

EDUCATION AND INSTRUCTION.*

BY LORD COLERIDGE.

JUST about sixteen years ago it was my fate to inflict on a Bradford audience a speech, which probably of all those present on the occasion I alone remember. I was the guest of my old friend, Mr. William Edward Forster, whom Bradford honored while living, and whose memory I know Bradford still keeps fresh, and as it was a meeting of Yorkshire institutes, and his Education Bill had but recently been passed into law, it was inevitable that the talk should be about education. Probably, to save myself trouble, I might repeat the speech to night, and nobody would find me out; but some learned antiquary might, and after sixteen years, besides its inherent faults, it would certainly, to us: the modern slang, not be "up to date."

In sixteen years the present state and future prospects of education have wonderfully changed. And changed on the whole greatly for the better. More money is spent on education; the scope of education has been greatly widened; except in cases where so-called religious questions impede its work, the education of the whole country is becoming more and more general; and the general tendency of later legislation has been to increase the national expenditure on this national object.

All this is to most of us matter to rejoice at, and we wish the work throughout the country to spread, to grow, to prosper. But it would be vain to deny that all the while there are undercurrents of dissatisfaction, that there are murmurs heard both loud and deep, and heard from very

different quarters. Our poorer citizens, our working classes are dissatisfied and complain. But they do not complain alone; the higher and hitherto ruling people, of whom Ben Jonson says that "they need not have anything more than a horse race, or a hunting-match, or a day to dine with a citizen, and such innate mysteries," these men, too, complain, though for very different reasons, of the spread and growth of education, and of its unsatisfactory, sometimes in private they go so far as to say its positively mischievous, results. In my ignorance, which you must forgive, of what may be expected of your president on an occasion such as this, and still more of what may interest you, I will try to examine the reasons of the feeling I have described, how far they are just, how far they may be met and answered, and how, if and so far as they are just and well-grounded, that which produces them may be amended or removed.

Much of the feeling arises both in the higher and lower sort of men from a misapprehension, sometimes complete, of the higher end and object, the true purpose of what is called education; and the forgetfulness of the old and trite, but true and important, distinction between education and instruction. That they are essentially distinct no man of reflection will for a moment deny. It is plain that you may instruct without educating; it is not educating in any sense to teach the use of the hammer and the anvil, the lever or the pulley, or how to feed a machine with wool, or how to sharpen a razor or polish a pair of scissors; things most necessary to be learned, indeed, and without

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