

With these difficulties, particularly the one that is felt in the pockets of rate-payers, it will be no easy task to prevail upon Trustees, in all cases, to comply with this regulation of the Council of Public Instruction. And, to our mind it is not necessary that an assistant should always be a certificated teacher. We believe it is quite possible to meet the exigencies of many schools by *paid monitors*, whose services could be obtained at a lower rate, and who could relieve the teacher of much labor, and, at the same time, contribute materially to the advancement of the school.

The method we propose is very simple. When the Inspector notifies Trustees that an assistant is required, he might also instruct them to send to him a few of the best scholars, who were willing to be engaged as monitors. These the Inspector could examine, and, to the one best qualified, award a certificate valid for one year. The subjects in which he should undergo examination might be those belonging to the first three forms. Having obtained his certificate, he might then be engaged by the Trustees at a comparatively low salary, and be required to teach at least four hours each day. The Principal or master of the school could assign him a certain number of classes, for whose progress he might hold him responsible, while at certain hours he would himself be a pupil, and thus advancing in his own studies. The Inspector might, in his regular examinations, hold him also jointly with the teacher responsible for the advancement of the pupils under his care, and, between the double pressure, there would be little doubt but his work would be tolerably well done. It might be made a condition of a renewal of his certificate as monitor that he should

labor faithfully, and secure the satisfactory advancement of his pupils.

It might be objected to this system that a pupil of the school could not maintain the necessary order and discipline. To this we reply, that in many cases both the assistant and the pupils would be under the eye of the Principal, and that the danger on this score would be very small indeed.

The advantages of the system we propose are many.

*First.* There would be a great saving in expense. In rural districts taxes are more felt than in towns, and the rate-payers complain far more of any addition to their burden. To impose any regulation upon them which would materially increase the rate of taxation, would be disagreeable, and might lead them to disregard the value of an education which is of the first importance to all classes of the community.

*Second.* The possible scarcity of teachers would be fully met by accepting the services of others as supplementary.

*Third.* We would at once put in training a number of the best scholars of our Public Schools, for taking the entire management of a school themselves at some future time. The pupil who has served as monitor for a few years has received a certain amount of training, which will be invaluable to him when he enters the profession. One of the greatest drawbacks to our schools is the superficial character of untrained teachers' work.

By adopting the monitorial system, after the manner above briefly sketched, we would partially, at least, remove the greatest hindrance now existing to the progress of education.