

The recent change affecting the examination of Third Class Teachers is decidedly radical, but it is one of which I can approve, *provided* that such an examination of papers can be secured as shall not delay the announcing of results, and if there can be secured the same care and accuracy in examining the papers of the four or five thousand candidates expected this year as was attainable when the work was done by County Boards. The comparative expensiveness of the two methods must also be taken into account.

The tendency, we know, is towards *centralization*. There is such a thing as centralization for the sake of uniformity, which may be good, if not carried too far. It is possible there may be uniformity for the sake of centralization, which is evil and only evil.

I think the time has arrived when the standard for Third Class Teachers may be raised, to the benefit of teachers 'themselves' and all concerned. The law of supply and demand must be recognized; and certainly there is no lack at present of qualified teachers. In fact there is scarcely standing-room in our ranks. In some localities there is great competition, much of which is neither dignified nor honourable. The design of the present

arrangement is doubtless to place, as far as possible, the schools of Ontario in charge of those who are likely to be permanently engaged in teaching. It is but an experiment, and, until it have a trial, it would be premature rashly to condemn or blindly to approve.

Passing over several matters of recent legislation, allow me to suggest, in closing, that you formulate your views on the question of Superannuation, as requested by the Minister. I regard as objectionable the principle of *compelling* teachers to pay any fixed percentage of their salary, for which they are to receive a fixed annuity. Let the grant be based on the amount *voluntarily* paid in. It seems unjust to compel any class of teachers to contribute to a fund in which they are never likely to participate. To extort two dollars a year from the thousands of female teachers, inspectors, and High School masters, who, it is almost certain, will never receive the slightest return, may be a convenient way of supplementing the Legislative grant to the Fund, but it is a clear case of injustice. Either abandon the entire scheme, or place it on the *voluntary* principle,—those who wish to avail themselves of it receiving an amount proportionate to the amount they have voluntarily contributed.

WE lately heard of the young mother of two or three children who fitted up the brightest room in the house as a nursery, on the plan of the kindergarten. The sunny windows were filled with plants; the walls adorned with the kind of pictures that would set the little ones inquiring; the "gifts" were in their place; a child's library was provided; while the ceiling was skilfully painted in imitation of the sky. Is not this, on the whole, a better disposal of household space than the regulation "best room," dark as the mammoth cave and musty as a tomb, kept for the occasional entertainment of a guest,

while the children are elbowed off into corners, and compelled to tear through the halls and slide down the banisters in sheer desperation for something to do? The real province of the kindergarten, after all, is in the home.
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THE most useless of stupidities is the teacher who is a groove-runner; who has swallowed text-books without digesting them, and feeds his pupils with the morsels, as old pigeons feed squabs, until, like himself, they are all victims of a curious synonym for education.—*Ed. Weekly*.