

**FORTY-FOUR YEARS OF THE  
EDUCATION QUESTION, 1870-  
1914; THE STORY OF THE  
PEOPLE'S SCHOOLS SIMPLIFIED  
AND EXPLAINED**

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Forty-four years of the education question, 1870-1914; the story of the people's schools simplified and explained by J. Thompson

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**J. THOMPSON**

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AND EXPLAINED**



# The Education Question

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# Forty-Four Years of The Education Question

1870—1914

THE STORY OF THE PEOPLE'S SCHOOLS  
SIMPLIFIED AND EXPLAINED

BY

J. THOMPSON (of Beswick),  
*Parents' Representative,*  
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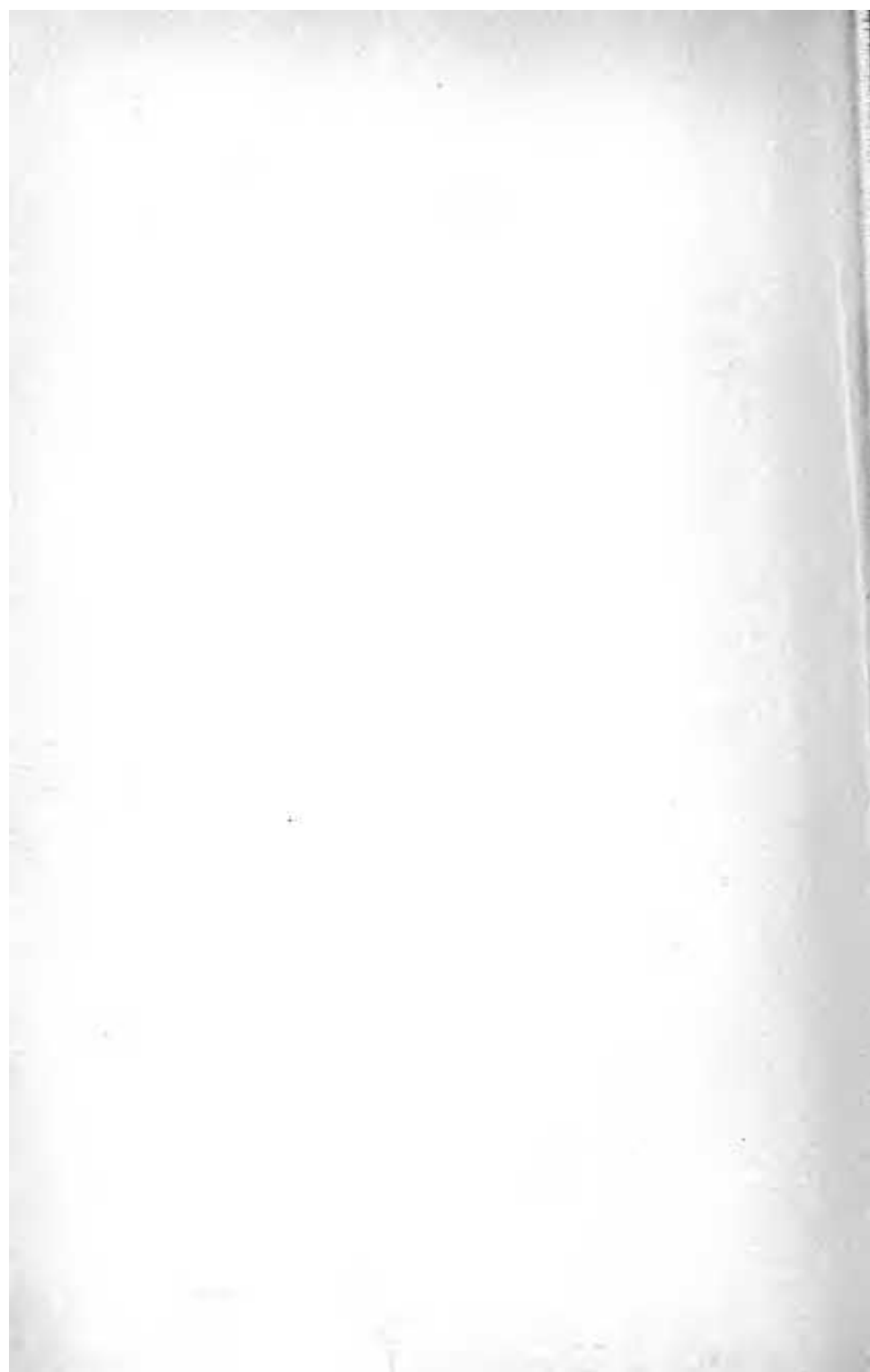
1914

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## PREFACE.

THIS work originated in a series of articles on "Aspects of the Education Question" written in the beginning of 1912, giving an account of the rise and progress of the controversy begun in 1870, but of which we have not yet seen the end.

It is intended to describe in popular language, free from technicalities and with substantial accuracy, all that has been done in moulding our educational system up to the present time.

The evidence and authorities quoted consist of Parliamentary debates and reports on the various Acts or Bill, reports and quotations from newspapers, magazines, etc.

Facts and figures are given, as a rule, from Parliamentary returns or standard works of reference, and the aim has been to give a fair and impartial account of the present educational position.

More attention has been paid to the practical effects of the working of the Acts than to the verbal provisions, which often conceal rather than explain what is done, and many of the most important results are not apparent until the Bill has become an Act and it is too late to remedy abuses and injustices which were not foreseen when it was in the making.

It was intended to recast the articles and put them before the public in a more systematic form by rearranging the matter so as to avoid the repetition inseparable from a series of newspaper articles not

necessarily continuous, though dealing with the same question under different aspects.

Upon further consideration, and because the subject is so vast and complex and so little understood, it was decided that this very repetition would enable the layman to get a better grip of the facts and better understand their bearing on the different phases of such an important question.