

that in order to render it power, there must exist the ability to rightly utilise it.¹ Until, therefore, physical training, and mental and moral discipline,² are pre-eminent in State training, it is a serious question whether national education must not fail of its true goal.³

Opportunities
for observa-
tion and
accuracy.

In the countries visited every facility has been granted to study their institutions. Moreover, through the courtesy of the Secretary to the Education Department in England I was enabled to attend the Education Conference of European and American delegates, held in London in August, 1884; and thereby enjoyed the great advantage of learning the views of an international assembly of high educational authorities.

Further, as whatever value may attach to this report must greatly depend upon its accuracy, I have submitted the several sections to the perusal of experienced authorities in the respective countries: and, although nothing appears except from my pen, and no one other than myself is responsible for comments or conclusions, yet, I trust, the precaution taken may be considered to minimise the risks of error in statement.

A special report on the training of deaf-mutes is annexed.⁴

Special report
upon deaf-mute
instruction.

¹ See also G.R., 1883-84, p. 433.

² See Art. on "Philosophy of Education," by Prof. Blackie. —"Journal of Ed.," 1 June, 1886, p. 237. Also "Defective Industrial System in U.S.A." "The Century," April, 1886, p. 945.

A very eminent Scotch educationalist told me that he considered education to be mainly a matter of influence, not of instruction.

"The common schools of the Continent, in short, are an influence as well as a system."—"Daily News" (London), 31 July, 1886.

See also (*inter alia*) paper by Dr. Molloy on "Intermediate Education in Ireland," read at Nat. S.S. Assoc., Dublin, 1881, Transactions, p. 372 and *seq.*; and "University Education as represented by Irish Universities," by Prof. W. H. S. Monck, p. 445; and note 3, p. 2 *supra*.

"People read novels and light literature. They won't look at anything dull. Political tracts are a drug.

Education has not improved their tastes, if you judge by the demand for serious books."—An Interview with Mr. Stoneham, "P. M. Budget," 20 May, 1886.

³ "Education, to be of use to the class for whom it is intended, should be conducted with a special reference to the future life and needs of those who are under instruction." Mrs. Cusack, paper at Nat. S.S. Assoc., Dublin, 1881, Transactions, p. 492.

⁴ For the school system most suitable for a Lunatic Asylum, see paper read by Mr. John Fox, at Nat. S.S. Assoc., Dublin, 1881, Transactions, p. 649.

In view of vote of £400 made by the Colony for aid to children to attend Blind School, Melbourne, it may be interesting to note what is being done for the education of the blind. See Art. on "The Normal College for the Blind," Upper Norwood, London.—"Sunday at Home," March, 1886.