

in the spring, to have as much growth as possible before school closes in July. Such flowers as sweet peas, and vegetables like beets, onions, spinach, parsnip, lettuce, radish and peas may be planted as soon as hard frosts are over. Try to have all the ordinary vegetables represented, and all of the easily grown flowers. Have a plot in one corner for wild flowers. These may be obtained when classes go on excursions to the woods or fields. They may be planted thickly and replaced if they die.

The study of plants has been, and is now, successfully carried on without a school garden. Plants of the fields and woods are gathered, studied and then thrown away, the flowering and fruiting stages receiving the most attention. The daisy and buttercup may not be recognized in their early stages. With a garden the plant must be, and is, known from the seedling stage to maturity. It is a study of living plants throughout their life history. The conditions of germination—heat, moisture and air—may be taught by experiment. The region of root growth may be made out by marking the root at equal intervals with indelible ink and observing the lengthening of the spaces between the markings after further growth has taken place. The seed leaves, their history, the plumule, arrangement of leaves on the stem, structure of flower and function of its parts, the different families represented in the garden, the weeds and insects, are all good subjects for study.

The subject of pollination is interesting. Fruit growers plant a staminate variety of strawberry along with a pistillate variety in order to secure the fertilization of the pistillate flower. Teach children why this is done when they set out their plants. In like manner, let them see the use of the tassel of the corn, why varieties mix when planted in proximity, and the use of the false blossom of the pumpkin. In this way our knowledge of botany will be applied to the every-day work of the garden.

A further use of the garden is in bringing to the school interests which are useful to the teacher in teaching the ordinary work of the school. Children who are growing plants in the garden have much to tell about every day. Teachers who are in the habit of using the child's interest for teaching reading, arithmetic, drawing, etc., find the school garden valuable for the material it furnishes for these lessons. For example, the following reading lesson was given to a junior grade last fall from the blackboard: "The corn has two

kinds of blossoms. One kind of blossom is at the top. The other blossom is at the joint. Each blossom at the top has three stamens. The stamens bear pollen."

All this information was obtained from the pupils who had gained their ideas from examining the corn. Terms were given for the idea when necessary and the sentences then written on the board. Whether the facts remain with the pupil or not is of little moment. The language was more real to the pupils because they had first received their ideas through their senses, and afterwards expressed them in words instead of trying first to get the ideas through words. In this way much language work, both written and oral, may be based on the garden work. So also with number work and drawing.

In the growing of flowers, planting of ornamental trees and shrubs, much may be done to awaken ideas of the beautiful. Get the children to work with you in planning and providing the proper setting for the school building, and they will appreciate good surroundings more and take better care of the school property. They will be making gardens at home, and the good influence of the school garden will extend throughout the section.

Said a child to its mother, after working over its school tasks one evening until eleven o'clock:

"Mamma, do you suppose the teacher will say it's good?"

"Doesn't she ever tell you so?" asked the mother in return.

"Not every often," said the child, with a sigh, putting her books aside.

What a lesson for teachers in that simple question. Oh, do not withhold the "word fitly spoken." Give it now. A teacher's heart should be overflowing with love and sympathy for those entrusted to her care. Let the Great Teacher be your model. —*Home and School Education.*

The sentiment of the months in connection with flowers and gems is as follows:

- January—Snowdrop, garnet.
- February—Primrose, amethyst.
- March—Violet, bloodstone.
- April—Daisy, diamond.
- May—Hawthorne, emerald.
- June—Honeysuckle, agate.
- July—Waterlily, ruby.
- August—Poppy, sardonyx.
- September—Morning glory, sapphire.
- October—Hops, opal.
- November—Chrysanthemum, topas.
- December—Holly turquoise.