

they will make arrangements with other pupils to do so. If the work has been conducted in such a way that the interest has been keen throughout the term, the pupils will cheerfully give their plots this necessary care. If the teacher is a resident in the section, he will be able to meet the pupils at the garden occasionally after school closed in June. In a case of large gardens it may be found necessary to arrange with one or two of the older boys or with some suitable man to do extra work in the garden, the cost to be paid by the School Board from such funds as may be available for garden purposes. General care of the garden rather than care of individual plots should be provided for in this way.

Co-relation.—The extent to which school garden work may be co-related with the ordinary school studies depends largely on the resourcefulness of the teacher. He should take advantage of the garden and of the garden exercises in adding freshness and in giving a practical bearing to subjects which are intrinsically uninteresting to children. Garden work and garden observations afford interesting subject matter for exercises in drawing and composition—interesting because so closely associated with the pupil's own experiences and life interests. Many of our foremost authors and nature poets have idealized the plants of the garden as well as those of the wild wood, so that children's gardening experiences and their own first hand knowledge of plant and animal life, may serve to bring them into a fuller enjoyment of the literature of nature. Many practical problems in arithmetic are suggested, and even demanded, in connection with school gardening. The keeping of garden accounts, for example, may be made a valuable training in bookkeeping and in commercial arithmetic. Weights, measures, values and mensuration are all more or less involved in school gardening. For more advanced classes the study of botany with garden plants, and of zoology with garden insects, etc., can be carried on to very great advantage.

The Cost of a School Garden.—Extract from a Report of the Principal of the Macdonald Consolidated School, Kingston, N. B., (Jan. 1st, 1907):

"During the past season it was satisfactorily demonstrated that a School Garden, after the initial expense, can be made a source of financial, as well as educational profit to the gardeners. Last spring the pupils provided fertilizer and seeds for their plots. Each of the older pupils made a specialty of one vegetable, and many interesting experiments were made in the individual plots. A record of the number of hours spent on each plot was kept, and the work of each pupil valued at so much per hour. Notwithstanding the extreme dryness of the summer, and the partial neglect of the plots during the long summer vacation, nearly all the plots yielded abundantly; and after the produce had been sold, the account of each pupil showed a net gain of a few cents. The pupils were more interested in the school garden work because of the attention given to the financial aspect, and the greater liberty allowed