

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.

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