



Conducted by "ISOBEL."

Rural School Gardens

Those who have had most experience in observing the results of school gardening are positive in their statements approving of the work as an educational factor of great value in our public schools. The individual garden, that is, a garden of his own for each child, rather than one common to them all where they all work together, is strongly recommended because it allows each child to perform each and every operation, connected with the preparation, planting and care of the plants grown in that garden. This plan not only develops system but it gives a foundation of necessary knowledge of the work of preparing the soil, and planting has been properly done. It gives him at once a knowledge of the proper condition of the soil depth and date of planting and later on the manner of harvesting, preceded by the necessary care of the growing crop. Where all the pupils work in the same garden, either by turns or otherwise, the same personal interest and concern and responsibility are not developed. The pupil does not perform all the different steps of the work himself. The skill and ability resulting from the use of the various implements required in the cultivation of even a very small garden, is of value. The nature of the soil, the importance of fertilization (on all old land) and the conditions essential to germination can all be exemplified most clearly and understandingly in the school garden.

The idea of ownership and the right of ownership which come from the sole control of a garden induce the pupil to make his garden as good or better than his neighbor which is another term for industry. A respect for property rights is inculcated and observed, because each small owner will see that his plot right is properly respected and hence is developed in him a respect for the property right of his neighbor.

The Style of Plant

The limited space possible for individual school gardens makes it necessary to select a plant of compact bush form or habit. Plants with broad leaves, tall growing and climbing plants are not so desirable as their opposites. Radish, lettuce, peas, beans, beets, tomatoes, etc., will do well to experiment with in the vegetable line. The radish, lettuce and even green peas, when developed sufficiently, may be eaten at lunch time with satisfaction while the roots that require cooking may be carried home to be cooked. A suitable rotation of crops could be suggested also.

In the flower garden part arrangement of the plants may be taught. The tall or growing varieties should be set across the centre of an oblong plot if surrounded by bare spaces or foot paths, and across the back of plot if no open space is behind.

In connection with the school garden the preparation of the soil can be made to impart a valuable lesson to the pupil, showing that the soil is the source of the plant food, supporting the plant and acting as a storehouse of moisture and air. The importance of cultivating to keep down the destructive growth of weeds that consume the nutrition of the desirable plant, at the same time fixing the soil so that it acts as a mulch in retaining moisture so absolutely necessary to success in plant growth. The thinning of the plants in the row so as to allow more food and space which gives much more perfectly shaped tubers and better nourished ones, resulting in finer flavor and consistency of those retained for use. The functions of roots, stems, leaves and flowers also of the seeds can be well brought out and exemplified in the school garden movement. It is now the time of year when this work should be taken up, and every rural school yard be made a thrifty, attractive, well-tended garden of flowers and vegetables which will rejoice

the eye of every on-looker, and be the avenue through which lessons of health, pleasure, knowledge and resourcefulness may be profitably presented to the youth of our rural school districts.

DANCING FOR HEALTH

So far from being a tedious pastime, to be exercised most sparingly because of resulting injury to the moral and physical system, dancing is gaining in favor as a really beneficial exercise for the young of both sexes. Dr. Luther Halcy Gulick is out with a new book "The Healthful Art of Dancing," in which he evidently has viewed this subject from various angles after which he asserts that it is rapidly being introduced into the public schools in Chicago and elsewhere as a desirable part of education.

But we need not go to Chicago to find dancing taught in the public schools.

In Winnipeg the Playgrounds' Association, which takes charge of all the children who come daily to play on the



Mrs. JEAN BLEWETT

school grounds during the summer vacations under the supervision of appointed teachers, make a specialty of training these children in folk dancing of different countries.

The "receiving" classes of the regular day schools are also taught dancing. It is intended that the dance games for girls take the place of league games, however, the boys are trained with the girls. Dr. Gulick unhesitatingly classes dancing, if done out-doors, with mountain climbing, paddling, running, tennis and other athletic sports which are both vigorous and interesting. He lays stress upon the great moral benefit to be derived from classes of boys and girls together when properly conducted. It is claimed in the University of Chicago that dancing properly conducted at proper hours "has helped to solve some of their most difficult problems."

Like other natural activities dancing can be a powerful agent for moral and physical welfare or for evil, according as it is encouraged in the right way or discouraged and driven into bad company.

"Oh, ye men who prate of college,
And of books as doors to hope,
Go and gain the living knowledge,
Where the toiling people grope,
Like the plants in shadowy groves,
They are needing sun to bloom—
They are hungering for life's graces,
They are wanting light and room."
—Ella Wheeler Wilcox.

MRS. JEAN BLEWETT

Mrs. Jean Blewett is the author of a book of "Heart Songs," two of which are given below. She has also given us a great number of most attractive short stories.

SHE JUST KEEPS HOUSE FOR ME

(A Song)

She is so winsome and so wise,
She sways us at her will,
And oft the question will arise,
What mission does she fill?

And so I say with pride untold
And love beyond degree,
This woman with the heart of gold
She just keeps house for me.

A full content dwells in her face,
She's quite in love with life,
And for a little wears with grace
The sweet old-fashioned "wife."

(Chorus)

What though I toil from morn till night,
What though I weary grow,
A spring of love and dear delight
Doth ever softly flow.

(Chorus)

Our children climb upon her knee
And lie upon her breast,
And ah! her mission seems to me
The highest and the best.

(Chorus)

JEALOUS, SWEETHEART

A step on the walk she's waiting to hear—
Waiting, waiting.

There's a frown on her face—pouting 'tis clear,
Ah! Someone is late in coming, I fear,
All lovers are very fickle, my dear,
Waiting! Waiting!

Only last week he was praising up Nell—
Praising, praising;
Saying her voice was clear as a bell,
Thinking her fairer—and who is to tell
All that he said as they walked through
the dell?
Praising! Praising!

Perhaps he is with her this summer night,
Who knows? Who knows?
Perhaps he is holding her hand so white,
Perhaps he is watching her eyes so bright,
Perhaps he is wooing with all his might,
Who knows? Who knows?

Perhaps he is saying "I love you best,"
Who cares? Who cares?
No need to carry a weight on one's breast;
No need to worry and lose one's rest,
Life is a comedy, love is a jest,
Who cares? Who cares?

What if he has forgotten to keep
Old ways, old ways?
There's a path where the silver moonbeams
creep,
And the tangled flowers have fallen asleep,
And the dew is heavy, the dew is deep.
Old ways! Old ways!

He's not coming to-night, no need to wait,
Ah, me! Ah, me!
Hark, the clock is chiming the hour of
eight,
And once on a time he railed at the fate
That kept him, if only a half hour, late,
Ah, me! Ah, me!

But who comes here with a swinging
stride?
Ho, ho! Ho, ho!
Turns she away in her pique and pride,
Turns she away till he says, at her side,
"There's but one for me in the world so
wide,"
Ho, ho! Ho, ho!

Now in the blossoms the beaded dew slips;
Sweetheart! Sweetheart!
Someone is kissing two tremulous lips
And there lingers no sign of the past
eclipse,
Down in the clover a drowsy bee sips—
Sweetheart! Sweetheart!

MARRIED MANNERS

It might be inferred from observation of the average married couple's attitude toward that hall-mark of gentility, politeness, that the marriage ceremony had annulled or rather given license to dispense with the usual courtesies that commonly characterize intercourse between members of the sexes not so closely related.

If there is any relationship in life in which politeness is an imperative duty, it surely is in the relationship of marriage. It is the letting down the bars of courtesy between man and wife that leaves the field open to all kinds of

maneuvers to flock in and gobble up the last flickering sentiments of romance, the loss of which converts the fair promise of wedlock into a desert of unending longings.

The pity is, the young couple cannot know the importance of fine manners toward each other as a factor in preserving a desirable reserve, that keeps at bay the hateful imp "familiarity," which "breeds contempt."

All too late realization comes, that the courage of civility, is a poor courage and far harder to uphold than any other variety, being—harmful, therefore it flourishes as the proverbial green bay tree.

It is indeed singular that two people who really love each other, should ever take pleasure or satisfaction in trying to force an acknowledgement of faults upon the loved one. It may be the wife or it may be the husband who does this, but nothing so quickly discourages a sensitive soul, as to have the one best loved, dilate upon those faults that are in debate; and it is not the question of the faults themselves, but that the other should have the disposition to drive them home.

Can it be said that such measures ever cured any one of faults?

This does not prohibit or diminish the need to point out faults, but no good can come from more than a mere mention of them. Everyone has little tricks of manner and speech that can be vastly improved by being brought to the owner's notice in the proper tone and spirit, small shortcomings that if "taken in the bad" merit only a hint.

Shun as you would the plague that "duty" specimen of mortality who from "a strong sense of duty" tells you what you ought to know; that candid friend, who would marry you so that you could be perpetually in receipt of his unflinching candor. As well might you try to stem or divert Niagara's torrent as his or her determination to improve you by dwelling upon your faults.

Little speculation is necessary to determine if marriage is a failure. It certainly is, in every case where the civilities and niceties of conduct between the parties to the contract are below the average standard.

That the home should be the reservoir into which is poured all the ill temper, irritability and pride of "plain-speaking"—never heating about the bush—straight to your face" quality of address is indeed sad.

"We have careful thoughts for the stranger
And smiles for the sometime guest,
But off for our own the bitter tone
Yet we love our own the best."

WOMEN'S SUFFRAGE IN ONTARIO

There seems to be a simultaneous movement among states and provinces to introduce a woman's suffrage bill in the various legislatures at the sessions just closing.

A report of the Ontario effort is just to hand.

In fact, the most surprising feature of the whole debate was the serious manner in which the question was discussed by the leaders of the House.

"Petticoat Government"

Mr. Studholme began his speech by a reference to the importance of the woman's suffrage movement and the especial importance of the bill.

"Some of the members have asked me if I wanted to live under petticoat government," said Mr. Studholme. "Well, as a child I lived under petticoat government of the best mother that ever was. In England I lived under the petticoat government of the best queen that ever was. I am still under petticoat government of the best wife that ever was, and I have a good mother-in-law, too."

"They say women can't vote. That is an insult to Canadian women. With their splendid intelligence and magnificent education they are just as competent to vote as any man in the House."

"Nothing that can be done can stop the progress of women," shouted Mr. Studholme. "You might as well try to dam Niagara with an open slide. Why? Because women have come to the position where they demand this privilege, and they will get it."

Looks to the Future

When Mr. Proudfoot rose to speak he was greeted with general Liberal applause. He said he did not expect favorable treatment from the government