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Editorial Notes.

THE Legislature of the State of Maine has followed the new departure by passing a law creating an arbor day, not simply for the schools but for the State. Why not? If, by establishing a general holiday for the purpose a considerable portion of the people of our cities, towns and villages, could be induced to spend one day in the year in planting trees, shrubs and flowers, and in tidying up and decorating their homes and surroundings, the effect upon tastes, minds and morals, could not fail to be excellent.

By the death of Dr. McCaul a figure that was for a long time among the most conspicuous, has vanished from our educational horizon. Though for a number of years past Dr. McCaul has been forced by the pressure of bodily and mental infirmities to live in seclusion, the number is still large of those who in the capacity of friend or of pupil, knew and appreciated the geniality and kindness of his disposition, the breadth of his scholarship, and the genuine worth of his character, and who will long hold him in affectionate remembrance.

THE new Brunswick Board of Education has authorized teachers under its jurisdiction to set apart, with the sanction of trustees "any Friday that may be deemed most suitable during the month of May or June for the purpose of improving the school grounds and planting thereon trees, shrubs and flowers, such day to be known as Arbor Day, and when duly observed credit to be given for it as a lawful teaching day." One suggestion made by the chief superintendent, Mr. Crocket, in a circular, is that in each school district a tree shall be planted as a memorial of the Queen's Jubilee. The idea is a good one.

THE history of the origin and aims of Arbor Day, by Dr. Northrop, which we condense for this number from the *Pennsylvania School Journal* will, we are sure, be read with great interest. It illustrates, in a striking manner, the fruitfulness of a happy thought falling into the virgin soil of this democratic western world, where the minds of men and women of all classes, freed to a large extent from conventional trammels, are open for the reception of new ideas, and rich in resources for turning them to practical account. It is impossible to set a limit to the effects which will result in the long run from the institution of Arbor Day, whether in beautifying the physical features of the continent, preserving the fertility of its soil, or contributing to the æsthetic and moral improvement of its people.

WE notice that the Hamilton Board of Education are remonstrating against the proposed extension of the Kindergarten system, especially the clause fixing the school age at three years. The *Times* says, that it was the opinion of a majority of the members that children should not be sent to school until at least five or six years old. There may be room for question as to the advisability of annexing Kindergarten departments to the public schools, but there is no doubt that infants of from three to six or seven are those to whom the system is adapted. One of the mistakes to be shunned is that of continuing the use of the leading strings after the child is old enough to dispense with such mechanical aid. Kindergarten milk is for babes only. The robuster intellect of a child of seven or eight demands a stronger diet.

WE regret to find that some inaccuracies crept into a couple of our educational news items, in last issue. Both items referred to the Toronto Collegiate Institute. The number of teachers employed is twelve, instead of nine; the lowest salary we are sorry to say is \$550, instead of \$650. The only exception taken to the proposal to have the Institute made a "training institute," was, we are assured, on the broad ground of the interference necessarily involved in such a change, with the proper function of a collegiate institute. We have always questioned both the justice and the expediency of throwing this additional, and to some extent, incompatible work upon the high schools. It may be hoped that the establishment of a Chair of Education in Toronto University will do away with the necessity for such an expedient.

THE appeal made by Mr. Boyle on another page, on behalf of the Canadian Institute, will, we are sure, find a ready response from the teachers of Canada. The buried relics of prehistoric times and races possess an intense interest for every active and thoughtful mind. The members of the teaching profession have, in some respects, better opportunities than most other persons for local exploration. A scientific object will add zest to those daily excursions for exercise and recreation which every wise teacher will make a matter of conscience. Through the medium of the pupils, as well as by personal intercourse with parents, teachers have exceptional opportunities for ascertaining what objects of archaeological interest are to be found in their respective neighborhoods. The members of the profession will, we feel sure, as a body of