

I have now given a brief sketch, without attempting to exhaust the subject, of some of the means by which the great wealth of the nation may be applied to promote the happiness of the community. I am fully sensible of all the evils, both social and economical, which would arise from any laws or institutions that would make the comforts of the individual independent of his industry and economy, or which compel the prudent to support the idle and improvident. But we should not be afraid to enquire whether there are not many things which may be usefully done, merely because there are other things which cannot be attempted without mischief. We must endeavour to distinguish and analyse the causes of the mischief, and see how far they ought to operate to prevent what may be called benevolent legislation. I have endeavoured to show, that much may be done which has been hitherto neglected, and that the surplus useless wealth of the community ought to be employed to a far greater extent than at present, in promoting the health and happiness of the public. This is the natural progress of civilisation. Every generation gives to every member of the public, at the public expense, advantages which in preceding ages every individual was obliged either to forego, or to obtain at his own expense. When they are enjoyed for some time, it appears absurd that it could ever have been otherwise. We may walk home to-night, through well lighted and well guarded streets, but we should reflect that a hundred years ago each man should be accompanied with a couple of well armed attendants to protect him, carrying torches to light him on his way. It is interesting to enquire how much more may be done. The question in each case seems to be, Ought the individual in each case be either without this particular good, or ought he to be left to his own exertions to obtain it? The distinctions between rich and poor will never cease to exist, nor, perhaps, the distinction of classes, but there is no reason why equal happiness should not be enjoyed by every rank and every class.

II.—*Educational Endowments, and their application to the Middle Class and Higher Education of Girls and Women.* By William Graham Brooke, Esq, M A, Barrister-at-Law

[Read Tuesday, 28th May, 1872]

EDUCATIONAL endowments mean endowments applied for the purpose of education at school of boys and girls, or for the purpose of exhibitions tenable at a school or university, whether in the shape of payment to the governing body of any school, or to the teachers, scholars in any school, or to their parents, or for the purpose of buildings, or for school apparatus for any school. Such is in brief the definition of educational endowments, as stated in the Endowed Schools Act of 1869. The preamble of that Act affirms, that it is expedient that various changes should be made in the government,

management, and studies of such schools, and in the application of educational endowments, with the object of promoting their greater efficiency, and of carrying into effect the main designs of the founders thereof, by putting a liberal education within the reach of children of all classes. The act then provides for the appointment of commissioners, and power is given to them, by schemes which shall receive the sanction of Parliament, to alter or add to existing trusts, or to make new trusts in relation to any endowments, with powers of division and consolidation. Schools of primary instruction, and others of a purely private, or religious character, are not included under this statute, which applies only to England and Wales. I mention it because, for the first time in the history of the Statute Book, there is recognized, and on abstract grounds, the principle that girls have a just claim to participate in the educational endowments of the land. Section XII., added in committee, enacts "that in framing schemes provision should be made, so far as conveniently may be, for extending to girls the benefit of endowments."

When this section was under discussion, Mr Winterbotham moved an amendment to the effect that girls should participate *equally* with boys in educational endowments. The amendment was ultimately withdrawn, but not till after Mr Forster, who had the carriage of the measure, had distinctly stated, (1) That girls' education had been greatly neglected, and (2) That they had not such a share as they ought to have in educational endowments, and though the Vice-President of the Council was not in favor of an equal division, yet he confessed that if they were to begin afresh, the funds in his opinion, should be divided. Some observations made by Sir S. Northcote as to the conflicting rights of boys and girls to endowments, are worth recording. They would appear to place the question in its true logical position. He said it was not a question of equal but of substantial advantages, and that girls should have such a substantial proportion as would tell on their education. What they wished to do was to adjust educational endowments so that girls might derive advantages proportioned to their needs. Nobody wanted that women should be educated in the same way as men, but it was important that women should be educated in their own sphere, as it was important that men should be educated. The administration of this act has been in the spirit of Sir Stafford Northcote's remarks—the claims of girls to a participation in endowments have been recognized. This will appear from a statement made by Mr. Forster in the House of Commons, on the 9th of this month, in reply to a question by Mr Fawcett. Mr. Forster then stated that the number of new schemes sanctioned by Parliament up to the present time is twenty-seven. The total net annual income allotted is £6,688. Of this £1,000 a-year is the subject of a very limited scheme abolishing the restriction to Trinity College, Cambridge, of exhibitions from St. Paul's School. Out of twenty-seven schemes, fourteen make funds applicable to the education of girls. The annual income appropriated to girls exclusively is £887, out of which only £60 a-year was previously applicable to girls. The annual income assigned to both boys and girls, without any proportion being defined by the schemes,

is £1,042. Such has been the working of this act, important, because after full and deliberate enquiry, the just claims of girls to a participation in educational advantages have at length been admitted. Now we want such an act for Ireland, to adjust the irregularity of a system, under which gifts for educational purposes have been almost entirely absorbed by the requirements of boys. The report of the Schools Enquiry Commissioners in England, on which the act to which I have referred is based, laid bare the necessity for an immediate remedy. It represented that there were but 14 endowed schools in England for the secondary instruction of girls, with a total of 1,113 scholars, against a total of 820 schools for boys, attended by 36,874 scholars, exclusive of Charter House, Merchant Taylors', St Pauls, Winchester, Harrow, Eton, Shrewsbury, and Rugby Schools, with a total of 2,966 scholars. If these schools be added to the number given above, the total net income of the endowments for boys amounts to nearly £277,000 a year (£65,000 for public schools), while the income for girls did not reach £3,000 a year.

As an illustration of the manner in which the endowments for secondary education were entirely appropriated by boys, take Yorkshire. Yorkshire, at the time of the commissioners' report, had 103 Grammar Schools, possessed of an income of £17,000 a year. Of these there was but one school for the secondary instruction of girls, namely, at Rishworth, near Halifax. At this school, with a revenue of £3,000 a year, the number of girls receiving education was fifteen. Take another example. at Christ's Hospital, in the city of London, with a splendid endowment of from £40,000 to £50,000 a year, and originally intended for the educational benefit of both sexes, eighteen girls were being educated, to 1,192 boys. The new scheme drawn by the governors of Christ's Hospital, and now pending, inadequately proposes to give to girls one-fifth of the eleemosynary portion of the fund, and one-fourth of the residue of the educational portion, after providing for the education of 1,000 boys.

Take another recent fact showing that public sympathy, quickly kindled by the career of men, is cold and dead when called to consider the interests of the weaker sex.

A few years since the Rev. W. Rogers asked the merchants and bankers of London for aid to found good cheap schools to train a better race of clerks, shopkeepers, and foremen. In a few weeks he obtained £60,000, with this fund he founded the Model Corporation School in Cowper-street. About this time, Mrs. William Grey, the organizer of the Union for the Higher Education of Women, made an earnest appeal in *The Times* for the Camden Town School for Girls, founded by the energy and ability of Miss Buss. In six months she had received only £142, the net result of her appeal to the great metropolis on behalf of the sisters of the boys for whom such a magnificent sum had been entrusted to Mr Rogers. I glance now at some figures which may serve to illustrate the nature and magnitude of the educational necessities which encompass the lot of middle-class girls of our country.

Adopting the principle of calculation adopted by the School En-

query Commissioners, and making the necessary allowances, it may be assumed that there are ten girls out of every thousand of the population, for whom secondary education ought to be provided. Upon this assumption there are in England and Wales, according to the recent census, 225,000 girls requiring a higher than a primary or elementary education. This number, however, is in excess of present requirements, and has reference rather to the greater demand which may be expected to arise out of the improved educational opportunities of the future. Take another standard. In the census returns for 1861 we have tables distinguishing the occupations of the population, ranged under the heads of professional, commercial, agricultural, and industrial. Assuming that the secondary schools are the chief feeders of the two first divisions, namely—professional and commercial, and rejecting from consideration the agricultural and industrial, we find that in England in 1861 there were 970,765 men employed in professional and commercial pursuits, as against 134,900 women similarly engaged, or in the proportion of one woman to every 7.19 men. The endowments, however, being allotted, as I have noted, £3,000 a year for girls and £277,000 for boys, represent a proportion not of one in seven, but of one in ninety-two, —*i e.*, seven times as many men are employed as girls, but men have ninety-two times as much money as girls to arm, equip, and qualify them for the battle of life. These figures convey a lesson not the less significant, when it is remembered that the number of women in excess of men as shown by the last census is yearly increasing, *i e.*, the number of women who cannot marry, and of whom a large proportion must at some time or other of their lives depend for support upon their own exertions. So long as facts did not absolutely contradict the theory that men were the sole bread-winners, it was possible to give some colour of fairness to the almost exclusive possession of educational advantages by the one sex, but that possibility has now passed away. Owing to causes beyond their control, women are now forced into prominence. If they are weaker than men, intellectually their inferiors, they have a stronger claim for aid to strengthen and develop such powers as they possess, and though in the working of the present commission, and the readjustment of endowments, the case of the girls receives attention, yet the work progresses very slowly. During upwards of two years, only twenty-seven new schemes have received the sanction of Parliament, a mere fraction of the work that yet remains to be done in regard of the 791 endowed schools in England.

Let me now briefly glance at the position of endowments for middle class and higher education in Ireland. Legislation on the endowed school question has been postponed for the settlement of the university question. The very elaborate report of the commissioners of 1858, was made before public attention had been aroused on the subject of the middle class education of girls, and upon their claims that report is therefore silent. While readjustment is taking place in England, nothing is being done here. There is no act of Parliament declaring that in Ireland as well as in England, care should be taken as far as conveniently may be, to extend to girls the benefits of en-

dowments There is no power in the privy council, or the existing commissioners of endowed schools, to frame new schemes for the administration of old trusts and their adaptation to the changing social circumstances in which we live. Without any special enquiry, we have no means of ascertaining with accuracy the amount of educational endowments applicable to girls, but that may be no great difficulty, for there seems to be nothing to calculate

If we consider, however, (1) the magnitude of the requirement, (2) the means which may be rendered available, and proceed upon the principle which assumes that there are 10 girls in every 1,000 of the population for whom secondary instruction ought to be provided, there are in Ireland 54,000 (census, 1871) girls requiring a higher than an elementary education Or tested in another way, the number of women actually engaged in 1861 (the returns for 1871 are not ready) in professional and commercial callings was 38,000 The number of men similarly occupied was 178,266, or, in the proportion of one woman for every 4 58 men, a much higher proportion than is found in England, where the numbers, as already noted, are one woman for every 7 19 men The demand, therefore, for assistance by endowments for the secondary instruction of girls is far more imperious here than in England In England adjustment is taking place; here there is no movement, no enquiry, no public discontent or remonstrance with admitted wrong

In 1871, the population of Ireland was 5,402,000, or 2,768,000 women, and 2,634,000 men, showing an excess of the female population of 134,000 persons In 1861, 325,000 males were employed professionally or industrially, as against 341,000 women similarly engaged, showing an excess of 16,000 women earning a subsistence. Of this large number of women, 38,000 were engaged in professional or commercial pursuits, and we have now to consider what educational assistance is afforded by their country to these persons born to toil, and engaged in an unequal struggle for existence with their more powerful competitors.

First, as to colleges. The magnificent endowments of Trinity College are wholly appropriated to men The income of this great seat of learning from students and from lands is stated at £63,000 a year It possesses, besides, spacious halls and buildings, and an unrivalled library of 160,000 volumes

Queen's Colleges, also devoted to the education of men, have a yearly revenue of £20,000, with large and suitable buildings, the cost of which was defrayed out of the public purse It is not pretended that these institutions are more richly endowed than they ought to be I allude to them because very recently Trinity College, and the Queen's College at Belfast, have instituted examinations for women In adopting this course, there is no doubt that these bodies practically conceded the whole question as to the right of women to some share in the advantages, which it is in the power of those seats of learning to confer

At all events, the establishment of the Trinity College examinations for women must be regarded as an era in the history of this question. A duly authenticated test examination, the granting of

certificates of honour, and the institution of an university standard of attainment, open up the way for the foundation of studentships and scholarships. At present, however, the movement is in its inception. The best informed and most experienced persons are strongly opposed to a policy of over-stimulation, they are afraid of exciting the principle of emulation among girls in anything like the same degree as is habitually done in the case of young men. However much, therefore, it is desirable to increase the number of candidates at these examinations, by the offer of substantial rewards for the most distinguished answering, public opinion is scarcely advanced enough to render such a course judicious. In a movement, depending not on educated opinion so much, as on popular temper, it is expedient, nay even necessary, to carry with us the judgment and feeling of the wisest of our women. There is a battle yet to be won against the combined forces of popular indifference, social prejudice, and parental apathy. True, the benefits of *primary* education are fairly apportioned between the sexes. On the growth of more just and expanded views we must wait for a like distribution of the gifts of a former age among the ranks of the upper and middle classes.

Passing, however, from the universities, the royal free schools possess an annual income of £6,655, entirely given over to the education of boys. This sum was the rental of the lands in 1858. Now, however, it must be much larger. Attached to these schools are scholarships tenable at Trinity College, of the aggregate yearly value of £1,200.

The Board of Erasmus Smith possesses an income of £8,460 a year, which, so far as secondary education is concerned, is entirely appropriated to boys. The Incorporated Society's schools possessed an income for the year ending March, 1855, of £8,000, which, so far as middle class education is concerned, is entirely appropriated to boys.

There were in 1859, twenty-eight endowed grammar and English schools in Ireland, excluding the diocesan schools, disestablished by the Irish Church Act. These schools had, at the time named, an aggregate annual income of £3,340 wholly given up to advance the education of boys. Such, excluding the colleges, are the chief endowments applied in whole or in part to higher and middle class education, representing a total of £26,255 a-year, exclusive of the value of buildings, etc., and in which girls do not participate.

Excluded thus from a share in the endowments of all the colleges and schools of the land, from all the gifts which the generosity of a former age supplied, and all the grants of public money which more recent times have seen, what provision that they can call their own, is made for the secondary instruction of girls? There are the classes at the Royal College of Science, the schools of the Royal Dublin Society, the Irish Academy of Music, and the South Kensington classes, all which, as they are open to scholars indifferently as to sex, I dismiss from consideration. For the exclusive use of the secondary education of women there are no endowments. Valuable institutions there are, such as Alexandra College, the Queen's Institute, the Masonic Orphan Schools, but in vain do we look for endow-

ments, or even suitable buildings and offices free from the heavy burden of rent, taxes, and insurance. Whether this exclusion of girls from the benefit of endowments prevailed from the first, is a question of some difficulty. It would appear, to use the language of the Schools Enquiry Commissioners, that when a man founded a school for his parish or town, he did not think so much of the mass of the children, as of those who were likely to profit by education; and inasmuch as men rather than women would be thus marked out for education, and more could turn their education to account in the world, especially in the service of the state, or of the church, the regulations of the school would rather look to the case of boys than of girls.

But the question thus presented has little but an antiquarian interest. With our present convictions about the importance of female education, and with an unwillingness to adhere too rigidly to the literal expressions of founders without allowing for the force of altered circumstances, even were the bearing of the old deeds far more manifest than it is, the exclusion of women from the benefit of educational endowments is inexpedient and unjust, and in any comprehensive adjustment of this great question cannot be defended or maintained. No doubt a materially smaller part of these endowments will ultimately go in aid of their secondary instruction. The rights as between boys and girls are very unequal. The wealthiest classes do not send their daughters to school, even in the middle classes more girls than boys are wholly educated at home, and of those who do go to school, their education closes at an earlier age than does that of the boys. The present contention is not for equality but for participation—not that boys should in anywise lose what they so much have need of, but that at last some means should be adopted whereby the natural talents of girls, whatever their social position may be, should not be wholly lost to the race. To any land the possession of gifted children is a great and priceless treasure. It ought to be understood that money is forthcoming, that help is at hand, whenever in a national or other school a girl rises so plainly above her fellows as to make it evident that the world would be better for her liberal education. It has fallen on some of this generation to feel, and the doctrine is gathering strength, that the higher education of women has been shockingly neglected—upon a generation the wealthiest, the most cultured the world has yet seen. If the need is great, so are the means of meeting it abundant. To men, and especially to rich men, who have unsupplied no outward or material want, it belongs to repair the neglect of the past. For men, born to the enjoyment of a monopoly of educational privileges, should have great sense of the duties which that inheritance entails.

Let me summarize and apply what has been said to the case of our own country. Once the university question is settled, there is no doubt the endowed schools question will receive attention, and with it the whole subject of the secondary education of girls. Enquiry here will reveal that as in England, endowments have been almost entirely employed for the benefit of boys, while in many cases such was not the original intention, that the secondary education of girls

has been most inadequately provided for, that some endowments have been altogether perverted from their original intention, others rendered almost useless for any practical purpose by a slavish adherence to the letter of the founder's bequest, others are in a condition of somnolence and lassitude, resulting partly from the system under which they are administered. It will be found that no sufficient remedy for this state of things subsists in the slow, cumbrous, expensive machinery of the Court of Chancery, dealing only with cases individually, and having no means of considering the nature and requirements of the schools in the country as a whole. When an Irish endowed schools bill shall have become law, appointing commissioners with powers of reappropriation and reorganization, we hope to find some such penitential section as this, namely, that in framing schemes under this act provision shall be made for extending to girls the benefits of endowments. Guided by such a principle, we shall not fear but that in the new schemes care will be taken to provide women with a righteous proportion of the funds available for purposes of higher instruction.

But without invoking the aid of Parliament, let me briefly consider what might be done under the existing system.

I take the cases of Erasmus Smith's schools and the Incorporated Society's schools. First, the Erasmus Smith endowment is an available fund for the education of girls as well as boys. The charter granted to the London alderman in 1669 had for its especial object the furtherance of secondary education. But, notwithstanding, between 1839 and 1843, a portion of the fund was applied to found fifty-two schools for the poorer classes, whose education was most amply provided for by the fund entrusted by Parliament to the National Board. These schools were either mixed schools, or distinct schools for boys and girls, and by their establishment the right of women to a share in the funds of the charity, was openly and deliberately acknowledged.

Recently, the governors have established in Harcourt-street a large middle class school for boys, but no movement has been made of a like nature in aid of the secondary education of girls. There are maintained by this fund, three professorships in Trinity College at a cost of £540 a year, and valuable exhibitions tenable by students in Trinity College. King's Hospital receives £1,400 a year. There are also assisted or maintained five provincial grammar schools, and the large school in Harcourt-street, which is said to cost £2,280 a year. This is the aid given to the higher education of men. Of the secondary instruction of women no notice whatever is taken. And yet it is now quite possible to endow professors' chairs in ladies' colleges, it is not impossible, with the Trinity College examinations for women, to attach to distinguished answering the reward of studentships and scholarships, enabling the holder to pursue the studies so happily inaugurated.

The growing necessities of the time, the awakened interest in the suitable training of women for various positions in life, the keener sense of fairness now abroad, and like a finer feeling rolling back the misgivings that delay and harass strong decided action, all call for

some open disavowal of the foolish, worn-out doctrine, that it is not expedient to educate women. Yes, and to educate them well. No doubt vested interests must be respected, and the claims of boys must be thoroughly and wisely distinguished and upheld. But should any surplus arise in the future out of this rich endowment, the paramount claim on that surplus will be for the higher education of women. I press this claim as a strong and a just claim to satisfy a great social want. I press it as a claim, which should not be lightly entertained, or rudely put aside.

2nd The Incorporated Society has a fund available for girls as well as boys. The schools under this Board, founded in 1733, were originally known as the Protestant Charter Schools. The original trust was for the poor, irrespective of sex, and for their instruction in English, writing, and arithmetic, in husbandry, trades, and manual occupations. The society has received a large amount in private bequests and donations, annual grants from Parliament, and the proceeds of some special taxes. In 1791 it had an income of £20,000, for which education was given to 918 boys, 537 girls, and 263 infants. In 1808 the annual fund had increased to £30,000, and the number of children to 2,187. In 1832 the parliamentary grant was withdrawn, the residue of the fund in the hands of the governors remaining subject to the original trust. In 1851 the income of the society was £8,000. We have no reason to believe that it has since suffered diminution. The education supplied is chiefly of an elementary character, and so far is apportioned between the sexes. But two modern features of the work of the society demand attention.

1. The establishment of the Santry institution as an advanced school for the higher education of boys selected by competition from the other boarding schools of the society.

2. The establishment of the Aungier-street English, commercial, and scientific day school for boys. In these institutions pupils are prepared for professional and commercial vocations. In these schools an instance is afforded of the application of the funds of the charity to the purposes of secondary education. Now, though there are primary schools for girls under the society, there is no corresponding Santry institution. But girls now require the training that boys enjoy at Santry and Aungier-street, to enable them to enter with success a career of usefulness. Hence, the duty arises, and I would venture to suggest it, of carrying out with regard to girls the policy which led to the foundation of those middle class schools.

It may be said, and with truth, that throughout this imperfect sketch I have assumed the main question, namely, that such higher education is required. I doubt not, however, that I address some who feel that the education available for women is not what it ought to be. Want of thoroughness and foundation, want of system, slovenliness and showy superficiality, inattention to rudiments, undue time given to accomplishments, and those not taught intelligently or in any scientific manner, want of organization and proper classification, these are some of the characters which stamp inferiority on the education of women. This general deficiency is stated

with the utmost confidence by unimpeachable witnesses. But it may be said, that women themselves make no claim for this higher education. The answer to this is, *they do!* Let me read for you the words of an eminent Englishwoman, penned only last week. She is replying to the objection: What do women want with any higher education? She says. "They want it because the duties allotted to women by the Creator's order, require the highest mental and moral discipline, and an ignorant or low-minded mother injures society at its very root in the family; they want it because by causes beyond their control, more and more women are driven to their own exertions for support, and can have no chance in the labour market, if to their natural disadvantages be added the artificial one of training, they want it because we live in revolutionary times, when the old beliefs, the old traditions which hedged round the lives of women, at least in a safe and guarded path, are called in question in every review, in every newspaper, in every novel, and women can no longer walk like children in leading-strings, but in this trial of all things, must be taught to hold fast that which is good. They want it, because in the fierce competition of modern society, the only leisure class is that of women, supported in easy circumstances by husband or father, and it is to this class that we must look for the maintenance of cultivated and refined tastes, of the value and pursuit of knowledge and art for their own sakes, which can alone save society from degenerating into a large machine for making money and gratifying the love of sensual luxury. Finally, they want it, because they, like men, were created in the image of God; because to develop and cultivate, and perfect the divine element within them, is their right and their duty, and no man has a right to debar them from entering on their inheritance."

One terrible evil which may be traced in some degree to the absence of definite assistance in this great work of education, is that the lady teachers themselves are not competent to fulfil their work. This incompetence may be secondarily traced to three causes

1. *Deficient Education*—The teachers cannot be blamed for this. it is the result of the inadequate provision made in this country for the instruction of women. Conceive what schoolmasters would be if there were in Ireland no university—no foundation schools of the higher or lower grade, and if the private schools by which alone education would then be supplied were to lose the reflex influence and the stimulating rivalry of these institutions. But this is what the state of the teachers of girls is now

2. *Deficient Training for the work of Teaching*.—Specific training is perhaps as uncommon among men as women, but a man has received at a good school, and afterwards at a university, a so much more thorough general education than a girl can hope to receive, that he is better able to extemporise the art of teaching

3. *Isolation*—Schoolmistresses and governesses with rare exceptions live in isolation—often in seclusion. They continue to use obsolete methods and text books, and are possessed by antiquated notions which impair their efficiency as teachers.

Every one knows that ladies become governesses and schoolmis-

tresses, not because they are qualified to fulfil such duties, but because they have no other means of getting a livelihood. Very few of those engaged in teaching have had an education better than the ordinary one received by others in their own rank of life. Scarcely any have had any especial training for the work of instruction, or the still more important work of guiding their pupils' minds. I ask is this fair, is it judicious, is it righteous, is it not rather foolish, discreditable, wicked? But to bring this long paper to a close. Relief will come to women in this great work of education when we shall thoroughly learn that woman is not less than man is, but only different, that she has a heart and intellect as man has, that marriage is not the first and only object of a woman's life, any more than it is of a man's, that woman must work as man must work, that education is more than instruction, being the unfolding and directing aright of the whole nature, and that so to educate each individual, whether man or woman, is a duty directly due to the great brotherhood of the world and the progress of the race.

III.—*On Legal Education in Ireland* * By Mark S O'Shaughnessy, M R I A , F R S L , Barrister-at-Law, Professor of English Law, Queen's College, Cork.

[Read Tuesday, 18th June, 1872]

THE object of this paper is to set forth the provision already made for legal education in Ireland; to examine how far the requirements

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