

1874.

VICTORIA.

INDUSTRIAL SCHOOLS AND
SANATORY STATION.

SECOND AND FINAL REPORT

OF

ROYAL COMMISSION

ON

INDUSTRIAL AND REFORMATORY SCHOOLS AND
THE SANATORY STATION.

PRESENTED TO BOTH HOUSES OF PARLIAMENT BY HIS EXCELLENCY'S COMMAND.

By Authority:

JOHN FERRES, GOVERNMENT PRINTER, MELBOURNE.

No. 44.

APPROXIMATE COST OF REPORT.

	£	s.	d.
Preparation—Not given.			
Printing (750 copies)	14	15	0

ROYAL COMMISSION ON INDUSTRIAL SCHOOLS
AND THE SANATORY STATION.

SECOND AND FINAL REPORT.

To His Excellency SIR GEORGE FERGUSON BOWEN, Knight Grand Cross of the Most Distinguished Order of Saint Michael and Saint George, Governor and Commander-in-Chief of the Colony of Victoria.

WE, the undersigned Commissioners, appointed under Letters Patent from the Crown, bearing date the 25th day of September 1871, to inquire into and report upon the sanitary condition of the children in the Industrial Schools of Victoria and other matters, have the honor to submit to Your Excellency our Second and Final Report :—

1. The enlargement of our Commission led us to make a more careful inspection of the existing Industrial Schools, and a more detailed inquiry into their management. The result has impressed us with a still stronger conviction than we before expressed of the inadequacy and defectiveness of these institutions, and of the necessity of making, as speedily as circumstances will permit, a fundamental change in the system on which they are conducted.

Enlargement of
Commission.

I.—DEFECTS IN THE EXISTING SYSTEM.

2. We expressed regret, in our first Report, that the Government, from a mistaken principle of economy, had combined the Industrial Schools and Penal Establishments under one Inspector-General. The separation of the two departments, and the appointment of a special inspector for the schools, we consider to be an indispensable preliminary step to the introduction of any material improvements in the system. The supervision of nearly 3000 children, of all ages and of both sexes, congregated in several schools situated in various localities, involving continual and discriminative inspection of their state of health, daily treatment, school education, and industrial training, added to the careful personal inquiry and deliberate judgment required in disposing of them individually, as they arrive at adult age, would afford ample work to occupy all the time of an active and competent inspector. By making such an appointment, moreover, responsibility in regard to the management of the schools would be more definitely fixed; the duty of enforcing the law against defaulting parents could be more effectually carried out; and plans for the extension and improvement of the institutions could be more deliberately framed and executed. At the same time, while making this suggestion, we desire to express our conviction that the supervision of the schools, since they were placed under the control of the present Inspector-General, has been in all respects as efficient as is possible, under the circumstances.

A separate de-
partment recom-
mended.

Present buildings
inadequate.

3. Since we presented our first Report, some minor improvements have been made in the institutions, such as the removal of the wet-nurses from the school on the St. Kilda road, and the amalgamation of the two schools at Geelong. But the total insufficiency of the existing buildings for the present and rapidly-increasing numbers of the children becomes daily more evident. The Inspector-General, in his Report for 1871, states that at the close of the year there were 200 more children at Sunbury than the building was intended to accommodate, and that the Melbourne and Geelong schools were similarly overcrowded. There was, it is true, a slight diminution in the numbers of the inmates of the Industrial Schools—although not in the aggregate number in both schools and reformatories—at the end of the first half of the present year, but the evil complained of was not in any perceptible degree lessened. The Inspector-General dwells on the urgent necessity for providing immediate accommodation for at least 450 children, and for replacing several of the present buildings by larger and more commodious ones. The consequences of this state of things are seen in an increased rate of mortality,¹ and a lowered standard of general health, together with all the evils accruing from defective classification and indiscriminating discipline.

New buildings
indispensable.

4. It is therefore obvious that the erection of new buildings cannot be any longer delayed. It is equally certain that, in the erection of these buildings, all considerations of cost must give way to the primary requirements of adequate space and fitness. The Government is thus committed, whether with its concurrence or not, to an immediate expenditure of very large and indefinite amount. The occasion is therefore opportune for inquiring whether it would not be possible so to modify the present system as to save a considerable proportion of this prospective expenditure, and at the same time to establish the schools on a more effective and satisfactory basis. The point of perfection in the management of all such institutions is reached when the objects for which they have been founded are most fully attained, whilst their cost is reduced to a minimum. This twofold object should be kept constantly in view by the Government, and should guide its decisions on all questions relating to the improvement or extension of the present system.

Evils of large
central schools.

5. The many and grave objections to the method of congregating destitute children in large central schools were dwelt on in our previous Report. A further consideration of the subject has more than confirmed our first conclusion. Schools of this class are proved, by the universal testimony of all competent witnesses in countries where they have been tried, to be alike prejudicial to the moral and industrial training of the children brought up in them, and at the same time extremely expensive to the State. This holds especially true as regards girls. Experience has abundantly shown that “the self-reliance, mutual helpfulness, and knowledge of common things, which are inseparable from family life, cannot be obtained in the same degree by any artificial substitute, however skilfully framed, and are necessarily almost entirely absent from institutions in which many hundred children are dealt with in masses;”² and that “enforced uniformity in every detail of daily life, however important or however trifling, among creatures varying in mind as much as in body, though seductive to the disciplinarian, is blighting to those subjected to its laws.”³ The past history of the Industrial Schools in this country illustrates and confirms these deductions.

II.—LOCAL OR DISTRICT SCHOOLS RECOMMENDED.

Small district
schools recom-
mended.

6. We are, for these reasons, decidedly of opinion that under no circumstances should any of the present buildings be enlarged with a view to the concentration of

¹ The Inspector-General, in his Report for 1871, “regrets having to state that the condition of the children in these schools has been, in some respects, less satisfactory during the past year than during several years preceding.” This he attributes to overcrowding; and he adds, that to the same cause “the number of sick and the larger percentage of deaths must be attributed. There were 57 deaths during 1871 against 31 in 1870—a percentage of 2¼ as against 1¼ in the preceding year.”

² *Children of the State*, by Florence Hill, p. 65.

³ *Ibid*, p. 72.

the children. If new schools be required, they should be erected of comparatively small size, and distributed through the various centres of population. A number of local schools, into which the destitute children of the various districts should be collected, would be in all respects preferable to one or more large central schools situated in or near the metropolis.

7. This is the system now generally adopted in Great Britain and other European countries, and in the United States of America; and it has been found to be, in every instance, a vast improvement on the centralising system.¹ The District Pauper Schools, established in England some years since under the sanction of the Poor Law Board, are found to work admirably as a means of rescuing the children brought up in them from permanent pauperism, and training them up in self-reliant industry. The plan of "industrial homes," in which small bodies of pauper children are brought up in the ordinary routine of the daily life of the laboring classes around them, has likewise been tried with complete success. The latter plan seems to be both efficient and inexpensive; whilst, on the other hand, it must be stated that the cost of the larger district schools, especially those in London, is of necessity very considerable. This arises from the excessive number of pauper children amongst so vast a population as that of London, and from the elaborate nature of the supervising machinery. In the country district schools, however, the average cost of maintenance is in most cases extremely moderate.²

English district
pauper schools.

8. The local Industrial Schools which it is, in our opinion, desirable to establish in this country would approximate closely in their general character and management to the country district schools in England. They should be strictly limited as to the number of inmates—the maximum number in any case being, say, 250. They should be placed under the direct supervision of local committees; and the co-operation of benevolent and religious people living on the spot should be obtained to aid in securing for the children proper care whilst in the schools and fitting situations for them upon leaving. In all cases the children would be apprenticed or licensed out in their own localities. The industries taught them in the schools would be such as are most prevalent in the surrounding district—*e.g.*, farming in one locality, vinegrowing in another, mining in a third, and in the larger towns handicraft trades. By this plan they would not alone be more readily disposed of, but they would be furnished with the means of earning afterwards an independent livelihood in the very place where they had been brought up. A mutual feeling of local attachment would grow up between them and their neighbors around, which would be in the highest degree beneficial to them in their subsequent course through life. On leaving the schools they would mingle upon equal terms with the neighboring population, so that no taint of pauperism would cling to them. Their daily life in the institutions would be very much the ordinary life of persons of their own class in society outside, and would naturally produce in their minds that home-feeling which is one of the surest safeguards of personal good conduct, and one of the best guarantees of personal independence. The warm local interest that would necessarily be taken in the school, the periodical official inspection, the friendly sympathy felt for the children by their relatives and neighbors, and the openness of the institutions to public observation at all times, would combine to prevent the occurrence of anything like continued mismanagement or systematic illtreatment of the inmates. On the whole the plan we are recommending in our opinion possesses more advantages and is open to fewer objections than any other that could be devised for disposing of destitute children in charge of the State. In proof of this we may point to the schools at Ballarat and Sandhurst, which are, in some sense, local institutions, and are admittedly the best conducted of all the schools.

Advantages of
local Industrial
Schools.

¹ "The evils of aggregation are, in great measure, overcome by dividing the young people into small groups occupying distinct dwellings, as at the Rauhe Haus, and many other German institutions, Mettray, Redhill, and the most successful Reformatory Schools in the United States."—*Children of the State*, p. 65.

² "In the London Central School the numbers have recently much increased, and are now (May 1867) upwards of 1200. A whole army of officers have them in their charge. Above eighty persons, exclusive of pupil-teachers, are engaged in the care and instruction of the children, and a well paid staff is appointed to every department. The expense of so extensive and elaborate an establishment is inevitably large, amounting, in fact, to about £28 for each child per annum."—*Children of the State*, p. 71. "In the Country District Schools, however, the highest average annual cost for each child is £18 15s. 2d., and falls as low as £11 5s. 10d."—*Poor Law Report for 1866*.

Present buildings
should not be
enlarged.

9. For the reasons here stated the Government, in our opinion, ought not on any account to entertain the proposal to enlarge the buildings at Sunbury, the St. Kilda road, and Geelong, with the design of concentrating greater numbers of children at those schools. Measures ought rather to be taken to reduce the numbers already there, so as to bring them within the proposed maximum. The object to be steadily and constantly kept in view is the distribution of the children throughout the country, not their concentration in large and expensive establishments. They ought to be regarded, and dealt with, not as a miscellaneous mass of juvenile paupers thrown helplessly on the charity of the Government, but as wards of the State, in whose present well-being and future fortunes the whole community takes deep and permanent interest; and this salutary public sentiment can only be created by the children's being established and brought up in the localities where they are known, and under the eyes of their neighbors.

But may be im-
proved.

10. At the same time there can be no objection to the carrying out of such improvements in the larger buildings as are needful for the convenience and comfort of the inmates. The buildings at Geelong, Sandhurst, and Ballarat, as the Inspector-General points out in his last Report, require some additions and improvements; and these ought to be effected as speedily as circumstances will permit. With reference to Sunbury, we found, upon visiting the school there, that many improvements of a minor kind might be effected at trifling cost, but with much advantage to health and comfort. The most pressing want that struck us was the entire absence from the playground of suitable appliances, gymnastic and otherwise, for recreation and physical exercise; but we are glad to learn that these requirements have been since supplied by order of the present Chief Secretary. The other improvements mentioned it is not necessary to specify in detail, as they have been frequently specified in the periodical reports of the Inspector-General, and are already in course of being effected by the Government.

III.—AGRICULTURAL TRAINING RECOMMENDED.

Model Farm re-
commended as a
suitable site.

11. The Model Farm, near Flemington, being no longer used for its original purpose, might, with great advantage, be converted into an industrial school, at which a number of boys might be trained up in agricultural pursuits; or, if it be deemed a better plan, the whole of the girls at the St. Kilda-road School might be transferred thither, and that building restored to its original and only fitting purpose as a military barrack. In any case the use of the latter building as a school ought to be abandoned as soon as suitable arrangements can be made for placing the inmates elsewhere.

Advantage of
agricultural
training.

12. The experience of all countries in which juvenile industrial schools have been established is strongly in favour of training the children to agricultural pursuits, in preference to teaching them handicraft trades. The peculiar circumstances of this country not alone confirm this experience, but seem to render such a course obligatory on the Government. It is beyond our duty to recommend the establishment of an Agricultural College, or to refer in any way to the subject of general education; but we may be permitted to point out the special advantages that would certainly accrue from an agricultural training, both to the children in the schools themselves, and indirectly to the general community. They would by this means, for example, be distributed over the rural districts, and would thus be saved from the demoralising influences which beset youthful mechanics in large towns. They would, moreover, acquire that sentiment of local attachment, which it is so desirable to implant in their minds; and, chiefly, they would be given an avocation that would ensure them a more constant and certain source of livelihood than any handicraft trade could possibly yield, inasmuch as it is not exposed to competition, commands a high and steady rate of wages, is always in demand, and would put them in the way of raising themselves into the position of independent farmers in a comparatively short time. It is, besides, of all occupations, the healthiest and most cheerful. It is also the one that, in this country, by general acknowledgment most deserves the fostering care and encouragement of the State. By no other means could the labour of the children be made at

once so remunerative to themselves and so profitable to the community. The scale on which handicraft trades can be carried on must always be limited in a country whose population is small in proportion to its extent of territory, and increases only at a very slow rate; and there is, therefore, little probability of a scarcity of candidates for apprenticeship to such trades ever occurring. But the precise reverse of these conditions holds true of agriculture. In this latter branch of industry labour is always scarce and high-priced, and is often to be obtained of an unskilled kind only; the demand for skilled agricultural labour is, therefore, practically unlimited. The addition of so much skilled labour to the general supply would thus be a direct encouragement given by the State to this most essential and valuable branch of public industry, whilst, as we have shown, it would also be the best method that could be adopted for rescuing the children from permanent pauperism or helpless dependence, and making of them industrious, self-reliant, contented, and useful citizens.

13. For these reasons we strongly recommend that the industrial training of the children shall be made essentially of an agricultural kind, in preference to handicrafts or seamanship; and all measures that shall hereafter be taken for the extension or improvement of the schools ought to have specific reference to the attainment of this object.

This object to be steadily kept in view.

14. With regard specially to the girls, there cannot be a doubt that the very best method of disposing of them would be the placing them out amongst the rural population as dairymaids, farm-house servants, and the like. By this course their health and personal comfort, their future prospects in life, and, above all, their morals would be much more effectually guarded and promoted than by their being sent out either as servants or apprentices in the larger towns. The manifold dangers of town life for friendless and dependent girls are too obvious to require dwelling upon. In this respect they are far worse situated than boys of their own class. In too many instances they acquire a dislike for domestic service, and either betake themselves to casual and uncertain employment in the manufactories or lapse at once into disreputable courses. The instances in which respectable town families evince a kindly and parental interest in girls taken as servants from the schools, so as to watch over their conduct and their career in life, are very rare; and town domestic life in this country is still proverbially fluctuating and changeable. But in the rural districts the conditions are in all respects more favorable for the girls. They become known in the neighborhood; they live, so to speak, in the presence of all around them; a genuine interest is felt in their welfare; and in the course of time they mingle with the surrounding population, and their early history is forgotten. It ought, therefore, to be made a matter of constant and watchful care on the part of the managers of the institutions, in every practicable instance, to place the girls out in rural neighborhoods in preference to sending them into the towns.

Its special advantages for girls.

IV.—THE SHIP “NELSON.”

15. The discipline, general management, and school teaching of the boys on board the *Nelson* can only be spoken of in terms of unqualified commendation. After several visits of inspection to the ship, we have found it difficult even to suggest any improvement in those respects. The order and cleanliness observable everywhere are admirable. The boys are healthy, active, and look cheerful and contented. The workshops are well organised; and the amount and quality of the work executed in them are, in all respects, satisfactory. The discipline and teaching in the schoolroom are as good as could be desired. But, nevertheless, it is still a matter for grave consideration whether a ship is not an unsuitable place for the training of boys, the great majority of whom never betake themselves to a sea life, and are trained up for occupations on shore.

The *Nelson*.

16. We have much satisfaction in recording our approval of the judicious course recently taken by the Government, in abolishing the practice of confining juvenile criminals on board the prison hulks and transferring them to more suitable quarters at Pentridge. This change cannot fail, we think, to be of very great advantage both to the moral and industrial training of this class of prisoners.

VI.—SUMMARY OF RECOMMENDATIONS.

17. The recommendations contained in our two Reports may be briefly summed up as follows :—

- (1.) The transfer of the Sanatory Station from its present position to a more suitable one.
- (2.) The discontinuance of the system of forming large central Industrial Schools, and the establishment of smaller district schools.
- (3.) The adoption of agricultural training for the inmates of these schools.

All which we have the honor to submit for Your Excellency's consideration.

Witness our hands and seals this first day of December 1873.

J. J. CASEY, Chairman. (L.S.)

J. R. HOPKINS. (L.S.)

W. A. ZEAL. (L.S.)

J. T. HARCOURT. (L.S.)

J. A. PANTON. (L.S.)

A P P E N D I C E S .

APPENDIX A.

PRINCIPLES UPON WHICH TO FOUND AND CONDUCT ORPHAN ASYLUMS.

(*Written by Dr. Mücke, Editor of the "Australische Deutsche Zeitung," and translated for the Chairman of the Commission.*)

The orphan asylums now existing in the Australian colonies have, as far as our acquaintance with them goes, no other object but to dispose of such children who have either lost their parents, or, having been neglected and abandoned by them, have fallen into the hands of justice, in the simplest and easiest, but by no means cheapest manner—that is to say, to provide for them for a number of years—to clothe them, feed them, give them some scanty instruction, place them under a certain discipline, and, finally, to leave them unconcernedly to their fate. The visitor of our orphanages will find all of them, with but few exceptions, of the same stamp—dreary, bare, large barracks; vast sleeping, dining, and class rooms, without the least ornament, without anything whatever to gladden a child's life and to which a child's heart fondly clings. Everything is scrupulously clean, but it chills the very heart of whoever walks through these institutions, and still more of those who have to live in them. There are large playgrounds, but you will seldom find in them merry, playing, happy children; but sulky, servile, cunning, cast-down beings, who have it stamped on their very faces that they are looked upon as the numbers, which are to be found in their jackets and linen, as well as in the muster-roll. In a large establishment like this, which contained 675 children, through which an overseer conducted us—who, at the same time, performed the office of taskmaster for all—we have seen the children assembled in the bare courts by hundreds for recreation, some cowering silent and sad in large groups on the ground, others running wildly about, or wrangling and teasing each other, and left entirely to themselves; but we did not perceive any superintendence, any order, any toys, any apparatus for gymnastic exercises, a little garden—nothing—absolutely nothing—as necessary to the juvenile mind as light and air. At the sight of the overseer they all rose in military fashion, with drooping heads and arms, and many of them cast furtive glances, in a manner well known, suspiciously and cunningly, after the overseer, making faces behind his back, as soon as he had passed, in the most disgusting manner, and cut their capers, just as the nigger brood are said to do with their taskmasters. At the same time, everything else was arranged in an exemplary manner—clothing tidy, food very good. The children get plenty—meat several times a day; and we happened to see behind the establishment a very large cask filled with kitchen refuse, where, amongst the remnants of meals, we noticed picked bones and pieces of meat, which could not be found in a German orphanage. After the daily schooltime of five hours there was no work, no occupation, no general enjoyment.

It is, however, not our intention to describe in all its particulars what is deeply objectionable in these institutions, which may, according to their director, change for better or for worse, but to show that the system, conformably to which the orphan asylums here are established and managed, may be abolished and replaced by one better, because more agreeable to nature.

All these institutions cost the State, as well as the people, very considerable sums, which we certainly should not regret paying, if in them the children were educated as they should and ought to be. But such is decidedly not the case, as we have indicated in the short description above. We wish to state at once, that most of these institutions are under control exercised after the approved system, and according to English views, in an exemplary manner, and, at the same time, must not omit to mention, that in almost all colonies the opinion has been arrived at, that the present system admits of improvement, nay, that here and there beginnings have been made to turn into the right path, but nowhere, as far as our experiences and researches go, has a system been established, as it could, ought, and should be.

We will now concisely state our leading views regarding the education of our orphans and our deserted and neglected children.

All orphan asylums must be looked upon as a necessary evil, which, as far as practicable, ought not to be tolerated anywhere, especially if they contain more than 50 children. The reasons for this are plain. The education of children in the family, as God has ordained it, at the side of father and mother, brothers and sisters, is alone the natural and right one. This incontrovertible principle must guide us also in the education of our deserted children of the State, and must be carried out as far as practicable. Real orphan asylums, that is to say, institutions in which a large number of children are educated in common, are only to be established in extreme cases of need, as we shall show farther on.

All orphans and deserted children should be placed in families as pensioners of the State; and knowing the affairs of our young colonies, as we do, where children—many children—are a real blessing of God for a very large number of parents, no difficulty can exist to attain this object, if the authorities take the proper measures to this end. These measures, which we know in Germany from personal observation, are the following:—Supreme courts of ward and courts of ward are to be instituted or connected with our existing courts, which exercise the superintendence over all orphans in their respective jurisdiction, and manage any existing property belonging to them. As soon as a father dies, the court appoints for every child, or all children, according to circumstances, one or more guardians, who take the place of the defunct

father, are sworn before the court, and are responsible to it, and so every honest man in the State is legally bound to take one or more guardianships of orphans. The guardian, jointly with the court, ascertains a family willing to receive a child, and delivers his ward to it under certain legal conditions. If the head of the family desires to adopt the orphan entirely as his own, this may be done by an act of the court, which confers full paternal rights upon him, and the child ceases from that to be a child of the State. The guardian, however, retains for a certain time his guardianship, which he does not lay down before making his report to the court, after satisfying himself that his ward is in good hands. Should it be impossible to find for an orphan a family willing to take it without remuneration, one is gained which will take the orphan as boarder under the most favorable conditions. With these children the guardian never resigns his office. But even these orphans must be kept like children of a family. We are convinced that, if a true spirit reigns in this administration, it will be possible, in all less populous districts, to place all orphans in families for the greater part without expense, and where expenses are to be paid, the cost will not amount to more than a few shillings per week. If a proper superintendence over these children is exercised, all will be in a far better situation than any, even the most favorable, orphan asylum could afford. In densely populated districts, and in large towns, perhaps for the majority of orphans, and for children already morally corrupted, fitting families for their adoption as children or as boarders might not be found. Then, and only then, the necessity for erecting an orphan asylum arises. This, however, should never be established in the town itself, but at as great a distance from it as practicable. Never, and under no circumstances whatever, is this to be looked upon as a house of correction or a penitentiary, nor is it to be managed after the manner of such houses. Where children already in time of youth so err, that they are amenable to the law, there true noble discipline, and still more true genuine love, has been wanting. The mistakes committed are alone, and, under all circumstances only, to be retrieved by making good what has been neglected, and by intercourse with good children, with well chosen, regulated occupation, as well as by the right discipline and true love. Such, an orphan asylum can never or but seldom offer; the family fully and entirely. And should there be found a foster-father who would not do towards an orphan what is desirable, he never would commit these faults in such manner and such magnitude as they will always occur in an asylum.

We should here go into further details regarding the duties of the guardians and the conducting of their office, as well as about the measures of courts of wards, and the laws affecting them; all this, however, is fully known to our German readers. We will conclude by mentioning that the office of guardian does not cease before the ward is declared of age by the courts of ward, and that it is his duty to assist the ward even after leaving school with word and deed during apprenticeship.

It remains for us to express our opinions regarding the establishment of orphan asylums, where they are absolutely necessary.

In dealing with this important public question we shall state and discuss three principles, which appear of the greatest importance for colonial circumstances, and from which the others follow quite naturally. They are these—

1. Orphan asylums must be managed in such a manner that the education in them approaches as nearly as possible to that of a good plain family.
2. They must not have anything in common with a reformatory, but the spirit of paternal love and paternal discipline must reign in them.
3. If possible they must defray their own expenses.

We have stated these three cardinal principles successively and separately; we will, however, discuss them jointly, because one cannot be conceived and described without the other, and to throw light upon each of them in a separate treatise we have not room. We shall attain our aim best by giving our readers a description of an asylum managed after these principles in its main outlines.

The orphan asylum, as it is before our mind, is situated but a few miles from town, far enough to prevent the natural influence of it to be injurious, near enough to ensure to it all advantages arising from its proximity. The orphan asylum represents an industrial model farm on an area larger or smaller according to the number of orphans in it, and containing at the least some hundreds of acres of good land suitable either for field or garden. The buildings are situated in the centre of this enclosed property, at a proper place, from where the whole is easily overlooked. They consist of a common dwelling-house and the farm buildings, built in a substantial, plain, and comfortable manner, in the former are the rooms of the director and his family, and those of the teachers as long as they are single, the dormitory, and the dining hall of the children, with all the other necessary apartments, everything fitted up in an efficient and plain, but by no means grand style, as we usually find it in the barrack asylums, the effect of which is to pamper and spoil the children. The farm buildings, workshops, storerooms, &c., are in close proximity, and are built in accordance with the chief industry for which the institution is intended. Some distance from both is the class-room, with its adjoining apartments, and surrounded by the grounds for play and gymnastic exercises. A bell is hung in the main building.

We have next to say a few words regarding the soul of the whole—the director and his wife. He ought to be a plain, honest, determined, and well-meaning man, whose heart and head are in the right place, a true father of his family, who loves his own, and wishes to make them happy in a contented domestic life. He must like work, and know and value the truth contained in the words—“In the sweat of thy face thou shalt eat thy bread.” But he must also have learnt that “God’s blessing gained, is all obtained.” He need not be a savant, but he must be a thinking man, with experience, ability, and knowledge, and talents sufficient for the management of the establishment, and, above all, feel love for those entrusted to him. His wife, who is of as much importance for the well-being of the whole establishment as her husband, must be a good, industrious, thrifty, and careful housewife, who is able to manage a large household well, and with firmness. Both husband and wife must, by the management of their own household, as well as their family, have proved their ability for both. Nothing is more dangerous for institutions of this kind than such directors as we have generally seen them, who have received their places as a pension or a living, draw their salaries at their ease, and after winding the clockwork of their household up, look quietly on whilst it runs down. The director and his wife must be the moving, all-superintending, and directing spirit of it, and they must remember that “the master’s eye fattens the cattle,” to express the right thing with an old expressive saying. Such men may be found if they are looked for in the right way and in the right circles, and later on they are chosen from the orphanages, either from the number of teachers or orphans who have received their education there.

Before proceeding with our description we have to discuss a principle upon which we lay great stress, because it is of great importance for the arrangements of the now existing orphan asylums. The principle is generally adhered to, to separate the orphans according to their sexes, so that we have boys' orphanages and girls' orphanages. With the present nearly general barrack-like arrangements of them, this cannot be otherwise. Every thinking person, however, must allow that hitherto this has been only a necessary evil. A kind Creator never willed it so, but lets boys and girls be born in the same family, and grow up by the side of each other. Consequently, we have in this a proof that it should be so. What a blessing it is to a brother to grow up at the side of a loving sister! The influence of sister upon brother, as an educational, refining, reconciling agent, is very great, and is very seldom valued at its full, and great importance. We regret not being able to go more fully into this subject, since we intend to discuss this matter later in a separate treatise; but this we will say at once, that it may be proved with certainty that, from the time when, in common schools, a beginning was made to separate the sexes, the peculiar immorality between the separate sexes of the unripe youth made its appearance, increased, and became more general, an evil which is justly complained of in all nations; and every effort is made to subdue this fully recognised evil by insisting still more anxiously and strictly upon the separation of the sexes. Is this really wise? Is the aim which is kept in view to be attained by these means? These are very weighty questions, which ought to be answered, since the growing demands which the school makes on the children withdraw them longer and more permanently from the family and its influence, and therefore augments the causes of the evil we spoke of. We are decidedly of opinion that separation of the sexes in public education, up to the twelfth year, is the cause of the greatest part of this evil. Such a separation cancels the idea of a family as it should be according to the laws of nature, and creates feelings of a false unnatural inclination to each other, which, with their evil consequences, lay at the same time the foundation of the evil to be combated. But, be this as it may, in the idea of the management of our orphan asylum the girl must not be absent. An institution managed in the spirit of a family is not to be conceived without woman's care, woman's superintendence, woman's management, woman's love. Name a child which lost in early infancy its mother, and had to grow up without it, which did not carry all the disadvantages arising out of it, and the grief caused by it, through the whole of its life, and which had not suffered from it. A woman who manages such a household, containing from 50 to 100 children, requires a great many female hands to do all the work such a household demands. Hired servant-girls are quite objectionable, and far too expensive. And is not the education of the household, for economy, the future housewife, the acquiring of all the multifarious occupations, and principally of womanly habits, quite indispensable to one who will have to manage, some day or other, a household of her own? And where but in a family can all these qualities be acquired? Is not the complaint as general as justified, that the want of good thrifty girls and women is felt more and more? Whence and where shall these orphan girls acquire those qualities? In the female orphan asylums? Ridiculous idea! A good servant, a good housewife, is brought up nowhere but in a family. Female orphan asylums are a crying treason against the nature of woman. We demand that in the new orphan asylums the sexes be not separated, because it is treason; because, without that, the chief aim of an orphan asylum, to educate children according to nature's rules, is not attainable. One need not come to us with the foolish objection, "You will pave the way for immorality." Proper management will avoid this danger, for else it would exist in all families between brother and sister. And with bad management? Well, we do not want bad management; and wherever, as we see it, the sexes are separated, they still know, in spite of all superintendence, to find each other, proofs of which we see every day. This great social evil we wish to reform through a genuine family education. For our boys' asylums, motherly love and womanly care are what the sun is to nature. Girls' orphanages should not be tolerated. After our plan, young girls are much more easily placed in families than boys, and those who cannot be disposed of in this manner are so necessary, so absolutely required in the asylums, that they would have to be hired where they could not be found as inmates.

After this necessary digression, which, after all, is such only in appearance, we return to our ground plan, and describe in the following the industrial model farm of an orphanage according to our ideas.

We demanded that the orphan asylum should be an industrial model farm. We have two reasons for this wish. We hold, first, that only in such orphan asylums, which on a large scale are similarly managed as is a family on a small, children may be brought up more in accordance with the demands of nature, so that in after-life they prove themselves brave, moral, industrious, and clever workmen and citizens, and as faithful, saving, modest, and clever servants and wives. But in our young colonies, palpable and often expressed reasons demand of the State to found model households, which by their example must work very advantageously in larger circles, and principally by endeavouring to train those children who have fallen to its care to young men and women destined as models for the rest of the community to check the growing immorality, shallowness, seduction, &c., which from evident reasons are on the increase in the colonies.

We have next to answer the question, Why are industries at all to be carried on in orphan asylums? Is not the school sufficient? To the last question we say decidedly, No. Our orphan children are not to be educated to learned men, and should an orphan in the asylum give unmistakable signs of possessing talents and leanings towards the learned professions, why, in that case the State would have to provide for the child in some other manner. Not the school alone gives the training for after-life, but proper domestic bringing up, daily work in the paternal home, which is and must be the occupation of the children. A properly trained child cannot and must not be unemployed for one moment. From early youth it must be kept in a proper path to useful activity, to systematic work, and only in this way it understands and learns the wisdom of human life—that work is a joy and our destiny. That this work should be a suitable, varying, instructive one; one to develop and strengthen the body, to gladden heart and soul and remain so; is left to the prudent management of father and mother; in the asylum to the director and his assistants. As sons and daughters in the true family, especially in small towns and in the country, perform innumerable small and large jobs before and after school-hours, so is this still more distinctly to be carried out in orphan asylums. But since a common household does not offer sufficient work for a large number of children in the asylums, an industry must be found which will not only give employment to the children, but enable them to earn the cost of their keep. To the question, Which industry should be chosen? we have, considering our colonial circumstances, only one reply: the industrial pursuit of agriculture and horticulture in all those branches which are suitable for the situation and quality of the lands and grounds of the property of the asylum. First, it must be the aim of the director to produce himself all the necessaries for house and

kitchen of the asylum. An orphan asylum containing from 80 to 90 people requires annually about 600 bushels of grain for bread, some hundreds of bushels of potatoes, plenty of vegetables, fruit, fresh and dried, &c., besides meat, milk, eggs, butter, bacon, ham, &c. All those necessaries must be produced in the asylum itself. Nothing is easier than this, if it possesses as suitable an area, as we desire. Amongst the elder boys there is a sufficient number to plough and harrow several hundred acres, and to learn, under the direction of an efficient farm laborer, to do all the necessary work connected with it. The smaller boys drive the teams, the still smaller ones collect stones and pile them, playing, in artistic heaps. They clean thereby the land and provide material for mending the roads, improving the fences, and for building. All these tasks are not too difficult for the young people; for we know very well that the boys of our farmers, of the age of ten years and under, have to do all this work, and do it often better than older ones, who did not learn it and get familiar with it from their youth. Besides this, the boys do the cutting, threshing, cleaning, bringing in, &c., of the corn, the wheat, as well as the rye, likewise the rough-grinding of the same in a treadmill. In our opinion bread made of undressed rye or wheat flour is much more wholesome for our young generation than that made of dressed wheat flour. We rely here upon the convincing opinions of Baron von Liebig and other learned men.

The corresponding erections of farm buildings, cattle sheds, closets, the collecting and preparing of the manure, the carting of the same, &c.; all this is done under direction, and after the plan of the director, and under his superintendence, by the oldest boys. The same with the tending and feeding, &c., of draught cattle, the four horses, as well as the corresponding number of oxen. A farm so conducted in a correct, rational manner, will furnish annually from ten to fifteen bushels of wheat per acre—that is, 100 acres will give about from 1000 to 1500 bushels. There remain, therefore, hundreds of bushels for sale. Besides this grain farming, hand in hand with it, goes cattle farming, for which 100 acres of land are at the disposal of the asylum. On this, potatoes, peas, beans, barley, as well as grasses for fodder, are grown. A few acres sown with grasses and lucerne serve, fenced in, as enclosures for the young cattle. If these 100 acres are kept well manured and are cultivated after a plan in accordance with the present rational system of farming, prudently changing the land, they will fully suffice to keep at least from 20 to 30 cows, with the corresponding number of young cattle and a large number of pigs. The milk of cows with proper feeding more than covers the requirements of the institution, and the surplus is sold in the neighboring town. Besides this, sheep are kept as well on account of the wool as of the meat. All these numerous, necessary operations the children perform themselves, and indeed they are of such a description that well managed children perform them willingly and with pleasure. If the superintendence of the whole establishment be a wise one, all the meat required by the institution during the year may be produced by the establishment itself. For the rest, we do not consider it by any means conducive to the well-being of the children, if they get too much meat, as is the fashion with English people, who, if possible, want this diet three times a day. In the orphan asylums, meat is only given four times a week in small quantities. The whole supply of salted and smoked meat, of ham, bacon, and sausages, is to be found by the establishment. Besides these two branches of industries an important part is to be allotted to the gardens, which the wife of the director keeps, with the assistance of her husband, in proper order. For the rough work, carting of dung, trenching, digging, &c., the boys are a help; all the rest is carried out and cared for by the girls. The whole of the vegetables, cabbages, onions, fruit, turnips, melons, &c., for the requirement of the institution, are to be grown.

And since there will still remain a sufficient number of hands, nurseries, fruit trees, olives, mulberry trees, ricinus trees, vines, flax, &c., must be planted, and the corresponding industries carried on; children especially are as able as clever for carrying them on. The gathering and drying of fruit, the plucking of mulberry leaves, the feeding and looking after the silkworms, the collecting of the cocoons, the spinning off of silk, the gathering of the oil fruit and the pressing of it, &c., are the very work for young people even the smallest. Besides this there ought to be a number of workshops in the asylum, in which the boys make everything required; for instance, joiners', wheelwrights', tailors', shoemakers', saddlers' shops, &c. To the girls belongs the management of the household: washing, mending, sewing of shirts for the boys and themselves, the care of the kitchen, scrubbing, cleaning, sweeping, making of beds, baking, attending to the garden, the dairy, the piggery, geese, and fowl, besides spinning, knitting, &c.; and the preparing of the flax is allotted to them. If the weather prove unfavorable, work in pasteboard and carving is done, kitchen and other utensils are looked over and mended, shoes patched, carpentering, drawing, &c.

It is quite unnecessary to say more about this part of the management of the industries. We hope to have proved thus much—that the children may be employed in a useful manner, and so that their labor covers the cost of their keep, perhaps, under circumstances, even tends to realize a small profit, which should be placed to the credit of the best children. This last point, however, is not of so much importance as that the children are kept to useful work, get accustomed to activity, and are educated for a domestic life. Every sensible man will allow that our views do not contain anything fantastic, but that they may be very easily carried out if an efficient manager is at the head of the whole. Such a man, however, may be found if one knows how to seek and choose. From the oldest and steadiest boys and girls overseers and monitors are trained, and if a proper, vigorous, genial spirit reigns in the institution, which, originated by the director and his wife, is supported by proper, earnest, genuine love, right discipline, such an institution will accomplish that true object, will serve as a pattern to the whole country, and the blessing of God will rest upon it.

In a following article we intend to describe the second part of these institutions—the school and its educational means for the institution and for life.

Before we express our opinions regarding the school in the orphan asylum and its educational means for the institution and for life as concisely as possible, it may be necessary to oppose a notion as erroneous as it is widely diffused. Very generally the complaint is heard: Life exacts at present from our children such an extent of knowledge that one hardly knows where the time is to come from to acquire it during the short period of youth. In consequence of this, children are most carefully sent to school, to private lessons, &c., and have to do school lessons instead of spending their time in the family, in domestic occupations, and in youthful enjoyment; because for all this there seems no time to spare. Through this an incredible amount of wrong is committed against our young folks as well as against the people, and the consequences are very great—much more important than is generally believed. From this arises another defect which is inherent in our schools and in our educational system. Starting from the same idea, that the school instruction must at present supply a greater amount of knowledge, the school degenerates to a mere training establishment,

and the education of the whole human being in all his faculties is thrown entirely in the background. This is a mistake of the present age, which must be followed by the most direful consequences. In Germany they are already quite alive to this fact, and the system of "kindergarten" (children's garden) acts there as a reforming agent. In young colonies, where the mistake is committed to rob youth of its childhood, the consequences are sure to be most disastrous; and we are sorry to see them in schools as well as in orphanages already fully established. We know an orphan asylum in Australia in which the children have no occupation whatever but to sit daily five hours on the forms of the school-room. But it is not our intention to propound theories, but to give practical hints. We will therefore proceed as in our previous essay, and conduct our reader at once into an institution as we picture it to ourselves.

Let it be a summer's day on which we visit our orphan asylum, and let it be three o'clock in the morning. The institution rests silent as death, wrapped in slumber. A boy of about thirteen years slowly crosses the courtyard, and as the clock strikes three in the belfry he advances quickly towards a little house which at some elevation stands in the proximity of the main building; he opens the door, calls out "Three o'clock! Feeding time!" Five boys of equal ages rise at once and proceed to a stable. In the stalls there is at once loud neighing, stamping, lowing, and bleating of the cattle. We see four boys taking large winnowing baskets and going to a box in the provender room; the first boy fills with a measure the four baskets, the sixth has in the meantime filled a bucket with water, and they proceed now all six to the adjoining stables. The first boy opens the large stable-door and the five boys enter. It is the stable for the horses, in which the four horses are housed. Each animal is spoken to, patted gently on the neck, the feed is put in the manger, and the sixth boy goes from one to the other and wets the feed, whilst the first looks on as overseer; so that everything is done in a proper manner.

We will here break off and leave it to our readers to inspect the rest themselves. We have now to give the following explanation:—The six boys whom we have watched form the night-watch of the orphan asylum, for which the boys from thirteen to fifteen years are destined. They are under strict control, and one of them has, every two hours, the superintendence of the whole asylum. They have to give to the cattle the first feed in the morning and the last feed in the evening. The night-service work is performed by all boys in the institution whose age fits them for it.

We can now proceed in our description. Half-past three o'clock we see the sentry going to a window, knocking against it and calling, "Rise! Half-past three!" These words are meant for certain girls who sleep in the building. Then there is some noise inside; soon after a door is opened, and it is not long before we see smoke ascending from a chimney in the inner yards. These are the older girls, whose turn it is to light the fire in the kitchen and to make the necessary preparations for the coming day.

The clock is now upon the stroke of four. The watch goes at once to the main building, where clock as well as bell are placed. It now strikes four, and, as soon as the last stroke has fallen, the boy takes the bell-rope and rings. Upon this the six boys range themselves in military fashion in front of the door of the director; this opens, and the moving spirit of the whole establishment steps out. The oldest of the watch steps forward and makes his report, whilst the other five boys remain drawn up in line. "Thank you, my boy," says the director; surveys the boys one after the other, who return his look frankly but silently, and then gives the word "Come." They walk behind the director; the oldest boy opens each stable-door, the director enters, and proceeds so from stall to stall, the boys following in silence. As soon as he has inspected the last, and has found everything in the prescribed order, he says, "All right! Well done, my boys!" And as soon as this word has passed his lips, the boys leap forward, shake his hand, and one sees how joy sparkles in their eyes, because their revered master praises them. One can see how the children love the man; but they know also what they have to expect if anything were neglected or done carelessly—irrevocable, but wise and adequate punishment. "Off to the kitchen!" says the director, and the boys hasten to it. They receive now their breakfast from the wife of the director, and then go to bed.

In the meantime the asylum has got into life. All windows are opened. One sees how the boys arrange their beds; one hears the sound of water and splashing. At five the bell sounds again. We enter the house. The dining-room is opened; on the long table breakfast is placed, cold milk, sour milk, porridge, and bread. Through a door to the right the director enters, and proceeds to the upper end of the table, where his wife stands already, after finishing her inspection of the interior as her husband has done outside. Through another door the girls of the establishment, with their mistress, enter and go to their seats. The eyes of the director's wife run over every one. As soon as they are assembled and ranged behind their forms there appear through another the boys in rank and file, passing by their director, and ranging themselves on the opposite side. With them at the same time came the master of the institution. The director now takes his place, says a heartfelt fatherly prayer, and then invites all to take their seats. The girls hand to the boys their meal, fill basins and cups according to everyone's wish, and with pleasant conversation and full of healthy mirth the breakfast is taken. In about a quarter of an hour it is over. "To work," says the director, and every body rises and goes where duty calls him, which has been fixed the evening before. Five o'clock has struck.

We will cast a short look at the order of the day. Some of the older boys harness the horses, yoke the oxen, draw ploughs, harrows, waggons, &c., from the sheds, &c., and soon they all proceed with song and jest to the fields and their daily occupation. Another party goes with spades to the garden, &c.; some to split wood, others work in the workshops. The girls are similarly disposed of, and each division goes to their allotted task. Some milk cows, others work in the garden, in the laundry, the kitchen, the sewing-room, &c. Each division of both sexes has a leader from their midst, who takes the responsibility. The smaller boys and girls do, under the direction of the master, little jobs in the open air, partly for the household, partly after the manner of the kindergarten, as we have described them before.

Certain divisions of boys and girls, who have urgent work to do in the kitchen as well as in the field, do not go to school to-day. To them breakfast is sent at half-past eight o'clock, consisting of bread and butter, fruit, &c.

At a quarter to nine the school-bell rings. All children, with the exception of those mentioned above, leave their work, clean themselves, and go, with their books, to school. The table of lessons is the same as in a German common school, and the aim of the school principally to educate the children into thinking able men, with open minds. Great stress is laid upon the natural sciences, especially all those parts of them which aid the farmer, the mechanic in his future calling. The necessary collections for this purpose

—prepared objects, drawings—are kept and are, for the greater part, collected and prepared by the institution itself. What, in this respect, has been taught in school finds, during worktime after school hours, a practical application. The discipline is liberal, earnest. Punishments are always commensurate with the offence. Brought up to a sense of honor and virtue, the chief punishment consists in withdrawing at once the esteem on the part of the teacher, which only returns after improvement. Severe punishments—solitary confinement, depriving of food, and corporeal punishments—are awarded by a jury chosen from the best children of the institute.

The morning lessons last till twelve o'clock, and conclude with the ringing of the bell, which calls all to dinner, as to a joyful feast. The director and teachers take care that joy everywhere reigns supreme, especially at dinner and supper. They require everybody in school, as well as out of it, to work hard, and nobody to remain idle, but then they hold as well that, after the performance of their duties, the young folks have their share of mirth and joy fully and entirely. Only he who has been idle, disobedient, impertinent, loses the right to participate in the joy. The table should never be without a nosegay. After dinner, from one to two o'clock, there is general rest for those who are entitled to it. Only part of the girls, who have the dining-room, the washing, the kitchen, under their care, do not have their share of it, for on week-days woman's work is never done. The field laborers feed their horses and oxen and clean them; the boys who work in the gardens make sundry preparations; the larger school children prepare for the afternoon lessons, and the little ones play. Even here the teacher's eye is upon the children. He does not permit, even during this time, idle loitering about, lying down, unemployed rest. The child does not require such unemployed rest at all, like old age its after-dinner nap, and only wants change in its occupation. At two o'clock the bell rings again. It calls to work as well as to school. The farmers go in the fields, the gardeners in the garden, &c., and the scholars in the school, which lasts till four o'clock. As soon as it is ended, each child receives its bread and butter; some carry it to the laborers in the field. After half-an-hour of recreation, the little girls sit down to knit, sew, mend, darn, &c., at which occupation chatting, singing, reading, jesting, laughing, &c., is not only permitted but even encouraged. The boys go out with their teacher and look after trees, plants, flowers, make excursions to collect, mend the roads, break stones, construct models, build rabbit-warrens, cut thistles, which others carry in bags to the stables, weed, attend to the nurseries, dig holes for plantations, gather stones, make baskets, mats, covers, and hurdles, the latter for rearing silkworms, &c. During summer, all work, as far as practicable, is done in the open air; during rainy weather, under cover. Each child—upon this the director insists most strongly—must have his particular hobby, to which his whole heart clings. One keeps his bird, his kitten, his pet fowl, a little dog, a rabbit, tree, little garden, does some work in pasteboard, draws, &c. For each child which is received in the institution a fruit tree is planted at the proper time, with a befitting ceremony, taken from the nursery, and chosen by the child. The required hole for planting it is dug by himself. This tree bears for ever the name of the child, and its produce belongs to the child alone. These trees form a walk.

By such means the heart of the poor orphan is won, reconciled with life, and drawn to a new home, which it soon learns to love, and so takes fresh heart. The ill-used, erring, and sinning child, is reclaimed by such occupation and treatment, and feelings stifled or smothered are called to life again.

Towards evening, at the setting of the sun, the bell calls all again to their home. As soon as all necessary preparations in the farmyard have been made, the cattle brought to their mangers, the harness hung up, &c., supper waits for them; after partaking of it, the younger ones retire to rest, the girls sit down in their rooms to their evening work and lively talk, telling stories, reading in turns—a merry song is what they like; the older schoolboys do their tasks, and the oldest, the laborers in the field and garden, receive two hours instruction from the teacher. At ten o'clock during winter, at nine o'clock during summer, all go to bed, after having borne the day's heat and burden, with the consciousness of having done their duty. Before retiring to bed they receive their orders for the following day.

On Saturdays work is left off several hours earlier. The time is employed in preparing for the Lord's day.

Sunday is kept as a true holiday and a day of rest. It ought to be a day of true joy and genuine peace. Should there be no suitable place of worship near at hand, a religious edifying service is held in the establishment itself and presided over by either the director or the teacher. In the afternoon there should be arranged and enjoyed some general amusement, in which all take a part. There can be no difficulty in training a good choir, even a band from amongst the children; even small plays for children may be acted. On fine days there might be a general picnic. Christmas is to be kept in a particularly cordial manner, and each child must receive a present.

Besides this, agriculture in all its branches, as well as sericulture, is to be carried on by the children to a larger extent, and the proceeds of this industry alone would cover the cost of a teacher.

The crushing of olives and the beans of the castor-oil plant, cultivation of the vine, common teasel, of the hop plant, the gathering and drying of fruit, the making of raisins and currants, &c., is done by the children. The planting of currant bushes, especially where soil and climate are suitable, as well as the drying of grapes, ought to be carried on as extensively as possible. We could not name any industry which, under the above-named conditions, would be more profitable. All these are works which are eminently suited for children, and which they like to do. We know in South Australia currant bushes ten years old, and trained on lattices, which produce from 10 to 15 lbs. each of best dried currants. Even the lattices the boys fix themselves. We can close this part of our treatise, and will merely add that in the establishment, if possible, anything and everything required for it has to be made and grown.

If the asylum be situated in a suitable part of the country, the boys who are qualified for it, and who can be spared, are let out to farmers, during harvest, for several weeks, and part of the stipulated wages goes towards the funds of the institution, part of it is placed to the credit of the boys.

It remains for us to say something about the attendance at school, especially with regard to the working boys and girls, who, at certain times—for instance, during ploughing and harvest time, washing, gathering of fruit, &c.—did not visit the school. Every intelligent teacher will agree with us, if we say that, not by the length of time during which a child visits school, the worth of the school and of its performances is to be determined, but how the teacher knows to employ the time. In a really instructive school more is done by an efficient teacher and more lasting good done, than in one which merely trains children in a mechanical manner. Besides this, the great advantage is not to be left out of sight, which children gain by well-directed

work for the whole life, in the performance of which what has been learnt in school is at once carried out in practice. Missing school for several weeks successively chiefly occurs with the older boys. Evening lessons, increased application and study after workhours, may make up for lost time, especially with those in whom a proper sense has been awakened. Above all it is the constant intercourse with teacher and director which improves the young people; they should seize every opportunity to stimulate the children, to instruct them, to enlighten their understanding, to teach them to comprehend anything and everything coming under their notice, and above all the active circumspect mind which pervades and directs the whole establishment, the immutable order, the paternal, loving, earnest, and unalterably strict discipline, which, with all its love, teaches life's earnestness; all this is well calculated to educate our orphans to useful citizens and housewives, of whom there is at present a very great want. We can very well bring our children to like work, and to acknowledge and to value the wisdom of the Creator, who ordained that man should eat his bread in the sweat of his brow. The present tendency of the time with almost all advanced nations, as we regret to see it showing itself in Germany also, namely, to attain in the easiest possible manner riches and means for indulging in shallow sensual pleasures, can decidedly not end well, and Governments should consider it their duty to counteract this hunting after and watching at the superficial and outward appearances in a proper manner. There is no better means than the right education of the young, as we have pointed out many a time.

With this we will conclude our remarks, and only add, that it is very desirable for every orphan asylum to introduce a wise military discipline and drill. Whoever has served in the army of Prussia will doubtless acknowledge that the military discipline there does much towards cultivating, educating, and elevating young men, and our Australian youth requires nothing more than thorough and true discipline.

APPENDIX B.

I. SOUTH SHROPSHIRE DISTRICT SCHOOL.—This institution, which is situated at Quatt, near Bridgnorth, owes its origin to Mr. Wolrych Whitmore, who, in 1836, induced his fellow-guardians to open an industrial or labour school for the children of Bridgnorth Union. It was established on his own estate, and remained until his death the object of his constant interest and care. It began on a small scale, with about 40 children of both sexes. The boys cultivated the land and managed the farm stock. Those were, in 1837, represented by a quarter of an acre and two pigs, but have gradually increased to twelve acres, a horse, four cows, and many pigs, the profits from which, for the half-year ending March 1867, amounted to £27 7s. 2d.; and for the corresponding period ending March 1866, when swine were more valuable, to £43 4s. 4d. The rougher housework is performed by the boys, while the girls do the rest, and wash, sew, and knit for all. In 1857 the institution was formed into a district school for the unions of Bridgnorth and four neighboring parishes. The building is registered for 220, but the average number present is from 160 to 170. There are 12 officers, including the chaplain and medical attendant. The superintendent is also schoolmaster, so that there is no clashing of authority, an arrangement to which the satisfactory tone of the institution is largely attributed. Three male and one female industrial trainers are employed, but no servants; nor are there any pauper assistants. Thus the children perform all the work of the establishment; and, as the elder tend the little ones, not only is the cost of a nurse saved, but one of the most valuable features of family life is maintained. In school the elder boys and girls are taught in one room, and the younger children in another. There are separate playgrounds for the sexes, but all take their meals together. Some of the boys are apprenticed to trades, others become gentlemen's servants; all the girls go to service. The average weekly cost of the children is about *five shillings*, deducting the receipts from Government and the farm; the total annual cost per head is £13 10s. 5d. Mr. Symons, however, stated, with a view to establishing similar schools elsewhere, that the expenses at Quatt might be very much reduced wherever suitable buildings exist which could be rented for the purpose, remarking, "So long as the essential requirements for the health of the inmates are observed, the rougher and homelier they are the better."—*Children of the State*, by Florence Hill, pp. 75–78.

Other and similar instances might be cited of the successful establishment of agricultural schools in the mother country.

II. AGRICULTURAL REFORMATORY SCHOOLS IN AMERICA.—The system of establishing reformatory schools of a purely agricultural character has been generally adopted in the United States, and the results, so far, have been uniformly and eminently successful. Thus, the reformatory school at Plainfield, Indiana, was opened on 1st January 1868, from which time until 1st September 1870—a period of thirty-two months—235 boys had been admitted. It is situated on a farm of 225 acres, and the leading industries pursued are agriculture and gardening. The boys are at school one-half of each day, and employed at their special industries the other half. No boy has ever attempted to escape from the institution, and none have ever been whipped.—The Ohio Reform Farm School, established by the State Legislature in 1856, stands on a farm of 1170 acres, chiefly unimproved, and is without any enclosing walls. It contains at present about 350 boys, who are for the most part employed in the field, nursery, garden, orchard, and vineyard. Already about 300 acres have been cleared by their labour alone. They also make their own clothing and boots and shoes, as well as perform all the necessary labours of the kitchen, bakery, dining-hall, and laundry. They attend school one-half of each day. The success of the system, after thirteen years' trial, "has been satisfactorily shown in the hopeful reformation of an overwhelming proportion of the boys that have passed through it." No mutiny or conspiracy to escape has ever occurred. The general behaviour of the boys is a subject of commendation by all the neighborhood.—The reformatory school for girls at Lancaster, Massachusetts, was established in 1856 by a public grant, supplemented by private benevolence. The school is situated in the country, and the management is conducted on the family principle, the girls doing all the domestic work of the establishment. They all attend school for three or four hours daily. Of 759 girls received since the opening, 143 are still in the school, and 79 are indentured. Of the remainder, from one-fifth to one-fourth are known to be married, and, with very few exceptions, doing well; and of the residue,

two-fifths are known to be honorably supporting themselves in domestic service or other fitting avocations ; making at least three-fifths of the whole number who are known to have been permanently rescued from poverty and crime.

These examples might have been almost indefinitely multiplied, if necessary.

As regards reformatory schools in Europe, the facts relating to the history, present state, and successful results of such establishments as those at Mettray, in France ; at Red Hill, near Bristol ; and of the Rube Haus, in Prussia, are too well known and too accessible to require specific quotation.

III. WANT OF DOMESTIC SERVANTS.—The want of skilled domestic servants is daily making itself more and more felt. The demand increases, while the supply, from various causes, as markedly diminishes. "The greatest step taken will be," says a writer discussing this fact in the *Edinburgh Review* for April 1862, "when we can raise the lowest social class into the late position of that which is escaping from our command—when we can replenish domestic service from schools which will have rescued pauper and ragged children from pauperism and raggedness."—*Children of the State*, page 241. The foregoing remarks, it may be added, hold far more forcibly true of Victoria in 1872 than of the home country ten years ago.