

cal discharge of the duties of Grammar School Inspector, above referred to. In a postscript Professor Hutton quotes from the letter of a former student an incident of a personal character which reveals the departed Professor in the pleasing light of a most generous friend to his pupil, rendering him, unasked, pecuniary aid in a delicate and sympathetic fashion which marked him as a true disciple of Him who charged His followers when doing their good deeds, "Let not thy left hand know what thy right hand doeth."

Arbor Day Selections.

PLANTING SCHOOL GROUNDS.

THIS subject, of great importance in itself, and treated with much ability, occupied the attention of a late meeting of the Massachusetts Horticultural Society, in an address by L. M. Chase, of Roxbury. He very correctly remarked at the outset, that if we desire to render our school grounds attractive and a public ornament, there is nothing which yields so great results for a small expenditure as the decoration of planting. He remarked that many of the school-houses in that highly cultivated region would be far more attractive if a few dollars could be expended in planting trees and shrubs about them, and improving the lines of approach. Except in the State of Connecticut, almost nothing had been done to adorn the country school grounds of New England. In many instances, five dollars a year would in a few years render them exceedingly beautiful. Many years ago, a distinguished public speaker, who had traveled through a large portion of Western New York, remarked before a large assembly that he could at once distinguish the common school-house in any district from other buildings, by its unattractive and neglected condition, without a tree or a bush to protect it. Another person named a locality where he had seen two magnificent brick barns, supposed to have cost at least six thousand dollars each, and within a mile of them a district school was in session in a house not costing five hundred dollars, and badly neglected besides. This contrast between brick barns and unpainted school-houses showed very distinctly the relative estimation in which their horses and their children were held by these farmers!

The district and other public schools, in which so large a portion of the lives of children are spent, and where many of the most important early and permanent impressions are received, should be of a pleasing and instructive character, and not of a repelling influence. The grounds should be planted with trees and shrubs, and neatness studied and kept up. A reason why so many occupants of farms show such a disregard for order, may be traced to the repulsive early lessons received by them at school in their younger years.

Sometimes a moderate amount of attention will accomplish important results. The owner of a farm was asked for a school lot, for a house about to be erected. In selling it he made the provision that a dozen deciduous and a dozen evergreen trees should be planted and kept in good growing condition, and till this was the case, seven dollars a year should be paid to him by the school trustees. They paid the penalty but once; and now handsome trees and comfortable shade distinguish the premises, while other school-houses in that region of country are marked for their baldness and neglect.

In connection with planting trees, valuable lessons may be taught of practical utility. Every neighborhood has growing wild, within a few miles, many species which every country resident should distinguish at sight. There are growing wild in the northern States of the Union as many as twenty species of the oak, and yet how many men in a thousand can distinguish and name one-half of this number? There are seven species of hickory, six of maple, seven of pine, seven of birch, and if a part of these could be transplanted to the

grounds of our larger schools and academies, the knowledge of timber trees which might be thus taught would be of real utility in many instances in after-life. Some of these and other trees might be obtained from our best nurserymen at little or no expense; and a collection of named shrubs would add to their value. The temporary and permanent care and protection which they would require, and which competent teachers could induce the students to give them, would be a positive advantage in practical treatment.

The lecturer, whose words we have quoted, very justly regards the work of teaching school-children a love of nature, a matter of great importance, both as increasing the sources of happiness to them, and as opening avenues for their future usefulness in many ways. He says: "Set the child down in the lap of nature, in the midst of flowers and trees, of mountains, and of the blue arch of the sky above him. Let him hear the songs of birds, the soft breathing of Spring, the sighing of Autumn, the blast of Winter, and his education is properly begun, and not till then. I have been told by several persons that they first learned to love school through their nature lessons. Such instruction, will never be forgotten, and will produce important results in mature life."

During the discussion which followed the lecture above mentioned, a member mentioned an instance in which permission was obtained to plant trees in a school-yard, and the children subscribed money for the purpose, and the trees were planted. Both teachers and pupils took great interest in this movement to turn education in a little different direction from that which it now takes.—*Country Gentleman.*

EMBELLISHMENT OF SCHOOL GROUNDS.

In a paper recently read before the Massachusetts Horticultural Society, Mr. L. M. Chase, Master of the Dudley School, Roxboro, ably advocated an increased amount of attention to this matter. And in this he is in accord with the spirit of our Association, which has been endeavoring to draw public attention to the bare appearance of many of our rural school grounds, and to the possibility of making them each models for private lawns and pleasure grounds; and by planting collections of our native trees and shrubs, properly labeled, to educate our children in this department of horticulture. He said:—

"The educational influence of a fine public building with grounds laid out in good taste is great. Among a number of examples I will mention the City of Toronto, Can., one of the handsomest on this continent, the beauty of whose school and other public grounds—made beautiful by tree and flower planting—is celebrated throughout the world. The result is that a great majority of the homes, whether magnificent or mean, are adorned with fine trees and flowers. If the influence on mature natures is so great; what must it be upon young children, whose tastes and habits of thought are not fixed! The celebrated Locke declares that he gained more ideas before he was five years old than in all the rest of his life, and the Jesuits say that if they can have the education of a child until he is seven, they don't care who teaches him afterwards. Indeed, the permanence of early impressions has become a proverb. We cannot, then, begin too early to establish right conceptions of moral and natural beauty in the hearts of the young.

The recent words of the school committeeman who, in reply to the charge of lavish expenditures for schools declared that "a child is at least as valuable as a paving stone," deserve immortality.

School grounds should be separated into two distinct portions—one for an outdoor gymnasium, and devoted entirely to that purpose; the other should be devoted to turf, trees, shrubs, flowers and walks. Pupils should be taught that everything which adds to the beauty of this place must be carefully preserved. Every plant should be labeled and catalogued, and most carefully nurtured. The playgrounds should have seats against the fences, a shelter from rain and heat, and a supply of pure water. All outbuildings should be screened by lattice work, or, better, by climbing vines like the Woodbine, Virginia Creeper, etc. Pupils should be early led to take an interest in the cultivated part of the grounds. They will soon love the

plants and learn how to care for them. When this occurs, thefts and destruction of flowers so common in many places will almost entirely disappear, and most happy results will come in the evident elevation and refinement of the moral sentiments of our children.

Rightly improved, trees, vines, shrubs and flowers can be made to most important auxiliaries in instructing and developing our young children, furnishing means for numberless object-lessons, even in our primary schools. Such lessons are learned without effort, and even with delight by children who find other school tasks irksome. I have been told by several persons that they first learned to love school through their nature-lessons. Such instruction will never be forgotten, and will produce important results in mature life. In the words of that excellent paper, *Garden and Forest*, "Appreciation comes with knowledge, and until our people learn about our trees—their value, their qualities and uses, the history of their lives, their distribution and relationship to the trees of the rest of the world—they will never really appreciate nor value them, or care for and protect them. If there is ever in the United States a stable, successful and popular system of forest control and forest management, applicable alike to the forest of the State and to the humble wood lot of the smallest farmer it will rest upon a basis of a knowledge of trees and their importance to the community, commenced in the primary schools."

The time is near when, as in Germany, there will be connected with all our school grounds cultivated portions, in which can be found flowers in bloom, from the early snowdrop to the late blooming chrysanthemum, and typical specimens of our finest native trees and shrubs, and small beds of broken ground where seeds can be sown from which children may see the mystery of germination and plant development. These will serve the double purpose of beautifying the premises and affording aid in practical instruction in natural science.—*The Canadian Horticulturist.*

FLORAL CULTURE AND DECORATION OF SCHOOL GROUNDS.

BY JAMES WISEMAN.

IN treating of the subject assigned to me, I shall not go beyond what we can do, by utilizing what our own Canadian forests and gardeners can produce. It is not necessary that I should enter into any botanical explanations. I shall simply try to show how we can arrange the flora of our country, so as to cultivate the æsthetic faculties in our pupils.

In the first place, I think, that before entering on the practical part of the subject, it may be as well to see whether tree-planting and floral culture are necessary appendages to our school work. Do they benefit the children under our charge? In answering this last question I need only refer you to the lesson on "Agriculture" in our Fourth Reader, where Horace Greeley reminds us, that a boy who has received a fair common school education, and has an active, inquiring mind, does not willingly consent merely to drive oxen and plough for ever. He will not sit down in a rude, naked home, devoid of flowers, trees, books, and intelligent, refining conversation, and plod through a life of drudgery as hopeless and cheerless as any mule's. Again, he says the best investment the farmer can make for his children, is that which surrounds their youth with the rational delights of a beautiful, attractive home. The dwelling may be small and rude, yet a few flowers will embellish it, as choice fruit trees will enrich and gladden it.

It is not young people alone, however, who profit by a knowledge of floriculture. It is a pleasure which lasts through life, and often is a great solace in old age. Go into the homes of some old people, who in their youth had no opportunity of receiving a fair education, far less an æsthetic one, and what do you find. How often do you find such people sitting disconsolately around their hearth, old and shrivelled, grumbling and complaining of their troubles and ailments. Nothing seems to interest them, except, perhaps, a little local gossip. In fact their long life has simply developed them into what we might term old cronies. Visit, on the other hand, the homes of those