

they have the misfortune to be placed in a class with pupils far in advance of them.

But it is supposed by some teachers that it is possible to conduct a class of this kind in such a manner that the advanced pupils have enough to do while the less advanced do not have too much. When this problem is well solved it will be found that the teacher has arrived at individual instruction or has made a minute sub-classification within each nominal grade.

In the "ungraded" school there prevails individual instruction with little or no attempt to bring together pupils in their work. The numerous recitations which this involves give the teacher only a brief time for each. Five minutes for a grammar lesson do not admit of the discussion of the grounds and reasons, or of anything fundamental, and the teacher is liable to resort to requiring only memory work, as that alone can be tested in the least time.

But in the ungraded school there is a chance for the bright and industrious pupil to make good progress by aid of a good text-book without much aid from the teacher. I do not consider the evils of the ungraded school to be so great as those of the partially graded schools. They are stiflers of talent in most cases. Where the teacher is very conscientious and thorough the school bears heavy on the slow pupils and produces discouragement and the loss of self-respect.

What is the remedy for this waste of the best pupils by keeping them marking time until they lose all interest in their work? What is the remedy for this waste of time of the slow intellects by discouragement?

I think that the answer to this may be found in the adoption of some form of the Lancasterian or Monitorial System—using it sparingly and under careful supervision. The more advanced pupils may be set to instruct the backward ones, to a certain limited degree. However, this must not be attempted except by teachers who are skillful and full of resources. Otherwise the process or method will fall into the same ruts that the old-time system fell into. We do not wish to restore the "Pupil Teacher System" nor to see a too extensive use of the Monitorial System. But invention has not been exerted on this line. There is unlimited opportunity for devices which shall employ the bright pupils in making easy steps for the backward pupils and in testing their progress. We have seen the evils of the Lancasterian System in filling the ranks with poor teachers. The modified Lancasterian System, which I believe useful in ungraded schools, and to take the place of the mis-