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"Thirteen consecutive meetings were
exclusively devoted to the evidence of the
elementary teachers. In many instances,
doubtless, they express the views of a
large and influential organization of their
professional brethren whose carefully for-
mulated opinions had been, at an early
state of our inquiry, placed in our hands."

"The management of Public Element-
ary schools was the subject which next
occupied our attention; nine managers of
different kinds of schools appeared before
us, and gave us the benefit of their long
and varied experiences."

After these the representatives of school
boards were called. Our next group of
witnesses consisted of representatives of
voluntary schools. These gentlemen were
followed by an equal number of members
of school attendance committees.

"The Welsh bi-lingual difficulty has re-
ceived our attention.

"Full evidence has also been tendered
to us on the subject of the religious in-
struction given in public elementary
schools. Six of the leading advocates of
the policy of separating religious from
secular instruction in daily elementary
schools, five of whom belong to different
non-conformist bodies, also appeared be-
fore us."

The first report of the commissioners
was presented to Her Majesty in 1886, the
second in April, 1887, and the third in
July, 1887. The three are the minutes
of the evidence gathered from the oral
witnesses mentioned above. The three
reports fill three large quarto volumes in
double columns, with an aggregate num-
ber of 2,421 pages; to arrive at that result
the Royal Commissioners sat for 95 long
days; they called 151 witnesses; scrutiniz-
ed their ideas and views on education by
asking 59,800 questions, to which these
witnesses gave as many replies. Besides
the 95 days devoted to hearing oral testi-
mony, the Commissioners sat 51 other
days to complete their work.

They conducted "an important statisti-
cal inquiry on an extensive scale; having
come to the conclusion that the opinion of
the country as a whole on the working of
the Education Acts ought to be ascertain-
ed, and that valuable documentary in-
formation might be obtained from maga-
zines and teachers of public elementary
schools, both voluntary and board, as well
as from school boards, we obtained per-
mission to employ a staff for that purpose,
under the superintendence of a statistical
official. We accordingly issued circulars
addressed to managers of voluntary
schools, school boards and teachers. A
circular was also addressed to the prin-
cipals of all the existing training col-
leges."

The knowledge thus acquired was tabu-
lated and was reported to both houses of
parliament in 1889 and fills a quarto vol-
ume of 487 pages.

Not satisfied with such an accumulation
of testimony, the royal commission pub-
lished further information obtained in
answer to inquiries made by another cir-
cular addressed to the principals of train-
ing colleges in England and Wales in re-
ceipt of a government grant; the answers
being published in a separate volume. To
this may be added 95 papers furnished to
the commission and published by their
order. The commissioners, to facilitate
the study of their wonderful work, caused
an index to evidence and also a digest to
this evidence to be prepared, the two
covering no less than 580 pages, quarto.

Interesting reports, from outside of the
mother country, were obtained through
Her Majesty's diplomatic agents, and are
reported by the commissioners in a separ-
ate volume of 335 passages. These
accounts of the condition of elementary
education in certain foreign countries
were appreciated by Her Majesty's com-
mission, and widely differs from certain
notions recently published. True, the
German empire has been consolidated in
such a way that, in some respects, it is
foremost on the list of nations; but it
would be a great mistake to believe that
this result has been obtained by the state
divorcing from religion or banishing the
teaching of religion from its schools. The
Royal commission proves otherwise:—

"In Prussia in all the elementary
schools the religious instruction is com-
pulsory as well as the other branches of
instruction. The religious instruction is
given by the teacher, exceptionally by
clergymen and by special teachers of reli-
gion."

"The religious instruction is obligatory
on all the scholars. Also for the religious
instruction of the minority provisions are
made, partially at the expense of the
state; for this purpose means are regular-
ly granted by the government."

"Saxony—Religious instruction is given
in the schools of the state. In Protestant
schools by the master; in Catholic schools
by priests."

"The religious instruction is obligatory
on all the scholars. But a minority of
Catholic scholars would be taught by a
local Catholic priest."

"Wurtemberg—The schools of the state
give religious as well as secular instruc-
tion; the third part of the school time is
devoted to religious instructions. The
greatest part of the religious instruction
is given by the teacher."

"The religious instruction is not obliga-
tory on all the scholars; the minority may
take part in the religious instruction of
the majority; but if the parents prefer
that their children may not do so they
may be excused."

"Bavaria.—In the schools of the State
religious education forms part of the cur-
riculum, and is given by the parish priest."

"The religious instruction is obligatory
on all the scholars."

Inexhaustive other informations are