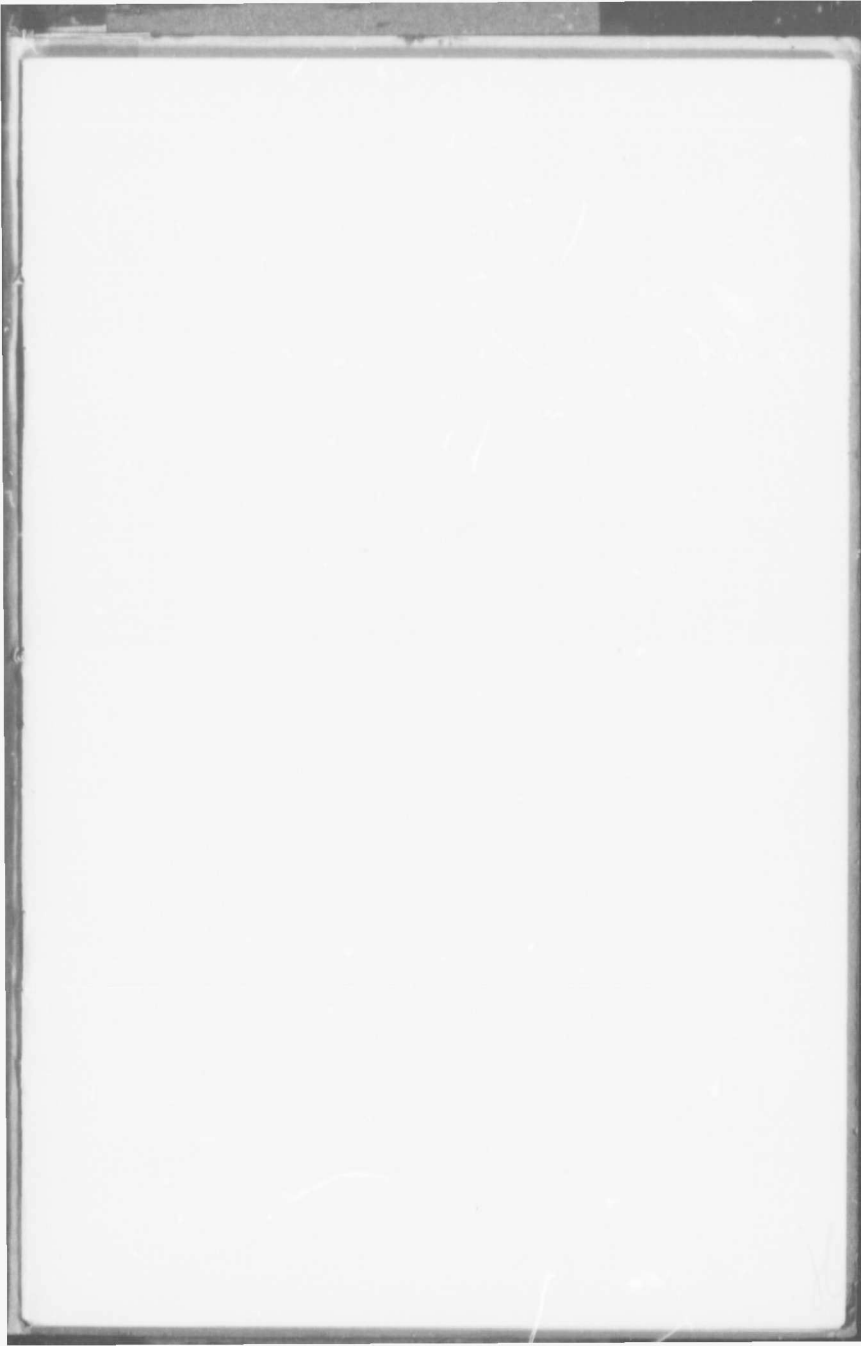


Rittenhouse
School
and Gardens



DOCENDO DISCIMUS

JORDAN HARBOR
ONTARIO





MR. MOSES FRANKLIN RITTENHOUSE OF CHICAGO.

Canadian-American Lumberman, who has accomplished much and will do more.

RITTENHOUSE
SCHOOL AND GARDENS

JORDAN HARBOR
LINCOLN COUNTY, ONTARIO



COMPILED BY
HARVEY M. GAYMAN

TORONTO:
WILLIAM BRIGGS
1911

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INTRODUCTION.

Having been asked repeatedly by teachers, magazines, and newspapers for contributions regarding the garden movement in the public school, with which for the past five years it has been our pleasure to be associated, we have decided to write a short article covering the principal questions asked, and giving such information as we believe will be of interest and practical value to teachers and the public.

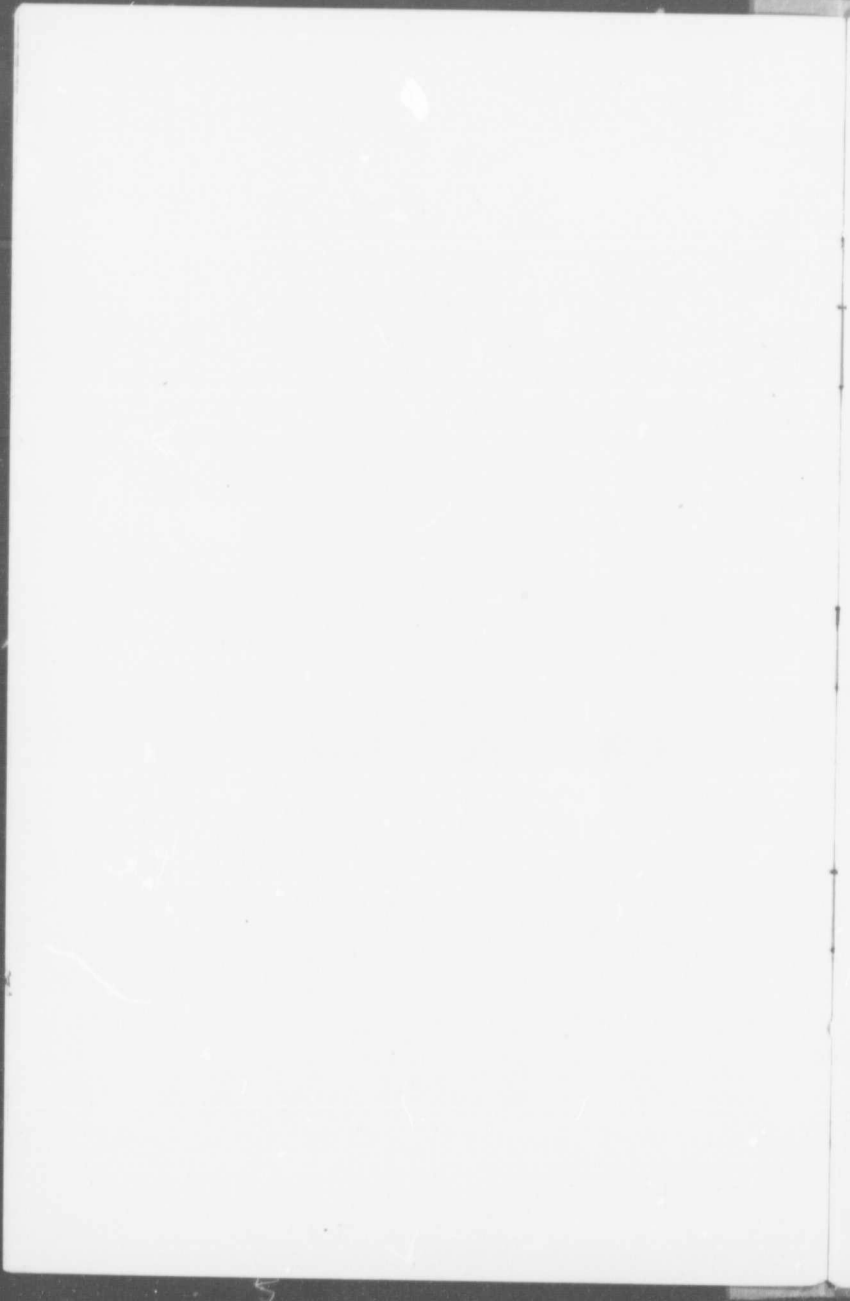
In addition to this subject, other phases of work, such as may be carried on in a rural school to make the work more interesting and effective, will be hinted at and illustrated.

A short biography of one who made it possible for a broader educational policy in our public school will be presented.

This booklet is not a treatise on Education, but is intended only to give suggestions along certain lines of educational work which confront our public and especially our rural schools. If anything suggested in these few pages may help to inspire a teacher or public school-board, those who have the pleasure of being associated with the Rittenhouse school will be only too pleased.

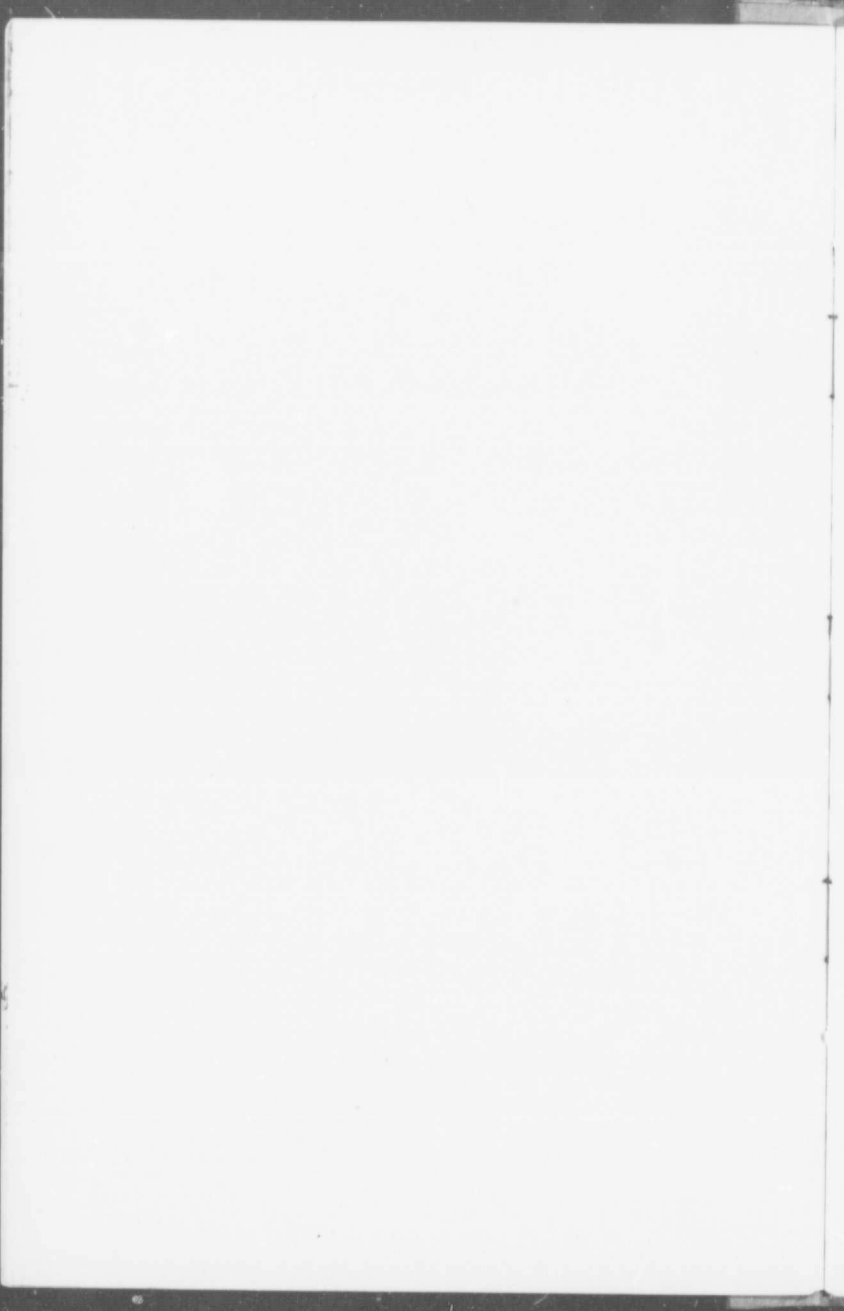
In writing this article, valuable assistance was given by Miss L. E. Robins, assistant teacher, and my school-board. The former also contributed the article on School Sewing.

HARVEY M. GAYMAN.



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THE ART OF RIGHT LIVING.

A BIOGRAPHY OF MR. MOSES FRANKLIN RITTENHOUSE.

FROM THE "AMERICAN LUMBERMAN."

"The best examples of American citizenship to-day are the men with humble beginnings who at a tender age were compelled to earn their livelihood and to continue dependent upon their own efforts. A type of the hardworking, energetic, and resourceful business men of this class is represented by Moses Franklin Rittenhouse, of Chicago, eminent as a lumberman, noted as a conservative business man and conspicuously active in every undertaking with which he is or has been identified in his successful career. Mr. Rittenhouse is of German-Dutch ancestry. Originally German, his ancestors, who were liberty-loving folk, fled because of religious persecution from Germany to Holland, and later, at the solicitation of William Penn, to America, joining fortunes with that eminent Quaker in the settlement of his grant in the neighborhood of Philadelphia. Two Rittenhouse brothers were papermakers and came over to join the Penn colony about 1682. One of them built at Philadelphia in 1690 the first paper mill in America; the other brother settled in New Jersey. One of the early members of the family, David Rittenhouse, was a man of prominence in Philadelphia and throughout Pennsylvania during and after the revolutionary war, and a public park in the City of Brotherly Love is named in his honor. Mr. Rittenhouse's father, John Rittenhouse, was born in Philadelphia, and, in 1806, when a youth, moved with his parents to Upper Canada. At that time a considerable migration flowed from the eastern part of the United States to Upper Canada, resembling in some respects the movement now in progress from the middle northwest into the western provinces of the Dominion. The family settled in Lincoln County, Ont., and their descendants have since resided there to the present generation. Mr. Rittenhouse's mother, Elizabeth Funk, was born in Bucks County, Pennsylvania, about thirty-five miles from Philadelphia; her family settled in the Keystone state two centuries ago. She moved to Canada in 1826, travelling from Philadelphia to New York by stage, up the Hudson River to Albany by steamer, and then by boat through the Erie Canal to Buffalo, that waterway having just been completed and its navigation regarded as a wonderful experience.

"Mr. Rittenhouse was born on a farm in Lincoln Co., Ont., August 12, 1846. Like so many of his prototypes who have been referred to in these columns, he attended school only in the winters, working on the

farm during the summers. At the age of 18 years, in April, 1864, he came to Chicago, already of some importance as a lumber market. His first employment in Chicago was in a planing mill. For his services the first week he received \$3.50, but being regarded after due trial as a more valuable hand his wages were raised to \$4.50 the second week. This munificent sum, however, did not long correspond with his ideas of compensation and he bettered himself by securing a situation in the office of the *Chicago Morning Post*, a daily newspaper, where he performed the duties of the regulation printer's "devil." A month of this sort of work convinced him that he liked the lumber business better and, therefore, he applied for and obtained a position with the Peshtigo Company, a large lumber manufacturing institution in Wisconsin, with distributing yards on the north pier in this city. At this time he began to see the necessity of a little broadening of his education, so he returned to his old home in Canada and attended school during the ensuing winter. In the spring of 1865, however, he came again to Chicago and secured a position with McMullen, Funk & Co., a retail concern with yards at 10 South Canal street and at the corner of Lake and Jefferson streets. A year later young Rittenhouse was promoted to the management of the branch yard at Lake and Jefferson streets. He resigned this position in December, 1866, to gain additional educational advantages, and during January, February and March, 1867, he attended Eastman's Business College, then in Metropolitan hall, Randolph and LaSalle streets. Receiving his diploma, he secured a situation with the wholesale lumber firm of B. L. Anderson & Co., then located on Fisk street, as bookkeeper, where he remained one year.

"For fifteen years—from April, 1868, to April, 1883—he was associated with the firm of J. Beidler & Bro. and its successor, the J. Beidler & Bro. Lumber Company, rising by successive steps from the position of salesman to that of general manager. Upon its incorporation, in 1871, he was made treasurer of the company, a position which he filled for twelve years. On the evening of April 30, 1883, he parted from his associates in this company with regret and on the morning of May 1, opened an office and yard in connection with the late Jesse R. Embree, at Thirty-fifth street and Center Avenue, under the style of Rittenhouse & Embree. Mr. Rittenhouse, however, says that he never had two better friends nor was he ever associated with two more honorable business men than Jacob and Henry Beidler. They gave him his first start in business, allotting him some stock in their company which he was permitted to pay for out of his profits. His relations with them invariably were cordial, being based on mutual esteem.

"Starting in 1883 the commercial progress of Rittenhouse & Embree and their successor the Rittenhouse & Embree Company has been steadily onward and upward in its volume of business and financial importance. At various times the firm established branch yards at 3911 South Halsted street, at Forty-third and Halsted streets and at Sixty-

third and Wallace streets, the last being started by M. F. Rittenhouse, J. R. Embree and J. J. Nichols and incorporated under the style of the South Side Lumber Company, a corporation still in existence. In 1895, Mr. Rittenhouse sold to Jesse R. Embree his stock in the South Side Lumber Company and purchased from that gentleman his holdings in the Rittenhouse & Embree Company. John William Embree, a cousin of the last name gentleman, entered the employ of Rittenhouse & Embree in the spring of 1884, and when the company was incorporated, in April, 1892, with \$100,000 capital, M. F. Rittenhouse was made president, Jesse R. Embree vice-president and J. W. Embree secretary. In 1895, when Jesse R. Embree retired from the company, John W. Embree succeeded to the greater part of his holdings and was made vice-president of the company, which position he still fills. During its first year of existence the firm handled 7,000,000 feet of lumber and with each successive year a substantial increase was shown in its transactions. In 1906 the Company handled 70,000,000 feet of lumber through its Chicago yard.

"The company has enlarged its operations at various times and started several outside enterprises, not always as a corporation but with capital furnished by its members. In 1898, as a corporation, it purchased 100,000,000 feet of standing timber in Bayfield County, Wisconsin, which it manufactured into lumber at Washburn during the succeeding five years. One of its greatest undertakings was started in 1888, when it erected a large planing mill at its plant on Thirty-fifth street and a year or two later began the manufacture of maple and oak flooring. In this line it has become one of the leading manufacturers in the United States, having built up a business of 12,000,000 feet annually and established a reputation for quality of product second to none. It occupies large yards with 1,000 feet of dock frontage on the Chicago river, and a manufacturing site at Thirty-fifth street and Center avenue, where it carries in stock a complete assortment of pine, and other varieties, aggregating between 18,000,000 feet and 28,000,000 feet, according to the season. Another enterprise in which Mr. Rittenhouse had been engaged was a retail lumber business in Pueblo, Col., where in 1880 he started the firm of Juneau & Co., which, after a four years' career, was closed out in a profitable way. In 1884, in connection with his then partner, J. R. Embree, he started a retail yard in Omaha, Neb., under the style of the Omaha Lumber Company, and this was disposed of in 1890.

"Another great enterprise in which Mr. Rittenhouse is engaged is the Arkansas Lumber Company, of Warren, Bradley county, Arkansas, a large yellow pine manufacturing institution, of which he is president. This corporation, formed in February, 1901, purchased the sawmill and timber land in which J. N. Crandall, of this city, was interested in connection with H. B. Leavitt, the new company buying Mr. Crandall's controlling interest in the property. The company has since added steadily to its timber holdings and up to this time has accumulated

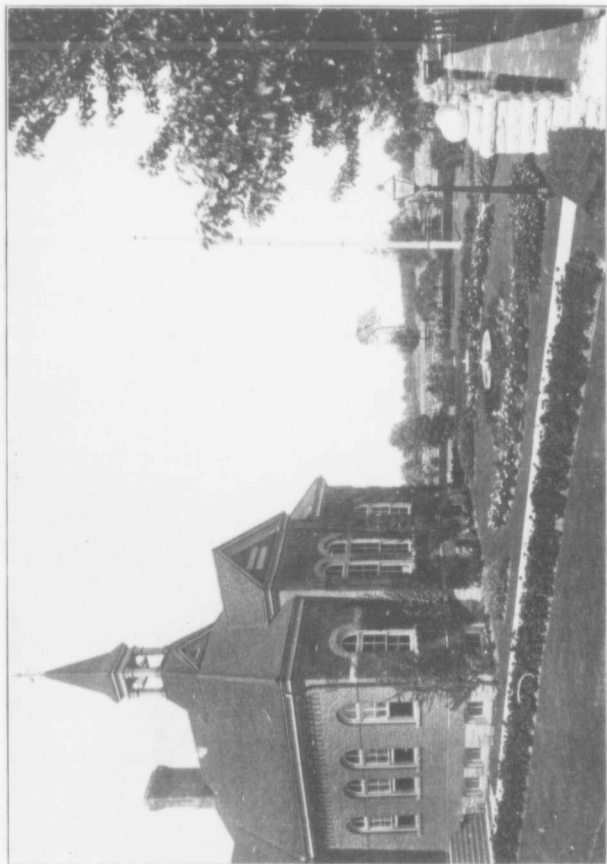
altogether 70,000 acres of yellow pine and hardwood timber in one County. A new sawmill was built in 1905 which has a capacity of 140,000 feet per day of ten hours.

"Other institutions in which Mr. Rittenhouse is a prominent factor are the Chandler Lumber Company, of Chicago, of which he is vice-president; the Arkansas Trading Company, of Warren, Ark., of which he is vice-president, and the Sixty-third Street Lumber Company of Chicago, of which he is vice-president. He is a special partner in the wholesale hardware house of George P. Derickson & Co., of Minneapolis, Minn.; a director of the Chicago Life Insurance Company and a stockholder and director in the Drovers' Deposit National Bank, of Chicago. From 1901 to 1904 he was treasurer of the Wisconsin Oak Lumber Company, of Chicago and Frederic, Wis. In 1903 he was president of the Lumbermen's Association of Chicago, succeeding the late Francis H. Markham, who died during his term of office. He served a term as president of the National Maple Flooring Manufacturers' Association, and several terms as its treasurer. He is an active member of the Union League Club, of Chicago, and also of the Chicago Athletic Association, but can scarcely be called a club-man, because when he is in the city he is devoted to his home life at all times when not occupied with his extensive business affairs.

"There is no better index to a man's character and general worth than that which may be accorded him in his mature years by those who were his companions and neighbors during his earlier life. It is, in a sense, the test of value by which the pure gold is differentiated from the dross. It has been Mr. Rittenhouse's good fortune to have retained from childhood the respect and confidence of those residing in the vicinity of his birthplace. The writer had an opportunity a year or two ago of visiting St. Catharines and the region round about, where the subject of this sketch was born and raised, and in his company, and was deeply impressed by the numerous tokens of affectionate regard displayed by the men, women and children of that locality toward him.

"Lincoln county, Ontario, is the most prolific fruit district on the American continent east of the Rocky Mountains and St. Catharines is the great central shipping point for fruit grown in that section. The farmers are generally prosperous and intelligent to an unusual degree and to further the education of their sons and daughters and provide them, as well as the grown people, with advantages which he did not enjoy during his youth Mr. Rittenhouse in 1886 founded the Rittenhouse public library. This has been added to several times through his generosity.

"In 1890 the school trustees in the district in which Mr. Rittenhouse resided when a boy were encouraged to build a new school-house, he offering to divide the cost. The building is a handsome brick structure and is located a short distance from the shore of Lake Ontario. In this building suitable provision was made for the installation of the Rittenhouse library, where it is accessible to the people of the district at all



RITTENHOUSE SCHOOL.—FLORAL DESIGNS OF LAWN FRONTAGE.

times, and is well patronized. He has since purchased five acres of ground directly across the road from the school-house and there has erected a handsome edifice 34 by 104 feet in ground dimension, comprising in front a two story dwelling for the caretaker of the property and in the rear a music and lecture hall. The auditorium of this building is 34 x 80 feet in size, is handsomely finished in oak, is furnished with upholstered opera chairs and will accommodate 400 persons. It is lighted with gas and is supplied with water, Mr. Rittenhouse having established a pumping station on the lake shore, one-half mile distance from the structure. The new hall was opened to the public, Christmas Eve, 1904, and was named Victoria Hall by its founder.

"Mr. Rittenhouse married in December, 1871, Miss Emma Stover, whose family resided a short distance out of Philadelphia. Three children have been born to the couple, of whom the eldest, Edward, is in charge of the farm which his father owns at Griswold, Livingston county, Illinois, comprising about 280 acres. The second son, Charles, is associated with the Arkansas Lumber Company, at Warren, Ark., having for three years previous been engaged with a lumber company in Honolulu, Hawaiian Islands. The youngest son, Walter, was graduated from the Northwestern University Medical College, in May, 1904, and has been engaged since in hospital work, being for a year one of the house doctors at Harper hospital, Detroit, Mich., and in September, 1905, sailed with his wife for Burmah, where he has been placed in charge of a missionary hospital at Nambkam, in that country.

"From what has been written here of Mr. Rittenhouse's life and accomplishments an estimate of his character may be summed up in a few words. He is possessed of an analytical and studious mind and is conservative in his attitude toward anything tending to a deviation from accepted customs, though progressive and almost an enthusiast when he has arrived at a decision after a thorough investigation of the subject in hand such as he invariably makes. If apparently retiring and reserved in his manner, it is because of a commendable modesty which restrains him from making himself conspicuous. He is most considerate of the welfare and comfort of those who are about him; is courteous and generous in his treatment of his employees in all his enterprises and enjoys their esteem to an unusual degree. His habits are simple almost to austerity, though not because of any overweening desire to save in expense but rather from a disposition to conserve his health. His charitable instincts are largely developed and *every act of his life, whether in a business or social relation, is prompted and controlled by the principle laid down in the Golden Rule.*

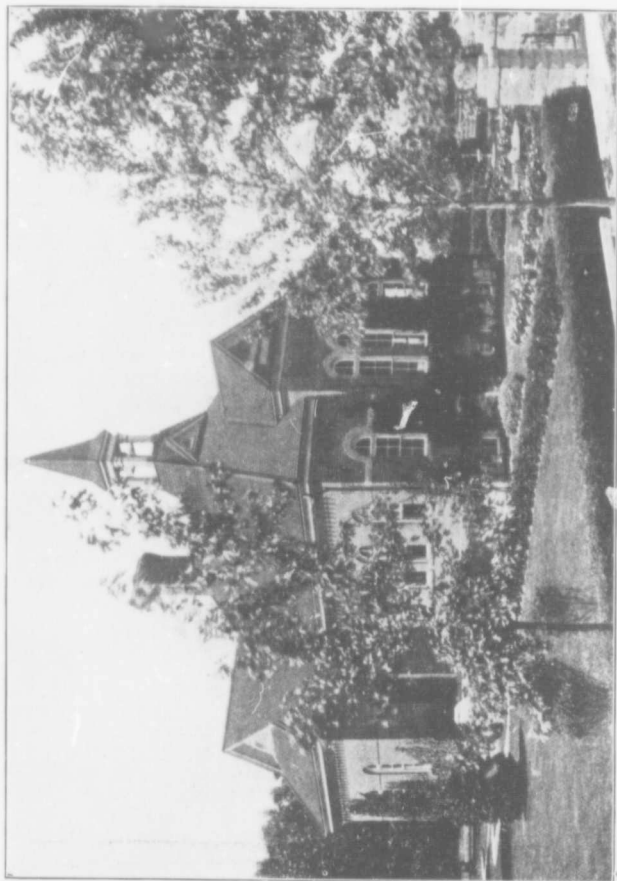
"Possessing the art of right living, he has preserved his health to a degree seldom enjoyed by a man of threescore years. In May, 1905, while horseback riding at Warren, Ark., he was thrown from his horse, sustaining injuries which at the time were believed to be irreparable if not fatal. His lifetime of regular habits came to the aid of nature and

though confined to his bed for several months, he has since recovered a practically normal condition of health, to the great gratification of his hundreds of friends."

To meet frequent requests for information regarding the life and character of Mr. Rittenhouse, the foregoing article has been reproduced.

It was originally published in the "American Lumberman" of Chicago several years ago. The article was written by Mr. L. E. Fuller, of Chicago, who was at that time an assistant Editor of that paper and is now Editor and Proprietor of the "Lumber World." Mr. Fuller was at one time a salesman in the employ of Rittenhouse and Emree Co., and in company with Mr. Rittenhouse, visited this country. He had unusual opportunity for knowing the history and character of the subject of his article.

Since that time, Mr. Rittenhouse has more than doubled, in cost and value, his gifts to this locality. His contributions to this community are too well known to make it necessary here to enumerate them. Nor have his benefactions been bestowed entirely in a public way. Numerous friends and associates of his early life, both in the land of his birth and in the land of his adoption, have shared in the benefits of his prosperity, which he loves to bestow in a quiet and unobtrusive manner.



RITTENHOUSE SCHOOL, JORDAN HARBOUR—ARBORESCULE VIEW OF FRONT.

THE RITTENHOUSE PUBLIC SCHOOL AND GARDENS.

The illustrations which appear herewith are of Union S. S. No. 1 Clinton and No. 2 Louth, more widely known as the Rittenhouse Public School. It is in a pretty location in the Niagara fruit belt, one mile from Jordan Harbor and about one mile from Vineland Station on the G.T.R. Adjoining it, and to the north, is situated the Government Horticultural Experimental Station.

The present school building was erected in the year 1890, and replaced the old stone school-house, which was the seat of learning when Mr. Rittenhouse was a pupil in attendance.

While visiting the home and school of his youth, Mr. Rittenhouse, who had now become a prosperous lumberman of Chicago, wished to assist his old school section, and suggested two cases of library books, which were gratefully accepted.

This school section, with Mr. R. F. Martin as teacher, for a number of years had always taken a deep interest in Educational affairs, and showed their appreciation in such a manner as appealed to Mr. Rittenhouse's generosity, which naturally increased from year to year, until the time came for the building of a new school-house, when he conceived the idea which resulted in the erection of a modern one with internal equipment and outside surroundings that are models of neatness and practical utility.

The grounds, which contain four acres, are tastefully laid out, and the school campus sufficiently large for games and an athletic meet. They include ample playgrounds for summer, and an open air skating rink and toboggan slide for winter. Native and imported shrubs adorn the yard, and beds of flowers, hedges, and a fountain beautify the front.

The school is one of the best equipped rural schools in Canada. It has an excellent concrete basement, one part of which is used for a manual training room. In this are placed six double benches which are used largely during the winter term. The other part is used for a winter playroom for the children. Lavatories are also placed in the basement, which adds to the health of the children, and the school is comfortably heated by a hot-water furnace.

The schoolroom is provided with the latest and best single desks, its floor is covered with linoleum, and its walls are artistically hung with pictures. In one wing to the south is the library of over two thousand well-selected volumes, including the Encyclopaedia Britannica,

Americana, Books of Art, Atlases, and the leading British, American, and Canadian Magazines.

The wing to the north is at present used for a class room and museum. In this are specimens of plants, an insect collection, a mineral collection, a large archaeological collection of Indian work, an experi-



PART OF RITTENHOUSE LIBRARY.

mental bee-hive, a splendid collection of birds and mounted heads of our wild animals, and sufficient equipment to teach successfully the experimental science of the Fifth Classes.

Immediately in front of the school and across the road is Victoria Hall; attached to it is the caretaker's residence, and to the north are a driveway and sheds for horses. The Hall stands on a plot of ground

containing five acres of land mostly wooded. In this are a bandstand, benches, tables, swings, and a booth for picnics and public gatherings. The Hall is used for public lectures, Women's Institute meetings, farmers' picnics, concerts, school entertainments, literary and Y.M.C.A. meetings, and as a place for musical instruction.

It has a seating capacity of over four hundred; is equipped with opera chairs; a large stage with fixture, a piano and good projection lantern. It is heated by furnace and lighted by acetylene gas. Water is supplied the school, the hall, and premises by means of a windmill and gasoline pumping engine at the lake, which is one-half mile distant.

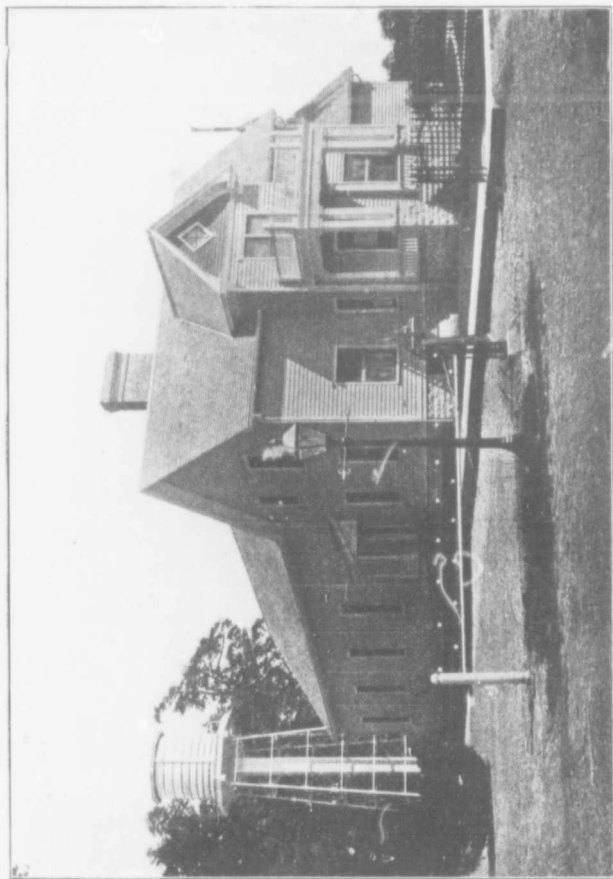


RITTENHOUSE PUBLIC LIBRARY.

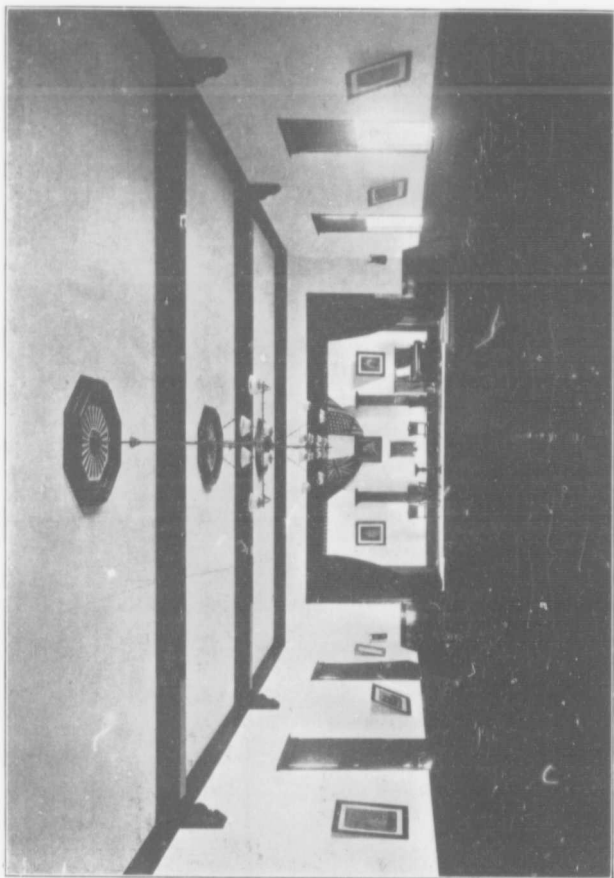
Attached to the hall, on the south side, is a conservatory for the care and growth of flowers, in the winter, and to provide nature study material for the pupils and for the yard in the spring.

In all, the children have access to nine acres; five acres of park land attached to Victoria hall, and four acres which belong to the school grounds. One acre of this is devoted to their school garden, which shall be described and illustrated later.

Mr. Rittenhouse has also given an object lesson in road building, as he has at very considerable cost finished two large pieces of road from the lake to Vineland. This road is underdrained and macadamized, and a four-foot side walk runs along one side. Along the school and Experimental Farm for more than half a mile is a boulevard, which is mowed and planted with maples. A concrete bridge with large stone pillars also beautifies the roadway.



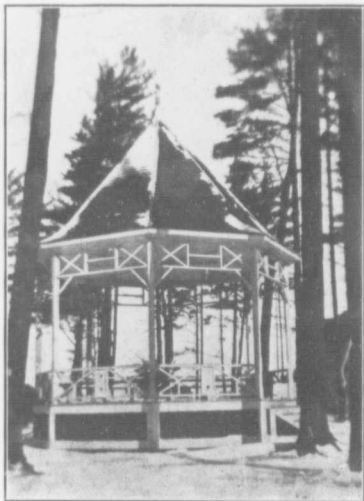
VICTORIA HALL AND RESIDENCE.



INTERIOR OF VICTORIA HALL.



VICTORIA HALL RESIDENCE AND PARK.



BAND STAND IN PARK.

A very interesting object lesson has been given, that may be the inspiring cause of many other localities being similarly benefited by men of wealth and public spirit. Millionaires have founded libraries, art galleries and educational institutions in large centres of population, but seldom have they spent money on the isolated rural school section, giving them the advantages of city life.



INTERIOR OF SCHOOLROOM.

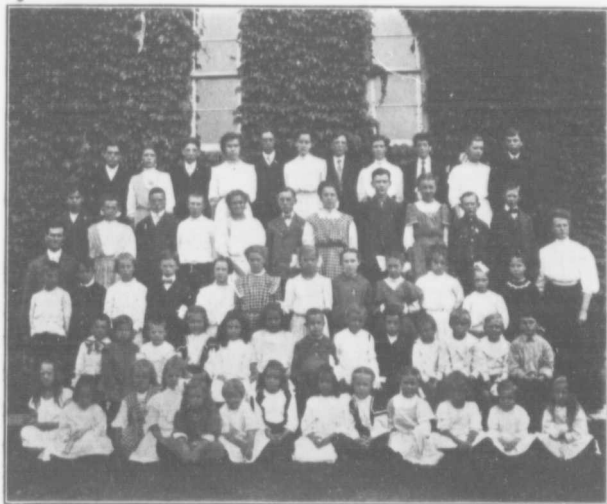
Though Mr. Rittenhouse has been most generous to this school, it would be unfair to say that they have not done their duty. As rate-payers, they have cheerfully responded and provide the salaries for two teachers, the general running expenses of the school, and the caretaker for cleaning, which for a small section is equivalent to one of the highest rates in the county. This cost has been greatly reduced, since the school-



NATURAL HISTORY MUSEUM AND ARCHEOLOGICAL COLLECTION.

board has always been progressive enough to accept every inducement offered by our present Government, and has likewise received the highest grants for rural schools in the county.

This is the fourth year that the section has had two teachers. With forty-five pupils, and the various lines of work including sewing and constructive work for the girls and manual training for the boys in winter, along with school gardening for all classes during the summer, they are kept fully employed.



SCHOOL GROUP OF 1909.

Though this makes longer hours for the teachers, since it requires much planning, it has its compensation, as it creates a greater interest in the work for the child. It brings the child and home nearer school, and the parents in sympathy with the work.

The pupils taught include those from the primary to the fifth grade, which corresponds to the Continuation Class graded No. 2. They try the examinations, entitled "Entrance to the Model Schools," for graduation purposes only. This gives them one year's advantages at the High School, with a broader education, since it gives more of the liberal arts.



NATURAL HISTORY MUSEUM AND ENTOMOLOGICAL COLLECTION.

Pupils expecting to attend the High Schools are given Latin and French also.

Both the teachers having professional certificates divide the subjects. The assistant who has charge of the primary division mostly is relieved while she teaches art work to the Third, Fourth and Fifth Classes.



THE OLD STONE SCHOOLHOUSE.

In 1858 the old stone school-house was built. This served its day and generation until the more commodious structure replaced it. The following is the roll of public school teachers:—

J. Bures, Barney Hare, William Fry, Mr. Pritchard, T. H. Willison, Mr.
Dunlop, William A. Wismer, Dr. William Rittenhouse, W. B.
Rittenhouse, Melvin Moyer, Hewson Moyer, Miss Greenham,
E. W. Albright, Robert F. Martin, H. M. Gayman
and Miss L. E. Robins.

Literature, Composition, Spelling and French are also taught by her in the highest form. This division gives more time to specialize in certain branches, and also avoids the monotony which might be the result of teaching only the large or small minds.



SECTION OF LAWN.



FOURTH AND FIFTH CLASS GIRLS IN FRONT OF CANNA BED.



SECOND CLASS UNDER ELM PENDULA.



ON THE LAWN—HYDRANGEAS IN THE BACKGROUND.



THE FOUNTAIN ON LAWN.

THE CHILDREN'S GARDENS.

Our school garden is four years old. You may say just in its infancy; and we are students at Nature's shrine, observing, expanding, admiring beauty and life.

It gives me pleasure to say that not alone to a progressive and enlightened school-section lies the success of our four years' gardening, but most to the generosity of our friend, whose name the school and garden bear.

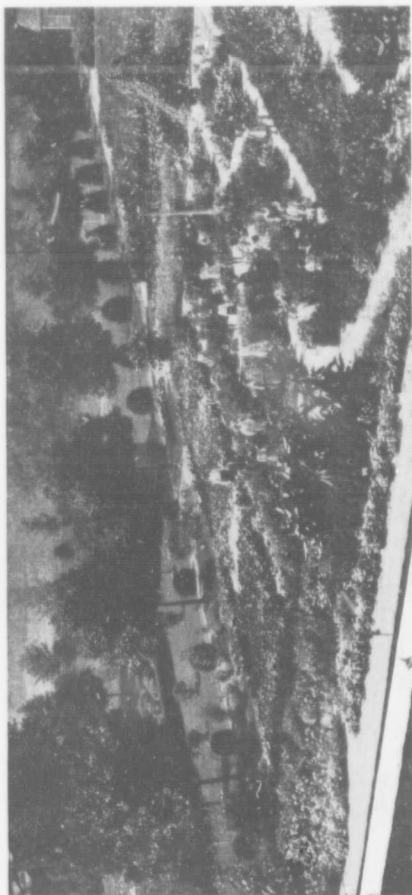


FIRST GARDEN IN BLOOM.

In the year 1907, our first garden was planned, and two months later it became a living reality, a pleasant surprise to pupils, ratepayers, and teachers as well.

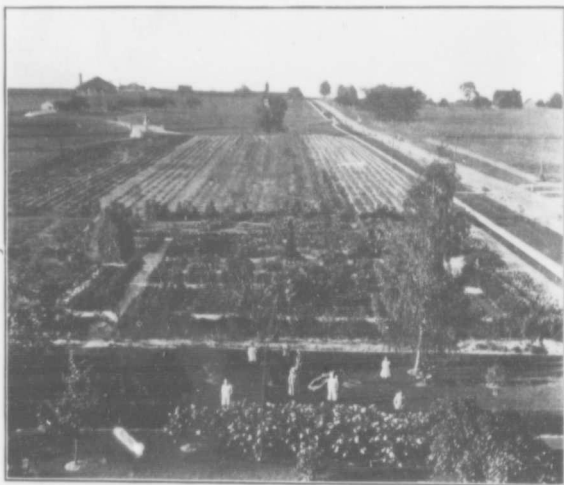
Fifteen years before the present garden existed, Mr. Rittenhouse had secured the services of a landscape gardener to beautify the grounds, (which at that time consisted of two acres), with a variety of shrubs, trees and hedges, making it not only a paradise for the children but also a beauty spot from which other sections might receive inspiration. He has thereby given an impetus to rural school ground improvements and the garden movement in our county.

It has often been conceded that the beautiful lawns and flowers which adorn the schools and residences in our immediate vicinity are in a large measure the outcome of his example, beneficence, and large generosity.



RITTENHOUSE SCHOOL GARDEN, 1908.

The fact that our school grounds were cared for by a gardener, and the children had little to do but to admire the beauty of the flowers and plant life, led to the establishment of a school-garden which was to be theirs, one in which they might experiment, and receive elementary instruction in the principles of agriculture, as a part of their education. Says Prof. Hanus "The education demanded by modern educationists must be a 'preparation for an active life.' Now, the only preparation



BIRD'S-EYE VIEW OF SCHOOL LAWN AND GARDENS FOR 1910.

Experimental Farm and Rittenhouse Road, with Lake Ontario in the Distance.

for life's duties, opportunities, and privileges, is participation in them, so far as they can be rendered intelligible, interesting, and accessible to the children and youth of school years, and hence the duty of all education is to provide this participation as fully and freely as possible. Nor can such an education be limited to school arts, reading, writing, and arithmetic." Education was not so long ago designated by the three "R's", but to-day a liberal education is demanded, one more properly known by the three "H's", the Hand, the Head, and the Heart.

"It must acquaint the pupil with his material and social environment, in order that every avenue to knowledge may be opened to him,

and every faculty receive appropriate cultivation." Dr. Haney of New York, says: "To interpret to the child his surroundings is to make plain to him the social content of education. This is to be gotten not from books, but from actual experience, from working in a common cause at things drawn from the life of the community."

If the above be true, then the education of the country child, if his education truly fit him for life's duties, opportunities and privileges, should be of such a character that he can participate in the life around him while in school.

"Then there seems no better method than that the training of rural school children include those subjects which will best equip them to achieve success in their particular environment; and a course of training in which shall be taught the fundamental elements of agriculture, a better conception of the forces of nature, a deeper interest in its manifestations and a stronger love for country life and its duties.

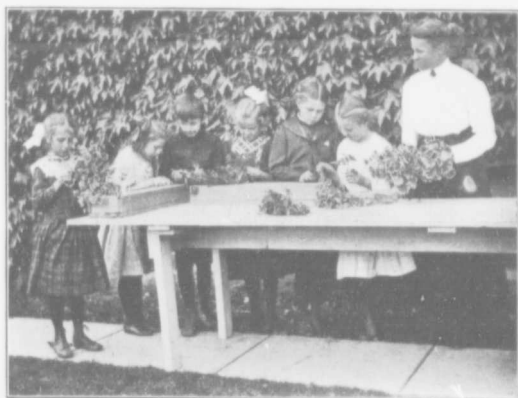


PRIMARY CLASS SOWING RADISH SEED.

"The pupils in country schools should be taught to observe more closely, to think more clearly, and judge more accurately all along the lines of farm occupations and economics."

So often has our garden been misrepresented regarding the cost and labor done, that we believe it to be to the interest of the garden movement that this error be corrected. More could have been spent, as we were not hampered for funds, but that we might be an example for other rural sections, both trustees and teachers have wisely played the part of economy.

When we say our garden for 1910 cost only \$35.00 and \$30.00 of this is paid as a Government grant, you can readily see that our section or any school-board would not be financially embarrassed or unnecessarily burdened for having conducted a school garden.



GERANIUM CUTTINGS FOR WINDOW-BOXES.



SEE MY CABBAGE.

This cost was divided as follows for the last four years:

1910.

Labor	\$23 00
Seeds	9 00
Ploughing	3 00
	<hr/>
Total	\$35 00

1909.

Barnyard Manure	\$25 00
Seeds	6 00
Labor	24 00
Tools	10 00
	<hr/>
Total	\$65 00

1908.

Labor	\$24 00
Seeds	5 00
Ploughing	5 00
	<hr/>
Total	\$34 00

1907.

Land (Gift Mr. Rittenhouse)	
Tool Shed (Woodshed Re-	
modelled)	\$30 00
Com. Fertilizer	8 00
Humus	5 00
Seeds	5 00
Labor	24 00
Tools	10 00
	<hr/>
Total	\$82 00

The Grants were respectively:—

1910	\$30 00
1909	20 00
1908	20 00
1907	100 00
	<hr/>
Total	\$170 00

Cost:—

1910	\$35 00
1909	65 00
1908	34 00
1907	82 00
Total	\$216 00

The actual cost $\$216 - \$170 = \$46.00$.



PROPAGATING.

A fair estimate of the value of the land at that time would be \$200 per acre. Had this Section paid even that amount, the garden would then have cost only \$246 of actual money.

Included in this cost, we have a frontage beautifully designed by our gardener and cared for by him. This is done at Mr. Rittenhouse's request, and for this we are thankful, as it adds to the beauty and gives the landscape effect to the garden. Nearly half the cost, and probably half the labour, is spent on this frontage, which is not the essential part of the school garden. The part which is of vital interest is the children's individual and community plots, and to this phase of the work at least seven-eighths of the garden is devoted.

Now that our garden is well established, we can conduct one such as the illustrations suggest for the small sum of the ordinary school grant for that purpose, which is \$30 per year.

When so many avenues are open to assist rural schools, it should be comparatively easy for most sections to have at least 1-8 acre, which could be used for experimental purposes.

This, along with the yard proper, which should include flower-beds, shrubs, and lawn, will give sufficient work for the average school. No doubt in many sections, where the land is clayey, 1-16 of an acre or less could be used to better advantage than a larger area.



TRANSPLANTING IN THE COLD-FRAME.

We must not err by thinking that a beautiful garden is essential to school gardening, or that area is the principal consideration. The best lessons may be taught in gardens, which may not be brought before the eyes of the public. The tendency with some teachers is to attempt too much. If the pupils are with one teacher four years or more, they will become familiar with all phases of garden work.

As to the time spent, we have devoted about two spaces of 45 minutes each Tuesday and Thursday, each teacher taking a number of pupils at different periods. If it is excessively hot we change the day. We spend about one day to get the plots ready and plant them. There is no fast rule to make regarding the time one might profitably spend at this work, but rather than discourage this new subject on our curriculum we should be judicious.



WEEDING.



BEFORE THE CORNROAST.

About Arbor Day, if the weather is favorable, we devote this time for the preparation of our individual plots, which are 6 feet by 10 feet, for the 3rd, 4th and 5th classes. These are divided and sub-divided for the First and Second Classes. Each child levels and gets his own seed-bed in good condition for sowing. Then, he cleans the paths around his plot. If weather conditions are unfavorable, we postpone our Arbor Day until a suitable time. This day gives most work, and here a gardener, laborer, or willing hand is needed to assist in the rough and heavy work.

A few months before garden work, we try to interest the pupil in his plot, and the planning of the same, by a series of lessons bearing on planting and germination. The child should have his plans worked out in his exercise book. Last year each child in the Third, Fourth, and



BOYS HOEING.

Fifth Classes was allowed to plant in his own garden what pleased him best. By this method each child showed his individuality, and results were quite satisfactory.

In many cases plants were too crowded, but last autumn we made comparisons and drew lessons from the observation of their individual plots, which undoubtedly will cause them to revise their plans for next year.

In these plots one-half of the space was used for vegetables and the rest for flowers. This seems like too much mixture, and as several children have asked to devote the entire plot to flowers and use separate plots at the rear of the garden for vegetables, their suggestion will be followed this year.

Most noticeable has been the influence of floriculture on some of the boys, who seemed to have little taste for the beautiful. A few years

ago they wished to grow vegetables exclusively—things that represented money and their living appealed to them. To-day the same boys are cultivating the larger area in flowers, which shows the aesthetic is on the ascendant. "Let us not forget how much of life's course of study is furnished by environment, and that its enrichment makes possible nobler tastes, more refined ideals." As Ruskin has said, "What we like determines what we are; and to teach taste is inevitably to form character."

A suggestion is here offered to show how it will be possible in garden work to carry out some definite experiment of interest and benefit to



BEDDING.

the ratepayers. What may prove interesting to one section might not be practicable to another. The line of work undertaken depends largely on the judgment of the teachers and trustees.

One year we had a co-operative experiment with tomatoes. The seed was furnished by the Ontario Agricultural College at Guelph. Planting was done June 5. We experimented with thirteen varieties to determine both from the growers' and canners' standpoint the relative value of the thirteen varieties under test, and at the end what were the best for the canning trade. The ground space was a little less than 1.5 acre. The soil contains 56 parts loam, 40 parts clay, 3 parts organic matter and 1 part gravel. An application of barnyard manure and ashes supplied the necessary humus and potash. The plants, 480, were placed four feet apart each way and were vigorous growers, covering the entire

ground. A carefully tabulated account was kept of each variety, the dates of picking, the quantity picked. In addition to what the children ate, over 100 bushels were accounted for. The Beamsville Canning factory tested the different varieties and from the canners' standpoint claimed the Marvel and Ignotum the best. The best yield from forty plants was as follows:



PUPILS GATHERING ASTERS. BAND PAVILION IN BACKGROUND.

Earliana	12 bushels
New Globe	11 bushels
Chalk's Jewel	10 bushels
Marvel	9 bushels
Great B. B.	7 bushels
Matchless	7 bushels
Ignotum	8 bushels

From the farmer's standpoint the varieties which yield the most and ripen the earliest would be considered the best for profit.

That we could carry out an experiment like this without infringing too much on schooltime is accounted for since the trustees took as much interest in the experiment as we did. They raised the plants and helped to plant them. We did the hoeing and paid for the cultivating. We started to harvest the crop but found it required too much time. Then we hired our gardener at 5c per bushel (he also being interested in the experiment). After paying 15c per bushel for harvesting the crop, which included teaming and picking, we realized a profit of 10c. per bush.

Later on at our annual fall fair, the boys in the higher classes selected three of the best varieties for exhibition. Here they learned the points required for a perfect tomato, such as shape, color and flesh, and had their exhibit correctly named, and the prize, which is only a card, awarded by a competent judge.

Each year since this experiment, we have grown a few dozen plants, using a few of each to test the varieties. Almost any interested farmer or gardener will gladly furnish the school a few plants.

Last spring the Experimental Station furnished us with the plantlets. The boys placed about three dozen in pots in the conservatory. They made rapid growth and when planted outside showed no signs of wilting,



CHILDREN'S WILD GARDEN.

as they had good roots and the earth in the pots adhered to them. Each year we have successfully harvested the entire crop, which many farmers fail to do, since their plants are not hardy enough or far enough advanced when set out.

After our experiment with tomatoes, we must conclude that the average boy had an intelligent appreciation and knowledge of tomatoes.

Last year the boys made a cold frame in the centre of the garden. In this the children bedded out about 300 celery plants. The girls planted as many asters and phlox. Asters were also grown in the school windows in boxes made by the boys in manual training.

Melons have been grown for four years. On an average at least three hundred melons have been harvested. Though they are in a public place, great respect has been shown the school and children's gardens.

as very few depredations have been committed. This speaks well for the neighborhood and the youth of our section.

In the rear of our garden and as a background, we have the small fruits, corn, and trees. The fruit consists of two rows of strawberries, two rows of peaches, ten peach trees in all, five being budded by the boys from our first year's seedling trees, which were grown from the pit.

Each boy in the 3rd and 4th classes budded three or four trees. This does not make them expert budders, but in a few instances they have grown the seedling peach trees at home the following year and have had



THE PLEASURES OF SCHOOL GARDENING.

splendid results. This shows the practical side of school gardening. The boy is learning something useful and gaining power simultaneously.

The other five trees are seedlings. They are now three years old, and will bear next year. Last season they were badly affected by the curl leaf, and the peaches dropped off. Another spring we will spray some trees as an experiment.

The boys and girls have grown several of the shrubs from our yard by propagating. Cuttings from the privet, hydrangea, snowball, honeysuckle, deutzia, grapes and currants, were successfully grown.

We have also a row of blackberries, raspberries, (red and black), a row of grapes, a row of currants (red and black), and gooseberries. Of the smaller fruits, we grow four of the leading varieties of each, and several varieties of grapes. The boys trim them, and one of our best vines, a Niagara, is here illustrated.



LABOUR.



LABOUR REWARDED.

A few years ago we were greatly assisted in our fruit plot by the Ontario Agricultural College. In his department Prof. Hutt was quite generous, and sent us a box of perennials for a border, and this year the Forestry Department gave us a collection of trees.



THE TRUSTEES.

Prof. McCready is quite enthusiastic, and will assist in many ways by furnishing seed at a minimum cost. Spend a term at Macdonald Institute during the summer vacation, and you will be well repaid and better fitted for future work. You will have a broader outlook and a larger conception of nature study.

The fruits, especially the smaller ones, ripen, unfortunately, during the vacation, and though the children pick and get familiar with the leading varieties, we can not be as definite tabulating results, and an interesting lesson is lost.

Each autumn we have a Fall Fair. Then the children place on exhibit in the basement of our school their garden produce, vegetables on tables or built into a pyramid. The girls make up bouquets and arrange in vases flowers gotten from their gardens. They make flower baskets or decorate dolls' carriages. They also show specimens of mounted native plants and ferns correctly named.

They supplement their garden exhibit by bringing fruits from their respective homes. Parents show a deep interest in this, as they assist



SUNFLOWER IN SCHOOL GARDEN.



SURROUNDING AN INDIVIDUAL PLOT.

the smaller children by helping them in selecting peaches, clusters of grapes, pears, apples and plums for the Fair. The pictures here illustrate part of last year's exhibit, which was unique and creditable to the children.

The prizes given are only cards (printed) with the name of the school, exhibitor and variety exhibited. This alone creates sufficient enthusiasm in the children to do their best.

At our Fall Fair we invite several of our neighboring schools to participate in our programme, which is held in Victoria Hall across the



CHILDREN IN SCHOOL GARDENS.

way. After the programme we treat them to the best produce of our garden and fruits from their homes.

In the Fall, we collect seeds and make cuttings of geraniums and coleus and place them in the window boxes.

Our bee-hive in the Museum is also a part of our garden study during the summer, as well as many of the gaudy butterflies, pretty moths, and other insects which either work good or ill to the plants. Indeed, Nature has been very kind to us in furnishing so much material of real interest.

The botanical side of school work, which consists largely of the life, growth, and function of the different organs of the plant, is done during spring and summer seasons. We are busy at manual training and sewing during the winter months. The two subjects, manual training and gardening are correlated, and any school would be better fitted for garden work, if not possessing a complete manual training outfit, to have at least one general work bench, which, with the necessary tools, could be secured for the sum of thirty dollars.

A diagram of last year's garden is given, which illustrates the part where cultivation is done by horse power. This lessens the labour of hoeing. We have three-fourths of our garden cultivated at least six times.

The trustees and neighbors are most generous, as they always furnish a horse and often a man.

During the holidays our garden is cared for by the children and teachers. At stated periods the pupils or representatives of the various families will call at the gardens. If the plots have been well kept during the early part of the season, a moderate amount of work will tide them over until the return of the children after midsummer.



NIAGARA GRAPE VINE IN SCHOOL GARDEN.

Last summer, the teachers being away for a considerable time, the older pupils were responsible for the general work of the garden. As a rule they care for their individual plots at times most convenient for themselves.

After a trial of four years we have received no complaints either from the children or parents, and if the visitations of the ratepayers and strangers to our gardens are any evidence of the popularity of this new phase of school work, we must conclude that the school garden has come to stay.

Most gratifying have been the results in examination work. We feel that our garden work has improved our pupils, by making them more efficient both for manual labor and mental work.

Many advantages are the direct result of a co-operative school garden. In no better way could civics or the idea of government be



AN EX-TRUSTEE, ISAAC G. CULP, WITH INSPECTOR W. W. IRELAND AND OTHERS.



GRAPES AND VEGETABLE EXHIBIT.

taught than in the use of the miniature township organization of council and officers—a system of management borrowed from Mr. Atkinson of Broadview Boy's Institute, Toronto.

The properly conducted garden makes children orderly, systematic, and law-abiding citizens. Through having possession of a part of the garden, a sense of responsibility and the appreciation of property is developed in them. They learn to respect the rights of others, and show an increased respect for honest labour.



PART OF FRUIT EXHIBIT AT SCHOOL FALL FAIR.

Both pupils and teachers are benefited physically by the change of air and sunshine, as the exercise and diversion from the general routine of schoolwork gives recreation, and intellectual development is aided by the planning of work.

Recognition of the different plants and their habits exercise the senses and judgment. Coming into intimate contact with flowers and vegetables increases the spirit of inquiry, and creates a new interest in the things of nature.

We are convinced that garden work assists largely in forming the foundation for a firm will and self-reliant action, or, in other words, for moral character.

SCHOOL SEWING.

BY LILIAN E. ROBINS.

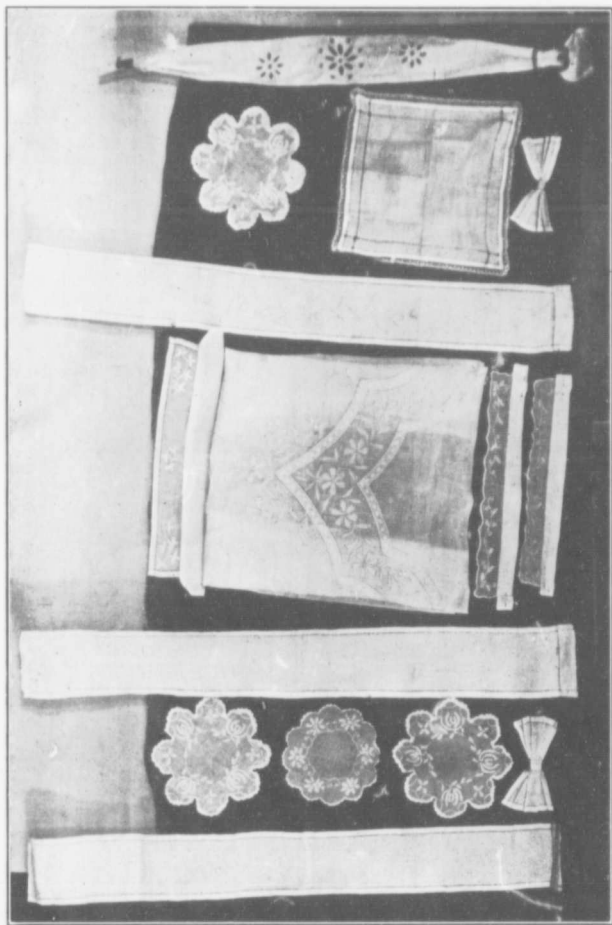
In Canada, which is comparatively a new country, the great majority of our citizens must gain a livelihood by handwork, rather than by professional occupations. Until very recently, this fact was entirely lost sight of in arranging the school curriculum. Though scarcely twenty per cent. of the pupils taught in the public schools would enter



SEWING CLASS.

professional life, yet the course of study was planned almost solely for this minority. No recognition was taken of the fact that most of the pupils taught would go from school to mechanical or industrial pursuits; nor were the girls prepared in any sense for the ideal life-work of womanhood—intelligent home-making.

The school has failed in its real work, if it does not graduate pupils who can readily adjust themselves to the actual life they enter. Too long has the complaint been raised that graduates cannot work accurately and quickly. Technical education, as applied to public school work,



EMBROIDERY.

including constructive work, manual training, household science, and art work, would serve to give speed and accuracy, as well as practical ideas, to the student. Also, this education would help a boy or girl to an intelligent choice of a trade, or profession, by enabling him to learn his own tastes and inclinations.

However, increasingly the advantages of technical education are coming to be recognized, and, especially in city schools, the necessary equipment is being installed. There can be little doubt that, before many years have passed, similar equipment will be in most schools.

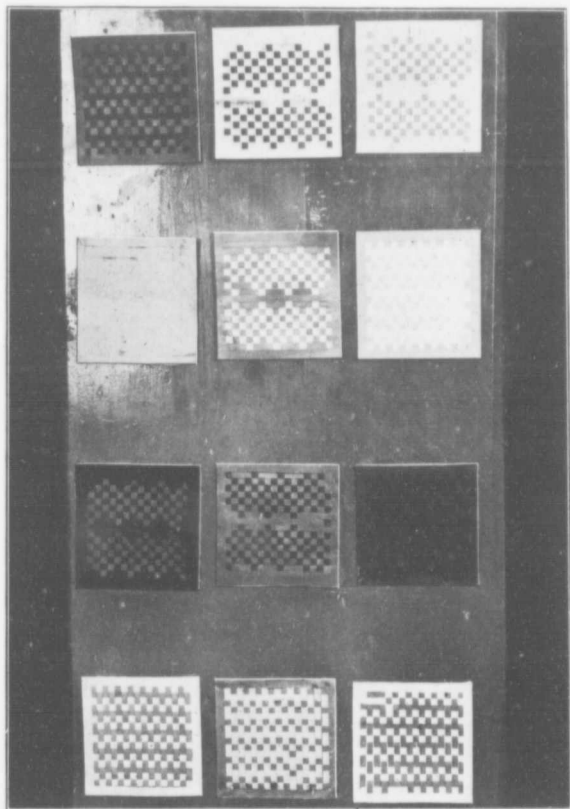


CROCHET WORK CLASS.

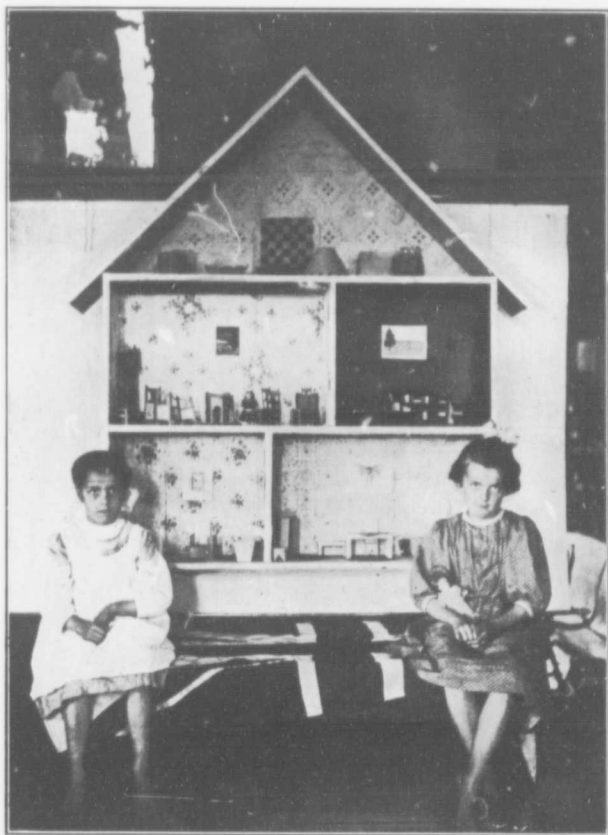
Already much more has been done for the boys than for the girls of our schools. No wonder the girls have, in the past, shunned housework as a means of livelihood, and hated the drudgery of it. An intelligent training in household science would do much to alter the public impression of housework and the domestic arts.

In the Rittenhouse school some attempt has been made to give a technical education, which has proved to be popular alike with parents and pupils.

For the elementary classes—boys and girls alike—there is constructive work. This work includes mat-weaving with colored papers, paper-folding and pasting, clay modelling, card-board work, and the making



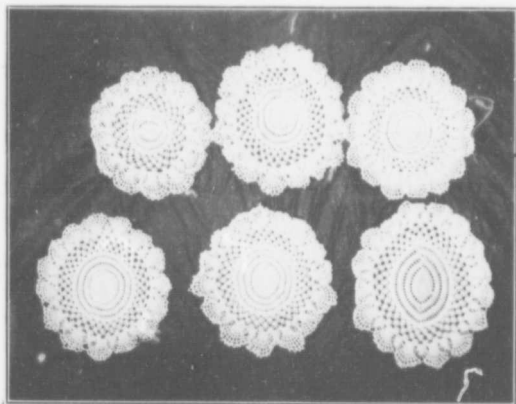
MAT WEAVING CONSTRUCTION WORK.



DOLL'S PLAY-HOUSE, KINDERGARTEN WORK.

of furniture in card-board. To the pupil this work is invaluable as a preparation for manual training and household science, giving the pupil ideas of form, structure, measurement, color-harmony, and arrangement, besides giving him real pleasure by allowing him to make things for himself.

In the older classes there is manual training for the boys in the basement, while the girls are busy with school sewing in the schoolroom. Two periods a week of about an hour and a quarter each are devoted to this work during the late autumn, the winter, and the spring months. During the remainder of the school year, this time is given up to school gardening. For the past four years, this arrangement of the time-table has



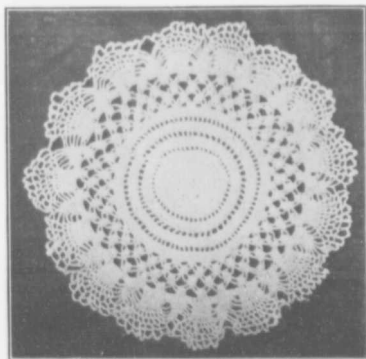
CROCHETED TABLE MATS.

been found quite satisfactory, not in any wise harming the regular subjects of school study, but rather improving the work done in other subjects, as examination results show.

The school sewing has been made as practical as possible, and the aim has been to teach the girls the various stitches and their intelligent use, and also a little concerning the use of patterns. During the past four years the girls have made shadow embroidery collars, ties and doilies, hemmed handkerchiefs, hemstitched linen belts, designed and embroidered by themselves, embroidered waist fronts, done fine mending and darning, made eyelet embroidery and buttonholes, crocheted table mats and edging, and made needle-cases.

During this winter term they have been cutting out and making aprons, some of them for their dolls and others for themselves. This last term particularly there has been a marked difference in the character of the work done by the girls. There was a healthy rivalry among them regarding whose work would be neatest. The sewing illustrations but poorly show the nature of work done by the pupils.

It may be thought that the cost of materials would prohibit sewing lessons in rural schools. The cost is, in reality, quite trifling; probably



CROCHETED MAT.

eight dollars would cover the whole expenses for the four years, and the pleasure, as well as the profit derived from the sewing lessons, is quite out of proportion to this trivial cost.

As yet nothing has been done in this school for the teaching of Household Science as it pertains to cooking and laundry work, but with more ample space in the school we hope in the near future to have equipment and time on our school time-table for teaching more of the domestic arts.

MANUAL TRAINING.

This subject has been carried on for four years. Part of the basement is fitted for a manual training room. In order to economize space the room is fitted with six double benches. Each desk is provided with two sets of tools for which the pupils are responsible. In addition to this they have a cupboard of general tools which are used in common. Twelve to fifteen boys can work to good advantage.

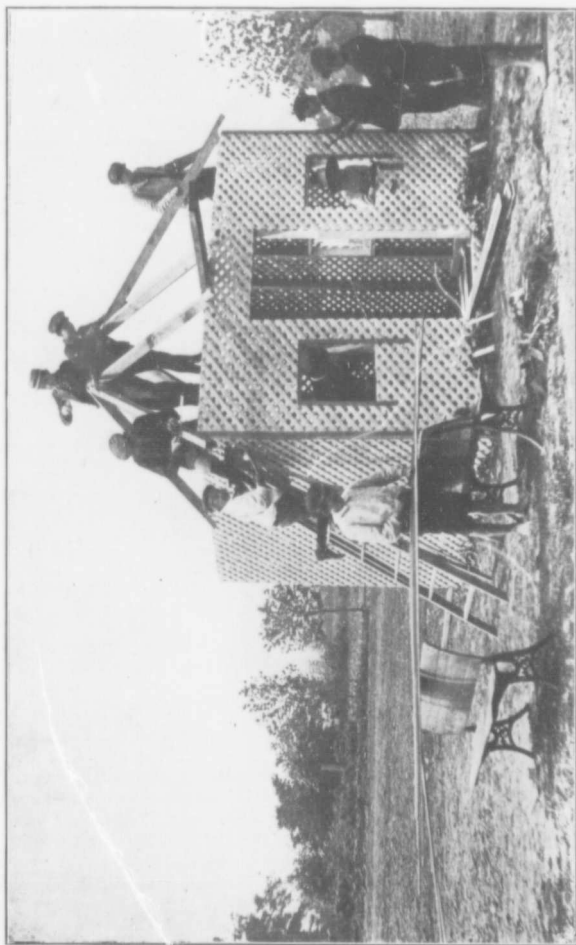


MANUAL TRAINING WORK.

During the winter the boys from the Third, Fourth and Fifth classes spend on an average three hours per week from the regular school period at wood work, while the girls of similar classes are employed at constructive work and sewing.

The younger boys do easy wood work at first. When they become more skillful they get better material. Four of the older boys who have had four winters' training of 11-2 hours twice a week, are at present making a morris chair. The joints and mortises show careful workmanship.

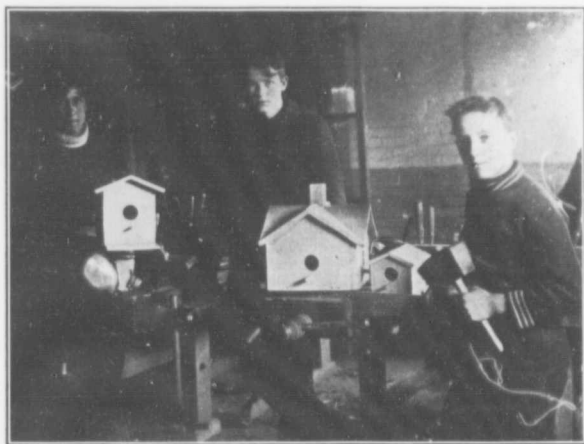
As the illustrations suggest, we try to be practical in all our manual training work. Objects that are of value create the greatest interest in the boy.



SUMMER HOUSE CONSTRUCTED BY THE BOYS DURING MANUAL TRAINING PERIOD.



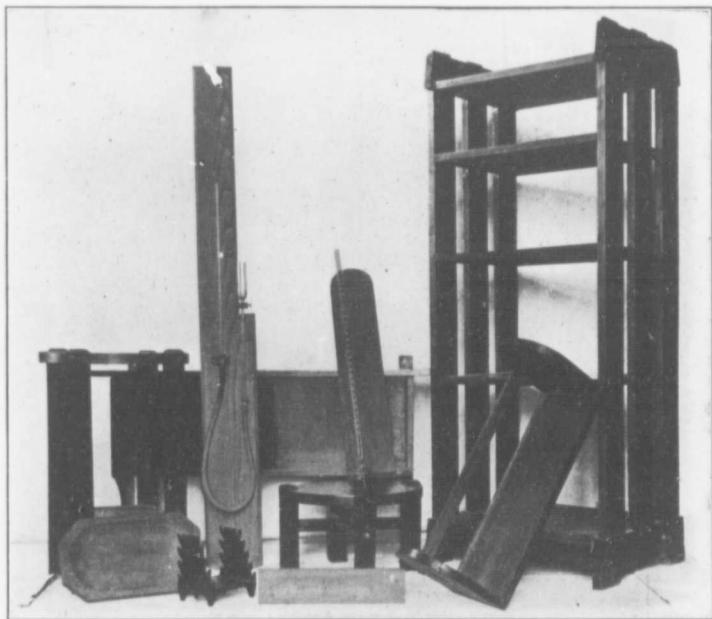
SUMMER HOUSE COVERED WITH WILD CUCUMBER VINES.



WOODWORK IN THE BASEMENT OF RITTENHOUSE PUBLIC SCHOOL.

They become familiar with mechanical drawings and learn to draw to a scale. Their idea of measurement and muscular sense are developed. They become acquainted with different woods. In the use of tools they are more efficient and the hand is trained as well as the eye.

In the lower classes it paves the way for arithmetic by giving them a proper conception of the nature of fractions and board measurement. In the higher classes geometry of a practical form is given in the concrete.

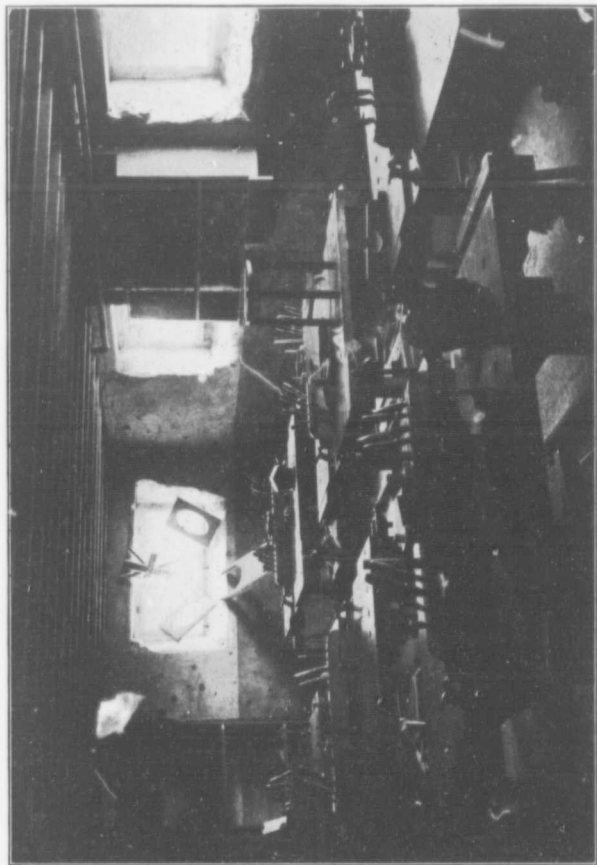


BOYS MANUAL TRAINING WORK.

The management and discipline of the school are more easily maintained while the older boys are often held a year longer.

The carving of fences, desks, and buildings often noticed in the little country school was only another form of manual training when the boy was not given that for which his hand and heart longed.

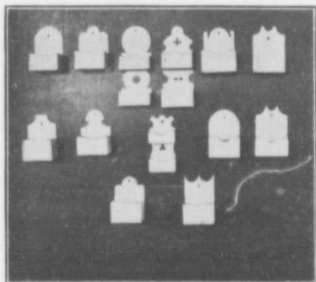
Principal Scott of Toronto Normal School said, "Manipulative work in schools educates and improves boys, as the physical effort reacts



MANUAL TRAINING ROOM IN BASEMENT.



MANUAL TRAINING AND CONSTRUCTIVE WORK BY BOYS AND GIRLS.



MATCH BOXES, SHOWING BOY'S OWN DESIGN.



MANUAL TRAINING.

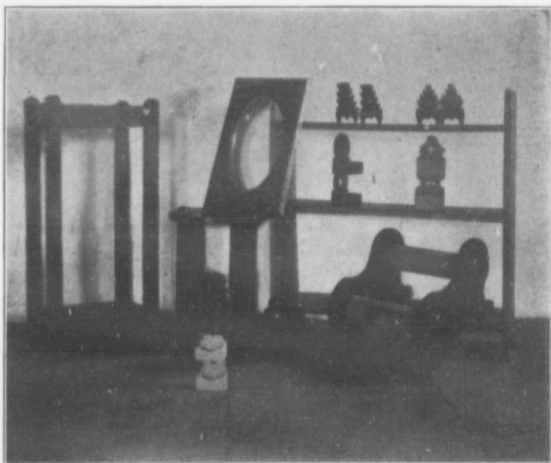


A SEED CASE.

Work of Boys in Manual Training, and Seeds collected by School.

on the intellectual. The educational programme should include intellectual, physical, and moral training—the latter term including practice as well as precept, and religion as well as morality. The schools are growing in that direction."

Mr. Scott was decided in his opinion that the manipulative processes did not interfere with other studies, such as writing, reading, and history. In the Model School, they had all the so-called "frills" and "fads," and although these took time from the so-called intellectual studies, the pupils' brain-cells seemed to take in so much better that they often surprised the Normal School teachers by their advancement.



MANUAL TRAINING WORK.

The results were tested at the entrance examination, and the records for ten years showed that 85 or 86 per cent. of the pupils had passed.

Our examinations have been as successful as those of Toronto Normal for the past five years. Both in the Entrance and Continuation work, each year has had pupils securing honors.

Give the average boy a work bench, tools and wood along with the guidance of an interested teacher and the result will be a practical education for the hand, the head and the heart.

The annual report of the Inspector of Technical Education in Ontario, Mr. Albert Leake, beautifully illustrates the work carried on as a part of the public educational system of Ontario.

AN EX-TEACHER.

This book would be incomplete without recognition of Mr. R. F. Martin, who taught this school more than twenty years.

In no way has he sought publicity. His modesty and unassuming manner have won for him the esteem and good-will of a wide circle of friends. Especially are his ex-pupils pleased and interested in a face that has still in it the sparkle of youth and sympathy for the child-mind.



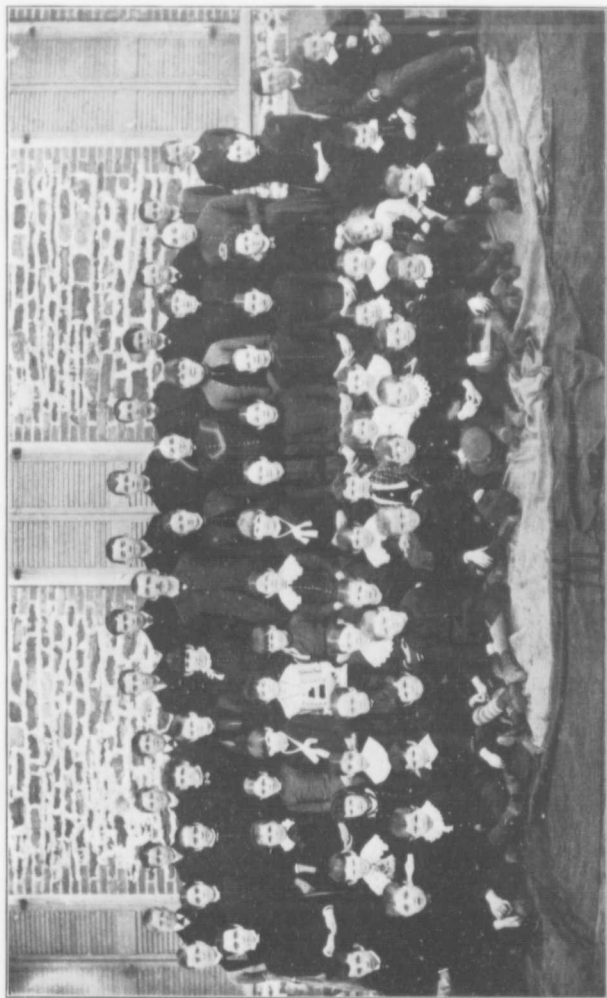
MR. R. F. MARTIN.

An Ex-Teacher, who taught twenty-one years at Rittenhouse School.

Probably in no greater way has he influenced the section than in the musical appreciation and education he instilled in the youth of his school.

Again as a leader in Literary Societies and school entertainments R. F. Martin set a high standard.

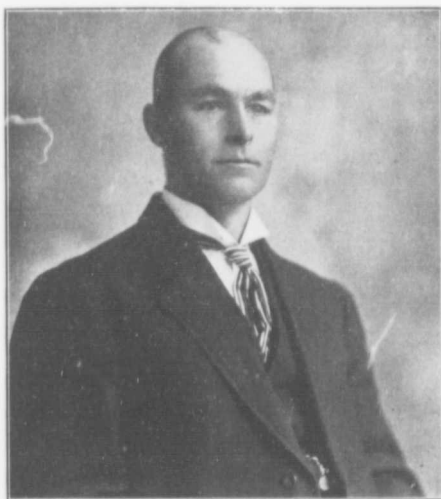
As is the ideal of all true teachers his greatest pleasure and pride is to note in his former pupils the development of manhood and womanhood, which shows culture, refinement, and strength of character.



MR. MARTIN AND HIS SCHOOL TWENTY YEARS AGO.

OUR PUBLIC SCHOOL INSPECTOR.

Mr. W. W. Ireland, M.A., Inspector of Public Schools in Lincoln Co., has always taken a great interest in the garden movement, and not only has he encouraged school gardening, but has used his influence for the providing of extensive playgrounds for the schools of the County.

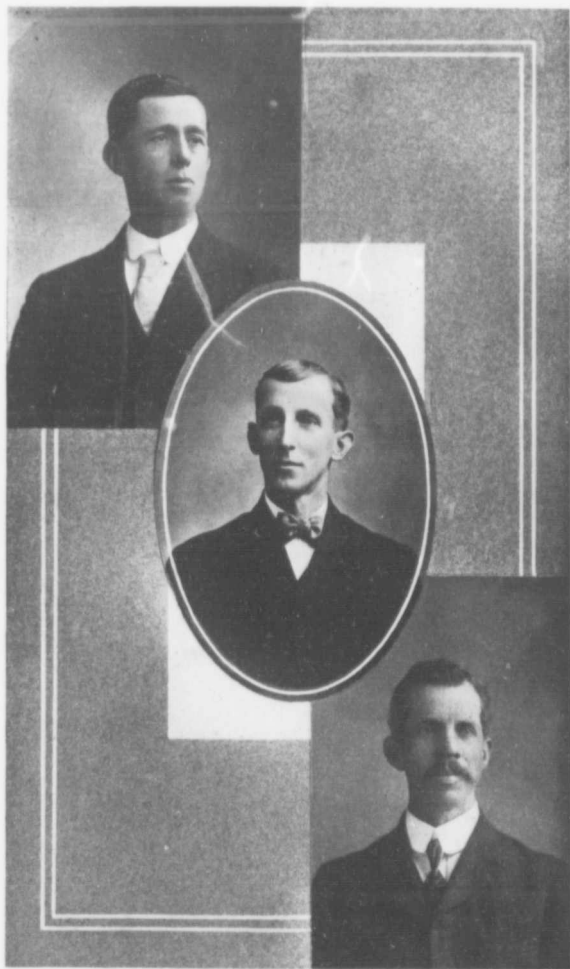


W. W. IRELAND, M.A.,

Inspector of Public Schools for Lincoln County, Ont.

He is also urging sections to beautify their lawns by flower beds, shrubs and trees, with the result that many sections are responding.

He says, "What is needed is the trained and enthusiastic teacher. The people will provide the land. I believe that I may say that the garden will soon be looked upon as a vital part of our educational machinery."



MR. W. D. CULP

MR. A. H. CULP

MR. S. H. RITTENHOUSE

Trustees Rittenhouse School.

PLAYGROUNDS AND ATHLETICS.



ATHLETIC MEET, WITH BEAMSVILLE BAND, ON SCHOOL CAMPUS.



FOOTBALL ON PLAYGROUND.



TOBOGGAN SLIDE.



A GARDENER, M. T. K. ROBERTSON (IN CENTRE), ALONG WITH THE TEACHERS.

He, as well as our Janitor, Mr. Abner Honsberger, give valuable assistance.

THE VINELAND SCHOOL AND GARDENS.

We are indebted to the Vineland School for these excellent cuts, which show a beautiful garden. While it is of the ornamental type, it is most practical.

This school and garden are two miles from the Rittenhouse school and situated on the same road.



GARDEN VINELAND PUPILS AT WORK WITH MR. JAMES E. PAINTER (CENTRE.)

Jas. E. Painter (lately deceased) was intimately associated with the Vineland School. He was an enthusiast in Nature Study and School Gardening.

The garden and lawn, which comprise two acres, were procured and are maintained by the Section, and are justly the pride of the residents of Vineland.

Miss M. Fennell and Miss B. Gove will have the working of this garden this year.



GARDEN VINELAND.



VINELAND SCHOOL, SHOWING LAWN AND FLOWER BEDS.



PUBLIC SCHOOL AND GARDEN, 1909, AT VINELAND.
(Union S. S. No. 3, Louth).

GARDENS AT LOUTH 3 AND ST. DAVID'S.

Miss M. A. Eberhardt has the distinction of being the first lady in our county to conduct a school garden.

These photographs show many excellent features of garden work.

Mr. Frank Newhouse of St. David's was one of the first teachers of Lincoln Co. to take the course at Macdonald Institute. He has successfully carried on a school garden two years and can give many practical lessons on this subject. Unfortunately I have no pictures of his garden.

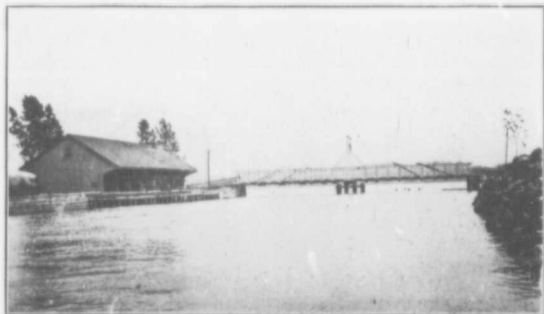
There are several sections in our county that contemplate gardening next year in addition to the four that were carried on last year.



FRONTAGE OF GARDENS AT LOUTH S.S. No. 3.



CHILDREN'S PLOTS—LOUTH S.S. No. 3.
Miss M. A. Eberhardt (teacher) in Background.



JORDAN HARBOUR, AT THE MOUTH OF THE TWENTY-MILE CREEK, A MILE EAST
OF THE RITTENHOUSE SCHOOL.



JORDAN STATION SCHOOL.

Mr. Heaslip and Miss Hamilton, Teachers.

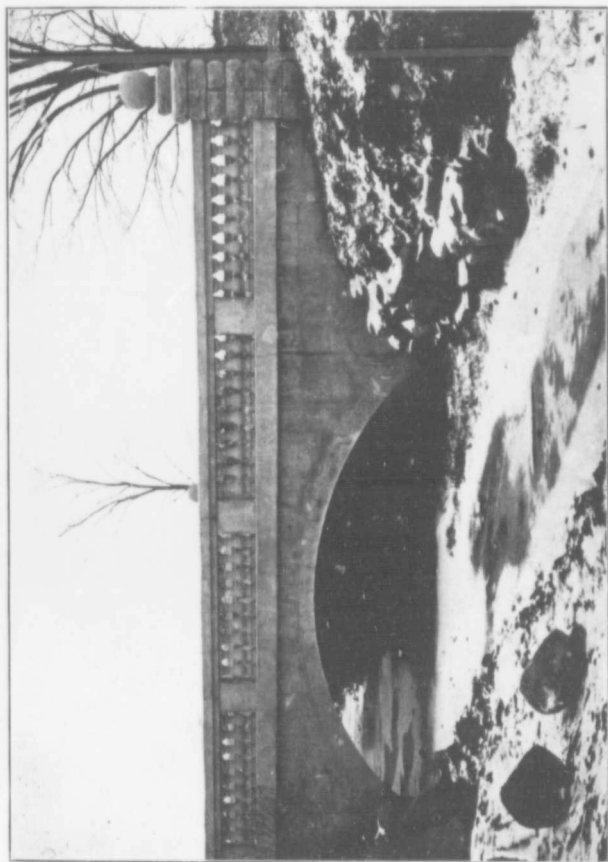


THE ADMINISTRATIVE BUILDING AND SUPERINTENDENT'S RESIDENCE AT THE
ONTARIO HORTICULTURE EXPERIMENTAL STATION, JORDAN HARBOR, ONT.

(The farm was a gift by Mr. Rittenhouse to the Ontario Government. Experimental work is carried on here in vegetables and horticulture.)



RUSTIC BRIDGE ON GOVERNMENT FARM.



CEMENT BRIDGE ADORNING RITTENHOUSE ROAD.
Erected by Mr. M. F. Rittenhouse.