

CHAPTER I

SOIL. MANURE. THE SITUATION OF THE GARDEN. LAYING IT OUT.
THE PATHS. LAYING OUT A ROSE-GARDEN.

Soil. The soil varies in different neighbourhoods ; some varieties of soil most usually met with are sand, sandy loam, loam and clay. Sand is a light soil but warm and poor, and needs much enriching, after which many things do excellently in it.

Loam, which contains sand and clay, is the most satisfactory on the whole, and grows things well.

Clay needs lightening but suits some things better than anything else.

Natural farmyard and stable manure make a sandy soil closer and more binding, while they lighten a clay one, so they may be added to either with advantage.

There are also marl, a mixture of lime and clay, chalky soils and peat. Peat if well drained is light in texture and most useful to mix in a potting soil, and heaths, rhododendrons and azaleas thrive in it—they loathe lime and chalk.

Manure. Soil is improved by all kinds of natural manures, by decayed rubbish of weeds and garden refuse ; but if this latter is going to be used in the garden, it is important that no roots of weeds such as bindweed and celandine be thrown on the heap ; these and seed-pods must be put in a separate heap and burnt.

Leaf mould is very valuable : the leaves should be swept up in the autumn and put in a heap in the open air to decay ; evergreen leaves should be thrown on the rubbish heap to be burnt as they are useless for leaf mould.

Put any turf or grass edgings that are taken up, in a heap to decay, as when decayed and mixed with leaf mould it makes the best potting soil.

2 ASPECT. LAYING OUT THE GARDEN

Artificial manures are of great value but are rather expensive. It is often wisest to consult a local gardener as to the most suitable kind for the soil of the neighbourhood.

Choice of aspect. In deciding where to place the garden if there is a choice of positions, it goes almost without saying that a southern or south-western aspect is desirable ; that is, the ground should slope in that direction, and not be shaded from the sun ; if possible, the ground should be sheltered from north and north-east winds. If it is not sheltered naturally, trees and shrubs, or fences that will grow quickly and well should be planted to break the force of the wind.

Laying out the garden. When you begin to lay out the garden, arrange as far as possible that rows should run north and south, so that the sun shines evenly along their whole length. Make a careful plan on paper before beginning to lay it out. I will give a few suggestions which may be introduced into the plan according to circumstances.

A few hedges increase the appearance of size by the opportunity they offer for fresh beds and effects as one turns a corner, on the other hand they are apt to impoverish the soil, and plants will not grow well close up to them ; if you decide to have hedges, they must be planted with a purpose and not dabbled aimlessly down where they will not be really wanted ; also let them be of beautiful, not of coarse and ugly shrubs.

If there is a long narrow strip of ground the most effective way of using it is to lay out a good broad mixed border, say 4 feet wide, on either side of a central path : behind the border vegetables and fruit may be grown. There is no need to be afraid of vegetables and fruit or to think that they must be hidden. A good row of raspberries, red with fruit, is most decorative and attractive : and many other fruits and vegetables look very nice if well cared for—much better than big ugly hedges that grow right up to the mixed border.

On the other hand a formal garden laid out in stiff beds may look well fenced off ; often rose gardens are effectively laid out in this way. For the surrounding fence of a rose garden a high yew hedge is the

LAYING OUT THE GARDEN

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best, as its dark and sombre foliage makes a powerful contrast to the blaze of colour in the roses as they burst on the view.

A rock garden is more suitably screened off by the natural formation of the ground, aided by a variety of shrubs. A series of terraces, if the aspect is good, can be made to look charming and are a regular sun-bath for things that revel in a hot sun ; many delicate plants will grow there that would fail utterly in an open situation. The terrace steps can be made beautiful, overgrown with alpine daisies and rock plants. If forest trees are to be planted it is necessary to think years ahead and to put them where, in their full-grown size, they will not overshadow or spoil a good piece of garden. If there is room, their beauty shews best on large lawns or in a woodland, where beneath them the ground should be carpeted with crocus, wood-anemones, bluebells and similar semi-wild flowers. At intervals clumps of azaleas and many other flowering shrubs may be planted.

While you are about it, take pains to get a really good selection of trees, there are many beautiful varieties that are hardly ever seen.

School gardens are apt to give a patchwork effect as a result of the individual work of each child. Instead of this a general effect should be aimed at ; that is, the garden as a whole, not merely a number of well-kept patches, should be made the object of work.

For instance, suppose that an oblong patch be available, about 15 yards by 25 yards, and twenty gardens are wanted ; each garden should be 3 yards by 5 yards.

Arrange the gardens side by side, five in a row in four rows (see plan). Let a nice path of gravel or flags, $2\frac{1}{2}$ feet to 3 feet wide, run between rows A and B, and C and D ; and a narrow path of trodden earth or cinder, 1 foot 6 inches to 2 feet wide, run along each end of the whole plot and between B and C ; and a narrow path, 1 foot to $1\frac{1}{2}$ feet wide, between each garden. The broad paths should run north and south if possible ; 3 yards by 3 yards of each garden along the broad path should be devoted to flowers and the remaining 2 yards by 3 yards, facing the cinder path, should be used for vegetables and for a nursery garden.

Each of these plots can be in the care of one or more children.

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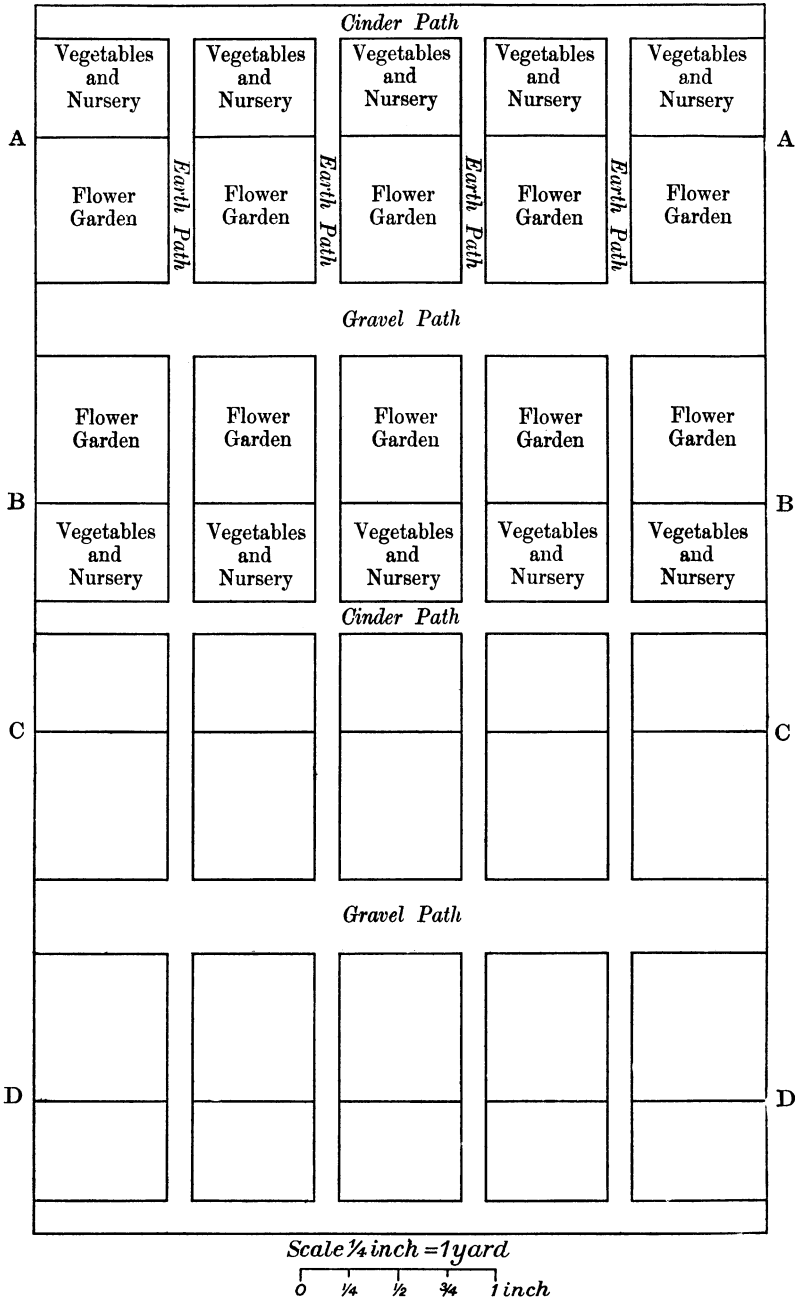
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Ground plan for a school garden

MIXED BORDERS

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Along one path the scheme may be that of a mixed flower border ; up the other path the effect of various masses of colour may be aimed at. The child's flower-garden should be made to look part of a long border, and yet at the same time it can be kept individually. The earth paths between the gardens should be as inconspicuous as possible.

SCHEME I. *Suggestions for a mixed border.*

At the back of the border a shrub or two (see Chap. VIII) and tall growing plants such as hollyhocks, helianthus, delphiniums, Michaelmas daisies, clumps of sweet peas can be planted ; in front of these come rosy larkspur, cornflower, love-in-a-mist, iris, poppies, etc., and quite at the front shorter plants, annual and perennial, such as dwarf marigold, phlox, godetia, violas, sweet Williams, etc. It is better to avoid a dead level of height, variety within moderate limits is more effective.

SCHEME II. *Massed colour effect.*

Let the children choose their favourite colours and then the gardens can be arranged either on a system of contrasts, or of a colour gradation. The two opposite gardens should be in each case of the same colour. Let us suppose yellow, red, blue, pink and mauve are chosen. The following are some of the plants that may be selected to carry out the scheme, in each case working from back to front.

Yellow. Helianthus, sunflower, dahlia, doricum, marigolds (tall and dwarf), iris, eschscholtzia, daffodils, tulips, wallflowers, polyanthus, viola.

Red. Sweet pea, dahlia, rose, lychnis, poppies, phlox, lobelia cardinalis, red-hot poker, alonsoa, S. Brigid anemone (His Excellency), anemone fulgens, tulips.

Blue. Sweet pea, delphinium, borage (Dropmore), polemonium, cornflower, salvia patens, nemophila, lobelia, phacelia, hyacinths of various kinds, forget-me-not, commelyna, anagallis.

Pink. Sweet pea, dahlia, rose, rosy larkspur, phlox, clarkia,

sweet William, dianthus (laciniatus), spirea, tulip, hyacinth, phlox Drummondii.

Mauve. Michaelmas daisy, sweet pea, phlox, scabious caucasica, veronicas (shrubs and plants), iris, ageratum, arctotis, viola, phlox divaricata, aubrietia, crocus (spring and autumn).

In the case of scheme I, I should suggest that the seeds should be raised by the class and divided later, each child taking a certain number of seed-pans under her special care.

In the case of Scheme II, the seeds of each colour should be raised by the owners of the two gardens of the same colour.

Several clumps of bulbs are advisable in the gardens : it is good experience to learn to hide the bare patch after they have died down.

Paths. If the broad paths can be laid with large flags rising their own thickness above the beds (or for this purpose large tiles can also be used) the effect is excellent, as low creeping things can be encouraged to grow out from the beds on to the paths, such as forget-me-not, sedum, nasturtium, saxifrage, viola, aubrietia and others, and, by breaking the line with splashes of colour greatly increase the effect from the end of the path. If the path is made of gravel or similar material a verge of simple tiles or low narrow lengths of wood is advisable ; the latter should be tarred or treated with creosote.

The rose garden. In front of the gardens might be laid out the class rose garden. The following design is suggested for either a square or oblong piece of ground.

Make a border all round having an entrance through the middle of each side, plant this with a single row of bush and standard or semi-standard roses : at intervals (10 feet to 12 feet) on the outside edge fix rustic stakes 8 feet high, joined by rustic poles and supported at the angles by diagonal pieces of wood. Up these stakes rambler and Wichuriana roses may be grown. Inside, 3 feet to 4 feet from the outer beds, opposite the entrances and at the corners, cut more rose beds (see plan), and plant them with bush roses, 4 feet apart. The paths and centre patch should be grass if possible ; brick tiling would also look well. Do not plant more than a single row of roses in each bed.

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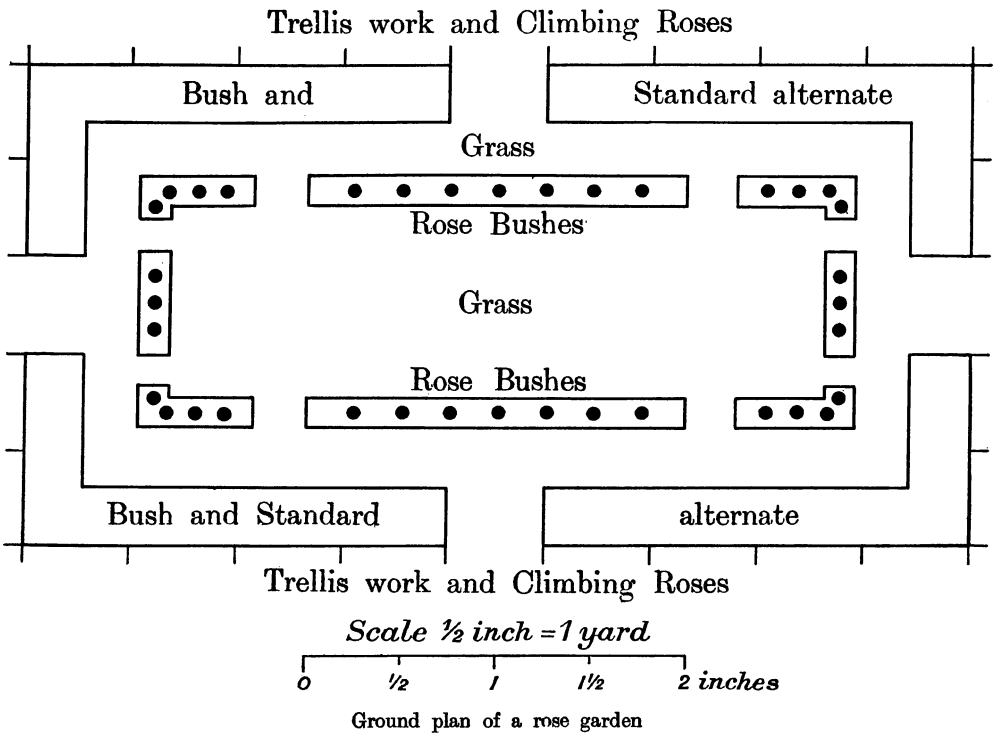
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THE ROSE GARDEN

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This shape of bed is really more effective than fancy beds, and easier to keep in order for mowing and edging. The roses being in a single row are easily reached and each bed can belong to two or more children.

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NOTES

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CHAPTER II

SELECTION OF TOOLS. SPADE. FORK. HOES. TROWEL. DIBBLER.
HAND-FORK. RAKE. MATTOCK. FORKED HOE. SHEARS. HALF-
MOON. PRUNING SCISSORS. SIEVES.

Tools. The following tools are necessary: a spade (medium size), four-pronged fork, Dutch hoe, rake, trowel, small hand or weeding fork, dibbler, pruning scissors.

Other useful tools are a second sized rake, draw hoe, small saw, and a mattock. In addition if there is turf, a pair of sheep-shears and a half-moon for cutting turves and edges.

Other desirable gardening implements are one or two sizes of sieves, a kneeling mat or board, garden-line, wheelbarrow and weeding baskets.

For a class of 12 girls I should recommend the following supply of tools:

2 spades	2 prs pruning scissors
2 forks	1 mattock
1 Dutch hoe	1 small saw
1 large and 1 small draw hoe	1 sieve
3 rakes	2 kneeling mats
4 trowels	1 wheel-barrow
4 hand-forks	3 weeding baskets
4 dibblers.	

Always wipe the soil off the tools before putting them away; if they are dipped in a solution of soda and water you will find they will not rust for a long time, even if left out in the open.

The spade. To use the spade, hold the top of the handle with the right hand; with the left grasp the shaft half-way down; hold the spade upright and dig straight down into the soil by forcing the

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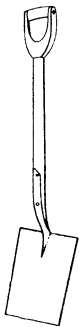
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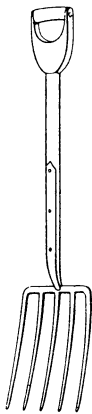
spade down with the arms and at the same time pressing with the left foot on to the left shoulder of the blade. Dig always a full spit, that is, as deep as the blade of the spade.

If you are digging a patch of ground, a trench should first be dug at one end and the soil wheeled to the other end ; then each spadeful of soil can be thrown into the trench in front of you, turning the under soil uppermost as you do it. The barrow load of soil from the first trench is used to fill up the last.

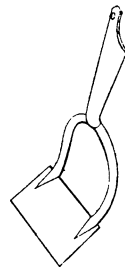
The four-pronged fork is used instead of the spade in sticky soil or in clay, or when the soil needs less deep stirring, or when there are many roots and plants in the bed.



A Spade



A Fork



A Dutch Hoe

Push the fork in about two-thirds of the length of the prongs ; between plants it must be used so as not to disturb the roots unnecessarily ; it should also be used between roses and raspberries and any surface-rooting plants, or in ground full of weeds, of which the roots have to be picked out, as then it is easy to pull them out whole, the fork not cutting them like a spade.

If it is used for lifting potatoes the fork ought to have flat prongs, for other work, round prongs are better.

To dig potatoes insert the fork under the clumps of tubers, lift the clump and turn it over to the left ; the potatoes will then mostly lie on the top ; scatter the soil to let them dry and toss out with