

gained in teaching, in order to obtain the certificates of the various grades; all these I may safely assume are well known to you. In all the public elementary schools, there are 6,928 teachers engaged. By the last annual report of the Minister of Education they are classified as follows:—Number of teachers holding third-class certificates, 4,346; number holding second-class certificates, 2,059, and number holding first-class, 523; that is, the percentages of third, second, and first-classes respectively are 63, 29, and 8. 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 these 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 50 per cent. more. A man is only at his best as a teacher between the ages of 40 and 60 or 65.

AIMS.

We meet our scholars day in day out during the school year. What is our object? What have we in view in so far forth 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, capable 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,