

and ventilation. Its high school draws pupils from a constituency (including the villages immediately around) of 12,000 people. It is therefore destined to take a high position. As it is situated in the centre of a large manufacturing community, might it not be well for this high school to turn its attention in the direction of technical training and leave the higher scholastic work to Pictou academy, which is now so accessible by train. A well-equipped laboratory and a good manual training school, including the modified Sloyd, forge work, wood and iron turning, and industrial drawing and designing, would help to give and retain to New Glasgow its supremacy as the manufacturing centre of Nova Scotia.

We were too late for the high school classes, but we had the good fortune to hear Principal Solon discourse German, with a small class, about as fluently as if he were a native of Vaterland. An eighth grade class taught by Mr. McKenzie showed remarkable proficiency in English grammar. The discipline was perfect. The Smead system of heating and ventilation is in operation in this school and it gives perfect satisfaction.

Early on Friday morning we visited Pictou academy and spent a very pleasant forenoon with its teachers and pupils. Mr. Moore, a graduate of Dalhousie, conducted a class in zoology. His pupils dissected an earthworm, and they did it very neatly. Mr. Robinson, who in his botanical knowledge of Pictou county has no equal, gave a lesson on the cellular structure of the lower plants, using microscopes in his demonstrations. We doubt whether such excellent laboratory work in biology can be duplicated in any college in the province. While the colleges give so little attention to this vital subject, Pictou academy is perhaps justified in continuing to do Grade A work. Other academies are relegating this grade to the colleges, but here we have a most interesting class of twenty-two in the fourth year. We found laboratory methods also in use in English composition as taught by Mr. Oliver, and Latin as taught by Principal McLellan. It was delightful to see the enthusiasm of the teachers and the earnestness of the pupils. In 1894 the academy obtained the high percentage of fifty of all grades applied for. We do not yet know the results for 1895, but we venture to predict a still higher percentage for 1896.

How changed the scene on Saturday morning,—the academy building in ashes,—the teachers worn out with their efforts to save the collections,—and the pupils, some of them, in tears! At twelve o'clock at night the building was struck by lightning and destroyed.

Another and much finer building, with all the modern improvements, will rise on the same site. In the meantime, though laboring under great disadvantages, the classes will be continued in temporary quarters.

Halifax, N. S.

Ungraded School Work.

[Read before the Westmorland County, N. B., Teachers' Institute by Miss H. Willis.]

It needs but a glance from even a careless outside observer, to see that the work of the teacher of the ungraded school is necessarily much more difficult than that of the graded school teacher, arduous as that is and ever must be.

Perhaps one of the chief reasons for the difficulty of the work, is the great number and variety of exercises required for seat work,—exercises which must have some definite and important object in view, necessitating earnest forethought and careful preparation on the part of the teacher, as well as revision and correction. To keep the children busy, and even in a measure profitably employed, is not in itself an altogether easy matter. But the problem is a more difficult one than that; it is (as I view it) how this seat work may carry on the work begun by oral instruction, and not only carry it on, but have in it that element which shall lead the child to push on and investigate for himself, and make him, what he of necessity must or ought to be, at least for the greater part of the time, his own instructor. Indeed if we accomplish nothing further than to teach a child how to study—make a student of him—we have done more for him than years of personal instruction and pouring in of knowledge could ever effect. But, added to this difficulty of seat work, we have so many classes that must come under direct instruction—instruction that must be of as concise and far reaching a character as possible, as the time is short and precious where the classes are many and various—and, even then, the class in hand cannot always have undivided attention, for those at their seats often require a vigilant oversight.

When we ungraded school teachers visit the graded schools and observe the finished work, how apt we are to grow discouraged and faint-hearted at the thought of the seeming uselessness of attempting the herculean task of bringing the ungraded school up to the high standard of the graded school in every particular. I would here enter a plea on behalf of the ungraded school teachers, whose work when viewed superficially, seems rather to call for severest criticism, than the sympathy and praise which it not infrequently merits. For, be it remembered, that while graded school teachers become or are in a measure specialists, we must cover the whole ground. And yet it sometimes happens that when ungraded school pupils go up for matriculation, they do better work than those from the graded schools. Perhaps we have heard no sentiment so often expressed as, "No two faces are alike," neither are there two persons constituted alike, yet if the graded school teacher be