

ment and strain of the race." Hence the recommendation: Sweep away all rewards, all prizes, all scholarships, all fellowships, and apply all such resources and revenues to "increasing teaching power, attracting men of high and varied learning as teachers to the universities, endowing concurrent chairs so as to admit the expression of different schools of thought on the same subjects, lowering, to a certain point, the fees taken for attendance, carrying the teaching of the universities into different parts of the country, and assisting education in many other direct and useful ways." The above, with reasons, may be found in the *Nineteenth Century* for November. The protest and indictment is signed by nearly four hundred men and women in Great Britain, some of whom are prominent, and some of whom, we may be allowed to say without offence to anyone, are not prominent. The signers say: Issue a Royal Commission to take evidence, and let a report thereof be made for the information and guidance of all concerned. After some thought on the subject, it seems to the writer that the protest is directed really against inspection of schools and not against examination in such a land as Great Britain. It is on the results of the inspection, as every one knows, that the elementary schools are paid, the amount paid for each individual pass being between \$4 and \$5 per annum. Against this mode of valuing the schools and their work the public elementary masters have protested unceasingly, and unquestionably the present movement sustains the objections made by the teachers. A system more mechanical and more destructive of spontaneity in both teacher and pupil than that which exists in England, it would not only be difficult to construct but even to conceive. But as regards examinations in such a highly civilized country as Great

Britain, with its many and varied types of examinations, the teacher must be very peculiarly developed if none of these measure, as far as examinations can measure, the work of any individual master or scholar. In essence, the indictment applies to Ontario in every particular—to the High Schools as well as to the Public Schools. In Ontario, where the attempt to crush the individual is as steadily pursued as it is in England, only fifty cents is given by the Government; in England, as above stated, the amount is between \$4 and \$5. Our readers will recollect that last midsummer the Minister of Education summoned all the inspectors of Ontario to meet him in convention in Toronto. A large representation was present; the Minister took the chair and practically taught the inspectors as to the discharge of their duties in their several districts. All the inspectors were not at the meeting, and the expenses of those present were paid. What was done to and for the absentees? Ontario is equal in extent to England and Wales, Scotland and Ireland. The mode of dealing with the elementary schools in the three kingdoms is not the same; in several particulars the inspection, etc., in Scotland, differs from that in England, but in Ontario it is the same in Gengarry as it is in Port Arthur—two places differing in many important particulars, and apart as the crow flies more than eight hundred miles; here, most appropriately, the words of the "protest" apply; "uniformity means arrest of growth and consequent decay." The aim is not only that there be uniformity in the inspectorial districts, but also in the whole Province of Ontario. Is this wise educationally? Is not the Education Department acting as a huge machine to antagonize all spontaneity in learner and teacher? Assuredly, and in