:-: VALUE OF THE SCHOOL GARDEN MOVEMENT :-:

By Philip Emerson, Principal Cobbet School, Lynn, Massachusetts.

Times change and schools must meet the changed conditions. In the long past kings ruled the world, and schools did their full duty in training pupils to obey implicitly constituted authority, as represented by the teacher. It is now many years since English folk won their liberties, but it is only yesterday that schools awakened so that pupils should share in the government of their class rooms and school yards. For centuries the better children have seen their fellows cheat and cause disorder, and have kept silence as demanded by their code of honor; and for many years past multitudes of the best citizens of America have pursued their own ways unmindful of the graft and vice that flourished in their local governments and communities. When we train our school children to organized participation in social self-government, fix a habit of righting the wrongs about them, and develop a feeling of responsibility for the general welfare, then the schools will have met the needs of democratic government in modern America.

The schools must give American boys and girls the varied industrial training that was a necessary part of child life on a pioneer farm. Before civil war times boys were busy from early dawn till dark in the field, the barn or the shed, using axe, hoe or saw, driving hores, mending fences, or planting potatoes. The girls sewed, ironed, and cooked, often drove the cows to pasture, helped plant the corn, perhaps drove to mill or store. Such children had few books at home and had a right to devote their whole time to books during the brief term of schooling allowed them in the little red school house at the four corners. Now most children live in large towns or cities; they spend ten months at school and two more loitering about until school reopens. What are the schools doing? The same old tasks the children of old time district schools worked at—books, books, books. And the newspapers cry out against any change as a fad, and deplore the neglect of the three R's. The fact is that the children of our schools read, write and cipher far and away better than the average children of a half century ago; and it is also true that in practical ways many are without training and are inefficient. Employers find them careless of responsibility and lacking in power to undertake independent work. Now that the school takes children in hand for practically all the year, it is in duty bound to give them an all-round training.

The School Garden.

The school garden is the best form of industrial work the school can undertake. Farm boys lived in the outdoor air; school children are crowded within buildings that are usually poorly ventilated. Garden work takes the school outdoors where health returns to many a child that is breaking down while bent over a desk. The manual training work that replaces many farm handicrafts is practiced within doors and is often so stereotyped as to fail of affording a free development equivalent to that of old days. It is less easy to prescribe by rule just what to do in a garden; nature's variety confronts the little gardeners with problems not prescribed in manuals.

Then, too, gardening at school leads directly to gardening at home, where, at least, a child may plant what he pleases, make multitudinous mistakes and in mending them win back his birthright to learn by unfettered practice and to gain by free initiative the power to plan and to execute large works in later life.

If a boy finds out in a home garden that neglect brings but a crop of weeds, while faithful, thoughtful care has borne fruit in a bounteous harvest for his fellow next, door he may well have learned a lesson making him worth far more to a future employer than could have been the result of a year's additional drill in arithmetic. It seems reasonable that the best means of replacing the lost farm life should be to take the children to the soil and train them to grow the flowers and vegetables that throve in the gardens of their grandparents.

The Cobbet School.

There are many minor objects attainable by means of school gardens. At the Cobbet school, Lynn, Massachusetts, there is a long ten-foot strip next the street where the teachers and children have established some three hundred native shrubs, herbs, ferns, etc., that have been brought from the fields and woods near Lynn and also from far away in New England. There the children and the passers-by see the wild plants bud forth, bloom and form their seeds, each in its season. Labels give them names and values. The great wild park—Lynn Woods—becomes more valuable to the city because of this living index to its undergrowth. The children are more careful of the rarer wild plants, having been taught to protect and value them at school. Native plants are being grown from seed. Some children have started little wild gardens in their home yards. The work is a most efficient aid to the nature study of this school. Near the street, also, is the geographical garden plot where such geld crops and commercial plants are grown as wheat, rye, oats, Indian corn, broom corn, Kaffir corn, alfalfa and other fodder crops, cotton, flax, hemp, tobacco, chicory, sugar beets, and the like. They admirably supplement the school cabinet of geographical specimens and aid in giving meaning to the words of the textbook. In a number of ways the school garden contributes to the work of the schoolroom.

Model School Grounds.

The larger outlook of gardening at school, however, is to the stimulation of the community at large. The school and its grounds should be beautiful, models in every way, that the children and their parents may wish their homes beautiful and sanitary. The vines that cling to the brick walls of the school, replacing its staring red with waving masses of foliage, or thoses that adorn the porch, are types of what may be done to transform the humble home of the mechanic or the pretentious but unlovely mansion of a wealthy parent to a more beautiful exterior. Beauty has a market value that is rising rapidly. A home with a well-kept garden, neat lawn, and thrifty shade or fruit trees is assessed for far more, will sell for more and is really worth much more than any adjoining weedy, unkept lot, even though the latter bears a large or costly house. The city with beautiful homes attracts population, business and prosperity. The citizen with a home that he is making more beautiful yearly has therein a testimonial to his worth to any employer as well as to his family and his fellow citizens. The school garden that sends children home to ask their parents to start home gardens, even if these must be only in boxes, is doing its community good service. When a man commences to improve the lot he rents he will not leave it willingly, but will become a permanent, valuable tenant. Or he will arrange to buy a home of his own that he may own the improvements he makes. Thereby a city's population becomes less changeable. When a man comes to work with wife and children in his garden before and after the day's work for wages, and to eat the sweet variety of his own garden plot, the saloon will have less attraction for him. He will find society and satisfaction for his appetite at home. If a school garden cannot thus transform a community alone and immediately, it will prove an effective agency to this end when efficiently and persistently conducted.

An Educational Purpose.

School gardens have a distinctly educational purpose to serve, too. While they afford exercise to all the muscles under healthful conditions, and also stimulate the children, and thereby their parents and neighbors to prefer beautiful, natural surroundings, and to appreciate the practical values of the vegetable garden, gardening also sets children thinking to good purpose. A garden is made with brains rather than with tools. Any one can slash weeds with a hoe, but not every one can use a hoe so as to kill the weeds, form a loose mulch to save soil moisture, and also avoid cutting the roots of growing crops. Right here the school can improve upon the home training of the past. For the reasons hinted a school garden has as much reason for being in a country community of farmers as in a city where gardens are rare. Farm work has been unscientific work, obedient to tradition, and crops have been small. The modern farmer is to understand the principles underlying his work. Mistakes will thereby be avoided. Effort will be intelligently directed. Crops and profits will be large. The school garden is the broad basis for such success. The boys and girls there trained to experiment with growing crops, with soils and fertilizers, will be prepared to gain far more at our agricultural colleges than present students do. Those who enter schools of farming and gardening today spend much time on simple elementary work that is distasteful to their mature minds but which is a necessary training for the true work of the farmer's college. When teachers are trained to undertake this work in the school in connection with school gardens, the boys who enter agricultural colleges and scientific schools generally will gain broader and deeper education there because they bring to their tasks better trained minds. The many who pass at once from school to productive life, by their studies of the underlying principles of plant and animal life in and about the school garden, will have been so trained to scientific ways of thought and definite, purposeful work that they may avail themselves of the wealth of knowledge placed at the disposal of educated farmers by the many government experiment stations and by the divisions of the agricultural department at Washington.

Mental Power and Mechanical Skill.

School gardening gives mental training as well as muscular exercise, and mental training of the best kind. Psychologists aver that discipline in one department of the mind is not carried over into other departments. Frequently celebrated scholars are sadly deficient in practical ability outside their own field. Skill in arithmetic is valuable for a bookkeeper or like workman, but it does not aid materially in making good bread or growing good vegetables. The boy who understands English grammar can talk correctly—if he will—and can write better letters, yet may be no abler mechanic or business man in most respects. Skill in one field is not transferred to another department of the mind to any marked degree. How necessary, then, that a country boy should be trained to think in terms of plants and animals, tools and soils, as well as with words and numbers, with pen and paper. Further, all children, in city more than in country, need to be trained to observe, reason and act where the mind shall direct the hand in dealing with tools and things to produce results of material value. Books contain the knowledge of the past, but that of the future must be gained from dealing thoughtfully with objects. Skill in booklore is of value to all, but only of practical value when combined with skill in the use of the mental powers to direct the eye and hand in deftly applying utensils to materials so as to produce highly perfect and valuable results. Gardening and kindred studies in the hands of trained teachers are destined to make the graduates of our schools more efficient, resourceful and trustworthy workmen and better citizens in many ways.

BEES QUICKLY CLEAR STREET.

Twelve Thousand Started in to Sting Everyone in Three Blocks.

Cortland street was thronged with commuters on their way to the ferries when 12,000 bees suddenly spread through the street and started to sting every man, woman and child in sight. In less than three minutes not one person was to be seen in three blocks, but every store ad saloon on both sides of the street was jammed with the pedestrians, who had sought cover from the enemy.

The bees were part of a consignment from Jamaica, L. I., to the Bellows & Myers Co., 64 Cortland street. In all there were ten hives, each containing 12,000 honey makers. Nine of these hives had been safely carried into the building from a truck, and the driver and his helpers were cracking jokes about what would happen if the bees got loose when they picked up the last of the hives.

The men had the case off the truck when the clamps holding its sides suddenly gave way and in an instant the 12,000 bees poured out. Beginning with the workmen who had been carrying them, the bees stung everybody out of doors. If the reports of the victims can be believed, not one bee except the queen failed to sting at least one person, from which it is figured that at least 11,999 persons suffered.

In the excitement some one sent in a hurry call for the police, and several were sent on the run from the Church street station, only to meet the same fate as the commuters.

When the street had been cleared and no more victims appeared, the bees swarmed on a chimney and expert bee handlers hived them again.—New York Evening Telegram.

Following the Flag.

When our soldiers went to Cuba and the Philippines, health was the most important consideration. Willis T. Morgan, retired commissary sergeant, U. S. A., of Rural Route 1, Concord, N. H., says: "I was two years in Cuba and two years in the Philippines, and being subject to colds, I took Dr. King's New Discovedy for Consumption, which kept me in perfect health And now, in New Hampshire, we find it the best medicine in the world for coughs, colds, bronchial troubles and all lung diseases. Guaranteed at J. C. Perry's drug store. Price, 50c and $1.00. Trial bottle free.

INSURANCE NEWS FROM FRISCO

Sixty Companies Unlawfully Doing Business in California Before the Quake.

San Francisco, June 15.—There has been several interesting developments in the insurance situation, of which the following are the more important:

There was a lively meeting of adjusters in Reed's hall, Oakland, at which an effort was made to secure concert of action for a horizontal discount from the face of policies. Several of the weathlier companies refused, and the matter is to be considered later.

A report reached the city that a New York syndicate, headed by Pierpont Morgan, is financing some of the larger companies for the purpose of paying their losses in full, driving the small companies out of the field and running a corner on insurance stocks.

The adjustment of losses of some of the larger mercantile houses develops the fact that over sixty companies not qualified to do business in California, and whose names are not in the published list, were carrying insurance in the burned district. This will add greatly to the insured loss in the city.

The first suit against an insurance company was begun yesterday by a policy holder of this city.

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WINE OF CARDUI

YAMHILL FEELS SORE.

Because Big Appropriation Bill Carried—Corvallis Happy.

In McMinnville they feel pretty sore over the big appropriation bill carrying. The Telephone-Register says:

The sovereign people of the state of Oregon have given the legislature full license to graft as much as they please. The appropriation for the normal schools and other unnecessary matters, aggregating $376,000, has been sustained. This, of course, carries with it the obligation, moral, at least, to pay interest on the amount of warrants outstanding. The total cost to the people will be near $400,000. The rebuke administered to Governor Chamberlain by this vote is plain and to the point. The people wish him to grace the gubernatorial chair for another four years, but warn him against any attempt at shutting off graft, or saving money for the tax payers. He has no right to veto any act of the legislature, however extravagant it may be. He fought a good and winning fight against the legislature and for the people in 1905; but the people have said they want none of it. 'Tis strange, indeed, that he was re-elected, while the best official act of his term is thus condemned.

Some suggest that the people could not understand the question as it appeared on the ballot. If so, they are more ignorant than we are willing to believe. If they voted without attention to what they were voting, then they are too careless to be "sovereigns." Neither of these explanations is satisfactory. The result of the vote on this question shows that the people wish to be grafted, and our next legislature will probably not be slow in acting on the suggestion.

(Corvallis Times.)

Within a short time funds will be available for the construction of a woman's building and drill quarters for the cadet regiment at the State Agricultural college. The sum is $65,000, and it is probable that building operations will be undertaken in the very near future. One result of the election is that the people have voted to approve of the million dollar appropriation bill. It will be remembered that the measure was a huge omnibus bill in which appropriations for state institutions were indiscriminately [illegible] together with normal school and [illegible] appropriations. It was passed [illegible] the last day of the legislative [illegible] but not until after Governor Chamberlain had induced the legislature to [illegible] inate the emergency clause so the [illegible] erendum could be applied to the [illegible] This the people did, and at [illegible] election they voted on the question whether or not the bill should be [illegible] toed or approved.

According to the returns [illegible] they voted to approve the bill [illegible] believed that thousands voted [illegible] measure that intended to vote [illegible] it, due to the manner in which [illegible] stated. However that may be [illegible] bill has the sanction of the [illegible] ballot and will become effective [illegible] the the formality of an official [illegible] and the issuance of the governor's [illegible] clamation can be made.

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