

of the education in the village school, and on a turn being given to its teaching which will open the eyes of the children to the significance and beauty of surrounding nature. The country child has many advantages of which the town-bred child is unhappily deprived, but these advantages will not be used or appreciated unless the teacher himself realizes and seizes them."

The superintendent of education proposes a very simple and effective method of dealing with irregularity of attendance in country sections. For every day that the child may be absent, without excuse, he would have the parents pay one cent additional poll tax. This is the simplest, and would be the most effective, plan that has yet been suggested. The report concludes with a brief outline of our educational system as a whole. It has for a frontispiece an excellent cut of the public school building of Canso. The people of that section well deserve the compliment that is thus paid to their public spirited enterprise. There are also good cuts of the manual training workshop and the chemical laboratory of the Truro Normal School, and of the biological and chemical laboratories of the School of Agriculture, and of Pictou Academy.

TALKS WITH TEACHERS.

The time has come round again when the celebration of Arbor Day is to be arranged for, and I beg to make a few suggestions that may seem familiar to many of you as having appeared in these "talks" before.

Arbor Day is not a holiday and if you have not a clear idea of some good to be done, do not observe it at all. The inside work is of more importance than tree planting. The instructive nature of your exercises and programme should be your first and chief care.

To clean the room and yard, while very desirable in most cases, seem of themselves alone very barren efforts the results of which will soon be effaced; but the cultivation of correct sentiments regarding the beauty, uses and preservation of trees will leave an impress which will last during the pupil's whole life.

Because your grounds are already planted with trees is no good reason for the non-observance of the day. You have still your programme with its possibilities to interest parents—and do not fail to invite them to participate in the observance of the day. There will always be some necessary work around the house and school grounds and perhaps enough to actively employ you during the whole time of the session, but you need not employ yourselves entirely with them. It has been pointed out to you how you may go out along the road-sides and do much good. If the ratepayers can be sufficiently interested and a healthy sentiment regarding tree planting be developed, there is no reason why our

road-sides should not be planted as the result of Arbor Day observance alone. Do not forget to look after the watering places by the road-sides when possible.

I need not caution you not to mark the attendance on Arbor Day, if a report is made, though for reasons known to you, it may be well to call the roll as usual.

In reporting to the Inspectors do not say "Arbor Day was observed by the planting of trees," or "according to regulation," but after the following form: (1) Number of trees planted. (2) Number of shrubs. (3) Number of flower beds. (4) General improvement. Also report the nature of the observation in other respects.

It will soon be time to send forward applications for the departmental examinations in New Brunswick, and I might say to the pupils: Do not do so until about the middle of May. Do not apply at all if your teacher advises you not to do so. Do not go up for examination as an experiment. If you are eighteen years of age you will do better than if only sixteen. Remain at school until you can work first class papers rather than be content now to work second, and always aim higher than third.

For the REVIEW.] Notes on English.

When you are reading about, and come across a word which is familiar enough to your eye and your intellect, but which your mouth is not much accustomed to use, what should you do? Or rather, What *do* you do? I would like to get a dozen or a score of answers to this from readers of the REVIEW. It would certainly be interesting, and it would probably be profitable, to compare notes on the subject.

It is all very well to say that you should at once stop reading and turn up the dictionary. This is only an answer to "What *should* you do?" And it is not satisfactory, for it does not state which dictionary should be used—and frequently this makes quite a difference.

It is "What *do* you do?" that I am chiefly interested in, and it is the actual doing of some score or so of readers that I wish to get a record of. Not what you now think you will do the next time you find yourself in such a fix, but what, to the best of your knowledge and belief, you have been accustomed to do when such a case has occurred.

Suppose, for instance, you were reading a magazine article aloud, and suppose the conditions and circumstances were such as to preclude the stopping to refer to a dictionary, and suppose the article contained the words *ally*, *isolate*, *squalor*, *paresis*, *prologue*, *apotheosis* that's half-a-dozen, and they will do as well as any others. If you did not feel sure of the pronunciation