

nearer home who is accustomed to set problems of the above kind to the rough and-tumble urchins on our streets with a like result.

The half timer at factory and school is about to go at last with the barbarisms of the past, and if there be any of him or her in this country, we hope it will at once disappear. Mr. George Harwood, M.P., for Bolton, and himself a cotton-spinner, said in Bolton, last December: "It had been said that if children were not sent to the mills and workshops early enough, they did not acquire the requisite skill. His experience was to the contrary. For years he had refused to take half-timers, and he found that those who went at thirteen years of age picked up the manual skill, the handicraft, more quickly than those going at eleven years of age. He had tested that matter over and over again, and he was certain about it." This is the opinion of a member of Parliament whose constituents are largely operatives bent upon sending every child to work at eleven, and Sir William Houldsworth, M.P., another Lancashire member engaged in the cotton industry, said at Manchester: "He knew it was said that we had the half-time system. Well, that was obsolete and barbarous. It was a very good system at the beginning of the century, and for years after, when there was no educational system worth speaking of in the country, and when it was desirable the children should get a smattering of education rather than no education at all. It was not a system which could be defended, and the time had come when the half time system should be swept away absolutely, and the age of the children in the schools should be very much increased."

In speaking of examinations the Hon. Dr. Ross, Minister of Educa-

tion for Ontario, has said the best that can be said of them when he calls them a guide to the student, with respect to the thoroughness of his work, and the extent and accuracy of his acquirements, and a guarantee to the public of adequate scholarship.

There is "a still, small voice" in this that is full of portent to those who may read as they run and not understand. "A national system of education fully and adequately maintained by the State, is the only solution of our present educational difficulties. The clergy and ministers of all denominations have done much to make and to mar our primary schools. Their claim to hereditary autocracy in the management of the schools is against the spirit of the age. The inalienable right of the parents to a voice in the management of the schools they maintain must be recognised. The adaptation of the dual system to secure to every child equal opportunities within the schools cannot be impossible to Christians bent upon the making of good citizens." These are not the words of the EDUCATIONAL MONTHLY, but they are of such moment to all of us, that we think they should be read by the people of all the provinces.

The *Spectator* lately commenting on the movement in favor of a teaching body, to be attached directly to London university, refers to five existing types of universities. The first type is French with strong bureaucratic and over centralizing tendencies, with the attendant disadvantages of originality being strangled and free-healthy development being checked. Germany furnishes the second type. The university is in this case a free teaching institution bringing under its influence even the lower classes, with perhaps a leaning to over-specialisation, but embracing