

DEPARTMENT OF THE INTERIOR.

BUREAU OF EDUCATION.

SCHOOL HOME GARDEN RESULTS OF 1916.¹

TENNESSEE.

Chattanooga, Tenn.—In the summer of 1914, Chattanooga began home gardening under the direction of the Bureau of Education. The first year 6 grade teachers directed the work and 510 children tilled 12 acres in back yards, growing \$2,500 worth of vegetables in the three summer months. In the summer of 1916, 8 grade teachers directed the work, 718 children tilled 13½ acres in back yards, and vegetables were grown, aggregating in value \$3,786. A boy 12 years old produced \$185 worth of vegetables from his spring and summer garden. Six children made over \$100 each from their gardens; 10 made over \$50; 50 over \$25; and 100 over \$10. All the children who took part in the gardening work made enough money to clear expenses. There are 305 children who have fall and winter gardens. During the school session two grade teachers have charge of the garden work in each school, making a total of 22. One teacher has charge of the garden work in the fifth, sixth, seventh, and eighth grades. The other teacher has charge of the garden work with the little children. It is estimated that Chattanooga will have a thousand gardeners in the spring and summer of 1917. Nine white teachers and two colored teachers will be needed to direct the work during the vacation months.

In May the children provided lettuce and radishes for a banquet given by the club women of Chattanooga to the delegates of the women's clubs of Tennessee. In September they provided lettuce, endive, parsley, and tomatoes for the banquet of the Rotary Club. Two of the children read their garden compositions at the banquet. Many of the club members told the garden supervisor that they had no idea so much could be accomplished by children.

The last of May the children had a garden rally and entertained their guests with the following agricultural play:

A GARDENER'S DREAM; OR, HOW TO MAKE A GARDEN.

CHARACTERS: Johnnie, a small gardener. Twelve children to represent the Months.

JOHNNIE (*entering with a wheelbarrow, spade, shovel, hoe, watering can—everything needed in gardening*): Dear me! How shall I ever get my garden made? There are so many things to do to a garden, and I don't know where to begin. We had all the plans in school, but I have lost my notebook. There's spraying, and liming, and fertilizing, and spading, and hoeing, and ordering seed, but I've done that. Let me see if I can think how to begin. (*Sits down on the wheelbarrow, nods and goes to sleep.*)

¹ The circular deals mainly with those cities that are cooperating with the Bureau of Education in working out the plan for school-directed home gardening. Many other cities are doing very satisfactory garden work, but they have not been included here because of lack of definite information.

(The Months tiptoe in and sing.)

SONG I.

All the Months.

(Tune, "When He Cometh.")

1.

Do not worry, do not worry,
We'll settle your trouble;
If you'll let us, if you'll let us,
We'll help you to-day.

Chorus.

We will serve you our best, sir,
In growing your garden,
If you'll take our advice, sir,
And do as we say.

2.

We're the whole year; we're the whole year,
We are the twelve months, sir.
We're not idle, we're not idle,
Nor lazy, nor late.

(After singing, each Month says his part in turn.)

JANUARY.

(Wears a little cap of cotton batting.)

When little New Year comes along
Ringing his bells so clear
Sit down and write some letters
To seed men far and near.
Ask them for their latest books
On all the things that grow,
And think, and plan, and order
Just what you want to sow.

FEBRUARY.

(Decorated with hearts.)

In the shortest month of the whole long year
You'll have lots of work to do.
You must spade your ground up deeply
So the air can go all through,
And fertilize, and lime it,
And harrow it with care,
And do not leave a speck of trash
In corners, or anywhere.

MARCH.

(Carries a kite.)

When the cold March winds are blowing
 Find a box four inches high,
 Make a flat and plant seeds in it,
 Keep it warm, but not too dry.
 Soon some cold frames will be needed
 For the seeds, grown large and tall;
 Make your frames, in height, twelve inches,
 And get glass to cover all.

APRIL.

(Wears a raincoat and carries an umbrella.)

When April showers begin to fall
 And arbutus opens her eyes,
 Your little plants will need more room,
 So put them out under the skies.
 In the cold frames, tenderly plant them
 And watch them night and day,
 For too much heat or too much cold
 Will kill them right away.

MAY.

(Carries a May basket.)

The soft and gentle breezes
 Of the month of May
 Say, "Now is the time of planting
 In the good old-fashioned way."
 With long, straight rows for seedlings
 Nicely guided by a string,
 You'll grow so fine a garden
 That you'll want to dance and sing.

JUNE.

(Wears a tennis suit.)

Unless you're very careful
 When the plants begin to bloom,
 You'll find so many buglets
 That you'll sing another tune.
 But with patient work in spraying
 A goodly crop you'll bring
 Of rich and bounteous fruitage
 Fit to set before a king.

JULY.

(Carries a flag.)

Do not forget, when July comes
 To hoe, and hoe, and hoe,
 For unless you save the moisture
 There is no use to sow.
 For plants are like all people,
 They must have water to drink,
 And when you see them dying
 It ought to make you think.

AUGUST.

(Wears a white dress and carries a fan.)

When the days are hot and lazy,
 And you'd rather sleep than eat,
 Think of the cold winter coming
 And jump quickly to your feet.
 In the seed beds plant your turnips,
 Beans, and carrots, endive, too.
 In the ground put hardly seedlings
 That will last the winter through.

SEPTEMBER.

(Carries schoolbooks, strapped up.)

When the equinoctial fury
 Threatens all on every side,
 Take the plants out from the seed beds
 For they must not there abide.
 Put them out into the garden,
 Let them brave the wind and storm
 For they can not grow the stronger
 If you keep them nice and warm.

OCTOBER,

(Jack-o-lanterns.)

In the bright October weather
 When the leaves are falling fast
 Do not make of them a bonfire
 That but smokes, from first to last;
 Rake them all together nicely,
 Pile them high for compost heap,
 Fertilize and mix with limestone
 For your plant food, very cheap.

NOVEMBER.

(Decorated with pumpkins.)

When the plants have had their fruitage,
 Give them back to mother earth;
 Give her all their leaves and stems, too,
 So she'll have, of food, no dearth.
 Spade and subsoil all the garden
 Leaving it both rough and loose,
 Or else sow some rye or wheat seeds,
 Which will pay for future use.

DECEMBER.

(Wears Santa Claus cap and carries Christmas tree.)

Take your record book and pencil,
 When the days are short and cold,
 And count up very briskly
 What garden's worth in gold.
 And you will surely be quite happy,
 And you'll sing a joyful lay,
 If you have a lettuce salad
 On the gladsome Christmas Day.

(Sing after the Months have said their parts.)

SONG II.

*All the Months.**(Tune, "Yankee Doodle.")*

1.

Oh, we have told you what to do
 To make your garden right, sir.
 And if you fail, it is your fault,
 So we will say, "Good night, sir."

Chorus.

Make a garden, make it right,
 Take a year to do it.
 Do not crowd it in a month,
 Or you will surely rue it.

2.

Now go to work, you foolish boy,
 Do one thing at a time, sir.
 And hold to system hard and fast,
 And don't forget the *lime*, sir.

(After singing, leave the stage quietly.)

Johnnie (*waking up*): What's that! I thought some people were saying something about gardening and telling me how to do it. What were they saying? Oh, yes, I have it now, and I don't have to do it all at once, just one thing at a time. That'll be easy. I'll fertilize to-day and spade and lime to-morrow if the weather is good. (*Runs off the stage carrying only his shovel.*)

In August the children had a garden rally and exhibited their vegetables and flowers.

In October the children exhibited vegetables, flowers, and canned goods at the district fair. This year a special fund was appropriated for the school home-garden entries. The supervisor writes: "The exhibit was most creditable. Among the canned vegetables were those that had taken prizes as fresh vegetables at the rally."

The home gardeners belonging to the Oak Grove School won two of the four school prizes—a dictionary and a canner. The principal held a rally at the school and the city commissioner presented the prizes. The teacher writes: "I did not talk prizes, but I did talk work. I think the majority of the children felt that the garden was the thing that counted."

Supt. Winder feels that through the home-garden work he can best take advantage of the youthful energy when it is most responsive, by encouraging the children to become producers of commodities that they can appreciate and enjoy. Classroom lessons on soil and plant requirements accompany the home-garden operations. This year school credit will be given for the home-garden work.

The garden teachers and the garden mothers from each district have joined a club to study under the direction of the Bureau of Education. They are to read Dewey's "School and Society" and "Moral Principles in Education." In addition they will study the propagation and care of annual and perennial vegetables; small fruits and the growing of flowers both for ornamental and selling purposes. Another important feature of their work will be to make-out a vegetable garden chart for Chattanooga, including the following topics: Vegetables, time to plant, amount of seeds for 25 feet of drill, standard varieties, distance apart of rows, depth of planting, distance apart of plants, culture, insect enemies, spray to use, plant diseases, spray to use, time of maturity, companion crops, what crop to follow.

The success of the work in Chattanooga is due to the admirable spirit and teamwork of the grade teachers, who have done the garden work in addition to their regular work, and to the hearty cooperation of Supt. Winder, who made it possible for these teachers to carry out their tasks. The school-garden workers have also had the assistance and encouragement of all the city organizations, the commissioner of education and health, the commissioner of parks and roads, the various club organizations, and the two local newspapers.

The parent teacher associations in each district appointed a representative called the garden mother. The "garden mothers" assisted the garden teachers in the canning and selling of surplus vegetables. They also represented the mothers in the working out of all the garden activities. The two newspapers each offered prizes for special garden achievements and from time to time published garden news items. One of the newspapers published a garden manual, a copy of which was given to each school gardener in both the city and country schools.

Morristown, Tenn.—The Morristown Normal and Industrial School employed a teacher of gardening this fall. In addition to the garden work with the nor-

mal classes, the teacher will have charge of the home-garden work in the colored community. The students taking the gardening course will assist in the directing of the home gardens. The mothers have been organized into a garden club. They will meet at various times and take up the garden work for a definite period.

Johnson City, Tenn.—Under the direction of a garden teacher, 125 children tilled about $1\frac{1}{4}$ acres in back yards and grew \$227 worth of vegetables in the three summer months.

NORTH CAROLINA.

Charlotte, N. C.—In June one of the Chattanooga teachers was transferred to Charlotte, N. C. The result of her work was that in the three summer months 168 children tilled 7.3 acres in back yards and produced \$1,225.40 worth of vegetables. The garden teacher writes that many of the gardeners are looking forward to the harvesting of their fall vegetables. Although much was destroyed by the recent storms, there is a great deal left.

The following is a summary report of the vacation work :

The number of children actually doing garden work.....	168
Actual amount of money spent.....	\$187. 50
Value of vegetables used.....	\$926. 65
Value of vegetables sold.....	\$398. 75
Total value of these gardens.....	\$1, 225. 40
Total profit.....	\$1, 034. 85
Total average per square foot.....	.005
Acreage.....	7. 3
Number of children making over \$60.....	1
Number of children making over \$50.....	3
Number of children making over \$40.....	1
Number of children making over \$30.....	4
Number of children making over \$20.....	6
Number of children making over \$10.....	18

All children, with the exception of three, cleared expenses.

The organization in Charlotte is similar to that of Chattanooga.

Concerning the home-garden work, Supt. Harding writes the following :

"Given, first, a boy charged with great energy that must be exerted in one way or another, hours of spare time that should not be spent in idleness around the home or in the back alleys with the gang or on the streets in the way of reckless drivers; given, second, a small plot of ground that the boy may call his own, with the privilege of cultivating it as he wishes and with the right to have what he produces or the profit that may accrue therefrom, what will be the resultant benefits to the boy? If he has some encouragement and proper direction from an experienced person, these are some of the benefits that are his: The joy of delving in the productive soil of mother earth, healthy outdoor employment, the wonder of watching plant life germinate and grow, the intense interest stimulated by the sense of possession, a lesson in industry and economy, the proper respect for manual labor, and an opportunity to find out something about his 'natural bent' in this direction, to say nothing of the cultivation of his esthetic sense."

Asheville, N. C.—Like Chattanooga, Asheville has been conducting home-garden work for two years. Last year 82 children, working under the direction of three teachers, grew \$870 worth of vegetables in three summer months. This year 27 children, working under the direction of two teachers, grew \$322.95 worth of vegetables in the three summer months. The following is a

summary of the report: Number of children making over \$25, 5; number making over \$10, 4.

All children, with the exception of two, cleared expenses.

The organization in Asheville is similar to that in Chattanooga.

Supt. Howell expects to employ a teacher this coming year to devote all her time to nature study and home-garden work.

Raleigh, N. C.—For two years, Raleigh has had home-garden work in the colored schools. Under the direction of a garden teacher 98 children and 50 adults have learned how to produce vegetables in their back yards. Forty children and 30 adults have fall and winter gardens.

A vacant lot three-fourths of an acre in size is used as a demonstration plot. During the school session the work is done by the children. In the vacation months boys who are taking gardening as a trade are employed to take care of the garden. This lot produced \$111.66 worth of vegetables during the summer months.

Lexington, N. C.—The Erlanger Cotton Mill Co., in Lexington, N. C., has accepted the Bureau's plan of home gardening. A garden teacher has been employed. She is to teach nature study and gardening in the mill school, also direct all the garden activities of the entire village. Last spring the mill workers followed the Bureau's plan of floral planting about their homes. All summer and fall the village was most attractive with lawns and the homes prettily "tied" down with flowers. Mr. Erlanger wishes to make his village the most attractive one in the South.

GEORGIA.

Augusta, Ga.—One hundred and fifty children, under the direction of a garden teacher, tilled $5\frac{1}{2}$ acres in back yards and produced in five months \$2,340 worth of vegetables. Twenty of these children are practicing intensive gardening for 12 months.

Atlanta, Ga.—Home gardening was carried on during the spring term. The work was done by the grade teachers without the leadership of a specially trained supervisor. The following is a general summary:

Number of individual home vegetable gardens.....	8,320
Total area in acres, individual home gardens.....	54 $\frac{1}{2}$
Total value of products.....	\$11,080.10
Actual sales.....	\$603.19
Actual expense.....	\$1,239.13
Number of gardens at schools for grades.....	123
Number of gardens at schools for individuals.....	122
Total area in acres in school gardens.....	2 $\frac{1}{2}$
Value of products from school gardens.....	\$189.05
Actual expense in school gardens.....	\$75.61
Cash sales from school gardens.....	\$25.31
Reported cash on hand, next year's garden work.....	\$3.75
Number of penny packages of seed sold to children.....	4,245
Value of other products bought by children.....	\$420.82
Number of visits made by teachers to inspect home gardens.....	1,696
Number of flower pots and beds at schools.....	3,729
Number of flower beds on school grounds.....	202
Area, in square yards, flower beds on school grounds.....	3,419
Extent of borders on school grounds, in linear yards.....	2,368
Expense of school-ground culture.....	\$280.74
Number of pupils personally interested in home gardens.....	5,152

Number of lawns improved at schools.....	18
Area of lawns improved at schools, in square yards.....	5, 621
Number of trees set out this season on school yards.....	85
Number of trees set out this season on sidewalks.....	125
Number of trees set out this season at children's homes.....	1, 518
Hedges, privet and sunflower, set out at school, in linear yards.....	947

Most profitable vegetables raised: Potatoes, peas, mustard, corn, tomatoes, beans, turnip salad, lettuce, cabbage, and onion.

Vegetables most successfully raised by children: Salad, lettuce, radish, onion, bean, corn, turnip, beet, and cabbage.

Leading flowers cultivated: Rose, zinnia, nasturtium, canna, violet, morning glory, verbena, pink, and poppy.

Harmful insects encountered: Cutworm, plant lice, cabbage butterfly, potato bug, grubworm.

Asst. Supt. Wardlaw writes that the above figures show the totals based upon conservative estimates from the several schools' reports. He feels that they are very gratifying and indicate what could be done another year with an earlier start, more systematic efforts, better organization, and a technically trained supervisor.

Seven of the Atlanta teachers took courses in gardening under the Bureau's specialist this summer.

KENTUCKY.

*Lexington, Ky.*¹—This being the second year of the home school garden work, the board of education decided to enlarge the field of operation and place the work on a broader and larger basis. The board appropriated a larger amount of money to cover the expense of the supervision of the gardens, to purchase garden seed where the children could not buy them, and to cover other expenses incidental to the season's work.

The work was begun by the teachers early in the year. In April four junior students of the College of Agriculture of the State University were appointed to give a part of their time as supervising teachers. One of these teachers was assigned to the colored schools and the others each took charge of two white schools.

One lesson per week was given in each school building. The information given in these lessons was presented in as elementary a form as possible and had direct application to the home garden work of the children. Such material as the preparation of the soil, time of planting, distance apart of plants, and rows was covered.

At the first meeting the supervisors asked the children to make a diagram of their garden stating approximate size, the way it sloped, and the surrounding buildings, trees, etc. These were studied so as to tell the child what was best to plant and how best to lay out the gardens. Each supervisor made a visit to the child's garden as soon as possible, and in this way he was better able to instruct the child and aid him in laying out his garden. When a garden was visited, the child was commended for things that were correctly performed and corrected for those that were not. The things that were noticed as being wrong were taken up at the next lesson period, and in his way each child profited by his own and others' mistakes.

It was the purpose of the supervisors to make the work as practical and productive as possible. Each child was urged to plant in such a way as to have

¹ Abstracted from the report of the supervising teachers.

enough of each kind of vegetable to supply the family rather than to plant just a little of many varieties. This was more economical, but of course did not make so good a display on account of lack of variety, but the main idea, however, was to furnish food for the table and to cut the grocer's bill. In every case a second crop was planted as soon as the first gave out; for example, beans after lettuce or beans after peas, etc.

At the close of the school year the children of each school who had home gardens were organized into garden clubs. The supervising teacher met these home garden clubs once each week, and the grade teachers also attended. About half of the time of these meetings was spent in discussing the practical problems of the home gardens and half in playing games.

While individual prizes were given, their money value was so small (\$1 and \$2) that the child worked primarily for the garden product and not for the prize. Enough prizes were given by the business men of the city so that there were 10 prizes to be competed for by each school and 8 to be competed for by all schools. In addition, the Blue Grass Fair Association offered \$100 to be given for school exhibits in prizes of \$50, \$25, \$15, and \$10.

The exhibit at the fair was a success from several viewpoints. While the contest was open to any school in the county, the city schools were successful in capturing the majority of the prizes. The exhibit was very attractive from an artistic point of view, but its greatest success was in the number of people that viewed it and gained a clearer understanding of what the schools are trying to accomplish. This exhibit alone was worth a great deal. It demonstrated to the people that the schools have their economic and home problems at heart, and that they are trying in every way possible to help solve them. It is through such exhibits that parents, teachers, and children are brought into a closer union and clearer understanding of each other.

Results.—By the combined efforts of the board of education, the teachers, and the supervisors, about 700 children have actively engaged in home school garden work. They have cultivated plots in their back yards ranging from a few square feet to a quarter of an acre. All told, there have been at least 50 acres under cultivation. To count conservatively, the value of the crops raised would amount to at least \$100 per acre or \$5,000.

Garden work has given the children an incentive to perform productive labor instead of playing on the streets and mischievously idling their time away. The work has also helped to cut down the home grocery account. In fact, the gardens have saved the producers several hundred of dollars that they would have spent for groceries, and, in some instances, have furnished families with products that they would otherwise have been without.

PENNSYLVANIA.

Chester, Pa.—The city of Chester, Pa., has been built up rather compactly along the railroad and water front. The back yards on the average are too small for productive home gardening. To the west of the city, however, there are large open tracts of land. Because of the long and narrow shape of the city, the schools are within walking distance of these open spaces. The garden work at Chester has thus been conducted on the community or school garden basis. The regular grade teachers direct the gardening until the close of school for the summer, at which time the director of vocational education of the city schools takes charge of the teaching.

The total cost of the garden work to the school department during the 1916 season was \$175. Through this small expenditure about \$2,000 worth of vegetables were harvested and used in the homes of the children.

DELAWARE.

School-directed home gardening has been made possible in Wilmington and one smaller town in each of the three counties of the State through the cooperation of the director of extension of the Delaware College. Half of the salaries of garden teachers has been furnished from college extension funds and half by the school boards of Newark, Dover, and Georgetown. Reports by town follow with the exception of Dover, where the teacher was unable to make a complete report because of illness.

Aside from giving financial aid, Delaware College has helped the home garden plan by offering practical garden courses during the summer school for teachers.

Newark, Del.—The second year of school-directed home-garden work has been completed. One of the grade teachers was selected to direct the work, with the advice and help of the horticultural department of Delaware College. The college assumed half the teachers' salary and the school board and public spirited citizens made up the balance. From the first, garden work has been successful and has won such a strong place in public favor that it seems to have become a regular part of the school curriculum.

During 1916, 39 children conducted home gardens, using a total area of 4 acres. The cost of seeds, fertilizer, tools, etc. was \$52. From this expenditure \$150 worth of fresh vegetables were grown, to be used in the homes of the children, and \$50 worth was sold.

The experience of the first season demonstrated the fact that because of the cold, wet soil in a part of the town it was impossible to grow the best quality of vegetables without expending much money for drainage. For the use of the children who live in this section, Delaware College set apart a tract of its land on which very productive gardens were made. The individual child's plot was large, and the school garden gave employment to a group of children to whom gardening would have been otherwise impossible.

Wilmington, Del.—School and home gardening was introduced in Wilmington at the beginning of the 1916 garden season. The principal of one of the elementary schools, who had received special agricultural training at Delaware College, was placed in charge of the work. For the first year it was decided to confine the efforts of this teacher to a single school district. Public School No. 14, in the most congested district of the city, was selected, not because the largest number of vegetables could be produced there, but because the superintendent of schools felt that the district needed the educational influence of the work most.

From the first, many difficulties confronted the teacher. The soil was poor; the back yards were small and ash covered; and there were very few vacant lots available for gardening. Twenty-one children, however, cultivated home gardens throughout the season. A vacant lot was secured and cultivated by a group of children who had no back-yard space. The following account of work on this lot is given by the teacher:

"One lot which had been used as a dump for old tin cans and ashes was cleared of all rubbish by the boys and girls, plowed, and harrowed by the boys, marked off and planted by the children, and thus converted into a vegetable garden from which about \$18 worth of vegetables were gathered."

During the season, \$45 worth of vegetables were grown in back yards and \$19 worth on vacant lots. The total cost of seeds, tools, and other extra equipment was \$13. Although the money return was small, the educational value of the work has been large.

Georgetown, Del.—School-directed home-garden work was started for the first time during the past season. One of the regular grade teachers was employed

to visit the homes during the after-school hours and in vacation to instruct the children in back-yard gardening.

Fifty-five children conducted gardens throughout the season. Both parents and children were pleased with the results, and the teacher has received many requests for the continuation of the garden instruction next year. The total money value of the garden products raised during the past season was \$147.30. The total cost of the work, including teacher's salary, seeds, and fertilizers, etc., was \$120, leaving a profit of \$27.30 for the children. The people of the community were rewarded by the increased garden knowledge, improved health, and habits of industry acquired by the children. A new public interest was also taken in the school grounds, which the children improved by planting shrubbery.

MICHIGAN.

Highland Park.—The school-directed home-garden work in Highland Park has been done under the supervision of the department of biological science of the high school. Five hundred and fifty children conducted home gardens during the past season. The seeds, fertilizers, etc., cost \$150, and \$400 was spent by the school board for extra salaries. The total value of vegetables produced was \$1,750, which shows conclusively the economic possibilities of children's home gardens.

Grand Rapids.—The first year of school directed home garden work in Grand Rapids, has met with marked success. Three hundred and forty-eight children started gardens and 266 carried the work throughout the season and made complete reports of products. These 266 children produced \$1,653.83 in food products. For each dollar invested in the garden work, \$1.47 was returned in value of food products. A total expenditure of \$1,124.94 returned to the city \$1,152.09 worth of vegetable foods which went directly to Grand Rapids homes. In this work the Michigan Agricultural College and the United States Department of Agriculture cooperated. A very complete outline of the garden work has been published by the board of education of the city of Grand Rapids.

SOUTH DAKOTA.

Aberdeen.—School and home gardening in Aberdeen is conducted by the agricultural teacher of the high school. The work has been going on for a number of years and has made a steady growth. During the past season, 200 children had individual plots in school gardens and 125 children made home gardens. The value of the garden products of the school gardens was not recorded, but in the home gardens the net profit ranged from \$2.50 to \$25 per child. As the garden instructor is employed for 12 months, the only extra expense to the school department was about \$10 used in publishing directions which were sent to the children and for a few incidental supplies. At the end of the garden season a vegetable and flower fair was held, at which 90 pupils exhibited their products.

OHIO.

Cincinnati.—School and home garden work has been conducted in Cincinnati for a number of years. At the present time a director of school and home gardening is employed by the public-school department throughout the year and 46 teachers give their time to teaching gardening. The work is conducted at 60 schools, and during the 1916 garden season 7,000 children made home gardens which were carried throughout the season and 30 individual plot

gardens were made on land at or near the school. About 80 of the older boys were formed into a market garden club and each boy cultivated a twentieth of an acre. A profit of from 15 cents to \$1 per hour was made by these boys.

PLAN OF WORK FOR COMING YEAR.

During 1917 a special effort will be made by the Bureau to make even more definite demonstrations of the economic possibilities of gardening for elementary school children, not only as a means of closer cooperation between school and home, but for its educational value. Experience gained by the children during the past two years will enable them to achieve even greater results, and children of other cities will be aided in making a beginning. Whenever possible the boys and girls are to have gardens not less than 20 by 20 feet, and are to practice intensive gardening for 12 months under the direction of a garden teacher. Records of all expenditures and receipts are to be kept. Such a demonstration carried through a number of years will help to set a standard for gardening.