

ARBOR DAY.—Note Regulation 140. See that if possible some permanent improvement is a result of the work of the day. Interest the pupils and as many of the people as possible in the importance of intelligent attention to the proper care and treatment of our forests. The value of the economical as well as the sentimental side should be demonstrated as strongly as possible. All teachers should make a study of the science of forestry and of its possibilities in Nova Scotia.

TEACHERS' INSTITUTES.—In December an institute was held at Antigonish for the teachers of Antigonish and Guysboro. In March one was held in Pictou, for the counties of Pictou and Colchester. An institute at Hantsport for the counties of Hants and Kings, and another at Annapolis for the counties of Annapolis and Digby, have already been arranged for May. Two other institutes may also be held during the same month. In several large school sections (towns) the Principal meets his teaching staff monthly for the purpose of discussing the progress of the various departments, etc.

PROVINCIAL EDUCATIONAL ASSOCIATION.—The meeting of the Provincial Association has been suggested for the week of the opening of the rural schools—some time after the 25th of August. The date will be intimated when determined, in the *Educational Review*, if it occurs before the issue of the October JOURNAL.

As the institutes are now becoming common throughout the Province and are all as a rule very well attended, it has been proposed to make the Provincial Association more representative in its character, to consist largely of representatives elected from the different divisional institutes, in addition to representatives from educational institutions and organizations interested in public education.

WADDELL'S SCHOOL CHEMISTRY, which has been asked by a large number of our teachers of chemistry to be allowed at least as an optional text with Williams, has been reduced by the publishers to eighty cents—the same price as Williams. The examination of 1903 will have questions equally suited to those who use the one or the other text. If the teacher can teach the subject without any text in the hands of the pupils, he should do so. The text book indicates the extent of the knowledge to be expected. No student should be recommended to the Provincial Examination by a teacher if he has not been doing practical work in the subject.

LITERATURE.—According to the views of some of the best teachers of English in our high schools, enough literature has not been prescribed. But rather than frighten the other schools, it is considered better to suggest that schools which can do so, might read extra literature, selecting from some of the books which were at some time or other prescribed. It may be argued that such work may not count at examination. It is quite as likely to count as much as the extra unnecessary attention to the text for examination, if it gives the pupil more power. It is the failure to understand that the development of power can be exhibited in the treatment of an examination paper, that causes many a teacher to sacrifice not only education but a creditable examination record to an inane notion of the advantage of cram in securing marks. Sometimes the memory work of a candidate