

port of the Royal Commission already referred to. It was submitted on 25th June, 1898:

"In carrying out the task imposed upon us by your Excellency's Commission of January 25th, 1897, we have had ninety-three meetings, of which fifty-seven were sittings for the receiving of evidence. We have taken the evidence of 186 persons whom we considered qualified to give information on the matters submitted to us, and we have visited 119 schools, in most of which we have had an opportunity of seeing Manual and Practical Instruction actually given."

"With a view to ascertain the existing facts with regard to Manual and Practical Instruction in Germany, France, Switzerland, and Holland, we employed as our assistants to visit these countries, Messrs. Purser, Rolleston, Bonaparte Wyse, and Hughes-Dowling. The reports of these gentlemen will be found in Appendix B. We have had the advantage, too, of the assistance of Mr. M. E. Sadler, Director of Special Inquiries and Reports to the Committee of Council on Education, who was kind enough to furnish us with a memorandum on Manual Training for boys in Primary Schools in foreign countries. For our information regarding schools in the United States, we are indebted to the very complete and exhaustive reports issued by the United States Bureau of Education. We have also had the benefit of the experience of one of our colleagues, Professor Fitzgerald, who took the occasion of a visit to America, in the autumn of last year, to see some of the primary schools in that country."

RESULT OF INQUIRY.

"After careful consideration of the evidence laid before us, and of the facts which we have seen for ourselves, we now proceed to report, in accordance with your Excellency's Commission, how far, and in what form, Manual and Practical Instruction should be included in the system of primary education carried out by the National Education Board in Ireland. We may at once express our strong conviction that Manual and Practical Instruction ought to be introduced, as far as possible, into all schools where it does not at present exist, and that, in those schools where it does exist, it ought to be largely developed and extended. We are satisfied that such a change will not involve any detriment to the literary education of the pupils, while it will contribute largely to develop their faculties, to quicken their intelligence, and to fit them better for their work in life."

NOTE. The Commissioners visited schools in Ireland, England, Scotland, Sweden and Denmark.

REASONS.

"The considerations by which we have been led to the general conclusions above set out, will be fully discussed in the second part of this report, under the several heads of Manual and Practical Instruction. But we think it will be for your Excellency's convenience, that the general summary of our conclusions should be here followed by a general summary of the grounds on which they are based."

REASONS MAINLY EDUCATIONAL.

1. "First, then, there are reasons founded on educational principles. The present system, which consists largely in the study of books, is one-sided in its character; and it leaves some of the most useful faculties of the mind absolutely untrained. We think it important that children should be taught not merely to take in knowledge from books, but to observe with intelligence the material world around them; that they should be trained in habits of correct reasoning on the facts observed; and that they should even at school acquire some skill in the use of hand and eye to execute the conceptions of the brain. Such a training we regard as valuable to all, but especially valuable to those whose lives are to be mainly devoted to industrial arts and occupations. The great bulk of the pupils attending primary schools under the National Board will have to earn their bread by the work of their hands; it is therefore important that they should be trained, from the beginning, to use their hands with dexterity and intelligence."

REASONS FROM EXPERIENCE.

2. "Next, we have the practical experience of those schools in England, Scotland, and on the continent of Europe, in which such a system as we recommend has been already introduced and tested. The evidence we have received on this point, is absolutely unanimous and, as we think, entirely conclusive. We have been told, over and over again, that the introduction of manual and practical training has contributed greatly to stimulate the intelligence of the pupils, to increase their interest in school work, and to make school life generally brighter and more pleasant. As a consequence the school attendance is improved; the children remain at school to a more advanced age; and much time is gained for the purpose of education.

"We inquired particularly whether the literary side of school studies—reading, writing, arithmetic, grammar, and geography—had suffered any loss by the change; and the answer was uniform, that no such loss had been observed. In some cases we were assured that the literary studies had been positively improved by the introduction of manual training. This result was accounted for, partly by the increased intelligence of the children, partly by the constant change and variety of