

teachers who have fitted themselves to teach these branches. Grants of fifty dollars a year are given to teachers, without regard to sex or class, who have classes in manual training. Thirty dollars additional is given to those teachers who conduct a course of nature-study with a school garden. The superior schools which have been fostered largely under Dr. Inch's regime, are scattered all over the province, and the teacher, whether male or female, receives an annual grant from the government of \$250. These, with the increase in the number of grammar school teachers, who each get \$350 from government, show that there are rewards for industrious and ambitious teachers.

The Nova Scotia government has decided to increase the grants paid to teachers from the provincial treasury. Hereafter teachers shall receive the following amounts annually: Class D, \$60; Class C, \$90; Class B, \$120; superior school, \$150; Class A, \$180; Class A in a high school of at least three departments, \$210. As we understand it, these grants are made equal to both sexes.

It will be interesting to compare them with those made to New Brunswick teachers. In every case the average grant to the latter is higher. In New Brunswick the teacher of a grammar school receives \$350 and the teacher of a superior school \$250 yearly, whether male or female. First class licensed teachers corresponding to Class B in N. S. receive,—male, \$135; female, \$100. Second class, corresponding to C in N. S.,—male, \$108; female, \$81. Third class, corresponding to D in N. S.,—male, \$81; female, \$63. It may be said that the proportion of teachers who have received normal school training is less in Nova Scotia than in New Brunswick.

The teachers' pension law which provides for retiring allowances for teachers of long standing and for those who have become incapacitated from any cause is an encouraging and progressive sign. We shall deal with this more fully in a future number.

In Nova Scotia it is proposed to appoint an advisory board to assist the Council of Public Instruction, in what way or to what extent has not yet been made clear.

#### The Influence of School Gardens.

Mr. Geo D. Fuller, director of the Macdonald Rural schools for the province of Quebec writes an interesting article on The School Garden and the Country School in the March number of the *Ottawa Naturalist*. We have only space for the concluding

paragraph of a paper that we should like to see in the hands of every country teacher.

As the school environment has been improved, there has been a marked change in the moral tone of the school. The pupils' attention has been turned to a consideration of the beautiful to the exclusion of many baser thoughts, and the resulting moral culture has found expression in more orderly behavior. A smooth bit of lawn and a lawn mower have proved themselves aids to good discipline, for the play hours are more rationally enjoyed on well kept grounds than on the old rubbish-littered premises, where the chief joy was often found in working greater destruction. In some schools there has been a very noticeable change in the attitude of the pupils towards the school room and grounds, and they now take pride in beautiful surroundings and care for them where formerly they sought but to make desolation more hideous. Some of the pupils have been led to attempt flower and vegetable plots at their own homes, and it seems hard to over-estimate the better training for good citizenship which pupils receive in such schools where school gardens have broadened the educational horizon and improved the school environment so greatly.

An organization called the Canadian Alpine or Mountain Club has been formed at Winnipeg, the object of which is to explore the virgin valleys, glaciers and higher ranges of the Rocky mountains, in order that their wonders and beauties may be better appreciated. The Club will have climbers and non-climbers among its members, the first to do active work in ascending the loftiest of the Rockies, the second merely to have an interest in the less strenuous objects of the organization. Success to it. The boys and girls in every section of Canada should have such clubs, the object of which would be the investigation of the valleys, hills and mountains of their neighborhood.

It is found that trees play a very important part in making the world healthful. We must not think trees are here solely to cut down for fuel or timber. Vegetation is the means by which the atmosphere benefits the earth; it is the earth's good friend. It is seen that where the trees have been cut off the winters are colder and the summers hotter. The beautiful brooks and creeks disappear in the summer; the springs that caused them were sheltered by trees; these removed and the spring is dried up. Diseases of treeless countries are unknown among forest dwellers. These things have caused people to plant trees whenever possible.—*Ex.*

Your REVIEW helps me very much with my work and I look forward to its coming with pleasure.  
—G. G. C.