

of their sentences. In one forenoon a Normal School second-class teacher used the following expressions: "What *will* I do with that boy; he *does* be late *near* every day?" "The fourth class *have went* through fractions." I don't *learn* them spelling in the First Book." Equally fair and nearly as thorough is the written examination on the prescribed portions of school-law, hygiene, and the theory of education. Regardless of the standing a candidate obtains in the other subjects, he is rejected for a failure in the practice of teaching, including energy, order, and the power to secure attention. There are some who would make efficient assistants, whom the examiners do not feel warranted in certificating to take sole charge of a school. To meet these cases a regulation ought to be adopted allowing the Board to grant assistants' certificates. In publishing the names of successful candidates, the best arrangement would be in the order of the efficiency shown in their teaching. The County Model School system is yet crude in its details. I have touched on the examinations only. There is room for a more important paper on the management of Model Schools and the work done in them. This plan of training teachers has been proved to be practical; it is, or may be made, convenient, effectual, and economical. It is the *chef d'œuvre* of the school legislation under the present regime.

The Honourable the Minister of Education and the Sub-Committee on Model Schools, especially the Chairman, deserve our sincerest gratitude for inventing and inaugurating the scheme. The enthusiastic manner in which the Model School Masters have thrown themselves into the work cannot be praised too highly. As an experiment it may be regarded as a complete success, but the reports from all quarters indicate that the experiment is in danger of being lost to us, at least for a time, unless saved by early legislation affecting their sustenance and management. The Government and County grants must be made secure, if not increased. To discuss these questions is beyond the limits of the subject assigned me, but so great is the urgency of the case that I earnestly hope a carefully considered expression of opinion on these points will be given by the Association.

I cannot close the subject of Professional Examinations without referring to those held at the Normal Schools. The basis of the latter is not generally understood, therefore the results are very perplexing. At the examination before the last a large number, I believe about half the candidates, were rejected; at the last only two or three. Perhaps the difference was altogether in the attendants. At the former eight persons with whose success and experience as teachers I was acquainted were examined. Of these decidedly the most successful teacher failed; next to him came three of about equal efficiency, one of whom failed. Of the remainder, some failed and some succeeded. The first referred to failed in drill for one subject. There is only one other teacher in East Middlesex who teaches drill equally well. His failure was in-