

male ditto of the 2nd; D for female candidates of the 2nd, and male ditto of the 3rd; and E for female candidates of the 3rd.

PLATFORM.

a. A	11 C	12 C	24 D
b. A	10 C	E 34	23 D
1 B	D 25	9 C	E 33
2 B	D 26	8 C	E 32
3 B	D 27		E 31
4 B	D 28	7 B	17 C
5 B	D 29	6 B	D 30
		18 C	19 C

Where room permits a vacant seat is left between the last of each grade and the first of the next as a convenient mark for the guidance of the deputy in distributing papers. The papers containing the questions are sent out in labelled parcels. The deputy is also furnished with a printed programme of the order of exercises. At five minutes before the hour indicated on the programme for commencing work on a given branch, the deputy passes round with the questions, laying each candidate's paper before him on his desk, so that no time may be lost. Suppose it to be English Grammar. In this branch there are five grades of question papers. They are all rolled up in one parcel—the several grades being separated by slips of paper. Taking this parcel the deputy in passing round distributing them, follows the order of the numbers in the above diagram. The papers in A are on the top of the parcel: when he has supplied all the candidates in this grade, he slips the balance of the A papers under the rest and proceeds to hand out the B papers; and so on till all the candidates are supplied with their proper papers. As soon as the candidates have passed on to another subject the deputy passes round again in the same way collecting the question papers on Grammar. Taking in his hand the balance left after supplying all the candidates, he lays on it successively the questions of the several grades, slipping under the parcel as before, when all in each grade have been collected. When he has completed the round, the parcel of question-papers stands just as it did when he opened it for distribution. This saves the room from becoming littered with papers, and if it should ever be thought expedient to make use of the same papers again, they will be ready arranged.

But what is done with the written answers? How are they gathered and kept in order for the examiners? Here it is that we think the system as nearly perfect as any human device can be. Let us consider for a moment the several points to be compassed.

Suppose that 400 candidates in all present themselves for examination at the various stations throughout the Province. The papers belonging to all these are to pass from the hands of the deputies, through the mails, to the Education Office; hence they are to be sent to the four examiners, sending to each the papers referring to the branches assigned to him and those only; from the examiners, they come back again to the Education Office; and now the papers belonging to each candidate, having been separated in order to go to the proper examiner, are to be brought together, in order to come at the result. By a very simple contrivance, this is done without labour (which, with the present inadequate departmental staff, is of the first importance) and so done that *neither the examiner in placing his estimate upon a paper, nor the departmental officer, in applying the rules for arriving at the decision in reference to the candidate's success or failure, is aware of the name of the candidate.*

Each deputy is furnished with four bundles of large envelopes, each bundle being numbered from one upwards. That is, for each candidate there are four envelopes, each stamped with his number. One of these is to receive his papers on Language, and has the names of the several branches embraced under this head printed on the face of it; another the papers on Mathematics, &c. During the time when the candidates are working at the questions on any one of these branches, English Grammar for example, the deputy passes round with the language set of envelopes, placing before each candidate the one having his number printed on it. The operation is purely mechanical, and can be performed without trouble or loss of time, as the envelopes are arranged in packages in the order in which they are required, following in the distribution of them the order

of numbers indicated above. When the time is up each candidate folds his paper and places it in the envelope before him, without writing on it any name or mark of any kind to indicate its authorship. When a branch belonging to another examiner comes up, the deputy distributes the set of envelopes designed for that department, having first collected the others. When the candidate is required to fold his paper, the envelope prepared to receive it is thus found before him.

But then as there are 21 places of examination, and consequently 21 sets of envelopes numbered precisely alike, how are these to be kept from getting mixed up and confounded one with another, as neither the envelopes nor the papers they contain are to bear any name? How for instance is each envelope of the set numbered "1" at Sydney to be distinguished from those of the set bearing the same number at Yarmouth? By means of what we shall call the "examination number." Each candidate's envelopes are marked with an Examination Number different from that of any other candidate. The deputy examiner at each station is directed to add a certain number to the envelope number of each candidate to find the Examination No. Thus for example at Yarmouth the number added was 310, and at Sydney 2010; so that the person having No. 1 at Yarmouth received 311 as his Examination Number, and the one having the same number at Sydney 2011. Confusion is thus rendered impossible. The four envelopes belonging to any candidate can be infallibly selected from among any number of others. The deputy forwards a report giving the names corresponding to the various numbers. This report remains unopened till after the final award has been decided and registered.

The mode of determining the success or failure of a candidate is as follows: the examiners, taking 100 as the highest possible mark on any branch, use the numbers between 100 and 0 to express the various degrees of excellence.

If the average of the marks obtained by a candidate falls below 50, he fails to pass the examination for the class of license sought—in which case, if his average exceeds 40, he receives a license one grade lower than that applied for; if between 40 and 30, two grades lower; if below 30, no license is issued.* Those obtaining the grade applied for, have the average of their marks written on the margin of their license.

A modification of the above rule is made in favour of a good speller. No one who mis-spells more than six ordinary English words is admitted to the rank of first class. And for every word less than six mis-spelled 0.5 is added to the general average. Thus suppose a candidate makes an average of only 47 on his marks, but mis-spells no word in the whole examination, his general average becomes, (by the addition of 6×0.5) 50, which entitles him, so far as this test is concerned, to his license. There were several instances in the late examination, in which persons received license under this provision.

In addition to this requirement if the mark received on any branch falls below 25 the candidate fails to pass, unless his general average exceeds 50 by as much as such mark is less than 25. [In the recent examination it was found necessary to make an exception to this rule in the case of two branches which seem to be less commonly mastered than any other. As soon as circumstances warrant, this rule will be made of universal application.]

LICENSES ISSUED.

The following table will shew the results of the recent examination. It will be seen that the whole number examined was 382 of which number 105 obtained the license applied for; 106 license one grade lower and 24 two grades lower than the one applied for, while 147 failed to obtain a license of any grade.—Whole number of licenses issued 235.

The Faculty of the Normal School report at the close of the term, their estimate of the teaching ability and skill of each student in attendance during the session. Those who stand in either of the three classes, "superior" "good," or "fair" receive, if successful in the examination, a Normal School License, of the grade to which their examination entitles them. In addition to the verdict of the examiners regarding the holder's scholarship, the opinion of the faculty regarding his teaching ability is stated. A distinction is thus drawn and properly so, between scholarship and capacity for teaching. A person receiving a first class license may rank only as of "fair" teaching ability, while another receiving only a third class license may possess superior natural and acquired skill for the work of teaching.

* If the Inspector recommends the granting of third class permissive licenses, such licenses may be issued for 1 year to the best of those rejected as above.