

looked to, while little, if any, pains is taken with modulation. What sounds better than the natural voices of children carefully trained?

Has the teacher power to suspend pupils? This is a question that is often asked and the answer is usually in the negative. I doubt that it should always be answered so. There are cases in which it would seem impossible for the teacher to do otherwise than to temporarily suspend pupils. For instance, if a pupil is unbearably insolent, or openly defiant of authority, or assaults the teacher, the discipline and tone of the school demand prompt action; and where it is not convenient to secure the immediate attendance of the trustees, I would advise the teacher in such cases to temporarily suspend and report at once to the trustees.

Are there any teachers who do not give "home lessons" at work in New Brunswick or Nova Scotia? I do not refer, of course, to primary grades. If there are any such I would be very glad to hear the result of their experience, not only with the pupils, but with the parents.

It is somewhat curious that nearly all teachers dread what are called "second year" pupils, that is pupils who have been one year in a particular grade and have failed to advance. These pupils usually take less interest in the work of the school during the second year than during the first, and tax the energies of the teachers to the utmost. The work has lost its variety and novelty for them, because they have been over it before. They are ashamed to be grouped with a lot of boys or girls of less years and smaller size. They are, moreover, discontented that a year must elapse before they have another chance, and then their former class-mates will be another step beyond them. All these circumstances combined produce indifference and inattention to school duties.

Should not our pupils have more frequent chances for advancement? Would it not be possible for semi-yearly examinations to be given, at least to those pupils who have barely failed to advance? Why should a pupil entering the primary school at the age of seven be detained there a year when he can do the work in six months? Or why should a kindergarten pupil be kept in Grade I. for a whole year?

Some teachers speak of having pupils two and even three years in the same grade. It is very doubtful if after two years in the same grade pupils will make much further progress there, and unless the reason is very strong for a contrary course, they should be advanced.

[For the Review.]

Notes on English.

"What do you advise a teacher to do when pupils ask about the meaning of this, that and the other thing that puzzles them in what they are reading?"

I find two symptoms of healthy spiritual life in this question. One is that the pupils ask about the meaning of what they read, and the other is that the teacher does not feel quite sure as to what is the best thing to do under these circumstances.

There are many readers—and they are not all young—who read in much the same way as Tennyson's farmer listened to his parson's sermons, and who get about as much good from their reading as he did from his listening.

"I hallus coom'd to's chooch afoor moy Sally wur dead,
An' 'eard 'um a bummin' awaay loike a buzzard-clock ower
my 'ead,
An' I niver know'd what a mean'd, but I thout a 'ad
summut to saay,
An' I thout a said what a out to 'a said an I' coom'd
awaay."

This quotation naturally suggests another of the same kind, but showing a decided advance in intellectual activity. Dolly Winthrop says, "I can never rightly know the meaning of what I hear at church, only a bit here and there, but I know it's good words—I do." Readers who read as Dolly listened form a much more hopeful class than those of the Northern Farmer type. And those who do not rest satisfied with "never rightly knowing the meaning" of what they read, belong to a still higher grade, and the teacher who sends the above questions is to be congratulated on having pupils of this kind in his class.

He is also to be congratulated on not feeling sure that the best thing to do is to answer the questions his pupils ask. This is usually the easiest and quickest way to dispose of them—that is when you can answer them. And just because it is the quickest way, it is also the best way, for some purposes. If you make it your chief business, either from choice or from necessity, to prepare your pupils to pass some examination, and if the examination is likely to be one at which a well-crammed memory will pay better than a well-cultivated understanding, then you will probably find it best to supply your pupils with ready-made answers to such questions as may be expected to appear on the examination paper, and the tendency to ask other questions you will repress as an unprofitable and sinful thing. If, however, you can afford to face the consequences of making it your chief business to teach your pupils how to learn for themselves, then you will answer very few of their