

inflicts punishment in moderation, will in most instances, and should in all, escape an investigation of his conduct in the courts. I have no doubt that the defendant as the principal of the school, and charged with its general supervision, both as to the technical duties of teaching and discipline, had, and properly should have, the right to do what is necessary to enforce and maintain the discipline of the school."

Arbor Day.

It is too early in this issue of the REVIEW to obtain an announcement of the date of Arbor Day in the different inspectoral districts of New Brunswick. In Nova Scotia the day set for the whole province is the first Friday in May, which occurs on the 5th. This is none too early for New Brunswick, and it would lead to a much desired uniformity. At present each inspector names the day, a few weeks in advance, which he thinks will be suitable for his section; and this choice, which has to be made every year, must be a matter of considerable needless perplexity to the inspector.

It is time now for teachers to be casting about them as to the best means for an instructive and useful observance of the day. It would be well, in addition to interesting the pupils, to endeavor to interest the parents as well, and if the latter cannot be induced to participate in the school programme, they may be interested sufficiently to take an interest in their own premises. The school grounds should in every case be fenced, or the work done therein will be of little permanent benefit. The REVIEW has in former years advocated the formation of school and district improvement societies, which are doing valuable work in Maine, not only in the school grounds, but on the road-sides and vacant places as well. In the Maritime Provinces the road-sides are, as a general rule, the reverse of ornamental, and in many places they are the receptacle for rubbish of all kinds.

If the people of a district or village would unite and devote a part of one day in the year to the removal of all rubbish, to planting trees on their premises and otherwise beautifying them, in a few years they would have reason to be very proud of their surroundings, and they would render the locality much more attractive to themselves as well as to strangers. The writer recalls the sight that met his eyes one day last summer when the train on which he was a passenger stopped at a small town in one of the richest agricultural sections in the province of ———. The view from the rear

platform of the car was a fine one—a noble river, broad intervals, distant ridges clothed to the top with verdure. But as the train moved through the town and away from it, back yards came into view, with their repulsive features of ash-heaps, tin cans and other refuse, while the ditches along the road-sides were reeking with filth. Phew!

This is a true picture. It is by no means single. It may have been in the valley of the Annapolis or in the valley of the St. John.

Let teachers or other citizens, as they go from home or return to it, cast a glance around, and take in the surroundings in which they live and move from day to day. Yes, even the citizen of Halifax or St. John, after showing strangers with some pride through the parks, gardens, and squares of either city, will feel his cheeks tingle, if he looks closely from the car window, as he moves into or leaves his city. We need local improvement societies, and we need them in the cities and towns as well as in the country.

Let all teachers see what they can do toward a general improvement, not only of the school grounds, but of the district generally. Teachers should not be diffident and underrate their own influence. They can accomplish much; and as the object is a worthy one, any suggestions relating to it must at least be treated respectfully; the rest will depend on perseverance and individuality. Remember, *the power to overcome obstacles* lies at the foundation of all individual work everywhere, if it is to be successful in the end. And this will apply inside the school as well as outside.

Organization of Teachers.

The lack of organization among teachers as contrasted with the thorough organization of other professional bodies, is the subject of frequent comment. Injustice may be inflicted upon teachers, their work and aims be misrepresented, and they may treat one another unprofessionally, without fear of any organized action on their part toward correcting all this. Teachers, moreover, do not seem to appreciate the necessity or importance of combining to assist each other in sickness or misfortune, but leave the entire burden upon employers who at times either refuse absolutely or provide grudgingly. It is well known to all teachers in towns that there have been many instances of teachers resuming work after illness, long before they were able, lest it might be said that they were feigning indisposition.

Nova Scotia has a provincial teacher's union. Any movement toward local organization must naturally begin in the cities and towns; Halifax should set the example for Nova Scotia; St. John should set the ex-