

Notes and Comments.

MR. BENGOUGH'S letter on the work "type-writist" in a late issue deserves notice. He makes out a strong case for the new-comer. "New discoveries require new nomenclature" certainly, but it does not follow that those who make the discoveries should also determine the nomenclature. Let us hand over the latter task to our philologists and grammarians. In fact this, we believe, is usually done. When a word "has," as Mr. Bengough says, "come to stay," let us by all means have as correct a word as possible, and only linguists can be trusted to give us this. There are rules for the formation of words; let us adhere to them if we can. If we can, we say, for undoubted cases may arise covered by no rule. But "type-writist" will hardly come under this category. "Machinist"—although as bad a word as that for which Mr. Bengough contends, is now accepted. Why not make use of this? But there are scores of incorrect words in the English language which have "come to stay." All we contend for is that their number should not be needlessly increased. Of incorrect words and of "clumsy time-and-labour-consuming, temper-taxing terms," we prefer the latter.

FRIDAY, the 7th of May, has been set apart as "Arbour Day" this year. Schoolmasters throughout the Province have already had some experience in the best modes of beautifying the school grounds, for from such reports as reached us in the spring of 1885 the Arbour Day of that year was a highly successful experiment. A new experiment it now no longer can be termed. Last year witnessed its inauguration; it is now part and parcel of the school system of Ontario. This being recognized, our schoolmasters and mistresses have one more duty to fulfil, a duty as important as any which belongs to other spheres of tuition. The State having decreed that one day in every year shall be devoted to the planting of trees and the general beautification of the school grounds, a new responsibility rests upon the teacher of the Province. Arbour Day is by no means to be looked upon as a *dies non* in the educational calendar. From the very fact of its occurring only once in the year it should be regarded as of peculiar importance. If properly carried out, more, perhaps, may be taught on that day than in any other day in the three hundred and sixty-five. It bears a unique character. Its air of novelty lends to it a charm difficult to infuse into the dull routine of the schoolroom; the new and interesting subjects with which it deals are apt to stimulate a wholesome curiosity and ambition; the practical nature of the details, and the possibility of giving each pupil a share in the work, will without doubt have

a more powerful influence in fixing in the memory all information gained and all healthy sentiments evoked. These last two points—the information to be gained, and the sentiments to be evoked, should be borne in mind by every teacher. A wide and liberal view of the object of an Arbour Day should be taken. Its aim is not merely that the ground about the school should be tidied, or that a few shrubs should be transplanted. Rather, we hold, its aim is to excite in the growing generations of Canada a love of nature, and a habit of caring for and tending the products of nature.

One of the most peculiar advantages of an Arbour Day is that it can be made a vehicle of education by every teacher. It needs no profound study or special bent. It is so wide in its scope that each can find in it something to make use of. Those who take an interest in botany will be able to draw upon their stock of knowledge and interest their pupils by practical lessons—not necessarily on the day itself only, but on succeeding days, by utilising the practical materials referred to on Arbour Day. But apart from the information which can be conveyed on this day, there are many other advantages to be derived from it, to which reference need not here be made. One suggestion only need be here touched on. Let every pupil in the school take a share in the work to be done. This can easily be accomplished, more especially if beforehand a programme has been made out of the manner in which the work of the day is to be performed. We recommend that various different descriptions of work should be undertaken: flower-beds may be dug; flowers planted; the grounds tidied; trees and shrubs transplanted; grass seed sown; turf laid; graftings made; and so forth. This will give occupation for many hands and minds. Above all things, make the day one of delight. It has all the elements to insure this.

We gladly insert the following circular:—

Following the example set by all the most prosperous States of the American Union, the Minister of Education, in 1885, appointed an Arbour Day "for the purpose of planting shade trees, making flower beds, and otherwise improving and beautifying the school grounds" of the Province. So heartily was the suggestion acted upon that Arbour Day has now become a recognized institution. By a regulation of the Education Department, the first Friday of May has been set apart for the purposes I have mentioned.

In many localities in North Hastings, our first Arbour Day was utilized to advantage. Owing to the lateness of the season, and to the consequent pressure of farm work upon trustees and parents, little was done in a good many sections. In a number, no real

desire was manifested by teachers or people to do anything.

For the good name of the county, and on account of the important physical, moral and intellectual influences which comfortable and beautiful surroundings have upon children, I hope that, in every school section, well-considered and energetic efforts will be put forth to make the Arbour Day of 1886 memorable in the best sense. I would urge our teachers to make the work their own and to employ, in it, their best energies and intelligence. A few words of advice will not, I am sure, prove unacceptable.

1. At once, set about interesting the pupils and trustees of your school, and the people of your section, in Arbour Day. To be able to do this successfully, inform yourselves of the important influence of trees on climate, rain-fall and soil, and of the *material* benefits that will accrue to the country if the children of our schools be trained to know the value of trees, to love them, and to be able to plant, and care for them properly. Added to this, have a living, intelligent and abiding faith in the important work done, in the formation of character, and in the development of refined tastes and habits, by beautiful surroundings.

2. In conjunction with your trustees, elder pupils, and such of the adults as can be interested in the cause, plan out the day's work beforehand. Let it be definitely settled what is to be attempted, and how, and by whom, each part of the work is to be done. Assign some work to every pupil, or ex-pupil, whose services can be enlisted.

3. The work of the day should comprise the cleaning up of the schoolhouse and grounds, the repairing of gates, doors, fences, etc., and the planting of trees, shrubs and flowers.

4. Let the utmost care be taken in procuring, planting and caring for the trees. Let the work be done "to stay."

5. Let the afternoon of the succeeding Friday be devoted to talks, by yourselves or by others, on forestry, tree culture and schoolhouse and school-ground adornment, and to the recitation of choice prose and poetical selections which refer to trees.

6. By methods which will suggest themselves to the mind of the ingenious teacher, keep the interest in the school grounds of the pupils and people alive.

7. On the 15th of May, send me a detailed report of the work done. Preserve in your general register a copy of this report.

8. If May 7th cannot be used as Arbour Day, let another day be taken for the purpose.

Sincerely yours,

W. MACRINTOSH.

Inspector of Schools, N. Hastings.

MADOC, April 23rd, 1886.