

McDonald, Kenneth	106	28	39	Morrison, Mary A	112	30	00	Harvey, Minnie	110	44	19	Archibald, Hattie	112	45	00
McDonald, Angus	100	26	78	Morrison, Murd	111	29	73	Harvey, Helena	90	36	16	Harding, Parker	107	42	98
McDonald, William	112	30	00	Morrison, N	108	28	92	Homer, Agnes	112	45	00	Hilton, Ellen	108	43	39
McLean, Charlotte	106	28	39	Morrison, Jno C	110	29	46	Hibbard, Lizzie	110½	44	39	McCarthy, Emma	105	42	18
McDonald, Helena	112	30	00	McAskil, Dan	108	28	92	Huestis, Hannah	78	31	33	McGeau, Anna	105	42	18
McKenzie, J A	112	30	00	McRae, Christy	81	21	69	Isley, Buoy R	101	40	57	Potier, David L	103	41	38
McKay, Angus	112	30	00	Morrison, Sarah D	110	29	46	Kerr, Annie	10½	40	77	Reid, Daniel	191	40	57
McLeod, Christy	112	30	00	McEachern, John	100	26	78	Larkin, M L	112	45	00	Rogers, Lizzie	110	44	19
McLean, Maggie	112	30	00	Shipperly, James	56	14	99	Lyle, Emily	98	39	37	Sister Irene	53	21	28
McDonald, Maggie	112	30	00					Marshall, Rosina	97	38	97	Sister Mary John	109	43	79
McLeod Maggie	112	30	00					Parker, Susan	112	45	00	Sister, Theresa	55	22	09
McLeod, George	111	29	73					Sims, Bertha	110	44	19	Sister Josephine	51	20	48
McRae, Christina	112	30	00					Starratt, Mary	99	39	77	Bourque, Maggie	112	30	00
McRae, Lavinia	112	30	00					Trask, Annie E	112	45	00	Cotreau, Adele	112	30	00
Ross, Martha	112	30	00					VonMetzke, Olivia	102	40	98	D'Entremont, Louise	111	29	73
Ross, Catherine	103	27	58					Webster, M H	103	41	38	D'Entremont, Agnes	104	27	85
Coady, Gracie	111	29	73					Allen, Amy	108½	29	05	Gavel, Bessie	112	30	00
Finlayson, Martha	112	30	00					Crosby, Grace	108½	29	05	Hurlburt, Lily	112	30	00
Hart, Annie M	112	30	00					Durkee, Hattie	110	29	46	Hurlburt, Annie	112	30	00
Grant, Wm	112	30	00					Perry, Emma	111	29	73	LeBlanc, John	112	30	00
Campbell, Margaret	110	29	46					Raymond, Bessie	110	29	46	McCarthy, Ella	108½	29	05
McLeod, Catherine	112	30	00					Reynard, Maud	112	30	00	Nickerson, Cordelia	112	30	00
McCharles, Alex	112	30	00					Rose, Mabel	111	29	73	Potier, Mary R	111	29	73
McLeod, Sarah	112	30	00									Ryder, Penina	112	30	00
McMillan, Hugh D	110	29	46									Sims, Eva	112	30	00
McRae, Anna J	112	30	00									Sims, Ella	110	29	46
McDougall, Angus B	85	22	76									Surette, Zacharia	102	27	32
McAskil, Isabella	110	29	46									Swaine, Emeline	103	27	58
McNeill, John V	85	22	76									Snow, Annie	104	27	85
McNeill, Philip	110	29	46									Surette, Martha	55	14	73
McCharles, Bella	112	30	00												
Morrison, Dolina	112	30	00												
Morrison, Catherine	109	29	19												
Morrison, Barbara	112	30	00												
McKay, M B	112	30	00												
McInnes, Kenneth	54	14	46												
McLeod, George	112	30	00												
Munroe, Grace	112	30	00												

## YARMOUTH.

## POOR SECTIONS.

## ARGYLE.

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## TREE PLANTING.—ARBOR DAY IN SCHOOLS.

A Paper read before the National Educational Association of the United States, by Hon. B. G. NORTHRUP, LL. D., of Indiana.

An Arbor Day has just been appointed for the schools of Indiana under the most favourable auspices. At the annual meeting of the teachers of this State in Indianapolis, last December, an efficient committee was appointed to secure the cooperation of scholars, teachers, and school superintendents in the observance of such a day. State Superintendent Holcombe, who is chairman of this committee, is giving his personal and official influence heartily to this work. Lectures on this subject given on his invitation in different parts of the State were fully reported by the press, for the newspapers of Indiana cordially cooperated in this movement. It was my privilege also to address the State board of agriculture, which promptly passed a resolution commending the observance of Arbor Day. The State board of horticulture took an active part in this movement. Governor Porter gave it his official sanction and issued an address to the people of the State, in which he predicted that the appointed day would be a memorable one and "the beginning of a movement for a much more extended system of tree culture and the restoration of the varieties of trees, useful and beautiful, which have been so recklessly sacrificed that nature cries aloud for redress." He concluded his paper by calling on "the teachers to do all in their power to make Arbor Day a day of the most ardent and inspiring interest." A pamphlet containing practical suggestions from the Arbor Day committee and the State officials above named was widely circulated through the State. Such preparations assure the best results.

It may be objected to Arbor Day, or to any school lessons on forestry, that the course of study is already overcrowded. I reply that the requisite talks on trees, their value and beauty, need not occupy three hours, all told. Those talks on this subject which, Superintendent Peaslee says, were the most interesting and profitable lessons the pupils

of Cincinnati ever had in a single day, occupied only the morning of arbor day, the afternoon being given to the practical work. Such talks will lead our youth to admire our noble trees and realize that they are the grandest products of nature and form the finest drapery that adorns this earth in all lands. Thus taught they will wish to plant and protect trees, and find in their own happy experience that there is a peculiar pleasure in the parentage of trees, whether forest, fruit, or ornamental, a pleasure that never cloy, but grows with their growth. Like grateful children, trees bring rich filial returns and compensate a thousand fold for all the care and pains they cost. This love of trees, early implanted in the school and fostered in the home, will make our youth practical arborists.

Teachers can easily interest their pupils in adorning the school grounds. With proper prearrangement as to the selection and procuring of trees, vines, or shrubs, arbor day may accomplish wonders. Many hands will make merry, as well as light work. Such a holiday will be an attractive occasion of social enjoyment and improvement. The parents should be persuaded to approve and patronize the plan. It tends to fraternize the people of a district when they thus meet on common ground and young and old work together for a common object, where all differences of rank, or sect, or party are forgotten. The plantings and improvements thus made will be sure to be protected. They will remain as silent, but effective, teachers of the beautiful to all the pupils, gradually improving their taste and character.

Such work done around the school naturally extends to the homes. You improve the homes by improving the schools as truly as you improve the schools by improving the homes. "The hope of America is the homes of America." It has long been my ambition to improve the homes and home life of our industrial classes and help them to realize that the highest privilege and central duty of life is the creation of happy homes, for the home is the chief school of virtue, the fountain head of individual and national strength and prosperity. It is a worthy ambition to surround one's home and children with such scenes and influences as shall make the everyday life and labors brighter and happier, and help one to go sunny and singing to his work. Our youth should