

pense necessary to comply with the regulations. There can be no objection to insisting on the qualifications of the head master and those of his assistants who are to mould the character of the teachers-in-training being first-class. To require much work to be done, and allow only a short time to do it in, is unreasonable, and therefore we look with satisfaction on the lengthening of the Sessions from eight weeks to three months. The part of the regulations that will meet with opposition is that which requires one-half of the head master's time to be devoted to the instruction and supervision of the teachers-in-training.

There are really three ways in which the head master's time may be employed in our Model Schools.

The first is for the head master to have no class in the public school, in which case he can devote the whole of his time to the teachers-in-training. The chief objection to this plan is that it is too expensive, as it costs his salary to run the Model School. Besides this, he is not likely to be so much identified with the interests of the school as if he had a class of his own.

The second plan is for the head master to have a division of his own to teach during school hours, and give his lectures to the teachers-in-training before and after hours. This plan has the advantage of being cheaper; but the difficulty is that the head master cannot be with the teachers-in-training when they are learning to teach by practice in the junior divisions.

The third method is for the head master to have an assistant to take charge of his class when he needs to devote some time to his teachers-in-training. This plan has the same objection as the first, since two teachers would have to be employed for one division. Of course the assistant may be employed to fill in his time teaching such subjects as singing, drawing, or penmanship, which some of our teachers are not competent to do; but this is contrary to the spirit of our Public School system, which requires that every teacher shall be qualified to teach every subject which the pupils are required

to learn. It is true the County Boards are authorized to impose a fee of five dollars on each student; but as it would require an attendance of at least sixty students to make up the extra expense of an assistant, it is probable that several of the Model Schools will be discontinued if the regulations are enforced.

Why mental arithmetic, which should be an integral part of the Public and High School course, should have eighteen hours given to it, and school hygiene, which belongs, if any subject does, to the class of subjects a teacher-in-training ought to study, should have only six, is more than we can comprehend. At the late Provincial Convention some of the most intelligent of the Public School men spoke strongly against the retention of mental arithmetic in the curriculum of the young teacher's studies, and they proposed to relegate it to its legitimate place in the Public and High School.

THIRD CLASS CERTIFICATES.

THE Board of Examiners for the County of Victoria have passed a resolution not to renew the third class certificates of any teachers who have left the county either for the purpose of teaching or preparing for second class certificates. Although it is considered desirable to stimulate third class teachers to advance to the rank of second class, yet there are two reasons why it is not expedient to refuse to renew third class certificates altogether. In the first place, the supply of second class teachers would be inadequate for the demand. In the second place, experience shews that the training given in our Normal Schools is no guarantee that a second class teacher is any better than a third class. At the same time it is very desirable that the third class certificates should be limited to one county; and if a teacher leaves his county either for the purpose of teaching or attending a High School, should he require a new third class certificate he ought to seek it in his adopted county, and not in the county he left to better his position.