

Selected for S. P. C. A. Column.

For Teachers.

"It is not difficult to enlist the sympathies of children in the animal world. Take, for instance, the history and habits of birds; show how wonderfully they are created; how kind to their young; how useful to agriculture; what power they have in flight. The swallow that flies sixty miles an hour, or the frigate bird which, in the words of Audubon, 'flies with the velocity of a meteor,' and according to Michelet, 'can float at an elevation of ten thousand feet, and cross the tropical Atlantic ocean in a single night'; or those birds of beauty and of song, the oriole, the linnet, the lark, and, sweetest of all, the nightingale, whose voice caused one of old to exclaim: 'Lord, what music hast Thou provided for saints in heaven, when Thou hast afforded such music for men on earth?'

Or, take that wonderful beast of the desert, the camel, which, nourished by its own humps of fat, and carrying its own reservoirs of water, pursues its toilsome way across the pathless deserts for the comfort and convenience of man.

Is it not easy to carry up the mind and hearts of children by thoughts like these from the creature to the infinitely wise, good and powerful Creator?

'Ever after I introduced the teaching of kindness to animals into my school,' says M. De Saily, an eminent French school-master, 'I found the children not only more kind to animals, but also more kind to each other.' 'I am sure children cannot be taught humanity to animals without at the same time being taught a higher humanity,' says the superintendent of the Boston public schools. 'The great need of our country,' says Hiram Powers to me at Florence, 'is more education of the heart.'—*From "Protection of Animals" by Geo. T. Angell.*

PERSONAL.

William Lyall, professor of logic and psychology in Dalhousie University is dead, at the advanced age of 79 years. His fame in his department was a wide one, due principally to his book, entitled, "The Intellect, the Emotions and the Moral Nature," which took rank as a college classic.

Professor Charles MacDonald, of Dalhousie University, is electrifying the people of Halifax by his popular, powerful and peculiar way of expounding philosophical and scientific ideas and principles.

EDUCATIONAL OPINION.

Teachers, as a body, have innumerable problems of education to solve, and these problems are of vast importance both to the profession and to the community. To keep attention fixed to these problems, to help by articles to throw light upon them, to aid by hint, criticism, discussion, commentary, or otherwise in their solution, is the proper work of educational journals in the interest of progress and reform.—*The Teacher, N. Y.*

Professional teaching should be considered as important for a teacher as for a doctor or a lawyer. It is so considered in Ontario, New Brunswick, and all countries which stand high educationally. Of the teachers of this province only twenty per cent hold normal school diplomas. Halifax shows about twenty-five per cent. While a normal school training does not by any means imply a successful teacher, yet the advantage is very great. The excellent system in vogue with the sisters of charity, of the selection of the fittest and the continual elimination of the unfit, makes it almost impossible for a poor teacher to come from their ranks, yet even they would profit by an enlargement of their mental horizon, by having the science of teaching added to their practical skill and admirable discipline. * * * Many towns find it profitable to have special training-schools for their own teachers. It has occurred to me that for the benefit of those now settled in the profession in Halifax, such an institution might be started here, the various subjects in pedagogy being taught by such men as Prof. MacGregor, Prof. Seth, Principal MacKay and others. At all events I am firmly convinced that the time has come after which no person should be admitted into the teaching profession permanently without a substantial guarantee of professional knowledge and practical skill.—*Supervisor McKay, Halifax.*

In response to a circular issued in January, 1888, classes were formed for the study of the Tonic Sol-fa System. About seventy (70) teachers gained a knowledge of the system. Under the authority of the teachers' committee, arrangements were made by which those able to teach music exchanged work at stated intervals with those who were less fortunate in that respect. As a consequence there are now 5,515 pupils learning to read music in our schools. It will be satisfactory for you to be informed that the council of public instruction has endorsed the system and that Tonic Sol-fa is regularly taught in the provincial and model schools.—*Supervisor McKay, Halifax.*