

The School Garden

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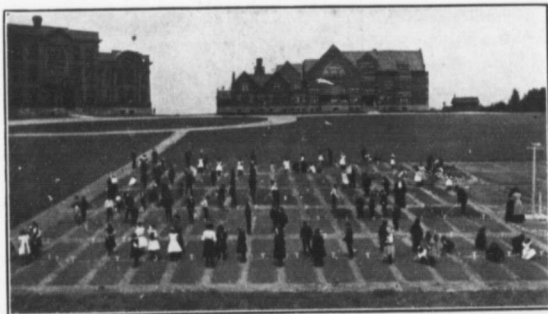
THIS article is but a bundle of hints culled from five years' experience. Its object is to aid the willing, but diffident teacher, who wishes to make the school garden part of the school life, but who fears lack of preparation. There is not the slightest doubt that the teachers of Ontario have in their hands in a marked degree the power to forward or retard this movement. They cannot stop it, but they can obstruct it. The remark oftenest repeated by visitors from among the summer excursionists to the O. A. College is to the effect that the teacher should be the leader in the matter of introduction.

We of Ontario are now living in a dawn which portends a bright day for the child life of the future. And what could be more important? Surely that which offers the child a brighter and happier life, at the same time better preparing him for his future duties as a citizen, will best merit the "Well

Done" of Him who thought so much of the little ones.

We seem lately to have rubbed our eyes and to have taken notice that it is far from a matter of pride that the school life of the child is shaped by a plan, boasted as resembling a ladder in its reach from primary to post graduate. Ontario is essentially an agricultural province; should not the child receive such training as will cause him at least to think along agricultural lines? What excuse can there be for a system that crams the young head with a lot of information about things at a distance while he is left lamentably ignorant of the things at hand? Call it Nature Study, call it Elementary Agriculture, call it what you wish, the people of this province are awakening to the fact that it is not only rational and advisable, but necessary. The place of the teacher, then, is that of a leader.

There is a striking similarity among



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