

motives. And if such is the result from the more limited associations which assemble in county or province, what may we not look for from such a gathering as that at St. John?

When people meet for a common purpose, and when that is to help, animate and counsel one another, nothing contributes so much to success as the inspiring influence of numbers. Surely the teachers of New Brunswick, Nova Scotia, and Prince Edward Island have public spirit and professional pride in sufficient degree to ensure the presence of that element of success. They will have an admirable opportunity of discussing or hearing discussed subjects relating to educational administration and school procedure from the different standpoints of the three provinces. What more interesting topic can be discussed by the assembled teachers than the means by which a greater assimilation in methods and course of instruction can be reached? Teachers are at present educated, trained and certificated under the laws of each province—Why may not a common standard, a common license, and an interchange of teachers be one of the gratifying results of this convention? We know of scarcely any modification of the existing state of things which would serve more effectually to bring the provinces into hearty sympathy in the prosecution of educational enterprise, and infuse into the teachers a more healthy spirit of emulation and a brighter zeal.

We would say, then, to the teachers: Let the people see that you are alive to the importance of such a gathering as that contemplated, that you are possessed of the desire to stimulate each other by your presence, and express by force of numbers the influence which you must wield in the community, and convince the most sceptical by the wisdom and practical talent which you exhibit that you worthily occupy the positions of trust and honor in which you are placed.

That this Interprovincial Convention may be the means of creating a wider and deeper interest in true educational work in the community at large, may arouse the teachers to more sustained and more intelligent effort, be productive of wise legislation and more generous support, and elicit the enlightened sympathy and hearty co-operation of all sections of the people with the teachers, ought to be the desire of all who have the good of their country at heart.

AN "At Home" will be held at Dalhousie college on Thursday, April 26th. The interest attached to these gatherings in the past will be enhanced on this occasion by the fact the university will welcome its friends in more commodious and pleasant quarters.

ARBOR DAY.

Begin at once, if you have not already done so, to make arrangements for Arbor Day. Prepare—or, better, let the pupils do it—a plan of the school grounds; mark upon it where trees are to be set out, flower beds with the particular shape of each, what dead trees of previous plantings will have to be replaced. If a tree promises to be stunted or ill-formed or unthrifty, mark it for digging up in order to supply its place with a more vigorous one. No worse place could be selected for a group of ill-formed or stunted trees than a school ground. Clear away any refuse that may have collected during the fall and winter, and prepare it for burning. Clear away the mulching that has been used to protect the roots of the trees during winter. Ask some successful cultivator in the district about the quality and quantity of a fertilizer to be strewn about the tree—early so that the spring rains may carry nourishment into the ground and about the roots.

Begin early to get the children interested in the work. No better plan could be adopted than to have a lesson on natural history every day. A little change in the order of lessons in this respect will be productive of excellent results at a time of year when confinement in close rooms and the routine of regular work begin to be irksome. Use the outline of lessons on botany in this number of the REVIEW, adapting what may seem best suited for your class. Turn to back numbers of the REVIEW, and look over the "Ferndale School" lessons. Look out for those insects that appear early, and especially for indications of those that are harmful to trees and farmers. Incorporate these lessons on plants and insects for a time more with the regular school work by letting pupils draw and write about the subjects taken up for the day. Carry out these lessons with spirit and intelligence and Arbor Day will be a success: more, intelligent people in your neighborhood will realize that your work is useful.

Arrange early for a literary programme for Arbor Day, by making selections for recitations and songs, and assigning subjects for essays. The "Woods in Spring," "My Favorite Tree," "Famous Oak Trees of History," "Uses of Various Trees," the maple, oak, beech, pine, etc., "How to Care for Trees," and other subjects, may be selected. If there are any trees in the neighborhood or province about which any historic associations cluster, these may form the subjects of essays. In next issue further hints will be given for the observance of the day.