

are told. Whenever I have asked working men the plain question, 'What education d'you think the kids ought to have, then?' the answer has always been the old-fashioned one, 'They ought to learn 'em to read and write and reckon *well*, which they don't do, and to speak up for themselves, so that them as can chatter shan't browbeat 'em down. After that they can go for'ard, if they'm minded, and they bain't spoiled for staying where they be.' That particular form of reply I have heard in Devonshire; but almost the same words come from Bettesworth, in Surrey—'readin', and writin', and summin', and to know how to right yourself.' The opinion of those who have brought the children into the world, and worked to bring them up, is not to be despised. The well-to-do have a large amount of voice in what their children shall be taught and the age at which they shall leave school. Working-class parents have practically none. Those who will have the responsibility of putting their children out to work might well be consulted as to the same children's education. They know, better than teachers, the life their children will probably have to lead; and they recognize, better than educationalists, that to know *how* to work, to