

for the schools of the United States, there does not seem to be a strong reason for their existence at all.

The date for Arbor day has not been fixed for this year, but will probably be on May 7th or 14th. It is not expected that as many trees will be planted in succeeding years as in the past, but a glance at many school grounds will show the necessity for much work. Teachers should aim in the first place to have the grounds cleared and tilled, without a fence usually all the labor expended is in vain. Great care should be exercised in the selection and the planting of the trees, and in attending to and watering them during the first season. It is a good plan to save the wood ashes, made each year in the school stove, to fertilize the trees and shrubs in the grounds. A few rosebushes, lilacs, honeysuckles, and Virginia creepers, should be planted, as they require little attention and are ever beautiful. A few poppies and sweet peas add greatly to the attractiveness of the grounds, and some pupils can usually be found willing to care for them during the summer vacation. It must be constantly borne in mind that tree-planting and the care of trees is but a means to an end, therefore the programme for the day should not be slighted. Would it not be a good plan this year to put in a plea for kindness to birds?

INSPECTOR CARTEER'S letter in the March REVIEW on the "Concord System," gives rise to a few reflections. A system that would dispense with from one-half to one-third of the present teaching staff of the province must have something of compensation in it. Enlarged school districts and graded schools would certainly be a great gain, bringing with them, as they would, better organization, more intelligent school boards, and it is to be expected, higher salaries for teachers. These are all things greatly to be desired. Such an arrangement would make it possible for the government to assume the entire responsibility of teachers' salaries, which has its advantages and disadvantages, one of the latter being that merit would not be recognized in the remuneration given. This might be avoided by permitting districts to give bonuses to extra skilful teachers. It is plain that the system would work well in many sections of the province, by better utilizing the educational machinery we already have, and by added comfort and effectiveness for the schools. The chief difficulty would arise in making a beginning. If pupils can be carried along our highways as cheaply as Her Majesty's means a decided saving in the cost of education can be assured.

A valued subscriber who is leaving the service for a time writes: "When I begin teaching again I will take your paper again as it helps me greatly in my school work, and in my estimation it is the best educational paper I ever read."

M. A. C. G.

The Cabot Anniversary.

When the Governor General of Canada, under the auspices of the Royal Society of Canada, is to celebrate this anniversary on the 24th of June next at Halifax, Nova Scotia, by erecting a large commemorative brass tablet in the Province building, the people of Bristol, England, from which port Cabot sailed in 1497 on that eventful voyage that gave North America to Great Britain, are making preparations for a celebration which bids fair to eclipse that of Halifax and of the Royal Society of Canada combined.

They propose to erect a monument on some commanding site near the place of embarkation, which shall be worthy of the achievement, and they have already collected for the purpose over \$10,000. It is intended to raise not less than \$25,000 for the purpose. Some Americans have already offered to make contributions to one or more of the bronze bas-reliefs which shall decorate the monument, provided they be designed and executed in the United States, and a committee presided over by the United States minister in London and the United States Consul General at Bristol has been appointed.

The occasion is one in which there is an opportunity for Americans to give an object lesson on the amity and goodwill which should exist between all English speaking peoples, but it is essentially a case in which every Briton should do his duty, on the west as well as on the east of the Atlantic.

TALKS WITH TEACHERS.

There are two classes of parents I wish to deal with here, those who do not take enough interest in their children, and those who take too much, if such a thing be possible.

There are parents who never inquire into their children's home work, or assist in any way in its preparation or seeing that it is prepared, who take no pains that the pupils are punctual and go to school clean and tidy, properly provided with requisite material to work with, who put off from day to day providing text books, stationery, etc., to the great annoyance of the teachers and the detriment of the pupils, who do not regard lost time and can not be made to understand that it has anything to do with promotion, who can not be bothered with writing excuses and delegate it to some of the older children, who never put themselves out to visit the school or call upon the teachers to encourage them in their work, who do not look after their children after school, and expect the teachers to do so entirely within school hours, who are surprised to find their boys playing truant, but object to the teacher punish