

schools the examination occupies more than a week, including the time taken to read the papers; in others, two days. One young man who applied to have his certificate endorsed said their (his) examination commenced in the morning, and they went home with their certificates the same evening. According to the last published report only four per cent. of the applicants were rejected; thirty-three of the fifty Model Schools in operation rejected none. In Middlesex last year twenty-four were rejected (some of them the second time) out of forty-nine applicants. I know of three candidates who obtained less than five per cent. in aptitude and practice in teaching, and who seven weeks afterwards obtained about ninety per cent. in the same subject at other Model Schools.

These facts, and many more that could be added, show the very great want of uniformity in the final examination. Since the nature of this examination determines largely the character of the work done during the session, and is the protection of the public against the imposition of inapt and unqualified teachers, it is the duty of the authorities to provide for an examination that will prove fair, but thoroughly effectual for its purpose. I cannot more practically treat this part of my subject than by describing a programme similar to that of our own examination, which naturally would be the best I know, since every undoubted improvement we can hear or think of is adopted. Each candidate teaches two lessons before the full Board, one selected by himself, the other by the examiners. His teaching with regard to a variety of the most important points is discussed and marked by the Board. Out of the 200 marks assigned for aptitude and practice, the master and his assistants assign a value out of a possible 175, the Board assigns the value out of the other 25. Almost without exception these marks agreed in their proportions. The writing was valued, one-third of the marks being allowed for specimens as for head lines, one-third on the writing in their books containing the notes on the sessional lectures, and one-third on the writing on the blackboard. It is very important that teachers know how to write well and to make good figures on the blackboard. In reading, examples were selected to test specially pronunciation, fluency, and accentuation respectively. In mental arithmetic the master assigns a mark on the basis of his weekly examinations; the Board assigns a mark out of one-third of the total for a paper of easy problems, and the remaining value is assigned for rapidity and accuracy of addition, multiplication, etc., the candidates being taken separately and the time noted; additions, etc., are made aloud. Each is examined in what may be called conversation. To him are proposed familiar and easy questions requiring lengthy answers, in which his vivacity, choice of language, and correctness of syntax are noted. It may be added in this connection that too many of the teachers are careless and incorrect in the construction