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SEVERAL articles, received too late for this number, will appear next month.

THE suggestion made by Dr. Bailey in another column is one that should receive favorable consideration from our local governments.

WE devote a portion of our space in this number to Arbor Day. The article, "How to Beautify School Grounds," will repay careful perusal, which will, it is hoped, be followed by a general desire to carry out its instructions.

THERE are hundreds of school houses scattered throughout the Atlantic Provinces that are destitute of trees, shrubs, garden plots, but there is, perhaps, ground enough for a few weeds to maintain their existence from year to year. Let these be exterminated and replaced by flowers that will prove an ornament to the neighborhood, not a nuisance. Then let teachers, ratepayers and pupils form a district improvement society, fence in and level the grounds, no matter how small, and plant a few trees and shrubs and flowers.

This is the Diamond Jubilee year. Let every school district do something that will honor the Queen and

put itself in the line of progress. And what better memorial in every community to our noble Queen than a beautiful, even though modest, school-house with neat and well-kept school grounds?

COL. PARKER says: "The only way to educate a human being is to set him to work for others. You can make a pedant of him, but you cannot develop him in the highest way without giving him something to do for others. Morality is thinking and seeking what you can do for others, and ethics in putting it into execution."

A serious criticism on the public schools of to-day is that they are endeavoring to cover too much ground. Thorough work on a few subjects in the elementary grades is essential for the great mass of children who leave school at an early age: the ability to add rapidly and correctly columns of figures; to write rapidly a plain and legible hand; to read intelligently and with appreciation a piece of good English prose or poetry; to express their thoughts correctly in good idiomatic English; and to have an intelligent conception of the ordinary natural phenomena, which come under their observation every day. These things they should know, and know thoroughly.

THE article reprinted from the *New York Tribune*, showing that the teachers are the poorest paid servants of the corporation, is suggestive. The salaries in New York seem princely to us, but the conditions vary. The case seems to be plain that unskilled labor is often paid much higher than the services of teachers. It cannot be asserted in this case that the law of supply and demand come in, as there is always an excess in the supply of unskilled laborers. It seems strange that a class of women upon whom depend more than any other in as far as the true interests of the state are concerned, should be remunerated at a less rate than domestic servants. The province has been at the expense of graduating many young ladies who have become teachers, but the services of few, if any of them, have been retained in it, because no school board has been sufficiently alive to its own interests to retain their services at home. Only at the beginning of last term a young lady who had not only graduated with honor from the N. B. University, but had distinguished herself in the examinations at others, could not induce any school board to give her five hundred dollars salary. If our high schools and colleges are to be utilized to furnish the best teachers