

A NEW EDUCATION FOR UNCLE SAM'S 30 MILLION CHILDREN



WILLET C. HAYS ASSISTANT SECRETARY OF AGRICULTURE WHO WORKED OUT THE SYSTEM



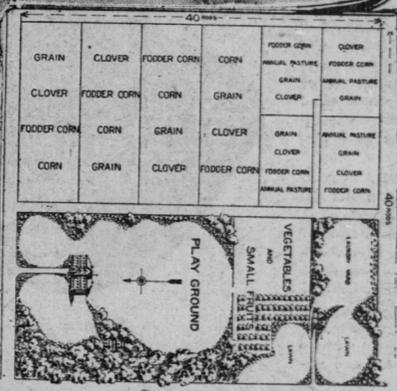
The Vocational Bill Now Before Congress Provides That Every Boy Be Taught Farming or Manual Training, and That Every Girl Be Schooled in the Best Methods of Making a Home

LEARNING TO FLOW RIGHT AT A RURAL HIGH SCHOOL



A TYPICAL CONSOLIDATED RURAL SCHOOL

MODEL YARD PLAN FOR CONSOLIDATED RURAL SCHOOL



REP. C. R. DAVIS OF MINNESOTA, FIRST SPONSOR FOR THE NEW EDUCATION LEGISLATION



A HOME ECONOMICS CLASSROOM FOR GIRLS



THE ANTIQUATED RURAL SCHOOL, WHICH IS TO BE DISPLACED

It is being arranged that every farm boy in the United States may be given the advantages of an education that teaches him to get the best possible returns from the soil. Each of the 15,000,000 girls that is growing into womanhood is to be taught the practical science of home making. Every lad in the cities is to be given the manual training which will fit him to become an intelligent and skillful unit in the nation's industries.

result aimed at is a greatly improved race, better living conditions, greater prosperity through a greater production. The committee on agriculture of the senate, under the guidance of Chairman Dooliver, is unanimously in favor of a proposed bill having this end in view, and there is not an enemy to it on the senate side. Through legislative committee hearings the voice of the people has been heard, and that voice is practically unanimous. The bill is about to go over to the house side, where it was first introduced, but was not allowed to come out of committee. There are three men in the house side who oppose the bill. They are Speaker Cannon and Representatives Tawney and Scott, whom he controls through committee appointments. The latter is chairman of the house committee on agriculture. These men have not allowed the bill to come to a vote. Representative Davis of Minnesota was removed from his position on the committee on agriculture because he insisted on this. But when the bill comes over from the senate, with its accumulation of indorsements, its progress can not be stopped by the few men who oppose it.

The first step of the vocational education act recognizes the fact that teachers are not available to carry on the work that the bill intends to inaugurate. It, therefore, appropriates \$1,000,000 a year to be placed in normal schools and used in instructing prospective teachers in agriculture, trades, industries and home economics. It is expected that in two years there will be sufficient instructors available to start the main features of the work. Therefore, the main features of the bill can not be operative until 1913. At that time an additional \$10,000,000 a year will be available. Roughly, this will give \$25,000 a year to each congressional district, or 400 schools for the entire country. In the farming districts \$20,000 of the money will be used in maintaining an agricultural high school and \$5,000 in maintaining a demonstration farm. In the city districts the whole fund will be used for instruction in trades, industries and home economics. But every community in the nation, city or country, will have its industrial school.

These national funds are given conditionally. The districts receiving them must raise an amount equal to them and must provide grounds, buildings and equipment. The federal money, as stated in the bill, is to be used for "instruction" only. This assures the national government that in every case there will be an adequate fund for the maintenance of a creditable institution. The national government has proved that this scheme will work. As early as 1862, under the Merrill act, the federal government appropriated funds for the maintenance of colleges of agriculture and mechanical arts. Each state now gets \$50,000 to be used for this purpose, the appropriations having increased from time to time as the idea gained in popularity. This was the basis of the vocational education idea which is but now maturing on so large a scale. In this original plan the states were required to furnish sums equal to those provided by the national government. As a matter of fact, they have voluntarily provided sums that have amounted to 10 times those required by the law. In every case the federal fund has merely proved a nucleus around which a great institution has developed. This agricultural and mechanical work has proved the most popular education in the nation. Educators, therefore, hold that it is proved that additional amounts appropriated by the government for this supplementary education will be greatly augmented in each locality receiving it.

In this way two links in a vocational education are assured. The state university supplemented by the normal school is provided for. Then the present bill provides for the agricultural or mechanical high school. The third link is the consolidated rural school, the best school in the nation today and one that is developing rapidly in many farming communities. The consolidated rural school is formed by bringing together a number of small district schools. Five schools of 20 pupils each may be combined into one school of 100 pupils. This central big school may be well built, well equipped, graded. It may be supplied with three teachers of special training with the same money that was required to employ five inferior teachers. The old system where one teacher in a one room schoolhouse heard 30 recitations a day is superseded by the graded school where the teacher has a third as many. This consolidation idea depends upon one thing—hauling the children to

the right sort of farming some accomplishments under the instruction of the department of agriculture may be cited. Boys were set to work on an acre each of corn farmed under direction in a dozen states. The average yield in these states has been 15 bushels to the acre. The boys harvested 50 bushels to the acre and one had got 152 bushels off an acre which his father had farmed for 20 years with never a return of more than 20 bushels. Much of the cotton land in the south yields light crops because the soil has been exhausted by a lack of rotation of crops. A single year in beans will double the yield of the land. These fundamental things will be taught every boy, and in applying them he will work prosperous and the nation will benefit.

By "home economics" is meant the work required of a girl in taking care of a house. It will have a prominent place in the proposed new education, both city and country. With the organization of the consolidated rural school an instructor in home economics may be had. The girls in all the schools will be taught how to cook, how to sew, how to arrange a house conveniently, how to make it sanitary, how to ventilate it, what are the nourishing foods, what is the proper clothing for children and a thousand such things. These are the simple things that should be known to every wife and mother, but which have no place in the education of today. Present legislation does not directly affect the studies in the primary grades, but they will naturally adapt themselves to the course study higher up. Consolidated rural schools are not directly created, but the tendency toward them will be greatly strengthened by the legislation. In rural sections there is a particular advantage to be obtained from the home economics feature of the plan. Woman's part in country life is its worst feature. The home, its convenience, the labor of its maintenance, the education of the young American have not been developed as rapidly as in the towns. This is largely due to isolation and a lack of intercourse. The women do not know of the possibilities of running water in the house, has been needed now for 10 years, but the public had to be educated to demand it. This educational work is now complete. That the system outlines the education of the young American of the future there is not the slightest doubt. There is merely the matter of the detail of passing the bill, which seems assured at the present session of congress.

HE LEARNED THE DOSES

A PHYSICIAN of international reputation and a well known naval officer were seated at luncheon at the Metropolitan club in Washington the other day. "I see old Brown's son has passed his examination and is now a full fledged M. D.," observed the rear admiral, apropos of nothing. "So I saw," returned the physician. "Well, I'm sorry for his patients," continued the sailor. "Why, that boy never impressed me as having sense enough to come in out of the rain."

"Oh, give him time and he'll be all right," laughed the physician. "Young surgeons are like chickens just out of their fathers' grow before passing judgment on them. When Brown's boy gets his experience he may develop into a first class physician." "But it will be pretty tough on his patients while he is getting his experience, won't it?" asked the naval officer. "Oh, it won't be so bad. While the young M. D. tries to impress his patients and the world at large with his vast and superior knowledge (which really is nil), at the same time he is taking no chances. Now, there is Dr. ———, one of the most noted of the younger set of physicians in New York. When Billy ——— graduated—and he passed with high honors, too—he was never as hopeless a specimen as I had ever come across. His father, who was an old friend of mine, asked me to take the boy into my office for a year or two and break him in, which I did. "Billy turned out to be a frank, manly fellow, though he wasn't much of a physician in those days, and I sometimes thought he never would be. As Billy's father was a wealthy man, he had seen to it that Billy was supplied with everything in the way of an instrument or device that a surgeon could possibly need, and of the latest and finest make. I really used to envy the boy, for I, who really could use such things, couldn't afford to buy them. And then, too, Billy was constantly adding to his stock. "One night I went into the office, and there was Billy with as handsome a medicine bag as I have ever seen. I had him working on the east side, where we furnished most of the medicine ourselves. The bag was of Russian leather, with silver mounted pockets for instruments, etc. When Billy, with a great deal of pride, was showing it to me, I noticed, to my surprise, that on the top of the cork of each vial he had written not only the name of the contents but the dose as well. "Billy," I asked, "why on earth have you marked the dose on each of these bottles?" "Why, doc," he replied, "how in the name of heaven would I know how much to give if I didn't have it written down?" "But Billy is all right now," concluded the physician, with a laugh; "he's learned the doses."