

Charlottetown that should not be suffered to exist. Dr. Anderson refers with gratification to the improvement in school buildings and surroundings in several sections of Prince Edward Island, notably in Queens County; but he deplores the fact that over one-third of the children of school age in the island are either rarely at school or entirely absent.

In all the reports there is a note of regret over the meagre salaries paid to teachers, and the effect that this parsimony is already having in the deterioration of schools by the withdrawal of trained and competent teachers. In Nova Scotia last year there was a decrease in the number of male teachers of fifty-five, probably due to scanty remuneration; and there was a corresponding increase—now four-fifths of the total number—in female teachers, many of them untrained. In New Brunswick there were fewer schools in operation last year than for several years owing to the scarcity of teachers, many schools being closed on that account. In Prince Edward Island thirty-four men receive \$180, and 46 women \$130 as their yearly salary as teachers.

These facts which are gleaned from a hasty perusal of these reports are somewhat depressing. The outlook is certainly not encouraging in some directions; but if there is to be a thorough awakening of the public conscience leading to a better treatment of teachers and a more liberal administration of educational affairs it is well to speak out. This has been done, honestly and judiciously, in the several reports.

ARBOR DAY.

Arrange a programme for the day. Invite the friends of the school to be present. Spend the morning in clearing up the school grounds, planting trees, shrubbery, and in planting seeds in the flower-beds which have been laid out beforehand. Ask the parents to contribute a basket-dinner so that all may dine together on the school grounds. The interior of the schoolroom should be cleaned beforehand and decorated with pictures of trees, flowers, real flowers in pots and other available good material.

In the afternoon a programme of music, recitations, readings and speeches may be carried out.

Enlist the assistance of the children in all that is done. They may be formed into groups or committees to do special parts of the work. One group may bring flowers and pictures for decoration; another may arrange the music for the programme; another obtain trees, shrubs and seeds for planting.

Do not plant trees in a row. They are never so planted in the woods. Arrange them as you have seen on the edge of a grove where trees and small shrubbery may alternate, the latter forming a fringe on the border of the trees. Shrubby should be planted so as to surround and screen the outbuildings near the school. If there is a fence or wood-house on the school grounds vines should be planted to train over it.

If you formed a plan and laid out the school grounds as recommended in the REVIEW last autumn, you can proceed more directly and systematically with your work now. If this was not done, your first work in preparation for Arbor Day will be to make a plan of your grounds, and put on this plan the school house and garden plot, the spot where every tree and bit of shrubbery is to go, and note whatever else is to be done on the grounds. Let the children make the plan under your direction, and consult them on every detail that is to be carried out.

Do not plant many trees. One tree that will have a chance to grow and form a shade is better than a dozen half starved ones crowded too close together. An oak, white or red maple, or elm, will grow quickly on fairly good ground, not too dry. Let the chief planting be in shrubbery, and some of our wild shrubs, such as the Canadian holly, wild rose, elder, red osier dogwood, sumach, high bush cranberry, with a few small pines and other evergreens will grow well and prove very ornamental.

Do not attempt too much at once, except to make a good plan, and try during this and succeeding seasons to fill it in. Remember that transplanting under proper conditions may be done at any time during the spring and early summer if plants be taken up with plenty of earth attached so that the roots will not be exposed, care being taken to keep them moist after planting.

Influence of Arbor Day.

So, trained by Arbor Day, as the children cease to be children they will feel the spiritual and refining influence, the symbolic beauty of the trees. Like men, they begin tenderly and grow larger and larger, in greater strength, more deeply rooted, more widely spreading, stretching leafy boughs for birds to build in, shading the cattle that chew the cud and graze in peace, decking themselves in blossoms and ever-changing foliage, and murmuring with rustling music by day and night. The thoughtful youth will see a noble image of the strong man struggling with obstacles that he overcomes, in a