

ture to treat a single point. I will try to show that an important saving of time can be effected without sacrificing the course of studies by simply modifying its application.

Class teaching is the universal plan in schools. Economy of labour is its main advantage over individual instruction. Theoretically twenty or thirty pupils of about the same degree of attainment can be taught together with as little labour as can five or six. Practically the case is not far different. Hence the number of classes, not their size, (within limits) determines the amount of work in a school room.

It is found in large graded schools that to teach the classes of a single grade is sufficient work for one teacher. In most of the graded schools and academies of this province, however, two or three teachers are employed to take charge of the five grades provided for in the course of studies. Hence two or three grades are frequently assigned to a single teacher. It follows that full justice can not be done to the work and that any practical device for lessening the number of classes, without increasing their size beyond practical limits, would be useful in such school. Such a device I beg to offer.

Take the case of a graded school in which there are sixty pupils doing the work covered by the model school and academy courses. There are five classes of twelve pupils, more or less, in each subject. Take also two subjects, A and B, and suppose that A is taken up as a new subject of study in the first year of the course, and B in the second.

Now, let the study of A be omitted in the first grade for any year, say '86 and in '87, let it be taken up with the pupils of the first and second grades together, and let these pupils continue together through the course, a new class being formed every two years. And let the study of B be taken up in '86—a year in advance of the usual time—by first and second grades in the same manner. The grades may still be kept quite distinct so far as marks, &c., are concerned, and the course of studies remains intact.

I have taken a special case not a general one, but it illustrates my principle. To show that it is practicable I may say that I have applied it with success. I am aware that in certain cases it gives rise to irregularities into which it is needless to enter here, but it effects what is more or less a saving of time.

Such a regulation as this would sanction the principle:—"The pupils of any grade may be examined in any subject with those of the next lower or next higher grade." And to maintain a due balance of work in each grade such a proviso as this could be added: "But they must take the examinations of the lower and of the higher grade in an equal number of subjects."

Something has already been said upon this subject, but no satisfactory issue has been reached.

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