The experimental plots have done good work educationally. Plots of better varieties of vegetables and grain have attracted attention of both pupils and parents by the larger yields thus obtained. The crop resulting from good seed has been compared with the produce of poor seed of the same variety, but the most satisfactory experiments have been those made with potatoes, both in comparing the different varieties and in showing the advantages of using the Bordeaux mixture to keep the plants free from disease.

The effects of spraying with the Bordeaux mixture were eagerly watched by the surrounding farmers, and the results were considered remarkable. In 1904 the sprayed plots in two gardens yielded 30 per cent. more than the others while in one garden the sprayed potatoes produced more than twice the quantity of marketable tubers dug from plots which had received no Bordeaux mixture. In 1905 spraying added over 10 per cent. to the crop in three gardens, 25 per cent. increase in one garden and 50 per cent. in another being the best results obtained.

Seeing potatoes grown under scientific treatment, which when dug yield over 100 bushels per acre more than those grown as their fathers manage the crop, makes a more lasting impression on embryo farmers than any number of lectures or reports. This work in the school garden will bridge the chasm which has in the past existed between the experimentalist and the practical farmer, and, if these experiments with potatoes lead a fourth of the farmers in the district to adopt similar methods in their own fields, the community will be yearly enriched by cash returns many times greater than the cost of maintaining the school garden.

The aim of this part of the school garden work is not to teach technical agriculture, but to lead to such an appreciation of scientific methods that pupils will come to regard the work of the scientist with favor, and be ready to accept his improved methods to aid them in more successfully meeting the conditions of modern life, whether that life be spent in the office, the workshop or on the farm.

The teachers in the schools where the gardens have been maintained for two years have all declared that the results have surpassed their expectations, and they favor a continuance of the work. It is true that it has added to the teacher's cares and responsibilities; but this has been more than repaid by the added interest and enjoyment it has brought into the school life.

As the pupils have planned their plots, have measured and staked them out, planted the seed and cared for the plants, they have become more skilful of hand and more accurate of eye, while working from a definite plan has trained the judgment and taught them to foresee the future. All these results would warrant the existence of school gardens, but more noticeable has been the response to the appeal made to the higher nature of the child.

As the school environment has been improved there has been a marked change in the moral tone of the school. The pupils' attention has been turned to a consideration of the beautiful to the exclusion of many baser thoughts and the resulting moral culture has found expression in more orderly behavior. A smooth bit of lawn and a lawn mower have proved themselves aids to good discipline, for the play hours are more rationally enjoyed on well-kept grounds than on the old rubbish-littered premises, where the chief joy was often found in working greater destruction. In some schools there has been a very noticeable change in the attitude of the pupils towards the school room and grounds, and they now take pride in beautiful surroundings and care for them where formerly they sought but to make desolation more hideous. Some of the pupils have been led to attempt flower and vegetable plots at their own homes, and it seems hard to over-estimate the better training for good citizenship which pupils receive in such schools where school gardens have broadened the educational horizon and improved the school environment so greatly.