

early share in such efforts for adorning the surroundings of their homes and planting trees by the wayside.

A brief history of arbor day may increase the interest in the work proposed in Indiana, Wisconsin, and other States. In March, 1881, the legislature of Michigan requested the governor to appoint an arbor day and invite the people of the State to devote it to the planting of trees. Such an appointment was accordingly made in April following and has been repeated each succeeding April, and, as I am officially informed, with the happiest results. For the last two years a similar day has been appointed by the governor of Ohio. Many schools, especially those of Cincinnati and Columbus, fitly kept the designated day. Superintendent Peaslee, of Cincinnati, says; "the forenoon of that day was spent by the teachers in talks and by the pupils in reading compositions and selections upon trees, their proper care and uses, and in giving biographical sketches of persons in honor of whom the trees were planted. The importance of forestry was then impressed upon the minds of thousands of children, who thus learned to care for and protect trees. Not one of these 20,000 children in Eden Park on arbor day injured a single tree." They were encouraged by the many letters sent them by such eminent authors as Whittier and Holmes, commending their arbor day plan.

The American Forestry Congress, at its session in St. Paul last August, recommended the appointment of an arbor day in all our States and the British provinces of Canada, the congress comprising many delegates from the Dominion. The lieutenant governor of the Province of Quebec appointed an arbor day last spring, and the council of public instruction seconded this movement and recommended that the designated time be kept as a holiday and devoted to planting trees on school and other grounds. The official "proclamation," widely circulated, gave instructions for the selection and planting of trees and predicted that arbor day will become one of the institutions of "the country," in which our "boys and girls will take an eager share and genuine pleasure, and thus gain a liking for trees that will never be effaced."

A year ago the State school superintendent of West Virginia appointed the 27th of April as arbor day, inviting the cooperation of the teachers, parents, pupils, and school officers in planting trees on the grounds of their schools and homes. The April issue of the State School Journal was made an "arbor number," containing eleven articles on this subject by such men as Cassius M. Clay and Superintendent Peaslee (with an introductory paper by myself), and circulated gratuitously and widely. The press of the State strongly encouraged this practical movement. The good work done on the day appointed far exceeded the expectations of State Superintendent Butcher. It proved, as intended, a memorable day for the homes as well as the schools. Probably more trees and shrubs were then planted on school and home grounds than ever before on any one day in any State. The superintendent has decided to appoint another arbor day this spring. This successful example is worthy of imitation, for it is the starting influences on minds as well as grounds, which will go on broadening and extending through all time.

The recent spring floods and summer droughts in Indiana, Ohio, and elsewhere, increasingly and now alarmingly destructive, are calling public attention to the cause and remedy as never before. The denudation of the hills and mountain sources of the springs is the leading cause of these freshets, and this can be remedied only by the extensive reforestation of such lands. This great result, which must be the work of time, will be best accomplished by interesting the young, as well as the old, in tree planting. The arbor day in schools will do immense good in this direction. We need to popularize and diffuse the sentiment of trees. This will best secure their propagation and protection.

AN ACT TO ENCOURAGE ACADEMIC EDUCATION.

(Passed April 24th, 1885.)

Be it enacted by the Governor, Council and Assembly as follows:—

1. Sections 61 and 62, relating to County Academies, of chapter 29, Revised Statutes, fifth series, are hereby repealed, provided nevertheless that all grants payable thereunder shall be duly paid for the current school year ending Oct. 31st, 1885.

2. In view of the general provisions made in this Act for the support of academic education, the grants now paid Pictou Academy and the Halifax High School shall cease and determine on the first day of November, 1885.

3. From and after the first day of November, 1885, the Trustees of Schools in the Shire or County town of each County in the Province, with the exception named in the fourth section, shall have authority under the provisions of this Act to establish and maintain a High School, or Academy, which shall be open, free of charge, to qualified pupils from all parts of the County in which it is situated.

4. So long as the existing agreement between the Council of Public Instruction and the Town Council of Truro in respect to the Model Schools in connection with the Provincial Normal School is maintained, the provisions of this Act shall not be understood as applying to the County of Colchester.

5. In respect to County Academies, the Council of Public Instruction shall prescribe the qualifications of teachers, fix standards for the admission of pupils, arrange courses of study, establish conditions of accommodation and outfit, and frame such general regulations as may be deemed necessary for the efficient prosecution of academic studies.

6. The Trustees of a County Academy, conducted in accordance with the provisions of this Act and the regulations of the Council of Public Instruction framed thereunder, shall be entitled to grants from the public treasury, according to the following scale:—

(a.) When one duly qualified teacher is employed, with a properly certified yearly average of at least fifteen High School pupils, a grant equal to two-thirds of the salary paid such teacher, provided that the grant so paid shall not exceed five hundred dollars.

(b.) When two duly qualified teachers are employed, with a properly certified yearly average of at least forty High School pupils, a grant equal to two-thirds of the amount of salaries paid such teachers, provided that the grant so paid shall not exceed one thousand dollars.

(c.) When three duly qualified teachers are employed, with a properly certified yearly average of at least eighty High School pupils, a grant equal to two-thirds of the amount of salaries paid such teachers, provided that the grant so paid shall not exceed fifteen hundred dollars.

(d.) When four duly qualified teachers are employed, with a properly certified yearly average of at least one hundred and twenty High School pupils, a grant equal to two-thirds of the amount of salaries paid such teachers, provided that the grant so paid shall in no case exceed seventeen hundred and twenty dollars.

7. No Provincial grants shall be paid to, or in respect of, teachers employed in County Academies except under the provisions of this Act, and all funds necessary for the maintenance of such Academies, apart from the grants herein provided and the duly accruing County fund apportionments, may be voted by the rate-payers and levied on the section as provided by law in respect to school assessments in general.

8. The term "Trustees of Schools" as employed in this Act shall be held to include the Board of School Commissioners for the City of Halifax, and the Councils of incorporated towns when specially invested with the powers of Trustees of Schools.

9. In case of any Shire or County town failing to avail itself of the privilege conferred upon it by this Act in respect to the establishment and maintenance of a County Academy, the Council of Public Instruction may transfer the privilege aforesaid to any other section of the same County disposed and qualified to fulfil the conditions imposed by this Act.

10. From and after the first day of November, 1885, any teacher of the Academic class (Grade A.), employed as Principal of a graded school in a section not maintaining a County Academy, under conditions to be established by the Council of Public Instruction, shall be entitled to receive an annual grant of two hundred and twenty dollars from the public treasury. In lieu of Grade A. license the Council of Public Instruction may prescribe such other qualifications as it may deem proper, for principals of graded schools in sections where the French language is chiefly or exclusively spoken, entitling such teachers to the grant provided in this section.

11. In any County where an Academy, conducted under authority of this Act, receives an annual grant of five hundred dollars or less, if it shall appear at the close of any school-year that no Grade A teacher has been employed in the County under the provisions of the tenth section of this Act, the Council of Public Instruction may grant to such Academy the sum of one hundred dollars in addition to any sum otherwise authorized.