

"pull" is reported more potent than the political. In Ohio, owing to constant changes, the teacher is not "recognized as a factor in social or political life." In the west: "Unless the teacher is a flatterer and keeps quiet on all political questions, he loses his position."

Such a state of things, where teachers, both by ability and position, should be leaders of thought and moral influence, is not pleasant to contemplate.

We have not space to touch on the matter of salaries, which is the burden of another question. The weight of opinion is that these are insufficient. "Poor pay is both a cause and a result of lack of appreciation."

Dr. Hall pays this tribute to women teachers:

At present, the American school system, as a whole, owes its high quality in no small measure to the noble character, enthusiasm and devotion of women who make teaching not only a means of livelihood, but in addition thereto a mission service of love for their work and for children. To increase this love is to increase the best part of their services, and to diminish it is to degrade it to mere drudgery and routine. As the culture of women gradually rises, it becomes more and more evident how unjust have been the discriminations against them in this field, where in higher and higher grades of school work their services are becoming no less valuable than men's.

Bird and other Observations.

In our last number—February—we gave a very full list of the migration of birds at Pictou by Mr. Hickman, with the object of showing teachers and scholars not only how to record their observations, but when to expect the appearance of many of the birds. He records when the bird is first seen, then the number he saw at the time, then when they are next seen. Then he notes when they become common and when they are last seen. Finally he notes whether the birds are rare or common, whether they breed in the locality or not, and whether they are migrants north or south. These are the points which are scheduled for observers by the committee of the American Ornithological Union and which are reported by many observers throughout America every year to the Bureau at Washington. We can not expect bird students without some experience to attempt to do better for any station in these provinces. But a little attention to the passing birds from year to year would soon make an individual an ornithologist of some value.

No persons can have better opportunities for making such observations in their respective localities than the scholars who have to walk one or two miles to school every morning and back again every evening. It will be no additional work to them, for if they are started

in the work of observing it will make the long road shorter for them, will change monotony into interest, and perhaps do much to reconcile them to continuing their attendance at school. There is no saying what else it may not do for them. And when there are no birds to be seen, there are the numerous forms of plants from the flowering ones down through the fungi, lichens, mosses and the like, which they should bring in triumph to the school-room to examine and label with popular home-made names.

Giving the proper scientific name to all these things is not at all a matter of importance even if teachers could be expected to give them. It is the observation and the examination of them that is of value, and the habit of keeping the eyes always open to see something in our surroundings which, although possibly pictured on their retinas, the multitude never see. No true teacher need be ashamed to acknowledge to the scholar that she cannot classify or name and detail the natural history of everything the prying eyes of the boys and girls can see in a mile or two of picturesque country. If the objects are only intelligently examined, the home-made names may have some points of interest in connection with them which the scientific names would not have, and a school collection of such a kind would perhaps be more interesting and instructive to a visiting botanist than a scientifically named collection. Teachers, no matter whether they are graduates of the university or not, should always take the ground with their pupils, that they are only studying these things themselves with the pupils. Such an avowal, while it prevents the teacher from being embarrassed in not being able to answer all the questions put by the pupils, is also likely to stimulate the pupils more, for they are always interested in finding as many astonishing things as possible, and enjoy the fun of trying to excel each other in their finds.

Such is the advice of some of the ablest scientific teachers in these provinces, who boast of having their pupils excel themselves in a few months in several specialities into which, after the initiatory steps, the pupils take a deep and abiding interest.

Messrs. J. & A. McMillan, St. John, publishers of Britain's "Nature Lessons," a review of which appeared in the REVIEW for February, have received a note from Sir Wm. Dawson, in which occurs the following: "I like the book very much, and think it well fitted to cultivate the observing and comparing powers of children, and excellent in tone and manner. I hope it will be inserted on our list of text-books recommended to teachers." Endorsement from such eminent authority must be gratifying to both author and publisher.