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in amount, and, I hope, improved in quality also, that the need is more and more felt for institutions like this, the anniversary of which we are holding to-night. A careful local inquiry has proved that in this place the average age at which boys leave school is 10 years, and with the fact the explanation likewise is given, for it is stated that at that age they can earn, in ordinary times, from 4s. to 5s., weekly, or from £10 to £12, in the 12 months. We are apt to blame parents for taking away their children so young, and no doubt it is one of the chief practical obstacles to improved teaching; but it is only just to recollect that to a family which earns perhaps in all £50 in the year, a sacrifice of £10 even is relatively far heavier than any which parents in the upper or middle classes of society are called upon to make for the instruction of their children.

### FAULTS OF MODERN POPULAR EDUCATION.

So far from thinking that into our ordinary day-schools a more extended range of teaching than the present can be introduced, those who have watched the progress of education have more and more come to believe that the fault of modern education, so far as children and young boys are concerned, has laid in the opposite direction, and that elementary teaching has suffered by the natural ambition of masters to cram a great deal into a limited time. I was reading the other day an extract from the last report of the Irish National Board, whose schools are probably as well managed as any in these islands, and I found it there stated that out of 165,000 children examined in reading, only 19 per cent. were able to read the higher or less easy book of lessons with ease and intelligence, while in addition to that 19 per cent. 38 per cent. more were able to read the easier and simpler book in which they were tested. Now, that leaves 43 per cent. or more than two-fifths, who could not read with any degree of correctness; and in regard to writing the results are even less satisfactory, for only 51 per cent., or hardly more than half, out of 91,000 children examined, were able to write fairly. No doubt we should remember that the examination included children of various ages, and if only those had been selected who were on the point of leaving the school, the result would have been more favourable; but, without laying much stress on these figures, which I cite by way of illustration rather than of proof, I would appeal to every master, to every clergyman, to every inspector of a school, whether a large proportion of the children do not pass through the routine of lessons (more or less regularly attending, as the case may be) literally without carrying away anything which will be of use to

### RECENT EDUCATIONAL SPEECHES IN ENGLAND.

#### 1. THE RIGHT HON. LORD STANLEY, M.P.

From a speech lately delivered by Lord Stanley, (eldest son of the Earl of Derby,) before the Leeds Mechanics' Institution and Literary Society, we make the following extracts:—

#### PRESENT PRACTICAL CHARACTER OF EDUCATIONAL SPEECHES.

In the question which we have to consider, that of education, it appears to me that there has been a good deal of talk and also a good deal of action; but, with a few notable exceptions, the talkers have, for the most part, not been the workers, and the workers have been content to labour silently. And so much is this felt to be the case that one may notice on occasions like the present that, instead of those dissertations or declamations on the advantages of learning which used to be so common, and which, with all their merits, had certainly not that of novelty, there is on the part both of audience and speakers an almost instinctive desire to turn to some other topic.

#### PROGRESS OF POPULAR EDUCATION—OBSTACLES.

When I learn that in 1853—only eight years ago—the schools for children of the labouring classes under inspection in Leeds held 6,500 pupils, while in 1860 the number exceeded 10,000; when I am told that whereas in 1853 the proportion of scholars in such schools to the entire population was 1 in 26, it was in 1860 more than 1 in 19—it is no idle compliment to tell you that you have shown, at least of late years, that your hearts are in the work. (Hear, hear.) But it is precisely because you have shown this spirit, because elementary teaching has increased