

the selection of seed; the rotation of crops; and the protection of crops against weeds, disease, and insects. It is really industrial education. Children find out something by doing, observing, and recording the results themselves, and I say it over again that all worthy progress, in matters that are worth thinking about, springs from learning the lessons of consequence. As soon as a child understands that, and governs his life accordingly, he becomes a better pupil and the promise of a better citizen in every sense.

The school garden is one way of making rural life more popular as well as efficient. It may be the first step toward actuating the people to pay more to make the schools more efficient. The best education in rural schools should make the people like rural life and also enable them to make it more profitable. The best way to make any workman like his work is to make him understand it. The beginnings of all that and more are laid in the schools.

In the largest school, two hours' work per week by the pupils was found requisite to keep the gardens in proper condition. In one school the enthusiasm was so great that the pupils did all their garden work outside the regular school hours. At this school, also, the garden did not suffer from neglect in the slightest degree during the midsummer vacation of six weeks. Experience indicates that when the gardens are fully organized the plots can be well kept by devoting two half-hours per week to the work. This time is mentioned, not as the ideal condition, but as an encouragement to those who may desire to start school gardens in districts where prejudices are likely to be met. The fact is that in the ordinary ungraded school, and for that matter in the common school as well, the working power of the pupils is ill-sustained throughout the year owing to their merely forced interest in much of the prescribed work. An awakening as to the educational waste of our schools is coming, and when the school garden is seen in its true relation, it will have a period in each day of the school program during the growing season. The children have ample time to spare, and the work of the gardens is promoting their intelligence and progress in the ordinary school course.

Mr. E. A. Howes, who is now principal of the Macdonald Consolidated School at Guelph, Ontario, had charge of the school garden nearest the city of Ottawa. I venture to include the following extracts from an article by him:

Bowesville, Ontario, which is situated six miles south of the Dominion capital, has long been regarded as one of the most progressive sections in the progressive county of Carleton, and it is to the active interest of its people in the welfare of their school that the credit for a large measure of the success of the movement here is due. They have never interfered but to aid. Land sufficient to make a school ground comprising two and one-half acres was purchased, and this was enclosed by a neat fence with turned posts and attractive gates.

The daily attendance at Bowesville school may be placed at approximately fifty children, ranging from six to sixteen. The plan of dual ownership of garden plots has been followed here, a senior and junior pupil having joint ownership in a piece of ground (ten feet by twenty feet), working in conjunction and making a just division of the spoils at time of harvest. This plan gets over the difficulty experienced when juniors are shouldered