

"Plants were put out and bloomed profusely all summer."

"A garden which is my very own pleases and interests me very much."

And one little tot whose enthusiasm surpasses her grammar, exclaims: "Flowered like something awful!"

GENERAL PLANS.

So much for some practical results with which I am more or less familiar. It may be asked what general plans, if any, have you for improving our school grounds? That is not an easy question for an amateur to answer. But, generally speaking, it may be said that three sides of the school grounds might be bordered with trees, shrubs and flowers. The centre should be kept clear as a playground, and the front partially so. This depends upon the size of the grounds, their topography, and the location of the school buildings. Convenience and effect should be studied. The school house—ivy-covered where brick or stone—should be the picture, and the trees, shrubs and flowers the frame. The plot within the trees, shrubbery and flowers should be sodded and well kept. A lawn mower is of course a necessity, although I venture to say it is almost a stranger in our rural school grounds, and in a majority of these in towns and cities.

Of the trees to be planted around the grounds, I would suggest such common varieties as can be easily procured. Maples, elms, beeches, birches, basswood and evergreens. Many of the shrubs also may be got from the woods, and so of wild flowers. Of cultivated plants, a bed of bulbs (tulips preferred) is a great attraction in the spring, and later on, showy annuals, such as geraniums, petunias, ageratum and salvia, with

some common tropical plants such as castor beans, dalbias, cannas, and even a Scotch thistle.

GARDENING A RECREATION FOR SCHOLARS.

School gardens do not add an additional subject of study to the present curriculum. They are simply an educational object lesson for the use of the teachers and the information of the scholars. By their aid the teacher and scholar may enjoy, say once a week, a few minutes' pleasant recreation in the open air and sunshine, while the one is teaching and the other is learning a little of practical botany, chemistry, floriculture, forestry, drawing and landscape. Could there be a more delightful or profitable lesson for both teacher and pupil? And, what is also important, the experiment would cost little or nothing; not only so, but the movement might be extended in modified form to hospital, church and other public grounds, all of which could be thereby greatly improved and beautified.

But to begin and carry on this work will require the aid of an intelligent and sympathetic public opinion, progressive and enlightened school authorities, horticultural societies, municipal bodies and governments. All of these may do much to encourage teachers and scholars to develop our educational system in this pleasant and practical direction—a development, or rather advertisement which will improve the system and will make our schools more attractive, which will help to secure for them a larger and more contented attendance of the pupils, will inspire the latter with higher ideals of living and of citizenship, and will implant in their minds loving and imperishable memories of the happy days spent at the old school.