

much more liberally than heretofore, by local assessment, to the salaries of teachers, any possible increases from the provincial revenues and the county fund will fail to meet the exigencies of the case." He suggests that "it might be well to require from districts a minimum sum equal to the amount of the provincial grant and county fund combined."

The superintendent thinks that permission ought to be granted any school boards that wish it to assess their districts for the purpose of supplying free textbooks for pupils.

Attention is drawn by the superintendent and the inspectors to the proper observance of Arbor and Empire days. Inspector Steeves, in his report, says: "It is my intention in the future to exact more closely than in the past compliance with the spirit as well as the letter of the regulation regarding Arbor day. In view of the fact that for eighteen years Arbor day has each year been observed in this province, there should be a very much larger number of school grounds well laid out, shaded and ornamented, than can at present be found." This fact, coupled with other reports of the loose observance of the day and that trustees and ratepayers do not share in its observance, should lead teachers and school officers to take a renewed interest in Arbor day.

When we plant a tree, we are doing what we can to make our planet a more wholesome and happier dwelling place for those who come after us, if not for ourselves. As you drop the seed, as you plant the sapling, your left hand hardly knows what your right hand is doing. But nature knows, and in time the power that sees and works in secret will reward you openly. You have been warned against hiding your talent in a napkin; but if your talent takes the form of a maple key or an acorn, and if your napkin is a shred of the apron that covers "the lap of the earth," you may hide it there unblamed; and when you render in your account, you will find that your deposit has been drawing compound interest all the time. I have written many verses, but the best poems I have produced are the trees I planted on the hillside which overlooked the broad meadows, scalloped and rounded at their edges by loops of the sinuous Housatonic. Nature finds rhymes for them in the recurring measures of the seasons. Winter strips them of their ornaments, and gives them, as it were, in prose translation, and summer re-clothes them in all the splendid phrases of their leafy language.—O. W. Holmes.

Arbor Day.

If Arbor day is not observed as it should be and the results do not appear in improved and ornamental school grounds, with abundance of shade trees, we should not be discouraged but seek out the fault and go to work with a determination to find a remedy. The REVIEW has a great many hints and suggestions that will help all its earnest readers.

Every teacher can arrange days beforehand, to have flowers for the adornment of the school room; to have the room neat and clean, and the premises carefully cleared of every bit of rubbish that may have accumulated during the winter; to have seeds planted in window boxes so that growing plants may be studied and enjoyed later in the season. The exhilaration that will come to every teacher and school from heartily entering into all these preparations will communicate itself to a whole neighborhood.

Along with this feeling of exhilaration that comes from planning and working out something that everyone can do—and everyone can do what is outlined above—scholars will have a newly awakened interest and feel that they would like to accomplish other things. They will want to know something about trees, and the early wild flowers coming into bloom. The stories of trees in this number of the REVIEW and the many references to plants will impress on the young minds something of their beauty and value.

If trees have been planted in the school grounds in former years and these have been uncared for and have not grown well, do not go on repeating that mistake. Study the conditions of planting and caring for trees and try to have the children understand these conditions. If they know the needs of a tree and that it should be treated like other living creatures, the experiment may be tried of planting one this season—an elm or maple. If that grows and thrives under their care, next year they may be anxious to plant another. How much more will they be satisfied with one vigorous little tree than half a dozen uncared for starvelings!

In the exercises leading up to and including Arbor day, and at all times, the pupils should be impressed with the necessity of preserving our forests, one of greatest sources of wealth to this country. Kindness to animals, especially to the birds which are so useful to the farmer, should also be constantly taught, to get the best results from Arbor and Bird day.