

For the REVIEW.]

Can We Do Without D Teachers?

It is more for the purpose of presenting a few facts concerning D teachers, gathered in one inspectorial district, than of answering the above question that this is written. Looking at the large proportion of them in the district under consideration, two-fifths of its teaching force being D's, one would say that their presence is very necessary; looking at the low scholastic requirements of those doing such a large portion of our educational work, it must be a serious evil. There is nothing to be said against the novice who is using a D license as one rung of the ladder of her attainments, but a great deal against the one who is employing this slender thread as her whole support. Twenty who were teaching five years ago on a D license are still employed, with no higher grade, nor an effort to get one, while fifteen have got C. The remainder have left the profession. Of the D's employed last last term:

10	were teaching their first term.
12	" " " " " year.
6	had been teaching 1½ years.
17	" " " " " "
8	" " " " " "
8	" " " " " "
5	" " " " " "
1	" " " " " "
6	" " " " " "
7	" " " " " "
3	" " " " " "
1	" " " " " "
2	" " " " " "
2	" " " " " "
4	" " " " " "
1	" " " " " "
1	" " " " " "
	15

The rest undetermined.

Then in that five years a number of sections have employed none but D's, while in many cases D's have succeeded C's. Now think of the condition of the young people of a section that have been taught for five years by a D teacher, that had neither energy nor ambition to try for a higher license. Think, also, of such a school, after a long struggle, turning out a D from its pupils, who goes to a neighboring section to succeed a C, because she is cheaper.

I know D teachers who are doing good work, as there are some C's who are doing the reverse; but some are only killing time and the mental force of their pupils. If a teacher is doing good work with a D license she will be more of a success and a greater power in the section with a C. It does not take a great effort to step from D to C. Let every D who reads this at once begin to take that step. You say it is hard work to teach and study, too. So it is, but it is much harder work to teach and not study. Begin and you will find the difficulties disappear and your school-room work grow easier as you grow

in knowledge. Come! Won't you try? When you put this down, get out your geometry, or your history, or your arithmetic and do a good, solid hour's work this evening and you will want to increase the dose to-morrow. To the educational authorities, I would say, let us give our young people a chance to win a D license and teach on it for a time, if necessary, but don't let it be held *in perpetuum*.

It is safe to say that the scholastic attainments of those who have been so long in the profession, without trying for a higher license, are at a lower standard than when they passed their examination. Then, even if a D teacher of two years standing will not apply for C, let him or her be re-examined on D work. Let our C teachers, also, who have been four or more years in the profession, see to it that they are up to the requirements of and not afraid to try next year's examinations.

NOVA SCOTIA.

December 1st, 1891.

For the REVIEW.]

Primary Department.

ANIMAL LIFE.

To lead Grade I. children to intelligent observation of the structure of the human frame and the lower animal forms I employed several devices. A few of the most successful are presented in this paper.

The fact that every healthy boy is a born acrobat naturally suggested physical exercises for teaching the principal parts of the body. The names were quickly learned, the parts distinguished, their uses dwelt upon and their importance clearly impressed.

Recognizing the value of pictures as silent educators, I gave the six domestic animals on the lesson cards, a half inch border of bright paint, and suspended them on the wall, leaving my pupils to learn from observation the numerous scientific facts presented by the pictures.

Finding that their interest repaid the trouble, I added to the collection pictures of the most familiar wild animals. The forms were clearly outlined, the coloring good and each animal was represented in a characteristic attitude.

To cut out the pictures, mount them on card-board, allowing a two-inch border, and to fasten them on the walls with loops of bright tape, was one evening's work; the cost was twenty-four cents.

Conversations on the pictures brought books into the school-room. One child brought a "Chatterbox" to compare the lion on the wall with the one pictured in his book. Another found in the pages of "Little Folks" a white bear sleeping on the ice, and, of course, all were expected to show interest in such a peculiar animal. As "reading the pictures" was all the little