

provincial regulation bearing upon the matter, and whatever prevention has been accomplished has been the result of the action of the local boards. In all cases where this has been tried, it has worked most satisfactorily, after a little friction at the beginning, caused largely by a want of apprehension of the disadvantages all would labor under by admission at inconvenient seasons.

In addition to the difficulties Grade I teachers have to contend against by the admission of new pupils they have also to keep up to their work many pupils who attend during the warm weather, remain at home during January and February, and return to school again perhaps in March. This difficulty is recognized and grappled with by the trustees of many cities in the United States, who regard a pupil who has been absent from school a week as not belonging to the school. But this is only one side of the case—the teachers. What of the pupil? If parents could only have the matter explained to them, or they would stop and consider the disadvantages their children are under by attending schools where teachers have too much to do to give them attention, they would not insist upon their entrance until August.

One of our best primary teachers remarked a few days ago, "I like to begin with all new pupils. Those children who have been attending a few days or a few weeks before the beginning of the term, and have received such attention as the teacher has had time to give them are usually very listless and inattentive. They have contracted idle habits, and in consequence, perhaps, a distaste for school. They know a little more than the new ones in some branches. This begets inattention in those subjects and the habit once formed all the work is carelessly done. Oh yes! Give me new pupils to begin with."

This is the whole case. Let the primary teachers continue to press for the discontinuance of this custom wherever it exists. A regulation on the part of the Board of Education bearing on the matter would have a beneficial effect.

PENSIONS FOR TEACHERS.

We received from the writer of the letter on this subject—an abstract of which appeared in our last issue—another letter calling attention to the importance of continuing the agitation in favor of a retiring allowance to teachers worn out from long service. It was further pointed out that those taking part in the discussion should carefully avoid any political complication—this being a subject in which all are equally interested irrespective of party politics. It would be to the point if some one versed in the theory of life insurance would draw up some feasible scheme approx-

imately fixing the amounts of pensions, and showing how the same could be equitably taxed on the members of the profession, or otherwise raised.

Teaching the Tonic Sol-fa.

The following letter received by the Rev. James Anderson, Tonic Sol-fa instructor, from a teacher who availed herself of a short course in that system, may serve as an encouragement to others who have begun this important branch in their schools:

"I give my little pupils a singing lesson every morning, for about ten minutes (after roll-call). I think they are doing very well indeed, but I am going on very slowly, and, I think, carefully. We are at the first step yet, and will be for some time, as I do not wish to hurry them. I wish them to understand thoroughly what they are doing. I have found out the truth of your statement, that 'the only way to learn is to teach,'—especially this subject. I have the first step printed on the board, and I make my pupils sing the notes from that every day. I put a new exercise also on every morning, and explain the time and accent, and get them to sing it. I always finish up my lesson with an ear exercise, and the little ones are really beginning to distinguish the sounds of the different notes, and tell which one I have selected for them to find out in phrases to sing /a. I felt very awkward at first when I began to give these lessons, and was continually at a loss to know what to do next, but every day I seem to gain more confidence, and hope before long to be able to give a very satisfactory lesson."

Last summer vacation, two of our school principals, viz, C. H. Cowperthwaite, B. A., of the Bathurst grammar school, and Jas. McIntosh of the superior school, Bathurst Village, undertook and successfully accomplished a canoe trip that challenges the admiration of the whole fraternity. They set out from Bathurst, paddled to Campbellton, then poled up the Restigouche to the mouth of the Upsalquitch, up the latter about eighty miles to a lake, thence across a three mile portage to Meadow Brook, thence down the latter to the Nepisiguit and down the Nepisiguit to Bathurst, making a canoe trip of over two hundred and fifty miles, and most of it over the roughest water in New Brunswick. They had no assistance whatever, no guide and no previous knowledge of the route. They had to make several portages varying in length from a half mile to three miles, when canoe and tenting outfit had to be carried, sometimes up the side of a mountain that might well dishearten the bravest. All honour to the men who at such a cost of ease and comfort thus brave dangers and endure hardships to benefit their pupils! And thou, pedagogic attenuation, whose listless manner and haggard look attest the strain to which thou hast been subject during the long First Term, go thou and do likewise—as far as thou art able.—COM.