

There should be examination by the education department for promotion to the academies, followed by diplomas to all who are successful. But promotion should not be confined to those who are successful, or indeed be mainly dependent upon success.

The government examination will give a rough comparative estimate of the work done by the academy and the government diploma will be an authoritative testimonial of character and scholarship, and a great stimulus to effort. But a faithful teacher's estimate of his pupils will be a far safer guide for promotion.

Mr. Hatch, Superintendent of the New Bedford schools, and a reformer in this direction, says:

Every recitation is in part an examination of the teaching as a test of the amount and kind of knowledge possessed by the pupils. Of this every teacher should be conscious, and if recitations are uniformly poor, it would be well for him to turn the search-light of criticism back upon himself if he would discover where the fault lies. As the teacher must be the best judge of the attainments of the pupils under his charge and of their individual capacities, his opinion should have much weight in determining their advancement. He should therefore make a careful study of each pupil; note his strength as well as his weakness; and when the time for promotion comes, be influenced in recommending the pupil for advancement by the future as well as the past. Nor should any teacher, in determining his list of promotions, retard the advancement of a candidate only for fear of criticism from the teacher of the higher grade. Promotions in the public schools as a rule are governed by too rigid rules. The provisions for advancement are not sufficiently elastic. The same discrimination is not made in the interest of brightest pupils that is made against the dullest ones. A just criticism made on the public school system is that all pupils must go through the same treadmill.

TALKS WITH TEACHERS.

Some teachers have inquired whether the provisions of Regulation 44, relating to the enrolment of pupils in Standard I., is to go into effect at once. A good measure cannot go into effect too soon, and all teachers will agree with me that this is a good measure. There can be no hardship in keeping pupils out of Grade I. for a month or two, who in the majority of cases enter school far too young. There may be a hardship in some cases where parents go to the country in the summer, in limiting the time for such pupils to begin to a fortnight. I think it ought to be extended to a month.

M. P. asks the opinion of the REVIEW in the following case: "Four large girls were suspended from school for misconduct. They are now attending school in a neighboring district. (1) Should they be allowed to do so? (2) Can the parents take any action against the trustees and teacher for suspending them?" (1) While there is no written law on the subject, there is an unwritten law which prevents colleges and all other reputable seats of learning

from admitting students who are under a ban of any kind. I have a very poor opinion of the make-up of the school-board in the "neighboring" district, and hope the matter may never be brought home to them. (2) Trustees are fully justified in suspending unruly pupils for cause, and in my opinion from what you state, these girls fully deserved suspension. The parents have no remedy at all against the teacher and none against the trustees, unless an injustice has been done the girls.

A correspondent writes complaining about Regulation 25, more especially that part of it relating to notices of shows, etc., being given in school. He thinks it is all right for cities, but for the country it will not do at all. There can be no doubt but that the public school is a good medium for advertising—so good in fact that if the door in that direction were once opened it is hard to say to what lengths "hustling" agents might proceed. Both teachers and trustees should feel it a relief that they are not charged with responsibility of the advertising nuisance in schools. The schools are supported by the public, composed of all classes, conditions and creeds. Such being the case, care must be taken that no offence be given any. Imagine one political candidate taking advantage of the other by utilizing the public school to advertise his meetings and distribute his circulars, taking occasion by the way to explain his own attitude and perhaps that of his rival; or the promoters of one set of religious meetings getting ahead of another by advertising in the school, and perhaps by impressing his own opinions at the same time; or the proprietor of the ten cent show giving notice for the same night, with perhaps an advance performance to the pupils, exhibiting the presents to be given in the lottery that will ensue. It may be said all this could be prevented. It could, certainly, but would it?

The following is a letter of a New Brunswick teacher and the answer of the Chief Superintendent on a subject which will be of interest to many: "Two of the pupils of my school purpose attending Normal school next term and wish to work II. class papers. Will you kindly inform me if, failing to make the required average on said papers, they can enter Normal school with the possibility of working up to the II. class standard; or, if succeeding at the preliminary examination for second class, they can in Normal school work up to I. class? Both will attend the full term."

ANSWER.

"I would think it inexpedient at present to encourage the hope of taking a higher class at Normal school than that for which the candidate entered. In case a candidate at entrance examination fail to pass on the class worked for, a lower class may be awarded on the provision of Regulation 31, 10 (a). An ambitious candidate had better therefore try for the higher class at entrance."