

School Gardens.

The educational advantages of the school garden are many. Besides affording material and opportunity for nature-study it gives a practical direction to agriculture. We can easily imagine that young people interested in the school garden will take a greater interest in the home garden. The wise father and mother will encourage this interest as their children grow up, by giving them a piece of land to cultivate for themselves and allowing them to use the profits arising from it. The experiment might practically decide whether a boy or girl had an inclination for farming; if so that inclination should be encouraged, and many farmers sons and daughters thus be led to choose a healthy, independent life in the country instead of crowding narrow, unwholesome quarters in cities, or breathing the stifled air of close rooms and factories.

The cultivation of a taste for flowers, shrubbery and trees is not an unimportant part of the education of boys and girls. The child that goes from a home where some attempt is made at adorning the grounds with trees, shrubbery and flowers, cannot find congenial surroundings in the bare rooms and still barer exteriors of most of the country schoolhouses.

Again, if there is a neat and well-kept schoolroom, a well-kept garden or lawn in front of the schoolhouse, the child from a home not provided with these simple evidences of taste and comfort will soon carry out a successful agitation to have the home surroundings improved.

Professor H. W. Smith, of Truro, in the course of an admirable address at Baddeck, showed that school gardens may be kept up anywhere on a simple and inexpensive scale. It is not necessary to buy the land nor to have large gardens. An eighth or a tenth of an acre is quite sufficient. Usually this may be had from a resident adjoining the school grounds, and he will care for the garden during the summer vacation, and receive his pay in "shares" of the products. He had known of mutually satisfactory arrangements that had been made on this basis. The object should not be to grow vegetables of large size, but to see how great a variety of useful plants could be produced, and to calculate the yield per acre of each kind. This would be an object lesson to farmers, who would not be slow to avail themselves of the results. The expense of such a garden, for seeds and implements,

would not be more than three or four dollars a year.

A grass plot in the middle and a background to the garden of small shrubbery, fronted with a bank of ferns, violets and other wild flowers, would add to its usefulness and attractiveness. This in season. In the schoolroom there may be kept a garden all the year round—pitcher-plants, violets (which will bloom in winter), ferns, dwarf evergreen trees (which are very ornamental), the red berries of the Canadian Holly (*Ilex*), etc.,—all these may be kept in shallow plates surrounded with moss.

Can teachers resist the temptation to have gardens like these?

An Experiment in Musical Education.

There is being tried in North Sydney, N. S., an experiment which, as Superintendent MacKay says, is an object lesson to all the provinces. Every pupil from grade two upward in the schools of that town receives instruction in vocal music as a part of public education. The total cost to each pupil, including music, is fifty cents a year. The only equipment in the line of instruments is a twenty-five cent tuning fork; but behind it is a teacher of wide experience, undoubted capacity, and with the best training.

In October last, Mr. C. L. Chisholm was engaged by the school board of North Sydney to give instruction in the system known as the "Educational Music Course," used in the public schools of New York, Boston, Philadelphia, and elsewhere throughout the United States. At the outset all voices were tested, the bad voices recorded, their owners put by themselves, and allowed to take part in the theory work, but not in the singing. Later, these were tested again, when many were found to have unconsciously discovered their ears and their voices through hearing the good voices under training. Three-fifths of the "bad voices" were recovered during the year, and of the remainder, tests will be made during this year as long as there is any hope of making a singer of the owner of the voice.

Not only are the eleven hundred school children of the town and their parents enthusiastic over this new experiment in musical education, but Principal Creelman, with his staff of teachers and the Sisters of St. Joseph's school, are giving it their cordial support, and are being trained by Mr. Chisholm to carry on the work in the future. The examination