

beyond the ordinary hour of dismissal, and that the elder children should not be detained without some intermission for recreation.

In the system of payment by results on the basis of the Inspector's examination, the individual examination in the three R's is to be carried on as usual. But examination by sample is for the future to be the rule for (1) the work of infant classes, (2) needlework, (3) recitation, (4) singing, (5) mental arithmetic, (6) map-drawing, (7) class subjects in general. In selecting the sample class the Inspector will call out a set of children more or less arbitrarily chosen, and the teacher will then add two or three of his best scholars. Three-fourths of those examined must show that they have been well taught before the work is marked *good*.

In a general way the Inspectors are not to interfere with the details of the school time-table. They are, however, to draw the attention of managers to two or three points of grave importance when they find occasion, as (1) too little time allotted to a subject, for instance, for the amusing exercises which ought to form part of the daily routine of every infant class, (2) extra subjects must not be attempted if they cannot be efficiently taught in the ordinary school hours, (3) detention of scholars beyond the prescribed time, or any attempt to make up for neglect or for injudicious distribution of work by special exertions just before examination, must be promptly reported.

No notice is taken of the recent legal decision that home lessons cannot be enforced against the will of the parents. But the instructions state that home lessons are plainly unsuitable for delicate or very young children, and that owing to special circumstances home lessons in any form may be inexpedient in some schools. The inference is, the *Times* remarks, that no home tasks should be set in the lower classes except with the distinct sanction of the managers, and that in the upper classes not more than half-an-hour's work should be given, and it should be set, not to break up new ground, or call forth new mental effort, but simply to illustrate and impress the lessons already taught.

The direction discouraging corporal punishment is repeated. When resorted to it must be administered only by the head teacher, and a record of it entered in the log-book or school diary. This is an excellent rule which ought to be enforced everywhere. There are many other interesting points in this circular to which we cannot at present refer.

Inspectors sometimes have just cause to complain of want of promptness on the part of teachers or School Boards in forwarding half-yearly reports. If teachers desire to secure a prompt apportionment of the Government grant it is necessary to have the reports furnished at an early date, as the delay on the part of one teacher will delay the whole business.

Teachers should not blame Inspectors until they are satisfied that all reports have been correctly made out and forwarded to the Inspector.

***Young teachers, tell your difficulties to the School Journal—the teachers' friend.***

## THE NEW REGULATIONS FOR COUNTY MODEL SCHOOLS.

The Minister of Education has issued in pamphlet form the regulations with reference to County Model Schools, which we purpose reprinting in the *SCHOOL JOURNAL* for the benefit of teachers. In glancing over these pages we see much to commend and some few things that are open to criticism. But it will probably be of more service to point out briefly matters needing improvement than to dwell on those which deserve nothing but praise.

First of all, the regulation of 1877 should be enforced which requires for each County Model School a Principal holding a First-class Provincial Certificate. This rule has been held in abeyance for seven years and should now be rigidly carried out in justice to those who have prepared themselves and passed for higher certificates.

The daily register first issued to these schools was a clumsy piece of old fashioned machinery. The new one has been improved and simplified a good deal, but still inflicts a certain amount of useless labor on the Principals, whose energy should be carefully economised for higher purposes than filling up complicated forms of report. In passing, we may remark that a few *words* serve the purpose much better than a long array of *figures* to give an accurate statement of a student's work.

In the next edition it would be well to distinguish more carefully between "observation" and "criticism". The "hints on observation" are, in fact, really points of criticism such as an examiner might require to notice in testing a candidate for a permanent provincial certificate. They are wholly out of place for the tyros who go to the class-room to observe good teaching with the intention of noting what it is and how it is done. Criticism is quite foreign to the purpose of such a visit, and should be strictly prohibited except by the Principal himself. If permitted it will place the student at a wrong stand-point, and effectually prevent that humble, patient, exact observation of all the facts before him which ought to be required at his hands. These young observers are not competent to pass judgment on the matter, method, plan, purpose, and style of a first-rate teaching lesson. If allowed to attempt it they will probably become only still more inflated with that pernicious self-conceit which is a measure of their self-ignorance, and ought to be emptied out of every teacher-in-training as speedily as circumstances will permit. These "hints" should direct the students to observe accurately the precise facts, and to give an exact account of all that takes place before them, including tone, gesture, expression, etc., the minutest details. It will be found on trial that not one in fifty can at first give a complete history of even a short lesson, still less describe the flavor and essence and individuality of the best teaching. It is early enough for criticism after the student has been taught to look patiently until he actually sees what he was sent to observe. To ensure this seeing the Principal should test thoroughly by sharp cross-examination the extent and accuracy of the observations made, and he should be very sparing in his criticisms of the work done by his assistants. If he has an assistant for his own class, and this