

with the entire responsibility of managing a plot, while it does not destroy the sense of ownership which makes proud the juvenile gardener. In laying out and cultivating the garden plots the entire work, with the exception of the ploughing of the ground, was performed by the children and, it may be added, cheerfully performed. Neighboring farmers brought manure for the garden and ploughed the ground.

The experimental plots, belonging to the senior class, deserve special notice. Experiments in crop rotation, in the effect of clover growth, and in potato spraying have been carried on and results carefully noted. Bowesville is the center of the largest potato producing section in eastern Canada, so particular attention was paid to potato spraying experiments. In addition to the class experimental plots mentioned, three of the oldest pupils carried on an independent experiment in spraying. Care was taken that the crop received neither more nor less attention, other than the spraying, than did the crop in a neighboring field. Rows of potatoes sprayed with Bordeaux mixture were grown beside rows receiving ordinary attention. When the resulting crops were piled side by side in the toolhouse, showing an increase equivalent to more than fifty bushels per acre for the sprayed over the unsprayed crops, and also a decided improvement in size and quality, the farmers sat up and did more thinking than would have been the case had they read of the same results in some agricultural publication. It is not so much what these plots teach as it is the trend of thought induced.

The following extracts are from letters and reports received from teachers in charge of school gardens, Carleton County, Ontario:

The school garden seems to fill in the weak parts of our education for the growing child, as it tends to the molding and developing of his character. I know that the general discipline in my room has been helped by the garden work and also that the pupils like their work in the schoolroom better on account of it. If our politicians would try teaching school with a garden and then without one for two years, as I have done, I am certain that they would be willing to grant all the financial support required; yes, probably be too liberal with it.

(Miss) M. YORK

Richmond Public School

My pupils are more observant than they were before we started school garden work, and seem to acquire a clearer understanding of all their work. Mr. A—— told me that the school garden had been a benefit to his boys, and that they were more independent in their work both in school and out of school.

W. PETTAPIECE

Principal North Gower Public School

I am ready to put myself on record as saying that the school garden has relieved much of the drudgery of the school work to which I was always accustomed. This year we had our school garden and it has been the pleasantest year of my school work. I would never again pass a summer without a school garden. I consider that the chief value of the school garden lies in the effect which it produces on the moral tone of the school. The juvenile sense of ownership is the greatest insurance on the success of the garden and incidentally on the care of the whole school property. The garden is the central point of interest for this end of the township, and it is not unusual to have as many as a hundred visitors at the garden on one Sunday afternoon. I have noticed that the cultivation of flowers has received more attention in the homes since the advent of the school garden, and I am often consulted about this work. I have not heard any unfavorable opinion expressed by responsible persons in this community, but on the other hand the most progressive men have spoken highly of the garden work.

B. A. HOWES

Macdonald Consolidated School, Guelph
(Late of Bowesville Public School)