

## Educational Intelligence.

### ARBOUR DAY AT LONDON.

A SPECIAL meeting of teachers under the auspices of the East Middlesex Association was held on Saturday. The chief subjects discussed were connected with the observance of Arbour Day, which came this year on Friday, May 7.

Mr. Liddicoat occupied the chair. The proceedings commenced with singing "May Morning" by the pupils of the London South school.

Mr. Dearness, in explaining the object of the meeting, said that the opinion prevails in certain quarters that as soon as a row of trees is planted round the school yard the usefulness of Arbour Day in that section ceases. This is a mistake. Even after a row of trees is planted and rooted, and the row doubled on the street sides, the yard yet needs clumps of evergreens on the side exposed to the prevailing winds and around the latrines, and there will still be room for many flowering and fragrant shrubs, and for borders of perennial flowers. When the yard is fully occupied the concession near the school will afford "lesson ground." But even though no more tree or shrub planting can be done, the usefulness of Arbour Day has not ceased. The trees protect and beautify the school grounds, make them cooler in summer and warmer in winter, render them more wholesome and attractive, and yet all these benefits are surpassed by the value of the education in forestry that the proper observance of Arbour Day teaches. In an agricultural community the more opportunities the school life has of touching the life of the husbandman the better. It is no small thing that a sentiment can be planted in the minds of the youth that in their adult years will result in bordering the long lines of bare roads with avenues of beautiful and sheltering trees, that will turn waste corners of fields into shady clumps of cool green. The advocate of tree-planting can appeal to all classes. To him who possesses no sense of beauty he can show that the woodland must be protected around the sources of our streams. Colonel Ludlow, the chief engineer of the Philadelphia water department, pointed out that the cutting down of the forest around the head waters of the Schuylkill has largely deprived the river of that power of conservation which is given by woodland, whereby the rainfall is held back and checked in its passage to the stream, and the flow is more nearly equalized and prevented from dashing down and passing out in freshets. Sixty years ago the Schuylkill's summer flow of water was estimated at 500,000,000 gallons per day. Successive measurements have shown a gradual diminution until in 1874 it was only 250,000,000 gallons per day. Philadelphia fears its water supply may become insufficient. Cincinnati dreads its terrible annual flooding, both arising chiefly from the same cause—the cutting away of the forests around the sources of their respective rivers. Trees exercise a very beneficial effect on the climate, and to a large extent regulate the rainfall. Clumps of trees near the farm buildings not only shelter and protect them from wind storms and cold, but act as electric rod conductors, and so to some extent perform the duty of the lightning rod. Any one who needs more substantial

reasons for tree-planting than the few here given out of the many possible, should examine Prof. Brown's pamphlet on "The Application of Scientific and Practical Arbouriculture in Canada." In that the Professor shows that the gross revenue from a mixed plantation of 100 acres for 50 years would be about \$80,000, the gross expenditure would probably be \$20,225, leaving a clear profit to the owner for the period mentioned of \$60,565. It is not too much to hope that a few years will see every schoolhouse in East Middlesex and in the Province festooned with attractive climbers, and embowered summer and winter in a close cordon of green, and the yards tastily ornamented, so far as possible to preserve the boys' playing area, with beautiful flower and shrub and tree.

Mr. Liddicoat testified that tree planting and flower planting in the school grounds has been in his case a most effective means of making school interesting. Last year in and about the Thorndale school-yard they planted 88 trees. Nearly every pupil has some personal property in these, and all take the very best care of them. He could not overestimate the value that Arbour Day has been to his school.

Mr. C. B. Edwards recommended the plan of having each child bring one or more trees. Directions should be given to them as to the selection, so that the size will be nearly uniform.

The secretary, Mr. Copeland, read a letter from Mr. Phipps recommending the planting of lines of evergreens for shelter on the north, either white pine, Norway spruce, or cedar, the last preferable if the ground be low. Spruce or cedar is better than pine to conceal offices, as it stands cutting down to hedge form better. Avoid planting trees to shade houses from the southern sun; let them have all the sunlight from the south and east; shelter on the north and west. Let the evergreens branch down to the ground: plant them small; they will not need pruning. Prune deciduous trees in proportion to the root. A tree the size of one's finger with a good root well planted and milched will out-grow one as thick as the wrist with a poor root. Plant them the depth they stood, and where the wind can take hold of them, stake and tie them firmly so that the roots cannot shake in the ground. Watch that the bindings do not in-grow. Keep evergreen roots from the sun and air every moment until they are planted. In sandy places they grow so deep and hair-like that when large they do not transplant well, therefore, if from sandy ground they must be transplanted small, if from the nursery they should have been previously twice transplanted. A good plan is to take small ones—say six inches—from the bush, fill a bed with them until next spring and then transplant them in the first week in June or the first week in August, the former is preferable.

Mr. Copeland described the method of planting and naming the trees in S. S. No. 10, Westminster.

Mr. Honner advised against too much watering of newly-planted trees.

Mr. C. Baker, London, a practical arbouriculturalist, spoke of the kind of trees that should be planted. Besides the usual deciduous tree, he recommended the Siberian crab, mountain ash, horse chestnut, and some of the nut-bearing trees. He brought a young maple tree, and showed in a most practical manner how trees should be dug out

of the woods. They should be taken from the edges of the bush. He showed practically how a tree ought to be pruned and planted. Make a wide but not deep hole, cut off the tap root, line the hole for the tree in the bottom with inverted sods, make the middle higher than the edges. Do not pour water about the roots when planting. He showed how to train vines, and repeated an offer to make a present to every school of two climbers—a grape and a Virginia creeper, or a Virgin's bower clematis.

Then followed the singing of "Woodman, Spare that Tree" by all present.

Afternoon Session—Mr. R. H. Honner in the chair.

Mr. Forsyth, gardener at the Experimental Farm, in a letter recommended the following perennials and annual flowers for beds and borders in the school-yards:

Perennials—*Aquilegia* (columbine) different sorts, *campanula* (harebell or Canterbury bell), *delphinium* (larkspur), *lathyrus latifolius* (perennial pea), *phlox subulata* (moss pink), *phlox decussata* (large phlox), *lychnis chalcidonica* (scarlet)—the above are most conveniently obtained by sowing the seed in the spring, they will blossom the following year—*dicentra spectabilis* (bleeding heart), *dicamnis flaxinella*, *iris* or *fleur de luce*, *lilium tigrinum* (tiger and other hardy lilies), *peony*, *spirea palmata* (large crimson), *tradescantia virginica* (spider wort).

Annuals—*Balsams*, *coreopsis*, *candytuft*, *centaurea moschato*, *clarkia pulchella*, *convolvulus minor* (dwarf morning glory), *dianthus chinensis* (Indian pink), *escholtzia cal*, *gillia rosea*, *jacobea*, *rocket larkspur*, *linum catharticum* (scarlet flax), *malope*, *marigold*, *mignonnette*, *phlox drummondii*, *portulaca*, *salpiglossis*, *scabiosa*, *viscaria*, *whitlavia*.

Climbers' Annual—*Convolvulus major* (morning glory), *nasturtium*, *sweet pea*.

Mr. Dearness thought the aster, *antirrhinum* (snap dragon), *nigella*, dwarf *troxolum* and *zinnia* might be added to the annuals. If the closets are not concealed in a clump of cedars, sunflower seeds should be planted near them. The best way to raise biennials and perennials, such as the first seven mentioned by Mr. Forsyth, is to sow the seeds in a border at the back of the yard, and transplant the plants the following spring into the beds where they are to blossom. Hanging baskets are difficult to keep in good order in the schoolroom. Those who wish to try them may sow seeds of *clintonia*, *ice-plant*, and *lobelia*, and plant bulbs of the *madeira* vine and roots or cuttings of the drooping *sedum*. Among hardy climbers the Virginia creeper gives the least trouble; Veitch's *ampelopsis* and the hardy varieties of climbing roses, grapes, clematis, wistarias and honeysuckles will do well with a little attention. The chief trouble with roses is in keeping insects off them. He recommended every school to plant some hardy flowering shrubs. Prof. Brown has mentioned the hardiest; to the list might be added the golden-leaved and other *spireas*, the *weigeleas* and purple fringe, and for hedge shrubs flowering the *deutzias*, *spirea prunifolia* (bride's wreath), the variegated *weigelia* and the purple-leaved *berberry*. *Hydrangea grandiflora* makes a grand show and is very hardy. For edging walks use (perennials) *phlox subulata*