

It is unquestionably a fact that, with more time, hundreds of candidates would make better showing than they do now, and thus, in many cases, unintentionally unjust rating would be avoided.

There are other features of the educational system at present in force which seem to me to merit unqualified approval, but I have no time now to discuss them. I particularly regret that I am thus precluded from saying some of the good things I have in my heart to say about the kindergarten which has since my day been incorporated into the system. I remember, however, with great pleasure that the very last lectures on education I had the honor to deliver in this institution twenty-six years ago were devoted to a description of the kindergarten and to the advocacy of its early introduction into our cities and towns.

Stagnation Means Decadence.

Are we to conclude, then, that our school system is faultless? Happily no. Not that, by any means. Imperfection is the hallmark of mundane affairs. Progressive institutions, like progressive individuals, live and grow strong by effort, by constantly struggling to attain to higher phases of existence. If by any chance an institution ever reaches perfection, there is for it no more struggle, decadence sets in, and death by cardiac failure, or by senile gangrene, or by general paresis closes the scene. I trust, therefore, that our school system is not yet within 1,000 years of perfection. If time served, I would like to point out several particulars in which it is more or less faulty. I can only now shortly indicate two or three of these. For instance, I am not altogether in accord with the complete divorcement of the academic and pedagogic functions in our Normal Schools. That formerly the energies of the school were far too largely devoted to academic work I readily admit. Nevertheless the other extreme may be found to be equally a mistake. There are, I take it, sound pedagogic reasons why these institutions should still do a limited amount of academic work. I think those reasons are so imperative that they must eventually force their own recognition, and I venture to predict that a longer experience of the present system will lead to a partial restoration of the feature now so rigorously excluded.

I strongly approve of the recent change made in the personnel of the County Boards of Examiners, yet I am not quite satisfied with the constitution of these boards. The certificate of the board is a legal authorization to teach and the examination leading thereto should undoubtedly be in the hands of teachers and inspectors. Doctors, lawyers and