

has been fully proved by the success of the model schools in Truro, as well as by numerous examples of similar institutions on both sides of the Atlantic. Now suppose the salary of a teacher who has charge of a school of twenty pupils is one hundred pounds,—each pupil pays five pounds per annum for his education, whereas, in a school of two hundred pupils, with three teachers at salaries of one hundred and fifty, one hundred, and fifty pounds, respectively, the cost of education for each pupil would only be one pound ten shillings per annum.

We have endeavoured to point out the advantages of graduation of schools both in respect to their efficiency and their cheapness. There are many other considerations, which we might urge in defence of the views we have advanced, but we must pass on to discuss another branch of our subject, namely, the advantages of a thorough classification of pupils.

We need scarcely stop to remark that, within the memory of many now living, each individual formed a class by himself. Nay there are spots in the favoured land of Nova Scotia, where this custom prevails to day. Fifteen or twenty pupils, each furnished with a different reading book, are seated in a little dingy room, all reading aloud, each vociferating to the full extent of his vocal organs, while head and feet keep time to the singsong monotony of the voice.

A traveller passing within a quarter of a mile of such a building, while the business of the day was in full operation, would be admonished of his proximity to the seat of learning, by a sound not unlike the hum of a colony of bees aroused to anger by the approach of some unwelcome intruder. On advancing nearer, the sounds wax louder and fuller, like the roar of a rushing waterfall, until, upon entering the building, one is forcibly reminded of a meeting of the inhabitants of Babel, at the confusion of tongues.

We pass over the filthy building, the absence of ventilation, the deafening noise, and the want of proper desks and apparatus; not that these things are less important, but our special design now requires our attention to another subject, and these have been fully discussed already. Let us look at the progress of the work. Pupil after pupil is called up, and takes his place beside the teacher, each in turn recites his lesson, and is dismissed to his seat, to make room for another. In this way three hours are spent in hearing twenty pupils read twenty lessons, from as many different text-books, allowing to each lesson an average time of nine minutes. Thus passes away the forenoon, and the afternoon witnesses a similar performance. A whole day has been occupied in giving two reading lessons to twenty pupils.

True, the teacher has been employed meanwhile, in making pens, in writing copies, examining questions in Arithmetic, and maintaining, what he considers, the discipline of the school, but all the while, the unceasing reading lesson has progressed, for any cessation of that would interfere with the completion of the work, which requires so many lessons to be imparted to each individual pupil, before the school can be dismissed.

If it is necessary to have a class in Grammar, or Geography, an extra hour must be devoted to that subject, and pains taking teachers, under such circumstances, generally considered the setting sun, the best indication, that "school had kept long enough for that day."

Now by a proper classification, accompanied by such a grading as we have already described, one reading lesson in each department, except the primary, is amply sufficient, and that

need not occupy more than half an hour. Of course, the exercise must be simultaneous. We have no inclination, nor does our subject require us, to enter into any explanation of the mode of conducting a simultaneous reading lesson. Happily there are hundreds of teachers in the province, who not only understand, but practice this all important part of a teacher's duties; and who can testify, from experience, to the benefits resulting from its use. Half an hour can be spent in a lesson on English Grammar, also imparted to the whole department of which the teacher has the charge; half an hour to Geography; another half hour to History, another to writing, &c., &c.

In this way, sixty pupils, or if necessary, even a greater number, can receive instruction in the same branch, at the same time; and the teacher's power of imparting instruction is thus increased sixty-fold.

Who will deny the benefits of a classification of pupils when it is so easy to demonstrate the immense saving of time and labor which results from it?

Nor is this the only view of the question, demanding our attention.

The principle of emulation is a powerful stimulus to exertion, on the part of the pupils,—and properly plied, it can give a charm to the duller lessons. As a jaded war steed, who moves along with stiffened limbs, and drooping head; when suddenly the tread of the marching squadron falls upon his ear, with head erect, and flashing eye, he champs the foaming bit, and struggles to regain his companions. Once arrived at his accustomed place, he manifests no fatigue, but with firm step, and arching neck, he bears the rider along his course. So the pupil who has no companions in his studies, will falter and flag, and both whip and spur will fail to produce that energy which his studies demand. But let him be associated with those of his own age, pursuing the same studies, and all the laggard will disappear. He struggles to maintain his credit in the class and to vie with his fellows in the career of learning.

We do not defend that selfish emulation, which would triumph over the misfortunes of others. We condemn the system of honors and rewards ordinarily practised, because it tends to encourage in the youthful mind, emotions at variance with the spirit of the gospel. But there is an emulation which can be effectually cultivated in large classes, when under careful moral training, which bestows great benefits without any attendant evils.

Another great advantage of classification results from the sympathy of numbers; and as the limits of this article require us to draw it to a close, we will content ourselves with glancing briefly at this principle.

Who has seen a crowd of fifty or one hundred boys, or nearly the same age engaged at play? With what ardor they rush to and fro. How animated every countenance, how joyously they shout, how eagerly they contend in the friendly rivalry! Hour after hour passes away, and still there are no indications of weariness, and the setting sun causes the most unbounded astonishment, so rapid has been the flight of time.

Look at another picture, two or three boys are endeavouring to amuse themselves at the same game which was so full of interest to the fifty; but with what indifferent success, how tame it seems! An hour has not passed, ere the conclusion has forced itself to each mind, that the play is tiresome, and with one consent it is abandoned.