

first period. The school-house is the rallying point of the villagers. They have all an interest in it, and if the government would only offer a premium of a hundred dollars or so to the most pleasantly embowered of our school-houses, with the understanding that no school could compete the second time, we would soon have every school-house in the country situated amid improved surroundings."

—And in case some one may set our advocacy aside as a kind of fad, we may quote what is being done in a practical way in the State of Wisconsin. The following paragraph is from a recent Arbor Day circular issued from the office of the State Superintendent of Education: "Reference to the proclamation of the Governor will reveal a purpose of awarding a premium of \$1,000.00 to encourage the improvement of the premises of district schools, in ways of tidiness and decoration, between the dates of April 10th and September 30th. This inducement is offered, in part, in recognition of the educational value of Arbor Day exercises with the expectation that it may serve as a stimulus to their proper observance. The reward offered will be divided into seventy parts, giving each superintendent district a distinct prize to be awarded to the district that, within the dates mentioned, will make the greatest improvement in accordance with the terms of the gift. The rewards will take such form as will make them of enduring value to the school. The offer is made by the governor in behalf of the schools in rural districts. He, however, desires the city and village schools to make the utmost of the advantages of the day, but thinks they need no other incentive than the desire to beautify their surroundings and enliven their schools with fresh and instructive exercises."

—There is something of the true ring about an article which lately appeared in the *Montreal Star*, under the caption "Science in School." The title might lead some to suppose that the editor was anxious to see introduced into our schools what has been already laid down in our Course of Study, namely the study of the modern sciences, physiology, botany, chemistry and physics. But the plea in itself is one in favor of a right method in approaching a study of such sciences, and we direct the attention of our teachers to what our contemporary says: "During the last few years there has been an increasing recognition of the importance of introducing a scientific element into public school education, but up to the present the results of such instruction in science as has actually been given have not on the whole been satisfactory. The reason, according to