

these departments of the science and art of teaching should be possessed if they have natural aptitude. Hence in the case of such an one I feel little hesitation in advising his resignation, as he has been fully paid his duty, and finding the school in a state of complete subordination, and a considerable proportion of the pupils making no progress if not retrograding in their studies. The Model School does not fully testify to the good command, sound and clear judgment so necessary to the teacher who has to deal single handed with idle, disobedient children, and unreasonable, indulgent parents. Nor is this all, there is truth in the observation of a celebrated English educationist: "The fact is that with *enthusiasm, energy and sympathy* a teacher is sure to be to some extent successful, though his theory be ever so unsound, and his methods ever so unscientific. The contrary seldom holds good." Energy is a *sine qua non*. Though a teacher have every other quality important to success, and have not energy he is nothing. The

warm impure air in a school room on a hot summer day is depressing enough without the aid of natural inclination. It is not impious to pray Heaven preserve the school from falling into the hands of a lazy school teacher. With but few exceptions the teachers trained at the East Middlesex Model School are doing well, some of them proving the benefits of that training beyond expectation.

In conclusion I desire to bear testimony to the integrity, fidelity, and zeal of the majority of our teachers, also the intelligent co-operation so generally received at the hands of the trustees. I have again to express my sincere gratitude to the various Municipal officers for their useful and ready assistance and to the many friends with whom I have come in contact for their uniform kindness and courtesy.

I have the honor to be,
Gentlemen,
Your most obed^t servant,
JNO. DEARNESS,
Pub. Sch. Insp.
LONDON, Ont., 4th June, 1878.



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