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I. English Educational Speeches.

1. RIGHT HON. W. E. GLADSTONE ON EDUCATION.

MR. GLADSTONE, on distributing prizes to the successful pupils of the Science and Art School at Oldham, took occasion to say :—The very interesting duty in which I have just been engaged reminds me that it is but one portion of a very great subject which it opens to our view. We all feel that the circumstances of the time tend to bring almost to our minds, with an augmented force, that which undoubtedly we ought at all times to have felt—namely, the necessity of considering what are the means of acting upon the great bulk of this community, so as to enable it to perform more effectually the duties to which Englishmen are called. I don't mean, in speaking of this necessity, to draw any distinction, and far less any invidious distinction, between one portion of the community and another; but you are very well aware the attention of the public bodies has been directed with great correctness and with some effect to the means of educating and training in a more efficient manner those whose eminence places them in circumstances of the greatest ease and affluence.

RECENT PARLIAMENTARY PROCEEDINGS ON EDUCATION.

Thirteen years ago and eleven years ago, Parliament legislated on the subjects of our two ancient universities. Since that time, inquiries have been directed into the conditions of the public schools, commonly so-called, at which the higher classes are for the most part located, and latterly into the

condition of the middle classes and grammar schools throughout the country, with respect to which, there is generally the conviction that these institutions, admirably as they were intended by the persons who founded them, have not in these late years, with some most honourable exceptions, produced that amount of benefit to the community which might have been fairly expected from them. Much has also been done within the last thirty years with respect to popular education, but much likewise remains to be done. And, in a community like this, it appears to me most fitting, where the people are in the habit of reducing to practice the doctrines of self-help and self-reliance, that we should consider what has been done, what remains to be done, what are the main influences affecting the condition of the great artisan and operative population, the country, and the instruments that are in action, or likely to be in action, for the improvement of their means, both of culture and of effective labour.

VARIOUS ASPECTS OF EDUCATION.

The subject of education presents itself to us in more aspects than one; it presents itself to us with reference to what we understand as technical education, with regard to which much yet remains unperformed, but more has been done in this and some of the neighbouring towns than in almost any other part of the country. With regard to professional or technical education—for the two things mean the same—I think sounder judgments are well convinced that there must be a good general training, and consequently it implies that there should go through the country a system of sound and efficient education, whereby the young shall be taught those things which it is most desirable for all to know, in order that upon that basis may afterwards be erected another fabric, consisting of the knowledge not so requisite for all to know, but requisite for different persons to know, each according to their several callings. With respects to general or popular education, primary education, as it is commonly called, although considerable progress has been made, yet, from many circumstances, from recent political events of great importance, and likewise from many other causes, we feel that a great effort must be made for a further and early advance.

THE NECESSITY OF FRIENDLY CO-OPERATION.

It is necessary to make attempts to give consistency and