

in erecting new buildings, and in improving existing schools; and this fact is illustrated by comparing the amount of public grants which have been received by different educational bodies in the year 1857 with the preceding year 1856; for, upon comparing the increase of grants which each body has obtained in these two years, I find that the increase obtained by the Wesleyan body is the largest of all. In the year 1857, schools in connection with the Wesleyan body received grants to the amount of 32,000*l.* having, in 1856, received grants to the amount of 22,000*l.*—being an increase of 10,000*l.* in one year; and that is a larger proportionate increase than any other of the denominations has claimed and received. The Inspectors appointed by the Privy Council have borne full and ample testimony to the efforts that have been made, and the success that has attended those efforts, in support of the Wesleyan schools. One of the inspectors, Mr Laurie, has pointed out as a school which deserves particular attention, and which may be held up as a model, a school at Goxhill in Lincolnshire, under a master by the name of Hopwood; and in the mining districts of South Staffordshire, and in Lancashire, are schools in which very great and successful efforts have been made by persons connected with this society.”

The character of the education afforded at the institutions under Wesleyan control, may be gathered from the remarks of the Rev. F. A. West, President of the British Conference. “Sir,” said he, “the end of education is not, as some apprehend, the mere principle or power of acquiring knowledge for mere intellectual gratification. It is not enough, either, that our end in education should be, to qualify individual youth, men and women, for the duties of social life. Many seem satisfied if, by education, we can raise the general average of intellectual attainment and power, so that the franchise may be safely put into the hands of the mass of the people because they have been thus intellectually ‘trained.’ That is too low a view to be taken by this institution.—That we are anxious to prepare the youthful mind committed to our care, for social life, we freely admit; and we make it a matter of earnest solicitude.—Our instruction, I am bold to say,—and I know what I say,—is of a character

that will fit both boys and girls, young men and young women, the men and the women of a future age, for the station which God’s Providence has authorized them to fill. That there are many duties which we cannot train them for, we admit; but if we can give them such an amount of instruction as shall awaken their curiosity and attention,—if we can draw them out,—we are doing as much as our circumstances will permit; and they, thus excited and empowered, will be able to do the rest. I may refer to such ordinary duties, as are, it is well known, very imperfectly understood and still more imperfectly practised, among the labouring poor,—the duties of the household,—that which is the very foundation of all English comfort,—that which the class of children we take especially under our care ought to have thoroughly enforced into their minds, that when they come to maturity,—to womanhood especially,—they may be fitted to make a comfortable home for their husbands, by which they may be reclaimed from the public-house,—that they may be able to manage the affairs of the family, so that the husband can do that which it is always the wisest thing for him to do, if he has a fitting wife,—cast all the product of his labour on a Saturday night into her lap, and let her take it and manage it. Unless they be trained to a proper knowledge of these duties, depend upon it, there will be a wide chasm; at the very basis of society there will be found mischiefs, the full import and results of which not one of us can comprehend. In our institution such lessons as these are taught. Cooking a plain pudding is to my mind and taste a most admirable thing; and to have a potatoe well boiled, is, to me, a very essential part of my life. I am well aware, and most of us are aware, that things thus spoken of as ‘common’ and ‘every day’ in their character, can be well and easily done; but I don’t often find them well done,—I don’t mean at home, of course,—there all is perfect. But unless children’s attention be directed to matters of a common sort, those to which you, Sir, have so properly alluded in your address, depend upon it, there are and will be evils ahead. This is one of the matters which press upon my mind with great force. I cannot now, however, go into it at length; for I remember that I owe it to succeeding