

reigns in some happy school-room, the fadeless beauty of a loving heart.

Happy is the child who need dread no rude repulse, whose delicate instincts of affection are withered by no harsh sternness, no cruel sarcasm; who can feel even in the hour of punishment it is right; who sees in the teacher no enemy, but a faithful friend, and who carries through the long years loving memories and undiminished loyalty.

Let us often remind ourselves what a blessed privilege is that of giving happiness. Let us take home to ourselves these beautiful words of Ruskin,—“Be sure that the room is a pleasanter place for your living in it.”

M. L. D.

Albert County, N. B.

For the REVIEW.]

Natural History Questions.

It is winter. But where are the birds that made the summer so pleasant? Are they all gone south? Not they, for we see some in the woods, and some in the neighborhood of our houses in search of food. Can we not get at least a postal card from each school to which the REVIEW comes through the teacher, telling us what birds are to be seen in the month of December in each section. If the teacher does not know, let her ask her pupils to find out. It will be fun for them, and very much more—it will be original work in science too. It will be research—of the very same nature as the work done by the greatest scientists, and it will be that kind of scientific teaching which the educational authorities say is of value in developing the observing powers of the young. A teacher can teach science very well in many cases if she knows no scientific facts by simply getting her pupils to observe. That is useful, and is amusing at the same time to the young children. But if a teacher who knows *many* scientific facts tells these facts to the children, it is not science teaching at all.

Those who know the natural history of the school section as well as those who do not know it, can both equally well try this lesson with their schools, and with especial advantages in the country where pupils have sometimes a long way to travel before reaching home; and to whom some such object of observation in the course of their monotonous tramps would be a revelation and a delight. Instruct them to bring in answers to the following questions, the answers to which the teacher will promise to put into neat, short form, perhaps on a post card, and send them to the REVIEW. If there are mistakes the REVIEW may be able to correct them. Some of this information may be very useful so that the REVIEW may be very

thankful to some of the young observers for their local observations.

Now the REVIEW would like to know what answers the observers can give to the following questions, say, by the first of January.

What birds are to be found within the school section during the month of December? If you find more than one kind, arrange the most abundant first in your list and the rarest last?

For the REVIEW.]

City Training Class.

A large meeting of the teachers of Halifax was held on the 23rd of November, to arrange for a City Teachers' Training Class. In Nova Scotia a premium is put on professional training, but it is not made compulsory. Scholarship one grade higher is accepted as a substitute for a normal school training; that is one year at a good academy is considered equal to the theory and small modicum of practice received at a normal school.

At this meeting it was argued that in cities the graduates of the high school—the daughters of the citizens—are sure to be appointed to the city schools; that the training received in an ordinary normal school—much theory and little practice—is of much less value than an apprenticeship under experts in the schools, supplemented by lectures, etc. In Germany, France, and England, the normal schools are small and the teachers' training requires two or three years' practice in normal conditions. In the United States there are two classes of normal schools—state and city.

Dr. Harris, United States commissioner of education, says: “If any schools for the training of teachers in this country ought to deserve the name of professional, it is the class known as city normal schools.

Dr. Larkin Dunton says that only one normal student should be in a practice school at a time, and she should remain for several successive weeks—that the practice school should be supplemented by teachers in various parts of the city, their classes being used for the same purpose as the those in the practice school. These conditions are possible to a moderate degree in cities like Halifax or St. John, but only in a small way in provincial towns.

In Ontario there are fifty training schools, with an average of twenty-five students each. In Hamilton, the pupil-teachers are required to spend one-half of each day in actual practice in normal conditions. The inspector, Mr. Ballard, says “that the power to handle a class cannot be learned theoretically; that a city system of education may very properly embrace within its autonomy all the machinery necessary for