

measured off, and then the individual plots, class and experimental plots, etc., in the order mentioned, the stakes being driven at the points which are to be the corners of the plots.

**Preparing the Plots.**—The planning and staking out of the garden will, of course, be done by the teacher and the pupils. The making of the paths and the preparation of plots in a large garden, however, will usually necessitate the services of a competent man. Most of the boys and many of the larger girls will prepare their own plots with ease and despatch when they have once been shown how to do the work. The smaller boys and girls will need some assistance. In an ordinary garden the older boys may help the girls, and the smaller boys and hired help will not be needed. The teacher should be made the exact size indicated by the four corner stakes. Cultivation should be followed if the soil is very sandy. Otherwise it is desirable to raise the plots by removing a couple of inches of soil from the paths and placing it evenly upon the plots, which should be made of uniform height, raked level and all edges carefully trimmed with the rake and garden lines. If some well rotted manure is spread into the plot before raking down, so much the better. Refuse in the form of hard lumps of earth, etc., should be raked out of the paths and removed in a wheelbarrow or used to fill up holes in the garden. In this as in all parts of the work the teacher should insist on care and accuracy. Nothing but the best efforts of the pupils should be accepted in the making, planting, and care of garden plots.

### III. DETAILS OF WORK.

**Notes on Planting.**—Teachers with limited experience in gardening will find some difficulty at first in making a selection from seed catalogues for the school garden. To allow the pupils as much freedom as possible in choosing their own plants and at the same time safeguard them from possible failure and consequent disappointment may become one of the most difficult school garden problems. A few general rules and suggestions will prove helpful. Beginners should choose the more familiar plants, especially those that do not require more than ordinary treatment. Young pupils should plant seeds that are easily handled, quick to germinate and sure to grow under ordinary conditions. These seeds the teacher should select. Pupils should not attempt to grow too many varieties in one season. Primary classes might try two varieties of flowers and two of vegetables, intermediate classes three or four varieties of each, and seniors up to six of each. A pupil might be allowed to cultivate only one variety if he so wished, but the tendency is to err in the other direction. After the first year the pupils should be encouraged to try at least one new variety of flower or vegetable each year and thereby gain a wide and practical knowledge of varieties. They might, however, be allowed to cultivate the same varieties year after year if they so desired. The older pupils should choose part of their varieties from the list of plants that require to be started early in hot-beds or window-boxes, so that they become familiar with the work of transplanting.

Plants that grow very tall (corn, sunflowers, etc.), should not be put in small individual plots, as they tend to interfere with the light supply to low-growing plants near them. Vines also (squash, cucumbers, etc.),