

everybody to be educated, are we, because of the incompetence into which they are born and bred, justified in slighting this matter of reading aloud in their case, in order that they may "get on" with the elegant superfluities of education? It would seem to be thought so; and yet the question just asked shews the absurdity of such an assumption. *A fortiori*, because they cannot read well, because they are slow at learning to read, slow at understanding what they read, they should be taught to read. They should be taught it at any expense of time and of trouble. They should be taught to read well, if they are taught nothing else. I am speaking not in hyperbole, but in plain sobriety of phrase, and, after consideration of the subject, when I say that it would be

better for those pupils of our public schools who enter them at six years of age, let us say, and leave them at twelve, that, *if it were necessary*, they should spend the whole of those six years in learning merely to read aloud well, to write easily and correctly from dictation, and to add, multiply, and divide readily, than that they should know by heart all the books that were ever carried back and forth by pie and pickle eating school-girls. But that this view of the subject will be taken by the public generally I have not the least hope. For, although in this matter the teachers are in fault, the public is most in fault. Our public school system is, to please the public, made the most pretentious sham of all our public sham pretences. —*N. Y. Times*.

A VISIT TO AN ENGLISH "BOARD SCHOOL."

BY MISS EMERY, MODEL SCHOOL, YORKVILLE.

MY physician deeming it advisable for me to take a sea voyage, I set sail in April last for that great and wonderful city—London. Among the objects of interest to me were the Board Schools, and I was most anxious to see one of them while the work of the school was in progress. I was received with the utmost cordiality by Mr. Heller, Secretary of the National Union of Elementary Teachers, and of the School Board, to whom I carried a letter of introduction. To the kindness of this gentleman I owe much of the insight that I was able to obtain into the actual work of the schools. The one that impressed me most was that at Peckham Rye. The teachers, one and all, treated me with the greatest courtesy,

and I spent a very pleasant day watching a system of instruction that was entirely new to me. As I entered each room the children all rose to bid me "good morning." There was an appearance of neatness and cleanliness on the part of the children which altogether surprised me, since I had heard much of the lack of personal cleanliness among the lower order of Londoners; but the head mistress explained to me that they did not have the very lowest class of children, for each child had to pay a weekly fee of not less than 2d., and not more than 7d. This compels the very poorest class to send their children to the ragged schools, which are free. All books are provided for the children at the expense of the Board. The only