

How to Enjoy Arbor Day.

A young teacher who is much interested in the observance of Arbor Day asks if she ought to plant trees on that day. She says that the teacher where she went to school did so, but that many of the trees died and none lived to become beautiful shapely trees. She says further that Arbor Day has not resulted, as far as she can see, in making more beautiful school grounds, and doubts the wisdom of trying to do successfully what more experienced teachers have failed to do.

The REVIEW can only answer as it has done before, that if schools have no grounds suitable for tree-planting, it were better not to make the attempt and thus add another failure to the long list. Even if the ground is suitable for the purpose, the teacher should have some knowledge of trees, the fitness of soils for certain kinds, and how to dig up and transplant with some reasonable assurance that the tree will live and become "a thing of beauty." Some capable gardener or farmer in the neighborhood will be able to give practical advice and assistance on these points, and will no doubt be glad to do it. With such assistance and with a little intelligent enthusiasm among teachers and scholars tree-planting, on a small scale at first, should be successful.

"How then shall I observe Arbor Day?" asks the teacher.

The schoolhouse should be cleaned beforehand for the occasion, all unsightly piles and debris that have accumulated during the winter should be removed. Decorate the schoolroom neatly with pictures; the blackboard with mottoes. Potted plants and bouquets of flowers should be procured if possible and arranged on the desks and window sills.

If trees are to be planted and flower beds or a school garden laid out, this should be done in the morning, followed by lessons on plant and bird life especially. In the lower grades stories about animals may be told or read, and the simplest elements of plant and bird life be taught or reviewed. In all the grades, the duty of kindness to animals should be inculcated. The uses of birds to the farmer and the pleasure they give us may be dwelt upon.

The wholesale picking and tearing up by the roots of some of our rare wild flowers, especially in the neighborhood of cities and towns should be discouraged. The mayflower is becoming rare in many parts of Nova Scotia and New Brunswick by

the practice of tearing up bodily the runners and then stripping the flowers off for sale. The plant is a slow grower and very difficult to cultivate. Unless people restrain themselves from destroying the runners, this beautiful flower may become a thing of the past with us, as it has already in many portions of New England. Children may be taught that it is right for them to let certain wild flowers grow in the neighborhood of towns in order to give other people pleasure by their beauty and fragrance, which is only possible while the plants are alive and growing. Here is an opportunity to teach self-restraint and self-sacrifice, which find little place in the curriculum of our primary schools.

No harm can come of picking violets or bluets; while to gather posies of buttercups, the ox-eye daisy, the "black-eyed Susan," and others which are not native flowers may be a positive advantage as well as pleasure, as tending to destroy or check the spread of weeds.

If the day is fine and the weather dry the visitors, parents and children would enjoy a picnic in the afternoon, after an hour or two spent in school exercises. If the weather is not favorable, the whole of the afternoon may be spent very pleasantly in the schoolroom carrying out a literary and musical programme. This number of the REVIEW and Arbor Day numbers of previous years will help to furnish material.

Scripture Readings: Genesis I. 11, 12, 29; II. 8, 9. Deut. viii. 7, 8, 9; xx. 19. Psalms I. 1, 2, 3; xxxvii. 35, 36; civ. 16, 17. Matthew vii. 17-20.

Choruses and solos.

Recitations and readings.

Essays and the recitation of memory gems.

A voting contest on "My favorite tree."

A voting contest on "My favorite flower."

A flower-drill.

Address by a clergyman or other visitor on "How to Beautify our Homes and Schoolhouses."

God save the King.

In thirty years the proportion of male teachers in Scotland has declined from seventy to thirty-six per cent of the total number.

Please continue to send the REVIEW. I find it very useful, and I think it is a most desirable paper for teachers, especially those in country schools.—
A. R. M.