, 13<sup>o</sup> die Junii, 1861.*

## MEMBERS PRESENT:

Mr. Adderley.  
Mr. Black.  
Mr. H. Austin Bruce.  
Mr. Cave.  
Mr. Hanbury.  
Sir Baldwin Leighton.

Mr. Liddell.  
Mr. Lowe.  
Sir Stafford Northcote.  
Sir John Pakington.  
Mr. Pease.

SIR STAFFORD NORTHCOTE, BART., IN THE CHAIR.

Mr. EDWARD JOSEPH HYTCHÉ, called in; and Examined.

Mr.  
*E. J. Hytche.*

13 June  
1861.

451. *Chairman.*] IN what manner are you connected with the Ragged School Union?—I am one of the two school agents. I have the visitation of the western schools and the southern schools, all the schools west of Tottenham-court-road, and all the schools on the south bank of the Thames. I have been desired to read this resolution, adopted at a meeting of about 120 delegates from the London ragged schools, held on the 11th of June 1861: "Resolved, That it is the opinion of this meeting, that, considering the special missionary character of the London ragged schools, we decline Government aid on any consideration whatever"—carried. Three gentlemen only voted against the resolution. "Signed, J. G. Gent, Secretary."

452. That resolution has been passed by gentlemen connected with the ragged schools in London?—Yes; the representatives of the London ragged schools.

453. What is the number of the schools which you visit?—I visit 91 institutions.

454. Are those all ragged schools?—Eight of them are refuges.

455. What number of children do they contain?—I suppose about 14,000 in the day and night schools.

456. Can you distinguish the number that attend the day schools and the night schools?—There are about 10,000 in the day schools, and the odd 4,000 are in the night schools.

457. Do you mean that the children who attend the day schools are not the same as those who attend the night schools?—There may be exceptions, but very few. We discourage the practice, and prevent it when we know it.

458. Why do you prevent it?—Because we think that the day schools are meant for one class, and the night schools for another class; the day schools are preventive; the night schools are reformatory.

459. What are the ages generally of the children who attend the day schools?—Nine is the average age; at one school I took lately in Pear-street, Westminster, the average age is seven; at another school, in Snowfields, Bermondsey, the average age is 8½.

460. With regard to night schools, what is the average age?—Thirteen; there is one night school where there are 80 boys, and the average age is 14½; but that is quite exceptional.

461. Do those 14,000 include the Sunday scholars?—They are distinct from the Sunday scholars.

462. Have you any record of the number of the Sunday scholars?—I am only speaking to my own part of London, the south and west; there are 4,000 in the afternoon Sunday schools and 6,000 in the evening Sunday schools.

463. Are those generally the same children who attend the day schools?—The afternoon schools are generally composed of the day scholars, and the evening schools are generally composed of the night scholars.

464. Your business is to visit those schools from time to time, and to report upon them to the central committee?—Yes.

465. What are the points to which your attention is directed by the central committee?—The position is a place of confidence, and the committee pretty well allow us to take our own steps. We have a meeting once a month, when the grants are discussed, and if there are any points to be brought forward, we bring them before the committee. The objects of my appointment are these: first, to visit the schools regularly. I generally visit the day schools eight times a year, and the night schools three times a year. The visitation is not specified, but that is what it amounts to. Then, the second object is to keep the schools to the right class, that is, children whose parents cannot pay, or children whose parents will not pay.

466. In the first place you visit the schools for the purpose of seeing how they are conducted; and, secondly, to see that they are confined to the right class of children?—Yes; the third object is to render the schools efficient; fourth, to advise the paid teachers; fifth, to aid in training paid monitors; sixth, to examine the scholars, usually in classes; and, seventh, the extension of operations; that is, the opening of new schools, or suggesting new machinery.

467. According to your report, made to the central committee, the schools are aided to a greater or less extent?—If a school is not in a proper condition, I state why I think it is not, and then the grant will remain in abeyance for further inquiry. A letter is sent to the committee of the school, and they investigate the point, and if, after another visitation, we find that a reform has taken place, the grant is made them.

468. At

468. At the general meetings of the committee do you report in general terms that such and such a school is in a good condition, and that the grant should be continued, or do you report in detail as to the school?—The grants are divided over three months, one third being paid in each month. The whole month's grants are gone through, and if I have any objection to make I make it; if not the grant passes; if I do not say that I am dissatisfied the committee presume that I am satisfied.

469. How are the grants apportioned to the schools?—According to their need.

470. Not according to the number of the children educated, but according to the general expenses of the schools and the funds?—Not so much according to the expense of the schools as the condition of the local interest; some are very rich, and some are rather poor.

471. Have you any instances to give of the way in which your inspection has checked the admission of children into ragged schools who ought not properly to be admitted into them?—I keep a diary of my visits and from my diary I have gathered these four cases. The first is Windmill-street, New-cut, as to which there were some doubts as to the class of scholars. I visited the school on the 10th of December 1857, and found 220 children present; of those, after speaking to every one, I had doubts of about 24; but of the 24, 14 of the fathers were out of work, or ill; the result of that inspection was, that 10 were excluded. Another case was Bradmore-lane, Hammersmith; that was visited on the 10th of December 1858; there were doubts about that school. There were present 96, and of those 18 were fatherless, and 31 of the mothers were at work either at charing or in the market gardens. None were dismissed from that school; we were satisfied with the whole. Another case was the school in Potiers-place, Kent-road; that I visited on the 30th of April in this year. There were 171 children present. There were 65 doubtful cases; 15 of those children were fatherless, and 26 of the fathers were out of work, or ill, and 24 of the mothers went out to work at charing. The result of that visitation was, that three were excluded. In addition to those cases, this year I have investigated 41 cases in 16 day schools; as the result of the inspection 10 were excluded out of the 16 schools.

472. Upon what principles did you decide upon excluding any particular child?—I inquired of the teacher what the father's trade was, or I inquired of the child what the father's earnings were; and where I could not get at it in that way, I went to the house of the child myself, and got it from the mother. I discovered the moral habits of the father; I found, in the bulk of those doubtful cases, that they were drunkards or gluttons; I use that word because the poor spend as much in excessive eating as they do in drinking.

473. Suppose you found an instance in which the father was a drunkard, did you consider that the child was qualified or disqualified?—Qualified. I consider that those are the worst cases which we have to deal with; they do not care what becomes of their children, and if we do not take them, the devil will.

474. Did you make any inquiries whether they were receiving poor relief?—No; the greater portion, no doubt do, but that has not come under my knowledge; I have not put the question to them.

0.73.

475. You did not consider that that was one of the matters which you had to inquire into?—No.

476. If it were brought to your knowledge that the parents of the children were receiving outdoor relief, you would not consider that a ground for excluding them from the school?—Certainly not; I should consider that a ground for admitting them, because, if there is an Act of Parliament which provides for the education of those children, I am not aware that it is enforced.

477. Have you ever had occasion to hear any complaints from the managers of the pay schools, that the ragged schools interfere with them at all?—Never. Out of 79 institutions, in my part of London, the district clergy are interested in 42; 20 more of those schools are connected with the local non-conformist ministry, leaving only 17 unconnected with the local ministry; those would be constituted in the way the Field-lane School is, the teachers being Christian men connected with different congregations. When I speak of 42 schools as being connected with the local clergy, I mean that they are more particularly interested in them; every one of our schools is on the united principle, Churchmen and Dissenters working together.

478. Do any considerable number of children go from the ragged schools to the pay schools?—That is one of our subsidiary objects; it is not the primary point, but I can give a few cases out of the books, showing the number of children who have gone to national schools from our schools. Last year Mitre-street, Aldgate, School sent 10 children to the national schools; Robert-street, New-cut, sent 37 last year; Kensal-green sent 12 to the national school last year; New Pye-street and Queen-square, under Mr. Robert Baxter, sent 50 to national schools; Clare-market sent 100 in the last two years; Dolphin-court, Spitalfields, sent seven last year; Carr-street, Stepney, sent 100 last year, and Webber-row, Westminster-road, sent 40 this year.

479. If any clergyman or manager of a national school were to complain to the committee or to yourself that the ragged school was draining the children from his school, should you consider it your duty to inquire into the case?—I should; there was a statement of that kind made as regards a school at Bermondsey; I saw the national schoolmaster myself; he said, "15 of those children have been in my school, and have left for this new ragged school." I asked the master to meet me one morning there; he did so, and I discovered that the whole 15 had left this school six months before our free ragged school had been opened, and he said, "I am quite satisfied."

480. Supposing that provision were made for the education, in a satisfactory manner, of all the children of out-door paupers, do you consider that that would materially affect the numbers who attend the ragged schools?—No.

481. Why not?—Because I believe that there are a great many poor criminal and dissolute persons who keep away from the workhouse lest their cases should be inquired into.

482. Would you not say that a considerable number of those who now attend the ragged schools are the children of out-door paupers?—I do not say that they ought not to be, but I know that they are not.

483. With regard to the examination which you make of the schools, what points do you inquire

Mr.  
E. J. Hytchey

13 June  
1861.

Mr  
E. J. Hytcho.  
—  
13 June  
1861.

inquire into; do you examine the dress of the children?—When they come to our schools they are dirty and ragged; I may say filthy; their manners are generally bad; they are pilferers and swearers; liars, as a matter of course; but after three or four months, with a good Christian teacher, for we consider that all our work is missionary work, we find that their manners and dress change. The dress changes because we have clothing clubs, and because ladies visit the school and give donations of clothing, and the day scholars acquire habits of cleanliness.

484. If you found the children in a school generally ragged and dirty, would you consider that a reason for reporting against the school?—Certainly not; I am glad to see the clean children drafted out of the ragged school when once they have come in.

485. Do you consider that a school fails in its duty if it does not improve the moral habits of a child, within a short time after it has been there?—Schools vary very much, in some the children soon become improved, in others they do not.

486. Do you find in some schools that the scholars who enter ragged continue ragged?—They get a little better, but they do not become so improved as they do in our first-class schools in that respect.

487. With regard to attendance, is there any mode of checking the regularity of the attendance?—I suppose in four-fifths of our schools they have roll-books, and in those schools it is common to have the roll called at 12 o'clock in the morning, and at a quarter to four in the afternoon.

488. Are all the children entered in the school-books by name?—Yes.

489. When a child comes the first time, is his name placed on the roll-book?—When a child comes for the first time the mother brings him, and then the teacher makes inquiries: "Have you been to a pay school; if so, why did you leave it; what are the earnings of the father; what are his habits, generally?" Judging from his own knowledge of the district, if he is satisfied the name is put in the book; but in other cases the teacher only enters the name in the book temporarily till the home of the child is visited.

490. It would be possible for the managers of any given school to say how many children are at the present time upon their books?—Yes.

491. And records are also kept of the attendance each day?—In all schools where a register is kept the roll is called twice a day, and a mark is placed against each name.

492. Therefore in those schools it would be possible to give the average attendance?—They have done so to the Ragged School Union; we find that there are 34,230 on the books in our day and night schools, and 27,070 in daily and nightly attendance.

493. Do I understand you to mean that there are 27,000 one day with another?—Just so; I do not mean that there are only 27,000, for in one week there may be 32,000.

494. In the next week there might be 25,000?—It would be a fair average; once a year we send those papers, and they give us the whole attendance for the last six months. I will give a case in point, that of Pear-street, Westminster; it is a small school, with a daily attendance of 71, but 93 attend per week at the day school.

495. Speaking generally, do you think it is the case that the children in those schools when,

once admitted, attend with tolerable regularity as long as they are in the neighbourhood, or as long as they remain on the books?—At first they do not; but when the teacher comes to get moral power over them, then they attend pretty well; but the elder girls are wanted at home, and the elder boys are fond of going after chance jobs, and so forth; they go to work as early as eight years of age.

496. What do you call a satisfactory regular attendance; do you call three days a week regular?—That is a question which I have not considered. The worst boys come most irregularly, and they are the boys we want to come. I am glad to see them when they do come.

497. Do you think that you produce much effect upon those children who attend the day schools, and who return home at night, spending a great part of the day at their own homes?—I am sure that we produce good effect; they become respectful and kind to each other, and affectionate to their friends, and their morals are sensibly improved.

498. Would you think it better to remove them entirely from their homes and to take them into lodging schools?—No, because they have an effect upon the whole neighbourhood; we influence the neighbourhood through the children.

499. Do you think that it would be better for the children themselves that they should be taken from their homes?—Certainly not.

500. You think that it would be undesirable, as a general rule, to break up their family ties?—Whenever the parents are at all what they should be, however unkind they may seem, we at last get a moral influence over them; and children ought not to be separated from their parents, in my opinion, if you can do anything with their parents.

501. With regard to the buildings, what kind of buildings are those schools generally held in?—These are of two classes, either those which have been adapted or those which have been built for school purposes; the buildings erected as schools (not always as ragged schools), amount in two districts to 91, and the adapted buildings amount to 89.

502. With regard to the instruction which is given, what is taught in the schools generally?—I have drawn out a time-table of the day schools; of course this is merely the average time-table of the whole of the union; this is the usual time-table in London day ragged schools. From half-past nine till a quarter to ten, prayers and hymns; from a quarter to ten till a quarter past ten, collective Bible lesson; from quarter-past ten till a quarter to eleven, mental arithmetic, and tables; from a quarter to eleven to a quarter past eleven, Bible reading; from a quarter past eleven to a quarter to twelve, writing; till twelve, roll-call, grace, and dismissal. The rotation of the arithmetic, the Bible reading, and the writing is varied daily. That is for the morning. In the afternoon, from two till a quarter past two, grace and singing; from a quarter past two till a quarter to three, arithmetic by the slate; from a quarter to three till a quarter past three, reading and singing; from a quarter past three till a quarter to four, writing; from a quarter to four till four, roll-call and prayers. The girls are usually occupied with needlework from half past two till a quarter to four in the afternoon.

503. Is food usually given in the middle of the day to those children?—No, a few of the schools during

Mr.  
E. J. Hytche.

13 June  
1861.

during winter raise a separate fund for soup, but they are very few; last winter, which was exceptionally severe, there were more soup kitchens than usual; but as a rule the cases are very few; the children are allowed to stay in the school between twelve and two in some of our schools, and to eat what they have brought with them. I have stayed with them sometimes, and have seen what it is they are eating, it is generally merely a slice of bread; sometimes I have seen them with some nice yellow slices, which have turned out to be boiled mangold wurzel, and they have said it was quite a treat.

504. Is industrial instruction given in most of the schools?—In our girls' school 2,714 are taught knitting and needlework. There are 24 boys' industrial schools where they are taught tailoring and shoemaking, at which there are 462 in attendance.

505. How are the masters selected?—Generally from the voluntary teachers.

506. Do any of them hold Government certificates?—I do not know that; I went through a list the other day, and found that only 16 out of 160 in my part had passed through normal schools; in fact, we find that the normal trained teachers generally fail in our schools.

507. In what way do they fail?—Our schools are missionary; our teachers must have Christian kindness and sympathy, and meet those children as brothers and sisters, and not merely go through a secular routine.

508. Do you take pains to see that your teachers are competent to teach the ordinary branches of reading, writing, and arithmetic?—I see to that, but the standard is very low, because our children do not generally stay above six months in the school. There is, of course, a great number passing through the schools in the course of that time. In the last two years, 1,300 children have passed through the Bermondsey Railway Arch School.

509. Do those children who have passed through the school, having been in it six months, go to other schools, or do they cease attending school altogether?—The parents are migratory. I have met children in all parts of London where I least expected them.

510. Children who have attended a school in Lambeth, are afterwards found attending a school in Southwark?—Yes, as far as Kensal Green; I found five at Kensal Green who had left Westminster, and whose parents had removed there.

511. Could you ascertain in any way, what proportion of the children have been in more than one school?—No.

512. Can you tell, at all, what proportion of the children are really able to read?—Upon that point I will read a passage from my Annual Report for 1860: "Many of the elder scholars still attend, irregularly; home duties, on the part of girls, and chance jobs, in the case of boys, being the chief causes. It is this irregular attendance which reduces the apparent number of day scholars. Thus, for example, Pear-street school, with a weekly attendance of 93, has a daily attendance of 70; one quarter being absent every day. Considering the rough materials of which ragged schools are composed, the discipline is fair. This, in part, is due to the paid monitors, the majority of whom are models of obedience. Some day schools are so well disciplined that no improvement could be suggested in that respect." And then I enumerate some: "Of bible knowledge,

0.73.

most of our elder scholars display a fair share. In some schools, the amount of bible knowledge would be creditable to schools of higher pretensions. This, indeed, might be expected; for however deficient some of the paid teachers may be in secular attainments, the majority seem actuated by a missionary spirit; and thus bible doctrine and bible precept are prominent features in their daily lessons. The amount of secular knowledge is still limited. This is partly owing to the time necessarily spent in enforcing discipline, and partly to the irregular attendance of the elder scholars. This will preclude anything being taught, beyond the mere rudiments; nor do I consider it desirable that any higher grade of instruction should be introduced." I could not give the proportions very well, but nearly all the elder classes read tolerably fairly. I have tested them with national scholars, and I find that some of our ragged scholars beat the national scholars, as readers, and so the clergy have told me.

513. Should you say, that half the children in the schools are able to read?—No. A large proportion of our children are infants; I should say one-fifth can read well; that is why we have the night schools, where we suppose they will go and complete their education.

514. Is the education carried further in the night schools?—No; they merely carry out what has been begun in the day schools, making that perfect which was before imperfect.

515. What books do you use for reading?—In some schools the British and Foreign Lessons; in others, the National Depository books; in others, the Irish Education Board books, which I consider the best for our scholars.

516. Can any considerable proportion of the scholars read the Irish First Book?—When I examine the children, as I consider my work more missionary than secular, I have the elder class before me, and examine them by the Bible; I want to know how far their religious knowledge extends; I generally choose the Gospels, because they are plain and simple.

517. Mr. Lowe.] You said that the children obtained clothes by means of clothing clubs; do the children retain the clothes they so obtain?—The majority of the boys get old clothes not worth much to anybody else, because they have to be cut down, which they would scarcely be able to sell; the girls' clothes would not fetch much; we discourage new clothes as much as possible, because we find that the parents often pawn them.

518. You would fear that if you clothed them in anything pecuniarily valuable, it might go that way?—Yes.

519. You think it desirable that those children should not be separated from their parents?—Yes.

520. Is that for the sake of the children, or for the sake of the parents?—For the sake of both.

521. I can understand how the child may do good to the parent, but how can the parent do good to the child who would rob it of its clothes for drink?—We have 2,000 of those mothers in our mothers' meetings; it is the fathers that we have to contend with more than the mothers, who are some of the best women I have met with, in point of kindness and willingness to help each other; the mothers go out of their way to help their sick neighbours, without any remuneration, and do many acts of that kind, whilst the fathers, perhaps, are in the pothouse.

522. You



Mr.  
E. J. Hytche.  
13 June  
1861.

522. You think that the child gains more from being with the mothers than counterbalances the injury which the father might do?—Yes, as a rule.

523. Is it by monitors that your instruction is conducted principally?—We have, in addition to our teachers, monitors in nearly all our schools. In the majority of the schools we have introduced the system gradually, because we found that we got better order through their use; we have now 404 regularly trained monitors.

524. Were they formerly scholars in the ragged schools?—They are selected from the ragged schools; they have a fee of from 2*d.* to 1*s.* a week, the Ragged School Union paying a moiety; and then the teachers are expected to give them training lessons.

525. Who pays the other moiety?—The local committee; our payment is subject to our being satisfied that they are doing their duty.

526. How are you satisfied of that?—By my constant visits; I examine the trained monitors myself.

527. Do those monitors continue long as monitors?—In some cases they do not; 20 of them have become regular paid teachers.

528. Do they give you satisfaction as paid teachers?—Some of them are the very best I know.

529. How long have you known a monitor to remain as a monitor?—One at the Cottage-place School has been there three years; her parents removed to Clapham, and she comes all the way from Clapham to London to take her class. I hope to make a teacher of her before long, and she is looking forward to becoming one.

530. Are those monitors pretty good teachers generally; though they may not be worth much at first, do they improve?—Yes; our scale varies; we rise from 2*d.* a week to 1*s.*; and in two or three cases to 1*s.* 6*d.*

531. In the case of the girl who has been a monitor for three years would you pay her more now than when she began?—She began at 6*d.* a week, we raised it to 9*d.*, and then 1*s.*; and recently I was able to raise her to 1*s.* 6*d.* a week.

532. Does she receive instruction?—She does not need it; she would if she did.

533. She does not receive instruction from the mistress?—No.

534. She walks from Clapham to that school, and teaches for 1*s.* 6*d.* a week?—Yes.

535. Sir Baldwin Leighton.] Do you make any inquiries as to how many of the children are without parents?—Yes; in Pear-street School, Westminster, one day this month, I found 71 children present; of those six were fatherless and two motherless.

536. How many were there with no parents?—None.

537. Do you pay attention to the cases where they have no parents?—We have a certain amount of influence, and when we can use that influence we try to get them into our refuges.

538. Are you aware that in the cases of children without parents or grandparents the Poor Law Guardians are bound to take care of them?—They are bound to do a great many things which they do not do.

539. You never pay attention to that point?—No, because it would be thoroughly useless; such children are not upon the streets; they are generally living with aunts or uncles.

540. You never bring those cases before the Boards of Guardians?—No.

541. You are aware that there are large pauper schools in the neighbourhood of London?—There may be; but though the power may exist, you meet with difficulties in getting the thing carried out; for example, suppose I have to interfere in a case of bad smells from drains, I may send half-a-dozen times to the inspector before I can get him to do anything.

542. I understand you that, as a general rule, neither the masters nor yourself try to get those children into the workhouse schools?—No.

543. Did you trace what became of those ten children who were turned out of the Windmill-street School; did they go to a national school?—Yes.

544. Who paid for them; their parents or their friends?—After a little while, the moral effect upon the child and upon the parents becomes so great that very often the parents leave the neighbourhood; they become too respectable for it.

545. It is the parents who pay for the education of the child at the pay school; not any of the upper classes?—Certainly not.

546. The children are paid for at the national school by benevolent persons sometimes, are not they?—Yes; I hear of it here and there all over London, but, generally, it is where a lady has a pet child; it is very seldom that anybody takes any of our Roughts. I have an analysis here of the occupations of the parents of the children at the Pear-street School on June 7th 1861; out of 71 scholars, 11 were children whose fathers were hawkers; 18 were the children of labourers; four were the children of costermongers; 10 were the children of mendicants; three of known criminals, and six were fatherless. It should be borne in mind that very often the nominal trades are not the real trades; for example, suppose I went among the thieves of Westminster, they would not tell me they were thieves; they would call themselves labourers or costermongers; I know very well it is not so, though I could not tell them so; I could not tell the women that they were bad women, though I know they are, many of them.

547. Do you think that any more ragged schools are required in your district?—The west seems to be pretty well supplied; and in the south, I do not find that there are many districts which stand in need of more ragged schools.

548. The west and the south are the two best parts of London, are they not?—The south is a bad part; I have Lambeth and Bermondsey in my district.

549. You do not find that many respectable people send their children to the ragged schools, do you?—I detect cases of imposition whenever I can; I visit the homes of the children, or send for the mothers, and get the facts out of them, and remonstrate with them if they were sending a child to a ragged school when they ought to be sending it to a pay school.

550. They want to get the children educated for nothing?—Yes. In Princes-street, Lambeth, there was a case where I found that the proprietor of three barges sent his children to the school. The mother had deceived the City Missionary, and when the real state of the case was ascertained, I went to the school, and had the children excluded.

551. Mr. Hanbury.] Have not some of your schools pay schools in connexion with them, to which the ragged school children are drafted from

Mr.  
E. J. Hutche.  
---  
13 June  
1861.

from time to time?—The great bulk of our schools are connected with the clergy who have national schools under their care, and they exercise a general supervision; when they find cases of children who should be drafted into the national schools, they send them off; but, in addition to that, we have, in two cases, intermediate schools; they are attached in this way; they are put under the same committee. There is one at Carr-street, Stepney, and one at Clare-market, where they pay 1*d.* a week. They are transferred into those schools out of the ragged schools, when the parents are able to pay the school fees.

552. But, generally, you have no pay school attached to the ragged school?—No; all our schools are free.

553. Is the basis of the ragged school union quite uncertain?—Yes.

554. Is not that, in your opinion, one of the great causes of the success of your operations?—Yes; it is on the united principle of Christian men working together for the good of souls. I should have no hope of the work, if we had Dissenting ragged schools, or Church ragged schools.

555. You stated, at the commencement of your evidence, that there had been a special meeting of delegates from the ragged schools, in order to consider the question of Government aid to ragged schools; and you stated that there was a resolution passed at that meeting, almost unanimously, against Government aid; how many of the representatives, who voted for the resolution, were authorised to do so by individual committees?—A letter was sent to the secretary of every institution, to which was appended this invitation: "You are summoned to meet to consider this subject, now before this committee, and we trust you will send two gentlemen prepared to express an opinion upon the subject. The object of calling the delegates together is to ascertain the views of the friends of the London ragged schools upon the subject of Government grants in aid of ragged schools; and it is hoped that the two gentlemen that may be deputed to represent your school on the occasion, will be prepared to give expression to the views entertained upon the subject by the friends and teachers of your school."

556. Were all the delegates who voted for that resolution authorised to do so, on behalf of each individual ragged school?—There was no time to summon a special meeting, but they were the usual representatives of the schools; we did not know who would be sent, or what opinions they had when they came.

557. Mr. *Black.*] Is it the case that what is taught in the ragged schools on Sundays is mostly the same instruction as that carried on through the week?—On the week-days it is a little more secular. We should not teach writing, or arithmetic, or working on the Sunday; we keep to the Bible, or Bible subjects. When the children are too young, they have infant lessons.

558. The great object of those schools is to give instruction in religious truth?—Yes.

559. Would not some parents view the religious instruction as the main object for which they send their children to those schools?—I do not think the parents care much about it at first; many of them send their children to the schools to get them out of the way.

0.73.

560. Supposing that any of the parents were desirous that their children should be instructed in religious truth, which is the main object of your school; would you turn them away supposing they were able to pay for the other schools?—Yes; we should. I should consider that it would be a fraud upon the public to keep them.

561. Are there many children of Roman-catholic parents coming to these schools?—We do not know the proportions. I know there are some, but I do not know how many.

562. The priests do not interfere?—They do not; there have been a few cases in which they have, but those cases are very few. I am not speaking of past times, but I am speaking of what is the case now.

563. Mr. *Cave.*] What do you do with the children of dissolute parents, who can pay and will not?—We let them remain in the school; I consider that they are the very worst class of parents we have to do with.

564. Do not you, in fact, hold out a premium to those parents to continue to refuse to pay for the education of their children?—I do not think so; I do not think they care one way or the other. I do not think you can call them parents, many of them at least; as some one said, "the children are not born, they are spawned."

565. You say distinctly that you think no parents whose children now come to the ragged school would, if the ragged school did not exist, pay for their education elsewhere?—That is my conviction; I would not say there are none, but I do not think there are five per cent.

566. When you mentioned some trades just now, which you considered were peculiar to parents whose children are in the ragged school; I suppose you did not mean to say that labourers' children and costermongers, children are never found in the national schools?—I suppose there are some; no doubt there are. There are various grades among costermongers; one costermonger may earn 2*l.* a week, and another costermonger may only earn 5*s.* a week.

567. You meant that parents in the lowest grades in each trade, might send their children to the ragged schools?—Yes.

568. So that if you took a list of trades, you might find parents in a particular trade sending their children to the national schools, and parents in the same trade sending their children to the ragged schools?—Yes; as I said before, one man might earn 2*l.* in the same trade that another would be earning 5*s.* a week in, though they would be nominally in the same trade; and then again, the nominal trade is not always the real one; when a man says he is a labourer he may turn out to be a thief.

569. You stated that Christian people could not co-operate unless they sunk sectarianism altogether, and that that was done in ragged schools; does not that apply equally to British schools?—I did not say that other schools did not do so; I only said that that was why we succeeded, because we were united on one common basis; because our teachers do not enter into sectarian distinctions; it is merely the fight between God and the devil which they care for.

570. Would not that apply also to the British schools?—They are on the united principle.

571. The managers of British schools are composed of people of all churches?—Yes.

572. It has been objected to ragged schools that

Mr.  
E. J. Hytche.  
—  
13 June  
1861.

that it is impossible to do any good to a child by merely teaching him reading, writing, and arithmetic for a few hours a day, and then turning him into the streets, do you draw any distinction between teaching them religion in that short time, and teaching them reading, writing, and arithmetic?—If our instruction were confined simply to reading, writing, and arithmetic, then we should fail; but our object is not so much secular instruction; the religious element is made the primary one.

573. You would say that, though it requires a long apprenticeship to learn reading and writing properly, religion is on a totally different footing?—Yes.

574. In fact, bringing a child for half an hour into a school for two or three days in the week might possibly incline the heart of that child to religion, though you could not possibly impart to him any large amount of instruction in reading, writing, and arithmetic?—Just so; when I speak of religion, I mean the two elements, duty to God and duty to man.

575. You think that a child who has never been taught his duty to God in any way whatever, might be taught in this desultory way?—It is not desultory, because the religious element permeates the whole of our work.

576. You would say distinctly that the rules that apply to the teaching of reading, writing, and arithmetic, and secular instruction generally, do not apply to the teaching of religion?—Just so.

577. How many refuges in which the children are boarded and lodged, are attached to the ragged school union?—Sixteen.

578. I think Mr. Gent said it was the general impression, even with regard to the refuges, that they would be better without Government aid?—He thinks, and others think, that if Government aid had never been given, they would have done very well without it.

579. When that is said with regard to refuges, it simply refers to the 16 in connexion with the ragged school union?—Yes.

580. There are a very large number of refuges entirely unconnected with the ragged school union, are there not?—Yes.

581. Have you any idea what the cost per head of the children in the ragged schools may be said to be?—About 13s. 8d. a year per head; I mean in the non-industrial ragged schools.

582. In the industrial schools, how much would it be?—I could not tell that. In our refuges, if we averaged the amount, we should find the cost somewhere about 25*l.* per annum; from that must be deducted what the children earn; that I have no means of telling; I expect that the expense of the refuges would be 18*l.* 10*s.* per annum after deducting what they earn.

583. Do you find any marked improvement in those neighbourhoods where you have your ragged schools?—A very great improvement.

584. You consider that there is a diminishing necessity for ragged schools?—I think if they were closed we should most likely revert to the former state of things before the schools were opened.

585. If the neighbourhoods are constantly improving, there must be a diminishing necessity for ragged schools?—We find as soon as the school is opened there are a great many more applicants than we can accommodate.

586. But if there is an improvement in the

neighbourhood, of course there are fewer children who are adapted for the ragged school?—We cover some parts of London, but we do not provide fully for others; there is no need in some parts of London for any more.

587. In those districts which you do cover at present, in the course of a few years do you hope to be able to do with schools of a quarter the size?—Our object is to do without ragged schools altogether, and when that time comes we shall be glad to shut them up; we do not suppose ragged schools are to exist for ever, but as long as the class exists, so long the school must exist.

588. You consider that ragged schools are not to be viewed as permanent institutions of the country?—Certainly not; if they do remain permanent I consider that we shall have failed; I cannot tell how many years it will take before we shall be able to do without them.

589. Possibly that is one of the reasons why you think it not necessary that they should have a grant from the State?—The main objection on the part of the teachers to that is this: we consider that the work is wholly missionary; we know that many voluntary teachers would resign; the majority of ragged schools would decline the aid; and there are very few of our paid teachers, I believe not a fifth, who could pass even the examination for workhouse schoolmasters.

590. Have you any experience of those teachers who have been trained in refuges?—No; there are none in connexion with our schools. I never heard of any who have been trained in refuges in our schools.

591. Do you know whether the Boards of Guardians pay for the education of out-door paupers in the national schools in London, to any extent?—I have never heard of it. I think I should have heard of it from the clergy if they did so.

592. Do you know of any instance in which the admission of the ragged class into a national school has injured the national school?—Whenever they are transferred to the national school it is generally by the clergyman, and he does not send the child to the national school, except in cases where the child has become reformed in its dress and manners.

593. Have you any knowledge of cases in which national schools have been injured by ragged children having been drafted into them, in consequence of which the parents of the respectable children have taken them away?—No; I know cases on the contrary, where our children have been sent to national schools as specimens of what a child ought to be.

594. Mr. Pease.] You stated the children remained at school for only six months on an average?—Yes.

595. Do you usually find when these children are admitted they do not know their A B C?—The bulk of them. In the case of the last school I opened in connexion with Mr. Gent, we found that out of the 60 admitted on the first day, only 14 knew the alphabet; 46 did not know their letters.

596. You spoke of a fifth who read creditably?—Yes.

597. Can you teach them in the first six months to read creditably, they not knowing their alphabet when they come in?—Those are the cases of children who have not filtered through the school; they have stopped with us more than six months.

598. How

598. How long had those children been in your schools that were drafted off to the national schools?—I have no means of knowing.

599. Do you find the parents objecting to the study of the Scriptures, or endeavouring to instil sceptical principles into the minds of their children?—We find the great mass of them of no religion; but we do not meet with any who are against religion; not infidels in the usual sense of the word.

600. Can you speak positively to the diminution of crime in those districts where ragged schools have been long established?—I can only speak of what I have observed myself; those districts have become quiet districts. I can go through those districts without insult; the police say that a very great change has taken place; I know when the schools were first started in Westminster, going through Devil's-acre, the police could not walk through singly, but were obliged to go three or four together; now they can go singly.

601. Your schools have been in operation in that particular district?—Yes, 17 or 18 years.

602. How long, on the average, do your paid teachers remain with you?—If they are missionary teachers, which I believe the bulk of them regard themselves to be, they make a vocation of it, and most of them make a life work of it; they sometimes act as doctors, and sometimes as lawyers; they write letters and give advice, and do everything the poor want done.

603. Mr. *Austin Bruce*.] In your analysis of the parentage of children attending a particular ragged school, you mentioned that the fathers were out of work and ill; do you find that the children alternate between the ragged school and the pay schools according as their fathers are in or out of work?—At the school in Westminster, under Mr. Robert Baxter, in Queen's-square, we find that the children very often come to his school when the father is out of work, and go to the national school when the father gets work.

604. Is that of frequent occurrence?—Very often.

605. As to the workhouse schools, have you inquired whether there are any workhouse schools in the districts in which you act?—No.

606. There are workhouses in those districts?—Yes.

607. Do not you know, as a fact, whether there are schools attached to those workhouses?—The fact is, my own work occupies so much of my time that I have no time to inquire about anything else.

608. You stated an instance in which there had been 15 boys at a ragged school who had formerly been at a pay school; did you ascertain that the circumstances of the parents of those children had been changed in the meantime?—That was the case of the school in Bermondsey; I inquired into the cases of those children, and found that their fathers were either out of work or ill.

609. You say that the night schools were founded in order to continue the education of the boys who had been educated at the day ragged schools; have you lost many boys from the day ragged schools who now go to the night schools?—Very many; I cannot give the proportions, but very many.

610. As to labourers; do you think, as a matter of fact, that the majority of labourers send their children to pay schools?—The word "labourer" is very indefinite; I cannot always

find out what it is; I call them jobbers; they are not people in regular employment.

611. Taking the word "labourer" in the ordinary sense of the word, supposing him to have regular employment, does not he usually send his children to a pay school?—If he is a man of respectable habits, and does not drink, he does; but unfortunately the majority either eat or drink away their money.

612. Have you observed any difference between the religious teaching in the pay schools and in the ragged schools?—I have observed this difference; I am not quite competent to speak about the pay schools, but I have seen that the Evangelical principle is more prominent in our schools; we do not merely teach how many kings of Israel there were, for instance, but we endeavour to teach them what the Scriptures really mean.

613. You think they give more attention to the historical part in the pay school and more attention to the spiritual part in the ragged school?—Yes.

614. Have you ever known the number of children in the national school to decline when a ragged school has been opened in its neighbourhood?—I have not heard of a case; I believe the universal testimony of the clergy in London is that it is not so.

615. Mr. *Adderley*.] The object of our inquiry is how the education of destitute and neglected children may be most efficiently and economically assisted by any public funds; your evidence seems to be that ragged schools had better not be so assisted at all?—If I wanted to kill the ragged schools I should ask for Government help; but as I do not, I practically am opposed to it; I give my own opinion now, not the opinion of the union.

616. Whether ragged schools are efficient or not for their purpose, at all events you think they would become less efficient by the receipt of public aid?—I think the missionary spirit would go; we should lose our present class of teachers, who are thoroughly competent for their work.

617. Ragged schools might be efficient for their purpose, and yet it might be undesirable to assist them by public aid?—They are doing their work in their own way, and the best way is to leave them alone.

618. In expressing that opinion you coincide entirely with the resolution of the meeting of the ragged school union?—If I had not been an officer of the union, I should have supported it by my speech.

619. Do you think that in coming to that resolution they were afraid that if Government admitted ragged schools to Government aid, ragged schools would become unsuitable to the class for whom they were intended?—That is the notion.

620. And that it would, in fact, necessitate probably, other ragged schools being founded underneath the ragged schools so aided?—We believe we should have to go down again and form another ragged school union for the lower class.

621. Would not it also bring down the better schools to the level of the ragged schools, because, would not people be contented with the lowest kind of school to which Government aid was given?—I cannot speak to that; but I should suppose that that would be the result.

622. Are you the sole inspector of the union?—There are two.

Mr.  
*E. J. Hytche*,

13 June  
1861.

Mr.  
E. J. Hylche.  
—  
13 June  
1861.

623. But you are sole inspector of the 91 schools you mentioned?—Yes.

624. You say one of your seven duties is to inspect each of those 91 schools eight times a year?—That is not my duty; my duty is to visit. How many visits I make is left to myself, but that is the average number of visits in the course of the year. I go most to those schools that most need my aid.

625. Do you, at all events, inspect each of those 91 schools, at least, once a year?—I do.

626. Another of your duties is, to revise the grants to each school?—Not to revise the grants, but to state to the Committee whether the school is in efficient condition, and whether it is carrying on its work. Sometimes a night school is closed when it ought to be opened. I tell the Committee that, and the grant is stopped for further inquiry.

627. Is the union obliged to limit its grants to particular schools, according to their means, or have they sufficient means to be able to carry out a regular system of grants?—Every school that has applied for an annual grant from the union has received it.

628. Your funds have been always sufficient to enable you to give the grants asked for?—In the year 1857 the Union got behind, and they made an appeal to the public, the result of which was, to bring up their funds to the proper condition. Year after year we have always found, that, as we have wanted money, so the money has come in.

629. You say, some of the schools are rich and some are poor, is that difference caused by the difference of the locality in which the schools are situated?—Some are so very poor that they cannot get a local committee at all.

630. Is the poverty of those schools generally caused by the poverty of the district, or the unwillingness of the people having property, or residing in that district, to support them?—Some districts are so very poor that the funds could not be got in the district, and they are supported by persons not living in the district.

631. When you are collecting subscriptions for those schools, do you go only to the residents, or do you find out the owners of the property, and get subscriptions from them?—That is done by the local committees; they use their own personal influence; they send out special circulars to all people of property in the neighbourhood.

632. You make grants to rich and poor districts so as to correct that inequality?—Just so; suppose we find a school that could raise 150*l.* a year easily, we should not give a grant of the same amount to that school as to a school that could only raise 50*l.* a year.

633. Might not many of your children in ragged schools be sent to pay schools, and their education paid for by benevolent persons?—Now and then I hear of such cases; I should always encourage it.

634. Do you suppose, if a committee were formed for the purpose, that they might, by paying for such children, take a great number of your scholars out of your schools?—I do not think so; I do not think, in the first place, that the children would go, that the schools would receive them, or that the parents would allow it: we have a great power over the parents through our machinery, and they do not care for anybody else but the ragged school people.

635. Have you any difficulty in getting the

consent of parents to send their children to your school?—They used to object, at first, but they do not now; I believe a great many are indifferent.

636. Do you think it would be a good thing if, by law, some payment could be imposed upon those vicious parents, whose children are educated in the ragged school?—I should not like to try it; I know what the English people are; there are many things that might seem proper to be done which cannot be done.

637. You know that, by law, a payment can be imposed upon the parents of children at the reformatories or industrial schools; what would be your opinion if a similar penalty were inflicted upon the parents of children sent to ragged schools?—The result would be that they would not send them to the schools; many would be kept away altogether, if such a penalty were inflicted; I do not say enforced, because I do not think it could be.

638. When you say your union would not attempt to get the guardians, under the 18 & 19 Vict., to undertake the education of the children of outdoor paupers, do you mean that they will not take the trouble to do so, or that they are disinclined to make such an attempt?—As regards the Ragged School Union, we have no power over the local schools except the power of friendly visitation; I am obliged to use my own personal influence to get them to do what is right, and were the law generally carried out, the union could not do it; the local schools must do it.

639. You having two classes of children in your ragged schools, those of dissipated parents, and those of poor parents, all those of poor parents, under that Act, might be educated by the Boards of Guardians, might they not?—Suppose that Act were carried out, I should not think it desirable. We view our work as Gospel work; we should not be anxious to carry that out. We believe we are preaching the Gospel to a class of people who would not get it in any other way.

640. It is not that they might not all be educated by the guardians, but you do not consider it desirable?—I give my own opinion, for the reason I have given.

641. You said it was your object to get your children passed on to pay schools?—The primary object of the school is missionary, the feeding of other schools is subsidiary; it is a principle that has cropped out. It was not the original idea on the part of myself and others, but it came out of itself.

642. You and the previous witnesses have stated that you look upon your night schools as the completion of the day schools, and yet you have stated that you wished to pass on your children from the ragged schools to the pay schools; are not those two answers rather inconsistent?—I take the object of ragged schools to be twofold; the primary object is the evangelical, then we have two subsidiary objects: first, that they shall act as feeders to other schools, and second, to watch for situations for the children. The large bulk of our children go out to work at eight years of age, and therefore they could not go into any other kind of school. Those who go to situations we induce to come to the night schools.

643. Mr. Liddell.] Do you endeavour to keep an eye upon your children who obtain situations after leaving your school?—The local committees and the local teachers decidedly do; they are in continual correspondence with them; they keep them

them at the Sunday school as much as they can. A large number of our boys and girls who are in situations come to our Sunday night schools; and we adopt a system of prizes in order that we may keep an eye upon them.

644. Can you furnish any return to show us how those children have behaved in situations?—Every year for the last few years the Ragged School Union has offered prizes to boys and girls who keep their situations 12 months to the satisfaction of their master and mistress. We know that every year 1,800 of our children obtain places; those are sent by our own schools. Last year, 1,215 of those scholars in situations were rewarded, 892 of them for the first time, that is, they had gone out from school to places; and of the 1,800 who obtained situations in one year, 892 kept their places for a twelvemonth to the satisfaction of their employers, who had to sign a stringent paper of inquiry on the part of the union.

645. Have you any knowledge what became of the other half?—I have no doubt that many of them failed; a certain proportion failed as to age; a certain proportion removed from the district; and a certain proportion attend our night and Sunday schools, and we have hopes of them yet.

646. Do you object to Government grants generally for educational or religious objects?—My objections are purely as to the ragged schools; my objection is not to Government education at all; my personal objection is to the ragged schools receiving any assistance. I leave the other question. I may say that when I first took up ragged school work many years ago, I thought that the Government might help us, but I have changed my opinion from what I know of the schools, and what I know of the paid teachers.

647. How is it that some schools appear to send so many more children to the national schools than others?—Some of our day schools have 70 children in attendance, and some have nearly 400, so that the proportions sent to the national schools must differ.

648. Do you find that it depends in any way upon the condition of the neighbourhood?—Yes; the neighbourhoods vary very much; the better neighbourhoods send more children to the pay schools.

649. Do you find, after the establishment of a school in those bad neighbourhoods, that there is a greater inclination on the part of the parents to send their children to pay schools?—In very depraved neighbourhoods the parents, when they become reformed, generally leave, and go to a better district; people brought up in the Devil's-acre, who have become different characters, do not like to stay there.

650. You have spoken in high terms of the influence which those children seem to exercise upon their homes after a time; do you give them books, or religious tracts, or Bibles, to take home?—The union supplies nicely bound Bibles for the local schools for 6*d.*, we paying 10*d.* for each copy; and then, in addition, the teachers give books, scripture cards, and picture cards, which the children carry home; and very often you will hear, in some districts, the children reading to the parents on Sunday evening the books which they have received in the ragged schools.

651. Most of your schools are on the united principle, Dissenters and Churchmen working

0.73.

together; have you many Roman Catholic children in your schools?—There are some, but I do not know the proportion; of course, those facts ooze out, but we do not know them as a rule.

652. You are in the habit of visiting, perhaps, particularly those parents who neglect their children; do not you find out in that way what the religious belief of the parents is?—I never see the parents, except in doubtful cases; my duty is to see that the school is kept to the right class.

653. I gathered from your evidence, that in your opinion, the guardians of the poor in London are not very careful of the condition of the children, particularly with regard to their education, which you think they ought to be?—This is my reason for thinking so; I find very few of that class of people in their official character, helping us in our schools. In St. George's, Southwark, for example, the parochial authorities have assisted our schools, but that is not the case generally.

654. If they, exercising the power of Mr. Denison's act, sent the children of parents receiving out-door relief to your schools, and offered to pay, would you receive them?—Certainly not.

655. Do you object to receiving payments from the parents of those children?—Decidedly; the schools are entirely free. If I found a farthing charged for anything, I should report it to the union, and the grant would be put in abeyance.

656. You have said that the cost per head of your children is 13*s.* 8*d.* does that include occasional feeding in winter time?—No; simply education.

657. That appears to be about half the cost of the education of a child in an ordinary school; does that low rate arise from the lower standard of requirements in the masters?—Many of the buildings are of a very poor description; sometimes they are public houses turned into schools, sometimes they are hovels turned into schools, and sometimes sheds; therefore, our rent is lower.

658. What do you pay your teachers usually?—I could not give it accurately; but the day masters get about 70*l.* a year, and the female teachers 45*l.* The night masters get 5*l.* per night per year; so that for the four nights a week our schools are open, they receive 20*l.* a year.

659. What do you pay your monitors?—There is no precise scale; it is left in my hands; but the rate is from 2*d.* to 1*s.* a week.

660. Have you any difficulty in procuring monitors?—We had at first, but it is reckoned by the children as a prize of honour; I have sometimes in addressing the whole school talked to them of it as an honour for them to look forward to.

661. Have you no difficulty with the parents in retaining their children as monitors?—We regard our monitors more as orderlies than as teachers; but they do leave us; that is one of our difficulties.

662. In the industrial ragged schools, where the children earn a profit by their own industry, what becomes of their earnings; do they go towards the clothing club?—We have very few industrial schools in connexion with the union.

663. Do the girls receive some remuneration for the needlework they do?—They have the clothes which they make; they are taught to work, and they have the clothes at a reduced cost as a prize.

E

664. They

Mr.  
E. J. Hytche.

13 June  
1861.

Mr.  
E. J. Hytche.  
13 June  
1861.

664. They keep those clothes?—Yes; generally our clothes are made up of ladies' cast-off apparel.

665. The children's earnings in money amount to nothing?—Nothing.

666. Sir John Pakington.] Are all your ragged schools mixed schools?—Not all of them.

667. Are the majority of them?—Yes; we encourage it.

668. The Ragged School Union acts for the whole of London, does it not?—For five miles round London.

669. You are the Inspector of the south and west districts?—Yes.

670. You have spoken of the religious element as being the primary element in your schools; what is the system of religious teaching adopted in your schools?—We have Bible reading and Bible collective lessons; in most schools daily texts are learned; all the children repeat them till they learn them, and generally on Friday they repeat the whole of the week's texts.

671. Where are those texts taken from?—Out of the Bible; it is left to the teachers' choice.

672. How often is the Bible read?—Every day.

673. By the children or by the teacher?—By the children who can read it; but the collective Bible lesson is given to the whole school, and the teachers catechise them on it.

674. Is the object of your religious teaching to put before the children the leading truths of Christianity?—Yes.

675. Do you avoid anything approaching to doctrinal or sectarian teaching?—We teach salvation by Jesus Christ, and point out the moral results to those who received it; we should not enter into the difference between the Church and Dissent.

676. Do you teach any catechism?—I set my face against it, because we do not want anything stereotyped; we want to take out of the child what is bad, and to put into it what we consider it wants, and, therefore, as a rule, we have no catechisms; the cases are very few where the catechism is taught; there may be half-a-dozen.

677. Do you mean that there are half-a-dozen cases in your own district where a catechism is taught?—I think so.

678. Where a catechism is taught, what catechism is it?—In two or three cases it would be the Church catechism, and in others it would be Dr. Watts's catechism.

679. Where no catechism is taught, the religious teaching is founded upon the Bible?—Yes.

680. I presume that it would be one of the objects of the religious teaching not to teach the doctrine of any particular denomination of Christians?—We should not teach Unitarianism, we should not teach Neology, but we teach Christ as the only Saviour; we should not talk about Calvinism or Arminianism, or anything of that kind.

681. Do you admit children of all denominations?—Yes.

682. Without any exception whatever?—Yes; we are glad to get them.

683. Are you aware when the children enter your schools what denomination they belong to?—There is only one case in which I know that that inquiry was carried out; that was at a school in the west end of London, and we found that

out of 156 children in the school, on one particular day, 52 of their mothers said that they had no religion, that they had too much to do with this world to think about any other.

684. Do you ever endeavour to ascertain whether, before a child enters the school, that child has been baptised?—We should not think of asking the question, because we consider that we have nothing to do with that.

685. I understand you to say, that you have had many Roman-catholics in your schools?—I have no doubt about it; but I have no means of knowing. I only know from what others tell me. I could not make those inquiries myself.

686-7. When you say that you have no means of knowing, you mean, that you do not ask the child?—It is not the rule to do so.

688. Is it within your knowledge, that you have Roman-catholics?—I have no doubt about it.

689. Those Roman-catholics are taught religion, precisely in the same way as the other children?—Yes. The teacher would not talk about the Pope, or anything of that kind; he would only speak about sin and salvation.

690. Have you ever had any application made to you, with respect to religious teaching, either from Roman-catholic parents or from Roman-catholic priests?—Before I was connected with the union I heard of such cases, but I have not heard of them recently.

691. How long have you been connected with the union?—I have been an Inspector of the union for seven and a half years, but I have been connected with the system about 17 years.

692. How long have you been connected with the district which you superintend?—Five years with the south of London, and seven and a half with the west.

693. And during those seven years you know of no case of application, on religious grounds, from parents or priests?—I do not remember one.

694. You said that the average duration of the stay of a child in your schools is six months?—Yes.

695. What is the maximum duration?—Some children stay five years, but then they have come young.

696. When that child, having been five years in your school, leaves, that child, as I understand you, from the teaching it has received, would have been instructed in the truths of Christianity, but it might either become a member of the Church of England or a Methodist, or a Roman-catholic, at the discretion of that child?—We have no influence to use, but the teachers would use their influence. Many of the scholars become teachers; we have 144 of our former scholars who are now teachers; we know that about 122 are communicants at different churches; but no teacher would say, Go to my chapel or church; but, Go somewhere.

697. When you say that that would depend upon the teacher, do you mean that each teacher would be free to train the children under his care according to the doctrines which he himself entertained?—No; if a child became reformed, the teacher would say, Go somewhere when you leave me.

698. The duty which you would impress upon the minds of children leaving your school, would be that they should attend divine worship somewhere?—Yes.

699. If

699. If I understand you rightly, there would in no case be any influence used to induce a child to go to a chapel or church of one denomination rather than another?—I will illustrate it by this: I have had the charge of what is called a "Ragged church" for nine years, where people come every Sunday morning to hear the Gospel preached; I have never in the whole of that time, when any of them may have been seriously impressed, asked them to go to any particular place of worship; I have said, Go to some House of God; I leave you to do as you please. I have never suggested where they should go, and I believe what I have done, teachers do generally.

700. What is that ragged church of which you say you have the charge?—They are services for the poor and vicious; the one I have is held in Field-lane.

701. Do you find generally that you have been successful in the cases of those children who remain with you for longer periods, such as five years, in creating religious feelings in the minds of those children?—That is one reason why I induce them to stay with us so long, the hope of such a result.

702. You think that those who stay long enough acquire religious feeling and knowledge?—As a rule I think so.

703. Do I understand you rightly that you do not know, when they leave school to what denominations they will attach themselves?—I say that no influence is used in that respect. We do not know to what church or chapel they will go.

704. What is the reason that the children stay in the ragged schools upon an average, so short a time as six months?—The parents are migratory.

705. You mean that the most common reason is the parents being migratory, and therefore the children go away to follow the parents?—Yes; and then again, when the boys get to the age of eight years they get work, and even before that, they look after horse-holding and so forth; and tumble head over heels to amuse omnibus riders; that is the difficulty which we have to contend with most.

706. Do any large proportion of your children leave you in consequence of your having obtained for them respectable positions in life?—The remark was made at our last prize meeting, that so many of our children looked so respectable that they did not look as if they had ever been in ragged schools; so many of them had become pages, and so forth.

707. From your experience in ragged schools and of the class which supplies the scholars, do you think that there is a prospect, within any reasonable limit of time, which could be named, that the state of society in this country will be so much changed as to put an end to the necessity of that class of schools existing?—The fathers of a large proportion of our children come into London from the provinces; we might cover London, to a great extent, if we had not the provincial element to contend with. In eight schools which I went through, where there were 1,000 children present, the parents of 539 were born in the country, so that we have not only London, but the provinces to fight with. As to a prospect of such a change, that ragged schools will not be needed, I am not a prophet, and therefore I do not like to say; I cannot form any opinion.

0.73.

Sometimes we think that we are very successful, but we find the work going down, through some defect in the local management, and we have to begin again.

708. You have expressed an opinion that, supposing your success were so complete that ragged schools might be given up, the result would be that in a few years you would want them again?—I said this: we look forward to the time when ragged schools will not be needful, but I have no idea when that time will be.

709. At all events I presume you think that that time is not very near at hand?—Yes; I wish I could say otherwise.

710. You said that, in your opinion, Government aid would "kill" the ragged schools; what did you mean by that expression?—It would put down the missionary spirit of the schools, and make the secular element predominate, and I view the work from the missionary point of view alone. I do not view the ragged schools as a secular instrument, except secondarily; I view them as great Gospel machines.

711. When you say that Government aid would produce that effect, would not that depend upon the conditions under which the aid was given?—I have known instances in schools (I am speaking now of national schools or of British schools) where before they were connected with the Government, the missionary spirit predominated; but the requirements of the inspector caused another kind of teacher to come into the work, and then the secular element became greater than the spiritual; and my opinion is, that that would be the case with our ragged schools.

712. Do not you think that the effects which you have now attributed to Government aid must turn upon the conditions under which that aid is given?—I do not think that it is possible to suggest any conditions which would alter my opinion; as I have said I do not give it theoretically, because I have changed my opinion from seeing the practical working of the schools.

713. What led you to change your opinion in the way that you have described?—When I first entered upon the work 17 years ago, I was not so impressed with the missionary character of our schools; I viewed them as social institutions; I thought them merely moral machines; but when I got into the work I found that we could produce no effect upon the children, except by Bible teaching, and therefore Bible doctrine; and when I became connected with the Ragged School Union, and became acquainted with the class of our paid teachers, I found that they were mostly men who could not pass any kind of examination whatever.

714. I presume from what you have told us that whatever may be the theoretical objections to public aid in such cases, the schools under your superintendence do not stand in need of that aid?—I do not think they do, as far as I know; I think that in the 91 schools there would be a balance in their favour.

715. Your 91 schools are financially well off?—They are not rich, but they get the day's supply for the day's need.

716. Supposing you had the power to establish more schools, and there was nothing to influence your judgment excepting the necessity of the case, would you desire to have more ragged schools in your district than you now have?—I think that the west is pretty well supplied; there are a few places in the south of London

Mr.  
E. J. Hytch.

13 June  
1861.



Mr.  
E. J. Hytche.  
13 June  
1861.

which stand in need of schools, but I have no doubt that when we see our way clear we shall be able to supply the want; even this year five schools have been founded in the west and the south.

717. In the south I understand that there are not so many schools as you would wish to have?—There are one or two districts in want of a school. We find that if a school is within half a mile, the children will go to it; but as soon as a school is open in their own locality, they leave that school and go to the one near them.

718. Would you wish to have more schools than you have got?—I am quite satisfied with them as they are.

719. There is no financial difficulty at present in keeping up in your district as many schools as the district requires?—That is my opinion.

720. Supposing that there was a financial difficulty, and that you had not the means, in a pecuniary sense, of maintaining the number of schools which the district required, would you rather dispense with the schools which the interests of the district required than have Government aid?—If you let in the thin end of the wedge you kill the system, and therefore I go against it *in toto*.

721. One of your reasons for not accepting Government aid is, that you would lose the present class of teachers; I presume what you mean when you say that, is that you think it would be a great detriment to the ragged schools if it were necessary to have for them the same class of teachers as are required for the other schools receiving Privy Council aid?—Yes.

722. Supposing that that were not made a condition, and you were allowed to have what class of teachers you chose, do you think that Government aid would drive the teachers away from the school?—That supposes a case such as has never happened, and I, therefore, cannot tell.

723. Do you know any reason why it should produce that effect?—I believe that the bulk of the teachers would resign; I believe that the missionary teachers would go.

724. Even if they were left as free as they are now?—I believe they would; I believe that they are satisfied with the present position of things.

725. Do you think that if they were left just as free to teach as they are now, their dislike to Government aid, in theory, would be so great that they would withdraw from the schools?—I believe that they would not approve of it; and I believe they would be so opposed to the thing that they would go, because they do not consider themselves secular teachers.

726. You do not think that there is any danger that you are doing them injustice in expressing that opinion?—I know their opinions.

726\*. You said that it was difficult to keep the wrong class out of the schools; who do you mean by the wrong class?—Those who can pay, if they like; upon that point, I will read this extract from my Annual Report for 1859: "Every possible method is adopted to restrict the scholars to the right class, viz.: those whose parents cannot afford to pay, or those whose parents prefer to expend in the gin palace what they ought to pay for education. In some schools, no child is admitted until its home is visited; in others, the parents are expected to attend and answer any inquiry as to their pecuniary circumstances; in

a few schools, they are sent either by district visitors or missionaries. It is right to intimate that clothing clubs have had a great influence in raising the apparent status of many day scholars; again, the cleanliness and tidiness generally enforced has had the same effect; so that the contrast between a child on its admission, and after it has been on the books for three months, is greater than could be imagined. Still, the popularity of some schools, and the craftiness of many parents, sometimes causes the intrusion of scholars above the class. Such cases your agent has investigated, and the scholars have been at once removed."

727. If I understand you rightly, you do not object to receiving the children of parents who are perfectly able to pay; but you find that they are unwilling to pay, and you consider that the child stands in need of assistance?—Yes, if I find that they are unwilling to pay on account of their vicious and dissipated habits.

728. You do not have reference to the question whether they have the power to pay or not?—I am acting on the part of the children; if I cannot bring the parents to a proper feeling on the matter, I do not refuse to admit the children.

729. At all events, all that you insist upon is, that if they can pay, they shall not pay you?—Yes.

730. You said that those schools were maintained, more or less, by grants from the union?—Say that we expend 4,000*l.* or 5,000*l.* a year, the schools and refuges cost altogether something like 30,000*l.* in the whole union, so that the large proportion of the expenses is paid by local contributions; our proportion is only about one-fifth.

731. Those local contributions are so far insufficient to defray the cost of the schools that grants are made by the union?—Just so. When a school is about to be opened they usually apply for a grant, and the circumstances of the case are inquired into.

732. The amount of aid given from the Ragged School Union to the school varies according to the requirements of the particular school?—According to the nature of the neighbourhood and the constituency of the committee.

733. Where the local means are insufficient, those local means are helped out and completed by grants from the union?—If, notwithstanding the annual grant, the committee get behind in their income they write to the union, an inquiry is made by the agent and two members of the committee, on whose report to the committee a grant is given to that school; suppose the debt is 90*l.*, the union will say: "We will give you 30*l.* when you raise the 60*l.*"

734. There are cases in which the local means are insufficient, and the union makes up the difference?—Yes; they always consider the circumstances of the locality, and the resources of the school.

735. Is there, or not, in many of these schools a constant struggle to make their means sufficient for the purpose?—In a few of the schools, but less so than it used to be; I believe that the debts have decreased from what they were five years ago.

736. Take any one of those cases, of which there are evidently many, in which that difficulty exists, in which the local fund is insufficient, and

an extra amount has to be supplied from some external source; supposing that no unacceptable conditions were imposed, do you see much difference, whether the extra sum so required comes from one source or from another?—A great deal; I would not take a loaf that was poisoned from anybody.

737. Do you think that the sort of loaf that I am referring to would be poisoned?—Decidedly.

738. You are aware that there are many parts of England where the ragged schools have no union to apply to for aid?—I can only speak of London.

739. In a locality where no such union exists, and where there is no such fund to turn to, would you have an equally strong opinion as to the poisonous nature of the loaf?—Yes; I should have too much faith in God to go to the world for money to carry out his work. What you ask for you are told “you shall receive” when the thing is a right thing.

740. Mr. *Adderley*.] Do you think that voluntary subscriptions would fall off on the receipt of Government aid?—That is my fear.

741. Mr. *Liddell*.] Do your schools receive generally the countenance and support and assistance of the clergy of the church of England?—I mentioned, that out of 79 of our schools in the west and south, the clergy are largely and prominently interested in 42; in the others they take a secondary part; but in eight cases out of ten they take an interest in our schools.

742. In those 42 cases, where the clergy take a prominent interest, are no objections made by them to the somewhat irregular mode in which the religious instruction is given?—Our schools are conducted upon the united principle; we consider the Bible sufficient to base our union upon, and therefore we do not consider our mode of teaching irregular. What we find in the Bible we teach.

743. Is it the fact, that the clergy accept your construction of the right mode of imparting religious instruction, and do not differ with you in the management of the schools?—I have never known, in the seven years and a half that I have had charge of my district, a single case of difficulty of that kind.

744. *Chairman*.] Supposing that a ragged school were established anywhere, upon the denominational principle, would that ragged school be admitted into the union?—It would.

745. Supposing, for instance, that a clergyman, in a particular district, established a school which was to be conducted upon Church of England principles, it being in other respects conformable with your rules, you would consider it entitled to receive aid from your union?—Yes; our only question is, “Is the Bible taught?”

746. Supposing it were a Roman Catholic school, would you admit that into your union?—No.

747. Supposing it were a Unitarian school, would you admit it?—No; we take the evangelical construction of the Bible.

748. Therefore, though you do not enter into the distinctions between the Church of England and the great body of the dissenting sects, yet you do so far enter into religious distinctions, that you would exclude Roman Catholics and Unitarians?—Yes.

749. I understand you to say that you consider that the schools in London, generally

speaking, do not require more aid than they at present receive?—I think they get all that they require.

750. Is not there a constant struggle in many of those schools to keep out of debt?—That is not the case with the majority.

751. Is the union able to make grants as they are wanted, or have they been obliged to limit the grant?—I have always found that the union have been able to give what was required.

752. Mr. *Lowe*.] Where is the school situated to which you said the monitor came all the way from Clapham?—In Cottage-place, Waterloo-road.

753. At present, I apprehend you not only regard it as your duty, but it is your interest to transfer to the pay schools all the children who ought to go to them?—Yes; we consider ourselves trustees for the public.

754. You wish to spend what money you have on children who cannot be sent to pay schools?—Yes.

755. Supposing you received a capitation grant from Parliament even without any condition whatever, would not it become your interest to keep as many of your children as possible in your schools, because you would get so much more money?—It would be morally wrong in us to do so.

756. Your pecuniary interest would be to keep your children in your schools?—I cannot dis sever our interest from our duty.

757. Sir *Baldwin Leighton*.] Has any school been shut up from want of funds?—None; three or four have been closed on account of want of buildings.

758. Not from want of funds?—No.

759. Mr. *Austin Bruce*.] Is Southwark in your district?—Yes.

760. I have been informed that some ragged schools have been closed in Southwark from want of funds?—I do not know them.

761. Your belief is that I have been misinformed?—That is my opinion.

762. Do the clergy and dissenting ministers attend these ragged schools and examine the children on religious subjects?—In some cases. Their usual way is either to take a class, or to give an address to the whole school, and ask them questions in the course of that address.

763. On religious subjects?—Yes.

764. Then they are on honour, not to ask them anything of a sectarian character?—Yes.

765. Mr. *Adderley*.] Any of those ministers would be freely admitted?—Yes.

766. Would a Romish priest be admitted?—He may come if he likes.

767. Do you find practically that he does come?—No.

768. Mr. *Liddell*.] Is it the result of your experience, with reference to the case of parents who are unwilling to pay for their children in the first instance, that as the child's influence extends to its home, and he begins to exercise an influence over the parent, the parent becomes willing to pay, and as a matter of fact those children are drafted into pay schools?—I have given cases of that sort, and I have no doubt that that is how it has operated; that as the parents become improved in their habits, they begin to send their children to pay schools; we always lay it down as a rule, that it should be done if it can be done.

769. You said that you found that, as the

Mr.  
*E. J. Hytche.*

12 June  
1861.

Mr. E. J. Hytche. moral condition of the parents improved, they left those disreputable localities, and moved to better localities?—That is the result of my experience.

13 June  
1861.

770. Have many instances of that description come under your notice?—A great many; I hear of them from the teachers.

The Rev. WILLIAM CADMAN, M. A., called in; and Examined.

Rev. W. Cadman,  
M. A.

773. *Chairman.*] You have had charge of a London parish, I believe, for a very considerable time; in what part of London has your work been?—My London experience commenced in Bloomsbury, as curate, in the year 1844; I then was in a part of Chelsea from 1846 to 1852, and from 1852 to 1859 I was in St. George's, Southwark, and from the commencement of 1860 I have been in Marylebone.

774. You have had considerable experience of the working of ragged schools, especially in St. George's, Southwark?—I have.

775. And also in the other districts of which you have had charge?—In Chelsea I had a ragged school.

776. What is your opinion as to the necessity for such schools in those parts of London with which you are acquainted?—I may best answer the question by stating how first the idea struck my own mind. When I went to St. George's, Southwark, I found there national, parochial, and infant schools, in which there were about 400 children; I found also, a great number of children about the streets who went to no school, and on ascertaining their condition, and knowing something of the localities where they lived, I found that they were children either that were orphans or that lived with some grandfather or grandmother, or relation, or neighbour, who had taken charge of them, or, generally speaking, children, the parents of whom either could not pay for their education, or because of their dissolute habits, would not pay, but allowed the children to go anywhere. Therefore, I felt that it was necessary to begin to gather together those children into a school. In July 1852 there was a school founded, which was soon filled with children of this class. In August another school was opened in another part of the parish, which was attended with the same result; no sooner was it opened than it was filled with children of the class which I wished to reach, and this went on till we had six schools by the end of August 1853, in different parts of the parish, which were attended by these children; and instead therefore of having about 400 children at school, we had nearly 2,000, including national and parochial schools.

777. Did you find that the establishment of those schools reduced the attendance at the national and other parochial schools?—Not at all.

778. Were the class of children whom you got into the ragged school, children who could have received education as the children of outdoor paupers?—I never heard of the possibility of outdoor paupers receiving education in the workhouse schools; I never knew an instance of the children of outdoor paupers coming to the workhouse school.

779. Have you known instances of the children of outdoor paupers coming to the national schools,

771. Mr. Cave.] Have you any children of Unitarian parents in the schools?—I do not know.

772. Have you ever heard any complaints from the police, that ragged schools are used as places of meeting for young thieves?—I have not; I do not believe that it has ever occurred.

the fees being paid by the guardians?—I am not aware of any such instance.

780. Are you aware that it is legal for the guardians to pay the fees for the education of the children of outdoor paupers?—It has only come to my knowledge very recently.

781. It has never to your knowledge been acted upon?—No.

782. With regard to those schools, what was the comparative expense of the ragged schools and of the other schools?—I have data by which to estimate that, but not with me; but I may state that the chief expense was in furnishing rooms fit for schools, and in paying the rent of those schools. The rent and the salary of the teachers were the chief items of expense; I used to calculate that it would require 100 l. a year to maintain a school in proper efficiency.

783. Have you any difficulty in raising the funds necessary for the ragged schools?—I had very great difficulty indeed.

784. How were your national schools supported?—There was a struggle to maintain them in proper efficiency; so that when I appealed to some of the respectable parishioners to help in carrying out the idea of the first ragged school, the objection was, "We cannot support our national schools properly, and, therefore, it is folly to think of having another school which would involve additional expense."

785. Did you find the subscriptions to the ragged school in any way affect the subscriptions to the national school?—My experience was, that after the ragged school was established, and an appeal was made for help, the collections which we had for the national school increased very considerably.

786. Simultaneously with the additional call made upon the benevolence of the district?—Yes.

787. Did you receive aid from the Ragged School Union for your ragged schools?—I did.

788. Were you generally able to obtain from them as much as you required?—Not as much as I required, but they helped me to the extent of their means at the time; they gave me help, for example, towards fitting up a room, and they made a grant of 20 l. towards furnishing the room, and afterwards a grant towards the salary of the teacher.

789. What was the condition of the neighbourhood; was it a wealthy or a poor neighbourhood?—Very poor.

790. With regard to the subscriptions which you received; were they generally from the inhabitants of the district, or from persons at a distance?—I had a quarterly meeting, and cards were taken out at that quarterly meeting, which were chiefly taken by persons in the district; the result was, that about 300 l. a year was collected, not at first, but in the course of time, for the

the support of the ragged schools from the parish itself; but that was not sufficient to maintain all the schools in operation without external aid.

791. Were the national schools supported by subscriptions within the district?—Yes, and by collections in the church.

792. With regard to the numbers, I think you have told us that you had about 400 children in the national schools, and that when you had established the ragged schools, you had about 2,000; do you mean that there were about 1,600 in the ragged schools, or that the numbers in the national schools increased also?—In the first instance the 1,600 represented those in attendance at the ragged schools, including day and evening schools, but they led to the formation of other national schools. The Ragged School Union sent down a deputation when I applied for a grant, to see whether the children attending the schools were what they called the right class of children; it was the object from the first that none but those who had really been neglected should attend the schools, and with the view of meeting a difficulty which I saw, a school was established in which the children were to pay 1d. a week, which was a sort of middle school between the ragged schools and the national schools, and it was intended that into this school should be drafted all those scholars from the ragged schools who were able to pay anything.

793. Was there any kind of connexion between the management of all those schools, the national schools, the intermediate school, and the ragged schools?—The national schools remained under the management of a committee, of which the clergyman was the chairman, and the ragged schools were almost entirely under my management, with the aid of a committee.

794. Was there any kind of jealousy or collision between the different classes of schools?—At first some members of the committee of the national school looked with a little jealousy upon the ragged schools; but that feeling did not continue. I have one gentleman in my mind who came forward at a public meeting of the ragged school to say that what he had witnessed, notwithstanding his still great interest in the national schools, had convinced him that he was wrong in his prejudice, and that he completely dismissed it, and that he would now subscribe to the ragged schools as well as the others; and I believe that that was the general experience.

795. Speaking generally, from your experience of different parts of London, are you aware of any other mode in which the children of the class you got into the ragged schools could be educated, than in those ragged schools?—I am not aware of any other; I do not think that any other mode would be practicable.

796. Supposing that a provision were made for the education of such of them as are the children of out-door paupers, in a satisfactory manner, do you consider that there would still remain a considerable number who would be unprovided for?—Yes.

797. Do you consider that upon the whole those schools are injurious or beneficial to the pay schools of a district?—Speaking from my own experience only, and without having had opportunities of judging from others, I should say that they are beneficial; and my reasons for that opinion are these, that in addition to the national schools, which I found in that parish of St.

0.73.

George's, Southwark, there were in the course of a few years two additional national schools formed, one for boys and one for girls; that in a part of the district, many of the children of which in the first instance had been passed through the ragged school of that district, there were two infant schools in addition where the children paid, and that latterly there was the school which I first mentioned, as being a school which went between the two, which was put under Government inspection, and regularly constituted as a boys' and girls' national school.

798. Did you find children brought from the ragged schools into the pay schools, after being some time in the ragged schools?—I felt that it was part of my duty to institute an inspection, and to keep up a constant oversight, and from time to time to send away from the ragged schools those whom I did not suppose were the proper children to go there, and to tell them to go to the national schools.

799. Did you find that the greater part of them did go to the national schools?—Many of them did; my experience was this, in the first five years 75 went from one ragged school to the national school; and in the last year I was there, 73 went from the same school to the national school.

800. Did you find generally that the effect of the ragged school on the children was a beneficial effect?—Decidedly a very beneficial effect, both in the case of the children and in the case of their parents.

801. Did you find that that was the case with children who had vicious parents?—I have known some pleasing instances in the affirmative, and some in which the children have acted really as missionaries to their parents.

802. Have you formed any opinion as to the desirability of granting Government aid to these schools?—I feel it to be a question of very great difficulty; when I had the responsibility of conducting the schools, I used to think that it was very much wanted, and that it was a great pity that we could not get Government help; but I know that a difference of opinion exists upon the subject, which has led me to distrust my own judgment; but, certainly, I should have been thankful for Government help, and I should have thought it might have been given upon conditions which would be unobjectionable.

803. Do you think it would be injurious to ragged schools that the teachers should be subjected to any sort of examination as a condition of Government assistance?—Yes; because the ragged school system requires a peculiar class of teachers; persons of decided zeal and piety, and love; and many of those people are admirably qualified to exert a very great influence over the ragged school, and over the district, who would not be able to pass an examination.

804. When you say they would not be able to pass an examination, you mean such an examination as is now required in the case of masters of national schools?—Yes.

805. Do you suppose that they would not be able to pass an examination, showing that they were capable of teaching reading and writing, and the elements of arithmetic?—I should rather that their schools were examined, and that the grant were given by testing the efficiency of their schools, and the number of children able to read

Rev.  
W. Cairnes,  
M.A.

13 June  
1861.

Rev.  
W. Cadman,  
M.A.  
—  
13 June  
1861.

and write, than that the teachers themselves should be examined.

806. Would you see any objection to a grant being made in proportion to the number of children who were instructed in those branches of education?—Speaking my own feeling, I think that would be very desirable; I should have been very thankful for it myself.

807. Have your schools ever been visited by the Government Inspector?—No.

808. Should you have any objection to their being inspected by the Government Inspector?—Not the least; I would court inspection, provided that free liberty were given me in conducting the school; I think that no school ought to be afraid of being inspected.

809. Upon the whole, do you or not desire that Government aid should be given to these schools?—Upon the whole I do, but I differ upon that from some friends of ragged schools.

810. Mr. Lowe.] Under what conditions would you grant it, or would you grant it upon no conditions?—That is the very point where I feel the difficulty; I am hardly prepared to say; but suppose that it was proved that there was a necessity for such a school, that the children were brought in in ignorance, and that afterwards there was a manifest improvement which we could appeal to, that we could show that the children were able to read and write, then there might be aid granted in proportion to the number of children thus taught.

811. Do you agree with the witness, who said that the main object of these schools, is a sort of mission amongst this neglected class of children?—Yes.

812. The religious object is the prominent one?—Yes.

813. Mere intellectual teaching is subordinate to it?—Yes.

814. One of your objects is to get the children, as soon as possible, into respectable situations?—Yes, or to influence the parents to improve their habits, so as to get them to send the children to schools where their education will be more extensive.

815. Would you propose that Government should send some one to examine the children in reading, writing, and arithmetic, before making a grant?—I should see no objection to that myself.

816. Would not the objection be, that that would tend to make the secondary object the primary one; that more time would be given to teaching reading, writing, and arithmetic, and less to the general civilising objects of the school?—I should not anticipate that, because the religious element pervades the whole system of teaching.

817. I suppose you think that it is desirable that the children should go from these schools to the national schools, wherever practicable?—Yes.

818. If you were to give grants according to the proficiency of the children in reading and writing, that would operate as an inducement to the ragged schools to keep the children in those schools, instead of sending them up to pay schools, the children would be the means of extracting money from the Government?—Of course the question is surrounded with difficulties, but my idea was not to grant it for those children to continue in the school, but rather as an en-

couragement to the managers of the school to go on educating that class.

819. How would you grant it?—That is a question which would require very careful consideration.

820. You would not wish to keep the children in those schools who could go into the national schools?—Not at all; on the whole, I should wish that there was no necessity for ragged schools.

821. Can you suggest any manner by which the Government could grant money which would not have a tendency to keep the children in the ragged schools?—A grant, aiding the managers of the schools to promote emigration among the children might be made without any difficulty.

822. Upon what principle should it be. Suppose, for instance, a manager applies to me, and says he wants a child to be assisted to emigrate, what ought I to require as a condition before I give him the public money?—I can suggest nothing, except the proved efficiency of the school.

823. How am I to test that; and how would that help me in proving that the child was a proper person to emigrate; should it to begin with, be a bad child or a good one?—I hope that a child, if it had been under instruction, would not deserve the name of bad. I think there are many instances in which such a manifest improvement has taken place, that you would not know the same boy after he had been under instruction.

824. I want to know what rule I am to lay down; on what principle ought I to give this money for emigration?—A conference of those who have promoted emigration, and of some of those gentlemen who have taken an interest in promoting it from refugees, would lead to some satisfactory conclusion upon that subject; for myself, I can only state that I think it is possible.

825. Upon what condition would you recommend that the grant should be given?—That good results can be shown from the schools.

826. How am I to test the results?—It might be ascertained, for example, whether a certain number of children in a certain school could read or not.

827. You would have them examined and see whether they could read or not, and give so much a head upon each of them?—I do not see at present any other way in which it could be done.

828. Would not those children become valuable to the school, and would it not be desirable to retain them in order that they might get a grant on them as often as possible?—My idea is that the grant should be given as long as the necessity for education continued, but not so as to keep the same children in the school.

829. How am I, administering the public money, to judge of the necessity?—It would be a question whether the managers were entitled to your confidence.

830. I must rely upon the managers of the school?—I am speaking without having thought of the question beforehand; it would be possible, I should think, to ascertain by an inspector the efficiency of the school, and he could say this is a right sort of school; it is conducted efficiently, and therefore a grant should be made either towards paying the rent of the place or the salary of the teacher; or, supposing he examined the children,

children, and they were able to read, a grant should be made in respect of that.

831. What would you call the efficiency of the school; reading and writing would be one part of it; what else?—General improvement, such as cleanliness and good manners.

832. Cleanliness and good manners you cannot always enforce from the necessity of the case, can you?—We do not reject the children because they are dirty and ill mannered, but they do not continue one or the other.

833. Would not that have a tendency rather to encourage the rejection of children whose presence might injure the appearance of the school, and thus injure its efficiency?—I think not; a visitor going into a ragged school has often said this does not appear to be a ragged school at all, the children are so tidy; but the children when they came in at first were as dirty and ill mannered as could be; any new-comers into the ragged school are influenced by the previous discipline and attainments of those who have been in the school.

834. Are you cognizant of the fact that it is the tendency of all schools for the poor to get rather above their work; to raise a standard above the requirements of the class they were originally intended for?—That is the tendency, and hence the necessity for keeping to the name "ragged," that the really low children may be brought to those schools.

835. You do not think that a system of inspection, such as the Privy Council could provide, would have a tendency to raise a school above its original intention?—I think not, under proper conditions.

836. You spoke of a school, where the children paid 1d. a week, which was a sort of transition school between the ragged school and the national school; what was the result of that experiment?—The difficulty was in getting funds to support it. It was called a pay school, because the children paid 1d. a week, but it was not a paying school; it was not allowed a grant from the Ragged School Union, one of whose conditions is, that there shall be nothing charged in the school; and, on the other hand, it was not up to the mark for Government aid.

837. What became of it?—It was carried on till it was developed into a national boys' and girls' school.

838. What are the fees in the national schools?—Two-pence a week.

839. Sir *Baldwin Leighton*.] You had six ragged schools in your parish of St. George's, Southwark?—There were six at one time; one of them was afterwards changed into the school that I mentioned.

840. That was in your time?—Yes.

841. Did you manage to pay your way?—Yes.

842. You did not leave them in debt?—No.

843. Did a great deal of the expense of those schools devolve upon the clergy?—I speak for myself; I felt it rather sensibly.

844. Did you get much from the landlords?—There was a difficulty in finding out who the landlords were; there were one or two landlords from whom I could get nothing; they said that they had their own children to take care of; but generally, the property was broken up into such small tenements, that it was difficult to find the landlords.

0.73.

845. You got nothing from the ground landlord?—There was one instance of a gentleman who gave very considerable help, Mr. Roupell; he had property there, and gave great assistance towards getting a site for the school, and towards carrying it on.

846. Did you require any more schools in your district of St. George's, or had you enough?—I found that there were still children outside the school not gathered in; I did not consider that the difficulty was fully met.

847. Had you any difficulty in finding situations for the children?—No; we had to wait a little sometimes.

848. Mr. *Hanbury*.] You stated that the parents of the children underwent a great improvement; do you think that the localities also improved in which the ragged schools were established?—The general appearance, as far as morality was concerned, was improved; there were not so many houses for the receiving of stolen goods, nor were there so many broils and disturbances in the streets, and there was a general improvement; but I consider that, in order to see a marked change in the neighbourhood, there must be other measures carried on in connexion with these measures, such as sanitary improvement, and the improvement of dwelling houses.

849. Were the ragged schools supported locally, or had you to appeal more widely throughout the metropolis to carry them on?—There was all the support given from the parish that could be expected considering its poverty; but not sufficient to meet the expenses of the education given in the parish.

850. So that you had to appeal more widely for funds?—Yes.

851. Mr. *Cave*.] Do you find that it is more difficult to obtain subscriptions beyond the locality now that the novelty of the ragged school system has died away?—There was a continual difficulty; sometimes we were brought into great straits; the salary of the master had become due, and there was not sufficient at the bankers to meet it; it was a work of great anxiety, but from time to time the expenses were somehow met.

852. You stated that in the neighbourhood the subscriptions increased year by year?—Yes.

853. Did you find increased difficulty in getting subscriptions from people who had nothing to do with the neighbourhood?—I may say, on the whole, that when a case of real need was made known there was always a disposition to meet it.

854. You said that yours was a very poor neighbourhood?—Yes.

855. And, therefore, of course it was difficult to raise much in it. On what principle did the Ragged School Union assist you; did they assist you in proportion to the money which you were able to raise in the locality?—No; they assisted me simply on seeing that the right class of children were brought under instruction in the school, and on my statement as to my resources for carrying on the school.

856. Are you aware that the principle of a Government grant is, that it is in proportion to the money raised by private subscriptions?—Yes.

857. That was not the principle on which the Ragged School Union made their grant?—No.

858. Can you state a little more distinctly how they tested the efficiency of your school?—The

Rev.  
*W. Cadman*,  
M.A.

13 June  
1861.

Rev.  
W. Cadman,  
M.A.  
—  
13 June  
1861.

inspector paid visits from time to time; I presume that it was on his report that the grants were continued. If an application was made for an additional grant, either for enlarging the rooms or for having a night school in addition to the day school, the rule was to send down two members of the committee to inspect the school and examine into the circumstances, and I think it was on their report that the grant was given or withheld.

859. Was there sufficient school room in your district for the education of all the children in the district, supposing that they took advantage of it?—No.

860. What number of children had you under instruction?—Two thousand.

861. What was the pay school accommodation?—There were 400 in the schools, and they were pretty well filled; they would not accommodate more than 500. I am speaking of the state of things in 1852, and without reference to the additional national schools erected since that time.

862. How many would they now accommodate?—I should think an additional 500, with the two infant schools added, making altogether about 1,000.

863. Do you think that there would be any objection to the reception in national schools of ragged orphan children if paid for by benevolent people?—No, I do not think that there would be any objection to receiving a child; but the number of orphan children in populous neighbourhoods is so great that a corresponding number of benevolent persons could not be found to take care of them; it would require a separate institution; there are instances in which clothing has been given by a benevolent person, and that clothing has been sent to the pawnshop the same night.

864. What amount of discipline and cleanliness do you enforce in the ragged schools?—We receive dirt, but we do not retain it; if a dirty child presented himself, he would be sent down to wash himself and to have his hair cut and combed, and, perhaps, we should give him a new jacket or pinafore, or something of the sort.

865. How do you enforce discipline and order?—That is a work of time; when they first come in they are very disorderly, but by the force of love and firmness combined, some ragged schools are quite examples of order and neatness. I had the testimony of one gentleman who went with me to open a ragged school, and when the children first met together, his remark to me was, that it was impossible to do anything with such children as those were. After the school had been established two or three months, his testimony was, he could not have believed that such a change could have taken place in such children.

866. With regard to the qualification of the teachers, are there any teachers, within your experience, who can only read and write imperfectly, but who are very well qualified to give religious instruction?—Most of those whom I have had under me have been persons who could read and write well.

867. They would then be able to pass an examination for the lowest class of certificated masters?—I do not know what that standard is, exactly; but there are many of that class of persons who dread an examination, and would not be inclined to submit to it, though they are good teachers.

868. It has been objected that a desultory education of a few hours a week cannot be really beneficial to the children, is that your opinion?—I think that if the purpose of the school were merely to get children together to read and write, and to give them secular instruction, that object would not perhaps be accomplished; but the result of my experience is, that the children's manners have been so civilised, and that the truths of the Bible have been so impressed upon their memory, that there has been a very remarkable change produced in many instances in those who were rude and uncultivated in the first instance, and who had perhaps not made very vigorous advances in learning.

869. You would consider perhaps that a very few lessons to a child who had never had instruction in religion before might effect that change?—I think that one may hope that with God's blessing it would be so; we could not say that in any particular instance that change would be effected.

870. Practically, have you known of many such changes among the children in the ragged schools of which you have had experience?—I have known many instances.

871. Mr. Pease.] A previous witness stated that he was of opinion that a Government grant would discourage free contributions, and not only so, but would cause many of the teachers to withdraw, would that be your opinion?—It would not be my opinion.

872. Does there appear to be an increased attendance at mechanics' institutions and places of that character in those districts where those schools have been in operation?—There was a literary institute which was always in a decaying condition, and it has been I believe given up; but young men's societies of that kind have been well attended. The testimony of one of the enumerators of the census this year was, that the answers to the questions were ready for him when he called for them; and that he observed a very marked difference between the present census, and the census 10 years ago in that respect. I cannot but think that that is the result of the wider spread of the education given in the district.

873. Have you introduced industrial training in the schools to which you have been referring?—So far as this; one of the masters had had some little knowledge of shoemaking, and during the afternoon would appropriate an hour or two to teaching the children to mend their own shoes; and so, with reference to the girls, there was sewing carried on; and they were taught to clean a little, and to cook potatoes, and so on.

874. Can it be stated that there is a manifest improvement in attendance of places of public worship in the district?—Yes, decidedly; and some of those who entered the school as children in 1852 for the first time are now voluntary teachers in Sunday schools, and some of them are occupying very respectable situations; one especially, is the superintendent of a shoeblack brigade in London, who was rescued from the very depths, I might say.

875. He was primarily a scholar in a ragged school?—Yes; and having been in the school some time, he passed through the shoeblack society as a shoeblack, and then was promoted to be assistant superintendent, and has finally become

come the superintendent; and a very good character is given of him by his committee.

876. Is it your opinion that intemperance has increased or decreased in proportion to the population since your acquaintance with the parish?—In some instances I have had it reported to me that there is not so much intemperance, but I cannot speak of it as a permanent improvement; and I do not think that, till the dwellings of the poor are improved, we can expect it; there is such a want of ventilation, and of everything necessary to health, as to cause a sort of craving for stimulants; and as drunkenness acts upon poverty, so bad dwellings act upon drunkenness.

877. Mr. *Austin Bruce.*] You stated that you had considerable difficulty in raising the funds for ragged schools; you raised ultimately about 600 *l.* a year?—Yes, more than that.

878. How much of that was locally raised, and how much was raised externally?—I used to reckon that we could collect 300 *l.* in the parish; I am not speaking from my books, but that would be about the sum.

879. How long was it from the time you commenced your exertions till the time you were enabled to support six schools?—It was a gradual work; I can scarcely say how long. Great interest was afterwards taken in the work by those who, at first, did not care about it. As an instance, this might bear upon it. Upon New Year's Day 1859, there were 200 voluntary teachers of ragged schools collected together, and each of those voluntary teachers might be considered as a centre of contributions for the support of the schools.

880. What was the population in the district in which you laboured?—It was 36,000 by the census of 1851.

881. Did that population principally consist of working men?—Yes; there were a few of the higher class of tradesmen, a great number of smaller tradesmen, and below them, a very large population, not only of the working classes, but of the degraded classes. Some of the localities have been noted in history for many generations as being the resorts of the lowest characters.

882. You have stated it as your opinion that those schools have a primary religious character, did you hear the last witness state that he objected to any assistance from Government, on the ground that such assistance would interfere with the religious character of the school?—Yes, I heard him state that.

883. Do you believe that Government assistance would involve the removal of the present teachers?—It would depend upon the conditions of the Government assistance, I think, whether there was any examination of the present teachers; and it would depend upon whether they could be induced to submit to the examination, and if so, whether the standard would be one which they could reach.

884. You think that the effect of Government assistance would be to raise the standard of the secular education?—Yes.

885. If that were the case, it would involve the removal of many of the teachers who, though well qualified for religious teaching, would be unequal to the task of teaching general knowledge according to the requirements of the Privy Council?—I should say that they would not be

unequal to the task of teaching reading, writing, and the principles of arithmetic.

886. Do you think that grants from the State would necessarily affect the religious character of those schools?—I cannot see that it would; in the case of the national schools with which I have to do, the inspector has examined them as to their religious knowledge, and I have been very thankful for the examination. I think it does good; it directs the attention of the teachers to particular points, and sharpens the faculties of the children; and there has been no interference with the religious character of the teaching.

887. Do you think that there is less earnestness and religious feeling in the national school teachers than in those usually employed in ragged schools?—I think that the ragged school teachers do not usually undertake the work unless they are influenced mainly by religious zeal and a wish to do good, but that the national school teachers adopt it more as a profession by which to gain their livelihood, though they may be influenced also by religious feeling.

888. Do you think that the primary religious character of ragged schools would be affected by State assistance?—I do not myself think that it would.

889. You, of course, frequently visited those schools which were created by your efforts?—Yes.

890. You gave religious instruction there?—Yes.

891. Did you ever find any difficulty in giving religious instruction which did not involve the teaching of the peculiar doctrines of the Church of England?—I did not find any difficulty; the condition of the children was such that the first object was to bring them within the pale of Christianity; they seemed to have sunk down the shaft, below the common platform of Christianity, and my idea was that the ragged schools were to go down and raise them to that platform; and our first efforts in the ragged schools were to teach them what we thought necessary in order to effect that object.

892. You found no difficulty in giving them adequate ideas of Christianity without, at the same time, teaching the peculiar doctrines of the Church of England?—No; my first object was to teach the great truths of Christianity; but, as they were passed on to the national schools, they came under the Church of England system.

893. As long as they remained in the ragged schools you would not give them any denominational teaching?—I did not feel that to be the point to which my attention should be directed in the first instance.

894. Mr. *Adderley.*] When you expressed a desire for Government aid, was it merely on the ground that you felt a difficulty in raising funds by voluntary contributions, and would be glad to receive aid from any source?—That was certainly the great feeling that I had; I think that there is a great difficulty in certain neighbourhoods in conducting education; the more the neighbourhood needs the education, the more difficulty there is in carrying it on.

895. Supposing that you could get your deficiency of funds supplied from voluntary sources, would you prefer that mode of the deficiency being supplied?—The practical way in which it used to strike my own mind, is this: A criminal boy costs the country a considerable sum of money

Rev.  
*W. Cadman,*  
M.A.  
—  
13 June  
1861.



Rev.  
W. Cadman,  
M.A.  
—  
13 June  
1861.

for punishing him, and I believed, that by bringing him under proper discipline and influence, that crime might, in many cases, be prevented, and that, by the expenditure of the public money, for the purpose of carrying out that object, there would be a saving to the country; and I could not see why, when public money was spent for punishing crime, there might not be some granted for those efforts which might prevent it.

896. Supposing that you saw your way to getting your deficiency supplied from voluntary contributions, would you not prefer that mode to receiving Government aid for ragged schools?—I do not know that I should, necessarily.

897. You do not think that support from voluntary contributions towards ragged schools is more congenial to the nature of the schools than support from Government funds?—I think it is more congenial, because of the active sympathy which it calls out.

898. In your views of Government aid being desirable, you very considerably differ from the opinion of the Ragged School Union, and of the witness who has preceded you, he being an officer of the Ragged School Union, who expressed his opinion that every shilling of Government aid would be so much poison to the ragged schools?—Yes. I should suppose that that opinion was given under an idea that Government aid could not be given without interfering with the liberty of religious instruction in the schools. That not being a result which I anticipate, I do not sympathise with the fear.

899. Mr. Gent's evidence was that, even if the Government money was given wholly unconditionally, they would certainly object to receive it; you materially differ from that opinion?—Totally.

900. If the opinions which I have been alluding to prevail almost with unanimity in the Ragged School Union, should you not fear that you would lose the support of the grants of the Ragged School Union if you received Government aid for your ragged schools?—If it became a rule of the Ragged School Union, or the prevailing opinion, to refuse Government aid, I think I should.

901. Supposing the Ragged School Union to entertain those opinions, they would not continue grants to ragged schools receiving Government aid?—I suppose they would not; at the same time, I have met with many conductors of schools who have expressed their desire for Government aid; I was not prepared for the unanimity which has been mentioned.

902. You say that you would be prepared to accept as one condition of receiving Government aid, that they should inspect your ragged schools, provided they did not interfere with your mode of conducting the schools?—Yes.

903. I presume that such an inspection as you would consent to would be simply to ascertain whether the school was such as entitled it to a grant?—Yes.

904. And you propose certificates of schools and not of masters?—That was my suggestion.

905. Are you of opinion that any certificate or test of qualification of its master would be inconsistent with the nature of a ragged school?—Not necessarily so; but judging from what I know of the present teachers, I think a certificate of the teacher would not be so practicable as a certificate of the efficiency of the school.

906. Do you think that you would get any two inspectors to certify upon the same standard to the general efficiency of a school?—If one of the suggestions I make were adopted, I should think that it might be possible. Supposing that a grant were made to a certain number of children on condition of their attaining a certain standard of proficiency, it would be easy, after an inspection of the children, to pick out a certain number and to say, These are children who have been educated to a certain point; let them be passed on to the national schools, and let there be a grant sufficient to pay for their education there. That might be an encouragement to the school.

907. That would be a certificate of the children, and different from your suggestion of a general certificate of the efficiency of the school?—It would amount also to a certificate of the efficiency of the school, and so entitle the school to aid.

908. Do you think that private subscriptions and the supply of voluntary teachers would both keep up, if your ragged schools were aided by Government?—I think so; that is my own opinion.

909. You suggested that a prize might be given by Government in the nature of a payment to enable the child to be sent to a national school?—Yes.

910. Do you think that a good many children in your ragged schools might be sent to the national schools, if funds for paying these expenses there could only be found?—The parents would not send them after they had been educated up to the point which, I suppose, would satisfy the Government inspector; they would think the ragged school had done its work; but if the funds were found, the children might then be passed on; whereas, if they were left to themselves, they must necessarily fall back on the streets.

911. When you said that you had great difficulty in raising voluntary funds, do I understand that you tried to raise them merely from residents on the spot, or did you try to get aid from non-residents, the owners of property, ground landlords, and so on?—I tried to get help from all I could hear of as being interested in the parish, and from friends not immediately connected with the parish.

912. Practically, do you derive many subscriptions from non-residents, owners of property, and ground landlords who are not locally connected?—No, certainly not. I fear I misunderstood the question. I received many subscriptions from persons who were in no way connected with the parish.

913. You state that, after the establishment of your ragged schools, your collections for the national schools increased; I presume that that was from the increased interest felt in the subject?—I think so.

914. Do you infer from that that you may look upon voluntary contributions as likely to increase as the general interest in education increases?—I do.

915. Mr. Liddell.] Do you think that it would be practicable to lay down any cut-and-dried system of examination, which would really efficiently test the capabilities of the teachers for the special sort of instruction required in these ragged schools?—I do not think that it would.

916. There are moral qualities which an examination would fail to bring out?—Decidedly.

917. Would

Rev.  
W. Cadman,  
M.A.  
13 June  
1861.

917. Would not that *per se* constitute a great difficulty in laying down rules upon which Government grants should be given to those schools?—Yes, if the grants were to be made dependent upon the teacher; and that is the reason why I suggested that it should be made with regard to the efficiency of the school rather than of the teachers.

918. Do you set a very high value upon infant schools?—Yes, I do; partly because children are taken away from school at such an early age.

919. As a matter of experience, have you found that in those localities where infant schools have been established long, the character of the children in the upper schools was better, and that the facility with which the teachers instructed them was greater?—That has been my experience.

920. Are there many infant schools connected with the Ragged School Union in London?—I cannot speak about the union; I can only speak of the schools which were under my own care. There are very young children brought to the ragged school by the bigger children, who nurse them perhaps, (sometimes sisters and sometimes not), and there has generally been some contrivance of a gallery or a class-room of some kind appropriated to those younger children who are brought by others.

921. It is your opinion that in every locality where a ragged school is established there ought to be an infant school in connexion with it?—Yes, if it is possible to get the funds.

922. Have you found much difficulty in getting competent teachers for your ragged schools?—There was a difficulty at first in choosing the right person, but eventually, not more than I should have expected.

923. Supposing that a vacancy occurred, were there many candidates to fill it?—Yes, there were, and many whom I did not think suitable.

924. Sir John Pakington.] You mentioned several cures which you have held at different times. The evidence which you have given us with reference to schools relates exclusively to the period when you had the care of this district in Southwark?—Yes.

925. How long were you there?—From 1852 to the end of 1859.

926. When you went there you found 400 children at school?—Yes.

927. When you left how many were there attending school?—I computed them at 2,000.

928. You added 1,600?—Yes.

929. Was that done entirely, and if not entirely in what degree, by the agency of ragged schools?—It was done, directly and indirectly, by the agency of the ragged schools. The condition of the population was such that the ragged schools seemed to me to be the best instrumentality to employ.

930. When you say indirectly, I presume you mean that the effect of the ragged schools was such that they tended to feed the other schools?—Yes.

931. Is it in your power to tell what was the proportion of the 2,000 children actually at that time attending ragged schools, and what was the proportion attending schools of other descriptions?—When I left I should think there were 1,000 children under national and infant school instruction.

O.73.

932. How many ragged schools had you?—I had six; one of them had become a national school.

933. You mean that the six schools took in 1,000 children?—Yes.

934. Were they all established by you and under your own direct care?—Yes.

935. You sought and provided the teachers?—Yes; and I had grants from the Ragged School Union to help me.

936. To what amount were those grants?—As far as I remember, in forming the Lant-street school, which was the first mentioned, there was an expenditure of 50*l.* for repairs, and the Ragged School Union made a grant of 20*l.* towards the 50*l.*

937. Did they give you annual assistance?—They gave 25*l.*, I think, towards the salary of the master.

938. Did they also give you grants for the other schools?—They gave me grants for the other schools.

939. Without those grants from the Ragged School Union, could you have maintained your ragged schools?—No.

940. Over and above those grants your finances were supplied by local contributions?—By local contributions and the help of friends not local.

941. Were the grants made to you by the Ragged School Union accompanied by any conditions?—I understood the principles of the Ragged School Union; I knew that their object was to confine their schools to ragged children, and that their intention was that all denominations of children should be brought into the schools without any special tests; but, as far as I remember, I was not obliged to sign any conditions.

942. Did you understand that that pecuniary assistance was given you upon the condition that you should adhere to any particular system of religious teaching?—Not at all.

943. What was your system of religious teaching in the ragged schools?—My first object was to get teachers that were really interested in the work; then the children were taught to read. There was a scripture lesson every day; but one plan I adopted was that the whole school, whether the children could read or not, should learn every day a distinct text of scripture, and have it explained to them by the teacher in a simple manner, and when I went into the school I would ask, What is the text for to-day? and they would repeat it, and a little examination in the matter tended to impress it upon their minds.

944. Did you make use of the Church catechism?—No; not in the ragged schools.

945. Was your teaching in any sense denominational?—No.

946. Should you be able to say what would be the probable tendency of those children, after they left school, with reference to the selection of a denomination?—As far as my experience went, I found them attending some of the places of worship connected with my own ministry. With reference to the Church catechism, one gentleman offered me a subscription on condition that I never would teach it; I refused the subscription because I said, though I did not think it would be used in the school, yet I would not be bound not to teach it.

947. Practically did you teach it?—Not in the strictly ragged schools.

948. When you first went to Southwark, there

Rev.  
W. Cadman,  
M.A.  
—  
13 June  
1861.

was a great deficiency of educational means in London generally, was not there?—Yes I think so.

949. And in that district you found it so?—Yes.

950. When you left it with 2,000 children at school, do you think that as regards that particular district, the means of education were sufficient?—I do not.

951. Were there, over and above those 2,000 at school, any considerable number of children in that district still unprovided with education?—Yes, there were.

952. To what extent?—I am not able to say to what extent.

953. On the whole, I understand you to express a high opinion of the ragged school agency?—Yes.

954. I understand you to express an opinion, that if the financial means for maintaining that agency were deficient, you would think it desirable to have Government aid, provided the conditions were fair and reasonable?—That is my opinion.

Lunæ, 17<sup>o</sup> die Junii, 1861.

## MEMBERS PRESENT.

Mr. Adderley.  
Mr. Black.  
Mr. Cave.  
Mr. Hanbury.  
Sir Baldwin Leighton.  
Mr. Liddell.

Mr. Lowe.  
Sir Stafford Northcote.  
Sir John Pakington.  
Mr. Pease.  
Mr. Ker Seymour.

Sir STAFFORD NORTHCOTE, BART., IN THE CHAIR.

The Rev. WILLIAM ROGERS, called in, and Examined.

955. *Chairman.*] You are Incumbent of St. Thomas, Charterhouse?—I am.

956. We are aware that you are one of the Royal Commissioners; but the questions we propose to put to you are not in your capacity of Royal Commissioner, but in your capacity of incumbent of St. Thomas, Charterhouse; how long have you been in that parish?—Sixteen years.

957. What is the general character of that district?—I believe it to be one of the poorest districts in London. I described it some time ago in a letter which I wrote to Lord John Russell; and perhaps I may be allowed to quote a few lines from that letter: "I am far from asserting that there are no other poor districts in London. I am sorry to say that there are; perhaps here or there an odd street or two might be found (though I very much doubt it) poorer than our own; but I still maintain that there is a singularity in the utter unmixed poverty of this district; that, as a legally constituted district, there is none so utterly destitute in all its parts, none which is such a complete bundle of rags, without any particle whatever of the purple and fine linen which is to be found in other parts of this city." With regard to the size of the district, I stated in the same letter that "The district is contained in an area of 17 acres, or 82,280 square yards, and the length of the boundary line is one mile less 154 yards. It is bounded on the east by the west side of Whitecross-street; on the north by Old-street; west by Goswell-street; south by certain courts of Cripplegate parish, and by a very small portion of Beech-street. Every better description of house has been most scrupulously cut out by the original apportioners of the district, who have zigzagged the boundary line in a most extraordinary and unnecessary manner, in order to accomplish their object, and who have finally concluded by leaving a net-work of the very lowest description of courts and alleys, 44 of which are blind, the open ones leading one out of another, and eventually debouching in Whitecross-street and Goswell-street. Some idea of the poverty of the district may be formed from the following facts: there are 9,500 persons contained in 1,178 houses, the total rental of the district being 14,660 l., or about 12 l. per house. Many of these houses are mere kennels, such as my friends in the country would not for a moment allow their dogs to inhabit."

958. That is a description of the parish as it  
0.73.

was several years ago?—Yes; and as far as regards the poverty of the district, it remains in the same condition as it was then; it has not improved.

959. What is the extent of the population?—The population is 9,500.

960. When you first went into the parish, what was the provision for education?—There was no provision at all, except that I think there was a British school.

961. What has been done in that direction since you have been there?—When I first entered upon the duties, my primary care was to see to the schools: I took an old blacksmith's shed, and established a school in it, charging the children 2d. per week; we got some of the lowest of the people to come to the schools; by degrees our schools developed, and finding that the people were agreeable and willing to pay much more than 2d. a week, we increased the fees to 3d. and 4d.; at the same time, the children of the very poor were received at a reduced fee, or free; by degrees those schools increased, and we built others; but finding that with the high rate of payments the poorer people were, to a certain extent, excluded, I established a penny school, which was very successful, and increased so much that we built the Golden-lane schools, capable of accommodating 1,000 children.

962. What amount of school accommodation have you at present?—The numbers in attendance in the day, evening, and Sunday schools are 3,345.

963. Is that the average attendance?—No, those are the numbers on the books; the average attendance is 1,956; the average attendance is about one-third of the numbers appearing upon the books. We are very strict with those appearing upon the books; if a child is absent for a month, we scratch his name off the book.

964. Do you consider that that provides for the whole of the children in the district?—Certainly, it provides for the whole of the children in the district.

965. Can you give us the number of the children in your district of the school age?—I am not prepared to say off-hand; we do not confine ourselves to the children in the district; in London we cannot do that.

966. *Mr. Lowe.*] How many have you in the whole of the day-schools?—Two thousand one hundred and seventy-nine appear on the books

Rev.  
W. Rogers.

17 June  
1861.

Rev.  
W. Rogers.

17 June  
1861.

of the day-schools, but from that you must deduct about one-third to get at the average attendance.

967. *Chairman.*] Of those 2,179 children, what proportion do you suppose came from beyond the district?—We have in the Golden-lane Schools, which are confined to the parish, 868, so that you would have to deduct that number from 2,179; and in addition to these there are many of the children residing in the district who attend the higher schools.

968. Do you mean the whole of the remainder are your parishioners?—I do not say that.

969. Do you think that one-half belong to the district?—Quite so; because there are a great many residing in the district who attend the higher schools, and not the Golden-lane School, which is for the very poor.

970. Do you consider that the schools, as they at present stand, make sufficient provision for the children of your district?—Yes.

971. Do you consider that all the children who ought to come to school in your district, do come to school?—No, I do not say that.

972. Why do they not?—From various causes; they have their duties at home to perform; they have the babies to nurse, and many of them assist their parents; we have a great many costermongers in the district, who frequent the markets, and the children go out with the parents to assist them in their business.

973. Do you think that that employment of the children accounts for the absence of the other children in the parish from school?—To a great extent it does.

974. I understand you to say, that the lowest rate of payment is 1*d.* per week?—Yes.

975. Do you consider that there are any children in the school who do not come to school because they cannot pay 1*d.* per week?—No; any child who cannot pay is admitted free.

976. How is he admitted free?—Upon the personal recommendation of one of the managers.

977. Have you any account of the number of children who attend the schools free of charge?—At present we have about 100.

978. *Mr. Lowe.*] Including evening schools?—No, in the day schools only; there are none attending free of charge in the evening schools.

979. *Chairman.*] Do many of the children attend the schools in a very bad condition?—Many of them.

980. Do you refuse a child on account of his being in a bad condition?—Never. We have children without shoes, and if they had shirts they would protrude from their trousers; and in the school there is a most unmistakable bouquet about them, showing the class from which they come; no child is refused on account of the state of its clothes.

981. Your schools might very appropriately be called ragged schools to some extent, might they not?—I should be sorry to call them ragged schools; I have striven hard against that because I disapprove of the term "ragged," and I am sure that the people disapprove of it too; I have a very great knowledge of these people, having been amongst them for the last 16 years, and I am quite sure that they disapprove of the term "ragged" and of the principles of the ragged school.

982. What do you mean by the principles of the ragged schools?—That the children may go in and out as they like.

983. Will you explain a little more what you mean by that?—That the discipline maintained in them as to the attendance is very lax.

984. You consider that to be the necessary principle of a ragged school, and that a school in which there is discipline, and in which the teachers are made to enforce regularity of attendance, is not to be called a ragged school?—I should say so.

985. Have you any knowledge of the working of ragged schools at all?—Not to any extent.

986. Is there any ragged school in your parish?—There is one.

987. How is it managed?—I know very little about it. It is managed by some people independent of me, and who have never communicated at all with me. I am quite open to be communicated with, because my object is to do good to the people of the place; but those who have the conduct of the ragged schools appear to be disconnected with the parish.

988. Do you know what number of children attend the ragged school?—I do not.

989. Have you found the ragged schools in any way an annoyance to you?—It takes off our discontented, and perhaps as a blister on the constitution it may do good, but really it does not seem to affect us in any way.

990. You have never found it do you any harm?—Not at all.

991. *Mr. Liddell.*] You say that the name of a child is scratched off the list for certain non-attendance. What do you consider a sufficient amount of non-attendance to justify its removal from the list?—A child would be removed after a month's continued absence, unless some excuse were made. If requested he would be re-admitted. We desire only to keep our books straight.

992. Do you find that the fact of his name being erased from the list as a non-attendant acts upon the parents to induce them to send him again?—I do not know that they were even aware of his name being erased. When I mentioned that circumstance it was to show that we do not, as is the case in many schools, keep an immense number of children on the books, and then say that we have 400 or 500 children, whereas, one-fourth of them, perhaps, only are *bona fide* scholars.

993. Do you find that the attendance of the children is regular or irregular?—I should say, fairly, regular.

994. Your schools, I presume, are under the Government Inspector?—Certainly.

995. Are your teachers certified masters; have they certificates from the Committee of Council?—All of them.

996. Have you pupil teachers?—We have.

997. Certificated, as is the case in national or other schools?—Exactly.

998. You say that, in your opinion, the principle of a ragged school is one of absence of all discipline; do you think that the absence of discipline tends to deteriorate the quality of the education given in those schools?—Most decidedly.

999. Do you apply that remark both to the religious and educational instruction?—Exactly so. I do not see how anything is to be taught unless the children attend regularly. I do not think I said absence of all discipline; there is, I conclude, some discipline, but it is not what I should call an efficient discipline.

1000. When you talk of the inefficiency of the discipline, has that reference to the attendance or internal

internal regulations in the school, both as to instruction and attendance?—I am not sufficiently cognizant of the internal regulations of the ragged schools to speak with any certainty. I speak as a man of common sense, that if children go into a school just as they like, once or twice a week, for an hour or so, it is impossible that they should receive anything which can be called an education. I have never devoted my attention to ragged schools, my object being to try to elevate the children above ragged schools.

1001. When you first set up your schools, did you find much indisposition on the part of parents to pay at first?—Not at all. I may say that when we first thought of establishing the Golden-lane Schools, I thought it would be necessary that the children should be admitted free; that was my opinion at first; but through my visitors, I canvassed the district, and we found that the people were very anxious indeed about these schools, and took great interest in them. I asked which they preferred, and they unanimously preferred to pay the penny.

1002. We have been informed that the ragged schools are intended to receive the children of parents who cannot and who will not pay. Do you believe that in your parish there are any parents who cannot pay, who are not provided for by the Poor Law?—Such a thing might be that a person could not pay, and in our schools we admit them if they cannot; but I should say, so far as my experience goes, that there are exceedingly few people who cannot pay a penny a week.

1003. To go to the next, which is the larger class, and the most important class, those who will not pay, do you think that there are many such in your parish?—I should say not; I do not think that it is the payment they object to; there is a large class of children who are step-children, and of course the step-mothers do not attend to them in the same way that their own mothers would attend to them; do not like the trouble of sending them to school, and of keeping up the regularity of their attendance. I question very much whether it is the penny that operates against the children being sent to school.

1004. Then you find that you overcome, by a little persuasion and conversation with the parents, the money scruple without much difficulty?—There is not the least doubt about it; I think that the first thing to be done is to get up something like public opinion in favour of schools, which I think we have done in our district, and when it becomes to be considered a disgrace not to go to school, the children generally are sent.

1005. Mr. *Adderley*.] Do those very ragged children whom you have described, and who attend your school, mix with the children of a better class?—At one time we used to mix them together, but since I have established the Golden-lane Schools, we do not mix them in the Golden-lane Schools. There are some, of course, rather of a superior class, but we endeavour to exclude them as much as possible. The higher schools are purposely for the children of the better class of mechanics and labourers.

1006. When they mixed, what objection did you find to it?—I found no objection.

1007. Did you find that the better clothed children, or their parents, objected to the admission of those ragged children?—No, I did not; I should say that we do a great deal in the way of assisting them with clothes; we lend them pinafores to make them decent.

0.73.

1008. When you lend clothes to a ragged child do you allow him to take them home?—We do.

1009. Have you ever found that they were lost?—Very seldom; what we lend are principally pinafores, which do not fetch very much at the pawnbrokers, and yet make the children look decent. We do not inquire what they wear under the pinafore.

1010. Do you think that such children taking home clothes lent to them, has a tendency to induce the parents to clothe their children better, rather than to induce the parents to pawn the clothes?—Yes; the parents are pleased at the clothes being lent, and seeing their children more decent, they are induced to provide better clothes. We have found that children who were at one time very wretchedly clothed, have, by degrees, become more decent, and the parents take greater interest in making them tidy.

1011. Mr. *Liddell*.] Do you take any pains to wash the children; have you any baths?—No; I think there might be an objection to that.

1012. Mr. *Adderley*.] Do you find that the Golden-lane Schools are attended by children of a class generally sent to ragged schools?—I can only say, that I have been two or three times into a ragged school, and I have found that they are exactly the same kind of children. Knowing that I was to be called to-day, I yesterday took a page of the entrance-book, and dotted down a few of the trades of the parents, which I will read:—

Widow.	Sweep.
Boxmaker.	General dealer.
Carman.	Clerk, deserted his wife.
Widow.	Fish-hawker.
Shoemaker.	Fat collector.
Cap-maker.	Ropemaker.
Widow.	Well-sinker.
Pensioner.	Labourer.
Watchman.	Blacksmith.
Labourer.	Singer.
Workbox-liner.	Chaff-cutter.
Costermonger.	Hawker.
Cabman.	Drover.
Sailor.	Photographer.
Fish-hawker.	Ostler.
Pipemaker.	Dog-collar-maker.
Sailor.	Sausage-maker.
Cats'-meat-man.	Coalheaver.
Dock-labourer.	Poster.

1013. Mr. *Low*.] Were those taken at random?—Those were taken at random.

1014. Mr. *Adderley*.] Should you say that the children attending ragged schools are, generally speaking, children of a particular class of parents, or of parents who are vicious or reckless?—I cannot exactly understand what is meant by a particular class; there is no particular class of people who do not go to school.

1015. What becomes of the children of very poor parents, such as have been described, who are utterly unable to pay for their children's education?—I doubt that there are any so utterly destitute as that they cannot pay 1*d.* per week.

1016. What becomes of the children of outdoor paupers?—I have no means of ascertaining; many of them, no doubt, come to our schools, but being only incumbent of a district church, I am not connected with the parochial system at all.

1017. Are there any schools which are entirely free, that is, giving education to all the children in them?—No; not connected with me.

1018. Who pays for those children who receive gratuitous

Rev.  
W. Rogers.  
—  
17 June  
1861.

Rev.  
W. Rogers.  
—  
17 June  
1861.

gratuitous education?—We pay for them out of the funds of the school.

1019. Are those funds raised by subscription, or by the higher schools making a profit which pays for the other schools?—My system is, to throw all the receipts and expenses into one balance-sheet, and those who pay larger fees, if there is a surplus, contribute towards the support of the Golden Lane Schools. The entire fees received in the last year, amounted to 1,294*l.* 13*s.* 2*d.*

1020. How many classes of schools contribute to that fund?—Three.

1021. What is the highest and the lowest payment?—The highest payment is 1*l.* per quarter, and the lowest payment is 1*d.* per week.

1022. Are you obliged to increase the surplus fund, so raised by the profits of the higher schools, to any larger extent by private subscriptions?—Unfortunately I am obliged to do so.

1023. Do you find any difficulty in so poor a district, in getting a sufficient amount of private subscriptions?—Very great difficulty; I depend upon my own friends. Of course, in that, I do not include the Government assistance, without which it would be impossible to carry on the schools.

1024. Do you derive assistance from friends unconnected with the parish?—I do.

1025. Do you receive many subscriptions from owners of property in the parish, or from ground landlords?—Yes; when we have raised subscriptions for building schools, we have found some of them come forward and assist.

1026. Do you find that there is much property in the district which escapes contribution to your schools?—I am sure there is.

1027. Do you find a difficulty in ascertaining who are the non-resident owners?—No, I have no difficulty; by reference to the rate-book, we can find out who they are.

1028. Do you find that ground-landlords and non-resident proprietors frequently refuse to contribute towards the charities in the district?—I am bound to say that many in my parish have acted very fairly; the parish is very much cut up into small properties; but still those people who have any conscience at all have come forward very fairly. A large portion of the district belongs to Dulwich College. I am one of the governors of that institution myself, and I know that we are not able to subscribe to the schools.

1029. Have you any fear of not being able to keep up your funds sufficiently for the support of the schools?—I have no fear so long as the Government grant is continued, and so long as my own friends support me.

1030. How do you obtain Government aid in support of the Golden-lane Schools?—In the regular form.

1031. Your funds enable you to get certificated masters?—Yes.

1032. Do you sometimes put up with the workhouse class of masters?—No, I have always had first-class masters; the first one came from Battersea, and our present one from Cheltenham; they are both first-class.

1033. Do you think that those persons who have established a ragged school in your district would send the children in that school to your school if they chose to pay for them?—No doubt about it. My idea is, that if they would spend their energies in looking up the children, and in sending them to such a school as ours, they would be better employed than in maintaining such a school as the ragged school.

1034. They would not deny, probably, that theirs is less efficient as to discipline, than the lowest of your schools?—I have no communication with them, and I do not know what their ideas are.

1035. Would it not be cheaper to them to pay for the education of all the children in their ragged school in one of your schools?—I should say it would; but I do not know what their funds are, or what their expenses are.

1036. Do you suppose they could induce all the children in the ragged school to enter your schools, or do you know of any obstacle to their doing so?—There is none that I know of.

1037. Do you consider that a ragged school could in any way act as a feeder to your lower schools, supposing the children were only brought into them for a short time, and then passed on to your schools?—I would much rather they came direct into our schools.

1038. Do you believe there are any children now idling about the streets in the Charterhouse district who might be so caught for a time by an irregular sort of school, and then passed on to your school?—No, I do not think so; I think they would much rather come at once to ours, if they went to any at all.

1039. I presume that there are some about the streets whom you cannot get hold of?—No doubt there are some, as there are in every large town district.

1040. Do you think that an irregular kind of school, without much discipline, and therefore rather attractive to that class, might catch such children for a time, and then pass them on to your schools?—I do not think so; there is every attraction in our schools; I do not know what greater attraction could be given; if the father or the mother of the child say that they wish it to come to school at any later hour, we give every facility, and there is every kind of attraction in the way of clothing, and in kind treatment on the part of the teacher.

1041. Do you not suppose that the want of discipline in a ragged school is a sort of inducement to that sort of children to come in, who might otherwise object to a better regulated school?—I do not think it is, generally speaking; the non-attendance of the children arises from the neglect of the parents to send them to any school whatever, whether it be a well-disciplined or a badly-disciplined school.

1042. Supposing the loose discipline to which you refer to be necessary for a ragged school, should you consider that an objection to such a school being brought within the regular terms of Government aid?—Decidedly. I do not think that Government aid could be given, except where there is some attention to discipline.

1043. If ragged schools are brought within the terms of Government aid, you think it might lead to a certain class of children being satisfied with that, instead of looking to a better class of school?—I do not think that Government aid would make much difference; the parents do not know anything about Government aid.

1044. Government aid would be essential to the managers of ragged schools, and the gratuitous character of the schools would be an attraction to parents, but would not those two features be an encouragement to people to be satisfied with the lower school, rather than sending to schools which are better disciplined?—I think there might be considerable danger, though, generally

rally speaking, the people prefer the paying schools, and object to an entirely gratuitous education.

1045. Mr. Pease.] Will you allow me to ask whether the ragged school was established prior or subsequent to the increased accommodation which you have enumerated to us?—There was a British school there for some time, but I believe they were not able to maintain it, and then it opened as a ragged school. But I really do not know how long it has been established; sometimes it gets very low, and then it gets freshened up again.

1046. You did not find that it took any of the children away from your schools?—I should say not.

1047. It would appear, therefore, that there was a certain number of children waiting for the opening of such an institution, and glad to avail themselves of the opportunity of going to a ragged school?—Of course, whenever a school is opened, a certain number of children will always go to it. As I said before, the discontented from my school will go to it.

1048. Supposing the calculation of 1-6th of the population to comprise the children who ought to be subject to education in the parish, you appear to have an average attendance of about 1,100 per day; whereas, 1-6th would give 1,550. There would, therefore, appear to be a number of children in your parish not receiving education?—I can explain it in one or two ways. In the first place there are some children who go to other schools. We have a large parochial school and a ragged school, which take away some of the children. We have also a large clothed school for girls in the adjoining parish, which takes others; and there are a certain number of children connected with other denominations who do not attend our schools. Again, there are many children who assist their parents, and who, taking the average age, ought to be attending at school.

1049. Do you find that some of the children come to you from the ragged schools?—Sometimes.

1050. And you have always found that, with Government aid, your income is sufficient for the purpose of education in your district?—I cannot say that. I have to raise subscriptions, and I am generally out of pocket myself every year.

1051. Have you any industrial training in connexion with your other school?—I have not; I proposed to establish some, but I found the expenses so great, that I was obliged to abandon the idea.

1052. Have you clothing clubs?—We have.

1053. Do you find them successful?—Most successful; especially the provident society. The number of depositors in the year 1860 was upwards of 2,000.

1054. Mr. Liddell.] You have infant schools, I presume?—Very large infant schools; the infants are included in the number I have already given.

1055. I suppose you do not consider any system of education perfect without?—Most decidedly not.

1056. Mr. Cave.] The trades you mentioned just now, I suppose, afford no indication of the poverty of the persons classed under those trades?—No; my object was to show that they are *bonâ fide* poor people whose children attend the schools.

Q.73.

1057. I think I understood you that there was a washerwoman among the number?—No; there is a photographer.

1058. A photographer might be earning several hundred pounds a year, or make a very small income?—My object is to show that they are the same class of children as those who attend the ragged schools. If you go to the ragged schools you will find that the parents of the children follow precisely similar trades to those I have mentioned. Of course these people always make the best of themselves when they come to enter their children into the schools.

1059. Is the penny class the lowest?—It is.

1060. You have first-class certificated masters, as I understand, for the penny class?—Yes.

1061. Are they satisfied to teach the penny class?—Perfectly so, as far as I am aware.

1062. How many are receiving gratuitous education?—We have now about 100, I believe.

1063. What is the difference between their attending gratuitously in your schools, and attending a ragged school?—I know of no difference.

1064. You say you take no means for enforcing cleanliness?—I did not say that I did not take any steps to insure or induce cleanliness; of course the master endeavours to induce them to be clean, but we have no baths.

1065. It has been stated in evidence that in the ragged schools the children are almost compulsorily washed before they are allowed to go into the school?—We have no means of washing them; no doubt they would be much better for a wash.

1066. You say that gratuitous education is not popular; that applies to the parents?—To the parents.

1067. And not to those children who come in voluntarily, whose parents take no pains to induce them to come?—I doubt very much whether there are such children; I think they are a most marvellous race, that do not exist anywhere else; it is not generally the fashion for children to go to school unless they are sent. They may come about the time of a school treat, or when anything is to be given away, but they will not attend to any purpose, unless their parents keep them at school.

1068. Are there not children whose homes are so wretched, that the school is an escape for them?—There may be some.

1069. You think there are not a great many?—I should think not; that is, there are not many who voluntarily go to school in order to escape from the miseries at home. I think the schools are popular with the children; I think they like to come when they once get attached to the teachers; but that their first impulse is voluntarily to go to school I do not believe; they are sent by their parents in the first instance.

1070. Yours are Church of England schools?—Yes.

1071. Is there any objection on account of the denominational teaching?—None whatever; we take anyone who comes into the school. Three Catholic priests came about a year ago, and went all through the schools, and they were perfectly satisfied, and said that they should not object to their children coming.

1072. You teach the Church of England catechism?—Yes.

1073. But you do not find any objection raised by the parents?—None whatever; if there were

Q 2

Rev.  
W. Rogers.

17 June  
1861.

any



Rev.  
W. Rogers.  
17 June  
1861.

any objection, we should make arrangements, but the parents of the children are not in a condition to object to the catechism.

1074. Mr. *Black*.] What do you suppose to be the average of the payments per week?—I cannot say exactly off-hand; we have, as I stated before, 3,345 scholars; the fees last year amounted in all the schools, including the evening, to 1,294 l.

1075. What was the amount of subscriptions?—The annual subscriptions amount to 110 l.

1076. How much did you get from the grant of the Council of Education?—I cannot say off-hand, it is all paid to the teachers; it is not paid to us.

1077. You say you find that gratuitous education is not popular, and that the parents and guardians are quite willing and able to pay; could they not then have paid for the education of their children without any assistance from anyone?—I have no doubt they will do a great deal more in time; but as you are aware, education is quite a new thing amongst this class of people. The feeling is very much springing up, and I have found an enormous difference in the state of public opinion even in the few years I have been in the district; I believe that in time people will do a great deal more. When once they find the benefit of education, they will do much more towards supporting the schools, but it must be a work of time. We endeavour to teach children the importance of parental duties, so that when they grow up and become parents, they may attend to their children.

1078. Is the religious element or the secular element most attended to in your schools?—I am not able to answer that question. I do not know the difference between religious and secular.

1079. We find that in the ragged schools the religious element is what they principally depend upon, and pay most attention to. Is the same course adopted in your schools?—The whole character of the teaching of course is religious, and I am unable to separate the two; there is always a religious lesson given, and the teachers are all religious people, so far as I know. We are not teaching the catechism all day, if you mean that.

1080. You have one ragged school in your parish, you say?—There is one.

1081. That school I understand is not only no disadvantage to you, but is rather an advantage?—I will not say it is either one or the other; it has very little, if any, influence upon our schools.

1082. Have any of the children who attended the ragged school been handed over to yours when they have made some little advance in education?—There are some, but I can say nothing as to the advance in education they made in the ragged school.

1083. Mr. *Hanbury*.] I think you say you have not observed much improvement in the population of your district within the last 16 years?—I did not say I had observed no improvement in the population; on the contrary, I think there has been an enormous improvement, but that in regard to the poverty and general character, the district to the outward observer would appear to be very much the same. I think there is an enormous difference in regard to morals, general civilization, and care for the children by the parents.

1084. Do you imagine that the population is a

migratory one; as people improve do they leave the district?—A great many do; but in all these places, there is a certain number of the people who remain stationary, who are connected with the parish, and are indigenous.

1085. I understood you to say in one of your answers, that you had some objection to a washing department in your schools; will you state what your objections are?—My objection would be, that it would be very difficult to carry it out properly, and there might be an objection on the part of the parents to allow it, I think; it is much better to throw the *onus lavandi* upon the parent and not upon the schools.

1086. You do not consider cleanliness next to godliness?—I am not prepared to endorse that sentiment. I think there are a great many good people that are very dirty; it would be difficult in our school to establish a washing department.

1087. You say there are 100 free children in your school. How many are there besides those who are paid for especially?—When I say free children, I ought to add that we pay for them.

1088. You say there are 100 children in your school upon the free list?—Yes.

1089. How many are there paid for by friends?—We are in fact their only friends; the school is their friend.

1090. Do you not think that if it were not for the ragged school in your district there would be many children not provided for educationally, and who would not come into your school?—Most decidedly not; there is a provision for all the children in the district.

1091. You say you have had no experience with regard to the working of the ragged school in your district?—None at all.

1092. Is it close to your school?—It is two or three streets off.

1093. What street is it in?—Honduras-street; they call themselves the Golden-lane Ragged Schools.

1094. You say that there was no school provision for the people when you came into the parish; I suppose you mean in connexion with your church?—I say there was a British School; but it was a very small establishment indeed, and was not confined to the district. It was a British School for the whole neighbourhood.

1095. That was the main school in the district?—The only school, except the parochial school, which takes in children from all parts of the parish of St. Luke.

1096. Sir *Baldwin Leighton*.] Do those children who are paid for receive the same education?—Exactly the same; no one knows whether they are paid for or not; it is an arrangement amongst ourselves.

1097. Are they generally as well dressed as the others?—They are much the same; there are some of these children whose parents could well afford to pay, only we do not turn them out, and many of them could better afford to pay than those who do pay; but for some reason we do not press them.

1098. The parish, I suppose, do not pay for any children?—Not at present.

1099. Mr. *Lowe*.] Golden-lane School is, in fact, composed of the same elements as a ragged school?—So far as I know; if you went to a ragged school you would find the trades followed by the parents were very much the same as those I mentioned just now.

1100. Do you ever make any inquiries as to what

what the parents are?—Yes, we do; and we know a great many of them.

1101. What is the highest school fee?—£. 1 per quarter, which is about 2s. per week.

1102. Do you get assistance from the Privy Council for that school?—No, not for all the scholars; some pay less in that school.

1103. Do they all receive the same education?—Those in the highest school receive the higher instruction, because they generally remain longer in the school.

1104. Those in the higher school, who pay the lower rate, receive the same as those who pay the higher rate?—Yes; and we have a system by which those in Golden-lane Schools may be drafted into the other schools.

1105. You have a lower class again, what is the next?—The next payments are 6d., 4d., and 3d.

1106. Do you get relief for all those?—We receive the capitation money for all, except the 6d. class.

1107. Below those come the Golden-lane Schools?—Yes.

1108. You have no two-penny charge?—No.

1109. Why is that?—Because we find the people as willing to pay 3d. as 2d.

1110. Would you not find them as willing to pay 2d. as 1d.?—No doubt we should be able to get many of them to pay 2d., but I am afraid we might run the risk of excluding the poorer class, for whom the schools were principally intended.

1111. You have given us the sum of 1,294l. as received during the year. In that sum do you include the payments from those who pay the highest sum?—Those who pay the highest, and the evening classes.

1112. Can you separate those?—I cannot do so off-hand.

1113. To come to the Golden-lane Schools; you say they are free to all who like to come?—They are open, not free.

1114. How many children are there in those schools?—Eight hundred and sixty-eight.

1115. What is the staff for teaching that school?—We have one master and two mistresses.

1116. Are they all certificated?—They are all certificated, and we have 12 pupil teachers altogether; six male and six female.

1117. The discipline of the school is something like that of a country national school?—Quite so; we are easy with some of the children, and do not require very punctual attendance; if their parents say, for instance, that they want them to attend the market in the morning, we allow them to come later; but the parent comes and states this or any other excuse he may have for sending the child late to school.

1118. Practically, you require regular attendance?—Yes.

1119. The rule which you mentioned about a child not attending for a month, would apply to that school?—Yes, but that has nothing to do with the parents; they do not know that we strike the children off the list; as I said before, people will sometimes say they have 600 children in the school, when perhaps the number really attending is not more than 200.

1120. Do you decline to receive children a second time?—Not at all.

1121. You resemble ragged schools in that, that you are open to all comers?—We are open to all comers.

1122. I do not quite understand the distinc-

073.

tion which you draw between your school and the ragged school; you say that they allow irregular attendance; you do the same, do you not?—I think the difference is this, that ours is, if I may so call it, a "regular irregularity;" we do not allow a child to come in at any time he likes, unless he has some reasonable excuse for his lateness, or unless his parent states that he is occupied and cannot send the child until a certain time in the morning. We ensure, to a great degree, regularity of attendance by the payment of one penny; if a man sends his penny, he likes to have his *quid pro quo*.

1123. If he sends his 6d. per week for one week, and next week he sends nothing at all, you do not object to it?—We do not; that is to say, we not turn him out if he does not bring his money; but we expect him to pay in the course of the week.

1124. Are those children in Golden-lane Schools all of one class, and of an inferior class to those in the 3d. school?—Yes, there is a very marked difference; any one who walks through the school, would see the difference.

1125. In what does the difference consist?—The general appearance of the children; they are not so well clothed; any one who knows the poor will soon detect the difference.

1126. The parents do not discharge themselves of the *onus lavandi*?—They do not; the odour which exhales from the children, and which it is difficult to get rid of, even in such well ventilated rooms as those in Golden-lane, shows this.

1127. Are there many children of more decent parents who go to Golden-lane schools?—There are some few to whom it is convenient.

1128. Why is it convenient?—Because they live close by.

1129. But I suppose you rather discourage it?—We very much discourage it, and we constantly advise them to go to the other schools.

1130. You do recognise the existence of a different class amongst those children, but you do not agree that there is any necessity for a free school?—I say they ought to pay.

1131. You admit that these are not all of the same class?—There is a great difference between those who go to the higher school, and those who go to Golden-lane School.

1132. The 3d. schools?—They are of a superior class; they are the children of mechanics.

1133. Do you suppose that those children come to you month after month, in a state of great filthiness and dirt?—Most decidedly not.

1134. Do you find them improved?—We do.

1135. Do they not bring vermin?—I dare say they do.

1136. But you don't care much about that?—We do, but we are not always able to prevent it, though we do our best.

1137. You think that they become more decent in their dress after a time?—They do.

1138. You put yourself into communication with the parents?—Very much so; I have large meetings with them three times a week.

1139. Where?—In the school-room.

1140. What takes place there?—The regular weekly meetings are for religious services, and for short addresses to them on religious subjects; and then we have other meetings in the winter; lectures, illustrated with the magic lantern; and entertainments of that sort.

1141. Do

Rev.  
W. Rogers.  
17 June  
1861.

Rev.  
W. Rogers.  
—  
17 June  
1861.

1141. Do you talk to them about their duty to their children?—Yes, certainly.

1142. Is that the machinery you have employed to get up what you call a public opinion in favour of education?—Yes; and the people seeing that the children who go to this school are much improved, and are in a better condition than others, take an interest in the school, and encourage each other to send their children.

1143. Were ragged schools in existence when you first began your labours in the Charterhouse district?—I do not think they were.

1144. The question had not been brought before you?—It had not. I think that one thing which has made these ragged schools, as they call them, a necessity has been the fact, that in the national schools the managers have fixed the payment too high, and have not sufficiently regarded the poorer class.

1145. Have you had any objection, on the part of the Privy Council, to the penny payment?—They know it is a penny payment.

1146. Has any objection been made?—Not that I am aware of.

1147. How did you get the parents to pay in the first instance?—We visited them.

1148. If you opened a ragged school, you would begin with the children first of all?—If I was the founder of a ragged school, I suppose I should; but my principles would be to go to the parents. I think they are the proper people to go to.

1149. You visited from house to house?—Yes; when I established the schools, and we found out all the children in the district, we inquired of them whether they went to any school at all, and if not, then we recommended them to come to school.

1150. Did you find much reluctance among them?—None at all; they seemed highly pleased. There was an immense *furor* about the establishment of the Golden-lane School.

1151. There was a limit to your operations, as far as regards funds?—Quite so.

1152. Was there any limit on the part of the parents?—I think they were not so willing to send their children to school when I first went into the district as they are now.

1153. What number of children did you begin with?—About 50 in the Blacksmith-street school; and we have gone on steadily increasing in number, and increasing our buildings; and whenever we have increased our buildings, we have always filled them.

1154. Do I gather it to be your opinion, that if the same course were adopted in every low neighbourhood, the same result would be produced?—I think that is the proper course to take; and I do not see why the same results should not be produced in other poor districts.

1155. Would it take any long period of time?—I do not think that it would. I think that a very different feeling has sprung up among the poor, even within the last 10 years, upon the subject of education; but I think that the establishing of ragged schools has tended to throw it back, because people find that they are deluded as to their children being educated in them; when they send their children to those schools they think they are going to be educated, and they find they are not.

1156. You mean they do not distinguish between these and other schools?—They do not; they send their children to these schools, and then they find

that they are not educated, and they become disgusted with the whole thing.

1157. Is drunkenness very prevalent in your district?—I am afraid it is.

1158. Do you think that the majority of the children who attend your schools are the children of parents of intemperate habits?—I cannot say; many of the parents, no doubt, drink more or less.

1159. How do they get the 1*d.* per week?—I do not know.

1160. It has been represented to us that that indulgence is so craving, that a parent will not spare anything for the education of the child?—It does not follow that if the father drinks the mother does also; if she does not she will pay. But after all, drinking is such a matter of degree, that I do not know how you would define a drinking man.

1161. You do not consider the people in your district, probably, a sample of the labouring population?—On the contrary; in any part of London, if I do happen to meet a roughish individual, I am pretty sure he is my parishioner, and he generally touches his hat to me as such; a habit which has sprung up among them of late, and which I attribute very much to the influence of the school.

1162. Mr. *Hanbury.*] Do you receive a capitation fee for those children who are paid for by friends in your school?—No, we have no right to it. We have no right, I think, to a capitation fee, unless the children pay a penny.

1163. Do your children bring the penny with them on the Monday morning before they are admitted into the school?—They are admitted without the penny; if they have not got it, they generally pay the money on Monday or Tuesday.

1164. Do you keep an account against the parents?—Yes, and sometimes when credit has been given, we have found that the parents have made the arrears up.

1165. Do you know that Honduras-street School was in operation many years before the Golden-lane Schools were established?—It was a British and Foreign school; then it lapsed into a ragged school; but I have not followed out its history.

1166. Mr. *Low.*] What sort of parents have the 109 children for whom you pay?—I should say they are negligent parents, probably.

1167. Do you know anything about them?—Yes; I visit them, and try to induce them to pay.

1168. Are they drunkards, generally?—I am rather cautious in saying whether a man is a drunkard, because all my people drink gin, more or less.

1169. Do you think that that is the main cause that they do not pay?—I cannot say; but I think we should do much better if we were more strict and made them pay; perhaps I am rather tender-hearted, and do not enforce the payment.

1170. Have you many Roman-catholic children in your school?—I do not inquire; they come to school if they like.

1171. *Chairman.*] If you made out a list of the trades of the parents of the children who come free to the school, do you not suppose that you would find them very much the same as the children of those who do pay?—Just the same.

1172. Taking trades, then, is a delusion, as showing the class from which the children come?—To a certain extent; my object in selecting the trades

trades was to show that they are much the same as those who go to ragged schools.

1173. If you take merely the name of the trade, for instance, a photographer, do you suppose that Messrs. Maull and Polybank would send their children to Golden-lane Schools?—Probably if they did they would have as good an education as they have now.

1174. Can you tell us the average expense per head of your children in the Golden-lane School?—It would be rather difficult to furnish it, because the higher schools and the Golden-lane are so mixed up together; there is only one balance sheet for all the schools.

1175. You said just now that you considered the establishment of ragged schools was likely to have a prejudicial effect upon the parents, and to render them less anxious to send their children to school; on what ground did you say that?—I have heard it occasionally from people.

1176. Was that spoken of the ragged schools in your neighbourhood?—Yes.

1177. You have no experience of the general working of ragged schools in London?—No; I have not studied them.

1178. Are you able to say of your own knowledge, that there is any general impression amongst the parents of children, that they are deluded in sending their children there?—Yes.

1179. Are you speaking of your own neighbourhood?—Only of my own neighbourhood; I have enough to do in my own neighbourhood without going into other parishes.

1180. You do not mean to imply that there was any intentional deception, but I understand you to mean that the parents stated that the children at those schools did not receive a proper education?—God forbid that I should suggest that there was any intention on the part of the ragged school promoters to deceive the people; I only say that that is the effect of the ragged school system; I think that the intentions of managers are pure, but I believe they have taken the wrong course.

1181. Then what is the distinction between the Golden-lane Schools and the ragged schools?—They pay 1*d.*

1182. That is to say, that almost all the children pay 1*d.*, some being admitted without?—By far the greater number pay 1*d.*, and they are all liable to the payment of 1*d.*

1183. What do you mean by saying that they are all liable to pay 1*d.*?—They all ought to pay 1*d.*, and at any moment they may be turned out for not paying 1*d.*

1184. Is that the only distinction you make between your school and the ragged school?—As far as I know, the discipline is much better in our schools, and I believe we do teach them something.

1185. When you say that your discipline is better, do you mean that you have rules better than their rules, or that you have men better capable of enforcing discipline than their men?—I should say both. We have no rules at all, except that the children are expected to come as near as possible to time, and in decent condition; it is the master who makes the rules; it is the fact of having a good master that makes the good discipline.

1186. If a ragged school had the advantage of a good master, do you know why it should not enforce as good discipline as you do?—I know

of no reason, except the payment of 1*d.*, which I consider a great engine of discipline.

1187. May not that payment cut both ways, and make the child more regular in the week for which the 1*d.* is paid, but prevent the child going once or twice, which it would otherwise do if the 1*d.* were not enforced?—We are not very strict about that, and I think that even if a child did come to school only two or three times in a week, it would derive very little advantage from it.

1188. What do you mean by saying you are not so very strict?—We do not turn the children away from the school because they have not brought their money with them.

1189. Have you heard any of the evidence given before this Committee by the managers of the Ragged School Union?—I heard the gentleman who was examined on Friday, but I was not able to follow his evidence.

1190. Are you aware that the committee of the Ragged School Union, at all events, proposes to endeavour to make the attendance at the schools as regular as they can?—I dare say they do.

1191. Are you aware that the Government aid to ragged schools is confined to those in which industrial training is given, and that, consequently, in ragged schools, in which industrial training is not adopted, Government aid and inspection are excluded?—I have no official knowledge upon the subject. I believe that ragged schools, in which industrial occupations are pursued, do receive Government aid, but that those in which there is no industrial training do not.

1192. Is it not of great importance that ragged schools should have the advantage of Government aid and Government inspection, so that they may be able to get good teachers, and keep them up to their work?—No doubt it is very desirable that all schools should be inspected.

1193. Do you think that your Golden-lane schools would be as efficient as they are, if you were deprived of Government aid or Government inspection?—Decidedly not.

1194. Do you not think that if ragged schools, which do not receive Government aid, were put on the same footing as your own schools, they might be brought up to the same point of efficiency?—I think not, unless the penny were paid; I attach great importance to the payment of the penny.

1195. That is the one point on which you and they differ?—I think so.

1196. Mr. Adderley.] Is there not another point of difference; do you not say that ragged schools are very inferior in discipline?—I have no evidence to give about the ragged schools, because I have not studied them. All I say is, that we get precisely the same class of children at my Golden-lane Schools as at the others; and, speaking as a man of common sense, I think that children who drop in in that irregular sort of way cannot be so well disciplined.

1197. You say that you consider an irregular system to be the characteristic of a ragged school?—I have always understood it to be so; the fact of the necessity for their establishment shows it.

1198. You think, therefore, there is not only a difference between the Golden-lane School and the ragged school in point of payment of 1*d.*, but also in point of discipline and system?—Yes.

1199. Sir John Pakington.] You said you had heard complaints that parents had found that their children were not educated at the ragged schools;

Rev.  
W. Rogers.  
—  
17 June  
1861.

Rev.  
W. Rogers.  
—  
17 June  
1861.

schools; were you speaking of any particular ragged schools?—Yes, of the one in my own neighbourhood.

1200. Have you heard that opinion expressed by many parents?—I have.

1201. To what extent?—It is difficult to say the exact numbers; I dare say I have heard 20 parents express that opinion.

1202. Were they all speaking of the same ragged school?—Chiefly; I only know the people of my own district.

1203. Have you ever heard an objection specified to the system of education pursued there?—There seems to be a general objection to the ragged school altogether.

1204. To that ragged school?—I say, that ragged school, because I do not pretend to know anything about any other ragged school; but I suppose that ragged school is like other ragged schools.

1205. I need not point out to you that in saying that children are not educated at a school you are passing the gravest censure you possibly can upon a school?—I can only speak of the one in my own neighbourhood.

1206. That answer is practically applicable only to one school, and with regard to that, you do not know the defects in the education?—No; it is general dissatisfaction.

1207. Were any of the parents who so spoke to you people who had had experience of other schools?—I really cannot say.

1208. Were they parents who had been educated themselves?—They were poor persons.

1209. Were they persons whose opinion you would take, as being competent to give it, of the system of education in any school?—I do not suppose they were competent to pass an opinion upon a system of education; but they could tell whether their children learnt to read and write; common sense would teach them this.

1210. In that line of life, does it not require something more than common sense to judge whether a system of education is good or bad?—They can judge, I think, whether their children learn to read and write, and improve generally.

1211. If they are ignorant persons themselves, can they?—Yes, I think so.

1212. Mr. Liddell.] Do you think that those parents who have expressed an opinion rather adverse to the system of education in ragged schools, have in fact contrasted the education received in those schools with the education received in your school, that their contrast was favourable to your school?—I do not wish to establish anything like a rivalry, or any contrast at all; they are not rival establishments.

1213. Mr. Black.] You say, that some of the children are supported partly by your own friends, and partly by those who are locally connected with the parish. Do those latter subscriptions increase?—Yes, I think they have done so.

1214. Therefore, the necessity for the former has diminished?—Yes; but I should say the people in that parish are very poor.

1215. Even the ground landlords?—Yes; the benefit they get out of their properties is very small.

1216. Mr. Adderley.] The system pursued in the Golden-lane Schools is, that the children as they improve should pass on to the other schools?—Yes, they should do so; all have a chance of doing so, and many do.

1217. Can you tell me whether the irregularity in attendance is chiefly amongst the free children?—Most decidedly it is.

1218. In your statement of schools in the Charterhouse district, have you given us all that exist, or are there schools of other denominations to be added to the number?—There are no others that I know of, except the parochial school, which is for the whole parish of St. Luke's.

1219. Are there any Roman-catholic schools?—Not in the district; there is one in the adjoining district.

1220. Are there many Irish in Charterhouse district?—Considering the lowness of the neighbourhood, not so many as might be expected.

1221. Mr. Lowe.] A ragged school is rather a missionary than an educational establishment, is it not?—I think that the true definition is given by Mr. Mann, as "one whose primary object is to convert incipient criminals to Christianity."

1222. Therefore a school might be commensurate in some degree to the objects of its founders, without imparting any great degree of what may be called education?—Quite so; that is the impression upon my mind, that in these establishments they may preach to the children, but that they do not educate them.

1223. Great weight is attached to the influence which the teacher can obtain over the children?—I do not know that that is peculiar to ragged schools; all teachers endeavour to get a moral influence over the children.

1224. The difference between your school and the ragged school is, that a ragged school deals with the children, and you deal with the parents?—We deal with both; we look to the parent as the guardian of the child.

1225. The ragged school looks rather to the child than to the parent?—Perhaps so.

1226. The promoters of a ragged school endeavour to induce the children to come to school, whereas you visit the parents, and endeavour to induce them to send the children to school?—Quite so.

1227. You say, that in your opinion the penny is a great disciplinarian?—Very great.

1228. In what way?—In the first place, I think that the parents attach much more importance to the school, and that they send their children much more regularly in consequence of paying the penny; every man likes to get a *quid pro quo*.

1229. In your opinion, the penny enlists the parent on the side of the school?—Quite so.

1230. But if you take a child out of the street without the penny, you do not enlist the same interest?—We do not.

1231. Chairman.] Are you able to say, of your own knowledge, that the mode of proceeding by the ragged school teacher, is to get hold of the children by themselves, without going to the parents?—I cannot say from my own knowledge; I am only stating it, as any other man would, from their reports.

1232. When you adopt Mr. Lowe's distinction, that you work through the parents and the ragged school teachers through the children, I do not understand that you are able to say that that is the practice with regard to ragged school managers?—I only state that from their reports; that appears to be their manner of proceeding.

1233. Mr. Hanbury.] At what age do the children leave your school?—About 12 or 13 years of age.

1234. Are

1234. Are they then fitted for industrial or other situations in life?—Yes.

1235. Do you consider that any part of your duty is to find situations for them?—I do not consider it any part of my duty to do so; but I am glad to recommend them to situations if I have opportunities; and we are frequently applied to.

1236. After they leave the school, you exer-

cise a general superintendence over them?—They come to our Sunday schools and evening schools.

1237. Are you aware that in the ragged schools the conductors generally find situations for the children when they leave?—I dare say they do; we do the same as much as we can.

1238. In that respect, ragged schools are as beneficial as your schools?—I dare say they are.

Rev.  
W. Rogers.  
17 June  
1861.

Mr. A. O. CHARLES, called in; and Examined.

1239. *Chairman.*] I THINK you are Secretary to the Reformatory and Refuge Union?—I am.

1240. Will you be good enough to explain to the Committee the nature of that society?—I cannot do better than read a statement from "The Objects of the Union:" "It acts as a centre of information and encouragement for reformatories, refuges, industrial schools, and other similar institutions in the United Kingdom."

1241. How many institutions are connected with it?—Two hundred and forty-eight, including reformatories; the number of refuges and industrial schools, in which there is the class of children described in the resolution, appointing this Committee, are as follows: in London, 36 schools, accommodating 1,600 children, but not including the Middlesex Industrial School at Feltham, in which there is accommodation for 400 at the present time. In the provinces there are 29 schools, in 23 different towns, accommodating 3,300 children. In Scotland there are 23 schools, in 15 different towns, accommodating 2,800 children.

1242. Are those all industrial schools?—Industrial schools and refuges.

1243. Will you mention what is the distinction?—In an industrial school the children receive education, in the ordinary sense of the word, with industrial training and food; in a refuge they receive lodging in addition.

1244. How many of those schools are certified under the Industrial Schools Act?—Ten in London and 10 in the country; the 10 in London accommodate 420 children, but hitherto they have only received 20 under the Industrial Schools Act: there are 10 provincial schools certified, accommodating 1,130; there has been no recent return made of the number committed to those schools under the Industrial Schools Act; some time since it was about 70, but I think that number is now considerably increased.

1245. Out of 65 schools, 20 only are certified?—Twenty.

1246. How comes it that the remainder are not certified?—Hitherto they have not been certified, inasmuch as the industrial schools which were certified, received no practical benefit; 20 children amongst 10 schools is, of course, of no real consequence, having regard to the Government grants which they receive, and which are limited to the children so committed.

1247. What is the class of children for whom those institutions are intended?—The matron of one of the institutions has described the inmates of her school in these words, "Some are orphans, entirely destitute; some whose parents are in prison, or are insane, or as to whom it is not known where they are; some are the illegitimate children of fallen women; some have been removed from the care of their sisters, who are themselves on the streets, and some whose parents

are such wretches, that they are not fit to have the charge of their children." I have here, a statement of the social condition of the families of the present inmates of one school, which will explain the class that is received into these institutions:—

J. R., 15. No father; mother not known where.

J. B., 19. No parents; came from Berkshire, destitute.

W. S., 15. No mother; father somewhere in Northumberland; has been eight times in prison.

G. Q., 18. Turned out by stepmother; once in prison, 18 months in workhouse.

J. W., 19. Drunken stepfather; has been eight times in prison.

M. D., 16. Parents very poor; could not get place.

F. P., 17. A Polish boy, destitute; six times in prison.

J. G., 15. Father, not known where; three years in a workhouse.

G. F., 16. Father, a poor fisherman; sent by a lady who knew his destitution.

W. S., 15. Was beaten, and turned out by his stepfather.

C. E., 19. Destitute sailor-boy, having broken his leg.

M. P., 15. Mother, a poor widow, who has had out-door relief.

A. F., 16. Eight months in workhouse; sent to a place, but did not stop, and could not get into workhouse again.

H. J., 16. Ran away from home; got into bad company; sent to prison.

F. S., 15. Five years in workhouse; sent to a fishing smack; ran away; became destitute.

F. M., 20. Twice in prison; father committed suicide.

J. W., 14. Father absconded, leaving the boy in bed.

W. L., 17. A vagrant, found begging; once in prison.

G. T. A., 16. No father; a vagrant.

G. C., 16. Locked up three times for stealing fruit; sent by a lady, to rescue him from bad companions.

C. B., 16. A destitute orphan; eight years in workhouse.

B. P., 15. An orphan; vagrant.

G. K., 16. The same.

W. K., 16. The same.

J. P., 14. Mother, a drunken widow.

H. E., 19. Twenty times in prison; tried for two or three months to get taken into the refuge; at last admitted, though over the usual age.

G. G., 16. No father; eight times in prison.

E. C., 16. A vagrant; parents living, not known where.

Mr.  
A. O. Charles.

Mr. S. M., 17. An orphan, and vagrant; tramped  
 A.O. Charles. with penny shows.  
 — W. P., 16. Father, a dissipated water-cress  
 17 June seller.  
 1861.

1248. I observe that a great many of these are children of out-door paupers, or children who have been in the workhouse; why are they not sent to the workhouse?—In all those cases they are over the age received into the workhouse schools; they would become adult paupers if admitted into the workhouse, and boys of that description usually object to being so received. But, generally speaking, in regard to workhouses, there is a difficulty on the part of the guardians; a boy of 10 or 11 years of age applying for admission into a workhouse is refused invariably, in the first instance. I have heard recently, from a guardian of one of the London workhouses, that as a rule such children are, on the first application, refused admission. The class of children who are in the habit of getting their living in the streets do not usually press their suit sufficiently to insure their admission, and, if they were admitted, there would still remain the objection to the moral character of the workhouse schools.

1249. To what age do you allude when you say that they would not be admitted into the workhouse schools?—From 12 to 14 years of age and upwards.

1250. What steps are taken to confine the admission to those schools to the proper class of children?—Upon that question I may be allowed to quote from the report of one of Her Majesty's Inspectors of these schools, Mr. Ruddock, who states, "I have particularly remarked in the Ragged and Industrial Schools the great care taken by the several committees to confine the benefits of these schools to the class of children for whom they were instituted. The lists are weeded by periodical revisions, and it is my conviction that, so far as the schools I have visited are concerned, very few of the children in them would obtain any education or training whatever were it not for their existence. The appearance and clothing of the children betoken that they are the Arabs of the street, withdrawn from vagabondage and petty pilfering, and placed under some degree of healthy control and moral influence. The same class of children are to be found, not in the populous cities only, but also in the smaller towns, and even in the larger country villages. For these the resource of Ragged Schools does not exist." Similar testimony is given by Mr. Brown, another of the Inspectors of these schools, who says, "The attainments of the children are not usually high at these schools, but much attention is paid to industrial training, and, as I believe, with considerable success. They appear to be very beneficial institutions, and the managers are, I think, well aware generally of the liability of such charities to abuse, and anxious to prevent it."

1251. Are those for the most part children who might be provided for by the day ragged schools?—For the most part not: taking that list which I read just now as a specimen, there is scarcely one boy who has a home of any kind to go to, provided he was only admitted into a day ragged school.

1252. These schools are at present in receipt of Government aid, are they not?—Some of them; the Government aid has hitherto been

given to uncertified industrial schools, under the Minute of June 1856 and the Minute of December 1857.

1253. Will you state the amount of aid which has been given by the Government to those schools?—Half the rent of the industrial premises; one-third of the value of raw material and tools used in training; grants for apparatus, according to the Minutes of the Committee of Council; the ordinary augmentation for a certificated teacher; and 5 s. per annum for each industrial scholar.

1254. The aid is chiefly given for the industrial training?—Exclusively.

1255. When you say that the ordinary augmentation is given to the certificated teacher, that would be educational aid?—It would be a personal allowance to the master, in the same way that an allowance is made to the certificated master of a national school.

1256. It enables you to get a master at a cheaper rate, or a better master at any given rate?—Yes.

1257. This relates to the schools which are not certified?—Yes.

1258. What do the certified schools receive?—Under the old Act they received 7l. 10s. per annum for each committed child, in addition to the grants just enumerated; but under the Bill now before Parliament, in accordance with a circular issued from the Home Office, they are to receive 5 s. a week for each committed child.

1259. I want to know the present amount given to the certified schools?—Five shillings per week is given for each child committed under the Industrial Schools Act.

1260. Is that in addition to the other grant?—In lieu of all other grants.

1261. I understand that the schools have at the present time received intimation that the footing on which they now stand is about to be altered?—The uncertified schools have received intimation, through the report of the Committee of Council, and also by letters direct from the office of the Committee, that all grants for schools capable of being certified, will be withdrawn after the present financial year. Certified schools have received intimation that they will have no further grants from the Committee of Council, but will receive grants from the Home Office, under the Industrial Schools Act.

1262. Is there anything which is cause of complaint on the part either of the uncertified or the certified schools?—Certainly, on the part of uncertified schools, because they are now shut out of Government help, unless they become certified, and hitherto there has not been sufficient inducement to schools which have already become certified, to lead others to add to the number.

1263. At the present time in the certified schools there are a certain number of children committed under the Industrial Schools Act?—Twenty, in the London schools.

1264. They have, in addition to those 20, a considerable number of children who are received as free children?—Four hundred, in 10 schools certified.

1265. They receive a certain payment from the Committee of Council on Education, for 400 children, and receive some other payment from the Home Office for 20 committed children?—They do.

1266. Whereas it is understood that the payment which is made by the Committee of Council on

on Education for 400 children will be entirely withdrawn?—Entirely.

1267. And that the payment for 20 committed children will be continued as before?—It will be increased; as under the Committee of Council it was 7*l.* 10*s.* for each child, under the Home Office it will be 13*l.*

1268. With regard to uncertified schools, they complain, I understand, that whereas they receive at present a certain payment from the Committee of Council, that will be withdrawn after the close of the present financial year?—Quite so.

1269. And that the only remedy open to them will be to get themselves certified; and when they are certified they will receive something from the Home Office in respect of the committed children, but nothing in respect of the free children?—Nothing at all.

1270. And the result will be, that the schools must get aid from the Government, or must take steps to substitute committed for free children?—That is exactly the state of the case.

1271. Do you suppose that the great mass of the children who are now in these schools, whom I have called free children, are children of a class who might properly have been committed under the Industrial Schools Act?—Mr. Tufnell's evidence is exactly to that effect. He states, in his last report to the Committee of Council on Education, "Not 20 children have been secured in the metropolis under that Act, though the streets are thickly strewn with proper occupants for the certified schools; and in fact all the refuges that I am in the habit of visiting are filled with children of the exact description contemplated in the Act."

1272. What is the Government payment in respect of the 400 free children in the 10 certified schools?—I do not know.

1273. In your opinion, the 400 children might legitimately be brought under the certified Industrial Schools Act?—Not only the 400, but the great bulk of the 1,600.

1274. Confining ourselves for a moment to the 400; supposing those 400 were under the Industrial Schools Act, the Government would pay 13*l.* a year for each?—Yes.

1275. That would involve a payment of 5,200*l.* a year?—Yes.

1276. Can you tell us what is the present Government aid in respect of those 10 schools?—under 1,000*l.*

1277. The 1,600, you say, might all be properly brought within the Industrial Schools Act, which would entail upon the Government a payment of four times the amount stated, that is, 20,800*l.* a year?—Yes, for London alone.

1278. Are you aware what is the total amount of payment made by the Government?—I am not. The whole sum paid by the Committee of Council for this class of children in London, in the provinces, and in Scotland, for the last year, was a little over 9,000*l.*

1279. With regard to the London schools, we find that the great mass of the children might properly be placed in certified industrial schools; does the same remark apply to the children in country schools?—Not to so great an extent, because they are not in many cases resident. In London, with the exception of two schools, they are all boarded and lodged, whilst in the provinces, in the great bulk of the schools, the children are not lodged. They would therefore come nearer to the description of day ragged schools in 0.73.

London, although in the case of those schools there would be a considerable proportion under the Act, if it were efficiently worked; at least half of them.

1280. The number at present in the country schools is double the number in the London schools?—Yes.

1281. Supposing the whole of those children to be brought under the Industrial Schools Act, we may say that an additional expense of 20,800*l.* would be thrown upon the Government, in respect of those schools?—In respect of half the children.

1282. The number in the country schools being double the number of those in the London schools, that would be the sum to be provided for?—Yes.

1283. If the expense for London alone would be 20,800*l.*, for the country schools we must add a similar sum?—Yes.

1284. Which would give something like 41,000*l.* or 42,000*l.* a year for England, exclusive of Scotland?—Yes.

1285. Even if that is done, do I understand you to say there would be about half the children in the country schools unprovided for by any Government grant?—Yes.

1286. Do those schools generally desire Government aid?—I do not know a single exception; in fact, the bulk of them have received help, more or less.

1287. Are they satisfied with the mode in which the aid is at present granted?—With the mode, but not with the amount.

1288. Do they desire that it should be continued in the same form as at present?—They desire to see re-established the Minute of June 1856.

1289. What is the distinction between the Minute of June 1856 and that of December 1857?—According to the Minute of June 1856, one-half of the whole rent of the premises is paid, whereas, under the other, it is confined to the premises in which the industrial training is carried on. Under the old Minute, half of the salary of the master and assistants was paid, whereas, under the new Minute, the school receives no grant on account of the salary, unless there is a certificated master. Under the old Minute, there was a payment of 50 shillings for the food of each child, but that we do not ask to have restored. Under the new Minute, 5*s.* per annum is given for each industrial scholar. I may be allowed to give an illustration of the way in which the two Minutes operate in the case of two schools. One school, under the old Minute, received 465*l.* out of an income of 2,200*l.*, being about one-fifth of the whole. Under the new Minute, the grant to that same school is 138*l.*, out of an income of 2,200*l.*, being only one-twentieth. In another school, the grant under the old Minute was 107*l.*, out of 401*l.*, being one-fourth; and under the new Minute it is 38*l.*, out of 509*l.*, being one-thirteenth.

1290. Sir J. Pakington.] What has been the result of those two cases?—It has created a considerable financial difficulty; they have had to seek to raise the money from other sources.

1291. Have they succeeded in doing so?—In both cases with very great difficulty. The school, the income of which was 509*l.* received last year, nearly 1-5th of that sum from the Reformatory and Refuge union, without which they could not have gone on.

1292. You think that in that case a voluntary aid

Mr.  
A. O. Charles  
—  
17 June  
1861.



Mr.  
A.O. Charles.  
—  
17 June  
1861.

aid would have failed to supply the vacancy caused by the change?—It would.

1293. How was it in the case of the other school?—They have received a considerable grant during the past year from the same society, and have also been obliged to make a special appeal, not only amongst their own friends, but amongst the public generally, who are supposed to be interested in that description of school.

1294. Mr. Liddell.] Do I understand a refuge to be a place where children who would otherwise be destitute, are boarded, lodged, and educated?—Yes.

1295. I want to ask what mode you adopt for obtaining your inmates. Do you go to search in bye-lanes and alleys for these people, or do you wait until they apply?—Unfortunately, we have never occasion to wait; there are always more applicants than can be admitted.

1296. I think I understand from you that a great portion of these children have been refused admittance by the guardians into workhouses at first?—I meant that on the first application they are refused, and that not being of an age likely to overcome the difficulty raised by the officers at the workhouse, who refused them, they remained on the streets.

1297. Then do I understand that your schools perform the duty which the guardians are by law called upon to perform?—As regards those children; but the children admitted into refuges are by no means confined to that class, as will be seen by the list I read just now; and it could be shown by other and more detailed evidence, that many of the children who are fit subjects for refuges and industrial schools, who could not be committed under the Act, or admitted into the workhouse.

1298. I am dealing simply with the destitute children who go up to the guardians and claim admittance into the workhouse. You say that a great many of such children are refused admittance?—Undoubtedly.

1299. When they apply to you and represent that to be the case, do you make no remonstrance with the guardians?—I believe it has been done in many cases. I have known instances in which the children have been directly sent by some official of the workhouse to apply at the refuge.

1300. To relieve themselves, in fact, from the onus of responsibility which the law has imposed upon them?—Yes.

1301. Do you think that in a country where the law has imposed that responsibility upon certain constituted authorities, it is desirable that a refuge should be in existence, the effect of which is to relieve them?—We do not think it desirable, in order that they may be relieved; but we do think it desirable, because we know that the moral effect of workhouse schools is such as to render it undesirable that many of these children should be admitted into them.

1302. You say that a large proportion of these children are in this position?—Not a large proportion.

1303. Do you not keep a note of such as present themselves?—I am only giving the general facts. I believe that some schools could furnish a list of the children so refused.

1304. Mr. Adderley.] In stating the present aid given to uncertified and certified industrial schools, you say, with regard to the first, they have a certain proportion of certificated masters. Can you state the nature of the certificate

required?—The Minute states the ordinary rate of augmentation for a certificated teacher.

1305. Does it not state that the teachers in poor law schools may take rank as certificated teachers?—Yes.

1306. Therefore, in stating that a certificated teacher was required, should you say that in the case of industrial schools it is not required to be higher than the rate of teachers in workhouse schools?—I only stated the fact, with regard to the pecuniary value of that Minute to the managers of schools.

1307. A lower rate of qualification is required for the teachers of industrial schools, than for elementary schools?—Yes.

1308. When you say 5s. a week per child is now granted by the Home Office to certified industrial schools, is that in lieu of the 7l. 10s. per annum offered to them by the last Minute?—It is in lieu of that and all the other grants under the same Minute.

1309. What do you mean by all other grants?—The grant for rent, materials, apparatus, and so forth.

1310. Has that final arrangement been published?—It has, by a circular from the Home Office.

1311. Are there any other grants offered through the Home Office to the certified industrial schools but the 5s. a head?—None whatever.

1312. Not even building grants?—No.

1313. You have alluded to the Bill now before Parliament for certified industrial schools. Supposing that Bill to pass, do you consider that the certified industrial schools will be satisfied?—Quite so.

1314. Do you consider that in that case the uncertified will probably become certified schools?—If they saw any chance of receiving a fair number of children under the Act.

1315. I am supposing the Bill to be passed. In that case do you think that the uncertified schools will become certified?—Probably, if they are to lose their grants from the Committee of Council; although it would require some considerable time before the schools already certified would receive any adequate number of certified children, as they have now only 20 out of 420.

1316. You think that the existing schools labour under some disadvantage by having arrears of children for whom they would receive no grant?—Yes.

1317. Do you think that under these circumstances there would cease to be a need of ragged schools?—Not by any means; we believe that there are children fit subjects for these schools who never can be committed.

1318. Will you state what children will not come under the description of children who may become liable to be committed?—The whole of that list I gave just now would be excluded on the score of age, and that would apply in many other cases.

1319. The difficulty would be in point of instruction?—There is no difficulty; on the other hand there would be many who would belong to the class contemplated by that Act, against whom it would not be easy to prove that they had committed any offence.

1320. Look at the clause in the Bill which describes the class of children who may be committed, and say what sort of children would not come under that description, and for which, ragged schools would be required?—A child who is an orphan

orphan and not guilty of any offence, would not come under that Act.

1321. Do you mean that a child who is an orphan and unprovided for, and has no one *loco parentis* to take care of the child?—Yes.

1322. Would not that child be provided for under the Poor Law?—The difficulty then arises that many such children would not be admitted to the workhouse schools, and there would be the objection as to the moral effect of those schools upon the children who were admitted.

1323. With regard to the moral objection which you urge to pauper schools, am I to understand that that applies to district schools?—They are very few in number, and do not have any great effect upon the mass of children who are received into workhouse schools.

1324. Does the moral objection which you entertain to pauper schools, attach to district pauper schools?—Not so much, although there is felt to be a difficulty, inasmuch as there are too many children in those schools to afford an opportunity of exercising a personal influence over them: and in the next place, if a girl, for instance, is sent out from those schools, and at any future time leaves her situation, she has no home to go to except the adult ward of the workhouse; whereas in the refuge there is a home always open to the former inmates, if at any time they are looking out for situations.

1325. Mr. *Cave*.] The objection has been urged against the new system of certified industrial schools, that the taking of children before the magistrates, as a condition precedent to their being admitted into the industrial school, is very objectionable. What is your opinion upon that?—The managers of these schools thoroughly share in that objection, and they know also that the friends of the children share in it. It was recently observed by a poor woman that she thanked God her boy had never been before a magistrate, and she hoped he never would.

1326. Although it is perfectly understood by educated people that a committal by a magistrate is a mere form, yet amongst the friends of the uneducated poor, that distinction would not be drawn?—It would not; going before a magistrate would always be with them going before a magistrate.

1327. Mr. *Black*.] Are there any uncertificated masters in these industrial schools?—Nearly all of them are so.

1328. Would they not be able to find certificated masters willing to take office?—If they received sufficient Government assistance.

1329. You say that of about 400 scholars who may be considered free, 20 have been committed by the magistrates?—In 10 schools.

1330. Do you not think that it is of far more importance that they should be received free, without any stigma whatever?—Unquestionably.

1331. Then it is of more importance to receive those poor children on account of their poverty or their circumstances, so that when sent out into the world, they may be able to hold up their heads rather than that it should be stated that they had been committed by a magistrate?—Quite so.

1332. You have spoken about the working of the Act as regards payment for materials. Is there not some difficulty about that, and are not some of the materials the great part of the value?—That has been the practical result of that Minute of the Council.

0.73.

1333. Might not some means be adopted by which a regulation could be made to prevent that abuse?—I am not aware of any possibility at the present moment; on consideration, something might be found. It appears to me a bad regulation to allow such a grant at all.

1334. Mr. *Hanbury*.] Do you find that the managers of certified refuges approve of being inspected?—They approve of all proper inspection on the part of the Government.

1335. Is that inspection found to interfere with the religious instruction of the school?—In no way whatever.

1336. I understood you to say, that the managers do not desire to have the 50 s. capitation fee maintained?—They feel that they could not properly claim from the Government any grant on account of food which they choose voluntarily to give to the children, in addition to the school instruction and industrial training.

1337. I suppose they would not object to the 50 s.?—I need scarcely answer that.

1338. Sir *B. Leighton*.] What is the expense of a child for one year?—It cannot be less than 13 l., and in most cases it is 15 l.

1339. What test can you put upon the admission of children if they are not admitted by the order of a magistrate?—It is not desirable that all of these children should be brought before a magistrate; but the managers do not ask for so much for every individual in the school. They only ask for the Minute of June 1856, omitting the feeding clause.

1340. You say that the children are not admitted into the workhouse schools above the age of 12?—I asked the guardian of a metropolitan workhouse on Friday last, and he stated that frequently a difficulty was made in the case of a child 12 years of age, but there certainly would be an objection in the case of a child of 14. We know that it is usually the case with regard to children over 14 years of age.

1341. Are you speaking of London?—Yes.

1342. Were you speaking of London exclusively when you were referring to the district schools?—There are only six district schools in all England so far as I am aware.

1343. There are a great many other schools?—Where they are connected with the workhouses the practical effect is the same.

1344. Is it not rather a premium to guardians refusing to admit children, when they see that the children are so well taken care of in the refuges?—We have only sought to deal with an evil as we find it existing.

1345. If I, as a guardian, am anxious to save the rates of the tax-payers, and I know that you take better care of a child, is not that rather an inducement to me to refuse to admit him into the workhouse?—I am not prepared to answer that question.

1346. It would be an inducement to guardians not to make a child a pauper, if they knew that he would be well taken care of elsewhere?—It might probably be so.

1347. Are the industrial schools much in debt?—Some of them are. We had a return last Christmas, when grants were being made to London institutions, of their pecuniary position, and we found that some of them were considerably in debt, but others by means of special appeals, and the insertion of telling letters in the "Times" at Christmas, and so forth, have been enabled to meet their expenditure.

Mr.  
A. O. Charles.

17 June  
1861.

Mr.  
A.O. Charles.  
—  
17 June  
1861.

1348. Have any schools been shut up on that account?—Not any.

1349. Is that a fair average return of the inmates which you produced just now?—I think so, because, as a rule, a vacancy does not exist in these schools many days.

1350. We may take that as a fair average of the numbers at the present moment?—Yes.

1351. About two-thirds of those, according to my calculation, are paupers, or ought to be paupers?—We have sent round the circular of questions, issued by this Committee, to the various schools, and in a few days the answers will be received.

1352. Have you ever attempted to get a boy into a workhouse?—I think Mr. Ware, who has been personally connected with one of the largest schools in London, might probably be able to answer that question from his own experience.

1353. If the Government pay 5s. per child, that will cover the whole expense?—For the committed cases.

1354. Mr. Lowe.] Will you tell the Committee what those whom you represent wish?—The Minute of June 1856 restored without the feeding clause; that is one-half of the rent; one-third of the cost of tools and of raw material for labour; the ordinary grants for apparatus; and half the salary of the master and of the assistants, at the rate of one master for 25 inmates, and one assistant for every additional 25.

1355. That is a larger rate than for ordinary schools?—Yes; and we consider that we are entitled to more, because we add industrial training.

1356. Does it come within your knowledge that any great expense is incurred in the purchase of raw materials?—I can mention an instance which occurred within the last month or six weeks, of one institution having expended 800 l. upon one article, and therefore purchasing it at a reduced cost.

1357. What kind of material was that?—Firewood.

1358. Have you known of any instance of considerable expense having been incurred by the Government, in the purchasing of woods for cabinet-making?—That would be a smaller item, because it would take much longer time to work it; and, as a rule, the time of the inmates is not generally devoted to that description of work, but they are employed upon that which is most remunerative, and is soonest turned to account.

1359. What is done with the firewood?—It is sold, after having been cut up and tied into bundles.

1360. Is no child admitted into a refuge who is not destitute?—Sometimes the circumstances of the children are such as have been described in the 4th section of the 9th clause of the Industrial Schools Bill, where the parents are unable to control them, and in those cases a payment is usually made by the families of the children.

1361. With that exception the children must be destitute?—Yes.

1362. That is, they must be children who have a right to be relieved under the Poor Law?—I think, in many cases, the guardians would hold that they were not strictly within the class of pauper children, although they really would be neglected or destitute.

1363. It comes to this, then, does it not, that the guardians do not do their duty, and benevolent persons form a society and supplement that

duty?—That being only one portion of the class admitted. Those who have profligate parents also are admitted into the schools, and they are much the description of children admitted into day ragged schools.

1364. But they are not admitted on the ground that their parents do not feed them, but on the ground of the profligacy of the parents?—Yes.

1365. Most of the children are destitute?—Most of them; the qualification for admission generally is "homeless and destitute."

1366. This benevolent society supplements the duty of the Poor Law Guardians?—In respect of those children.

1367. Does it follow that the Government should assist a benevolent society?—They have done so hitherto, because they have recognised the existence of this class of children as not being really provided for.

1368. The Government has given to the Poor Law Guardians the power of raising rates for the purpose of relieving destitute persons?—Yes.

1369. Having given that power, do you think it right that there ought to be another system of taxation to supplement the first?—We think it is right, because we know the moral defects of that system.

1370. Would it not be better for the Government to remedy the moral defects?—When all the moral defects of the workhouse system are remedied it will be time for the society to consider how far their work is done.

1371. Do you not see a distinction between what is right for private individuals to do, and what is right for the Government to do?—I think in the present state of things it is for the Government to supplement those exertions, because the Government must be aware of the existing state of things.

1372. You have a moral objection to workhouse schools?—Yes.

1373. Those schools are supplied with funds from the Government?—They are.

1374. Do you think it is the duty of the Government to pay those schools because they are good, and then to set up an opposition to them because they are bad?—Not at all.

1375. With regard to the admission of children into schools, do you not think that there ought to be some test that the children are the proper objects for the bounty of the Government?—By all means; let them make the fullest inquiry they can into the circumstances of those children.

1376. Do you suggest that the inspector of the Government ought to go and inquire into the circumstances of each child?—He ought to receive from the managers of the schools a statement of the circumstances of the children.

1377. Do you think it could be safe to disburse large sums of public money upon the statement of any individual?—Seeing that the managers are incurring a very large proportion of the expense, I think the Government may assume that they will do their duty.

1378. Do you think that when a private benevolent person sees an object for his liberality, that is a case in which the Government ought to contribute out of the public funds?—If they are satisfied that it is a case of distress, and it is for them to devise means to satisfy themselves.

1379. How are we to ascertain the distress; are we to depend upon the assertion of the benevolent person?—I think so, considering that he has

has made inquiry into the circumstances, and has found that it is a case of distress.

1380. Do you think that the inspector ought to inquire into each of the 8,000 cases?—He would receive a statement of the circumstances of each child in a school, and it would be for the Government to determine whether they could take that statement upon the authority of the managers, each case having been investigated by them, or whether it was necessary that the inspector should make personal investigation.

1381. Do you not think that it would be cheaper for the Government to take any statement laid before them than to make inquiries?—By so doing they would show their confidence in the managers of the school.

1382. Do you not think that the taxpayers of this country would have some right to complain?—I have never heard any objection made to that portion of the Government grant devoted to such schools.

1383. Is not this practically the effect of it, that the Government must pay so much out of the revenue of the country in relief of the poor rates?—It is, so far as regards the pauper children admitted to these schools.

1384. *Chairman.*] With regard to the abuse of Government aid being received by a class which does not need it, might there not be a similar objection with regard to the aid given for the education of free independent schools?—There might be.

1385. Are you aware what security is taken by the Government that the money given in aid of education is not received by those who can pay for their education?—I believe there is no such guarantee.

1386. The Government in those cases rely upon the managers of the schools only to admit such as ought to be admitted into the schools?—That is their practice.

1386\*. Is that what you propose in the present case?—Yes.

1387. Without going into the question, whether Government should set up an opposition to workhouse schools or not, you find a certain class of children for whom it is almost a matter of necessity that you should make some kind of provision; and what you ask of the Government is, you, having got those children together, should receive the aid of the Government to enable you to educate them?—Yes.

1388. You do not ask the Government to enable you to feed them?—Not at all.

1389. One or two questions, put just now by an Honourable Member, would rather infer that the whole of these children received into the schools are destitute children who have a claim upon the poor-rates: Are there not many of those children who have no such claim upon the poor-rates?—I think I have stated that many of them are children of depraved parents, who make no provision for the food or the education of their children.

1390. So that a great number of them have no claim upon the workhouses?—Yes.

1391. *Mr. Cave.*] Do you admit that the Government pay the workhouse schools because they are good?—Not at all.

1392. I believe that only one-sixth of the children in workhouses are in district schools?—I am not aware of the proportion.

1393. You consider that the Government inspector need not necessarily go through the whole 8,000 cases, but if he had any suspicion, might take a case at random?—Yes.

0.73.

1394. I understand that you disapprove of the capitation grant?—Some of the managers of the uncertified schools do not ask for the capitation grant to be continued.

1395. The grant for materials you also disapprove of?—I was only giving my individual opinion, that it is liable to abuse.

1396. Do you know whether the schools generally wish to have the grant for materials?—They would like to have it.

1397. If this were taken away also, you would have nothing but the rent and the grants for books and salaries?—If this were taken away, the managers of the schools would ask to have something else substituted.

1398. The only one then they would give up is the 50 s. grant?—Yes.

1399. *Mr. Liddell.*] Did you say that about one-half of these children are children of parents who wilfully neglect their education?—We are not prepared at present to say the proportion; but that class is admitted into the school.

1400. And there is a considerable proportion of the children of such parents?—There is a proportion; I am not prepared to say what proportion.

1401. The fact of your benevolence affording food, clothing, education, and domicile to these children is a premium, is it not, upon the neglect of those parents?—Full inquiry is always made into the circumstances of each case, and the managers of the school satisfy themselves that the parents do not discharge their duty, and that the child would go to ruin if not taken care of.

1402. It comes to that, does it not, that it is a premium upon the neglect of the parents, because you admit the child if you find that it is so neglected?—We find that children are frequently cast upon the streets. In the list of cases which I gave just now, there is an instance of a father absconding, leaving his child in bed, at Manchester; when the father left, and the rent was no longer paid, the child was turned into the streets, and he was, of course, a fit object for the institution.

1403. In regard to another considerable proportion of these children, I gather from your evidence that there are children who have been refused admittance into the workhouse?—A portion of them.

1404. Is not this benevolent institution, then, a premium upon the neglect of the guardians of the poor, who ought to receive those children into the workhouse?—We only deal with the case as we find it.

1405. You laid some stress upon their being refused admission upon the first application; do you mean by that, that if they had presented themselves a second time the guardians might have been moved to pity and have received them?—The children, as a rule, would much prefer remaining in the streets; and, on being refused admission in the first instance, would not be likely to present themselves a second time.

1406. *Mr. Adderley.*] What is the nature of the grant those schools ask for in lieu of the grant for raw materials?—A certain proportion of their general expenses.

1407. That they should present an account of their general expenses, and ask for some proportion?—Yes.

1408. With respect to that proportion of your expenses, what you desire does not differ from that which is now granted, with the exception of the rent?—And the salaries to masters.

1409. The schools have now a grant in augmentation?

*Mr.  
A.O. Charles,*

17 June  
1862.

Mr  
A.O. Charles.  
—  
17 June  
1861.

tation?—If they happen to have certificated masters; but under the old Minute, they received half the salary of the master, and half the salary of an assistant for every 25 children.

1410. You ask, in addition, a grant towards general expenses, and a grant towards the salary of any sort of teacher without qualification?—The qualification now required by the Committee of Council on the inspection of the schools. The grants have been made by the Committee of Council on the favourable report of the various inspectors.

1411. Without any test of qualification?—Without any personal test of qualification on the part of the master.

1412. Is any sort of grant made upon the efficiency of the school?—All those grants are subject to the reports as to the efficient state of the school.

1413. Not upon any efficient test?—Upon the general state and results of the school.

1414. Would not your objection as to the committal of the magistrate be removed, if the action of the magistrate were confined to a simple order of admission, clearly distinguished from a criminal committal?—The fact of being taken before a magistrate would affix the stigma.

1415. If a magistrate's order were merely required by the Government as a check upon the admission of children, your objection would be removed?—The child would still have to go in the custody of a policeman before a magistrate, and that is a part of the difficulty experienced.

1416. Mr. Lowe.] Let me call your attention

to the code of the Privy Council, Article 232, which gives the only grants that the ragged schools are subject to; Article D. gives the ordinary rate of augmentation?—Yes.

1417. Article E. gives the grant to the Poor Law schools?—Yes.

1418. Now, will you read Article F.?—“Teachers employed continuously in ragged schools from 1st January 1858, may obtain the like priority by passing an examination equal to the rating of the first division of the second grade in Poor Law schools, provided that the inspector has reported favourably of their schools during each of three consecutive years.”

1419. Was that the class you were alluding to just now, as receiving augmentation from the Privy Council?—That was under the old Minute, which the managers of these schools are anxious to see restored.

1420. And these are all under the present law?—Yes.

1421. Do I understand you to say, that the teachers in your schools do receive augmentation from the Privy Council, who are not certificated masters or teachers in Poor Law schools, or who have been in office since January 1858?—They do not receive any grants whatever in augmentation of their salary at the present time, unless they are certificated masters.

1422. Does any teacher receive a grant in your school, who is not either a certificated teacher, a Poor Law teacher, or who has been in the schools since the 1st January 1858, and has passed an examination?—No.

Mr. EDWARD CARLETON TUFNELL, called in; and Examined.

E.C. Tufnell,  
Esq.  
—

1423. Chairman.] WHAT office do you hold?—I am Inspector of the Pauper Schools of the Metropolitan District, and I also inspect the refuges and the schools that have been under the Committee of the Privy Council.

1424. Can you tell us how many children there are in the pauper schools of the metropolis?—There are two description of pauper schools in London, which it is necessary to keep distinctly in view: first, there are the pauper schools entirely separated from the workhouses, where adult paupers are never permitted to enter; and secondly, there are pauper schools kept in workhouses. The former description, which are infinitely the best managed, contained last year, on the average, 5,000 children, and the schools in workhouses about 800.

1425. Do you think that that class of children could be provided for by ragged schools?—Certainly not; ragged schools do not provide board and lodging; the pauper schools might possibly accommodate 3,000 or 4,000 more than they do at present, but if the attendance in London ragged schools may be taken as indicative of the numbers below the reach of the national schools, the pauper schools will be thoroughly unable to accommodate them. The last report of the Ragged School Union gives the average attendance at the ragged schools at 27,000, and the number who more or less partake of the benefit of ragged schools, is stated to be 34,000, while I have stated that we could not find accommodation in the pauper schools for more than 4,000 at the utmost beyond what we have at present.

1426. Is there any difficulty in the way of extending pauper schools, so as to take in the full number of children?—The expense would be enormous; the only description of schools which it is desirable to found for pauper children, are dis-

trict pauper schools, or schools formed by individual parishes away from the workhouses. There are at present only three district pauper schools about London, and I think that one of them has cost 32,000*l.*, another has cost more than 40,000*l.*, and another has cost between 60,000*l.* and 70,000*l.*, and those schools do not hold more than 3,200 children altogether.

1427. Can you tell us what the average cost per child per annum is in those schools?—The cost of food and clothing is about 3*s.* 2½*d.* a week. There are other expenses connected with these schools which increase the cost to something more than 5*s.* a week.

1428. To provide for some 20,000 children, would cost something like 5,000*l.* a week, besides the expense of the building?—Yes; a pauper child in London cannot be maintained in those schools, all expenses considered, for less than about 13*l.* a year on the average.

1429. Do you consider that the various class of schools and refuges which you have some knowledge of in London, are a useful supplement to the pauper schools?—Yes.

1430. Do you consider that they are fit objects of public assistance?—Yes; I have no doubt they do a great deal of good, as they receive a class of children who could not, under any circumstances, come into the workhouse schools. I have been in the habit of continually inquiring into the history of children I have met with in the refuges. I visited one this morning, and looked at the list of the children, and I received a minute account of all of them. I found that a very great proportion of them have parents; now if they have parents, they would not come under the Poor Law, because the guardians would not receive them into the workhouse without the parents, and the parents will very rarely submit to the restraint of workhouses.

1431. And

1431. And yet they are children who require to be provided for?—Yes. And there is another class in our refuges of whom no one knows where they come from. I do not think that that is a class which it is desirable to receive into the workhouse, because they are generally of an age from 11 to 12 or 13 before they go into the refuges. They are generally demoralised children, and have committed petty pilferings, and experience shows that to reform such children you must have what is well known here, and on the Continent, as the "Family System," because, if you mass them in large numbers, as in the pauper schools, you probably make them worse.

1432. Then you think it is not desirable, if there were sufficient accommodation in the workhouse school, to trust to them alone for providing for these children?—No. I think it would be injurious to the community generally if we were to send those children into the pauper schools, because they are of an age when it is extremely difficult to reform them, without appliances which it is impossible to bring to bear upon them in pauper schools. The guardians are not the sort of body who will put in practice all the means which are adopted by the benevolent persons who have set up these refuges; they are not the persons to carry out the family system. The pauper children generally are not immoral children; but nine-tenths of the children in the refuges are criminal or semi-criminal.

1433. The function of Boards of Guardians is rather to keep back improper applicants for relief, is it not?—Yes. I think that in many cases they refuse relief where they ought to give it. I think there is a considerable evil where they refused it to children below a certain age. I think that a pauper school is not adopted to reform criminal or thoroughly demoralised children above ten years years of age, but such if admitted would injure the other pauper children. I may mention as one proof of this, that I am in the habit, when I hear of children either in refuges, or any other way, having been convicted, of making inquiries into those cases, and if they have been in any district pauper school, I almost invariably find that they entered that district school at the age of 11 or 12, and then they have gone out, after perhaps a year's sojourn, so that we have done them no good in that school; but if they had gone into a refuge, where they apply the family system, they might have been reformed, as is shown in innumerable instances.

1434. Do you think it desirable to give Government aid to those various institutions in such form, or under such conditions as to prevent abuse?—With respect to refuges I think it perfectly easy, although I do not approve of the way in which they at the present time receive one-third of the value of the raw materials. I find it almost impossible to keep any check upon the accounts, and the benefit received by the schools varies considerably. One school will receive a very large sum, and another will get nothing at all. If we assist them at all, I think it should be by capitation money.

1435. Capitation money would be applicable to ragged schools and to refuges?—There is considerable difficulty in bringing ragged schools to any test, or to any such test as it would be fair to apply to any national school; this difficulty arises from the fact that the benefits dispensed by these schools are chiefly moral, and not intellectual, and there are no means of testing the moral

status of any human being. If I enter a ragged school, and inspect them in reading, and writing, and arithmetic, I find them all extremely low, so low that, were it an ordinary village school under inspection, the Privy Council would probably withdraw all grants from them on the ground of inefficiency; yet it might be the height of injustice to blame the manager of a ragged school on such ground. If I were to find fault with a teacher who presented me a class of boys 11 and 12 years old who could barely read monosyllables, and could not cast a simple addition sum, the teacher would probably reply, what can you expect from boys who have not been more than three months at school, and did not know a letter when they came in? The same difficulty applies, to a great extent, in testing the intellectual condition of the inmates of refuges or reformatories.

1436. You would be able to test their religious knowledge?—Yes; but it must be of the very lowest description. You could not expect to get more out of them than the Ten Commandments, and a slight knowledge of the meaning of them. If we test ragged schools at all, I should prefer to do it upon very different grounds to those at present adopted. I think we might benefit ragged schools materially by making the test a test of results.

1437. Do you mean educational results?—Yes. I do not know any other mode. You cannot test moral results, but I believe if we were to give them a capitation payment dependent on the number of children passing a certain test, we should benefit these schools materially, and I am led to that conclusion by what I did about six years ago, in respect of a certain sum of money which was voted by the House of Commons and which I had to dispense. Some six or seven years ago, Lord Ashley, then in the House of Commons, induced the House to pass a vote for 1,500*L.*, for assisting the ragged schools, against the wish of the Government. The Government did not know exactly how to spend this money, and it was decided to expend it in promoting emigration, and I was desired to select the children. I then proposed that they should be selected by a certain test; in fact, a test of results, and therefore, I gave out that any ragged school children who came before me and passed that test should have a free passage to Australia. A vast number of children came before me; a great number of them were plucked; those who were plucked went back, and many of them, by hard study, came up on a second or third trial to the point I had laid down for them; and the result, I believe, was, that the ragged schools were materially benefited; that they afforded, in consequence of the stimulus so given to them, more vigorous intellectual instruction than they had done before.

1438. What was the test?—I laid down the test in this way: I visited a large number of ragged schools, and I found what they could do, and I put my test just at the highest point it was possible a ragged school child, with fair diligence, could be expected to attain, and that was, that they should be able to read from the New Testament, to write from dictation a few simple sentences which I dictated to them; that they should be able to do a sum in compound addition; and that they should be able to say the Lord's Prayer and the Ten Commandments, and show some knowledge of their meaning.

*E. C. Tufnell,*  
Esq.

17 June  
1861.

*Jovis, 20<sup>a</sup> die Junii, 1861.*

MEMBERS PRESENT.

Mr. Adderley.  
Mr. Black.  
Mr. Henry Austin Bruce.  
Mr. Cave.  
Mr. Hanbury.  
Mr. Ker Seymer.  
Sir Baldwin Leighton.

Mr. Liddell.  
Mr. Lowe.  
Sir Stafford Northcote.  
Sir John Pakington.  
Mr. Pease.  
The O'Conor Don.

SIR STAFFORD NORTHCOTE, BART., IN THE CHAIR.

E. CARLETON TUFNELL, Esq., called in; and further Examined.

E. C. Tufnell,  
Esq.

20 June  
1861.

1439. *Chairman.*] I UNDERSTOOD your evidence, the other day, to amount to this, that, speaking of the metropolis, there is so large a number of children in the ragged schools and refuges that it would be impossible for the workhouse schools and the district schools, even if they were properly constituted, to take those children in, and educate them properly?—Yes.

1440. I think I also understood you to say that if the workhouse schools and district schools were to be enlarged sufficiently to take those children in, the expense to the State or to the ratepayers would be very considerable indeed?—Certainly.

1441. And under those circumstances, you thought that, as a matter of economy, it would be better that the State should aid ragged schools and refuges, under certain conditions, than that it should attempt to supply the wants of the class which you refer to by the extension of district schools?—Yes.

1442. You also said that you considered that there was an advantage in those refuges and ragged schools over the workhouse schools, because they carried out what you called the family system: what do you mean by the family system?—The family system consists in arranging the schools as children in a well-ordered private family. The system, to produce its full effect, requires that the schools should be small, consisting of not more than 20 or 30 children, and that the superintendent or matron should work, eat, drink, and live with the children all day, and keep close to them all night; that he or she should be continually talking with them, admonishing them, and correcting their habits, feelings, and dispositions, by hourly contact with his or her superior character. Such a teacher must be a deeply religious person, and animated by that unselfish and conscientious regard for the children which is not often to be met with. I believe that most of the supporters and voluntary teachers in ragged schools are actuated by those feelings. It is now, I believe perfectly recognised, both here and on the Continent, that the family system is the only one fitted to reform and civilise vicious children. In pauper schools this system is not necessary; the ordinary school system, which is far cheaper, answers very well. In pauper schools, I find that the larger the schools the better they are, more especially in the

male department. In the refuges the exact contrary prevails, and, generally speaking, the smallest are the best. On those grounds, I should be very unwilling to receive all the children now in refuges into the pauper schools; for though the numbers in the refuges only would not be an objection, we could not apply the family system in the pauper schools, and thus could not carry out the reformatory process, which is now so successfully adopted in the refuges.

1443. You are aware that a considerable number of refuges have been, and are still receiving aid from the State, but that it is proposed to withdraw that aid from such of them as do not become certificated industrial schools?—Yes, I am aware of that.

1444. Have you any knowledge as to the probability of many of those refuges declining to become certificated schools?—Yes; several of them are wishing to decline to become certificated schools.

1445. On what ground?—I find that many of the promoters have an extreme dislike to having their children brought before the magistrates, and the children themselves have a dislike to it, and when they are sent out into the world, into places, it is very often an objection to them that they have ever been before magistrates; most of them have committed petty pilferings, before they are admitted into the refuges, and have been before the magistrates; that circumstance is almost invariably concealed when they come into the refuges, but if, when they get out into places, it is found by the masters that they have been before magistrates, I have known children turned away, though they have been conducting themselves perfectly well, so strong is the prejudice amongst the employers of this class of children, who are generally small tradesmen, against children who have been taken before magistrates, and they do not make that distinction between those children who have been brought before magistrates for down right robbery, and those taken up under the Certificated Schools Act, a distinction which I am aware the Certificated Schools Act was intended to make.

1446. Would it be impossible to guard against the admission of a wrong class of children into these refuges, if they were assisted without requiring them to become certificated?—No, there would be no difficulty whatever; I have inquired minutely

minutely into the previous condition of hundreds of children in those certificated and non-certificated schools, and find that they all belong to the same vagrant class.

1447. We were told the other day, I think, that there were about 1,600 children in refuges in London; do you suppose that those 1,600 children are generally of the right class to be received into refuges of that sort?—Yes, I have very little doubt of it; and my reason for saying so is this: in the first place, in every one of those refuges an account is kept of the past history of each child, and by looking at those books you can generally find out of what class the children are; but there is a further reason, those refuges are set up by benevolent people, whose object it is to reform and civilise those waifs and strays about the country. They go to a very great expense, both of time and of trouble, in setting up those institutions, and it is hardly possible to suppose that they would take a child who did not fall within the category of those for whom the school is set up, and go to an enormous expense without satisfying themselves that they were really doing the good for which the school was established.

1448. What is the safeguard upon which you think the State may rely for the proper application of the money which it might grant to those schools; would it be the vigilance of the inspectors or the vigilance which the managers would naturally display in order to keep down their own expenditure?—The vigilance of the inspectors could not do much; it would depend mainly upon the vigilance of the managers; but if the State were to assist them very largely, or if the schools were endowed, you would probably introduce the evil to which you allude; most of the endowments for schools throughout the country for poor children have been misappropriated to the children of the richer classes, and were the State to assist those schools to any considerable amount, for instance, to the amount of three-fourths of the expense, we should find many abuses immediately created by the introduction of children not of the destitute class for which the schools were founded; jobbery would occur, in fact.

1449. In what form and under what conditions do you think that assistance might most safely be given to them?—I should propose assistance in the form of a small capitation, to the amount of not more than 3*l.* a year for a child, which would not be enough to lead to any jobbery on the part of the managers of those institutions, inasmuch as the cost of each child in a refuge is generally 20*l.* a year at least.

1450. You propose that with reference to refuges?—Yes, with reference to refuges alone.

1451. In that case there would be no difficulty in ascertaining the number of children for whom the capitation grant was to be given?—No; I should propose that it would be given according to the number who had been in the school for a certain period of time.

1452. Would you give nothing in the way of assistance for rent, or for materials, or for the salaries of teachers?—No.

1453. Would you require any conditions with regard to the capacities of the teachers?—It is quite useless to ask for high intellectual attainments in the teachers of those children; they are not required, and they would be utterly useless; at present, the minute of the Committee of 0.73.

Council on Education proposes to give assistance to those schools by paying certificated masters, as is done in the national schools; but the fact is, that I do not remember more than a single instance in London where a certificated teacher is employed in a refuge; and I have been told by the managers of these refuges and ragged schools that the certified teachers do not answer in them. The certificated teachers are highly educated persons, and the high training which they receive in the normal schools is found to be utterly thrown away when they teach those children, who do not require more instruction than would be given in a well-conducted infant school, and therefore a trained master is unhappy in those schools, because he finds that his training does not tell.

1454. Would you require any test as to the results before giving a capitation grant; would you inquire to what extent the children were educated?—Yes, I would; so far as my experience goes, the evil to which all those refuges are liable, is paying too much attention to industrial instruction, and not sufficient to intellectual instruction, and it so happens that the intellectual instruction is the only part which can be brought thoroughly under test, therefore, I would test it in every case by the inspector. I find that the result of my inspection of those schools is to improve the intellectual instruction, that is, to improve that part in which those refuges are most deficient; hence the advantage in the public assistance to and inspection of refuges.

1455. How long have you been inspecting institutions of this character?—Ever since the Minutes of the Committee of Council on Education have been in operation.

1456. Do you mean since 1856?—Yes.

1457. Have you found that you have been able to improve the intellectual instruction?—Yes, I think I have; the managers of those schools know, that whenever I visit them I invariably subject the children to a certain examination in reading, writing, and arithmetic, and simple religious knowledge, and that I find fault when I do not find satisfactory results.

1458. You have no statistics from which you can give us the results of the intellectual instruction, have you?—No; the intellectual instruction is always extremely low.

1459. You have no account of the number of children in the schools who can read and write?—No.

1460. Have you turned your attention at all to the day ragged schools?—I have visited very few of them, not more, I think, than one ragged school in the metropolis at present being under inspection.

1461. Do you suppose that those children who are now provided for in the refuges, could be properly provided for in the day and ragged schools?—The day ragged schools do not give board and lodging.

1462. Do you suppose that to meet the wants of those 1,600 children in the refuges, lodging is absolutely necessary, and that the day schools could not be made to meet those wants?—You cannot thoroughly reform those vagrant children who come into the refuges so effectually in any other way than by giving them both board and lodging; the ragged schools go some way, but a very little way towards it.

1463. Is it your experience that the day ragged schools do not meet the wants of the class who frequent the day ragged schools?—It is clear

*E. C. Tufnell,*

Esq.

20 June  
1861.



*E. C. Tufnell,*  
Esq.

20 June  
1861.

to me that they do a great deal of good; but it is an indefinite term to say what their wants are.

1464. You say that they would not meet the wants of those children who are in the refuges; is that because those who are in the refuges have no homes to go to?—Yes, partly on that account, and partly because the system adopted in the refuges is very superior to that adopted in the ragged schools; but it is very expensive.

1465. Mr. *Lowe.*] You recommend a capitation grant of 3*l.* a head on children in refuges?—Yes; not more than 3*l.* a head.

1466. And you recommend as the condition on which that shall be granted, the report of the Inspector, of his satisfaction with the school?—Yes.

1467. And no other condition whatever?—No. I would trust to the managers to getting the right class of children, and I do not believe that that trust would fail.

1468. Can you estimate the number of children in refuges all over the country?—In the London certified industrial schools the number is 400.

1469. You cannot tell the whole number all over the country?—No.

1470. Do you think that such a grant would have a considerable tendency to increase the attendance in refuges?—There would be a considerable difficulty, even then, in maintaining the refuges, on account of the expense; the expense is generally 20*l.* or upwards per head.

1471. I understand you to say that the children in those refuges are of the same class as the children in the certificated schools?—Yes, they are.

1472. The Legislature has authorised the Home Secretary to give a grant on children in certificated schools who have been committed by the magistrates?—Yes.

1473. The Legislature has not authorised the Home Secretary to give a grant on children not so committed?—No.

1474. And it has transferred the management of those schools from the Privy Council to the Home Office?—Yes.

1475. Does it appear to you to be according to public policy, that when the Legislature has committed a certain class to one department of the Government, and ordered that department to give that class relief, that another department of the Government, to whom that class is transferred, should step in and relieve another class?—As a matter of theory, it is quite immaterial what department of Government does it. I am only arguing in favour of Government assisting them; whether through the Privy Council or through the Home Office is not, in my view, of very material importance.

1476. Taking our stand upon the existing state of the law, do you think that it is decorous or proper, the Legislature having limited assistance to a particular class, and having thereby impliedly declared that it is to stop there, that another department of the Government should step in and supplement that?—We might take the certificated schools to the Home Office, and the uncertificated to the Privy Council.

1477. The Home Office by the Act of last Session has the certificated schools; is it right that we should relieve the same class without applying the same tests, which the Legislature annexed to the grants of money by the Home Office?—My idea is, that if we do good, we

should not insist upon any punctilios of that description.

1478. Do not you consider that Parliament thought it necessary to have some further test than the report of the Inspector, and the vigilance of the managers, when it required as a condition precedent to the grant which it authorised the Home Office to make, that the children should have been committed by a magistrate?—I could only give a theoretical opinion as to whether Parliament was right or wrong.

1479. Whether Parliament was right or wrong, is it not wrong for one public department to set itself against Parliament in that manner?—I do not think that it is wrong for any witness to give his opinion as to what would be best for the public welfare.

1480. Assuming what you say about what is best to be right, do you think that such a position is tenable for a public department to take?—I see no difficulty in the Privy Council assisting uncertificated schools, and the Home Office assisting certificated schools; but if it were more convenient for one department to assist both, I do not see why it should not take both. I see no reason why those certificated schools should have been turned over to the Home Office.

1841. Let us drop the notion of the Privy Council and the Home Office, and speak of the Government only; do you think it is a proper position for the Government to take to deal with the same class of children in giving them a grant, and to say, in fact, if you have been committed by a magistrate, you shall have so much, but if you have not been committed by a magistrate, you shall have so much?—It depends upon the question whether the Industrial Act works; I believe it will not work in London; it certainly has not worked in London hitherto, and then the question is, whether it is expedient to allow those children to become criminals, and so cost the country 200*l.* or 300*l.* before they die, or to pay 3*l.* or 4*l.* for each child, and turn them into honest labourers.

1482. You have mentioned two classes of children whom you think cannot be properly dealt with in district schools; 1st, those whose parents are not paupers; you state, as I understand, that if the parents of a child are not paupers, the child cannot receive relief?—Not unless the parents go into the house.

1483. Supposing two parents absolutely neglect their child, and leave it to starve, do you mean that that child would be left to starve by the poor law authorities, because the parents did not come into the house?—It would starve except for those refuges.

1484. Is that the state of the law, that a child absolutely starving would be left to starve by the poor law authorities, unless the parents were ready to go with it into the house?—The rule of the Poor Law Commissioners is, that children are not to be taken away from their parents, and sent into the workhouse.

1485. Mr. *Austin Bruce.*] Practically relief would be given, and the parents would be prosecuted?—Yes; there are very few cases of such prosecutions.

1486. The Poor Law Guardians are bound to save a child from starving even under those circumstances?—Yes.

1487. You speak of children who go into the district ragged schools at the age of 11 or 12, upon

*E. C. Tufnell,*  
Esq.  
—  
20 June  
1861.

upon whom you think that the district ragged schools have no salutary effect?—Yes.

1488. You attribute that to the want of the family system?—Yes.

1489. You mean that system which is practised at Methay?—Yes.

1490. Can you state the number of children usually in a refuge?—There are one or two refuges in London with 100 children.

1491. You said that there are 400 children altogether in refuges in London?—Yes; and the number in the refuges and homes is 1,600. But I consider that the best are those with not more than 20.

1492. Are there many with not more than 20?—Yes.

1493. How many are there with not more than 20?—I cannot say.

1494. To begin with the larger refuges, is the family system adopted in the larger refuges?—To some extent, but not to the extent that I think is desirable, their large size being an obstacle.

1495. You would describe the family system to be dividing the children into small parties, and having some adult person to take charge of them, who would never leave them by day or night?—Yes.

1496. Is that system carried out in any refuges in London?—Yes; I have been this morning to a refuge not far from this House, in Belvidere-crescent, close to Hungerford Bridge; at present there are 18 boys in it of the description which I referred to; the cost is 23*l.* per head per annum, and the master and mistress carry out the family system thoroughly in that school; the effect of that is, that 98 per cent. of the boys for whom they get places turn out well in the world; in other words the number of failures does not appear to be more in that school than in pauper schools.

1497. That refuge is very expensive, owing to that system being adopted in it?—Yes; all the small refuges are more expensive than the large ones.

1498. What is the difference of cost between the refuges in which that system is carried out, and those in which it is not?—Some are conducted at as low a figure as 14*l.* or 15*l.* a head.

1499. May we take it that 8*l.* is the difference, comparing the schools where the family system is carried out with those where it is not?—Not so much as 8*l.*

1500. Can you mention any other refuges in which the family system is adopted?—Yes; there are the refuges of the Rescue Society, which are extremely well managed; they are all conducted on the family system.

1501. How many are there?—Ten, I think.

1502. So that we may take it, that about 200 children are being reformed on this system?—Yes.

1503. Is the system adopted in the large refuges?—Not to the same extent; it cannot be carried out to the same extent in the large refuges as in the small ones.

1504. To what extent is it carried out in the large refuges; is it carried out to any extent at all?—Yes; the number of teachers they have is very much larger than it would be in an ordinary school.

1505. Are the children massed together as they would be in an ordinary school, or are they

in small bodies under a particular teacher?—They are separated to some extent, but not to the extent that they ought to be, and that they would be, if the family system were thoroughly carried out.

1506. To what extent are they separated?—The separation is mostly in the industry.

1507. They are set to different things, and formed into different classes?—Yes; I should observe that the most successful reformatory school on the Continent is at Hamburg, where there is one master to every 12 children.

1508. Do the children sleep in separate apartments in the larger refuges?—No; in the ones I have in my view now they are not kept so distinct, at night, as I think they ought to be.

1509. Is the teacher present all day long, both in school and in play time?—Yes.

1510. How many has he under his charge in the larger refuges?—Those children are distributed amongst the teachers all day long, in a variety of forms.

1511. They are not being taught all day long, are they?—Yes, they are either industrially or intellectually, except during a small space of time allotted for recreation.

1512. Is anybody with them then?—Certainly; in the yard there is generally some one with them.

1513. Is not the result of your evidence, that the family system is not carried out in the larger refuges?—No, I do not think that that is the result of my evidence; the family system is carried out to a smaller extent in the larger refuges than in the smaller ones, and the larger refuges are not so successful in reforming their children on that account.

1514. You are asking us to take children out of the district schools to put them into those refuges, on the ground of the family system being practised there?—Then we could easily make any condition we pleased, that the refuges should not be beyond a certain size.

1515. Your observations only apply to refuges of a small size, and accordingly we must exclude the larger refuges?—No; because the larger ones do, to a certain degree, act upon the family system, but not to the same extent as the smaller ones do.

1516. Do the larger refuges act upon the family system to a much greater extent than the district schools?—Certainly.

1517. And the evidence which you give is, that it is right to assist those schools out of the public money, because the family system can be applied there?—Yes.

1518. If they were not assisted in this way, the burden would fall upon the poor rate, I suppose?—The probability is that those children would not apply to the poor law guardians, but that they would have recourse to thieving.

1519. They would have a claim to apply to the poor law guardians?—Yes.

1520. Is not the legitimate effect of your evidence that it is the poor law guardians, upon whom the claim at present is, who should be called upon to establish and maintain those refuges, and not the revenue of the country?—I think that it would be injurious to the community generally to act upon that principle, because you cannot have the poor law schools regulated on the family system. For instance, take the South Metropolitan District School; that has 800 children. In order to turn that into schools on the family

E. C. Tufnell,  
Esq.  
—  
20 June  
1861.

family system, you must cut it up into 40 schools, and for each of those 40 schools you must get, perhaps, a master and a matron of a very peculiar character, such as it is extremely difficult to get, and you must have them superintended by committees, such as regulate refuges, but which certainly could not be supplied by the usual run of members of Boards of Guardians; those two are impossibilities; and, moreover, you would double the expense; and therefore the final result of the plan proposed of abolishing the district schools, and turning them into family schools, would be that you would double your expense, and not gain your object.

1521. Is the family system practised in reformatories?—It is the only system that answers in reforming thoroughly vicious and degraded children; I believe it is generally recognised, both in this country and on the Continent, that that is the only system by which you can civilize children of that class.

1522. We are now speaking of vicious and degraded children?—Yes.

1523. Would not it answer to send those children to an industrial school, or a reformatory?—The certificated industrial schools and reformatories do not differ materially in their method of arrangement; there is no material difference between certified industrial schools, and reformatories and refuges, and there ought not to be, if they are properly managed, because the family system ought to be carried out in all institutions of that description.

1524. The difference between the two classes of institutions is, that protection to the revenue is afforded in one case, and not in the other. In the one case the magistrate is interposed between the public and the managers of the institution, and in the other he is not?—I do not think that that is any protection. I think the motives that must actuate the benevolent founders of these institutions a more certain protection against abuse than the investigation of any magistrate.

1525. Is not it the duty of the poor law guardians to maintain those children?—It is their duty to maintain every person who applies to them who is destitute.

1526. That duty they do not perform?—Most of those children will not apply to the poor law guardians; and if they do not get admitted into the refuges, they will probably increase the criminal population.

1527. Ought not the guardians to find some place for those children?—I believe they are incapable of doing it.

1528. Why; it is entirely a question of expense, is it not?—No, not entirely a question of expense; you could not get the proper superintendence from the poor law guardians; they are elected generally for a very different purpose; the chief object for which they are elected, is to relieve destitution, and they have no particular regard for the education of the children; those refuges are generally set up by benevolent people, who devote their time and money to the reformation of those vagrant children.

1529. The poor law guardians think more of keeping down the rates than of the welfare of those poor children?—They have not those qualifications and feelings with respect to those children which would be necessary in order to make them proper governors of refuges.

1530. You think that their not discharging that duty is a ground for relieving them from the

burden of it?—I think that they are incapable of discharging it. They are elected for a different object, and education is only incidentally a part of their duties.

1531. And that therefore they ought to be relieved from the burden of discharging it?—I think that the only mode of managing those vagrant children is by the family system in refuges.

1532. May I assume that you lay down this principle, that where a public body is charged with a duty, and it neglects that duty, it ought to be relieved from it, and from the expense which would be thrown upon it if it did discharge it; is not that the result of your evidence?—No; the result of my evidence rather would be, that when a body constituted by law is found to be incapable of discharging any particular duty, and we see a clear mode of discharging it properly, we should adopt that mode.

1533. You think that when the Government, having founded a system of local taxation for the purpose of carrying out certain objects, found that those entrusted with the administration of that taxation do not carry out those objects, and funds are being raised by private persons for carrying out those objects, the Government should supplement those funds out of the revenue, and so give a premium upon negligence?—No; but when you see a mode by which the number of criminals may be diminished, and by which, instead of the revenue being charged with an expense of 200*l.* or 300*l.* on each criminal, the expenditure of the public money would be very small, you should adopt it.

1534. You regard it, not so much as a matter of poor law as a matter of preventive police?—No, as a matter of general interest to the community.

1535. Under what department would you put the assisting of those refuges?—It is not of material importance to those schools what department assists them; I do not think that I have anything to do with deciding what department ought to give the money.

1536. The object is to prevent crime?—Yes.

1537. Do you think that the prevention of crime, which is one of the first duties of the Government, is a proper thing to delegate to voluntary associations?—All schools are preventive of crime.

1538. Incidentally, but it is not their first object, is it?—Every pauper school is preventive of crime, and you would increase the criminal class enormously if you destroyed the pauper schools.

1539. Supposing some part of London were to say, the police do not sufficiently guard us, and an association were formed to watch it; do you think that it would be a good system if that voluntary association were subsidised by the Home Office?—Supposing that the former system did not answer at all, that it were found to be impossible that it should answer, I should say that it was right to do it; but if the theory upon which the first system is set up is a proper one, I should say that it was wrong.

1540. You would see nothing absurd in the Home Office having a system of regular police, and also subsidising private watchmen?—I should certainly, but I do not think that it is a parallel case. If the general system of police did not answer at all, and another system could be set up which would answer better, even though it were

E. C. Tufnell,  
Esq.  
—  
20 June  
1861.

were done by private individuals, I should prefer to gain my object by the second system, if the first did not answer.

1541. You are of opinion that the general system of poor law does not answer at all?—With respect to this description of children that enter refuges, it does not answer.

1542. You think that the right course is not for the Government to endeavour to make the present system answer, but to set up a new one, and relieve those who administer the present system *pro tanto*?—No, that is not my opinion; the Government would do right to make the present system answer if they could, but no suggestion has been made to me by which advantages could follow from the present system, equal to the advantages which follow from the refuges established by voluntary associations.

1543. You think that the failure of the system is a reason for charging it on a different fund?—If you put it on the ground of economy to the public generally, the argument for assisting those refuges is, I think, irresistible, because, on the one hand, by an expenditure of 5*l.* or 6*l.* you turn an incipient rogue into an honest man, whereas by the other mode you leave him alone, and he plunders the community to the extent of several hundred pounds; therefore, on the ground of economy to the public generally, we ought to assist the refuges.

1544. Not only should that be done, but it should be done at the expense of the central fund, and not out of the local rates?—I would not have the slightest objection to take the money out of the local rates, and give it those refuges; it is of no importance to my argument from what source it comes, so that it is given to those refuges. All I argue against is sending those children to pauper schools, or placing them in refuges under the Poor Law Guardians.

1545. Of course it is an important question to the country whether the burden should be thrown upon the local rates, or upon the imperial funds?—That is a question which I do not enter into.

1546. You do not recommend any source out of which the capitation grant should come?—No; but I do not think that the guardians should have the regulation of these schools.

1547. [Sir Baldwin Leighton.] Is there any test at all upon admitting a child into a refuge?—Yes; a minute inquiry is made by the managers of these refuges into the condition of every child who is admitted, and the result of that investigation is always entered in a book.

1548. How do you distinguish a refuge from another school?—It is a small school set up for the purpose of the reclamation of incipient rogues.

1549. Those who go into refuges are always of a bad character?—The great majority of them.

1550. Would not there be the same objection in the mind of a tradesman to taking a child out of a refuge, which contains children of bad character, as he would entertain to taking a child who had been before a magistrate?—These refuges reform bad characters.

1551. You said that there is an objection in the minds of employers to employing a boy who has been taken before a magistrate: if they are all bad characters in those refuges, would not the same objection apply to them?—No, because they have not been before a magistrate.

Q. 73.

1552. The public are not aware that they are bad characters in the refuges?—When they come in they are almost all bad characters; but the refuge, when it has been established some time, gets the character of turning out well-conducted workpeople; and situations are obtained for them.

1553. How would you draw a distinction between refuges and schools like Mrs. Way's school, at Reigate, of which there are a great many, containing children who are not bad characters: if the refuges are to receive money from Government, how would you draw the line between them and such a school as Mrs. Way's, at Reigate; Mrs. Way's then would have an equal claim upon the Government?—Mrs. Way's school is one of a very peculiar character; I know none other similar to it; it is for old workhouse scholars.

1554. The guardians do not pay for those children in all cases, do they?—They pay for a great many of them.

1555. In regard to those for whom they do not pay, would Mrs. Way have an equal claim with the refuges?—Yes, I think she would.

1556. Probably every school which maintains children would have an equal claim upon Government?—I think that it would be the duty of the inspectors of such schools, if the Government were to give the schools money, to see that the children mostly belonged to the class for which that money was voted; and in every school that I know, except that which was set up especially for pauper children, that result must take place. I should think that the Government ought to refuse to pay anything for children who are paid for by the guardians already.

1557. What I want to draw your attention to is this: where is the line between refuges and other schools?—There would be no difficulty in drawing the line in London; for all the refuges in London contain children of the lowest description, who, probably, would be thieves or prostitutes, if they were not in those refuges; and I believe that such is the state of most of the children in Mrs. Way's school, who are not paid for by the guardians.

1558. I thought that they have all been workhouse children?—Yes, but they are not all paid for by the guardians.

1559. Have any refuges been given up in London for want of funds?—I am not aware of more than one, but I should not know it if there were.

1560. Which was that one?—The Brixton Refuge.

1561. Do you know whether that was given up for want of funds or want of inmates?—I believe it was from bad management.

1562. It was not from want of funds?—I do not know the precise circumstances; but I believe that the management was bad, and therefore the subscribers withdrew their support.

1563. That is the only one you are aware of having been given up?—So far as I am aware of.

1564. Mr. Adderley.] Is it the fact that the refuge at Brixton has been entirely given up?—Yes.

1565. Sir Baldwin Leighton.] You stated that no child can be received into the workhouse, unless the parent is in the workhouse; is that the case in regard to widows or persons who are sick?—No; it is the usual practice of the Poor

*E. C. Tufnell,*  
Esq.  
—  
20 June  
1861.

Law Guardians to act upon that principle, and it would be a very great mistake in poor law administration to act upon a different one; I myself was a Poor Law Commissioner for several years, and am perfectly well acquainted with the administration of the poor law, and I know that soon after its being set on foot, the Commissioners thought that it would be expedient to relieve pauperism by taking the children of labourers into the house, and allowing the parents to go out; the result was found to be so extremely injurious that very shortly it was given up, and I believe that if the guardians were to act upon such a principle, you would have half the children of London upon the rates.

1566. Does your experience upon that point extend to England generally?—Yes; I believe that you could not commit a greater blunder in poor law administration than to adopt such a principle as taking children away from their parents as a rule.

1567. Do you see any objection to making the guardians pay a certain proportion of the expense of a child in a refuge, if such a child was an orphan?—No, supposing that the refuge is not under the administration of the guardians.

1568. You see no objection to their paying a certain proportion instead of governing?—I see no objection whatever; but if they paid for it, they would possibly consider that they had a right to control, and that control would be extremely injurious.

1569. Mr. Black.] Is application frequently made to the guardians for the relief of poor children attending either industrial schools or refuges?—No, because if they attend those refuges they do not want relief.

1570. I mean those refuges and industrial schools where education is given, and where the children are likewise trained in industrial pursuits?—I have no doubt the children apply to the guardians for relief sometimes if they are starving, but generally the children of the description that we have in those refuges would not think of going to the guardians at all.

1571. I am speaking of the industrial or ragged schools, which probably are carried on very much on the same principle as those refuges, excepting that the children have permission to go home to their parents at night; are you acquainted with any of those schools where they give them during the day religious and secular education, and train them in industrial habits, and send them to their parents at night?—Yes.

1572. If any of those children applied for relief to the guardians of the poor, would they receive that relief?—It would depend upon the circumstances of every case; it would be impossible to give a general answer to such a question.

1573. Suppose that the guardians did give relief, what would be the amount of relief which they would give in such a case?—It would depend upon the circumstances of each case, and the habits of different Boards of Guardians; every possible variety of administration, as respects the amount of relief in individual cases, is adopted by Poor Law Guardians.

1574. Is there no general principle upon which they proceed?—The general principle upon which they proceed, so far as the poor law rules go, is that a child receives no relief except in cases of sickness, and the amount of that relief varies in every union throughout the country.

1575. I suppose that the guardians only pay

for the subsistence of the child; they would not pay for both subsistence and education?—There is a law by which the children of paupers may be educated at the public expense by having their fees for national schools paid for them, but it is a law which is not acted upon at all.

1576. Mr. Cave.] You were describing just now Mrs. Way's school. I believe it is a school for taking pauper girls, who are orphans, for two years beyond the time the workhouse keeps them?—Yes.

1577. Have you any experience of the working of that school?—Yes, it is very successful.

1578. What is done with the girls after they leave the school?—They are got into places as household servants.

1579. What is the objection to their going direct from the workhouse into service?—In most cases they do go direct from the workhouse into service; but that school was set up under the idea that children in workhouses do not get sufficient industrial training: as respects schools in workhouses, it is true; as respects district schools, I do not think it is true.

1580. You think that if the district schools were universal, they would obviate the necessity of refuges of that kind?—Yes.

1581. I think that one-sixth of all the children in workhouses throughout the country go to district schools?—Yes, supposing you take as district schools not only those which are technically district schools, but those which are built quite apart from workhouses.

1582. What is the difference between district schools and that other class of schools which you refer to as being built separately from workhouses?—District schools are set up under an Act of Parliament, which enables the Poor Law Board to unite the children of different unions into one school, a managing Board being elected from each union to superintend that school. The other description of schools, which do not differ materially from district schools, though they are inferior to district schools, are schools which have been built by unions apart from their workhouses.

1583. The practical distinction between these two classes of schools, and ordinary workhouse schools, is this, is it not, that in the case of both the district schools, properly so called, and the separate schools, the children are kept entirely separate from the adult paupers?—Yes.

1584. I think about one-sixth of all the pauper children in the country are in schools in which they are separated from adults?—I think that is so. I have not the statistics before me. In London there are about 5,000 in those quasi-district schools, and about 800 in the others.

1585. Those schools entail a considerable expense upon the rates, I believe?—Yes.

1586. Do you see any prospect of their being extended to the cases of all, or even to many more workhouses?—I do not think that they will ever be extended to the agricultural districts. In London we shall have the whole of the children out of the workhouses shortly; we have now got the greatest proportion of them out, and it is so extremely injurious in London, as in all large cities, where the pauperism is more inveterate than in the country, to allow them to remain in the workhouses, that I think Parliament should interfere, and force the guardians to remove all pauper children out of the workhouses.

1587. Till the guardians are compelled to provide

vide for the education of children in such schools, you see no chance of its being done?—Not in the country, certainly; but every year in London we have been increasing those district schools, and we have now nearly the whole of the London pauper children, except in about seven unions, out of the workhouses.

1588. You would not care whether the schools were supported by compulsory rates or by grants from Government?—No, I think it is of no importance how the money comes, so that you have a proper administration; and I doubt the propriety of putting the administration of anything in the nature of refuges under the guardians.

1589. If the Government made the present system answer, there would be no need of refuges?—If there were no rogues or vagrant children, there would be no need of refuges.

1590. If individuals help the Government and bear part of the expense, the Government should be the last to complain?—Yes.

1591. It is not the fact that the Government pay two parties for doing the same thing, is it?—No; the Government merely assist benevolent persons in doing a thing which would otherwise not be done at all. They assist benevolent persons in turning incipient rogues into honest men.

1592. Are you aware that, under the present Industrial Schools Act, there is no power for the guardians to make the grants which they have hitherto been making to schools like Mrs. Way's?—There is the power.

1593. Under Sir George Lewis's Act of last Session, which is the present Industrial Schools Act. Is there any power to the guardians to make grants to industrial schools like Mrs. Way's?—No, I am not aware that there is.

1594. What is your objection to the guardians having the power to inspect the schools, as well as to give grants?—I see no objection to the guardians inspecting, but I should object to giving the guardians administrative power over those schools, because they are selected, not for educational purposes; and as a body I do not think that you could generally confide to them what is now so well performed by benevolent people.

1595. Under what inspection would you put schools like Mrs. Way's?—Either under the Poor Law inspection, or the Privy Council inspection. I think that there ought to be some public inspection. I do not suppose that the managers of those schools would mind under which department of Government they came.

1596. Do you think if the guardians had the power to make grants continued to them, and those schools were placed under poor law inspection, that the desired effect would be produced?—I think that as respects simply the educational matter, the Privy Council are a better body to deal with what is simply educational, than any other public department, because their business is particularly directed to that matter.

1597. A school like Mrs. Way's is industrial as well as educational?—So is every pauper school industrial as well as educational.

1598. Are there not great evils in the present system of sending girls out, at the age at which they are sent out from the workhouses?—There is an evil in having them in workhouses at all. I do not think the evil to which you allude occurs to any great extent when we get them in the district schools, because the industrial training is so very superior in the district schools to what it

is in the workhouse schools, and also the moral training. *E. C. Tufnell, Esq.*

20 June  
1861.

1599. Is the expense of keeping them in the district schools, when the school is once built, very great?—Yes; but it is not much more than half what it is in a refuge. In a district school it will come to about 13 *l.* per annum, in a refuge it will come to from 20 *l.* to 30 *l.*

1600. Is that on account of the larger number in the district schools?—It is on account of the family system not existing in the district schools.

1601. Do you place much value upon the family system?—Yes, I think it of the utmost importance.

1602. You think a small school like Mrs. Way's a more valuable one than a district school?—Yes, but it is more expensive. You can produce a sufficiently satisfactory result with less expense in a district school.

1603. With regard to the ordinary refuge, what is the age at which children are generally taken?—Generally from 11 to 14, or 15 years of age.

1604. That is an age at which they would not be kept in the workhouse?—They might be kept in district schools up to the age of 16, but it is injurious to keep them to that age.

1605. In fact, the refuge at present accommodates a great many who have no other place to go to?—Certainly it does; it accommodates children who never would apply to the poor rates at all, and who would probably be thieves if they were not in the refuge.

1606. *Mr. Austin Bruce.*] I think you assumed in your answers to Mr. Lowe that the guardians have proved their unwillingness to undertake the education of destitute children who have not actually been receiving relief?—I said that there are very few children in the receipt of relief who are educated by the guardians, except those in their own schools; the guardians have shown great unwillingness to act upon Mr. Denison's Act.

1607. Apart from that, is not there a large class of children that the guardians have no means of reaching?—Yes, such a class of children as are now in the refuges which I believe the system of the poor law does not reach.

1608. The guardians have no power to relieve children not supported by their parents, or not maintaining themselves by honest industry, but who do not apply for relief?—No.

1609. Do you believe that that class of children would be provided for, in case the Government aided refuges and ragged schools by grants?—Yes; that class of children is provided for to a great extent now in these refuges, and the Government aid them.

1610. Do you think if the Government were to throw itself heartily into this movement, and assisted ragged schools and refuges to the extent required, that that assistance would supply the want that is now felt with respect to those destitute children?—I believe very great benefit would result, both to the country generally, and to those schools, by assisting them; you observe that my evidence has been chiefly directed to refuges, and not so much to ragged schools. I have not proposed to assist the ragged schools to the same extent as the refuges, or in the same way.

1611. You have stated the cost of a child at a refuge to be 20 *l.* to 30 *l.*?—Yes.

1612. Do you believe, considering the great expense of the well conducted refuges, such as

E. C. Tufnell,  
Esq.  
—  
20 June  
1861.

you have described them, that the assistance of 3*l.* per head would materially tend to increase their number?—No, I do not think so; I think that assistance to that amount would encourage the promoters of those institutions to keep them on, and that there is a great benefit to those institutions from inspection, because in a previous answer I have stated to what evils I think they are liable, which I think inspection would in some degree remedy; they do not give sufficient intellectual instruction.

1613. I gather your opinion to be that refuges ought to be encouraged as doing a great deal of partial good, although not calculated to meet all the wants which the Committee is now considering?—I think with respect to those vagrant children, Government should assist as many refuges as benevolent people are willing to set up, because it is hardly possible that any person would expend time and money in setting up such schools, considering the very great cost of them, without seeing that they were benefiting the class for which they are intended, and therefore I do not see any evil in assisting them to any extent to which they present themselves to the Government.

1614. As I understand you, you recommend assistance to those schools, in order to do a certain amount of partial good, but not as expecting that it will meet the whole evil complained of?—It is impossible for me to say whether benevolent people will be found sufficient to establish schools, so as to meet the whole evil complained of, which I presume is, clearing the streets of vagrant children; but if benevolent people are found to do it, I think the Government should assist them.

1614.\* Do you believe from your experience, which has been very great, that there is any probability of private benevolence, assisted as you have suggested, meeting the want complained of?—Yes, I think there is; but that is a mere matter of conjecture.

1615. A very large proportion of the children now attending ragged schools, and I presume also of those attending refuges, are the children of persons receiving out-door relief; is not that so?—No, I do not think so.

1616. It is so in the case of refuges, is it not?—I do not think so; it may be in some cases.

1617. Have you read the report of the Commissioners?—Yes.

1618. Do they not state that a considerable number of the children attending ragged schools are the children of persons receiving out-door relief?—They state that some of those children might and ought to be paid for by the guardians.

1619. Do you think that if the guardians were to make out-door relief to the parents conditional upon their sending their children to workhouse schools, that the result would be a good one?—Yes; I think it a great mistake in passing Mr. Denison's Act with that clause prohibiting the guardians from making the receipt of education by the children a condition of relief.

1620. Have you had experience of workhouse schools out of the metropolis?—Yes, to a great extent.

1621. You have known cases, therefore, of girls who have been educated in workhouse schools being sent out to service?—Yes.

1622. What has usually been the fate of those girls; I am speaking now of unions not connected with district schools?—If those unions are situated in London, I believe nothing could be worse than to bring up girls in the workhouses; if they are

situated in the country where the pauperism is not so inveterate, the same evil does not occur to the same extent; it occurs partially, but to a limited extent as compared to London.

1623. There is a great deal of what you call the country, that is situated very much as the metropolis is, consisting of an urban population?—The pauperism is much more inveterate in large cities than in the country. The bulk of the adults who come into the workhouses in London are of the most demoralised class. In the country, the people that come into the workhouses are not so demoralised as in London. The great object of those district schools is to separate the children from the adult paupers; but as a class the adult paupers in large cities are so very inferior in morals to the adult paupers in the country, that the country schools in workhouses are not so bad as the London workhouse schools.

1624. You speak as if the population were divided into two portions, the metropolitan and the agricultural; but a vast number of unions in the country include very populous towns; I wish to know your experience as to the fate of girls educated in workhouses in those districts, and sent out to service?—I believe many of them go wrong from the country workhouses.

1625. Do many of them return to the workhouses?—Yes.

1626. Mr. Adderley.] Do you think that industrial schools, both certified and uncertified, at this moment are receiving sufficient aid for their purpose from the Government?—They are not receiving aid in the form in which I approve of it, but some of them do receive quite as much as they ought; others do not, because the form is such as varies materially, without any material variation in the number of the children in the school; it is given, in my opinion, on a wrong principle at present.

1627. You have stated that you think that ragged schools, according to your view, should not be aided to the same extent, nor in the same manner as refuges; will you draw your distinction between the extent of aid which you think should be given to the one and to the other?—I have proposed already that the refuges should be aided by a capitation, and a capitation alone. I propose that, because owing to the very great expense of children in refuges, I do not think they are liable to the objection which applies to ragged schools, that you do not get in them any other class than that which properly belongs to them.

1628. You propose that Government should aid refuges by a capitation of 3*l.* a head?—Not exceeding 3*l.* a head.

1629. In what different manner do you propose that the Government should aid ragged schools?—I would test ragged schools by the educational results, and give them a certain capitation money according to the number of children that passed a certain examination. I was led to that conclusion by a circumstance I mentioned when I was here before, namely, the improvement I saw effected in ragged schools by the emigration grant that was given seven years ago, which was dispensed under my superintendence.

1630. Do you draw this distinction between ragged schools and refuges, that you propose that Government should give a capitation grant, not exceeding 3*l.*, to refuges, and that they should only give a sum of money for a certain proficiency in

in instruction in ragged schools?—Yes. I think it wrong that the Government money should ever be given away without the Government seeing that it is properly dispensed. In ragged schools, the only test I know to which it is possible to submit them is the educational test. I believe they do a great good morally, but there is no mode of testing the moral effects on the children in any school; but you can test the intellectual results; and therefore, in order to bring them under the Government control in some degree, if you give them money, I should propose to test the educational results.

1631. Why is the test more difficult in the case of ragged schools than in the case of refuges?—Because the conditions of refuges are entirely different; the cost is so great that you cannot suppose that benevolent people would set up schools such as refuges, for the express purpose of educating vagrant and destitute children, and then take in a class which did not properly belong to the vagrant and destitute. You cannot suppose a benevolent person would spend 20*l.* or 30*l.* upon a boy, if he was not perfectly satisfied that he was doing some good; he would not take him out of a superior class, and place him in a refuge, but he would see that he belonged to the class he intended to benefit by his refuge; and having satisfied himself of that, he would expend his money upon the boy.

1632. Is it your opinion that the mere costliness of a refuge is a sufficient check against abuse, so that the Government may trust to that?—I think it is. If the Government were to pay any large amount, or if those refuges were endowed, there would be no check against abuse; but so long as the refuges are not endowed or very largely aided by the Government, I think there is a sufficient check.

1633. You said the proposition to take pauper children into workhouses was a proposition so open to abuse that you thought it might end in having a large proportion of the children of England quartered upon the rates?—Yes, if you take them away from their parents.

1634. Should you fear no such chance of abuse attaching to the refuges?—No, I should not, because benevolent persons who set up refuges take care that the objects upon which they expend their time and money are fitting objects.

1635. Did I understand you rightly to say that you thought that the class of children provided for by the refuges could not be provided for by pauper schools, because such a provision would be so much more costly?—Not only that, but it would be impossible to provide them, because you cannot have pauper schools conducted on the family system; and further, because the class of children who enter refuges are mostly such as will never apply to the poor law authorities.

1636. Do you not think it possible that pauper schools separate from workhouses, could be so formed throughout this country as to admit and to reform the inmates of the refuges as well as refuges do?—They could reform all children below a certain age; but when you get a thoroughly criminal child of 13 or 14 years of age into a pauper school, you have very little chance of reforming him, in comparison to when he is subject to the discipline and the family system of a refuge.

1637. Then all children in refuges, who are not such criminal children, might as well be 0.73.

taken care of in pauper schools, if pauper schools were made as they ought to be?—Yes.

1638. If all the children in a refuge who are not such criminal children might as well be provided for in pauper schools, would not the remainder of the children who are criminal be better placed in reformatories?—No, because they must go before the magistrates. They have never yet been under the stigma of conviction; and the great object of the children themselves, and the superintendents of those children, is to reform them without putting upon them the stigma of conviction.

1639. You would propose, then, that the criminal children should be admitted into refuges aided by the Government, without any check by the magistracy of the kingdom?—You must define what you mean by criminal children. Every one of those destitute children has committed small crimes, and in that sense is criminal, but they have never been convicted; and the object of Mr. Adderley's Act was, as I understood, to get those children into schools, without going through the form of conviction.

1640. In the Industrial Schools Act they are admitted into industrial schools by the order of a magistrate?—Yes; but, as I understood, the intention of the Act was to get them in without the stigma of conviction; but the common people do not distinguish between children brought before magistrates for downright criminality and those for the purposes for which they are brought before them under the Industrial Schools Act.

1641. Is it your opinion that the only check that is necessary against abuse upon refuges receiving Government aid would be, that the schools should be at first inspected by a Government inspector?—Yes. I believe there are no children in those refuges who are not proper objects. I think that there is sufficient check in the nature of those schools to prevent their receiving improper objects.

1642. The only check which you propose against abuse in refuges, aided by Government, is, that the Government inspector should, in the first instance, inspect the school, and state that it is a proper school; and after that first inspection, you would trust to the costliness of the school itself as the only check against abuse?—Yes; I have examined into the cases of hundreds of children in those schools, and I do not remember an instance in which I have found that a child received into any one of them has not been a proper object: and there is no check at present other than that which I have mentioned.

1643. May I understand that, according to your view, if your view was entirely carried out, there would be schools of the following nature all aided by Government: the elementary schools, the pauper schools, the reformatories, industrial schools, both certified and uncertified, refuges, and ragged schools?—Yes.

1644. All receiving aid from Government?—Yes.

1645. Supposing that was the case, should you not expect that a lower school still would spring up below that ragged school so aided by Government, established by such men as are now conducting the Ragged School Union: and you tell us that they consider that Government aid would destroy the very essence of their schools?—I have no such apprehension; and I do not concur in the opinion, that Government aid in the form

I have

*E. C. Tufnell,*  
Esq.  
—  
20 June  
1861.



*E. C. Tufnell, Esq.* I have proposed would destroy the essence of such schools.

20 June 1861. 1646. Do you not think that the benevolent people who are now conducting the Ragged School Union in London, and who tell us that Government aid would destroy their schools, would create another class of schools, below the ragged schools?—If the Government aid would destroy their schools, they need not receive it; if those benevolent persons have set up schools to benefit a certain class of children, and they see that Government aid would destroy the schools, they would, I presume, refuse the aid.

1647. Is not that the same thing as I suppose, namely, that there would be still a large class of ragged schools unaided by Government?—That would be entirely in the breasts of the managers of those ragged schools; there might be or there might not. If they found that Government aid injured them, they would refuse it.

1648. Under those circumstances, there would be a lower class still, would there not?—I do not know that there would; it would not follow that there would, because, according to your question, it seems to me that the best ragged schools would not be assisted at all, because they would imagine that the schools would be injured by assistance.

1649. Have you any fear that if both ragged schools and refuges were assisted by the Government, such assistance would check the voluntary enterprise which now undertakes the whole charge of them?—Government assistance hitherto has not had any effect in checking voluntary assistance to national schools throughout the country, but has rather increased it.

1650. Do you see nothing in the nature of a ragged school which makes it rather more the creature of voluntary action than of Government support?—It is more the creature of voluntary action, but the voluntary action chiefly depends upon the voluntary teachers, who are the chief supports of the ragged school, by the personal attention which they pay; and I do not see anything in Government assistance which should detract from that voluntary assistance.

1651. Is not it your proposition, that Government might aid ragged schools without any condition whatever as to the qualifications of the teachers?—If you test results, as I have proposed, it is not necessary to test the qualifications of the teachers.

1652. In refuges which you do not propose to aid according to results, you would propose that the aid should be given without any qualification whatever as to the teachers?—I would not investigate the qualifications of the teachers, but I think that the Government should see that the intellectual instruction is properly given in those schools.

1653. Do you propose that the inspection given to the aided refuges should be a constant inspection?—Yes, a yearly inspection.

1654. *Sir John Pakington.*] You have been asked a good deal as to the extent to which the action of the poor law might be made a substitute for the good effects which are now produced by these refuges; what, in your opinion, is the primary object of the poor law system?—To relieve destitution.

1655. Is it to relieve physical destitution or intellectual destitution?—Primarily, physical destitution; but where you have children upon the

rates, I think it is desirable to relieve intellectual destitution also.

1656. Are not the educational duties carried out under the poor law system incidental and secondary?—Yes, they are.

1657. Do you or not think it desirable that the educational duties of Boards of Guardians should be a minimum rather than a maximum of what is possible?—I should put it rather at a minimum than at a maximum.

1658. Do you think it desirable that the duties of Boards of Guardians should be as much as possible confined to the primary object of relieving physical destitution?—Yes.

1659. Do you think that the Legislature, when they enacted the present poor law system, contemplated that the Boards of Guardians should be bodies to any great extent for the support of education?—No, certainly not.

1660. Is not the nature of public education so entirely distinct from the relief of physical destitution, as to make it very desirable that the administration and support of education should be kept distinct?—Yes.

1661. You are aware probably of the very large number of children in the metropolis who are borne on the books of ragged schools to the amount of between 30,000 and 40,000?—Yes.

1662. You have also told us the large number of children, though less than I have just mentioned, who are inmates of refuges in London and the provinces. Does not a very large proportion of the children both in refuges and in ragged schools consist of children not properly or legitimately subject to the action of the poor law?—Yes, certainly.

1663. With regard to the remainder, what do you think is most for their interest individually, and therefore most for the public interest; that they should be educated under the action of the poor law system, such as it is, or that they should be the inmates of these charitable institutions?—I have no doubt it would be much more advantageous for the children that they should be the inmates of these charitable institutions, than that they should be educated under the surveillance of the guardians.

1664. You have already told us that, looking at the immense number of children that are cared for in ragged schools and in refuges, it would be impossible, even if it were desirable, that the education of those children should be undertaken by the Poor Law Guardians without involving the country in immense expense?—Undoubtedly.

1665. Supposing that expense to be incurred, what do you think would be the moral results; do you think it would be as much for the interest of the country, if the guardians undertook their education, as it is to leave them now to the care of these charitable institutions?—No, I am sure the moral results would be inferior to what they are at present.

1666. Therefore, looking at both the moral and the economical results, do you think it very desirable that the Government should aid these charitable institutions, so far as that aid may be desirable, and so far as it may be safely given under proper regulations?—Yes.

1667. Have you any doubt that there does exist, and probably will long continue to exist, a very large class of children in England, whether they are strictly within the poor law, or whether they are not, who are proper objects of care by those charitable institutions, the ragged schools and

and the refuges?—No, I have no doubt on that point.

1668. *Chairman.*] Looking at the question of expense, there are 1,600 children in the metropolitan refuges; if you gave a capitation grant of 3*l.* a year on those 1,600 children, it would be 4,800*l.*?—Yes.

1669. If you provided for those children in the workhouse schools, you say they would cost 13*l.* a head a year?—Yes.

1670. That would be 20,800*l.* against 4,800*l.*?—Yes.

1671. For a less efficient system, as you believe, of education?—Yes.

1672. The 20,800*l.* would be provided, according to that plan, out of the poor-rates, which fall upon a particular class of the property of this country?—Yes.

1673. Whereas the 4,800*l.* would come out of the general taxation of the country?—Yes.

1674. Do you consider that the education of those children, and the preservation of them from crime, is a subject of local or of general interest?—Of general interest, certainly.

1675. You were asked just now whether it did not appear absurd that the Government should establish a system of education, and should then assist private institutions which were intended to supplement the defects in the system so established by the Government. Whether absurd or not, is not that the principle upon which the Government acts in many cases?—Yes.

1676. For instance, might not it be said to be absurd that the Government, paying a large army, should also assist a volunteer force which is intended to supplement the army so provided for by the State?—Yes.

1677. Is not it the case in the instance to which I direct your attention, that the Government obtains by means of the volunteer force a very large amount of efficient assistance at a very much smaller cost than it does by maintaining a regular paid army?—Yes.

1678. Does not that seem to be an analogous case to that of the subsidised refuges, if such should be established?—Yes.

1679. Coming from that instance to one which is more immediately connected with the subject under consideration; in the case of the reformatories, does not the State subsidise private institutions, which are to some extent supplementary to the Government work?—Yes.

1680. And with regard to the case of the payments which are suggested under Mr. Denison's Act, what is meant by saying that the Board of Guardians should pay for the education of the children of out-door paupers; is it meant that they are to contribute out of the rates the whole expense of the education of those children, or that they are to contribute only the ordinary fees which are paid in pay schools?—It is usually considered quite sufficient for them to pay the ordinary fees paid in day schools.

1681. Twopence or 3*d.* a week, as the case may be?—Yes.

1682. But the education the children receive there, costs a great deal more than 2*d.* or 3*d.* a week?—Certainly, double or treble that.

1683. Of that a considerable proportion is supplied out of central funds, is it not?—Yes.

1684. Therefore it is impossible to argue upon this question, upon the ground of the inconsistency of the State, and giving aid in two different ways without impugning what the

0.73.

State does in a great number of other instances? *E. C. Tufnell, Esq.*

—Yes.

1685. What do you suppose the poor law guardians consider to be their duty towards destitute children; you said you considered it to be merely to maintain them; by maintaining them do you mean more than keeping body and soul together?—It is their duty to educate them if they are destitute.

1686. If a parent allows a child to go without food, he is amenable to the law, and the duty of the guardians would be to give the child relief, and prosecute the parents?—Yes.

1687. If the parent allows the child to go without education, is he amenable to the law?—No.

1688. Could the guardians take the child to school, and prosecute the parent?—No.

1689. The duty of the poor law guardians to maintain destitute children, applies to keeping them supplied with food and clothing, but does not extend to requiring them to be educated; if destitute children apply to the poor law guardians for relief, it becomes their duty to give them food and education?—Yes.

1690. Supposing a destitute child does not apply to them for relief, it is still their duty if they find the child left without food to take care that it gets it, is it not?—If the child does not apply, they have nothing to do with it.

1691. A child, at all events, would be conscious whether it wanted food or not?—Yes.

1692. Would it be conscious whether it wanted education or not?—No; the less it has, the less it is conscious of the want of it.

1693. The duty of the poor law guardians is to discourage people from applying for relief who do not really require it, and therefore their duty in that respect is rather of a repressive character?—Yes.

1694. In the matter of education you do not require repression so much as encouragement?—Yes.

1695. Therefore the functions of the poor law guardians with regard to bodily relief, and with regard to educational relief, would be contradictory the one to the other?—Yes.

1696. Is it probable that persons who are particularly well fitted to discharge the one class of functions, and who are elected with a view to discharging that class of functions, would be equally well fitted to discharge the other class of functions?—It is probable that they would not be, and practically they are not.

1697. *Mr. Lowe.*] You have said that the education of children is regarded as an incidental and secondary matter by the poor law guardians?—Yes; the main objects of the poor law is to give relief; in giving relief you find that you have a number of children thrown upon the rates, and if you do not educate them, you probably raise paupers.

1698. Do you mean that the guardians are not obliged to educate them?—Except under the regulations of the Poor Law Board.

1699. The regulations of the Poor Law Board have the force of an Act of Parliament?—Yes; the regulations of the Poor Law Board compel the guardians to educate children thrown upon the rates if they are received into the workhouse.

1700. They are as much compelled to educate them as to maintain them, are they not?—Yes; if they receive them into the workhouse schools.

K 3

1701. In

*E. C. Tufnell,  
Esq.  
—  
20 June  
1861.*

*E. C. Tufnell,*  
Esq.  
20 June  
1861.

1701. In what sense, then, can educational relief be called incidental and secondary?—Because the main object of the poor law is to dispense relief, and not education.

1702. But if one is as much required as the other by the law, what practical difference can there be between the one and the other?—The physical relief must be sufficient, while the intellectual relief may be as small as possible, and it very often is minute in quantity.

1703. That is to say, from the difference of the subject-matter; the requirements of the law may be more easily evaded in the one case than the other; does it go to more than that?—The requirements of the law simply state “education,” without prescribing its amount, and it is impossible by any regulations that I know of, to state accurately what its amount should be.

1704. Bodily starvation is easily tested, but mental starvation is not so easily tested?—No.

1705. You said that the prevention of crime was not a matter of local, but of general interest?—Yes.

1706. Do you mean that the locality in which a criminal is educated has no interest in preventing him from committing crime?—I mean that a criminal, who might be educated in London, may probably go all over the country and plunder a person in Northumberland, for instance.

1707. Is not it a matter both of local and of general interest?—Yes.

1708. Is not saving people from starving a matter of general interest?—No; I call that a matter of local interest.

1709. If there were a particular part of the country where people were permitted to starve, would not it affect the character of the country?—It would affect the character of that particular part of the country.

1710. If Parliament or the country permitted such things, would not it affect the character of the country, or the character of Parliament, in the estimation of foreign countries?—We should not permit such things.

1711. The poor law is a matter of both local and general interest, is it not?—As respects physical destitution, it is more a local matter.

1712. You have not told us anything about the feeding schools, where the child is not lodged?—There are hardly any schools that come under my supervision of that character.

1713. Have you any suggestion to make to the Committee with regard to them?—No.

1714. Do you think they ought to have a capitation grant?—I have not considered that point, as I have had little or no experience regarding them.

1715. With regard to Mr. Denison's Act, I find that the words are these: “That the guardians of any union or any parish in England wherein the relief to the poor is administered by a Board of Guardians, may, if they deem proper, grant relief for the purpose of enabling any poor person lawfully relieved out of the workhouse to provide education for any child of such person between the ages of four and 16 in any school to be approved of by the said guardians, for such time and under such conditions as the said guardians shall see fit.” Would it, in your opinion, be an improvement if we omitted those words, “may, if they deem proper,” and said, “shall be required to”?—Yes.

1716. You would aid ragged schools according to results?—Yes.

1717. That is, on examination?—Yes.

1718. It has been stated to us that the primary object of these ragged schools is the moral and religious teaching of the children, and that their founders have considered that mere intellectual instruction is a very secondary matter?—Yes; but I would propose to pay them for the intellectual instruction, because that is the only part that can be brought under any test. I cannot test moral results.

1719. Is there not some danger in taking an institution which has been founded with one view, and making public grants to it with another view?—I believe that ragged schools would be very much benefited by such a test being applied to them.

1720. We are told that the teachers most valuable for ragged schools would not be most available for obtaining this grant?—The teachers most valuable in ragged schools are not certificated teachers, or teachers in possession of high intellectual acquirements, nor are high intellectual acquirements of much use in the case of those teachers.

1721. Do not you think you would, under the name of aiding the system, rather revolutionize it, by setting the intellectual element above the moral and religious element, instead of leaving it as now, the religious element being treated as the primary one, and the other being treated as subordinate?—No. I do not think that that would be the effect of increasing the intellectual instruction given in them.

1722. You propose that the present capitation should be multiplied by 12, it is now 5s., and it would be 60s., according to your proposal?—But I propose to withdraw the other assistance that is given, so that practically it would not be greater than at present.

1723. What barrier do you think could be erected against further claims for a larger capitation; supposing that people should hereafter come and say, The object is an excellent one, and the Government contribution is very small; why not give more?—If you pay to too great an extent to those schools, you would lead to the abuse of having children in them that do not belong to the destitute class.

1724. Do you think we should get the benevolent people who manage the schools to see the beauty of that reasoning?—It is not important to me that they should see it; it is our duty to dispense the funds, so as to give the most beneficial results.

1725. Do you think that that argument would be so obvious that we should be able to stand upon that ground?—I think it would lead to abuse to give large sums to those schools, and that that would weigh with those managers of schools.

1726. Would not they come again in a little time asking for a Committee to consider the propriety of raising it to 5l.?—It may be a matter of doubt as to what is the best sum to give them; but I believe it is desirable to assist them to a certain extent; and I believe that, independent of that, inspection benefits those schools.

1727. You have known something about the raw material grant, have you not?—Yes.

1728. Have you not known benevolent people very exorbitant in that respect?—Yes. I objected to giving money in the way that was given; it was given in a form that was certain to lead to abuse.

1729. You

1729. You do not think that a capitation is liable to lead to a similar abuse?—I do not think that a capitation in a small amount would lead to abuse.

1730. You say the magistrate's commitment of a child is no check; why do you think it is no check?—The magistrate does no more in those cases than is done by the committees of these refuges, and, therefore, the only effect is to place a child under the stigma of a magistrate, which has a very injurious effect frequently on his future career.

1731. You have also said that the children in certified schools and in uncertified schools, are of just the same character?—Yes.

1732. The practical inference would be, that in your opinion, we ought to repeal all those Acts about certified schools altogether, and leave it solely on the footing you state?—I do not see any harm in repealing the Certified Schools Act, and taking the children as they are now taken into refuges. The check of the magistrate in the Certified Schools Act is next to nothing; it is not so much nor so efficient as the check furnished by the directors of these refuges, by the investigation which they carry out in each individual case.

1733. Mr. *Adderley*.] If the district pauper schools are such inferior places for the education of pauper children as compared with the charitable institutions, would it not be better to abolish the worst kind of school, and take up the better kind?—The pauper district schools are the best schools there can be for the majority of pauper children; but they are a class of schools which are not at all efficient in reforming the criminal, or semi-criminal, children who come into refuges.

1734. Did I rightly understand you, in answer to Sir John Pakington, generally to state that the pauper schools, whether district or otherwise, were worse places for the education of pauper children than those charitable institutions?—No. What I said was, that a pauper school is not the place for the reformation of a criminal or semi-criminal child; and that in order to reform a child of that description, you must have the family system, which cannot be carried out generally in the large pauper schools.

1735. For the pauper children throughout the country, who are not such criminal children, which do you consider the best place for their education, a good district pauper school, or those charitable institutions?—For the poor, not the criminal class, the pauper schools do perfectly well; but if they are of the criminal class, then you want the family system that is provided in the refuges.

1736. Taking your view, why should not good district pauper schools, if made sufficiently numerous, and reformatory, absorb the whole class of pauper children whether criminal or not?—If children at 13 years of age are taken into a refuge, they may be reformed and turned into productive labourers by a year's training; if such a child is taken into a district school, the possibility is, that he is turned out at the end of the year very little improved, and has corrupted the other children; if he is taken into a reformatory, he also may be reformed. Investigation has been made into the cases of children who have become criminal or prostitutes who had previously been in district schools, and we have almost invariably found that they had entered the district schools at the age

Q. 73.

of 12 or 13, and had been turned out at the end of a year as bad as when they went in. If those children had gone into refuges, the result would have been very different; they might have been reformed, because in the refuges they would have been treated on the family system.

1737. Supposing they were in reformatories?—In reformatories they might be reformed; but they must be convicted before they can be put into a reformatory, and by placing them in a refuge you reform them without the stigma of conviction.

1738. Would they cost more in reformatories than in refuges, aided as you propose?—Very considerably as respects the cost to the State; the State have been paying reformatories 7s. per week; it is now reduced to 6s.

1739. What would you propose it to be?—I never proposed beyond 3l. a head in refuges.

1740. Why do you think that the expense of maintaining a child at a refuge should be less than at a reformatory?—I do not know that it is materially cheaper.

1741. Is there any reason why what you propose to give to the refuges should not be the same as that which you give to the reformatories?—When a child is convicted, the Government have the sole charge of it; the Government stand *in locu parentis* to the criminal child, and are obliged to maintain it in the best way they can; but it comes into the refuge without the stigma of conviction, and voluntarily enters the refuge.

1742. The Government, practically, have not the sole charge of children in reformatories; is there anything in principle why they should have the sole charge of them?—Yes; because the persons who have set up these reformatories have the right to say to the Government, These are convicted children, and they are thrown upon the Government; if we do not take charge of them, you must take charge of them in some way or other.

1743. Do you mean that the Government is bound to keep every convicted child during the whole period of his nonage?—No; but if a child is convicted and sent to prison for a certain number of years, the Government is bound to keep the child during that time.

1744. Do you think the country would ever contemplate sending a child to prison for six years?—It is done at present; reformatories are a species of prisons.

1745. Sir *John Pakington*.] You probably think that the possibilities of further concessions being asked for is not a reason against doing what is right and beneficial in itself?—Certainly not.

1746. Would not you trust to correcting such contingencies when they arose, or preventing them by regulations?—Yes.

1747. Mr. *Liddell*.] Are you favourable to giving a wider scope to magistrates in ordering children to be sent to school?—Magistrates have no such power at present.

1748. The child must have committed something which the law defines to be an offence; do you think that the time has arrived when Parliament should consider whether something in the shape of compulsory education ought not to be given?—I do not approve of compulsory education as a principle.

1749. You would prefer to let the practical effect of example act upon the parents' minds, rather than resort to compulsory means?—There may be some cases in which compulsory educa-

*E. C. Tufnell,*  
Esq.  
—  
20 June  
1861.

tion may be an advantage, but, generally speaking, I should not approve of it.

1750. You are not favourable to anything like a system of compulsory education?—No.

1751. Mr. *Hanbury.*] Do you think that refuges are supported locally or generally by private subscriptions?—Locally.

1752. Are you aware that there are some cases of refuges in which the children are paid for by private friends or parents?—Yes.

1753. Do you think that it is a wholesome rule that parents should pay something?—Yes.

1754. You would not exclude those cases because the parents pay a very small portion?—No.

1755. You have had some experience in refuges; have you seen any great improvement in them of late years?—I think I have seen some improvement in them.

1756. In their management?—Yes, and especially in their intellectual condition. I believe that the effect of inspection has been to improve the intellectual character of the education, which was very often deficient in those refuges.

1757. Do you think that they are improved in their buildings and in their arrangements?—Yes.

1758. Have they increased in number within the last three or four years?—The Privy Council have refused to put any fresh ones on the list, and, consequently, so far as I am concerned, they have not increased. I do not believe that they have increased the last few years.

1759. Taking the number of refuges 19 years ago, and the number at present in the metropolis, have they increased?—I cannot answer that question accurately; but it is my impression that they have materially increased.

1760. Have they more inmates now than they had three or four years ago?—They are generally full.

1761. Do you think that the Government grant given three or four years ago had the effect of increasing them?—Certainly.

1762. You attribute the improvement which has taken place to the encouragement given by the State?—Yes.

1763. Do you think that it would be fair to give the managers of refuges only 8*l.* a year for each child, as contrasted with the payment of 13*l.* a year, which is given to certificated industrial schools?—I think that most managers would be satisfied with that, as it would amount in many cases to considerably more than they receive at present.

1764. You think that 3*l.* a year would be sufficient in order to keep the institutions open, and to encourage benevolent people to establish similar ones?—Yes, I believe it would. We have never given very much more than that, and they were perfectly well satisfied with the Minute of 1856, which in most cases did not amount to much more than 3*l.* a head.

1765. Mr. *Cave.*] Would you recommend that the cost of a child in a workhouse or a district school should be paid to benevolent persons, who would supply the extra cost of the family system?—I see no objection to that whatever.

1766. Mr. *Lowe.*] The army and prisons are paid out of the central fund?—Yes.

1767. And any supplementary aid given to volunteers or to reformatories comes out of the same fund?—Yes.

1768. The expense of the education of paupers, as far as it is under the poor law guardians, comes out of the local fund?—Yes.

1769. And the sums given to refuges are paid out of the central fund?—Yes.

JOSHUA RUDDOCK, Esq., called in; and Examined.

*J. Ruddock,*  
Esq.  
—

1770. *Chairman.*] WHAT office do you hold?—I am Inspector of Schools, under the Privy Council.

1771. What schools do you visit?—Principally schools in workhouses.

1772. How long have you been employed in visiting that class of schools?—About 14 years: I was appointed on the 5th of February 1847.

1773. Have you had occasion to make yourself acquainted with the ragged schools in any part of the country?—Slightly so; I have visited five, I think.

1774. For what class of children are the ragged schools intended?—The ragged schools take in that class who have been aptly designated as the Arabs of the street; those who are wandering about, and who have not either by themselves, or their parents, the means of obtaining any education whatever.

1775. Were they intended for the children of out-door paupers?—I should think that a considerable proportion of the children of out-door paupers were, and still are, educated in ragged schools.

1776. Do the ragged schools come in competition with the workhouse schools in any way?—They cannot do so in my district.

1777. Which is your district?—The south and south-west of England.

1778. Is there sufficient provision in your district for the education of the children of paupers in the workhouses?—For the children of in-door paupers there is provision in all cases.

1779. Is there any provision for the education of the children of out-door paupers?—I know of no instance in my district. I know of only one instance which was in the district of the late Mr. Symon's, where it obtained for some time, and still continues; that was at Abergavenny; I only visited that school once, so that I am not able to speak with great confidence with respect to it.

1780. Why do you say that ragged schools and workhouse schools cannot come into competition?—Because the workhouse schools lie at so great a distance from the towns from which they take their names, that it would be impossible for the children of those towns to attend them; and the children of out-lying parishes could not attend the schools in the workhouses. In Bristol, for instance, the children are educated at the old French prison at Stapleton, which is 4½ miles from Bristol. The Clifton School is on the same road, not quite so far off, but three miles from the town; I may instance those two as being extreme cases.

1781. Are you aware whether any effect is given in your district to Mr. Denison's Act?—I am not aware that there is, except in the case of Reading. In answer to inquiries made of the clerk of the Reading Union, as to whether the guardians continued the practice of making out-door relief depend upon the fact of the children of the out-door paupers attending some school, he informed me that that practice still obtained, and was insisted upon with great regularity by the guardians. The guardians have laid it down as  
a rule

a rule that every child under 11 years of age shall attend some day school of any denomination whatever, and a Sunday school also; and that every child over 11 years of age need attend a Sunday school only.

1782. Is not that straining the powers of the guardians beyond the law?—I apprehend not.

1783. Are you aware that in the Act of 1855, which is known as Mr. Denison's Act, there is a clause providing "that it shall not be lawful for the guardians to impose as a condition of relief that such education shall be given to any child of the person requiring relief"?—I am aware of that, but the word "relief," there does not compel the guardians to give out-door relief. It is discretionary what relief they shall give to the person requiring it; they are prohibited from giving out-door relief to certain descriptions of persons, but beyond that, it is discretionary with them, whether they shall send every pauper who applies into the workhouse or not.

1784. If they take a pauper and his children into the workhouse, they are bound to educate the children there?—Yes.

1785. Therefore, it practically comes to this, that they have the power of compelling the parents to provide in some shape or other for the education of their children as a condition of relief?—That would be true in such cases as Reading, but you must not draw a general inference from that, that you could apply that system all over the country; for it is only because the Reading Guardians have that amount of pauperism which they can deal with, and because their houses are large enough to accommodate, or because the poor may imagine that they are large enough to accommodate, all who might apply for relief, that they are able to carry out that system. It is only from the power which the guardians have of saying, if you will not do so and so, you must come into the workhouse. If the workhouse will not hold all the paupers, the threat is nugatory.

1786. Is it your opinion that if the guardians exercised to the full extent the powers they have by law, they would be able to enforce the education of all that class of children who are not able to avail themselves of pay schools?—They would neither be able to do it, nor would they be willing.

1787. How are those children not capable of going to pay schools to be educated in your opinion?—As they can, would be the only answer; except in ragged schools, I do not see how they are to be taken.

1788. Do you consider that the ragged schools are a proper provision for the wants of that class of children?—Most decidedly.

1789. Have you had any experience as to the effects of the working of ragged schools; can you say whether they work advantageously?—My answer would be an impression merely; I have not been sufficiently acquainted with ragged schools to be able to answer positively. I have seen five only, one school three times, and each of the other four, I believe, a single time, so that it is hardly sufficient to found a practical experience upon. My impression is favourable from what I have seen.

1790. You have never inspected them officially?—I have inspected one of them twice officially, and the other four, once.

1791. Have you ever had to inspect them

A. 0.73.

with a view of reporting officially upon them?—Yes.

1792. What are the cases in which you have reported officially on any schools?—I have reported upon the St. James's Back, at Bristol, the Cardiff Ragged School, the Gloucester Ragged School, and the Cheltenham Ragged School; that is four; and the other which I would include would be the Sutcliffe Industrial School, but which withdrew itself from the effect of the "Industrial Schools" (Mr. Adderley's) Act.

1793. Do those schools which you have mentioned, receive any aid from the State?—All but the Sutcliffe school.

1794. Upon what terms do they receive that aid, upon the same terms as the national schools?—No, under a particular Minute of the Council of Education.

1795. Are they schools in which industrial training is given?—Yes.

1796. All of them?—Yes.

1797. Then they receive assistance towards the industrial department?—Yes; they receive a special capitation for the industrial scholars.

1798. Do you consider that they receive all the aid which they ought to receive?—I object to the nature of the aid very considerably.

1799. Why?—I think that the grants for materials are decidedly a mistake; the grants which come in aid of feeding and clothing, and the capitation for industrial scholars, I consider also to be a mistake; and there is no special grant for their actual purpose, which is an educational purpose; they come under the ordinary rule of receiving grants for books and apparatus, but with that single exception they receive nothing in aid of education proper.

1800. Do you consider that those schools could be aided on the same terms as the ordinary day schools?—No, not on the same terms.

1801. Why not?—I would rather place them on a very different footing. Assuming that the assistance is given for education, I would give that assistance directly, in the shape of a salary to the teacher after examination; I would eliminate all those who are utterly ignorant, not so much testing their literary capacity as ascertaining whether they could read, write, and cypher, and were capable of teaching; but then I would make the assistance depend upon the power of teaching and the power of influencing children, and upon the condition of his school after examination.

1802. You would propose that a certain grant should be given towards the salary of the teacher; would you propose any other grants?—I would give a grant in aid of the rent or occupation of the premises.

1803. You would not confine it to the part in which the industrial training was given, but you would apply it to the whole of the premises?—To the whole of the premises; I do not see that industrial training need necessarily form a part of the ragged school.

1804. Do you think it is desirable that it should?—It might become an adjunct, but I would not lay it down as a rule that it should.

1805. You think it immaterial whether industry forms or does not form part of the teaching?—Perfectly immaterial; it would appear that the poor do not value industrial training, and rightly so, because you cannot give it.

1806. You would give a grant in aid of the teacher's salary, and something in aid of rent; would

J. Ruddock,  
Esq.  
20 June  
1861.

J. Ruddock,  
Esq.  
20 June  
1861.

would you give anything else?—It would be more the result of experience afterwards. I can hardly offer a positive suggestion; but I would give a contribution in aid of the funds of the ragged schools, in proportion not to the number of children, but to the subscriptions raised; in fact, I should wish that, conjointly with the salary of the teacher, and the usual grant in aid of books and apparatus, and the grant in aid of rent, the Government should figure as an ordinary subscriber to those schools; a very small subscription would suffice in a great many cases, because I distinctly eliminate from them clothing and feeding.

1807. Can you indicate the amount of the proportion which you would propose that the Government should give?—The expense of a school proper does not depend upon the number of children; you have the salary of the teacher, which is the remuneration he considers his services are worth, and upon which he can maintain himself; you have the rent of the buildings; you have the ordinary expenses of books and apparatus, and a few little items besides. I do not see anything in the school proper beyond that; if we contributed to the salary of the teachers, and made the ordinary grants for books and apparatus; for the other expenses, 15*l.* or 20*l.* for each school might suffice, or even less.

1808. Do you propose that the Government should grant a certain proportion of that 15*l.* or 20*l.*?—Yes.

1809. What proportion?—I am not prepared to say at all; it would be a matter for after-experience, which experience would show what would be a fair proportion; the Government might give not more than a fifth, or 20 per cent. on the subscriptions.

1810. The subscriptions would go towards the payment of the teacher's salary, and the rent, and the other purposes to which the Government had already subscribed. Do I understand you that, in addition to what is given towards the rent, and towards the salary of the teacher, a certain proportion should be given for the other expenses, over and above those items, or a certain proportion of the whole of the subscriptions out of which the salary and rent are to come?—A certain proportion of the other expenses, excluding those items, the proportion to be governed and limited by the subscription list.

1811. That residue is to exclude what is spent upon industrial teaching?—Decidedly.

1812. And what may be spent on feeding or clothing, or anything else in the nature of maintenance?—Decidedly.

1813. But should the Government contribution have reference to the amount of subscriptions which are given for all purposes, or could you distinguish between subscriptions given for educational purposes and those which are given for the purpose of the maintenance of industrial instruction?—I see a difficulty in that point.

1814. Have you arrived in your own mind at any distinct system upon which we could form our estimates as to the probable amount of the Government aid that would be required?—No; I have only considered that portion which comprises the salary of the teacher and the rent of the buildings, and also the ordinary grants for books and apparatus, which would absorb so much of what I consider to be the normal expenses of the school proper that any further contribution would be under a sort of discretionary

power. I think it would be a very small sum. If we come to the expenditure of an ordinary national school, when once we have paid the rent of the buildings, and the salary of the teacher, and for the books and apparatus, there remains so very small a sum that the contributions which might be given by the Government might almost be fixed per school.

1815. Would not it be safer to have a somewhat larger proportion given towards the salary of the teacher and the rent, so as to exclude the difficulty which might arise with regard to the other expenses?—No; the salary of the teacher I propose to give upon examination; he would always conceive that whatever amount was fixed would be his due, for his own private emolument. Then, for the rent of the buildings, you must fix a proportion, say a third of the rent. In many cases rent is not paid; in those cases the Government would not contribute, because it would form no part of the expense of the school, and therefore no contribution need come from the Government. But then there are the minor expenses of the school, lighting, sweeping, and various little items which any gentleman who has managed a school is aware of, towards which I apprehend the Government might make a small grant.

1816. In the ragged schools which you have inspected, has the teacher held a Government certificate?—I think that the master of the Gloucester school, if I recollect right, had a workhouse certificate, and the master of the St. James's Back Ragged School sat for a workhouse certificate last examination.

1817. Did he get it?—The matter is still suspended; it was recommended on his literary acquirements, but it depended upon some official regulations.

1818. When you propose that the Government should give a certain proportion of the teacher's salary upon examination, what sort of examination do you consider the teacher should pass?—I would take as my standard very much the standard which is used for workhouse schools; that they should pass in reading, writing, Scriptural knowledge, and the principles of the Christian religion, and elementary arithmetic.

1819. Do you consider that the masters of the ragged schools generally would be able to pass such an examination?—I should think that no person unable to pass the second degree of workhouse examination would be a fit person to be a ragged school teacher.

1820. Do you consider that those employed in ragged schools would be able to pass such an examination?—Decidedly.

1821. Sir *Baldwin Leighton*.] Where would you draw the line in giving Government aid to the schools; would you insist that the schools should be called ragged schools?—I have no particular care about the name, I would neither object to it, nor insist upon it.

1822. Take the example of my village school; if the mistress could go through an examination equal to the workhouse examination ought she to receive a grant from the Government?—I think that that would be the simplest and cheapest way of extending the benefits of popular education to the poor parishes.

1823. Are you at all aware what the expense of that would be likely to be?—I would take Mr. Fraser's calculation, and assuming 20*l.* per parish, and 4,000 parishes, it would be 80,000*l.*

1824. Where do you draw the line between schools

schools that shall and schools that shall not receive Government aid; if they come up to that standard of examination; or would you say that every school in England, whose master can pass the same examination as the ragged school masters, should have a claim upon Government aid?—I think that all schools for elementary education have a fair claim upon the country at large, and I do not think that the mere question of expense should step in to limit it; if the children of a town, where there is a large population, are enabled, by the fact of that large population to obtain subscriptions which give them the means of meeting the conditions laid down by the Government, and by that means they get a grant providing them with good education, I see no reason why other children in poorer districts should be excluded; they are equally in want of education, and it is equally the duty of the State to bring education to their doors.

1825. Whether the district is poor or not?—Whether the district is poor or not, it is to the interest of the State that the poor should be properly educated.

1826. Are you aware whether any ragged schools or refuges in your district have been shut up for want of funds?—No; only within the last year three of them were transferred to me on account of the death of my late colleague, Mr. Symons; the other one I have only had for the last two years.

1827. Mr. Black.] You seem to think industrial teaching not of any great importance in those schools?—I do not.

1828. Do you think that industrial training, independently of other advantages, has a great effect in educating the character?—I hardly understand the term "industrial training;" it is commonly used, and I know what is meant, but I deny that it is industrial training. I believe that the mixture of work and school is a very beneficial thing. I think that all school and no work is not good for a child; but as a means of enabling the child to obtain his livelihood when he goes out, I do not think that you can give him that industrial training which is obtainable only by actual *bonâ fide* labour. I think that the utmost you can do with the child, as I have said very often, is to give him, mentally and morally, the will to work for his own subsistence; and subsidiary to that, physical power to perform the work. I think that you can only go beyond that in rare cases, and you cannot give to a large school that special instruction which will turn out a lot of gardeners, or a lot of stable-boys, or a lot of carpenters; you can only make boys willing to obey and willing to work.

1829. Might not the children be advanced, to a certain degree, as shoemakers and as tailors, though they were not made perfect at the trade, so that masters would be very glad to get a child so far advanced?—Decidedly, and in my district it is done to a very great extent; boys are trained as tailors and shoemakers, and they get employment in consequence, but the trades themselves are bad ones. They are trained to those trades, because, in our workhouse schools, we have not the means of doing anything else in most cases.

1830. It must be an advantage to those boys to be able to get into situations so readily by their previous training?—I apprehend that there is a little confusion in supposing that they get into situations in consequence of their training; it is

O. 73.

not so entirely; the children are in the hands of the guardians to be dealt with, and to be got out to service; and the guardians take some degree of pains by themselves, or by their officers, to obtain places for them. If they were not industrially trained, many of them would not be taken; but it is in consequence of search being made for situations, and their being found fit for them, that they are taken; it is not only their fitness that procures for them the situations.

1831. Would not a girl accustomed to household work be much more useful when received as a house servant than one who had merely been taught reading and writing; do not you think that a girl having been trained to household work would be more fit for her work when put into a situation?—It is begging the whole question; it cannot be done; you cannot train a girl for that purpose; it is done sometimes by clergymen in the country taking one or two girls into their houses and training them under their own servants; but it is certainly impossible to train a whole school, or a whole class of girls, for domestic service; you may teach sewing, that is the only thing.

1832. But they are trained for domestic service in some schools, are they not?—I have never seen it successfully done, except in workhouse schools, and even there it is partial.

1833. Mr. Cave.] The use of machinery for almost all the domestic necessities of life in workhouses, prevents the training, does it not?—Very much so.

1834. That is a difficulty which you cannot get over?—No, we cannot.

1835. You think that industrial training is of more use to form the character and strengthen the muscles than as actual instruction in any particular trade?—Decidedly.

1836. Mr. Pease.] Would you speak of the discipline of the ragged schools, so far as you are acquainted with them, as being irregular?—It has never struck me as being irregular. It is not so perfect as the discipline of a workhouse school, where the children, being under control night and day, are better disciplined; but no ragged school that I have seen was in a worse state of discipline than an ordinary national school. Of course, some allowance must be made for the fact, that when the inspector is in the room there is more order and decorum; but, making all due allowance for that, I have not seen any that would not compare favourably with national schools.

1837. It has been stated by a gentleman of considerable experience, that the discipline of pay schools, even though the pay might be small, was undoubtedly better than that of ragged schools, and that that, in his opinion, was because there was the payment by the scholars; would that be your experience?—My experience is limited, but that would not tally with my experience. I do not see any connexion between the penny a week and the discipline of the teacher over the child.

1838. Mr. Adderley.] You think that ragged schools are necessary for the class that cannot get into workhouse schools?—Yes.

1839. Supposing the law were so altered that they could be got into workhouse schools, would there still be a class requiring ragged schools?—Yes.

1840. Supposing Mr. Denison's Act were made compulsory instead of permissive, and supposing also pauper schools were increased in number and efficiency throughout the kingdom, should you still

J. Ruddock,  
Esq.

20 June  
1861.



*J. Ruddock,*  
Esq.  
—  
20 June  
1861.

still think that ragged schools were necessary?—I should; but I do not think that you could work a compulsory Act. I do not think that making Mr. Denison's Act compulsory would be practicable, because what would be the working? The guardians are to pay so much a week for each child whom they may cause to be sent to school; that is to say, they are to tax themselves to a certain extent to pay for the education of the children of out-door paupers. Without wishing to say anything very much against boards of guardians, they are not educationally inclined bodies; they are totally indifferent to education; they are apathetic about it, and do not care for it at all; there are some rare cases where they are opposed to education entirely. I therefore say, that if you place upon a body of men who take no interest in the subject the duty of enforcing education, it is likely to fail from that cause only. Then, what is the remedy? If the out-door pauper does not send his child to school, the remedy is, that the guardians are to offer him the house; that is to say, they are to punish themselves to the extent of the difference of cost there may be between the out-door relief which they may give to the pauper and the in-door relief which they may give to him, which is considerable. Therefore, to promote an object for which they care not, they are to tax themselves considerably higher than they do at present.

1841. Do you think it possible, on the reverse plan, that if something in the nature of ragged schools were admitted into the Government organization of schools, we might do away with the pauper schools, and send all the children to those other schools?—No, decidedly not; I should be sorry to see any compulsory enactment for the maintenance of schools separate from workhouses.

1842. You think that there must permanently be two sets of poor children, one for whom pauper schools would be best adapted; and the other for whom ragged schools would be best adapted?—Of course. There are the children who must go into the workhouses from the fact of their being the children of those classes who are not allowed out-door relief; then there are the orphan and deserted children, whose education must be provided for in the workhouses under any circumstances, or in connexion with the workhouses; and then there are the children of out-door paupers.

1843. Why must the children of in-door paupers be so educated under any circumstances; are they not already educated in national schools?—In very rare cases; I only know of two cases in a large district. Under any alteration of the law, there must be the distinction to which I have referred, so that pauper schools under no circumstances, and under no alteration of the law, could entirely provide for all those children; and there would be still children for whose education the ragged school would best provide.

1844. Should not you be afraid that if ragged schools were aided as you propose, without even the condition of being called "ragged schools," a great number of places would be content with such schools as those, and would not seek to get the more costly and better kind of school?—I do not think so; I have here an extract from the Dean of Bristol's evidence, which would throw light upon that. He says, "on the other hand, I fear that the ordinary schools are becoming raised in the scale of children they only educate; that

the teachers daily become more prone to exclude the very poor from their schools, and more adverse to have the regularity of their system entrenched upon by the necessary irregularity of the children of the most struggling and heaviest weighted of our poor." That principle applies everywhere; there would always be in any locality, however small, a tendency to have a national school, as distinct from a ragged school, and I think that there is very little fear that any large number of children (though there might be some) would by the advice or neglect of their parents be withdrawn from pay schools to go to ragged schools, for, there is as much pride among the poor as among ourselves.

1845. Supposing that there were more industrial schools, such as those uncertified schools, which you have enumerated, and other certified schools, do you think that there would still be a necessity for ragged schools besides those?—That is, supposing a ragged school proper, with the industrial element superadded for a few children. I think that those at Cardiff and St. James's Back, are exactly the class of school I contemplate aiding in the way I mentioned.

1846. Such schools, whether certified or uncertified, would be sufficient to provide for the class of children which the pauper schools do not provide for, without the third class of schools which we call ragged schools?—It is the third class that I am speaking of; this St. James's Back school is a ragged school proper.

1847. In the Report of the Royal Commission on Education, those schools are divided into three classes; ragged schools not industrial and not aided, ragged industrial uncertified schools, and ragged industrial certified schools; would the two last provide for the class which you contemplate without the first being necessary, namely, the ragged schools?—No. I have some difficulty in apprehending the distinction. I look upon the first two classes as identical, the only difference between them being that in an industrial school industrial training is given, and in the other it is not. I started by saying that I did not consider the industrial element to belong at all ragged schools. I do not see how I can answer the question, because I should be saying that a school is not necessary, for which I am endeavouring to prove the necessity. It is only because I exclude as unnecessary the industrial element that I look upon the two as identically the same school: the one admits industrial training as a condition, and the other does not make it an absolute condition.

1848. Your proposition is to merge the first class of those schools in the second?—Yes. I should strike the industrial element out as a necessary condition. I think that we ought to look to the educational element only.

1849. Mr. Liddell.] You were asked a question just now with reference to the discipline in pay schools, as compared with the discipline in ragged schools; do you think that there is no connexion between the penny which the parents pay, and the attendance of the children?—There is connexion according to the Report of the Commissioners; they say that if a child misses school on the Monday from any ordinary reason, the effect of the penny is that the child is not sent for the whole of the rest of the week; the payment being made, the parents consider that they do not get their pennyworth if on one or two days the child is absent.

1850. When

1850. When I speak of the connexion between the penny and the attendance, I mean in this way: is not it the case that the parent who is very poor, but who nevertheless saves a penny a week out of his earnings, and sends his child to school, proves by that fact that he wishes his child to be educated; and is not he more likely to send his child regularly to be educated than the parent who pays nothing for his child's education?—Decidedly; but the very essence of the ragged school system is to influence the child himself to desire education; the promoters of ragged schools seek out the children who are needing education, and by a sort of proselytism among the parents themselves draw the very children who most need education to the place where they can receive it; it is precisely those children who are not willing to come who are sought out under the ragged school system.

1851. You have used the word "proselytism:" do you, from the result of your experience, believe that the ragged school is rather a place for the dissemination of religious opinions than for the giving of elementary education?—Certainly not. I have not seen that in the five schools which I have visited at all.

1852. In what sense did you use the word "proselytism?"—It was a term perhaps incorrectly used; but I mean, turning those with no desire for education from the error of their ways, and giving them a desire for it. I used the word in a metaphorical sense.

1853. You do not think that the ragged school is a place for the teaching of denominational opinions?—Certainly not. You have, now and then, Roman-catholics, but often the Baptist and the Jew, side by side.

1854. You said, in the early part of your evidence, that you would like to see aid given to ragged schools in the shape of salary to the teacher, according to his teaching qualities; you cannot ascertain his teaching qualities, except by the examination of the children, can you?—They can only be tested by a thorough examination of the school, conducted through the teacher.

1855. You would wish the aid given for results?—Yes.

1856. How would you propose that those examinations of the children should be conducted?—By the ordinary machinery of inspection, very much in the same way as the schools in workhouses now are inspected.

1857. Did I understand you rightly to say that the poor do not value industrial education?—I did say so.

1858. Do you think that a mother does not value or appreciate her child, at six or seven years of age, being taught to hem neatly?—As long as the girl is young, say under the age of nine years, the parent does to a great extent appreciate her being taught to hem; but the parent would be far better pleased if that child wrote a more current and better hand, and did not learn to hem; if the writing is not of a very superior quality and the hemming is good, the parent would sooner not have the hemming and have good writing.

1859. Taking the class of children with whom we are now dealing, who are taken from the lowest and most degraded class of society, do not you think that the inculcation of industrial habits is much more essential than the mere teaching of reading, writing, and arithmetic?—Yes; but the

inculcation of industrial habits is a totally different thing from industrial training.

1860. How are you to teach a child of tender age that it is better to be employed in making shoes than in making dirt pies in the street, unless you carry it practically into effect?—Amenability to discipline and the habit of obedience are very important elements in industrial life, the proper perception of which is developed in the school, which makes a boy more fit for an errand boy or a shop boy, or a farmer's boy. You do more good with a boy up to the age of 12 or 13 by that sort of training than if you actually put a spade into his hands at the school, because you cannot give real work, and the children see through the make-belief work which they get in the majority of schools so called industrial.

1861. Do you call that make-belief work which I have seen, 25 boys sitting in a ring working as hard as their fingers will let them in making sacks?—No; but it is not work which will fit them for anything afterwards; I do not object to it; but I mean to say that it is not that portion of the education which should meet with assistance from the Government; it is one which we cannot test or control, it varies with the locality and with the demand; at Northampton, for instance, they would set up a large ragged school where the whole industrial training would go towards shoemaking; shoemaking is a very good trade in its way, but a very poor one, generally speaking; there is no necessity to train up shoemakers; the same might apply to lacemaking in different parts of the country; it is the specialty of the training which I object to. I deny that it is possible to give proper industrial training in the industrial schools; it is only in the workhouses where you have the control of the children that you can give any modification of industrial training.

1862. Sir John Pakington.] You said that the boys themselves do not value the industrial training. Take the case which you mentioned, of shoemaking; supposing in a school, where industrial training is professed to be given, that you commence teaching a boy to make shoes, so that you put him in the way of maintaining himself from the time he leaves school, is not that valuable industrial training?—Yes; but I contend that it is assuming the whole question when you say that you are putting him in the way of earning his own living; you cannot do so.

1863. Why not?—I can best explain it by assimilating it to the workhouse. In the workhouse we can teach shoemaking, because we have our own market; the shoes which are made are consumed in the workhouse; but in an ordinary day school, if shoes are made, who is to take them? you come into competition with the open market.

1864. What is the harm in that?—I conceive that it would be thought harm; the ragged schools would at once get into disrepute; if ragged schools of any sort were found to be making boot-fronts, for instance, very soon the town, especially in the case of small towns, would object, and I think fairly so, when they found that labour was cheapened either by subscriptions, or by a grant from the central fund; the cheapness of their production would not depend upon supply and demand, but would arise from the fact that you produce the thing by the assistance of subscriptions and Government aid.

1865. Do you think that the result of training boys in industrial schools, some to be shoemakers,

J. Ruddock,  
Esq.  
20 June  
1861.

*J. Ruddock,*  
Esq.

20 June  
1861.

some to be tailors, or any other trade, would be that there would be such a competition with the ordinary trade of the locality as seriously to affect it?—If you give anything like an efficient instruction either in shoemaking, or tailoring, or carpentering, then there must be of necessity, if it is real work, such a production from the instruction that it would come seriously into competition with the ordinary trade.

1866. Even if there were some loss, as there probably might be, would not that loss be judiciously incurred, considering the benefit to the boys in whose cause you would incur it?—I doubt so much the benefit, from what I have seen, of the special industrial instruction, that I, perhaps, cannot look at it in the light in which I wish to look at it. I think that the control that you have over the children, and the time you have them, can be so much better devoted to purely moral and intellectual discipline and teaching than to industrial training, that I do not think it would be well to make it a necessary condition.

1867. Do not you think that it is a great object, if possible, so to deal with such boys as come within the action of these charitable schools as to enable them at once to turn to some honest means of livelihood when they leave those schools?—Quite so; it is exceedingly desirable, if it can be done.

1868. I am unable to understand why it is not practicable?—Take the town of Bristol, for instance; what would be the occupation of a boy there; there are some tailors, some shoemakers, some bakers, and some brass-founders; some go into grocers' shops, and to various other trades. Of all those 20 or 30 employments, there are only two which, by any possibility, you can fit the boy for; those are tailoring and shoemaking, the two notoriously worst trades in existence for journeymen, and that under the name of indus-

trial training; now, if a boy can read and write, and if he has been taught by precept and practice to be honest and diligent, he will be able to make his way.

1869. In the case of girls, is there any difficulty in giving them industrial training in the shape of cooking, and other domestic occupations?—I do not think that you can give any training in cooking; you can give a certain degree of training, if benevolent persons will take the trouble to let the girls come into their own houses; but there are very few servants who like that, and very few ladies and gentlemen who will take the trouble of it.

1870. Did you ever hear of families sending joints to be cooked at a school?—No; but I have heard that a charitable society in London has started a sort of restaurant in which the cooking is done by those girls.

1871. You have been asked whether you would continue to prefer ragged schools if the law could be so altered as to enable the children to be all sent to workhouse schools; did you ever hear of any proposed change in the law by which it would be possible to send children to the workhouse schools who are not paupers?—I have heard it so proposed.

1872. How could it be done?—It could only be done by legislation.

1873. Could such legislation be carried out without interfering with the first principle of the poor law?—Certainly not.

1874. Mr. *Lowe.*] You said that assuming that there were 4,000 parishes in England and Wales, and that a grant of 20*l.* were given for the salary of the schoolmaster in each parish, that would amount to 80,000*l.*?—Yes.

1875. Supposing that there were 14,000 parishes instead of 4,000, the sum would be 280,000*l.*?—There would not be 14,000 which would come under a grant of that description.

*Lunæ, 24<sup>o</sup> die Junii, 1861.*

## MEMBERS PRESENT:

Mr. Adderley.  
Mr. Black.  
Mr. Henry Austin Bruce.  
Mr. Cave.  
Mr. Hanbury.  
Sir Baldwin Leighton.

Mr. Liddell.  
Mr. Lowe.  
Sir Stafford Northcote.  
Sir John Pakington.  
Mr. Ker Seymer.  
The O'Connor Don.

SIR STAFFORD NORTHCOTE, BART., IN THE CHAIR.

Mr. GEORGE HIGGINBOTHAM, called in; and Examined.

1876. *Chairman.*] You are the Master of Miss Carpenter's school, I believe?—I am.

1877. Where is that school?—In St. James's Back, Bristol.

1878. How long have you been master of it?—Nearly 2½ years.

1879. Are you a certificated master?—No, I am not. I passed the examination of the inspector last March, but owing to the alteration in the Minutes, the Government did not acknowledge it. I must be at the school three years. When I came to the school the rule was that there must be three good inspections.

1880. It is necessary, according to the Minutes, that you should be at a school three years before you can receive any augmentation?—Yea.

1881. What was the date of that Minute?—Last year.

1882. What was the nature of the examination which you passed?—I was examined in arithmetic, geography, grammar, and scripture history.

1883. Before whom?—Mr. Joshua Ruddock.

1884. What is the nature of the St. James's Back school?—It is a school for the education of children in the simple elements of education, reading, writing, and arithmetic, and industrial training.

1885. What is the industrial training which you give there?—The elder boys are taught tailoring under an experienced tailor, some of the others wood cutting, some paper bag making, and the rest of them knitting; the girls are taught sewing and knitting, and the elder girls are employed in cleaning out the rooms.

1886. How many children are there in the school?—On the books there are 269.

1887. What is the average attendance?—One hundred and eighty-three.

1888. What are the limits of age?—The infants are from two to seven, the juvenile from seven to 11, and those in the evening school from 11 to 16, or even 18.

1889. What is the proportion of boys and girls on the books?—In the juvenile department, 50 boys and 47 girls; in the infant school, 69 girls and 50 boys; and in the evening school, 53 boys.

1890. They are all boys in the evening school?—Yea.

0.73.

1891. What is the class of children who attend the school?—They are children who are almost destitute; the children of parents who are earning their livelihood on what may be called uncertain work.

1892. How do you ascertain that the school is confined to that class of children?—By visiting the home of a child before it is admitted.

1893. How are the children brought into the school; do they come of themselves, or does any one bring them?—I occasionally visit their homes to induce them to come, but the generality of them come of themselves.

1894. Before they are admitted you visit the home to see what the character of the home is?—Before they are permanently admitted I do so.

1895. Do you often refuse admission to a child?—Yea.

1896. On what grounds?—On the ground that the child is in a condition to pay.

1897. Supposing that an arrangement were made for paying the school pence for those children, could they be admitted into an ordinary pay school generally?—If they were admitted it would not be of that advantage to them that our school is; indeed I have known many instances where children have been removed from my school into a National School or British School, which school they have afterwards left, and have so been thrown back into their original position destitute of education.

1898. How do you account for that?—That class of school is not adapted for them; they are a careless and idle class of children generally, passing the most of their time in the street, and the National School or British School does not give sufficient attraction to them to keep them there.

1899. What do you mean by sufficient attraction; what sort of attraction do you give?—We have industrial training, which I conceive to be one of the attractions for the children.

1900. You find that that attracts the child; do you find that the parents generally value industrial training?—Generally they do not.

1901. Do you give anything in the way of food or clothing?—In winter, during the severe weather, the most destitute are provided with a dinner of soup.

1902. Do you find that the attendance becomes more regular after a child has been in the school

L 4

Mr. G. Higginbotham.

24 June 1861.

some

Mr. G. Higginbotham.

24 June  
1861.

some time; or does it continue irregular throughout the period during which he is in the school?—There is a class I can depend upon as being regular; the general class are irregular; after they have been in the school a short time they are certainly more regular, though the bulk of the children are irregular.

1903. What do you call regular attendance for a child of that class?—If I have a child four days out of five in the week; some I have come even five days.

1904. Are many of those children the children of pauper people in the receipt of out-door relief?—Not many; there are not more than 20 who are the children of paupers, that is, receiving relief for the children themselves.

1905. Are any of them children who have been brought before magistrates?—I am not aware of any.

1906. Would you make any objection to receiving a child who had been brought before a magistrate, or who had been convicted?—I should certainly prefer not receiving it, unless it were a very young child.

1907. With regard to the order and discipline of the school, what steps do you take to enforce proper order and discipline?—I have strict discipline; there are certain things which the children know they must do; order is kept, and after a child has been in the school some week or fortnight it settles down with the others. I have the testimony of many of my fellow labourers in British and National Schools, that my school is quite as orderly as theirs, and Mr. J. Ruddock on his first visit on entering the school said, "Why, this is a National School." He told me that he came to that conclusion, because the children were so orderly, and pursuing their work so quietly.

1908. Do you enforce cleanliness?—Cleanliness is enforced; we provide apparatus for washing, and we regularly if needful send the children to wash; they are required to wash once or twice a day at the school if not at home; and we have a bath, and each child is required to bathe once a week.

1909. When the children first come, do they often come in a very dirty and ragged condition?—Not often.

1910. You would not refuse admission to a child coming in rags?—I should not refuse him admission. I might say that he must be washed.

1911. You would require him to be washed in the school?—Yes.

1912. Are many of those children the children of vicious parents?—I think many of them are.

1913. When I say vicious parents I should like to distinguish between those engaged in criminal pursuits, and those who are of dissolute habits, and who would be generally likely to influence their children wrongly, but who are not positively criminals?—I think that many of them have parents who are dissolute, and it has come to our knowledge that some few have been criminals.

1914. Do you believe that the children are injured by going home of an evening to such homes as those?—I think that they are.

1915. Do you think that they can be properly provided for in a school like yours, in which they are only instructed for a certain number of hours in the day, without being lodged at night?—There is a class which I think cannot be improved, such as those whose parents are so careless as to allow their children to live in any way

they like. There have been several boys whom I could not keep at school owing to the carelessness of the parents; they have allowed them to go out in the morning, before they themselves have been up, say at six o'clock, and the boys have returned when they expected that their parents would be in bed, say at nine or ten o'clock at night, or later, and they get their living in the street. That class I cannot keep in my school, simply because I can find them nothing to eat, except one meal in the winter months.

1916. If food were given, do you suppose that they would remain in the school?—Yes, I do; I say that from my experience in a school in Manchester, where all the food was provided for the children, and until that was done that class of children could not be got hold of.

1917. Supposing that those children, or any considerable proportion of them, were admitted into the district schools by payment being made by the guardians for them, and supposing that such of them as were in any way guilty of petty offences were provided for by the certified industrial schools, do you consider that there would still be a class for which your school would be necessary?—Yes, decidedly.

1918. How would you describe that class?—The class whose parents are careless, and who would never send them to school.

1919. Even if they were paid for?—Even if they were paid for; they consider that they are far more useful at home, even if for nothing else than to send on trifling errands. I have known parents keep two or three children to go on the most trivial errands.

1920. How far do you take the children in your schools in point of intellectual education?—Scarcely any of them can reach the four rules of arithmetic, simple and compound; they do not stay long enough; there are a few who have been in the school for some time, whom we may call permanent scholars, who are now working at some of the higher compound rules.

1921. Can most of them read?—One-half of those now in the school cannot.

1922. Do many of them leave you not being able to read?—About one-fourth, perhaps, *i. e.* intelligently.

1923. What proportion of them learn to write while with you?—At present, I have scarcely a fifth who can write from memory, or short words from dictation.

1924. Are most of them learning to write?—They are all learning to write, some on paper and some on slates.

1925. Do you carry them far in scriptural instruction?—I give them a lesson each morning, principally in the New Testament.

1926. Do you question them upon it?—Yes.

1927. Do you find any considerable number able to answer intelligently?—Yes.

1928. Have you any system of prizes or encouragement for intellectual proficiency?—We have no system.

1929. Is your school subject to inspection?—Yes.

1930. Does it receive aid from the Government?—Yes.

1931. What is the nature of the aid which it receives?—A capitation of 5 s. a head on the average, half of the rent, and one-third of the materials and tools for the industrial department.

1932. When you say that you receive a capitation

tation grant, that is for the children who are being taught industry?—Yes.

1933. Are all the children taught industry?—No; out of the whole number there are not 120; it was 119 last March.

1934. Do you consider the industrial training an important part of the system?—Very important.

1935. Why?—Because by that means we are enabled to keep that class of children together; they are a class who require something to keep them at work, and generally they are children living in idleness, and it is quite necessary to give them a little work so as to get them into working habits.

1936. What assistance have you in your school?—In the morning when the book-learning is taught I have one assistant in the juvenile department, where I have on the books 97. In the infant school there is a mistress, and she has two monitors; she has an average attendance of 90. In the evening school there is a master, and he has an assistant.

1937. Are all those paid?—Yes.

1938. Do you find that you have strength enough in the school, or do you require any additional assistance?—I should be glad, indeed, for more assistance; I should be glad of assistance particularly in the infant school and in the juvenile school.

1939. What sort of assistance should you wish for, would you like pupil teachers?—If I had pupil teachers they would have to be special ones; the pupil teachers, who are trained according to the National school or British school system, would not answer the purpose; the education which they get in a National school or British school would not be of much use to them in a ragged school.

1940. Do you think that such schools as yours would be adapted to a system of pupil teachers?—If the plan were adopted it must be a special system of pupil teachers.

1941. Do you find that the monitors are of much use to you?—They are not of very much use.

1942. Who are the monitors, are they children who have been ragged children and who have been brought up in the school?—Yes, all our monitors have been such.

1943. What do you consider to be the principal object which you have in view; is it to instruct children, or to gain an influence over them for the purpose of guiding them generally?—Somewhat of both; but it is certainly a very important point to gain an influence over them.

1944. Do you think that such assistants as pupil teachers and monitors would be likely to gain that kind of influence which it is necessary that you should gain in a school of that description?—I do not think that pupil teachers would answer in our schools if they were taken at the ages which they are at other schools. I think that assistants would answer better.

1945. I gather that the kind of assistance which you would wish for would be the assistance of older persons, assistant masters, in fact, rather than pupil teachers?—Yes.

1946. Do you find that you are able to exercise any influence over the children beyond the walls of the school?—Yes.

1947. In what way; do you visit the children?—Yes, almost daily. I feel that my influence is

0.73.

beneficial upon them, not only while they are in school, but even after they have left, and are at work.

1948. Are you able to follow them after they get situations?—Yes, I continually meet with them.

1949. Can you point out in a general way any results of the school?—Last year we had more than 50 who left us to go to work; about 36 were drafted from our school into pay schools, children who had been improved in our schools, and also whose parents had improved in circumstances.

1950. Sir *Baldwin Leighton*.] What is the expense of your schools?—I am not prepared to say exactly; it is about 300 *l*.

1951. What do you get from the Government?—Last year we had about 56 *l*.

1952. That was for the capitation, for the raw materials, and for the rent?—Yes.

1953. Do you know how many children there are in your school who have no parents at all?—We have only two at present.

1954. You said that 20 were the children of paupers receiving relief for the children themselves; have you any who are the children of persons who are themselves receiving relief?—I think that the relief granted is entirely for the children; the parents, so far as I have found, have not relief granted for themselves; they had relief for their children.

1955. On account of their family?—Yes.

1956. You say that there are only 20 such?—Only 20 that I know of.

1957. Some are brothers and sisters, probably?—Yes; not many, though.

1958. Do you keep a regular list of the trades of the parents?—Yes.

1959. Have you it here?—No.

1960. Have you any penny savings' bank?—Yes.

1961. What is the amount received in it a year?—The penny savings' bank is not so much used by the children themselves as by the children who have been in the school, and are in work, and their families. The amount was about 10 *l*. last year.

1962. Have you any idea what the children, who are at your school, or their parents, pay into the penny savings' bank a week?—A few pay; not many.

1963. Do you give clothing?—We do not give it; the children have clothing, but they get it on account of the work they do in the school, so that they really earn it.

1964. A girl who sweeps out the school is allowed so much a week?—Yes.

1965. Is she allowed anything for sewing?—Yes; so with the tailors, and so with the wood-cutters.

1966. Does the wood-chopping pay anything?—We have a very trifling profit out of 23 *l*. worth; not 20 *s*. Putting all the expenses together, we have no profit, if we include the tools; profit is something which we do not look for.

1967. To how many do you give soup in the winter?—Last winter to about 30 daily.

1968. Is it practically the case that most of the children get clothing from the school?—Most of the children do; that is, in the juvenile school more particularly.

1969. What are the wages in Bristol for a labourer?—Some of them earn 12 *s*. per week; but some whose work is so very uncertain earn only 2 *s*. per week.

M

1970. How

Mr. Higginbotham.

24 June  
1861.

Mr. G. Higginbotham.

24 June  
1861.

1970. How much a day?—I do not know how much a day they earn taking the average; they may, perhaps, work only one or two days in the week.

1971. Then, how do they live?—That is a mystery to me.

1972. But they do live?—Yes.

1973. They must live on more than 2s. a week?—They get more than 2s. a week; but for some weeks it may not be more than 2s.

1974. What do they work at; do they work at the dock?—A few do; those who work in the dock can generally earn sufficient money to send their children elsewhere. I have known only some half dozen children whose parents called themselves labourers on the quay.

1975. Are your children all well dressed?—They are clean; but as to being well dressed, they are in patches.

1976. Are they as well dressed as the children at the national schools?—No, I do not think so; in some cases they may be, where the girls are very useful; where they attend both to the cleaning out of the school and to the other work as well.

1977. Are you aware whether at the national schools the girls sweep out the school?—I am not.

1978. Mr. Black.] You said that you do not like to receive a boy who has been brought before a magistrate; for what reason?—Because boys who have been brought before magistrates are often of that loose and dissipated class over whom parents have no control; if they were very young, I should not object.

1979. You said that one great cause of the irregularity in attendance at school, was that a number of children lived upon the streets; that they went out in the morning, and came back in the evening, when their parents were in bed; supposing that they were in your school, could they get a living if they did not endeavour to get it upon the streets?—I must have been mistaken if I am understood to have said that that class of children caused irregularities of attendance; that class was only about half-a-dozen, which I certainly lost, because I could not provide them with food. The cause of their irregularity has been from carelessness on the part of the parents, who would rather keep them at home to go on trifling errands than go themselves.

1980. If you could provide food for those who attend irregularly, would they not attend more regularly in consequence of getting the food?—Yes, they would.

1981. That would be a means of causing regularity, and, therefore, a means of facilitating them in their intellectual education?—Yes.

1982. Mr. Austin Bruce.] You stated that you have at your school 20 pauper children, themselves receiving relief?—Their parents are receiving relief for them.

1983. Do you include in that 20 all the children of parents who are receiving relief from the parish?—All whom I have known to be so.

1984. Are those pauper children ever inquired after by the guardians?—For the last year the guardians have not inquired after any; in 1859, eight were removed all at once by the guardians; some of those I found out not many months since had been on the streets almost ever since. They had been removed to a national school, and, perhaps, they had gone for a few days, and then had been allowed to go back on the streets.

1985. Since then, what has been the case?—Since then, I have heard nothing.

1986. As a rule, do guardians show no interest in the fate of those pauper children?—None whatever; I have been to the relieving officers who labour in the districts about my school, and requested them to send the children they relieved, and one of them told me that it was no use for him to trouble himself about it; that the guardians might not take any notice of it.

1987. You mentioned the case of some children who had left you and gone to a national school, and had then ceased to attend the national school; those children, in your opinion, had ceased to attend the national school, not because they could not pay their way there, but because the ways of the national schools were not suited to them?—Yes.

1988. Have you still in Bristol, many fit subjects for the ragged schools who attend no school at all?—Yes; I think that we have sufficient in Bristol to fill double the number of schools that we have.

1989. I think that you said that the assistance which would be of use to you, would be assistance given in the form of providing assistant teachers; by whom would those assistant teachers be appointed?—The assistants, so far as I have known them, have been appointed by the committees of the schools, but I should prefer them so appointed as to be influenced by inspection.

1990. The assistance which you would ask, would be a grant from the Government towards the payment of those assistant teachers?—Yes.

1991. Mr. Adderley.] You say that you are not aware that there are any parents receiving relief whose children are in your school, beyond the 20 cases which you have stated?—Yes.

1992. But you state, that to your knowledge a great proportion of the parents are almost in a state of destitution?—Yes.

1993. Do you arrive at that knowledge by the process of ascertaining at their homes the condition of those parents?—Yes.

1994. You know that the great proportion of them are almost destitute?—Yes, I say that from what I have seen in visiting their homes.

1995. Is it your impression, that any considerable number of them are receiving relief, or are they just in that lowest state of destitution not actually receiving relief?—So far as I have been able to ascertain, they have not been receiving relief, but have been destitute; I can only speak from the answers which they give me.

1996. Will you state more particularly what you meant, when you said that the parents were generally almost destitute?—I meant that their income was not sufficient to keep them, that they were often in want of food.

1997. Do you mean that they are out of work or that they are destitute from accident or ill health, or what is generally the nature of their destitution?—That destitution may be from want of work, from dissolute habits, or from accident.

1998. What sort of proportion of those who are so destitute, do you suppose are destitute from dissolute habits?—More than half, I should think.

1999. You would say then, that the poverty of one half of those parents is of their own infliction upon themselves from dissolute habits?—Yes.

2000. Did I rightly understand you to say that most of those children could be admitted into other schools, but that other schools would not

not

not be of the same use to them?—I am not aware that I said that; and if they could be admitted, the money must be paid for them; they themselves could not or would not pay.

2001. Do you suppose that if the same benevolent persons who maintain the St. James's Back Ragged School, spent the same money in paying for the admission of those children into national schools, they could get them into national schools?—I do not think that they could; the schools might receive them, but the children would not go in; I know that the schools do not like to receive them. I have had children brought to me by those national school teachers; they have been sent to them by subscribers, saying that they would pay, and the national school teachers have in preference sent them to me.

2002. By the time that they were as clean and well dressed as you get them in a very short time, would the national schools still retain their objection to receiving them?—It is not the clothing that makes the difference; it is the influence in the school and out of the school that makes the difference; the clothing simply would make no difference to a boy; putting him on better clothing would not make him any more suitable for a national school.

2003. Supposing that Miss Carpenter herself were to take one of those children and clothe him, and have him cleaned, and offer to pay for his admission into a National school; what difficulty or objection would there be?—Some schools have received such children. I have taken several myself to those National or British schools; but I know that some of those have gone back on to the streets; and I have seen the master, and he has told me that he did not care about having them at all.

2004. Why should the master not care about having them at all; supposing that they were tidy, what would be his objection to receiving them?—Their irregularity.

2005. Do you mean that all children of destitute parents are necessarily irregular?—Not all of them, but most of them are; some who may be destitute from accident may be more regular.

2006. Should I be right in saying that the class of children, who you say are inadmissible to national schools, are not the children of poor parents, or criminal children, but solely the children of dissolute parents, whose homes have rendered them irregular in their habits?—They are the children of dissolute and criminal parents.

2007. What do you mean by saying that national schools would not be of the same use to the children, supposing that you could get them into them?—The education in the national schools does not seem to be sufficiently attractive to them; they have been sent to them, but they have not been kept.

2008. Is the want of attraction the absence of industrial training?—Mostly.

2009. Is there any other want of attraction but the absence of industrial training?—I think not.

2010. If these certified schools offered that industrial training, would the use of ragged schools cease?—I think that if the National schools or British schools were to include the class of children that I have, they would be obliged to make a separate school of them, because their attainments are so very different, that they would find that they would all be in the lowest class, the big boys amongst the little ones.

0.73.

2011. Would you say, generally speaking, that this class of children are inferior intellectually to the class of children in the national schools?—Educationally they are.

2012. About what proportion of your 180 children receive soup in the course of the winter?—Thirty would be about the average.

2013. One-sixth of the whole number receive soup in winter?—Yes.

2014. Is that soup given to the child himself, or do the rest of his family benefit by that distribution of food?—It is given to the child himself.

2015. He eats it at school?—Yes.

2016. Is there any part of your industrial department a kitchen department where that soup is made?—Yes; that is superintended by a person who lives on the premises; the girls assist, but they do not do much towards cooking it; it is more in washing up and serving out the soup.

2017. When you said that you should object to children committed by magistrates coming to your school, did you mean children convicted of crime, or also children who under the Industrial Schools Act, would be sent on the score of poverty, under a magistrate's order?—Criminal children.

2018. As far as commitment by a magistrate goes, you would not object to receive children, supposing that you could do so, who had been committed by a magistrate under the Industrial Schools Act?—No, I would not.

2019. You laid stress upon the age of the children, even criminal children; you said that if they were very young you would not object to admit them?—I referred to criminal children.

2020. What age did you mean when you said that you would not object to receiving criminal children if they were very young?—Not more than seven.

2021. Do you mean children of both sexes?—Yes.

2022. You say that a great many of even the class of children who are generally irregular in your school, soon become regular?—I think I said that they become more regular; not that they become quite regular.

2023. Is it the habit and rule of your school, when they do become regular, to pass them on to a national school?—Not on account of their regularity; perhaps the circumstances of the parents would not allow of it.

2024. When they became regular, you could then get them into national schools, by benevolent persons paying for them?—Some few might be so got into national schools.

2025. Is it your object and rule to pass them on to national schools as soon as possible?—Not unless their parents are able to pay; I have no means for paying for them.

2026. Supposing that you had means, and that the Committee furnished money for the purpose, would it be the object and intention of the managers of your school to get them out of the ragged school into a national school as soon as possible?—Yes; but I believe before a child is more equal to the generality of children attending national schools, the home of the child must be altered as well; that, of course, we have no power over.

2027. You mean that you would not pass a child on to a national school unless his home were also improved?—If some one offered to pay for him I should pass him on at once.

2028. I think you stated that in one year you drafted 36 children to national schools?—Yes.

M 2

2029. Is

Mr. G. Higginbotham.

24 June  
1861.



Mr. G. Higginbotham.

24 June  
1861.

2029. Is that at all an average number, or was it an unusually large number?—It was about an average number.

2030. When you said, that if you employed pupil teachers, they must be pupil teachers of special training; what did you mean by that?—I meant that what they are required to learn in a British or National school would not adapt them for industrial schools or ragged schools.

2031. Do you mean that it would not enable them to teach industry?—That is my main reason for thinking that they would not be suitable for those schools.

2032. As far as the other departments of education go, the pupil teachers trained for other schools would suit your schools. would they not?—Intellectually they would.

2033. Mr. Liddell.] You said just now that some children had been taken by the guardians from your school, and after some time had been thrown back upon the streets; was that owing to the fact, that the parents of those children had obtained employment, and consequently had no further claim upon the union for relief?—It was from the carelessness and indifference of the parents, and not on account of work.

2034. I presume, when those children were claimed by the guardians, their parents were in receipt of relief?—Yes.

2035. They could not have claimed them on any other terms?—No; the guardians paid for them.

2036. I presume they took them into the workhouse?—No, they did not.

2037. The children were thrown back upon the streets from the carelessness of the parents?—Yes.

2038. The guardians took no more heed of them?—No. I spoke to the overseer afterwards, and he was astonished to hear of it; he did not know it before.

2039. Do you know whether the guardians in Bristol avail themselves of the power that they have by Act of Parliament of paying for the education of children of paupers in the receipt of out-door relief?—They have done so in my school in the eight cases I referred to; I cannot speak to whether they have done it in other cases. They left others in the school, the parents of whom were still receiving relief, but those they left were children who were ragged, and who were in a lower state of education.

2040. Sir John Pakington.] What is the proportion of the children now in your school who cannot read?—One half. I think out of 148, who were last year received into the school, 112, at least, were not able to read words of two or three letters.

2041. I understand from that answer that that proportion could not read when admitted?—Yes; and now, also, one-half of the children cannot read.

2042. Do not you make it one of your first objects, after the admission of a child, to teach him to read?—Yes, the first thing is reading.

2043. How long is it after admission before he can read?—Sometimes it may be a long time; there are some not able to read now, who have been in the school 12 months, but then it has been mostly on account of their irregularity of attendance. I have known them to be in school five years, and not be able to read.

2044. That is on the books for five years?—Yes; and when I have examined into it, I have

found the attendance not more than perhaps once a month.

2045. You still allow the children to remain on the books, even though they do not come more than once a month?—Yes, if it is the desire of the parents to send them. I visit the parents to know if the children are coming or not; and if they are not coming, I strike off the names.

2046. You have no check with regard to attendance, except the announcement on the part of the parents whether they intend to send the child or not?—No.

2047. So long as the parent makes that announcement, you do not regard the question whether the child does actually come or not?—I do not discharge it.

2048. The child may remain on the books, therefore, though not coming at all?—Not quite so. If it did not come for two months, I should strike it off.

2049. You would draw the line at two months?—Yes, I would.

2050. Are those exceptional cases, or are they common?—That which I refer to is an exceptional case.

2051. What do you find the general attendance to be?—About 60 or 70 per cent. of the number on the books.

2052. That is, on any one day there would be 60 or 70 per cent. present?—Yes.

2053. On the average, how often per week would any one child come?—Out of 93, last month, I had 65 regular every day; that is, there were 93 children who came to the school, but adding their attendance together, would make up 65 regular.

2054. For how long a period?—For a month; that was last month.

2055. Is there any considerable proportion of the children who when they leave you are able to read and write?—Their writing would not be much; they may be able to read a little writing.

2056. I am speaking of ordinary reading; is any considerable proportion of the children able to read with fair fluency when they leave your school?—Not with fluency; the proportion would be small.

2057. What is the average duration of their stay at the school?—On the average, not more than 12 months; last year we had 148 admitted, and 140 left; some may not stay for a twelvemonth.

2058. Would not a twelvemonth suffice to teach them to read and write?—For some it might, and for others it would not be sufficient.

2059. You teach arithmetic when you can?—Yes.

2060. To what branch do you attach most importance; intellectual improvement or moral improvement?—The moral improvement is the first point; without discipline we cannot teach them anything.

2061. Have you reason to believe that even where from irregularity of attendance the intellectual progress is small, the moral improvement is great?—Yes.

2062. Are you in the habit of tracing those children after they leave the school, and seeing what becomes of them?—Yes, I am.

2063. Is the result of that investigation generally satisfactory?—Yes.

2064. Do you find that many of them get into service or employment, so as to obtain an honest livelihood?—Yes.

2065. Do

Mr. G. Higginbotham.

24 June  
1861.

2065. Do you attach much value to your industrial training?—Yes; it is an inducement to the children to come to the school.

2066. You do not agree with a former witness who has told us that he attaches no value to industrial training, and even doubts the possibility of it?—I attach great importance to it.

2067. Do you find practically that you meet with success in attempting to teach them trades, and that you are able to start them, so that they can go on with the particular trade you have taught them, after leaving you?—Not so much so as in giving them habits of industry.

2068. You attach more value to that than to what you teach them with respect to any one trade?—Yes.

2069. You state that your receipts from the Committee of Council last year were 56*l.*?—Yes, about 56*l.*; last year was the most since the last Minute came in force.

2070. What was it the preceding year?—It was about 50*l.*

2071. What proportion did that payment of 56*l.* bear to the whole expense of the school?—One-sixth, perhaps; scarcely one-sixth.

2072. What is the average cost of a child for a year?—I cannot say.

2073. What is the aggregate expense of the school?—It is about 300*l.*

2074. What is the number of children?—I cannot give the number.

2075. You stated just now that you do not think that in the ragged schools in Bristol there is an attendance of more than half the number of children belonging to the class for whom ragged schools are intended?—Yes.

2076. What is the reason why there remains so large a proportion unprovided for?—There is provision for more than do attend; the reason of their not attending is on account of their indifference; they require looking up.

2077. It is not that there is a want of schools, but you consider that it is impossible to get the children into them?—That is the difficulty; it is not from want of provision, but from their want of appreciation.

2078. Do you mean to carry that statement to this extent, that there is school accommodation for the whole number if they could be induced to come?—I cannot say that.

2079. Mr. *Lowe*.] For what class of children is your school designed?—For children who cannot afford to go to the pay schools.

2080. Of those, as I understand you, one-half are the children of dissolute parents, and 20 are the children of out-door paupers?—Yes, it may be more than half; I said that at least one-half were dissolute; some of them are destitute on account of accident, and others from being short of employment.

2081. You have told the Committee what precautions you take before you admit children into the school; you call at the parents' home?—Yes.

2082. You never admit children without?—I take them into the school, and then visit their homes; if I find them in a condition to pay I refuse them admission.

2083. How does the relation between you and the child first commence?—The child is brought to me by the parent mostly; I make all the inquiries I can at the time, and if I find the child to be of the proper class I admit it for a time; I then visit the parents, and if I find that they are  
0.73.

really of the right class, that is, that they cannot afford to pay, I enter the child upon the register.

2084. You judge of that by the appearance of their home?—Yes, and by their statements.

2085. If you find that they are dissolute, and can afford to pay, but prefer to spend their money in dissipation, you still admit the child?—Yes, I still admit the child if I find it would be sent nowhere; rather than that the child should be thrown upon the street I would admit it.

2086. What sort of statement do you make to the parents under such circumstances; what do you say to them if they are able and not willing to send their child to school?—I make the inquiry, they tell me they are not able; they never tell me they are able.

2087. What do you say to that?—I admit the child, and I tell the parents that directly they find themselves able I should be glad for them to send the children to a pay school.

2088. Do you ever find that the parents are able to pay for their children after you have taken them into the school?—Yes, and I have sent the children home.

2089. How did that fact become known to you?—By visiting; I continually visit them, and if I find that their appearance is such as to justify it I dismiss them. I lately sent two children home, but I afterwards found that they were running the street.

2090. Have you observed any difference between the children of the different classes of parents you have mentioned, so as to be able to state whether when they come into the school some are more ignorant and more vicious than others?—They are very similar.

2091. Can you see no distinction between the children of dissipated parents and the children of outdoor paupers or poor persons not receiving poor relief?—There is a little difference; some are a little more tractable than others.

2092. You mean according to their natural disposition?—Yes.

2093. But you cannot separate them into classes according to the character of their parents?—No.

2094. When those children first come to you have they generally been taught anything?—Certainly not.

2095. They cannot read and write?—They cannot either read or write.

2096. Have they been taught any religion generally?—I cannot say; I do not ask the question.

2097. You give them religious instruction?—Yes.

2098. Do you find them entirely ignorant of the first rudiments of religion?—Yes.

2099. Can many of them when they are admitted say the Lord's Prayer?—Very few.

2100. Have any of them any idea of the existence of a God or of revelation?—Some of them have an idea of it and some not.

2101. In fact they are in an utterly ignorant state when they come in?—Yes.

2102. As I understand the primary object of your teaching is to supply that want in their religious culture?—Yes.

2103. And the intellectual teaching is secondary to that?—Yes.

2104. You think more of the civilization of the child than of teaching it to read and write?—Yes, without that I can do nothing else.

Mr. G. Higginbotham.  
—  
24 June  
1861.

2105. Supposing it were proposed to give you a capitation grant upon each child that could read and write, would that meet the wants of your school?—No; if that were the condition I think we should scarcely have any grant whatever.

2106. And if you got it, it would be neglecting what you consider to be your primary object, and would be encouraging the secondary object of reading and writing, and so on?—Yes; I do not think for the time we have the children in school we could bring them up to the standard; however we might attempt it, we should not succeed, because the attendance of the children is so short and so irregular.

2107. Are you of opinion that if you were to ask even one penny a week from the children it would empty your school?—In a great measure it would.

2108. You have never tried any experiment of the kind?—No.

2109. Do you find in your visitations that the parents take any interest in the progress of their children?—Yes, I do; many of them are continually telling me how well the children are getting on, and how glad and thankful they are that they are doing so well.

2110. Do you give the children clothes?—No; we do not understand it as giving it to the children, I understand it as earning it, and they do in fact earn it.

2111. Are they allowed to take the clothes home with them?—Yes.

2112. Do the dissolute parents pawn or sell those clothes?—Some of them do.

2113. To any great extent?—Not to any great extent.

2114. Do you often find parents in the receipt of good wages, but who are intemperate, who take an interest in the progress of their children?—Not much interest.

2115. About half your parents do not take any considerable interest in the progress of their children?—At least half.

2116. Do you think that the homes of those children exercise a good or a bad influence upon them?—A bad influence.

2117. You think that that is a thing which you have to counteract?—Yes.

2118. Do you think that the mothers exercise a bad influence?—Generally speaking, they do.

2119. It is not confined to the fathers?—It is not confined to the fathers.

2120. You would be glad if you could afford it, to take the children altogether out of the hands of their parents?—Yes; the school would be of greater advantage to the children.

2121. You do not think that there would be anything wrong in severing the tie between the parents and the children?—Generally speaking, there would be no wrong in it.

2122. Do you find that the children exercise much beneficial influence upon their parents?—I cannot speak to that.

2123. The time is almost too short for the children to get that sort of knowledge which would enable them to enlighten their parents?—The time is short in the school, and from what little I see of the parents, I cannot judge.

2124. You do not attempt to go beyond reading, writing, and the first four rules of arithmetic?—We find it very difficult to take them beyond that; I give them a gallery lesson sometimes in geography.

2125. You passed an examination for a cer-

tificate, but you did not take the certificate?—Yes.

2126. The school would receive a grant if you had received the certificate?—Yes; the grant to the school does not depend on the master being certificated.

2127. But you not being certificated, it does not receive a grant?—No, not the augmentation; for that would be for the master, not for the school.

2128. Do you think that any point would be gained by having certificated masters in those schools?—So far as the efficiency of the school is concerned, I do not see any difference further than the grant.

2129. You are aware of what is required of a certificated master; I suppose that the greater part of the knowledge you have acquired, is not such as you can apply to the business you are employed in?—Just so; we are examined in grammar, and grammar is not of the least use to us in the school teaching.

2130. You would wish that for ragged schools, there should be teachers of a different class to those to whom certificates are now given?—Yes, of a different class, but not of a lower class.

2131. That is to say, you would think more of the moral qualities than of the intellectual?—Yes.

2132. Can you suggest any means by which the Government could test the moral qualities of a master?—Nothing further than by observation of the results upon the children.

2133. The children are there for so short a time, that it would be very difficult to trace out in any particular child the result of the teacher's influence, would it not?—It would be difficult, but it could be easily seen whether the master was proficient or not, from the condition of the school.

2134. And from general report upon the school?—Yes.

2135. Mr. Cave.] When you were talking of sending children to the national schools, I did not quite understand whether you meant that you merely sent the children home, or that you transferred them to national schools?—I never transfer them, except in cases where friends pay for them.

2136. In that case, do the friends choose what national school they will send them to?—Not always; the parents are often allowed to choose.

2137. Do many of your children go to the national school in the parish in which St. James's Back school is?—Yes.

2138. Whose school is that?—Mr. Bruce's.

2139. How many children did you send to Mr. Bruce's school last year?—I cannot say the number; the way they are sent to the pay schools is, that the parents themselves send them. I always impress upon them that their duty is to send them out to pay schools as soon as they can; they select the school, and send them.

2140. And you have nothing whatever to do with the selection of the pay school?—Nothing whatever.

2141. Mr. Liddell.] You obtain 5s. per head per annum for your industrial school; what are the conditions upon which you obtain that money?—The average attendance, not the number of children, but the average attendance of each child; say that there are 100 children, and that there has been a regular attendance of 70, then we should get a capitation on 70 children, though there might have been really 100 children.

2142. That

2142. That you are obliged to state before you receive the grant?—Yes.

2143. *Chairman.*] Have you many acquaintances among ragged school teachers?—Yes.

2144. Do you suppose that any considerable number of them would be able to pass such an examination as you yourself have passed?—Yes; I know that some of them have passed it.

2145. Do you think that subjecting them to such an examination, or nearly the same examination, would have the effect of deterring men who are particularly well qualified in other respects to become teachers, from offering themselves?—I should think it would not, if the examination was nothing further than was really required in a ragged school. There are some I know who I am quite sure are far above the examination; some I know have passed the examination. I know others who have national school certificates, but who only get the grant as national schoolmasters, whereas if they had a lower certificate, they would get a higher grant.

2146. At present, if your school had not any industrial training, even a certificated master would get no augmentation, would he?—I cannot say.

2147. With regard to testing the results of the school, do you think it would be possible to get any sort of statistical results as to the success of a school in such a form as to enable the Government to judge what grants should be made?—It would be difficult.

2148. There is no difficulty in getting at the intellectual results; do you think it would be possible to get any kind of information as to the effect of a school upon the children in getting them into situations, and reclaiming them from vagabond ways?—I think the difficulty would lie there; they do not remain long enough for me to find them situations; the parents find them work.

2149. Of the 140 children, or thereabouts, who passed through your school last year, could you account for any considerable proportion and say what had become of them?—Yes.

2150. A certain number of them have gone into situations?—Yes.

2151. And a certain number of them have gone into pay schools?—Yes.

2152. What has become of the others?—Eighteen left without giving any fair reason

through carelessness, a few of these have returned to the street, and others have been kept at home without any proper reason; 22 have left the neighbourhood, and 42 have gone to other schools, 6 of whom have gone to similar schools, 36 having gone to National schools, or British schools, and 58 have gone to work; the boys having gone as errand boys, and the girls to nursing, or into service.

2153. Supposing there were any kind of system by which a grant was made to a school in consideration of the number of children who had passed through it with moral benefit to themselves, do you think there could be any kind of statistical test devised as to the number who had really done well?—I do not think there would be much difficulty in making out a statement of what the school had done.

2154. Do you think it would be possible by combining the average attendance in the school with the results in the case of children who have left the school, to test one school and say, "This has done well, and deserves a capitation grant upon the average attendance, of so much; and in the case of another school, where there have been a great many failures, to say, the capitation should be less, or upon a smaller number?—I cannot say that the influence of such a system would be beneficial.

2155. You would not like anything of that sort attempted?—I should not.

2156. In fact, nothing in the nature of a capitation grant would be applicable to such a school?—Yes; I should have something in the shape of a capitation.

2157. Something in the nature of a capitation on the average attendance?—Yes; but whether on those who are industrially trained or not would be the question. At present we receive them only on the industrial scholars; we have a great number of infants for whom we receive nothing whatever.

2158. Would you like to see an alteration made in the capitation grant?—I should like a capitation on the infants, and not on the workers only.

2159. *Mr. Cave.*] What sort of a certificate are you entitled to upon your examination?—A workhouse certificate.

2160. Why did you not take out the certificate?—I had not been in the school three years.

MISS MARY CARPENTER, called in; and Ex-aminated.

2161. *Chairman.*] You have devoted a great deal of attention for many years to the subject of education; will you tell us to what branches you have paid most attention?—In early life my chief occupation was assisting my father in his classical school, and afterwards I conducted a young ladies' school; at the same time I took great interest in the ordinary British school, and was superintendent for nearly 30 years of a Sunday school. I mention those matters to show that I take an interest in the higher branches of education also. My attention was turned to the schools under present consideration, from the want which was felt in connexion with the other schools. During the last 15 years, I have been giving great attention; latterly, exclusively to the education of neglected and criminal children.

2162. Will you tell us what is the meaning of the term which we have frequently had employed

here of "ragged schools"?—The term is used because it is so employed in the code of the Committee of Council on Education, but I would beg to state, that the term does not apply to the children who are here defined as the class. It is stated there, "Ragged schools are schools voluntarily established and maintained for children who have no home or no reputable home; and who depend upon school for domestic and industrial as well as for literary instruction, but who attend without legal compulsion, and are vagrant rather than criminal." Now the first expression, "with no home," is utterly inapplicable to ragged schools, because if children have no home they cannot attend ragged schools, which are merely day schools. The second term, or those with "no reputable home," I think is an un-English prejudging of the home of the children. It is true that the parents of many are dissipated, but

Mr. G. Higginbotham.

24 June  
1861.

Miss M. Carpenter.

Miss M.  
Carpenter.

24 June  
1861.

I feel it is not right for us to designate them as dissipated because they may not be equal to what we desire. At any rate the schools are not intended to contain those only; I would therefore say, that by Ragged Schools, as I shall speak of them, I mean schools intended for all those children who are unable, from whatever cause, to attend the ordinary pay schools; that I believe is the rule adopted by all ragged schools throughout the kingdom, that they take only such children as are unable to attend, from whatever cause, the ordinary pay schools.

2163. Do you consider that those children constitute a distinct class?—In some respects they do constitute a distinct class; that is, there are certain characteristics attaching to them which were described by the last witness; they are in general unregulated, and low in intellectual acquirements, and have, besides, certain external physical conditions. Now many of the children who are attending the ragged schools do not essentially belong to that class, but from accidental circumstances have fallen into it; that portion of these children are raised to their natural and proper position by ragged schools, as was stated by the former witness, and we should always desire to raise them. I have myself at all times offered the master to pay for the education of any child in a National or British School, whom he considered unfit for the ragged school, and who, he thought, ought to attend a higher school; but it is found practically, that unless parents do pay themselves, and are in a position to pay themselves, the children will not attend regularly; and the experiments which I have tried of clothing children, as well as paying for them, to send them to a British School, have so utterly failed, that I now should never attempt to do it, nor would I give children clothing, but I would allow them to earn what they can from their own industry. With respect to the class, I may say, that it is so distinct, that on certain occasions when I have endeavoured to get the boys of the ragged school, who appear to be superior to the others, into a boys' charity school, I have been waited upon by the managers of the school, and informed that that school was intended for the children of respectable labouring persons, and that it would be utterly injurious and painful to the parents of such children to have admitted into the school the children of the low irregular class that I was endeavouring to raise into it. On other occasions I have obtained admission for some little girls who for some time had appeared to be steady and regular in their conduct, into a charity school, and the difference was at once perceived between them and the other children. It is well known that the parents of that class of children dislike the association of their own children with those of a lower grade, as much as gentlemen would dislike the association of their children with those of shopkeepers, or even more so.

2164. If I understand you rightly, the great distinction and characteristic of those children, which they have in common with each other, and which distinguishes them from other children, is that they have a tendency to irregularity in attendance, partly arising from their own nature, and partly from the circumstances of their families?—The irregularity of attendance is the effect of a great variety of causes. The causes were not fully explained by the last witness. The parents being in a very low state of poverty,

sometimes have no breakfast to give their children, and cannot send them to school till they have gone out and earned some food, and the children have often been sent to school without any breakfast. Again, from their poverty they must use the services of their children for a great number of matters, which the respectable labouring classes would be enabled to get other aid for; they therefore must keep the children at home for those purposes. Then again, they themselves are obliged to leave their homes for work; among the respectable labouring classes the mothers of the families generally remain at home. I have heard respectable women say, that they found that they lost more by going out to work than they gained; they lost it in the care of their families. On the other hand, among this class a poor woman is obliged to go out to get a few pence, or she may go out for a day's work; how can she possibly send her children to school? Therefore this irregularity occurs. With respect to dissipated parents, the parents may have been out late at night drinking, and everything in the house may be thrown wrong; that is another cause. All those causes make the children irregular, and prevent the parents from sending them to school; the children are left therefore very much to their own guidance, and it is a most dangerous thing to leave childhood to its own guidance; everyone who is accustomed to education knows that children ought to be carefully trained and guided, and that if they are not they become exceedingly wilful; that wilfulness and desire to do what is right in their own eyes is the characteristic of the ragged and criminal class generally. Therefore in a ragged school the master has to contend with all those moral evils which have been gradually arising, and it is not merely that he is occupied in giving moral lessons to the children, but he is occupied in overcoming all those obstacles.

2165. Do you consider that a special agency is required to deal with this class?—I consider that the agency required is so special that, if the bulk of the children could be paid for, clothed, and even kept in a National or British school, such would not be the best agency for them; and I believe it especially from having closely visited and inspected certain schools, conducted on the National school plan, with a very good staff of pupil teachers; and having observed the effect, both on the schools and on the children themselves, from introducing them into such schools as were not fit for them; the one I would especially notice is a Roman-catholic school, called St. Mary's, at Bristol. The situation in which our Ragged school is placed is the middle of a Catholic district, an Anglo-Irish district, in which the bulk of the children have Irish parents, but were born in England. They are of the very lowest class of population which can be found anywhere. At the commencement of our Ragged school we began to operate upon those children. I have in my hand the testimony of the inspector of police, who was inspector at the time we began, and he states: "I remember the schools filled with some of the lowest and most active class of juvenile offenders, many of whom, I make no doubt, turned out well after leaving the school." We operated upon them for a long time; but the Catholics very naturally wishing their children to go to their own schools set up schools for themselves; and finding that not sufficient payment was given to the  
Ragged

Miss M.  
Carpenter.24 June  
1861.

Ragged schools, they determined to establish one on the British or National system; they then drew away all the children from our Ragged school, and I continually, in passing through the district, have seen the lowest children constantly in the streets, exactly the same as if there were no school for them; they professed to belong to the school, but the school did not act upon them. I therefore went to the school itself and inspected it closely. The master is a very superior man; one who would, if he had it in his power, exercise the highest moral influence over them. I found that of the children only about a quarter were paying; but I found that 60 out of 100 were receiving capitation grants; the school was receiving grants for them where friends had paid for them. I observed the condition of the children. I saw that with the elder children there was considerable effort made, and that they made very great improvement in reading and writing; but the master complained that it was impossible for him to bring the school up to the educational position he should wish, because, owing to the nature of the children, a portion of them had already gone into the country hop-picking, or to other occupations, for three months, and another portion were going. He said that Host-street had gone, and Marsh-street was going the next day; for they live in clans, and they generally all go together. I went into the infant department of the school; it was in the afternoon, and I perceived a state of intense restlessness, which I should call disorder, among the children. I asked the master if he did not consider that industrial occupations would be most valuable for this class; he said he considered that they would be most important, and that feeling the impossibilities of his situation in carrying out the work as he wished to carry out, he had given notice to leave the school for another situation. I asked him if he visited the families, for he was living in the midst of the district, and he said he did not visit them; that the duties of training pupil teachers absolutely prevented the master from doing so; but he said that they were frequently visited by the priest; that the priest would often give them clothing to enable them to attend the school, and would at any time pay the pence; but that the clothing was usually pawned, and did not produce any good effect.

2166. With regard to this school which you have just been speaking of, you used the expression that when the Roman Catholic schools were established, they drew away the children; did I rightly understand you to mean that the effect of the schools being established was to draw away the children, or that persons who had influence with the parents induced the parents to draw them away?—The priests most strictly forbade the children to come to our schools; they forbade them even from the altar to come in, and by personal visitation they prevented it.

2167. It was not a question of competition between the two schools, and that the one was found more attractive to the parents than the other?—Not at all; but they excited, I cannot call it religious animosity, but a kind of personal animosity against Protestantism, as far as they possibly could. I know that the same thing happened at Cardiff. I visited a Ragged school there from which the children had been withdrawn by the Catholics, to go to a National school; I went to see that school, and unfortunately the children were out, but I conversed

0.73.

with the priest, and found that the lowest, as at Bristol, were still in the streets, untouched by the school; the children were receiving capitation grants, though they did not pay themselves, but collections were made by friends to pay for them. I intimated that I thought that that was not in compliance with the rule of the Council, but it was stated that the inspector permitted it.

2168. Do you conceive that the kind of instruction, or the kind of influence which is obtained in ragged schools, would be better suited to retain the children in the schools than the system adopted in the schools which you mention?—I do; in all the National and British schools where the teaching of reading, writing, and arithmetic, are made the exclusive objects, the whole attention of the master is obliged to be given to the intellectual training, whereas in those schools of which I am speaking, the children are in such a condition that they require moral and religious instruction especially; I do not mean merely technical, but really religious instruction; they require a great deal of attention to be paid to their civilization, to their cleanliness, and to the inculcation in them of good habits of every kind, which are adopted voluntarily by respectable working people; the object is to give them the feeling that they are to earn everything they have, that they are not to beg or to desire to have gifts, but to earn their money; to give them a feeling of independence, to teach them to labour, and to feel a pleasure in labouring.

2169. Do you consider that it would be the duty of the master as far as possible, out of school hours, to follow up the children in their own homes or elsewhere?—It is an express rule of the Committee, "That the master shall make himself acquainted as much as he is able, with the parents and homes of the children, both as a means of greater influence and usefulness, and as a check upon the admission of those who might be otherwise taught," namely in the British schools.

2170. If the master were obliged to devote much of his time to training pupil teachers, would that seriously interfere with that part of his duties?—We have tried that experiment; when the St. James's Back School was established first in 1846, I at once perceived that we required Government aid, and that such scholars were most needing Government aid; we therefore shortly after applied for inspection, and we determined from that moment to this, to conform ourselves in every possible way to the regulations of the Committee of Council on Education; therefore, though I, myself, believed it could not be done, we still applied for pupil teachers, because we felt the want of a good educational force in the school, and that was the only means by which we could get it; at first, the Council refused them on the ground of the low character of the school; after a time, they determined to give them to us on the same conditions as to other schools, and we therefore, under the inspectorship of Mr. Bowstead, received two pupil teachers; one of those was a fine intelligent girl, one of the fallen classes, that is one who did not naturally belong to the class, but who had sunk into it; the other was the son of a man who had been educated in the charity school of which I before spoke. We soon found the effect of this; in the first place, our master, Mr. Andrews, who was 13 years with us, who was not certificated, (I doubt whether he would have felt able to take even a workhouse certificate,

N

cate,

Miss M.  
Carpenter.  
24 June  
1861.

cate, because his peculiar character would have rendered him unable to express the real knowledge which he had; at any rate, that was not proposed to him), had a peculiar gift in teaching, and he devoted his time to teaching these pupil teachers. I also felt obliged to supplement it with my own especial teaching, being anxious to bring the young people up to the conditions of the Committee of Council. The effect was, first, that he was entirely prevented from making the visitations which the Committee felt so essential to the good of the school. He had an undue anxiety about the intellectual advancement of the pupil teachers instead of giving himself heart and soul to the moral influence he could bring to bear on the school. In fine, Mr. Bowstead gave it as his opinion that the recommendation of the School Committee should be attended to, namely, that there should be no longer pupil teachers in the school; the young man had fallen into low habits from association with this low class of society; the young woman was transferred to a British School, and has now become a very good teacher in a school. Mr. Bowstead then gave it as his advice that ragged schools, however good, were not fit places for training teachers, and from that time we have not tried the experiment; but we have felt a very great necessity for having proper help in school. Mr. Bowstead says, "Discipline,—for a ragged school, remarkably good. Instruction,—good. Fitness for training apprentices,—I think it a dangerous place, especially when the pupil teachers reach a critical age; but I believe it to be as good as any Ragged school can be made." That is the Report for 1856.

2171. You do not consider, on the whole, that Ragged schools could be adapted to the system which is at present in force with regard to National and British Schools?—I believe that it would be an injustice to the young persons themselves, as not affording them a fitting training in the school, and throwing them into the danger of bad associations; and I believe that it would be very injurious to the school itself. But I believe that the school is an admirable place for training teachers if they have arrived at a certain age, say from 16 to 18, by which time they have had some experience in the world. The pupil teachers are absolutely debarred, by the requirements which are imposed, from having that experience of home which is necessary to fit teachers for their duties in life; they also acquire habits of arbitrary conduct, and a domineering manner, which are perfectly useless in Ragged schools; but when young persons have come from the age of 16 to 18, wishing to be trained in the school, and have stayed with us for a couple of years, they have become esteemed teachers in other schools. Every one who has been so trained has become a good teacher in another school.

2172. You consider that Government aid is required for those schools?—I consider that it is very much required. I know that the Ragged schools in London as a body do not wish it, and, in fact refuse it; but we are not to consider that they are to rule the schools in the country. In the first place, they have a sort of inspection of their own; but, in the second place, they have the powerful influence and support of Lord Shaftesbury, and therefore they have funds supplied to them. I believe that in the country, in order to make schools good, Government aid is absolutely necessary.

2173. Not only aid, but inspection?—Yes; I

value the inspection exceedingly. I would even prefer to have the inspection of the school without any aid, because we have almost always found that those gentlemen who have come have entered with sympathy into the work; they have given us valuable advice, and their visits have acted as a stimulus to the teachers.

2174. Are you satisfied with the kind and amount of aid given to Ragged schools at present?—I am entirely dissatisfied with it. Under the old Minute of 1846, the Ragged schools were gradually receiving a moderate amount of aid, because the industrial capitation was then 10s. a head, instead of 5s.; and besides that, there was something allowed as a gratuity to the industrial teachers. In St. James's Back School, in 1855, we were receiving through those grants for pupil teachers 114*l.* In 1856 we received 105*l.*, the pupil teachers having ceased. In 1857, the Minute of 1856 had come into operation, and we had increased our staff on the faith of the Minutes which were then issued to give a proper educational staff to the school, and increased our expenses very greatly. Before we received any grants, a test was appended to that Minute, which prevented our receiving anything at all. The test was, that all the schools which received aid, should obtain the following certificate, signed by two justices of the peace acting within the district: "We, the undersigned, being two of Her Majesty's justices of the peace, have satisfied ourselves through the police and by other means, that the young persons received into this establishment, have either been legally convicted of crime, or have been accustomed to begging and vagrancy, not having any home or settled place of abode, or proper guardianship, and having no lawful or visible means of subsistence." It is evident that those who were "legally convicted of crime," ought to be sent to reformatories; that those "accustomed to begging and vagrancy, not having any home or settled place of abode," should be sent to the workhouse; the Ragged school cannot take such children: and therefore, though I know in some places there was an evasion of that test, yet the managers of our school would not for a moment think of so characterising their children; we therefore had no help at all under that Minute, and suddenly the grant was lowered to 49*l.* 10s.

2175. That was in 1857?—Yes. That created an immense deficiency in the funds of the school; we were above 100*l.* in debt, and the managers discussed whether the school must not be given up; they had already made very great efforts to obtain subscriptions, and it must be recollected that these Ragged schools are not denominational; it is very important to notice that every religious denomination feels a peculiar interest in its own schools, the Church in its schools, and each dissenting body in the schools connected with it. When a congregation have done a good deal for their own schools, they think that these are superfluous, and it is only benevolent people here and there that will contribute to these Ragged schools. By a very great special effort, we relieved ourselves from the debt, always hoping, especially after the deputation in December 1857, headed by Sir John Pakington and the Earl of Shaftesbury, that the Committee of Council would relieve us from that test, and enable us to come under the Minute of 1856; instead of which, the Minute of 1857 was issued, under which we now stand. Under that Minute in 1858 we were only

Miss M.  
Carpenter.  
—  
24 June  
1861.

only able to receive 36*l.*, which was much less than one-sixth of the whole expenditure of the school. Owing to increasing the number of industrial scholars, we have this year received 51*l.* 10*s.* 2*d.*

2176. What did you receive in 1859?—The whole expense of the school in 1860 was 288*l.* 16*s.* 2*d.*, but with that expenditure the staff is still insufficient. We have been obliged to take an inferior mistress for the infant school, and to give her no assistant, but only monitors; and the master who has just given evidence has a very poor assistant, so that we do not venture to make efforts to increase the school, which we otherwise should, with a good master, as the Committee consider him to be.

2177. Have you calculated what you would receive if the school were under the ordinary Minutes?—Yes. If the school were under the ordinary Minutes, we should receive about six pupil teachers altogether, and those six pupil teachers would be paid entirely by the Government; that is, the whole teaching power, except the master, would be paid by the Government.

2178. What difference would that make to you in the expense of the teaching power?—It makes about 80*l.*, taking it roughly at an average of 15*l.* for each pupil teacher.

2179. The six pupil teachers would be worth to you 80*l.*?—Yes. The master would receive 20*l.*, and besides that, gratuities for instructing the pupil teachers, and other advantages. In the Ragged School the master has only the workhouse certificate, and I believe that the great privileges attach to the ordinary certificate.

2180. Are you not aware that masters holding the workhouse certificate get larger augmentations than the others?—In the Workhouses they get larger augmentations, but not in our schools; in the Workhouses they are allowed as much as 60*l.*, and the mistresses as much as 45*l.*; but in these schools they are allowed very little; besides, it would not relieve the funds of the school at all; the managers would not give Mr. Higginbotham a smaller salary if he got the augmentation. The augmentation was introduced, as I understand, in order to benefit the teachers. In the British schools, with which I have been connected for the last 40 years, the managers have really had to raise more money, owing to being under the Committee of Council, because the grants were made to the masters. The managers wishing their schools to be always good, adopted any sort of recommendation that the inspectors advised, and they raised money specially for that particular object, therefore they did not diminish their voluntary effort through having Government aid.

2181. What help do you now ask for?—What we now ask for is the restoration of the Minute of 1856, with certain modifications. I would take the Minute entirely as it now is; except that I would leave out certain grants which were made, and which were subject to very great abuse; and which were, in fact, in my opinion, founded upon a wrong principle.

2182. What are those grants?—The grants I would leave out would be the 52*s.* for food, because I do not consider it is a right principle to give an educational grant for food. If food is needed, it ought to be supplied from another quarter. The other grant I would give up is one-third the cost of tools and raw material for labour; but for that I would have a substitution.

0.73.

I would give up that because I know it is subject to very gross abuse. It was stated in the House of Commons that one Ragged school, or Industrial school, received as much as 665*l.* in one year in raw material; that would be an outlay of nearly 2,000*l.* for raw material. All of that raw material would be made into saleable articles, and the managers of the school, if the school were well managed, would make an immense profit out of it. As you have heard from Mr. Higginbotham, leaving out the salaries of the teachers, there has been, instead of any loss, an actual gain of 3*l.* in the last year on the industrial department, after paying wages to all the children, by which wages they were enabled to clothe themselves; therefore I think that it is a wrong principle to give money for raw materials. I see that it is open to very great difficulty. In the Certified Industrial School, of which I am manager, we have wood-chopping, which is a source of a great deal of expenditure, and I believe in the London schools there is a great deal of wood-chopping. In that there is no special skill; but I have introduced another branch of labour, causing me to lay out 16*l.* or 17*l.* in the apparatus, and involving a large outlay in material. That branch of labour was giving the boys an actual trade, instead of the very rough work which they had in the wood-chopping. The material was extremely liable to be absolutely spoiled, causing a dead loss with any mismanagement. I expected, of course, a grant for that while the school was under the Committee of Council, but the grant was refused for that. Why it should be given to wood-cutting, and not for this other department, involving more skill, I cannot see; but it shows that there are great difficulties in the fair appropriation of such grants.

2183. What was the department of labour to which you refer?—Baking. I could not see the difference between flour being consumed in eating, and wood being consumed in burning; and I had to build an oven at an expense of 15*l.*, besides other apparatus; the boys became skilled bakers, and able to take a place in a bakehouse. I would give up the grant for material, and would substitute for it half the salary of the master. Then I would ask for half the rent of the whole premises.

2184. And not only of that portion used for industrial work?—Yes. In our own Ragged school we should have half the rent of the whole premises, because every part of the school is used for industrial work; even the play-ground is used for wood-chopping.

2185. You would give half the rent of the whole premises; and besides that you would give half the salary of the teacher?—I would return to the terms of the Minute of 1856: "To grant half of the salary agreed to be paid by the managers to every master, and to every assistant master in any Ragged or Reformatory school (they were then included) in the following ratio: For any number of inmates not exceeding 25, one master; between 25 and 50, one master, and one assistant; an additional assistant to be allowable for every 25 additional inmates above 50, and an additional master (instead of an assistant) for the first 25 inmates after every 100; these allowances giving one master and three assistants as the ordinary staff for every 100 inmates. To pay half of the rent; to pay one-third of the annual cost of tools, and of raw material for labour. To make grants towards the cost of books, maps, and apparatus.



Miss M.  
Carpenter.  
24 June  
1861.

apparatus, upon the same terms as to other schools."

2186. Would you retain the grant for the books and maps?—I should have no objection to retain that.

2187. In substitution for the other grant for tools and raw materials, what would you propose?—I think it most likely that the three assistants granted, would include the industrial masters, and in that case we need not have anything in substitution for the raw material; but I would have a proportion of the other extra expenses of the school, which are peculiarly large in Ragged schools. I would not ask for anything for food on any consideration, but the general expenses for our school last year, including cleaning, washing, lighting, and firing and necessary repairs, were 63*l.* 5*s.* 1*d.* I should be glad if half that were given, as it would be an encouragement to the managers to make their schools as efficient as possible, in very important departments.

2188. That proportion of the general expenses would be a substitute then for the third of the cost of the materials, and for the feeding clause, which was contained in the Minute of 1856?—Yes; that would in fact reduce the aid given to us to nearly half of the necessary expenditure of the school. I believe, that the addition of the 50*s.* per annum, was in reality the cause of that Minute being withdrawn, because it was an allurements to many schools to profess themselves to be Ragged schools, which were not really so; and also under that Minute of 1856, a great number of institutions really for adults were included. I would not ask for that; I believe that those two causes entirely led to the necessity which was felt of withdrawing the Minute.

2189. How would you regulate this grant for the general expenses; would you specify certain expenses for which the grant might be made?—It would be safer to do so; cleaning, lighting, washing, and necessary repairs, so as to exclude any matter which the managers might think desirable for a school, but which ought not to be paid for by the Government.

2190. There is one more alteration which you would make; you would omit the test which excluded you from the benefit of the Minute?—Certainly; but I would willingly adopt the criteria of judgment stated by that Minute. Several questions have been asked as to how the Government can test the efficiency of a master. This is the condition stated in this Minute of 1856, which I feel certain will answer all purposes. Her Majesty's inspectors of schools must report favourably in each year, for which the grant is paid with especial reference to the following points: "First, that the ability and character of the schoolmaster and assistants are satisfactory." Of course, the inspector would not be satisfied unless he saw that the master was both acquainted with reading, writing, arithmetic, and the rudiments of education, and that he was able to teach them; the inspector would very easily test that in his ordinary inspection. "Secondly, that habits of obedience, cleanliness, and order, are enforced in the school." Now when we know the elements of which the school is composed, if any school has arrived at such a point, that the inspector can state that habits of obedience, cleanliness, and order, are enforced in the school; the Government may rest very well satisfied that the school is doing its work. Mr.

Ruddock, after the last inspection of our school, stated: "This school reaches a class which fluctuates between pauperism and the power of self-sustentation; it was highly interesting to note the difference in dress among those present, some well clad, some without socks or shoes, yet all attendants for some months; the standard of instruction is low, less than the average of second class workhouse schools, but the children seem to be under very good control, and are orderly and obedient." Now no children can be forced to be orderly and obedient, and will not be so, unless the master is competent. The late Mr. Symons was very much dissatisfied with the status of instruction in the school, and his dissatisfaction led to the loss of our excellent master who had been 13 years in the school, and whose memory is still held sacred among the children. Another master was placed in the school, and Mr. Symons said, that at his next examination he hoped to find a considerable improvement. He found the school orderly, but no intellectual improvement; he hoped that it was owing to the master recently coming, and that the next inspection would show a great improvement. When Mr. Ruddock came the next time, he found still no intellectual improvement, and we are all certain that there never can be any material improvement, because this class of children is so fluctuating, and the number who are in the school for the whole year is so very small. When it was stated by Mr. Higginbotham that a year is the usual average of attendance, he spoke only of the period that he has been in the school, between two and three years; though the children will often not attend more than a year at a time, or nearly as much, yet they frequently return after a time. An influence is established upon them, and in the end they do acquire some moderate amount of education, or, what is still better, they gain that intellectual stimulus, and have received that moral influence, which will enable them afterwards to obtain education for themselves, and which they often carry on in the evening school, when they are at work in the day-time.

2191. As you have described yourself as being generally interested in education, I presume that it is not your wish to see the standard of education throughout the country lowered; do you consider that the encouragement of Ragged schools would have that effect?—I am anxious that the whole standard throughout the country should be raised if possible. I would wish every class to be raised to as high a standard of education as is possible, and receiving aid by natural means and not by bribery. I consider that the giving a capitation of 5*s.* on attendance is actual bribery. I would wish that the British and National schools should be raised as much as they can be, but the consequences must be looked to. The consequences which I have seen are these, that a number of persons who used to pay 1*s.* a week even, for schooling for their children, now send their children to British and National schools. I do not complain of that, because I believe that the British and National schools afford a really better education for that class than the private schools do; but in so doing, and in so raising the education, the class is left behind which used to be in those schools. Then that class must not be left behind, but by raising it we shall even raise the other schools, just as the other schools are now beginning to alarm the middle class schools, as they are called, because they are affording an education

Miss M.  
Carpenter.  
24 June  
1861.

education superior to what is given in most of the middle class schools; therefore I believe that you will not raise the educational status of the country if you leave the Ragged schools in the state in which the inspectors say they are, namely, grovelling. No doubt many Ragged schools are in that condition, because I know that many persons, ill-informed and inexperienced, though with benevolent intentions, will collect a number of children together, get as cheap a master as they can, shut him up with them, and call that a school. Nothing is more injurious than that. But those schools will be superseded if the Government will throw in the action which I desire to see it throwing in, stimulating and inducing the inferior schools to wish for inspection and to become improved.

2192. Do you consider that the National and British Schools would be injured at all by the encouragement of Ragged schools?—I am quite certain of the contrary, because I have conversed upon the subject with a great number of enlightened schoolmasters. I read a paper on the subject before the Union of the West of England teachers, and they most unanimously voted that they considered that the establishment of good Ragged Schools would be very important to them. I believe you expect a Witness (Mr. Turner) who will give more satisfactory evidence upon that, because he is himself a British schoolmaster; but I can state it from my own general inquiries and knowledge.

2193. Do you think that with such Minutes as you desire to have there would be any danger of persons being tempted to establish Ragged Schools rather than National Schools?—I cannot see myself the possibility of it, because with such Minutes the subscribers would have to pay half of the whole cost of the school; indeed more than half; because there are a great many incidental expenses which are not included. On the other hand, the National and British Schools are often receiving four times as much as the managers pay; and of course no one would wish to pay half when he could pay so small a proportion. I have in my hand the accounts of a British School, in which the Government grant is 253*l.* 3*s.* 4*d.*; the annual subscriptions are 94*l.* 7*s.* 6*d.*, and that is supplemented by the amount of school-pence, which is 127*l.* 7*s.* In the case of a Ragged School the managers would have themselves to raise that 127*l.* 7*s.*, therefore they have no motive to set up a Ragged School, unless from benevolent motives, and seeing its necessity.

2194. Do you consider that the distinctive excellence of ragged schools would be diminished by Government help?—I cannot see the possibility of it. I have here the Report of the Inspector of Police, showing what class of children were in it from the commencement; we took that lowest class. Though the master now says that he should not like to have children in the school who had been in prison, yet in the beginning we received them straight from prison. In one year we had 25 children who had been occasionally in prison, and in the other Ragged schools they had 26; but for the last 10 years or so we have had none, though still keeping to the same class, because we have so operated upon them; yet the whole of that time we were under Government inspection, and I can truly say, that except in that single instance that I alluded to I have had the greatest assistance from the Inspectors. No interference of any kind has been exercised, and I consider it

0.73.

a very great benefit to bring to bear the influence of the Inspectors upon the schools.

2195. How long have Ragged Schools been in existence?—The Bristol Ragged School, of which I have spoken, was the first in Bristol; that was begun in August 1846. I believe that in London they were begun about a couple of years earlier.

2196. Did this class of children exist before the establishment of Ragged Schools?—They did exist. At the beginning of the century they were existing without education, and Lancasterian schools were established to provide for them. The school of which Mr. Turner is the master, and which is considered the best British School in Bristol, was the first Lancasterian school. The object of that school was expressly to act upon the very class which I have been describing. The lady who visited with me for many years, and who endeavoured to find scholars for that school, told me that there was one street in Bristol which she would never go into again. I asked her why she went into it; she said that it was to find scholars for this very Lancasterian school, which now by the Government action has been raised to a very superior intellectual school, and as you will hear from Mr. Turner it is situated in the midst of an exceedingly low class of children, but it does not touch them.

2197. Has not that been the history to a great extent of the exertions which have been made for the establishment of schools for the lowest class, that they have begun with admitting the lowest class of children, and gradually a higher class of children have been taken into them, while the children of the lowest class have dropped out?—I believe so; that was originally the case with respect to Sunday schools; the Sunday schools in the first instance took in the ragged class, and now in most cases they are respectable children; the Ragged school children would not be admitted into them. But it is particularly the case with respect to the day schools. It was stated by Lord John Russell in the House of Commons that the object of the educational grant is to raise the education of the country. Those schools were all in a very low condition, and they have been raised, and the pupil teacher system was established in order to afford a good class of teachers. Now this ragged class has been left behind, and unless they are raised they will drag down the others. It was stated lately, by a high official person, that there could be no greater evil to the community than to have the uncivilized portion remaining untouched, and such portion must remain untouched in our country unless Ragged schools touch it. It remains untouched in the town of Warrington. At other places where there have been Ragged schools established, even though the children are in the streets, they have a notion of civilization and of a higher influence; but in that town the children seem not to understand if any one speaks to them or addresses them in tones of kindness; they swarm in the streets utterly untaught and uncultivated. If the Minute of 1856 had been retained they would now have been for five years taught and civilized, for there was about to be established a school there, but the withdrawal of the Minute made the managers feel that it was hopeless.

2198. Are you personally acquainted with the condition of Warrington?—I am; I have often visited a brother who resides there, and who has

devoted

Miss M.  
Carpenter.

24 June  
1861.

devoted himself to the sanitary condition of the town, which has led him into the lower parts of the town endeavouring to repress drunkenness, and in other ways to benefit the lower orders; whenever I have been there, I have said that I could not exist in that place without establishing a Ragged school; but he has not been able to establish one.

2199. Have there been any attempts made to establish one?—Not hitherto; some are talking of it every now and then; a benevolent gentleman will give money to establish one, but unless the Government helps to carry it on, it will not succeed; besides, my brother stated to me, that those who assembled to consider the management of it, were perfectly perplexed, and knew nothing about it. If they had had advice from the Committee of Council of Education Inspectors, they might have been stimulated and helped.

2200. Do you know what the general educational condition of Warrington is?—They have first-rate British and National schools; they have an exceedingly first-rate British school, in which they are receiving at least six times as much from the Government as the money contributed by voluntary effort; the education given there, is of a very superior order; and persons of a higher condition in life are glad to avail themselves of it.

2201. Could not the workhouse school be made to supply the wants of this class; first of all, the schools in workhouses, and secondly, by the separate schools out of workhouses?—I have not heard of separate schools out of workhouses for workhouse children.

2202. There are stated to be about one-sixth of the children whose parents are in workhouses, or who are themselves receiving in-door relief, either in district union schools, or in schools separate from the workhouses in which they receive education entirely distinct from the adults?—But they are boarding schools; I think that it would be a most improper thing to take all these children from their parents, and put them into workhouse schools, even if it could be done, it would be a monstrous action; who could legally take the children from the parents? Who could take them from the mother who is striving day by day to send her children clean to school? The children are so small and cramped in growth, that you can see that they have hardly had a full meal from their childhood, and yet the mother always sends them clean, and greatly appreciates the school; who would have a right to take those children from her? Would she consent to it? She would die first.

2203. You would be sorry to see substituted for ragged schools boarding schools and lodging schools, at which the children should be entirely taken from their parents and maintained by the managers of the schools?—But it could not be done by any possibility of law. When I showed Mr. Ruddock this Ragged school, I said, "Could you put those children by any means in any industrial feeding school, the admission to which is through magisterial sentence?" You cannot do it; the children are committing no crime; they are not vagabonds in the street; what right has any magistrate to go into a school and order the children to be sent off to an Industrial school? A large proportion of the children would certainly highly benefit by being in an Industrial school, but there is much to be considered. First, it would be a premium on dissolute parents to be

taking their children off and educating them; and you could not possibly get money for their maintenance out of them. But in special cases, I hope that the present Industrial Schools Act, which I trust will pass as it is through Parliament, will operate in taking off a certain number of whom the last witness spoke, who are wild, irregular children, and whose parents can be shown to be dissolute and bad persons; and if those are cleared off, there will probably be a stimulus given to other parents to send their children more regularly. It is supposed by many that it is a distinct premium to parents to take their children from them; though very dissolute parents may not care about them, and may be glad to get rid of them, even those would not like to lose all power over them. There is a very strong parental feeling, which makes them unwilling to give up their right over their children, as well as the affection which leads them not to wish to part with them.

2204. If the certified industrial school system were carried to its fullest extent, and if the provision for the children of paupers were also carried to the fullest extent, and if proper schools were provided for those whose parents are taken into the workhouses, do you still consider that there would be a residuum of children left who could not be received into pay schools, and would not come within the grasp of either the industrial schools or workhouse schools?—I consider that there would be still a very large surplus, as is indicated by Mr. Ruddock's report; for he says, "The class fluctuates between pauperism and the power of self-sustentation." You must send to Ragged schools all those who are thus fluctuating. I would say that I believe it is far better for children who can sometimes pay 1 *d.*, and sometimes not, to go to a free school altogether, because there is a feeling of honour in children; they are ashamed to come when they know that they cannot pay their penny, and then they stay away from school. I visited, the other day, Mr. Rogers' school, and a Ragged school which he was not acquainted with, in the immediate neighbourhood of Mr. Rogers' school. I saw in the bye streets and courts swarms of those miserable children who have been spoken of, and who I hope will come under the operation of the New Industrial Schools Act. Mr. Rogers's school appeared to be most admirably managed, and made me feel increasingly the want of a proper educational staff in our Ragged schools. I saw in it a great number of absolutely and literally ragged children. I confess that I was sorry to see them still so ragged. I thought that after attending some time in the school they should have ceased to be so, and I much regretted that there was not an industrial element which would act upon that portion of the scholars. I visited the Ragged school in the vicinity, and there, to my surprise, I saw that the general aspect of the children was superior; there was a greater air of civilization about them, and they looked better clothed; not that they had come well clothed; but that there had been voluntary efforts made to clothe them better; but there was an extreme want of educational help. There was one mistress, evidently a very superior and devoted woman, who was spending her strength upon the infant and juvenile schools, both, without any efficient help; the manager, who went with me, said that he was very anxious to obtain help from the Government to make the school thoroughly efficient.

2205. Having seen those two schools, do you see

Miss M.  
Carpenter.24 June  
1861.

see any reason why children of the class we are speaking of should not be provided for in schools managed on Mr. Rogers's principle?—Yes; because that very agency is not provided which is principally necessary; the masters are not able to visit the children, their duties with the pupil teachers entirely prevent it; the teachers said that they were not able to visit, and the visitation I consider a most important part. Then the industrial element I consider as absolutely essential to the Ragged schools, so much so, that I would substitute the name "Industrial school" for "Ragged school."

2206. Do you mean that you would not recommend the Government to give a grant to any Ragged school, in which there was not industrial training?—I would not myself, because I consider that if they have not industrial training it shows that the class of children is of a different kind, and that other methods might be used with them. I was very much struck with that in the Spitalfields Ragged School. The manager told me that it was called a British school, and that it had the British school machinery in it, but that it was distinctly a Ragged school. I asked him why he did not think they should introduce industrial training in the school, and he said, that in that district, the attendance was so excessively irregular, and the families were so migratory (which is not the case in Mr. Rogers's district) that the very short time that they were in the school, he thought it was better to devote to reading and writing. I would not myself give help unless industrial training was made an essential part. I would make it a distinctive feature.

2207. Mr. *Low*.] You have criticised the definition of "Ragged schools" in the Minute of the Privy Council. There is one part which I think you did not say anything about, that the children in the Ragged schools are rather vagrant than criminal; do you agree with that definition?—I cannot positively call them "vagrant;" that is, I have never met with any one who could absolutely define the term "vagrant." I have never met with two magistrates who would give the same definition of it.

2208. What is the character of those children in the Ragged schools, are they criminal generally?—At the commencement of our Ragged school in the district in which we established it, the bulk of the families were known thieves; it was not at all uncommon for three in a family to be thieves, and little boys no higher than this table would be taken out of bed, and carried before a court of justice; it was not reckoned peculiar to be taken up; the evening school especially was subject to swarms of children inundating the schools suddenly, who were a gang just come out of Bridewell, and who liked to show themselves there on coming out. Most likely any persons beginning a Ragged school, say in Warrington, would find that the bulk of the children were of dishonest habits; but I do not think it is right to call them criminals because they are in the habit of pilfering. It is hard to define whether that is a criminal act in the eyes of the children, but it is a reason why the children should be taken off and put where they will be shown that pilfering is not right.

2209. What is the character of the children in your school now?—They are the same, except that there has been a removal of the Anglo-Irish element which was in the school; I mean the children of Irish parents who were born in Eng-

land; and it is the universal experience among those who have studied the class, that they are the very lowest class in the kingdom; they unite the evils of the Irish and the English; they keep in a gang together, and in a district together, and in fact they rule the city, for the police do not dare to meddle with them:

2210. I may take it, I suppose, that the great run of children in your school are of the class of which criminals are made, and they probably have committed small crimes themselves?—They are not known thieves, but they are children who, if they fell into the hands of a thief, would easily be led off, and turned into regular thieves; of course they have no fixed principles; as a body they are profoundly ignorant of religion in every sense, and if they grow up in the state in which they are, they will be certain to turn into unproductive members of society, to say nothing more. With respect to results, it would be very difficult from the migratory nature of the families, to point out the exact results in the families, but I can say that I am continually meeting with boys respectably dressed and in situations, who state to me, though I do not recognise them, that they were in the school, and received their stimulus there. The same thing applies to the Evening Ragged school, which is open to the lowest and the worst. I remember one evening some years ago, I looked round my class, and I saw that more than half had been in prison, and well-known criminals, but a large proportion of those have turned out very well, so that I am often receiving visits from respectable persons whom I do not recognise, but who were first led to try to get an honest living in the Ragged School.

2211. You have spoken of the Industrial Schools Act, which is now passing through the House of Commons; would not such a law as that reach a great many of those children?—Yes; but that would depend upon whether the magistrates would co-operate; the Industrial Schools Act, as it stood before, might have reached them if the magistrates would have given a wider meaning to the term "vagrant;" but the magistrates felt themselves restricted. For instance, a boy who had left his home, and had been wandering for a fortnight without a home, was taken when he came back by his mother before the magistrates: he ought to have been able to be sent under the old Act to an Industrial school, but the magistrates would not send him; they said that he had not committed an act of vagrancy; that he must not only be a vagrant, but must have committed an act of vagrancy. I then sent him to the poorhouse; the mother was in the receipt of a parish allowance for him, and they would not take him in. The mother went out working; how could the mother control a very high-spirited and intelligent boy? she could not; he had been literally taken off by a child 10 years old, who happened to have a good voice, and they gained their living by singing at public houses. The mother had said to him, "The police are watching for you," for I begged the police to watch for him; and he said, "I am watching for the police." What was to be done with this boy? He had so watched for the police, he knew how to evade them; the magistrates would not take him; the poorhouse would not take him; the mother had no resource but to let him commit some tangible crime; most happily, this boy had come as an irregular scholar to St. James's Back School; finding that he was evidently intelligent, and

belonging

Miss M.  
Carpenter.

24 June  
1861.

belonging to a better class, I paid for him at the British School, and did all that I could to keep him there by influence, but I could not keep him there; still, the influence I established over him, made him willing to come as a volunteer to my Certified Industrial School, which is also a Refuge, that is, I receive voluntary cases where necessary. That boy has been at the school, and is a very good and trustworthy boy.

2212. You have spoken of schools in which children should be separated from their parents, as being premiums on dissoluteness, because you would take care of the children instead of leaving them to the care of their parents; is not there something of the same kind to be said against all Ragged schools; that you relieve the parents from payment because they are unwilling to do their duty in paying for the education of their children?—There is a great difference in that. We saw that danger in the commencement, and we wished to avoid it, and on that account we do not give food. The law compels a parent to give food to his child. If the parent starves the child he is amenable to the Poor Law, but there is no compulsion on a parent to give schooling to a child. The parents of this class of children are too careless to make any effort one way or the other. Very often they would prefer that the children should be at home at their beck and call to do little errands, or to earn 2*d.* or 3*d.*, at the risk of losing the schooling; therefore, if they were even compelled to send their children to school without payment, in many cases it would be a punishment to them.

2213. Do you think that there would be any hardship in separating children so treated from such parents?—If a distinct case of wilful neglect could be proved, then perhaps it would be right the children should be separated. One mother, whose three sons had been thieves, was receiving parish allowance for a fourth, who attended our Ragged school; she was often drunk and out late at night, and when the poor little boy went home hungry, she was out drinking away the money given her by the Poor Law authorities. In that case I saw the necessity of vigorous interference on my part, and I therefore requested the Poor Law authorities to give me a shilling a week on condition of my maintaining him, and I took him off to the Kingswood Reformatory, which was not then a certified school. The mother, after a time, came and took the boy away; but it was chiefly in order to get the shilling a week, and I could not detain him. But in a fortnight the boy came voluntarily out of her hands, not having been washed the whole time, and his clothes having been pawned.

2214. You spoke of Mr. Rogers's school, and you said that you observed that the appearance of the children in the ragged school was superior to that of those in the pay school?—That was my impression. I do not say superior to all the children. In the pay school there was great order and good discipline, and I was extremely pleased with the masters and mistresses whom I conversed with; they seemed to have a real influence over the children, but they acknowledged that they could not visit them; and the master informed me that the bulk of the children did pay 1*d.*; that the week before he had received 246*d.*, and only had an average attendance of 238 children; therefore it shows that they were really of a different class to what we call the Ragged class.

2215. As far as appearances went, did you find that the ragged school was frequented by a richer class than the pay school?—We must not judge by appearances. I find this stated by an Assistant Commissioner: "In good schools discipline and cleanliness are considered essentials, and the gross neglect of those leads to rejection, punishment, or expulsion. But the ragged schools overlook these essentials. The boy or girl may attend when he pleases, he may be regular or irregular, and may come with filthy hands, undressed hair, and a costume no matter how odoriferous. Education is an excellent thing if conducted on reasonable principles, but to suppose that boys or girls are to receive any real benefit by being taught their alphabet, or to form their letters, for a few hours during the week, whilst they pass the larger portion of their time in the streets, or amidst scenes of the grossest profligacy, seems a little extravagant." Having seen that description of Ragged Schools I was rather surprised, at my first approach, to find the mistress sending away some children at the doors because they were so very irregular, and on questioning the mistress she said that she had lost some pupils from insisting too much upon cleanliness, but generally they were willing to go back to wash themselves. Still I regretted that she had not the possibility of washing them in the school.

2216. What is the case in your school with regard to attendance; do you allow them to attend as irregularly as they please, or do you take notice of their irregularity?—The master takes great notice, and inquires about it, and ascertains the reason, and endeavours to make them as regular as possible.

2217. What is the motive which you hold out to the children to attend?—We hold no bribery out; they are marked down regularly, as in other schools, and there is the moral feeling inspired in them, the desire to be regular. It is pointed out to them that no good results can arise if they are not regular, that they cannot learn if they are one day in school and one day in the street, but that they will lose what they gain.

2218. You told us that children ought not to be left to their own guidance; what guidance have those children in the matter of attending school?—Some of the parents wish them to come, and they send them. I have been repeatedly told by parents that they have sent them, and they have not come. I should say that it should never be left absolutely to the children to decide whether they are to go or not; but if they are in that position, the object of the Ragged school is gradually to induce them to come, but never to induce them by bribery.

2219. As I understand, Ragged schools are founded for children whose parents will not exercise that control over them; supposing the parents do not compel them to attend the school, what motive have the children to attend?—There is a difference between not compelling them and seeing that they actually do attend. In most cases the parents profess that they wish them to attend, as the last witness stated; but the circumstances which I have stated prevent the children attending regularly. However, the children find a pleasure by degrees in coming to the school. The infant schoolmistress stated, as I gave in my evidence to the Commissioners, that when she visited the houses of the children and saw the utter misery of their homes, their want

Miss M.  
Carpenter.  
24 June  
1861.

of every comfort which is natural to children, she did not wonder that the children took such delight in coming to school, where they were under discipline, and where they had warmth, and a playground, which I consider essential to them in their play hours.

2220. You give them clothes in exchange for work?—We do not give them clothes in exchange for work; people have often stated to me that they thought that we clothed them. I have said, No, they purchase with their earnings, or with their savings, various articles of clothing.

2221. You give them the money for their work?—Yes, and they bring money to the savings bank.

2222. And you give them food also?—With respect to giving them food, that is not a part of the school system; it is not a matter of committee management; but during three months of the winter, when many families are in so frightful a state of starvation, that the children cannot literally come to school without a little food; we make soup for about 30; but in a proportion of the cases the children pay  $\frac{1}{2}$ d. themselves; wherever they can they pay  $\frac{1}{2}$ d. towards it.

2223. Does not it appear from that, that the mere remission of the school fee of 1d. a week is not enough, unless you give an inducement to them to come?—We do not hold out an inducement; we do not call it bribery or inducement; but the parents feel that the training to industrial habits is very valuable. The master said that 45 had gone out to work; those 45 would not have gone out to work if they had not been at the school. When they have been industrially trained in the school, the master gives them a character, and persons are willing to take them from the character that the master gives them, and from knowing that they have had industrial habits given them; therefore, it shows that for that class of the population this kind of training is essential, besides the additional influence of the moral training which we also consider essential to a Ragged School.

2224. What are the inducements to make the children come to school, which they generally dislike to do?—They do not dislike to come. I can only say that the children are happy at school, and they are glad when the holidays are over. Indeed the children would like to stay with us during the holidays. If you saw the state of those children's homes, and the state of the streets, you would not wonder at their liking to come into a large airy room, with a kind master, and a nice play-ground, to which they can go between school hours.

2225. They do practically like it?—Yes.

2226. And their attendance is pretty regular?—I believe it is as regular, on the whole, as can be expected. I think that they are only isolated cases where the children stay away from absolute misconduct; and I think that those cases may perhaps be brought under the action of the present Industrial Schools Act, if the magistrates will co-operate, and the police will co-operate.

2227. You have spoken of a good Ragged School; what is your idea of a good Ragged School?—My idea of a good Ragged School is, where every appliance is made use of which can be made use of to benefit the class for whom the school is provided; from the commencement we determined, at whatever cost, to spare no expense to make our school as good for the class as it could be. My idea of a good Ragged School

0.73.

would be, a school in which those results should be produced as described by the Minute of 1856: "That habits of obedience, cleanliness, and order are enforced in the school; that the ability and character of the schoolmaster and assistants are satisfactory." Now, I believe that if the inspector has those two points proved to him, he may safely say, that it is a good Ragged School; but in order to bring this about first, you must have a master really well qualified; and secondly, you must give him an opportunity of carrying out his views. If he says that there should be industrial training, you must enable him to establish it; you must give him an opportunity of enforcing cleanliness. We put up a bath, in order that every child should bathe once a week, and for the evening school, we have one bathing evening, and the boys esteem it a very high privilege; it transforms them so much, that you can often hardly recognise them. You must have a playground I consider.

2228. Do you think, that if a large number of children are admitted into a Ragged school with habits of disobedience, dirt, and disorder, that is any charge against the Ragged school?—Not if they are admitted into it in that state, but if they continue in that state, I consider that it would be a very fair charge against it. When once a healthy tone is established in the school, the whole will fall into it; there will be a certain number who, I hope, will be brought under the action of the new Act, who would not come to such a school as Mr. Higginbothom's; he requires too much order and discipline to suit a certain class of children, who would very likely fall under the operation of that Act.

2229. You used this expression in speaking of the schools: "A class is left behind which used to be in those schools;" that is the schools under the Privy Council, the National and British schools; do I rightly understand you that this ragged class used formerly to be in the National and British schools?—Yes, under the name of Lancasterian schools.

2230. Not the National and British schools?—I cannot speak positively as to that. I believe that a great many would have been in the old National and British schools, but I know that the Lancasterian schools took them in, and I know that Sunday schools which used to take them in, do not now.

2231. The Government inspection and the Government grants have raised the standard of those schools so that they have left the class behind for whom they were intended?—Yes; they have left them behind, not only because they have raised the character of the education to a degree above what those ragged children can attain, but because they have drawn into them a large class of well dressed boys and girls, who are the children of well conducted persons, and persons of that class very frequently, poorly as they live, and living as they do on the very borders of this other class, wish to keep their children separate from them; they would object to having any of those children of that lower class in the same school to which they send their children.

2232. Do not you think that you run some risk if you apply the same system of giving Government grants to Ragged schools; that they will be raised in their turn above the class for which they are intended?—No; such would not be the effect of the assistance which I suggest; the other Government

Miss M.  
Carpenter.  
24 June  
1861.

Government grants were simply to raise the intellectual status of the school, but you are now (seeing the want which exists) going to provide a distinct appliance to remedy that want, and if the children do rise out of the school to a higher one, this Minute which we ask for will still apply to the lowest class.

2233. Not unless the school satisfied the inspector's requirements?—I mean that the school will be eligible for that class; no child will ever be dismissed from a Ragged School unless his conduct is so incorrigible in it after a time that he cannot be kept in it.

2234. You do not anticipate that a Government grant would at all raise the standard of Ragged schools?—Yes; I should hope it would, very much, because the Government inspector would hold out to you the means by which you might benefit your school and make it a better school. I consider that the existence of a bad Ragged school congregating together a number of children, often very vicious, without a proper moral force over them, is really worse than nothing, and I would support that assertion by these facts. In 1849, the third year of the establishment of these schools, 26 were in prison from the Ragged schools; in the year 1850 there were nine; in the year 1851 there was one; in 1852 there was one; in 1853 there were none; in 1854 there was one; in 1855 there were none, and there have been none ever since. In our own Ragged school the same is the case. What has appeared to me even more extraordinary is, that when I visited the Kingswood Reformatory School, in which there are a great number of boys from Bristol, I have questioned the boys as to what district they come from. I always study the police reports, in order to see if there are any names of children I know, and I have found not a single boy from the whole district in which the St. James's Back Ragged School is, though it was before swarming with thieves. I told the boys that I always find that if boys regularly go to a Ragged School they will not get into prison. One boy said to me: "I have been in the St. James's School, in the evening; I was so naughty that the master wished to get me put into your Industrial school; you told me to come on a particular day and you would think about it, and I never went," and, therefore, he was soon in prison.

2235. As to expense, you say that the ragged schools are much more expensive than the ordinary pay schools; how is that?—They are necessarily more expensive to the managers, because they have to supply the want of the school pence; but they also are more expensive, because it may be laid down as a general principle that crime is more expensive than virtue, and that in proportion as the schools are criminal, or verging towards crime, so there must be more expensive management for them. It must be more expensive, because while you can manage a National school or British school with young persons who are pupil teachers, from 14 to 19 years of age, in the Ragged School you must have adults to manage them, who must possess peculiar qualifications, and you must have also a larger number of those teachers. Besides that, the managers of Ragged Schools, to make them good, must have the appliances of industrial work, and baths and other matters, which are expensive.

2236. You count those appliances in the expenditure; your bakehouse, for instance?—I would

never put a bakehouse into a Ragged school; it is only calculated for a boarding establishment.

2237. I presume that the buildings for Ragged schools need not be so expensive as for schools arranged according to the plan of the Privy Council?—No. The Ragged school of which I have spoken is quite as airy and as large as any ordinary British school; but that is an accidental circumstance, and it is accidental that the premises are at a low rate.

2238. The masters are more expensive, are they not, in British schools than in Ragged schools?—Not nearly so expensive, because the masters have the pence of the children, and therefore the subscribers have so much the less to provide; 30*l.* or 40*l.* would be enough generally for the Committee to give to a Privy Council school-master in addition to the school pence; but we were giving our master, with his wife who superintended the industrial school in the afternoon, 100*l.*, and I should not wish to give less than 100*l.*

2239. That is, for the master and his wife?—Yes; Mr. Higginbotham has 80*l.*, I think, which is a great deal, so that if you give half the salary you only bring it to the point that the Privy Council schools are at, where besides you give the whole of the rest of the teaching power; you give the whole of the pupil teachers who form the rest of the staff. The managers pay not one penny in those schools; and in the Ragged schools, even with the Minute of 1856, the managers would pay half the salaries of all of them.

2240. Are you acquainted with the system of the Privy Council with regard to day schools?—Yes.

2241. Its objects in almost every respect differ from the principles of Ragged schools, do they not?—Entirely, because your essential object is to raise a class of good teachers, at the same time benefiting the schools. It would be impertinent for me to discuss the way in which that is done, or whether I think it judicious or injudicious; but that is the object, and the object has been attained in a great degree; the schools have been highly benefited, as I stated appeared to be the case in Mr. Rogers's school. A greater number of good masters and mistresses are thrown into the schools of the country, but I do not think that the training given in the schools is in the least calculated to train a master or mistress for a Ragged School, but exactly the contrary. I have conversed with many experienced people, who all agree with me that *a priori* they would object to having a certificated master or mistress in a Certified Industrial School, in a Reformatory, or in a Ragged School; that is, they would conceive that their attention had been so exclusively directed to intellectual pursuits and training, that they would not be prepared for the far more important and more difficult duties which they would have to perform.

2242. What does your committee consist of?—It is a mixed committee, who have been selected solely because they have shown an interest in the school. When we find any gentleman or lady taking an interest in the school, we should request such a one to join the committee; it is composed of persons of entirely different religious opinions. There are 12 officers on the committee, and we have never from the commencement of the school had the slightest difference on religious matters. We do not ask our masters and teachers what they are; we leave them entirely to themselves; but

but we require them to give religious instruction on unsectarian principles.

2243. Your committee is entirely undenominational?—Yes.

2244. Whereas the other system is entirely denominational?—Yes.

2245. The masters in your schools do not generally pass any examination, and you do not think that they ought to be required to pass one?—I should have no objection to a very low examination being required; but I have not sufficiently examined the workhouse examination to be able to pass a judgment upon it.

2246. You would wish the examination to be a low one?—Yes; I would have the master able to read well, to write well, and to be fully acquainted with the first four rules of arithmetic and the compound rules; to have a knowledge of the elements of geography and the simple elements of English grammar; and I would have him acquainted with the Gospels.

2247. That is a very different standard from that which a certificated master is required to reach?—Very different. I would not have them asked questions about prophecy, or the number of the kings of Israel, or things of that kind.

2248. Looking at those two systems, the ragged schools and the pay schools, which are so diametrically opposed to each other in almost every respect, have you any ground of complaint that your schools do not receive the same amount of aid which the others do, from the same body?—Certainly, I have a very strong ground of complaint; because in the Minutes and Regulations of the Committee of the Privy Council on Education, reduced into the form of a code, 1860, I find the following: "A sum of money is annually granted by Parliament for public education in Great Britain." "The object of the grant is to promote the education of children belonging to the classes who support themselves by manual labour. The means consist in aiding voluntary local exertion." I would say that the parents of all those in the ragged school do support themselves by manual labour, and the voluntary local effort is infinitely larger in the case of ragged schools than in the case of other schools, and therefore the ragged schools have a right to a larger share of help.

2249. The most local effort of all is wanting, is not it, in the case of the ragged schools, namely, the school pence?—It does not say what kind of local effort, it only says voluntary local exertion; the school pence are not at all specified. It was also stated in the House of Commons, which is not stated here, that the object is to raise the education of the country. You could not raise it more effectually than by raising the lower class. Every inspector knows that if the lowest class is low the whole school suffers; if, therefore, you raise the lowest class you will raise the whole; but more than that, those children have a right to Government aid as much as any others. We have talked a great deal about the parents, but every child born into a civilised country has certain rights in that country.

2250. I understand you to think that the very body which is entrusted by Parliament with this task of maintaining education is a proper body to whom to commit the subsidising of a system which dispenses with all the safeguards which it has devised?—I consider that the body entrusted with a sum of money for education should take care that it is applied solely to the education of

0.73.

children belonging to the classes who support themselves by manual labour, and that it is so applied to those classes as to adopt the grants to their wants. Parliament has given grants to workhouse schools on very different terms from those on which it has given them to other schools. The Privy Council conceived that it was better, on all grounds, to give the whole salaries to the teachers in those schools, for certain reasons which, doubtless, were very wise. Then, with respect to another class, the labouring class, they think it better not to help in the salary of the master, because the parents themselves can pay, and the managers are willing to supplement that payment, but simply to encourage the master to arrive at a high education status. In another class, you find the requirements totally different from those in the case of either the pauper schools or the other schools, and, therefore, you should adapt your grants to the wants of that existing class, because it does exist. It has been denied to exist; and those Minutes imply that it does not exist; but I believe that the Committee is pretty well satisfied now that the class does exist.

2251. You are of opinion that the Committee of the Privy Council on Education ought to administer two systems contradictory to each other?—I do not consider that they are contradictory to each other.

2252. Every requirement in the one being dispensed with in the other?—I consider that the Privy Council acted with wisdom in granting the Minute of 1856. I cannot suppose that they acted with a want of consideration. I consider that the Minute of 1856 was founded most probably, on various representations which had been made, and the Committee of the House of Commons which sat in 1852-53, distinctly recommended that Ragged schools should have special grants made on various conditions. The conference which met at Birmingham, sent up a memorial, and other schools sent up a memorial. I ventured myself to prepare an appeal which I sent to Sir George Grey, who sent it to the Council, and I had a letter from Mr. Lingen, who said, "You will find the principle of your appeal in the Minutes of 1856, which I send you." I therefore cannot conceive that the honourable Council could have passed that Minute without consideration. I have shown the distinct points which caused its failure, and it would be quite sufficient to return to it altering those points.

2253. Are you aware that the same two gentlemen who passed that Minute also recalled it; that there was no change of Government?—I would not presume to criticise those things. I was told that it was passed in an *interregnum*.

2254. Are you aware that the Privy Council has never professed to give a complete education to the people of England, but only to arrive at a standard and system; are you aware that those who have presided over the Committee of Education have uniformly professed that their object has been to develop education till the time shall arrive for fixing a definite system?—I quite understand that. I believe that the highest point which the Committee of Council would arrive at, would be to enable people to do without any help; and I believe that that point has almost, if not quite, been arrived at, as respects the higher schools; and I say that, because I have visited schools equally good, and equally high, which have no help, and which have help.

Miss M.  
Carpenter.24 June  
1861.



Miss M.  
Carpenter.

24 June  
1861.

2255. Does not your argument suppose that the Privy Council has undertaken to educate everybody?—No, not at all.

2256. When you say that your schools ought to receive as much as the other class of schools, is not that on the assumption that the Privy Council are bound to assist all classes of schools, not with regard to their educational standard, but merely because they are schools doing the work of education in some way or other?—I do not see it stated in this code that the Parliamentary grant is to create a certain amount of reading, writing, and arithmetic; it is “to promote the education of children belonging to the classes who support themselves by manual labour.” Therefore, if it were found that certain classes would be more benefited by a different kind of Minute, the wisdom of the Council would induce them to adopt that different mode. The Council has shown itself ready to avail itself of experience. At one time it issued Minutes to establish industrial classes; we cannot avail ourselves of those old Minutes now.

2257. With regard to the security which we are to have for the investment of this public money in the support of Ragged schools, what security shall I have, for instance, if I give to a master half his salary that is agreed upon between him and the managers, that what is agreed upon will be actually paid?—You may have the receipt produced, if you distrust the honesty of the managers, they will give you such security as you require; I never could imagine such dishonesty as that.

2258. Have you never heard of people having some privilege depending upon the making up of a particular sum, collude with each other to make up the difference when the money was not actually paid?—I never heard of that in education, but still it is quite right for you to take proper security in the matter.

2259. What security shall I have that the master really receives the salary that he is represented to receive?—The inspector might ascertain from the master whether he, *bonâ fide*, receives such salary.

2260. Have you never heard of anything of the kind being done in the case of curates anxious to get a title for orders?—If such things are done by those who ought not to do them, of course they are wrong.

2261. Do you think it right to dispense the public money on the supposition that nobody will ever do wrong?—No. I should encourage every inquiry, and give every possible security.

2262. What security should I have in the second place, that the children in your schools are the children for whom the schools were designed?—Those who have had experience, such as the inspectors have, can at once tell, without further inquiry. Mr. Symons, who found fault with our school, on account of its low educational status, and on various other grounds, one of which was, that we were in a very low neighbourhood, which was the reason of our establishing the school there, said that there could be no doubt of the class of children, and I value his testimony particularly, because he was interested in the Ragged school at Gloucester, which I have also seen, in which school they had to put out one-tenth of the children, as being of a higher class.

2263. You, yourself, have had a great deal of experience in those matters?—I could tell very soon whether the children were of the proper

class; and even an inexperienced person, who went into a good British school, and then went into a Ragged school, would see something indescribably different in the general appearance of the children.

2264. You told us, did you not, that you went into a British school at Spitalfields, and considered it to contain children who should properly have gone to a Ragged school?—I went to visit the school; the children were gone home, but the manager told me that it did contain children of the ragged class entirely and exclusively.

2265. You also went to Mr. Rogers's paying school and the ragged school in the neighbourhood, and you considered the ragged school to be the superior of the two?—They had a more civilised air, which arose from other agencies directed to them besides the simple schooling.

2266. Your experienced eye was misled in this matter, might not the inspector be also misled?—No, I was not misled; I considered that the children were more civilised, more decently dressed, and had more self-respect than the children who were in rags.

2267. You ask me to dispense with safeguards, on the ground that an inspector would be able to see whether the children were of the right class or not, and yet you, with your experience, were misled in the cases of the two schools to which you refer?—No; I was not misled.

2268. You thought the children in the ragged school better than those in the pay school, did you not?—I did not say that the children in the Ragged school were in a better class of society: I said that there was more good done to them; their appearance impressed my mind with the feeling that the agency was superior to that brought to bear in Mr. Rogers's school; the bulk of the scholars in Mr. Rogers's school did not look like ragged children, and I was particularly struck with the appearance of the children, as looking like those in a higher school; I also learned that the parents of the children in Mr. Rogers's school were stationary, which is a very great matter; such a school may be established where the parents are stationary.

2269. Must not we trust mainly to the managers for the schools being kept to the proper class?—You must trust a good deal to the managers and to the master, but an experienced inspector would soon, by a little examination fully satisfy his mind as to the children being of the proper class. Mr. Ruddock, when he first came to our school, said to me: “What is this I am come to see? this looks like a National school,” but when he saw the children at play, and when they passed before him, he had not the slightest doubt upon the subject; he said that they were exactly the same class that came to the workhouse schools untaught.

2270. The managers and the schoolmasters do not trust, however; to a mere looking at the children, they make inquiries you say?—Yes.

2271. Do not you think that my inspectors ought to make inquiries?—Certainly; I should be most happy that you should direct your inspectors to make inquiries; I directed my master to beg the Assistant Commissioner to go to the homes of the parents; and judge for himself.

2272. How many inspectors should you want if the inspector is to inquire into the history of every child?—He would not be required to inquire into the history of every child. But what inducement would the children have to

..come

come to such schools rather than to the others? You appear to overlook entirely the feeling of self-respect which exists in decent poor people; they do not, as a rule, wish to lower their children by sending them into such schools. I have asked many parents who could not pay whether they had not better send their children to our school, and they have said that they would rather lock them up than that they should associate with a lower class. Parents have come to ask for their children to be admitted, having heard that there was a good education given, and that there was a good master, but when I have pointed out to them the class with whom their children would have to associate they have not wished it. You must give credit to respectable labouring people for some self-respect.

2273. You think that that would be a sufficient

security, on which we could make a grant of the public money?—Combined with the inspection, assuming it to be a great evil if a mass of the population is left uneducated, it does not appear to be the least reason why a certain class which can and will get education without help, should be largely helped, and why another class which cannot get education without help should be cut off.

2274. Have you any other security to suggest? —I ask you to send your inspector twice a year, or even that he should come without any notice and satisfy himself; he can question the master closely, he can question the managers closely, and he can inspect the school closely, and he can spend an hour in going through the district; in a short time he would satisfy his mind thoroughly.

Miss M.  
Carpenter.

—  
24 June  
1861.

Jovis, 27<sup>o</sup> die Junii, 1861.

MEMBERS PRESENT:

Mr. Adderley.  
Mr. Black.  
Mr. Henry Austin Bruce.  
Mr. Cave.  
Mr. Hanbury.

Mr. Liddell.  
Mr. Lowe.  
Sir Stafford Northcote.  
Sir John Pakington.  
The O'Connor Don.

THE RIGHT HONOURABLE SIR JOHN PAKINGTON IN THE CHAIR.

Miss MARY CARPENTER, called in; and further Examined.

Miss M.  
Carpenter.

27 June  
1861.

2275. Mr. Liddell.] You stated in your former evidence that you desired a Government grant, in order to raise the standard of your schools, and to increase; as I understood, the efficiency of the instruction?—Yes.

2276. If you raise the standard of your Ragged Schools, do you not think that there will always remain a substratum of a lower description of children, which must be provided for?—We have tested this in our own Ragged Schools during the last 15 years; we have all along made our instruction as good as we felt could be given to those children; and as I mentioned the other day, many persons brought their children for admission, simply from knowing that the school was good, and that the master was a good master; but when it was represented to them what the class of children in the school was, and the impropriety of letting the children of respectable persons associate with those in the school who were of a lower class, they at once withdrew them. With respect to keeping the schools down to the class for which they are provided, we have done so in the case of our school; we have, from the beginning, kept it down to the very lowest class that can be brought within the walls of any school, and the residuum, who cannot be brought by any voluntary means within the walls of a school, we hope to grapple with under the amended Industrial Schools Act.

2277. I understand you, in regard to that substratum, to designate them as, if not criminal, at least as a semi-criminal class?—I have a great objection even to calling them semi-criminal, because the word "criminal" has a moral meaning, and I consider that the state which they are in is that of extreme neglect; therefore, I do not like to call them semi-criminal, though they are in great danger of becoming so if they are left in that state.

2278. They are in what condition, that, unless they are put to school, the chances are almost ten to one in favour of their becoming criminal?—Yes; the chances are in favour of their becoming criminal, and certainly paupers, because children of that class are essentially idle. I will give an instance of the condition of that class. Before I came up to London, I went into the district of Red Cross-street, in which there is the best British school in Bristol. Out of Red Cross-street branch a number of small low courts, and out of those even other courts, so that you may call it a whole district of the lowest habitations. I

had before visited this district, but not for many years, because my health has prevented my doing so. I entered one court by chance, and went into the first house I came to. This house let for 1 s. 6 d. per week. The mother told me that her husband was a mason's labourer; that he was earning, when he had work, 12 s. a week; but that, during the winter, many weeks often elapsed without his getting work, which we know is necessarily the case with mason's labourers. She had six children, one of whom only was off her hands; therefore, there were to be maintained, out of 12 s., the father, in hard work, the mother, and five children, and 1 s. 6 d. was to be deducted for rent. You will perceive that there was the bare means of subsistence in that family. The children were playing outside in perfect idleness. The woman expressed her willingness, and even wish, to send the children to the school. I visited another family at the other end of the court. There I found a miserable boy sitting by the fire, with scarcely any clothing, beside a piece of sackcloth upon him. A decent-looking woman was the mother; she said that her husband was a gardener. That would sound as if he could maintain his family well, but he was only earning 11 s. a week, which I know to be not unusual with under-gardeners in Bristol. Out of that he had to pay 1 s. 6 d. per week for rent, and he had five children to maintain; and, as she touchingly remarked, her husband, working in the outer air, ate very heartily. What could be done with those children? Could you expect that even a penny could go for schooling? But a penny would not have been sufficient; she must have paid 4 d. or 5 d. a week for the five children, which would be the price of a loaf: still, when I mentioned a school where free-schooling was given, she expressed her gratitude, and sent the children next day to school, clean, though in rags. Therefore, you perceive that the school remains in that condition, that no children can be too low for admittance. If a child has already contracted habits of vice, under the new Act he can be taken before a magistrate, and sent to a Certified Industrial school. Therefore, I consider that schools of this kind, efficiently conducted (for you will recollect that I stated, in my former evidence, that I considered a bad Ragged school did positive harm), and in sufficient number, aided by the Industrial Act, will absolutely grapple with the class of neglected children in the country. But I know that such schools

cannot

cannot be extensively established without greater aid; and I know it, because the country has gone on for these 16 years without being able to establish a sufficient number of schools, and those which are established are many of them very inefficient.

2279. You have just said that you consider a bad Ragged school does even more harm than good; but how do you reconcile that with a former answer you gave, namely, that Mr. Higginbotham required too much order and discipline to suit a particular class of children?—That class are those who should be taken hold of, and who will be taken hold of by the Industrial Schools Act.

2280. You referred to that very lowest class?—Yes, and I also believe that, instead of encouraging parents to leave their children in such a state of neglect, the effect of the Industrial Act, if carried out vigorously, will be to make the parents more careful, for they do not like to be deprived compulsorily of all power over their children.

2281. In fact, it comes to this, that there is a certain description of loose children who require rather what I may call a loose school, a school without too much order and discipline; is not that so?—Not exactly; I would always have a school conducted with order and discipline; but I only mean that those loose children, as you designate them, will not voluntarily go into a school where discipline is enforced; such a child might be lured into a lower school, and gradually prepared for this well disciplined one, but he would not voluntarily go; I know many cases in which children have not wished to go to Mr. Higginbotham's school, because they considered that he was stricter than they liked.

2282. But do you not think there is a great difficulty in putting a school suitable for this class of children upon such a regular system as would justify the Government in granting aid to that school?—No; because I have already said that the St. James's Back School is reduced to such an absolute form of discipline and order that the Government would be justified in helping it, as has been done to a very small extent for a dozen years; four inspectors have stated that it was in as high a state of discipline as was possible for that kind of children, and that the other class to whom such a school was inapplicable, or who would not attend it, must have the hand of a magistrate to control them.

2283. You referred to the Minute of 1856, and the prejudice done to the schools in consequence of its withdrawal; do you know of any case of a Ragged school which ceased to exist in consequence of the withdrawal of the Minute of 1856?—I know that the St. James's Back Ragged School would have ceased to exist if it had not been for my own determination to keep it up; the committee almost gave notice to the master that they did not believe they could keep it up. I know that the Cardiff Ragged School was in a similar condition. I know, that in Warrington, schools which were on the eve of being established were not established. I consider that in the case of the Bristol school, the managers felt such confidence in the Government, that they entertained hopes, that when the subject was better understood more help would be given, and in the meantime they used an amount of extraordinary means which they will not be able to continue, and even with those extraordinary

Q.73.

means they cannot have such a staff as they feel is adequate. I would say that it is hardly fair to take the example of schools where there is some individual who devotes an extraordinary amount of effort to them, as a general illustration of what would be done in the country, and as a proof that more help is not greatly wanted. I refer to the London Ragged schools, which are under the direct patronage and help of Lord Shaftesbury, and the schools in Edinburgh, which perhaps would not have existed now if it had not been for the exceeding zeal, as well as popularity, of Dr. Guthrie; and I may say, without appearing to speak of myself too much, that I am sure the Ragged school in Bristol would not have existed, but that from the beginning we were anxious to develop the principle. The first inspector, Mr. Fletcher, said, we were working, not for the present, but for the principle, and therefore we endeavoured to test the principle.

2284. The principle I presume to mean the grappling with this incipient stage of crime, and trying to prevent it, instead of having to cure it when more fully developed?—And to prevent it by right means. We determined, at the beginning, to use no bribery of any kind as an inducement for children to come to the schools. In many national schools there is a great amount of bribery, because the clergyman has various gifts in his hands which it is known will be withheld if there is not regular attendance at the school. We never used any means of the kind. We used, solely and entirely, moral means, and employed such machinery as we considered adapted to that class of schools, but which would not be necessary in a school for children who are in a better class of society.

2285. Could you favour the Committee with any statistics or any returns which would prove the results of your very valuable labours in behalf of Ragged schools in Bristol?—I have here a document from the police court, prepared by Mr. Bell, whose evidence I have before quoted. You will observe that the school was begun on a very small scale in the middle of 1846, the Ragged school system was begun in Bristol in 1847, but it could not be in full operation till 1848. The neighbourhood where we began our Ragged school was the centre of a peculiarly criminal district, which, while containing a similar population, is not now the criminal district of Bristol. The police station is close to this district. This is a return from the police of the number of juvenile offenders apprehended at the central division from 1843 to 1860 inclusive. In 1843 there were 445; in 1844, 397; in 1845, 423; in 1846, 293; when our school was first established in the middle of the criminal district. In the next year, 1847, there were 431; in 1848, 313; in 1849, 227; in 1850, 221; in 1851, 216; in 1852, 185; in 1853, 227; in 1854, 205; in 1855, 193; in 1856, 190; in 1857, 194; in 1858, 132; in 1859, 136; and in 1860, 189.

2286. Those are not convictions?—No; apprehensions. You may roughly take half of them as commitments of individuals, because the same child, in the earlier years particularly, was not unfrequently apprehended several times in a year.

2287. I gather from that statement that there is a gradually descending scale of the number of juvenile offenders apprehended since the establishment of the school?—Yes.

2288. Has there been an increase of population during that time?—Yes, certainly; I am

Miss M.  
Carpenter.  
27 June  
1861.

Miss M.  
Carpenter.  
—  
27 June  
1861.

not prepared to state the number, but it has increased very much, and all the causes of crime have continued fully the same; also, there has been no other agency at work that I am aware of, especially in the commencement, but the Ragged School; the National and British Schools were in equally full operation before, but they did not touch the class; there was no diminution of crime before the Ragged Schools began. In 1848, when you may say the schools were in absolute operation, there is a sudden decrease in the number of apprehensions of 118, it has never risen to the former number since, and this cannot be attributed to the Reformatory schools, because the magistrates did not begin to sentence any children to Reformatory schools till the end of 1856, and not generally until last year. As another result, I can say that I am continually meeting with respectable youths in work, who were some of the most wild and ragged of the community, and I have kept my eye upon a great number, especially of the early scholars who were known thieves, who are now maintaining themselves by honest labour.

2289. You said, I think, that you wished, in the shape of aid, that half your working expenses should be paid by the Government; do not you think that such items as washing, cleaning, and lighting, which, I presume, form part of the working expenses, would be rather loose data upon which to base a Government grant?—I laid no stress upon those particulars; I was asked to give an opinion, and I mentioned those as absolute necessary expenses; and I did not wish to include any other additional expenses which the managers might think desirable for the school; I wished to show that what we asked would only bring it to about one-half of the money which we spend, whereas in the pay schools two, three, or four times as much is given as is spent by the subscribers.

2290. *Chairman.*] You have been reading from a table showing the number of apprehensions of children for several years past, and showing a diminution; have you any similar table showing the number of convictions of children, either summary or by jury?—I have not, but I could easily obtain it.

2291. Have you reason to believe that such a table would show generally similar results?—I rather depend upon the apprehensions than the convictions, because there is extreme irregularity in the action of the magistrates in sentencing juveniles; when a child is apprehended, it may be reasonably believed that he has done something, a tangible crime in the eye of the law, because a policeman very well knows the children who are addicted to evil practices, and apprehends such when a crime is committed; boys in prison have acknowledged to me that, though they were innocent of the charge against them for which they were in prison, yet they were guilty of something else which deserved punishment.

2292. You consider that a table showing the number of apprehensions is the fairest test of the point at issue?—I should say it was.

2293. Upon what principle would you ask that Government aid should be extended to Ragged schools?—If I am asked upon what principle I should ask it I must go back to a high principle. I must first state, that I consider, that as the State takes cognizance of the life of every child born into the country, and protects

such life, so each child born into a civilized country has certain rights, and has something to expect from such country; and the country should not leave him without education. I can state my views better in the words of Mr. Nassau Senior, than in my own words. He says, "That the object of society is to protect individuals from wrong. That those who cannot protect themselves are as much entitled to protection as those who can. That children are as much entitled to protection as adults. That education is as much necessary to a child as food is." The State does protect children from the want of food professedly. "That a child is as much wronged by being left uneducated as it is by being left unfed. That it is as much the duty of the community to see that the child is educated as it is to see that it is fed. That unless the community can and will compel the parent to feed the child, or to educate the child, the community must do so. That it is the duty of the State to aid private benevolence in supplying the sum that is not obtainable from the parent." To carry out similar views a conference was assembled at Birmingham, which assumed similar principles. "That the welfare of society requires that all its members should be educated. Therefore it is the duty of the State, both as regards society in general, and each individual composing it, to provide education for those who cannot obtain it for themselves. This duty is recognised by the State, since it provides education for those who are in gaols and reformatories, and therefore come compulsorily under its care, and for those who are thrown upon society for support—that is, paupers. The same duty exists, but has not been discharged by the State, towards children who are not as yet either criminals or paupers, but whose natural guardians will not or cannot provide for their education." Those principles were endorsed by 150 gentlemen of the highest position in the country; Members of the House of Lords, Members of the House of Commons, judges, magistrates, chaplains of gaols, governors of gaols, schoolmasters of pay schools, and, in fact, numerous persons who had in the exercise of their duties come to those solemn conclusions. The conference was held to consider how such principles could be carried out, and resolutions were passed and endorsed both by the Conference and by a very large public meeting to lay the matter before the Legislature.

2294. The answer which you have just given, rather tends to show that there is high authority for recognising the duty of carrying education as far as we can; but I do not quite collect from that answer on what principles you would propose that Government aid should be given, assuming it to be given to these schools?—I did not take your question to mean in what manner the aid should be given. That is the principle upon which I consider that the children have an absolute claim to help from the Government. If you ask me whether such principles are consistent with the course already adopted by the Government, I should say that they are; they are perfectly consistent with the Educational Code, because the object of that Code is to assist private benevolence in affording education. The Code limits the persons who are to receive the benefit to those who maintain themselves by manual labour, thereby excluding paupers and a higher class. The Government is not exclusive in preventing persons who are of a higher class from receiving

receiving the benefits of the grant; why, then, should those be excluded? I have found that many Members of Parliament and persons of experience before whom I have laid the matter, are perfectly agreed that any Parliamentary grant for education ought to be given to this lowest class in preference to those who can obtain education without help, which has been proved to be the case with a higher class.

2295. Your opinion is, that as the Educational Department of the Government professes to give aid to meet and assist voluntary local exertions, that principle would apply equally to Ragged schools which are founded by local benevolence as to other schools?—Equally as much; if it did not then, I would beg the Council, now that they see the necessity existing which they did not see before, to ask Parliament to allow them, if necessary, to alter their Code, to adapt it to the wants of those who most need it; I do not, however, perceive that it is necessary.

2296. Is it in your opinion inconsistent with the great objects for which a large annual grant is made by Parliament to promote education, that the class which comes within Ragged schools should be excluded from the benefit of that grant?—I consider it unjust, and also exceedingly unwise; I consider it unwise, because, as the Education Commissioners have truly stated in their report on the education of out-door pauper children, there are as many as 100,000 children “who receive no education, or one that trains them to pauperism, vice, and crime, and who are precisely the children for whom the State is responsible; their fathers are dead, or are unknown, or are in prison, or have deserted them, or” (and this is particularly the Ragged school class) “are not able even to feed them, much less to educate them; to them the State is *loco parentis*. One sixteenth of them, or about 8,000, are every year added to the adult population; in many they are added to the pauper or criminal portion of it. ‘It is from this neglected class of children,’ says Major General Sir J. Jebb, ‘that juvenile criminals spring, and that the gaols are eventually filled with adult criminals.’”

2297. Looking only to financial reasons, is it your opinion, from your experience, that if there were no Ragged schools those children would ultimately cost the State more money than the State would expend in helping their education?—I know it; one pound per head would be even more than we ask for, whereas, when children are obliged to be sent to a Certified Industrial school, they cost the State 13*l.* a head; in a Certified Industrial school a child need not be retained, on an average, for more than two years, but if he has been longer neglected, and is obliged to be sent to a Reformatory school, he will cost the public from 14*l.*, at a minimum, to 20*l.*, or even 25*l.* a year; and if he is still neglected, and is in prison, and sentenced to penal servitude, he will cost the public 40*l.* a year at least, to be turned out in the end very commonly unreformed, and doing immense mischief to society. I would prefer, if permitted, to bring forward the testimony of so great an authority as Lord Palmerston, who stated at Leeds, last year, that “one of the great evils of civilised society is the uncivilised portion of the community.” “When,” says he, “I see the vast demands which this great city affords for the industry and intelligence of every working man and woman, I think I may truly say that those seeds which are thus

sown in the minds and bodies of those little children are not sown to run to waste” (this has reference to Ragged schools), “but as surely as you instruct those children in the habits of a proper, orderly, and moral life, in the habits of procuring by their industry their livelihood, so sure will it be, that when they come to an age at which their labour may be properly employed, they are certain of finding an adequate demand for that labour, and a proper remuneration for its exercise. As far, then, as sympathy for these unhappy little beings extends, you would have completely adequate motives for institutions of this kind; but if we take a larger view, and look upon these institutions as bearing upon the social interests of the country, we shall see in that view also the strongest possible motives for encouraging and enlarging them.”

2298. Those are the views which Lord Palmerston publicly expressed with regard to this very question of Ragged schools?—Yes; he says further, “I say you will be conferring an enormous benefit upon society, a benefit not confined to the day, not confined to the creatures who are the objects of your charity, but a benefit which every day becomes more and more extensive, which pervades every class of society, and the advantage of which will be felt in future generations as well as in the present.”

2299. When you compare the cost to the State of aiding the education of a child in a Ragged school, with the cost to the State of either reforming or punishing a criminal, of course there is an uncertainty as to how many of the Ragged school class may come ultimately within the grasp of the law; but are you not of opinion that it is beyond all reasonable doubt or question that the Ragged school class is the class which mainly supplies the criminals in this country?—I know it; in the early stage of our Ragged schools I counted at least 30 under my own knowledge who were at that time being supported in gaols, in Parkhurst Juvenile Prison, and in voluntary Reformatories, at any rate supported by the public as criminals, who, if they had been early properly trained, would most probably have been useful members of society.

2300. Therefore, you think that it is probable that a considerable proportion of those Ragged school children would, if not rescued in infancy, become criminals, and therefore costly to the State in later life?—I fear that it is more than a probability: I know it to be a certainty.

2301. You think it is demonstrated by experience?—It is demonstrated by experience; and as the question was asked why Reformatories were more expensive than Industrial schools, I would answer, that crime is always more expensive, and in proportion to the amount of it. In Reformatory schools you require a very much larger staff, and a much more expensive staff, and a great many appliances which are not necessary in an Industrial school where the children are taken in in an incipient state of crime.

2302. You therefore think that the policy of preventing crime, as well as the duty of encouraging education, ought to lead the State to devote a portion of its educational funds to the maintenance of those schools?—Certainly; we were told when we went on a deputation to the Committee of Council on Education last year, that we were to apply to the Home Office or to the Poor Law Board for help, but I would strongly remonstrate against either course. I

Miss M.  
Carpenter.

27 June  
1861.

Miss M.  
Carpenter.  
—  
27 June.  
1861.

do not consider that there should be either a pauper or a criminal stamp given to those children; and if the duty is recognised by the State of carrying out the express principles of the Education Code of affording help to education, those children come in every way under that, and have as good a claim to education as any others.

2303. In fact, till they are tainted with crime the whole question as regards those children is an educational question?—It is purely educational; it was a suggestion made to the Commissioners on Education, to treat children such as those as semi-paupers, and as such to enable the Poor Law Guardians to pay for them in some school, which is, I presume, somewhat the meaning of the answer which was given to the deputation last year by the Committee of Council; but it is stated by the Education Commissioners, in reply to the suggestion so made to them, "There are three decisive objections to this; in the first place, it obliterates *pro tanto* the distinction between the pauper and the independent labourer; the semi-pauper will be in the situation of the labourer, relieved under the old allowance system, or under the old labour-rate system. Though earning wages, he will have to ask for money on the ground of his destitution; few things can be more demoralising."

2304. You have given attention to this question for a great many years; have you made it part of your business to watch the progress of many of those children after they have left your school?—I have made it as much an object as I could; my health has not permitted me to visit the homes of the children; but I can state this, that I am continually being met in the streets with the grateful smile of self-supporting young persons, who have thanked me, not for gifts, but for something higher; we have continually visits to the school from respectable persons, that is to say, persons supporting themselves, who have been brought up in it, and who come, from an interest in the school, to thank us for what we have done.

2305. You have, I presume, been aided by many other persons in carrying on this work?—Yes.

2306. Have you endeavoured, through their help, to trace the children after they have left the school, and ascertain what the ultimate effects of your training have been?—There have not been persons connected with the school, who have been able to do so more than casually; the master has made visits, but I can say that I have watched a great many families, and know how they are going on.

2307. Have you found that the general results are very satisfactory?—Entirely so.

2308. I presume that you would confirm what we have heard from the last witness, with regard to the period which those children remain in the school?—I would make a little alteration in what he stated; from having been so short a time in the school, he was unable to state the whole fact; though it is probable they do not remain at one time more than a year, and often only a few months in the school, yet they continually return to it, so that the established influence of the education goes on through a number of consecutive years.

2309. Taking into consideration those cases of returns to the school, what should you say was the average period for which the children remain

in it?—I should feel it impossible to state, but the fact of their continually coming back to school when they are out of work, shows the value they attach to the education there given.

2310. Are you yourself satisfied with the educational results of your school?—I wish they were higher, but I believe it would be impossible to make them much higher; I think they might be decidedly raised by a superior staff. Instead of taking a very inexperienced young woman as an assistant, at 2s. per week, if we were in a position to pay two assistants, who would take the position of pupil teachers, but would be rather older, I have no doubt we might work the school to a higher educational status; and if, instead of being compelled to take an infant-school mistress at a very low salary, we could be enabled to give a better salary, and take a well-trained mistress, there is no doubt but what the infant department might be raised, and that would ultimately raise the juvenile department.

2311. The improvement of that educational staff, then, is a financial question?—It is a financial question with us.

2312. Your educational staff is below what you would desire, because your finances are below what you require?—Very far below; we greatly raised the staff when the Minute of 1856, in which we placed a firm reliance, was issued; and before we had the benefit of the Minute, it was withdrawn from our grasp.

2313. Therefore, the question of the quality of your education is one directly relating to the question of Government aid?—Yes.

2314. And has nothing to do with the policy you would desire to adopt in those schools. I understand you to say that you would make the educational training better, if you could?—Certainly; and I would wish to raise it as high as I could.

2315. Do you attribute the unsatisfactory educational results of your school, so far as they are unsatisfactory, to that defect in your educational staff, rather than to any irregularity of attendance, or intellectual defects in the children?—I do not attribute them to that defect in our staff entirely; I believe that it would be impossible to raise the Ragged schools to the same educational status as even inferior workhouse schools, because, although they are the same class of children in the workhouse schools, they are there under detention, and compelled to attend regularly; therefore, the irregularity of attendance in the Ragged Schools, which arises from the extreme poverty of the parents, would always cause a low status for education. With respect to the natural intellectual powers of the children who attend Ragged Schools, I would say that I consider their natural intellectual powers quite equal to those of others; but that their moral condition, from having been so much neglected, extremely interferes with their intellectual advancement. I have observed the same in the case of Reformatory schools. It was at first feared that we should raise them to a higher status than good National schools, but it is found to be impracticable, from the moral condition of the children.

2316. Looking at the actual position of your school, I presume I am right in inferring that you are better satisfied with the moral results than you are with the educational results?—Yes.

2317. To

2317. To which class of results do you attach the most importance?—To the moral results, including the habits of industry which the children acquire, and the feeling of a higher influence which is infused into them; but at the same time I most strongly feel the importance of giving them as good an intellectual education as we can in the time they are with us; I feel it of great importance to make each child able to read, write, and cipher, with a view to his future advancement; but the moral stimulus we give to the children induces them afterwards, in very many cases, to attend the evening school, and so to go on improving themselves.

2318. What is the system of religious teaching adopted in your Ragged school?—It is perfectly unsectarian; simply to teach one's duty to God and to man, with a knowledge of the more practical parts of the Holy Scriptures. Many children attend a regular Sunday school on the Sunday, and we urge them to do so; a large proportion of the day scholars do.

2319. How is that religious teaching carried out?—The master every day gives a Scripture lesson to the children; he teaches them the Ten Commandments, and also simple hymns, which infuse a religious principle and sentiment.

2320. What do you mean by Scripture lesson; are the Scriptures read?—He would read the Scriptures, and expound them to them.

2321. Would he read from the Old Testament or the New Testament, or both?—Both; we leave it entirely to the master, being satisfied ourselves that he is a religious man, and that he would not confine his religious influence to the simple lesson, but would seize opportunities as they occurred of impressing religious truths upon the children.

2322. Are the children ever examined in religious knowledge?—The inspector will do so, if he thinks proper.

2323. Has he done so practically?—Yes.

2324. Has he been satisfied with the results?—I must except the late Mr. Symons, but all the other inspectors have been quite satisfied, as far as it went.

2325. How often is your school visited by the inspectors?—Only once a year; we should be most happy to have an occasional inspection as often as possible.

2326. You have said in a former answer that, so far as your own views are concerned on this question, you court inspection?—Yes, we court inspection.

2327. Is it within your knowledge, whether that is a general feeling among the promoters of Ragged schools in other places?—I know that the managers of many Ragged schools are very much afraid of inspection, considering it would interfere with their religious teaching. I know also, that at the commencement of the education grants, a number of the British schools were afraid of inspection; but when they once learned the benefit of inspection from others, they tried it, and experienced a great benefit from it. I feel, therefore, confident, that if those managers of Ragged schools, who signed the Conference memorial for Government assistance, received it, their schools would be so much improved, that the benefit would be perceived by other Ragged schools, and the application for help from Government would gradually become most common; and that many other schools would be established.

2328. Have you been in communication, your-

self, with the managers of Ragged schools in any other places besides Bristol?—I am in communication with the managers of five other Ragged schools in Bristol. Lord Teignmouth takes a very lively interest in those, and would himself, I am sure, be prepared to give evidence, if you required it, upon the subject. The Gloucester Ragged School has long received help. I have been in communication with the managers of the Cardiff Ragged School, of the Hull, the Manchester, and the Liverpool Ragged or Industrial schools in England, besides those in Scotland.

2329. Have you been in communication with them, with special reference either to this inquiry or to the questions to which this inquiry relates?—I have been in special communication with all of them, except Gloucester, which I knew was receiving Government help, on this very inquiry; and I have been in communication with them formerly, in the various efforts which have been made to bring the matter before the attention of the Government.

2330. Is it your belief, so far as you can form an opinion from those communications, that the desire for Government aid, as being necessary to the prosperity of a school, is general, and that there would be no objection to that inspection, which must of course be a condition of Government aid?—I can only speak of those schools I have already mentioned; other schools are at liberty to do as they think proper; they are not obliged to ask for inspection or help, but I believe that the improved condition of the schools in consequence of such inspection and help, would induce many others to apply for aid. The Hull Ragged School is considered an exceedingly good one, and the Gloucester, and our own; and those are all schools under inspection.

2331. Is it your opinion, that either in the original definition of the class, or in the laying down of regulations for the purpose of permanently confining Ragged schools to the class for which they are intended, there would be found any serious impediment to the grant of Government aid?—I consider that the definition in the Minute literally excludes the class, and therefore implies a want of knowledge of the class. I consider that the Commissioners' Report manifests an absolute want of knowledge of the schools in general.

2332. Did Mr. Cumin visit your school?—Yes; and he did not avail himself of the means offered to him of acquiring a knowledge of the actual class of the children. I requested Mr. Cumin to permit me to go with him to the school, and offered to give him any information; he did not avail himself of that request; I desired the master to take Mr. Cumin to visit the homes of the children, as he would then be able to satisfy himself of the nature of the class; he made that offer to Mr. Cumin, who did not avail himself of it.

2333. Mr. Cumin, as I understood you to say, declined your offer to visit the school with him?—He did not avail himself of it.

2334. Did you offer to visit the homes of the children with him?—I did not offer to visit the homes of the children with him, because I thought he would get a more independent knowledge by going with the master, who could take him to the homes.

2335. You directed your master to offer to go with him to the homes of the children?—Yes; and I have since asked the master whether he

Miss M.  
Carpenter.  
—  
27 June  
1861.



Miss M.  
Carpenter.  
27 June  
1861.

did offer to do so; he did offer, but Mr. Cumin never availed himself of that offer.

2336. He did not visit the homes?—Not with the master.

2337. Is it your opinion that Mr. Cumin was hardly in a position, so far as your school is concerned, to judge whether the class exists, or does not exist?—Yes; I consider he was not in a position to form any judgment; because in his evidence, as given by the Commissioners, he states that he forms his judgment about the class from looking at the school register, and no school register can enable any one to form such an opinion. A shoemaker may be a wealthy man with a large shop, or he may be a miserable cobbler, perhaps not making a pair of shoes a week, and unable to sustain his family; such do exist in our school. I also consider that Mr. Cumin could not have formed a fair estimate, because he states that in Plymouth “the Ragged school system was more fully developed; and he describes the Plymouth schools as perfectly disorderly, and producing very ill moral effects. I am not in a position to state whether his evidence was correct or not, but I must say that to call such a school one in which the Ragged school system was most fully developed, showed that he did not know what our system was.

2338. To revert to my former question, are you of opinion that there is no difficulty connected either with the definition of the class, or with the maintaining of proper restrictions for limiting the schools to the proper class, of such a nature as to constitute an impediment to giving Government aid to Ragged schools?—I consider that there is no such impediment. I consider that there is no motive held out beyond the necessity of the case for either managers to originate such schools, or for parents to send their children to them, if the schools are under proper regulations. There is no surveillance exercised upon the admission of children into the British and National schools. I have received this morning a letter from the master of the Warrington British School, in which he says that the committee do not raise the slightest difficulty to the admission of any who apply, and I know that many who go there are not the children of those who earn their bread by their manual labour. In Stowe's Normal School in Glasgow, which I very carefully examined, the appearance of the children at once indicated to me that they were in a class very superior to the ordinary British school children. I made inquiry of the officials, and I learned from them, what the appearance especially of the elder children indicated to me, namely, that they were chiefly of the shopkeeper class, and that many were paying 5*d.* a week, and were also receiving lessons in drawing, which were partly paid for by the Committee of Council; and I know that many persons in a higher class of society avail themselves also of those drawing classes, which are paid for to a great extent by the Committee of Council, simply from finding that good instruction is given. We do not complain of that, but we only say that if the Council feels it right to extend upwards, contrary to the original Education Code, surely more than equal help ought to be given downwards to those who cannot, as those Glasgow children can, pay for their own schooling.

2339. Looking back to your own experience, especially with reference to Bristol, have you the least doubt in your mind or any hesitation in

assuring the Committee, from your own knowledge, that a class does exist which requires the agency of Ragged schools, if it is to be educated at all?—Of my own knowledge, I am certain that the class exists most extensively in Bristol. I know that it exists very extensively in Liverpool, from my personal observation; in Manchester, in Cardiff, and in Warrington most abundantly; and I feel quite certain from analogy, from what I have heard from others, and from what Lord Palmerston himself states, that it does exist in large numbers in every large town.

2340. Do you concur with the last witness in the statement which he made with respect to Bristol, that there are in Bristol twice as many children belonging to that class as are at present received within any of the Ragged schools?—I am not prepared to state the exact number, but speaking roughly, I have not the least doubt of it; I have received, this morning, a statement from the secretary of the Bristol Ragged Schools; he says they have 900 children in their schools, and that the attendance at the National schools, instead of having been diminished, has been increased by the upward stimulus given by their schools. I know that I could scarcely go into any part of Bristol where I should not see numbers of those children who probably might be induced, if there were a school in their immediate neighbourhood, to go to it: that Red Cross-street District, which I described, is some way from Lewin's Mead, and those children require to have the school brought to their doors; I have not the slightest doubt that if proper educational help were held out, a school would at once be established in that district.

2341. How many Ragged schools have you in Bristol?—There are five besides our own, but they are not so fully developed as ours is; their resources are extremely limited, and they do not attempt to do as much as we do.

2342. What do you mean when you say that they are not so fully developed as yours?—They have not those appliances which I consider absolutely essential to a good Ragged School; they are not able to carry out industrial training; I am not aware that they have the appliances of baths and playgrounds, which I consider to be of great importance to those children.

2343. Is the reason why they are in those respects inferior to your school, a financial one?—I know that they are in constant financial difficulties; though the managers belong to the Established Church, and may therefore be considered denominational; though they have the interest of the clergymen with them, yet, nevertheless, they have not the means of getting a proper staff and appliances.

2344. What, in your opinion, is the reason why there is so large a number of this class in Bristol who do not go to Ragged schools; is it the want of more schools, or is it because there is difficulty in inducing the children to attend?—I think it is from both causes; we must recollect that it requires, as we were told by other witnesses, some degree of moral influence to induce children to attend; if it were made easier for them, by the schools being brought nearer to them, they would attend much more readily; we must feel, that in cold weather it is very difficult for half-clad, shoeless children to go through the snow to get to a school; whereas, if there were a properly warmed and ventilated school near them they would thankfully go in.

2345. If

2345. If there are six schools within the limits of one city of the size of Bristol, surely some one of those schools must be within a very moderate distance of any part of the town?—Bristol is a very extensive city, and some of those schools are very poor ones.

2346. Do you know whether, at those six schools, the attendance is as large as they can well accommodate?—I cannot say; they speak of 900 as being the attendance in all of them; but we must remember that they do not keep them the number of hours we do, which I think very important.

2347. Are you able to form an opinion as to what is the main cause why such a large number of children are unprovided for at Bristol, as has been stated to us; is it the want of schools, or the want of willingness to attend at the existing schools?—The want of willingness to attend is the main cause; but I do know that some of those schools are in so very low a teaching condition, and with such want of accommodation, that children cannot be induced easily to attend.

2348. And that want of accommodation, and of the means of carrying on a good school, you believe to arise mainly from financial causes?—Yes; I give that as the reason, from my own knowledge.

2349. Are you personally cognisant of the state of Warrington, with respect to this class of children?—I am; I have often stayed in the town for a week or so at a time.

2350. You have stated it to be within your knowledge that this class exists at Warrington; does it exist there to any great extent?—Both to a very great extent, and in a fearfully degraded condition, even more so than I have seen in any other place.

2351. You are not able, I presume, to give any statistics as to Warrington?—No.

2352. All you know is, that the class exists there, and is large?—Yes.

2353. And it is wholly unprovided for?—And it is wholly unprovided for.

2354. And that from financial causes?—It has been hitherto wholly unprovided for from financial causes.

2355. Has any attempt been made at Warrington to raise subscriptions from the respectable inhabitants for the purpose of providing a Ragged school?—At the time of the passing the Minute of 1856, it was about to be done.

2356. The alteration of the Minute stopped the voluntary subscriptions?—Yes: it was felt that though they might raise enough to carry on a school efficiently with that Minute, they could not hope to do so without it.

2357. The present condition of Warrington is, that they have no Ragged school at all?—They have none at present.

2358. Are you cognisant of any cases in which local educational societies, such as diocesan societies, have devoted their means to the promotion of Ragged schools?—I am not aware of any; in fact, on the whole, I should say that those interested in what is commonly called popular education, seldom take much interest in Ragged schools, because of the difficulties to be contended with.

2359. Mr. *Adderley*.] Your school is a higher sort of Ragged school than the class of Ragged schools which you mentioned as existing in Bristol, and the majority of Ragged schools belonging

0.73.

to the Ragged School Union in London, is it not?—I have not visited the schools of the Ragged School Union in London, except a single one in the Charter House district; therefore, I cannot compare them.

2360. I find a triple classification of Ragged schools in the Report of the Education Commissioners, namely, Ragged schools in which industrial education is not given, and which are therefore unassisted; Ragged schools in which industrial education is given, but which are uncertified, and Ragged schools in which industrial education is given, and which are certified. Yours would come in the second class, and the other Ragged schools in Bristol would be in the first class?—Yes, but I do not call those in the third class Ragged schools at all.

2361. Is it not the fact that the question is not so much whether a ragged class exists, as whether the ragged class of children in the country are provided for or not?—I believe that at first it was necessary to prove that the ragged class exists, because, it is not acknowledged in these Minutes, or, rather, it is so defined in the Minutes, as not to apply to the actual ragged class; it is also denied in the Commissioners' Report; therefore, it was necessary first to prove that the ragged class exists; it has been proved with respect to London by witnesses who have given evidence before you.

2362. Is not the main practical question before us, not whether such a class exists, but whether such a class, if existing, is provided for by schools now existing?—I must leave that to the Committee; I understood it was the object first to ascertain the condition of destitute and neglected children.

2363. If the ragged class in England is already provided for, nothing further can be wished?—If it is already provided for.

2364. The provision is the question, and not the existence of the class?—I leave that to the Committee.

2365. In laying down abstractedly the principle of the liability of the community to take care of the education of the lowest class of its members, if you apply that principle to Ragged schools in support of the argument for Ragged schools, are you not assuming that the Ragged school is the best or only mode in which the community can discharge that liability?—I can only say that it has been practically found, during the last 16 years, that Ragged and Industrial schools are the only means of acting upon that class.

2366. And you must assume that, in order to make the general abstract liability of the community to educate its lowest class, an argument for Ragged schools?—It is proved, not assumed.

2367. That must of course be the supposition upon which the abstract liability can be made an argument for the schools?—Different wants exist in different parts of the kingdom; therefore, if you prove anything to be a truth in one district, or in one city, that does not prove it to be a universal truth. I particularly refer to that Charter House district, which probably may be alluded to, because there the agency of a pay school is found to act upon a class; but in that case there were very peculiar circumstances which enabled the clergyman of the parish, a man of great power and influence, and devotion to his work, to bring a number of external agencies to fill up what is always found to be necessary with that class, and even then he left a class behind, as he himself

stated,

Miss M.  
Carpenter.

27 June  
1861.

Miss M.  
Carpenter.

27 June  
1861.

stated, who did not come into his school; so that anything which was proved with respect to that district, I should not consider at all an argument for any other part of the kingdom.

2368. I mean, that when you stated that the liability of the community to take care of its most neglected members was the principle upon which Ragged schools were founded, you supposed that there was no other means of meeting that liability but by Ragged schools?—I simply assert, that Ragged Industrial schools do act upon them; that the managers exert a much greater voluntary effort than any others, and that both for the good of the children and for the good of society, and also in justice to themselves, they ought to have the help of the Government.

2369. Of course, if any other mode of providing for those children could be found, and it could be shown that other modes were better and less liable to abuse, the argument, from the general abstract liability of the community, would cease to be an argument in favour of Ragged schools?—I do not consider that I am in a position to answer abstract questions of which I do not see the entire bearing. I only take facts as they are, and I say that the experiment has been made.

2370. I understood you to lay down the abstract proposition that the liability of all communities to look after the feeding and the education of the most neglected children in the community, was the principle upon which Ragged schools founded their claim?—Yes. If it can be found that a better way exists, of course that better way should be adopted. We are learners, and have been learners from the very commencement, and we have been only striving to find out the best way.

2371. You gave us a scale of the expense of different kinds of schools which provide for these ragged children more or less, namely, the certified industrial schools, which you put at 13*l.* a head, and the reformatories, which you put at from 14*l.* to 25*l.* a head; what do you consider the expense of a ragged child in a Ragged school such as your own?—I cannot say exactly; I should say about 30*s.* a year.

2372. Would 1*l.* 10*s.* a head, in your uncertified industrial ragged school represent the whole expenses of that school, both industrial and educational?—I think you may say so, but it must vary with circumstances.

2373. If your proposition were carried out, that those uncertified ragged schools should be greatly raised, should have a more extensive staff, and in every way become superior to what they are now, would the expense of such schools, per head, be very considerably increased?—Even a small help would improve them. Speaking from my own experience it would not be above 2*l.* a head; even with an increase, I think that it might be less than that; but we cannot continue to sustain the strained effort to raise money which we are now making. It is a constant effort and anxiety, and we are only continuing it in the hope that, eventually, justice will be done to those children.

2374. Will you state in what material points of expenditure the difference can be accounted for between the average expenditure of 2*l.* per head in your uncertified ragged school, and 13*l.* a head in a certified industrial school?—First of all there would be the rent, which in a boarding-school would necessarily be higher. The salaries

also would be much higher. The whole expense of the food and clothing of the children would have to be provided, which in the case of the ragged school children are left to the parents themselves to provide, in however inadequate a manner.

2375. The 2*l.* represents instruction alone, and the 13*l.* represents instruction, food, lodging, and clothing?—Yes; with an increased expense of superintendence, because you have to pay the master who is with the children the whole week, from morning to night, more than you have to pay a master who is only a day school teacher.

2376. In comparing the expense of an uncertified ragged school, with the expense of a certified industrial school, you would have to consider that in the greater expense of the latter, you are getting a great deal more for your money, namely, you are supplying to the ragged child not only instruction but a home?—Yes; but I consider that such provision should be resorted to only in extreme cases, because every parent is bound to maintain his child, and to take care of it; by providing food and lodging, we are taking away the child from the parent, and relieving him of his natural responsibility, which is an evil in itself and should not be resorted to without an urgent necessity.

2377. I suppose you would allow that in a very great number of cases either from there being no parents, or the home being so vicious, that the child's education in the ragged school would be utterly frustrated at home, the certified industrial school would be preferable to the ragged school, which did not lodge the child?—Where I found that the child's home was so thoroughly vicious, that the school influence was frustrated by what was taking place at home, or that the child was so thoroughly wild, that he could not be kept at school, then I should be glad to bring him under sentence, and place him in a certified industrial school; but the milder measure should be first adopted.

2378. Can you tell us very roundly and loosely the proportion of children in your Ragged school, who you think would be better so housed?—I could not say that there would be more than five or six in the day Ragged school, if so many; but then I know that there are many more who ought to attend, and who do not attend, or who only come very occasionally, and cannot be regarded as scholars, and I believe that their being taken off and placed in an Industrial school, would be a very great benefit to them; but it would not be a benefit to those who are in regular attendance, who are not absolutely vicious, and who have parents striving to maintain themselves.

2379. When you say you find it so difficult to raise funds for your Ragged school, how do you account for it, seeing that we have evidence from the Ragged School Union in London, that they have no difficulty whatever in finding sufficient voluntary subscriptions?—I find it very easy to account for it, because, in the first place, Lord Shaftesbury's personal influence is so very great and extensive, and in the second place, there are a very great number of rich persons in London, who are always ready to contribute to anything which is set before them as a really benevolent scheme; we have heard of their being ready to contribute even more than was wanting—but it is not so in the provinces.

2380. Is not Clifton a notoriously charitable place?—I can only say that the managers of the Church

Miss M.  
Carpenter.  
—  
27 June  
1861.

Church Ragged schools find extreme difficulty; we are spending two or three times as much on our school as they do on any one of theirs; they are constantly appealing for subscriptions, and expressing their great need of additional help.

2381. Do you consider that what you have described as the unsectarian religious teaching in your school, deprives the school of the zealous support of the different religious denominations?—On the contrary, I believe that many persons have subscribed to it on that very ground, because it is a prevalent view that sectarian differences ought not to be allowed to interfere with the seeking and saving those who are lost; and I am happy to state my own personal experience, that in the work which I have been engaged in the last ten years, it has never interfered in any way, even when we have had teachers living in the same house of a different denomination from myself, and from each other; it was apprehended that that would form an obstacle in the reformatory schools; you yourself, Sir, I think, when the subject was first brought forward, most strongly supported the view that such schools should be unsectarian; and we have always felt exceedingly thankful to you for the part that you took upon that occasion.

2382. Do you think that your schools generally throughout the country would be better supported if the religious teaching were unsectarian?—I do not feel in a position to answer that question; but I can only say with respect to the denomination to which I myself belong, the excellent British Schools, which we support, are perfectly undenominational, except in the management; they are managed by our own denominational committee, but we do not require that the teachers should be of our communion; and we know that the bulk of the children do not attend our own Sunday school, but go to whatever Sunday school they please; therefore that may be called an unsectarian school, except that it is supported and managed by one religious body.

2383. I rather wished to ascertain whether you thought the advantages of unsectarian religious teaching were special to ragged schools, and did not apply to other schools?—I believe it is good in other schools; I consider that the function of a day school is not the instilling of sectarian views.

2384. Are there many Irish Roman Catholics among the poorest class in Bristol?—The district in which we are situated chiefly abounds with the very poorest and lowest of the Irish labourers, who usually congregate in one special district, and seclude themselves from other parts of the community; indeed I am sorry to say they are of so exceedingly quarrelsome and disorderly a character that the police are afraid to interfere with them. The children of those people used to come to our schools, but the priests having established a great number of schools, and using efforts to get away the children (which I do not blame them for) we have now scarcely any Roman Catholics in our day school, though several come to our evening school, valuing the instruction which they receive there.

2385. Will you state a little more minutely what you meant when you said that the Minute of Council excludes the ragged class from its provisions?—I say it literally excludes it, though I know it was intended to include it; the definition given of the ragged class shows that the Council

was not cognisant of the exact nature of the class. The Minute defines Ragged schools as follows: "Ragged schools are schools voluntarily established and maintained for children who have no home, or no reputable home." I object to that, that children who have no home cannot go to a day Ragged school; they would be either paupers or vagrants, and ought to be placed under the care of the law.

2386. Did you not just now say that such children with no home would be better provided for in certified Industrial schools?—Yes, decidedly, and therefore they could not be provided for in pure Ragged schools.

2387. You are aware of a clause in the Bill now before Parliament which defines the class of children to which it is intended to apply. Would that definition be sufficiently extensive to take in this ragged class of which we are speaking?—Certainly not; it is exceedingly difficult at all times to bring the law to bear on children, to induce the police to arrest them and the magistrates to sentence them; we have found extreme difficulty in it. If the magistrates had taken active measures they might long ago have brought the former Industrial Schools Act to bear on a large proportion of children who are now wild pilferers in Bristol.

2388. I rather wished to confine my question to this point; supposing the magistrates to be willing to co-operate, and the police also, do you think that the new definition which is proposed to be introduced by the Act now before Parliament would be sufficiently extensive to take in all this class of children?—I believe it would touch scarcely any of those at present in our Ragged schools. As I stated before, I do not think that more than five or six at the very most could be brought under it.

2389. The description of children liable to be sent to certified industrial schools under the Bill now before Parliament is: "first, any child apparently under the age of 14 years found begging or receiving alms, or placing himself in any street or public place for the purpose of begging, or receiving alms: secondly, any child apparently under the age of 14 years found wandering and not having any home or settled place of abode, or any visible means of subsistence: thirdly, any child apparently under the age of 12 years that has committed any offence punishable by law, or frequents the company of reputed thieves: fourthly, any child under the age of 14 years, whose parent represents that he is unable to control him, and that he desires such child to be sent to school, in pursuance of this Act, and who at the same time undertakes to pay such sum for his maintenance at school as may be ordered to be paid by the justice before whom he is brought, in pursuance of this Act." In what point do you think that that extended definition still omits some portion of the ragged class?—It will pass over the whole of those attending our school: first, they are not "begging or receiving alms, or placing themselves in any street or public-place for the purpose of begging or receiving alms." Those mendicant children are not now so common; though I would have taken up any child I found doing so, I never see them doing so now. Secondly, "any child apparently under the age of 14 years found wandering, and not having any home or settled place of abode, or any visible means of subsistence." That would apply to two or three whom I have myself found and taken into school.

Miss M.  
Carpenter.  
—  
27 June  
1861.

I remember one case particularly in which a poor lad was brought to the school expressly to bring him under my notice, and to induce me to take him in. I should have been able if this Act had been passed to have got him into the certified Industrial school, under magisterial sentence, and should have had an allowance for him. Third, "Any child apparently under the age of 12 years that has committed any offence punishable by law, or frequents the company of reputed thieves." That clause will be exceedingly important, because it will enable a master whenever he finds such a child, at once to bring him before a magistrate, especially if you permit, as I believe you now do, any one to bring a child before the magistrate without the aid of the police. Therefore, that would be very important as a means of clearing the school from those young reputed thieves, and giving a higher moral tone to the school; but it would not act on the generality of the children. In carrying out the 4th clause, extreme caution would be required, because I know that our magistrates will find themselves assailed by a number of parents who will represent their children as being exceedingly bad, simply to get them out of their care.

2390. Mr. *Austin Bruce*.] Then they must pay for them?—Yes; such a sum as may be ordered. I approve of the clause, thinking it a most important one, and for a reason which, perhaps, the Committee will permit me to mention. In my own Certified Industrial school, out of 55 who have been in the school, 22 only were sentenced; 16 I have admitted on the promise of payment by the parents or by friends, and of those, seven of them have left the school before very long. I have no power of detention; and I would therefore wish to have the power of keeping them under magisterial sanction. In all such cases I should require the parent to take the child before the magistrate, and let him be sentenced; the magistrate compelling the parent to pay. The clause would be valuable in that case, but it would not have any particular action upon the Ragged schools.

2391. Mr. *Adderley*.] You are aware that the description in the third paragraph, a child "that has committed any offence punishable by law," would include children committed for vagrancy, and for all the kinds of offence described in the vagrant law?—Yes; but that Vagrant Act has been a great obstacle to our getting children sentenced, and handed over to Industrial Schools.

2392. Because the magistrates have found a difficulty in interpreting the word "vagrant"?—Yes.

2393. The third class is intended to include the vagrant class of children; will that not enable the magistrates to give a less strict interpretation to the term "vagrancy"?—No; that clause would not act upon the children in ordinary moderate attendance at the school; the fact of their so attending would prevent their coming under that clause.

2394. Would you then propose to extend still further the description of children in this Bill, or do you think that the children who do not come within this description must be dealt with in uncertified schools?—I would leave this Bill as it is; and I believe that if the magistrates will faithfully work it, it will answer every purpose which is desirable.

2395. I understand you to say that it will still

leave unprovided for the greater part of the children who are in your uncertified Ragged school?—Yes; and I consider that the ties of nature are not to be severed without an absolute necessity; unless the State feels it a duty to take the power and responsibility of the parent out of his hands, I would not, under any consideration, take the child away from him. I see the immense importance of the filial relation of the home, and I have seen the great action which takes place upon the homes by influence of the children.

2396. You do not, then, think that certified Industrial schools, formed under the provisions of this Bill, if passed into law, would supersede at all the necessity of your uncertified Ragged schools?—Not in the slightest degree; I believe that they will do what the Ragged schools cannot do; they will even enable the Ragged schools to be made better than they are at present.

2397. In your proposal to make the Ragged schools better, and to obtain Government aid, for the purpose, do you contemplate their altering their character essentially?—No, I do not; I say that they may be made better, because I consider that our own Ragged school is far better than it was 10 years ago, when we were constantly subject to an influx of juvenile thieves. It was a common occurrence to have a sudden disorder in the evening school, and to find that a gang of bride-well boys had just come into the school; I used to find not unfrequently that half my own class had been in prison. Now the school can be made very far better than it used to be, still keeping to the very lowest class that can be brought into school; and every child, however low, brought into a good school is far more benefited than if brought into a bad school.

2398. Do you think that you have raised the standard of Ragged schools, because you have got other institutions to provide for some of the children who used to be provided for by the Ragged schools?—I think we can give a better education to those who are in Ragged schools from the removal of the very bad children who produce a bad influence in the school, and very much obstruct the teaching of the master by their vicious conduct.

2399. You mean then that the introduction of institutions such as Reformatories throughout the kingdom has relieved your Ragged schools of a portion of children who used to be in them?—I am not sure that it has relieved us from the class of children that used to be in them, but I can say that it has relieved us from the evil influence of the numbers of criminal children that came to them occasionally.

2400. Do you think that the necessity for Ragged schools has been affected between the year 1846, when you began them, and the present year, by the advancement of the national system or by the introduction of new institutions such as Reformatories?—I do not consider that the national education has anything at all to do with our school, but we ourselves are gaining experience, and our teachers are gaining experience, and in that respect our school is much better; the diminution of juvenile crime, both by the preventive action of the Ragged schools and by the Reformatory action of the reformatories, has been very important, and if that action were carried out more thoroughly there would be great hope of the next generation being improved.

2401. Are you not afraid that if Ragged schools were improved, and raised as you describe,

Miss M.  
Carpenter.  
—  
27 June  
1861.

scribe, and as you say you think Government inspection has already raised them, a more Ragged school will spring up below them?—No; because we have gone on in the same way improving our schools, and yet we act upon the very lowest children, except those who cannot be amenable to discipline, which children would certainly come under the Industrial Schools Act; therefore, no lower Ragged schools need be established.

2402. We have very strong evidence, from the managers of the Ragged School Union in London, that they consider that the effect of Government aid would be to destroy the character of their schools, so much so that they used such an expression that every shilling of Government aid would act as poison to their schools; should you not fear, if Ragged schools generally were aided by the Government, that the managers of the Ragged School Union in London would immediately commence to establish schools upon their own theory, or keep up their existing schools, independently of Government aid?—The principle of Government aid has always been to hold out help to voluntary effort. When the Committee of Council on Education began its operations, I know that there were a number of bad pay schools existing, dame schools, and others; and the effect followed which they hoped would follow, that the introduction of a better system in those schools willing to accept aid gradually raised the whole standard of education, and put down the bad schools. With respect to these London Ragged schools, I do not know much about them; I only know that I have continually heard the bad state which they are alleged to be in brought forward as a reason why Government help should not be given. There may be some of them in a bad state; but the fact that those managers do not wish to have Government help is no reason at all why those who do wish to have it should not have it; so that their schools might be made better. I believe that all their fears are purely imaginary, but we do not want to compel them to have aid against their will. The feeling is not universal amongst them, though they may have come to a vote upon the subject; because I have seen managers of two Ragged schools, the one in Spitalfields, and the other in the Charter House district, who both wished for help for their Ragged schools, and I have heard of others having expressed the same views.

2403. I conclude from your evidence that you would yourself regret any aid which in any way tended to supersede voluntary support?—Entirely; and I would sooner struggle on without help than have any interference which would prevent the due operation of the school.

2404. You think that voluntary support and voluntary management are essential to Ragged schools particularly?—I do.

2405. To all schools, more or less, but to Ragged schools most of all?—Just so.

2406. Is it your view that children in Ragged schools should be passed on as rapidly as possible from those Ragged schools to better schools?—That would depend upon the circumstances of the case; in the first place, I do not like to call the others better schools, because I consider that the Ragged schools are the best schools that can be offered to a certain class of children; those children who are of a somewhat superior class, and have sunk, or who have showed superior intellectual powers, might be passed on,  
0.73.

and I would gladly pass them on; but there is a large class who would receive much more benefit by remaining in those schools, because those schools prepare them better for their work in life. As a fact, I can only say, that though I have been willing at all times to pay for any children in a pay school that were fit for it, the experience of the last six years has proved that the instances are extremely few where it is wise to pay for them.

2407. In what way do you consider that the Ragged school could in any case prepare a child better for its work in life than a pay school?—Because in the pay schools suitable industrial work is not taught; whereas in the Ragged schools, as I have stated, I would always have industrial work taught, which I consider a most important agency, and I know it to be so, in preparing them to go out and earn their own livelihood.

2408. It is, then, the industrial training of the Ragged school which you think makes it preferable in the case of some children, to the National school?—That is one very important matter; but, besides that, there is the special moral and religious action which is adopted in Ragged schools universally, and which I consider necessary, as I have stated, to supplement the want of the domestic influence, which, in the case of children of a higher class, is brought to bear upon them in their homes.

2409. Why should that moral influence be more developed in the ragged school than in the pay school?—In the pay school the children come for a certain purpose, namely, to receive intellectual acquirements; they have been taught a certain amount of subjection and obedience, and they will very quickly fall into a certain mechanical order which very greatly relieves the teachers from difficulty in enforcing obedience and in teaching; the child has nothing therefore to do but to attend to its intellectual acquirements, and though a good master will always exercise a moral and even religious influence in a British school or a National school, yet there is not that special effort made. On the other hand, in a Ragged school the teachers have not that mechanical help; they have to grapple with irregular and disorderly habits; they have to exercise an individual influence upon each child; and to rely more upon their own personal character than upon any other agencies. The child feels that each teacher has an individual interest in him, and that feeling of sympathy has a very great share in the influence of the Ragged school.

2410. Is there then a class of poor children in this country for whom you consider the National school system unsuited, and for whose use you would even reduce the requirements of the National schools throughout the country?—I would not reduce the requirements of the National schools; but I would keep up the standard of education in the National and British schools, and not lower it by the admission of this class; such masters always find it the case if they admit any considerable number; and I would have the special schools that I have described to meet the wants of that class.

2411. Would you have two classes of National schools for poor children, in one of which the industrial education was the principal education, and in the other the moral?—No, I would leave the National schools as they are. I tried to make myself understood, that it is not necessary

Miss M.  
Carpenter.  
—  
27 June  
1861.

in National and British schools that there should be such special moral training as in Ragged schools; and I would therefore leave the Ragged schools, or, as I would call them, Free Industrial Schools, for this class that cannot benefit by the others.

2412. You would, I conclude, keep the Ragged schools for the lowest class of children?—For all those who cannot, by reason of their condition, attend National and British schools; as much stress was laid on the payment even of 1*d.*, I may state that my own experience, as well as that of experienced teachers, is, that it is better for these children to come free than to pay 1*d.*; they value the education more when it is given as an act of Christian charity, than when obliged to pay that small sum, which leads them to think the education of small value. I have known, in some schools, the managers make up to the children, as they say, for the 1*d.* which they pay; this, then, is a sort of fictitious payment, and I like everything to be straightforward and honourable.

2413. When you say that Ragged schools are required for children who cannot be provided for in National schools, how would you reconcile that with your own evidence, that Mr. Rogers's schools have a lower class of children than even the Ragged school in his own district?—I did not say that they were a lower class of children. I believe that the Ragged school takes in even some lower than they, but I said that the children appeared more civilised than the lowest of those in other schools, and that confirmed me in my impression that it was better for such children to go to a proper Ragged school. Besides that, Mr. Rogers has done that very thing which I would infer from your question you would not advise; that is, he has adapted this lowest National school to the special condition of the children; he has allowed them to come at a later hour in the morning at half-past nine instead of nine, and he lets them leave off at three instead of four, thereby shortening their school hours.

2414. You say that Mr. Rogers has adopted his National school to this lowest description of children; we have heard in his evidence that he has aid from the Government to all his schools, and certified masters in all of them; does not that itself lead to the conclusion that the existing National schools may provide for the lowest of those children?—No; because I have already stated that Mr. Rogers possesses in his hands certain special powers and opportunities of supplementing what is wanting for the lowest class in that lowest National school which he has.

2415. What powers of supplementing has Mr. Rogers which are not open to every other manager?—I can only say that they are not generally adopted, and cannot be relied upon.

2416. What exclusive means has Mr. Rogers within his power which others might not have, if they had either the capacity or the will to use them?—He has first a very large series of schools; he has already very extensive Government help, and, as I said, it is not fair to judge by the condition of schools under persons of so much influence and known devotion to them; so I consider that the state of Mr. Rogers's school is not to be taken as an example of what every one may do. As it is, I believe that it would be better if the industrial element were introduced, and a more special action brought to bear upon the lower portion of his children; that lower por-

tion of his children appeared to me to want particularly moral action upon them.

2417. You said that you consider that bad Ragged schools do harm, and in answer to another question you said that if you had Ragged schools grovelling, nothing could be more immoral, and that they should be raised. Supposing they were raised to the extent that you think they ought to be, would there be any difference between them and National schools further than the certificate of qualifications of the master?—Yes, because the raising which I alluded to was the employment of proper agencies in the school. That was not done in the Plymouth school, as described by Mr. Cumin. I do not know the Plymouth school; but supposing it to be as he described it, I know that at the beginning of Ragged schools in London, and at the beginning of our own Ragged school, there was a great congregation of children of exceedingly dishonest and even wicked character, who of course contaminated each other; a school in that state would do harm rather than good. I would say that, supposing the managers of a school in that low condition applied for Government help, an inspector would be sent; he would say that the school was not in a condition to receive help; so and so must be done; such and such additions must be made to the staff; if such improvements were introduced, then Government help would be given. Such an action would at once induce managers in most cases to make improvements; besides, many managers and well meaning persons who desire to have a Ragged school are not in the slightest degree prepared to manage one; they are quite unacquainted with the principles of education or with the special needs of such a school, and they would be truly thankful to have the advice of a gentleman of experience, such as an inspector.

2418. If I understand you rightly, you consider that the chief element in Ragged schools would be the special agency, which consists chiefly in benevolent action and the religious influence of the teacher. Is that special agency such as could be subjected to anything like external test, upon which alone the Government inspector could rely?—Certainly not; but pure benevolence is not enough, and pure religious feeling is not enough. There is a very peculiar and special adaptation of some persons rather than others to carry out such schools, and as a rule, the masters with a high certificate would exceedingly dislike, and in fact would not wish, to take such a school even with a higher salary; there is something which would be very repugnant to their tastes and feelings.

2419. When, then, you rely upon the inspectors reporting generally favourably or unfavourably, are you not relying upon very uncertain tests, and also upon very variable tests, according to the inspector employed?—We have found that in another direction the Government does grant large sums of money with such reliance; I allude to the Reformatories. The Secretary of State considers that if his inspector goes whenever he thinks proper, he will be able to ascertain sufficiently whether the money is rightly bestowed in supporting the school; and if the Government is not afraid to do so in such a case, where 6*s.* or 7*s.* a week is given by the Government, it is still less dangerous to rely upon the inspector being able distinctly to ascertain the good condition of a Ragged school.

Miss M.  
Carpenter.  
—  
27 June  
1861.

2420. Has not the Government, in the case of reformatories, the additional safeguard of the committal of every child by a magistrate?—That is no safeguard at all. Many of the children who have been committed have not been so bad as most of the children in the Ragged schools; but there have been peculiar circumstances in their condition which have made the magistrates feel it to be their duty to send them.

2421. We may, at least, rely upon the committal by a magistrate as a test of the criminality of a child, may we not?—But you are now referring to the class of children; you are putting to me whether the class of children is the right one. The committal by a magistrate affords a certain guarantee to the Government, and the Government will only pay for children so committed; they will only pay for a certified industrial school for those so committed, and I think it is right to do so, because the school is for a certain definite object; but that does not apply to the children in the Ragged schools. I have supposed it to be admitted that there was a class which must be in the Ragged schools, and also I have stated that five inspectors, including Mr. Symons, all said that the class in ours was exactly the class that must be there. In the Report of the Commissioners, it is stated that the class who came into the workhouse schools is in a perfectly heathen condition, and is most degraded. We are acting upon that very class which exists, and which we wish to make better, in order that the number of children in the workhouse schools may be diminished.

2422. I conclude that if you did see the means of providing for all those ragged children in some of the existing institutions, either in the district workhouse schools, or in reformatories, or in national schools, you would yourself allow that it would be objectionable to make a needless multiplication of the classes of schools receiving aid from the Government?—Certainly; but we have proved that they cannot be received in those other schools; we have tried the experiment over and over again.

2423. Mr. Austin Bruce.] I understand you to classify the children who are the subject of this inquiry, in this manner; you have apart from the children in reformatories, the children who are the objects of the Certified Industrial Schools Act; you have then a number of children either receiving relief, or the children of those who are receiving relief; and between those two classes you have a third class; I understand you to say that, whatever provision may be made for the children under the Industrial Schools Bill, or by an extension of the interference of the Poor Law, there would still remain a very large class?—I do. If the Poor Law were to be so extended as to provide education, even compulsory, for every out-door pauper child receiving relief, there would still be this large class existing; if those were taken off, of course the number would be diminished, but still a very large class would remain; and I would on no account expose those who were struggling, however feebly, to maintain themselves, to the degrading feeling of being compelled to become paupers.

2424. I understand you to say that you would not carry the interference of the direct power of the State, further than it is proposed to be carried by that Bill?—I would not, as far as my own judgment can go; I hope that this will be efficiently carried out; I cannot conceive anything

additional which I should feel it right to propose, were I asked.

2425. You do not think that at present the Ragged schools interfere with the Pay schools?—I am certain that they do not. In a letter which I received this morning from the Secretary of the Ragged Schools in Bristol, he distinctly states that none of the National schools have found themselves injured by these Ragged schools, but on the contrary that their numbers have been increased.

2426. You think that the existing number of Ragged schools does not reach that class for which you wish to provide education?—Certainly not.

2427. Do you think that if the State were to contribute towards the support of Ragged schools their number would be greatly increased?—I do; and I argue from the analogy of the very great increase of pay schools from the assistance held out to them.

2428. You have said already that you conceive it to be of great importance not to interfere with the independent spirit of the parents. Do you not think that a great extension of Ragged schools would have the effect of limiting the efforts of the parents to provide for the education of their children?—No; because I consider that there is a sufficient spirit of self-respect in the labouring population of our country; there is as much aristocratic feeling amongst honest labourers as there is among gentlemen. I have known that they would not accept such help on the condition of mixing their children with those of a decidedly lower character or position in life. We must consider, for instance, that a regular working carpenter or painter, or a person exercising any other regular trade, is in a much higher social condition than a poor irregular mason's labourer, or a mere plodder or drudge in the world. Those differences do exist, and we cannot hinder them from existing. We see that the danger has existed in persons of a higher class of society availing themselves of the Education Minutes for their children; but I would not complain of that. I say that good is being done; but I think there is far less danger of respectable working people wishing to lower themselves to take advantage of the Ragged school than there would be even in persons of a higher class taking advantage of the Pay schools; in fact I am certain of it, and for 30 years I have been well acquainted, by visitation, with the feelings and views of respectable working people even more than of the Ragged class.

2429. Do you think that greater assistance by the State would tend to stimulate voluntary effort in the direction of Ragged schools?—I feel assured that it would, because the want is most painfully felt for pecuniary assistance; we are reduced to a degree of begging which is most repulsive to our feelings.

2430. The O'Conor Don.] You stated that there was a school established in Bristol, which you called a Lancasterian School, for the lowest orders; was that an industrial school?—It was originally called a Lancasterian School, some 40 years ago. It was originally established to take in the very lowest of the population, not such as are now in the British schools; it was not considered that the charity schools, of which there are several in Bristol, were intended for the higher class of respectable working people. This school, which was originally for the very lowest class, has now become so raised educationally, and so improved altogether, that, though it is situated



Miss M.  
Carpenter.

27 June  
1861.

situated in the very midst of a district, the poverty of which I have described, it does not in any way touch the district.

2431. Was that an industrial school at any time?—No.

2432. You stated on several occasions that the class which you designated as Anglo-Irish were of the very lowest description?—Yes, and they are so.

2433. Do you mean in an educational or a criminal point of view?—Altogether; they seem to have acquired the vices of the English in a large commercial town, combining them with their natural Irish character in a very undesirable way; and I may support that assertion by the opinion of a lady of high family in Ireland lately residing with me, who visited the children in that neighbourhood, and she was struck with the extreme difference of the Anglo-Irish children from those which she was accustomed to see in her own country.

2434. Might not you attribute the difference which you say exists between the children of the Irish in this country and the children of the Irish in their own country to the demoralizing effect produced by their mixing with the lower order in this country, and the effect which such example would have upon minds naturally quick in taking up either vice or virtue?—I certainly consider it a very great evil that they are rather shunned by the better class of persons, and that they keep to themselves; the district is almost exclusively populated with those low Irish, and their keeping in that way secluded to themselves, of course prevents their being at all raised; they are particularly uncivilised.

2435. Do you think that if they were mixed with the lower orders in England it would have an advantageous effect?—I have found that they were improved when they came to our Ragged schools; when they did come we were able to infuse a great amount of civilisation in them.

2436. That amount of civilisation would result rather from education, and from the influence of the school, than from mixing with the lower orders in this country, would it not?—No; because in the case of the Catholic school at St. Mary's, which is conducted on the National system with pupil teachers, and in which there is a very excellent master, I have always perceived in the children attending the school a want of that civilised character. If you saw them in the streets, you would not imagine that they did attend school. I think that they require, and the master felt that they required, to be in a school specially adapted to their wants.

2437. Are you aware that the peasantry in Ireland are usually admitted to be at least as moral, and as desirous of education as the lower orders in this country?—I do not wish at all to throw any slur upon the Irish; in fact, some of my most favourite scholars have been Irish. I feel a great sympathy for them; but I only state a fact which exists universally in large seaport towns; the same is the case in Liverpool, and also at Warrington, and I have heard it mentioned by many chaplains of gaols; it is a painful fact, but it is a fact.

2438. When you find the Irish in their own country congregated together as you say they are in this country, and this bad result not following, must not you attribute the bad results which you say follow in this country, to the bad example set them here?—I do not exonerate the

lower English at all. I have no doubt of this, that those whom I have called Anglo-Irish are far worse than if they had remained in their own country. We must take some of the blame of it, but still the fact exists. I have been informed that the policemen dare not approach two Irishmen fighting, with a crowd round.

2439. You were asked whether you thought the influence exercised in the Ragged schools better suited to retain the children in the schools, than the system adopted in such schools as St. Mary's, Bristol, and you stated as a reason for your opinion, that the system adopted in the Ragged schools was better suited for that purpose; that in all schools where the teaching of reading, writing, and arithmetic is made the exclusive object, the most attention is given to the intellectual training. Do you mean to say, that the teaching of reading and writing is the exclusive object looked to in St. Mary's, Bristol?—I do not wish to imply that, to the exclusion of religion or moral teaching.

2440. To what did you refer when you stated that the teaching of reading and writing being made the exclusive object in those schools had an effect which was not brought about in the Ragged schools?—The master's attention was completely occupied in that school of St. Mary's out of school hours with the training of his pupil teachers; he was thus prevented from exercising that out-door influence which is essential to the well-being of a Ragged school; in the school I consider his influence was admirable; I have a high esteem for him; but I felt that the class he was acting on, and he himself felt so, would be greatly benefited by the introduction of industrial training, and a more general attention to their civilisation.

2441. You stated also that you considered that the course adopted in National schools such as St. Mary's, did not present a sufficient inducement to the children to attend those schools, and that the children were afterwards found upon the streets after having been admitted into the schools?—A large number of them: that was stated to me by the master. I hope when this new Act comes into operation, the Catholics will, themselves, set up a good Industrial school, and get all those children whom the priest had endeavoured to induce to come to school by offering to pay for them and to provide them with clothing; even with those inducements they would not attend, as the master assured me, and I see them myself constantly in the street. They are the class I have been describing as a class that cannot be influenced in the Ragged school, and which require to be put under State control.

2442. In saying that national schools, such as St. Mary's, at Bristol, did not hold out such inducements to the children to attend as a Ragged school, you merely referred to inducements to that particular class?—Yes.

2443. Would you say that ordinary National schools do not hold out sufficient inducements to the children to attend them?—When I say hold out "inducements," I consider that an undesirable word. I mean that the National school is not adapted to the special wants of that class. The master of St. Mary's School finds his present position so hopeless, rendering him so incapable of carrying out what he would wish, that he is going to leave it.

2444. I am speaking of National schools generally?—What I meant to say is, not that they do not hold out inducements, but that they are not adapted

adapted to the actual wants and condition of that class of children.

2445. In what way are they not adapted to their actual wants and condition?—If you would only go into a good British or National school and then into a Ragged school, you would understand it better than I can describe it; I have tried to make it appear, throughout my evidence, that in a Ragged school there is that special individual action on the children; a strong moral influence which is needed in that class to supplement the wants of the home, and that a mere intellectual education is not enough for them.

2446. But you will agree, I suppose, that if this class of children regularly attended National schools they would be as much benefited as if they attended Ragged schools?—Mr. Higginbotham, in his evidence, stated that many children had been taken away from his Ragged school by relieving officers and put into National schools, and they were soon in the streets.

2447. You say that they do not stay at the National schools for some reason or other; is it that there is not sufficient inducement to stay at those schools unless they are forced to stay by their parents?—I have myself paid for children at pay schools, and not only so, but I have clothed them, and, nevertheless, they did not attend, and they were worse after the experiment than they were before; they were ashamed to come to the St. James's Back Ragged School after I had raised them into another school. That proves to my mind that such schools are more particularly adapted to that particular class; there is the power of adaptation. While in the National schools or British schools there is one regular routine which must be carried out, in the Ragged school there is a power of adaptation.

2448. Your opinion is, that the National schools do not afford to the children sufficient inducement to make them remain at those schools?—I simply state, as a fact, that they do not, and cannot, go.

2449. You say that the children practically like to come to your school, and are sorry even when the holidays come; and you state that the inducements which you have to offer, and which you say are amply sufficient, are a large room, a kind master, and a nice play-ground; have they not those inducements at the National schools also?—I ought to say that the children feel that their moral natures are sympathised with in the Ragged schools; they feel happy there; but we do not hold out any inducements.

2450. What I mean by inducements is, what you yourself designate as inducements; you say that the inducements, which are sufficient, are a large airy room, and so on?—I meant to say that we do not bribe them to come.

2451. You consider that possessing those advantages is quite sufficient to make the children remain?—No, I do not; not without the moral influence of the teacher; in saying a kind master, I meant one who possessed that moral influence over the children.

2452. You stated that the master of St. Mary's school was a kind master?—Yes; they have no play-ground there, or industrial work.

2453. Then, that is inducement, is it?—I will not say that it is the chief inducement; it is very difficult to define all the inducements, but, still, I can only say that they are happier in our school, and feel themselves better, and they have often come even from St. Mary's while their school

0.73.

was broken up for the holidays. But we do not wish them to come, because they have abundant schools of their own; simply admit them if they apply, and do not ask any questions.

2454. You stated also on Monday, that personal animosity towards Protestantism was excited, in order to prevent the children from going to Protestant schools; what do you mean by personal animosity against Protestantism?—That was an injudicious expression to use; I would only say that the children feel most erroneously that they were showing their zeal for their own religion by insulting Protestants; when they have come into our evening school they have burst out laughing in the middle of the prayer, which, of course, is very shocking.

2455. You stated that the priests excited them to this personal animosity; what proof have you that the priests excited them to that; did you hear them do so?—No, I never heard the priests do so at all; and I have conversed with priests, and entreated them to look after their own children, and I have been very friendly with the priests; but I can only say that the children told us that the priests had in one case flogged a child for coming to our school, and had used very strong influence to prevent them from coming, and that I have myself been absolutely insulted in the street by Catholic children.

2456. Though the priest might have exerted his influence to prevent children from attending your school, it does not follow from that, that he excited the personal animosity of which you spoke, does it?—I would beg to withdraw that expression; I have no wish to impute motives; I merely state facts.

2457. Your schools, you say, are not denominational?—No.

2458. Nor are your masters?—No.

2459. Do you receive any masters?—I should not wish a Catholic master, because though Catholics and Protestants may be, and ought to be, perfectly harmonious in friendly action, I do not think that they can be so in religious matters. A Catholic master would feel it his duty as a Catholic to carry out certain views which we should not think right, and also he would not feel himself at liberty to read the Scriptures; but we have often had Catholics come to our evening school, and it has produced the most admirable effect upon them to find that there was no unkind feeling, that we urged them, even to perform their religious duties, and sympathised with them in their freedom of conscience to go where they liked; they were not dismissed on account of their being Irish or Catholics.

2460. You would draw that line between Protestants, of any denomination, and Catholics, of which you speak now?—I should not advise that we should have a Catholic master.

2461. Therefore, as far as Catholics are concerned, those schools may be regarded as denominational, looking upon Protestants and Catholics?—Yes. I would only desire that a good Catholic school should be established; it was supposed, at one time, that we exercised an influence to get children to our school, and that report was spread; but I assured the Catholic master of the contrary, and said that I would never use any proselytising influence with the children.

2462. Therefore, looking at the school, as far as the Catholic is concerned, as denominational, you would not be surprised that the pastors of

Miss M.  
Carpenter.

27 June  
1861.

Miss M.  
Carpenter.

27 June  
1861.

that religious denomination should wish that their children should not attend the school?—If they would get them into their own schools I should be very glad; but I blamed them, that in cases where the children would not go to any school, and would have attended ours, they were simply contenting themselves with getting the children away from our school, and not taking care that they went into their own. When the Industrial Schools Act is carried into active operation I hope that those things will be remedied.

2463. You state, that the class of children who have lately been attending your schools are a better class than attended originally?—I say that they are the same class, but that that class is less immoral than it was.

2464. You have stated that the Anglo-Irish children, as you call them, are the most criminal in that locality?—I did not say that they are the most criminal now, but that they are the lowest; but we have not so many of those; in that respect we have not the lowest.

2465. As I suppose they were the lowest at the time your schools were established, and being the lowest, were, I presume, the most criminal, they furnished the greatest number of apprehensions?—Even in that district the operation of the school was such that families which were decidedly criminal families have ceased to be so.

2466. At what time was St. Mary's School established?—I cannot tell.

2467. Was it long after your school was established?—Some years.

2468. After St. Mary's was established a great number of children belonging to that class were taken away from your school, so that you have now very few children belonging to that class?—Yes; but on the other hand we have very low English.

2469. That is the class which we may presume furnished a great amount of the criminal population. You have lost the training of that class since the establishment of St. Mary's School?—I do not consider it a criminal population. As far as I can judge from a rapid review in my mind, I do not consider that the Anglo-Irish are the most often convicted.

2470. Are they the most often apprehended?—I do not know that they are the most often apprehended even. As to that class of Anglo-Irish children, I do not believe them to be more addicted to thieving or dishonesty, if as much so, as ours.

2471. In what respect are they the very lowest class then?—Because they are so thoroughly uncivilised.

2472. In what way are they thoroughly uncivilised if they are not criminal, and not addicted to those vices which we should imagine were the worst and lowest?—They have no self-respect; they do not care how low and dirty, and idle and ignorant they are.

2473. They have no love for education; is that what you mean?—If you would only visit Bristol and see them you would judge for yourself.

2474. On what grounds do you base the assertion that they are the lowest class in the kingdom?—I am not aware that that district of Redcross-street which I described as so poor and low, and in which the people do not care to do any work, is a criminal district; I very seldom meet with apprehensions from that part.

2475. You state that this class is the lowest class, because they are not anxious to go to the

schools which are established?—They do not like the restraint or the habits of obedience which would be imposed upon them; I simply say that they will not go to school, and do not go.

2476. Have they sufficient schools of their own denomination?—Yes; those are the children of whom the master said that the priests desired to induce them to go, and gave them shoes, which they would pawn, and promised to pay for their schooling.

2477. The Catholic schools in Bristol are not well attended?—I have no doubt that they are, except in summer, when the children migrate for several months, and thereby undo what they have been learning; I believe St. Mary's School to be a very good National school; but I believe it would do much more good to the Irish population if that school were confined to the better class, and there were a separate school for the lowest ragged class; or if that school were made a Ragged school, and the better class of children could go elsewhere; I have seen instances of boys, who were the children of very decent Irish parents, who have become exceedingly wild and low from their association in that school with the lower class; but there are several classes of Irish in Bristol as well as elsewhere.

2478. From your knowledge of the state of Bristol, and of the criminal and low population of that city, is it not your opinion that the great proportion of the apprehensions are from that class?—It is not my opinion, as far as I am able to state; and in fact, of late the apprehensions have been more of young persons of a higher class of society, those who belong to the British and National schools; many of those I have known personally, but I believe very few comparatively of those low Irish are the apprehended children; and I believe that, because they especially congregate in the neighbourhood of our Ragged school, and I have never found them in prison or in any reformatory of late.

2479. You consider that the facilities which are afforded to that Anglo-Irish ragged population by the British and National schools, which are established, are not sufficient for their wants?—I do think so.

2480. May you not attribute to that want, the fact that they are so little desirous of education?—I think that they may be induced to be desirous of education. I can point to individual children among those low Irish, who at one time attended our Ragged school, and who were becoming very nice orderly children, but who, being withdrawn from that school, are now in that low condition.

2481. It is rather to the want of facilities for education, than to anything peculiar to the class, that this result is to be attributed?—I think that if the proper action were adapted to them, they might become raised; there are great capabilities in that class, and some of the finest boys I know are Anglo-Irish.

2482. So that the reason why you would state the Anglo-Irish are the lowest class in the kingdom at present is, that they have not the same facilities for raising themselves which every other class has?—I consider it is, and I blame the Catholics for not having given those facilities; I saw the same class at Cardiff; the Ragged school at Cardiff was first begun by Protestants, as ours was begun, on a perfectly unsectarian basis, and they were willing to receive without proselyting Catholics and Protestants. We have never once tried to proselytise, nor did they; they

Miss M.  
Carpenter.  
—  
27 June  
1861.

they at first acted upon the whole class, but as I learned from the master, and from my own personal inspection, the Catholics soon felt that they did not like the children to go to that school, which I do not blame them for; they determined to use only their own National or British school, which was a very large, and probably well-conducted school; but I found that it did not act upon the very lowest, just as at Bristol, that they wanted a special agency and a different kind of school; I conversed with the priest, and he said that no child was debarred from coming for want of means of payment; but he said they could do nothing when the children were not anxious to come. I then mentioned to him the Industrial Schools Act, but he said that the Catholics were not prepared to establish such schools for want of funds.

2483. You say that you blame the Catholics for not establishing schools; are you aware that the number of children who require such schools is very large, and that the number of Catholics who could establish such schools, is very small?—Yes; but still they could do their best, at any rate they could join with us in endeavouring to obtain Government aid.

2484. You are not aware, I suppose, how far the Catholics have done all they could?—Of course I am not; but I can only say that I have repeatedly begged Catholic ladies and Catholic priests to pay attention to this district of Lewin's Mead, and to endeavour to operate upon it; and never once in all my visitations, passing, as I have done, on an average at least every day, through the district, have I met a Sister of Mercy, or found traces of their work. I do not blame them, but I consider that they ought to establish in such a district a school adapted to the purpose.

2485. That is, supposing that they are able to do so?—If they see the need, let them help in endeavouring to obtain such schools; let them begin, when once they comprehend the necessity of it, as we did, with a single room, at a rent of 2s. a week, in the middle of Lewin's Mead, and let them use such agencies as we have used, and no one would sympathise so warmly as I should with them. I beg to express my hope that you will not consider anything which I have said at all disrespectful either to the Irish or to Catholics. In what I stated on Monday, I expressed myself a little too strongly, perhaps.

2486. Mr. Cave.] You said that the commitments in Bristol of late have been less numerous among the lowest class, and have been more numerous among that class that go to the National schools; in saying that, do you speak from any data?—I merely speak from my knowledge of individual cases.

2487. You do not wish to commit yourself to that as a fact?—No.

2488. How many out-door paupers are there in your school?—From about 12 to 20.

2489. How many are there in the National and British schools in Bristol?—I do not know; but I beg to state that there is a number of out-door pauper children not in our Ragged school, or in any other school, and that the condition of many of the out-door pauper children is most dangerous.

2490. Do you know what proportion of the out-door pauper children attend no school?—No, I do not; I believe that Mr. Cumin took statistics of those children, and I have been told that his statistics are correct.

0.73.

2491. A comparison was drawn between Ragged schools and Reformatories with regard to sufficient inspection with reference to Government aid. There are two points upon which the whole depends; one is, whether the children attending the school are a proper class; and the other is, whether there is proper management. In a Reformatory school security is provided that the children are of the proper class; is there anything in a Reformatory school which ensures proper management?—Nothing beyond the inspection and the report of the inspector; he can at any time withdraw the certificate; of course the managers would not wish that; but the public rely upon the anxiety of the managers to carry out everything as well as they can.

2492. You consider that there is no distinction between a Reformatory school and a Ragged school with regard to the management?—I cannot see why the Committee of Council may not be even more easily satisfied by the inspector's report on a Ragged school than the Secretary of State by the inspector's report on a Reformatory.

2493. Why should they be more easily satisfied?—I would say that they may be more easily satisfied on this account. In a reformatory where you have the children entirely under your hand it is very possible, if it is known that the inspector is coming, to bring things into a certain apparent order and good condition, by which he may be deceived, though of course an experienced inspector will make suitable inquiries; but still I have myself known that it is very easy to deceive with respect to the condition of an establishment. But in the case of a Ragged school, there is no hold upon the children by which they can be compelled to behave in an orderly manner; and I think it would be impossible for an inspector of judgment to go to a Ragged school without being able to form a very fair estimate of the general management of the school; and he might test the capabilities of the teacher by hearing him give lessons as well as by examining the condition of the children.

2494. Mr. Black.] Do you suppose that there is any better security for the proper expenditure of the public money in the case of Pay schools than there would be in the case of Ragged schools?—I cannot perceive how there is more security in the case of the pay schools; I have stated that there is nothing to confine the schools absolutely to the class for which they are intended.

2495. Therefore, you would say that if the Government are satisfied with the security with regard to the Pay schools, they ought to be as well satisfied with the security which there would be with regard to Ragged schools?—Yes, and the security would be greater, because the actual appearance of the children more clearly indicates their condition in the case of the Ragged schools than in the case of the Pay schools.

2496. Mr. Lowe.] Do I rightly understand you to say that no precaution is taken to limit the pay schools to the class for which they are designed?—I have not heard that there is any; I had a letter from the master of a school in Warrington, saying that the committee receive freely any who apply; I know that in Glasgow it was stated to me that the children were chiefly of the lower shopkeepers' class.

2497. Are you not aware that assistance is limited to schools in which the children pay below a certain amount of school-pence?—I am aware that

Miss M.  
Carpenter.  
—  
27 June  
1861.

that the capitation is only given to those who pay up to a certain point.

2498. I am not speaking of the capitation; I am speaking of the annual grant. Is not this precaution taken, that a school is not assisted where the children pay more than a certain sum per week?—That is not a precaution at all; it is quite inconsistent with the Minutes that persons of the shopkeeper class (that is, persons who are not earning their living by manual labour) should avail themselves of those schools, still no exception is taken to it.

2499. Are you not aware that many schools have been refused relief on the ground that they charge more than a certain amount per week?—I think it very probable.

2500. You find fault with the definition of Ragged schools given in the Minute of the Privy Council, because you say it speaks of children of no home, and no reputable home; whereas your children have reputable homes?—They have homes; I do not know what you mean by reputable homes. If you mean homes known to be immoral, such may be called disreputable homes, but I think it most un-English so to designate the homes of the children.

2501. You think that the homes of your children are not properly designated by those words?—I think that they are not. I consider that if any parents are known to be receivers of stolen goods, or carrying on immoral practices, then the homes would not be reputable homes.

2502. Your objection to the definition is, that no children in your school would answer to it?—No children in any Ragged school could answer that description, of having no homes; there may be individuals having no reputable homes.

2503. You say that the definition is a bad one, and one inapplicable to the class of children in your school?—Yes.

2504. You mean that the class of children in Ragged schools are not properly described as children who have no reputable homes?—Exactly so. I cannot say that the home is not reputable, because the parents are in the lowest degree of poverty.

2505. Do you consider the homes of your children reputable or not?—I consider them reputable as regards character.

2506. Your objection to the definition is, that it does not properly describe the children in those schools?—It does not properly describe the children in those schools, and thereby it indicates that the Council in issuing the Minute was not aware of the actual condition of the children.

2507. If your view is correct, does not it rather indicate that persons receiving relief under those Minutes are persons not intended to receive it?—The relief is so trifling that it is not worth having, if it were not in the hope of getting more; though the definition was not correct, yet we supposed that it was considered that there were ragged children, and we answered all the questions asked; we concluded that the expression was simply want of understanding as to the actual condition of the children.

2508. With regard to Mr. Cumin's judgment about the class, you object to his judgment with regard to the class of children in Ragged schools?—I object to it because he states that being unable to obtain from those interested in the school any exact information, or to that effect, he went to the school himself and examined the register, and he found in the register of the Ragged school persons

carrying on similar trades to those in a National school. I entirely object to that mode of judging; I know, and can prove, that it is a perfectly incorrect mode of judging, for the following reason: the term "shoemaker" may imply a person who is well off, and able to pay for the education of his children, or it may imply a wretched bungling cobbler who is barely able to keep his children from starvation. In the same way the term "gardener" may imply a man in the receipt of good wages, or such a man as I have described to the Committee, earning only 11s. a week irregularly.

2509. Do you think that Mr. Cumin was not aware of that distinction; do you think he considered that all shoemakers were alike?—I only judge from what is stated in the Report of the Commissioners, and I say that that is perfectly incorrect. Mr. Cumin assumes from that, that the class does not exist.

2510. Will you help us to mend this definition of ragged scholars, and tell us what we ought to have said in the Minute?—It is briefly stated thus: "those who are unable to attend the pay schools."

2511. Shall I say "children whose parents are unable to pay"?—This is the definition in our Report: "The school is intended for the gratuitous instruction of such young persons only as cannot attend other schools in Bristol owing to the poverty of their parents or their own want of character or necessary clothing." That is similar to the rules which obtain in all other Ragged schools, that such children only are admitted as are absolutely unable to attend pay schools from whatever cause, the managers must investigate why they are unable.

2512. You have stated that the principles upon which Ragged schools are founded are these, among others: "That education is as much necessary to a child, as food is. That it is as much the duty of a parent to educate his child, as it is to feed it. That a child is as much wronged by being left uneducated, as it is by being left unfed;" you give your assent to those three propositions?—I do.

2513. You do not see anything extravagant or absurd in them?—I do not.

2514. Mr. Liddell.] Do you assert that as a general rule poor parents value a school where the instruction is gratuitous, and, to use your own expression, the gift of Christian charity, more than a school for which they pay, and to send their children to which they are obliged to make personal sacrifices?—I said a school at which they pay only a penny; there is a very singular feeling in the minds of the labouring population; they think that they are conferring a favour on the managers of the schools by sending their children to the schools; they see that the clergyman, for instance, is anxious that they should come, and they consider that they are conferring a favour by sending their children to the schools, and paying for them; money to them is value, and they imagine that they are actually customers; in the Ragged schools we can take a very high stand; we say, "We do not want your children to come to our school if they can go to any other; it is no favour to us to bring them, and therefore we would rather that you should send them anywhere else, if you can; but, if you cannot, we have gone to a very great expense to set up this school for you,

you, because we know how injurious it is for your children to be without education."

2515. Is not what you have just said a little inconsistent with that very noble feeling which you have graphically described as existing among the industrial poor, namely, that pride which they have in paying for education?—I ought to have more clearly pointed out that I am not now speaking of that better class of which I spoke before, but of that lowest portion of the labouring class that could only send their children to a penny school.

2516. I understand you distinctly to say that that very low class of parents are deficient in that pride about their children which distinguishes the higher class among the poor?—Yes; and I have had distinctly to take that high ground with them. Some of those low and mean-spirited parents have come to me begging for pecuniary help, assigning as a reason that their children go to our schools, and I say to them always, "That is exactly the reason why you should not come to us for help."

2517. Mr. *Adderley*.] When you say that the Government has no better security for its grants to national schools than it would have for its grants as proposed for ragged schools, has it not much more definite data for its grants in augmentation to certified teachers, and even in the capitation upon registered attendance, than it would have merely upon the vague report of the inspector that the ragged school was well conducted?—I meant to say, that as to the class who attend the school, the Government has no greater guarantee in the case of an ordinary pay school, that they do not take a higher class than those for whom it was intended, than could be given in the case of ragged schools.

2518. You confined yourself to that one point?—Yes; if you ask me about the other points, I would say that you should look to the managers of the schools. In the pay schools you do not help the managers, but you merely help the salary of the teachers; but in the ragged schools you would assist the managers to carry on the schools, and it would be right that you should obtain a guarantee from the managers that their masters

are able to teach the elementary branches which are to be taught in the schools; you heard our master say that he had gone through the examination necessary for a workhouse certificate, and that he believed that few masters would object to that kind of certificate if it were granted at once; it was not granted in this case, because he has not been three years in the school.

2519. You proposed that what ragged schools have lost by the cancelling of the minute of 1856 should be restored to them, not by restoring the grant for food, nor by restoring the grant for raw material; but by introducing a new kind of grant, namely, half the general expenses, such as cleaning, lighting, washing, and firing; do you propose that there should be any recognised rate of such general expenses upon which the Government might proceed in making such grants?—I should have no objection to that at all. I would altogether give up the food, which I think was quite an error, and with respect to industrial material, I think that there ought to be a substitute for that, and I merely mentioned the general expenses as a substitute, as being less exposed to abuse than the other, and as constituting not only the necessary expense of the school, but an expenditure in which the Government should rather encourage the managers to be liberal, for instance, in washing apparatus, baths, and so on.

2520. Have you considered whether any general rate of expenditure might be looked upon as an ordinary rate, upon which the Government might make such grants?—As this would be a new feature, I would have the Government distinctly inquire into the matter.

2521. In answer to The O'Connor Don you stated that the Lancasterian schools used to provide for this class, which is now provided for by ragged schools; in what manner did they cease to provide for them?—As the Lancasterian schools were gradually changed into British schools, and the education was very greatly improved, so as to be adapted to a higher class, those schools ceased to receive the ragged class, and they do not now act upon them.

Miss M.  
*Carpenter*.

27 June  
1861.

*Luna, 1<sup>o</sup> die Julii, 1861.*

MEMBERS PRESENT:

Mr. Adderley.  
Mr. Black.  
Mr. Cave.  
Sir James Graham.  
Mr. Hanbury.  
Mr. Ker Seymer.

Mr. Liddell.  
Mr. Lowe.  
Sir Stafford Northcote.  
Mr. Pease.  
The O'Conor Don.

SIR STAFFORD NORTHCOTE, Bart., IN THE CHAIR.

WILLIAM WATSON, Esq., called in; and Examined.

W. Watson,  
Esq.  
1 July 1861.

2522. *Chairman.*] You are Sheriff Substitute of Aberdeen?—Yes.

2523. Have you taken an interest in destitute and criminal children?—Yes, for a great many years.

2524. What led you to do so?—When I went first to Aberdeen I took a great interest in the education of the working classes; there was an education society which had two very good schools, which were remarkably well conducted, which society I became connected with; however, in course of time it fell off, and I found that a great many children of the destitute classes could not come to those schools or to any pay schools; and, therefore, I thought it very desirable to ascertain whether we could not devise a plan for giving education to all the destitute children; and the plan which I fell upon was to get a society established, appointing district visitors to give to the children of the poor tickets entitling the children to attend any school in the town on presenting those tickets for three months; the child presented the ticket at the school, and the teacher was required to furnish the attendance, and whether it had made progress; it depended upon that certificate whether the ticket was renewed. I found two serious objections to that plan; first, that the children were so very filthy and ragged, and of such a low class, that the teachers objected to those children coming to their school; and in the second place, the visitors who visited the poor people objected to sending children to the school in this way, because when they went into a person's house, and found that he was so poor, and that he had nothing to eat, they thought it was like giving a stone instead of bread when they presented a ticket enabling the child to receive education, without having the means of giving it food. I was therefore anxious to devise a plan by which those evils would be remedied, and I found that no other way could be devised than offering food to the children, and therefore I proposed to the community that we should establish industrial schools for all the vagrant children then in the town. We ascertained their number to be 280, known to the police as living by vagrancy, begging, and stealing; and in the county (because a county police was established

at the same time, namely, in 1840) we found 328 children, travelling with their parents, begging, and 27 begging alone. I proposed that we should put those 280 children in a school, and feed, and educate, and train them to industry; that was the foundation of the industrial school system which we have established at Aberdeen.

2525. Did you substitute that for the system of giving tickets, or did you add the giving of food to the ticket system?—We dropped the ticket system altogether.

2526. So far as the objection raised by the visitors was concerned, would not the providing of food for the children, to whom the tickets were given, have met the difficulty?—There was no way of providing that food to the children.

2527. How was it ultimately provided?—We raised money, and opened a school, and gave to the children food and education, and industrial training; in short, an industrial school was formed for that particular class.

2528. Why was the system of tickets discontinued. You state that there was an objection on the part of the teachers to the reception of ragged children into their schools; that was an objection which giving money would not meet altogether; but why could not the other objection which the visitors entertained to giving tickets for education when the child wanted food have been met by a system by which tickets might have been continued to be given, and food given to those children out of subscriptions raised by benevolent persons?—I did not contrive that plan, because I did not see how it could be carried on; it could not have been done under the Poor Law Act then existing; we should have required to have provided the parents also with food.

2529. What was the class of schools which existed under the ticket system; were they schools receiving aid from the Government?—No, I am speaking of what took place previous to 1840.

2530. Even at that time the teachers of the well regulated schools objected to receiving children of this class?—Yes.

2531. Were those 280 vagrant children, children of the same class as those to whom you had been previously giving tickets?—We did not know

know the characters of the children till we got them to attend school; we found them living on the street, begging and stealing; that was the character given them by the police, and out of that number about 77 were sent to prison in 1840.

2532. When was your first school established?—The boys' school was established on the 1st of October 1841.

2533. How many have been established since?—Three more.

2534. At what dates?—A girls' school in June 1843; a boys and girls' school in May 1845; and another girls' school in 1847. The 1845 school was founded by apprehending all the children who were begging in one day, and sending them to school, which was rather a stretch of authority, but it was thought necessary to adopt it.

2535. Are those schools all under the same system of management?—Yes.

2536. Have any of them been certified under Mr. Dunlop's Act?—There are two divisions of one school certified under Mr. Dunlop's Act, under one management, that is the boys' school; and the boys and girls' school opened by the police in 1845.

2537. There are two schools not under Mr. Dunlop's Act?—The girls' schools are not under Mr. Dunlop's Act.

2538. Are there any boys' schools not under Mr. Dunlop's Act?—No.

2539. What is the number of children in the schools?—There are 419, I think, now upon the roll.

2540. Is that in the four schools?—Yes; I find here 418 attending the four schools at present; seven are orphans; 143 have mothers only living; 36 have fathers only living; 42 have been deserted by their fathers, and 65 are illegitimate; so that 293 may be said to have only the advantage of one parent.

2541. What is the principle upon which those children are admitted into those schools?—Destitution is the only point upon which they are questioned; that is their title to admission.

2542. How are they brought into the schools?—They all offer themselves voluntarily, except in the case of that school where there was at first a little force used; but after that, when they found that they were not entitled to beg, because we prevented it, they came voluntarily; but till Mr. Dunlop's Act we had not the power of putting in those who chose to remain out; though we got them to the school we had no power of retaining them; now we can retain them after they have been apprehended begging or stealing.

2543. Do the children certified under Mr. Dunlop's Act come of themselves?—They all come of themselves; under Mr. Dunlop's Act we have 40 children, and we have 250 children in the schools, so that there are nearly 200 not under Mr. Dunlop's Act at all, and they are presented voluntarily by their parents.

2544. Have you any power over those children?—We have the influence which results from giving them food and education.

2545. You have no legal power over them?—No.

2546. The children come of themselves, you say; do the parents in any cases bring the children?—The children are brought by their parents to the admitting committee, and, being admitted, they remain in the school till they are either discharged or leave on some ground; we have no

power of retaining them, and, therefore, they leave the school at the pleasure of the parents. *W. Watson, Esq.*

2547. Are those children ever passed on to the pay schools?—Sometimes a parent is out of work and in bad health, and he gets his children admitted into the school; but it is understood that whenever his circumstances improve he is to remove those children, and they are very often removed when the circumstances of their parents improve. *July 1861.*

2548. Are any steps taken by the managers of the school to enforce that understanding?—Yes; particular committees are appointed to investigate each case, perhaps once a year, and all those children improperly there are discharged.

2549. Are those investigations only made once a year, because in such a case as you mentioned a man might be out of work for a few months?—I apprehend that he would not keep his children at the school after he got into good work, because it is not considered reputable for people to send their children to an industrial school if they are able to pay for their education elsewhere.

2550. You have no reason to think that your schools are abused in that way?—I will not say they are not sometimes abused, but very rarely; one year we had a very strict investigation, and we were only able to turn out four or five in about 200, and it was even thought rather hard to turn out those four or five.

2551. Of the children whom you have in your school, are not a considerable number proper subjects for the relief given under the Poor Law?—Our Poor Law does not operate as the English Poor Law does.

2552. What is the nature of your Poor Law?—No able-bodied person is entitled to parochial relief; a woman with one child, being able-bodied, is not entitled to parochial relief; a woman with an illegitimate child, if able-bodied, is not entitled to relief.

2553. None of those 400 children whom you have in your schools would be properly provided for by the Poor Law?—A considerable number of them are receiving aid from the Poor Law, but to a very small amount.

2554. What provision is made for the education of the children of paupers by the law?—Sometimes a widow woman, with two children, receives from the parish, perhaps 1 s. 6 d.; that is supposed to be sufficient to provide for food and education for the two children.

2555. Is any special provision made for the education of pauper children?—They have the power of sending them to the ordinary day schools, but that is not ordinarily resorted to.

2556. Have you any schools attached to the workhouses?—They have two workhouses in Aberdeen, and there are a few children in the workhouses, perhaps 40 or 50 in each; in one of the workhouses there is a teacher, who comes in for two or three hours a day, and in the other the children attend a day school in the neighbourhood.

2557. The expense being paid by the Poor Law Board?—Yes.

2558. Under Mr. Dunlop's Act there is a power of recovery from the Poor Law Board, is there not?—Yes; and the Poor Law Board has the right of recovering from the parents, but seldom recover anything. When Mr. Dunlop's Act came into operation, the Poor Law Board brought three actions before me, as sheriff, against parents for the support of children under Mr. Dunlop's Act, and



W. Watson,  
Esq.

1 July 1861.

and I think in two or three cases, they got decrees, and the effect of that was, that nobody would send a child to school under Mr. Dunlop's Act, because he would be afraid that the parish would claim aliment from him, and all those children were removed by their parents from the school.

2559. Those were not children who had been committed, but children who had come voluntarily?—They had been committed. When a child is committed, the parent is entitled to bail out his child; the parent has the power of taking him out on security being found.

2560. Was not it the case that the Poor Law Boards found security in some cases?—In Edinburgh that is adopted, but in Aberdeen they cannot do it; they are only entitled to find security, provided they have a school of their own; that does not exist in Aberdeen.

2561. What is the cost of your school?—The average through the schools is 4 l. a head. Say that there are 100 on the roll; the average daily attendance might be perhaps from 90 to 95, and it is 4 l. upon that daily average; upon the number upon the roll it would be considerably less.

2562. How is the money raised for the support of those schools?—By subscription.

2563. Do you get any aid from Government?—We get aid from the Government for those certified schools.

2564. That is for two of the schools?—Yes.

2565. That aid you get now from the Home Office?—There is an offer of aid; I understand that the Government are to give 4 s. a week, after deducting the sum we are entitled to get from the parish; we are entitled to get from the parish 5 s.

2566. Are you entitled to claim for every child?—Under the present Act, we are entitled to charge 5 s. on the parish; we never charge that sum, but we are entitled to do so.

2567. Without reference to the question whether the child's parents are in receipt of any relief?—Yes; we present our account to the parish of the number of children under Mr. Dunlop's Act, and they pay the amount of it.

2568. Does that apply to all the children in the schools, or only those committed?—Only to those committed.

2569. That is a small proportion of the number in even the certified schools?—We have 240, I think, in the certified schools, and only 40 under Mr. Dunlop's Act now.

2570. Do you get any aid in respect of the 200?—No.

2571. You do not expect to get any?—No.

2572. Do you get any grant towards the salaries of the teachers in the schools?—I think that one of the teachers has a certificate; I am not sure what the allowance is, but it is a very small certificate allowance.

2573. Does he get an augmentation grant?—I am not sure.

2574. With regard to the other two schools not certified under Mr. Dunlop's Act, do you get any aid from the Government?—The teachers in those schools have certificates.

2575. Those are both girls' schools?—Yes.

2576. What is the nature of the education given in those schools?—It is a very high class education, superior to what is given in any ordinary day school; because we have the children all the day. They get breakfast, then education

three hours a day under a high class teacher; then they have dinner, then they have five hours work; then they get their supper, and go home at night; they are taught in the industrial department, house work, needlework of all kinds, knitting and darning, and everything else a young woman should be taught; they are all day under the superintendence of teachers: first, in the forenoon, under the certificated teacher, and under the pupil teacher, and in the afternoon, under a qualified superintendent of work.

2577. Are those schools inspected by Government inspectors?—Yes.

2578. Do the certificated teachers receive their augmentation grants?—They receive the amount of their certificate; the teachers have perhaps 15 l. a year, and so much for the pupil teachers.

2579. None of the children in those schools pay anything?—No.

2580. Have you any reason to apprehend that the Government grant will be discontinued for those schools?—I hope that the Government will not discontinue the allowance to the certificated teachers of 15 l. or 20 l., according to the certificate; they have competed for that and got it. I apprehend that that would be continued under any system.

2581. Have you received any notices within the last year, with regard to any contemplated change respecting those schools?—I do not think that we have received any notice with regard to the uncertified schools.

2582. Could those two uncertified schools be certified under Mr. Dunlop's Act?—Yes, if the ladies who manage them do not object to it.

2583. That being the case under the new regulations, they will be required either to take out a certificate or forfeit their grant from the Government; what effect will that have upon the schools?—It will compel the managers to raise 15 l. or 20 l. a year more by voluntary subscription.

2584. In order to make up for the loss of the Augmentation Grant to the mistresses?—Yes; but that would be a great disadvantage to the mistresses on account of the great expense we are at in raising the funds for those schools; 4 l. a head on 100 children, is 400 l.; that is difficult to raise by voluntary subscriptions, because we receive it in sums of 25 l. a year down to sums of 1 s. and 6 d. If that sum is withdrawn, it would only render the difficulty of collection greater.

2585. What is the average cost per head of the children in those two schools?—I have said that the general average over all the schools is 4 l. per head; it fluctuates from 3 l. 15 s. to 4 l. 5 s.; those two schools are about the same expense as the others; we furnish Sunday clothing to the children when they require it; when we furnish the Sunday clothing that makes a difference upon the general average of 5 s. to 10 s.

2586. Do you pay any rent for those schools? All of them have been acquired by the managers; no rent is paid upon any of them.

2587. What is the nature of the industrial instruction in the girls' school?—They are taught first plain needlework, then shirt making, and (which is a favourite employment in Aberdeen) knitting and darning stockings; and the elder girls are employed in cleaning the house and all kinds of house work.

2588. Is any profit made upon the industrial training?

training?—A very small sum, perhaps from 15 *l.* to 20 *l.* upon commission work.

2589. Do you receive any aid from the Government in the shape of grants for materials?—None.

2590. Are you satisfied with the grants which those schools at present receive?—They get no grants.

2591. Are you satisfied with the assistance which they get in the way of augmentation to the teachers?—I am not at all satisfied with what we have got; it would lessen our labour considerably if we got a larger sum from the Government.

2592. Do you think you get as much as the Government ought to give you?—Certainly not.

2593. Do you get anything in the nature of a capitation grant?—Nothing.

2594. Have you never applied for one?—Never; that is only 5 *s.*, and we thought it nonsense to apply for 5 *s.*; that would only injure our school.

2595. Why would it only injure your school?—Because if we got anything from the Government, even such a trifling sum as that, people would say, "They are getting aid from the Government," and they would make that a reason for not giving us anything; that was the view the ladies took, and therefore they did not apply for a capitation grant. These schools have a reserve fund; a gentleman gave 1,000 *l.* to the four schools; that created a reserve fund, but I am sorry to say that in one of the schools that reserve fund is being encroached upon, and unless means are taken to raise funds, that school will be badly off for funds very soon.

2596. The earliest of your schools has been in existence 20 years and the latest 14, and they have been maintained during all that time by voluntary subscriptions; are any of them in debt?—No, none of them are in debt; some of them in the first place had property amounting to 500 *l.* or 600 *l.*; then they had reserved funds. Whenever they get a large sum as a legacy, 25 *l.* or 30 *l.*, or 40 *l.*, it is a rule to lay aside part of that as a reserved fund, and all the schools have just now still a reserved fund.

2597. Do all the children of the poor in Aberdeen now receive education?—All the really destitute receive education in the industrial schools, and I believe that those who now remain uneducated would receive education were schools provided for them.

2598. Are the means of educating them sufficient?—By no means.

2599. What do you consider is required to make them so?—In the poorest districts there are no good schools; we have 120 or 130 schools of different kinds, some very good and some very bad; the good ones get allowances from Government, but the bad ones get nothing; the poor, of course, go chiefly to the bad schools, and the inferior schools are of the most worthless kind; I think the Government should so arrange it that good schools should be provided in those destitute districts.

2600. Are there any ordinary pay schools which are not industrial in the town?—Except in two or three schools payment is taken for the children in all the schools, 1 *d.* or 2 *d.* a week.

2601. Do you find that those schools are insufficient in number, or inefficient?—They are quite sufficient in number, but they are very inefficient.

0.73.

2602. Why should those schools be inefficient?—Because they are chiefly commenced by benevolent persons or religious bodies; for instance, I myself desired to make an experiment in education, to ascertain whether one system of teaching was better than another, and I wanted to ascertain whether the poor would pay for education; I opened two schools in very destitute localities, and I charged 1 *d.* a week in each of those schools, and I found that the poor were perfectly willing to pay 1 *d.* a week.

2603. That was because your school was conducted on a better principle than the other schools?—It was a great deal better than the common adventurers' schools; many women not able to do anything else, and totally unfit to educate children, would open a school, and charge 1 *d.*; those schools would be conducted by very inefficient teachers, and in very miserable school-rooms; my school was better than that sort of school.

2604. Were those schools in connexion with the Privy Council?—None of them.

2605. Was the school which you set up, to which you admitted children on payment of 1 *d.*, in connexion with the Privy Council?—No.

2606. Would there have been a difficulty in obtaining a grant from the Privy Council for that school?—In the first place they would not have certified such a room as I got; it was an old workshop, a wretched place; the teacher was a very good teacher, and might have received a certificate, but they would not have certified the room.

2607. Do you know anything of the system under which schools are aided by the Privy Council?—I know that certain schools of a high class receive assistance from the Privy Council for certificated teachers, and those teachers are entitled to take pupil teachers, for the teaching of whom they receive certain allowances; that is all that the Government give, as far as I am aware.

2608. They also give a capitation grant, do they not?—No.

2609. Do they give anything towards the building of the schools?—Sometimes, but it is very difficult to obtain that.

2610. Are they strict in their requirements as to the buildings in which the schools are carried on?—I applied for assistance when I wished to establish an industrial school in a particular locality, and I was obliged to come to London to get 200 *l.* from the Committee of Council; we could not by correspondence make them understand the nature of our wants; but when I came and explained it to Mr. Chester, I got it at once.

2611. However, grants are made under certain circumstances?—Grants are made under certain circumstances.

2612. I understood you to say that there are a class of children in Aberdeen whose parents are in such circumstances that they could not afford to pay anything for their education?—We hold that the parents of all those 419 children in Aberdeen are in such a situation, that they could not afford to pay for their education.

2613. Is there any large number beyond the 419, whose parents are not able to pay for their education?—I do not think that there are; because if there were, they would apply to get into our schools; we have always been able to accommodate all who have applied yet; they know that

W. Watson,  
Esq.

1 July 1861.

W. Watson,  
Esq.

1 July 1861.

that if they beg they will be apprehended and sent to school; the number so apprehended is very small.

2614. Your schools provide; in fact, for those unable to pay anything?—Yes.

2615. With regard to those who are able to pay a small sum, such as 1 *d.*, is there sufficient provision for them?—No.

2616. You think that it is impossible, without further aid from the Government, to make sufficient provision for them?—I think so.

2617. What is the nature of the aid which you require?—In the first place, in the country parishes, we have parochial schools; we have in most country parishes Free Church schools; but in the towns there are no parochial schools, and in almost all the towns there are adventurers' schools, and schools established by religious bodies or benevolent individuals; those are under no particular arrangement or method. A person begins a school when he pleases, and shuts it when he pleases; the Government have come forward to aid those parties who have the means of establishing a school suitable to Government ideas.

2618. Are the schools which are so managed suitably to Government ideas better than the others?—They are very much better.

2619. Are you aware whether the Government make any difficulty in aiding other schools which are willing to conform to the Government rules?—They cannot conform to the Government rules without having sufficient school accommodation.

2620. I understand you to say that the Government gives aid to provide that accommodation?—Not unless the party is able to present plans of a school, and to show that he will afford a certain amount of accommodation; now, in a poor district, who is the party to build a proper school?

2621. Do you consider that the Government ought to aid those schools, not laying down such requirements as to the nature of the buildings, or that they ought to give greater aid in order to enable them to provide proper buildings?—There is a Bill before Parliament, brought in by the Lord Advocate, which, if it should pass, will facilitate the education in schools very considerably, but in the towns I do not see that the Government can come forward to introduce any great improvement in the education of the poorer classes without some legislative enactment.

2622. Mr. Lowe.] You say that the children who are admitted into those schools are destitute, that is the test of their admission?—Yes.

2623. Do you make any inquiry about the child; how do you ascertain its state of destitution?—We always require the parents to attend before the admission committee and state their condition, what the wages of the father is, what the mother's allowance is, and what state of destitution she is in; that is all recorded, and if the committee are satisfied that that statement is true, the child is admitted if it comes within their notion of destitution.

2624. The question being, whether the child is actually destitute or not; not whether or not it is the fault of the parents that it is destitute?—If the parents have the power of earning wages and will not, or spend their wages in dissipation, we should not admit it.

2625. On what principle?—We did not establish the schools for dissipated parents, but for destitute children.

2626. If the child is destitute from the fault of the parent, you make that an exception?—We hold destitution to be the effect of the want of money, and if the parents are earning 20 *s.*, or 25 *s.*, a week, and squandering it without providing for their child, then that child may be in a certain sense destitute, but not in the sense in which we view it; and if the parent then should send out that child to beg, it is apprehended under Mr. Dunlop's Act, and sent to school as a vagrant.

2627. How do you satisfy yourself that the parent could pay for the education of the child if he chose?—The parent must state those facts, and we make inquiry into all the circumstances.

2628. Do you make inquiry of the parent's employers, for instance?—Yes.

2629. You take some trouble to ascertain the facts before you receive a child?—A considerable amount of trouble.

2630. You do not admit the child on a mere view of the child, and on the statement of the parent?—Not unless we are satisfied that the statements are true.

2631. Practically, are there many children in Aberdeen not in your schools, who are destitute owing to the vice of their parents?—There are a great many receiving an imperfect education in consequence of the dissipation of their parents.

2632. Are those children reduced to a state of great misery?—No, I do not think it.

2633. Is not it your law in Scotland that where a child is entitled to parochial relief he is entitled also to be educated?—It is only a permissive power.

2634. Your parochial Boards are not obliged to educate the children unless they choose?—Not unless they choose.

2635. If they feed, clothe, and lodge them, that is enough?—They do not, unless they are taken into the poorhouse.

2636. If they are taken into the poorhouse, are they then bound to educate them?—They teach them in the poorhouse.

2637. Are they compellable by law to educate them?—No; it is entirely optional.

2638. You are allowed by Mr. Dunlop's Act to sue Poor Law Boards for the maintenance of those children?—We are entitled to claim the amount of relief which we charge upon each child.

2639. You say that you do not sue them practically?—Practically, we make an arrangement with the parochial Board; we charge them, not 5 *s.* a week, but something under 3 *s.*

2640. That is what they would pay if they had them under their own charge?—Yes.

2641. They pay that, practically?—Yes.

2642. Do they recover it from the parents?—They have only done so in three or four instances; they can only recover it by an action before the Sheriffs' Court, in the Small Debts Court, and only three actions have come before me since Mr. Dunlop's Act passed.

2643. What is the reason why they have not sued the parents more frequently?—Because we are now so careful; the parents know that, and they do not send out their children to beg, because if they send them out to beg they are immediately apprehended and put into school, and if they are able to pay they know that the parochial Board will come against them for a larger sum than they would be paying for their children in any other school or at home.

2644. Is

2644. Is the reason why they do not sue the parents, because the class of parents whose children you have in your schools would not be able to pay if they did sue them?—Yes.

2645. What do you think the Government ought to do for your schools?—They do not embrace the class of children who stand most in need of education; I am told that they are going to withdraw the certificate allowance from the teachers in these industrial schools. I think that the Government ought to feel that it is its duty to educate the children of the poor, and when persons do educate the children of the poor, I think that the Government ought to come forward and assist those parties by pecuniary means.

2646. Suppose this Committee recommend that some assistance should be given, how could that assistance be given in the most acceptable way and in the way the least liable to abuse?—I might go to a district in which there prevailed a great amount of ignorance and destitution; I would represent to the Government that a school was much needed in that district; I would say, There are 200 receiving either no education or a very imperfect education; and I propose to put up an infant school, a boys' school, and a girls' school. I should propose then that the Government should pay at least one-third of the whole expense, and after the school is opened that the Government should pay so much to the managers.

2647. Are you now speaking of children of the class that you receive into industrial schools, or of children whose parents could pay something?—Of children whose parents could pay something.

2648. I want to know whether, with regard to children who cannot pay, you think that the Government ought to give you more assistance?—A great deal more.

2649. In what shape and in what way?—They should pay in the first place the expense of the teachers.

2650. The whole expense of them?—If we spend 4*l.* on each child, I should think that a third, perhaps, would not be considered too much; each child costs 4*l.*

2651. Is the child fed, clothed, and lodged, for 4*l.* a year?—There are two classes of children at the school. When I say that they cost 4*l.* a year, I mean those who are admitted on the application of their parents; to that class we give food, education, and Sunday clothing.

2652. They lodge with their parents?—Yes.

2653. Then there is another class?—There is that class sent out to beg, who fall under Mr. Dunlop's Act; they receive, in addition, lodging, because a parent sending its child out to beg is held to be a very bad parent, and we take the child from the parent, because we are bound under the certificate to find night accommodation for the children, and therefore we pay 1*s.* a week to a person to take them; we do not keep them in the school, but we get respectable parties to take charge of them.

2654. That costs 2*l.* 12*s.* more?—Yes, but that is provided for by the Government; the Government now gives for each child 4*s.* a week.

2655. So that that clears you pretty well?—It is less the sum we get from the parish.

2656. You say you would like a third of the 4*l.*?—Yes; a child costs 2*d.* a day for food;

0.73.

that is 3*l.* a year, and the other expenses would be 1*l.* for education and clothing.

2657. You propose that the Government should give you a third of the salary of the teacher, and a third of the 4*l.* which each child costs you?—No; the educational part of it is really 1*l.* each child.

2658. That is included in the third of the 4*l.*?—Yes.

2659. That would be 1*l.* 6*s.* 8*d.* for each child?—Yes.

2660. The child, fed and educated, but not lodged, costs you 4*l.* a year?—Yes.

2661. The child, fed, educated, and lodged, costs you 1*s.* a week more?—Yes. There is another expense, under Mr. Dunlop's Act, in those children's clothing; they come in very ragged, and we give them week-day school clothing.

2662. What does that cost?—Perhaps 20*s.* a year.

2663. You think you ought to have a third of the expense which each child costs you?—Yes, at the very least.

2664. You had a school where the children paid 1*d.* a head; were those of a different class from the children who go into the industrial schools?—They were the children of a very poor district.

2665. Were they receiving parochial relief?—Some of them were receiving parochial relief; they were anxious to get education for their children, and they made certain sacrifices to get education for them. In one case, a poor Irish woman came to me, telling me that she was obliged to go to Ireland, her husband having died. I said to her, "Were you pleased with the child's education?" She said, "Yes, much; I am sorry to have to go back to Ireland, because I am afraid that it will not be getting so good an education as here." I knew that her husband had been a long time on the parish, and I said, "How were you able, on the parish allowance, to pay me 1*d.* a week?" "Well," she said, "why, to tell you the truth, I never took any breakfast on Monday morning."

2666. Do you think that the parents of the children who come into your industrial school could pay 1*d.* a week if they were minded to do so?—No, I do not think that they could.

2667. Mr. Black.] You say that the cost for each child is 4*l.* a year; that is, for education, for food, for industrial training, and everything?—Yes.

2668. But you say you pay no rent?—No.

2669. Because the schools have all been bought?—Yes.

2670. If you had to pay rent, you could not educate and feed the children for 4*l.*?—No.

2671. It would increase the annual expenditure on each child?—Yes, by 5*s.* or 6*s.* It would be just the difference of rent.

2672. You said that in these industrial schools the children have a high class of education. What sort of education is given in these industrial schools, which you designate as being superior to the education given in the ordinary schools?—I met Mr. Sydney Turner in one of the schools the day before I left Aberdeen, upon the Government inspection, and he told me he had dictated a passage to 15 boys, rather a puzzling one, and he found five wrote the passage to dictation without an error. Now, I am satisfied that would not have been done in almost

W. Watson,  
Esq.

1 July 1861.

W. Watson,  
Esq.  
1 July 1861.

any common school in Aberdeen. Then, the children are good arithmeticians, and far superior in geography to the children in any other school; because the system there is somewhat peculiar; but very effective.

2673. Does the parochial Board provide education for destitute children?—I have said that when they take children into the poorhouse they provide a teacher, but that teacher is generally very inefficient, and in one of the parishes they send the children to a common day school taught by a female, up a stair, or something of that kind.

2674. Do you suppose the moral training in the workhouse schools is equal to the moral training in the industrial schools?—Nothing like it; it is as different as possible. I look upon the training in the workhouse schools as being as bad as it possibly can be; they are taken into a school by themselves, where they have an indifferent teacher, where no work is furnished to them, and where they remain only a few months.

2675. You do not think that it would be any advantage to remove the children from the industrial schools to the workhouse schools?—Quite the opposite.

2676. You say that the poor desire to have education for their children, and that they make considerable sacrifices to get it?—Yes.

2677. And nothing but absolute destitution prevents them from getting the education?—Absolute destitution and the insufficient character of schools; they say to me, It is a hard thing to have been paying one penny a week for a child at a school in the district, and to find that after the child has been two or three years at school, it is quite unable to read.

2678. What effect has the industrial schools had on vagrancy, and crime, and pauperism in Aberdeen?—I have a table that shows that, in 1840-41, there were 328 children found wandering with their parents, and 27 found alone. In 1841-42, there were 272 found wandering with their parents, and 57 found wandering alone. In 1842-43, there were 370 found wandering with their parents, and 77 found wandering alone. Then, in 1860-61, the number of children found wandering with their parents was 107; and wandering alone, none. In the town, there were 280 reported by the police in 1840 as living by begging and stealing; there is not a child in Aberdeen living by begging or stealing now.—*(The Table was handed in. Vide Appendix.)*

2679. Do you believe industrial training ought to be given in all pauper schools?—I think so.

2680. What kind of industrial training do you give?—That kind of training suitable for the district; in our town, the boys are chiefly employed in net making and teasing hair; that requires superintendence; it is rather to give habits of industry than to attempt to teach them high class work.

2681. When they leave school do you find employment for them easily; are there people willing to take them, either as apprentices, or to employ them in any other way?—The demand is so great that I can scarcely keep a child above 12 years of age; they go, almost all of them, out into the world at 12, or before 13.

2682. Is there a greater demand for children from the industrial schools than from other schools, such as the Parochial Board Schools, or other schools?—There is a preference given in

so far that the children from the industrial schools are better taught than the children under the superintendence of the Parochial Board. We have children who on leaving school go into a book-seller's shop, or into the Sheriff's Clerk's Office. Then they go into a variety of situations; those have been with us five or six years; others, again, that come at the age of 11 or 12, remaining only, perhaps, six or twelve months, chiefly go into some of the factories.

2683. Do you find when a boy is wanted from your schools by any one, that any preference is shown to a boy who has been sent by his parents over a boy who has been committed by a magistrate?—That fact is not inquired into, I apprehend, by the employer; all that is done is this, the employer goes to the industrial school, and says, "I want a boy." He applies to the teacher for a boy suitable to his trade, and if pleased with the boy recommended to him, he engages the boy. The ladies, again, are chiefly desirous to train the girls for domestic servants. The parents in many cases desire to get their children employed early, and when they can get employment in factories, they put their children into the factories.

2684. Do you take any means of ascertaining how the children behave themselves after leaving school, and what character they bear afterwards?—We tried to ascertain that last year. In one of the schools, the teacher sent an invitation to the boys he knew in the town, who had been in his school, which was the juvenile school; and we met at tea 60 or 70 lads grown up, who from appearance were all doing well, and had all been scholars in the school, and we have had scarcely any child who has been at the school committed to prison; of course some of them must turn out ill, but very few have.

2685. Have you any idea of the proportion that turn out ill?—No; I could not give it, but I believe that fact has been ascertained by gentlemen connected with the United Industrial School in Edinburgh. We have four schools, and the difficulty is to make up tables for the whole population who have attended the industrial schools.

2686. Mr. Pease.] You stated that there was a considerable diminution in the number of children travelling about the country begging between 1842 and 1860; what has been the increase of your population between those years?—It has not been very great; it was 13 per cent. between 1840 and 1850, but the increase has not been very considerable; taking the town and country together, it has not been a very great increase; I have not the figures in my mind.

2687. Were these circumstances of peculiar depression in the trade of Aberdeen about 1840 and 1842, that occasioned so many children to be destitute?—No; it was before the establishment of industrial schools; that was the cause of it.

2688. You attribute almost the whole diminution to the effect of the education you have given the children?—Entirely; and crime has been influenced to a great extent in the same way.

2689. Do you find that the character of the lower female population has improved as the result of all this education in Aberdeen?—It is not that the number that go to school is so very great; it is not only those that come to the school that are benefited, for I have no doubt the education given at those schools makes poor people endeavour

W. Watson,  
Esq.

1 July 1861.

endeavour to get their children better schools, because they see the advantage of industrial education; and no doubt they endeavour to send their children to school for the purpose of enabling their children to compete with those industrial school children.

2690. Has the education in Aberdeen had the effect of raising the lower female population, so that there is more virtue and better conduct generally among them?—That is affected by the state of trade greatly.

2691. What is the salary you give to the teachers?—The female teachers have about 20*l.* a year and their board and lodging; they are certificated teachers; we have one male teacher, who has 1*l.* a week and board, but not lodging.

2692. In any of the schools do you teach boys and girls together?—In one of the schools we have boys and girls together in the same building, but they are taught under different teachers; they come together for singing, and they dine together; but they are apart during the general education.

2693. Have you made the experiment of teaching the boys by female teachers, or teaching the boys and girls together in the same room?—No; I would not approve of teaching the boys and girls together after they are seven or eight years of age.

2694. Are you aware that that is the American plan, and that it has been found to be successful?—I think that women should teach them up to seven years of age; but they should separate after they get beyond seven.

2695. Provided you had the assistance given to industrial schools which you propose, would that, in your opinion, entail any disadvantage upon the other pay schools, or lead to any dissatisfaction?—Not as long as you confine the schools to the destitute class; if you make the industrial school available to any who send their children there, you offer a premium to people to send their children to that school, getting both food and education; I know we are refusing applications every day; I have seen the committee of admission have perhaps a dozen applications, and very likely not more than three would come within the class.

2696. Mr. Adderley.] What inducement is there to the committee of admission to prevent the abuse of a class of children coming into these schools who ought not to come in?—With respect to these two schools which are certified, schools under Mr. Dunlop's Act (we call them one school), the parties that admit to that school or to those schools are parties who are appointed by the parochial Boards and other public bodies as a sort of admission committee. If that admission committee is satisfied that the child falls within the class of destitute, he is admitted, and the managers of the schools are bound to receive that child; but, as I have said, when they have any reason to think that this committee has been abusing the confidence put upon them, they appoint a special committee for the purpose of investigating the circumstances; and then of course if they find there has been any abuse, those children are immediately dismissed; intimation is given to the parents that within a week, or a certain number of days, they must remove the child from school.

2697. Does a child cost the committee themselves more at an industrial school than at any

other school?—The whole expense of the education of the child is 4*l.*

2698. Is it pecuniarily the interest of the committee of management to keep the children at the industrial school whose parents can afford to pay for them?—The committee of management consider it their duty to provide education and food to destitute children; they have undertaken that voluntary duty, and they therefore provide for all the children that they think suitable and eligible, and they only exclude those whose parents they apprehend are able to pay for education at the day schools.

2699. Is it their pecuniary interest to exclude children who can pay, or is it merely an act of moral discrimination, that they keep the children out, who they think ought not to be admitted?—It was the object of the managers of the schools to admit no one to have the benefit of their schools whose parents had the means of feeding and educating their own children. We have no pecuniary interest one way or the other; we supply funds for the education of poor children, and we do it from a principle of benevolence.

2700. What proportion of the expense of the children's education at the industrial school is obtained from the parents?—There is no money got from the parents at all for children in the industrial school.

2701. The Act gives you the power to sue the parent, does it not?—The Act gives the power to the parochial Board to sue the parent. We have a claim against the parish, and the parish sues the parents.

2702. Does the Act enable you to charge the parochial Board till you have attempted to get the money from the parents, and have failed to do so?—The 5th section says, "Where any young person shall be sent to such school or institution, and where the cost of support of such young person has not been received from the parents of such young person or other parties liable for his or her support, it shall be competent for the treasurer or other officer of such institution, or other person authorised by the directors or managers, to recover the cost of such support and other expenses of such young person, or any balance thereof unpaid, from the parochial Board of the parish on which such young person if a pauper would have been chargeable in the first instance, and such cost and expenses are hereby declared to form a valid charge upon the funds within the management of the said parochial Board under the Act 8 & 9 Vict., c. 83;" "and shall be sued for within three months after the lapse of every such year and not thereafter, and the amount may be sued for under the Sheriffs' Small Debt Act, 1 Vict., c. 41, as amended by the 17 & 18 Vict., c. 80, although the amount be greater than the sum to which the prosecutions by the said Act are limited: provided always, that the sheriff shall have power to fix the cost of support at such rate as he may consider just and reasonable, and on payment of the said sums the said parochial Board shall have all competent remedy for relief and recovery of the sums paid by them against all persons or parishes bound in relief and payment thereof."

2703. Practically, a very small proportion of the cost of those children is paid for by the parents?—Not a shilling of it.

2704. What proportion of the whole cost, speaking roughly, is obtained from the parochial Boards?—The cost of a child is 4*l.* for food and education;

W Watson,  
Esq.

1 July 1861.

education; then there are those children for whom we find lodging, which is 2*l.* 12*s.*; then we may call their clothing 1*l.*, and out of that we have charged to the parochial Board 2*s.* 6*d.* a week, the same time getting from the Government, I think, 7*l.* 10*s.* a year. So that for those children we were actually paid double.

2705. How much of that total expense of 7*l.* 12*s.* would come from the Government; how much from the parochial Board, and how much from voluntary subscriptions?—A large proportion of the children are voluntary inmates; we say the cost of the voluntary inmates is 4*l.*, the others cost 7*l.* 12*s.* From the parochial Board, under Mr. Dunlop's Act, we got for them 2*s.* 6*d.* a week, and then we had from the Government, I think, 7*l.* 10*s.*

2706. *Chairman.*] Do I rightly understand you to say that the Government, under Mr. Dunlop's Act, gave you 5*s.* a head, out of which something was deducted for what the parochial Board paid, so that if the parochial board paid 2*s.* 6*d.*, then the Government paid 2*s.* 6*d.*?—No; the parochial Board paid our demand, which was a very reasonable one whatever it was; then we drew from the Government a certain amount of money which they agreed to pay for each child; so that for each child under Mr. Dunlop's Act, virtually, there were two payments, one from the parish and the other from the Government. When it was discovered that those children were paid for when we presented our claim to the Government, the question was asked, "Why do not you get all the money from the parish?" we answered, "We have got all the money we asked from the parish, but you promised us, under your Minute, for each child a certain amount, and our claim is so and so." The Government did not remit us that amount till after I came to London with the deputation. We represented the matter, and the money was immediately paid; and there have been one or two payments since, but that is now stopped, and those schools are transferred to the Secretary of State. The Secretary of State, I understand, intimates that, on account of each child sent under Mr. Dunlop's Act, he will pay 4*s.* on the deduction of the sum which we receive from the parish; we are entitled to claim from the parish 5*s.*, and therefore the Government gives nothing.

2707. *Mr. Adderley.*] You think that the parochial Board will pay the whole expense?—We might ask the parochial Board to pay the whole expense, but we do not ask them to do so, because we can only get anything from the Board by charging less than 4*s.*

2708. Do you see any danger in the parents being entirely exempted from the cost of this class of children?—There can be no danger, if the parent can neither afford to feed the child, or to educate the child. When the parent has proved to us that he is quite unable to give either food or education, no danger can result by our giving it food and education; but, on the contrary, the greatest possible good. A woman, with one or two children, borne down to the ground by the pressure of those children, if she has the pressure of those children removed, is enabled to apply herself to work, and she recovers herself and gets in a position to provide for her children; so that we are enabled to relieve the parish to a great extent.

2709. You look upon this class of parents as

paupers?—In England they would be looked upon as paupers, but in Scotland they are not called paupers.

2710. You look upon them as being unable to pay a farthing towards either the food, the clothing, the education, or the lodging of their children?—Quite incapable.

2711. And you trust, for a check against any abuse, solely to the discretion of your committee of admission?—Solely to them, and you can safely trust them, because they have to find the funds. If I have to raise the money to support those children, I take care not to admit the children if I think the parents are able to educate the children.

2712. The managers will have to pay through the parochial rates for the cost of those children?—We exempt the parochial Boards altogether, except in the case of the children sent under Mr. Dunlop's Act. There are 400 at the school, 40 only of which are paid for by the parish; all the rest are maintained by voluntary subscription.

2713. Is there any distinction between those paid for by voluntary subscription, and those paid for by the parochial Board?—This difference; those paid for by the parochial Board must have been sent out to beg, and seized and taken before a magistrate.

2714. The fact is, that all those who are apprehended, and who come in through the intervention of the magistrates, are paid for by the parochial Board, while the rest, who are paid for by voluntary subscription, are brought in by benevolent people, and not through the action of the magistrates?—Yes.

2715. Do you make in Aberdeen one school, of what in England is made two classes of schools; namely, reformatories and industrial schools?—We have in Aberdeen four industrial schools, but we have besides a reformatory under Lord Palmerston's Act.

2716. Have you not some schools which mix both characters in one?—Mr. Dunlop's Act, to a certain extent, mixes the two classes, namely, poor children who have been presented voluntarily by the parents, and poor children who have been sent out to beg.

2717. Where there exists a school of that sort would there be any room for another reformatory school by its side?—A reformatory school is a school under Lord Palmerston's Act, for admission to which a child must have committed a delict.

2718. Where there is a school under Mr. Dunlop's Act, could there be room for a school under Lord Palmerston's Act, in the same neighbourhood, also?—Yes. If a child has become delinquent, and has committed a theft, he is brought before a magistrate; the magistrate finds that the child has been living a vicious life, and has no proper person to take care of him; he is then sent to prison, with the view of his being taken into a reformatory for a period of five years; almost all the children now sent to prison are sent to prison for the purpose of being sent to a reformatory.

2719. I understood you to say that, under Mr. Dunlop's Act, schools admit both poor children and criminal children?—No; only poor children and children found begging.

2720. How did the Local Acts, both at Aberdeen and at Glasgow, deal with children of this sort, before Mr. Dunlop's Act was passed?—When we found a child begging, we brought it up and sent

sent it to school; in the first instance we found considerable difficulty in carrying on the schools for the worst class, but when we got Mr. Dunlop's Act, all the difficulties vanished; and if the present Bill passes, as I hope it will, the remaining difficulty which exists will be got over. There is a class of children whom we cannot now get into the schools, namely, the class whose parents are disreputable, who make a profit by sending out their children for disreputable purposes, but not to beg: we know that those children ought to be in an industrial school, and if the present Bill should pass, we will be able to send those children to an industrial school. If that child is not sent to an industrial school, it is sure to become a thief or a blackguard; there is no way of preventing it: should the present Bill pass, we have the means of saving that child.

2721. Do I understand you to say that Mr. Dunlop's Act passed with a clause dealing with children who would not be dealt with by the law of vagrancy as it existed previously, and that the present Bill deals with a further class, that even Mr. Dunlop's Act omitted?—Yes; the first Act was, that all children wandering about, not having any person to take care of them, might be brought before a magistrate and sent to an industrial school. In the proposed Bill there is a further clause, that all children known to the police to be the associates of thieves, may be sent to an industrial school.

2722. Are your poorhouse schools in Scotland on a par with our poorhouse schools in England?—I do not know any of your workhouse schools in England.

2723. What provision is made for education in the poorhouses in Scotland?—I went to a poorhouse to inquire whether any of the children came into the workhouse school from the industrial school, the teacher said, "No." One of the boys said, "That girl came out of the industrial school last week." I was making some observations to one of the managers of the poor about the quality of the teachers, and he said, "That teacher was a pauper and a returned convict." He was a man utterly incapable of giving education.

2724. If your schools under Mr. Dunlop's Act were made general throughout Scotland, could you take all of the children out of workhouses into them?—There is a class of children which I think ought to be cared for, the class of orphan children without either father or mother; they are legitimately objects of parochial relief, and the parish takes care of them. There are various plans of dealing with them; one plan is to take them into the poorhouse, and another is to board them with various people in different parts of the country. Those children, if in towns, should be sent to an orphan industrial school, and there trained according to our industrial system, and boarded with respectable persons, in the same way as children are treated under Mr. Dunlop's Act.

2725. When you propose that the Government should pay one-third of the whole expense of the children in those schools, what check do you propose as to the expenditure being proper and not more than it ought to be?—We publish every year an account of our expenditure, and the Government sends its inspector; the Government calls upon us to state how many children there are, and of what class they are; the Government would say "You are giving good and

0.73.

cheap education, and upon the inspector's report, we give you one-third." The difficulty that we have in raising the money is very great, and we raise it at very considerable expense; it costs us 5*l.* for every 100*l.* that we raise; now as the Government pay a large sum of money to high class schools, I do not see why they should not pay also at the same rate towards the education of the children of the lowest class.

2726. Was your proposal<sup>h</sup> this, not that the Government should pay one-third of any expenditure, but one-third of the expenditure of which the maximum should be stated?—In Aberdeen, our expenditure is 4*l.* per head, but I hardly know of any schools anywhere where the expense incurred is less than 6*l.*; therefore I should propose, that the Government should pay one-third of the expense of a well-conducted school, and I think that 6*l.* would not be too great a sum to take.

2727. That would be expenditure upon food, clothing, lodging, and teaching?—Yes; and the superintendence of the work.

2728. Would you propose that on that mode of payment the teachers should all be certificated?—Not according to the Government certificate; because that implies a larger amount of literary qualification than they can attain.

2729. You would propose a lower certificate for those schools?—The inspector would report whether the school was conducted in such a way as to entitle the Government to continue the allowance, leaving the teacher without any literary certificate.

2730. Without any certificate at all?—Of course he would know how to write, for instance, and how to read, and he would know something of the elements of grammar and religious knowledge; but he might be very well qualified for teaching without having the literary qualifications that would be necessary to enable him to get a Government certificate.

2731. Mr. Liddell.] I understand you that you have 418 children upon the books of your school?—Four hundred and nineteen appeared the other day at a treat in the country which a gentleman gave.

2732. I understand you to say that only 40 of those have been sent to the school under Mr. Dunlop's Act?—Yes.

2733. Ought we to consider that a fair criterion of the value of Mr. Dunlop's Act; are not the indirect effects of Mr. Dunlop's Act more valuable than the direct effects?—Yes; because a mother knows if she is destitute that she can, by applying, get for her child all the benefits of the school, and have her child come home at night; whereas, if she sends it out to beg, the child becomes liable to be sent compulsorily, and taken away from her all night.

2734. The indirect effect of Mr. Dunlop's Act, namely the effect acting upon the parent, is the reason why so many are brought voluntarily by the parents?—That is the reason.

2735. Am I correct in supposing that in the case of a child apprehended for vagrancy, being found begging or wandering, and taken before a magistrate, and sent to the school, upon application being made by the managers of the school to the parochial Board, they can proceed against the parochial Board, and recover?—Yes; we get the amount for the children, and they may do as they please; the managers do not apply to the parents, because they are satisfied that the



W. Watson,  
Esq.

2 July 1861.

parents cannot pay; we say to the parochial Board, "Pay the money you have stipulated to pay, and you may recover what you please."

2736. The parochial Board would exercise their powers in the cases of destitute parents who, for their own evil purposes, send their children out to beg, would they not?—Yes.

2737. Would the action necessary for enforcing payment on the part of the parents be a costly operation?—It would cost 3s. 1d.

2738. You stated that in 1842, soon after you began your operations, there were 272 children in the rural districts of Aberdeen found begging with their parents?—Yes.

2739. Do you imagine that a considerable number of those children have been brought into town schools since the establishment of those schools?—No; the vagrancy of the country is principally from persons living in the town; women cannot get food in the town, and they go into the country; those parties now get their children into the schools, and do not beg without their children.

2740. There are no provisions in the rural districts for those children in the shape of schools, are there?—No; but the magistrates in the country can send the children to the Aberdeen schools; we cannot take a child begging with its parents; it must be wandering alone.

2741. I find in this return which you have handed in, that in 1841 the number of children found wandering with adults was 328, and you brought it down in 1851, ten years afterwards, to 170 children; but in two years after that, namely, in 1853, I find that the number takes a jump up to 585. Can you account for that very great increase in the short space of one year, and when those schools were all in full operation?—In periods of great commercial or manufacturing distress, and there have been such in some of those years, when perhaps 500 or 600 women were thrown out of employment, those parties do not apply for relief by sending their children to the school; but they go into the country to beg, with a child or two in their arms.

2742. Was 1852-53 a period of commercial distress?—I could not trust to my memory as to that; I could not say whether that particular year was a period of commercial distress; but about that time I think it was so.

2743. I find that the total number of vagrants rose in one year from 1,013 to 2,186; was that a period within your knowledge of commercial distress?—I think about that time there was a great commercial distress.

2744. You said that you thought the Government was bound to pay at least one-third of the whole cost of these children; how do you reconcile that with the principle upon which the Government now grants educational aid, namely, assisting those who assist themselves?—Those people cannot assist themselves, but if I have assisted those people by my own labour, and out of my own pocket, if the Government are satisfied that the Aberdeen system is a correct one, and that the Government are deriving great advantages from it, they are bound to show why they do not give us money, when they are giving so much to colleges, and for the education of other classes of children, if they do not give assistance to us, I should like to know why; is there anything objectionable in our system? does not it, on the contrary, produce the greatest possible amount of good? therefore

I do not see how the Government can back out of giving us something; the question is, how much. It would be a great error to give us too much, because if they gave us a large sum, it would destroy voluntary benevolence, and if they were to give a very trifling sum we would say that is so very small that we would rather be without it; therefore the difficulty is, to fix how much they ought to give; but no one can doubt that they should give something for the education of these destitute children.

2745. Is not the principle of the educational grants, assistance to those who help themselves; the Government assists the industrious poor, because they are willing to do what they can for the education of their children?—I suppose so.

2746. This is a class of poor who cannot or will not do anything for the education of their children?—Who cannot; not who will not.

2747. Is not there a great danger that if you lose sight of that principle, you will have a considerable number of industrious poor represent themselves as unable to educate their children?—If you do not educate these children you will have them in the streets; it is cheaper to educate them in the schools than to let them remain in the streets, for if you do, they ultimately find their way into the prisons; they then cost 15*l.* each a year; and when they come out, they are tried again and again, so that the expense goes on increasing every year till they are sent abroad. If I show to the Government that I am educating that class who are unable to support themselves, and that in doing so I am expending so much a year, I do not care what they give, the more the better, but I say that they ought to give me something. They ought to be just, and they ought to be generous; and, therefore, when I expend my money to provide the poor with food and clothing, I think the Government should give a considerable sum for education. There is not only the educational teacher, but the superintendent of the work. Why should not they pay for the man who overlooks the work as well, because that is a part of education. I do not think that 1*l.* out of 4*l.* is too much for the Government to pay.

2748. Do you see no danger in the Government agreeing to assist feeding schools; do you not see that there is some danger that if the poor found their children well fed in a school, and that that school received aid from the Government, it would tend to encourage pauperism?—I do not see that what we do does encourage pauperism; it reduces pauperism; we have reduced the pauperism in Aberdeen more than in any other part of the world; we have reduced the pauperism in Aberdeen in one parish from 1,725, which was the number of paupers in 1847, to 957, which was the number in 1860. Now, the schools could not have increased pauperism when there is that reduction. In another parish, in 1847, the number of paupers was 1,015, and in last year, 1860, it was 838. No one can say it has tended to encourage pauperism; we have diminished pauperism.

2749. Paupers are a local charge?—Yes.

2750. You are asking to make paupers, to a certain extent, a charge upon the general purse of the country?—Only for education.

2751. You feed in these schools?—We do not ask the Government for the feeding, but for the education; I say that, so far as I am concerned, of course many people with whom I am associated would

W. Watson,  
Esq.  
1 July 1861.

would like to have a great deal more than they get, but I would be satisfied if the Government would give a fair amount for the good education of those children.

2752. I think I heard you say, in the course of your evidence, that Government aid would, in reference to some persons, check voluntary contributions?—I said that it might check their subscriptions if we got a great amount of aid.

2753. If you got a large amount of aid it might have the effect of checking them?—If the aid were very, very large, it would; but a third of 4*l.* is not a very large proportion. If the Government were very liberal, and gave us three-fourths, possibly there might be a difficulty in raising the remaining fourth; but if the Government would only pay for the teachers, the people in Aberdeen would be willing to pay for the food and clothing.

2754. You yourself set up, on one occasion, what you called a low description of pay school; did you observe whether the sort of children who came into that pay school, paying from 1*d.* to 2*d.* a week, corresponded with the children who were in the industrial schools?—In their general aspect they corresponded with the children in the industrial schools entirely; they were so very dirty that I had great difficulty in getting them decently clean; in the industrial school, whenever a child comes to school he is immediately subjected to a washing process, and cleaned, and it is the duty of the parent to clean her children thoroughly every morning before they come to school; that is one of the conditions which the parent undertakes on getting her child admitted, that she shall send the child every morning clean in its person, and with its hair properly dressed and combed, and cleaned. In the penny school which I established, I had no such power over the parents; the parents sent their children very dirty. I once said to the teacher, "Is not it possible to clean the children?" he said, "No, it is not possible." One child had her hair as matted as it was possible for it to be; I asked what was the cause of her hair being matted, and she said, "Why, a boy stuck it all over with rosin." I said to the children, "I will try a plan by which to keep your hair dressed; I will come back next week with a pocket full of sweeties, and I will give a large bonbon to every child who has its hair well kept;" and in the course of a month the whole appearance of those children changed; there was very little difference between the industrial school and themselves, which effect was produced by the sweeties.

2755. That only goes to prove that the class is the same in the two schools?—With the difference that those at the penny school, though dirty in their habits, had the means of paying a penny, whereas, those whom we take into the industrial school have not the power of paying a penny. Here is a man with 12*s.* or 13*s.* a week, but living in a dirty house; he is able to pay a penny. But here is another with three children receiving 3*s.* a week: how can such a person with three children live, and pay a penny a week to educate them?

2756. So that from the mere outward appearance of a child, you can hardly ascertain whether the parent is able to pay or not?—No.

2757. You ascertain that by careful house to house examination?—By careful examination. When a girl presents herself at the female school, the ladies make all the proper inquiries; there is

a schedule filled up, containing these questions, "How many children have you? Have you parochial relief?—What wages are you earning?" That is all entered; and then the ladies of the committee visit the parents, and inquire of their neighbours, and get all the history of the parents before the children are admitted.

2758. You say that the teaching in your poorhouses is as bad as it possibly can be?—It is very bad.

2759. Are there not circumstances which tend to make the teaching in poorhouses rather better, inasmuch as the child is not sent home at night to its demoralizing home; is not that a reason why the training in workhouses ought to be better than the training in schools where the children are sent home at night?—We consider that the greatest possible good results from the children going home at night; if a child is separated from its parents and kept at school apart from its home, the child immediately becomes hardened and apathetic, and it is impossible to work upon a child who is separated from its parents. In the poorhouse the parent is in one department and the child in another, and the child is as stupid as it is possible for it to be.

2760. Does not that answer require to be taken with a little qualification; does not that depend upon the condition and character and habits of the parent; do you argue that even if the parents are disreputable, it is better for the child to be sent home?—The child leaves the parent's home at seven in the morning and does not return till seven at night, and then it is near bedtime, therefore the child sees very little of the disreputable character of the parent; but it carries home to the parent all the good school influences; it is taught to induce the parent to pray with it; it is taught to sing its hymn, and it receives all the good religious influences at school, and it is taught to carry all those home, and to do everything it can to promote the comfort of its parents; and it is found that when the parent has been able to get his child into the school, and it remains at school several months, the character of that home and that parent's character improve amazingly.

2761. In your opinion, the effect of the school upon the child re-acts upon the parents at home in a greater degree than the evil influence of the parents act upon the child?—Vastly more; that is my decided opinion.

2762. Mr. Ker Seymer.] How many parishes are there in the town of Aberdeen?—Two.

2763. You stated that there are no parochial schools in the towns in Scotland; how is that; is there no charge upon landed property in any of the towns of Scotland for schools?—We have parish schools under the old Act of Parliament; those are parish schools available for the poor in the country parishes; but there are no schools of that description in the towns.

2764. Is it so in all the towns in Scotland, in a small town in a rural district, for instance?—There are parish schools in them; it is only in large borough towns like Aberdeen that there is no parish school of the character of a parish school in a country parish.

2765. All the rural districts have provision made by the parochial system for their destitute children?—Yes.

2766. It is only the large towns which have not such a provision?—Yes; but in the country parishes the parochial school system has not been

W. Watson,  
Esq.

1 July 1861.

found to be sufficiently expansive; and there has been an attempt to introduce a new Bill, which has met with great opposition on one side of the Church, and great approval on the other side of the Church; if that should pass, it will effect a great change in the educational system in country parishes.

2767. There is no deficiency of fund, I apprehend, in the country districts?—The charge is upon landed property.

2768. Is what is raised sufficient to keep up a good school?—One school in a parish, but that is not sufficient now; there is only one school in every parish; there are sometimes two; but the second is, generally speaking, of an inferior character.

2769. Mr. Lowe.] Do I rightly understand you to say that you receive 7l. 10s. from the Government for each child committed to school under Mr. Dunlop's Act?—That was the allowance which I think has been made till now.

2770. Do I rightly understand that, besides that, you receive 2s. 6d. a week from the parochial Board?—Yes.

2771. That was not deducted from what the Government paid you?—No.

2772. The sum which you received from the parochial Board was so much clear gain upon each child?—Yes; some of our managers said, "We will not take that money;" but I thought that if the Government had made a mistake, it was not for us to correct it.

2773. Was not there a controversy between you and the Government about it?—Yes; the Government would not pay it; I thought that we ought to have it under the Minutes.

2774. The Government were obliged to pay it?—Yes.

2775. You think that that affords an argument in favour of making fresh grants to local bodies who deal with the Government in that way?—I only say that the Government ought to inquire before making their grants.

2776. If they happen to make a slip, the local authorities are ready to take advantage of it?—It was not for me to volunteer to correct the blunder, not being asked anything about it.

2777. Mr. Cave.] If the Government gave nothing, would the schools be closed in Aberdeen?—No, certainly not.

2778. You said that, under the new Act, not yet passed, children who associated with thieves would be liable to be taken up and sent to the schools?—Yes.

2779. Is that sufficiently exact, in your opinion, or would it be likely to be an oppressive clause?—I do not know of any children more unhappy than those whose mothers are living disreputably, and gaining their subsistence by nefarious practices, by receiving stolen goods; people frequent their houses who are thieves; and those children, of seven or eight years of age, are seeing all the iniquity going on, and are growing up under its influence.

2780. You said that, taking a child away from his parents, makes him apathetic, and is injurious to him; would you take those children away simply because they associated with thieves?—We have so few thieves, that there is a difficulty in getting associates of thieves, because we have no juvenile delinquents with whom they could associate, or those whom we separate from their mothers, we endeavour to find out women to act as mothers.

2781. Keeping up the family system?—Yes.

2782. If you have very few thieves, you hardly want the clause?—Three or four bad children in a town make a great deal of mischief.

2783. Would you leave it to the discretion of the police?—The police apprehend, but a magistrate must convict. A child is brought before me; I ask, "What proof is there that the child falls under the definition in the Act?" "You must prove the case;" the evidence being given, it is for the magistrate to say whether it is proved or not.

2784. Fewer children are now committed under Mr. Dunlop's Act than at first?—Perhaps not more than five or six were committed during last year.

2785. The Act has almost done its work?—Yes.

2786. Do you find any complaint that this great demand for those boys who are brought up in your schools is rather a hardship upon the boys having industrious parents who have been brought up in other schools?—No; it puts them in a fair competition; the respectable operatives have the means of giving their children a good education; and then the parents have a character, which the children in our schools have not. They have the opportunity of using influence with the masters, but they are put on a complete equality in point of getting into employment.

2787. Do they feel that a hardship?—So little do they feel it a hardship, that when I opened the school in 1845, the working men applied to me to call a meeting of working men, and they appointed collectors, and they agreed to collect the money themselves; they said, If you take those children it will be an immense advantage to us, because they corrupt our children; we will give you money to keep them there, because they corrupt our children.

2788. Sir James Graham.] As I understand, you ascribed the reduction of pauperism in Aberdeen, to the system of improved educational training since 1847?—That has had a very considerable effect, but I would not say that it has produced all the results which I have stated. Occasionally the poor law test has effected a considerable reduction.

2789. Do you ascribe nothing to the commercial policy of this country since 1847, and the changes which have taken place in the price of articles of first necessity affecting the poor?—The town of Aberdeen has been subjected in the last 10 years to a number of depressing events, the failure of commercial speculations, and depression in the manufacturing interests, and the poor of Aberdeen have been very badly off at several periods during the last 10 or 15 years; of course there has been progress in many other things, and at this moment I believe the poor respectable operative is very well off.

2790. Aberdeen had no railway communication either to the North or to Edinburgh, except by a circuitous route in 1847?—I suppose that the first railway to Edinburgh was in 1847. It is only lately that the communication has been extended to the north, but that does not affect the interests of the poor very much.

2791. You ascribed the diminution of pauperism to educational training?—I said that it had a very great effect in reducing the pauperism of the town in this way; that a person receiving aid from the parish, either a widow with a child, or a woman

a woman with an illegitimate child, when she got the child into school, ceased to be a pauper; and then there are other influences; the parish are now entitled to offer the poorhouse to a party applying for relief; if that is not accepted, they are entitled to strike the pauper off the roll. Those two influences combined have reduced pauperism, as I have mentioned.

2792. A contribution of a third on the part of the State to the education of those children, would, to a certain extent, operate in favour of a reduction of the claim on the poor rate, would not it?—No, I do not see how it would, because we are doing it now, and the Government giving a contribution towards it, would not affect it.

2793. Under the existing poor law, has a destitute parent a right either to be admitted into the poorhouse with the child, or to receive out-door relief?—A woman with two children under 12 years of age would be entitled to parochial relief on account of one child; and they could offer her the poorhouse, or give her out-door relief according to their pleasure.

2794. She would be entitled to be received into the poorhouse with all her children?—Yes.

2795. If the State, by contributing a third of the expenses of the education of these children out of the poorhouse, removes the necessity for their admission into the poorhouse, is not that entirely a contribution by the State in aid of paupers, and so relieving the rate?—We are doing that now, and we are in that way indirectly reducing the rate, or keeping down pauperism, and the State would go with us and do the thing which we are doing.

2796. To the extent to which the State now contributes, it does contribute to the relief of the poor rate in Aberdeen?—The present Secretary of State's Minute gives us 4s.; we ask less than 4s. from the parish; the Government, if they make up the difference, contribute to that extent and so relieve the poor rates; that is the difference between the sum which we should charge and the sum which we should get; if we charged the parish 3s., we should be entitled to ask 1s. from the Government, and to that extent the Government would relieve the parish.

2797. You apply the voluntary contributions towards feeding and clothing, but the deficiency, after feeding and clothing, is paid by the State, is not it?—No; the State gives no aid now except for children committed under Mr. Dunlop's Act.

2798. You ask that the State should contribute more largely, the voluntary contributions being applied exclusively to clothing and feeding, and the cost of education being borne in a larger degree by the State, would not the State indirectly contribute also as partner in the training both to the feeding and the clothing, though there would be a division of account?—The State seems to object to relieve pauperism by giving food and clothing; but they say, "We will give to those who help themselves a certain amount for educational purposes"; and if you ask me, "Do you think that the State ought to give anything for education to those people who are not able to educate themselves," I would say, "I think so." When you ask how much they should give, I tell you that the expense of education in an industrial school is about 17. or 17. 10s., a head, and I think that the State should contribute towards the expense of this 0.73.

class of children if the State is satisfied that they are getting a good education.

2799. That always assumes that it is necessary in this case to feed and to clothe; though directly the State is not to contribute, yet part of the complete training is feeding and clothing, and a necessary part, in your opinion?—We cannot get the children to attend school without giving them food, and we ask the State to give us a portion of the expense of the education of the children, industrially and intellectually.

2800. If that necessity, which exists in your opinion, of feeding and clothing, were not met by private contribution, then for the purpose of education only the State need contribute much less?—If I were to establish a pay school, and complied with the Government conditions, would not the State give me something for education? I suppose they would; but when I open a school and charge nothing to the children, all I ask is, that the State should give me something for that class too.

2801. Supposing this principle were introduced into Scotland, do you not see that it must be introduced into Ireland also?—It would only be introduced into those places where it was needed. We found it necessary in Scotland, and therefore we introduced it in Scotland; and having introduced it, the general opinion in Scotland is, that it is the most efficacious mode of teaching destitute children.

2802. If found to be efficacious, do not you believe that pauperism would be found in many districts of Ireland quite as great as in Aberdeen?—I suppose that the Irish, the English, and the Scotch poor laws are very different.

2803. Do you think that there would be much willingness in Scotland, with all its religious divisions, to pay a third of the education of Catholic children in Ireland, they being found in clothing and in food by benevolent persons. Would Presbyterians be willing to pay a third?—I am not prepared to answer any questions with regard to Ireland.

2804. Can you in the United Kingdom introduce a system in one part, without being prepared to extend it over the whole?—I am not prepared to give an answer to a question of that sort.

2805. Mr. Lowe.] You have stated that the education of a child apart from its feeding, costs about 30s.?—The whole expense is 47.; the educational part is about the sum you mention.

2806. You are aware that in England the State pays about 10s. out of that 30s., and the voluntary contributions and the school pence pay the rest?—Yes.

2807. You are asking that for these industrial schools the State should pay three times as much as it pays in the ordinary pay schools?—You asked me how much I should ask; I asked as much as it seemed to me you should give.

2808. Sir James Graham.] I understood you to say that, so far from asking all that the State could be induced to give, you thought large grants very injurious?—I have said that we are carrying on two schools without any Government aid at all, and without asking for it, but I do not know whether we will be able to carry on those schools in time to come; because, if a person of influence takes a great interest in the management of the schools, he can raise a large sum by private benevolence; but when that party leaves that district, or when the people tire of giving, those

W. Watson,  
Esq.

1 July 1861.

W. Watson,  
Esq.

1 July 1861.

those schools fall down; and, I apprehend, if the Government were to withdraw all aid from those schools, such is the feeling of the people with respect to them, that the people of Scotland would make a great effort to keep them up; but still we say, seeing that they are doing this good, we see no reason why Government should withhold pecuniary grants, which they are giving to every other educational school.

2809. I understood you to say, speaking from your experience, that unless food and clothing be provided for this class of school, (from whatever quarter it be provided) gratuitously, the school would fail?—I think there could be no industrial school at all, without food being given; we do not give clothing except Sunday clothing; we give food as the means of getting the children to attend.

2810. Without giving food and Sunday clothing, you think the schools would fail?—They would cease to get the children to attend them; they would then become ordinary gratuitous schools.

2811. Are you aware that in London these ragged schools do not provide the children with food and clothing?—I have read the evidence upon the ragged schools, and I find conflicting statements upon them. The Ragged School Union do not ask aid; they find voluntary contributions sufficient. I do not see, if they find that satisfactory, why they should not go on with it; if they do not want it, I think it would be wrong in the Government to give it. I know nothing of ragged schools in London at all, and therefore I cannot speak as to the quality of the education given in them, but it cannot be nearly so good in quantity and quality as the children get in our industrial schools, because there is nothing to compel their attendance; they can go and come when they like. Our children cannot go and come when they like; they must come every day, or they are cut off the roll.

2812. If cut off the roll, they would be deprived of food and Sunday clothing?—Yes.

2813. *Chairman.*] As a matter of principle, you consider that as the Government aids the education of children in the ordinary schools, so it ought to aid the education of children in your schools?—I think so.

2814. As I understand you, you have asked,

beyond that, assistance not only for education but for food. Do you think that, as a matter of principle, the Government could be asked to give anything towards food in your schools?—I do not think I have asked anything for food; I say the expense of our schools is 4*l.*, of that our education costs about 1*l.* 6*s.*, and that is all we ask from the Government.

2815. But you originally asked a third of the whole 4*l.*; that is, of the whole expense of the school, including what was spent upon food and clothing, did not you?—No, I only asked for the educational part of it.

2816. Do you ask for all the educational part, or a third of the educational part?—It is easy to ask; the question is, how much the Government would give; I think since we have maintained these schools at a great deal of personal labour to ourselves which we give gratuitously, the Government ought to be liberal; I do not want it to be more liberal than to give the expense of the education.

2817. The Committee are inquiring what should be recommended, or whether anything should be recommended, and with a view to ascertain that they wish to get at the feelings of the managers of these schools, as to what they consider they have a fair title to ask. I understood you at first to ask a third of the whole expense of the school, which includes what is spent upon food and Sunday clothing; upon further examination, it appears that that third amounts to nearly the whole cost of the education; do you consider that you have any title to ask for the whole cost of the education in your schools?—I cannot say that we have any title to ask anything; but I think if the Government were to consider it, they would say, these schools have conferred an immense boon upon the country; we are giving 10*s.* to the ordinary day schools, these other schools are conferring a greater amount of good, and we will, instead of giving 10*s.*, give 20*s.* or 25*s.* to these. When we had consultations among ourselves, an English gentleman told me that they could not keep up some of the schools at 6*l.*; the general opinion seemed to be, that they ought to get a third from the Government, of the 6*l.*: I have only thrown out as a suggestion, that the Government should give 1*l.* 6*s.*

Mr. CHARLES FERGUSON, called in; and Examined.

Mr. C. Ferguson. 2818. *Chairman.*] You are connected with the United Industrial School of Edinburgh?—I am.

2819. What is the office which you hold?—I am head master and superintendent.

2820. How long has the United Industrial School been in existence?—Since 1847.

2821. There are two ragged schools, are there not, in Edinburgh, the original and the united?—There are four ragged schools in Edinburgh: the Original, the United Industrial, New Greyfriar, and St. Cuthbert's.

2822. What is the distinction between the two?—The only distinction between the two is, that in our school we receive both Roman Catholics and Protestants, the religious instruction being separate. In the other school they also receive Protestants and Roman Catholics, the religious instruction being suited for Protestants.

We carry the industrial instruction to a greater extent in our school than is done in the other, at least we think so.

2823. What number of children have you in your school?—The average, for the last 10 years, has been 124; we had last month 133.

2824. Are they boys or girls?—Both.

2824\*. Have you the proportions?—We have 85 boys and 48 girls.

2825. Of what class are those children?—Of the lowest class of the community; they are the children of poor widows, children deserted by their fathers, children of washerwomen, motherless children, whose fathers are poor; children of hawkers, orphans, and children of worthless, drunken parents.

2826. Do you give them anything besides instruction; do you give them food and clothing?—We give food, and part clothing.

2827. What

2827. What steps do you take to secure the admission into the schools of the right class of children?—When a parent or guardian applies, wishing to get a child admitted into the school, the individual who applies is furnished with a schedule; I fill up this schedule, if the person applying cannot write. Any one may fill up the schedule, but I visit the dwelling of the child, and make inquiry in the neighbourhood, both as to the character and the condition of the child, and its parent or parents. This is the form of admission.—(*The same was handed in. Vide Appendix.*)

2828. Do you take steps to ascertain that the schedule is correctly filled up?—In every case where I fill up the schedule, or where it is filled up by any one who is not a member of the acting committee, I go personally and make inquiry.

2829. Do you refuse admission to any child in case the parents appear to be better off than the average?—In many instances; we do not admit, on the average, above one-half of those who apply.

2830. Are any children admitted when the parents are suffering from temporary distress, and are steps taken to exclude those children when their parents get into employment again?—We have had some instances, though comparatively few, where the children were sent away when the circumstances of the parents improved. There was an inquiry instituted by our directors about two years ago into the condition of the parents. They found only one child in school which they considered the parents were able to maintain without assistance.

2831. What is the nature of the industrial training given?—We have tailoring, shoemaking, printing on a small scale, bag and sack making, carpentry and turning, for boys. All our girls are taught sewing, knitting, and housework, scrubbing, cleaning, washing, cooking, &c. The girl that cannot wash a shirt or scrub a floor, can wash a spoon, and we invariably send them to do what they are able to accomplish.

2832. Do you get any aid from the Government?—We do.

2833. Are you certified under Mr. Dunlop's Act?—We are.

2834. What is the nature of the aid which you receive?—I have a certificate of merit, and receive the benefit of it; the second master is also certificated. We get half the rent, a third of the raw material, and a capitation of 5s. a head for each industrial pupil.

2835. Does that capitation apply to the children committed under the Act only?—No; it applies to all the children under industrial training.

2836. In addition to that do you receive something for the children committed under Mr. Dunlop's Act?—We have only one at present under Mr. Dunlop's Act in the school; we charge the parish 2s. 6d. a head for those who are sent to us under that Act; but hitherto, generally after a magistrate had sent a child to the school, the inspector of poor of the parish on which the child became chargeable found security for its good behaviour, and removed it to the poorhouse.

2837. Can you tell the Committee the total amount which you received last year from the Government?—Yes: 171 l. 10s.

2838. Does that include the augmentation grant for your certificate?—It includes everything.

2839. Are you aware that under the new 0.73.

Minute that amount of aid will be withdrawn, and that no aid will be given to you except for the one child, whom you have committed under Mr. Dunlop's Act?—I have heard so.

2840. What effect would the withdrawal of that aid probably have upon your school?—It would reduce the number of children admitted. Our admission committee meet every month; and supposing that there were 20 applicants, and the admission committee could only admit 10, they would select 10 of the most necessitous cases. The admissions would be regulated according to the state of the funds of the school; if the committee found that they had funds to admit more, they would do so.

2841. What was the total expenditure last year upon the school?—The total expenditure for school purposes was 1,226 l. 9s. 3½ d.

2842. £. 171. 10s. of that came from the Government; how was the remainder provided?—By voluntary contributions, and legacies amounting to 200 l.

2843. Do you consider that the withdrawal of the Government grant will seriously interfere with the working of the school, or will that amount be made up by voluntary contributions?—It will seriously affect the school; I believe that the voluntary contributors at present give as much as they can afford, considering the number of applications from various charities which are made upon them.

2844. Is there any difference between the grant which you now receive from the Government and that which you received before 1856?—Yes, there is a considerable difference; the sum which we received from the Government in 1855 was 150 l.; the sum which we received in 1859 was 423 l. 3s. 2d., and in 1860, 171 l. 10s. At first sight it would appear that the sum which we received in 1860 was larger than that received in 1855; yet in reality for ordinary school purposes, it falls short of it. Previous to 1856, the school was taught by two masters and two or three pupil teachers, the Government paying the whole of the pupil teachers' salaries as in other schools. This year the school is taught by two masters and two assistant masters, the Committee of Council on Education having ordered the substitution of assistant teachers in place of the pupil teachers, and has allowed nothing for them. The salary of each of our assistant teachers is 46 l. a year, or 92 l. in all. Deducting the salaries of the assistants, namely, 92 l. from 171 l. 10s., the whole sum allowed this year, there would remain 79 l. 10s., or 70 l. 10s. less than the sum which we received in 1855.

2845. The sum which you will receive in future will be scarcely anything at all?—I hope the Government will still continue the grants to industrial schools.

2846. What has been the success of this school?—I furnished our directors last year with a statistical account of 950 of our former pupils. I commenced to collect information in regard to them purely for my own private use; but as the facts accumulated, I thought that, taking them as a whole, they might not be uninteresting to others. The committee thought proper to have this statistical account published with our last annual report; it is found at page 6 of that report. (*The same was handed in. Vide Appendix.*) Since the report was published, it occurred to me that it might be more satisfactory if I could get the present employers of the children, or other respectable persons, to give a certificate of character, &c.,

Mr.  
C. Ferguson.

1 July 1861.

Mr.  
C. Ferguson.

1 July 1861.

&c., to those who were or who had been in their service. Acting upon that idea I drew up this circular, and sent it out, with a form of certificate, to each of the employers, or former employers, of the children whose addresses I knew, to be filled up by them (*producing the same. Vide Appendix*). I have had 255 of those certificates returned, filled up by present employers and others, and I am able to give you an epitome of the result of the returned certificates—(*handing in the same. Vide Appendix.*)

2847. According to the statement which you have handed in, dated December 1860, out of 950, about 900 have turned out well, and only 50 have turned out badly; do the returns, which you have since received, corroborate that?—I over-rated the annual earnings of a girl; I was informed that her wages amounted to 5*l.*, when in reality she was only receiving 4*l.* 10*s.* I received the information from the girl's mother, who stated that, including everything, she believed her wages were equal to 5*l.* a year.

2848. Generally, do the returns which you have obtained confirm those which you have set out?—The great error in comparing the former with the latter is, I have under-rated in many instances the actual income of former pupils.

2849. Can you distinguish between the expenditure for education, and for food, clothing, and other purposes?—Yes; I have here a table of receipts and expenditure for the last 10 years (*handing in the same. Vide Appendix*). By that it appears that the average of the total cost per annum for the last 10 years for each child, including education, clothing, food, and general management, &c., was 8*l.* 2*s.* 3*d.*

2850. Can you say how much of that belongs to education, properly so called?—£. 5. 8*s.* 4½*d.* includes education, clothing, and general management.

2851-2. Can you distinguish between the other expenses and the education?—No.

2853. You merely deduct from the 8*l.* 2*s.* 3*d.* what is spent upon food, leaving 5*l.* 8*s.* 4½*d.*?—Yes.

2854. What is the nature of the help which you consider you ought to ask from the Government?—I think, generally speaking, about a third of the local contributions. The Minute of 1856 suited us very well. The Government might safely give about a third of the total amount of voluntary contributions.

2855. Including everything?—Yes.

2856. Mr. Hanbury.] You stated that you have had only one case in which a child has been sent under Mr. Dunlop's Act?—We have had many cases, but we have only one remaining.

2857. Have you found any difficulty in getting cases sent under that Act?—We have found no difficulty in getting them sent to us, but great difficulty in getting them kept. As soon as the parochial authorities of the parish on which the child is chargeable get notice of its being sent to our school they become security for the child, and take it away to their own school.

2858. Sir James Graham.] What is the religious teaching in your school?—The Protestant children receive the ordinary religious instruction as taught in Protestant schools. I suppose on account of having both Protestants and Roman Catholics in the school, certain gentlemen think that the religious instruction is not so properly attended to as in other schools. One of the clergymen of the parish, Dr. Hunter, with his

colleague, is in the habit of examining the Protestant children every Sabbath. I asked him to state his opinion in reference to this matter, and he writes, on the 31st of December 1860, to this effect: "My dear Sir,—I have great pleasure in bearing my testimony to the admirable manner in which you conduct the religious instruction of the Protestant pupils in the United Industrial School. I have frequently been present when you conducted your daily scriptural class. Your manner appeared to me calm, serious, and affectionate, like a father in the midst of his children. You carefully ascertained whether or not they understood the meaning of what they read; you made them to state what they conceived were the moral lessons which the narrative, the parable, the miracle, or discourse was calculated to teach, correcting any error into which they had fallen, and applying the portion of the Bible read as a guide to direct their daily conduct. You know that my colleague and myself examine them every Lord's-day after morning service, and I can with truth say, that I have seldom found children, in any circle of life, better acquainted with scripture history, scripture doctrine, and scripture duty, than your elder pupils, who had been for some time under your tuition. I do most sincerely trust and pray that many of these poor children may turn out useful and worthy members of society, and true disciples of Christ; and that you will have the satisfaction of knowing that you have been instrumental in rescuing them from sin, and turning them to righteousness." Signed "John Hunter."

2859. Is Dr. Hunter a clergyman of the Established Church of Scotland?—Yes.

2860. Is the religious instruction part of the school instruction daily?—Yes.

2861. Are all the children in the school compelled to be present when it is given?—All the Protestant children are present in a room with me and one of the assistants, who is a Protestant; the Catholic children are in a separate room with the second master, who is a Roman Catholic.

2862. That Roman Catholic master instructs in their religion the Catholic children apart from the Protestant children?—Yes.

2863. How many Roman Catholic children have you?—Always more than one-half are Roman Catholics.

2864. The majority of the children in your school are Catholics?—The majority are Catholics.

2865. By whom is that Catholic master appointed?—All the teachers and office bearers in the institution are appointed by the acting committee.

2866. Does that Catholic master receive anything from the State in aid of his salary?—Yes.

2867. Is he certificated?—Yes.

2868. The secular instruction is in common; the religious instruction is separate?—Yes.

2869. Is a portion of each day given up to separate religious instruction?—Yes, from 10 to 11 every day.

2870. Have the Catholic priests access to the Catholic children with reference to their religious instruction?—Clergymen of all denominations have access at all hours of the day; the school is open to visitors whether clerical or lay, from seven in the morning till seven at night.

2871. Who is the Catholic priest who visits?—We have no particular one who visits; any one who chooses may visit.

2872. Is

2872. Is the Catholic school visited by the Catholic clergy?—Not regularly; the children attend one of the chapels in the neighbourhood every Sabbath.

2873. Do they go in a body with their master?—Yes.

2874. Does the system work harmoniously?—We have had very few differences since I have had any connection with the institution.

2875. It does not interfere with the joint secular instruction?—Not in the smallest.

2876. You have read to us the testimony borne by a clergyman of the Established Church with reference to the religious instruction in conformity with the creed of that church, can you produce any evidence of satisfaction on the part of Catholics with respect to the teaching of Catholic children?—I am not prepared to do so at present; but I have no doubt that I could produce testimony as strong from them, had I applied for it before leaving Edinburgh.

2877. Are there any Catholics in the direction?—There are; we have both Catholics and Protestants upon the acting committee.

2878. You being employed by them, have you reason to know that they work harmoniously?—They have all along done so.

2879. How long have you been master of the school?—I have been connected with it since 1853.

2880. You are a Protestant?—I am.

2881. With your experience, do you see any objection, as the head of a school of this description, to the mixed secular education and the separate religious instruction?—None whatever; I had considerable doubts when I was appointed to the school; I thought that we might have differences which, I find in practice, is not the case; the constitution and rules of the school are clear and distinct, almost preventing the possibility of collision between parties.

2882. The Catholic children partake of all the benefits of food, clothing, and so on, that the other children partake of, and they have the advantage of religious instruction in their own creed by a master who is of that creed?—Yes.

2883. To whose salary the State contributes?—Yes; I may mention in regard to this matter, that I have a distinct salary for religious instruction, subscribed to by the Protestant members of the committee alone. I have a salary for the general management of the school, and also a distinct salary for the Protestant religious instruction, which does not appear in the annual expenditure. The Roman Catholic teacher has also a salary for the religious instruction of the Roman Catholics, subscribed to by the Roman Catholic contributors; so that the salaries for both the Roman Catholic religious instruction and for the Protestant religious instruction do not appear in the expenditure of the school, but are subscribed to by parties holding themselves responsible for the maintenance of the religious instruction in the institution.

2884. With respect to aid from public sources, and aid from private sources, there is perfect parity between you and the Catholic instructor?—Yes.

2885. You are the head?—Yes.

2886. And I understand from you that there is perfect harmony?—Yes.

2887. Do the gentry and the wealthy persons in Edinburgh take an interest in this institution?—A great many of them do.

2888. And this mixed principle, even in Edinburgh.

burgh, is not objected to?—It is objected to by some; those who do object to it, rather countenance the other school, which is called Dr. Guthrie's school.

2889. Still the contributions flow in for the general service of the school, and also for the special religious instruction?—Yes; the average subscriptions for the last 10 years were 802*l.* 1*s.* 11½*d.* per annum.

2890. What do you receive for your special religious instruction?—Ten pounds.

2891. What does the Catholic master receive?—I am not prepared to answer the question. The Roman Catholic teacher goes round amongst the Catholics, and takes from them what he can get; he furnishes catechisms and books from the amount collected, and retains the balance for his own salary.

2892. An hour every day is occupied in separate religious instruction?—An hour every day.

2893. Has any jealousy or dispute arisen with respect to the intermixture of religious instruction with the secular instruction, which you administer jointly?—We have only had one instance that I remember of. One of the girls said to another that her church was better than hers, because there were pictures in it, and there were none in the Protestant churches.

2894. You are the head of the secular instruction, and you administer it to the school at large; has any jealousy or dispute arisen as to your intermixing with your general instruction, anything that could approach to religious doctrine?—None.

2895. Do you regard it as a matter of conscience and duty, to abstain, in your general instruction, from such intermixture?—In the secular instruction it is not at all necessary, to introduce the subject of denominational differences.

2896. You abstain from doing it?—We do not require to do it.

2897. Does the Catholic master under you take part in the general instruction?—Yes.

2898. Are you satisfied with his abstinence?—Perfectly satisfied.

2899. Is it observed by him as strictly as by yourself?—Yes.

2900. Mr. Black.] You have stated the total cost per head to be 8*l.* 2*s.* 3*d.*, how much of that is precisely for education?—I have divided the expenditure into two classes, namely, taking the whole, and then subtracting the cost of the food.

2901. One of the columns of the paper you have handed in is, "Cost of education, clothing, general management, &c., per head, per annum." Do I rightly understand that there is nothing here besides education, except the clothing in this first column, and that the average of that is 5*l.* 8*s.* 4*d.*?—That includes the management the salaries to the teachers and workmen, coals, gas, stationery, books, clothing, and so on.

2902. How much is paid to the teachers of the industrial department?—£. 226. 4*s.*

2903. How much is paid for your own salary, and for the salaries of all the other teachers?—£. 322, making in all 548*l.* 4*s.*

2904. We may understand, that at all events the teaching costs 548*l.* besides books and other things?—Yes.

2905. You said that the parish authorities once took away one child from your school; what became of that child?—They have often taken away children; in the recent inquiry that I have been making in regard to former pupils, I lost all trace

Mr.  
C. Ferguson.

1 July 1861.



Mr. C. Ferguson. of one of them, and applied to the inspector of the poor for the parish on which the boy became chargeable. In that particular case, the inspector stated that when he heard of him last, he (the boy) was employed in a coal pit in the neighbourhood of Falkirk.

1 July 1861.

2906. That was the education the Poor Law authorities gave it?—At the time I made the inquiry that was the answer I received from the inspector of the poor, as to what had become of the child.

2907. You said that there might be 20 applications for admission into the school, when, owing to the smallness of the funds, 10 only could be admitted, so that you could give education and industrial instruction to a much greater number than you give it to, if you were not limited by your funds?—Yes.

2908. So that if you had a larger amount of funds, you would be able to receive a greater number of children?—We could.

2909. Do you suppose that there are a great number of children in Edinburgh in that condition, who ought to be received into such schools?—We have still a great number of children who ought to be received into such schools who are not received at present.

2910. Then, supposing you had an addition to your means, either by Government grant, or from other quarters, you could take in a greater number of these destitute children than you now do?—We could.

2911. You say that there is perfect harmony between the Protestant children and the Catholic children; and, I suppose, between the Protestant master and the Catholic master?—There is.

2912. The Catholic children are taken, by their own priests, to the Catholic chapel on Sunday?—They are.

2913. Sir James Graham.] Did I rightly understand you to say, that there was a secession from your school, upon the question of religious teaching?—I do not think I said that there was a secession; there never was a secession from our school in reference to religious teaching. I said that there was a difference of opinion, in regard to it, among some of the gentlemen in Edinburgh.

2914. Was not another school established?—Our school was a secession from it.

2915. What was the parent establishment from which you seceded?—Dr. Guthrie's school.

2916. Which is the larger school, yours, or Dr. Guthrie's?—Dr. Guthrie's school has a larger number of children than we have.

2917. What is the proportion between Dr. Guthrie's and yours?—They have, I think, on the average, between 200 and 300.

2918. What is the number in yours?—For the last 10 years we have had an average of 124.

2919. Then the other school has nearly three times as many as yours?—Nearly three times as many.

2920. What is the religious teaching in Dr. Guthrie's school; is it exclusive?—I believe it is the Protestant religious instruction, as taught in ordinary schools.

2921. Catholic children can only attend that school if they be willing to receive the common religious instruction?—Yes.

2922. Does that school receive aid from the State?—I believe it does.

2923. Upon the same principle as you do?—Yes; upon the same principle.

2924. The number being nearly three times as many as yours, the State contributes more largely to the exclusive school, than it does to yours, I apprehend?—I do not think that there is any difference. The State contributes, in the same proportion; to the number, &c., to the one as to the other.

2925. If it depends upon the number, the State contributes three times as much to the larger school as it does to yours?—I am not prepared to state, exactly, what the other school receives. I do not think that any of the teachers are certificated, consequently there is no sum given towards their salaries.

2926. You do not know the contribution which the State makes to Dr. Guthrie's school?—I am not prepared to answer the question.

2927. It does contribute?—Yes, it does contribute.

2928. And somewhat in proportion to the number?—No doubt; the capitation would be the same per head.

2929. And if it be the same, the number would make the amount three times as much as you receive?—Yes.

2930. Mr. Pease.] Can you always produce discipline in your children without corporal punishment?—Not always.

2931. What corporal punishment do you resort to?—We make it the last resort, but we may in some cases give two or three palmies.

2932. Is that repeated on the same child sometimes?—Not at the same time.

2933. That once administered to a child, it is not always sufficient, I presume?—Not always; it may be administered to-day, and a month afterwards the same child may receive a repetition of the chastisement.

2934. You would proceed no further with a refractory child?—No; I make it the last resort. I have various ways of punishing besides.

2935. Do you find that the industrial and other schools of this class in Edinburgh are now sufficient to keep the streets clear of that class of children?—Quite sufficient, if we had funds enough to take into the schools as many as would be willing to come.

2936. You consider that there are still a number of children of that class wandering about the streets?—Yes.

2937. The O'Conor Don.] You say that you see no objection to mixed secular and religious instruction in these schools?—None.

2938. In your schools you have two masters, one a Catholic and one a Protestant?—Yes.

2939. If there were but one master, would you still say that there was no objection?—I would say that there would be a decided objection if there were but one master. If the master was a Protestant he would teach the children as Protestants, and the Catholics might object. If the master was a Catholic he would teach the children as Catholics, and the Protestants would object.

2940. You would, therefore, see an objection to the mixed system if there were but one master, because that master could only teach one set of children?—Exactly so.

2941. And the other children would have to depend upon accidental instruction from external means?—Quite so.

2942. You would see an objection to that?—Yes,

Yes, I would see an objection to that: only one sect of the children would be taught religious instruction in the school. The thing would not be practicable otherwise; whatever denomination the master belonged to, he, as a matter of course, would give religious instruction according to the sect to which he belonged.

2943. That objection would be still stronger if the pastors of the religion to which the children belonged were refused admittance to the school?—Yes; I believe that one of the secrets of our success is that Catholics and Protestants, when admitted into the school, are allowed by their parents and the clergy to remain until we have time to train them for being useful members of society. If our school were conducted on a different plan, the parents or guardians might allow the children to come to school, in cases of extreme poverty; but as soon as they were able to prevent actual starvation, the children would be taken away on account of the religious element.

2944. Mr. Liddell.] You say that half of the applicants are rejected; do I understand rightly that they are rejected solely on account of your inability to educate them from want of funds?—A few of those applications might be cases in which the committee, after consideration, thought they were not suitable for admission into the school; the committee might consider that the parents were able to educate their children without any assistance.

2945. Are nearly half of the applications made by parents who are able to educate their own children?—No; but we have a few such cases. In our general constitution it is stated, "No child under the age of seven or above twelve shall be admitted, nor children who have not resided at least a year in Edinburgh, nor children whose parents are in the receipt of parish aid, provided always that the acting committee shall have the power to relax this rule in particular cases." In every case where they do relax the rule, they state in a Minute their reasons for relaxing it.

2946. You appear by that rule to discourage the application of parents belonging to a migratory class of the population?—Yes. In 1848, soon after the school was established, a great many Irish came over to Edinburgh, and it was considered necessary to restrict the charity in the first place to the inhabitants of the town; at least to those who had been in the town 12 months.

2947. You would prefer to see the children of the fluctuating and migratory population going about the streets begging or stealing, or doing anything else, to seeing them in the school to the prejudice of the fixed population?—I would not prefer to see any of them wandering about the streets in that state; but I think that those who have been in the town for a considerable time, and who are likely to remain, have a better claim upon the benevolence of the town than those who are migratory.

2948. I understand you to state that you are very careful in making inquiries as to the condition of the children before you admit them?—Yes.

2949. In order to ascertain whether the parents are or are not able to support them in pay schools?—Yes.

2950. Do you think that unless those inquiries were carefully instituted you would have a large number of applications on the part of parents who could afford to pay?—We would have a great

number; I know many instances in which parents have applied who were quite willing to pay, stating that they would prefer sending their children to our school, because the education was better conducted than in other pay schools in the neighbourhood.

2951. I mean, would not parents able to pay, but unwilling to pay, be apt to send their children?—Unless careful inquiry were made previous to admission, they would.

2952. You feed and clothe the children?—Yes, we feed and partially clothe; we do not guarantee to clothe any, but we do assist in clothing them; a great number of ladies and gentlemen in the town send us cast-off clothes. The cast-off clothes of gentlemen are made up by our young tailors for the boys, and our girls convert the ladies' clothes into dresses for themselves. Benevolent members of our committee occasionally send us webs of cloth for the use of the children.

2953. In regard to the secular instruction, you say that that is a question quite apart from the religious instruction?—Quite apart.

2954. Does the word "religion" never enter into the secular instruction?—It may, often.

2955. Do you think that is possible to adopt a system of secular instruction without basing it upon moral duties and religious considerations; can you impart, as the manager of a school, secular instruction to the children in that school, without moral considerations entering necessarily into that system of secular instruction?—No.

2956. That, you say, is impossible?—Yes.

2957. You cannot teach a child to obey without telling it why it ought to obey?—No.

2958. And whom it ought to obey?—No.

2959. Religious instruction must form the basis of the secular instruction, if the secular instruction is to be valuable?—Yes.

2960. So that you cannot very well separate the two?—We do not require to do it. Both Catholics and Protestants are at one with regard to the great fundamental principles of morality.

2961. Then the religious instruction, which is given in the shape of separate instruction, is what may rather be called denominational instruction?—Exactly.

2962. The Roman Catholic teacher does not, I presume, teach the Church catechism to his children?—He teaches a catechism; no doubt the one belonging to his own church.

2963. It is not the catechism which you teach to your set of children?—No.

2964. Mr. Lowe.] The children whom you admit are destitute?—They are.

2965. You ascertain that by careful enquiry before you admit them?—Yes.

2966. They are, therefore, liable to be maintained by the parochial Board?—Not all of them; indeed, very few of them. The parents of the children may be Irish; they may have resided in Scotland 20 years, moving about from parish to parish, and never have acquired a legal settlement; and if they do apply for relief, they are sent over to Ireland.

2967. They have a claim to be fed or to be sent over to Ireland?—They do send them over to Ireland.

2968. I understood you to say that if you apply to the parochial Boards for the maintenance of the children whom you have under Mr. Dunlop's Act, they give sureties, and take them away?—Yes.

2969. The

Mr.  
C. Ferguson.  
1 July 1861.

Mr. C. Ferguson. 2969. The consequence is, I presume, that you do not apply to them?—We always apply.

July 1861. 2970. Does it answer your purpose that they should take them away from you, and send them into a colliery, for instance?—No, it does not; at one time we were charging at the rate of 4s. a week for the children, who were sent to us under Mr. Dunlop's Act; the parochial Boards found that they could board the children, or keep them, at a smaller rate; they accordingly became security for the future good conduct of the children, and took them away. We thought that we were doing more for the benefit of the children than they were, and reduced the sum to 2s. 6d. a week.

2971. That is not low enough; what would be low enough?—I cannot say.

2972. Are those sureties which they give for the good conduct of the children ever enforced?—They become security that the child will not be found in the same vagrant state afterwards.

2973. *Chairman.*] Is there any instance of a child having been found in a vagrant state again?—Not that I am aware of.

2974. *Sir James Graham.*] At Dr. Guthrie's school, do they feed and clothe the children?—They do.

2975. Is their food better, or their clothing better than yours?—The food, I believe, is much the same; the clothing is somewhat different. A child in Dr. Guthrie's school comes in the morning; it may be covered with rags; it is stripped naked, gets a suit of clothes during the day, and at night it is deprived of its school clothing, and it may be sent home in its rags. We allow our children to retain the clothing they receive from us night and day.

2976. Does Dr. Guthrie's school draw any children from your school at all?—I do not think it does.

2977. Is the scale of clothing and the quantum of food so nearly alike in both schools that Dr. Guthrie's does not draw children from your school?—The food is as nearly as may be the same; the clothing is different, as I have already mentioned.

2978. Is it the fact that your children do not pass to Dr. Guthrie's school, and that Dr. Guthrie's children do not pass to your school?—If a child has been in the other school, and is still eligible for that school, we do not admit it; if a parent applied to get his child into our school, and if I knew or heard that it had been in Dr. Guthrie's, I would not recommend the child to be admitted till I had ascertained the reason why it had been sent away from the other school.

2979. *Chairman.*] Are you able to say, of your own knowledge, what the contribution of the State to Dr. Guthrie's school is?—I think that the last payment which they received under the Minute of 1856 was somewhere between 600l. and 800l.

2980. And the last payment which you got

under the Minute of 1856 was between 400l. and 500l.?—Yes.

2981. As I understand, your school is now getting from the Government about 170l. a year?—We received, last year, 171l. 10s.

2982. You want to get a third of the whole of the expenses; your whole expenses being 1,270l., you want to get about 420l.?—I have not considered the matter thoroughly, but I think that the State would be only doing us something like justice, to give a third of what is raised by voluntary contributions.

2983. But the practical effect of the minutes now passed will be, unless you get a larger proportion of children committed under Mr. Dunlop's Act, that you will lose that 170l., and you will only get 13l. a year in respect of that one child committed under Mr. Dunlop's Act?—Exactly so.

2984. Do you suppose that the withdrawal of the Government grant will lead to any larger number of children being committed under Mr. Dunlop's Act?—I am not prepared to say that it will.

2985. You are aware that a Bill is before Parliament which will, to a great extent, enlarge the power of committing under Mr. Dunlop's Act; do you suppose that if children are committed under that, they will be withdrawn by the local Boards?—They may be; I have heard that some little difficulty is apprehended with regard to the working of that Act; it is necessary not only that the children be vagrant, but that the children be taken up by a police officer.

2986. Do you suppose that those 130 children are for the most part a class of children who might be properly committed under that Act?—I think, for instance, that if our school and Dr. Guthrie's were shut up to-morrow, full 50 per cent. of the children would ultimately become young thieves and be liable to be sent to reformatories.

2987. *Sir James Graham.*] Under the regulation till altered, you receive 171l. 10s. from the State for educating about 120 children?—We did.

2988. And your request would be for a grant of one-third of the whole, raising that contribution from 171l. to about 400l., so that the State would contribute about 4l. a head for every child?—Yes.

2989. Would you propose that the State should also contribute towards the feeding and clothing?—That includes everything.

2990. Your desire is that the State should bear a third of the whole cost of feeding, clothing, and educating?—Everything; I think that the simplest way of giving it, and the way least liable to abuse.

2991. *Chairman.*] Under the Minute of 1856 you did practically for one or two years get a third of the whole expenses?—Yes, we did.

*Jovis, 4<sup>o</sup> die Julii, 1861.*

## MEMBERS PRESENT :

Mr. Adderley.  
Mr. Black.  
Mr. Cave.  
Sir James Graham.  
Mr. Hanbury.  
Mr. Ker Seymer.

Mr. Liddell.  
Mr. Lowe.  
Sir Stafford Northcote.  
Sir John Pakington.  
Mr. Pease.  
The O'Connor Don.

SIR STAFFORD NORTHCOTE, BART., IN THE CHAIR.

CHARLES TAYLER WARE, Esq., called in; and Examined.

2992. *Chairman.*] YOU are connected with the committees of several refuges and ragged schools, are you not?—Yes.

2993. What schools are they?—St. Giles's and St. George's, Bloomsbury Ragged and Industrial Schools; I am also a member of the managing committee, and of the Reformatory and Refuge Union.

2994. How many schools are there, connected with those two institutions, with which you are connected?—There are four or five different branches, but they are all under the same manager. There are two kinds of schools, the refuges, or industrial schools, and the ragged schools of the ordinary description in London.

2995. Which are mere day schools?—Yes.

2996. Will you tell the Committee what number of children there are in each school?—The average number in the Boys' Refuge is 100; the average in the Girls' Refuge is 70; the average attendance in the day schools, of the ragged schools, is rather more than 500. The number on the books is about 700. The attendance in the Sunday schools is about 700, or rather more.

2997. Is any food or clothing given to the children attending the day schools?—Occasionally, in severe weather, soup is given; but it is not part of the regular system; it is given only as occasion requires; during last winter they had some.

2998. What are the ages of the children in the day schools?—From about three to 18 or 19.

2999. Then are there several schools, or is the day school all one school divided into classes?—The schools are carried on in different houses; several classes being carried on at different times; there is one school for infants; another school for boys; another school for girls, and another school for both boys and girls, besides evening classes for the elder children.

3000. Then your average attendance of 500 includes the whole of them?—It includes the whole of them, exclusive of the refuges.

3001. Can you inform the Committee what proportion of those 500 come in the evening?—About 100.

3002. Is there any industrial training in the day schools?—None in the day schools, except sewing for the girls.

3003. You do not obtain any help from the Government for the day schools?—None at all.

Q.78.

3004. Now, with respect to the refuges; you have two, have you not?—Yes.

3005. Are they certified?—They are not certified.

3006. What assistance do you receive from the Government for them?—We get the assistance granted under the last Minute; the grant for last year, on the average, amounted to 3 *l.* 15 *s.* per head for boys, and 13 *s.* per head for girls.

3007. *Mr. Adderley.*] What is the date of that Minute?—I think the date of it is December 1857.

3008. *Chairman.*] What is the nature of the grant?—It consists of half the rent of the industrial school premises, one third of the school material, and 5 *s.* per annum for each industrial scholar.

3009. You mean by school material, books and maps?—Yes; it is next to nothing in our case.

3010. What was the total amount you received from the Government last year for boys and girls respectively?—The grant for girls, was 47 *l.* 15 *s.* 5 *d.*, and the grant for boys, 378 *l.* 6 *s.* 6 *d.* I should state, in explanation of the small sum granted for the girls, that the girls' refuge is carried on for the most part in a freehold house of our own, and therefore we get no grant for rent.

3011. What are the circumstances of the boys' refuge in that respect; do you take it on lease, or year by year?—We have a lease at a rent of 300 *l.* a year, with insurance, which is about 30 *l.* a year.

3012. For how many years?—It is for 7, 14, or 21 years at option.

3013. Is there much of the term of the lease still to run?—There are about five years still to run.

3014. What is the total income; can you distinguish the income of the refuges, from that of the ragged schools?—I can, roughly.

3015. Will you first give us the total income of the whole of your institutions?—I can hardly give it exactly, for it is so mixed up with the material used in the schools; perhaps I had better give the annual expense of each boy; after allowing the sum which we received for the goods produced, the net expense is 17 *l.*, the total being 1,723 *l.*, besides which, we paid last year 270 *l.* for emigration, making a total of nearly 2,000 *l.*, that is for boys only.

T 4

3016. The

*C. T. Ware,*  
Esq.

4 July  
1861.

C. T. Ware,  
Esq.

4 July 1861.

3016. The total expense of the boys' refuge, was about 2,000 l.?—Yes.

3017. Out of which you received 378 l. from the Government?—Yes.

3018. With regard to the girls, can you give the Committee the figures in the same way?—The expense of the girls, including an allowance for the value of our freehold house, is about 15 l. per head, making a total of 1,050 l.

3019. Is there any expense for emigration there?—About 200 l.

3020. Is the whole of that money, except what you get from the Government, raised by private subscription?—Yes, including grants from the Ragged School Union and the Reformatory and Refuge Union; except a small sum, which we receive from the friends of the boys, and we also get the wages for some of the boys who are out in places, but who sleep with us.

3021. Will you explain a little more fully what you mean by the last part of your answer?—For a few of the children we receive payments of small sums per week, and about 12 of the boys generally have places as errand boys or otherwise. We receive their wages, and make them a small allowance for pocket money, considering the rest as part of our income.

3022. They continue to sleep in your establishment?—They continue to sleep in our establishment, and take part of their meals with us.

3023. You having, as a member of the committee of the Reformatory and Refuge Union, a general knowledge of other refuges throughout the country, can you state whether they are all conducted much upon the same principles?—My knowledge is principally confined to refuge schools in London; a very large number of them are conducted on the same principles.

3024. Is it a common feature that the children are sent out to places, and that payment is received by the refuges for them?—It is in several of them; I am not able to say in how many.

3025. How long does that go on; when a boy is sent out to a place, does it generally last for some months?—Yes, generally for some months.

3026. Do you find that the assistance which you obtain from the Government is an advantage or a disadvantage?—We consider it a great advantage.

3027. You do not find that it has the effect of discouraging private voluntary contributions?—I think not.

3028. Do you think it has the effect of encouraging private voluntary contributions?—Yes; *pro tanto*, it relieves the secretary and the committee from the labour of getting money, and I think the inspection of the Government officers gives confidence to our private friends.

3029. Have you received any communication from the Government, to the effect that the grants which they have been hitherto making will be withdrawn?—Not specially; we have seen it in their report.

3030. You are aware that at the close of the present financial year, the Government grant will be withdrawn from all institutions such as your refuge, unless they become certified under the Industrial Schools Act?—Yes.

3031. Do you consider that it would be suitable to your institution to be certified?—I think not.

3032. Why do you think so?—I doubt, in the first place, whether our buildings are suitable for the purpose; whether we have sufficient means

of preventing boys and girls from running away; any boy in our house, or any house like it, can readily run away if he sets his mind upon it, and I should not like to undertake to retain the boys against their will. Another reason is, that we should have materially to alter our work (which is now being well done), in order to suit it to the circumstances.

3033. Will you be good enough to explain what you mean by altering your work?—The majority of the cases are now over 14 years of age; we should have to give up those entirely; and my own impression is that the cases, especially of girls over 14, are quite as important, or more important, than those under 14.

3034. Do you consider that there would be any disadvantage in mixing the children committed under the Industrial Schools Act with the class of children which you now receive?—There would be some disadvantage.

3035. Are any large proportion of those children which you now have in the refuge, children who might properly be committed under such a Bill as the Industrial Schools Act?—Not a very large proportion; a small proportion of them are.

3036. Do you know whether any considerable number of the children in your schools have been brought before magistrates or convicted?—About one in five, I think.

3037. They would probably be proper subjects for a certified school?—Perhaps those children who are under 14 years of age would, but those that are over 14 would be excluded from the operation of the Bill.

3038. About what proportion of your whole number of children are over 14 years of age?—About two-thirds of those that we receive are over 14, but as the younger children stop longer with us than the older ones, of course the average, taken at any one time, of children present in the refuge would be rather different.

3039. How long do those who come in, being over 14 years of age, usually stay with you?—On an average, rather less than 12 months; perhaps nine months.

3040. What is generally done with them; do they get situations or do they emigrate?—Many of them emigrate, and many go into places; a considerable number of the boys have gone to sea.

3041. Have most of those children who have left your institution turned out well, or have you had many failures?—Most of them have turned out well. I have the figures made up to the end of last year of those who have left us. To the end of 1860 we had received 543 boys, who are thus accounted for: emigrated, 99; gone to the Royal Navy, 40; gone to the merchant service, 15; in situations or apprenticed, 113; gone into the army, 3; dead, 3; remaining in the school, 104; restored to their friends, run away, or otherwise disposed of, 166; total 543. Then, with regard to the girls: 123 had gone to service, 48 had emigrated, 66 remained in the establishment, 140 were dead, had been restored to their friends, or had otherwise been disposed of; the total number being 377.

3042. Do you suppose that the effect of certifying such an institution and making it a place for the reception of committed children, would cause any of the supporters to withdraw from it, their aid, because they would have a dislike to a school which might be supposed in any degree to partake

C. T. Ware,  
Esq.  
4 July  
1861.

partake of the nature of a prison?—I think it would very much alter the character of an institution. I think some of its friends would feel less interest in it, and that we should probably lose a large amount of their support.

3043. Upon the whole, it is not your impression that upon this new system coming into operation, you would be willing to certify the school?—I think not.

3044. Upon that taking place, you would lose somewhat more than 400*l.* a year of Government aid?—Yes.

3045. Would that be a serious loss to you?—A very serious loss indeed.

3046. What is the amount of teaching power represented by your present staff?—In the boy's refuge we have a master, whose wife acts as matron. We have one scholastic teacher, one tailor, one carpenter, and three shoemakers. In the girl's refuge we have a matron, two scholastic teachers, and one assistant, whose duty it is to look after the house-work.

3047. To what extent do you carry the scholastic instruction in your institution?—The children receive it generally once in the day, namely, either in the morning, or in the afternoon.

3048. How far is the scholastic instruction carried, do you teach them reading, writing, and arithmetic?—It depends very much upon their attainments before they come to us; we endeavour to give them reading, writing, and arithmetic.

3049. Can you state what proportion of the boys who are now in the school can read tolerably well?—I should think about three-fourths of them.

3050. Are you able to say what proportion of those who come into the school can read when they come in?—I am unable to say exactly, but I should think about one-half.

3051. Are you able to inform the Committee what proportion of the boys now in the school can write?—Perhaps a third are able to write, so as to make themselves understood.

3052. Have you any master holding a certificate?—No.

3053. Do you think it desirable to have certificated masters in an institution of that kind?—Desirable for the purpose of securing Government assistance towards their salaries, but otherwise I should not think it of much consequence.

3054. Do you see any objection to them; do you think they would usually be unfit for the work carried on in an institution like yours?—I think the qualifications which the Government look to in giving a certificate to a master, are not those which we should consider the most important. With respect to the head master, who is the principal person, I should consider scholastic acquirements were of very secondary importance, our present master is very successful and thoroughly efficient, and he never had any scholastic training at all. I will read to you an old report of Mr. Cook, the previous inspector, of what his previous training was, a training which I consider to have been much more important for the purposes to which he now devotes himself, than any training which he could obtain in a training college: "The master of this institution has received peculiar training, he was first apprenticed to a bootmaker, was then a resident in Canada, returned to England and served seven years in the police force. He was then a missionary, employed in the London City Mission.

0.73.

His wife is also a respectable matron. The influence of both is excellent. The boys are well instructed in carpenters', shoemakers', and tailors' work. Their education is of course limited to elementary subjects. My impression as to the working of the institution is very favourable."

3055. Is your institution inspected by the Government Inspector?—Yes.

3056. Who inspects the refuge now?—Mr. Tufnell.

3057. Does he take measures for ascertaining whether the children receive proper scholastic teaching?—I believe he does, though I never was present at one of the inspections.

3058. Do you know from his reports whether he is satisfied with the amount of scholastic teaching given in the school?—Yes. I have his last report, and he makes no complaints upon the subject. But our principal attention in the case of the boys is directed to industrial work; we do not think so much of the scholastic training.

3059. Now, with respect to the form in which the Government aid is given, do you think the present form is satisfactory?—I think it is rather capricious; for instance, in the case of the boys, as the figures show, we receive a very large sum, a great part of it in rent and material; while for the girls we receive a mere trifle, though the action of the girls' refuge is quite as efficient, and in proportion to its numbers, it does quite as much good as the boys' refuge.

3060. Do you not think that the Government grant for material is open to much abuse?—I think it may be.

3061. The grant in the shape of rent is, as you say, capricious; do you think it would be preferable to substitute a capitation grant for all the children?—Yes.

3062. What amount of capitation grant do you suppose would be fair?—I should say from 3*l.* to 5*l.* a year per head; I should rather be disposed to fix a maximum, and say that it should not exceed a certain proportion of the total amount of the expenditure.

3063. You have taken a lease of these premises for a term of years?—Yes.

3064. Do you suppose it is the case with many of the refuges that they have taken leases in the same manner?—I imagine so; but I do not know it.

3065. Have they generally taken those leases upon the faith that Government will grant towards the institution half the rent?—There is no doubt of it.

3066. If that grant is now withdrawn, is it not probable that many of those institutions would be seriously injured?—I should think so.

3067. They have undertaken certain liabilities on the faith of the Government grant; you think that that being without any fault, on their part, at once and without much notice withdrawn, they would be seriously injured?—Yes, we pay 300*l.* rent for the Boys' Refuge, of which the Government pay 150*l.*, and that we should lose entirely.

3068. With respect to the ragged school, you receive no Government assistance; would you wish for that?—It would depend upon the conditions on which the Government granted their aid; personally, I should have no objection to receive it, but I have no authority to speak for the committee.

3069. There is an objection, on the part of many managers of ragged schools, in London, to the receipt of any Government aid?—Yes.

U

3070. Is

C. T. Ware,  
Esq.  
4 July  
1861.

3070. Is that objection universal, or is there some division of opinion?—There is some division of opinion; some of the institutions would take it, and some would not.

3071. Mr. Pease.] Do you consider that the requirements of the population of the district, in which your schools are situated, are covered by your institutions?—I think that we could double our schools, and yet find children for them; there are other schools in our neighbourhood; for instance, there is a large Roman Catholic school.

3072. What prevents the doubling of your schools; is it want of means?—Partly want of means, and partly, it is want of power, generally.

3073. Mr. Adderley.] Are the schools and the refuge you are interested in, quite independent of the Ragged School Union?—They are connected with the Ragged School Union.

3074. In what way?—They constitute one of the institutions which form the union, and receive grants from the union.

3075. Do you, representing a proportion of the managing body of the Union, take a different view with respect to the desirability of receiving Government aid from those who have already given evidence?—I am not a member of the managing body of the Ragged School Union; I am one of the committee of the Reformatory and Refuge Union, which is a different union.

3076. I had understood that the two bodies to a great extent coincided?—They do not coincide in many matters. They are entirely different in many matters.

3077. Yet you receive assistance from the central committee of the Union?—Yes.

3078. Do the Reformatory and Refuge Union receive money from the Ragged School Union?—No.

3079. None of the refuges of the Reformatory and Refuge Union receive any grants from the committee of the Ragged School Union?—Yes, some of them do. The central body does not; some of the individual schools do.

3080. You state that in your ragged schools, food, particularly soup, is occasionally given?—Yes.

3081. Does the cost of such food or soup form a portion of the expenditure of those schools of which you have given us an account?—No. I have given the particulars of the expenditure in the refuges; the soup is given merely to the children who attend the day ragged schools.

3082. Can you tell us what the expenditure of those day ragged schools is?—I think, about 600*l.* a year.

3083. And what may that be per head upon all the children?—About 1*l.* per head.

3084. And that includes all the expenses?—Everything.

3085. Does it include clothing?—We give them no clothing from the funds of the institution. Clothes, when given, are given to the children by private persons.

3086. Are your receipts in the way of wages for the children's work solely confined to the refuges, or is there anything received on account of the day school?—They are solely confined to the refuges.

3087. Are any such receipts in the shape of wages deducted from the net expenditure which you have given us as the total?—Yes.

3088. You object to letting your refuges be certified?—Yes.

3089. Your first ground of objection was, that your schools were not suitable to be certified?—Yes.

3090. Because your schools do not prevent the children from running away?—Yes.

3091. Do you suppose that any certified schools are so built as to prevent the children from running away?—I should think they are very much better adapted than our schools to prevent the children from running away.

3092. Have you seen any of the certified schools?—No.

3093. Do you know that there is anything in the Act itself which would require such a mode of building as to prevent the children from running away; or do you know that there is anything in the nature of a certified school which would even admit of such a kind of building?—The Act itself is based upon the supposition that the children are to be sent by magistrates, to be retained in the schools, which certainly seems to imply that the schools are such as will retain the children.

3094. Then what kind of provision against their running away do you think is implied?—That must depend upon individual circumstances, for instance, a building enclosed by a wall with a door kept constantly locked would form such a provision.

3095. But if you found that no such provision was contemplated by the Act, that objection with respect to the certificate would be removed from your mind?—Yes.

3096. You are aware that in the Bill now before Parliament for amending the Industrial School Act, and also in the Industrial School Act itself, there are several clauses providing for the contingency of children absconding from the schools?—Yes.

3097. Are you not aware that the Act provides for the case which we are now considering?—I think not, of course nothing short of a prison can make it absolutely impossible for children to run away; but a school in which retention is directly contemplated, and in which there are positive means of retention is very different from a school from which the children can run away any day they like.

3098. You are aware that there is a clause which imposes a penalty upon a child absconding, and also a penalty upon anyone inducing a child to abscond?—I am aware of it.

3099. Do you look upon the intention of the Act to be the provision of such walls or enclosures around certified industrial schools as will physically prevent the children from absconding?—I should think that the Act contemplates such a building as would practically be suitable for retaining the children in it; placing walls round about the building, I merely mentioned as one mode by which the thing might be done; it might be done by the building only having one door constantly watched; I merely say, that buildings like ours where people are constantly going in and out are not suitable for the purposes of retaining children.

3100. Your second objection, I think, was that your children were not suitable for a certified school, as two-thirds of them are over 14 years of age?—Yes.

3101. Is there anything in the Industrial Schools Act, or in the Bill for amending it now before Parliament, which prevents such children being in a certified school?—As the Bill now stands

stands it is confined to children under 14 years of age.

3102. The clause for the commitment of the children provides that they shall not be above that age?—I spoke of the age of the children when they were sent to us.

3103. I understood you to say that two-thirds of your children being over 14 years of age, they would not be suitable for a certified school?—I think my answer was, or at all events I intended it to be, that the children were over 14 years of age when they were sent to us.

3104. You think it essential for your schools to have the power of receiving children over 14 years of age?—Yes; I think we should have to alter the character of the school very materially if we excluded them.

3105. Are you aware that there is nothing in the Industrial Schools which prevents a certified school from receiving children above the age of 14, besides those committed to it under the Act?—No, I think not.

3106. Therefore, the mere fact of certifying the school would not prevent your receiving children, as you now receive them, above the age of 14?—No, except that if we were certified under the Industrial Schools Act, we should lose the grants from Government for all our children.

3107. Do you receive at this moment aid from both departments of the Government?—No; we have never been certified.

3108. From which of the departments do you now receive aid?—From the Committee of Privy Council.

3109. Do you suppose that even if you were certified, you would receive money from both?—No, we should not; but if we had certified, under the Industrial Schools Act we should have lost our grant from the Committee of Council, whether we had few or many, under the Industrial Schools Act.

3110. Your third objection to certifying your school is, that it would mix up the two different classes of children; namely, those who are now in your uncertified school, and those who would be sent to it under a magistrate's order?—I think it would be an injury to them all, not so much from the mixing up of the two classes as because it would injure the prospects of those who were not certified: for instance, we had 40 boys whom we sent to the Royal Navy, and the fact of our being certified would have excluded them at once. I believe the navy would not take them from a certified school. Up to Christmas last we had sent out 99 boys, and since then we have sent a considerable number, besides 48 girls, to the Colonies. I believe their prospects in the Colonies would have been seriously injured if they had been sent from a certified school.

3111. On what ground do you suppose the boys would not have been received into the Royal Navy?—The Royal Navy refuse them.

3112. Do you know of any instance in which that has occurred?—I have known of an instance of a boy being sent away from the navy. There is a certified school from which, as I am informed, boys were taken into the navy, and on its being afterwards found out that they were from a school of that character, they were sent back again. The objection is to receive boys from a school which is connected with the criminal system of the country.

3113. But if you were to ascertain that children were very largely received into the navy

0.73.

from certified industrial schools, your objection on that score would fall to the ground?—As far as the Royal Navy is concerned.

3114. Does your objection lie here that you suppose that the order of the magistrate, which is required under the Industrial Schools Act, as the mode of admitting a child into an industrial school, stigmatizes the child, and degrades his character?—I think it would hinder the prospects and position of a child.

3115. You look upon the giving of the magistrate's order as a kind of criminal process?—Yes.

3116. But if the magistrate's order were merely required by the Government as some little check against abuse, and were clearly distinguished from anything like a criminal certificate, that objection would cease in your mind?—I think it would; but any such order as is contemplated by the Industrial Schools Act, or the present Industrial Schools Bill, would, I think, inflict a stigma upon a child.

3117. Are you aware that under the former system it was the practice for two magistrates, to go through the school and certify the cases that were suitable for admission?—That would not inflict a stigma, but an order from the magistrate for the admission of a particular boy, would be looked upon in the light of a conviction, and would be injurious.

3118. Do you think it impossible that a magistrate's order should be distinguished from a criminal commitment?—I think that practically it is hardly possible that the distinction should be made; I believe they would be generally considered as the same thing.

3119. You propose that Treasury grants should be made to their schools at the rate of from 3*l.* to 5*l.* per head to an extent not exceeding the total amount of the expenditure?—Not exceeding a certain proportion of the amount; in a school like ours, I would have the proportion small, say a quarter, because I should be very sorry to see the voluntary element destroyed in the support of such a school.

3120. If you saw that there was the most wasteful, injudicious, and loose expenditure in the institution, would you still ask the Treasury to grant that proportion?—I should put the proportion as a maximum, say, from 3*l.* to 5*l.* a head, taking care that the grant never exceeded the maximum; then if the expenditure was lavish that would not increase the Government grant; if, on the other hand, the expenditure was im- properly niggardly, that would prevent the management getting too much from the Government.

3121. As you now stated, the expenditure has no standard whatever but the maximum fixed sum of which you propose the Treasury should grant a proportion?—I merely mentioned the maximum as being a check upon abuse.

3122. If you ask for a maximum fixed proportion, there is no check upon lavish expenditure; it does not matter how lavish the expenditure is if the limit is a fixed limit?—Suppose, for instance, that the Government grant was 4*l.* per annum per head, and that the maximum fixed was, that the grant should not exceed one-fifth of the whole expenditure. Then if the school were conducted in an unduly niggardly manner, so that the expenditure upon a child was only 10*l.* a year, the grant from the Government would be somewhat reduced.

U 2

3123. Do

C. T. Ware,  
Esq.

4 July  
1861.



C. T. Ware,  
Esq.  
—  
4 July  
1861.

3123. Do you mean that the Government should grant a proportion of a fixed sum, or a proportion of an unlimited expenditure?—A fixed sum, with a rule for reducing it in case the expenditure was too small.

3124. This mode of grant, you propose, should be wholly irrespective of any test, either of the qualifications of the master or of the mode of teaching?—No. I think the Government Inspector ought to see generally that the school is in an efficient state.

3125. In what way would you propose that the inspector should be enabled to see that the school was in an efficient state?—A competent inspector would always be able to see that, by devoting sufficient time to the work of inspecting the school.

3126. Do you mean that he should just walk through the school and look at it, or that he should examine the master personally?—I do not mean that he should merely walk through the school, but I think that an intelligent and careful inspector would be able by spending sometime in a school, examining the boys, and examining the master generally, and looking at the system pursued, to form a very good opinion of the efficiency, or the contrary, of the institution.

3127. Will you tell me what you mean by examining the master generally?—I do not mean that he should be put through a scholastic examination; but an inspector who goes through a school, and spends sometime with the master and mistress, can find out whether they are competent or not. I believe in every instance in which the inspectors have gone through our schools, they have reported upon that particular point.

3128. But you would not only not insist upon, but you would deprecate an actual examination?—I should deprecate a scholastic examination of the master or mistress. I should think it useless.

3129. Do you apply your objection to the examination and testing of teachers at refuges only, or do you apply it to other schools?—I do not. I think it must depend upon the particular circumstances of the school. The necessity for a scholastic examination does not apply to refuges, because their great work is moral and industrial, as well as scholastic, and therefore an examination upon mere scholastic requirements is only looking upon one point out of several, and that a comparatively unimportant one.

3130. Do you suppose there are any schools where the principal object is not a moral one?—The moral object ought to be the principal one, but in many schools, the scholastic training is a very important means of producing moral effects, while in a refuge, it is less so.

3131. Do you think there is any school in which the moral object is not the principal object?—I think it ought to be the ultimate object.

3132. Do you think there is a school of any sort in which the scholastic training is the first object and the moral training merely a secondary object?—There are many schools in which scholastic training is the principal work of the school, though all schools ought to be so conducted that the moral results should be the chief object.

3133. But do you intend to convey that ragged schools differ from elementary schools in this, that in the ragged schools the moral object is first, while in elementary schools the scholastic

object is first?—I speak of refuges and not of ragged schools.

3134. Would you have the same objection to examining and testing masters in elementary schools throughout the kingdom, or would your objection to testing the masters apply to ragged schools and refuges only?—No. I see no objection to a proper examination of the masters of common elementary schools.

3135. Can you state generally why you think such examination is useful in elementary schools?—Because scholastic teaching is the great work of elementary schools. It is not the great work of the refuges. I speak from what I know myself of the work in our own schools, and I know that our master and matron have their time principally employed in other matters besides scholastic instruction. Our girls' matron is a thoroughly trained teacher, and came to us as such, but her time is principally employed in other matters besides scholastic training. We have a scholastic teacher for the girls, in consequence of the matron being unable to attend to that herself.

3136. In ragged schools and refuges there is industrial instruction, in addition to the scholastic instruction which is given in elementary schools?—There is in the refuges, but not in the London ragged schools.

3137. Does not that kind of instruction require that some test should be applied to the master, just as the scholastic teachers in elementary schools require the application of a scholastic test?—I should think not in the same way.

3138. Did I understand you to express an opinion, that the cancelling of the Minute of 1856, was a breach of faith on the part of the Government to those managers who had established schools under the provisions of that Minute?—No. I did not say that there was any breach of faith. I merely intended to convey that the withdrawal was a disappointment to them, and that I believe many of them had undertaken responsibilities, relying upon it's being continued in force.

3139. Is there anything in any subsequent Minute, or in any of the reports which have latterly emanated from the Privy Council, which does more than attach a condition, namely, the condition of that certificate, to the granting of the same advantages which the schools previously had?—I understand the last report of the Committee of Privy Council to intimate the withdrawal of assistance from schools altogether, leaving them upon the same footing as common schools.

3140. I do not limit my question to the Committee of Privy Council; has the Government in anyway disappointed the managers of any schools or refuge, or any ragged schools further than by insisting upon the condition of that certificate upon which condition being fulfilled, they will have all the advantages they have ever received?—Yes; under the original Minute we received 50s. per head per annum for all the children. For all the children brought under the present system we receive only 5s., and that 5s. is now, I understand, to be withdrawn.

3141. Do you contemplate in your proposed Treasury grant, a feeding grant, or any portion of the money received from the Treasury covering feeding expenses?—I should look upon the grants

C. T. Ware,  
Esq.  
4 July  
1861.

grants as educational, and would not have a special grant for feeding.

3142. But, putting aside that 50*s.*, I must repeat my question; has the Government in any way disappointed any of the ragged schools or refuges in the kingdom by its recent provision further than by attaching the condition of the certificate to the reception of the grant?—Not up to the present time; but we are expecting that the whole of the grants will be withdrawn.

3143. From schools not certified?—Yes.

3144. So that, as I say, the utmost the Government has done is to attach the condition of the certificate to the granting of the aid?—Yes; but that would entirely alter the system of our school, and probably of other schools.

3145. Mr. Liddell.] With respect to the ages of the children in your ragged day-school, you stated that those ages ran from three to eighteen or nineteen?—Yes.

3146. Have you many young persons of about the age of 18 or 19?—Not many; those are principally lads and girls who attend the evening schools; there are none in the schools in the day time.

3147. But when you came to deal with young persons of those ages, do you not find there is very great difficulty in classification, particularly looking to the fact that one in every five has been convicted?—I should think there would be a difficulty if classification were necessary.

3148. But it being the fact, that you have boys and girls of those ages; do you not find a great difficulty in respect to classification?—We do not attempt to classify boys and girls of that age who come into the night school.

3149. Taking into account the fact, that one in five has been convicted of offences which for aught you know may be very serious, would you have any apprehension of mingling together in the night school, boys and girls of 18 or 19 with other children who have not been convicted of serious offences?—As a general rule we should take in our night schools all that came. I believe that young persons of 17 or 18, or 19 years old who are thoroughly bad and degraded, would not come to us at all.

3150. What security have you for that?—They would not like it.

3151. But do you think that under that state of circumstances with those facts before them, it would be easy for the Government to undertake the responsibility of giving a grant in aid to a school conducted upon those principles?—I think it would be very difficult with respect to those classes.

3152. Do you know as a fact whether many of those young persons whom you described as having been convicted, have been convicted of serious offences?—They have been convicted mostly of small matters of theft.

3153. Do you take particular pains to inquire into the early history of those persons?—We do of those that are admitted into the refuges, but not of those that we receive into the ragged schools.

3154. You say that a good many of your boys go to sea; that you have sent 40 to the navy, and 15 into the merchant service; what steps do you take for getting boys into the Royal Navy?—At present one of the persons in office at Portsmouth (I believe one of the masters in the "Victory") writes to our master, and states that there are vacancies. Our master sends him the

0.73.

boys which he thinks suitable, and those who at Portsmouth are thought suitable are retained, and the rest sent back.

3155. Then with respect to the merchant service; how do you get them into the merchant service?—We have got none into the merchant service lately, but it is through private interest with shipowners that it was done.

3156. Have you found that shipowners have made any difficulty in taking boys from your school?—Yes; the private shipowners of the better sort are rather particular in inquiring about our boys. They require, particularly one who has taken several, that we should certify that the boys were of good character before they came to us.

3157. I presume you have some difficulty in furnishing a certificate of that kind?—Certainly.

3158. You would not recommend a boy unless you could give the certificate?—Certainly not, if the shipowner required it.

3159. You say that you endeavour to teach them reading, writing, and arithmetic, that seems to imply that you do not always succeed. Is that so?—Yes.

3160. Do you find this class of children as a rule, difficult to teach; are they deficient in intellectual power?—I think they are quite as clever as children of other classes; but there are some boys and girls in that class just as there are in the class above them, who cannot be made to stick to their books, though they will work as hard as you like at scrubbing floors, and so forth.

3161. They show a greater aptitude for industrial than for scholastic pursuits?—Certainly.

3162. Your headmaster is a man of varied and practical knowledge and great experience in the world, but might I ask can he read and write?—Yes.

3163. Well?—Yes, well; he reads and writes, and he has various other accomplishments.

3164. He shows peculiar aptitude for dealing with characters?—Yes, and power of discipline.

3165. Do the children attach themselves to him much?—Yes; I think they have respect for him more than affection, if I may draw the distinction.

3166. He is a strict disciplinarian?—Yes.

3167. Is he stern in his manner with them, or is he kind and winning?—I think he is a medium between the two.

3168. You say that clothes are given to some of the children by private persons; now, how is the selection made of the child who is to have them?—By the master or mistress. The clothes are principally to the girls or the infants, and are given to them by the mistress. I am now speaking of the children in the ragged schools, not in the refuges. The children in the refuges are clothed from the funds of the institution.

3169. Do you not find that giving clothes to one child very often produces jealousy in the mind of the parent of another child who has not clothes given to it?—No.

3170. The clothes are given as the necessity for them appears to require?—Exactly.

3171. Do I understand you to say that you think it undesirable to mix in your institution, children who have been convicted with other children who have not been convicted?—I do not think so.

3172. That is not your opinion?—No, not in schools of this class.

U 3

3173. Then

C. T. Ware,  
Esq.  
4 July  
1861.

3173. Then I do not understand the objection which you take to having your schools certified?—I think that the certificate fixes a stigma upon all the boys and girls in the schools, whether they deserve it or not. I understand the question to refer to children in the refuges and not in the ragged schools, there being no question about certifying the ragged schools.

3174. Because the children sent by the magistrate's order have been convicted of some offence however small?—Yes, and I think that people in general consider that a magistrate's order or conviction implies a very much greater amount of moral depravity than it really does.

3175. But do you think that that influences parents to this extent, that the parents would object to send what I may term an honest child to a school, to mix with children who had been convicted of offences?—Yes.

3176. And in that way, besides injuring the prospects of the child, it would affect the parent sending the child?—Yes.

3177. That is your opinion?—Yes.

3178. About school material; you said that the school material you had were a mere nothing; do not school materials cover books, maps, globes, and desks?—I do not think we have got any of those from the Government; I will not positively say we have not.

3179. Are you not aware that you might get any or all of those if you choose?—Yes.

3180. Would you consider those a mere nothing in the item of school expenditure?—I merely mention, as a fact that we have not got them, but it might be a great advantage to us hereafter.

3181. You have not got them, because you have not applied for them?—Exactly.

3182. Sir John Pakington.] Your government receive aid now for all children in your refuge?—Yes.

3183. If you came under the Industrial Schools Act, you would only receive it for that portion of your inmates who had been brought under the grasp of the law?—Yes.

3184. Therefore, I suppose you apprehend that in that case your choice would be on the one hand to make your school practically a reformatory, or on the other hand to receive inadequate assistance?—Yes.

3185. That you consider to be an objectionable arrangement which you will not come into if you can help it?—Yes.

3186. What are the conditions of the aid which you now receive from the Government?—I forget the exact terms, but it is generally upon our being an industrial school.

3187. Does the condition of the help afforded you turn mainly on the inspector being satisfied with what he finds in the school?—I understand so.

3188. And is it the result of your experience that that might be considered a safe and reliable rule for the giving of help?—I think so.

3189. That aid should be given where the inspector considers the working of the school satisfactory?—Yes, and I should couple with it the necessity for the school being in good condition too, which is in fact secured by a large part of the income being derived from private benevolence.

3190. I think you said just now, that the inmates of your schools might be doubled if you had the means of bringing that about; were you

speaking of the refuge, or the ragged school?—The ragged school.

3191. Might the inmates of your refuge be doubled, if you had the means?—Yes.

3192. You mean that the class of persons that fairly come within the action of your school, is more numerous than you can now accommodate?—Yes.

3193. You want increased means?—Yes.

3194. For your ragged schools, you do not receive any aid from the Government at present?—None.

3195. But you do receive aid from the Ragged School Union?—Yes.

3196. That is to say, your fund derived from voluntary contributions, is not adequate to your expenses?—No.

3197. Then, do you yourself see any important difference in principal if you are to have extraneous aid, whether it comes from the State, or from a central body of another description?—There is a difference in principle, I think.

3198. But you have no objection to receive it from any person from whom you can get it?—I have not, personally.

3199. What amount of assistance do you get from the Ragged School Union for your ragged school?—We receive 3*l.* per annum for each industrial scholar that comes to us from a Ragged School; we receive 15*l.* for each day-school, and 10*l.* for each night-school conducted on four nights in the week.

3200. What proportion do those contributions bear to your aggregate expenditure for those schools?—I should think about one-seventh.

3201. Do you find a difficulty in getting by voluntary contributions, the remaining six proportions?—Yes, considerable difficulty.

3202. Are you obliged to resort to begging?—Very largely.

3203. Some of the questions that have been put to you, have contemplated that in the event of Government aid being given, the managers of these schools might indulge in what was called lavish expenditure; is that probable, in your opinion?—There is no chance of it.

3204. Does your experience lead you to think it likely that lavish expenditure is one of the evils to be apprehended?—I think not. As a member of the union, I hear a great deal of refuges, all over London; and, even with their present assistance, they find very great difficulty in paying their way.

3205. Supposing anything so improbable as lavish management to take place, would you see any difficulty in the way of the inspector exercising some control over the expenditure?—He might exercise some control over it; but I think the practical difficulty which the managers have in raising funds for an institution of this kind would be the principal means of control.

3206. Mr. Lowe.] You wish to receive assistance from the Committee of Privy Council on education?—Yes.

3207.] You are already receiving assistance from the Central Ragged School Union?—Yes.

3208. And you wish to receive assistance from both?—Yes.

3209. You wish the Government aid to be extended to other ragged schools, and to be continued to the refuges?—I wish it continued to refuges; and my private opinion is in favour of its being extended to ragged schools.

3210. Are

C. T. Ware,  
Esq.  
4 July  
1861.

3210. Are you content with the amount of Government aid which the refuges receive at present?—I should not object to more.

3211. You do not complain of it as inadequate?—No.

3212. If your wishes were complied with, you would have to serve two masters, would you not?—Not more so than at present.

3213. In the great proportion of your schools you are not serving two masters now, because you do not get anything from the Privy Council?—Just so, in the ragged schools.

3214. Do you think you should be any exception to the rule that no man can serve two masters?—We are in the refuges.

3215. If both masters made it their duty to work out their principles, do you not think that they would pretty nearly tear you in half between them?—That depends upon who they were.

3216. We are told that the objects of the Ragged School Union are of a missionary character?—Yes.

3217. And the objects of the Privy Council are of a purely secular and educational nature: would the two necessarily always work together?—My private opinion is that it would depend upon the conditions imposed by the Privy Council; but I know that other people entertain a different opinion.

3218. If the Privy Council imposed a condition so loose as to give the Ragged School Union all they wished for, they would not militate against each other?—No.

3219. But if they imposed conditions so stringent as to carry out their own views, they would, probably, militate?—I do not know sufficient of the views of the Privy Council to say.

3220. Take the views of the Privy Council to be the promotion of secular education?—Then the rules might be made so stringent as to interfere with us; but they might be made so as not to interfere with the religious education.

3221. What is the amount of the grant which you recommend the Privy Council should give?—Speaking of the refuges, I should say from 3*l.* to 5*l.* a head should be the maximum.

3222. You recommend that the grant should not be more than a certain proportion of the sum you raised yourself?—Yes.

3223. What proportion would you say?—One-fifth of the total expenditure.

3224. The total expenditure is 17*l.* for the boys, and 15*l.* for the girls?—Yes.

3225. Then in no case could it possibly reach the pecuniary maximum?—Not in our institutions; it might in some others.

3226. Conducted in a more expensive manner?—Yes.

3227. You would wish the Government grant to be made in such a manner as to encourage the management to conduct the schools in an expensive way, and would punish a niggardly management by giving a smaller grant?—If the management were too niggardly.

3228. You would frame your machinery in such a way as to discourage a niggardly management, and rather encourage a generous and liberal management?—A sufficiently generous management, not a lavish management.

3229. Is it your wish that the Government grant should be larger in proportion as more money is spent within certain limits?—There are two evils on opposite sides in the management of

the schools, that it should be too generous on the one hand or too niggardly on the other; by fixing a maximum you would rather check a niggardly expenditure, and by having a fixed sum which was not to exceed the maximum, and to be reduced if it came to the maximum, you would discourage too lavish an expenditure.

3230. You think it would be right that a grant of the public money should be given, upon the ground which would rather stimulate expenditure up to a certain point, which would, in fact, make it rather the interest of the management to spend money up to that point?—Up to a suitable point.

3231. What sort of safeguard can you suggest for granting the public money under those conditions?—The safeguards that I suggest are, first, the visits of the Government inspector, and his exercising a suitable control; and the other is, requiring that a certain part of the expenditure should be provided from private sources.

3232. The report of the inspector and the private contributions are the two checks you propose?—Yes.

3233. Then can you suggest to me how the Government department is to be quite sure that the private expenditure is correctly reported to them?—I should think the inspector could ascertain that. It would not be difficult to have a system by which the accounts of the schools could be audited for that purpose.

3234. The vouchers could be produced, for instance?—Yes.

3235. Would it not be rather a laborious duty for a public department to undertake, if those institutions spread extensively?—Not if suitable persons were employed for the duty.

3236. I do not wish to impute anything wrong to the management of ragged schools, but you, of course, take into account that this must be a general system, extending over the whole of the country?—Yes.

3237. Bearing that in mind, then, can you suggest any other safeguard than those you have mentioned?—I cannot suggest any safeguard except those two. I think the best safeguard would be the inspector's examining the accounts himself, looking into the vouchers, and also into the general efficiency of the school.

3238. But, as a man of the world do you not know that the inspection of accounts, even in the case of great companies, and where very large sums of money are at stake, is a matter which is always performed in a very loose and perfunctory manner, unless there are circumstances to excite suspicion?—Yes; but by Government granting a small proportion of the total expenditure, and leaving the great bulk of it to be derived from private sources, you would secure from the public generally, I think, the exercise of a considerable amount of inspection.

3239. It would be the duty of the inspector, would it not, if he found the expenditure small, to say that the management had better spend a little more next year?—I think so.

3240. Do you think it would be fair to tax the ratepayers in that way, or that the Government should, under any circumstances, stimulate people to greater expenditure?—It is what they do at present in other schools.

3241. Offering additional grants if people will spend additional money?—It is done.

3242. Can you mention any school in which it is done?—No; but the complaint, I hear all over

**C. T. Ware,** the country is, that the inspectors are urging the managers of schools to spend more money in improved buildings, and holding out a hope that Government will give them money for it.

Esq.  
—  
4 July  
1861.

3243. Does it go beyond improved buildings?—I believe so in certificated teachers, particularly.

3244. Then there would be something else we should want; you ask for those grants, because the schools are exceptional schools, to which the ordinary system of education is not applicable?—Yes.

3245. How are we to know that the children in the schools are the children of the peculiar class you have in your eye, which makes the school exceptional?—That is a matter which the inspector could ascertain; there was formerly a system under which the children were examined, and a certificate was given by two magistrates, and I do not see why that system, or something like it, could not now be adopted.

3246. Was not that system tried and abandoned?—It was abandoned.

3247. Do you think that would be an advantageous ground on which to act in dispensing the money of the people of this country?—Coupled with the others I think it would; adopted as part of a whole.

3248. You would not propose that the inspector should enter into any inquiry with respect to the homes and circumstances of the children, would you?—I think he should inquire generally with respect to the class from whom they come.

3249. And when the inspector had audited the accounts and inquired about the children and examined the school, how many more people do you think I should require to do the work than I have got at present?—I cannot say, but I think several more people than you have at present would be very well employed.

3250. *Mr. Hanbury.*] You state that it was upon the report of the inspectors that the Privy Council made their grants?—Yes.

3251. Have you found that any disadvantage has arisen from the inspection, or that it has interfered in any way with the internal management, or religious teaching, of your institutions?—No.

3252. How many times a year do the inspections take place?—Once.

3253. Would you think a more frequent inspection desirable?—We should be glad to see the inspector oftener.

3254. Does the Ragged School Union make grants to refuges, as well as to ragged schools?—Yes.

3255. Are there any other societies that make grants to you, as well as the Ragged School Union?—The Reformatory and Refuge Union.

3256. But no others?—None.

3257. Is it your opinion that it is better to have the refuges in the metropolis or removed from it?—I think it would be better to have them in the metropolis, but it depends upon circumstances; some would be better in the metropolis and some out.

3258. But, do you not think the inmates of the refuges would be exposed to greater temptations in London than if they were removed from London?—There are advantages and disadvantages, no doubt, on both sides.

3259. What would become of the majority of the inmates of your institutions if they were now

closed?—I think they would go to ruin, in one way or another.

3260. But, what would be the effect upon your institution if the contemplated withdrawal of the grant from the Privy Council were carried out?—We should be very much hampered; it would be a very heavy loss to us.

3261. How do you propose to make up the loss?—We should endeavour to make it up by increased exertions in applying to private sources.

3262. Are your funds collected locally or from various parts of the country?—A portion is collected locally, and a portion from all parts of the country.

3263. Are the bulk of the inmates of your refuge boys and girls from the neighbourhood of St. Giles's, or do you consider that they come from various parts of the country?—They come from all parts of the kingdom; but many of the inmates are from the neighbourhood of St. Giles's.

3264. Are any of them sent from the country specially to your institution?—A few are sent specially to our institution, but not many. Most of them are sent by private friends, but some apply on their own account.

3265. Have you many cases specially paid for by private friends?—We have some.

3266. Do you find that that is any advantage to the boys and girls in after life; do you find that the patron provides for them or sees after them elsewhere?—I do not think that that has much effect one way or the other.

3267. *Mr. Cave.*] I think you stated that the certificate of the magistrate would be sufficient to identify a child; would you see any objection to the committal by a magistrate, provided under the new Industrial Schools Bill?—I think it would be an evil.

3268. Have you considered that carefully?—Yes.

3269. What would be the difference, in your opinion, between taking a child up to a magistrate to be certified as fit to be admitted into a school, and taking him up before a magistrate to be sent by him to the school?—I think the being examined privately in a school, with merely a certificate of the magistrate as to suitability to be supported in the school, like other children, would be considered as based on the ground of exposure to temptation or destitution, or some other reason, but the conviction by a magistrate, or the being sent by a magistrate to a school, in his magisterial capacity, in the ordinary way, would be considered as implying that the child was morally bad.

3270. Do you think that would be the case eventually when the provisions of the new Act came to be thoroughly understood?—I think so.

3271. Even when people came to know that a magistrate might send a child to an institution without any crime on the child's part?—Yes. I do not think that those classes of the public whose children would be sent to the school, would draw a distinction between a conviction under the Industrial Schools Act and a common conviction.

3272. Do you think that the parents would feel it a greater hardship to have to pay for such children than to contribute, as they do now, to the cost of many of the children in your refuges?—I think they might, but the payments for the children

children are not generally made by their parents but by private friends, who have interested themselves in their behalf. The total number who are paid for in that way is comparatively few, not being above 10 or 12 out of the whole 170.

3273. Do you not think it would be fair that the parents should be compelled to pay more than they do now?—The majority of the children have no parents at all. If they have, the parents are principally poor widows, in such a state of abject destitution that it would be positive cruelty to exact anything from them.

3274. Mr. *Adderley*.] If the magisterial order of admission provided for in the Industrial Schools' Act were made in the shape of such a certificate as you propose, your objection to the schools coming under the Act on the ground of its being a stigma upon the children would cease, would it not?—I think they would be entirely different in character; it is not merely an alteration of form, but the two things are absolutely different. The certificate which used to be given by two magistrates was, that the magistrates had visited the refuge and inquired about the children, and then the certificate was that they were suitable cases to go into the refuge. It was considered as meaning, for instance, that the children were abandoned children. There was a difference of opinion as to what the word "abandoned" meant, but under any interpretation, it would be considered a very different thing from the case of children committed by a magistrate sitting as a police magistrate in, for instance, London.

3275. The difference between the order of the magistrates and the certificate you propose was the ground of my question. I ask you if the magisterial order, now stipulated for by Government, were changed into a magisterial certificate, such as you propose, do you think that a child would be stigmatised by that certificate?—I think not.

3276. Do I understand that your objection to the magisterial order is the fact of the child being brought into the police court?—I think the objection consists in the order being made by a magistrate sitting as a criminal judge.

3277. Then if the child were brought into contact with him in any other way, your objection with respect to the stigmatizing of the child would cease?—I think that if a magistrate came as a person holding an influential position, and trusted by Government as a man of character who understands the poor, the objection would cease. The committal in London would be made by a police magistrate; in the other case the examination in the schools was made under the old system by Middlesex magistrates, gentlemen in the commission of the peace, which was practically an entirely different authority.

3278. The object of the Government in proposing a magisterial order of some sort, is to obtain a check against abuse?—Yes.

3279. I understand you to say that your objection to that kind of order would cease if a child were brought into contact with a magistrate, not in the police court, nor in any manner by way of a police process?—I think so.

3280. Mr. *Black*.] I think I understood you to say, that a certificate from two magistrates of the mere condition of a child would be no stigma, but that you think that a committal by a magistrate would be a stigma, as branding the child as a criminal?—Yes.

0.73.

3281. And would not that stigma probably remain upon the child through life?—It would be likely to remain a considerable time.

3282. You say that you have sometimes applications for boys at your institutions; if a person applied for a boy as an apprentice, and were to ask what was his character, and whether there were any stigma upon him as a criminal, what effect would that have?—It would be considered as a stigma by most people.

3283. And if a large proportion of the children in those schools were committed by magistrates, would it not give a character to the whole school?—I think so.

3284. And would be injurious to the school itself?—I think it would be injurious to the whole school.

3285. Sir *Stafford Northcote*.] I understand you to say, that the total expense of your schools comes to about 3,250 L a year?—About that.

3286. If you were to obtain Government aid to the extent of one-fifth, you would get something like 600 L a year from the Government?—Yes.

3287. If you were to certify your schools, and the whole of the 170 children were committed under the Industrial Schools Act, and were paid for by the Government at the rate of 4s. a week, or about 10 L a year, that would be an expense to the Government of about 1,700 L a year?—Yes.

3288. Do you consider that the class of children whom you take in are children who might be provided for by day ragged schools; I mean the children whom you take into the refuge?—I think not.

3289. Why not?—Because they are either homeless or destitute, or their mode of life and their homes are such as to be injurious to them; they have not what any person would call a home.

3290. Sir *John Pakington*.] Are the children that come to your refuge, the children referred to in the last question, children who, if your refuge did not exist, would come under the operation of the poor law?—I think a good many of them would come within the scope of it, but I think that practically the poor law would not operate upon them.

3291. Why not?—I think that they are a class of children whom the poor law practically fails in reaching; they have a legal right to be admitted to the workhouses, but either they cannot get into them, or, if they do get in, they will not stop. I speak of the ordinary system of the poor law as generally administered in London to children above 13 or 14 years of age; it fails.

3292. But what do you mean when you say that it fails with respect to children above 13 or 14 years of age; the law recognises no distinction, does it?—Up to 13 or 14 years of age the children remain in the workhouse schools, and are there provided for. At about 14 years of age they go out into places, and of course get very poor and inferior places, and are mostly liable to a great deal of ill treatment, and are almost certain to leave their places in a very short time. Many of them then return to the workhouses, and go through the same process again; the elder ones especially; the girls are then put into wards with grown-up people, and they are almost certain to meet there with women of the worst characters and become corrupted. With respect to those girls who go out to places and leave them, the great majority do

C. T. Ware,  
Esq.

4 July  
1861.

C. T. Ware,  
Esq.  
—  
4 July  
1861.

not go back to the workhouse at all; a very large number of them go straight upon the streets.

3293. Your opinion is, that although those young persons would strictly come under the operation, in theory, of the poor law, they are far better cared for by an institution like your's than they would be if left to the operation of the law of the country?—Yes.

3294. Mr. Liddell.] Do I understand you to say that a great number of your children were allowed to obtain employment out of the school, and to bring their wages back to the school?—Yes.

3295. Are those the inmates of the refuge, or the attendants at the ragged school?—The inmates of the refuges.

3296. Do you place any limit upon that?—When they have been for some time in an employment of that kind, we try to get them permanent situations in various ways, or we provide for them by means of emigration.

3297. But under what conditions do you allow children or young persons who are inmates of the refuges to obtain employment out of the refuge, and require them to bring their wages back to the refuge?—That is arranged between our master

or secretary and the master or mistress of the place to which the young person goes. A master or mistress applies to the school, for instance, for an errand boy, or a boy to clean boots and shoes; our master then selects a suitable boy from the school; the boy has his breakfast with us, and goes out afterwards, and does his work, and comes back to sleep. His master or mistress pays his wages to our school, and then the refuge master gives the boy some small sum, a few pence a week, for pocket-money.

3298. I presume you mean that the selection of those young persons is, as it were, a reward for good conduct?—Yes.

3299. A stimulus to industry and steady habits in after-life?—Yes.

3300. That is the object of it?—Yes.

3301. Mr. Adderley.] Can you state what proportion of your income of 2,000*l.* a year comes from the wages of children who are employed out in that manner?—About 80*l.*

3302. Those children are using your refuges not as schools but as homes?—Yes; they receive some instruction, but it is principally as a home that they use the institution.

PATRICK CUMIN, Esq., called in; and Examined.

P. Cumin,  
Esq.  
—

3303. Chairman.] YOU have paid a good deal of attention to the subject of education generally, and to ragged schools in particular?—The principal occasion on which I investigated the subject of ragged schools was when I was appointed an assistant commissioner to examine into the districts of Bristol and Plymouth; but before that I had seen little of them.

3304. You have had occasion to look into the ragged schools at Bristol and Plymouth very minutely?—Very minutely.

3305. And you have made a report upon them?—Yes, I have made a report upon them to the Commissioners; but since then I have seen some of the London ragged schools in different parts of the metropolis; I have also seen something of the schools in Manchester. I have seen, too, not only the schools in this country, the ordinary day schools, but a great many in America and Canada, where the system is gratuitous.

3306. What should you say is the nature of a ragged school?—What I understand by a day ragged school is, a school in which children who are said not to be able to attend the ordinary pay schools are taken in and taught; there are various sorts, the non-industrial day ragged school, and another called the industrial ragged school; then there is the evening ragged school, which is for the older class of children. I think these comprise the whole, except of course that the day school involves the infant department as well as that for boys and girls.

3307. What class of children are there in the ragged schools?—The children in the schools that I have examined do not appear to me to be practically different from the class of children in the ordinary paid schools. I should say that there were three classes in ragged schools, first of all there is a large proportion of out-door paupers, then there are the children of vicious parents, and then there are the children of parents who could pay, and who would pay, if there were no gratuitous schools.

3308. You consider there are no children in

those schools who are the children of parents who cannot pay, except the children of out-door paupers?—Just so. Then with regard to the children of out-door paupers, I have found that practically nothing was known about them, either in Bristol or at Plymouth; I found no manager who was aware of the existence of any number of those out-door pauper children in the ragged schools. At Plymouth I found the same to be the case, and the only way in which I ascertained the fact was this; I asked the relieving officers, or rather the guardians of the poor, whether they would stop the relief of the whole union for a week in Plymouth, and in Bristol, then have up before them every single pauper along with the children, and take down the school at which each of those children was alleged to be attending. Having got such a list I had it compared with the school lists where they were alleged to be, and I found that there was an enormous exaggeration as to the boys and girls who were said to be at school, but who in fact were at no school at all. But except that evidence, I believe there was not the slightest knowledge as to what was the educational state of the out-door pauper population either at Bristol or at Plymouth.

3309. Do you mean to say that there were children who were believed by the guardians to be attending schools, and paid for by the guardians, who were not attending schools?—No; I mean that the children and their parents upon examination declared that they were at a particular school, and that upon going to that school I found that the children were totally unknown there; they either never had been there or had not been there for some years; instead of 650 out of 1,094 (the number of out-door pauper children on the 10th December 1858), I found that only 518 out of 1,048 (the number of out-door pauper children in May 1859) attended school; at Plymouth it was found that instead of 53 children alleged to be in attendance at St. Peter's school, only 27 attended; that instead of

39 at Christ Church, only 17 attended; and at the Free school, which is the best school at Plymouth, instead of 113, only 65 attended.

3310. You say that those children represented themselves to be at school; to whom did they represent themselves to be at school?—To myself, in some few cases, but generally to my clerk and the poor law officers who examined them.

3311. To whom did those 650 children out of 1,094 represent themselves to be attending school?—The out-door relief was stopped for a week at each town; then each parent, with all the children upon the list of out-door paupers, appeared at the table; they were asked where the children were at school, and the names taken down; that is the evidence upon which it rests, and it was verified by going to the school and examining the master, and ascertaining whether each individual boy or girl was at school; the difference between the fact and the allegations was what I have mentioned.

3312. Then according to the investigation which you instituted it would have appeared at first sight that out of 1,094 children, 650 were attending the school, but in reality only 518 were attending?—Yes.

3313. What was the condition of the remaining 580?—The majority of the 518 children were not only at school, but at a paying school, and not only at a paying school, but themselves paying the 1*d.* a week; a number of the poorest class in each of those two towns, were at pay schools, and were actually paying out of their own resources.

3314. Out 1,048 children 518 were attending pay schools?—No; 518 were attending some school.

3315. Were they paying, or not paying?—The majority of them were paying, and the minority were at ragged schools.

3316. Where were the others?—They were either in the streets, or engaged in some sort of work, because 16 is the age at which pauper relief ceases.

3317. What inference do you draw from that fact?—This inference. The very poorest class in the community are the out-door paupers; every single case of out-door-relief has been investigated by the relieving officer, who has satisfied himself that they are persons entitled to receive relief. Every one of such cases therefore is an investigated case of real genuine poverty. Yet the desire for education is such, and the power of providing for education is so great, that even that class is prepared to select the best school, and to pay 1*d.* or 2*d.* a week for the education of their children.

3318. But what inference do you draw from the fact, that the parents of the children represented them to be at school when they were not at school?—This: that going to the schools and asking questions about that, and taking the answers as correct, is an immense mistake; such an investigation is simply useless.

3319. You bring forward this case of exaggeration, or mis-statement, in order to invalidate any inquiries addressed, either to the children or the parents, upon the point in question?—Unless corroborated by other evidence.

3320. Can you assign any motive as likely to have influenced those who represented themselves as attending school when they were not at school?—Yes; if you ask any person, however poor in this country, whether their children are at school

or not, they will always say they are at school, because it is considered disgraceful for any poor person to admit that his or her child is not at school. It is an axiom amongst respectable poor people that a child is ruined who runs about as he likes; they know that as well as the upper classes.

3321. It appears that out of 650 children there were something like 130 who so much wished to be at school, or thought it of so much importance that they should be considered to be at school, that they were willing to tell a lie about it, and yet they were not at school?—I do not know they so much wished to be at school, but I go this length: I say that they were prepared to tell a lie for the purpose of representing themselves to be at school when they were not.

3322. Mr. *Lowe.*] They wished it to be thought that they were at school?—Yes.

3323. *Chairman.*] Can you imagine that they wished to be thought to be at school without to some extent wishing to be at school?—Unless the parents were very dissipated or very degraded, I have no doubt they all wished their children to be at school.

3324. Then how do you account for the fact that those 120 or 130 children were not at school?—There are various reasons; first of all, the parent is often very vicious, and does not take any trouble, and unless he does take some trouble, I believe the child very seldom goes to school; it is the same in the lower as in the upper classes. On the other hand, those were all out-door pauper children in extreme poverty, and I have no doubt that a penny to them was at all events a considerable thing.

3325. Then it appears that the pay schools do not provide sufficient education for all those children?—The pay schools would not refuse those children admittance.

3326. But the circumstances are such that the children or the parents either cannot or will not avail themselves of the advantages of the pay schools?—I believe that as a rule, the out-door pauper is not in a condition to pay the additional penny, unless he is a person who is superior to the ordinary run of such people.

3327. It comes to this, that a certain proportion, but considerably less than one-half of the out-door paupers do make exertions to send their children to the pay schools?—Yes; but you must recollect this, that no doubt many of those children who were in the pay schools were probably assisted by charitable persons who paid the penny; or that, if they were in temporary distress, no doubt the manager of the National or the British school would excuse the penny for the time being.

3328. In what way is the education of those children, in your opinion, to be provided for; those children of out-door paupers who do not attend pay schools?—I anticipated that question. In order to solve it, I had all the relieving officers of Bristol to meet me on a certain day, and I asked the question. There is an Act of Parliament well known to the Committee, by which the guardians are entitled to pay the school pence if they see fit, and I wrote to the Boards with which I was connected, and asked them whether they approved of the notion of paying the school pence, and the only one from which I received a satisfactory answer, was the Bristol Board who appended this notice: "That this Board consider it highly desirable that the children

P. Curmin,  
Esq.

4 July  
1861.



P. Cumin,  
Esq.  
—  
4 July  
1861.

children of the out-door poor should be educated." The Bedminster Union answered in this way, "I have to inform you that on the question being brought before the guardians at their meeting on Tuesday last, the general feeling was unfavourable to the appropriation of any of their funds for the above purpose." The Stonehouse Union, which is a very small union, in answer to the question whether the school pence are paid by the guardians of the poor, said "No."

3329. Mr. Adderley.] They express no opinion?—No; the question I put originally was, whether anything was paid out of the rates towards the education of the children. Mr. Robinson, who is the chairman of the Board of Bristol Guardians, said that if the subject were properly brought forward, he thought they would be willing to pay the pence. The last answer is from Mr. Allen, of Devonport. "Nothing is paid by the guardians for the specific purpose of education. The guardians use their influence with the parents to enforce the education of their children, it being a matter of particular inquiry at the half yearly examinations." But that half yearly examination amounts to very little, in fact, because the guardians have never been prevailed upon to pay the penny.

3330. According to your experience of the examinations, we must not attach too much weight to the results of such half yearly examinations?—Unless it were verified whether the children were at school, the evidence would be worth nothing.

3331. The ragged schools do, to a certain extent, provide for those children; is there any other mode in which the children are at present provided for, in cases where the guardians do not trouble themselves about them?—None, except in cases where charitable persons pay the school pence at pay schools.

3332. Are you favourable or unfavourable to the Government granting aid to ragged schools?—Unfavourable. I do not see how the Government can grant aid to a gratuitous school, without destroying the nature of a gratuitous school, and acting inconsistently with the present system which they administer.

3333. How do you think that would destroy the nature of a gratuitous school?—The only benefit which I ever saw alleged in favour of a day, or even of an evening ragged school, was the personal influence exerted by the teacher over the children. For instance, take the case of Bristol: the chief manager at Bristol is one of the most able teachers of youth that it is possible to have. You could not for any sum of money obtain such assistance as that by any Government system. If you took away the peculiar power possessed by Miss Carpenter in instructing youth, you could not replace it by any Government system at all, nor could you procure it by any Government system. I believe the benefits which undoubtedly attach to ragged schools are due almost entirely to the personal influence of the teachers upon the children.

3334. Do you mean to convey that if a Government grant were made to Miss Carpenter's school, her power of teaching would be destroyed?—You could not frame a Government Minute, putting Miss Carpenter's name into it, so that the assistance of the Government should depend upon her life, or health, or capacity to conduct the school. Any school dependent upon the mere personal influence of any indi-

vidual manager does not come within the scope of a State Government.

3335. But I understand that you do recommend that Government aid should not be given to gratuitous schools, because you think it would destroy the proper character of those schools. I want to understand in what way that result would be produced?—The Government aid would have to be, I suppose, granted with regard to the teachers. I cannot conceive any state of things in which voluntary teachers, such as Miss Carpenter, or persons of that sort, would submit to any examination for the purpose of receiving any Government aid; or, if they did receive it, I think that the children attending the school would, in point of fact, lose very much of the respect and honour which they have for the teachers at present, whom they know to be simply engaged in the work from charitable motives.

3336. Does Miss Carpenter personally teach in her school?—The first time I went, I went in company with Miss Carpenter, and I saw the school with her. I saw how the school was conducted on that occasion. I went afterwards by myself, but the first time I went with her. She has the assistance of a master, but without her personal superintendence the school would be, I should say, quite useless.

3337. Do you know much of the system of national schools in the country?—I have examined an immense number of national schools in the country.

3338. Does it not commonly happen that some clergyman or some manager visits the school from time to time, and takes a part occasionally in teaching the classes?—Yes; but anybody who has been in any of those schools must be well satisfied, from his own observation, that the children attend those schools, not from personal respect either for the clergyman or the manager, though their presence undoubtedly does good, but because they get a *quid pro quo* for their penny. If you had no clergyman or no manager visiting the school, and had good teaching, the school would be just as full as it is now.

3339. My object was merely to know whether what Miss Carpenter does in her school is not much the same as that which the managers of other schools, or the clergymen connected with the other schools, frequently do in the way of exercising influence?—No; I think in the former case it is much more personal.

3340. At all events, Miss Carpenter employs a master and other assistants to do the bulk of the work of the teaching?—The results of the teaching are very small, I should say, and I am confirmed in that by the evidence given by the master. If it were mere teaching the school would not go on.

3341. But practically, there is a master who is a paid master?—There is, I should say, an inferior master, who is paid.

3342. What do you mean by saying an inferior master?—I mean that no child would go, or that no parent would send a child to that school if it were simply for the teaching.

3343. I want to know in what way any grant given by Government would destroy the character of a gratuitous school. I understand you to say that it would do so, because it was important that the children should feel that the teaching they receive was gratuitous?—Yes.

3344. But the teaching they receive in the schools

P. Cumin,  
Esq.  
—  
4 July  
1861.

schools we have been speaking of, it appears is given by a master?—Partly.

3345. Is he a paid master?—Yes; but if you reduce the good done by the school to the amount of the teaching given, I should say the sooner it stops the better.

3346. Do you suppose that the fact of that teacher receiving a payment is an injury to the school?—It is not an injury to the school, but I think it would destroy the characteristic effect of the ragged school if it became known to the children, or if it were the fact that the master was simply a paid master, like the master of any British or National School. It is the personal influence exerted upon the children which produces the characteristic effect.

3347. You suppose that the beneficial effect produced in the school, is the result of the personal influence of Miss Carpenter?—Yes.

3348. Do you suppose that that influence would be diminished by the fact that Miss Carpenter is obliged either herself to pay, or get other persons to pay for the rent of the house in which the school is carried on, for the salary of the master employed to teach the children, or the other appliances which are necessary for the management of the school?—I do not know whether I make myself understood; all I mean is, that one great benefit of the ragged school is produced by the personal influence of the teacher, and that would be diminished by having a paid master, or by doing anything which would relax the efforts in the shape of personal superintendence of such a manager as Miss Carpenter, or any other person devoted to the work. But there are other reasons which I think should operate to prevent the giving of the assistance by the Government.

3349. What are those other reasons?—Another reason is this: I have never yet found in any ragged school which I have examined, that the children were really confined to that destitute class which cannot afford to pay 1*d.* a week for their education, therefore if you are only to assist those gratuitous schools upon the ground that they are intended for a class of children who cannot afford to pay the 1*d.* a week, all I say is, practically, that no school I ever saw is conducted upon that principle.

3350. Do you understand that the managers of ragged schools profess to confine them to the class of children that cannot afford to pay a very small weekly sum for education?—That is one class.

3351. What other classes do they profess to receive?—Those who are so dirty in their dress that they could not be admitted into ordinary schools, and those who are so peculiar in their temperament that they will not attend regularly the ordinary day-school, and therefore require a particular organisation, like that of a ragged school, in order to bring them in.

3352. But would you not consider that those classes would require that provision should be made for their wants?—Yes. But the first point is this: if you find in ragged schools generally a large number of children who belong to neither of those classes, but are, in fact, not only able, but willing, to pay 1*d.* a week for their education, I say that is an abuse of the ragged school institution, as it is understood by its promoters. The presence of those children who are able to pay, in those ragged schools, is an evil which you must either prevent in some way, or else the

0.73.

Government will be assisting the same class of children on two different principles.

3353. Did you find any large proportion of children who both could and would pay, in the ragged schools in Bristol?—I should say that a large number of those whom I saw there were perfectly able to pay.

3354. Were they willing?—I used that expression as to another school, which I will speak of presently.

3355. How did you ascertain that they were able to pay?—The best proof of their ability to pay was what I said with regard to the out-door pauper children. It seemed to me clear that, if the majority of the out-door pauper children at school are, in fact, in pay-schools, there is no necessity for ragged schools, on the ground that persons above the rank of out-door paupers are too poor to pay the school pence, or unfit to associate with the ordinary pay scholars.

3356. Can you give us the proportion borne by the out-door pauper children, who were attending pay schools, to the whole of the out-door pauper children at Bristol?—At Bristol, out of 518 children, as many as 257 attended national schools, and 50 attended British schools; whilst at Plymouth, out of 591 children, as many as 147 attended national schools; 83 attended British schools. I think only 77 attended ragged schools at Bristol, while at Plymouth, only 208 attended ragged schools.

3357. I understand you to say, with respect to Bristol, that out of 1,048 pauper children, 518 attended schools of some kind?—Yes.

3358. You now say that 307 of those attend either National or British schools?—Yes.

3359. Then did the other 211 attend ragged schools?—Of the Bristol pauper children, the number of children attending public schools was 319; ragged schools, 96; dame schools, 23.

3360. Mr. Adderley.] That still leaves 80 or 90 to account for?—I have read from the wrong table. The 211 consist of 77 at ragged schools; 76 at dame schools; 56 at Catholic schools; and 2 at the Redhill Reformatory.

3361. The facts that you have given to the Committee, with respect to the attendance of out-door pauper children at pay schools, amount to this, that out of 1,048 children, 342, to your knowledge, attended the schools at which they had to pay something?—With the exception of the 77 at ragged schools, and 2 at the reformatory, all were at pay schools.

3362. Upon that fact, that 342 out-door pauper children, out of 1,048, attended pay schools, you first build the inference, that all children of out-door paupers could pay; and secondly, that other classes, being higher than the class of out-door paupers, could also pay for the education of their children?—I build this inference: that if any considerable number of out-door paupers can afford to pay for the education of their children, that poverty is not the reason for children, not so poor as out-door pauper children, being unable to attend pay schools.

3363. How do you account for out-door pauper children being able to pay at all?—That is a question I have often asked, and never got an answer to; but I was doubtful about the fact, and I actually went, for the purpose of seeing the actual circumstances of the case, to a woman's house; I said to a friend, "I want to see this case of an out-door pauper paying for her child at school." He said, "I will take you," and we

*P. Cumin,*  
Esq.  
—  
4 July  
1861.

went into a room where there was a widow of a cabman; she had five children; she was a seamstress, and she was receiving parish relief, and yet she managed some how or other to spare 2 *d.* a week for her child at Mr. Bruce's national school.

3364. Did you ascertain what was the amount of relief she was receiving?—Yes; I do not remember what it was, but it was the ordinary rate; a loaf, and so much money weekly.

3365. Then all that proves is, that the amount which she received was 2 *d.* a week more than she absolutely required to supply herself and her children with the bare necessities of life?—The bare necessities of life are vague terms. If a woman goes without her breakfast, and half starves herself, it may be a question whether she has the bare necessities of life. One woman says, "I will go without my breakfast, and would rather spend my money upon my children's education;" another will not do that.

3366. It is absolutely necessary for a woman to keep her own body and soul together, and the bodies and souls of her children. One person may do that on a more luxurious scale than another, but people must all do it before they can attend to education?—No doubt.

3367. Then all your case proves is, that this woman, with what she got from the parish, and what she may have earned, was able to spare 2 *d.* a week for the education of her children, after keeping body and soul together?—Yes; but it also proves that a person who is not receiving out-door relief is in a better position, and therefore more able to pay 1 *d.* or 2 *d.* a week.

3368. But, supposing that a person has just enough to be able to keep body and soul together for herself and family, whatever that "enough" may be, and that they would starve if she did not spend the whole of her income upon them, but nevertheless, she resolves to keep off the parish; she will have nothing to spare for purposes of education?—It is so difficult to know what keeping soul and body together means.

3369. I think you make the assertion that all the children in those schools could pay, or that their parents could pay for them if they chose, and you propose to prove that, by showing that out of 1,048 paupers, 300 or 400 were in pay schools?—The point that I understand to be in question is this: I am asked whether I believe that poverty is the reason why parents do not send their children to pay schools. I answer, no. I am then asked why I am of that opinion. I say, because the very poorest class, according to universal opinion, is the class of out-door paupers, and that class, in a large proportion, does manage, somehow or other, notwithstanding extreme poverty, to pay for their children at school: therefore I say, that so far as poverty is concerned, I do not see the necessity for ragged schools.

3370. With respect to the children of either parents of dissolute habits, or children who are themselves of very disorderly character, do you consider that they could properly be provided for in pay schools?—With respect to parents who are vicious, or who are so perfectly degraded that they take no care of their children, I do not find any evidence to satisfy me that the children unless the parents co-operate in some way with the children, do attend at any school so regularly as to derive any benefit.

3371. Do you suppose that if, at this moment,

the ragged schools you have visited were summarily closed, the children would all find their way into other schools, equally suitable or more suitable for them?—I believe a considerable number of those children would find their way into regular pay schools, but I also believe that a large number of them would not be provided for in that way, because it is the personal influence exerted by the teachers; and that could not be replaced by any Government or other system of education, and they would remain to be attended to by charitable persons.

3372. As you have again referred to personal influence, I must come back to my former question. Can you state, of your own knowledge, that Miss Carpenter habitually teaches in her ragged school?—I do not know that she habitually teaches. I know that she goes there every day; at least, I understood so. I certainly saw her there, and am quite certain that the children were greatly influenced by her presence, and by her attending to them and using kindness towards them.

3373. Would your conclusion be materially altered if you were told, on her own authority, that she had now nothing to do with the teaching of that ragged school, and only occasionally visited it?—Then I should think that, unless her influence were replaced by that of some other person of equal character and skill, it would not differ at all from an ordinary pay school, except with regard to the industrial training, which applies to only one in 20 of the boys.

3374. Do you mean that it would be as well entitled to Government aid as any ordinary school?—If the master were equally efficient, and if the room were equally efficient.

3375. Were you present when Mr. Higginbotham was examined before this Committee?—Yes.

3376. Did you hear him state that he had passed an examination, which would entitle him to receive a certificate after he had spent three years in the school?—Yes.

3377. Do you suppose the management of the school will be injuriously affected when Mr. Higginbotham is certified, and a grant is made in respect of that certificate?—No; but I do not see why it should not come under the ordinary system of pay schools.

3378. The children still continuing to be received gratuitously?—I should object to that.

3379. Why?—I believe the penny a week is, in fact, the chief advantage of the ordinary pay schools. The great evil of the ordinary ragged schools arises when they are extended to taking in infants; and the reasons, I think, are conclusive. Three years old is the age at which a child of a poor person goes to an infant school; it must be either rolling about the street, or it must be taken care of by a girl hired on purpose, or it must be put into the hands of one of the neighbours; for left alone, it cannot be. Now it is found, practically, as a mere matter of economy, that 1 *d.* or 2 *d.* a week for the education of a child is the best way of disposing of it. The parent is under an obligation to take care of the child, because it cannot be got rid of. The moment it requires to be taken care of, and the mother cannot take care of it herself, that moment you can begin to screw 1 *d.* or 2 *d.* a week out of the parent, for the purpose of educating the child. Now, at infant schools, the managers insist upon a child being kept clean, and a child cannot be kept

kept clean, unless care is taken of it when it gets back home, and therefore the necessity of bringing it clean to the infant school, reacts upon the home. Thus, you not only get the 2*d.* out of the parent, but you civilise the home, and perhaps eventually the child will go to another school, and become a child whose parent pays for a much higher class of education than if it had been taken into a ragged school where there was very inefficient training, and a very inefficient room, to say nothing of the demoralisation of the parent by his being relieved of his obligation to educate the child.

3380. Why should there be very inefficient training, and very inefficient room in ragged schools?—The influence of an infant school is so great that you can civilize a village or a town by it in six years. That is a fact that anybody may ascertain by going to a place near Bristol, where Canon Moseley is now Vicar or Rector. He had a village absolutely filled with every sort of dissipation, while the people of the place were drunkards and blackguards equally. He established an infant school. The person who conducts that infant school is a lady of very uncommon powers in that way; she has exceedingly good rooms, and has every appliance she can possibly want for educational purposes. The result is, that in two or three years, in consequence of those children being got out of the way, and their parents, I believe, paying for their education, the whole of the younger generation, the substratum of society, is civilised. If you meet these infant school children in the lanes, you find them exactly like ladies and gentlemen, and you have through them, civilised the upper part of the community, but if you had not had a thoroughly good school, and thoroughly good teaching; if you had had a bad school, and imperfect teaching, you would never have produced that result. The same thing is the case at Devonport, where there are no ragged schools. One of the clergymen said there, "If you want to civilise a place, begin with an infant school, and by that means you not only make the parents pay for the education of the children, but you produce most extraordinary effects upon them in other ways; but in order to make the parents co-operate you must make them pay."

3381. You think that the advantages the children would receive from being trained in a well regulated school would be such as to make it worth while for the parents to pay 1*d.* or 2*d.* a week for the sake of the influence on the children's character?—Yes; and for the sake of the saving of shoes and clothes. They know nothing of education, but they know that if a child is in the streets, its hair gets matted, its shoes are knocked to pieces, and its clothes are torn; on the other hand, if it is sent to an infant school it can be kept free from accidents and can be kept for less than half the sum that it would cost otherwise.

3382. You think it is worth while for the sake of the improvement in a child's character and habits to send it to an infant school?—Yes, and the parent thinks so too.

3383. Do you think those advantages would be equally attained if the children were sent to a school where they would be brought into contact with children of the roughest, lowest, and disorderly kind to be picked up in the streets?—I think that if such children were admitted they would very soon cease to be disorderly and rough.

3384. But I am speaking now of mixing the

children of parents who, though poor, desire their children's welfare, and wish them to be well brought up in good and orderly habits, with children of that rough and disorderly class of persons who must exist, or who at least do exist in all large towns?—There is a classification adopted; for instance, a child of three years of age is separated from a child of five years of age, and no child is kept in an infant school after seven years of age; besides, it is difficult to speak of mere infants being rough and disorderly, they are too young.

3385. I think the point from which we started, and from which we have now rather strayed, was this: I asked you whether you objected to Government aid being granted to those ragged schools; you stated that you objected to Government aid being granted to any gratuitous schools; (I hope you will correct me if I misrepresent your argument at any point); I asked you why you objected to Government aid being granted to any gratuitous school, and you told me that you thought the merits of those gratuitous schools consisted in their being managed by persons of peculiar qualifications, such as those which you attribute to Miss Carpenter, and that you considered a grant of Government aid to those persons would destroy their influence in the schools. I then asked you whether, supposing it should appear that Miss Carpenter did not personally teach in the schools, but that they were managed by such a master as Mr. Higginbotham a man having passed an examination, and being entitled to a certificate, you would consider that there would be any evil influence exercised upon those schools by Mr. Higginbotham, being paid an augmentation grant; now, I understand you to say that you object to all gratuitous schools upon totally different grounds; when I say upon totally different grounds, I mean this. I now understand you to object, because you think the benefits the children get in those schools are such that parents ought to be called upon to pay a penny a week; but as I understand you to say that you now abandon the ground of objection which you originally took, namely, that you objected to Government grants being made to gratuitous schools, because such grants would have a prejudicial effect upon the moral influence excited by those schools, and which you attributed to the character of those who conduct them?—I think there is no inconsistency between the two grounds of objection.

3386. You adhere then to your first ground of objection?—Yes, I adhere to the fact that the personal influence would be diminished by having masters assisted by Government aid.

3387. In fact, you consider that if your augmentation grant were given to Mr. Higginbotham by the Government, the moral effect produced upon the children at the St. James's Back School at Bristol would be diminished?—No, I would not quite say that, so long as Miss Carpenter, or any other person of similar qualifications in another similar school, continued to go to the school, and used his or her influence over such children as were to be found there. Whether you have got a master or whether you have no master, whether there is assistance by the Government or whether there is not, the personal influence still subsisting, the benefit will subsist also.

3388. Do you mean that if an augmentation grant were given to Mr. Higginbotham, you think

P. Curran,  
Esq.

4 July  
1861.

P. Cumin,  
Esq.  
—  
4 July  
1861.

think Miss Carpenter would cease to take as much interest as she now does in the St. James's Back School?—I think that is the possibility, if not the probability. The work of the school would not then so much depend upon the personal influence and the personal attention of voluntary managers, and that the work would be more likely to be laxly done. But I do not abandon the other point of objection, namely, that those schools, to a great extent, fail to bring in the children who are really destitute. I have examined one school, which will do for an instance. I read the other day, in a newspaper, an account of a meeting of one of the London ragged schools, namely, the Bear-yard Ragged School. I have been twice to the Bear-yard Ragged School, but at this second visit I went with a gentleman who is a member of the committee of that school, and who has also a school of his own, for which a penny a week is paid. Both the schools are in the neighbourhood of Clare Market. This pay school has 150 children in it, and the ragged school has about 100. On the other side of his school there is also another gratuitous school. Now, the children of the parents who attend the ragged school and pay nothing are as follows: The first one on the list is a turner, who has one child attending the ragged school; the mother is a bootbinder, occupying two rooms; could afford to pay 3*d.* per week, having only one child. I beg leave to observe that this paper was given to me by the gentleman who is a member of the committee of the ragged school and the pay school, and he told me that he was prepared to vouch for the accuracy of the document, and that I might use it. The next is a porter; two children; very respectable, occupying two rooms, well furnished; quite willing to pay. The third is a painter; three children; mother has care of an empty house; can afford to pay. The next is a bootbinder; one child; is quite willing to pay. Another is a stableman; one child; mother is a charwoman; willing to pay. The next is a tailor; three children; mother dressmaker; occupying three rooms; quite willing to pay. The next is a labourer; three children; husband's wages, 12*s.* per week; willing to pay when in work. The next is a scavenger; two children; husband's wages, 14*s.* per week; willing to pay if compelled. The next is a gilder; one child; good business; could afford to pay 3*d.* per week. The next is a tailor; three children; mother a dressmaker; willing to pay; one boy in parochial school. The next is a cabinet-maker; two children; mother does mangling; offered to pay if the children might remain at the ragged school. Then there are five cases: a tailor, two children; a blacksmith, three children; a carpenter, three children; a paper-stainer, two children; a scavenger, two children; the husbands earning from 14*s.* to 1*l.* per week; large families; yet they could afford to pay 1*d.* per week if necessary. The next is a smith; three children; the mother is a dressmaker; quite willing to pay. The next is a scavenger; two children; the mother is a fruitseller; could afford to pay 1*d.* or 2*d.* per week for her children. The next is a fruitseller; one child; husband often ill and unable to work; yet think they might be able to pay. The next is a bootmaker; one child; very respectable, and well able to pay. The next is likewise a bootmaker, with two children; good business; children are sent to ragged school, because it is so near. The next is a printer; two children;

mother does washing; would pay if obliged, but preferred her children remaining as they were. The next is a shoemaker; two children; the mother is a bootbinder; obliged to keep a servant girl to look after the children; would not object to pay. The next is a carpenter; two children; mother does mangling, and is willing to pay. Then we have the following: a swordmaker, two children; a milkman, three children; a shoemaker, two children; a cabinet maker, one child; a waiter, four; a fruit seller, two children; a shoemaker, three children; a fishmonger, two children; a sawyer, one child; a porter, two children; a watchman, two children; and a chimney sweeper, one child; the husbands are all in work. Wages, from 12*s.* and upwards; two or three of the mothers pays 3*d.* a week for their elder children, at Crown-court; none refused to pay 1*d.* a week; some offered to do so at the ragged school, providing their children might remain. The next case is that of a waiter, three children, father earns 12*s.* a week; large family; the mother stated that she could not afford to pay; room tidy; children clean. The next is a shoemaker, two children; mother, a charwoman; children sent to Bear-yard, because they were ill-treated at their former school. The next is a printer, three children; father out of work, and badly off. These,—a porter, three children; a porter, two children; a tailor, two children; a coalheaver, one child; a bootmaker, two children; a milkman, three children, are all able and willing to pay. The next is a hawker, two children; husband not earning much; 4*s.* each week paid for rent; would try and pay if obliged. In the next case there are three children; the father is dead; the mother supports her family by mangling; not very willing to pay for schooling. Then we have a shopman, and a tailor, who are able to pay, but prefer their children attending the Bear-yard Ragged School." The number of families is 50, and the number of children attending the school is 106. The report proceeds: "Having visited the above 50 families, and inquired well into their circumstances, I find, with very few exceptions, that they can afford, and are willing to pay for their children's schooling. Many of the mothers told me that if the school were to be filled with ragged children they would certainly not like their own to go amongst them. It seems that among the 'poor' themselves it is not looked upon as a 'Ragged School,' for very often, in answer to my question, 'Do your children attend the Ragged School?' they have replied, 'No, they attend the Bear-yard school.' I find, also, that many of the children have attended the school sometime, and therefore are attached to it, and the mothers would rather pay for them to remain there than send them to another. The parents seem, generally speaking, satisfied with the progress their children make in the school; indeed, one woman assured me that could she pay 6*d.* a week for her boys, she would not wish a better master than the master of the ragged school. I have not been able to ascertain the amount of many of the husbands' wages; the wives being ignorant of it themselves." Now that is the result of an examination conducted the other day into one of the best ragged schools in London. I judge from the accounts which I have seen in the newspapers, and by the report of the speeches made by the president of the Ragged School Union at the distribution of the prizes at this school.

3389. Does the gentleman in question continue upon the committee of the ragged school, or does he propose to withdraw from it?—I cannot say.

3390. He did not inform you?—No; he said he was on the committee.

3391. Did he express himself dissatisfied with the state of things indicated by that report?—Dissatisfied.

3392. Did he give you any explanation of the circumstances under which certain people offered to pay for the education of their children, but the children wished to remain at the ragged school?—The children had got attached to the master, and that is a common occurrence.

3393. You call that a ragged school; but I think, in that paper, it is said that the parents of the children said that they would withdraw their children if ragged children were admitted among them?—Yes.

3394. But is not a ragged school from which ragged children are excluded something like the play of "Hamlet" with the part of Hamlet omitted?—That is my objection to ragged schools.

3395. Do you mean to say that that is a fair description of what you call ragged schools?—If you go into a ragged school, and say, "Why, these children are not ragged," you are treated as a person of great ignorance; they say, "What is the use of the school? It is to bring the children up so that they should not be ragged; and you see the effect of the teaching."

3396. But is it not the institution of the ragged schools to take the dirty children, and make them clean?—Exactly.

3397. But this class of children are the children of parents who never ought to let them be ragged at all?—Yes.

3398. Do you consider that the existence of children of that sort in that school proves that the schools are not needed for the class of children who really are ragged?—It proves that, practically, the children in ragged schools are not of the class which, according to the theory, ought to be there. With respect to another school, I went twice to the Field-lane Refuge school, which is one of the best, and I had some conversation with the master there, who was kind enough to give me some results of an examination into the school. There were 359 boys and girls, who represented 256 families. I desire to remark that out of those 359 boys and girls, only seven were orphans, living with relatives, and only eight were destitute of home and parents altogether; while others had one parent alive; therefore the destitution of the children does not, at all events, consist in the want of parents. Of the families, it appears that there were 46 out-door paupers. That being ascertained simply by asking the children, I do not place much reliance upon such evidence; you never can get that fact out by asking the children or their parents, because they do not like to answer the question. The other objection which I have to gratuitous schools is that gratuitous schools appear to me to prevent the creation of that independent feeling and that desire for education which it is the object of the Government system of education to promote. The only way in which you can excite a desire for education amongst the poor is by getting the parents to co-operate, the simplest way of doing which is to make them pay something for the education of their children; and this accords with the feelings of the people themselves;

0.73.

if you examine the paupers themselves, they will tell you that they prefer the pay-schools; or if you examine the poor themselves, that they would rather pay the penny than not pay the penny. I believe that the case of Mr. Rogers of the Charterhouse is a case in which public opinion was created by means of visitation from house to house, and demanding the penny; and, I believe the same thing was done in Devonport, where there are no ragged schools, and where formerly there was great destitution and ignorance, whereas now there are schools admirably conducted.

3399. You think, as a matter of public policy, that the State ought to incite parents to make exertions in order to educate their children?—Yes.

3400. Would you carry that out so far as to say that in a still higher class the Government ought to endeavour to incite parents to pay as much as they could afford for the education of their children?—Yes, certainly; take the charity schools which give clothes and which give a gratuitous education. I had to write a report on charities for the Education Commissioners. I have examined some charity schools, and it is my opinion, as well as that of the Inspector of Charities, that often where you have clothes given to children, and where you have no payment, the attendance is very irregular, and the education is often very bad.

3401. You consider that it is an abuse that parents in the condition you spoke of last, should send their children to such a school as the Bear-yard-street school?—Yes.

3402. Do you think it would be a similar abuse if farmers and shop keepers, and other persons well to do in the world, should send their children to national schools, paying 2 *d.* or 3 *d.* a week, when they could perhaps well afford to pay 5 *s.* or 6 *s.* a week?—If there were actually schools to which farmers could send their children where the education was more expensive and more efficient, they ought to send them there, and probably they would; but there are no schools of that kind for farmers and that class of persons at present; and indeed they will not send their boys to national and British schools; but when the Dean of Hereford succeeded in getting farmers and such people to send their children to ordinary national schools, he promoted the education, not only of the farmers, but that of the very lowest classes, because he raised the style of boy that was at the schools.

3403. Do you think that it is as great an abuse to enable farmers to get their children well educated in national schools partly at the expense of the Government, as it is to encourage parents in the lowest rank to send their children to gratuitous schools, when they might manage to pay 1 *d.* a week?—The way in which the difficulty has been met in Devonport, is this: they there charge a boy according to his means; to the son of a tradesman it is said, You can afford to pay 6 *d.*, and I shall charge you 6 *d.*; that 6 *d.* the parent pays, while another probably pays 1 *d.* a week.

3404. Is that a matter in which the Government interferes?—I am not aware that the Government interferes.

3405. Is it not the case that the Government would rather interfere the other way; that if any large number of children were admitted, paying 6 *d.* a week, the probability is that the Govern-

P. Cumis,  
Esq.  
4 July  
1861.

P. Cumin,  
Esq.  
—  
4 July  
1861.

ment would thereby be deterred from giving help to those children?—The mere payment of the extra sum would not destroy the Government assistance for the other children.

3406. But supposing the payment were 1s. a week, what would be the result?—I know that 6d. has been charged according to the means of the parents; one great objection to gratuitous schools side by side with the Government system is this, you constantly hear in the country, that masters of National and British Schools are great promoters of ragged schools, and upon inquiry you will find the reason to be this, that they can shove off the very boys whom they ought to educate, and ought to care for into the ragged school, and bring in a higher class of children into their schools from shopkeepers and others, and so get better fees; thus, in fact, relieving themselves of that which the Government really supplies the means of effecting, namely, the education of the poor. I could turn to evidence in which the master of a British school states, that he considers one great advantage of the ragged school is that it relieves him of the dirty boys, which dirty boys he ought in my opinion to teach.

3407. If all those boys were taken into National Schools the children of well-to-do parents, would probably not send their children there?—If the school is properly managed the dirty will be made clean; if the education be made thoroughly good, you will find as they found in Devonport, that even the best class of workmen withdrew their children from private schools and put them to public schools, paying 4d. or 6d. a week, because they got a better education, although they were obliged to pocket their pride by allowing their children to associate with children of a humbler order.

3408. But setting aside the question of payment or non-payment, do you think it desirable that the children of all classes, from the highest of those who can in anyway be admitted into national schools to the very lowest, should be educated in the same schools?—Certainly. In Scotland, where I began my education, I was in a school at which the payment was 14s. 6d. a quarter; there you were side by side with the children of ordinary shopkeepers, and people who supplied your father with frys, or bread, or what not. In America, where the same system is carried out, you have the son or the daughter of the banker side by side with the son or daughter of the commonest labourer, and the result is not that you degrade the upper classes, but that you raise the lower classes, and so I believe that in England, if the people would submit to have their children sent and educated side by side with children of a different rank, you would raise the lower classes instead of lowering the upper classes.

3409. You would see no objection, then, to placing what are called the "Arabs of the streets" side by side in school with children of shopkeepers and of farmers?—I believe that what are called the "Arabs of the streets," and other children, who are actually in ragged schools, are no more degraded and no more unfit to associate with ordinary national school children than any other class.

3410. You would see no objection to take such children and put them into a school, where they would associate with the children of comparatively

well-to-do people?—I should see no objection if the former children attended regularly.

3411. But what would you do with them before they attended regularly?—I doubt whether the children who do not come regularly at first are a very large number of those who are regular attendants. I do not think there is any very large number of the really Arab class in those schools. Of course, I should exclude them in certain cases. If there was anything criminal in the case, I should send the child to a reformatory or an industrial school; but, with regard to ordinary boys or girls, who attended regularly, I should see no objection to their being mixed up with the ordinary class of children in the national schools.

3412. Are not the children of such classes very much more advanced in the ordinary branches of instruction than the other children?—I think the boys that enter the refuges can generally write and calculate as well as the national school boys.

3413. But when they are first brought into the school, speaking of boys who are induced to enter at seven or eight years of age, are they on a level with other boys of that age?—Where do you find the boys who are induced to attend at seven or eight years of age?

3414. You do not believe the children in ragged schools are brought in at that age?—No. The regular staple of the ragged schools which I have seen, both in London and in the country, are not of the class which you refer to. They are not of the class who really are in the streets; roaming in the streets is a much more profitable occupation than going to a ragged school; a boy who tumbles about the streets before the people on omnibusses is much better off, and is much more sensibly occupied from his own point of view, and as far as his own interests are concerned, than a boy who goes to a refuge.

3415. Then those children would not be disposed any more to go to pay-schools, than to the other schools?—No, they are fond of a vagabond life.

3416. Do you believe what has been stated by some persons connected with ragged schools, that the ragged schools have a greater amount of attraction for them than national schools?—I do not believe that a very large number of them are in ragged schools; some of them are in evening schools, but that is only in cases where there are charitable persons at those schools who have a peculiar power over children; no doubt, there are cases where the children like them, and attend the school for the purpose of being superintended by them. In the evening ragged school, you constantly see that.

3417. You approve of evening ragged schools?—Yes; but simply and solely on account of the personal influence exercised by the teachers, and you destroy their influence the moment you have paid teachers; but I ought to say that the boys who can read and write, have almost all been in paid schools, many of them paying 6d. a week. I had that investigated the other day.

3418. Are there no paid teachers of evening ragged schools?—There may be, but in those which I have seen, the teachers are chiefly voluntary.

3419. In America all the schools are gratuitous?—Yes; up to the very highest college.

3420. Do you know anything of a society in New York which is called, I think, The Children's Aid Society?—No; at all events, I am tolerably certain that the society gets no aid from the State fund,

fund, it must be a private charity; but I was lately at Boston, and they told me that although education was gratuitous, the same as in the other large towns in America, there was a great mass of children in the streets, and they wanted to have a truant officer, as they call him, in Boston, for the purpose of taking the children up, and compelling them to go to school.

3421. Has it not been found necessary in some of the large towns in the United States, to make provision for the educational wants of that particular class called "Street Arabs"?—I never heard of such a society as you mention; I have always understood from people there, that any division of classes even for school purposes would not be looked upon with favour.

3422. You advocate a common school for all those classes of children; you say that the teaching in the national schools should be conducted on the same principle; would that principle be in your opinion equally applicable to all classes, or do not you consider that there is a class which would require the application of some special agency?—I believe that the great mass of those children who attend school regularly, might very well be provided for in the ordinary British and national schools, but undoubtedly there is a class of wild boys who can only be looked after by charitable persons who take an interest in them, but the number is small.

3423. Do you think that any special provision ought to be made for them?—I think nothing beyond the industrial schools and the refuges; no Government aid besides that. Among the out-door paupers there are persons who do not provide for the education of their children; but there is no provision made for them.

3424. But I thought I understood you to say that they might, in your opinion, manage to go to the day schools?—Yes; if the guardians would make the relief conditional upon their attending schools, they would be very glad to receive them in the National schools.

3425. Are you acquainted with the provisions of what is called Mr. Denison's Act, with respect to the power given to guardians to pay for the education of pauper children?—Yes.

3426. Will you describe what, according to your observation, the effect of that Act is?—The effect of that Act, in the Bristol and Plymouth districts, which comprise a certain number of unions, is simply *nil*. The guardians do not act upon it, and in Bedminster they seem to have an objection to act upon it.

3427. You attribute the want of efficiency in that Act to the indisposition of guardians to act upon it?—To the indisposition of the guardians I examined a considerable number of the relieving officers at Bristol, and asked them whether they considered there was any difficulty in making the out-door relief of paupers dependent upon their children of a certain age attending school, and they said none whatever. I examined two gentlemen at Devonport who were Poor Law Guardians, and who were also members of the corporation, and they allowed me to quote this as their opinion, "We are of opinion that the Act of Parliament which now enables the guardians of this place to pay for the schooling of out-door paupers out of the rates ought to be made compulsory; the money should be paid to the schoolmaster directly, and the parent should be deprived of relief unless he sends his children to school."

0.73.

3428. If that were made compulsory, a parent would not pay anything for his child's schooling; and comparing that with the system by which the children are sent into the ragged schools you would not gain anything in respect of the effect produced on the parent in making him exert himself to contribute towards the education of the child?—When I speak of being desirous to create a feeling in favour of education, and of independence, I speak not of persons who are already in receipt of out-door relief, but of the independent poor. If, however, you are compelled to assist a pauper, in order to keep body and soul together by supplying him with food, and if it is an established fact, which I believe it to be, that those children if left in the streets produce the great mass of the criminals who afterwards fill our gaols, I say that the small additional sum of 1 *d.* or 2 *d.* per week would be exceedingly well expended not only in paying for their education, but in compelling the parents to take care of their children, because I believe out-door paupers are not unfrequently out-door paupers not simply because they are poor, but because they have dissipated their means.

3429. I understood you to state as one of your objections to gratuitous schools, that it was a bad thing to relieve parents of the necessity of making exertions to get their children educated?—Yes.

3430. And I understood you to say that with respect to a great number of out-door paupers, though they are in receipt of parish relief, yet they do make exertions to get their children educated?—Yes.

3431. And that to a not inconsiderable extent?—Yes.

3432. And do I now understand you to say you think it desirable or undesirable that that motive to exert themselves for the benefit of the children should operate with out-door paupers as well as with other people?—I should be very willing to have the motive operate, but the number of parents who are so self-denying as to practically starve themselves in order to educate their children is so small, compared with the number of the others who do not pay for their children, that I am prepared to forego the one benefit for a greater good.

3433. Then you propose to introduce a system which deprives this per-centage of the out-door paupers of the motive which they have to make exertions for educating their children, which in a moral sense is a very good exertion for them to make. Now, I want to know, comparing the system of gratuitous education with a system of compulsory education, which, as far as the parents are concerned, is to be gratuitous, what is the advantage which you gain by it; clearly you gain nothing in the effect produced upon the parent; is not that so?—You gain this, that a large mass of children, perhaps 100,000, throughout the country, are at school instead of being in the streets.

3434. That I clearly understand, but I am now looking at the effect upon the parents, because you have been calling our attention to the effect which the gratuitous education of the children has upon the parents, and I now ask, you, will you by this system, gain anything in respect of the parents, or will you not rather lose a good deal in respect of the parents?—You lose the moral effect produced by parents of extraordinary morality; namely, the parents who pay out of

P. Camin,  
Esq.  
—  
4 July  
1861.



P. Cumin,  
Esq.

4 July  
1861.

their out-door relief money for the schooling of the children.

3435. You say there were 307 children, out of 1,048 children of out-door paupers, who attend day schools in Bristol, and you propose to make the Government pay for the education of those 307 children, to relieve their parents from the exertion they now make to get the children educated?—Yes.

3436. So far, then, as they are concerned, or so far as about one-third of the paupers in Bristol are concerned, the effect would be to relieve the parents from a duty which, morally speaking, it is desirable they should perform?—From the payment of the penny; but it is a kind of relief which I am quite prepared to grant them, considering they are already allowed to have a certain amount of money from the State to keep body and soul together; the additional penny or two-pence is not material.

3437. Do you now speak of those parents who squeeze out of their out-door relief enough to educate their children?—Yes.

3438. You are going to substitute for their own exertions a system of parochial relief for the purpose of educating their children?—If the only result of giving those parents the means for paying for the schooling of their children out of the parochial funds were to relieve 307 people from the payment of that sum, then I should not think of recommending it; but that of course is not the object which I have in view.

3439. I am now confining my attention entirely to the parents?—No doubt if the only effect were to relieve the parents, I should not see so much reason for doing it; but it is in order to compel other parents who neglect that duty, and have not so high a sense of their moral obligations, to fulfil those obligations, that I am prepared to make the Act compulsory; but, in so doing, no doubt I should relieve those people who would otherwise pay for the education of their children.

3440. You would relieve 307, in order to put a pressure upon 700?—Yes.

3441. But what pressure do you put upon those 700 persons if the Government simply pay for them, and the children so obtain education at no loss to their parents?—The pressure is not the mere payment, but it is this: that the parent is not only compelled to send his child to school regularly every day, but he is also compelled to keep him neat and clean, and to look after him, and to keep the whole house in such a condition that he can always attend school, and then you have all the civilising effects of that state of things.

3442. Now then you go a little further, and you not only compel the parents to pay the money, but you will bring some legal pressure to bear upon the parents to make them send their children to school?—Unless the parents could show by a certificate that a child had attended school, he would get no relief.

3443. And the child would not be admitted unless he came in such a condition as to meet the requirements of the school?—Yes.

3444. Practically, therefore, it would be for the manager of the school to say whether the parent should obtain the relief; but now, taking the class immediately above that of out-door paupers, would not the effect be, to bring a certain number of those into the condition of paupers if you at the same time cut off all the gratuitous schools, because, for the sake of getting the children educated, the class in question will come and claim out-door relief, in order to enable them to secure the education of their children?—Practically, the managers could not, and do not exclude the out-door pauper's children. Moreover, no person can reduce himself to the condition of a pauper. The giving of out-door relief does not depend on the will of the parent, but upon the relieving officer. Unless he is satisfied that the claimant is a proper subject for out-door relief, he cannot be on the relief list.

(The Witness handed in a Return of Children present at the Field-lane Ragged School on 11th June 1861. Vide Appendix.)

*Lunæ, 8<sup>o</sup> die Julii, 1861.*

## MEMBERS PRESENT:

Mr. Black.  
Mr. Cave.  
Sir James Graham.  
Mr. Hanbury.  
Sir Baldwin Leighton.  
Mr. Liddell.

Mr. Lowe.  
Sir Stafford Northcote.  
Sir John Pakington.  
Mr. Pease.  
The O'Connor Don.

Sir STAFFORD NORTHCOTE, BART., IN THE CHAIR.

PATRICK CUMIN, Esq., called in; and further Examined.

3445. *Chairman.*] Is there anything in the evidence which you gave the other day which you wish to explain?—There is one point in which I seem to have been misunderstood. I seem to have said that Miss Carpenter actually taught regularly in the Ragged School. That is not what I meant to say; I only meant that she was personally present from time to time in the school, and exercised a personal influence in the school.

3446. *Mr. Lowe.*] Have you anything further to add on the subject of ragged schools which has not been elicited from you in your previous examination?—I should like to give a summary of the reasons for not giving Government aid which perhaps I have not clearly stated. The first reason I think is this. First, it is admitted that the object of the ragged school is entirely different from that of the ordinary day school. The leading feature of the ragged school is moral, not educational. The children in ragged schools are not so much to be instructed in knowledge as to have their moral natures purified by the personal influence of the teachers. Now, if the Government is to assist ragged schools because they produce these moral effects, it must be satisfied by some means that the teachers are fitted for the purpose, and that the moral effects alleged are really produced. But how is the Government to be satisfied? By the report of an inspector, it is said. But to draw up such a report seems to me impossible. It is possible by inspection to ascertain facts, such as the knowledge possessed by the children, the state of the discipline of the school, and the condition of the school buildings. These are facts investigated by the present school inspectors. Where they exist the children are well educated, and as all education generally produces moral effects, the probability is that both teachers and pupils are moral and religious. But for any inspector to report directly as to the moral and religious character of a teacher, or as to the moral and religious character of school children, seems to me impossible. In cases where religion is aided by the State each denomination is aided in proportion to population, or according to some definite test. To continue or to withdraw a religious grant according to the favourable or unfavourable report made by an inspector of the moral and religious progress of the congregation would be obviously impracticable. In matters moral and religious the inspector must rely almost

0.73.

entirely upon the managers. And any one who has read the reports which contain the proofs of the moral and religious progress of schools would hesitate to adopt them without further investigation. Again, the personal attendance of the promoters is essential to the success of ragged schools. It is impossible for the Government to ensure such attendance by any regulation. At all events, the Government aid would tend to relax the personal efforts of the promoters, and would tend to weaken the moral effects upon the destitute children produced by the self-sacrifice of voluntary promoters. The second reason for refusing Government aid is this. It is admitted that the ragged schools are intended for one set of children, and the ordinary British and National Schools for another set. How is this fact to be ascertained? By inspection. But this is impracticable. At present the inspector when he goes into a school has to report as to the state of education, the buildings and the discipline. All the facts upon which his judgment is to be formed are before him. But if in addition he had to ascertain whether the children belonged to a particular class, he would be obliged to investigate the circumstances of the parents, to visit the homes of the children, and in short to enter into inquiries as minute and extensive as those into which the relieving officer enters before he allows out-door relief. There is no more difficult point to ascertain than the circumstances of poor people. It is admitted by every ragged school manager that the only mode in which their schools are kept from being abused, is by house to house visitation, and an elaborate system of inquiry. If the Government is to be satisfied with the inquiries of the managers—well. But if the Government is not, as it ought not to be so satisfied, then it must institute similar inquiries, and for this purpose must appoint a whole army of new inspectors. It is true that some inspectors have undertaken to say that by looking into a ragged school once a year, they can satisfy themselves that the children are of the ragged class. Mr. Ruddock, for instance, in the Bristol school, said that when he entered the children were just like those of a national school. But before his inspection was concluded, he had satisfied himself that the children were of the ragged class. This I apprehend he could only have done by conversing with the managers. His judgment was

*P. Cumin,*  
*Esq.*

8 July 1861.

P. Cumin,  
Esq.

8 July 1861.

in fact their judgment. So Mr. Tuffnell, who has had more experience than any other man in England, said he could satisfy himself of the class by merely visiting the school. And yet he knew so little of them that he did not think there were any out-door paupers in ragged schools. There is no fact more easy to ascertain than the fact of receiving out-door relief, and yet even that fact was unknown to a most experienced inspector. Lastly, I think I have distinctly proved that the children in ragged schools are not really destitute, and that the managers with all their care are continually imposed upon.

3447. Do I understand you to consider ragged schools upon the whole as beneficial or not?—Theoretically they are beneficial, and practically to a certain extent.

3448. To what extent?—At present they undoubtedly supply some education for the out-door paupers, and (speaking of the day ragged schools) there are a few cases of real poverty where the children go more from liking the teachers, than anything else.

3449. Do you think that in the latter case, the ragged school is beneficial?—Yes, in the case where the parents neglect the children.

3450. Where the parents are not only poor, but vicious?—Yes.

3451. With regard to that class where the parents can pay, but from dissipation or vice do not pay, you think the ragged school is the proper remedy for that state of things?—Where it is simply voluntary charity, and where the charitable person ascertains from his own investigation, that it is a proper case, I do not propose to express an opinion one way or the other upon it, but I only say that that is a case where the Government ought not to interfere.

3452. You do not propose to express an opinion whether those schools are beneficial or not?—I should say in some few cases they were beneficial.

3453. For the children of vicious parents?—Yes.

3454. Where money could be paid but is not, because it is devoted to vice and dissipation?—Yes.

3455. You think the proper way to deal with those children would be by voluntary charity?—In some cases, where the parents are neglectful and vicious, the charity of benevolent persons sometimes acts upon the child, and enables the child to attend the ordinary pay school.

3456. With regard to children of intractable dispositions, what do you say of them?—I cannot find that that sort of child does voluntarily attend school.

3457. Have you met with any sort of child who does voluntarily attend school?—I never heard of them in the day school. In the case of children of the age of from three to ten, it requires the co-operation of the parent to bring them to school.

3458. How would you deal with those different classes; first take the out-door pauper children, you deal with them, by making Mr. Denison's Act compulsory?—Yes, making the out-door relief dependent upon the children attending the school.

3459. Instead of saying that the guardians may pay for the children's education, saying they shall be required to do it, and making out-door relief conditional upon the children attending school?—Yes.

3460. It has been suggested to you that in doing so, you deprive the out-door pauper of the opportunity of performing an heroic action, is that any disadvantage?—You may strain moral discipline too much; it is very severe political economy.

3461. Is not the out-door pauper placed out of the category of persons from whom the State has a right to ask heroic sacrifices?—I should say so. I may mention that the regulations of the Poor Law Board imply that education is not a mere incident, but a right that the pauper child is entitled to.

3462. Whatever the law may say, do you not think that he is a child that ought to be educated?—Yes, and the law does say so. The words of the Poor Law Regulations are these, "That the pauper children may be instructed in reading, writing, arithmetic, and the principles of the Christian religion." The 56th article goes on to direct, "that such other instruction shall be imparted to them as may fit them for service, and train them to habits of usefulness, industry, and virtue." That is with respect to in-door paupers.

3463. Do not you think that the out-door pauper has a similar claim on the State?—I think so.

3464. Do you think that that claim is satisfied by making the education of the child of the out-door pauper, depend upon whether the out-door pauper will perform an act of heroic sacrifice, or not?—I think not.

3465. We come next to the class of children whose parents are not paupers, but who are vicious, what would you do with them?—If they were fit subjects for industrial or reformatory schools, I should put them into those schools, but if they did not come within that particular category, I should leave them to the voluntary efforts of charitable persons.

3466. With regard to those who do come under that category, do you approve of the policy of the Industrial Schools Act?—Yes, I do.

3467. You think that a conviction before a magistrate is a sufficient safeguard in that matter?—I do not know a better safeguard.

3468. Having disposed of those two classes, are there any other classes that remain; are there poor persons not dissipated, and not receiving out-door relief, whose children have to be provided for?—I think that there is no such class. I think it is impossible to maintain that poverty can be the reason why their children are not in pay schools; in fact, many out-door paupers do attend pay schools.

3469. By stimulating the absorbents, as the doctors say, might we take up the greater part of this class, now in ragged schools, into the pay schools on the one hand, and the industrial schools on the other, leaving a small residuum which would be dealt with by benevolent persons?—I think so.

3470. Have you had any experience of the children of out-door paupers being paid for by the guardians?—There is one village near Bristol in which, I was told, the system prevailed; in fact, I had an interview with the clergyman, who said "I have no out-door paupers in my village streets, because I insist upon their going to the national school, and then at the end of the week I apply to the guardians and have my pence paid; so that I not only clear the streets of the children who are merely there from temporary necessity, but

but I also get considerable support to my school by means of those funds." I understand that Mr. Bowyer, one of the education inspectors, in his report, states a considerable number of cases in which that is done; Mr. Sandford told me that you would find many cases in the Reports on the Midland Counties where that is the case.

3471. Have you any observation which you wish to make upon Miss Carpenter's evidence?—The only statement in which I do not quite agree is as to my not visiting the school with Miss Carpenter. I remember when I first went that I went with her, and as we went to the school, we found in the street two or three ragged boys, and she spoke to them, and actually brought them into the school at that time. I went with her into the school, and in some degree examined the school, and I took this note of my inspection. Some boys were working at tailoring, and as to five of those boys who read to me, one was the son of a mason, getting 22 s. a week; one of a sawyer, getting 12 s. a week; another 14 s. a week; another 12 s., and another 20 s.; three out of the five had been at pay schools.

3472. Were those taken indiscriminately?—I suppose so; they seem to have been industrial boys. I asked for a specimen of the boys. I heard this story on that occasion which I was told by the master in the presence of Miss Carpenter. The master told me the case of a boy who came to him for admittance; he knew that the boy had come from another paying school; he admitted him until he had seen the master of that school; that person told him that the boy was unmanageable; the ragged school took him for nothing; he was welcomed by the other boys because he had pocket-money; this money was soon used to take the other boys to a boxing-match, to which he treated his companions; I remember being told this story upon that occasion. With respect to visiting the parents, it is the case that I did not visit with the masters, but I took the opportunity of going with other people acquainted with the whole of that district to visit the people there; I found it more convenient to go with indifferent people, instead of going with the master or the managers. By the American and Canadian system, of not giving any notice beforehand, you are much more likely to get at the truth. I have had many applications to go with managers and inspectors, but I have always preferred to go alone.

3473. The American system is gratuitous?—Yes.

3474. Could we work a system of giving Government grants upon a system of that kind?—I think that you get a much fairer view of the school by giving no notice.

3475. When you had to give grants depending entirely upon the report of the inspector, you might take a school at a very great disadvantage, might you not, by going without any notice?—Yes; but still, on the American system, I think you get at the real state of the school.

3476. In America it is gratuitous?—Yes; and not only that, but it is local; the manager may walk in, and find the whole thing in confusion; but they arrive at the truth better than the inspectors here do, because they are constantly going in. If you want to inspect the real nature of a school, it is better to go casually three or four times than once when they expect you.

Q. 73.

3477. You attach great weight to the payment of something by the parents?—Yes. P. Camin,  
Esq.

3478. For the reason that the parent then is interested in promoting the regular attendance of the child?—That is one reason; the other is that, from the age of three to six, the parent must pay in some mode or other for taking care of his child; and if you open a school to take care of it, you relieve the parent of the only obligation which lies upon him. 8 July 1861.

3479. That is particularly pointed to the infant school?—It is particularly pointed to the infant school; but that leads on to the other class of school, because if the parent has paid 1 d., or 2 d., or 3 d., for the child up to the age of five or six, the chances are that the boy or girl will wish to go to the higher branch of the pay-school, and that the parent will be willing to pay for its education at that other school.

3480. Do you attach great weight to regularity of attendance?—Yes; but I think it is a little overdone in some schools; they make the boys come exactly at nine; now, a boy may be wanted to do something for his parents. In this way, where the school accommodation is not very large, the managers get rid of the poorer classes, and get a better class paying higher fees; but where there is a good organization, consideration is shown to the parents.

3481. Do not you think that regularity has a good effect on a child, distinguishing regularity from punctuality beyond the amount of instruction that the child gets; that it has a civilising influence to require a child to conform to rules requiring him to attend regularly?—No doubt.

3482. That is lost in ragged schools very much, is it not?—The best ragged schools approach very much to pay schools, but in the worst ragged schools it is lost.

3483. In so far as the two classes of schools differ, it is one of the respects in which they differ?—Yes.

3484. A child will not attend a ragged school for a month or two, and they take it back again?—Yes.

3485. They are always glad to get the child back?—Yes.

3486. Supposing that you had a place very badly circumstanced, with a population growing up very disorderly, what would you say would be the best machinery to apply to civilize that place?—The rector of St. Martin's-in-the-Fields told me the other day, that he was going to establish a school, and he said to me, "Do you think that it ought to be a pay school, or a gratuitous school?" I said, "I think it ought to be a pay school;" he said, "Do you think we shall be able to get the parents to pay?" I said, "No doubt; and in order to see whether my view is correct, ask your national master what he says?" The master said, "Certainly it should be a pay school; you may depend upon it, that if the school is good, you will get 1 d. out of the parents." I believe the rector is going to make the children pay a certain sum.

3487. What sort of school is that to be?—A kind of national school, I believe.

3488. Supposing a poor district has no school, and can only afford one school, what sort of school would you say it would be best to establish, a ragged school, a pay school for ordinary elementary education, or an industrial school?—I would say that it should be an infant school.

P. Cumin,  
Esq.

8 July 1861.

3489. You need only have a female teacher in it?—Yes.

3490. You do not require much classification?—No, and you can much more easily get 1 *d.* out of the parents.

3491. Because they get the penny's-worth?—Yes, in saving the expense of nursing. By an infant school you civilize the child, and civilize the home, and get the child prepared for a better school.

3492. That, in your opinion, would be the better plan of getting rid of the street Arabs, supposing only one school could be established?—Yes.

3493. The whole tendency of our education has been to mount further up; we have not gone to the fountain head; you think that we should take the infant at two or three years old?—Yes; perhaps I might mention, that I was told by Mr. Driver, that the street Arab is not always poor; there is a class of boys who are vagabonds by nature.

3494. Gamins?—Yes. If you go to the reformatory on the other side of the river, you will find that many of the boys are not the sons of the poor, but the sons of respectable people.

3495. Can you suggest any means by which further encouragement should be given to infant schools?—I think that they require the least encouragement, because you can extract more out of people for them; you can extract 4 *d.* a week out of very poor people for an infant.

3496. Is there anything else which you would like to add to the evidence which you have given?—I may say that the reasons why ragged schools have succeeded appear to me to be very obvious; first of all, many scholars in ragged schools would have been admitted to ordinary pay schools; the benefit produced upon them proves nothing. Then, secondly, you will find that in every single case where a ragged school has succeeded, a pay school has never been tried. Take the case of Mr. Cadman's, on the other side of the river; there were 4,000 children wanting school, and there was accommodation for 400; if you opened any school in such a district as that, you would of course get it filled. Then there is the case of Plymouth; there is an enormous want of school accommodation there; if you open any school, of course you will fill it, whether it is gratuitous or not. I took the trouble to go to the Field-lane Refuge, and there met three gentlemen, who told me that there was no doubt that if five new schools were opened, they would all be filled, because of the want of school accommodation. In order to ascertain the correctness of evidence which had been given, I went to the senior curate of the parish of St. Andrew's, Holborn, and his calculation was this: in a population of 30,000 there were only schools for about 1,500, and of these, four were ragged schools. It seems to follow that the bare fact that you can fill a gratuitous school in a district where the want of school accommodation is considerable, does not prove anything. In Devonport, where there was a great want of school accommodation, and where there are no ragged schools, it was found that by opening pay schools you filled them as rapidly as the ragged schools. The second reason why ragged schools have succeeded is this; if you look at the reports of ragged schools, you find that the prizes are very large. A ragged school, conducted on such principles is like a college or an endowed school with an immense number of scholarships,

but with bad education; a man with any sense will send his son to that place, because he will get 50 *l.* a year, and be sent to college. It is the same with the Field-lane Ragged School; out of 523 boys, no fewer than 382 are provided for.

3497. How provided for?—They got them places.

3498. It is a good registry office?—Yes. Then there are prizes in money amounting to 64 *l.* 7 *s.* 6 *d.*; so that if a boy were sent there, he would get many shillings for going there. Then there is feeding, of course, in many of them, and besides that clothing. Then I do not find any case in which a good pay school has failed even in the presence of a ragged school; but there are several cases of gratuitous ragged schools failing in the presence of a pay school.

3499. You have never known a ragged school empty or injure materially a pay school?—I will not say injure it; I have here the report of the Westminster Industrial School for boys, which is a most excellent institution for boys; and the following is one of the rules: "In order that the ordinary elementary day schools should not be interfered with, it has been resolved not to admit boys under 13, except under special circumstances, when they may be admitted at the age of 12." So that that regulation supposes the case of the ordinary pay schools being injured.

3500. How do you reconcile that with your statement, that the ragged schools do not draw children from the pay schools, but that the pay schools draw children from the ragged schools?—This is an industrial school; if you had an exceedingly good ragged school, it would be more difficult to empty it by a very good pay school than if it were a bad ragged school.

3501. The industrial training has the effect *pro tanto* of paying the apprenticeship fee for the child, because he learns a business, does he not?—I do not know what they are taught. I believe that this particular school is an illustration of the fact that the education in gratuitous schools has often been obtained in pay schools; half of the boys now in the school have actually been at pay schools, some of them paying 6 *d.* a week.

3502. You are aware that there is a ragged school in the Charter-house as well as a pay school; how do you reconcile those two schools existing side by side with your view?—I have not been to that ragged school, but I should like to inspect it before giving an opinion; I do not know whether it is anything more than a place for children to be received at.

3503. At present that case seems to militate against your theory, does not it?—The question always would be, whether there was sufficient pay school accommodation in the district, because if that was not so, you would have both schools filled. Besides, as I shall show presently, a new school always attracts a certain number of scholars.

3504. There are ragged schools at Plymouth; are there not?—Yes, but there are not sufficient pay schools; when I say that there are not sufficient pay schools, I allude to the fact, that at Plymouth, where the greatest interest is displayed in ragged schools, and where large sums of money are collected for such institutions, there is no parochial school whatever in the largest and most ancient parish in the town.

3505. How is it at Bristol?—At Bristol the number in ragged schools is comparatively very small; the number of pay schools is very large.

3506. How

3506. How is it at Manchester?—I do not know much about Manchester; I only went there to examine a particular charity.

3507. Do you know anything about Hull?—No; but in London, in those cases which I have examined, there is a want of pay school accommodation; therefore all the schools are filled.

3508. Sir *James Graham*.] What would be the effect in your opinion upon the pay schools, supposing aid to be given to the pay schools in connexion with the Council, the pay schools not finding food and clothing; and the same aid, or anything like it, to be extended to the ragged schools, the clothing and food being found by benevolent persons in connexion with them?—No doubt the pay schools would be emptied, and I can give a curious instance of that. There is an endowed school at Plymouth, which gives clothing, at all events, and I believe some other advantages; the result was that a considerable number of children were at this school; but the moment the clothing was withdrawn, and the attendance depended entirely upon the education, the parents withdrew their children and paid 1*d.* at the pay school, so that the clothing induced them to keep their children at the bad educational school in order to get the clothing.

3509. You have given an opinion that it would be desirable to make the permissive clause with reference to guardians paying for the education of persons receiving out-door relief compulsory; if that change were made, do you think that the payment by the guardians for the education of the children of out-door paupers would have the effect of touching the class which now fills the ragged schools?—Very largely.

3510. If it should have the effect of transferring children of the same class from the ragged school to the pay school, under the influence of payment out of the poor rate, would not that improve the quality of the education given in the pay-school as contrasted with the ragged school?—It would improve the education given to those children who used to attend the ragged school.

3511. You think that very much the same class of children as now attend the ragged schools would be then embraced by those pay schools?—Yes; because it is ascertained that there are a large number of out-door paupers now in the pay schools.

3512. The watching of the expenditure out of the poor rate would be close on the part of the guardians, would it not?—Yes.

3513. The contribution in the case of ragged schools would be from the State without inspection, and the contribution from the local fund by the guardians would be joined with very close inspection?—Yes, certainly; in the case of the Government there is only one yearly inspection; in the case of the local fund there must be a perpetual inspection.

3514. You strongly recommend that the permissive power in Mr. Denison's Act should be converted into a compulsory enactment?—It is the only means, I think, by which the out-door paupers can be educated.

3515. Admitting the existence of this class for which ample provision is not yet made with respect to education, you think that an enactment, making compulsory what is permissive, would touch that class beneficially?—Certainly.

3516. Mr. *Black*.] In speaking of ragged schools, you sometimes speak of them in one way, and sometimes in another; what do you mean by

a day ragged school?—A day ragged school is a school in which children who it is alleged cannot attend an ordinary day school are taken in and taught.

3517. You have told us that out-door paupers have an opportunity of sending their children to the pay schools?—If they can exercise sufficient moral control to starve themselves, they often manage to pay the penny.

3518. You think it is very likely that a large proportion of those out-door paupers will starve themselves for the sake of their children?—I do not say that they will; I say that the proportion of those who actually do so is considerable; but it is impossible to say how many of those out-door pauper children who attend are paid for by benevolent people, or who are excused payment.

3519. You told us that in Bristol, out of 1,094 out-door pauper children in December 1858, you found that only 518 attended school, where were the remaining 576?—They were some of them in the street; 16 is the age at which out-door relief ceases, therefore they might be in some employment.

3520. Do not you think that those 576 were proper persons to be taken into what we understand by ragged schools?—Certainly; at all events into some schools.

3521. Do not you think that that would be a very great benefit?—That is the object of making Mr. Denison's Act compulsory.

3522. Do not you know that there are in large towns, at all events, a great many inhabitants who have no claim upon the parish?—I am not aware of that.

3523. Irish, for example?—They are casual poor.

3524. But the casual poor have their claim to get their children educated, have they not?—I am not aware that there is any person who can be allowed to starve in any town in England.

3525. I am not talking of starving; but you say that out of 1,094 there were 576 who did not go to school, and you say that the parents might starve themselves in order to send their children to school; I ask you if they do not starve themselves what are we to do with the 576?—The object of making Mr. Denison's Act compulsory is to meet these cases.

3526. Mr. Denison's Act cannot touch those who have no claim, can it?—Those are all out-door paupers as I understand.

3527. Suppose the case of an Irishwoman settled in Edinburgh, could not she be sent off to Ireland?—I presume that she could be sent off, but in the meantime she would have a claim to relief. Here is a table, p. 43, vol. iii. Education Commissioners' Report, showing the number of Bristol pauper children in each of the undermentioned periods of age: under three; from three to six; above six, and not more than seven, and so on; comprising the permanent poor, the casual poor, and the illegitimates; the casual poor are 258.

3528. Are there not in the large towns a large class who have no claim for perpetual assistance for the education of their children, who might have a casual claim for relief, but not for regular education?—As long as they are in the particular town, and in a state of destitution, they are entitled to relief, but they may be removed to their place of settlement, of course.

3529. Do not you know that it is a fact that a great number do not apply because they know that the consequence would be that they would be

*P. Cumin,*  
Esq.

8 July 1861.

P. Cumin,  
Esq.

8 July 1861.

sent home?—If they would not apply they could not positively be destitute; they ought not to receive any relief from the parochial fund unless they were really destitute; the fact that they do not apply is a proof that they are not destitute.

3530. Though they are, as you would say, not destitute, they would be far worse off if they were turned off to their own parish in Ireland, would they not?—That may be; but the test which the State ought to apply is the test of destitution, and if they do not choose to apply, they are not proper objects for State aid.

3531. Is not it the fact that a large class will not apply for any assistance from the poorhouse because the consequence would be that they would be sent home to their own parish?—It may be so, but I am not aware of the fact.

3532. You said that in Bristol 518 out-door paupers are at school, and 576 are not?—Those are all out-door paupers, all under the grasp of the law, and all capable of being compelled to go to school.

3533. You have not only those 576, but you have the children of the whole of that class which I refer to who have no claim for relief at all, so that instead of 576 there may be 1,000?—If those children exist there would be an addition.

3534. You say that it is only moral and religious instruction which the children get in those ragged schools?—I understand from what I have read of ragged schools, and from what I have seen of them, and from the evidence given here, that the chief result of the ragged schools is moral and religious.

3535. Are not you aware that there is a good deal of secular education given at a great many of those schools, at any rate?—It is imperfect.

3536. Still it is better than nothing?—As education I do not know that it is, in many cases.

3537. If an industrial education is given, is not that a great benefit to those vagrant children?—According to the Scotch system, there is a perfect test, because as I understand the evidence, there is a means of prosecuting a parent who attempts to put himself upon the rates; besides that, in the Scotch system, they have the child the whole day in the schools.

3538. Could not you introduce the Scotch system into England, if it is the best system?—I think that they are more liberal in out-door relief in England than in Scotland.

3539. You said that finding situations for those children in the ragged schools and the industrial schools, was something like an endowment in a college. Is not that one of the very purposes of a ragged industrial school to see that the children are properly trained and properly provided for, instead of leaving them to be vagrants in the street?—I think that it is not peculiar to ragged schools; it is done in the regular pay schools.

3540. Still it must be a very great advantage to those children who would otherwise not be in any school at all, must it not?—It is so great an advantage, that they attend those schools in preference to some of the others.

3541. You were present when Mr. Sheriff Watson gave his evidence?—Yes.

3542. He said that the streets of Aberdeen were crawling with children of that vagrant class before he commenced his schools, and that some time after they were commenced, there was not a single vagrant child in Aberdeen?—Yes.

3543. Was not that a very great advantage?—No doubt; but as I understood Mr. Sheriff Wat-

son, it was produced by there being a different state of the law in Scotland from what there is in England.

3544. Sir James Graham.] Is not the distinction this, that able-bodied persons in Scotland, however poor, are not entitled to relief, whereas in England able-bodied persons who are destitute are entitled to relief?—There is considerable more laxity in the administration of the poor law in England than there is in Scotland.

3545. The able-bodied, however destitute, are not in Scotland entitled to relief; whereas in England, destitution falling on the able-bodied is a claim to relief?—I think that in England the law strictly is the same as in Scotland; but in practice it is relaxed in England.

3546. In Scotland it is rigidly enforced that the able-bodied are not allowed relief?—Yes, it is very rigidly enforced.

3547. Mr. Black.] I understood you to say that where there was a pay school and a ragged school in one place, the pay school did not fill, but the ragged school filled in presence of the pay school?—I said that the pay-school filled wherever I have observed the two come into competition, for the reason that the pay school was generally the best.

3548. Are you aware that in many of those places where ragged and industrial schools have been established, juvenile crime has been greatly diminished shortly after they have been established?—I am also aware that where pay schools have been established, juvenile crime has been greatly diminished.

3549. They both have had that effect?—Certainly; education always has.

3550. So that the pay schools would have an effect over a certain number, and the ragged schools over an additional number?—What I say is, that the consequence follows from the increase in the two sorts of schools; but whether you ought to attribute the whole advantage to ragged schools or not, I do not think is sufficiently proved. From the observation made in the 53d page of my Report, vol. iii., Education Report, it will appear why I am of opinion that the diminution of juvenile crime is not due to ragged schools.

3551. Is it your opinion that it would be the duty of the State to leave those who are now vagrants in the streets to find education and subsistence the best way they can, and not to give any assistance to have them trained to be useful citizens?—It depends upon who the vagrants are; if they are vagrants because they are unable to support themselves as in the case of out-door paupers, than they are entitled to assistance from the State; if they are simply vagabonds who prefer a vagabond life in the street to being at school, their parents being able to pay, I think that they are not proper objects for State assistance.

3552. Even supposing that they were vagrants from their natural disposition, if through the benevolence of other individuals those vagrants could be converted into respectable persons, is not that a desirable object?—It is not a desirable object that the State should assist except in the way of an industrial school or a reformatory.

3553. You think that the State ought to assist where there is industrial training?—I say the two schools, the certified industrial school and the reformatory, with the safeguard which the State requires in the case of those schools, are the only means

means which I can suggest for the education and civilization of those vagabonds.

3554. Supposing the school not to be certified, and that by the means they adopt they train the children to be useful citizens, is not it for the interest of the State to assist in that good object?—It is also for the interest of the State to see that its money is properly administered, and I do not see any safeguard in the non-certified schools for the money being properly administered.

3555. Would not it be possible for the State to take proper means of providing that the assistance is properly administered?—I am not aware what safeguards are suggested besides those in the Industrial School Bill now before Parliament.

3556. Could not individuals see whether those vagabonds collected in the school were making progress in education and in appearance?—It would be difficult to know whether ragged and destitute children were making progress by merely looking at them.

3557. Are not some of the means which appear to have been taken by committees effectual?—Theoretically.

3558. You said likewise, that having those children at those ragged and industrial schools had the effect of demoralizing the parents?—I think that what I said was, that it demoralized the parents to relieve them from the obligation to pay for the education of their children when they are capable of doing so.

3559. Did you hear evidence given by several witnesses that so far from the parents being demoralized from the children attending those schools it had the most moralizing effect upon them?—That is the effect also produced by the pay schools.

3560. Do not the others produce it also?—Not to the same degree as the pay schools.

3561. But they do in some degree?—Yes.

3562. And therefore they deserve encouragement?—That does not seem to me to follow. Unless you keep a ragged school to its proper object, and confine it to the proper class for which it is intended, the good which it does is counterbalanced by the evil of demoralizing parents who can pay by relieving them in that way from paying.

3563. I am assuming that the schools are confined to their proper objects, and that they are properly attended to?—That is the whole question. The difficulty is to ascertain whether the class in those schools is the real class for which they are intended; as far as my experience goes, that result has not been arrived at.

3564. What means would you propose to take to ascertain whether they are the proper objects or not?—I believe it to be impossible to do so thoroughly; but the only safeguard I can suggest is the industrial school and reformatory; but in the case of an ordinary ragged school I believe it to be impossible for any Government Inspector to ascertain that.

3565. Mr. Cave.] You were asked about Mr. Dunlop's Act. The difference between the law as administered in Aberdeen and the English law is this, is it not, that in Scotland the children can be taken up compulsorily?—Yes; and, as I understand the Scotch law, if a parent puts his child into those schools he is prosecuted at an expense of 3 s. 1 d. for the recovery of the expense of the maintenance of the child.

0.73.

3566. The same object is aimed at in this country by the New Industrial Schools Act, is it not?—Yes.

3567. I do not understand you to say that you think that ragged schools are bad, but you think that pay schools can do the same thing in a better way?—Certainly.

3568. That of course presupposes that there is no class that cannot go to a pay school in one way or another?—I believe that that is so, except the children proper for industrial schools and reformatory schools.

3569. You propose that children of out-door paupers should be compulsorily educated by the guardians?—Paid for by the guardians, that the parents should have the option to send them to whatever school they liked.

3570. You stated that the out-door paupers were the poorest class in the community; is not it the fact, that there is a large class who do not apply for out-door relief, because their pride prevents them from taking it, and who are yet quite as poor, if not poorer, than those in the receipt of out-door relief?—It is a difficult thing to ascertain that class; there may be such a class; I should say, upon the whole, the out-door paupers were really the poorest in the community, as far as I can make out. At least, having visited some houses, and ascertained the facts about a great many cases, I can hardly conceive of poverty greater and more meritorious than the poverty of a great many of the out-door paupers.

3571. Take a widow, for instance, with six or seven children, who just manages to support herself without parochial relief, could she afford an additional 6 d. a week for the education of her children?—Certainly not.

3572. How do you propose to deal with her?—Hers is a case I should say for voluntary charity, unless she chose to apply to the relieving officer; and I think, in fact, it will be found that a very large portion of the out-door paupers are widows.

3573. I do not mean the out-door paupers, but I mean the class not applying for out-door relief, or any relief from the parishes?—The education of the children in those cases must be left to voluntary effort.

3574. Do you think that voluntary effort would be sufficient to pay the school fees for all those persons?—I think so, certainly; I think in every parish I am acquainted with, certainly in towns, there is a perfect system of visiting, either by missionaries or Scripture readers, or by other machinery of that sort, and cases of real meritorious poverty are found out and relieved. The people are numerous who are perfectly willing to pay the school pence for such children.

3575. You stated that regularity of attendance was the characteristic which distinguished the pay school from the ragged school, and that by enforcing regularity, a better class, and higher fees were obtained; does not that rather show that there is a class that cannot give sufficiently regular attendance for pay schools?—It shows that, practically, there are cases in which the rules of pay schools are undoubtedly too severe; they are made severe on purpose to exclude a certain class; but when a school is properly managed, it is not the fault of the pay school, but the fault of the managers who want discretion; that is the reason why the child does not obtain education in the pay school.

z 2

3576. Would

P. Cunin,  
Esq.

8 July 1861.



P. Cumin,  
Esq.  
8 July 1861.

3576. Would it not be the case, that by relaxing that rule, you would injure the pay school?—I think not, materially. The case where a child is excused for half an hour in the morning, is not at all so great a violation of regularity as to destroy the school.

3577. Take the case of parents who care little about education, and who will let their child go to school when they absolutely do not want it at home, of course causing irregularity; could that be passed over in a pay school?—No, I think not.

3578. Is not there a large class of such children?—There is, undoubtedly, a large class of such children, but the attendance which such children would give at any school would be so irregular, and so imperfect, that the effect of the education would be almost *nil*.

3579. Is it not the case that the irregularity decreases, and that the will of the child to go regularly increases, as it becomes more and more sensible of the value of education?—If regularity is introduced as part of the discipline, but if it is not introduced as part of the discipline, the attendance never improves. I think when an ordinary National or British school is begun in a town, where there has not been much education before, the attendance will, at first, be irregular; but, as time goes on, the children become accustomed to it, and they attend regularly; but if you do not enforce it by some system you will have the same evil continually. That is one reason why I object to ragged schools, because they do not sufficiently elevate the feelings of the people in regard to education.

3580. Is not that done in a minor degree in ragged schools; is not persuasion used to induce the children to come regularly?—No doubt, in a well managed ragged school it is.

3581. Those who are least educated feel the want of education least; is it not therefore necessary to show these children the advantage of education first, and to persuade them to come to school?—Yes; the reason why you ought to require payment rigidly in infant schools is, because it does not require any understanding of the value of education, in order to appreciate the value of the infant school.

3582. Does not that rather prove that you must first teach children the value of education before you can get them to pay for the ordinary national school?—No doubt; but the way in which I propose to create a feeling in favour of education is by means of the infant school.

3583. That would bring us to this point, that the necessity of the ragged school arises from the neighbourhood having been previously neglected, does it not?—Yes.

3584. A mass of children being in existence who do not feel the value of education, how would you work upon those children who were too old for the infant school?—If you mean by too old, a boy of 10 years of age, no school attendance which depended simply upon the child would touch that class materially, nor do I believe that anything would touch him except the personal missionary efforts of charitable people.

3585. Is it not the fact that it is part of the missionary work of benevolent persons to persuade boys of that age to go to ragged schools?—No doubt.

3586. Having by personal influence, and perhaps by those prizes which are held out to them, been persuaded to go to ragged schools, is not the

first seed sown there which will bear fruit afterwards in the pay schools?—I should say that between the age I mentioned, from 8 perhaps to 9½ or 10, the time was so very short that you could hardly expect that he could afterwards attend an ordinary pay school.

3587. You have then a class that is hopeless, in your opinion?—I should say that a boy who remained in the streets up to the age of 10 was hopeless, except by the missionary efforts of charitable people.

3588. Is not the ragged school work rather a missionary work, teaching religion and morality more than anything else?—It is.

3589. Your great objection is, that the inspection of ragged schools would be impossible?—Yes.

3590. How is the inspection of the certified school carried on; what is the test which the inspector uses?—I am not aware how the inspection in the industrial schools is conducted. But I presume that the inspection of the ragged schools should be such as to satisfy the inspector and satisfy the Government that the class of children was the particular class for whom the school was intended. That would require a much more elaborate investigation than merely going into the school and seeing what its condition was, whether the education was good, and whether the buildings were good, and so on. You would in fact require two classes of inspectors to inspect the two classes of schools, between whose functions there would be as much difference as there is between those of an ordinary police officer and those of a detective officer who investigates all the particular circumstances connected with the criminal. If you have a large number of inspectors for doing the work, it is physically possible to do it; but the number would be so large, and the time consumed would be so great that it would be really impracticable.

3591. Would not the same result be obtained by the inspector here and there investigating a case?—No, I think not. Besides, I may add that after an inspector has been several times to the same school, he is apt to take a favourable view of the school, being intimate with the promoters, and having a kindly feeling towards them, it is difficult for him to take so severe a view as he would otherwise do.

3592. That would apply to the class admitted. Now with regard to management and results, how is it more difficult to inspect a ragged school than a certified school?—The results in a ragged school are principally moral and religious. I do not know how you would propose to find out the moral progress of a boy. Supposing a congregation were to be assisted with money because they made progress in the course of six months in religion and morality, I do not understand how you would ascertain the progress in the moral and religious character of the congregation; so it is in at school.

3593. Is not it well known that if you take a child out of the streets into one of those schools, there is a remarkable difference after a certain time in its appearance?—Yes, and so it is in every other school.

3594. What is the greater difficulty in an un-certified school than in a certified school, of examining into the results?—I do not understand that the chief inspection of a certified school is with respect to morals and religion; you assume that a certain amount of morality and religion

religion will accompany a certain amount of civilization, but it is not the chief thing; and if the child could not pass an examination in reading, writing and arithmetic, and if the master was not well educated, you would not proceed any further; but if you found those things, you would assume a certain amount of moral and religious culture, but it is the knowledge that you would examine, and not the religion.

3595. You think it is impossible, satisfactorily, to investigate whether progress has been made?—If the child was ignorant, if the child was a mere barbarian, but a religious and moral barbarian, who knew nothing, no possible inspection could enable you to ascertain he was religious and moral, unless he possessed a certain amount of intellectual knowledge, and was capable of standing an intellectual test.

3596. Mr. Pease.] It has been represented to the Committee, that the missionary character of many of the teachers of the ragged school was extremely useful in its effect upon the children; supposing you were to substitute for the ragged schools the schools which you would prefer, would not that missionary character be wanting for those schools?—I propose the schools to continue, only without the aid of the Government.

3597. I understand you to say that you would prefer, in establishing new schools, that they should be pay schools, and not ragged schools?—Yes, till you have exhausted the children who would attend pay schools; the first step in civilization is the establishment of a pay infant school, and when you have exhausted that class, there would always be a residuum, capable of being reached by religious and missionary efforts; when you have got to that class, you would establish your ragged missionary school.

3598. For the class you propose first to act upon, you would want that missionary character?—Yes.

3599. There is a system existing of transferring the children from the ragged school to the pay school, is there not?—I have found, in the investigations I have made, that the number transferred from ragged schools to pay schools is infinitesimally small. I never heard, before I came into this room, that any number of children were ever transferred from the ragged schools to the pay schools. So far from it, I never heard the question put by any manager of a ragged school to a parent, "Have you or not had your children at a pay school?" I have known many cases of children being transferred from a pay school to a ragged school.

3600. Were you present at the first two days' examination?—Yes.

3601. Did you hear a witness state that a large number of children had been transferred from ragged schools to pay schools?—Yes.

3602. Do you approve of that transfer from ragged schools to pay schools?—Yes, if possible; but I should have thought that, if capable of being transferred, they would have been capable of attending the pay school originally.

3603. Are you aware that the teachers of those ragged schools are persons of not much literary education?—In London it appears to be so, but in the country I should say it is not so. The people who take an interest in those schools are not only persons of education, but of very considerable acquirements, and with peculiar power of teaching. In Bristol the school is con-

ducted by persons of the very highest possible ability as educationists, besides being philanthropists.

3604. In London, it appears that though they are conducted by persons of little education, yet they have produced excellent results; you would not wish to place such schools under the control of the Government?—Certainly not. My evidence is, that by placing them under control you destroy that influence which I understand they exercise. Another reason is, that I should like to investigate those effects which are alleged to be created by those voluntary efforts.

3605. Can you inform the Committee whether other Inspectors of similar experience to your own have come to the like conclusion, that ragged schools are very much abused?—I may say that I think the number of persons who have really examined into the subject is very small; and those who have examined into it do agree in the opinion that they are abused.

3606. It has been stated here that the ragged school is very advantageous for the education of a mixed class of the community, including Protestants and Roman Catholics, inasmuch as they give the secular instruction in common, and as they give the religious instruction of each denomination separately in the same establishment; could that be conveniently done in your pay schools?—No; but that case in Edinburgh is a very rare case, I think. I never knew a similar case.

3607. Would you deem it objectionable to introduce that system into a pay school?—I think the whole system in England is founded upon that very distinction, that each religious community has its own school; that is the distinctive feature of the Government system of aid, that each school has its own religious teaching.

3608. You would not deny that in a mixed population, with poor children, it might be desirable that the children of both religions should be taught in the same school?—No, certainly not; it would be most useful.

3609. *The O'Conor Don.*] In speaking of outdoor paupers as the poorest class, you state that since the poorest class has been able on some occasions to pay for their children in the pay schools, in your opinion there is no class which cannot pay; do not those outdoor paupers pay for their children after receiving the outdoor relief?—They do.

3610. Is it your opinion that the outdoor paupers, after they have received relief, when they have the relief money in their pocket, are then the poorest class; they do not pay for their children before they receive relief?—For a short time they are richer than when the money is out of their pockets.

3611. When they have received the relief, then they are in a higher position than another class who has not received relief, are not they?—I should doubt it.

3612. Even with the relief in their pocket, you think they are still the poorest class, as a rule?—Yes.

3613. Is it your belief that the attendance at the ragged school is very irregular from the first?—It is always more irregular than in the ordinary pay schools, which is established by the Tables. Taking private schools first of all, out of 3,798 scholars, the number in daily attendance was 3,549, the per-centage being 93·4; in public schools,

P. Cumis,  
Esq.

8 July 1861.

P. Cumin,  
Esq.  
8 July 1861.

schools, the per-centage was 80·6, and in the ragged schools 64·6, so that the regularity of attendance in ragged schools was much less than in either public pay schools or private schools.

3614. What did you mean by the answer you gave on the last day to the Chairman: you were asked, "What would you do with those children before they attended regularly?" your answer was, "I doubt whether the children who do not come regularly at first are a very large number"?—What I meant was, that the regularity was not much increased by the continuation at the ragged school; but if you take the whole class of ragged school children, and the whole class of pay school children, I think the attendance of the pay school children is better than of the ragged school children.

3615. You propose that a certain number of those who at present attend ragged schools should be transferred to pay schools?—The out-door paupers would all be transferred to pay schools, in addition to all those who would be obliged to attend the pay schools, if the ragged schools were either closed or reduced in number.

3616. There are a certain number of persons whose children are provided for at present in ragged schools; do you think if the law was changed, the number of children attending the ragged schools would be diminished?—Certainly, for this reason: the out-door paupers constitute a large number at present attending the ragged schools, and those out-door paupers would be all transferred to the pay schools.

3617. They constitute a large number of the children attending the ragged schools?—In some cases 50 per cent.; that is the case at Plymouth.

3618. In Bristol it is not so large, is it?—No.

3619. Mr. Liddell.] You have had a good many questions asked you in regard to the duties of guardians of the poor, in respect of those children; do you think that, as a class, the guardians of the poor have shown that solicitude for the education of the children under their care which is desirable?—As far as I know, I should say, that they have not shown that solicitude.

3620. Do you think that from their position, taking the class from whom they are selected, especially in rural districts, they are persons very well fitted for the superintendence of the education of children?—I think there is a good deal of opposition to the education of the poor in the rural districts, not only on the part of the farmers, but even on the part of some of the upper classes.

3621. Have any cases come under your personal knowledge of persons in the upper classes of life setting their faces against the education of the poor?—It is a difficult thing to specify cases, but I know one rural Board of Guardians, viz., the Bedminster, of which the Chairman is a person of some position, and this is the answer I got from that union to my letter with reference to the education of the children of out-door paupers: "I have to inform you that on the question being brought before the guardians at their meeting on Tuesday last, the general feeling was unfavourable to the appropriation of any of their funds for the above purpose." The Chairman of that Board is a clergyman, a man of considerable property, a person of great influence in the county.

3622. Do not you think that there are circumstances connected with workhouse schools which

rather militate against a good education?—Certainly.

3623. And the society, particularly of unmarried females, who go there for their confinements, and other adult paupers, is injurious to children?—Very, indeed; the master of the Bedminster workhouse said, "I can observe, sir, a difference in the children when they work with the adult paupers in that yard."

3624. Is not likewise the necessary position of the master of a pauper school in a workhouse in relation to the master and mistress of the workhouse one which renders it difficult for him to have the proper amount of authority in the school?—Undoubtedly.

3625. Would you draw this inference from those circumstances, that it would be desirable to have separate schools, if possible?—Yes.

3626. Would you make the establishment of separate schools compulsory on the guardians?—I would; the children in pauper schools that I have seen, that is, the very young children of three, or four, or five years of age, are very often nursed by prostitutes who come into the house in a state of distress.

3627. You have said that unless the parent co-operates in the education of the child, as a rule the child does not attend any school; do I understand you to say, that the payment of the penny represents co-operation?—Certainly, to a great extent.

3628. Does not the force of example in that class of parents who have a difficulty in paying that penny for the education of their children act upon their next door neighbours, leading them to imitate them in making a similar sacrifice?—To some extent it does, but not very strongly.

3629. Do you think that emulation does not enter into the question?—I think it does. The children who go to a good school in a town, to use a common expression, chaff the other children with not being at such a good school as they are; like any other set of boys and girls, they amuse themselves by boasting of their knowledge.

3630. The feelings of the parents are acted upon, and their natural pride is stimulated to a certain extent?—Yes.

3631. In regard to the masters of ragged schools, do you think that it would be possible to apply any Government test in order to prove the peculiar capabilities which distinguish the masters of those schools?—I should say it must almost entirely depend upon the word of the managers as to the moral qualities of the master.

3632. You cannot form in your mind any idea of a practical test which would enable you to judge of those qualities?—No.

3633. You spoke of the school at Plymouth, in which I think I understood you to say there were 13 known thieves?—Yes.

3634. Do you think it desirable that 13 known thieves should be left amongst a large number of honest children?—Certainly not; and these children having been before the magistrate more than once, ought to have been sent to a reformatory. I may add this, when the paupers were up before the Board, when the relief was stopped in order to ascertain the number at school, they were examined as to their opinion of the benefits of the ragged school, and every one of them said that the reason why their children were sent to the ragged school was a question of economy; but they said, considering the training

training and the benefit which their children received at pay schools, they would, of course, very much prefer to send them to the pay schools, and among other reasons, because in the ragged school their children were obliged to associate with children of not such good character as you find in the ordinary pay schools.

3635. Do you suppose that any pay school in Plymouth would have taken any one of those 13 thieves, had they known them to be such?—No, I should think not; not if they had known them to be such; but I cannot answer that positively.

3636. In speaking of the children of vicious parents, you stated that when they became fit subjects for a reformatory or industrial school you would put them there; would you allow the influence of the society, and the contact of those vicious parents, and all the evil influences of all kinds to ripen, in the persons of those children, into something very near crime, before you took possession of them, and placed them in a reformatory, which is in fact a prison?—It depends upon what is meant by vicious parents; many parents may get drunk, and so on, but are not so absolutely vicious that if you gave the children clothes they would sell them. The children, though bad, probably will never become criminals; and, if they are moderately well looked after, will become reasonably good members of society. Vice is a question of degree, but, undoubtedly, if the parent is so bad that the home is a mere den of profligacy and depravity, the child is better removed from such a home than left there.

3637. What process would you adopt for removing that child?—I understand that such a case would come under the Industrial Schools Act.

3638. The probability is, that the child of such a parent would be found in such a position before long that it would enable the power of the Industrial Schools Act to be exercised upon it?—I should say so. In Bristol there are two schools where children are taken who have run away from their homes, or who are taken away from their vicious parents. The children are thus relieved from the danger of contamination, and are afterwards sent to sea, or put in some situation.

3639. You have spoken about the prizes offered in those ragged schools, viz., feeding and clothing, and, at the end of the period of education, obtaining places for them; do you think it is fair to the industrious poor that those prizes should be offered, and that situations should be obtained for the children of vicious parents when the industrious poor are left to do as well as they can for their children?—As long as the system is voluntarily administered by benevolent persons, they are entitled to take what means they please, privately, to do all the good they possibly can; but if you come to the public funds to assist such schools it then becomes a different question.

3640. Then you think a great national injustice would be done?—I would not go to the length of saying that it would be a great national injustice.

3641. Do not you think it would be a national injustice that the state should offer prizes to vicious parents when it left the industrious poor to provide for themselves?—Yes; but as a private individual I should prefer to assist the industrious poor, who sacrificed a great deal for the benefit of their children; but I have no right to inter-

0.73.

fere with the private benevolence of persons who take a different view.

3642. You said that a perfect system of visiting exists in every parish; do you think that a perfect system does exist in every parish in the kingdom?—No; I perhaps put that too strongly; but certainly there is an efficient system in a well-conducted parish of visiting the poor, and ascertaining the persons really in want.

3643. Have you never heard complaints, not loud but deep, from clergymen, that the vice and ignorance and crime in their locality was such that they were utterly unable to stem it?—No doubt there is a want of proper system; it is too strong to say that there is a system of visiting in every parish; but when I made the statement in question, I was comparing the parochial system as administered by the clergy of the parish with the visitation system as administered by the Ragged School Union and other societies of that sort; and I said that the same system of visitation was pursued by clergymen and persons of that description as was pursued by the Ragged School Union and other institutions of that sort.

3644. You are quite willing to leave these ragged schools to these missionary efforts, and the efforts of the clergy, and you think that great benefit would arise therefrom?—I do not propose to interfere, indeed I think it is impossible to interfere with the private efforts of individuals.

3645. You referred to the Golden-lane schools; you were asked some questions in regard to the ragged school established there, and you said that the necessity for a ragged school depended upon the amount of school accommodation; is not there sufficient school accommodation already established in Golden-lane for a considerable number more children than those who attend those schools, large as that number is?—I understood that the schools were pretty full at Golden-lane.

3646. Do you calculate that the existence of that ragged school proves there is not sufficient school accommodation in the Golden-lane and Charterhouse school?—No, I should not think it proved that; but the opinion I should express would be this: that in any place, however ample the school accommodation may be, if you open a school, you will always get scholars, either by withdrawing from other schools, or in some other way, because there are always managers of a school, and therefore there is always a chance that the children who go there will get some benefit, therefore you will always have some children go to a new school.

3647. That is how you account for the attendance at that school?—I have not been to that particular ragged school, and therefore I do not express any opinion about it.

3648. You said that St. Andrew's, Holborn, with a population of 30,000, had only school accommodation for 1,500?—That was a vague calculation made by Mr. Adamson; he did not take it from any official papers which he had before him, but that was the calculation he gave me.

3649. Did I rightly understand you to think that the efforts of charitable persons should be directed to establishing pay schools in that locality in preference to ragged schools?—Certainly, until the whole number is exhausted who will attend the pay schools.

z 4

3650. The

P. Cunin,  
Esq.

8 July 1861.

P. Cumin,  
Esq.

8 July 1861.

3650. The residuum, you think, must necessarily be left to private efforts?—After you have done that, it is for the voluntary efforts of the charitable.

3651. Sir John Pakington.] You told us that before you were appointed an assistant commissioner under the Education Commission, you had seen very little of ragged schools?—The only actual practical experience that I had ever had of ragged schools, was that some years ago I went for five or six months to an evening ragged school in London, and taught there; and that I had also visited some of the poor in London in a particular district, but that is the whole that I knew about them.

3652. So that in fact with regard to either the conduct or the effect of ragged schools in the country towns of England, you were wholly inexperienced till you became assistant commissioner?—Wholly inexperienced.

3653. You expressed to us in your first examination a strong opinion in confirmation of what you have also said in your report, that the class in ragged schools does not differ from the class in pay schools; I understand you to retain that opinion?—Yes.

3654. The Commissioners in their report refer to that opinion of yours in these words: "He arrived at the conclusion, that the parents of the children in attendance were of the same class as those of the children in ordinary schools;" and they then quote your own language in these words: "In proof of this, I subjoin a list of occupations derived from the school books of two schools, the one a national school and the other a ragged school." You then give a list of the occupations of the parents of the children in the ragged school, "labourer, washerwoman," and so on; and you give a list of the occupations of the parents of the children at the national school, "cabman, labourer, porter, sailor," and so on; and then you go on, "If any confirmation were needed to prove the identity of the classes, it may be found in the fact," and so on. Do you retain the opinion that those two lists establish your position that the classes are the same?—The mere list was not the ground upon which I come to the conclusion that the classes were the same, but as appears by the report, it was one of the facts besides other facts upon which I arrived at that conclusion. Besides the fact that they are of the same occupation, you have the additional fact, that many of those in the national and British schools are in the receipt of out-door relief; therefore, I say that coupling those two facts together, you have a conclusive proof that the class, at all events in the two schools, is identical.

3655. I do not quite see in what way your answer qualifies the perfectly clear language of this statement: "In proof of this I subjoin a list of the occupations." You give that list of occupations, in your own words, as a proof that the two classes are identical; do you adhere to that opinion, that those two lists establish the proofs of it?—I think that even if the only fact which I had in my mind when I made that statement had been the list of those occupations from the books of the school, *primâ facie*, the identity of the classes would have been established, subject to being rebutted by other evidence; but when I go on and confirm that *primâ facie* case by other facts, then I establish my case.

3656. I am only asking you upon your own words; do I rightly understand you now to recede from the opinion that those two lists taken by themselves establish the proof of the identity of the class; here they are given as a proof of the identity; do you now regard them as a proof?—As one proof I do.

3657-8. The first occupation mentioned is that of "labourer;" what is your view as to the word "labourer" conveying the idea of any particular class as regards this question?—It means the same thing in the ragged school list as "labourer" in the national school list, whatever that may be.

3659. Does not the word "labourer," whether used for the national schools or for the ragged schools, convey the idea of a class, the members of which may differ from each other most widely in position?—The word "labourer" may.

3660. Take the word "tailor," which is found in the ragged schools and also in the national schools, and which you point to as a proof that the classes are identical; may not a "tailor" mean a man who is a master tradesman of great wealth in London, or a poor man struggling with adversity in the country, to whom a penny is of importance?—Yes; but supposing a man were described as a Member of Parliament, *primâ facie*, he would be a man of substance, but that might be rebutted by showing that he was not a man of substance.

3661. The natural presumption with regard to a man who has had the means of getting into Parliament, would be that he was a person of wealth, and therefore it might be required to be rebutted; but in the case of a tailor there is no such presumption; is it not a notorious and every day fact, not resting upon any presumption, that a tailor may be a rich man or a pauper?—*Primâ facie*, a man who describes himself as a tailor is a man in the receipt of wages, as the tailors were ordinarily found to be whose children were in national schools; and I think it a legitimate presumption, that the men described as tailors, and whose children went to the ragged schools, could pay 1*d.* a week.

3662. May not a shoemaker be a master tradesman in London with a large income, or a country cobbler who can hardly maintain himself?—No doubt; but upon being presented by the managers with those lists as a proof of the identity of the class, there being tailors in one school, and tailors in the other, I think that I was justified in assuming that those managers would know enough of the class of children not to present me with evidence which was not relevant to the purpose.

3663. Am I to understand that you are not of opinion that the notorious facts that I have reminded you of, prove that there may be so much difference in the position of men passing under the same designation as to destroy anything like a proof that their means are such as to enable them to send their children to school?—I am of opinion that there are infinite varieties of prosperity amongst tailors, lamp-lighters and every other class in the community; but I say that the sum required for the school fee, namely, 1*d.*, is so excessively small, that even with all those infinite varieties it would be difficult to say that even the lowest in the particular trade are not able to pay 1*d.*: for that purpose they would be all in the same class.

3664. Is it a fact within your experience, that persons who, if you asked their calling, would say that

that they were tailors or shoemakers, have been so reduced as to apply for parochial relief?—Certainly, that was the very thing which was met by the subsequent fact about the out-door paupers; you have this undoubted fact, that even assuming that there are infinite varieties in those classes, and that some are reduced so low as to require parochial relief, even that class can afford to pay 1*d.* At all events they were not so destitute and so miserable as not to be allowed to mix their children with the children of prosperous tailors.

3665. Do you lay it down as a general proposition that every one receiving parochial relief, can, if he chooses, pay for the schooling of his children?—No, but I say that in cases where there is a very strong desire in parents for the education of their children, even the destitution entitling persons to the receipt of out-door relief is not sufficient to put it out of their power to pay the 1*d.* for the schooling.

3666. You have, throughout your evidence, spoken of 1*d.* as being the school payment, but is not 1*d.*, whether it can be afforded or not, below the general rate of payment in pay schools?—I think that 1*d.* is the usual sum, but that is a fact which has been ascertained by statistics.

3667. As regards this point of the identity of the classes, you admit that a man passing as a shoemaker or a tailor may be a man who can perfectly well afford to put his children to school, or a man virtually a pauper and in great pecuniary distress, and if actually on the rates, likely to be so?—If he is only likely to be on the rates, he is still in a position to be capable of paying this 1*d.* I think that a man must be actually a pauper, and a very poor pauper, before he can say that he is so poor as not to be able to pay 1*d.*

3668. What do you mean by a very poor pauper?—A very poor pauper is a man who cannot pay the penny which some other paupers do manage to pay.

3669. Are you conversant with the working of the poor law?—Not except with respect to this particular subject, which I have taken some trouble to investigate.

3670. Are you aware of the general rate of out-door relief?—I am not.

3671. Such as it is, are you aware what paupers are expected to do out of that little modicum which they receive?—They are expected to support themselves and their children.

3672. Are they expected also to clothe themselves?—Yes.

3673. Are they expected also to pay their rent?—Yes.

3674. Is it the principle of the poor law of England that the ratepayers should be taxed to give relief to the poor only for the minimum amount which will enable them to find those first necessities of life?—Yes.

3675. Do you think it is reasonable to expect out-door paupers to have the power, to say nothing of the will, of paying schooling out of means provided by a rate raised on those principles?—So unreasonable do I think it, that I would make Mr. Denison's Act compulsory. I would make the guardians add to the relief by the school pence.

3676. Does not that amount to an admission on your part that as long as Mr. Denison's Act is not made compulsory, it may be necessary that those persons should have assistance in some other shape  
0.73.

for the education of their children?—Certainly; and I have so stated, that till Mr. Denison's Act is made compulsory, the benefit of the ragged schools is that they take this class, but I maintain that the neglect of the Legislature, or of the parochial authorities, is not to be remedied by the Privy Council, or any other department of Government coming to the rescue.

3677. I have understood you to contend hitherto that there is no special class requiring the action of ragged schools; do you admit that there is such a class?—I have admitted that till Mr. Denison's Act is made compulsory, there is a certain benefit conferred by the ragged schools, because they take in those children of out-door paupers.

3678. You have said that there are 50 per cent. in Plymouth, and a large proportion everywhere of children at ragged schools, who are out-door paupers. I presume that in that use of the word "pauper," you mean a person actually receiving out-door relief?—Yes.

3679. Of whom do you consider the other moiety to consist?—Of persons who would attend ordinary day schools, and would pay pence for schooling if there were no ragged schools; and of children of vicious parents who attend fitfully, but do not get much benefit out of the school.

3680. Do you think that that latter class forms any considerable proportion?—No, I do not think that it does form a very large proportion; the principal objection which I have to ragged schools is, that the attendance is so irregular, that the children hardly get any benefit out of them.

3681. What effect would making Mr. Denison's Act compulsory have upon that other moiety?—It would have the effect of making voluntary missionary efforts more entirely concentrated on that small class.

3682. Do not you think that that other moiety would still be a class showing a necessity for some such relief as the ragged schools afford?—Yes; but that necessity should be met by the entirely voluntary missionary and personal influence of the managers upon those particular children.

3683. You said that you have never seen a school which was confined to children who could not afford to pay?—Never.

3684. Was that answer founded upon your belief that every person receiving parish relief can afford to pay if he is so minded?—It was founded upon this, that besides the paupers, there are always a certain class of children who are not paupers, and who could afford to pay.

3685. You gave us the particulars of 1,048 children, of whom 518 were attending school at the present time?—Yes, when the result was obtained.

3686. Were they all the children of paupers?—Certainly, they were all children of out-door paupers; the 1,048 were out-door paupers, and the 518 were out-door paupers, being part of the 1,048.

3687. That left a residue of 530 children either in the streets or at work?—Yes.

3688. What proportion were at work, and what proportion were in the streets?—I do not know; but I have no doubt that a considerable number must have been at work of some sort, because 16 is the age at which the pauper relief ceases,  
A A and

P. Cumin,  
Esq.  
8 July 1861.

P. Cumin,  
Esq.

8 July 1861.

and 9½ is the ordinary age for a child to leave school to go to work of some sort.

3689. How does that fact that 16 is the age at which independent pauperism commences, prove that a considerable proportion of these 530 children were at work?—It does not prove it; but my observation amounts to this, the ordinary age of children leaving an ordinary pay school is 9½ or 10 years, at which age they leave for the purpose of going to some work. I feel no doubt that all the out-door paupers were in the same position as the children of the independent poor in that respect, that after 10 their parents would be making something out of their capability to work.

3690. Is that the ground upon which your opinion is formed?—That is the ground upon which it is formed.

3691. Do not you think it a probability that a very large proportion of those 530 children were not at school because the parents could not afford to pay for the schooling?—I think not. I mean of those who had reached the age of 10.

3692. You would not have mentioned those children to us if they had not been children, who from their ages ought to be in school, would you?—I only mentioned them because they are the difference between the two numbers.

3693. Do I rightly understand that those 1,094 were children of school age, and who ought to have been at school?—They are children up to the age of 15; there are 120 under three years; from three to six, inclusive, there are 322; above six, and not more than seven years, 90; seven, and not more than eight years, 102; eight, and not more than nine years, 106; nine, and not more than ten years, 95; ten, and not more than eleven years, 104; eleven, and not more than twelve years, 60; twelve, and not more than thirteen years, 29; thirteen, and not more than fourteen years, 12; fourteen, and not more than fifteen years, only 8.

3694. So that the great majority of those children were of school age?—No doubt; and, probably, in the streets.

3695. Do not you think that the reason of those children not being at school, was that the parents could not afford to pay the school fee?—No doubt.

3696. I find, in your Answer No. 3324, speaking of some particular children, you say, "On the other hand, those were all out-door pauper children, in extreme poverty, and I have no doubt that a penny to them was, at all events, a considerable thing"?—No doubt.

3697. You adhere to that opinion, showing that it is a great question, even in your view, whether persons receiving pauper relief can contrive to send their children to school?—No doubt; I consider the moral exertion too great; I should be glad to relieve those out-door paupers who are willing to pay from that heroic sacrifice.

3698. I infer, from your evidence, that you think anyone receiving whereupon to live must have the power to pay; how do you estimate the power to pay?—Most men have a pipe of tobacco and a glass of gin in a week; that amounts to more than a penny a week.

3699. Is it within your knowledge that most out-door paupers have a pipe of tobacco and a glass of gin a week?—You might assume that.

3700. That is not within your knowledge?—No.

3701. Are not a considerable portion of those out-door paupers widows?—A great many.

3702. Do you suppose that they have a pipe of tobacco and a glass of gin every week?—Perhaps they have a little gin or a glass of beer without the tobacco.

3703. When you were at Bristol, to what extent did you visit the homes of the parents?—I went with a city missionary to the houses of persons whom he considered specimens of the class, but every out-door pauper in the receipt of out-door relief was brought up; the children were brought up, and actually examined, to ascertain the condition and education of each individual child; the same was done by the relieving officer at Plymouth; the whole relief was stopped for a week, and every individual pauper in the actual receipt of out-door relief, was that week personally present.

3704. Referring to Bristol, do you mean every one of the 1,048, or every one that was at school?—I am not aware that the 1,048 were actually examined, but a large proportion was.

3705. Was your examination of those children who were brought up to you, intended to reach the whole number 1,048, or was it limited to those who were at school?—It was not limited to those at school.

3706. Were the children brought to you?—The relieving officer at Plymouth had those children up; I was engaged in some other investigation at the time, and the relieving officer, or a person appointed by the guardians, gave me a report upon the actual results of this personal examination by the relieving officer.

3707. You did not see the children?—No, except a certain number of them.

3708. How many did you see?—At Bristol I visited the actual homes, but at Plymouth I was not present at this examination.

3709. Confining yourself to the 1,048 at Bristol, did you see the children at Bristol?—I only saw specimens of them.

3710. How many specimens did you see?—Perhaps a dozen families in the houses of the people.

3711. You saw a dozen of the homes?—Yes.

3712. Who selected the homes?—A city missionary, whose name I do not remember; but besides that, the parents of the children were actually brought up, and my clerk, who was present, took down the numbers, and reported to me precisely what was done at that examination; that was done afterwards.

3713. What was that examination?—The parents of the children were brought up; the particular school was taken down where the parents alleged the children went, and the list was so completed; this list was then taken to the various schools where the children alleged themselves to be, and it was compared with the actual list at the school at the time.

3714. You talk of examination; did you personally examine those 1,048 children?—No, I did not personally examine any children; but my clerk actually examined the children who were brought up before him.

3715. He gave you a report?—Yes.

3716. In fact, you yourself did not examine any of those 1,048 children?—I visited the homes of perhaps a dozen.

3717. With that exception, you did not personally examine any of those 1,048?—No; but I have

have no reason to doubt that the report made by my clerk is perfectly correct; I know that he was present at the time of the examination, and therefore, as far as my individual presence is concerned, that is totally immaterial.

3718. You went to a dozen homes out of the whole number, which were selected for you by a missionary?—Yes.

3719. Do you know with what particular view they were selected?—In order to ascertain the particular class of out-door paupers.

3720. You said the other day that, in your opinion, looking to the peculiar influence which you think is exercised in those schools, from the causes which you mentioned, Government aid would be destructive of such schools?—Destructive of the peculiar character of the schools.

3721. Are you aware that Miss Carpenter's school has received aid for a long period of time?—Yes; but I am also aware that it is considered insufficient.

3722. You are aware that it has received Government aid?—Yes.

3723. And, therefore, Government aid in that case has not destroyed the character of the school?—It has not destroyed the character of that school; but I understood the amount of Government aid was considered insufficient, and that had it not been for the strenuous personal exertions of the managers the school would have been closed.

RALPH R. W. LINGEN, Esq., called in; and Examined.

3729. *Chairman.*] WHAT office do you hold?—I am Secretary to the Committee of Council on Education.

3730. How long have you been connected with the Committee of Council on Education?—Since the year 1846.

3731. Since you have been there your attention has been directed, has it not, to the question of ragged schools, and free industrial schools, for the lowest order of children?—Yes.

3732. Will you tell us shortly what has been the course of the Minutes of the Committee of Council with respect to those schools?—The earliest application which was made to the Committee of Council on Education for those schools, as a class, was in 1852; many of them, I have no doubt, had been aided before by building grants, and possibly by some other grants; but, as a class, they were first brought before the Committee of Council in 1852, by a committee which was appointed at a conference held at Birmingham on the 10th of December 1851. The memorial which was presented, and the answer to it, will be found in the minutes of the Committee of Council for 1852-53, page 55 (*handing in the same. Vide Appendix, Paper (A.)*). The answer was, that the Committee were not prepared to make exceptionally large grants to those schools as a class, but that, in order to put them as nearly as possible on the same footing as other schools, they would allow 10s. per year per scholar towards their expenses. At that time there was no legislation at all upon the subject of this class of children, whether they were criminals or vagrants, or the children of disreputable parents; and this committee of which I have spoken, which was appointed at the conference at Birmingham, applied to the Committee of Council as the most

0.73.

3724. Out of the five unions which you mentioned, how many availed themselves of Mr. Denison's Act?—None; but one expressed their desire to promote the education of pauper children.

P. Cumis,  
Esq.  
8 July 1861.

3725. You mentioned particularly the Bedminster Union; you stated that they had been applied to, and had distinctly objected?—As I understood, they took a stronger view against the application of any local funds to that purpose, than any of the others.

3726. Is not it therefore your opinion that in such cases as the Bedminster Union, the argument in favour of the establishment of ragged schools for the destitute class is greatly strengthened?—The Bedminster Union is an agricultural union, and therefore a ragged school there would hardly be applicable; there are some collieries there, but the greater part of it is agricultural.

3727. *Mr. Cave.*] Is there any objection to the receiving of the children of out-door paupers in ordinary pay schools?—None whatever; I have asked that question again and again; the managers and masters of the schools would be very happy to receive them, provided they paid the pence; and the fact that the children of out-door paupers are there, proves that the class is no objection.

3728. The Bedminster parish is not agricultural, is it?—The parish is not, but the greater part of the union is.

likely department to give them some kind of aid.

R. R. W.  
Lingen, Esq.

3733. Was there any test or any definition of the class of schools which should receive that aid at that time?—Very little more than this, that the children at those schools were understood to belong to the ragged, or vagrant, or disreputable class. There was no official definition laid down at that time.

3734. Will you tell us how the matter afterwards proceeded?—In 1854, two Acts of Parliament were passed. One of them which is known as Mr. Dunlop's Act, the 17th & 18th Victoria, c. 74, was confined to vagrant children; that Act applied only to Scotland. Another Act was passed in the same year which applied to Great Britain, and referred to the conviction of children before a magistrate; that was the 17th & 18th Victoria, c. 86, and is known as Sir George Grey's Act. Under the first of those Acts, Mr. Dunlop's, no public assistance was given through the Home Office, though it was the Home Office which certified the suitability of any given school to fall under the operation of the Act. With regard to the other schools, those under the Reformatory Act, the Home Office from the first gave a considerable measure of assistance to them, as much as 5s. per week per child received under a magistrate's sentence. Up to the year 1856, therefore, this was the state of the ragged schools in relation to the Committee of Council on Education; the allowance of 10s. per child per year made in 1852 had been given to schools which were certified under Mr. Dunlop's Act, and to schools certified under Sir George Grey's Act, as well as to schools not so certified; for there remained outside of both those Acts, a very large number of schools which had not been certified;

some



R. R. W.  
Lingen, Esq.  
8 July 1861.

some of which were, and some of which were not, receiving this 10 s. grant from the Committee of Council. During the whole of this time, it had been strongly represented to the Committee of Council, that such schools were exceedingly expensive to maintain, and that the 10 s. grant was very inadequate to enable them to fulfil their purposes. Many of those appeals were founded on the fact that in order to get at the proper class of children, it was not sufficient to offer instruction only, but that it was necessary to offer also food, or lodging, or both. In 1856 the Committee of Council on Education had to consider the whole question, and how they were to deal with that class of schools in which besides instruction, board and lodging was offered, and at that point the Minute of the 2nd of June 1856 was passed. That Minute gave a very considerable amount of aid to such schools; it abolished the old 10 s. grant, but it provided for paying half the salaries that were allowed in them to the instructors, and it also went on to provide a capitation grant of 50 s. per head for those children not paid for by the Home Office.

3735. Will you hand in a copy of that Minute of 1856?—(*The same was handed in. Vide Appendix, Paper (B.)*).

3736. What was the next change?—In 1857 the Act known as Mr. Adderley's Act, was passed, the 20th and 21st Victoria, chapter 48, which in effect extended Mr. Dunlop's Act to the whole of Great Britain, Mr. Dunlop's Act having previously been confined to Scotland; and about that time the Home Office, which had hitherto been granting to reformatory schools 5 s. per scholar per week, granted 7 s. per scholar per week. The passing of Mr. Adderley's Act, the increased grants from the Home Office, and the confusion of duties between the Committee of Council and the Home Office, brought the whole of the past measures under review, and as the result of that review, the Minute of 31st December 1857, was passed (*handing in the same. Vide Appendix, Paper (C.)*). The general result of that Minute was to discontinue aid altogether to the reformatory schools certified under Sir George Grey's Act, to contemplate ragged schools as about to become certified under Mr. Adderley's Act, and, with regard to all other schools of the same kind, to put them on the footing of industrial departments which in many instances are annexed to the common elementary schools. I may mention that those various stages are described in the volume of Minutes 1858-9, page XXXIII. to XXXVIII. (*handing in the same. Vide Appendix, Paper (D.)*). By the Act of last year the certified industrial schools which had hitherto been under the Committee of Council, and inspected by them, were transferred to the Home Office for inspection, and, consequently, for such further grants as they might have to receive. I might have mentioned that in 1857 the Home Office appointed one of the Prison Inspectors to visit (as his sole duty) the certified reformatories and to superintend the administration of grants to them. And in order to simplify administration, the certified industrial schools also were remitted to the Home Office, and to that inspector, by the Act of last Session.

3737. Has any Minute been passed by the Committee of Council on Education subsequent to that Act with regard to those schools?—No.

3738. Is any change in contemplation with

regard to industrial schools in consequence of the passing of that Act?—The only change which has been in contemplation, according to the last report presented this Session to Parliament is, that such schools as are capable of being certified under Mr. Adderley's Act, and under the Act which transfers the administration of Mr. Adderley's Act to the Home Office, should not continue to be aided by the Committee of Council. The aid has not been actually withdrawn, but intimation has been given that if a school is capable of being certified it shall not much longer continue to be aided by the Committee of Council on Education.

3739. There has been no period fixed from and after which the aid is to be withdrawn definitely?—Not from the uncertified schools.

3740. Has there been any communication, founded upon the Minute made to the managers of industrial schools which are not certified?—Yes.

3741. In what form has that intimation been given?—In making each grant as it falls due to a school, a paragraph has been added to the announcement of the grant, to say that their Lordships have in contemplation a change of this kind.

3742. With regard to the aid at present given, there are several classes of institutions, viz., ragged schools in which there is industrial training, ragged schools in which there is no industrial training, and refuges in which there usually is industrial training, but which are distinguished from the day ragged schools by giving lodging and other advantages; what is the effect of the present system with regard to each of those; first, with regard to certified ragged schools in which industrial training is given; those are schools which receive aid under the Minute of 1857, are they not?—No school can be aided as a ragged school unless industrial training is given in it.

3743. And the aid which is given to those certified schools in which industrial training is given is confined to the industrial portion of the school, is it not?—Not wholly so; this part is industrial. "One-half of the rent of the premises;" "One-third of the cost of tools and of raw material," and "5 s. per annum per scholar under industrial instruction." But, besides that, they may have the ordinary grants for the purchase of books and maps; they may have the ordinary grant in augmentation of the teacher's salary if he is certificated, and certain special certificates are allowed to be available in those schools which would not be available in other schools, namely, for persons who have been employed in workhouses as teachers.

3744. With regard to those grants which are made to the uncertified industrial schools, the most valuable portion of them is given to the industrial part only, is it not?—Yes.

3745. With regard to the aid which is given to the non-industrial part, it appears to consist of grants for school apparatus and augmentation grants in certain cases; are the augmentation grants given on the same principle as the augmentation grants to schoolmasters in national schools?—Not on the same terms, certainly, because teachers in ragged schools have not to pass the same examination for a certificate as the teachers in ordinary day schools; these are the persons who may have special certificates in ragged schools: "Teachers in workhouse schools who are rated in the first division of competency, and

and who, during the last three preceding years, shall have served continuously in such schools, with rating not below competency, may take rank without further examination in ragged or in certified industrial schools as certificated teachers, and may, in those schools, but in none other, receive such augmentation as their salaries justify, on the usual conditions, up to 20*l*." The managers would, in that case, have to find 40*l*.

3746. Is not it the case, that the augmentation is not given till the master has been three years in the school?—The Minute is in these terms: "Teachers who are at this date employed in ragged or industrial schools may obtain the like privilege, by passing an examination equal to the rating of competency in workhouse schools, provided that the inspector has reported favorably of their schools during each of three consecutive years." Supposing, therefore, that a ragged school teacher came before the committee of Council on Education for the first time for a grant of augmentation, he must serve three years before he is entitled to be examined.

3747. The effect of that is to withhold the augmentation grant for three years from the school?—Yes, unless the managers engage an ordinary certificated master—and there is nothing in the Committee of Council's rules to prevent their engaging such a master—or unless they engage a workhouse teacher who fulfils those special conditions. If they bring their own teacher for the first time before the Committee of Council, he must wait three years before he can get the augmentation.

3748. Can you give any reason for that restriction upon a teacher who has passed an examination, which is presumed to be satisfactory?—The reason is this: the ordinary examination for a teacher's certificate is considerably strict; it extends over several days, and he must understand several subjects very competently before he can get his certificate; but for this special certificate in the case of ragged school teachers, an examination is provided which a single inspector conducts in one day, and it is very much lighter than a master would have to pass for an ordinary certificate; and the object was, that as attainments of the same standard could not be had, and a lower scale of knowledge, had to be accepted, compensation to a certain extent should be secured by requiring a greater amount of experience; this 20*l*. augmentation, to obtain which would imply a very severe examination on the part of the master of an elementary school, is here got by a comparatively easy one; but the minute stipulates that the candidate shall have served three years before he gets it.

3749. Do you think that an important restriction, and one that must be maintained, or would you be disposed in any degree to relax it?—I think it very important.

3750. Then with regard to ragged schools in which there is no industrial training, I understand that they receive no aid at all?—If they come before the Committee of Council professing to be ragged schools in which no industrial instruction is given, they receive no aid at all; but supposing a school comes before the Committee of Council calling itself a ragged school, and in fact being attended by the class of children that would attend a ragged school, but fulfilling the conditions of the ordinary grants, it is not ex-

cluded because it is a ragged school, and it may get any aid which it can fulfil the conditions of.

3751. Do you mean that if a ragged school took a certificated master, that master could get the augmentation grant?—Yes, if the managers gave him the requisite salary.

3752. Though there were no payments made by the children in the school?—Yes; the minute says expressly, "the ordinary rate in augmentation of any certificated teacher's salary:" it says also, "no fees must be received from any child attending the school, or any of the classes."

3753. Does not that refer to schools in which there is industrial training?—It would only refer to them in this way, that if a school, as a ragged school, wished to get this whole group of grants, they must then give industrial instruction; but it is only necessary for them to give the industrial instruction so far as they want the grants specially as a ragged school. If they call themselves a ragged school, and are open to the ragged class, but fulfil the conditions of the ordinary grants to other schools; this minute was not intended, and it has never been the practice to exclude them from the benefit of those grants.

3754. No case has come within your knowledge recently in London of the teacher of a ragged school applying for the augmentation, and his being refused because the school was not a pay school?—Certainly not; he might be refused because the managers did not provide their proportion of the salary; but no ordinary certificated teacher would lose his augmentation simply on the ground that he was employed in a ragged school; I am not aware of such a case.

3755. I gather from that that the Privy Council do not consider the payment of school pence by the children to be a necessary condition for Government aid?—Not for all forms of Government aid; there is only one form of Government aid for the reception of which it is stipulated as a condition, and that is the capitation grant; but for pupil teachers and for augmentations, which are the two principal forms of aid to the ordinary elementary school, there is no stipulation on the subject of fees.

3756. What sense does the Committee attach to the word "industrial;" what is the meaning of the notice they have given, that when a school is capable of being certified, they will withdraw all aid from it?—Under Mr. Adderley's Act, the definition of an industrial school is a school in which industrial training is provided, and in which the children are fed as well as taught, and the notice which the Committee of Council has given is, that from schools in which children are fed as well as taught, and which are not certified, they contemplate at an early date to withdraw aid.

3757. Supposing a school gives industrial training, but does not provide food for the children, you would not consider it one from which you should withdraw your aid?—If I were asked my own opinion upon that subject, I should consider it was desirable to withdraw aid from such a school; but no announcement has been made by the Committee of Council that it is intended to withdraw aid from those schools.

3758. Will you tell us precisely on what footing the Committee of Council intend to place these schools, in which there is industrial teaching given, but in which it is not the habit to feed or clothe the children?—No sort of decision, as far as I know, has been come to upon that sub-

R. R. W.  
Lingen, Esq.

8 July 1861-

*H. R. W. ingen, Esq.*  
8 July 1861.

ject; the Committee of Council has not gone further than this, as far as I know, even in considering the subject, than to say that those schools which are industrial in the sense of feeding, must be certified if they wish to continue to be aided; but the rest of the question—what they will do with those industrial day schools in which food is not given—is left to stand absolutely as the minute of December 1857 leaves it.

3759. Supposing the case of a school in which there is now industrial teaching and feeding, that being a school which might be certified under the Act, you notify to that school that aid will probably be withdrawn from it, and that it is at liberty to become a certified school; supposing, instead of certifying, it gives up the feeding, would the Committee of Council on Education withdraw their aid from that school?—They would, undoubtedly, cancel that notice, and the managers would then be on the same footing as any non-feeding school, to which no such notice has been given.

3760. You desire them to choose between certifying the school and giving up the provision for feeding?—This class of schools includes various kinds; the Committee of Council has given notice to one kind, namely, the feeding schools; and, with regard to the rest, it has given no sort of notice, but leaves them at the point where they are under this minute.

3761. With regard to refuges, of course the effect of your minutes is absolutely to withdraw all aid from them, because they necessarily are in a position in which they might be certified?—Yes, prospectively to withdraw the aid.

3762. Will you tell us what were the reasons for the abandonment of the minute of 1856, in rather more detail than you have given them already?—The reason I think might be stated thus: that the circumstances under which that minute had been passed were no longer the same. As regarded the certified reformatories under Sir George Grey's Act, the Home Office, which had been giving 5s. per scholar per week, gave 7s. per scholar per week, and those reformatories which had hitherto been inspected as part of the general prison inspection, were referred to a single officer, and became, to a certain extent, a separate department, so that they were no longer confounded with ordinary prisons. For those reasons, partly that they had money enough already from the Home Office, and partly that they had an officer whose undivided attention would be given to them, they were no longer left in part to the Committee of Council, but were entirely handed over to the Home Office. That was one effect of the Minute of December 1857. Mr. Adderley's Act was passed in August of the same year, and the schools to which it applied might now be certified and brought within a class defined by Parliament; there remained non-feeding ragged day schools, and uncertified feeding schools, and it was thought well to give a measure of aid to those schools also, but still a very different measure of aid from what had been given under the Minute of the 2d of June 1856, and also very different from what the certified schools might obtain; those certified schools being subjected by the Legislature to very many precautions, which did not apply to the ~~un~~ ragged schools.

3763. What do you consider in the first place to be the character and proper functions of ragged

schools; do you consider that there is any place for them in our educational system?—Not permanently, I think.

3764. But as matters at present stand, do you think that there is any place for them to supply a need which now exists, and which is not otherwise supplied?—I should say that the same need might be supplied by other existing agencies.

3765. In fact, there is no need for ragged schools at the present time, in your opinion?—I think that they might be dispensed with.

3766. Without any additional legislation or provision being made to supply the wants of the class which they now receive?—I think that it would be desirable to make Mr. Denison's Act compulsory; but supposing that the Boards of Guardians were willing to act upon Mr. Denison's Act as it stands, then I should say that, without further legislation, there are the means of doing what the ragged schools do.

3767. For what class of the population do you understand ragged schools to be intended?—You would find all sorts of children in ragged schools; but the class I imagine to be contemplated by the founders of ragged schools are those children whose parents are not paupers, but either from poverty or from other causes are in disreputable circumstances, and who are not likely to bring up their children well.

3768. Would the extension of Mr. Denison's Act, or the making of Mr. Denison's Act compulsory, touch that class of children?—I do not think that it would touch that class of children which I mentioned last.

3769. Do you think that any provision ought to be made for the education of that class?—Not more so than for the education of the children of the labouring classes generally; that class is not defined by any broad and ascertainable line, but fades into the other class above it quite invisibly.

3770. Do not all classes of society fade invisibly the one into the other?—Yes.

3771. Can you draw a broad line in administering your grants to national schools, and say that those grants exclude the classes which ought not to receive them, and include only those which ought to receive them?—Only do so in a general way; I can only say that the great majority of the children receiving aid are the class intended; very few others find their way as a matter of fact into those schools.

3772. Might you not in the same way lay down a system of education which might provide for the wants of the lowest class, and be satisfied with the result if the children who availed themselves of it, were in a large majority the children of that lowest class, even though a certain number who lay upon the frontier of that class, received aid which perhaps might not have been so strictly necessary for them?—I should have thought that it was a much more dangerous deviation to let ragged schools absorb children from the class above the lowest, than to let the ordinary schools raise their character by attracting a few scholars of a higher class than they were intended for; in ragged schools a whole class of the population, without being paupers or criminals, is ranked as a degraded class: I think that is not desirable.

3773. When you speak of a degraded class, degraded schools, and so forth, do you mean that it is a degradation to children to attend schools where they are not called upon to pay anything, or that those schools are in other respects of a degraded

degraded character?—It certainly would be felt to be a degradation by any decent parents to send their children to a ragged school.

3774. Dropping for a moment the ragged school, do you consider that it would be improper for parents to send their children to free schools?—Certainly, if they could pay fees for them.

3775. Do you not consider that it would be equally improper for a parent to send his children to a school where he got education very much below its cost, when he could afford to pay the full cost?—I do not think that partially gratuitous, and wholly gratuitous, education operates in the same way. I do not think that the payment of a fee which is proportionate to the means of the parent, and represents a fair contribution from him, produces anything like the same effect that gratuitous education does; it is not the full value of what he gets for his money, but it represents a fair payment on his part, and he considers that he is paying for what he gets.

3776. In laying down a system for promoting national education out of the public funds, are you to have reference to the interests of the children, or to the interests of the parents?—I do not think that you can separate them.

3777. Do you not consider it for the interests of the children that they should be educated?—Yes, it is for their interests that they should be educated, but the part which the parent bears in that education is one of the most important possible, and wherever you can you should have him as a main agent in the process.

3778. Supposing that circumstances prevent the parent being a main agent in the process, do you think that the interest of the child does not still demand that it should be educated?—Quite so, provided you make the parent responsible for it, and if he neglects the duty and throws it upon the State, punish him for it, and make him do compulsorily what he will not do voluntarily.

3779. Do I understand you to be of opinion that when a parent neglects the education of his child the parent ought to be punished by law?—At a certain point, no doubt.

3780. You would make provision for the education of the whole of the children in this country by giving Government grants, of which the parents might avail themselves if they chose, and, if the parents did not choose to avail themselves of them, you would not admit their children to the benefit of those grants, but you would punish the parents, depriving the children of the benefit so provided for them by the Statute?—You must limit that principle by the conditions under which you would apply it. That is already done by Mr. Adderley's Act, if the neglect of the parent goes so far that the child becomes a vagrant; and that term, I believe, is one of very large application, and children might be largely committed under that Act. If the parents' neglect reaches that point, the Industrial Schools Acts provide stringent compulsion, and penalties. Whether you would go beyond that point, and give some still more stringent definition of wilful neglect, may be a question. I do not think it is necessary to go much further in that direction.

3781. Is there not a considerable class of parents in the country who do neglect to provide for the education of their children?—In towns, a very considerable class.

3782. Do you consider the provisions of the Industrial Schools Act would be sufficient to make

those parents do their duty?—I think that many parents might be got at under the Industrial Schools Act, and that the example made of them would operate on a considerably greater number of parents in the same class. Every day, as I walk from my house to the office, if I had nothing else to do, I could march off three or four little beggars whom I see as I come through the Parks. I have not the least doubt that if the parents of those children, instead of receiving 1s. 6d. a night from their earnings by begging, had to pay 1s. 6d. a week for them, or 2s. 6d., while in reformatories or certified schools, they would take different views of their duties; and their neighbours also, when they heard how they had been served, would manage their children differently. At any rate, you would get rid then of that extreme wilful neglect where the children are turned out to beg.

3783. If all the ragged schools in London were at once to be closed, would not the number of those children whom you meet in the streets be very largely increased?—Not if, simultaneously, the police made a *razzia* upon them, and every child who ought to be in a certified industrial school was carried there, and the parents made to pay.

3784. When you speak of making parents pay, does not that also involve the Government having to pay to a considerable amount?—To a certain extent, no doubt, it does: and the same is the case with any prisoner; he costs the Government dear while in prison, but he prevents other people from doing the same things and coming into prison; and so the certified industrial schools, being so costly to the parents, would lead them to keep their children from being sent there.

3785. The ground upon which you now object to ragged schools is, that they relieve parents of the necessity of making an exertion to provide for the education of their children; have you any other objection to them?—With regard to a non-feeding ragged school, my objection is that you lead whole classes of parents to regard themselves as in a degraded position; and the school also is an inferior type of school as regards instruction, as regards order, and as regards discipline. My objection to a non-feeding ragged school is, that it holds out a sort of inducement to people to degrade themselves.

3786. When you say that it is an inferior class of school in those three particulars, namely, instruction, order, and discipline, upon what information do you state that to be the case; is it from your personal observation, or the reports of inspectors, or general impressions?—Not from my own personal observations, for I have seen very little of those schools myself, but partly from the very reasons which the managers of the schools themselves give for their not being able to comply with the ordinary terms of the grants.

3787. Do you state that those schools are inferior in instruction, order, and discipline, to other schools?—They state, and I think truly, that intellectual instruction is a minor part of the work which they have to do, and that the extremely disorderly children whom they admit, render it exceeding difficult, or even unfair, to apply to them anything like the same standard which you would to a higher class of schools; that you must apply to them a somewhat lower standard, and be satisfied with a lower result than you

R. R. W.  
Lingen, Esq.  
8 July 1861.

R. N. W.  
Lingen, Esq.  
8 July 1861.

would in a school which comprised more respectable children.

3788. When you say a lower standard, are you speaking of order and discipline?—Yes, I should include order, discipline, and instruction.

3789. Do you call it a lower standard of order and discipline where a school takes in the most disorderly class, and endeavours to make them orderly, than where a school takes only an orderly class and keeps them orderly?—No; a school which takes in only the orderly class and keeps them orderly, of course neglects some of its main duties as a school for the poor; but the point with a ragged school is, that you get all the disorderly together, and that they are not scattered among other classes and led upwards at all, but are taught from the first to regard themselves as ragged.

3790. Do you think that the great mass of disorderly children could be absorbed into the ordinary schools without detriment to the ordinary schools?—A very large proportion of them I have not the least doubt, if you do not accumulate too many in the same school.

3791. It would be a work of time, would it not, to get them into the schools?—Yes.

3792. Have you ever heard of the parents of the more respectable children withdrawing their children from national schools on account of the introduction of children of a lower class?—No; I never heard of it.

3793. Do you not consider, looking at the class of children who are to be found in our large towns, that there is a work to be done with them in the way of humanizing them, in order to prepare them for the reception of instruction?—Yes, I think there is a work of that kind to be done.

3794. Do you think that the national schools are the proper places in which that work should be done?—Yes, I think so, with the Sunday school, which is a very great agent with that class.

3795. Do you think it is advantageous to mix in the lower classes of the school, the big children who are very imperfectly trained and disciplined and educated, with small children who are orderly, and comparatively well instructed?—Of course in every school it is, to a certain extent, undesirable to have a bad child in it; it is the same at Rugby, and it is the same at Eton, but it is part of the school's duty to deal with those children, and the school must make the best of them; it is an evil, no doubt.

3796. I did not mean the case of a bad child, but a child very backward for his age and size; would not it be a disadvantage in a school like Eton, for instance, to have a boy of 14 or 16, placed in a class where there were other boys of 10 or 11, in consequence of his being so backward in instruction, that he was unable to mix with those who were his equals in age and strength?—I should say that a boy of 15 or 16, supposing he were not a vagrant, falling within this Act, ought to be earning wages, and ought to be maintaining himself; I certainly would not give him instruction at the public expense.

3797. Take a boy of 10, and take a child of six or seven, is it not undesirable that there should be an admixture of ill-educated, ill-instructed big boys, with comparatively well-instructed little boys?—My answer to that would be very much the same as I gave before; that it is undesirable,

and it is an evil, but one that a school can and should deal with.

3798. Would you propose to deal with it by placing those bigger and less regulated boys together in a class by themselves, or mixing them with the other classes?—That is a point on which my opinion would be really worth little; one master would do it one way and another another; I think that both ways might be perfectly feasible, according to the tact and opinion of the school-master.

3799. Cannot you perfectly well conceive that this might be the case, that a master would deal much more easily with a class of boys of that kind, keeping them distinct from the others, than by mixing them with the rest?—He would gain some advantages that way, but he would lose others; if you had a dunce class *par excellence*, it would be difficult to get much out of boys in that position, especially if they were big boys.

3800. It would be better to have them in a separate school altogether than to have them in the same school, but in a distinct class?—Then you only transfer the objection to the whole school; the school would hold the position that the class would; I should mix them with the other children.

3801. Do you know anything of Mr. Rogers's schools at St. Thomas, Charterhouse?—Yes, I have been there several times.

3802. Do you approve of the system upon which those schools are conducted?—Yes, very much.

3803. Has not he a separate school for the lowest class?—Yes.

3804. Do you think that that is a good system?—As he works it, I think it is.

3805. But that is an example of what you consider disadvantageous, is it not?—That school of Mr. Rogers's falls under the class which I was speaking of at first when I said that a ragged school was not excluded from Government aid because it called itself a ragged school. Mr. Rogers gets, for that school in Golden-lane, augmentation for his masters; he has pupil teachers and every kind of agency at work there which there is in a common school. The meritorious boys are drafted out of that school into the other schools, and his whole establishment forms a general system; it is not a ragged school in the ordinary sense of the word.

3806. How would you distinguish between the Golden-lane school and a ragged school?—I should distinguish this school as having certified teachers, excellent rooms, furniture, apparatus, everything in short which would satisfy the most severe tests which we lay down, and then, the children pay.

3807. The children do not all pay?—I do not suppose that they all pay in any school; I suppose that in almost every school there are widows' children, and a few of the very poorest, who are either let in without paying, or for whom some benevolent person pays the fee.

3808. Do you think that there is any distinction between the case of a benevolent person paying the fee, and the child being admitted free?—I think that there is the greatest distinction, because I think that individual charity is safe; the benefactor himself knows what he is about; he is dealing with the individual, and he can measure the aid to the special case; but if you offer charity to whole classes, it is different.

3309. Supposing

3809. Supposing that every child in any one of the ragged schools was paid for by some individual, you would see no objection on that ground to a grant being made to that school?—If fees were paid for each child, it would not fulfil one of the first conditions of a ragged school, which is that it is to be a free school.

3810. Supposing that the managers, instead of paying 50*l.* a year or 100*l.* a year for the education of those children, were to pay so much a week for each child as they received it, paying it to themselves, would that remove the objection as to the free education of the children?—No, because that would be an illusory payment altogether; but supposing that they knew the parents and families of those children, and gave them the money to pay for the education of those children, I think that so far the system would be more sound.

3811. Mr. Rogers informed us that the payment in his schools ran up to as high as 1*l.* a quarter, or 2*s.* a week; are schools, in which the payment is as high as 2*s.* a week, entitled to any advantages under the Government grants?—No; we have had a good deal of correspondence with Mr. Rogers about his upper school; I could not at this moment speak confidently upon the point, but my impression is, that he has been told that the number in that school cannot be taken into account in reference to any Government grant.

3812. Supposing that the master is a certificated master, is he entitled to his augmentation in such a school as that?—He would not be entitled to his augmentation if that were the only school; I think that it has been represented that the master discharges duties in Mr. Rogers's other schools as well as in the highest school; but I cannot say at this moment in what position the case stands.

3813. Do you distinctly inform us that it is not an essential for the reception of Government aid that fees should be demanded from the scholars in a school?—Yes, distinctly, with the exception of the capitation grant.

3814. Will you give us the reasons for recalling the aid from the uncertified industrial schools?—The reason is this, that the Legislature has passed Acts under which aid is given to schools of that class, and the Committee of Council would be making a sort of Act of Parliament of its own on exactly the same class of cases, if it were to give aid to the uncertified schools.

3815. What do you mean by exactly the same class of cases?—The same class of children is supposed to be contemplated by the Industrial Schools Act as by those uncertified industrial schools.

3816. Are you not aware that in those schools which are now certified a very large proportion of the inmates are not committed under that Act, and could not have been committed under that Act?—Yes.

3817. Do you consider that those are improperly received into those institutions?—No; I do not think that it is necessary to give an opinion upon that point as long as they are not the subjects of public grants.

3818. But if they are properly received into them, then the Certified Industrial School Act does not provide for the class of children, who nevertheless do require to be received into institutions of this kind?—The Industrial Schools Acts define that class of children, in respect of

whom public grants may be made safely; they do not define the class of children who shall be in a home or a refuge, but the class of children for whom the public may be called upon to pay.

3819. The principle of the Industrial Schools Act is, that magistrates may, under certain circumstances, send certain children to certain institutions, and that the public shall pay for them; does that, in your opinion, render it improper for the public to pay for any other children who may be in those institutions in any other way?—Yes, I think so, where food is given; those Acts provide, that if you receive the child under a magistrate's sentence, you shall make the parent responsible for his cost; the magistrate's sentence is in itself a definition of a class. You can provide no mere administrative definition, which is of any worth whatever (as we have ascertained in practice under the Minute of the 2d. of June, 1856), for confining admission to the proper class of children.

3820. Do you lay down as a principle, that if the State makes provision for sending a certain class of children to a certain class of school, the State ought not to give assistance to the other children in that school?—If it is a feeding school where you maintain the children as well as teach them, I do lay down the principle. My opinion is that the workhouse or the prison or the reformatory, or the certified industrial school, takes up every class of children that ought to be out of the common elementary day schools.

3821. You object to payment being made by your department to those schools, because food is given?—Yes, for one reason.

3822. Supposing there is an institution which at its own expense collects a number of children together and educates them, do you see anything improper in your department, which is the educational department, giving that institution, whether it feeds the children or not, assistance towards their education?—If it feeds them, I do not think you can possibly so make your grant, as that it shall not go in aid of the feeding.

3823. Supposing you make an augmentation grant to the master, do you consider that that goes in aid of the feeding of the children?—If the school did not feed the children, that same money which goes in food might pay a master's salary.

3824. Then do you consider that there is anything so vicious in the system of taking children in at private expense, and feeding and clothing and lodging them, that it should exclude those who perform that charitable act, from getting aid from the State to educate them?—I think that such aid should not be given by the State. I think it makes all the difference in the world whether those institutions are maintained out of private funds or out of public funds, and if public funds are given to them, then it should be under very strict and severe regulations, such as the poor law imposes on workhouses, and such as the Industrial Schools Acts impose upon the certified schools.

3825. Supposing the managers of a national school chose to establish next door to the school, or in the next street to the school, a home; and supposing they took into that home a number of children, and maintained them entirely at their own expense; and supposing they sent them to their own national school, and, if you please, paid themselves the fees for them; do you think that

R. R. W.  
Lingen, Esq.

8 July 1861.

R. R. W. aid ought to be withdrawn from that national school on that account?—I should say so.

8 July 1861. 3826. On what principle?—On the principle I have stated, that the separation of the home from the school would be merely nominal; that such an institution would be, in effect, a work-house for children.

3827. Is it your opinion, that if the guardians of a union were to pay for the education of children at a national school, aid ought to be withdrawn from that national school?—Certainly not, because the guardians are in *loco parentis*.

3828. In the case I have put, might not the managers of that institution be in *loco parentis*?—I should say, certainly not, when the parent himself is under no sort of liability; they step into his shoes without stipulating any conditions, whereas the guardians will not maintain his child if he can maintain it himself, and they will examine into his ability with very great stringency; but the managers of the schools in question, from their very motives, make the examination in a very different spirit, and in a very different way.

3829. Would the case, in your opinion, be altered if the managers received payment from the parents towards the expense of the children?—It would be a case not very likely to occur; but supposing a working man had a son so vicious that he could not manage him at home, and he sent him to a reformatory and paid for him, thereby discharging his own duties so far to his son; and if that child afterwards was sent out to some neighbouring national school, I should consider that that child might safely enough be treated as being still maintained by his parents.

3830. Was there a test in 1856, applied to the effect that a certificate from two magistrates was required?—It was not part of the Minute; the Minute merely mentions "criminal and abandoned classes," and every kind of perplexing question used to arise upon those words, whether a child might be considered to belong to the specified classes; accordingly, a short time after the issue of that Minute, in 1856, this certificate was required: "We, the undersigned, being two of Her Majesty's justices of the peace," for such-and-such a district, "have satisfied ourselves through the police, that the young persons taken into this establishment have either been convicted of crime, or have been found begging or wandering without home or settled place of abode or proper guardianship, and have no lawful or visible means of subsistence."

3831. How did you find that work?—Not well; I will read upon that an extract from a remonstrance from Miss Carpenter's school: "The difficulty arising from the recently established test to be signed by magistrates (a test which, it has been already explained to you, cannot be signed) would be, it was hoped, obviated by the testimony of the Inspector, who says, 'With a few exceptions, I believe, that the right class only is admitted.'" This magisterial certificate was often found to be given without examination at all; and in other cases the examination proved to be so troublesome, and took so long to make, that the magistrates would not undertake the task.

3832. The objection of Miss Carpenter, as I understand was, that that was a wrong definition of the class of children for whom her school was intended, was it not?—Yes.

*Jovis, 11<sup>o</sup> die Julii, 1861.*

## MEMBERS PRESENT:

Mr. Adderley.  
Mr. Black.  
Mr. H. Austin Bruce.  
Mr. Cave.  
Mr. Hanbury.  
Mr. Ker Seymer.  
Sir Baldwin Leighton.

Mr. Liddell.  
Mr. Lowe.  
Sir Stafford Northcote.  
Sir John Pakington.  
Mr. Pease.  
The O'Connor Don.

SIR STAFFORD NORTHCOTE, BART., IN THE CHAIR.

RALPH R. W. LINGEN, Esq., called in; and further Examined.

3833. Sir Baldwin Leighton.] HAVE you many applications from schools which you refuse?—Not many now, I should say.

3834. Have you any knowledge of the number of schools which there are in England for the lower classes assisted by you and of those not assisted by you?—I could give an answer to that question after referring to the Report of the Royal Commissioners, and to our own report. I can only speak now in round numbers. I believe, that there are for the working and other poorer classes, upwards of 30,000 schools of one kind and another in England and Wales, without including Scotland.

3835. How many are there assisted by you?—Again I am speaking subject to correction, but I should think about 10,000 of one kind and another.

3836. How many ragged schools are there assisted by you?—I could not say for certain; under 100; schools with industrial classes are a good deal mixed up with ragged schools; industrial classes are annexed to elementary day schools.

3837. Are there any schools not calling themselves ragged schools, and which are not pay schools, which you assist?—There are some of the old charity schools not pay schools, which are assisted.

3838. Endowed schools?—Yes.

3839. Mr. Black.] You said, that in your opinion, the poor law, or the prison, or the reformatory, or the certified industrial school takes up every class of children which ought to be out of the common elementary day school. You are aware that there is a very large number even about the streets of London, who are not provided for in any of those institutions, are you not?—Yes.

3840. It is stated, that there are about 27,000 in the ragged schools of London alone. Are you aware that that is the case in regard to the ragged schools of London?—I was not aware of the number. What I meant by my answer, when I said that they are taken up in those institutions was, that they might be sent to some one or other of those schools; not that they were so sent as a fact.

3841. I am speaking of the fact as regards the existence of children in those ragged schools?—There is a large number undoubtedly.

0.73.

3842. Supposing, as you have said before, that the police were to make a razzia upon them, and to take them all up, what would you do with those 27,000 thus thrown on your hands?—I think that I gave that answer to a question, asking me what would happen if all the ragged schools were shut, and I said, that to shut the ragged schools, and not to make provision for getting those children into the classes of schools which I have named would not do; but that if simultaneously with shutting the ragged schools, you brought those other agencies to bear, you want no new machinery, but might take up the whole class.

3843. You say that they must either be taken up by the poor law or be sent to prison, or to a reformatory, or to a certified industrial school; supposing that one-half of them were to be sent to the poorhouse, do you suppose that the education received in the poorhouse is a good education for such children?—I think that it might be made a perfectly good education for them.

3844. You are cognizant of the evidence which has been given lately with regard to the education given in the poorhouse?—Yes.

3845. That evidence is that it is very bad?—In many cases it undoubtedly is very unsatisfactory; but that is not in the nature of the case; it might be very different.

3846. Taking things as we find them, if you sent half the children to the poorhouse, would not they be very badly educated?—In London for the most part they would be very well educated, for the instruction of the London poor is exceedingly well conducted. In many parts of the country they would not be well educated; but most of those would be rural parts of the country, where ragged schools could never exist.

3847. Of course you would not say that children are well educated in a prison?—I should always wish to see the juvenile and adult prisoners separated, and I should like to see the prison for the juvenile prisoners very much like a school; it should be a different institution from that for the adult prisoners.

3848. Supposing this large class were all separated in the way you propose, do you suppose that a tradesman would be very much disposed to take an apprentice out of one of those prison schools?—I am merely giving a supposition of my

R. R. W.  
Lingen, Esq.

11 July  
1861.



R. R. W.  
Lingen, Esq.

11 July  
1861.

my own, but I should not imagine that he would be more unwilling to take them from a school like Parkhurst, for instance, than from a private institution admitting the same class of children.

3849. You think that he would as soon take a boy from a prison as from an industrial school or a ragged school?—If it were a separate prison I see no reason why he should not.

3850. What would be the expense upon your plan of educating these 27,000 children by sending them to the poorhouse, to the prison, or to the reformatory?—In the first place, you should make this very large deduction from the number of 27,000 children, that under Mr. Denison's Act all those who are the children of out-door paupers, who are a very considerable proportion of the whole, might be paid for in the ordinary existing schools, and their maintenance would not fall upon the community any more than it does now.

3851. Upon whom would the maintenance fall?—Upon the rates; these children are now, in the case supposed, partially maintained out of the rates; the guardians allow a certain payment to a family according to their discretion; the maintenance of the children enters into that payment, and the only addition under Mr. Denison's Act would be that the guardians would pay the school fees for them.

3852. They are not now a charge upon the poor rates either for maintenance or for education, but by your plan they would immediately come to be a charge upon the public in some shape or another?—They are chargeable for maintenance so far as relief is allowed to their families.

3853. I am speaking of that class which has been taken up by the ragged schools, those 27,000 who are not taken up either by the poorhouse, or by the prisons, or by the reformatories, who are now getting nothing but what they pick up in any way they can?—I should point out this distinction, that in this country a pauper may be receiving partial maintenance out of the workhouse, or he may be taken into the workhouse as an inmate. The relief given to him out of the workhouse is in respect of his family as well as of himself, and he has to maintain his children out of the relief which he receives as an out-door pauper. A large number of out-door paupers send their children to ragged schools. If the guardians were to pay for the instruction of those children under Mr. Denison's Act, the only additional expense would be, not the maintenance of those children, but the 1 *d.*, or 2 *d.*, or 3 *d.* a week which would be paid for them in a pay school. The cost of instruction alone is in question with regard to those children.

3854. Supposing a child belonged for instance to a poor widow who had no means of supplying food to the child unless it went about the streets and picking up a 1 *d.* where it could find it, she does not come upon the parish, supposing you gave the child money to go to a pay school, it must find the means of subsistence besides in some way or other?—That child would, undoubtedly, if it were taken up and sent to a certified school under Mr. Adderley's Act, become chargeable to the public both for its maintenance and for its instruction, and so far that individual child would add directly to the public burden, by its detention, instead of indirectly by its vagrancy.

3855. How much would it add?—The main-

tenance of a child in the workhouse I think is reckoned at something like 13 *l.* a year.

3856. When you paid most extravagant sums as you considered for those ragged schools, and which caused you to withdraw the sum you were paying in that direction, how much did you pay as the highest?—I think that the total expense per head in those schools according to the return we had, was 16 *l.* 18 *s.* 1½ *d.* per annum. I think the grants were about 4 *l.* per head in the report of 1858-9, taking all the various heads of grant into account.

3857. Was not it 27,000 *l.* altogether that the country paid?—Yes; in 1858 27,000 *l.* was paid from the Committee of Council on Education, and a further sum of 27,000 *l.* from the Home Office for the reformatory schools.

3858. If you had not the 27,000 children, but only 20,000, in one of those industrial schools, would not the cost of them to the public be very large?—I should at once say that if you had no schools into which those children could be admitted voluntarily, but the penal powers which are given by Mr. Dunlop's and Mr. Adderley's Acts were put in force, a very large proportion of those parents who now allow their children to be mendicants, would at once get them out of the streets, and beyond the reach of those Acts, so that the whole 27,000 would by no means become chargeable to the public, because the penalties imposed by those Acts upon the parents would make the parents look after them.

3859. Do you suppose that any penalty which you could inflict, would make all those parents send their children to pay schools?—I have no doubt that it would make a large proportion of them keep their children out of the streets.

3860. In what way would you inflict that penalty?—If a parent did not pay, I should send him to prison.

3861. Then you would have to support the parent?—So you have any criminal whatever.

3862. You would have to support the parent, and you would have to support the children too when you sent the parent to prison?—You would have to support the parent, and you would have to support the children too; but a point important to bear in mind is, that the fact of your having one parent in prison would probably make four or five parents who were within hearing of that case, mind their duties.

3863. Taking only 20,000 of them, and supposing them to be sent to those reformatories at 13 *l.* a head, I find the cost would be 260,000 *l.* a year. You say that the cost to the country of these ragged schools has been 27,000 *l.*?—No, in this report it was 54,000 *l.*, because this return took in the institutions which were supported by the Home Office under Sir George Grey's Act, as well as industrial institutions, so that it was about 54,000 *l.* of the public money altogether that was paid.

3864. Out of the whole I take 20,000 children, and the cost of them; I make 260,000 *l.* as a charge upon the country, in one way or another?—It does not appear to me that this is a fair mode of calculation; such of them as are maintained in institutions where food is given, are now chargeable to the charitable part of the community. The incidents of the charge would be changed, but the charge would not be changed. With respect to children whose parents maintain them more or less in mendicancy, and within reach of the Industrial Acts, I only give  
my

my own opinion; but I imagine that a very large proportion of them would be removed from this extremely degraded class, if the penal clauses of those Acts were put in force. And the residue, which you would have to deal with, would be that portion only which it is necessary to deal with, and you would have eliminated all that portion which had improperly got into the class.

3865. Did you hear the examination of the gentleman who was manager of the industrial schools in Edinburgh?—No.

3866. If you found that in an industrial school you could have a child fed and taught, as well as they are taught in the national schools, and be given industrial training and prepared to enter upon business, all for 8*l.* a year, do not you think it would be well worth the attention of the country to encourage such a school?—My own opinion is, that if you offered an education of that kind, and with all those advantages of maintenance and instruction at the public expense, you would have a class chargeable to the community far beyond the 34,000 (which I believe is the number on the books of the ragged schools), or 340,000; you could draw no line.

3867. We find that the managers do draw a line and distinctly, by the investigations which are made?—I imagine that they draw the line now, because they are obliged to find their own funds; but if the funds were from a public source, the line would be considerably enlarged.

3868. Suppose that they contributed three-fourths from their own funds, would not that be a very considerable inducement for them to see that they did not take in any children that they should not properly take in?—The more they had to pay themselves the more care they would take as to whom they admitted, no doubt.

3869. Mr. Pease.] Are you aware whether many of the ragged schools have increased their expenses, relying upon the grant?—I think that some of them have, certainly.

3870. To a considerable extent?—I think not further than in engaging industrial instructors, and possibly, in some instances, enlarging and improving their premises; but more in increasing their staff, I should imagine.

3871. Do you think that the somewhat sudden withdrawal of the grant is any hardship upon the voluntary managers of those institutions?—A sudden withdrawal certainly is a hardship.

3872. Are you at liberty to state whether the withdrawal of the grant is simply a matter of economy on the part of the Government, or has it any reference to abuse of the grant?—Both considerations, I think, enter into it.

3873. You have reason to believe that the grant to the ragged schools was more abused than the grant to schools of other classes?—I think that "abused" is not the word which expresses quite my meaning; what was practically found to be the difficulty in the administration of this grant was how to define the class which was to be in ragged schools, and it appeared, that almost all poor neighbourhoods fulfilled the definition which was usually given of the ragged class of children; it was more a case of difficulty than abuse.

3874. The ragged school was really the means, in your apprehension, of withdrawing a number of children from pay schools, which children ought to go to those pay schools?—I am not prepared to say that it withdrew them from the schools; but that had there been pay schools of the ordi-

nary kind within reach of those children for whom ragged schools were established, and had there been active parochial visitation, a very large proportion of the children who were in the ragged schools would have gone to the ordinary pay schools.

3875. Would it not appear that the operation of the withdrawal of the grant until such pay schools were properly established, would be to leave thousands of children temporarily without education at all?—I think not, because a ragged school, which is not a feeding school, is not ordinarily at all expensive to maintain; it is in the nature of a Sunday school. A feeding school and asylum is a much more expensive and wholly different class of institution, but the ragged schools, as they exist in London, have to a very small extent, indeed scarcely at all, shared in the Government grants; they are maintained without them.

3876. Your expectation is, that the withdrawal of the Government grant will be met by extra exertions on the part of those who voluntarily maintained those schools, or have contributed to them?—I think that it will work in this way: that the feeding schools or asylums which have hitherto been wholly voluntary and uncertified, will become certified under the Act of last Session, and fall under the inspection of Mr. Sydney Turner, the Inspector of the Home Office, and that they will get grants for the children who may be sent to them by magistrates. The feeding schools and asylums, so far as they want public aid, will get it in that direction. The ragged schools proper, I do not think are now largely deriving aid; and I do not think that they will be much affected by the changes in contemplation; those changes will chiefly touch the homes or asylums, or refuges which are not certified.

3877. Your opinion is, as I understand, that the really destitute children will not be sufferers to any considerable extent by the withdrawal of the Government grant?—I do not think that they will.

3878. Mr. Austin Bruce.] Is it your opinion that the children of persons receiving relief should be compelled to attend school?—Yes, I think so.

3879. When you say that, I presume you mean not the workhouse school, but a pay school in the neighbourhood?—One or the other I think they should be compelled to attend; if the workhouse school was within convenient reach of them, it would seem as reasonable that they should attend that school as any other.

3880. Is your opinion of a workhouse school that of the majority of inspectors and witnesses, that it is demoralizing in its tendency?—Wherever the workhouse school is in the workhouse the separation of the juvenile and adult paupers is necessarily imperfect; there are a very great many disadvantages attending a workhouse school.

3881. Are not the large majority of workhouse schools such as you have just described?—Yes; the great majority of workhouse schools are connected with the workhouse.

3882. Would you give the preference to pay schools over workhouse schools, where pay schools existed?—Yes; I should for the out-door pauper children.

3883. Is it your opinion that over and above those pauper children, and over and above the children

H. R. W.  
Lingen, Esq.  
11 July  
1861.

R. R. W.  
Lingen, Esq.

11 July  
1861.

children who are the proper subjects for industrial schools, there is a large class of children not attending school?—I think the Commissioners report that in England and Wales there are 120,000 children who appear to be receiving no instruction whatever.

3884. And who are not the children of parents receiving relief?—I do not think that that fact appears.

3885. Can you say whether over and above those pauper children for whom a certain provision appears to be contemplated, and may be made, and over and above the children who are the proper subjects for industrial schools, that is the semi-criminal class, there is not a large number of other children not at present attending school?—The number of children I imagine who attend no school whatever is small, compared with the population of the country; but then there is a large class of children who attend no school with sufficient regularity to profit much by it.

3886. As to the special class of which I am speaking, do you consider that there are any children who may be said to constitute such a class?—Yes; I think that there is an intermediate class which on one side fades into the respectable class of labouring people, and on the other side into the vagrant and criminal class; there is no sudden break between these two classes, as far as I have the means of judging.

3887. Do you think that the ragged schools provide a place of education, such as it is, for that class?—Yes, I think that they do.

3888. Are you of Mr. Cumin's opinion, that the greater part of what are called the Arabs of the streets do not attend the ragged schools at all; that the class who go to ragged schools are children who would attend other schools if ragged schools were not open?—I should have thought that the ragged schools in the main drew their scholars from that intermediate class of society.

3889. Do you consider that the efficiency of the ragged schools would be affected by their receiving the grant?—I think that it would almost necessarily change their character.

3890. You have already expressed an opinion, that granting assistance to ragged schools might injuriously affect the general system of pay schools; but what I wish to know is, whether you think that the ragged schools would in any way suffer from receiving a grant?—I think that a grant would have this effect upon them. I have said more than once in my evidence that they appeared to me, in their influence, most to resemble Sunday schools; and the effect which they produce upon the children who are sent into them is that, whereas they were dirty before, they tend to become cleaner; and whereas they were ragged, they tend to become less ragged; and whereas their conversation was blasphemous and obscene, it tends to become less so. But those are all points which the inspector must very much take for granted from what the managers tell him. When he comes into the school, all he can examine into is the reading, writing, and arithmetic, which the children could learn in other schools, and which do not really represent the essential action of ragged schools. In proportion as you give public aid to them, and they are inspected, you necessarily will develop in them the intellectual side of the instruction. The praise of the school, and the grants to the school, to a considerable extent, will turn upon that; and, so far as

the ragged school exists as a separate and peculiar institution, I do not think that its intellectual side is the main or the most useful part of it.

3891. You are, as I understand, content to leave the education of this class to the voluntary efforts of charitable persons?—Yes, I am.

3892. Mr. Adderley.] Is it not the case, that the principle upon which Government grants are made in England in aid of any school is in the way of the aid of voluntary undertaking?—Yes.

3893. And for the poorer classes only, whose parents are supposed to be unable to bear the whole of the cost of the education of their children?—Yes.

3894. Any injudicious Government aid, given so as to tend to supersede voluntary undertaking, would therefore not only be against the national system, but injurious to it?—Yes.

3895. I observe that Mr. Fussell, the inspector of the Middlesex district, says in his report which has just been sent in, that the voluntary contributions are becoming higher in proportion to the whole expenditure, and he attributes that to Government aid having been diminished, where it was supposed to be superseding voluntary contributions. Do you agree with Mr. Fussell in that opinion?—No doubt where less public money has been given for the building of a school, more has been subscribed; and where the number of pupil teachers supported by the Government has been reduced, the managers have in many instances themselves paid for such a number of pupil teachers as would make up the staff which they consider sufficient.

3896. Would you not say that voluntary support was essential to our present system of national education?—Indispensable, I should say.

3897. Should you say that that voluntary support, essential to the whole, was peculiarly essential to the poorest classes?—It appears to me to be indispensable at every point, because no central Board can really watch all the details of the schools which it aids, and the only security which you have for local supervision is, that the people, to a large extent, are expending their own money. Therefore for every class of independently managed institution whatever, which is aided by the State, I should say that it was quite indispensable that a very large portion of its expenditure should come from private and local sources.

3898. When it is said that our system at present does not reach the poorest cases, does it not appear that the "poorest" must mean those whose rich neighbours neglect to aid them voluntarily?—It has never been found possible to define what poverty was, as between one district and another, in their claims for public assistance.

3899. Should you think that there are any districts in England, or any classes, who are poor in the sense of having no wealthy owners connected with them who might if they chose provide their children with education?—If the proprietors of a district contributed fairly according to their interest in it, I think that every district in England might be provided with sufficient means of instruction.

3900. Supposing that there is a class of children so disorderly and degraded as to be unfit for any national school, should you say that they were peculiarly a class to be dealt with by private benevolence?—I think so, for the reason I just gave; that the public inspection which must accompany a public grant, must turn upon points which

which are not the most essential to the improvement of that class of children.

3901. If that class of children are an anomalous class, and unfit for any national school, would not it be unadvisable to make an anomalous class of schools to suit them?—If those schools were maintained at the public expense, I think so.

3902. If what is wanted is to give such an anomalous class of children the benefit of education, would not the best plan be, that private benevolence should collect such children, and prepare them for the national schools of the kingdom?—That is entirely my opinion.

3903. If, instead of doing so, we make a lower type of school to meet their case, do you see no danger of our bringing down the national schools to that lower type?—Yes, I see very great danger.

3904. Have you any doubt in your mind that that would be the result?—No; I have no practical doubt that in a great many instances that would be the result.

3905. In your own experience in the Privy Council Office, have you not invariably found that when there are two types of claimants for Government money, the lowest becomes the standard?—Yes, and for this reason: that the lowest is necessarily the easiest; and under the voluntary system of education the charge falls upon very few comparatively; it is very heavy, and the most natural thought of all applicants for public aid is, what are the easiest terms to get it upon.

3906. Have you ever known a single instance in all your experience in which an exception has been made to a rule, where the rule has not come down to the exception?—I do not know that I could answer, certainly in the negative, but I do not recollect any instance to the contrary at this moment; it is the general tendency.

3907. Do any instances occur to your mind in which rules have been brought down by such exceptions, so that the exception became the rule?—A remarkable instance of that is the change which was made in 1853, of offering a larger rate for the building of schools, and a capitation grant, with exclusive reference to small parishes. That was found to produce such very great anomalies in the cases of parishes side by side, which were just above and just below the line of definition, that the grants which were intended for the smaller and poorer parishes had in the course of less than two years to be extended to the whole country.

3908. When you said, that the elementary schools, the pauper schools, the certified industrial schools, and reformatory schools, all of which are aided by the Treasury, might be made to take in all the children whose education should be so aided, does it seem to you to be possible that the certificate itself might be a bar to the admission of some children into the third class, namely, the certified industrial school?—I think that it is often a very desirable bar.

3909. You mean, that it is desirable in the sense of its being a check against the abuse of the public money?—I think that it is somewhat more than that; I think that it is an object to discourage the merely poor man from treating himself as a vagrant, or a semi-criminal, or letting his children be regarded in that light; you want in the case of an industrial school, which is maintained at the public expense, a certain deterrent influence, something equivalent to that of the test in the poor law.

Q. 73.

3910. We have been told by the managers of uncertified industrial schools, that they are afraid of becoming certified, because the commitment, by magistrates, of children to their schools, is looked upon as a stigma, which they think such children ought not to have inflicted upon them. Do you consider that that stigma of magisterial commitment is a fair bar to the admission of some children into certified industrial schools?—It would appear to me to be a merit rather than a demerit of those Industrial Acts, that the children are admitted only by magisterial sentence, and that such sentence has the effect of keeping out a certain number of children who would otherwise be prevented from admission into those schools without any condition whatever to prove that they were of the class intended.

3911. Supposing that there were no such check provided by the Act, would you propose any other check against the abuses which you have alluded to?—I can propose none. The subject was incessantly under consideration from 1856 forward, and it was found quite impossible, administratively, to lay down any test. It practically came to this, that we had to take the statement of the managers, that the class of children in the school were the right class of children.

3912. And that check, you consider, was ineffectual?—Certainly.

3913. You stated that there was nothing to prevent a ragged school from receiving Government aid like any elementary school, if it would come within the Government terms?—Yes.

3914. Ragged schools may get aid as other schools; what is asked is, that they should get aid beyond other schools, and upon easier terms?—Yes, that I understand to be the application.

3915. Other schools may also have industrial classes, and receive aid upon them?—Yes, and many do.

3916. Is there anything in the poverty of ragged schools which should not make it a matter of actual economy to them to come within the Government terms for aid. We have had it in evidence, that the cost of a child at a non-industrial ragged school is about 14s. a year; I suppose I may roughly say, that that is about half the cost of a child at an elementary day school?—Yes.

3917. If a ragged school committee were to apply to the Government for a grant, and were to come within their terms, it would appear that the very same money which they now spend upon children, with the addition of Government aid, would provide a better class of schools, without any additional cost, to the supporters of the ragged schools?—The cost of a child in a common elementary day school, so far as it is derived from private sources, is about 18s. a year.

3918. Therefore, within 4s. a head, the ragged school committees are spending as much for a very inferior kind of school as would enable them to get a school of the class of our elementary day schools?—Yes.

3919. I need hardly ask you whether you think that a higher class of school is better adapted even for that lower class of children than a lower class of school?—The great advantage, I think, of getting this class of children into the paying schools is, that they would not then be in a mass together, but would be separated and broken up, and mixed with other children. My own opinion is, that the ragged school, proper, is very much like the Sunday school; it is a useful agency in

B B 4

the

R. R. W.  
Lingen, Esq.

11 July  
1861.

R. R. W.  
Lingen, Esq.

11 July  
1861.

the raising up of those classes, but it should be a temporary one.

3920. I observe that Mr. Bellairs, in his report, just published, says, that, he considers that the certificate of mental attainment of a teacher evinces, by its result, that it procures the best master for all purposes, moral and intellectual, as well as industrial; is that your opinion?—If you had children of the ragged class collected by themselves into single schools, I certainly do not think myself that it would do to take at random certificated masters as necessarily the best instructors for them; I think that you might find among the certificated masters men perfectly competent to do it, and perhaps the best; but I should imagine that it would require special powers to deal with that class of children if you had large numbers of them together.

3921. When we are told that the moral influence is the thing of the greatest importance in a ragged school, do you think that there is any better mode of arriving at a test of good moral influence than by a certificate of mental attainment?—I do not think that there is any better test which can be judged of at a central office, but I do think that upon the spot itself, for that peculiar class of children, other tests would be available.

3922. Do you conceive that those other qualities are capable of an external test?—Not of an official test.

3923. Mr. Liddell.] You have been asked some questions in regard to the poverty of certain districts, and I understood you to express an opinion that no district is so poor that if the owners of property in that district do their duty, they are not able to set up a school, and to comply with the conditions requisite for obtaining a Government grant?—Yes.

3924. Does not the Golden-lane district fulfil in every respect the description which has been given of a poor district?—Yes.

3925. It may be described as being as poor a district as we have in the metropolis, may it not?—I should think quite.

3926. Is there not much difficulty found in complying with the conditions requisite for obtaining a Government grant in that district?—Very great difficulty, undoubtedly, because Mr. Rogers, who is the clergyman of that district, has certainly not had the assistance which it would have been fair for him to expect from the proprietors, and owners, and employers of the neighbourhood. A parish of that sort adjacent to the city of London must have people of great wealth and means connected with it, and had they done their duty, the difficulty would have been very much less. It has been surmounted there, but it has been a great difficulty undoubtedly.

3927. His energy, benevolence, and activity have overcome that difficulty?—Yes.

3928. Then if there was a Mr. Rogers in every district a school might be got up upon the paying principle?—I have no doubt of it.

3929. I think you stated, in speaking of the Golden-lane schools, that the children do not all pay; the system upon which they are established is the paying system, is not it?—Yes.

3930. It is only in the case of some children that charitable persons are induced to pay for them rather than that they should be out of the school?—I was not aware myself till I heard it stated here, that children were admitted into the Golden-lane schools without payment. I remem-

ber when those schools were first established I had a good deal of correspondence, both private and official, with Mr. Rogers upon the subject of making them paying schools, and he pressed very strongly upon the Government that the capitation grant should be allowed to those schools, though payments were not demanded in them. The Government did not yield to that proposal, and he then made them paying schools; and I have several times heard from him since that, he considered this upon the whole to be a very great improvement upon his original plan, and that he found scarcely any children from whom 1d. a week could not be obtained.

3931. Is there any truth in the rumour which I have heard expressed, that peculiar favour has been shown to the Charter House Schools by the Committee of Council on Education?—The only favour has been in the exceptionally large grants for the building; under the original Order in Council of the 3d of June 1839, provision was made that in districts of peculiar density, larger grants for building schools might be made than in other cases, and the instance in which, perhaps more than any other, that Order in Council has been acted upon is in the case of Mr. Rogers; but this exceptional measure of aid was given only after he had built a school with the ordinary rate of aid, and had achieved conspicuous success with that single school. He then built two additional schools, and for building each of those additional schools he had exceptionally large grants; but all of the grants for the maintenance of his schools have been made upon exactly the same principle as to any other school.

3932. Would that rule be acted upon in the cases of populous districts in other parts of England, where land was very dear, and means not very available; I mean, would a liberal system of grants be adopted in such cases?—A great many instances, somewhat less in degree, but of the same kind, might be quoted, at the date when those grants were made to Mr. Rogers's schools, where special allowances for the purchase of expensive land and extra grants in very poor neighbourhoods were made; at this time the whole of the grants are awarded with very much greater strictness, and I imagine if Mr. Rogers himself were to apply for a fourth school, he would be put entirely upon the same footing as any one else.

3933. We have heard reports that the grant under which a third, or the cost of raw materials, is given to industrial schools has been very much abused; have you any objection to state any particular instances in which that has been the case?—There was one instance of a school in Westminster which perhaps puts that in as strong a light as it well can be; the kind of industry pursued in that school was paper-bag making, and great stores of paper were ordered in for that purpose; a grant was applied for to the amount of 1,000l., being a third of the cost of this raw material; fortunately some little delay occurred before this grant was paid, and the manager of the school (whose affairs, I suppose, were at a crisis), had to abscond; it then turned out that he had been ordering in these large supplies of paper without subjecting it to any labour at all on the part of the boys, and had been re-selling it below cost price, and had reckoned upon covering the outlay by this Government grant of a third; luckily in that case no grant was made, but it was more by accident than from any other

other cause that it was not made. There was another instance, but that I have every reason to believe was perfectly *bonâ fide*. Mr. Bowyer has a large reformatory school in the New-road, containing about 110 inmates; table making, iron work, bedstead making, and turning in general, are the trades he pursues, and he has large stocks of wood. The grants for that school for three years together averaged at least 1,500*l.* a year; the Committee of Council growled very much at each of those demands, and endeavoured to get a return of the amount of stock; but I cannot say that the accounts that were furnished were ever of a very lucid description; at last the Committee declined to go on making those grants any further.

3934. Is it the practice of the Committee of Council, when any large and unusual demand for raw material is made, to institute a strict inquiry, in order to ascertain whether it is an improper demand or not?—The inspector always reports whether the stock that is claimed for has been actually procured, and he sees the bills or vouchers for the material.

3935. Does he see the accounts, or has he a right to ask for the accounts of the made-up materials as they are sold?—The return that the managers make includes the proceeds of the made-up materials.

3936. So that you have the double check of the vouchers for the raw material, and the returns of the amount of goods sold, to guide you?—Yes; but the great abuse of that grant has been in the payment for what you may call stock. No doubt that grant, if everything could have been foreseen at first, ought only to have been offered upon the raw material made up in the year; it has been claimed for raw material in store.

3937. Do you think it would be possible to frame regulations for augmenting the salaries of ragged school teachers, such aid being made conditional on the general results of the training of the children?—My answer to that question is the same that I gave about aiding ragged schools, that many of the most valuable qualifications of ragged school teachers are those which admit of no efficient test.

3938. You think that there is a great difficulty in proving the results of any system of training. My question had reference to the training of the children rather than to the qualifications of the master. Do I understand you to say that there is a great difficulty in proving the results of any system of training of the children?—Yes, if it is to be done by official inspection.

3939. Have not the Commissioners recommended a system of grants to be based upon ascertained results?—Yes, intellectual results—reading, writing, and arithmetic—and confined to that.

3940. Those are results which the ragged school probably would not show to any great extent?—Those attainments might undoubtedly be acquired better in an ordinary pay school than in a ragged school; and in proportion as you gave aid to a ragged school upon those conditions, you would distort its character.

3941. Those are what we may call scholastic attainments, dependent mainly upon the powers of the master?—Yes.

3942. Do not you think that that condition of yours, of three years' experience in a school, rather militates against a qualified description of masters accepting the management of a ragged

0.73.

school?—If a certificated master went into a ragged school, there is nothing in the rules of the Committee of Council on Education to prevent his having the usual augmentation from the Government; if the managers provided a sufficient salary, there is nothing in the nature of the ragged school to exclude him from the ordinary grant.

3943. Is not it the case that your system of grant in aid of the salaries of those ragged school teachers seems rather to put a premium upon the employment of workhouse teachers in those schools?—Yes.

3944. Are those workhouse teachers, as a class, of a high standard?—The reasons for that minute were, that, as teachers in workhouse schools, they have been conversant with many of the same class of children that find their way into ragged schools; that in most instances they have had something to do with industrial instruction; and also it was an object to enable the managers of ragged schools to obtain teachers on somewhat easier terms; as a class, workhouse teachers, intellectually, are inferior to certificated teachers.

3945. You used the phrase "ragged schools drawn from an intermediate class of society;" we have been led to understand that they are provided for the lowest class of society; what do you mean by an intermediate class of society?—When the minute of the 2d of June 1856 was in force, the class of children that were admitted to ragged schools was defined by a magistrate's certificate, which designated them as vagrant or semi-criminal; and I have here a correspondence from Miss Carpenter upon that point, urging that the magistrate's certificate denoted a more determinately criminal class than the children admitted into ragged schools; and she points out at considerable length that there is a class of children between vagrants or criminals, and those in the ordinary pay schools, and it is for that class that the promoters of ragged schools generally say that they make provision.

3946. I do not understand you to deny the existence of the ragged class?—No.

3947. Nor do I understand you to deny the benefit of ragged schools?—No.

3948. All you deny is, the possibility of laying down rules which would entitle those schools to receive Government aid?—Yes.

3949. You stated in the early part of your evidence, that Mr. Adderley's Act, the 20 & 21 Vict. c. 48, extended Mr. Dunlop's Act to Great Britain; was there not a very material difference between the wording of those two Acts, namely, in defining the offence under which a child should be committed?—I think that the definition of the offence is pretty much the same in the two Acts, and that the important difference between them is (which I ought to have noted at the time), that Mr. Dunlop's Act gives a recovery of the cost against the parish, whereas Mr. Adderley's Act gives it only against the parent. The power of recovery is much greater under Mr. Dunlop's Act, but the definition of "child" I think is very much the same.

3950. That Act of the 20 & 21 Vict. c. 48, has been comparatively inoperative, has it not?—About 200 or 300 children have been sentenced under it throughout Great Britain.

3951. To what do you attribute the comparative failure of that Act; do you attribute it to the omission of that important particular to which you have just referred, viz., having a lien over the parish,

C c

H. R. W.  
Lingen, Esq.  
11 July  
1861.

R. R. W.  
Lingen, Esq.  
11 July  
1861.

parish, as it were?—No; I attribute the failure to this fact, that the charitable promoters of uncertified schools very much prefer to admit children at their own discretion rather than to be subject to magisterial control; and that as long as considerable public grants can be got from the education department without that magisterial control, as has hitherto been the case, they prefer to remain on that footing.

3952. *Chairman.*] I think, in some of the answers which you gave just now with reference to what might be done with the children about London, supposing the ragged schools were closed, you used some expression like this, that you had a machinery which could take up the whole of that class; to what machinery do you refer?—The ordinary pay schools, the certified reformatories, the certified industrial schools, and the Poor Law schools.

3953. With reference to the Poor Law schools, you said that the workhouse school education which they would receive in London would be good?—Yes.

3954. Are you aware at all of the extent of the accommodation which is provided for the education of the children in the London workhouses?—The schools are very large; I think there are between 6,000 and 7,000 children, if I recollect rightly, in the various large union schools about London.

3955. It has been stated to us by Mr. Tufnell that the district schools for the London districts might accommodate, possibly, some 3,000 or 4,000 more children than they at present hold, but that they would not receive more than that number. Supposing that the ragged schools were done away with, do you not think there would be many more than 3,000 or 4,000 to be provided for?—I think that Mr. Denison's Act might take up a very large number of these children, and provide for them at the ordinary pay schools.

3956. *Mr. Austin Bruce.*] If made compulsory?—Yes, I said it might do so if the guardians were willing to put the Act in force; the law provides the means of their doing so.

3957. *Chairman.*] You consider that there is sufficient school accommodation in the ordinary schools in London to provide for those children if sent by the guardians?—A very large number might be provided for at once; no doubt, if you bring the whole of them into school, additional schools would have to be built, but there are very many schools in London that are not full.

3958. The district schools could certainly not provide for them at present without further accommodation being provided?—Not for the whole of them.

3959. To provide additional district school accommodation would be enormously expensive, would it not?—If every child who attended the district school were also an inmate in the workhouse, of course that would be a very expensive proceeding; but, under a modification of Mr. Denison's Act, I should think it might be provided that the children of out-door paupers might, as out-door paupers, attend those district schools.

3960. That would involve a considerable alteration in the system of the district schools, would it not?—At present the district schools are confined to the inmates of the workhouses, and it would involve an alteration.

3961. Do you think that it would be in any way injurious to the district schools themselves

that day scholars should be sent to them to mix with the children who are received into the workhouse?—It is not the mode by which I myself should provide for that class of children, if I could secure their admission into the ordinary pay schools; but still I think it would be an available mode in supplement of others that might be devised for their instruction.

3962. With regard to children in refuges, if they were turned out, it would be necessary, would it not, to provide for them by receiving them either into certified schools, or into the workhouse schools?—It would be necessary to provide for all that part of them whose parents, under the penalties of the Industrial Schools Acts, did not undertake the duty themselves.

3963. At all events, to provide properly for all those children would require a considerable outlay of money, would it not?—I should think so.

3964. Would it not also require a good deal of action on the part of the guardians of the poor in the way of making provision for the education of those children?—The certified refuges and the certified industrial schools would not call for any additional action on the part of the guardians; it would only be necessary for the guardians to take action so far as this class of children fell back upon the Poor Law.

3965. Do not you believe that that would be a considerable proportion?—I should think at first it would be a considerable number.

3966. I understood you to say, that you thought a very considerable proportion of children now in the ragged schools, and some also in the refuges, were children who were properly chargeable upon the poor-rates.

3967. To provide for the education of those children would involve the necessity, either of voluntary action on the part of the guardians, or of legislative interference to compel the guardians to provide for them, would it not?—Yes.

3968. Do you think that, constituted as the Boards of Guardians now are, it is probable that they would take the steps which are necessary for the proper education of those children, of their own free will?—Many of the workhouse schools, as far as the instruction in the schools goes, would really be improved by having a larger number of children in them; a great deal of the inferiority of workhouse school education depends upon the children being scattered in such exceedingly small numbers throughout so many schools. The workhouse schools are capable of receiving a larger number of children.

3969. Do you think that the Boards of Guardians, supposing any legislative compulsion to be brought to bear upon them, would provide for the education of those children?—I do not see how they could help it, because if they become chargeable upon the rates, the guardians are obliged to provide them not only with bodily maintenance, but with education.

3970. That is, if they receive them into the house, but not if they are not received into the house?—Out-door relief is an exception to the Poor Law, and also requires the sanction and concurrence of the Poor Law Board.

3971. Do you believe that Boards of Guardians generally throughout the country, and in the metropolis especially, avail themselves as they might do of the provisions of Mr. Denison's Act?—No, they do not.

3972. Why not?—I suppose from a general unwillingness to add to the rates.

3973. Do

3973. Do you suppose that unwillingness would be put an end to by the ragged schools being closed?—If the children came into the workhouse schools, their education would not depend upon the unwillingness of the guardians.

3974. If the children did not come into the workhouse schools?—No, I do not think their unwillingness would be diminished by the closing of the ragged schools.

3975. The closing of the day ragged schools would not have the effect of bringing any children into the workhouses who are not there at present, would it?—No, I think not.

3976. Then the education of those children would be unprovided for. The question I asked you was, whether you supposed that the Boards of Guardians, without legislative compulsion, would provide for them?—No, I do not think they would.

3977. I understood you to think it desirable that Mr. Denison's Act should be made compulsory?—Yes.

3978. What do you mean by its being made compulsory?—That where the guardians relieve the parent, they shall make it a condition of that relief that the children are sent to school.

3979. It would then be doubly compulsory; it would be compulsory upon the guardians, and compulsory upon the parent of the child?—Yes.

3980. Do you think that a proposal to make the Act compulsory to that extent would be generally accepted by the country, and would be a proposal likely to be adopted by Parliament?—Of course I can only give my opinion, but I think it would be likely to be adopted by Parliament.

3981. You see no objection to it?—I do not.

3982. It would be a step towards compulsory education, would it not?—It would operate in this way—a pauper parent puts the State in his own place for the purpose of the maintenance of his child; having done so, the State interprets the duties of a parent to include the education of his child.

3983. When you say that the pauper puts the State in his own place for the purpose of maintaining his child, is that strictly true in the case of a pauper who receives out-door relief in aid of what he is earning for himself?—To the extent that he receives assistance, it is true.

3984. Supposing you have the case of a pauper with a family of children, and that he is earning something which is not sufficient to maintain himself and his family, that his children also are earning something towards their maintenance, and that the amount so made up is supplemented by a grant out of the rates; do you think that there would be no objection to compelling the guardians to compel the parents to withdraw one or more of those children from the employment in which they were earning something, and to send them to school, where they would earn nothing?—You might have to introduce many definitions of age, and time of instruction; but supposing that it is a part of every parent's duty to educate his child, it does not appear to me to admit of doubt that the State ought to enforce that education when the parent is obliged to delegate his own duty to the State.

3985. Would you then, in making the Act compulsory, introduce a limit of age beyond which the parent should not be compelled to send the child to school?—I have not fully considered the details of the subject; but I think it would be

0.73.

very proper to introduce clauses providing that if there was a school within reach belonging to the same church as the parent, the child should be sent to that school, with certain powers of removal, such as are introduced into the Industrial Schools Acts.

3986. With regard to the latter part of your suggestion, that might be dealt with; but with regard to the former difficulty, the limit of age, would not that be a very serious and fundamental difficulty?—I suppose that there is a minimum age, though it might be somewhat difficult to define it, below which all persons would agree that a child should not be wholly withdrawn from instruction.

3987. That is fixing the age at eight or nine; you would say that it should be compulsory on the parent to send every child under the age so fixed to school, if he received out-door relief?—Yes.

3988. Do you think that it would be practically easy to fix any age by Act of Parliament for that purpose?—Various limits of age are fixed, both in Industrial Schools Acts and the Factory Acts, where similar difficulties must have had to be encountered.

3989. In all those cases the children are defined in some other way; but supposing that you were to fix the age, we will say, of nine, would there not be many cases in which even under that age the parent would consider that the child was capable of earning something for him; and would it be possible, do you think, to compel him to send a child who was so earning something for his support to school, thereby throwing an additional burthen upon the rates, rendering it necessary for him to have additional out-door relief?—The difficulty does not appear to me to be greater with regard to out-door paupers than with regard to in-door paupers; in both cases you charge the rates with additional expense for the education of the child; you define the education of the child to be a proper public duty, which the parent, or whoever may be *in loco parentis*, has to discharge.

3990. To make Mr. Denison's Act compulsory would, at all events, require something more than a simple clause to that effect in an Act of Parliament; it would require a carefully devised system and code of rules, would it not?—In carrying it out in practice it undoubtedly would; I am not prepared to say whether those rules should or should not be embodied in an Act.

3991. Supposing such rules not embodied in an Act, they must be entrusted to some department to frame, must they not?—One mode might be, that the guardians should frame them for the district, subject to confirmation by the Poor Law Board.

3992. You would propose to add to the educational functions of the Poor Law Board?—Yes, the education of the out-door paupers.

3993. Do you think it is desirable that the Poor Law Board should have additional educational functions thrown upon it?—With regard to out-door paupers, the additional educational function would be simply the administrative one of seeing that they were at school, supposing the Act to provide that it should be a school under Government inspection, if there was one within reach; all the strictly educational part of the measure would devolve upon the educational department, and none but the financial and directing portion would remain with the Poor Law Board.

c c 2

3994. Then

R. R. W.  
Lingen, Esq.

11 July  
1861.



R. R. W.  
Lingen, Esq.  
11 July  
1861.

3994. Then you would contemplate compelling the children to be sent to schools which were in the receipt of aid from the Committee of Council?—Where such were within reach. Probably the Act would provide that the school to which such child should be sent should be under Government inspection.

3995. How would you deal with a case in which there were no schools under Government inspection available for such children?—I do not think you would find any great number of such cases; and I think that you would find that the managers of schools would, generally speaking, be glad to have those children, because the parents would send their children regularly.

3996. How would you be sure that the attendance was regular; would you have an officer appointed by the Poor Law Board or by the guardians to see to it?—It would, I think, only be necessary to have some such regulation as this: that the parent should produce a certificate from the schoolmaster to the relieving officer, stating that the child had been so many days at school.

3997. I understand that you, on the part of the Committee of Council on Education, object to charging your department with the duty of making provision for the education of those children and the children who are for the most part such as are received into ragged schools?—The objection rests only on this ground, that there are other schools available for the reception of them besides those which fall under the administration of the Committee of Council.

3998. I understood you to say, that your idea was, that those pauper children should not be admitted into any schools except those which were under the administration of the Committee of Council on Education?—I could not have meant to say that without qualification; other schools as well are available for their reception; for instance, the certified industrial schools, to which the vagrant portion might go, belong to the Home Office.

3999. Supposing you compelled the guardians to pay for those children, I understood you to say that you would limit the guardians to sending them to schools under Government inspection; you did not mean schools under the Home Office, did you?—No, I meant under the Committee of Council's inspection. The objection to having those children under the administration of the Committee of Council on Education was not to the children individually, but to the children regarded as a separate class, and in a distinct and separate kind of school, not as mixed up with other children and in the ordinary schools.

4000. Do you not think that there would be an objection on the part of the Poor Law Board to having this educational duty thrust upon them?—They already have educational duties with regard to in-door paupers, and the Poor Law certainly does not contemplate out-door relief as a thing under different rules and different principles from the in-door relief.

4001. Do you think that Boards of Guardians generally discharge their duties with reference to the education of in-door paupers very well?—No, not generally.

4002. What are your relations to the Poor Law Board in the matter of the education of in-door paupers?—In 1846 Sir Robert Peel charged the salaries of workhouse schoolmasters and schoolmistresses, and also those of the medical officers, upon an annual Parliamentary grant; it

amounts to about 35,000 l. a year; the payments from that grant to the guardians depend upon the inspection of the workhouse schools. The workhouse schools are inspected by officers of the Committee of Council on Education; and, according to their reports, certificates are sent to the Poor Law Board, saying that Mr. A. B., in union workhouse school C. D., ought to be put in such a class, and the salary of that class is so much. Upon that certificate, the Poor Law Board makes an order by which the sum stated in the certificate is paid to the guardians; and the salaries in that way of all the workhouse teachers are defrayed out of the taxes.

4003. Do you find that that system works satisfactorily as far as you are concerned?—Not very.

4004. You propose, as I understand, that the Poor Law administration of this country, which is now charged with the education of the in-door paupers, and which does not discharge that function very satisfactorily, should have added to it the education of the out-door paupers. You propose to increase the points of collision between your own department and the Poor Law department, which at present are of such a nature as to lead to unsatisfactory results; do you think that that would be advisable?—I think that the following distinction is very carefully to be borne in mind. With regard to in-door paupers, the Poor Law Board has to organise the workhouse as a whole, and the school as part of it. The great difficulty which has arisen between the Committee of Council on Education and the Poor Law Board has been, how the Committee of Council shall have anything to do with the school at all. The Poor Law Board controls the workhouse, and the school as part of the workhouse. But with regard to these out-door paupers, when the Poor Law Board had once provided for their children being sent to the ordinary schools under inspection, the schools then would lie wholly beyond the pale of the Poor Law Board, which would be responsible for nothing but seeing that the relief was given upon a proper certificate that the children had been at school.

4005. You said some time ago, with regard to the education of those children who would not be provided for by the certified industrial schools, or by the pauper schools, that you would be content to leave it to voluntary efforts; do you say that because you think that voluntary efforts would make better provision for that class of children than State assistance could do, or do you merely suggest that as the easiest way of getting out of the difficulty?—No; my reason for saying it is this, that the peculiar merits of the ragged school are not such as can be tested officially; that an official inspection will always tend to testing intellectual results; and the other results, although they may be extremely valuable, can only be taken in the main upon the very general impression which an inspector can form at a single visit per annum, or upon the statement of the managers; and it necessarily comes at last to the statement of the managers.

4006. I understand you to say, that though you thought there would be difficulty in testing the moral results of those schools officially, that is to say, by the officers of a central department, you thought that they might be tested by the local authorities; would you approve of the suggestion that aid should be given to those schools out of the local funds, and that vigilance committees should

should be appointed to see that the proper class of children were admitted into them, and that the schools were managed in a satisfactory manner?—Almost all my apprehensions would fall to the ground at once if the funds were local.

4007. You described these schools as being somewhat in the nature of Sunday schools; upon what class of persons does the burden of Sunday schools generally rest?—They are usually voluntary agents, who are following other occupations during the week; you find almost every class of persons among the Sunday school teachers, from people in a high station down to very humble persons.

4008. Do not Sunday schools rest in a very considerable measure upon exertions of the clergy and persons of very limited means?—A Sunday school costs little or nothing, and the teachers undoubtedly, as a class, are persons of very limited means.

4009. The Sunday schools cost very little, because they are only held once a week; but if they were held every day of the week, which would be your definition of a ragged school, they would cost considerably more, would they not?—Undoubtedly they would cost more.

4010. Those schools would fall, to a very considerable extent, upon persons of very limited means, and upon the clergy, would they not?—As week-day schools I do not think that they would necessarily fall upon persons of very limited means, because there are persons of very ample means who take great interest in ragged schools, and who do, as a matter of fact, support them now; I was thinking rather more of the teachers. In the reports of the Ragged School Union it appears that a considerable number of those schools are conducted as evening schools by voluntary teachers, being very much the same persons who are Sunday school teachers.

4011. You proposed to leave the education of this class of children to voluntary efforts. Is it not the case, that, taking the country generally, an undue proportion of the burden of voluntary subscriptions is borne by the clergy?—Yes, most undoubtedly.

4012. Would it not be desirable that the pressure which so falls upon them should, if possible, be lightened?—Yes.

4013. Would not it be desirable that that pressure should be lightened by providing that the parents of those children who can afford it should pay a larger proportion of the expense of their children's education than they do at present?—I understand the question to be, whether the grants which are now made to the non-ragged class of schools should not be diminished, in order to leave a margin from which the ragged class of schools may be aided. I should not say myself that the aid given to the better class of schools was disproportionate; and if the ragged schools are to be aided at all, I think that the question should be regarded independently of the aid which is now given to the pay schools.

4014. Mr. Hanbury.] You stated that the managers and promoters of the refuges in London, generally speaking, have shown an unwillingness to have the refuges certified under the Industrial Schools Act; and you stated that you thought the reason was, that the managers preferred to be free from all or any magisterial control. Are you aware that there have been 10 schools so certified under the Industrial Schools Act?—I did not mean to confine my observation to

0.73.

London; there have been more than 10 certified under the Act throughout the whole of the country.

4015. My question had reference to those so certified in the metropolis?—I should say, judging from official correspondence, that there was less unwillingness in London than in other parts of the country. The letters, which I see in the course of my daily duties, very frequently contain the objection that the Home Office certificate stamps schools as disreputable, and tends to exclude the class which the managers would wish to have in them.

4016. Do you consider that the success which has attended the refuges so certified has been such as to induce others to become certified?—At present the certificate has been to a very slight extent operative, and if they only looked to the aid which has been obtained under that certificate, I do not think that the result would be encouraging.

4017. Are you aware that there have been only 20 children committed to those 10 schools since the Act has been in operation, being an average of two children to each school?—I thought that the number had been very much larger; I am not prepared to say, without further information, what the number in the London schools may be, but throughout the country I think that the last return which I saw was to the effect that about 240 children were under sentence.

4018. My question had reference principally to the metropolis. I was alluding to Mr. Tuffnell's report, in which he states that there are 10 schools, and that there have been 20 children committed. Will you state whether you can give us any reasons why more children have not been sent to those schools?—I do not think that the magistrates generally have taken much notice of the Industrial Schools Act, or have put it much into force; and there is no person whose duty it is to take vagrant children out of the street, and bring them before a magistrate. If it were the duty of the police to do so, and if this Act were one which the magistrates generally put in force, I can state from my own experience, from what I see in walking in the streets, that there are a good many children who might at once be sent to industrial schools under the Act.

4019. Mr. Lowe.] Have not the magistrates in London adopted a construction of the word "vagrancy" which makes the Act almost inoperative?—There has been very great doubt, I believe, as to the interpretation of that word.

4020. They say that it describes no legal offence, do not they?—I have heard that stated.

4021. Mr. Hanbury.] It is really your opinion, that after Christmas, when the refuges will cease to derive any help from the Government, according to the recommendations of the report just issued, they will at once become certified?—A considerable number of them, I have no doubt, will.

4022. Do you think that they will be able then to keep up their present establishments?—There is a Bill now before the House of Commons, which would considerably facilitate the aiding of them; and I think that if it becomes law, and if the attention of the magistrates generally is called to it, the certified schools may be able to keep up their establishments.

4023. You stated, with regard to ragged schools, that they could now be assisted by the

C C 3

R. R. W.  
Lingen, Esq.11 July  
1861.

Privy

R. R. W.  
Lingen, Esq.

11 July  
1861.

Privy Council, provided they were industrial schools; do you know any instance of any industrial ragged school, where neither food nor clothing has been given, receiving aid from your Board?—I think that there must be such cases, though I could not name one at this moment. Miss Carpenter originally did not give food or clothing, and most of her arguments are based on a system of ragged schools where food, clothing, and lodging are not given; but I do not feel sure at this moment that a certain number of her children are not fed.

4024. Sir Baldwin Leighton.] Are the workhouse district schools good schools?—The district schools are very good; I believe that the Hanwell School, and some large schools near the Crystal Palace, are as good as any to be seen in the world.

4025. If the Act were compulsory, there is no reason why all the district workhouse schools should not be good, is there?—The district workhouse schools might all be good; there is rather more difficulty in establishing district schools where the component unions lie widely scattered than in the neighbourhood of the metropolis; but there is no reason, if you have district schools, why every district school should not be a good one.

4026. There are about 280,000 out-door pauper children. What do you suppose those could be educated for per week at national schools?—The average charge at the national schools may be stated at 2*d.* per week; reckoning 40 weeks per annum, that would be 6*s.* 8*d.*

4027. That would be no great burden upon the poor rate, would it?—No, almost inappreciable, I should think.

4028. Are you aware whether any of those children are now educated by the guardians under Mr. Denison's Act?—The last return, I think, gave the number at between 5,000 and 6,000.

4029. Have you ever heard whether there has been any difficulty in the guardians getting proper returns from the parents or the masters of those children regularly attending school?—I have never heard of any; the only school of the kind I remember to have been concerned with is at Tewkesbury, to which the workhouse children have been sent for many years past, which has worked extremely well, and to which Mr. Bellairs, the inspector, points as an example of what might be done in other places.

4030. Though great fault has been found with the pauper schools, are you aware whether most of the schoolmasters receive aid from the Government, having obtained a certificate?—The whole of the workhouse schoolmasters are paid by the Government; that is, the guardians are reimbursed for their salaries; the certificates they have are simply certificates sent by the Committee of Council to the Poor Law Board; it is not the same certificate which the ordinary schoolmaster gets.

4031. Is a workhouse schoolmaster never plucked?—Scarcely ever. The payments go down to a very low point, and he may get a very small salary; but the number of absolute exclusions per annum for incompetence is very small.

4032. Mr. Austin Bruce.] You have anticipated the possibility of out-door pauper children being sent to those workhouse district schools; that would only be in a case where they were residing in the neighbourhood of the workhouse?—It could only be in that case.

4033. In many cases a very large number of children would be residing out of all reach of it?—Yes; I only mentioned their attendance at the workhouse schools, as I think I said, in supplement of the other schools which they might attend; that if the workhouse school was the best within reach, then they might be allowed to attend that school like any other.

4034. The out-door pauper children in those unions which maintain district schools out of London would be unable altogether to attend them?—Yes.

4035. Mr. Liddell.] Was not the establishment of those admirable schools called district schools attended with enormous expense?—The buildings and land must have cost a great deal near London.

4036. There are only six in the kingdom, are there?—There are very few.

4037. Do I rightly understand you to recommend that the establishment of those district schools should be compulsory?—I think that a considerable limit of time ought to be allowed within which the compulsion should act; but I think certainly that the juvenile paupers ought to be separated from the adults; and this cannot be done without grouping several workhouses together for the purpose; because the average number of children in each workhouse is often so exceedingly small, that the cost of building and maintaining an educational establishment for each of those little collections of children, with a separate staff, would be excessive.

4038. You propose a combination of a certain number of unions for the establishment of one of those schools?—Yes.

4039. Do you propose to render it compulsory upon any limited or unlimited number of unions to combine together for the purpose of building a school?—You must vest in the Poor Law Board some power, analogous to that by which they have combined parishes into unions, for the purpose of combining unions into districts.

4040. Do not you think that the interests of separate unions are often so conflicting as to render it almost impossible to bring them together, in some instances, for a purpose of this kind?—I should think that they can hardly be more conflicting than the interests of parishes originally were when they had to be brought into unions.

4041. Chairman.] The union system was formed with one *intuitus*; this would be forming them into fresh unions with another *intuitus*, would it not?—Yes.

4042. Would you propose to give a capitation grant upon children sent by the guardians, and paid for under Mr. Denison's Act?—Yes; I should treat the guardians as absolutely *in loco parentis*.

4043. Why do you refuse the capitation grant to children in ragged schools?—Because the condition of the capitation grant is, that the child, or its parents, shall pay 1*d.* a week.

4044. Do you think that there would be nothing inconsistent in extending that capitation grant to the children of out-door paupers, who would pay nothing?—It appears to me that the parent of the pauper child vanishes from the scene, as it were; the guardians are in his place.

4045. You say that the education of those pauper children would cost about 2*d.* a week; you do not mean that their education would cost 2*d.* a week, but that that is what the guardians would have to pay?—Yes.

4046. The

4046. The education would in fact cost considerably more, would it not?—Yes, 6 *d.* perhaps.

4047. By whom is the 4 *d.* to be provided?—That 4 *d.* would be provided as it is now in the common elementary schools, partly by the managers and partly by the State.

4048. Why should the managers pay anything for the education of the children of the State?—For the same reason, it appears to me, that they pay for the education of the children of any citizen whatever. I do not know by what right any one calls upon them to pay 4 *d.* for the child of an independent labourer.

4049. That is a matter of charity towards the independent labourer, but you say that here the independent labourer disappears altogether; the State is a wealthy parent, is it not?—The State is not more wealthy than the community.

4050. Is not the community of this country wealthy?—It appears to me that the argument presented in this unconditional manner is fatal to all private contributions for public education.

4051. Going back a step, why is it that you refuse the capitation grant to the children in the ragged schools. The rule I understand to be, that you refuse the capitation grant unless the parent pays something; but why do you refuse the capitation unless the parent pays something?—The object of that condition, which dates from 1853, was to recognise the duty of the parent to pay school fees, and also to ensure, for the purposes of school finance, that that source of income was not neglected.

4052. In this case you are not going to enforce upon the parent the duty of paying any school fees, and you are going to neglect the provision of that finance, are you not?—The guardians would provide the 2 *d.* for the school, and therefore the financial condition would be satisfied; the pauper parent has disfranchised himself, you may say, in his relation to his family; but the guardians, who stand in his place and have assumed his duties, have a right to expect from the central fund the relief which he would have had.

4053. Do you approve the system of capitation grants at all?—No, I do not think it a good grant at present.

4054. Will you give your reason for disapproving of capitation grants?—The present capitation grants appear to me to be money paid upon conditions which are not stringent enough.

4055. Would you prefer a capitation grant to be given upon the results attained by the education in the school?—As between two sets of conditions for a capitation grant, I think payment by results a sounder condition than payment for attendance.

4056. Supposing you gave a capitation grant according to results, would you allow ragged schools as well as other schools to claim that capitation if they produced the results?—My objection there would be the same as I have several times stated, namely, that if the ragged schools can produce those results I do not see why they should be ragged schools, and different from the rest; and so far as they are ragged schools, according to the present definition of that class, the paying according to intellectual results interferes with their character.

4057. When you say that you do not see why it should be a ragged school if it produces the same results, I understand you to say that you object to a capitation grant to free schools; would you object to a capitation grant to free schools if  
0.73.

the capitation grant was given for results?—I object to free schools altogether, if you can enforce any payment whatever from the parents.

4058. Do not you consider that there are parents who are not in the receipt of parochial relief who are really less able to provide their children with education than parents who are in the receipt of parochial relief?—I do not speak from any very great experience, but my own strong impression is, that there is scarcely any parent so poor that he cannot pay for the education of his child at an ordinary day school.

4059. Do not you consider that a parent who is in the receipt of a precarious income is worse off than one who is in the receipt of a certain income, however small?—I should be very sorry to think that an out-door pauper in the certain receipt of relief was really in a better condition than an independent labourer in the receipt of uncertain wages.

4060. When I speak of precarious receipts, I speak of precarious receipts to a very small amount, only just above the level of pauperism; do not you think that the certainty of parochial relief makes up for the somewhat greater receipts of a precarious character of the independent labourer?—It may be so.

4061. You have no objection to allowing an out-door pauper to get free education for his children without making any exertion to pinch himself in order to obtain it; but you refuse to allow to a person who has an income which is precarious, though it is larger than that of an out-door pauper, the advantage of getting free education for his children?—The out-door pauper does not have his relief as an unconditional annuity. In the first place, the guardians look pretty close as to what his circumstances are; and to say nothing of the degradation of receiving relief, which even in that class counts for something, he has serious inconveniences to encounter before he can receive this certain sum; and the most precariously situated independent person feels himself on the whole in a better position than a pauper. I do not think that in relieving a pauper of the education of his children you thereby put him unconditionally in a better position than an independent labourer.

4062. Are you aware that Mr. Cumin met with cases of persons in receipt of out-door relief who were nevertheless able to squeeze out sufficient to pay for the schooling of their children?—Yes, I have heard him say so.

4063. And it is mentioned in the report, is it not?—Yes.

4064. He not only found some cases, but a considerable number of cases of that kind?—The out-door relief is not given with as much care as it ought to be, no doubt, in many unions.

4065. You would consider it to be an abuse of out-door relief that a person should be in circumstances which enable him to do that?—I think that it would be a ground for inquiry certainly if it was found that an out-door pauper had the means of educating his child.

4066. Mr. Cave.] Is not it the case that the application for out-door relief is very often a matter of feeling rather than of absolute necessity?—I have no doubt that a person of spirit will bear a great deal more than a person of no spirit, before he asks for parochial relief.

4067. If a good education in a pay school, as well as maintenance, be obtained by coming upon the parish, is not that rather a premium upon pauperism?  
c c 4.

R. H. W.  
Lingen, Esq.

11 July  
1861.

R. R. W.  
Lingen, Esq.

11 July  
1861.

pauperism?—I do not think that the education of children will ever act as a premium upon pauperism. The persons who are capable of being tempted into pauperism would be caught by other baits than the education of their children.

4068. Take the case, for instance, of a poor widow with six or seven children, do you think that in that case the education combined with the maintenance would be no inducement?—In that case it might.

4069. You said that Mr. Denison's Act ought to be made compulsory; do you know that a return was lately sent from Mr. Ruddock, of 60 unions in the west of England, showing that, taking a period of three years, only six per cent. of the children sent out of the unions had done badly?—I was not aware of that return.

4070. Do you think that that is likely to be the proportion?—It certainly does not accord with what I have ordinarily heard of the condition of children who are sent out of workhouses. I have always been used to hear that there is great difficulty in finding employment for them, that they are not well prepared for labour, and that there is an unwillingness to engage them.

4071. I think you said that the larger the workhouse schools were, the better they were?—Yes, I should say so.

4072. Does not that rather militate against the idea that the family system is the best for workhouse schools?—I think that the family system has been chiefly recommended for the criminal class of children, who have had a considerable

schooling in the vice of the streets, and that it has not been recommended for pauper children, who are more commonly lacking in spirit than precocious in mischief.

4073. I asked the question rather with reference to paupers than to criminals, and with reference to schools like Mrs. Way's school at Brockham, in which the family system is carried out with pauper children?—No doubt, if you can get a school like that of Mrs. Way, where the girls are received into a kind home, and well superintended, that is a very good mode of education; but if you have a remote workhouse, in which perhaps there are 25 children, a dozen of them being girls, amongst whom there would be perhaps four who are fit for household work, if those four are employed in household work about the workhouse, they are quite certain to be mixed up with the young pauper women, who are an abominably bad class; whereas, if you have a larger number of children in the workhouse, the necessary staff is less costly per head, and you will have better arrangements made.

4074. Your answer applies to schools under the same roof as the workhouse itself?—Yes.

4075. Will certified refuges, or certified industrial schools, get anything, after the Act is passed, for voluntary cases?—I am not aware in what state the Act is now, but when I last saw it, no provision was made for the voluntary cases.

4076. Will those schools get anything from the educational department for voluntary cases?—No.

Mr. A. O. CHARLES, called in; and further Examined.

Mr. A. O.  
Charles.

4077. *Chairman*] You have been good enough to look through the returns which have been sent in, in answer to the circular of questions which the Committee prepared, and to make a short abstract of those returns?—Yes.

4078. What number of returns have been received?—I have them classified under the different descriptions of schools to which reference has been made. The first are Metropolitan Refuges and Industrial Schools; out of 36 circulars sent, 27 answers have been received. From the Provincial Refuges and Industrial Schools, answers have been received in 28 cases, out of 31 sent. From the Scotch Industrial Schools, 15 answers have been received, out of 22 sent. To the Provincial Ragged Schools circulars were sent to 24 towns, but only four have returned answers. Circulars were sent to about 160 Ragged Schools in London, and answers have been received from just half of them.

4079. Of the four towns, Liverpool is one, is it not?—Yes.

4080. That makes a return of a considerable number of schools, does it not?—It returns 25 schools.

4081. Are the questions generally answered pretty fully, or is it necessary to look carefully into them to pick out the answers?—They are sometimes answered very vaguely, and it is necessary to make careful comparisons, in order to arrive at the real answers intended.

4082. You have divided the schools into classes; first, with respect to the metropolitan refuges; are they schools where, for the most part, the children are fed, clothed, and lodged?—The whole of the children embraced in the returns, viz. 953, except 126, are entirely lodged, as well

as fed and clothed; the remaining 126 are fed and clothed, but not lodged.

4083. In those cases the average attendance is much the same as the numbers on the books?—Yes, exactly the same.

4084. Do most of them answer the question, whether many of the children are known to have attended pay schools?—About half; the highest number stated being 72, out of 104, and the lowest being 3 out of 22. In some cases the answer is "None;" and in several cases the answer is left blank.

4085. How many of the 953 children are known to have attended pay schools?—One hundred and ninety-nine.

4086. How many are stated to be known to be the children of people in receipt of parochial relief?—Eighty-two are stated definitely, one or two of the answers being "Several do."

4087. How many are stated to have been convicted or brought before magistrates?—One hundred and two.

4088. Do most of those schools receive assistance from the Government?—Most of them, and in all cases except one they wish to receive it.

4089. Do any masters or mistresses hold Government certificates?—There is only one certificated teacher in the whole of the schools.

4090. With regard to the ages of the children, what are the highest and lowest ages?—The lowest is six, and the highest in one case is 20; that is quite an exception; 17 is the usual limit. The number of orphans is 70, and 26 are returned as having only one parent. Then there is the question of income; the total income of the schools is 18,073 £, and the amount of Government grants stated (four of them not stating it) is 1,061 £.

4091. Will

4091. Will you give us the same particulars for the next class of schools?—In the case of the provincial refuges and industrial schools the returns relate to 28 schools, in which there are 3,535 children on the books, with an average attendance of 2,791: 352 have attended pay schools; 495 are the children of persons in receipt of outdoor relief; 208 are orphans; 128 have been convicted or brought before a magistrate; but under each of these heads there are some schools which fill in such words as "some," or "more or less," or "several," which cannot be estimated. Then amongst these schools there are eight certificated teachers. The income of the schools is 14,534 £., and the amount of Government grants, omitting one in which the amount is not stated, is 1,394 £., and all those who do not receive it, with the exception of one, wish to receive it. Another particular is with regard to the number fed: 1,191 are wholly or partially fed and clothed; and in addition 671 are entirely fed, clothed, and lodged. The next are the Scotch industrial schools; there are 14 returns out of 22; the number on the books is 1,497; the average attendance, 1,378; the number who have been in pay schools, 99; children of outdoor paupers, 91; orphans, 100, with 74 who have lost one parent; 219 have been before a magistrate or convicted. There are seven certificated teachers. The income is 11,713 £.; the amount of Government grants (four not being stated) is 1,371 £. The number wholly or par-

tially fed and boarded is 963; the number entirely fed, clothed, and lodged is 532. The returns from the provincial ragged schools are the most incomplete, and it seems to me, from the returns we have got, that it would be for the present safer to omit them, because in the state in which they are now, they would be of very little value; most of those we have are very imperfectly filled up, the majority not having come back at all.

4092. Are they for the most part schools desiring Government grants?—Of 10 schools, five do not, one does; one is conditional, and three give no answer. The other returns relate to the metropolitan ragged schools; 81 have returned answers, but I have only been able at present to analyse 56. Those returns show the numbers on the books to be 12,870; the average attendance in the day 6,943; in the evening 1,615; giving a total of 8,558, or about two-thirds of those on the books. The number who have attended pay schools is 741; the number of paupers 402; the number of orphans 121, and those who have only one parent, 354; 76 have been before magistrates or committed. There are no certificated teachers in any of the schools; the joint income is 7,569 £.; 55 £. is received from the Government for two schools, which have industrial classes. And with respect to the desire to receive Government grants out of those 81 returns which have come in from the London schools, 49 do not wish Government help; 18 do; 7 leave it open to the conditions that would be imposed, and 7 give no answers.

Mr. A. O. Charles.  
11 July 1861.

SUMMARY of RETURNS to "CIRCULAR of QUESTIONS."

DESCRIPTION of SCHOOL.	1. Number of Schools included in Return.	2. Number of Children on the Books.	3. Average Attendance.	4. Number Wholly or Partially Fed and Clothed.	5. Number Fed, Clothed, and Lodged.	6. Number who have attended Pay Schools.
Metropolitan Ragged Schools - - -	56	12,870	6,558	some occasionally	none -	741
Metropolitan Refuges and Industrial Schools -	27	953	953	133	820	199
Provincial Refuges and Industrial Schools -	28	3,435	2,797	1,191	667	352
Scotch Industrial Schools - - - -	14	1,497	1,378	963	532	99

  

DESCRIPTION of SCHOOL.	7. Children of Outdoor Paupers.	8. Orphans.	9. Number Convicted, or brought before Magistrates.	10. Highest and Lowest Ages.	11. Number of Certificated Teachers.	12. Gross Income.	13. Government Grants.
Metropolitan Ragged Schools - - - -	402	121 and 304, one parent.	76	1½—20	none -	£. 7,569	£. 55
Metropolitan Refuges and Industrial Schools -	89	78 and 26, one parent.	107	6—17	1	18,273	1,061*
Provincial Refuges and Industrial Schools -	495	273 and 144, one parent.	133	2—18	8	14,234	1,394†
Scotch Industrial Schools - - - -	91	101 and 74, one parent.	219‡	5—16	7	11,713	1,371§

\* Four not stated. † One not stated. ‡ Including 103 sent under Industrial Schools Act. § Including 700 £. for one school, chiefly for committed cases.

**LIST OF APPENDIX.**

**Appendix, No. 1.**

Paper delivered in by William Watson, Esq., 1 July 1861:	PAGE.
Abstract.—General Annual Total of Convictions and Numerical Return of Vagrants found in the County, and Reported by the Police, from April 1840 to 31 March 1861 - - - - -	211

**Appendix, No. 2.**

Papers delivered in by Mr. Charles Ferguson, 1 July 1861, relating to the United Industrial School, Edinburgh - - - - -	212
---	-----

**Appendix, No. 3.**

Paper delivered in by Patrick Cummin, Esq., 4 July 1861, relating to the Field Lane Ragged School - - - - -	213
---	-----

**Appendix, No. 4.**

Paper delivered in by Ralph R. W. Lingen, Esq., 8 July 1861 :	
(A.)—Aid to Ragged Schools in 1852 - - - - -	219
Letter from the Rev. Sydney Turner to the Secretary of the Committee of Council on Education, &c., dated 11 August 1852 - - - - -	219
Letter from R. R. W. Lingen, Esq., to the Rev. Sydney Turner, Esq., dated 10 September 1852 - - - - -	221
(B.)—Minute of the Committee of Council on Education, offering Grants for the Promotion of Schools, wherein Children of the Criminal and Abandoned Classes may be reformed by Industrial Training; dated 2 June 1856 - - - - -	221
(C.)—Certified Industrial and Ragged Schools.—Minute of the Lords of the Committee of Privy Council on Education - - - - -	222
(D.)—Extract from the Report of the Committee of Council on Education, 1858-59, pp. xxxiii-viii, giving a connected Account of the various Minutes on Ragged and Industrial Schools - - - - -	223

**Appendix, No. 5.**

Letter from the Secretary of the Edinburgh Original Ragged Industrial Schools to Sir Stafford H. Northcote, Bart., M. P., dated 13 July 1861 - - - - -	226
--	-----

**Appendix, No. 6.**

Remarks of the Committee of the Conference held at Birmingham, in January 1861, to consider the Position of Ragged Schools in relation to the Government Grants for Educational Purposes - - - - -	229
--	-----

**Appendix, No. 7.**

Letter from C. Ferguson, Esq., to Sir Stafford H. Northcote, Bart., M. P., dated 15 July 1861 - - - - -	231
---	-----

**Appendix, No. 8.**

Letter from M. D Hill, Esq., to the Chairman of the Committee - - - - -	232
---	-----

# APPENDIX.

## Appendix, No. 1.

PAPER delivered in by WILLIAM WATSON, Esq., 1 July 1861.

### A B S T R A C T.

GENERAL ANNUAL TOTAL of Convictions and Numerical Return of Vagrants found in the County, and Reported by the Police, from April 1840 to 31 March 1861.

YEARS from APRIL 1840.	Tried at Justiciary Court.		Tried at Circuit Court.		Tried by the Sheriff.		Tried by Justices of Peace.		Annual General Total of Convictions.		Total Numerical Return of Vagrants found.				
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Men.	Women.	Children with Adults.	Juveniles alone.	Total.
1. Ending 15 April 1841	-	-	5	-	30	9	46	23	81	32	914	1,190	328	27	2,459
2. Ending 15 April 1842	-	-	3	2	29	9	106	55	138	60	749	1,025	272	57	2,103
3. Ending 15 April 1843	-	-	6	3	40	16	129	51	175	70	781	1,039	370	77	2,267
4. Ending 15 April 1844	-	-	3	-	78	16	74	12	155	28	881	918	302	60	2,161
5. Ending 15 April 1845	-	1	7	2	64	22	84	25	156	49	860	936	302	65	2,163
6. Ending 15 April 1846	-	-	3	5	86	17	116	27	205	49	510	617	250	14	1,301
7. Ending 15 April 1847	-	-	7	1	107	12	72	17	186	30	381	531	211	6	1,129
8. Ending 15 April 1848	-	-	5	-	70	22	54	12	129	34	429	458	225	6	1,118
9. Ending 15 April 1849	-	-	5	1	108	20	95	27	209	58	505	400	239	1	1,145
10. Ending 15 April 1850	-	-	9	1	110	13	79	8	198	22	523	387	260	2	1,172
11. Ending 15 April 1851	-	1	14	1	137	18	58	13	210	32	511	328	170	4	1,013
12. Ending 15 April 1852	-	-	11	3	155	22	75	11	241	36	541	397	258	8	1,204
13. Ending 15 April 1853	-	3	7	1	151	21	66	8	227	31	763	817	585	21	2,186
14. Ending 15 March 1854	-	-	4	-	158	16	47	14	209	30	523	653	456	17	1,649
15. Ending 15 March 1855	-	-	6	-	127	26	40	8	173	34	525	625	416	8	1,575
16. Ending 15 March 1856	-	-	7	4	179	23	46	5	225	32	417	360	297	9	1,223
17. Ending 15 March 1857	-	-	3	1	159	36	46	15	208	52	330	416	199	1	946
18. Ending 15 March 1858	-	-	6	2	194	28	37	8	237	38	269	319	169	4	761
19. Ending 31 March 1859	-	-	2	-	228	43	91	26	321	69	334	418	271	3	1,026
20. Ending 31 March 1860	-	-	6	-	285	40	158	21	447	71	261	256	187	4	708
21. Ending 31 March 1861	-	-	8	2	185	30	113	19	307	51	192	196	107	-	495

(signed) *Robert Thomas Barnes,*  
Chief Constable of Aberdeenshire.



## Appendix, No. 2.

App. No. 2.

PAPERS delivered in by Mr. CHARLES FERGUSON, 1 July 1861.

## ADMISSION SCHEDULE.

## THE UNITED INDUSTRIAL SCHOOL OF EDINBURGH.

No.	Case of	Residing
1.	Place of birth	- - - - -
2.	Legal parish	- - - - -
3.	Length of time resident in Edinburgh	- - - - -
4.	Names and occupations of parents or guardians	- - - - -
5.	Religion of parents or guardians	- - - - -
6.	Number of children with their names and ages	- - - - -
7.	Amount of parish aid	- - - - -
8.	Other sources of income or means of support of family	- - - - -
9.	State of education	- - - - -
10.	State and condition of present dwelling-place	- - - - -
11.	Diseases	- - - - -
12.	Has he or she been vaccinated	- - - - -

REMARKS.

## TWELVE YEARS' RESULTS OF THE UNITED INDUSTRIAL SCHOOL.

Letter from the Superintendent to Chairman of  
the Acting Committee.

Sir,  
United Industrial School,  
Edinburgh, December 1860.

I HAVE occupied my spare time during the last six months in making inquiry into the present character and means of all the pupils who have been enrolled in this institution since it was established in 1847, and presume that the result of that inquiry may not prove uninteresting to you, and to the other members of committee.

Since the commencement of the institution, 950 children (592 boys, and 358 girls) have left, and may now be classified as follows:—

Of those 11 have gone to England, and 18 to Ireland, 55 to America, 16 to Australia, six to India, and 35 are dead.

It is scarcely necessary to enumerate all the various trades and professions which our pupils have betaken themselves to; the following may suffice:—

## OCCUPATION OF BOYS.

5 Grocers.	15 Typefounders.
7 Bookbinders.	24 Soldiers.
8 Sailors.	33 Printers.
9 Fleshers.	60 Shoemakers.
9 Bakers.	140 Tailors.
10 Labourers.	69 Miscellaneous.
10 Ploughmen.	

## ANNUAL EARNINGS OF BOYS.

32 are earning less than 10 l.	78 from 30 l. to 40 l.
169 from 10 l. to 20 l.	24 from 40 l. to 50 l.
60 from 20 l. to 30 l.	36 more than 50 l.

One of the boys who joined the army, James Kelly, has received the Victoria Cross, and 10 l. a year during life, for distinguished bravery in India. He was the means of saving the life of an officer, by volunteering to rescue him, while under a heavy fire, from the rebels.

OCCUPATION

## OCCUPATION OF GIRLS.

6 are at the Gutta Percha Works.	15 Dressmakers and Milliners.
9 at home.	19 are married.
9 Bookfolders.	160 Domestic servants.
11 Envelope makers.	

## ANNUAL EARNINGS OF GIRLS.

31 are earning from 2 <i>l.</i> to 4 <i>l.</i>	7 from 8 <i>l.</i> to 10 <i>l.</i>
73 from 4 <i>l.</i> to 6 <i>l.</i>	30 are earning more than 10 <i>l.</i>
62 from 6 <i>l.</i> to 8 <i>l.</i>	

The domestic servants receive food and lodging in addition to the earnings stated in this table.

So far as I have been able to learn, the total amount per annum at present being earned by former pupils of the school, is 11,596*l.* 18*s.* This amount falls short of their whole earnings, there being many cases (about 300) of which I have failed to ascertain the annual income. Deducting the 300 from 950, the average income would be 17*l.*

The public subscriptions for the benefit of the institution from 1847 to 1860, amount to 10,152*l.* 11*s.* 11*d.*; Government grants, 1,792*l.* 11*s.* 6*d.* Total, 11,945*l.* 3*s.* 5*d.*

It thus appears that the present annual earnings of former pupils is nearly equal to the whole amount that has been expended in founding and maintaining the school since it was established in 1847.

## CHARACTER OF PUPILS.

The following is the result of my inquiry as to the character of former pupils:—

798 Good and very good.	29 did not remain four weeks at school.
56 Fair.	10 Characters not known.
12 Doubtful.	950 Total.
45 Bad.	

Assuming that one-half of the doubtful have not turned out well, viz. six, the total of bad would amount to 51, or about five per cent. of the whole.

Had these children been left to their own resources, it may be conjectured how many of them would have become ruined outcasts, and burdensome to society.

It is proper to explain how I have arrived at the preceding statistics.

In some of our annual reports, there are tables showing the number of pupils who were sent to situations directly from the school, but omitting to extend the number who were taken away by parents, or those who left of their own accord.

I have not restricted my inquiries simply to those sent to situations from the school, as stated in the annual reports, but have extended my researches to the whole names in our admission register, and consequently, the numbers given include all that

have ever been in the school. Many of those had been admitted into the school, and left before I had any connexion with it. For information in regard to these, I had to consult such parties as could supply me with the facts required, and fortunately I possessed unusual facilities for obtaining the desired information. The first name on our register (Owen Fairley) is, I rejoice to say, one of my assistants in the school at the present time; and as a man and a teacher, he would do credit to any establishment of much higher pretensions. This fact cannot fail to be as pleasing to all the friends of the institution as it is gratifying to me.

Mr. Fairley's knowledge of the "ways and means" of his former school companions is extensive, and I have largely availed myself of it on this occasion. I have also to acknowledge having received valuable assistance from Mr. Neil Sordon, shoemaker, and Mrs. M'Caffery, matron, who became servants of the institution soon after it was established, and continued in connexion with it until a comparatively recent date.

I may be permitted a word as to the *modus operandi*. Workshops were visited, the crowded thoroughfares of the city at meal hours frequented, and church and chapel doors resorted to, all for the purpose of eliciting the requisite facts. Every discovery of an old pupil was at once a new source and centre of information. He could state facts in regard to himself, and frequently not a few in regard to his former companions. I have taken many of these at second-hand, but have made use of none, which I had reason to doubt, either as regards the accuracy of the statements, or the reliability of the quarter from which they proceeded. I inferred the character of former pupils from their present position—the nature of their associates, and the reports of their neighbours.

In conclusion, I feel bound to state, that while anxious to show that the institution with which I have the honour and privilege to be connected has produced good fruits, I have also been desirous to demonstrate that the general system of industrial schools is one eminently deserving of public support; and knowing that no cause can be essentially benefited by over-coloured statements. I have been careful to under, rather than to over, estimate beneficial results. My notes are open to the inspection of your own Board, or to any one interested in such investigations. I farther intend not merely to continue my observations as to the career of present and future pupils, but I mean to verify the statistics already furnished; and if in any case I discover myself to have been in error, I shall consider it my imperative duty to report such on some future occasion.

I am, &c.

C. Ferguson.

To Sheriff Hallard,  
Chairman of the Acting Committee.

United Industrial School,  
Edinburgh,

1861.

Dear

I AM collecting information in regard to our former pupils, and shall feel obliged by your answering the questions in the annexed page, in reference to any that may be known to you.

I send herewith a list of the names of former pupils, so that you may furnish particulars of those with whom you are acquainted.

I have received information in regard to the names that are cancelled.

O.73.

D D 3

I wish

App. No. 2. I wish to be able to prove that this institution has done some good, and need not tell you that this can be best accomplished by your stating what you believe to be the whole truth and nothing else. It would be very satisfactory if the present employer would fill up the paper. Failing the present employer, any respectable person; but, in every case, the name and address of the party giving the information will be necessary.

In regard to character, if you cannot conscientiously give a favourable report from personal knowledge, you may, if you think proper, insert no answers to the queries, Nos. 5, 6, or 7. After you have filled up the paper, be kind enough to return it to me, and oblige,

Dear

Your most obedient Servant,  
C. Ferguson, Superintendent.

No.

This Paper will be strictly confidential, and no improper use will be made of the information contained in it.

1. Name of former pupil - - - - -
2. His or her present employment - - - - -
3. Name of employer - - - - -
4. Present weekly wages, or average wages throughout the year -
5. Do you believe the character of the aforesaid to be very good?
6. Do. do. good -
7. Do. do. fair -
8. Are you his or her present employer? - - - - -
9. Is there anything else in regard to the above person that you think should be stated in addition, such as, maintaining, or assisting to maintain a parent or relative. If so, please mention it here.

Name.

Address.

Date.

### UNITED INDUSTRIAL SCHOOL, EDINBURGH.

#### OCCUPATION OF BOYS.

1 Ploughman.	1 Farmer.	1 Cardsharper.
1 Shepherd.	1 Brewer.	2 are Slaters.
1 Currier.	1 Waiter.	2 " Typefounders.
1 Teacher.	1 In poorhouse.	2 " Bootclosers.
1 Clerk.	1 Lithographer.	2 " Netmakers.
1 Poulterer.	1 At secret work.	3 " Bakers.
1 Mason.	1 Newspaper vendor.	3 " Carters.
1 Painter.	1 Musician.	3 " Fleshers.
1 Bottler.	1 Fish dealer.	3 " French polishers.
1 Seedsman.	1 At another school.	3 " Carpenters.
1 Blacksmith.	1 Basket maker.	3 " Brass founders.
1 Clogmaker.	1 Trade not known.	3 " in ill health. 54
3 are dead.	9 are Message boys.	14 are Soldiers.
6 " Tobacconists.	9 " Compositors and printers.	17 " Shoemakers.
6 " Turners.	10 " Sailors.	35 " Tailors.
8 " Porters.	11 " Labourers.	128
		TOTAL - - - 182

Number of occupations, 42.

ANNUAL EARNINGS OF BOYS.

		Amount.		
		£.	s.	d.
29	are earning from 3 l. 5 s. to 10 l.	217	-	-
33	" " 10 l. to 20 l.	513	12	8
24	" " 20 l. to 30 l.	580	15	6½
30	" " 30 l. to 40 l.	1,047	13	-
18	" " 40 l. to 50 l.	783	5	6
20	" " 50 l. to 60 l.	1,050	8	-
4	" " 60 l. to 70 l.	252	4	-
12	" more than 70 l.	1,134	4	-
<hr/>		<hr/>		
170	TOTAL Earnings of - - - £.	5,579	2	8½

Average Earnings per head, 32 l. 16 s. 4½ d.

12 Includes the number dead, ill health, other schools, &c.

182

		£.	s.	d.
Total earnings of 170 Boys	- - - - -	5,579	2	8½
Do. do. 44 Girls	- - - - -	651	10	-
<hr/>		<hr/>		
		£. 6,230	12	8½

CHARACTER OF FORMER PUPILS (BOYS).

1 Bad.	108 of these schedules of character, &c., are filled up by present employers.
2 Fair.	
174 Good, and very good.	

16 of the above assist or mainly support their surviving parent or younger brothers and sisters.

RESIDENCE OF FORMER PUPILS (BOYS).

Edinburgh	- - - - -	129	}	- - - - -	135
Leith	- - - - -	6			
Other parts of Scotland—	Glasgow	- - - - -	2	}	3
	Haddington	- - - - -	1		
England—	London	- - - - -	1	}	4
	Liverpool	- - - - -	1		
	Newcastle	- - - - -	1		
	Carlisle	- - - - -	1		
America	- - - - -	9	} Emigrated	- - - - -	13
Australia	- - - - -	4			
Dead	- - - - -	-	-	-	3
No fixed residence,	Soldiers	- - - - -	14	}	24
	Sailors	- - - - -	10		
<hr/>					<hr/>
TOTAL Boys					182

OCCUPATION OF GIRLS.

1 Bookfolder.	2 are attending other schools.	
1 Message girl.		
1 Net-maker.		
1 Rag-picker.		
1 Fish-dealer.		
1 ill health.		
1 attending Reformatory School, Glasgow.		
2 are dead.		
		2 are in poor's house.
		4 Hawkers.
		6 Staymakers, milliners, and dressmakers.
		8 at the gutta percha works.
	20 married.	
	22 domestic servants.	

TOTAL - - - - - 73

App. No. 2.

## ANNUAL EARNINGS OF GIRLS.

		Amount.		
		£.	s.	d.
18	are earning from 2 <i>l.</i> 8 <i>s.</i> to 10 <i>l.</i> - - - - -	94	4	-
11	„ from 10 <i>l.</i> to 20 <i>l.</i> - - - - -	170	10	-
15	„ more than 20 <i>l.</i> - - - - -	386	16	-
TOTAL Earnings - - - £.		651	10	-
44	Average earnings - - - - - £.	14	16	1½

29 includes those married, dead, other schools, &amp;c.

73

## CHARACTER OF FORMER PUPILS (GIRLS).

1 bad.  
50 good, and very good.  
20 decently married.  
2 dead.

73

15 of these schedules of character, &amp;c., are filled up by present employers.

## RESIDENCE OF GIRLS.

61 in Edinburgh and neighbourhood.  
3 in Glasgow.  
1 in England (Newcastle).  
1 in Ireland.  
5 in America.  
2 dead.

73

UNITED INDUSTRIAL SCHOOL, EDINBURGH.

INCOME and EXPENDITURE for the last Ten Years; the Cost per Head, &c.

RECEIPTS.

The Proportion the Government Grants bear to the Total Receipts.	D A T E S.	Subscriptions, &c.	Legacies.	Government Grants.	Sundries.	Total Receipts.
		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
One-eleventh	1851	841 11 8	- - -	80 - - -	51 16 3	869 15 5
One-eighth	1852	826 11 1	- - -	100 - - -	62 7 11	864 3 2
One-ninth	1853	775 - 1	- - -	105 10 -	99 4 11	979 15 10
One-eighth	1854	1,021 6 7	- - -	137 10 -	88 10 -	1,070 6 7
One-seventh	1855	897 6 1	225 - - -	165 - - -	90 9 8	1,196 16 5
One-seventh	1856	784 5 8	19 19 -	141 - - -	152 10 9	1,047 15 5
One-seventh	1857	729 19 8	100 - - -	145 5 -	8 17 1	966 7 7
One-third	1858	802 3 11	- - -	373 13 4	87 5 5	1,097 2 8
One-third	1859	620 15 8	500 - - -	423 3 2	194 4 8	1,238 3 6
One-seventh	1860	771 19 4	200 - - -	171 10 -	128 17 8	1,272 7 -
	10)	8,020 19 9	1,044 19 -	1,342 11 6	964 4 4	10,602 13 7
	Average	802 1 11½	104 9 8½	184 5 1½	96 8 4½	1,060 5 4½

PAYMENTS.

D A T E S.	Average No. Pupils.	Cost of Provisions.	Cost of Provisions, per Head per Annum.	Cost of Provisions, per Head per Week.	Salaries.	Wages to Workmen, and Materials, &c.	Sums Received for Work.	Balances, being Outlay.
	1.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
1851	136	320 4 -	2 7 1	- - 10½	205 - 8	298 5 9	239 18 5	58 7 4
1852	136	299 7 2	2 4 -½	- - 10	199 5 -	318 5 11	285 12 2	32 13 9
1853	140	362 6 8	2 11 9	- - 11½	202 13 3	239 11 -	219 - 4	20 10 8
1854	116	401 9 3	3 9 2½	- 1 3½	209 3 4	415 16 4	372 7 10	43 8 6
1855	104	332 9 -	3 3 10½	- 1 2½	201 18 4	382 9 -	331 15 2	50 13 10
1856	123	392 16 4	3 3 10½	- 1 2½	203 15 -	470 17 9	396 - 10	74 16 11
1857	110	308 17 7½	2 16 1½	- 1 -	204 16 10	330 18 8	225 16 11	105 1 9
1858	126	286 13 7	2 5 6	- - 10½	301 11 -	261 3 3½	181 - 10½	80 - -
1859	121	279 13 -	2 6 2½	- - 10½	386 16 -	224 12 1	159 11 6	68 9 4
1860	132	336 2 10½	2 10 11	- - 11½	432 2 8	296 12 7½	243 2 7	53 10 -½
10)	1,244	3,319 19 6½	26 18 7½	- 10 3	2,547 2 1	3,238 12 5	2,654 6 7½	487 12 1½
Average	124½	331 19 11½	2 13 10½	- 1 -½	254 14 2½	323 17 2½	265 8 7½	58 15 2

D A T E S.	Coals and Gas.	Books and Stationery.	Clothing and Shoes.	Sundries.	Total Payments for School Purposes.	Cost per Head per Annum.	Cost per Head per Week.
	9.	10.	11.	12.	13.	14.	15.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
1851	35 13 5	25 13 4	4 13 6	193 14 2	843 6 5	6 4 -	- 2 4½
1852	34 5 -	33 17 11	5 11 11	214 13 11	819 14 8	6 - 6½	- 2 3½
1853	46 15 7	30 10 10	6 5 -	310 13 10	979 15 10	6 19 11½	- 2 8½
1854	42 6 7	29 8 6	7 14 1	317 1 6	1,050 11 9	9 1 1½	- 3 5½
1855	37 3 7	32 12 9	- - -	302 15 -	961 12 6	9 4 11	- 3 6½
1856	40 3 9	19 6 8	12 18 -	241 1 3	984 17 11	8 - 1½	- 3 1½
1857	39 16 5	16 8 8	17 13 5	273 12 10½	966 7 7	8 15 8½	- 3 4
1858	27 10 4	14 13 6	41 - 11	345 12 8	1,087 2 8	8 14 1½	- 3 4
1859	28 14 10	13 8 6	16 11 4	272 17 -	1,066 10 2	8 16 3½	- 3 4½
1860	35 12 6	8 7 3	21 7 3	339 6 8½	1,226 9 3½	9 5 9½	- 3 6½
10)	368 2 -	224 7 11	133 15 5	2,811 8 11	9,996 8 9½	81 2 7	1 11 -½
Average	36 16 2	22 8 9½	13 7 6½	281 2 10½	999 12 10½	8 2 3	- 3 1½

ABSTRACT.

D A T E S.	Cost of Education, Clothing, General Management, &c., per Head per Annum.	Cost of Provisions, per Head Per Annum.	Cost of Provisions, per Head per Week.	Total Cost, per Head per Annum.	Total Cost, per Head per Week.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
1851	3 16 11	2 7 1	- - 10½	6 4 -	- 2 4½
1852	3 16 6½	2 4 -½	- - 10	6 - 6½	- 2 3½
1853	4 8 2½	2 11 9	- - 11½	6 19 11½	- 2 8½
1854	5 11 11	3 9 2½	- 1 3½	9 1 1½	- 3 5½
1855	6 1 -	3 3 11	- 1 2½	9 4 11	- 3 6½
1856	4 16 3½	3 3 10½	- 1 2½	8 - 1½	- 3 1½
1857	5 19 6½	2 16 1½	- 1 -	8 15 8½	- 3 4
1858	6 8 7½	2 5 6	- - 10½	8 14 1½	- 3 4
1859	6 10 -	2 6 2½	- - 10½	8 16 3½	- 3 4½
1860	6 14 10½	2 10 11	- - 11½	9 5 9½	- 3 6½
10)	54 3 11½	26 18 7½	- 10 3	81 2 7	1 11 -½
Average	5 8 4½	2 13 10½	- 1 -½	8 2 3	- 3 1½

Appendix, No. 3.

PAPER delivered in by PATRICK CUMIN, Esq., 4 July 1861.

App. No. 3. CHILDREN present at the Field Lane Ragged School, on 11 June 1861, 359; viz.:

221 boys, and  
138 girls.  

---

359

Boys represented - - - - - 165 separate families.  
Girls represented - - - - - 91 "  

---

Total - - - - - 256 families.

The combined number in the 256 families represented a total of 1,477 individuals.

Of the 256 families there were—

55 families, in which the fathers are dead,  
24 " " mothers are dead.  
2 " " father in the workhouse.  
3 " " fathers deserted the family.  
2 " " mothers deserted the family.  
1 " " father is blind, and has been confined to his bed  
for eight years.  

---

87 families.

Of the 359 children at school on the 11th June—

95 children had no fathers, the same being dead.  
84 children had no mothers, they being dead.  
6 children, whose fathers are in the workhouse.  
15 children, whose fathers have ran away from their families.  
6 children, whose mothers have ran away from their families.  
7 children, orphans, living with a relative.  
8 children, destitute of home, and parents dead.

---

171 children, deprived of either one or both parents.

Of the 256 families, 46 were receiving parochial relief, as follow:—

					s.	d.
6 families	- - -	each 1 loaf of bread, and 1	- - -	in money.		
8 "	- - -	" 1 "	- - -	"	1	6
7 "	- - -	" 2 "	- - -	"	1	-
3 "	- - -	" 2 "	- - -	"	1	6
7 "	- - -	" 2 "	- - -	"	2	-
5 "	- - -	" 3 "	- - -	"	1	6
5 "	- - -	" 3 "	- - -	"	3	-
1 "	- - -	" 4 "	- - -	"	2	-
2 "	- - -	" 4 "	- - -	"	2	6
1 "	- - -	" 4 "	- - -	"	3	-
1 "	- - -	" 5 "	- - -	"	4	-
<hr/> 46						

B. Ware.

## APPENDIX, No. 4.

PAPER delivered in by RALPH R. W. LINGEN, Esq., 8 July 1861.

(A.)

ALP to RAGGED SCHOOLS in 1852.

Philanthropic, Red Hill,

11 August 1852.

Sir,

I HAVE the honour to enclose to you a Memorial to the Committee of Privy Council on Education relative to the obtaining aid from Government grants to ragged schools, and to the conditions on which that aid may be most advantageously afforded; and I would beg the favour of your laying the same before their Lordships at your early convenience.

The memorial emanates originally from a meeting of those interested in the prevention of crime and the reformation of juvenile offenders, held at Birmingham in December last. Its presentation has, however, been delayed, partly from the desire of ascertaining the sentiments of the friends of ragged schools in our larger towns and cities, and partly from the feeling that the recommendations of the Committee of the House of Commons on Destitute and Criminal Juveniles might render it unnecessary to trouble the Committee of Council on the subject. The Parliamentary investigation having been necessarily left imperfect, and the promoters of ragged schools in Liverpool, Hull, Bristol, &c., being anxious that no further delay should take place, I have the honour at once to forward it to you, and to express my hope that your own favourable consideration will be given to the best means of extending the aid which is now afforded by different channels, to the innocent on the one hand, and the criminal on the other,—to that intermediate and truly pitiable class, which, while below the level of the one, has not yet sunk to that of the other, and should be, if possible, saved from falling into it.

I have, &c.

(signed) *Sydney Turner,*

One of the Honorary Secretaries  
to the Preventive and Reformatory School  
Committee.

The Secretary of the  
Committee of Council on Education, &c.

ENCLOSURES.

(Enclosure A.)

MEMORIAL to the Committee of Privy Council on Education in behalf of Ragged Schools or Free Day Schools for the Destitute.

Your Lordships' memorialists respectfully beg to represent, that an increasingly large class of

0.73.

schools called the ragged schools or free day schools for the destitute, intended for those children who, by reason of the vice, neglect, or extreme poverty of their parents, are inadmissible to the existing school establishments recognised by your Lordships, do not and cannot receive any fair proportion of the Parliamentary grant for public education, under the existing regulations, yet that for their maintenance in an effective condition they require it in a far higher degree.

They cannot at present receive such aid, for the following reasons:

1. The neglected condition of the children requires very peculiar qualifications in the master, and not only would it be impossible for many an excellent ragged school schoolmaster to go through the examination required by your Lordships for certificated teachers in ordinary schools, but, were he able to do so, such capability would by no means test his fitness for his peculiar duties, while other qualifications of a very different kind are indispensable. The masters therefore are not aided.

2. The arrangements respecting pupil teachers and stipendiary monitors are inapplicable in ragged schools. Such arrangements are devised for the purpose of training teachers. It cannot be your Lordships' desire to train teachers for the next generation from the most degraded children of this; and even were it desired to form teachers from this class of society, the want of early training, no less than the character of the instruction given in ragged schools, would render the children trained in them unable to pass the examination which is required.

3. The industrial training given in ragged schools, which is a most important part of their system, tends to form habits of industry rather than to teach a trade; and though its results have been found to be very beneficial, yet the fluctuating nature of such schools prevents that progress which your Lordships' regulations require in the case of ordinary schools.

4. The buildings for such schools are necessarily in poor parts of towns, and, however well adapted they may be for the purpose, they will seldom be such as would receive a grant from the Committee of Council under existing regulations.

5. The



App. No. 4.

5. The schools themselves must necessarily be in such an educational condition that they would hardly be considered entitled to receive grants of books and apparatus under your Lordships' present regulations.

Ragged schools or free day schools for the destitute are therefore at present virtually excluded from aid.

They perform, however, a very important work, by acting on a class as yet uninfluenced by religious or general education; but such schools, to be of use, must be efficiently conducted. To be so, a much larger amount of support is required than suffices for the maintenance of ordinary day schools, inasmuch as no pence are paid by the children, and a larger staff of teachers, many of them industrial, is required.

The most strenuous efforts on the part of benevolent persons have hitherto failed to raise an adequate income for such schools, or to carry them on as they would desire.

Your memorialists would therefore respectfully, but earnestly pray,

1st. That masters who give satisfactory proof that they are fitted to carry out the objects of ragged schools be aided by a grant from your Lordships.

2d. That monitors articled for two or three years, and undergoing an examination calculated to test their fitness for assisting in these schools, should receive, as in ordinary schools, a reasonable payment for their services, and that a greater number of them should be allowed.

3d. That your Lordships' conditions in respect of buildings, industrial training, and apparatus, should be so modified as to meet the circumstances of such schools.

Signed on behalf of the Committee of Conference on Preventive and Reformatory Schools.

*David Power, Treasurer.*  
*Sydney Turner,*  
*John MacGregor,* } Hon. Secs.

#### Enclosure (B.)

#### PREVENTIVE AND REFORMATORY SCHOOLS.

LIST of the Committee appointed at a Conference upon this subject, held at Birmingham, on 10th December 1851; M. D. Hill, Esq., Recorder of Birmingham, in the Chair.

Chairman:—David Power, Esq., Recorder of Ipswich.

C. B. Adderley, Esq., M.P.  
J. Adshead, Esq., Manchester.  
R. B. Armstrong, Esq., M.P., Recorder of Manchester.  
Dr. G. Bell, Edinburgh.  
C. H. Bracebridge, Esq., Warwick.  
W. Campbell, Esq., Glasgow.  
Rev. E. Chapman, Bristol.  
Rev. J. Clay, Preston.  
J. Corder, Esq., Birmingham.  
G. Edmonds, Esq., Birmingham.  
Rev. J. Field, Reading.  
W. E. Gladstone, Esq., Red Hill, Surrey.  
W. Grant, Esq., Bristol.  
M. D. Hill, Esq., Q.C., Recorder of Birmingham.

J. Hubback, Esq., Liverpool.  
Charles Jenner, Esq., Edinburgh.  
Hon. A. Kinnaird, London.  
W. Locke, Esq., London.  
W. Lucy, Esq., Birmingham.  
A. M'Neel Caird, Esq., Wigton.  
J. MacGregor, Esq., Temple, London.  
R. M. Milnes, Esq., London.  
Torrens M'Cullagh, Esq., M.P.  
Mr. Serjeant Merewether.  
J. W. Nutt, Esq.  
Rev. W. C. Osborne, Bath.  
Sir John Pakington, Bart., M.P.  
J. Platt, Esq., London.  
J. Pollock, Esq., Judge of the County Court, Liverpool.

H. Pownall, Esq., Chairman of Middlesex Magistrates.  
J. F. Ransom, Esq., Ipswich.  
Rev. J. Foster Rogers, Westminster.  
Edward Rushton, Esq., Temple, London.  
R. Ricardo, Esq.  
James Stewart, Esq., London.  
Mr. Serjeant Stephen.  
Rev. Sydney Turner, Red Hill, Surrey.  
A. Thomson, Esq., Aberdeen.  
W. Watson, Esq., Aberdeen.  
R. W. Winfield, Esq., Birmingham.

(With power to add to their number.)

Temple, London,  
February 1852.

(signed) *Sydney Turner,*  
*John MacGregor,* } Hon. Secs.

Committee of Council on Education,  
Council Office, Downing-street,  
Rev. Sir, 10 September 1852.

ADVERTING to the memorial enclosed in your letter of the 11th ultimo, on behalf of ragged schools and free day schools for the destitute, I am directed to inform you that the Committee of Council is not prepared to adopt any further

minutes for the special appropriation of a part of the present vote for education to schools of this class.

In reply, therefore, to the several prayers of the memorial, I am desired to state that,—

1. My Lords, as guardians of the public purse, feel bound to require, in augmenting the salaries of

of teachers, that evidence of positive attainments up to a certain point shall be given in a form capable of being recorded. Their Lordships cannot admit that the standard prescribed for the lowest class of their certificates exceeds what may fairly be required of every schoolmaster who seeks public recognition; nor do my Lords conceive that it falls within their province to remunerate, independently of this standard, the peculiar qualifications which you state to be essential in the masters of ragged schools.

2. My Lords would not object, where a boy in a ragged school had during a considerable period continued to give undeniable evidence of good character, and a special aptitude for becoming a teacher in such a school, to apprentice him to the master on the ordinary terms.

The enclosed minute, so far as it relates to assistants, might also be rendered available; but my Lords would not consent to sanction such apprenticeships with the same readiness as in common schools, nor generally to make this class of children

direct recipients in their own persons of money raised by taxation. App. No. 4.

3. Grants for the purchase of books and maps might be made to ragged schools on the same terms as to other schools, and my Lords have already adopted minutes which would enable them to make grants for the erection or hire (one-half the rent) of workshops, and for the purchase of tools.

Where master workmen (not being otherwise remunerated as teachers at the public expense) are retained, my Lords would consider themselves at liberty to allow a fee for the average number of children under each such master's instruction, at a rate not exceeding 10s. per annum for each scholar.

Beyond admitting ragged schools to these forms of aid, my Lords are not prepared to recognise them specially in distributing the grant for education.

I have, &c.  
(signed) R. R. W. Lingen.

The Rev. Sydney Turner,  
Red Hill, Reigate.

(B.)

MINUTE of the COMMITTEE of COUNCIL on EDUCATION, offering Grants for the Promotion of Schools, wherein Children of the Criminal and Abandoned Classes may be reformed by Industrial Training; dated 2 June 1856.

At the Council Chamber, Whitehall, the 2d day of June 1856.

By the Lords of the Committee on Education of Her Majesty's Most Honourable Privy Council.

THEIR Lordships resolved to continue the grants at present made in aid of field gardens and workshops annexed to common elementary day schools, but as regards "ragged or reformatory schools," to cancel all existing minutes, and to provide as follows (no school being admissible to aid under this minute, unless it be industrial in its character, and unless the scholars be taken exclusively from the criminal or abandoned classes):—

1. To pay half of the rent.
2. To pay one-third of the annual cost of tools and of raw material for labour.
3. To make grants towards the cost of books, maps, and apparatus, upon the same terms as to other schools.
4. In order to encourage the preparation of suitable schoolmasters for employment in such institutions, to grant the sum of 35*l.* to the treasurer of any reformatory school in respect of every person qualified as next undermentioned, who shall have been boarded, lodged, and trained as a master in such reformatory school during a period of twelve months, viz.:—

(a.) All teachers of common elementary day schools holding certificates of merit, or registered.

(b.) All teachers of workhouse schools holding certificates of efficiency.

(c.) All students in normal colleges under inspection, who shall have resided therein not less than one year, and shall have successfully passed the examination at the end of the year before Her Majesty's inspectors of schools.

Their Lordships also resolved to reimburse to the said treasurer any sum not exceeding 6*l.*, 0*s.* 7*d.*

which it may have been found necessary to advance for the purpose of travelling or personal expenses to such persons in training.

The conditions of all such grants to be—

(a.) That the reformatory contain at least 40 inmates, and be sanctioned or certified by the Secretary of State, under the Acts 17 & 18 Vict. c. 74, and c. 86.

(b.) That Her Majesty's inspectors of schools recommend the school, from year to year, as a suitable place in its character and arrangements, for receiving masters into training for reformatory schools.

(c.) That payment of the grant be made by quarterly instalments; and that the same certificates of good conduct be required from the principal of the institution, on behalf of each person in training, as are now required in the case of Queen's scholars.

5. To grant half of the salary agreed to be paid by the managers to every master and to every assistant master, in any ragged or reformatory school, in the following ratio:—

For any number of inmates, not exceeding 25, one master;

Between 25 and 50, one master, one assistant.

An additional assistant to be allowable for every 25 additional inmates above 50; and an additional master (instead of an assistant) for the first 25 inmates after every 100; these allowances giving one master and three assistants as the ordinary staff for every 100 inmates.

Every master, if untrained, must be upwards of 25 years old, and every assistant upwards of 16 years old. Industrial instructors may be counted as assistants.

If the salary agreed by the managers to be paid to an assistant exceed half of that of a master in the

App. No. 4. the same school, the excess will not be reckoned in calculating the sum to be reimbursed by the Committee of Council on Education.

Her Majesty's inspectors of schools must report favourably in each year for which the grant is paid, with especial reference to the following points:—

(a.) That the ability and character of the schoolmaster and assistants are satisfactory.

(b.) That habits of obedience, cleanliness, and order are enforced in the school.

6. To grant as capitation, upon every child (according to the number in average attendance during the year preceding the annual inspection), who is not paid for by the Lords Commissioners of the Treasury under the Act 17 & 18 Vict. c. 86, the sum of 50s. per annum, provided that such child be fed at the school.

(C.)

### CERTIFIED INDUSTRIAL AND RAGGED SCHOOLS.

MINUTE of the Lords of the Committee of Privy Council on Education.

At the Council Chamber, Whitehall, the 31st day of December 1857, by the Right Honourable the Lords of the Committee of the Privy Council on Education.

THEIR Lordships having had under consideration the Acts of Parliament relative to Reformatory Schools; viz.:—

17 & 18 Vict. c. 86,  
18 & 19 Vict. c. 87,  
19 & 20 Vict. c. 109,  
20 & 21 Vict. c. 55;

also the Acts relative to Industrial Schools; viz.:—

17 & 18 Vict. c. 74 (Scotland),  
20 & 21 Vict. c. 48 (England and Wales);

*Resolved, —*

1. To cancel the minute dated 2d June 1856, except so far as that schools already receiving aid under it might continue to do so on the same conditions until 31st March 1859, but no longer.

2. That after 31st March 1859 no reformatory school certified under the Act 17 & 18 Vict. c. 86, should receive grants (except as provided in the 9th section below) from the Parliamentary Fund administered by the Committee of Council on Education, but that industrial schools certified under the Acts 20 & 21 Vict. c. 48, or 17 & 18 Vict. c. 74, and ragged schools, might be aided on the conditions set forth in the rest of this present minute.

3. That their Lordships are prepared to consider applications for certifying industrial schools pursuant to the Industrial Schools Act, 1857.

4. That the promoters of ragged schools, in applying for aid under this minute, must state in detail—

(a.) Within what local limits they expect to gather scholars.

(b.) What day schools of the ordinary kind are maintained, or are about to be maintained, by charitable subscriptions for the education of children of the labouring and other poorer classes within the same limits. The name and address of a correspondent must be given for each school.

(c.) Why the school now proposed to the Committee of Council should be a ragged school rather than one of the ordinary kind, and why it will not be likely to injure any of the day schools just named.

A map marked so as to illustrate the answers to these inquiries should be transmitted, if possible.

5. That ragged schools must fulfil the following conditions:—

(a.) The title of ragged school, or some other equivalent name of distinction, must be retained.

(b.) Both scholastic and industrial instruction must be given.

(c.) No fees must be received from any child attending the school, or any of the classes.

(d.) Accurate accounts must be kept of all receipts and expenditure; and if the managers attempt other objects besides the daily instruction of children, the expenditure upon such other objects, and upon the instruction, must be separately stated.

(e.) The managers must certify, and the inspector must report, that adequate means are taken to confine the children attending the school to that class which cannot be associated with the children of respectable labouring men; that reading, writing and arithmetic (as far as the first four rules, simple and compound), are well taught in the school; and that its discipline and moral influence are such as are calculated to benefit the special class of scholars.

6. Certified industrial and ragged schools may receive grants equal per annum to—

(a.) One-half of the rent of the premises in which industrial instruction is carried on;

(b.) One-third of the cost of tools and of raw material for labour;

(c.) Five shillings per annum per industrial scholar according to the average number under industrial instruction throughout the year preceding the date of inspection;

(d.) The ordinary rate for the purchase of books, maps and apparatus;

(e.) The ordinary rate in augmentation of any certificated teacher's salary.

(f.) Teachers in workhouse schools, who are rated in the first division of competency, and who, during the last three preceding years, shall have served continuously in such schools with rating not below competency, may take rank, without further examination, in ragged or in certified industrial schools as certificated teachers, and may, in those schools, but in none other, receive such augmentation

mentation as their salaries justify, on the usual conditions, up to 20*l*.

(g.) Teachers who are at this date employed in ragged or industrial schools, may obtain the like privilege by passing an examination equal to the rating of competency in workhouse schools, provided that the inspector has reported favourably of their schools during each of three consecutive years.

7. That in schools certified under the Acts 20 & 21 Vict. c. 48, and 17 & 18 Vict. c. 74, there might be granted, in addition to the foregoing forms of aid,—

(a.) The sum of 5*l* for every child received during the year preceding the date of inspection into the establishment, under an order of the justices for its permanent detention, or who shall have been detained therein under such an order throughout the whole of the same year;

(b.) The sum of 40*l*., or, in the case of females, 27*l*., in respect of every person boarded, lodged, and trained as a teacher therein during the year preceding the date of inspection, on the following conditions:—

(1.) That the school contain at least 40 inmates.

(2.) That Her Majesty's Inspector make a favourable report upon the means of training and upon the candidates presented by the managers for admission. The candidates will be examined for admission by the Inspector in reading, in writing from dictation, and in the first four rules of arithmetic, simple and compound. The Inspector will also report upon the apparent fitness of the candidates in respect of age, previous employment, manners, and physical strength, for the duties of a teacher in reformatory or industrial schools. Candidates must have completed their 18th year.

(3.) That the payments may, on the recommendation of Her Majesty's Inspector,

be continued for a second year, but that no fractional payment be allowed. App. No. 4.

(4.) That teachers so trained may, on taking service in a ragged or in a certified industrial school, and after passing before the Inspector, upon the papers given to workhouse school teachers, an examination equal to the rating of competency, receive augmentation pursuant to section 6 (f), *supra*.

8. That all examinations and inspections made in pursuance of this minute be, as a general rule, referred to such of Her Majesty's Inspectors as are charged with the inspection of workhouse schools.

9. That reformatory schools certified under the Act 17 & 18 Vict. c. 86, be allowed to have the benefit of section 7 of this minute, so far as it relates to the reception of candidates for training as teachers; the Inspector of Prisons discharging the same functions as are thereby assigned to the Inspector of Schools, and making a report to the Secretary of State for transmission to the Committee of Council.

10. That grants for building ragged schools be made on the usual terms, so long as they provide for daily instruction only, or for daily instruction in a measure greatly beyond the accommodation for lodging, which latter must not be enough to characterise the buildings as other than those for a daily school.

Grants for building schools intended to be certified under the Industrial Schools Act will also be made, on the usual terms as regards the previous approval of plans, specifications, estimates, title, and conveyance in trust, and at a rate not exceeding half the approved expenditure, nor 30*l*. per bed for which proper space is provided.

Grants will be made for building (instead of an allowance for rent) in those cases only where the permanent provision of premises appears to be thoroughly adequate, and where circumstances in all respects are favourable to the undertaking.

#### (D.)

EXTRACT from the Report of the Committee of Council on Education, 1858-59, pp. xxxiii-viii, giving a connected Account of the various Minutes on Ragged and Industrial Schools.

In order that our measures with regard to this class of schools may be rightly understood, it is needful for us to premise certain explanations.

In proportion as the growth of education throughout the country has attracted greater attention to the general principles on which it should be organized, a distinction has established itself between the schools which are entered on payment of fees, ranging from 1*d*. to 6*d*. per week, by the children of independent labourers or artisans, and the schools which receive the children of a more dependent and neglected class. The law has by degrees taken a large proportion of this latter class of children into its keeping. The

education of pauper children forms part of the ordinary administration of the poor law; and, with respect to them, the principle of voluntary subscription is not introduced. But as regards children who have been convicted of criminal offences, or who fall under any of the legal definitions of vagrancy, there is a mixed system. Schools established, managed, and maintained by voluntary agents are certified (if for criminal children) by the Secretary of State, and (if for vagrants) by the Committee of Council on Education, pursuant to the Acts of Parliament above quoted; and, by virtue of such certificates, the managers acquire very large powers for detaining, recapturing, and recovering from parents the cost

App. No. 4. of, the children whom they agree to receive under magisterial sentence. But, after the common day school, the workhouse, the reformatory, and the industrial school have each drawn off their quota, a certain number of other children, capable of being defined, if at all, only by negatives, remain for what are called ragged schools, which are wholly voluntary in their character, and offer gratuitously a certain degree of employment, instruction, and religious influence to the scholars who can be brought to attend. The system of granting public certificates to industrial schools and to reformatories was introduced subsequently to the formation of many such institutions upon a purely voluntary basis and has been by no means extended as yet over the whole number even of those receiving public aid. We think that it ought gradually to prevail to this extent.

The Committee of Council, in adapting its minutes to this state of circumstances, has pursued the following course:—

The minutes of December 1846 contain provisions, pursuant to which special grants are offered towards the establishment and maintenance of—

- |                              |   |   |              |
|------------------------------|---|---|--------------|
| 1. Field gardens -           | - | - | } For boys.  |
| and                          |   |   |              |
| 2. Workshops -               | - | - |              |
| 3. Kitchens, washhouses, and |   |   | } For girls. |
| bakehouses -                 | - | - |              |

For such establishments the Committee of Council offers to pay half the rent, one-third of the cost of tools and raw material for labour, and a certain allowance to the instructors. But at this point we must distinguish between industrial classes added to common day schools, and schools of which manual industry is the main feature. We dismiss the former departments from our present consideration (merely stating that, if the schoolmaster or schoolmistress act as industrial superintendent, we allow 2s. 6d. per industrial scholar, and if separate industrial instructors be retained, 5s. per industrial scholar, in addition to our other grants to the same school); and we confine the rest of these remarks to industrial schools properly so called.

As early as 1852, before any of the Acts of Parliament now in force upon the subject had been passed, the attention of the Committee of the day was called to the subject (Minutes 1852-53, vol. i., pp. 50-55), and in order to put these schools upon somewhat of the same footing as others receiving our ordinary grants for pupil teachers and certificated masters or mistresses, our predecessors raised the industrial allowance to the sum of 10s. per annum. In 1854 the first Industrial and Reformatory School Acts were passed; viz., the Act 17 & 18 Vict. c. 74, for industrial schools in Scotland only, and the Act 17 & 18 Vict. c. 86, for reformatory schools in Great Britain. Hitherto the grants of the Committee of Council had contemplated daily instruction alone. It was now represented that instruction, without the offer of food, or even of food and lodging, would go but a little way towards reaching the special class of children in view. This consideration was felt to be one of extreme difficulty, because, whatever might be its truth, such an offer had a tendency to convert the grants for

education into a supplement of the poor rates, with none of the safe-guards imposed by the poor law.

The minute of 2 June 1856 followed. By that minute, the old allowances towards rent, tools, and raw materials were continued; but an addition was made equal to half the salaries of the officers employed, with a capitation grant of 50s. per head upon all those children who were boarded and lodged, but not (under the Reformatory Act) paid for by the Treasury, on the authority of the Secretary of State. In order to guard the large aid thus offered as far as possible from abuse, the minute declared, that "no school should be admissible which was not industrial in its character, and unless its scholars were taken exclusively from the criminal and abandoned classes;" and this provision was subsequently enforced by requiring in each instance the following certificate, unless the establishment had been certified by the Secretary of State, under the Act of Parliament:—

We, the undersigned, being two of Her Majesty's justices of the peace for \* \_\_\_\_\_ have satisfied ourselves, through the police, and by other means, that the young persons received into this establishment have either been legally convicted of crime, or have been accustomed to begging and vagrancy, † not having any home or settled place of abode, or proper guardianship, and having no lawful or visible means of subsistence.

Signed this \_\_\_\_\_ day of \_\_\_\_\_ 185 \_\_\_\_\_

\_\_\_\_\_ of {  
 \_\_\_\_\_ of {

This minute had not been long in force when the Secretary of State raised the grants allowed by the Home Office for convicted children from 5s. to 7s. per week, and assigned the inspection of reformatories certified under the Act of 17 & 18 Vict. c. 86, to one only of the Prison Inspectors, as his separate province, instead of allowing them to take their turn for inspection among other prisons.

Shortly afterwards (August 1857), the Act 20 & 21 Vict. c. 48, was passed, extending to England and Wales provisions similar to those in force for Scotland under the Act 17 & 18 Vict. c. 74.

This altered state of finance, administration, and legislation, led our predecessors to review the minute of 2 June 1856.

They appear to have found that, with the grants from the Home Office, in addition to those of the Privy Council, the allowance to the certified reformatories would become extravagant, upon the assumption that any considerable part of their maintenance was to proceed from voluntary sources; that a twofold inspection, and a twofold administration of public money, by separate departments of State, ought not to be continued; that the greatest difficulty arose in defining the class of children proper to be received; lastly, that the ragged

\* Name of district for which acting.

† Description taken from the Act 17 & 18 Vict. c. 74.

ragged schools, which offered neither food nor lodging, were practically excluded from assistance.

The minute of 31 December 1857 was adopted to meet these circumstances. By that minute the reformatories aided and inspected by the Home Office were wholly remitted to that department. The remaining institutions of the same class were divided into two groups: those certified under the Acts 17 & 18 Vict. c. 74, and 20 & 21 Vict. c. 48, and those not certified. Both groups equally might receive, under certain conditions, the allowances for rent, tools, and 5s. per industrial scholar; but the certified group, in addition to these grants, might also receive at the rate of 5l. per annum for every child whom they admitted under magisterial sentence. By this arrangement, the heavier grants were confined to that class of children about the propriety of whose admission there was no room for doubt: a measure of aid, by no means inconsiderable, was extended to all those institutions which aim at the same objects as those contemplated by the industrial and reformatory Acts, including such of the ragged schools as are industrially organized; and a great inducement was held out to the managers of all such institutions to procure certificates for them, and to bring them within the action of the law.

We have already granted certificates to 13 such institutions, the names of which (extracted from the Gazette) will be found at the end of this report, and other applications are before us.

We have made no alteration in the minute of 31 December 1857, beyond raising the allowance for sentenced children from 5l. to 7l. 10s. per annum.

The expenditure upon this class of institutions during the years ending 31 December was, in 1857, 19,104l. 10s. 7d., and in 1858, 27,025l. 15s. 1d.

The minute of 2d June 1856 did not wholly cease to operate before the 31st of March 1859.

An account of the expenditure under the minute of 2d of June 1856, during the nineteen months that it was in full force, is given in the House of

Commons Paper No. 227, Session 1859. The App. No. 4. following is a summary of it:—

1.	2.	3.	4.
Number of Institutions.	Number on Account of whom the Grants (all) have been made.	Amount of 50 s. Capitation Grant.	Amount in Aid of Teachers' Salaries.
90	5,823	£. s. d. 7,707 4 -	£. s. d. 6,924 3 10
5.	6.	7.	8.
Amount in Aid of Rent.	Amount in Aid of Purchase of Tools, &c.	Average Amount of Grants (all) per Pupil or Inmate.	Payments by Friends of Inmates.
£. s. d. 2,201 18 -	£. s. d. 6,362 3 10	£. s. d. 3 19 8	£. s. d. 822 2 6
9.	10.	11.	12.
Payments by Patrons of individual Inmates.	Produce of Labour.	Other Sources.	Subscriptions and Donations.
£. s. d. 8,280 7 6	£. s. d. 25,931 14 6	£. s. d. 17,517 - 6	£. s. d. 52,541 13 10½

The further sum of 27,585l. 14s. 4d. is returned by the managers between 2d June 1856 and 31st December 1857, as granted under the authority of the Home Office to 42 certified reformatories included in the preceding number. The result gives 155,878l. 2s. 6d. for 5,823 persons during nineteen months, or 16l. 18s. 1½d. per head per annum. As several of the institutions were established within the period covered by the return, it is probable that a part of the expenditure was for items chargeable to capital; but the accounts rendered do not enable this distinction to be made.

## Appendix, No. 5.

App. No. 5.

LETTER from the Secretary of the Edinburgh Original Ragged Industrial Schools, to  
Sir Stafford H. Northcote, Bart., M. P.

Sir,  
As no one connected with the Edinburgh Original Ragged Industrial schools gave evidence before the Select Committee on the Education of Destitute Children, of which you are Chairman, I take the liberty of sending, for your consideration, a statement regarding these schools, along with a copy of the constitution, rules, and bye-laws.

Sir Stafford H. Northcote, Bart., M. P.,  
&c. &c. &c.

19, College-street, Westminster, S. W., 13 July 1861.  
I have, &c.  
(signed) John M. Baillie,  
Secretary.

## EDINBURGH ORIGINAL RAGGED INDUSTRIAL SCHOOLS.

Chairman, Rev. Dr. Guthrie.

## STATEMENT BY THE SECRETARY.

THESE schools consist of the original school in Ramsay Lane, and the branch establishment at Marionville, which was opened in 1858, for the purpose of training a certain number of boys to out-door work.

At these establishments the children are educated, clothed and fed. At Ramsay Lane, some are lodged, and others are merely day scholars; at Marionville, they are all lodged.

The average attendance at Ramsay Lane during 1859-60 was 226. The house at Marionville accommodates 45 boys; the industrial work there being exclusively for boys.

Great care is taken that no improper cases are admitted. There is a missionary specially employed by the association, who makes all necessary inquiries, and an admission committee meets weekly, when required, to consider the cases. A copy of the constitution and bye-laws accompanies this statement.

The annual cost of each child at Ramsay Lane, including education, maintenance, clothing, repairs of premises (there is no payment for rent), furnishings and all other expenses, may be stated at about 7 l. 10 s., or, if there are more than usual repairs or other outlay, it is sometimes 8 l. Of this sum, about 3 l. 16 s. is the cost of food, and from 17 s. to 20 s. the cost of clothing; the remainder being proportion of salaries and other expenses.

The expense of each boy at Marionville, including all the above items, is about 15 l. The difference arises from the smaller number of children in respect of whom the salaries and other general expenditure fall to be apportioned, and

from the larger expenditure necessarily arising from out-door work.

These sums do not include the general expenses of management, which are applicable to both institutions.

Under the minute of the Committee of Council of June 1856, nearly one-third of the gross expenditure was received from Government.

It was entirely in consequence of the liberal grants under this minute that the property of Marionville was purchased, and an additional school established there. The property was bought in perpetuity.

Under the minute of December 1857, the grant received for the year 1859-60 (exclusive of teachers' augmentations and allowance for training a candidate) was 225 l., being about 620 l. less than the sum received for the previous year.

Unless, therefore, the directors receive from Government a grant nearly equal to the amount which they got under the minute of 1856, they will be obliged to curtail their expenditure, very probably by giving up the Marionville school altogether.

Various modes have been suggested as to the principle on which Government aid should be given. A capitation grant of 3 l. for each child, according to the average attendance throughout the year, appears to be the simplest way of doing it, and this, in the case of the original ragged schools of Edinburgh, would equal nearly one-third of the gross expenditure (the proportion generally recognised as necessary), and be about the same amount which was received under the Minute of June 1856.

## CONSTITUTION, Rules, and Bye-laws of the Edinburgh Original Ragged Industrial School Association. App. No. 5.

## No. I.

1. It is the object of this association to reclaim the neglected or profligate children of Edinburgh, by affording them the benefits of a good common and Christian education, and by training them to habits of regular industry, so as to enable them to earn an honest livelihood, and fit them for the duties of life.

2. With this view the association shall establish and maintain one or more schools for such children, in such parts of the city or suburbs as may be found most advisable.

3. The following classes of children shall be excluded: first, Those who are already regularly attending day-schools; second, those whose parents are earning a regular income, and able to procure education for their children; third, those who are receiving, or are entitled to receive, support and education from the Parochial Board; with this declaration, that it shall be in the power of the acting committee to deal with special cases, although falling under any of these classes, having regard always to the special objects of the association.

4. The association shall consist of all subscribers of 10 s. per annum and upwards, and of all donors of 5 l. and upwards.

5. It shall be governed by a general committee, consisting of 50 members (15 being a quorum), and an acting committee, consisting of 18 members (five being a quorum), with a secretary and treasurer. The acting committee shall be entitled to be present and vote at all meetings of the general committee.

6. A meeting of the association shall be held annually, when a report of the proceedings shall be read, and the committees and office bearers elected for the ensuing year. The acting committee shall meet at least once every month.

7. The acting committee shall have power to elect the office bearers, to appoint local committees, and to make laws and regulations to be observed in conducting the business of the association; and all schools to be established by the association shall be subject to such laws and regulations; but no school shall be established without the consent of the general committee.

8. The appointment of teachers and other officers shall be made by the acting committee.

9. The general plan upon which the schools shall be conducted shall be as follows, viz. :—

To give the children an adequate allowance of food for their daily support.

To instruct them in reading, writing, and arithmetic.

To train them in habits of industry, by instructing and employing them daily in such sorts of work as are suited to their years.

To teach them the truths of the Gospel, making the Holy Scriptures the groundwork of instruction.

On Sabbath the children shall receive food as on other days, and such religious instruction as shall be arranged by the acting committee.

## No. II.—BYE-LAWS.

## SECTION I.

1. The acting committee shall appoint—

1st. Sub-committees, consisting of not more than six of their number, to have special superintendence of each school.

2d. An admission committee, consisting of one member of each of the school committees.

3d. A finance and house committee, consisting of not less than three members, who shall have charge of the financial affairs of the association.

2. The secretaries and treasurers shall be members of and entitled to vote at all meetings of sub-committees. In case of equality of votes, the chairman shall have a casting vote in addition to his vote as a member of committee.

3. All the actings of the sub-committees shall be subject to the review and control of the acting committee.

## SECTION II.—Conditions of Admission of Children.

1. In terms of the constitution and rules of the association, the following classes of children shall be excluded (see paragraph 3 of Constitution and Rules).

2. No children are admissible who are above 14 or under five years of age; and they must either be natives of Edinburgh, or have been resident in Edinburgh for at least 12 months. None shall be admitted whose parents have refused to be sent by the parish to their own parochial settlement.

3. None shall be admitted or retained who are labouring under any infectious disease; nor any who are so weak in their mental or bodily constitution as to be incapable of profiting by the training and tuition in the schools.

4. Lodging shall be provided for children sent to the schools by the magistrate under the Act entitled "An Act to render Reformatory and Industrial Schools in Scotland more available for the benefit of Vagrant Children" (7 August 1854); it being understood that the expense of such lodging shall be recognised as a valid charge upon the Parochial Board or other party liable for the cost of support of these children.

5. Subscribers to the association to the amount of 5 l. 5 s. per annum, or donors of 25 l., shall have the right to nominate a child as the particular object of their bounty.

6. All the regulations and conditions regarding admission shall be enforced in the cases of such nominees, in the same manner as in other cases.

## SECTION III.—The Schools.

1. In terms of the Constitution and Rules, the general plan upon which the school shall be conducted shall be as follows (see paragraph 9 of Constitution and Rules).

2. The children shall be required to be in attendance



App. No. 5. attendance for at least 11 hours each day, leaving it to the special committee of each school to fix the hours of meeting and dismissing, and of lessons, work, and recreation.

3. Every morning and evening the teachers shall read a portion of the Holy Scriptures to their assembled schools, and shall engage with them in devotional exercises.

4. Every child shall receive daily from three to four hours' instruction in reading, writing, and arithmetic, and from four to five hours' training and employment in such manual labour as shall be procured for them according to the various degrees of age, strength, and progress of the children.

5. Every Saturday, and on such other occasions as may be arranged by the school committees, the children shall be sent after dinner, when the weather is favourable, into the country for a few hours' recreation.

6. On Sunday the children shall attend church under the charge of one of the officials, or be assembled for service in the school, as may be arranged by the acting committee.

7. No catechism or other formula of doctrine is or shall be taught to any child whose parents object to it.

8. Children are and shall be excused from attendance at school or at worship on the Sabbath-day, whose parents object to their attendance, and undertake that the children are otherwise religiously instructed according to the tenets of the communion to which they belong, provided they are in a condition to be entrusted with the care of their children.

#### SECTION IV.—Head Masters and Superintendents.

1. The head masters and superintendents shall have the general charge of their respective schools, under the direction of the committee, and all the teachers and other officials shall be subordinate to them.

2. It shall be their duty to superintend the schools in all their details, and secure that the teachers and other officials are faithful in the discharge of their duties.

3. They shall keep the cash-books and other books at the schools, and furnish a report to the committee every month, suggesting whatever they may think will conduce to the prosperity of the schools.

4. The head master of Ramsay Lane shall take special supervision of the boys' school, and teach in it for an hour and a half every day. He shall also teach in the girls' or infants' school, in aid of the ordinary teachers, and as an example and encouragement to them, for half an hour every day. Further, he shall take charge of, and be responsible for, the stores of clothing and materials used in the industrial department of the boys' school.

#### SECTION V.—Matrons.

1. The matrons shall have a general superintendence of all the domestic arrangements of their respective schools, subject to the control of

the superintendents, and under the direction of the committee. They shall also be responsible for the stores of provisions and clothing under their charge.

2. The matron of Ramsay Lane School shall, in addition to these duties, take charge of the industrial department of the girls' school, preparing the work and superintending the execution of it, with such assistance from the other teachers as may be arranged by the acting committee.

#### SECTION VI.—Missionary Teacher.

1. The missionary teacher shall devote his whole time to the duties of his office.

2. He shall visit all applicants for admission, inquiring into the cases, and submitting the information which he has obtained to the admission committee.

3. He shall keep the registers of the schools, and enter therein all particulars relating to each child.

4. He shall keep a diary of his proceedings, and summon and attend all meetings of the admission committee.

5. He shall look after the absentees.

6. He shall visit the parents of the children, and perform such other duties in connexion with his office as may be arranged by the acting committee.

#### SECTION VII.—Teachers.

1. The special duty of the teachers shall be the training of the children in religious, moral, and secular knowledge; but each teacher shall also be responsible for the proper management and good order of the school under his charge, in all its details, and shall see that the children are cleanly in their persons and habits, and industrious at their work.

2. They shall always be present at the daily opening and closing of the schools, and shall be in attendance at least six hours every day.

3. The industrial teachers and assistants shall be in constant attendance at the schools during school hours, except for such times as the committee shall appoint.

4. Two assistants, male and female, shall muster and carefully inspect the children every morning on their coming to school, and see that they are properly washed and cleaned, take charge of them during the intervals of school hours, and superintend them at meals, &c. They shall be responsible to the head master, and obey such orders as may be given by him.

#### SECTION VIII.—Secretary.

The secretary shall keep the minutes of the association; intimate and attend all meetings of the association, and of the general and acting committees; and generally manage the business of the schools.

#### SECTION IX.—Treasurer.

1. The treasurer shall receive all subscriptions, donations, and legacies, made to the association, and lodge the same in bank.

2. He

2. He shall pay all accounts and generally manage the funds of the association, under the direction of the finance committee.

3. He shall give in to the monthly meeting of the acting committee, an abstract of the receipts and expenditure of the schools for the previous month.

2. The children shall never go out unattended by some responsible official. App. No. 5.

3. If any difficulty in the management of the schools should arise, which requires to be immediately attended to, the matter to which such difficulty relates shall be regulated by the discretion of the head master, after consulting with the secretary or treasurer, or with the convener of the school committee, whose province it is to deal with the matter in question. If it does not require immediate attention, it shall be submitted to the first meeting of the acting committee.

4. No child, after obtaining a situation, shall be received back into the school, excepting with the sanction of the acting committee.

### GENERAL REGULATIONS.

1. THE teachers shall never leave their respective class-rooms, unless some responsible official be left in charge.

### Appendix, No. 6.

To the Chairman of the Select Committee on the Education of Destitute and Neglected Children.

App. No. 6.

Sir,

THE Committee of the Conference, held at Birmingham, in January last, to consider the position of ragged schools in relation to the Government grants for educational purposes, deem it right, respectfully, to offer to the Committee, of which you are Chairman, a few brief remarks upon points which they conceive to be deserving of especial attention in the present inquiry. They would, in the first place, declare their firm conviction that the institutions in question must be regarded as most efficient agencies for the removal of evils, which are plague spots upon our civilisation. Experience has proved to them that in Birmingham, large numbers of the rising generation must grow up in ignorance and vice, unless some special provision be made for their instruction.

These children are, for the most part, the offspring of poor or dissolute persons, who have not had opportunities of instruction, and whose minds are grossly ignorant upon the subject of education, and who drag on a squalid existence in obscure courts and alleys. They are neither paupers nor felons, and consequently not consigned to work-houses or reformatories; and if, in some instances, their parents are not utterly unconscious of the means, as well as the importance of education, would almost inevitably be deterred by their poverty and rags, from applying for admission to the ordinary day schools. Such children, if they are to be subjected to any kind of moral or intellectual training, must, in the first instance at least, be collected together in a separate class of institutions, where habits of order and cleanliness may be gradually induced. To accomplish the task is no ordinary labour; as, generally speaking, both parents and children are at first unwilling to submit to daily discipline, but with perseverance, though arduous the duty, it is not

hopeless; for it has been conclusively shown, that the objects of our solicitude frequently carry with them to their wretched homes salutary lessons which they have acquired at the ragged school, and which have a beneficial effect upon the parents, and of many of them it may be safely affirmed, that they are rescued from a life of misery or crime, and converted into useful members of society.

The Committee, therefore, believe, that the schools, whose claims they desire to advocate, are as valuable to the community as any other, indeed if not more so, as they are preventive as well as educational, and in this respect are undoubtedly worthy to participate in the grants made in furtherance of education from the national funds. The Committee entertain a very strong opinion as to the groundlessness of the assumption, that the national and other pay schools will be injured by any encouragement which may be given by the State to ragged schools. They venture, indeed, to anticipate a contrary result, and to urge that the latter are calculated to become useful auxiliaries to the former, by paving the way for the introduction, within their walls, of children of the lowest grades of society.

The Committee, moreover, believe that there is no probable cause for the conclusion, that industrious mechanics, in comfortable circumstances, will be induced to send their children to the ragged schools, in order to escape the fees which they are required to pay elsewhere, but yet we cannot say, that in no instance an attempt would thus be made by parents to obtain education for their children, who are capable of paying the ordinary school fees.

We, therefore suggest, that proper vigilance be exercised, and an inquiry into each individual case, before entering their names upon the register

App. No. 6.

of the school, so that the institutions may be attended only by the class for whom they are established.

The line of demarcation between the frequenters of the two descriptions of institutions is too broad and well defined to be easily obliterated, and unless ragged or industrial schools are aided by the Government, it is hopeless to expect voluntary assistance, adequate to the necessity which exists. To allow large numbers of children to grow up without instruction or moral training, is knowingly to fit them for a career of crime, and to cause them to become a still greater burthen upon society, as they have no disposition to raise themselves from the degraded condition of the class into which they have been born. Deliberately entertaining these views, the Committee are of opinion, that in Birmingham, and other places, additions to the number of ragged schools are urgently needed, and that as the districts where they ought advantageously to be placed, are just those which (for that very reason) are least able to contribute towards the expense of their support.

During the last few months, since attention has been more closely drawn to the existence of these wretched and uncared for children, an effort is being made to open ragged schools in three dis-

tricts in Birmingham; but the want of pecuniary means greatly cripples the action of the promoters, who are consequently impelled to seek Government aid to enable them to carry out their object.

Voluntary effort is inadequate to the demand which is made upon it; the Committee, therefore, beg leave to submit the following propositions:

The restoration of the Minute of June 1856, with the omission of the feeding clause, and the substitution of assistance of the expense of washing, cleaning and warming instead of one-third of the material for industrial work and tools.

We have, &c.

*Arthur Ryland,*

Mayor.

Birmingham,  
11 July 1861.

*T. C. Sneyd Kynnersley,*  
Police Magistrate.

*John C. Miller, D.D.,*  
Rector of St. Martin's, Birmingham.

*Thomas Lloyd,*  
Chairman of the Board of Guardians.

*Charles Ratcliff,*  
Treasurer of the Birmingham Reformatory School, and Honorary Secretary of the Conference, held at Birmingham on Ragged Schools in relation to the Government grants for Education.

## Appendix, No. 7.

LETTER from C. Ferguson, Esq., to Sir Stafford H. Northcote, Bart., M.P.

App. No. 7.

United Industrial School,  
56, High-street, Edinburgh,

15 July 1861.

Sir,

WITH your kind permission, I have now the honour to lay before you more fully my views in regard to Industrial and Ragged Schools. I will arrange my remarks under the following heads, viz. :—

- 1st. What the school should be.
- 2d. The class of children eligible.
- 3d. The qualifications of the teacher in Industrial and Ragged Schools.
- 4th. Amount of Government grant.
- 5th. The safeguards against abuse of grants.

First.—What the school should be :

1st. It should be a feeding school. It would be very difficult, if not altogether impossible, to secure the attendance of the right class of children, unless food was provided for them.

2d. It should be thoroughly industrial in its character, and, as far as possible, trades taught, that the children could follow out, and earn an honest livelihood by in after life. Poor children may receive a good moral and commercial education, but this is not sufficient to qualify them for being able to support themselves afterwards. They may receive both, and on leaving school may have only three courses open to them; to beg, to steal, or to starve. The moral and industrial training are essential.

Second.—The class of children eligible :

1st. Those sent under Mr. Dunlop's Act, and paid for by Parochial Boards.

2d. Those paid for by benevolent individuals. This is often a class verging on that sent under Mr. Dunlop's Act. The person who sends one of this class to school, in all probability found him on the streets, or at his own door soliciting charity. Entering into conversation with the little ragged outcast, he is affected by his tale, takes an interest in his welfare, sends him to the Industrial School, and pays for his maintenance. This class generally turns out well. The person who pays naturally takes an interest in the object of his charity, and provides him with necessaries until he is able to subsist on his own industry, and even then the tie is seldom severed. There is the feeling of satisfaction on the one hand, and gratitude on that of the other, which continues during the life of both parties.

3d. Children paid for by their parents. This is common by a class of children over whom the parents have lost all control, caused, it may be, either by neglect, indifference, or over-indulgence, at a time when prudence, circumspection, and care should have been exer-

by the parents. The consequence is almost inevitable. The children graduate downwards until they become the associates of young thieves. When the parents perceive the real condition of their children they become alarmed and are willing to do what they can to save them from ruin and disgrace. Their endeavours are not always successful. Attendance during a course of years at an Industrial School may not be able to cure what they, with ordinary precaution, might have prevented.

4th. The children of poor people, who have no claim on the Parochial Board, and who are unable to maintain and educate their children. This is the only class, I think, the State should assist in maintaining.

Third.—The qualifications of the teacher in Industrial and Ragged Schools :

1st. He should possess good common sense.

2d. He should possess good health, energy, and firmness.

3d. He should possess a cheerful temper, or ability to control a bad one.

4th. He should possess love for his occupation.

5th. He should be able to teach the ordinary branches of an English education. These, I consider essential, but would recommend, in addition, as high literary qualifications as could in the particular circumstance be obtained. A thorough training at school and college, construing Latin and Greek, and solving difficult problems in mathematics, go far to enable an individual to combat successfully the difficulties he may have to encounter in the performance of his duties.

Fourth.—The amount of the Government grant :

One-third the cost of maintenance, for the children in the 4th division of the second head. One-third of teachers' salaries, one-third of rent, and one-third the cost of tools. I stated in my evidence before the Select Committee, one-third of the whole expense. Should this be considered too much, what I now propose would reduce the grants.

It would be necessary to fix a maximum of the expense per head per annum, say not to exceed 97. If there were no fixed limit, some might consider roast beef and plum pudding essential requisites in the dietary table.

Fifth.—Safeguards against an abuse of grants :

1st. Under a penalty, no child to be enumerated in the 4th division of the second head, unless those really belonging to that class.

2d. All accounts should be examined by a competent auditor, and vouchers produced for each.

App. No. 7.

each. The Government Inspector might also examine the vouchers at the time of his visit. I do not think the Inspector could accomplish more than this, unless the staff were considerably increased. One visit to the homes of the children by the Inspector would be of little use. A series of visits are necessary, and even then only half the truth is learned in regard to the family. A judicious person will obtain the other half from people in the neighbourhood.

3d. Vigilance, impartiality, and conscientiousness on the part of the local Committee

of Management. Those who give their money and so much of their valuable time, to the support and management of these institutions, are, of all men I know, the least likely to take an undue advantage of the State.

The preceding are some of my opinions in regard to the subjects treated. I shall be very glad if any of them be of service to you in promoting the object you have on hand.

I have, &c.  
(signed) C. Ferguson.

Sir Stafford H. Northcote.

App. No. 8.

## Appendix, No. 8.

Sir, Poitiers, 13 June 1861.

SIR STAFFORD NORTHCOTE has encouraged me to hope, that an indulgence extended to me by former Committees, charged with investigating questions to which I have paid attention, in permitting me to communicate with them by letter, will not be denied in the present instance; considering that I am prevented by the state of my health from proffering my personal attendance as a witness—an inability which will probably not be removed before the Committee has concluded its labours.

The line of inquiry which has been marked out is, I am informed, to ascertain, *inter alia*—

1st. That there exists a class which has never resorted, and will not resort, to the pay-schools, and that this class are neither the children of paupers, nor do they come within the scope of the Reformatory or the Certified Industrial School.

On this head I would beg to observe that the existence and steady growth of a large number of ragged schools distributed through the country, founded altogether on the voluntary principle, and sustained almost altogether by voluntary subscriptions, furnish evidence of great weight, to show that they provide for a public want, neither local nor transitory, but which must be dealt with as arising out of no caprice of fashion or momentary enthusiasm, and must, therefore, be expected to call for provision, as long as the present state of society shall remain unaffected by some great and unforeseen change.

Such, I believe, is the conviction forced on the large majority of minds, whose pursuits have, during the course of years, brought them into acquaintance with the class indicated, so as to make them conversant with what I will venture to call its *natural history*.

The general characteristic of this class is—what I believe would be a prominent characteristic in all classes of children, from the highest to the lowest, but for early tutelage—impatience of restraint, and dislike of monotonous or sedentary employment, with a strong infusion of the nomadic principle. Left to themselves, the indulgence of such dispositions so grows upon them by habit, that rather than forego their gratification, they learn to bear hunger and cold, and the other evils of poverty, with resignation, if not with indifference, until the

time arrives when, by dishonest courses, they may, without the irksomeness of labour, supply their wants. When, however, they begin to set the law at defiance, they pass into another class.

Their general characteristic then arises out of the absence of parental tutelage; and thus a broad line of distinction, which cannot be effaced by artificial expedients, is drawn between this class and all others, as well those above them which attend pay-schools, as those below them which are to be found in Reformatories and Certified Industrial Schools, and also Pauper Schools; because in each of these latter instances, although there is no parental tutelage, strictly speaking, yet the managers, armed with the force of law, can, and do, exert a power similar, and oftentimes more cogent and effective, than that exercised by a parent.

It will, therefore, be evident that, although it may be possible and expedient to send the children of paupers to National or British Schools, it by no means follows that a similar destination can be given to the ragged school class; and this by reason of the absence of any effective compulsory power which shall insure regular attendance at school; such compulsory power, in all cases where the child has not fallen under the grasp of the law, remaining with the parents, and with them alone. But not only by hypothesis, but by sad experience, we know that the class exercising no salutary control over their children is large indeed. Numbers of parents pass their lives in a continual struggle for the bare necessities of life—a struggle varied now and then by snatches of indulgence, chiefly in liquor, much to be censured, and yet perhaps even more to be pitied.

As regards, however, any effect either of censure or commiseration on their habits of life, nothing need be expected. Other parents there are, no doubt, who, by a slight personal sacrifice, could send their children to school decently clad, and with the school pence in their hands, but who will not make that sacrifice. Doubtless if such parents could be efficiently coerced by law, their children would be removed from the ragged school class, and thus an important diminution of that class would be made; but until some such law passes the Legislature, and, what is even more to the purpose, is carried into operation with success, the children of such culpable parents must either be

be cared for as part of the ragged school class, or the State must be content to see them grow up, not indeed without education, but with a training to evil, instead of to good; and the State must accept all the burden of evil and cost which its inaction entails. Shillings may prevent a mischief which pounds will not repair. Yet we do not ask for shillings, but only for sixpences, being prepared to furnish from private sources a contribution equal to that which we seek from the Government.

It is objected, however, as regards the children of parents who might pay their school pence, but who will not, that for the State to furnish these pence would be to hold out encouragement to such parents. This is one of those theoretical objections which experience of the classes whose minds are supposed to be operated upon in the manner to which the objection has reference, teaches us to consider as of no weight. Even if such a reflection should occur to the parent, which, knowing them as we do, we believe to be improbable, assuredly it will not have the practical consequence of making them change their habits, and submit to a sacrifice of their own physical gratifications. A momentary sense of shame, leading to nothing, is all that could be expected.

The questions, then, are reduced to narrow issues. Is it better for the community that the child should be taken in hand by some power willing and able to perform a duty which the parent will not himself perform, or that the community be left to bear the consequence of suffering the child to go its own course?

To this question, probably, I shall be allowed to assume that there can be but one answer, viz., that the child must be cared for, if not for its own sake, at all events for the sake of the public.

The second question is: if a burden is to be borne for the sake of the public, on whose shoulders ought it to rest? those of the public, or those of private individuals? Doubtless it ought to rest on those of the public, as represented by the Government. But here a difficulty arises in carrying a just theory into safe practice. An official machinery would not succeed in doing the work. The voluntary principle is alone capable of effectually coping with such a task. But how to bring the voluntary principle into safe action so as to co-operate with the Government? This can only be done by confining the recognition by the Government of voluntary agents to those who are willing to contribute in money and in toil (for such it is) to the great object in view.

Let, then, private associations found, as they have hitherto founded, ragged schools. Let them continue to superintend them, and teach in them, as they now do, with the aid of paid masters and mistresses. Let the Government from some fund, general or local, furnish a contribution equal to that provided from private sources; and also furnish inspection which we (i. e. the numerous body represented at the late conference held at Birmingham) hold not to be a burdensome condition of assistance, but a benefit in itself. Such an arrangement, I believe, will be as little open to abuse as in the nature of things can be expected; and I also believe that the abuses will never amount to more than a very insignificant fraction of the benefit which such an arrangement will accomplish.

2d. Another point to which I learn the Committee will direct its attention is the competency of ragged schools to provide an effective education

for the class of children which has been indicated.

Here, again, I must refer to experience. What motive but a consciousness that their sacrifices of money and time have been efficiently made, can induce a large and increasing number of the benevolent (a highly taxed order of the community) to support this heavy burden? If, then, after so many years of trial, they are in error, their mistake is inexplicable, since they are not drawn away by sinister motives; while their means of knowledge are superior to those possessed by any other class.

Doubtless it is not disputed that school-training is an important means of raising up good citizens and good subjects. If, then, an exception is to be made as regards ragged schools, it must be founded on some special deficiency in such establishments, as compared with pay-schools. And, assuredly, if education is something to be considered and valued in the abstract, and not in relation to those who are to receive it, it is not only easy, but natural, and almost inevitable, that it should be so defined as to show that so much of it as is to be found in ragged schools, is a very poor affair. But if education is to be estimated strictly in reference to the wants and capabilities of the recipient, no such opinion will be formed.

The pay-child, it must be borne in mind, has a most important training at home. He learns to yield to the will of those in authority over him; he learns to restrain his disposition to idle wandering, and to overcome his repugnance to settled, monotonous, and even to sedentary employment. Such a child before he goes to the pay-school is, therefore, much advanced in what I will venture to designate as the most important branch of education; and, moreover, in those in which he engages at school, he is urged to further advancement by the watchfulness of his parents, and by all the good influences of home. Compare these favourable circumstances with those of the ragged school child, and it will be seen that a kind of education is required for the latter which the former has already passed through.

The pay-child is authoritatively sent to school, and retained there. The ragged school child must be induced to come of his own free will, and be retained at school sometimes against the desires of the parent, and, in very many instances, without the slightest succour from his influence. Hence it follows, that so to qualify the discipline of the ragged school as to meet these difficulties, is not to degrade education below a level which has been attained, but to adapt our treatment to the requirements of the case, which present difficulties not to be overcome except by a teacher endowed with peculiar natural gifts, great zeal, a kindly disposition, and a fertility of resources. He must obtain a mastery over each pupil by making himself thoroughly conversant with his individual character. He must seek the acquaintance of the parents, and then skilfully avail himself of whatever means for compassing his end, his knowledge of the child and the family may enable him to devise. Surely, this is not to degrade either the teacher or his art, but rather to enlarge education beyond what we have been in the habit of considering its appointed limits.

The great problem which managers and teachers have to solve, is how to reclaim their little outcasts, and make them in truth and in fact members of society, which, so long as they set at nought all the ordinances of God and man, against which

App. No. 8. they have strength to rebel, they can only be called by way of fiction.

The competency of ragged schools to accomplish the objects for which they are instituted, is demonstrated, when it is once proved that they can train their *alumni* into youths desirous of entering upon an honest course of self-maintenance, endowed with habits of steady industry, and so far advanced in the ordinary branches of school-instruction, as to be able to carry on self-education with a fair hope of sufficing their very moderate needs. That Ragged Schools have done this, is, I submit, a notorious fact.

Heath House, Stapleton, Bristol,  
18 July 1861.

A RELAPSE, which occurred soon after the date of this letter, has hitherto prevented me from concluding it.

The opponents of a subsidy to ragged schools put much weight on the injury which would thereby accrue to higher schools. Assuming the fund to be limited, which is not unreasonable, it is not only a truth, but a truism, that what is given to one set of schools, must cause a diminution in the allotment to every other set. But I know of no ground why the converse of the proposition may not be insisted upon with equal justice, *i. e.* why it may not be urged that a subsidy to the higher schools can only be made at the expense of ragged schools. In whatever shape the question is framed, the real point for consideration will be, how to expend the public money so as to produce the largest amount of public benefit. Now, to me it appears that the largest and most direct benefit to the public is to be obtained by raising up the greatest number of self-supporting and well-conducted citizens of the State; and that the attain-

ment of that object is more important than that which is the main purpose of the higher schools, *viz.*, to make the pupils more skilful in the arts which lead to advancement in life, or to its adornment, although it will not be supposed that I at all undervalue these last-mentioned objects.

Again, the well training of the lowest class is highly beneficial to every class above it. It averts the danger of bad example, painfully felt by respectable parents of the labouring classes who have seldom the means of guarding their children from evil association; and it holds out a useful stimulus to the higher classes, especially to those immediately above the lower, to maintain their position.

Assuredly I am no advocate for trying the experiment, yet I believe that if State assistance were altogether withdrawn from every class above the lowest, the march of improvement, although it might for a time be slackened, would by no means come to a halt.

This, and even more than this, would appear to have been conceded by your colleague, Mr. Adderley, when he summed up the duty of the Government in these memorable words: "To clear away all obstacles which impede the van, and to bring up the rear," thus limiting the action of the State upon all but the lowest class to the removal of hindrances, while for that class he would seem to have felt it incumbent on the Legislature to provide direct and sufficient aid.

With very sincere regret that the foregoing suggestions are not more worthy of the subject and of your Committee,

I have, &c.

(signed) M. D. Hill.

To the Chairman of the  
Committee.

**I N D E X**

TO THE

**R E P O R T**

FROM THE

**S E L E C T C O M M I T T E E**

ON THE

**E D U C A T I O N O F D E S T I T U T E  
C H I L D R E N .**

*Ordered, by The House of Commons, to be Printed,  
23 July 1861.*

---



S1492

## I N D E X.

[N.B.—In this Index, the Figures following the Names of the Witnesses refer to the Questions in the Evidence; those following *App. p.* to the Paging of the Appendix; and the Numerals following *Rep. p.* to the Paging of the Report.]

## A.

**ABERDEEN.** Particulars in connexion with the organization in 1840-41 of the present industrial school system at Aberdeen, whereby food and industrial training are given free to all destitute and vagrant children, who had been living by begging, stealing, &c., *Watson* 2524, *et seq.*—There are now four schools comprising 418 children, *ib.* 2532-2540—Establishment in 1845 of a boy's and girl's school by apprehending all the children begging on a certain day, and sending them to the school, *ib.* 2534—One school and two divisions of another are certified under Mr. Dunlop's Act, there being forty children under this Act, *ib.* 2536-2538. 2543. 2569.

Absence of any legal power over the children who come voluntarily, *Watson* 2542-2546—Practice in passing some children on to the pay schools, *ib.* 2547-2550. 2696—Claim of 5 s. a week upon the parish in respect of each of the forty children in the schools under Mr. Dunlop's Act; arrangement by which only 2 s. 6 d. is now paid, *ib.* 2558. 2565-2569. 2638-2641. 2701-2707. 2735—Power of the parish to recover from the parent in the case of those committed to school under Mr. Dunlop's Act; few instances of such recovery, *ib.* 2558-2560. 2642-2644. 2701-2703. 2735-2737—Average of 4 l. per head as the cost throughout the schools for food and education, no rent being paid, *ib.* 2561. 2585, 2586. 2650-2662. 2667-2671. 2726—Receipt from government of 4 s. per head in respect of the two certified schools, *ib.* 2563-2565. 2654. 2655—For about 200 children no grant is received, *ib.* 2570, 2571.

Grant received in augmentation of the salaries of the teachers; strong objection to a withdrawal of this grant, *Watson* 2572-2588. 2645—Excellent education and industrial training in the girls' schools, which are under certified teachers, *ib.* 2574-2577. 2587—Very inadequate aid received from Government; difficulty apprehended if a larger sum be not given, *ib.* 2589-2596. 2645-2648—Want of more efficient school provision for the children of the lower classes who may be prepared to pay 1 d. a week, *ib.* 2597-2604. 2615-2617, 2664. 2665. 2676, 2677.

Inability of the parents of the children in the free industrial schools to pay anything; checks applied in order to limit the admission to the really destitute, *Watson* 2612, 2622-2630. 2666. 2695-2699. 2708-2711. 2754-2759—Provision made by these schools for all the really destitute, *ib.* 2613, 2614—Non-admission without payment in cases where parents dissipate their earnings, *ib.* 2624-2632—Evidence to the effect that Government should grant a third of the expense of each child, or, taking the annual expenditure at 4 l., about 1 s. 6 d. per head, *ib.* 2645-2663. 2725-2727. 2744-2753. 2782-2817—Illustration of the excellent education given at the industrial schools, *ib.* 2672.

Statement as to the excellent operation of the schools in diminishing crime and vagrancy, *Watson* 2678. 2686-2690. 2738-2743. 2748. 2788-2791—Character of the training, *ib.* 2680—Great demand for the labour of the children, *ib.* 2681-2683—Opinion as to the children generally turning out well, *ib.* 2684, 2685—Amount of salary given to the teachers, *ib.* 2691—Objection to teaching the boys and girls together after the age of seven, *ib.* 2692-2694—Non-interference with the pay schools if aid were given to the free industrial schools, *ib.* 2695.

**ABERDEEN**—continued.

Circumstance of no payment at all being got from the parents of the children in the industrial schools, *Watson* 2700-2703. 2712—Statement as to the managers having got 7 *l.* 10 *s.* a year from Government for each child under Mr. Dunlop's Act, in addition to 2 *s.* 6 *d.* a week from the parochial board, although the total expense, including lodging and clothing, was only 7 *l.* 12 *s.* per head, *ib.* 2704-2707. 2769, 2770—The payment by the parish is limited to the forty children under Mr. Dunlop's Act, the remainder being supported by voluntary contributions, *ib.* 2712-2714—Difference between the classes in the school under Mr. Dunlop's Act and in the reformatory school at Aberdeen, *ib.* 2715-2721—The schools would not be closed if Government gave nothing, *ib.* 2777—Absence of hardship to boys of industrious parents through the operation of the schools, *ib.* 2786, 2787.

Different state of the law in Scotland and in England adverted to with reference to the value of the free schools at Aberdeen, *Cumin* 3541-3546. 3565, 3566.

Tabular statement showing the general annual total of convictions, and humerical returns of vagrants found in the county, and reported by the police, from April 1840 to 31 March 1861, *App.* p. 211.

*Ages of Children.* Ages at which children come to and leave the ragged schools in London, *Locke*, 132. 271. 280-282—Average age of the children in the schools visited by witness, *Hytche* 459-460—Statement of the highest and lowest ages of children at a certain number of the ragged schools, refuges and industrial schools, *Charles* 4092.

*Attendance at School.* Changeable character of the attendance at the ragged schools in London; means of ascertaining the average attendance, *Locke* 31-33. 43, 44. 52-54—System of visiting the parents, by which the children are induced to attend, *ib.* 37-40—In some cases boys at the school bring other boys, *ib.* 39—Frequent indifference of parents in regard to their children's attendance, *ib.* 40. 72—Means adopted in order to remedy the non-attendance of children, *ib.* 45, 46—Advantage of the system by which children are brought to the schools, *ib.* 141-145—Means of obtaining particulars as to the attendance, &c., at the ragged schools, *Gent* 308-317. 329. 340. 344—Average attendance in proportion to the entire number on the books, *Rytche* 487-496—Short average stay of the children at each ragged school, and causes thereof, *ib.* 508-511. 594-598. 704-706.

Inducement to parents to enforce their children's attendance in the case of pay schools, *Ruddock* 1849, 1850—Advantage in the ragged schools seeking out the children and inducing them to attend, *ib.* 1850—Distinct class of children in ragged schools, as shown by their unfitness to be placed in National or British Schools, on account of the irregularity of attendance, *Carpenter* 2163, 2164—Sundry causes of this irregularity, *ib.* 2164—Witness has never found that children of intractable dispositions or children generally voluntarily attend school, *Cumin* 3456, 3457—Importance of the penny payment as inducing regularity of attendance; advantage hereon of the pay schools over the ragged schools, *ib.* 3480-3485. 3613, 3614. 3627-3630.

Abstract statement showing the average attendance at a certain number of the ragged schools, refuges and industrial schools in the metropolis, the provinces, and Scotland, *Charles* 4092.

See also *Parents*.

## B.

*Bear Yard Ragged School.* Statement relative to the Bear Yard Ragged School, to the effect that it does not receive the merely destitute, but many whose parents can afford to pay for them, *Cumin* 3388-3398.

*Bedminster Union.* Feeling in the Bedminster Union against parochial expenditure on the education of out-door pauper children, *Cumin* 3621. 3625. 3726, 3727.

*Birmingham (Ragged Schools Conference).* Communication from the Rev. Sydney Turner to the Committee of Council on Education, dated 11th August 1852, enclosing a memorial, agreed to at Birmingham, in behalf of ragged schools or free day schools for the destitute, *App.* p. 219, 220.

Communication, dated 11th July 1861, from the committee of the conference held at Birmingham, strongly representing the expediency of increased Government aid to ragged schools, *App.* p. 229, 230.

*Bloomsbury Ragged Schools, &c.* See *St. Giles and St. George, &c.*

*Boards of Guardians.* Expediency of Boards of Guardians being compelled to take more action than at present in the cause of education, *Cumin*, 3619-3621. 3724.

See also *Out-door Pauper Children*.

## BRISTOL:

I. *St. James's Back School (Miss Carpenter's School):*

1. Class of Children admitted.
2. Withdrawal of Roman Catholics.
3. Attendance.
4. Education and Industrial Training.
5. Religious Instruction.
6. Staff of Teachers.
7. Order and Discipline.
8. Removal of Children to Pay Schools.
9. Beneficial Operation of the School.
10. Value of Miss Carpenter's personal Influence.
11. Question of Government Aid.

II. *St. Mary's National School.*III. *Former Lancastrian School.*IV. *Want of Improved School Facilities.*V. *Out-door Pauper Children.*VI. *Anglo-Irish Population.*I. *St. James's Back School (Miss Carpenter's School):*

## 1. Class of Children admitted:

Refusal of admission except to those who are almost destitute and are unable to pay, *Higginbotham* 1891-1896. 2079-2089—There are only twenty children of parents receiving out-door relief for such children; destitute state of the parents of the children generally adverted to hereon, *ib.* 1904. 1953-1962. 1969-1976. 1982, 1983. 1991-1999. 2080—Objection to receiving children of the criminal class unless very young, *ib.* 1905, 1906. 1978. 2017-2021—Very ignorant state of the children when first received, *ib.* 2040, 2041, 2090-2100—The requirement of payment with the children would in a great measure empty the school, *ib.* 2107, 2108.

Care taken in the schools to keep them down to the class for which they were first intended, *Carpenter* 2275, 2276. 2278.—Instances of the inability of parents to pay a penny weekly, *ib.* 2278—Statement as to Mr. Cumin, the Inspector, not having availed himself of the means of acquiring knowledge of the class of children at witness's school, *ib.* 2332-2337. 2508, 2509.

Ability of many of those at Miss Carpenter's school to pay 1 *d.* weekly, *Cumin* 3353—Visit of witness to Miss Carpenter's school adverted to; instances of boys there whose parents could well afford to pay 1 *d.* a week, *ib.* 3471, 3472.

## 2. Withdrawal of Roman Catholics:

Strict prohibition by the Roman Catholic priests at Bristol upon Catholic children coming to witness's school; personal animosity excited by them against Protestants, *Carpenter* 2165-2167—Circumstance of there being now but few Roman Catholic children at witness's day school, *ib.* 2384.

Undue influence exercised by the Roman Catholic clergy further adverted to; witness would modify her former evidence hereon as to their having excited a personal animosity in the children towards Protestants, *Carpenter* 2454-2456. 2485.

## 3. Attendance:

There are 269 children on the books the average attendance being 183, *Higginbotham* 1886, 1887—Very uncertain character of the attendance; whilst some children are regular others are most irregular, *ib.* 1902, 1903. 1915. 1979. 2045-2054—Practice in regard to the attendance; nature of the inducements to regular attendance, *Carpenter* 2116-2126. 2441-2453—Varying periods for which the children remain in the school, *ib.* 2308, 2309.

## 4. Education and Industrial Training:

Particulars relative to the education and industrial training, the number and ages of the children, &c., *Higginbotham* 1884-1890—Attractive effect upon the children of the industrial training in the school; particulars hereon, *ib.* 1899, 1900. 1933-1935. 1964-1966. 2065-2068—Character of the intellectual progress of the children, *ib.* 1920-1928. 2049-2060. 2124—Room for much improvement in the educational progress; advantage hereon if there were the means of improving the staff, *Carpenter* 2310-2317.

## 5. Religious Instruction:

Attention paid, in the first instance, by witness, to the moral or religious improvement of the children, *Higginbotham* 2060. 2102-2105—Character of the religious instruction, *Carpenter* 2318-2324—Circumstance of witness being opposed to any Roman Catholic masters in her schools; she is, however, equally opposed to any proselytism, *ib.* 2457-2461.

## BRISTOL—continued.

I. *St. James's Back School (Miss Carpenter's School)*—continued.

## 6. Staff of Teachers :

Information relative to the staff of teachers in the school ; want of Government aid for some assistant masters, *Higginbotham* 1936-1945. 1989, 1990—Failure of an attempt to train pupil teachers in the school, *Carpenter* 2170—Want of means for improving the staff, *ib.* 2310-2317.

## 7. Order and Discipline :

Strict discipline in the school, *Higginbotham* 1907. 2022—Cleanliness is enforced, *ib.* 1908-1911—Excellent order and discipline in the school, *Carpenter* 2282.

## 8. Removal of Children to Pay Schools :

Drafting of some children from the *St. James's Back School* to the pay schools, and ill effects thereof, *Higginbotham* 1897, 1898. 1949. 1984-1987. 2000-2017. 2023-2029. 2033-2039. 2135-2140.

## 9. Beneficial Operation of the School :

Excellent influence of the school upon the children ; result after they have left school, *Higginbotham* 1946-1949. 2061-2068. 2105. 2149-2152—Fair test at the *St. James's Back School* of the moral effect as regards juvenile delinquency ; great decrease through the school, of the number of apprehensions of juvenile offenders, *Carpenter* 2194-2196. 2284-2288. 2290-2292—Very satisfactory results as regards the subsequent career of the children, *ib.* 2304-2307. 2317, 2318.

## 10. Value of Miss Carpenter's personal Influence :

Benefit of the school attributed almost exclusively to the personal influence of Miss Carpenter, and not to that of the paid teachers ; question hereon as to the actual extent to which Miss Carpenter now teaches or exercises control in the school, *Cumin* 3333-3348. 3372, 3373. 3385-3388. 3445.

## 11. Question of Government Aid :

Nature of the aid received from Government ; total of about 56*l.*, the entire expense of the school being about 300*l.*, *Higginbotham* 1929-1932. 1950 1952. 2069-2073. 2141, 2142—A capitation grant for each child that could read and write would amount to very little indeed, *ib.* 2105, 2106—Statement as to the very deficient aid now received, *Carpenter* 2174-2180.

Circumstance of Government aid not having been destructive of the peculiar character of the school ; the amount of aid however is complained of as insufficient, *Cumin* 3720-3723—Grounds for objecting to a school like Miss Carpenter's still continuing gratuitous, if it were decided to give a grant to the teacher, *ib.* 3373-3379.

II. *St. Mary's National School* :

Inefficient influence and operation of *St. Mary's National School* at Bristol, *Carpenter* 2165-2167. 2439-2453. 2477—Greater inducements to attendance at, and more beneficial operation of, the *St. James's Back School* than the *St. Mary's School*, *ib.* 2439-2453. 2477.

III. *Former Lancasterian School* :

Reference to a Lancasterian school at Bristol as now raised above the class for which it was originally intended, *Carpenter* 2196. 2430, 2431. 2521.

IV. *Want of Improved School Facilities* :

Ragged schools are required in Bristol, even if increased facilities of education were offered by district schools or certified industrial schools, *Higginbotham* 1917-1919—Statement as to there being a considerable number of children in Bristol not attending any school, though there are six ragged schools there, *Higginbotham* 1988. 2074-2088 ; *Carpenter* 2340-2348—Financial difficulties and insufficient development of five of these schools, *Carpenter* 2341-2349—Expediency of the Roman Catholics establishing a good industrial school ; question hereon as to blame attaching to them on the score of education, *ib.* 2441. 2461, 2462. 2482-2485.

V. *Out-door Pauper Children* :

Non-attendance at any school of many out-door pauper children at Bristol, *Carpenter* 2488-2490—Examination relative to an inquiry by witness in reference to the out-door pauper children at Bristol, and the proportion attending school ; very limited extent to which witness visited the homes of these children, *Cumin* 3309-3323. 3683-3719.

VI. *Anglo-Irish Population* :

Explanation as to the Anglo-Irish in Bristol, being stated by witness to be of the very lowest description, *Carpenter* 2165. 2432-2438. 2463-2482.

## Report, 1861—continued.

*British Schools.* See *Pay Schools.*

*Brixton Refuge.* Reference to the failure of the Brixton Refuge, and the cause thereof, *Tufnell* 1559-1564.

## C.

*Cadman, The Rev. William, M.A.* (Analysis of his Evidence.)—Has had considerable experience of the working of ragged schools, especially in St. George's, Southwark, 773-775—Great number of children in St. George's, Southwark, who went to no school at the time of witness's appointment to the parish, in 1852, 776—Establishment by witness of six ragged schools in the parish, which added about 1,600 children to the number being educated in the parish, making the total about 2,000; 776. 792. 924-934—Beneficial effect of the ragged schools upon the national or pay schools, 777. 785. 791-794. 797-799—Entire inadequacy of any provision for the education of the children of out-door paupers, in lieu of ragged schools, 778-781. 795, 796.

Particulars relative to the expenses in connexion with the ragged schools in St. George's, the difficulty experienced by witness in raising funds, and the support received from the Ragged School Union, 782-792. 839-845. 849-854. 877-881. 911-914. 935-940—Very poor and degraded character of the neighbourhood, 789. 880, 881—Difficulty in carrying on a school at which the children were to pay 1*d.* a week, 792. 836-838—Decidedly beneficial effect of the schools both upon the children and their parents, 800, 801. 848. 864, 865. 868-870. 874-876.

Evidence in favour of Government assistance to the schools, if given under certain conditions, such as having direct reference to the efficiency of the children, and not to the qualifications of the teachers, 802-835. 866, 867. 882-910. 953, 954—Decided objection to an examination of teachers; peculiar class of men required, irrespective of their educational attainments, 803-805. 866, 867. 883-887. 902-905. 915-917—Witness does not apprehend that Government assistance need interfere with the system of religious teaching; nature of this teaching explained, 811-816. 882-393. 898. 943-947.

Approval of the children being transferred to the national schools under a system of Government grants, 817-820. 906-910—Want of further schools in St. George's district when witness left it in 1859; 846. 859-862. 948-952—Employment obtained for children from the school; extent of industrial training adverted to hereon, 847. 873—Conditions on which the Ragged School Union rendered assistance, 855-858. 941, 942—Obstacles to placing destitute orphan children in national schools, 863.

Great improvement after a short time on the score of cleanliness and discipline, 864. 865—Prevention of crime and saving of public money if the State were to assist ragged schools, 895—Great importance attached to infant schools, 918-921—Absence of any great difficulty in obtaining competent teachers for the schools in St. George's, 922, 923—Excellent operation of the schools further adverted to with reference to the expediency of Government grants, 924-954.

*Capitation Grants.* See *Government Grants.*

*Cardiff.* Instance at Cardiff of the inefficiency of national schools for operating upon a certain class of children, *Carpenter* 2167. 2488.

*Carpenter, Miss Mary.* (Analysis of her Evidence.)—Has devoted herself for many years to the subject of education; latterly, exclusively to the education of neglected and criminal children, 2161—Dissent from the definition laid down by the Committee of Council on Education of the class for whom ragged schools are intended, 2162—Designation of ragged schools as schools intended for all those children who are unable, from whatever cause, to attend the ordinary pay schools, *ib.*—Distinct class of children in ragged schools, as shown by their unfitness to be placed in national or British schools on account of the irregularity of attendance, 2163, 2164—Sundry causes of this irregularity, 2164.

Instances, at Bristol and Cardiff, of the inefficiency of national schools for operating upon the class of children suitable for ragged schools, 2165-2168—Reference to St. Mary's National School at Bristol, as inefficient in certain respects, 2165-2167—Very low class to be found in the Anglo-Irish district at Bristol, 2165—Strict prohibition by the Roman Catholic priests at Bristol upon Catholic children coming to witness's school; personal animosity excited by them against Protestantism, 2165-2167.

Importance of moral and religious instruction, rather than of intellectual instruction, for the class of children in ragged schools, 2168—Importance of the children being followed up out of school, and in their own homes, 2169—Objection to pupil teachers being trained in ragged schools, 2170, 2171.

Great want of Government aid for ragged schools in the country, 2172. 2173—Exceptional circumstances, which account for the London schools not wishing for aid, 2172—Peculiar value attached to a Government inspection of the schools, 2173, 2194—Statement as to the very deficient aid now received by St. James's Back School,

*Carpenter, Miss Mary.* (Analysis of her Evidence)—*continued.*

Bristol, 2174-2180—Witness asks for the restoration of the minute of 1856, with certain modifications; explanation hereon, 2181-2190—Nature of the tests proposed, in lieu of an examination, in regard to the competency of the teachers, 2190.

Conclusion that the proposed aid to ragged schools would not in any way lower the standard of education, and would be beneficial rather than injurious to the National and British schools, 2191-2193—The present distinctive excellence of ragged schools would not be diminished by Government help, 2194—Excellent operation of the St. James's Back School, 2194-2196—Reference to a Lancasterian school, at Bristol, as now raised above the class for which it was originally intended, 2196—The schools generally, for the lower classes of children, have been so raised that they do not now touch the lowest class, 2197. 2229-2231.

Illustration in the case of Warrington of the want of ragged schools as the only means of reaching the lowest class, 2197-2200—Entire inadequacy of pauper schools for meeting the wants of the class attending ragged schools, 2201, 2202—Objection to this class being all removed entirely from their parents, and placed in boarding schools, 2202, 2203—Benefit anticipated from the new Industrial Schools Act, 2203, 2204, 2211.

Large residuum of children still to be provided for, even if certified industrial schools and pauper schools were carried to their fullest extent, 2204—Reference to the operation respectively of Mr. Rogers's school in St. Thomas's, Charterhouse, and of a ragged school in the vicinity; defect of the former in there being no industrial training, nor any agency for visiting, 2204, 2205. 2265-2268—Different class in Mr. Rogers's school and in the ragged school, 2204-2214. 2215. 2265-2268.

Witness considers the industrial element absolutely essential, and would substitute the name "Industrial School" for "Ragged School," 2205, 2206—No Government help should be given unless there were industrial training, 2206—Difficulty in applying the term "vagrant," to the class fit for ragged schools, 2207—Semi-criminal character of the class with which witness's school at Bristol had first to deal; reformation gradually, 2208-2210. 2234—Difficulty under the Industrial Schools Act in reaching many children; instance of this, 2211—Importance of not giving food in ragged schools, on account of the probable effect upon parents, 2212—Advantage in the children being sometimes separated from their parents, 2213.

Practice in regard to attendance at the St. James's Back School; nature of the inducements to regular attendance, 2216-2226—Test of a good ragged school if habits of obedience, cleanliness and order are enforced, 2227, 2228—Conclusion that Government aid will not so raise the standard of ragged schools as to make them ineligible for the lowest class, 2232-2234—Pernicious effect of a badly managed ragged school where there may be many vicious children, 2234.

Respects in which ragged schools are more expensive than the ordinary British schools, 2235-2239—Sundry important points of difference between the system of pay schools and of ragged schools, notwithstanding which witness maintains that the latter should have State assistance as well as the former, 2240-2252—Unfitness of the certificated teachers for ragged schools, 2241—Low examination desirable for teachers of ragged schools, 2245-2247.

Minutes and regulations of the Committee of Privy Council adverted to in support of witness's claim for Government help, 2248-2256—Security that a grant of half the salary of each master of a ragged school would be properly applied, 2257-2261—Nature of the security that ragged schools contained the class of children contemplated by the State in making a grant; ample check hereon through the inspectors, 2262-2274.

[Second Examination].—Care taken at the Bristol ragged schools to keep them down to the class for which they were first intended, 2275, 2276. 2278—Further reference to, and approval of the amended Industrial Schools Act, as regards that class of children which cannot be brought by any voluntary means within the walls of a school, 2276. 2279-2282—Strong probability of the neglected class becoming either paupers or criminals, 2277, 2278—Illustrations of the poverty of some of the working classes, as showing their inability to pay even a penny a week for their children's education, 2278.

Excellent order and discipline in the St. James's Back School, 2282—Instances of the very prejudicial effect upon ragged schools by the withdrawal of the Minute of 1856; 2283—Fair test at the St. James's Back School of the moral effect as regards juvenile delinquency; great decrease through the school in the number of apprehensions of juvenile offenders, 2284-2288. 2290-2292—Form in which aid should be given to the schools further adverted to, 2289.

Duty of the State to provide education for those who cannot obtain it of themselves; views of Mr. Nassau Senior to a similar effect, 2293, 2294—Conclusion as to its being both unjust and unwise to exclude from Government aid the class treated in the ragged schools, 2294-2303—Considerable droportion of the ragged school class who become

Report, 1861—continued.

*Carpenter, Miss Mary. (Analysis of her Evidence)—continued.*

become criminal, and entail a heavy burden upon the State, 2296, 2297, 2299-2301—Views of Lord Palmerston as to the valuable operation of ragged schools, 2297, 2298.

Objection to these children being dealt with under the poor law system, or the reformatory system, 2302, 2303—Very satisfactory results of St. James's Back School as regards the subsequent career of the children, 2304-2307, 2317, 2318—Varying periods for which the children remain at the school, 2308, 2309—Room for much improvement in the educational progress; advantage hereon if there were the means of improving the staff, 2310-2317—Character of the religious instruction, 2318-2324.

Further approval of Government inspection of the schools; feeling hereon of the managers of ragged schools generally, 2325-2330—Want of knowledge displayed by the Education Commissioners in regard to ragged schools, and the class of children therein, 2331, 2360-2364—Statement as to Mr. Cumin, the inspector, not having availed himself of the means of acquiring a knowledge of the class of children at witness's school, 2332-2337.

Inexpediency of withholding Government aid on the ground of difficulty as to the class of children received, 2338—Instances of a superior class attending at British and national schools, and profiting by the grant from the Committee of Council, *ib.*—Existence, beyond all doubt, in Bristol, Liverpool, Manchester; and in fact in all large towns, of a class which requires the agency of ragged schools in order to be educated at all, 2339.

Statement as to there being a considerable number of children in Bristol not attending any school, though there are six ragged schools there, 2340-2348—Financial difficulties and insufficient development of five of these schools, 2341-2349—Special want of a ragged school at Warrington further adverted to, 2349-2357—Circumstance of persons or societies interested in popular education seldom taking much interest in ragged schools, because of the difficulties to be contended with, 2358.

Witness further concludes that there is not provision, otherwise than by ragged schools, for a certain class of children, and that there is a liability upon the community in respect of this class, 2361-2370, 2385-2396—Exceptional character of the day school directed by Mr. Rogers, and intended for the lowest class; respects in which, though a success, it admits of improvement, 3367, 2413-2416—Average of 30s. or 2*l.* per head as the yearly cost in uncertified ragged schools, whilst in certified industrial schools (providing food, &c.) the cost is about 13*l.* a year; 2371-2375—Objection, in a large number of cases, to food being provided, or to the child being removed from the parent, 2376-2378.

Further explanation as to the ragged schools in London not being in need of Government aid, 2379, 2402—Difficulty in obtaining the necessary subscriptions in provincial towns further adverted to, 2379-2381—Decided approval of the unsectarian character of the schools; less voluntary aid if the teaching were denominational, 2381-2383—Circumstance of there being now but few Roman Catholic children at witness's day school, 2384—Further statement that the Minute of Council excludes the ragged class from its provisions, though it was intended to include it, 2385.

Consideration of the provisions of the Bill now before Parliament, which define the classes liable to be sent to certified industrial schools; conclusion that there remains a numerous class untouched by the Bill, 2386-2396, 2422—Importance attached to the Bill as doing a certain amount of good, 2389, 2390, 2394, 2424—Practicability of much improving the ragged schools, whilst at the same time they can be kept down to the lowest class, 2397, 2401—Good effect upon the schools through the operation of reformatories, &c., as regard juvenile delinquency, 2397-2400.

Beneficial effect of Government aid to voluntary effort in the case of inefficient day schools, &c., 2402—Witness would rather be without Government aid if it interfered with voluntary support, 2403-2405—Advantage, on the score of industrial training and of moral and religious teaching, of retaining many children in the ragged schools rather than of transferring them to national schools, 2406-2412.

Grounds for preferring that the children should attend free rather than that they should pay 1*d.* weekly, 2412—Contemplated improvement of the agencies or teachers in ragged schools, without any alteration as to the class of children to be dealt with, 2417—Further statement as to the means of Government for testing the claims of ragged schools to aid, irrespectively of a test examination of the teachers, 2418-2422.

Inadequacy, in lieu of ragged schools, of the compulsory education of all out-door pauper children further adverted to, 2423, 2424—Further statement that the ragged schools are no interference with the day schools, 2425—Anticipated increase of ragged schools, and of voluntary effort if there were Government aid, 2426, 2427, 2429—Belief that ragged schools do not in any way limit the efforts of parents to provide education, 2428.

Further reference to a former Lancasterian school at Bristol as having been raised

## Report, 1861—continued.

*Carpenter, Miss Mary.* (Analysis of her Evidence)—continued.

above the class now provided for by ragged schools, 2430, 2431. 2521—Explanation as to the Anglo-Irish in Bristol being stated by witness to be of the very lowest description, 2432-2438. 2463-2482—Inefficient influence and operation of St. Mary's School at Bristol further adverted to, 2439-2453. 2477—Greater inducements to attendance at and more beneficial operation of the St. James's Back School than the St. Mary's School, *ib.*

Expediency of the Roman Catholics at Bristol establishing a good industrial school; question hereon as to blame attaching to them on the score of education, 2441. 2461, 2462. 2482-2485—Undue influence exercised by the Roman Catholic clergy at Bristol further adverted to; witness would modify her former evidence hereon as to their having excited a personal animosity in the children towards Protestants, 2454-2456. 2485—Circumstance of witness being opposed to any Catholic masters in her schools; she is however equally opposed to proselytism, 2457-2461—Further reference to a Roman Catholic British School at Cardiff as not acting upon the very lowest class, 2483.

Non-attendance at any school of many out-door pauper children at Bristol, 2488-2490—Security for proper management respectively of reformatories and of ragged schools, if the latter were liable to Government inspection, 2491-2493—Equal security for the proper expenditure of public money in the case of a ragged school as a pay school; nature of the precaution that an improper class do not attend the latter, 2494-2499. 2517. 2518.

Further exception taken to the definition of ragged schools given in the Minute of the Privy Council, 2500-2507—Incorrect mode adopted by Mr. Cumin for judging of the class in ragged schools further adverted to, 2508, 2509—Witness further defines the ragged school class as those who are unable to attend the pay schools, 2510, 2511.

Concurrence in the proposition that it is as much the duty of the parent to educate his child as to feed him, 2512, 2513—Independent feeling on the part of parents who pay for their children at the national schools, 2514, 2515—The parents of the very lowest class of children are deficient in that feeling of pride about education which distinguishes parents in the grade just above them, 2514-2516.

Approval of a guarantee from the managers of ragged schools that their masters are unable to impart elementary instruction, 2518—Non-objection to a grant-in-aid of general expenses (in lieu of a grant for food and raw materials), having reference to some pre-arranged and recognized ordinary rate of expenditure for general purposes, 2519, 2520.

*Carpenter, Miss (Ragged School of).* See *Bristol, I.*

*Certified Schools.* See *Committal by Magistrates.* *Government Grants.* *Industrial Schools and Industrial Schools Bill.* *Ragged Schools.* *Refuges.*

*Charity Schools.* Some of the old charity schools or endowed schools, not pay schools are assisted by the Committee of Council, *Lingen* 3837, 3838.

*Charles, A. Q.* (Analysis of his Evidence.)—Secretary to the Reformatory and Refuge Union, 1239—Objects of this society, and number of institutions connected with it in which there are destitute children, 1240-1242—Distinction between an industrial school and a refuge, in the latter providing lodging, 1243—Statement as to there being only twenty industrial schools certified under the Industrial Schools Act, 1244-1246—Information relative to the class of children in these schools; their neglected or destitute condition when admitted, 1247-1251.

Explanation as to the admission of pauper children to the industrial schools or refuges; inadequacy of the poor law system, or of workhouse schools, for meeting their case, 1248, 1249. 1296-1303. 1320-1324. 1340-1352. 1360 *et seq.*, 1403-1405—Care taken to confine the benefits of the industrial schools to the class for whom they were instituted, 1250, 1251—Particulars relative to the Government aid now given to uncertified and certified schools respectively, 1252-1260—Important change about to be effected in the aid to certified schools; 5s. per week will be given for each child in lieu of everything else, 1258-1260. 1308-1312. 1353—Intention to withdraw aid from uncertified schools, and to grant it only to committed children after the schools have been certified; strong objection thereto, 1261-1270.

Amount of the total payment from Government if the aid were extended to all the destitute children who might be brought under the Industrial Schools Act in London and the provinces, 1271-1285—Unanimous desire of the schools for Government aid, 1286—Nature of the additional amount of aid which the schools solicit, 1287-1289. 1339. 1354, 1355. 1408-1413—The capitation payment of 50s. for food is not asked for, 1289. 1336, 1337. 1394—Important reduction in the Government payment since the Minute of December 1857; 1289—Instances of schools being greatly crippled through the reduced grants; aid received by them from the Reformatory and Refuge Union and from the public; 1289-1293. 1347, 1348.

Ample



## Report, 1861—continued.

*Charles, A. O.* (Analysis of his Evidence)—continued.

Ample number of children ready to enter the refuges, 1294, 1295—Qualifications required under the Minute in the case of certificated masters of uncertified schools, 1304-1307—Satisfaction of the certified schools with the Bill now before Parliament, 1313—Obstacles to the uncertified schools becoming certified, even if otherwise they are to lose their grants, 1314-1316—Classes of children fit subjects for ragged schools, without their being liable to be committed, 1317-1320—Objection to the children being taken before the magistrates for committal to industrial schools, 1325, 1326. 1329-1331. 1414, 1415.

Disapproval of the grant relating to raw materials for the schools as liable to abuse, 1332, 1333. 1395—Approval of Government inspection of the certified refuges, 1334, 1335—The yearly expense of each child is from 13 *l.* to 15 *l.*, 1338—Examination upon the question of the propriety of Government aid in respect of children from whom provision is already made by the Poor Law, 1344-1346. 1360 *et seq.*—Payment asked for as regards the masters and assistants, 1354, 1355. 1409-1413.

Large sums involved in the purchase of raw materials for the schools, 1356-1359—If the grant for raw materials be withdrawn a portion of the general expenses should be substituted for it, 1396-1398. 1406, 1407—Question as to the relief given in the schools acting as a premium upon neglect by parents or by the poor law authorities, 1399-1405—Necessity, under the present Minute, of the masters being certificated in order to obtain a grant in augmentation, 1409. 1416-1422.

[Second Examination.]—Explanation relative to the answers received to a circular of questions addressed to ragged schools, refuges, and industrial schools in the metropolis and the provinces; abstract showing the number and class of children in each description of schools, the number clothed and fed, the gross income, Government grants, &c., 4077-4092.

*Charterhouse Schools.* See *St. Thomas's Schools (Charterhouse)*.

*Cleanliness (Ragged Schools).* Way in which cleanliness is after a time insisted upon in the ragged schools in London; in the first instance, no children are excluded however filthy, *Locke* 34-36. 41, 42. 224, 225—Great improvement after a short time on the score of cleanliness and discipline, *Cadman* 864, 865.

*Clergy, The.* Interest taken in the London ragged schools by the local clergy, *Hytche* 477. 551. 741-743. 762-767.

*Clothing.* Ragged clothing of the children generally in the ragged schools; steps taken to improve this, *Locke* 79. 222-228—Improved clothing through means of clothing clubs, *Hytche* 483. 517, 518—Practice to lend pinafores to the children in witness's schools and good effect thereof, *Rogers* 1007-1010—Successful establishment of clothing clubs in connexion with witness's schools, *ib.* 1052, 1053—Practice at Miss Carpenter's school to give clothing to the children according to their industrial earnings, *Higginbotham* 1963-1968. 2110-2113—Practice of giving clothes to some of the children in the day schools and refuges, *Ware* 3168-3170.

*Committal by Magistrates.* Objection to the children being taken before the magistrates for committal to industrial schools, *Charles* 1325, 1326. 1329. 1331. 1414, 1415—Sundry obstacles to the refuges certifying under the Industrial Schools Act; objection more especially to the necessity of the children being committed by the magistrates, *Tufnell* 1443-1445. 1638-1640. 1734-1744; *Ware*, 3031-3043. 3088-3118. 3171-3177. 3182-3185. 3267-3284.

Improvement by the clause in the proposed Bill enabling all children known to be disrespectful to be sent to school, *Watson* 2720, 2721. 2778-2783—Approval of the commitment by magistrates before admission to certified industrial schools; inefficiency of any other check upon the admission of the proper class of children, *Lingen* 3908-3612—Difference between Mr. Adderley's Act (20 & 21 Vict. c. 48 and Mr. Dunlop's Act in defining the offence under which a child should be committed, *ib.* 3949—Causes of the comparative inoperativeness of Mr. Adderley's Act, 3950, 3951. 4014-4020.

See also *Aberdeen.* *Dunlop's Act.* *Industrial Schools and Industrial Schools Bill.*

*Committee of Council on Education.* Exceptions taken to the definition of ragged schools given in the Minute of the Privy Council, *Carpenter* 2162. 2500-2507—Minutes and Regulations of the Committee of Privy Council adverted to in support of witness's claim for Government help to ragged schools, *ib.* 2248-2256—The Minute of Council excludes the ragged class from its provisions, though it was intended to include it, *ib.* 2385.

Sundry Minutes of the Committee of Privy Council, previously to the Report of 1858-9, showing the regulations laid down in regard to aid to industrial or ragged schools, *App. p.* 221-225.

See also *Government Grants.* *Industrial Schools and Industrial Schools Bill.*

## Report, 1861—continued.

*Compulsory Education.* Disapproval of the principle of compulsory education, *Tufne.* 1747-1750.—See also *Committal by Magistrates.* *Out-door Pauper Children.*

*Cost.* Cost per head in the London ragged schools and refuges, *Hytche* 581, 582. 656, 657  
—The yearly expense of each child in the refuges is from 13 l. to 15 l., *Charles* 1338  
—Much larger expense in a refuge than in a district school, *Tufnell* 1599, 1600—  
Respects in which ragged schools are more expensive than the ordinary British Schools, *Carpenter* 2235-2239—Average of 30 s. or 2 l. per head as the yearly cost in uncertified ragged schools, whilst in certified industrial schools (providing food, &c.) the cost is about 13 l. a year, *ib.* 2371-2375—Total cost of 1 l. per head as the cost in the day ragged schools with which witness is connected; this includes soup occasionally, *Ware* 3080-3085.

Examination as to the amount of expense to be borne by one source or another in the event of the children now in ragged schools being provided for in reformatories, poor-houses, &c., *Lingen* 3850-3865—Slight increase of cost in the common elementary day schools as compared with the ragged schools, *ib.* 3916-3918.

See also *Government Grants.* *Ragged Schools*, 1.

*Crime.* Prevention of crime and saving of public money if the State were to assist ragged schools, *Cadman* 895; *Carpenter* 2296, 2297. 2299-2301.

See also *Criminal or Vicious Children.* *Moral Effects of Ragged Schools.*

*Criminal or Vicious Children.* Large number formerly of children of the criminal classes in the ragged schools, *Locke* 287-290—Belief that the schools have never been used as places of meeting for young thieves, *Hytche* 77—Advantage in treating in the refuges rather than in the workhouses a large class of children whose characters are demoralised, *Tufnell* 1431-1433—Objection to the criminal or immoral class in refuges being first brought before the magistrates or sent to reformatories, *ib.* 1443-1445. 1638-1640. 1734-1744—Respects in which the reformatory process can be much better carried out in refuges than in pauper schools; advantage of the family system adverted to hereon, *ib.* 1487 *et seq.*, 1601. 1635-3637.

Semi-criminal character of the class with which witness's school at Bristol first had to deal; gradual reformation, *Carpenter* 2208-2210. 2234—Pernicious effect of a badly-managed ragged school where there may be many vicious children, *ib.* 2234—Strong probability of the neglected class becoming either paupers or criminals, *ib.* 2277, 2278—Considerable proportion of the ragged school class who become criminal, and entail a heavy burden upon the State, *ib.* 2296, 2297. 2299-2301.

Opinion as to the greater effect of pay schools than of ragged schools in diminishing juvenile delinquency, *Cumin* 3548-3550—Objection to any juvenile delinquents in ragged schools, as at Plymouth, *ib.* 3633-3635—The children of notoriously vicious parents would, before becoming really criminal, be dealt with under the Industrial School Act, *ib.* 3636-3638—Means of educating juvenile delinquents in prisons, &c. so as not to be prejudicial to their obtaining subsequent employment, *Lingen* 3847-3849.

Provision being already made by the Industrial Schools Bill for children who have acquired criminal or vagrant habits, the Committee do not recommend further provision at the expense of the State for this class, *Rep.* p. iii, iv.

See also *Aberdeen.* *Committal by Magistrates.* *Industrial Schools and Industrial Schools Bill.* *Moral Results of Ragged Schools.* *Parents.* *Ragged Schools*, 2.

*Cumin, Patrick.* (Analysis of his Evidence.)—Has reported upon the ragged schools at Plymouth and Bristol, and has had a large experience of ragged schools generally, 3303-3305—Three different classes of children in ragged schools, the only class which cannot pay being the children of out-door paupers, 3306-3308—Want of knowledge in the managers of ragged schools as to the number of out-door pauper children therein, 3308—Statement showing that at Plymouth and Bristol witness ascertained that there was great exaggeration on the part of the parents as to the number of children of out-door paupers who attended any school; inference therefrom as to the strong feelings of the lowest classes in regard to education, 3309-3323.

Circumstance of many out-door pauper children at Plymouth, &c. going to the pay schools; inference therefrom as to the ability of the poorest class to pay 1 d. weekly for their children's education, 3313-3315. 3317. 3327. 3355-3371—Various reasons why many out-door pauper children at Plymouth do not attend either ragged or pay schools; difficulty as to the latter on account of the payment of a penny a week, 3324-3327. 3331—Objection on the part of Boards of Guardians to provide the school pence for those children, 3328-3330.

Evidence in detail opposed to Government grants to ragged schools, 3332 *et seq.*—Illustration in the case of Miss Carpenter's school of the importance of the teacher's influence; question hereon as to the extent of her direct interference, 3333-3348. 3372, 3373. 3385-3388—Ability of many of those at Miss Carpenter's school to pay 1 d. weekly,

## Report, 1861—continued.

*Cumin, Patrick.* (Analysis of his Evidence)—continued.

weekly, 3353—Grounds for objecting to a school like Miss Carpenter's still continuing gratuitous if it were decided to give a grant to the teacher, 3373-3379.

Great evil of ragged schools when they are extended to taking in infants; grounds for this conclusion, 3379-3384—Unfit class of children in the Bear Yard Ragged School, 3383-3398—Class of children at the Field Lane Refuge, 3298—Preference of the poor for the pay schools as compared with the ragged schools, *ib.*

Objection to gratuitous schools on the ground of their relieving parents of the necessity of making exertions to educate their children, 3398-3406. 3428, 3429—Approval of parents who can afford to pay much more than 1*d.* a week sending their children to the national schools, 3402-3407—Advantage of mixing in the same school children of different classes in the social scale, 3406-3411.

Different class in the ragged schools from the class running about the streets, 3413-3416—Approval of the system of voluntary teaching and personal influence in the evening ragged schools, 3416-3418—Doubt as to there being special provision in the United States for the wants of the class of street Arabs, 3419-3421.

Adequacy of the industrial schools and the refuges for providing for all children now in ragged schools, 3422-3424—Failure of the Act for empowering guardians to pay for the education of pauper children, 3425-3427—Respects in which more desirable that out-door pauper children should, under certain conditions, be sent to pay schools than to ragged schools; action necessary in the poor law authorities, 3428-3444.

[Second Examination].—Further reference to the extent to which Miss Carpenter exercises personal influence in her school, 3445—Summary of reasons adduced by witness for objecting to Government aid to ragged schools; explanations hereon, 3446. 3508. 3554-3557. 3563, 3564. 3589-3595. 3605. 3631, 3632. 3639-3644—Few cases in which ragged schools are beneficial, 3447-3457.

Witness further submits that the education of out-door pauper children should be a condition of relief to their parents, 3458-3464, 3509-3531. 3569—Approval of the children of vicious parents being provided for under the Industrial Schools Act, 3465-3467—Small residuum to be dealt with by ragged schools, or voluntary efforts, after out-door pauper children and the children of vicious parents are provided for, 3468, 3469. 3551-3574—Instances of the children of out-door paupers being paid for by the guardians, 3470.

Visit of witness to Miss Carpenter's school adverted to; instances of boys there whose parents could well afford to pay one penny a week, 3471, 3472—Advantage of the American system of inspecting the schools without previous notice, 3472-3476—Importance of the penny payment as inducing regularity of attendance; advantage hereon of the pay schools over the ragged schools, 3477, 3478. 3480-3485. 3613, 3614, 3627-3630—Further statement as to the importance of young children going to infant schools instead of to ragged schools; facility for maintaining the former schools, 3478, 3479. 3488-3495—Preference given to a pay school rather than a ragged school for such a district as St. Martin's-in-the-Fields, 3486, 3487.

Sundry reasons of the success of ragged schools, 3496-3498—Co-operation in the same districts of ragged schools and pay schools, the latter not being generally injured by the former, 3498-3507. 3547—Further reference to the attendance of the children of out-door paupers at pay schools, as at Bristol, 3517-3536—Question as to the extent of advantage of the ragged schools, in the case of the children of destitute persons who have not actually become paupers, 3522-3533. 3567-3574.

Very imperfect education in the ragged schools, 3534-3536—Value of the industrial education, and of the system of getting the children into employment, 3537-3540—Different state of the law in Scotland and in England, adverted to with reference to the value of the free schools at Aberdeen, 3541-3546. 3565, 3566—Opinion as to the greater effect of pay schools than of ragged schools in diminishing juvenile delinquency, 3548-3550—Except to industrial schools or reformatories the State should not give assistance, 3551-3553. 3567, 3568.

Limited effect of the ragged schools in exercising a moralizing influence upon parents through their children, 3558-3562—Doubt as to ragged schools being of much value in the case of children, who attend irregularly at pay schools or at any school, 3575-3587—Importance of infant schools further adverted to, 3581, 3083. 3597.

Witness further approves of ragged schools, and voluntary efforts for a certain residuum class not touched by day schools or infant schools, 3596-3598. 3678-3682—Very small number transferred from ragged schools to pay schools, 3599-3602—High qualification of the teachers of many ragged schools in the country, 3603—Destruction of the personal influence of the teachers if placed under Government control, 3604—Advantage of the system in some few ragged schools of separate religious instruction of Protestants and Roman Catholics, 3606-3608.

Opinion as to out-door paupers being the poorest class, even when in possession of the relief  
460—1. B 3

*Cumin, Patrick.* (Analysis of his Evidence)—continued.

relief from the parish, 3609-3612—Large diminution in the number at ragged schools by the proposed transfer of the out-door pauper class, 3615-3618—Expediency of Boards of Guardians being compelled to take more action than at present on the score of education, 3619-3621. 3724-3728—Importance of separate schools being established in lieu of schools in workhouses, 3622-3626.

Objection to any juvenile delinquents in ragged schools, as at Plymouth, 3633-3635—The children of notoriously vicious parents would, before becoming really criminal, be dealt with under the Industrial Schools Act, 3636-3638—Reference to the co-existence of a pay school and ragged school in the district of St. Thomas, Charterhouse; a new school will always draw some children, 3645-3647—Advantage in the first instance of pay schools rather than ragged schools, in St. Andrew's, Holborn, 3648-3650.

Limited experience of witness in connexion with ragged schools, 3651, 3652—Investigation of the grounds of witness's conclusion as to the identity of the class in ragged schools and pay schools, 3653-3667—Further consideration of the question as to the ability of out-door paupers to send their children to pay schools, 3664-3719—Benefit being conferred by the ragged schools upon out-door pauper children, until it is made compulsory that they be sent by the guardians to pay-schools, 3675-3677.

Examination upon former statement as to an inquiry by witness in reference to the out-door pauper children at Bristol, and the proportion attending school; very limited extent to which witness visited the homes of these children, 3683-3719—Circumstance of Government aid not having been destructive of the peculiar character of Miss Carpenter's school; the amount of aid is however complained of as insufficient, 3720-3723—Non-objection to receiving in the pay-schools, the children of out-door paupers, if the school pence are paid, 3727.

## D.

*Denominational Schools.* Non-admission of schools to the ragged school union in which the instruction is Unitarian or Roman Catholic, *Hytche* 744-748—Absence of denominational teaching in the ragged schools visited by witness, *Ruddock* 1851-1853—Decided approval of the unsectarian character of the ragged schools; less voluntary aid if the teaching were denominational, *Carpenter* 2381-2383.

See also *Religious Instruction.*

*Discipline (Ragged Schools).* Feeling of the poorer classes in witness's district, against the lax discipline of the local ragged school, and the irregular attendance; good grounds for this feeling, *Rogers* 981-984. 998-1000. 1091-1093. 1156. 1175-1180. 1196-1212—Equally good discipline in ragged schools as in pay schools, *Ruddock* 1836, 1837—Test of a good ragged school if habits of obedience, cleanliness and order are enforced, *Carpenter* 2227, 2228.

*District Pauper Schools.* Advantage in placing some of the ragged school children in district pauper schools, *Gent* 335, 336—Enormous expense in extending district pauper schools so as to provide for the children now in ragged schools, *Tuffnell* 1426. 1428—Average of about 13 l. a year as the cost of each child in the district pauper schools, *ib.* 1427, 1428.

Advantage of district schools over schools in workhouses; obstacle to a general extension of the former on account of the expense, *Tuffnell* 1579-1587. 1598. 1599. 1613-1619. 1635-1637. 1654 *et seq.*—Further statement as to the inadequacy of district schools for the treatment of the criminal or semi-criminal class; for the mere poor they answer excellently, *ib.* 1733-1736.

*Dunlop's Act.* Power under Mr. Dunlop's Act to retain the children in school after they have been apprehended begging or stealing, *Watson* 2542—Excellent effect in Scotland of Mr. Dunlop's Act, *ib.* 2720. 2731-2734. 2784, 2785—Passing of Mr. Dunlop's Act in 1854, which was applicable only to vagrant children in Scotland; its effect, *Lingen* 3734—Extension in 1857 of Mr. Dunlop's Act to the whole of Great Britain, *ib.* 3736.

See also *Aberdeen.* *Edinburgh*, 1.

## E.

## - EDINBURGH:

1. *United Industrial School.*
2. *Original Ragged Industrial Schools.*

1. *United Industrial School:*

The United Industrial School of Edinburgh, of which witness is head master and superintendent, was established in 1847, *Fergusson* 2818-2820—Separate religious instruction

## Report, 1861—continued.

**EDINBURGH**—continued.1. *United Industrial School*—continued.

instruction of Protestant and Roman Catholic children in the school, *Ferguson* 2822—  
 Varied nature of the industrial training, *ib.* 2822. 2831—Average of 124 children in the  
 school, the larger population being boys, *ib.* 2824\*—The children belong to the very  
 lowest class of the community; particulars hereon as to the check upon the admission of  
 an unfit class, or of children whose parents can send them to pay schools, *ib.* 2825. 2827-  
 2830. 2944-2951. 2964-2966—The children are fed and partially clothed; information  
 hereon, *ib.* 2826. 2952. 2975. 2977.

The school is certified under Mr. Dunlop's Act, and there is a capitation grant of  
 5*s.* for each industrious pupil, besides Government aid in other forms; total of 171 *l.* 10*s.*  
 thus received last year, *Ferguson* 2832-2838—Circumstance of there being only one  
 child under Mr. Dunlop's Act, the children committed under this Act being usually  
 removed by the parochial authorities; question hereon as to the education provided for  
 these children, *ib.* 2836. 2856. 2857. 2905. 2906. 2968-2973—Serious injury to the  
 school under the new minute by which the Government aid would be confined to the one  
 child under Mr. Dunlop's Act, *ib.* 2839-2844—Amount of the voluntary contributions;  
 difficulty of increasing the amount, 2842, 2843. 2888, 2889—Less sum now received  
 from the State than in 1855, *ib.* 2844.

Witness hopes that Government will continue the grants, and suggests that they allow  
 a third of the expense, such third amounting to about 420 *l.*, *Ferguson* 2845. 2854, 2855-  
 2980-2991—Proof of the successful operation of the school, nearly all the children  
 turning out well, *ib.* 2846-2848—Information as to the cost respectively for education,  
 &c. and for food, 2849-2853. 2900-2904—Details relative to the religious teaching  
 of the Protestant and Roman Catholic Children; perfectly satisfactory working of the  
 system of separate instruction, *ib.* 2858-2899. 2911, 2912. 2943. 2953-2963—  
 Mode of appointment, salary, &c. of the Roman Catholic master, *ib.* 2865-2867. 2883.  
 2891.

Satisfactory system of secular instruction common to both parties, *Ferguson* 2868. 2881.  
 2893-2899. 2937-2943. 2953-2960—Considerable number of children suitable for  
 witness's school, who cannot be received for want of funds, *ib.* 2907-2910. 2935, 2936.  
 —Rare resort by witness to corporal punishment, *ib.* 2930-2934—Limited number of  
 children who are liable to be maintained by the parochial board, *ib.* 2964-2967.

Papers delivered in by Mr. Ferguson, containing detailed information and statistics  
 relative to the school, *App. p.* 212-217.

2. *Original Ragged Industrial Schools* :

Secession originally of witness's school from Dr. Guthrie's, which is much larger,  
*Ferguson* 2913-2919—Protestant religious instruction exclusively in Dr. Guthrie's  
 school, *ib.* 2920, 2921—Amount of grant respectively to this school and to witness's  
 school, *ib.* 2922-2929. 2979-2981—Character of the food and clothing respectively at  
 Dr. Guthrie's school and witness's school; doubt as to children being attracted thereby  
 from one school to the other, *ib.* 2974-2978.

Communication from the secretary of the original ragged industrial schools to the  
 Chairman of the Committee explanatory of their constitution and operation, *App. p.* 226-  
 229.

*Education Commissioners.* Want of knowledge displayed by the Education Commissioners  
 in regard to ragged schools and the class of children therein, *Carpenter* 2331. 2360-2364.

*Emigration.* There might be a Government grant aiding the managers of ragged schools  
 to promote emigration, *Cadman* 821-824.

*Employment.* Prizes given to the children, after leaving the ragged schools, for keeping  
 situations; number given, *Locke* 181. 272—Large number of children placed in  
 situations direct from the schools; different employment obtained, *ib.* 181. 270. 272,  
 273—Age at which the children are placed in situations or are withdrawn by their  
 parents, *ib.* 271. 280. 282—Explanation as to the ages at which girls are sent into service  
 from the ragged schools, *Gent* 413-418—Watch kept over the children who have left  
 the day schools for service or employment; satisfactory result of such employment,  
*Hytche* 643-645. 706—Practice as to obtaining employment for children from witness's  
 schools; this is also the case as regards the ragged schools, *Rogers* 1233-1238.

*Evening Ragged Schools.* Approval of the system of voluntary teaching, and personal  
 influence in the evening ragged schools, *Cumin* 3416-3418.

## F.

*Female Teachers.* Influence exercised by the female teachers when there are boys and  
 girls in the same ragged school, *Gent* 345-346.

Report, 1861—*continued.*

**Ferguson, Charles.** (Analysis of his Evidence.)—As head master and superintendent of the United Industrial School of Edinburgh, gives detailed information relative to the constitution and working of the school, the class of children who attend, the system of instruction, &c., the aid received from Government and from private sources, and represents the expediency of increased state assistance, 2818 *et seq.*—Information relative to Dr. Guthrie's school at Edinburgh, 2913-2929. 2974-2981.

**Ferguson, Mr.** Papers delivered in by Mr. Ferguson, in further explanation of the working of the United Industrial School, *App. p.* 212-217.

Letter from Mr. Ferguson to the Chairman of the Committee, dated 15th July 1861, explanatory of his views upon the subject of industrial and ragged schools, and offering sundry suggestions relative to Government aid, *App. p.* 231, 232.

**Field Lane Refuge.** Reference to the children at the Field Lane Refuge who are without parents; number of out-door pauper children adverted to, *Cumin* 3398.

Paper delivered in by Mr. Cumin, containing particulars relative to the families represented by the children in the school, *App. p.* 218.

**Food (Ragged Schools, &c.)** Explanation as to food being given in a small number of the schools or refuges of the Ragged School Union, *Locke* 57-62—Advantage if more aid were given by Government towards some of the schools or refuges where children are fed, without requiring the school to be certified, *ib.* 125-129—Exceptional instances of food being given in the ragged schools in London, *Hytche* 503—The capitation payment of 50s. for food is not asked for, *Charles* 1289. 1336, 1337. 1394—Practice at Miss Carpenter's school at Bristol to give soup to some of the children in winter; attraction by this means, *Higginbotham* 1901. 1915, 1916. 1967. 1979-1981. 2012-2016—There should not be any grant for food, *Carpenter* 2182. 2187, 2188—Importance of not giving food in ragged schools, on account of the probable effect upon the parents, *ib.* 2212. 2376-2378.

Great injury to pay-schools, on account of the food and clothing given at the ragged schools, if the latter received Government aid and were still gratuitous, *Cumin* 3508—Objection to a grant by witness's department to any school where food is given, *Lingen* 3819-3829.

Statement showing the number of children wholly or partially fed at a certain proportion of the refuges and industrial schools in the Metropolis, the Provinces, and Scotland, *Charles* 4092.

## G.

**General Expenses (Ragged Schools, &c.)** If the grant for raw material be withdrawn, a portion of the general expenses should be substituted for it, *Charles* 1396-1398. 1406, 1407—There should be a grant for half the general expenses, such as the cleaning, lighting, &c., *Carpenter* 2187-2189—Non-objection to a grant in-aid of general expenses (in lieu of a grant for food and raw materials), having reference to some pre-arranged and recognised ordinary rate of expenditure for general purposes, *ib.* 2519, 2520.

**Gent, Joseph George.** (Analysis of his Evidence.)—Has been secretary to the Ragged School Union for the last sixteen years, 295—Concurs generally in the evidence of Mr. Locke, 296—Resolution recently passed by the Union against Government grants for non-industrial ragged schools; evidence in support of this conclusion, 296, 297. 299, 300. 303-307. 318. 350, 357. 371. 381-387. 427-450—Views of the Union upon the question of Government aid to the industrial schools; reasons of witness for objecting to such aid, 298. 301-307—Means of obtaining particulars as to the attendance, &c., at the schools, 308-317. 329. 340-344.

Receipt of Government aid by refuges as distinct from ragged schools, 319, 320—Aid received from Government by industrial schools and by some of the schools having industrial classes; complaints made on account of the contemplated withdrawal of this assistance, 321-323. 369-380—Information relative to the number and operation of the ragged schools at Liverpool, 324. 329. 360, 361—Particulars relative to the Manchester ragged schools, 324-328—Immoral character of the parents of the children attending some of the schools in London, 329—Boon if the children could be entirely removed from their vicious homes, 330-334.

Advantage in placing some of the ragged school children in district pauper schools, 335, 336—Distinction between ragged schools and national schools, in the former being of a missionary character, 337-339—Influence exercised by the female teachers where there are boys and girls in the same school, 345, 346—Altered circumstances under which some of the children have before attended pay schools, 347, 348—Great ignorance at first of the children upon the subject of religion, 349, 350—Very beneficial

*Gent, Joseph George.* (Analysis of his Evidence)—continued.

ficial influence brought to bear upon the children, in various ways, 350—Probability of many of them becoming clever criminals but for the religious or moral training, 351, 352.

Good effect of suspension from school as a punishment to boys, 353-355—Apprehended interference with the religious element of the ragged schools, if Government aid were accepted, 357. 430-441—Adequacy, generally, of the support received from the public; witness has no apprehension on this score, 358, 359. 363-368. 428-432—Advantage of the religious education in ragged schools as compared with the education in pauper schools, 362. 418—Extent of increased efforts necessary in order to provide a sufficient number of ragged schools, 363-368.

Nature of the industrial teaching in the ragged schools and refuges, 388-399—Explanation as to the names of the children not being on the books of the school, 400, 401—Advantage of the refuges in providing for homeless children, and for children living with dissolute and criminal parents, 402-405—Origin of the refuges, 403—Objection to separating the children from the parents, as a rule, 405, 406—Large field from which paid teachers are selected, 407, 408.

Reference to the practice in Manchester, of guardians paying largely for the education of children, 410. 412—Instance, in St. Pancras, of children having been removed for a time from a national school to a ragged school, in order to be fitted for the former, 411. 425, 426—Explanation as to the ages at which girls are sent into service from the schools, 413-418—Beneficial effect upon parents through the education of their children at the ragged schools, 419-424—Probability of the refuges getting on just as well without Government aid, 444-450.

*Gloucester Ragged School.* Good character of this school, which receives Government aid and is under inspection, *Carpenter* 2330.

*Golden Lane Schools.* See *St. Thomas's Schools (Charterhouse)*.

GOVERNMENT GRANTS:

I. *Ragged Schools:*

1. Evidence opposed to Government Aid.
2. Evidence in favour of Government Aid.
3. Conclusions of the Committee.

II. *Refuges and Industrial Schools:*

1. Aid now given; increase recommended.
2. Intended withdrawal of Aid from Uncertified Schools.

III. *Generally as to the Extent and Conditions of Aid from the Committee of Council.*

I. *Ragged Schools:*

1. Evidence opposed to Government Aid:

Grounds upon which the managers of the ragged schools in London are opposed to any Government aid or interference, *Locke* 69-71. 88, 89. 101-103. 183-188. 240-253. 262. 283-285—Resolution recently passed by the Ragged School Union against Government grants for non-industrial ragged schools; evidence in support of this conclusion, *Gent* 296-307. 318. 356, 357. 371. 381-387. 427-450—Divided feeling of the Union upon the question of Government aid to the industrial schools; reasons of witness for objecting to such aid, *ib.* 298. 301-307—Out of 160 schools not more than ten would be inclined to receive grants, *ib.* 444.

Resolution, recently adopted almost unanimously by the delegates from the London ragged schools, opposed to Government aid on any consideration whatever, *Hytche* 452, 453—Mode of constitution of the meeting of delegates who decided against Government aid, *ib.* 555, 556—Apprehended distinction of the missionary or voluntary character of the schools if there were Government grants to them; witness strongly objects to such grants, *ib.* 589. 615-621. 646. 710-726. 736-740—Witness formerly was favourable to Government help, *ib.* 646. 713.

Doubt as to ragged schools becoming really efficient if aided by Government, *Rogers* 1191-1198—Evidence opposed to Government grants to ragged schools, on the ground that the one great benefit of such schools consists in the personal influence of the teachers, and that such influence would be diminished under a system of State payment and examination, *Cumin* 3332-3348. 3417—Further objection to Government assistance, on the ground that ragged schools are not practically confined to the class unable to pay 1d. a week, *ib.* 3348 *et seq.*

Summary of reasons adduced by witness for objecting to Government aid to ragged schools,  
460—L. C

Report, 1861—continued.

## GOVERNMENT GRANTS—continued.

## I. Ragged Schools—continued.

## 1. Evidence opposed to Government Aid—continued.

schools, *Cumin* 3446—Except to industrial schools or to reformatories the State should not give assistance, *ib.* 3551-3553, 3567, 3568—Witness does not question the right of private individuals to conduct the ragged school system as they please, but merely objects to public aid on such system, *ib.* 3639-3644.

Question as to the ragged schools having any claim to State assistance so long as the children are entirely educated, fed, and lodged, by means of private benevolence, *Lingen* 3807-3810, 3813, 3822-3829—Difficulty of a Government test, or of defining the class suitable for ragged schools, adverted to as one reason of the withdrawal of the grant, *ib.* 3865-3868, 3872-3874, 4005, 4006—Way in which Government grants to ragged schools would necessarily change their character and be prejudicial to their operation, *ib.* 3889, 3890, 3900—Expediency of leaving entirely to voluntary effort any class of children so disorderly or degraded as to be unfit for the national schools, *ib.* 3891-3902—Circumstance of its being open to ragged schools to come within the Government terms, *ib.* 3913-3915—Witness does not deny the benefit of ragged schools, but sees no possibility of laying down rules entitling them to Government aid, *ib.* 3946-3948—Approval of a Government payment by results as preferable to a capitation grant; objection however to a payment according to results in the case of free schools, *ib.* 4053-4057.

## 2. Evidence in favour of Government Aid:

Approval of Government assistance to the schools, if given under certain conditions, such as having direct reference to the efficiency of the children, and not the qualifications of the teachers, *Cadman* 802-835, 866, 867, 882-910, 953, 954—Suggestion that a capitation grant be given to ragged schools according to the number of children that pass a certain examination, *Tufnell* 1610, 1629-1631.

Aid received from the State by four of the ragged schools in witness's district, *Ruddock* 1792-1797—Objections to the form in which aid is now given to ragged schools, 1798, 1799—Suggestions as to the form in which ragged schools should for the future be aided, *ib.* 1800 *et seq.*—There should be a contribution from the State in proportion to the subscriptions, *ib.* 1806-1815.

Obstacle to a capitation grant to ragged schools, with reference to the moral results of the teaching, *Higginbotham* 2147-2155—Witness would like a capitation grant on the infants as well as on the industrial workers, *ib.* 2156-2158.

Exceptional circumstances which account for the London schools not wishing for aid, *Carpenter* 2172, 2379, 2402—Great want of Government aid for ragged schools in the country, *ib.* 2172, 2173, 2379-2381—Witness asks for the restoration of the Minute of 1856, with certain modifications; explanation hereon, *ib.* 2181-2190—The present distinctive excellence of ragged schools would not be diminished by Government help, *ib.* 2194.

Sundry important points of difference between the system of pay schools and of ragged schools, notwithstanding which witness maintains that the latter should have State assistance as well as the former, *Carpenter* 2240-2252—Conclusion as to the Minute of 1856, which witness desires to see re-established, having been drawn up only after mature consideration, *ib.* 2252, 2253—Instances of the very prejudicial effect upon ragged schools in the withdrawal of the Minute of 1856, *ib.* 2283—Form in which aid should be given to the schools further adverted to, *ib.* 2289.

Witness strongly represents the expediency of Government aid on behalf of those who cannot educate themselves, *Carpenter* 2293, 2294; *Watson* 2744-2754, 2798-2817—Conclusion as to its being both unjust and unwise to exclude from Government aid the class treated in the ragged schools, *Carpenter* 2294-2303, 2338—Some of the managers in London are in favour of Government aid, *ib.* 2402—Beneficial effect of Government aid to voluntary effort in the case of inefficient day schools, &c., *ib.* 2404.

Further statement as to the means of Government for testing the claims of ragged schools to aid, irrespectively of a test examination of the teachers, *Carpenter* 2318-2422—Anticipated increase of ragged schools and of voluntary effort if there were Government aid, *ib.* 2426, 2427, 2429—Equal security for the proper expenditure of public money in the case of a ragged school as of a pay school; nature of the precaution that an improper class do not attend the latter, *ib.* 2494-2499, 2517, 2518.

As to ragged schools, witness is favourable to their receiving Government aid, but this is not the opinion of London ragged schools generally, *Ware* 3068-3070, 3195-3198, 3211—Opinion as to the expediency of the ragged schools receiving grants not only from the Ragged School Union but from the Privy Council, *ib.* 3195-3220.

## 3. Conclusions of the Committee:

Views of the Committee unfavourable to further grants from Government towards ragged schools, &c., *Rep.* p. iii, iv.



Report, 1861—continued.

## GOVERNMENT GRANTS—continued.

II. *Refuges and Industrial Schools:*

## 1. Aid now given; Increase recommended:

Receipt of Government aid by refuges as distinct from ragged schools, *Gent* 319, 320 — There are sixteen refuges attached to the Ragged School Union; question as to the expediency of Government aid to these, *Hytche* 577-580.

Particulars relative to the Government aid now given to uncertified and certified schools respectively, *Charles* 1252-1260 — Important change about to be effected in the aid to certified schools; 5*s.* a week will be given for each child in lieu of every thing else, *ib.* 1258-1260. 1308-1312. 1353 — Amount of the total payment from Government if the aid were extended to all the destitute children who might be brought under the Industrial Schools Act in London and the provinces, *ib.* 1271-1285.

Unanimous desire of the schools for Government aid, *Charles* 1286 — Important reduction in the Government payment since the Minute of December 1857, *ib.* 1289 — Satisfaction of the certified schools with the Bill now before Parliament, *ib.* 1313 — Nature of the additional amount of aid which the schools solicit, *ib.* 1339. 1354, 1355. 1408-1413.

Advantage, both on moral and economical grounds, of Government aid to refuges and ragged schools rather than of an extension of education under the poor-law system, *Tufnell* 1430-1441. 1533-1543. 1661-1674. — Suggestion that a capitation payment be made to ragged schools and refuges, dependent on the number of children passing a certain test; how this might be worked out, *ib.* 1434-1438. 1454 — Adequate check upon the admission of an unfit class to refuges if there were a small capitation grant, *ib.* 1447-1449. 1465-1470. 1627. 1631-1634. 1641, 1642.

Suggestion that Government aid to the refuges be limited to a capitation grant of 3*l.*, as not likely to lead to any abuse; probable abuse if large grants were given, *Tufnell* 1447-1452. 1465-1470. 1610-5614. 1627, 1628. 1631, 1632. 1723-1729. 1745, 1746. 1755-1764 — Defence of the proposition that the poor-law system, being inadequate to meet the case of children in refuges, Government should aid voluntary associations in their efforts to provide for this class, *ib.* 1525-1542. 1588-1591. 1610-1614 — Whether the aid comes from local poor rates or from the imperial funds, is not an important point of witness's proposal; guardians, however, should have no control over the management, *ib.* 1534-1546. 1567, 1568. 1588-1594 — Wrong principle upon which industrial schools are now aided, *ib.* 1626 — Different class of schools which should receive Government aid according to witness's proposition, *ib.* 1643, 1644 — Reason for proposing a much smaller grant for refuges than is given to reformatories, *ib.* 1738-1744 — Approval of the grant being applied in the case of children whose parents now pay towards their expense in refuges, *ib.* 1751-1754.

In proposing a maximum capitation grant of from 3*l.* to 5*l.* a head, witness contemplates also a provision that the whole grant should not exceed a certain proportion, say one-fifth, of the expenditure, *Ware* 3061, 3062. 3119-3123. 3221-3231. 3285-3287 — There need be no apprehension of lavish expenditure by the refuges, &c. *ib.* 3203-3205. 3231, 3232.

Statement of the total Government grants to a certain number of the refuges and industrial schools, *Charles* 4092.

## 2. Intended withdrawal of Aid from Uncertified Schools:

Intimation given to schools capable of being certified, in which the children are fed and taught, that they will no longer be aided by the Committee of Council if they continue uncertified, *Lingen* 3738-3741. 3756-3761 — Non-withdrawal of the present grants from industrial schools where food is not given, *ib.* 3757-3760 — Withdrawal by the Committee of Council of aid to the uncertified schools, on the ground that the Legislature has passed Acts providing for this class, *ib.* 3814-3819.

Complaints made on account of the contemplated withdrawal of the aid received from Government by industrial schools, and by some of the ragged schools having industrial classes, *Gent* 321-323. 369-380 — Probability of the refuges getting on just as well without Government aid, *ib.* 444-450.

Intention to withdraw aid from uncertified schools, and to grant it only to committed children after the schools have been certified; strong objections thereto, *Charles* 1261-1270 — Approval of the extension of Government aid to children not in certified schools, although it is now provided that such aid be limited to these schools; the medium or department through which the relief is conveyed is not material, *Tufnell* 1471-1481. 1675-1684 — Undue injury where the premises have been taken on lease if the grants be withdrawn, *Ware* 3063-3067. 3138.

Hardship in suddenly withdrawing the grant from institutions which, relying upon it, have received their expenses, *Lingen* 3869-3871 — Conclusion that the withdrawal of the grant will not result in depriving many destitute children of education, *ib.* 3875-3877.

## Report, 1861—continued.

## GOVERNMENT GRANTS—continued.

## III. Generally as to the Extent and Conditions of Aid from the Committee of Council:

First application made to the Committee of Council on Education in 1852 on behalf of ragged schools and free industrial schools; allowance then promised of 10*s.* per child per year, *Lingen* 3732, 3733—Continuance of the 10*s.* grant to different schools up to 1856; complaints in the meantime of its insufficiency, *ib.* 3734—Re-arrangement under the Minute of Council of 1856, and large extension thereby of the aid given, *ib.* 3734, 3735—Important alterations by the Minute of 31st December 1857 as to the conditions of aid to the different schools, *ib.* 3736.

No ragged school can be aided unless industrial instruction is given, *Lingen* 3742—Respects in which ragged schools are aided in regard to the non-industrial part, as well as the industrial part, *ib.* 3743-3745—Several causes which led to the abandonment of the Minute of 1856 in regard to ragged schools, &c. *ib.* 3762—Assistance given to about 10,000 schools by witness's department, *ib.* 3833-3845—There are probably less than 100 ragged schools so assisted, *ib.* 3836.

Communication from the Committee of Council, dated 10th September 1852, stating that the Lords of the Committee on Education are not prepared to recognise ragged schools as entitled to a portion of the education grant, except under certain specified conditions, *App. p.* 220, 221.

Minutes, &c. of the Committee of Council showing the conditions as to Government aid to ragged or industrial schools, *App. p.* 221-225.

See also the principal Headings throughout the Index.

*Graham, Sir James* (Member of the Committee). Draft report proposed by Sir James Graham, *Rep. p.* xi, xii—The same, with some amendments, adopted, *ib.* xii-xvi.

## H.

*Higginbotham, George*. (Analysis of his Evidence).—Is master of Miss Carpenter's school in St. James's Back, Bristol, 1876, 1877—Is not yet certificated, not having been three years at the school, 1878-1881. 2125-2127. 2159, 2160—Has been examined by the Government inspector; nature of this examination, 1879, 1882, 1883—Particulars relative to the education and industrial training given at the St. James's Back School, the class of children admitted, the number and ages of the children, their attendance, &c.; beneficial operation of the school, 1884 *et seq.*

Ill result in the case of some children removed from the school to a national school, 1897, 1898. 1949. 1984-1987. 2000-2007. 2023-2029. 2033-2039. 2135-2140—Respects in which national schools are not suited for children of careless or irregular habits, 1898. 1939. 2000-2011—Difficulty in the improvement of children whose parents are vicious or careless, 1912-1916. 1979.

Want of ragged schools in Bristol, even if increased facilities of education were offered by district schools, or certified industrial schools, 1917-1919—Nature of the aid received from Government; total of about 56*l.*, the entire expense of the school being about 300*l.*; 1929-1932. 1950-1952. 2069-2073. 2141, 2142—Large number of neglected children at Bristol who do not attend the ragged schools, 1988. 2074-2088.

The requirement of payment with the children would in a great measure empty the school, 2107, 2108—Interest taken by some of the parents in their children's progress; a large proportion, however, seem quite careless in the matter, 2114-2119—Advantage if many of the children could be removed entirely from their parents, 2120-2123.

Improvement if the moral qualifications of teachers in ragged schools could be made a condition of State assistance, 2124-2134—Ability of many ragged school teachers to pass the same examination that witness passed, 2143-2145—Obstacles to a capitation grant with reference to the moral results of the teaching, 2147-2155—Witness would like a capitation grant on the infants as well as the industrial workers, 2156-2158.

*Hill, M. D.* Communication from Mr. Matthew Davenport Hill to the Chairman of the Committee, explanatory of his views upon the education of destitute children, and advocating the extension of Government aid to ragged schools, *App. p.* 232-234.

*Home Office.* Effect of the Act of last Session that the certified industrial schools were transferred to the Home Office for inspection, *Lingen* 3736.

*Hours of Attendance (Ragged Schools).* Hours in the day or evening for which the ragged schools in London are open, *Locke* 63, 64.

*Hull Ragged School* Good character of this school, which is under inspection, *Carpenter* 2330.

*Hytche,*

## Report, 1861—continued.

*Hytche, Edward Joseph.* (Analysis of his Evidence.)—Is one of the two school agents of the Ragged School Union; visits all the schools to the west and south, 451—Reads a resolution, recently adopted almost unanimously by the delegates from the London ragged schools, opposed to Government, and on any consideration whatever, 452, 453.

Number of institutions visited by witness; number of children, their ages, attendance, &c. 453-463. 487-496—Objects of witness's visitation, 465-467. 622-625—Conditions under which grants are given to the several schools; good financial condition of the schools, 467-470. 626-632. 714-740. 749-751. 767-761—Instances of witness having excluded children from the schools, 471, 472. 549, 550—Admission of children whose parents are drunkards, &c., or who are in receipt of parochial relief, 472-477.

Satisfactory working of the ragged schools with reference to the pay schools, 477-479. 543-546. 549-552. 592-598. 603, 604. 614—Interest taken in the schools by the local clergy, 477. 551. 741-743. 762-767—Ample number of children for the schools, irrespective of the children of out-door paupers, 480-482—Filthy, ragged, and demoralised state of the children at first; gradual improvement effected, 483-486. 497. 517, 518—Advantage in the children, when improved morally, returning daily to their homes, 497-500. 519-522. 544. 600. 649. 768-770—Character of the school buildings, 501. 657.

Information relative to the instruction given in the schools; particulars relative more especially to the religious instruction which is not denominational, 502-504. 512-516. 557-562. 569-576. 612, 613. 666-703—Exceptional instance of food being given, 503—Information relative to the qualifications, &c. of the teachers; interest taken by them in the work, 505-508. 601, 602. 658—Short average stay of the children at each school, and causes thereof, 508-511. 594-598. 704-706—Proportion who can read, 512-514—Dissolute character generally of the fathers of the children, 517-521. 563-565. 611.

System of monitors explained; satisfactory operation thereof, 523-534. 659-661. 752—Admission of orphan children, without reference to its being obligatory upon the poor law authorities to educate them; approval thereof, 535-542. 591. 605-607. 638-640. 653—Varying occupations and precarious means of the parents of the children, 546. 563-568. 603-611—Good supply of schools in the south and west districts, 547, 548. 716-718—Great importance of the non-sectarian character of the schools, 553, 554. 569-571—Mode of constitution of the recent meeting of delegates who decided against Government aid, 555, 556.

There are sixteen refuges attached to the Ragged School Union; question as to the expediency of Government aid to these, 577-580—Cost per head in the ragged schools and refuges, 581, 582. 656, 657—Marked improvement in neighbourhoods where there are ragged schools, 583. 600—Nature of the prospect that the schools may in time be dispensed with, 584-588. 707-709—Apprehended destruction of the missionary or voluntary character of the schools, if there were Government grants to them; witness strongly objects to such grants, 589. 615-621. 646. 710-726. 736-740.

Transfer of children to the pay schools further adverted to; care also taken not to receive children whose parents can pay for them, 592-598. 633, 634. 641, 642. 647-649. 726\*-729. 753, 754. 768—Objection to a penalty upon parents who neglect to educate their children, and let them go to ragged schools, 636, 637.

Watch kept over children who have left the day schools for service or employment; satisfactory result of such employment, 643-645. 706—Disallowance of payment for any child at school, 654, 655—The children's industrial earnings are not in the shape of money 662-665—Non-admission of schools to the union in which the instruction is Unitarian or Roman Catholic, 744-748—Belief that the schools have never been used as places of meeting for young thieves, 772.

## I.

*Industrial Schools, and Industrial Schools Bill.* Statement as to there being only twenty schools certified under the Industrial Schools Act, *Charles* 1244-1246—Information relative to the class of children in these schools; their neglected and destitute condition when admitted, *ib.* 1247-1251—Care taken to confine the benefits of the industrial schools to the class for whom they were instituted, *ib.* 1250, 1251—Obstacles to the uncertified schools becoming certified under the Industrial Schools Act, even if otherwise they are to lose their grants, *ib.* 1314-1316—Obstacles and objections to the refuges becoming certified, *Tufnell* 1443-1444. 1638-1640. 1730-1745; *Ware* 3031-3043. 3088 *et seq.*

Consideration of the provisions of the Bill now before Parliament which define the classes liable to be sent to certified industrial schools; conclusion that there remains a numerous class untouched by the Bill, *Carpenter* 2203, 2204. 2211. 2214. 2386-2396. 2422—Approval of the amended Act, as regards that class of children which cannot be brought by any voluntary means within the walls of a school, *ib.* 2203, 2204. 2211. 2276. 2279-2282. 2389, 2390. 2394. 2424.

*Industrial Schools, and Industrial Schools Bill*—continued.

Approval of the children of vicious parents being provided for under the Industrial Schools Act, *Cumin* 3469-3467—Agency through the certified industrial schools of providing for the children in ragged schools, if the latter were at once shut up, *Lingen* 3782, 3783—No provision is made in the Industrial School Bill for the voluntary cases in certified refuges or certified industrial schools, *ib.* 4075, 4076.

Minutes of the Committee of Council as to the conditions of aid to industrial schools, *App. p.* 221-225.

Reference by the Committee to the provision already made by this Bill for children who have acquired criminal or vagrant habits, *Rep. p.* iii.

See also *Aberdeen. Bristol, l. 4. Committal by Magistrates. Edinburgh. Government Grants. Industrial Training. Ragged Schools. Raw Materials.*

*Industrial Training.* Exclusion from Government aid to ragged schools, &c. unless there be industrial training, *Locke* 66. 85-87; *Lingen* 3742—Doubt as to the necessity of Government help in order to improve the industrial teaching, *Locke* 159-164.

Disapproval of any capitation grant for industrial training; grounds for this view examined, *Ruddock* 1799. 1803-1805. 1811. 1827-1835. 1847, 1848. 1857-1870—Conclusion that the poor do not value the industrial training; it cannot in fact be properly given in ragged schools or industrial schools, *ib.* 1805. 1827-1832. 1857-1870.

Witness considers the industrial element absolutely essential, and would substitute the name "industrial school" for "ragged school," *Carpenter* 2205, 2206—No Government help should be given unless there were industrial training, *ib.* 2206.

See also *Industrial Schools, &c. Ragged Schools, 3.*

*Infant Schools.* Great importance attached to infant schools, *Cadman* 918-921; *Rogers* 1054, 1055—Statement as to the importance of young children going to infant schools instead of to ragged schools; facility for maintaining the former schools, *Cumin* 3379-3384. 3478, 3479. 3485-3495. 3581, 3582. 3597.

Comparative cheapness of infant schools adverted to by the Committee, *Rep. p.* iv—Operation of these schools in not only keeping children from evil, but in laying the foundation of order, industry, and attention, *ib.*

*Infants (Ragged Schools).* Great evil of ragged schools when they are extended to taking in infants; grounds for this conclusion, *Cumin* 3379-3384.

*Inspection of Schools.* Inspection and interference concurrent with aid to ragged schools from a central source, *Gent* 382-386. 438-441—Approval of Government inspection of the certified refuges, *Charles* 1334. 1345—Importance attached to a Government inspection of refuges and ragged schools, as a condition of assistance, *Tinsnell* 1454-1459. 1595, 1596. 1612, 1613. 1629, 1630. 1651-1653; *Carpenter* 2173. 2194. 2325-2330—Security through the inspectors that ragged schools contain the class of children contemplated by the State in making a grant, and that the expenditure is not lavish, *Carpenter* 2262-2274. 2491-2493; *Ware* 3124-3126. 3145-3153. 3186-3189. 3205. 3231-3253—Difficulty or impossibility of carrying out a Government inspection of ragged schools with reference to the class of children therein, or of examining into the results of teaching, *Cumin* 3446. 3554-3557. 3563, 3564. 3589-3595. 3631, 3632—Advantage of the American system of inspecting the schools without previous notice, *ib.* 3472-3476.—See also *Government Grants. Teachers.*

## J.

*Juvenile Delinquency.* See *Criminal or Vicious Children.*

## L.

*Lingen, Ralph R. W.* (Analysis of his Evidence.)—Secretary to the Committee of Council on Education; has been connected with the Committee since 1846; 3729, 3730—First application made to the Committee of Council on Education in 1852, on behalf of ragged schools and free industrial schools; allowance then promised of 10 s. per child per year, 3732, 3733—Details of the proceedings since that date in regard to aid to ragged or industrial schools, &c.; Acts of Parliament or Minutes of Council on the subject, 3734 *et seq.*—Intended withdrawal of aid from uncertified schools; grounds for such withdrawal, 3738-3741. 3756-3761. 3814-3819—Conditions under which aid may be now given to ragged schools, 3742-3749. 3757-3760.

Opinion

Report, 1861—*continued.**Lingen, Ralph R. W. (Analysis of his Evidence)—continued.*

Opinion that there is no permanent need for ragged schools, and that they may be dispensed with by other existing agencies, 3763-3771—Expediency of making Mr. Denison's Act compulsory as regards the education of out-door pauper children, 3766—Objectionable and degrading operation of ragged schools as regards the parents of the children, 3772-3777. 3785—Importance of making the parent responsible for the education of his child, and of punishing him for its neglect, 3776-3785—Agency through the certified industrial schools for providing for the children in ragged schools if the latter were at once shut up, 3782, 3783.

Prejudicial operation of non-feeding ragged schools; their inferiority as regards instruction, order, and discipline, 3785-3789—Means of dealing in the national schools with the disorderly children now in ragged schools, or with children of very different capacity in proportion to their age, 3790-3800—Approval of Mr. Rogers' pay schools in St. Thomas's Charterhouse; Government aid given to these schools which differ very much from ragged schools, 3801-3813.

Question as to the ragged schools having any claim to State assistance as long as the children are entirely educated, fed, and lodged by means of private benevolence, 3807-3810. 3813. 3822-3829—Objection to a grant by witness's department to any school where food is given, 3819-3829—Unsatisfactory working of the certificate required from two magistrates in connexion with the minute of 1856; 3830-3832.

[Second Examination.]—Assistance given to about 10,000 schools by witness's department, 3833-3835—There are probably less than 100 ragged schools so assisted, 3836—Some of the old charity schools or endowed schools, not pay schools, are assisted, 3837, 3838—Further statement as to the several existing agencies, and the expense thereof, by means of which all the children in ragged schools might be educated, 3839-3865. 3952-3976. 4024-4041.

Evidence in support of the system of not giving Government aid to ragged schools; various grounds of objection to such aid, 3865 *et seq.*—Hardship in suddenly withdrawing the grant from institutions which, relying upon it, have increased their expenses, 3869-3871—The withdrawal of the grant will not result in depriving many destitute children of education, 3875-3877—Advantage of pay schools over workhouse schools for out-door pauper children, 3878-3882—Large number of children attending no school, and provision by means of ragged schools for a portion of these, 3883-3888.

Approval of the commitment by magistrates before admission to certified industrial schools; inefficiency of any other check upon the admission of the proper class of children, 3908-3912—Circumstance of its being open to ragged schools to come within the Government terms, 3913. 3915. 3942-3944—Slight increase of cost in the common elementary day-schools as compared with the ragged schools, 3916-3918—Advantage in the class in ragged schools being dispersed, and mixed with other children in day-schools, 3919, 3920—Difficulty of testing the best class of masters for ragged schools, 3920-3922. 3937—Information relative to the Golden-lane schools, 3923-3932.

Instances of abuse of the raw material grant to industrial schools, 3933—Nature of the checks upon an abuse of this grant, 3934-3936—Intermediate class, between vagrants and criminals, for whom it is stated that ragged schools make provision, 3945—Witness does not deny the benefit of ragged schools, but sees no possibility of laying down rules entitling them to Government aid, 3946-3948. 4005, 4006.

Difference between Mr. Adderley's Act (20 & 21 Vict. c. 48) and Mr. Dunlop's Act in defining the offence under which a child should be committed, 3949—Causes of the comparative inoperativeness of Mr. Adderley's Act, 3950, 3951. 4014-4020—Necessity of definitions being laid down as to age, &c., and of carefully-framed rules otherwise in carrying out a compulsory application of Mr. Denison's Act in regard to the education of out-door pauper children; objections to such compulsory education considered, 3977 *et seq.* 4024-4041—Probability of many of the refugees becoming certified, and of their being able to keep up their present establishments, 4021, 4022.

Grounds for approving of a capitation grant where the guardians, as *in loco parentis*, undertake the payment, the parents not making any payment, 4042-4052—Approval of a Government payment by results as preferable to a capitation grant; objection, however, to a payment according to results in the case of free schools, 4053-4057—Probability of some restriction being required as regards out-door relief enabling poor persons to send their children to pay schools, 4058-4068.

Impression as to the difficulty in finding employment for children from workhouse schools, 4069, 4070—Respects in which large workhouse schools are better than small ones, 4071-4074—No provision is made in the Industrial Schools Bill for the voluntary cases in the certified refugees or certified industrial schools, 4075, 4076.

*Liverpool.* Information relative to the number and operation of the ragged schools at Liverpool, *Gent* 324-329. 360, 361.

*Locke, William.* (Analysis of his Evidence.)—Has been Honorary Secretary of the Ragged School Union since the foundation of the society in 1844; 1—Object of the Ragged School Union to provide schools for the outcast and destitute poor of London, 2-4—Commencement of the society with sixteen schools, whereas they have now 176 schools, 5—Immense increase of attendance, and great progress otherwise in the operations of the society, 5. 106, 107—Varying occupations to which the parents of the children in the ragged schools belong; worthless character of a large portion of the parents, 6.

Inability of the parents to pay, and filthy condition of the children, which prevent their being placed in pay schools, 7-11. 13. 75. 80-84—Refusal generally of the parents of the children to accept parish relief, 12—Reference to a school in St. James's parish established as a free school, which has now become more for those who pay, on account of the objection to children of the ragged class, 13-16. 75-78. 80-83—Formation of ragged schools only when a necessity for them has been proved; course of proceeding in the matter, 17-22—Admission only of those children who are destitute of any other means of education, 17.

Practice of moving children to a day school or better school, if it is found that their parents are in circumstances to pay for them, 18, 19. 23-30. 137-139. 228—Absence of complaints to the Ragged School Union that their schools were draining the pay schools, 27-30—Changeable character of the attendance; means of ascertaining the average attendance, 31-33. 43, 44. 52-54—Way in which cleanliness is after a time insisted upon; in the first instance none are excluded, 34-36. 41, 42. 224, 225—System of visiting the parents by which children are induced to attend, 37-40—In some cases boys at the schools bring other boys, 39—Frequent indifference of parents in regard to their children's attendance, 40-72—Means adopted in order to remedy the non-attendance of children, 45, 46.

Reference had to the number of children in attendance and the expenses of the school in making grants from the funds of the society, 47-51. 140—Total of 3,780 children in the industrial classes; desire to increase the number, 55-57. 67, 68—Explanation as to food being given in a small number of the society's schools or refuges, 57-62—Time for which the schools are open, 63, 64—Help received from Government towards some of the refuges connected with the society, 65—Exclusion from Government aid unless there be industrial training, 66. 85-87—Grounds upon which the managers of the ragged schools in London are opposed to any Government aid or interference, 69-71. 88, 89. 101-103.

Practice of taking the children into the ragged schools when the parents are of drunken habits, and unwilling to pay, 72-74—Ragged clothing of the children generally; steps taken to improve this, 79. 223-228—Importance attached to the voluntary support of the ragged schools, 90—Main object of the ragged schools to pass the children into the national schools, or to fit them for their future life, 91-96. 100. 108. 165-168—Unwillingness of the children to attend the national schools, in addition to the unwillingness of the parents to pay for them, 97-99—Less secular character of the education in the ragged schools than in the national schools; moral and religious training is more studied in the former, 104, 105. 255-258. 286.

Further statement as to the several classes of parents whose children are received into the ragged schools, 109-120. 159. 169-171—Difficulty in obviating the objection of the managers of the national schools to receive ragged children, 121-124—Advantage if more aid were given by Government towards some of the schools or refuges where children are fed, without requiring the schools to be certified, 125-129—Amount of paid teaching and of voluntary teaching in the schools, 130, 131. 148-151—Ages at which children come and leave, 132. 271. 280-282—Character of the industrial teaching, 134. 146, 147—Non-resort to corporal punishment, 135—Advantage of the system by which children are brought to the schools, 141-145.

Explanation as to the scriptural teaching in the schools, and as to the objection on this score to Government aid or interference, 152-158. 188. 240, 241—Doubt as to the necessity of Government help, in order to improve the industrial teaching, 159-164—Character of the education in the schools generally, 165-167. 286—Question whether many of the children at the schools might not be educated in workhouse schools; comparative character of each education, 169-171. 189-200. 259—Beneficial effect of the schools upon the children's parents and their homes, 172. 181. 229-235—Difficulty in increasing the number of industrial classes in the schools, 173-176—Origin of witness's connexion with the Ragged School Union, 177-179.

Illustrations of the exceedingly beneficial operation of the schools, 180-182. 201-203. 272, 273—Conclusion that the ragged schools do not injure the pay schools, 182—Further considerations as to the grounds of objection to Government grants to the ragged schools, 183-188. 240-253. 262. 283-285—Receipts of the Ragged School Union, and how distributed to the schools, 185, 186. 237-239—Missionary spirit and high motive by which the teachers are actuated, 206, 207—More numerous ragged class in London before the union commenced its operations; means of recognising this class,

Report, 1861.—*continued.*

*Loche, William.* (Analysis of his Evidence)—*continued.*

208-213. 266-269—Drunken or idle habits of parents which cause the existence of this class of children, 214, 216.

Improvement if the education of the children of out-door paupers were provided for by law, 217-221—Advantage in some instances if the children could be entirely removed from the home of their dissolute parents, 232-236—Good effect of the education in influencing the parents to attach a greater value to it, 254—Ragged schools throughout the country adverted to; these are not connected with the union in London, 260, 261—Nature of the security in regard to the qualifications of the paid teachers, 263-265.

Different employments obtained for the children, and number placed out, 270-272—Age at which the children are placed in situations, or are withdrawn by their parents, 271. 280-282—Success generally of the means adopted towards ill-disposed children, 274-278—Earnings of children in the industrial classes, 279—Larger number formerly of children of the criminal class in the schools, 287-290—Diminution in the number of the begging class, 291, 292—Reference to the report of the Committee on Criminal and Destitute Children in 1852; strong approval therein of the ragged schools, 293—Considerable difficulty in some localities in London of raising funds for the schools, 294.

*Magistrates' Certificate.* Unsatisfactory working of the certificate required from two magistrates in connexion with the minute of 1856, *Lingen* 3830-3839.

*Magistrates, Committal by.* See *Committal by Magistrates.*

*Manchester.* Particulars relative to the Manchester Ragged Schools, *Gent* 324-328.—Reference to the practice in Manchester of guardians to pay largely for the education of children, *ib.* 410-412.

*Masters of Ragged Schools.* See *Teachers.*

*Metropolitan Ragged Schools, Refuges, &c.* Abstract statement relative to fifty-six ragged schools and twenty-seven refuges and industrial schools in the metropolis; the number and class of children; the number fed, clothed, &c.; and the amount of the gross income, and of the Government grants, *Charles* 4092.—See also *Ragged Schools.* *Refuges.*

*Monitors (Ragged Schools).* System of monitors explained; satisfactory operation thereof, *Hytche* 523-534. 659-661. 752—The monitors get from 2*d.* to 1*s.* a week, *ib.* 530. 659.

*Moral Results of Ragged Schools.* Beneficial effect of the schools upon the parents of the children, and upon their homes, *Loche* 172. 181. 229-235; *Gent* 419-424; *Hytche* 497-500. 522. 544. 583. 600. 649. 768-770; *Cadman* 800, 801. 848. 864, 865. 868-870. 874-878—Very beneficial influence brought to bear upon the children in various ways, *Loche* 274-278; *Gent* 350—Probability of many of them becoming criminals but for the religious or moral training, *Gent* 351, 352; *Carpenter* 2277, 2278—Advantage on the score of industrial training and of moral and religious teaching of retaining many children in the ragged schools rather than of transferring them to national schools, *Carpenter* 2168. 2406-2412—Importance of the children being followed up out of school, and in their own homes, *ib.* 2169—Limited effect of the ragged schools in exercising a moralising influence upon parents through their children, *Cumin* 3558-3562—Difficulty in testing the results of the moral training in any ragged school, *Lingen* 3938-3941.

## N.

*Names of Children (Ragged Schools).* Explanation as to the names of the children not being on the books of the schools, *Gent* 400, 401.

*National Schools.* See *Pay Schools.*

*Night Schools (Ragged School Union).* The night schools are intended to complete the work begun in the day schools, *Hytche* 514. 642.

See also *Ragged Schools.* *Refuges.*

*Northcote, Sir Stafford (Chairman of the Committee).* Draft report proposed by the chairman, *Rep.* p. viii-xi—Proposal to read the same a second time negatived by the Committee, *ib.* xii.

*Number of Children (Ragged Schools, &c).* Abstract statement, showing the number of children on the books of a certain proportion of the ragged schools, refuges and industrial schools in the metropolis, the provinces, and Scotland, *Charles* 4092.

Report, 1861—continued.

## O.

*Orphans.* Admission of orphan children to the ragged schools without reference to its being obligatory upon the poor-law authorities to educate them; approval thereof, *Hytche* 535-542, 591, 605-607, 638-640, 653—Obstacles to placing destitute orphan children in national schools, *Cadman* 863—Suggestion as to the proper mode of dealing with pauper orphans, *Watson* 2724—Statement of the number of orphans, and of children having only one parent, at a certain number of the ragged schools, refuges, and industrial schools, *Charles* 4092.

Difficulty in regard to the compulsory education, through the guardians, of destitute orphans and deserted children; suggestion whether admission should not be secured to them into Government schools, *Rep.* p. iii, iv.

See also *Out-door Pauper Children.*

## OUT-DOOR PAUPER CHILDREN :

Improvement if Mr. Denison's Act were compulsory, and if guardians were to make out-door relief to parents conditional upon the children being sent to school, *Locke* 217-221; *Tufnell* 1615-1619, 1715; *Cumin* 3458-3464, 3509-3531, 3569; *Lingen* 3766.

Evidence as to the inadequacy of the poor-law system, or of workhouse schools, for meeting the case of out-door pauper children in ragged schools, *Cadman* 778-781, 795, 796; *Charles* 1248, 1249, 1296-1303, 1320-1334, 1340-1352, 1360 *et seq.*, 1403-1405; *Tufnell* 1425, 1430, 1575-1609, 1733-4736; *Ruddock* 1785-1787; *Carpenter* 2201-2203, 2423, 2424—Primary duty of the poor law to relieve physical destitution rather than to educate, *Tufnell* 1654-1660, 1685-1711.

Examination upon the question of the propriety of Government aid in respect of children for whom provision is already made by the poor-law, *Charles* 1344-1346, 1360 *et seq.*—Rule of the poor-law authorities not to enforce workhouse relief in the case of neglected children living with their parents; expediency thereof, and of not separating the children from their parents, *Tufnell* 1482-1486, 1565, 1566—Obstacle to the working of Mr. Denison's Act as to the education of the children of out-door paupers; failure of the Act, *Ruddock* 1840; *Cumin* 3425-3427.

Want of knowledge of the managers of ragged schools as to the number of out-door pauper children therein, *Cumin* 3308—Reference to the attendance of many children of out-door paupers at pay schools, as at Bristol, Plymouth, &c.; inference therefrom, *ib.* 3309-3323, 3327, 3355-3371, 3517-3526, 3664-3719—Various reasons why many out-door pauper children at Plymouth do not attend either ragged or pay schools; difficulty as to the latter on account of the payment of a penny a week, *ib.* 3324-3327, 3331—Objection on the part of Boards of Guardians to provide the school pence for these children, *ib.* 3328-3330.

Respects in which more desirable that out-door pauper children should, under certain conditions, be sent to pay schools rather than to ragged schools; action necessary in the poor-law authorities, *Cumin* 3428-3444, 3727—Instances of the children of out-door paupers being paid for by the guardians, *ib.* 3470—Opinion as to out-door paupers being the poorest class, even when in possession of the relief afforded by the parish, *ib.* 3609-3612—Large diminution in the number at ragged schools by the proposed transfer of the out-door pauper class, *ib.* 3615-3618—Benefit being conferred by the ragged schools upon out-door pauper children, until it is made compulsory on the guardians to send them to pay schools, *ib.* 3675-3677.

Unsatisfactory education available in many cases for the children of out-door paupers now in ragged schools, *Lingen* 3843-3846—Advantage of pay schools over workhouse schools for out-door pauper children, *ib.* 3878-3882—Considerations as to the means and expense of providing in district schools and pay schools for the out-door pauper children in ragged schools and refuges, and as to the probability of the guardians taking the necessary steps in the matter, *ib.* 3952-3976, 4024-4041.

Necessity of definitions being laid down as to age, &c., and of carefully framed rules otherwise, in carrying out a compulsory application of Mr. Denison's Act in regard to the education of out-door pauper children; objections to such compulsory education considered, *Lingen* 3977 *et seq.*, 4024-4041—Grounds for approving of a capitation grant where the guardians, as *in loco parentis*, undertake the payment, the parents not making any payment, *ib.* 4042-4052—Probability of some restriction being required as regards out-door relief enabling poor persons to send their children to pay schools, *ib.* 4058-4068.

Statement of the number of children of out-door paupers at a certain proportion of the ragged schools, refuges, and industrial schools throughout Great Britain, *Charles* 4092.

Suggestions by the Committee with a view to the admission into Government schools of destitute orphans, destitute children, and the children of out-door paupers, *Rep.* p. iii,



## Report, 1861—continued.

**OUT-DOOR PAUPER CHILDREN**—continued.

p. iii, iv—Great difficulties in the way of making it compulsory upon guardians to enforce the education of out-door pauper children, *Rep.* p. iii.

See also *Boards of Guardians. Bristol, N. District Schools. Orphans. Workhouse or Pauper Schools.*

## P.

*Palmerston, Lord. Views of Lord Palmerston as to the valuable operation of ragged schools, Carpenter 2297, 2298.*

**PARENTS:**

Various occupations to which the parents of the children in the ragged schools belong; worthless character of a large portion of the parents, *Locke 4. 12. 109-120, 159. 169-171; Gent 329; Hytche 472-477. 517-521. 546, 563-568. 603-611*—Drunken or idle habits of parents, which cause the existence of the ragged school class of children, *Locke 72-74. 214-216. 223*—Advantages in some instances if the children could be removed from the homes of their dissolute parents, *Locke 232-234; Gent 330-334. 405. 406; Higginbotham 2120-2123; Carpenter 2213*—Good effect of the education in influencing the parents to attach a greater value to it, *Locke 254*—Objection to a penalty upon parents who neglect to educate their children and let them go to ragged schools, *Hytche 636, 637.*

Adverse feeling of the parents in witness's district to a gratuitous education, *Rogers 1045. 1066. 1077*—Communication with the parents of the children at witness's schools, and great importance attached thereto, *ib. 1138-1142. 1147-1155. 1224-1226*—Feeling of the parents that their children are not really being educated at the ragged schools, *ib. 1156. 1175-1180. 1199-1212.*

Question as to the relief given in the schools acting as a premium upon neglect by the parents or by the poor-law authorities, *Charles 1399-1405*—Difficulty in the improvement of children whose parents are vicious or careless, *Higginbotham 1912-1916. 1979*—Interest taken by some of the parents at Bristol in their children's progress; a large proportion, however, seem quite careless in the matter, *ib. 2114-2119.*

Belief that ragged schools do not in any way limit the efforts of parents to prevent education, *Carpenter 2428*—Concurrence in the proposition that it is as much the duty of the parent to educate his child as to feed him, *ib. 2512, 2513*—Independent feeling on the part of parents who pay for their children at the national schools, *ib. 2514, 2515*—The parents of the very lowest class of children are deficient in that feeling of pride about education which distinguishes parents in the grade just above them, *ib. 2514-2516.*

Statement showing that at Plymouth and Bristol witness ascertained that there was great exaggeration on the part of the parents as to the number of children of out-door paupers who attended any school; inference therefrom as to the strong feelings of the lowest classes in regard to education, *Cumin 3309-3323. 3517-3526*—Objection to gratuitous schools on the grounds of their relieving parents of the necessity of making exertions to educate their children, *ib. 3398-3406, 3428, 3429.*

Objectionable and degrading operation of ragged schools as regards the parents of the children, *Lingen 3772-3777. 3785*—Importance of making the parents responsible for the education of his child, and of punishing him for its neglect, *ib. 3776-3785.*

See also *Attendance at School. Moral Results of Ragged Schools. Pay Schools.*

*Pauper Children. See Out-door Pauper Children.*

*Pauper Schools. See District Schools. Out-door Pauper Children. Separate Schools. Workhouse or Pauper Schools.*

*Pay Schools. Unwillingness of the children in ragged schools to attend the National Schools, in addition to the unwillingness of the parents to pay for them, Locke 97-99*—Difficulty in obviating the objection of the managers of the National Schools to receive ragged children, *ib. 121-124.*

Willingness of the people of witness's district to pay towards their children's education; there are, in fact, hardly any parents so poor as not to be able to pay a penny a week, *Rogers 1001-1004. 1015. 1077. 1145-1160*—Preference of the poor for the penny schools as compared with the ragged schools, *ib. 1045. 1066. 1067. 1156. 1175-1180. 1199-1212; Cumin 3398*—Necessity for the ragged schools through the payments of the national schools having been fixed too high, *ib. 1144*—Value of the penny payment as enlisting the interest of the parents, *ib. 1186. 1194, 1195. 1227-1230.*

Instances at Bristol and Cardiff of the inefficiency of national schools for operating upon the class of children suitable for ragged schools, *Carpenter 2165-2168*—The schools generally for the lower classes of children have been so raised that they do not

## Report, 1861—continued.

*Pay Schools*—continued.

now take the lowest class, *Carpenter* 2197. 2229-2231—Illustration of the poverty of some of the working classes as showing their inability to pay even a penny a week for the education of their children, *ib.* 2278—Instances of a superior class attending at British and national schools, and profiting by the grant from the Committee of Council, *ib.* 2338.

Circumstance of many out-door pauper children at Plymouth, &c., going to the penny schools; inference therefrom as to the ability of the poorest class to pay one penny weekly for their children's education, *Cumin* 3313-3315. 3317. 3327. 3355-3371. 3694-3719—Approval of parents who can afford to pay much more than one penny per week sending their children to the national schools, *ib.* 3406-3411.

Means of dealing in the national schools with the disorderly children now in ragged schools, or with children of very different capacity in proportion to their age, *Lingen* 3790-3800—Advantage in the class in ragged schools being dispersed and mixed with other children in pay schools, *ib.* 3919, 3920—Opinion that there is scarcely any parent so poor that he cannot pay for the education of his child at an ordinary pay school, *ib.* 4058.

Conclusion of the Committee as to the poorest parents being able to pay small school fees, *Rep. p.* iii.

See also *Attendance at Schools.* *Bristol*, I. 8. II. III. *Food.* *Ragged Schools.* *St. Thomas's Schools (Charterhouse).* *Standard of Education.*

*Penny Banks.* Successful establishment of penny banks in connexion with the ragged schools, *Locke* 181. 201-203.

*Plymouth.* See *Out-door Pauper Children.* *Parents.*

*Privy Council.* See *Committee of Council on Education.*

*Provincial Ragged Schools, &c.* Tabular statement, showing the number and class of children in twenty-eight of the provincial refuges and industrial schools, the number fed, clothed, &c., and the amount of the gross income, and of the Government grants, *Charles* 4092.

See also *Ragged Schools.*

*Pupil Teachers.* Special class required as pupil teachers in ragged schools, *Higginbotham* 1939, 1940. 1944. 2030-2032—Objection to pupil teachers being trained in ragged schools, *Carpenter* 2170, 2171.

## R.

**RAGGED SCHOOLS:**

1. *Ragged School Union: its Constitution and Operation.*
2. *Class of Children admitted to the Schools.*
3. *Education and Industrial Training.*
4. *Extent of the Necessity for Ragged Schools.*
5. *Their Operation in reference to Pay Schools.*
6. *Other Particulars generally.*

1. *Ragged School Union; its Constitution and Operation:*

Object of the Ragged School Union to provide schools for the outcast and destitute poor of London, *Locke* 2-4—Commencement of the Society with sixteen schools, whereas they now have one hundred and seventy-six schools, *ib.* 5—Immense increase of attendance and great progress otherwise in the operations of the Society, *ib.* 5, 106, 107—Formation of ragged schools only when a necessity for them has been proved; course of proceeding in the matter, *ib.* 17-22.

Reference had to the number of children in attendance, and the expenses of the school in making grants from the funds of the Society, *Locke* 47-51. 140—Origin of witness's connexion with the Ragged School Union, *ib.* 177-179—Receipts of the Union, and how distributed to the schools, *ib.* 185, 186. 237-239.

Object of witness's visitation on the part of the Ragged School Union, *Hytche* 465-467. 622-625—Information relative to the system of grants by the union to different schools; good financial condition of the schools generally, *ib.* 467-470. 626-632. 714-740. 749-751. 757-761—Instances of witness having excluded children from the schools, *ib.* 471, 472. 546, 550.

2. *Class of Children admitted to the Schools:*

Inability of the parents to pay, and filthy condition of the children, which cause their being received in ragged schools instead of pay schools, *Locke* 7-11. 13. 75. 80-84—Admission only of those children who are destitute of any other means of education, *ib.* 17—More numerous ragged class in London before the union commenced its operations; means of recognising this class, *ib.* 208-213. 266-269—Disallowance of payment for

Report, 1861—continued.

## RAGGED SCHOOLS—continued.

2. *Class of Children admitted to the Schools—continued.*

for any child at school, *Hytche* 654, 655—Doubt as to the extent to which children attending ragged or industrial schools may apply for or receive parochial relief, *Tufnell* 1569-1575.

Dissents from the definition laid down by the Committee of Council on Education of the class for whom ragged schools are intended, *Carpenter* 2162. 2500-2507—Designation of ragged schools as schools intended for all those children who are unable, from whatever cause, to attend the ordinary pay schools, *ib.* 2162. 2510, 2511.

Three classes of children in ragged schools, the only class which cannot pay being the children of outdoor paupers, *Cumin* 3306-3308—Concurrence of other inspectors with witness that the ragged schools are abused as to the class who attend, *ib.* 3605—Investigation of the grounds of witness's conclusions as to the identity of the class in ragged schools and pay schools, *ib.* 3653-3667.

Large number of children attending no school, and provision by means of ragged schools for a portion of them, *Lingen* 3883-3888—Intermediate class between vagrants and criminals, for whom it is stated that ragged schools make provision, *ib.* 3945.

3. *Education and Industrial Training:*

Total of 3,780 children in the industrial classes of the schools in connexion with the Ragged School Union; desire to increase the number, *Locke* 55-57. 67, 68—Less secular character of the education in the ragged schools than in the national schools; moral and religious training is more studied in the former, *ib.* 104, 105. 165-167. 255-258. 286—Character and extent of the industrial teaching, *Locke* 134. 146, 147; *Gent* 388-399; *Hytche* 504—Difficulty in increasing the number of industrial classes in the schools, *Locke* 173-176—Earnings of the children in the industrial classes, *ib.* 279.

Proportion of the children who can read, *Hytche* 512-514—The children's industrial earnings are not in the shape of money, *ib.* 662-665—Importance of the special individual action on the children in ragged schools, *Carpenter* 2445—Inadequacy of a mere intellectual education for the class in ragged schools, *ib.* 2445.

Very imperfect education in the ragged schools, *Cumin* 2534-2536—Value of the industrial education, and of the system of getting the children into employment, *ib.* 3537-3540.

4. *Extent of the Necessity for Ragged Schools:*

Ample number of children for the schools irrespective of the children of out-door paupers, *Hytche* 480-482—Classes of children fit subjects for ragged schools, without their being liable to be committed, *Charles* 1317-1320—Necessity of ragged schools as the means of providing for that class who cannot attend pay schools or workhouse schools, *Ruddock* 1785-1788. 1838-1848. 1871-1873—Large residuum of children still to be provided for even if certified industrial schools and pauper schools were carried to their fullest extent, *Carpenter* 2204. 2361-2370. 2385-2396—Existence, beyond all doubt, in Bristol, Liverpool, Manchester, and, in fact, in all large towns, of a class which requires the agency of ragged schools, in order to be educated at all, *ib.* 2339.

Adequacy of the industrial schools and the refuges for providing for all children now in the ragged schools, *Cumin* 3422-3424—Few cases in which ragged schools are beneficial, more especially in the case of the children of vicious parents who will not pay for them, *ib.* 3447-3457—Small residuum to be dealt with by ragged schools or voluntary efforts after out-door pauper children and the children of vicious parents are provided for, *ib.* 3468, 3469. 3551-3574—Question as to the extent of advantage of the ragged schools in the case of children of destitute persons who have not actually become paupers, *ib.* 3522-3533. 3567-3574.—Doubt as to ragged schools being of much value in the case of children who attend irregularly at pay schools, or at any school, *ib.* 3575-3587—Witness approves of ragged schools and voluntary efforts for a certain residuum class not touched by pay schools or infant schools, *ib.* 3596-3598. 3678-3682.

Opinion that there is no permanent need for ragged schools, and that they may be dispensed with by other existing agencies, *Lingen* 3763-3771. 3839-3842.

Recommendation by the Committee that no child should be encouraged to go to a ragged school, for whose education provision can be made elsewhere, *Rep.* p. iii.

5. *Their operation in reference to Pay Schools:*

Practice of moving children to a pay school or better school, if it is found that their parents are in circumstances to pay for them, *Locke* 18, 19. 23-30. 137-139. 228—Satisfactory working of the ragged schools with reference to the pay schools, *Locke* 27-30. 182; *Gent* 422-424; *Hytche* 477-479. 543-546. 549-552. 592-598. 603, 604. 614; *Carpenter* 2425—Main object of the ragged schools to pass the children into the national schools, or to fit them for their future life, *Locke* 91-96. 100. 108. 165-168—

**RAGGED SCHOOLS**—continued.5. *Their Operation in reference to Pay Schools*—continued.

Altered circumstances under which some of the children have before attended pay schools, *Gent* 347, 348.

Transfer of children to the pay schools further adverted to; care also taken not to receive children whose parents can pay for them, *Hytche* 592-598. 633, 634. 641, 942. 647-649. 726\*-729. 753, 754. 768—Approval of the children being transferred to the national schools under the system of a Government grant, *Cadman* 817-820. 906-910.

Co-operation in the same districts of ragged schools and pay schools, the latter not being generally injured by the former, *Cumin* 3498-3507. 3547—Very small number transferred from ragged schools to pay schools, *ib.* 3599-3602.

6. *Other Particulars generally* :

Illustration of the exceedingly beneficial operation of the schools, *Locke* 180-182. 201-203. 272, 273—Total of ninety-one institutions in London visited by witness which are attended by about 14,000 children, of whom 4,000 are in the night schools, *Hytche* 453-458—Filthy, ragged, and demoralised state of the children at first; gradual improvement effected, *ib.* 483-486. 497. 517, 518—Good supply of schools in the south and west districts of the metropolis, *ib.* 547, 548. 716-718—Nature of the prospect that the schools may in time be dispensed with, *ib.* 584-588. 707-709.

Disapproval of the term "ragged schools," *Rogers* 981—Several respects in which a ragged school is inefficient, *ib.* 1221-1232—Witness, as inspector under the Privy Council, has inspected only five ragged schools; is favourable to their operation, *Ruddock* 1770-1772. 1777. 1769-1792—Circumstance of persons or societies interested in popular education seldom taking much interest in ragged schools, because of the difficulties to be contended with, *Carpenter* 2358—Grounds for preferring that the children should attend free rather than that they should pay one penny weekly, *ib.* 2412.

Sundry causes of the success of ragged schools, *Cumin* 3496-3498—Prejudicial operation of non-feeding ragged schools; their inferiority as regards instruction, order, and discipline, *Lingen* 3785-3789.

See also the Headings generally throughout the Index.

**Raw Materials (Industrial Schools).** Evidence in favour of an abolition of the grant for raw materials, as liable to abuse, *Charles* 1332, 1333; *Tufnell* 1434. 1722. 1728; *Ruddock* 1799; *Carpenter* 2182, 2183—Large sums involved in the purchase of raw materials for the school, *Charles* 1356-1359—Instances of abuse of the raw material grant to industrial schools, *Lingen* 3933—Nature of the checks upon abuse, *ib.* 3934-3936.

Gross abuse of the present grant for raw materials; it should be discontinued, *Rep. p. iv.*

**Reformatories.** Good effect upon the ragged schools through the operation of reformatories &c., as regards juvenile delinquency, *Carpenter* 2397-2400—Reference to the passing in 1854, of an Act in reference to children convicted before a magistrate; and given under this Act to reformatories, *Lingen* 3734.

**Reformatory, and Refuge Union.** Objects of the reformatory and refuge union, and number of institutions connected with it in which there are destitute children, *Charles* 1240-1242—Grants received by refuges and ragged schools, both from the ragged school union, and from the reformatory and refuge union, these bodies being quite distinct, *Ware* 3073-3079. 3254-3256. See also *Refuges*.

**Refuges.** Assistance received from Government towards some of the refuges connected with the ragged school union, *Locke* 65—Advantage of the refuges in providing for homeless children, and for children living with dissolute and criminal parents, *Gent* 402-405—Origin of the refuges, *ib.* 403—Distinction between an industrial school and a refuge, in the latter providing lodging, *Charles* 1243—Ample number of children ready to enter the refuges, *ib.* 1294, 1295.

Immoral and destitute class to which the children now in the London refuges are restricted; minute inquiry before admission, *Tufnell* 1447, 1448. 1547-1552. 1557. 1641, 1642—Inadequacy of the day ragged schools to meet the wants of the children in the refuges, *Tufnell* 1460-1464; *Ware* 3288, 3289—Increased number and improved management of refuges during late years; beneficial effect of Government aid, *Tufnell* 1755-1764—Non-objection to the cost of a child in a workhouse or district school being paid to a benevolent person willing to undertake the extra cost of treatment in the family system, *ib.* 1765.

Doubt as to the buildings being suitable for certified schools, *Ware* 3032. 3089-3099—Circumstance of the majority of the children being over fourteen years of age; objection to the operation of the Industrial Schools Act hereon, *ib.* 3033-3039. 3100-3106—Advantage of the refuges being situated respectively in London, or at some distance from it, *ib.* 3257, 3258.—If the refuges were closed the inmates would mostly

## Report, 1861—continued.

*Refuges*—continued.

go to ruin, *Ware* 3259—Respects in which the poor law would not practically operate upon this class, *ib.* 3290-3293.

Probability of many of the refuges becoming certified, and of their being able to keep up their present establishments, *Lingen* 4021, 4022.

Different views of the managers of refuges, as compared with the managers of ragged schools, in regard to government aid, *Rep. p.* iv.

See also *Aberdeen. Government Grants, II. III. Inspection. Teachers.*

*Religious Instruction (Ragged Schools).* Explanation as to the scriptural teaching in the ragged schools, and as to the objection, on this score, to Government aid or interference, *Locke* 152-158. 188. 240, 241; *Gent* 357. 430-441—Great ignorance at first of the children upon the subject of religion, *Gent* 349, 350—Advantage of the religious education in ragged schools as compared with that in pauper schools, *ib.* 362. 418—Detailed explanations relative to the religious instruction; there is no influence of a denominational kind, *Hytche* 502. 512-516. 553 *et seq.* 666-703.

Witness does not apprehend that Government assistance need interfere with the system of religious teaching; nature of this teaching explained, *Cadman* 811-816. 882-893. 898. 943-947—In proposing to aid ragged schools according to the intellectual result, witness does not apprehend any injury to the moral or religious teaching, *Tufnell* 1716-1721—Advantage of the system in some few ragged schools of separate religious instruction of Protestants and Roman Catholics, *Cumin* 3606-3608.

See also *Bristol, I. 5. Denominational Schools. Edinburgh.*

*Rent of Premises (Ragged Schools, &c.).* Suggested grant in aid of the rent or occupation of the premises, *Ruddock* 1802, 1803, 1814; *Carpenter* 2183-2185.

*Rogers, Rev. William.* (Analysis of his Evidence.)—Incumbent of St. Thomas, Charter-house; has been there sixteen years, 955, 956—Extremely poor character of the district, 957-959—The population is about 9,500; 957. 959—Almost entire absence of any provision for education in the district when witness first went there, 960. 1094, 1095—Details relative to the several schools established by witness, the class of children and attendance thereat, the system of school fees, the beneficial operation of the schools, &c., 961 *et seq.*—Sufficient provision now for education of the children of the district, 964-973.

Disapproval of the term "ragged" schools, 981—Feeling of the poorer classes in witness's district against the lax discipline of the local ragged school and the irregular attendance; good grounds for this feeling, 981-984. 998-1000. 1091-1093. 1156. 1175-1180. 1196-1212—Non-interference of the ragged school with witness's schools; particulars relative to the operation of the former, 985-990. 1012-1016. 1033-1041. 1056-1063. 1080-1082. 1090-1095. 1166-1173.

The schools in question are under the Government inspectors, and the teachers are certified, 994-997—Willingness of the people of the district to pay towards their children's education; there are in fact hardly any parents so poor as not to be able to pay a penny a week, 1001-1004. 1015. 1077. 1145-1160—Similar class of children at the Golden-lane Schools as at ragged schools; list of trades or occupations of the parents in the former case, 1012-1016. 1056-1063. 1099, 1100. 1166-1173. 1196.

Objection by the parents to a gratuitous education, 1045. 1066. 1077—Non-objection to the schools on the score of the religious teaching; explanation hereon, 1070-1073. 1078, 1079—Great improvement morally in the district, 1083, 1084—Necessity for ragged schools through the payments at the national schools having been fixed too high, 1144—Feeling of parents that their children are not really being educated at the ragged schools, 1156. 1175-1180. 1199-1212.

Main distinction between the Golden-lane schools and ragged schools in there being a weekly payment of 1*d.* in the former case, 1181-1190. 1194-1198—Value of the penny payment as enlisting the interests of the parents, 1186. 1194, 1195. 1227-1230—Doubt as to ragged schools becoming really efficient if aided by Government, 1191-1198—Several respects in which a ragged school is inefficient further adverted to, 1221-1232—Practice as to obtaining employment for children from witness's schools; this is also the case as regards the ragged schools, 1233-1238.

*Ruddock, Joshua.* (Analysis of his Evidence.)—Inspector, under the Privy Council, of schools in the south and south-west of England, 1770-1772. 1777—Has inspected only five ragged schools; is favourable to their operation, 1773. 1789-1792—Wandering and destitute class for whom ragged schools are intended, 1774—Large proportion of the children of out-door paupers in ragged schools; absence of provision for these under the poor law, save in exceptional cases, 1775-1787—Necessity of ragged schools as the means of providing for that class who cannot attend day schools or workhouse schools, 1785-1788. 1838-1848. 1871-1873.

*Ruddock, Joshua.* (Analysis of his Evidence)—continued.

Aid received from the State by four of the ragged schools in witness's district, 1792-1797—Objection to the form in which aid is now given to ragged schools, 1798, 1799—Disapproval of any capitation grant for industrial training: grounds for this view examined, 1799. 1803-1805. 1811. 1827-1835. 1847, 1848. 1858-1870—Suggestion as to the form in which ragged schools should for the future be aided, 1800 *et seq.*—Proposal that, as one form of aid, the teachers receive a salary, subject to their passing a certain examination, and to the intellectual condition of the school, 1801. 1806, 1807. 1814-1820. 1854-1856.

Opinion that the master or mistress of each village school or of any elementary school, who could undergo the prescribed examination, should receive a grant from the State; aggregate expense if 20 *l.* per parish were so contributed, 1821-1825. 1874, 1875—Equally good discipline in ragged schools as in pay schools, 1836, 1837—Obstacle to the working of Mr. Denison's Act as to the education of the children of out-door paupers, 1840.

Inducement to parents to enforce their children's attendance, in the case of pay schools 1849, 1850—Advantage in the ragged schools seeking out the children and inducing them to attend, 1850—Absence of denominational teaching in the ragged schools visited by witness, 1851-1853.

S.

*St. Andrew's (Holborn).* Advantage in the first instance of pay schools rather than ragged schools in St. Andrew's, Holborn, *Cumin* 3648-3650.

*St. George's (Southwark) Ragged Schools.* Great number of children in St. George's, Southwark, who went to no school, at the time of witness's appointment to the parish, in 1852, *Cadman* 776—Establishment by witness of six ragged schools in the parish, which added about 1,600 children to the number being educated in the parish, making the total about 2,000, *ib.* 776. 792. 924-934—Beneficial effect of the schools upon the national or pay schools, *ib.* 777. 785. 791-794. 797-799—Particulars relative to the expenses in connexion with the ragged schools, the difficulty experienced by witness in raising funds, and the support received from the Ragged School Union, *ib.* 782-792. 839-845. 849-854. 877-881. 911-914. 935-940.

Very poor and degraded character of the neighbourhood, *Cadman* 789. 880, 881—Difficulty in carrying on a school at which the children were to pay 1 *d.* a week, *ib.* 792. 836-838—Want of further schools in St. George's district when witness left, *ib.* 846. 859-862. 948-952—Employment obtained for children from the schools; extent of industrial training adverted to hereon, *ib.* 847. 873—Conditions on which the Ragged School Union rendered assistance, *ib.* 855-858. 941, 942—Absence of any great difficulty in obtaining competent teachers for the schools, *ib.* 922. 933—Excellent operation of the schools adverted to with reference to the expediency of Government grants, *ib.* 924-954.

*St. Giles and St. George (Bloomsbury).* Information relative to the refuges and the ragged schools of Giles and St. George, Bloomsbury, showing the number of children each, their ages, attendance, &c., *Ware* 2994-3002—No aid is received from Government for the ragged or the day schools, *ib.* 3003—Nature and amount of the aid received for the refuges, *ib.* 3004-3020—Explanation relative to the receipt by the refuges of the wages of some of the boys who have places, but sleep and partly board in the refuges, *ib.* 3020-3025. 3086, 3087. 3294-3302—Great advantage of the aid received from Government by the refuges, 3026-3028.

Serious injury to the refuges under the proposed Act, by which, unless they become certified industrial schools, they will lose the aid now received, or about 400 *l.* a year, *Ware* 3029. 3030. 3044, 3045. 3067. 3106-3109. 3129-3144—Statement showing that the great majority of the children at the refuges subsequently turn out well, *ib.* 3041—Extent of the teaching staff, *ib.* 3046—Character of the scholastic instructions; deficiencies of the children in this respect, *ib.* 3047-3051. 3058. 3159-3161—Very efficient master of the Bloomsbury refuges; he is not certificated, *ib.* 3052. 3054. 3162-3167—Satisfaction expressed by the Government inspector with the conduct of the refuges, *ib.* 3055-3058.

Want of increased school or refuge accommodation in the Bloomsbury district, *Ware* 3071, 3072. 3190-3193—Steps taken for getting the boys into the navy or merchant service, *ib.* 3154-3158—Forms in which Government aid is now received; very small grant to the girls' school, *ib.* 3159, 3160. 3178. 3181—Amount received by the St. Giles's and St. George's ragged schools from the Central Union; difficulty in keeping up the voluntary subscriptions, *ib.* 3199-3202—Great difficulty if the grant were withdrawn from the Bloomsbury refuges, 3260-3262—Different sources whence the inmates come to the institution, *ib.* 3263-3266.

*St. James's Back School (Bristol).* See *Bristol, I.*

*St. James's*

## Report, 1861—continued.

*St. James's Ragged School.* Reference to a school in St. James's parish established as a ragged or free school, which has now become more for those that pay, on account of the objection to children of the ragged class, *Locke* 13-16. 75-78. 80-83.

*St. Martin's-in-the-Fields.* Preference given to a pay school for such a district as St. Martin's-in-the Fields, *Cumin* 3486, 3487.

*St. Pancras.* Instance in St. Pancras of children having been removed for a time from a national school to a ragged school, in order to be better fitted for the former, *Gent* 411. 425, 426.

*St. Thomas's Schools (Charterhouse).* Extremely poor character of the district of St. Thomas, Charterhouse; the population is about 9,500; *Rogers* 957-959—Almost entire absence of any provision for education in this district when witness first went there sixteen years ago, *ib.* 960. 1090. 1095—Details relative to the several schools established by witness; the attendance thereat; the system of school fees, &c., *ib.* 961 *et seq.*—Sufficient provision at the present time for the education of the district, *ib.* 964-973—Free admission to the Golden Lane schools of any children that cannot pay; there are altogether about 100 children who attend free, *ib.* 975-978—Very bad condition and dirty state of some of the children at the Golden-lane school, *ib.* 979, 980. 1012-1026.

Non-interference of the ragged school with witness's schools, *Rogers* 985-990—The schools in question are under the Government Inspectors, and the teachers are certified, *ib.* 994-997—Different classes of children in the different schools, the Golden-lane Schools containing chiefly the lowest class, who pay a penny a week, whilst higher rates are paid at the higher schools, *ib.* 1005-1007. 1101-1110. 1124-1132. 1216—Statement as to the children not being washed at the schools, *ib.* 1011. 1064, 1065. 1085, 1086—Similar class of children at the Golden-lane Schools as at the ragged schools; list of trades or occupations of the parents in the former case, *ib.* 1012-1016. 1056-1063. 1099. 1100. 1166-1173. 1196.

Particulars as to the different rates of payment with the children, and the total amount of the fees; those on the free list are paid for out of the funds of the school, *Rogers* 1018-1021. 1074. 1087-1089. 1096-1113—Necessity of private subscriptions, in addition to the school fees and the aid from Government; difficulty on this score, *ib.* 1022-1030. 1050. 1075, 1076. 1213-1215—There have always been first-class masters, *ib.* 1031, 1032—Advantage if the children now at the local ragged school came to the Golden-lane School; probability of their being equally willing to attend the latter if their parents properly interfered, *ib.* 1033-1041. 1067-1069—Operation of the ragged school further adverted to; ample educational provision without it, *ib.* 1045-1049. 1080-1082. 1090-1095.

Non-objection to the schools on the scale of the religious teaching; explanation hereon, *Rogers* 1070. 1073. 1078, 1079—Great improvement morally in the district, *ib.* 1083, 1084—Number of children and of teachers at the Golden-lane Schools, *ib.* 1113-1122. 1217—Practice as to obtaining payment of the school fees, *ib.* 1123. 1163-1169—Improved condition of the children after attendance at the schools, *ib.* 1133-1137—Main distinction between the Golden-lane schools and ragged schools in there being a weekly payment of 1 *d.* in the former case, *ib.* 1181-1190. 1194-1198.

Reference to the operation respectively of Mr. Rogers' school, and of a ragged school in its vicinity; defect in the former in there being no industrial training, nor any agency for visiting, *Carpenter* 2204, 2205. 2265-2268—Different class in Mr. Rogers' school and in the ragged school, *ib.* 2304. 2314, 2315. 2365-2368—Exceptional character of the pay school directed by Mr. Rogers, and intended for the lowest class; respects in which, though a success, it admits of improvement, *ib.* 2367. 2413-2416.

Reference to the co-existence of a pay school and ragged school in the district of St. Thomas, Charterhouse; a new school will always draw some children, *Cumin* 3645-3647—Approval of Mr. Rogers' pay schools; Government aid given to these schools, which differ very much from ragged schools, *Lingen* 3801-3813—Poor character of the district of the schools adverted to with reference to the exertions of Mr. Rogers to raise subscriptions, *ib.* 3923-3928—Reference to the circumstance of some of the children at these schools not paying, *ib.* 3929, 3930—Explanation as to the amount of aid given to these schools by the Committee of Council, *ib.* 3931, 3932.

*School Buildings.* Difficulty in getting grants from the Privy Council towards the building of schools, *Watson* 2605, 2606. 2609-2611. 2617-2621.

*Scotland.* Absence of parish schools in the towns in Scotland, but not in the rural districts, *Watson* 2617. 2762-2768—Abstract statement relative to fourteen industrial schools in Scotland, showing the number and class of children, the number clothed, fed, &c., and the amount of the gross income, and of the Government grants, *Charles* 4092.

See also *Aberdeen.* *Dunlop's Act.* *Edinburgh.*

## Report, 1861—continued.

*Select Committee of 1852.* Reference to the report of the Committee on Criminal and Destitute Children in 1852; strong approval therein of ragged schools, *Locke* 293.

*Separate Schools (Pauper Children).* Importance of separate schools being established in lieu of schools in workhouses, *Cumin* 3622-3626.

*Shaftesbury, Lord.* Powerful influence of Lord Shaftesbury adverted to as one reason why the London Ragged Schools are not in need of Government aid, *Carpenter* 2172, 2379.

*Shoeblocks.* Last year 331 boys were placed out as shoeblocks by the Ragged School Union, and their earnings came to 4,647*l.*, *Locke* 182.

*Southwark Ragged Schools.* See *St. George's (Southwark) Ragged Schools.*

*Standard of Education.* Conclusion that the proposed Government aid to ragged schools would not in any way lower the standard of education, and would be beneficial rather than injurious to the National and British Schools, *Carpenter* 2191-2193—Opinion that Government aid will not so raise the standard of ragged schools as to make them ineligible to the lowest class, *ib.* 2232-2234—Practicability of much improving the ragged schools whilst at the same time they can be kept down at the lowest class, *ib.* 2397, 2401.

Effect of grants to ragged schools to lower the national schools to their level, *Lingen* 3903-3907.

*Sunday Schools (Ragged School Union).* Amount of attendance at the Sunday Schools of the Union, *Locke* 5; *Hytche* 461-463.

*Suspension from School.* Good effect of suspension from school as a punishment to boys *Gent* 353-355.

## T.

*Teachers (Ragged Schools).* Amount of paid teaching and of voluntary teaching in the ragged schools in connexion with the Ragged School Union, *Locke* 5, 130, 131, 148-151—There are now 2,970 voluntary teachers, and 400 paid teachers, *ib.* 5—Missionary spirit and high motive by which the teachers are actuated, *ib.* 206, 207—Nature of the security in regard to the qualifications of the paid teachers, *ib.* 263-265—Large field from which paid teachers are selected, *Gent* 407, 408—Information relative to the qualifications, &c. of the teachers; interest taken by them in their work, *Hytche* 505-508, 601, 602, 658—The day masters get about 70*l.* a year, and the female teachers 45*l.* *ib.* 658.

Decided objection to an examination of teachers; peculiar class of men required, irrespective of their educational attainments, *Cadman* 803-805, 866, 867, 883-887, 905, 915-917—Qualifications required under the minute in the case of certificated masters of uncertificated schools, *Charles* 1304-1307—Payment asked for as regards the masters and assistants of industrial schools, *ib.* 1354, 1355, 1409-1413—Necessity under the present minute of the masters being certificated, in order to obtain a grant in augmentation, *ib.* 1409, 1416-1422—Objections to requiring a certificated master as a condition of aid to any refuge, *Tufnell* 1453, 1651, 1652.

Proposed that as one form of aid the teachers receive a salary, subject to their passing a certain examination, and to the intellectual condition of the school, *Ruddock* 1801, 1806, 1807, 1814-1820, 1854-1856—Opinion that the master or mistress of each village school, or of any elementary school, who could undergo the prescribed examination, should receive a grant from the State; aggregate expense if 20*l.* per parish were so contributed, *ib.* 1821-1825, 1874, 1875.

Witness, who is master of Miss Carpenter's school in St. James's Back, Bristol, is not yet certificated, not having been three years at the school, *Higginbotham* 1876-1881, 2125-2127, 2159, 2160—Has been examined by the Government inspector; nature of the examination, *ib.* 1879, 1882, 1883—Improvement if the moral qualifications of the teachers in ragged schools could be made a condition of State assistance, *ib.* 2124-2134—Ability of many ragged school teachers to pass the same examination that witness passed, *ib.* 2143-2145.

In lieu of the grant for materials half the salary of the master should be given, *Carpenter* 2183, 2185, 2187—Nature of the test proposed in lieu of an examination, in regard to the competency of the teachers, *ib.* 2190—Unfitness of the certificated teachers for ragged schools, *ib.* 2241—Low examination desirable for teachers of ragged schools, *ib.* 2245, 2247—Security that a grant of half the salary of each master of a ragged school would be properly applied, *ib.* 2257-2261—Contemplated improvement of the agencies or teachers in ragged schools without any alteration as to the class of children to be dealt with, *ib.* 2417—Approval of a guarantee from the managers of ragged schools, that their masters are able to impart elementary instruction, *ib.* 2518.

Objection



## Report, 1861—continued.

*Teachers (Ragged Schools)*—continued.

Objection to the present Government certificate being necessary in the event of the proposed Government aid, *Watson* 2728-2730—Importance of qualifications in the masters of refuges which cannot be tested by an examination; there should not, in fact, be a scholastic examination of the master or matron, *Ware* 3052-3054. 3126-3137—High qualification of the teachers of many of the ragged schools in the country, *Cumin* 3603—Destruction of the personal influence of the teachers if placed under Government control, *ib.* 3604.

Explanation as to the conditions upon which the masters of ragged schools may receive augmentation grants, *Lingen* 3745-3755. 3942-3944—Condition that a grant in augmentation shall not be given to teachers in ragged or industrial schools until they have served for three years in the school; reason for this restriction, *ib.* 3745-3749—Difficulty in testing the best class of masters for ragged schools, *ib.* 3920-3922. 3937.

See also *Bristol*, I. 6. *Government Grants.* *Inspection of Schools.*

*Tufnell, Edward Carleton.* (Analysis of his Evidence.)—Is inspector of the pauper schools of the metropolitan district; also of the refuges and schools under the Committee of Privy Council, 1423—Two descriptions of pauper schools in London, and number of children in them, 1424—Entire inadequacy of the pauper schools to accommodate the children at ragged schools, 1425—Enormous expense in extending district pauper schools so as to provide for these children, 1426-1428.

Great good done by the ragged schools and refuges as receiving a large number of children who could not be taken into the workhouse schools, 1430—Advantage in treating in the refuges rather than in the workhouses a large class of children, whose characters are demoralised, 1431-1433—Suggestion that a capitation payment be made to ragged schools and refuges, dependent on the number of children passing a certain test; how this might be worked out, 1434-1438—Objection to the grant to the refuges of one-third of the value of the raw materials, 1434.

[Second Examination.]—Further evidence in support of the conclusion that Government should aid ragged schools and refuges rather than that there should be an extension of district schools, 1439-1441. 1525-1542. 1588-1591. 1610-1614. 1645-1653. 1661-1674—Obstacle to refuges becoming certificated industrial schools on account of the objection to the children being taken before the magistrates for committal, 1443-1445—Immoral and destitute class to which the children now in the London refuges are restricted; minute inquiry before admission, 1447, 1448. 1547-1552. 1557. 1641, 1642.

Adequate check upon the admission of an unfit class to refuges if there were a small capitation grant, 1447-1449. 1465-1470. 1627. 1631-1634. 1641, 1642—Suggestion that Government aid to the refuges be limited to a capitation grant of 3*l.*; probable abuse if large grants were given, 1448-1452. 1465-1470. 1610-1614\*. 1627, 1628. 1632. 1722-1729. 1745, 1746. 1755-1764—Objections to requiring a certificated master as a condition of aid to any refuge, 1453. 1651, 1652—Proposal that an examination into the intellectual progress be the condition of Government aid, 1454. 1510. 1629-1631. 1716-1721—Advantage resulting from the inspection by witness on the score of intellectual instruction, 1454-1459.

Inadequacy of the day ragged schools to meet the wants of the children in the refuges, 1460-1464—Approval of the extension of Government aid to children not in certificated schools, although it is now provided that such aid be limited to these schools; the medium or department through which the relief is conveyed is not material, 1471-1481. 1675-1684—Rule of the Poor Law authorities not to enforce workhouse relief in the case of neglected children living with their parents; expediency thereof, 1482-1486. 1565, 1566.

Distinct class of children received in Mrs. Way's school at Reigate, 1553-1558. 1576-1579—Reference to the failure of the Brixton Refuge, and the cause thereof, 1559-1564—Doubt as to the extent to which children attending ragged or industrial schools may apply for or receive parochial relief, 1569-1575—Further evidence as to the inadequacy of the poor-law system to meet the educational wants of the children in refuges, 1575-1609. 1615-1619. 1635-1637. 1654 *et seq.*—Importance of an inspection of refuges and ragged schools, as a condition of assistance, 1595, 1596. 1612, 1613. 1629, 1630. 1651-1653—Much larger expense in a refuge than a district school, 1599, 1600.

Improvement if guardians were to make out-door relief to parents, conditional upon the children being sent to workhouse schools, 1615-1619. 1715—Injurious moral effect of workhouse education of girls, 1620-1625—Wrong principle upon which industrial schools are now aided, 1626—Further objection to the criminal or immoral class in refuges being first brought before the magistrates, or sent to reformatories, 1638-1640. 1730-1732. 1737-1744.

Different classes of schools which should receive Government aid, according to witness's proposition, 1643, 1644—There should not be any grant for raw material, 1722. 1728—Greater value of the check through the managers of refuges and ragged schools, than  
450—I.

*Tufnell, Edward Carleton.* (Analysis of his Evidence)—*continued.*

through the magistrates, 1730-1732—Further statement as to the inadequacy of district schools for the treatment of the criminal or semi-criminal class; for the mere poor they answer excellently, 1733-1736—Reason for proposing a much smaller grant for refuges than is given to reformatories, 1738-1744.

Disapproval of the principle of compulsory education, 1747-1750—Approval of the grant being applied in the case of children whose parents now pay towards their expense in refuges, 1751-1754—Increased number and improved management of refuges during late years; beneficial effect of Government aid, 1755-1764—Non-objection to the cost of a child in a workhouse or district school being paid to benevolent persons willing to undertake the extra cost of treatment on the family system, 1765.

#### .U.

*Uncertified Schools.* See *Government Grants*, II, 2. *Industrial Schools and Industrial Schools Bill.*

*United States.* Doubt as to there being special provision in the United States for the wants of the class of street arabs, *Cumin* 3419-3421.

#### V.

*Vagrants or Beggars.* Diminution in the number of the begging class in the ragged schools, *Lake* 291, 292—Wandering and destitute class for whom ragged schools are intended, *Ruddock* 1774—Respects in which national schools are not suited for children of careless or irregular habits, *Higginbotham* 1898, 1939, 2000-2011—Difficulty in applying the term "vagrant" to the class fit for ragged schools, *Carpenter* 2207—Different class in the ragged schools from the class roaming about the streets, *Cumin* 3413-3416.

See also *Aberdeen.* *Committal by Magistrates.* *Ragged Schools*, 2.

*Voluntary Efforts.* Importance attached to the voluntary support of the ragged schools, *Locke* 90—Apprehended diminution of voluntary support if there were a grant from the Privy Council, *Locke* 183, 184; *Gent* 306, 307, 357, 428; *Lingen* 3895—Considerable difficulty in some localities in London, of raising funds for the schools, *Locke* 294—Distinction between ragged schools and national schools, in the former being of a missionary character, *Gent* 337-339—Adequacy generally of the support received from the public; witness has no apprehension on this score, *ib.* 358, 359, 363-368, 428-432—Extent of increased efforts necessary in order to provide a sufficient number of ragged schools, *ib.* 363-368.

Instances of industrial schools being greatly crippled through the reduced grants; aid received by them from the reformatory and refuge union, and from the public, *Charles* 1289-1293, 1347, 1348—Dissent from the conclusion that Government aid to ragged schools would destroy or check voluntary effort, *Tufnell* 1645-1653—Witness would rather be without Government aid if it interfered with voluntary support, *Carpenter* 2403-2405—Undue interference with private benevolence if Government gave a large sum, *Watson* 2744, 2752, 2753—Objection to voluntary efforts in support of ragged schools being aided at the expense of the assistance now given to pay schools, *Lingen* 4007-4013.

See also *Government Grants.* *Inspection of Schools.* *Ragged Schools.* *Teachers.*

#### W.

*Ware, Charles Tayler.* (Analysis of his Evidence.)—Is connected with the St. Giles's and St. George's, Bloomsbury, Ragged and Industrial Schools, 2992, 2993—Is also a member of the committee of the Reformatory and Refuge Union, 2993—Information relative to the refuges and the ragged schools of St. Giles's and St. George, Bloomsbury, showing the number of children in each, their ages, attendance, the means of support, system of instruction, &c., 2994 *et seq.*

Great advantage of the aid received from Government by the refuges, 3026-3028—Serious injury to the refuges under the proposed Act, by which, unless they become certified industrial schools, they will lose the aid now received, or about 400 *l.* a year, 3029, 3030, 3044, 3045, 3067, 3106-3109, 3139-3144, 3260-3262—Sundry obstacles to the refuges certifying under the Industrial Schools Act; objection more especially to the necessity of the children being committed by the magistrates, 3031-3043, 3088-3118, 3171-3177, 3182-3185, 3267-3284.

Importance

Report, 1861—*continued.*

*Ware, Charles Tayler.* (Analysis of his Evidence)—*continued.*

Importance of qualifications in the masters of refuges, which cannot be tested by an examination; there should not, in fact, be a scholastic examination of the master or matron, 3052-3054. 3126-3137—Forms in which Government aid is now received; very small grant to the girls' school, 3059, 3060. 3178-3181—Improvement if, in lieu of all other grants, there were a capitation grant of from 3*l.* to 5*l.* a head, 3061, 3062—Undue injury, where the premises have been taken on lease, if the grants be withdrawn, 3063-3067. 3138.

As regards ragged schools witness is favourable to their receiving Government aid, but this is not the opinion of the London ragged schools generally, 3068-3070. 3194-3198. 3211—Want of increased school or refuge accommodation in the Bloomsbury district, 3071, 3072. 3190-3193—Grants received by refuges and ragged schools from the Ragged School Union, and from the Reformatory and Refuge Union, these bodies being quite distinct, 3073-3079. 3254-3256—Total of 1*l.* per head as the cost in the day ragged schools, with which witness is connected; this includes soup occasionally, 3080-3085.

Consideration of the grounds upon which witness objects generally to children being sent by the magistrates to certified industrial schools, 3110-3118. 3171-3177. 3267-3284—In fixing the maximum capitation grant at from 3*l.* to 5*l.* a head, witness contemplates also a provision that the whole grant should not exceed a certain proportion, say one-fifth, of the expenditure, 3119-3123. 3221-3231. 3285-3287—Check upon lavish expenditure if there were Government inspection; question as to the adequacy of this check considered, 3124-3126. 3145 3153. 3186-3189. 3203-3205. 3231-3253.

Steps taken for getting the boys from the Bloomsbury refuges into the navy or merchant service, 3154-3158—Practice of giving clothes to some of the children in the day schools and refuges, 3168-3170—Opinion as to the expediency of the ragged schools receiving grants not only from the Ragged School Union but from the Privy Council, 3195-3220.

Advantage of the refuges being situated respectively in London, or at some distance from it, 3257, 3258—If the refuges were closed the inmates would mostly go to ruin, 3259—Different sources whence the inmates come to the institution, 3263-3266—Inadequacy of the day ragged schools for meeting the wants of the class who find shelter in the refuges, 3288, 3289—Respects in which the Poor Law would not, practically, operate upon this class, 3290-3293.

*Warrington.* Illustration in the case of Warrington of the want of ragged schools as the only means of reaching the lowest class, *Carpenter* 2197-2200. 2349-2357.

*Watson, William.* (Analysis of his Evidence.)—Sheriff substitute of Aberdeen; has for many years taken an interest in the education of destitute and criminal children, 2522, 2523—Particulars in connexion with the origination by witness in 1840-41 of the present industrial school system in Aberdeen, whereby food and industrial training are given free to all destitute and vagrant children, who had been living by begging, stealing, &c., 2524-2531—There are now four schools, comprising 418 children, 2532-2540—One school and two divisions of another are certified under Mr. Dunlop's Act, there being forty children under this Act, 2536-2538. 2543. 2569.

Power under Mr. Dunlop's Act to retain the children in school after they have been apprehended begging or stealing, 2542—Absence of any legal power over the children who come voluntarily 2542-2546—Practice of passing some children on to the pay schools, 2547-2550. 2696—Nature of the Poor-law provision in regard to the children; statement hereon as to the inadequacy of this provision, and as to the inefficiency of the training and education in the workhouse schools, 2551-2560. 2633-2637. 2673-2675. 2722, 2723. 2758-2761.

Claim of 5*s.* a week upon the parish in respect of each of the forty children in the schools under Mr. Dunlop's Act; arrangement by which only 2*s.* 6*d.* a week is paid, 2558. 2565-2569. 2638-2641. 2701-2707. 2735—Power of the parish to recover from the parent in the case of those committed to school under Mr. Dunlop's Act; few instances of such recovery, 2558-2560. 2642-2644. 2701-2703. 2735-2737—Average of 4*l.* per head as the cost throughout the schools, for food and education, no rent being paid, 2561. 2585, 2586. 2650-2662. 2667-2671. 2726.

Receipt from Government of 4*s.* per head in respect of the two certified schools, 2563-2565. 2654, 2655—For about 200 children no grant is received, 2570, 2571—Grant received in augmentation of the salaries of the teachers; strong objection to a withdrawal of this grant, 2572-2584. 2645—Excellent education and industrial training in the schools, 2574-2577. 2587. 2680—Very inadequate aid received from Government; difficulty apprehended if a larger sum be not given, 2589-2596. 2645-2648.

Want of more efficient school provision in Aberdeen for the children of the lower classes who may be prepared to pay 1*d.* a week, 2597-2604. 2615-2617. 2664, 2665. 2676, 2677—Difficulty in getting grants from the Privy Council towards the building of schools, 2605, 2606. 2609 2611, 2617-2621—Inability of the parents of the children in the free industrial schools to pay anything; checks applied in order to limit the

## Report, 1861—continued.

*Watson, William.* (Analysis of his Evidence)—continued.

admission to the really destitute, 2612. 2622-2630. 2666. 2695-2699. 2708-2711. 2754-2759.—Provision made by these schools for all the really destitute, 2613, 2614.—Absence of parish schools in the towns in Scotland, but not in the rural districts, 2617. 2752-2768.—Non-admission without payment in cases where parents dissipate their earnings, 2624-2632.

Evidence to the effect that Government should grant a third of the expense of each child, or, taking the annual expenditure at 4 *l.*, about 1 *l.* 6 *s.* per head, 2645-2663. 2725-2727. 2744-2753. 2792-2817.—Illustration of the excellent education given in the industrial schools, 2672.—Statement as to the excellent operation of the schools in diminishing vagrancy and crime, 2678. 2686-2690. 2738-2743. 2748. 2788-2791.—Industrial training should be given in all pauper schools, 2679.—Great demand for the children, 2681-2683.—Opinion as to their generally turning out well, 2684, 2685.

Amount of salary given to the teachers, 2691.—Objection to teaching the boys and girls together after the age of seven, 2692-2694.—Non-interference with the pay schools if aid were given to the free industrial schools, 2695.—Circumstance of no payment at all being got from the parents of the children in the industrial schools, 2700-2703. 2712.—Statement as to the managers having got 7 *l.* 10 *s.* a year from Government for each child under Mr. Dunlop's Act, in addition to 2 *s.* 6 *d.* a week from the parochial Board, although the total expense, including lodging and clothing, was only 7 *l.* 12 *s.* per head, 2704-2707. 2769-2776.

The payment by the parish is limited to the 40 children under Mr. Dunlop's Act, the remainder being supported by voluntary subscription, 2712-2714.—Difference between the classes in the school under Mr. Dunlop's Act, and in the reformatory school at Aberdeen, 2715-2721.—Excellent effect in Scotland of Mr. Dunlop's Act, 2720. 2731-2734. 2784, 2785.—Improvement by a clause in the proposed Bill enabling all children known to be disreputable to be sent to school, 2720, 2721. 2778-2783.—Suggestion as to the proper mode of dealing with pauper-orphan, 2724.

Objection to the present Government certificate being necessary in the event of the proposed Government aid, 2728-2730.—Witness strongly represents the expediency of Government aid on behalf of those who cannot educate themselves, 2744-2754. 2798-2817.—Undue interference with private benevolence if Government give a large sum, 2744-2752, 2753.—The schools would not be closed, if Government gave nothing, 2777.—Absence of hardship to the boys of industrious parents through the operation of the schools, 2786, 2787.

*Way, The Honourable Mrs.* Distinct class of children received in Mrs. Way's school at Reigate, *Tufnell* 1553-1558. 1576-1579.

*Workhouse or Pauper Schools.* Question whether many of the children at the ragged schools might not be educated at the workhouse schools; comparative character of each education, *Locke* 169-171. 189-200. 259.—Two descriptions of pauper schools in London, and number of children in them, *Tufnell* 1424.—Injurious moral effect of workhouse education of girls, *ib.* 1620-1625.—Objection to the children in ragged schools being dealt with under the Poor-law system or the reformatory system, *Carpenter* 2302. 2303.

Nature of the Poor-law provision in regard to the children in the schools at Aberdeen; statement hereon as to the inadequacy of the provision and as to the inefficiency of the training and education in the workhouse schools in Scotland, *Watson* 2551-2560. 2633-2637. 2673-2675. 2722, 2723. 2758-2761.—Industrial training should be given in all pauper schools, *ic.* 2679.

Impression as to the difficulty in finding employment for children from workhouse schools, *Lingen* 4069, 4070.—Respects in which large workhouse schools are better than small ones, *ib.* 4071-4074.

Provision should be made for compelling Boards of Guardians to maintain workhouse schools in a more efficient state, or else to erect district schools, *Rep. p.* iii.

See also *District Schools.* *Out-door Pauper Children.* *Separate Schools.*

I N D E X

TO THE

R E P O R T

FROM THE

S E L E C T C O M M I T T E E

ON THE

E D U C A T I O N O F D E S T I T U T E  
C H I L D R E N .

---

*Ordered, by The House of Commons, to be Printed,  
23 July 1861.*

---

460—I.

*Under 8 oz.*