

not like to have the word applied to himself. Could we forgive the peacock his discordant voice if he were "plucked"? Through a successful answering of examination-questions alone can he be admitted into the highest class in the school; the examination then cannot be shirked. In this way, an element of unrest is introduced into our schools. "But," says the complacent examiner, "these examinations deepen the stream of education." "Yes," replies the teacher, "and narrows it, for, after all, you deepen the stream by bringing the banks nearer together." Now everything must be neglected that does not conduce to the great object of passing the examination. What kind of questions is the examiner likely to ask? Judging from his past questions, what is his individual bias? What, in short, is his hobby, and how can the scholar be best prepared to meet his examiner's idiosyncrasies? One scholar will tell another not to "get up" such and such a subject, because Mr. So-and-so never asks anything about it. So narrow is the stream likely to become that ere long, forced and turbid, its waters will be able to give back no reflection of the flowers that grow upon its banks, or of the blue sky above. The results are seen only by the teacher, the experiments have been planned by another.

Says a third, "You must have in addition to these educational specifics—inspectors and examinations—one more, and then you will have the three complete: Payment by results! We all have heard the phrase before, but do any of us know what it means? Anyone can tell what it ought to mean, and, doubtless, if every man were paid strictly according to the results he produces, every one would get his due. Large sums are handed over to men, who do not teach to discover the "results" that are to be

"paid for." These persons are often quite unable to judge of the value of a set of answers sent in by a young scholar. They can make merry over the grotesque mistakes of immature minds, and perhaps they can always tell whether an answer is right or wrong; but an experienced teacher knows full well that there are often more than two ways of answering questions, and that old heads on young shoulders are phenomenal.

If then inspectors, examinations, and "payment by results" have failed, or are failing, what do you suggest? Fortunately there is one thing that can be done, and unfortunately it will in all likelihood, be left till the last, because it is the best. I alluded previously to the making of boots. How are the best boots made? Just by using the best materials and employing the best workmen. These workmen are well paid. I do not object, indeed I think it is advisable, to have a good foreman—call him an inspector if you will—but he too must be a good workman, and above all things must not display his ignorance before his men. He must know a well-finished boot when he sees it, he must recognize a master in the craft by the way in which he goes about his work; and lastly, he must know how to advise, guide, correct, encourage the apprentice hands.

Teachers have been chilled out of the school-room, whom nature and education had formed for it, and scores are now engaged in teaching whom nature and education intended for something else. The teacher must think of his calling as an artist of his art, as a successful physician or lawyer of his profession. Every detail of it must possess a charm for him. But how many of our teachers have any inducement to do this? They are for the most part ill-paid, and so taught to look upon the school-room but as a passage to some other