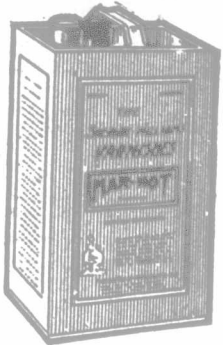


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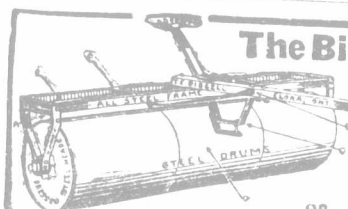


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Our School Department.

The Model School Garden.

Teachers have requested us to publish the plan of a school garden but it is very difficult to suggest a plan that will suit all teachers and all conditions. However, we are reproducing here a plan suggested by L. A. DeWolfe M.Sc., Director of Rural Science Schools in Nova Scotia, also his remarks concerning it. This should be taken as a suggestion only. Mr. De Wolfe's comments are found in the following paragraphs.

The ideal school garden can seldom, if ever, be realized. A more or less near approach to it, however, is often possible.

The accompanying diagram suggests one of the many possibilities. A general diagram, however, must be modified to suit the size of the school grounds, the number of children, the ambition of the teacher, the slope of the ground, and the exposure of the ground relative to sunlight and prevailing winds.

The diagram is drawn to the scale of 20 feet to the inch. The left border is about nine feet wide. The hedge of Japanese roses (*Rosa rugosa*) will require about four feet. In front of that can be planted about thirty rose bushes consisting of ten or twelve popular varieties. That will make one border a solid mass of rose bushes.

These borders are to be permanent. Therefore, they are planted with shrubs and perennial flowers. The back border is an exception; for if it be planted with native shrubs, trees and ferns, the cultivated flowers will slowly be crowded out. For that reason, sweet peas and other tall annuals or biennials may be planted for a few years until the wild border is established.

In the front border, ornamental shrubs are placed every ten feet; and perennial flowers occupy the space between and around them. The names of the shrubs are written parallel with the shorter diameter of the garden. Blackberries and raspberries make a useful border for the remaining side. The garden proper should have flowers, vegetables, grains and small fruits. The diagram shows the distribution of these.

In planting the flowers, I would not make raised beds. Between one flower bed and the next, I would leave a path two feet wide. Thus, for early weeding and cultivation, the children can walk

around every bed. When the plants are full-grown, the paths will be lost, but at that time no one needs to walk among them. The flowers in the centre plots are sufficiently tall to be admired from the path that surrounds the whole flower garden. In fact, there are only four plots that do not border this path.

In the vegetable garden, the rows are uniformly twenty inches apart. As cauliflower and brussels sprouts should have more room than this, a row of radish comes between. These will be gathered before the other vegetables need the extra room. For the same reason, early beets come between kohlrabi and turnips; and early peas and radish border the rows of tomatoes. This will illustrate what is known as companion cropping. Successive cropping is illustrated where cabbage or peas follow lettuce, endive follows spinach, or tomatoes follow radish.

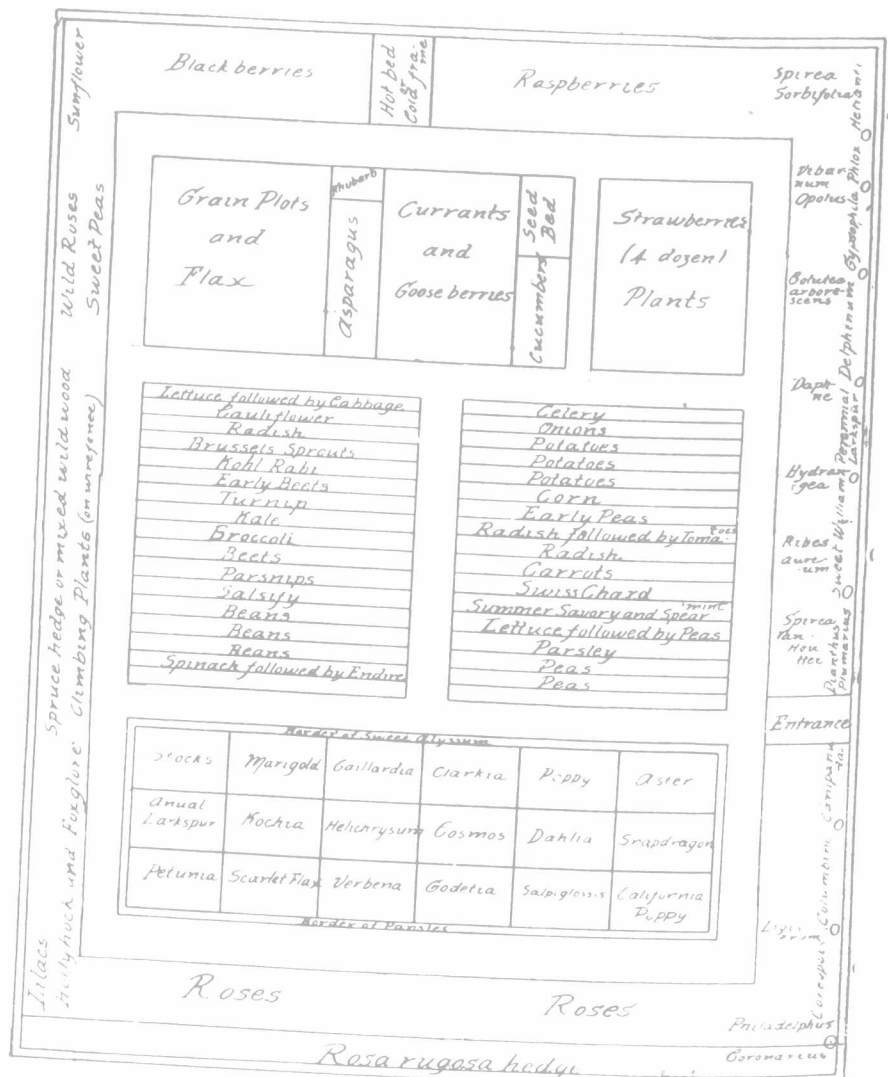
Furthermore, all members of the cabbage family are planted together. This will make more convenient the control of the cabbage worm. Extra rows of beans and peas will supply abundant material for demonstration in canning green vegetables. Moreover, some vegetables are introduced which are not in general cultivation on the home farm. Thus the school becomes the experimental station for novelties.

Possibly one should specify varieties of each vegetable and flower recommended. That has both its advantages and disadvantages. Some mechanical teacher, if she could not get the variety recommended would not plant any. It is better, I think, to get bulletins and reports from the Department of Agriculture, Ottawa, or from the Provincial Departments, and select from the varieties they have successfully tested.

The size of the garden in the diagram is 100 feet by 80 feet. Deducting borders and outer path, the permanent garden is 72 by 57. In a small school, this could be reduced, making every plot half size and every row half length. It would be better to reduce the size than to omit any part.

Where this garden would exist year after year, the annual flowers would be varied. Crop rotation should be exercised.

Out of the many possibilities, therefore, the diagram suggests one—not to be followed literally; but to be adapted to local conditions.



Plan of a School Garden.