

the sanitation of school-rooms. Their attention is also called to the school law and regulations, so far as they relate to teachers and pupils. Special instruction is given in Music, Drill and Calisthenics.

At the close of the term an examination is held by a board of examiners composed of the inspectors for the county and two other teachers holding first-class certificates of qualification. This examination is conducted on papers prepared under the authority of the Education Department. In estimating the standing of candidates at the final examination, the examiners are governed by three considerations :

(1). The report of the Principal of the County Model School on the work of each candidate during the term.

(2). The attainments of each candidate with respect to his knowledge of school organization and methods of instruction based upon the written examination on papers above referred to.

(3). His ability to teach by a practical test with a class of pupils in the presence of the examiners.

The candidates who pass the examination are reported to the Education Department, and are then awarded third-class certificates. These certificates authorize them to teach in any part of the Province for a period of three years.

Each County Model School receives a grant from the Education Department of \$150.00 a year, and an equal sum from the treasurer of the county in which it is situated.

It may be said that the course of training for such a brief period as four months is of comparatively little value. Experience has shown, however, that this is not the case. Those who attend the training course at the County Model School are face to face with the fact that they are just enter-

ing upon a professional career. They are brought into contact with a Principal and a staff of well accredited attainments. They are under the eye of the inspector and other school authorities, and being relieved from the drudgery of academical work, their minds are free to receive a new form of instruction which they now feel to be indispensable to their future professional success. The frivolity of the student is exchanged for the calmness and dignity of the teacher. They feel they are no longer boys and girls, but men and women, about to assume all the responsibilities of active life, and although it is not assumed that the County Model School does all in the way of training that could be desired, an experience of seventeen years in Ontario has shown that as a means of rejecting persons at the very threshold of a profession who are evidently not adapted to be teachers, and as a means of directing the attention of the young teacher to the elements of didactics and giving him a professional inspiration at the beginning of his career, no better system has yet been found. Until boards of trustees are prepared to pay larger salaries than they now pay, there must be some relation between the demands made upon the teacher on entering the profession and the remuneration which he afterwards receives. At all events it is the settled educational opinion of the Province of Ontario that the teacher trained in the County Model School is far in advance of his predecessor who entered upon his duties fresh from the school-room without such preliminary training.

NORMAL SCHOOLS.

The Normal Schools of Ontario are two in number, and were originally established with a view to give academical as well as professional training. They are now confined exclusively to