

percentages of third, second, and first classes, respectively, are sixty-three, twenty-nine, and eight. You will observe, no distinction is made between County Board certificates and those issued by the Minister upon the recommendation of the Central Committee of Examiners, nor is the number of those holding permits only excluded from the third class. It is not satisfactory to observe that the number of those holding the lowest grade of certificate is continually increasing. Every legitimate facility and inducement should be afforded to teachers to improve the grade of their certificates, and to continue without interruption in the profession. To secure these worthy ends, the providing of residences for teachers would be of special value, as enabling a most desirable class to remain in the service, and not only so, but the tendency of such wise and fitting provision would be the lessening of the too frequent change of masters, which in the best interests of the country we all regret so much. I found it impossible to obtain any reliable information as to the average length of service of teachers in Ontario; I suspect it is comparatively very short. Some statistics can be given as to the longest period of service. Examining the list of those who are receiving the allowance from the superannuation fund, I find the following figures bearing upon the ages and length of service in Ontario of the recipients. Five consecutive years were taken. The average ages were 65, 65, 64, 63, 63; average length of services in Ontario was respectively for the same years, 22. From this it is manifest, either that these men began to teach somewhat late in life, or that they had taught for years somewhere else. The professional life should at the very least be fifty per cent. more. A man is only at his best as a teacher between the ages of forty and sixty or sixty-five.

We meet our scholars day in day out during the school year. What is our object? What have we in view in so far as we consciously set a definite aim before us? Is it simply to pass the time or to get a piece of bread? or to make keeping school a basis of operation for gathering money in all possible ways, by taking advantage of the legal holidays for outside business rather than, as designed by law, for repairment of energies and increase of knowledge? Must we confess that amongst the 7,000 teachers of Ontario there are some who put a noble profession to an ignoble use? Is it our aim only to give instruction in the representative subjects of reading, writing, and arithmetic? We know that there are some able and zealous teachers, who devote their energies to this duty, and consider it to be the whole function of the schoolmaster. But is this so? Do we meet our whole obligation when we turn out boys and girls good readers, writers of a fair hand, and good at ciphering, expert at telling the location of different countries, etc., etc.? I ask each teacher who has given the question any thought, if he feels satisfied in his own mind that he has done his duty by the boys and girls of his school when he has dealt only with the intellectual part of their being?

Assuredly, I feel certain that I voice only the mature judgment of our efficient and zealous teachers when I give emphatically the answer No to the above question. Here I insert an advertisement which appeared in the public prints not many months since:—"A boy wanted; the boy that is wanted must be active, intelligent, cleanly in his habits, quick to learn, obedient, truthful, and, above all, must be honest." This advertisement clearly reminds us teachers that while we are to attend to the cultivation of the intellectual faculties, we are by no means to forget that if our boys are to