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THE DISTRICT AGRICULTURAL SCHOOLS OF GEORGIA

BY

C. H. LANE AND D. J. CROSBY
DEPARTMENT OF AGRICULTURE

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, October 8, 1915.

SIR: In most of the States some attempt is made to teach agriculture and rural domestic economy to boys and girls of high school age and over whose advancement in the ordinary school subjects is of high school grade or less. In some States the attempt has been made to do this work only in the regular county, township, district, and village high schools, modifying or adding to their traditional courses of study as has seemed necessary to adapt them to this purpose. In other States separate schools have been established in which these subjects are made the center of the course of study, and all other subjects are organized around them or are counted merely incidental. There is still doubt among thoughtful educators as to which plan is the best and as to which should be adopted as the norm. There are those who believe that all rural schools should be so readjusted and redirected as to make agriculture and rural economic subjects the central subjects in their course of study and preparation for intelligent and successful rural life their chief aim. These people are of the opinion that all the children of any community should be educated in the same schools, or there will be great danger of social cleavage along vocational lines. Others hold that the best results in these subjects can be had only in schools organized and supported for this special purpose. Whatever may be done in the ordinary high schools, they believe there should be separate schools of agriculture and home economics at least for the large number of boys and girls who for many reasons can not conveniently attend the ordinary schools.

The separate high school of agriculture and rural domestic economics has been tried out on a larger scale in Georgia than elsewhere in this country, with one State-supported school in each congressional district. These schools, opened in 1907 and 1908, have now been in session long enough to make the history of their work and their results worthy of careful study.

The manuscript transmitted herewith embodies the results of such a study made at first hand by C. H. Lane and D. J. Crosby, of

the Department of Agriculture, and is all the more valuable because Mr. Crosby was consulted about the organization of the schools and watched carefully their earliest development. I recommend that the manuscript be published as a bulletin of the Bureau of Education.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

THE DISTRICT AGRICULTURAL SCHOOLS OF GEORGIA.

I. HISTORICAL.

In accordance with the recommendations of the late Gov. J. M. Terrell, the General Assembly of Georgia, at its session in the summer of 1906, passed a bill providing for the establishment and maintenance of one industrial and agricultural school in each of the 11 congressional districts of the State. These schools were to be branches of the "State college of agriculture, a department of the University of Georgia," and the general board of trustees of the university was charged by law to "exercise such supervision as in their judgment may be necessary to secure unity of plan and efficiency in said schools."

The governor, to whom authority was given to appoint trustees for the schools and, together with the trustees, to receive donations of land, buildings, and money for the schools, and to locate them, called into conference Prof. J. S. Stewart, of the University of Georgia, and Mr. D. J. Crosby, of the United States Office of Experiment Stations, to assist in preparing a course of study, and Mr. W. G. Smith, of the United States Bureau of Soils, to assist in selecting suitable farms for the schools.

Meetings were held in each district to discuss the proposed curriculum and the general plans for the schools, and then each county was asked to bid for the location of the school in its respective district. Much interest was manifested in the new schools, and in nearly every district there was sharp competition between several localities for the location of the school. The bids were liberal, running from $25,000 in cash and 300 acres of land up to $60,000 in cash, 300 acres of land, free electric lights, water for five years, and sewage disposal. The total value of the accepted bids was estimated at about $850,000.[1] They included $439,000 in cash, one building valued at $14,000, and 3,214 acres of land.

The following table lists the accepted bids.

[1] The rejected bids amounted to fully as much again.

Bids for location of agricultural schools.

District.	Location.	Cash promised.	Acres promised.	Other donations promised.
First	Statesboro	$50,000	300	Electric lights, water for five years, sewerage.
Second	Tifton	60,000	300	Do.
Third	Americus	40,000	300	Do.
Fourth	Carrollton	30,000	300	Do.
Fifth	Monroe	31,000	250	Do.
Sixth	Barnesville	51,000	300	Do.
Seventh	Powder Springs	Academic bldg., boys' dormitory.	240	
Eighth	Madison	40,000	300	Do.
Ninth	Clarksville	25,000	300	
Tenth	Granite Hill	45,000	250	
Eleventh	Douglas	55,000	300	Do.

In most of the districts the school sites were selected in the fall of 1906 or early in 1907, so that building operations could go forward promptly. An architect was employed to prepare plans for the academic buildings and the boys' and girls' dormitories, and a landscape gardener assisted in preparing plans for the grounds and in selecting sites for the buildings.

The list of schools, as finally located, with the names of principals, is as follows:

District agricultural schools.

District.	Location.	Principal.
First	Statesboro	F. M. Rowan.
Second	Tifton	S. L. Lewis.
Third	Americus	J. M. Collum.
Fourth	Carrollton	J. H. Melson.
Fifth	Monroe	J. H. Walker.
Sixth	Barnesville	W. B. Maxwell.
Seventh	Powder Springs	H. R. Hunt.
Eighth	Madison	W. G. Acree.
Ninth	Clarksville	M. C. Gay.
Tenth	Granite Hill	J. T. McGee.
Eleventh	Douglas	J. W. Powell.

One of the schools, that in the eleventh district, had its buildings completed in time to open in the fall of 1907; eight other schools opened in the early months of 1908; and the remaining two began work in the fall of 1908.

While provision was made in the organic act of these schools for the acceptance of donations of land, money, and other property needed in equipping them, there was nothing in the act to prevent the use of the maintenance fund for the erection of buildings and the purchase of equipment, and some of the schools for which inadequate funds had been donated have been compelled to draw heavily upon their maintenance funds for improvements. The maintenance funds came at first entirely from fees derived from the inspection of fertilizers, oils, and other articles subject to inspection by the State

department of agriculture, and the first year amounted to about $6,000 for each school, but as the needs of the schools increased the general assembly supplemented their funds and in 1910 gave them an annual appropriation of $10,000 each.

The agricultural schools are intermediate between the rural elementary schools and the State college of agriculture. In the beginning one course of study was outlined for all of the schools, and it was expected that only such pupils as had finished the sixth grade in the elementary schools would be admitted regularly to them, but from a desire to secure large numbers of students and to meet the varying needs of the several districts the curricula were soon modified considerably, preparatory courses were introduced, and in some cases graduation requirements were considerably relaxed. Considered as a unit in the educational system of the State, the schools did not fully articulate either with the common schools below or with the State college of agriculture above.

To remedy this condition, a committee was appointed from the State college of agriculture to revise the course of study and make other recommendations for the schools. The committee met with the principals of the agricultural schools at Athens on April 20, 1912, and its recommendations were discussed and adopted at this meeting. The recommendations of the committee demanded adherence to the letter of the law concerning completion of the sixth grade for entrance, elimination of preparatory courses, attention increased to laboratory work, and the teaching of natural science with special reference to applications in agriculture and home economics. In addition it was recommended that the faculty of the agricultural schools should be made up as follows:

(1) The principal, who, the committee thinks, should be an educator with an agricultural training.
(2) A teacher of agriculture.
(3) A teacher of science, who should be a man capable of assisting the professor of agriculture.
(4) A teacher of mathematics and farm mechanics.
(5) A teacher of English and history.
(6) A teacher of domestic science.
(7) A matron.

It was agreed that there should be an annual meeting of the principals at the State college to discuss the needs of the schools. In 1914 the joint committee from the agricultural college and the principals further changed the course of study so that it would be based upon the completion of the State seven years' common-school course, and cover four years, students graduating with 16 units.

SUMMARY OF THE GEORGIA AGRICULTURAL SCHOOLS.

There are 11 district agricultural schools in Georgia, 1 in each congressional district.

The law establishing these schools was passed in 1906, and they were opened to students in 1907 and 1908.

The first year in these schools corresponds to the first year of the high school, based upon a seven-year common school.

All schools admit students from outside their respective districts.

About 85 per cent of the pupils are boarding, and are, as a rule, from one to three years older than pupils in corresponding classes in town high schools.

The course of study covers a period of four years of nine months each.

The schools are coeducational. Boys are admitted at 14 years of age; girls at 13 years of age.

Each school receives support from the State, amounting to $10,000 a year.

The total income from the farms in 1914 was nearly $44,521.

In all, $169,000 has been spent in improving the plants since the schools opened, up to and including the year 1912.

The salary lists of the schools vary from $5,287 to $7,269.

The number of acres in cultivation is approximately 1,021.

The farm animals included 34 mules, 15 horses, 91 cows, 508 hogs, and poultry, valued at $20,952. Farm tools were valued at $13,000.

Board, room, light, and heat cost each student from $6.40 to $8 a month.

By turning over garden truck and farm crops to the boarding departments, all of the schools make the boarding halls and dormitories self-supporting.

Books cost from $5 to $10 a year for each pupil.

Students receive 10 cents an hour for productive labor, and are required to do 20 to 36 hours' work a month.

Military training is a feature of two of the schools.

Nearly all of the schools have introduced piano instruction for girls.

Each girl is required to take one year's work in agriculture and the four years' course in home economics.

The State college of agriculture issues an annual bulletin of from 30 to 40 pages covering the work of the schools for the year. The sixth bulletin is now from the press.

Much attention has been given of late to the purchase of registered stock, in order to improve that of the schools and to be of service to the farmers. In some cases the farmers of the area have clubbed together to purchase blooded males for this school.

In every case the schools rely upon their shops to do the repairing, plumbing, wiring, carpentry, concrete structures, and other needed work without calling upon outside help. Thus the shopwork grows primarily out of the needs of the school and teaches the boys to be self-reliant on their own farms.

The State college places at each of the schools a farm demonstrator, who directs the farm demonstrations in the neighboring territory and certain plats at the school. This extends the influence of the school over a larger area.

Five of the plants are now used in the summer for two weeks teachers' institutes for rural teachers in the adjoining counties, under the direction of the State school supervisors. This is being extended to other schools. In the 1915 bulletin the following statement regarding the special work of the schools appears:

THE SPECIFIC WORK OF THE SCHOOL.

The schools should stand clearly in the eyes of all the State for a definite type and standard of education, open to all who wish this type and standard and closed to all who do not wish it or who do not reach its requirements. The schools are not designed to provide education for all ages and all grades. If the students wish a classical education or a purely literary education, they should go elsewhere. If they want a common-school education, this is not the place for them. If a boy wants vocational training for a life on the farm, together with a good high-school training in English, mathematics, history, and the sciences, here is the school designed for him. If a girl wishes a good literary and scientific high-school education, with training in the domestic arts and sciences, she will find that the State has provided well for her here. She may also prepare for teaching. None of these schools should make the mistake of trying to provide room and teaching force to teach everybody who wants to go away from home to school. It is not mere numbers that are wanted in these schools, but efficient training of all in the district who want this type of scientific industrial training.

The training should be so efficient and distinctive that all who come in contact with the students will be convinced of the thoroughness and value of the training. Thus only can we justify the expenditure of so large a sum of money. They are not ordinary schools, and principals should not hesitate to decline pupils too young or too poorly prepared to enjoy the opportunities offered. The State is paying $2,500,000 for the education of these. The schools are distinctive. They must offer better training than any other schools for those who wish special scientific and industrial, agricultural, and home-science training.

II. SCHOOL PLANT AND EQUIPMENT.

DESCRIPTION OF A TYPICAL SCHOOL.

Since all the district agricultural schools were established under similar conditions, the buildings were designed by the same architect, the management and control rest in the same authority, and the course of study is the same, a description of one fits quite closely all. The school to be described here is selected because it is fairly typical. It is the Second District Agricultural School, located 2 miles north

of Tifton, a town with a population of over 3,000, on a well-drained, fertile tract of land containing 315 acres. Three railroads pass through Tifton—The Georgia Southern & Florida, the Atlantic Coast Line, and the Atlanta, Birmingham & Atlantic. These give good train schedules in six directions. The Georgia Southern & Florida passes in front of the school, and two trains stop at the school each day. The campus has just enough slope to give it good drainage. Walks, driveways, lawns, a flower garden, and many live oaks and other shade trees give it a very attractive and pleasing appearance.

There were 10 instructors at the school in 1915. The principal is a graduate of the University of Georgia and of Cornell University and teaches biology and agriculture. A graduate of the Georgia School of Technology teaches geometry, chemistry, and mechanics. A graduate of Peabody Normal College teaches agriculture, physics, and geography. A graduate of the North Carolina Normal School, who has had special work at Columbia University, teaches domestic science and domestic arts. A graduate of the Westchester Normal School, who has had additional work at Columbia University, teaches the regular academic subjects and gives some instruction in elementary pedagogy and methods to girls preparing to teach in elementary schools. Other members of the teaching corps are graduates of Shorter College, Noyes School of Oratory, and Georgia Normal and Industrial College. The farm superintendent is a graduate of the Second District State Agricultural School. There is also a secondary who serves as librarian of the school.

Buildings.—The gift of the town and community in securing this school was 315 acres of land valued at $30 an acre and $60,000 cash, together with electric lights, telephone service, water and sewage system, all free of cost for 10 years. The land is now worth $100 per acre.

There are three large two-story buildings of brick and several smaller wooden structures.

The academic building cost $16,500. On the first floor are two classrooms, two large laboratory rooms, a large library, a large study hall, two offices, two cloakrooms, and two lavatories. On the second floor is the auditorium, with a seating capacity of 400, and two large recitation rooms connected with it by folding doors.

The girls' dormitory cost $16,000. It has 36 bedrooms, a large reception hall, 8 bath rooms, 12 toilets, and 4 linen closets. Each bedroom is designed for two students. It is furnished with an enameled iron bed, mattress, dresser, table, and chairs. The home economic department occupies the rear wing on the ground floor of this building. Here are found the kitchen, the model dining room,

pantries, a sewing room, and a sitting room. The dormitory is thoroughly screened, the work being done by the students.

The boys' dormitory, which cost $16,000, is similar to the dormitory for the girls, except that the section corresponding to the home economics department is occupied by bedrooms. In this dormitory a shower bath with both cold and hot water has been installed by the boys at a cost of about $25.

The dining hall, a wooden building located to the rear of the academic building, was constructed at a cost of $2,800. It has a commodious dining room, cloakrooms, dish room, cookroom, pantry and refrigerator room. All doors and windows and the veranda are screened. Under the dining hall is a well-lighted dairy room with cement floor and tank. The dairy is furnished with two separators, barrel churn, and other equipment necessary for a small dairy.

The other buildings are a good cook's house, a model dairy barn and silo, a horse barn, a shop building, tool sheds, cattle shed, mill house, cotton house, and poultry houses.

The farm.—The farm lies within the wire grass belt of the Coastal Plain Region. Nearly all the soil on the farm is of the very popular Tifton sandy loam type. One hundred and four acres of the land is in cultivation, and nearly all of this is now free of stumps. About 40 acres of the timbered land is to be planted to Bermuda grass and Lespedeza clover, both of which grow well under the thin shade of the tall pines.

All the work on the farm is done by the students under the supervision of the farm superintendent and the instructors in agriculture and mechanics. Every student is required to work 20 hours per month, the girls about the buildings and the boys at farm work. Many boys make a large part of their expenses by doing additional work, for which 10 cents an hour is paid. The schedule is arranged so that two classes recite in the morning and two in the afternoon. Five 40-minute periods are devoted to class work for each class. The classes not at recitation are at shop practice, at home economics class, in the field, or in the study hall. No student is taken from the classroom to do other work. It is the rule of the school to have a graduate of the school as farm superintendent. This rule has worked most satisfactorily. The farm superintendent and members of the faculty work along with the students as much as time permits. During the summer vacation five students are kept to do the necessary work on the farm and about the school; they are paid $20 per month and board.

It is the purpose of the school to grow on a small scale a great variety of crops for experimental and demonstrative work and to grow on a larger scale such products as will be most profitable. To this end a field of 21 acres has been set aside permanently for experimental

and demonstrative work and for orchard and garden, while the rest of the cultivated land is used for the general farm crops. Oats, hay, corn, velvet beans, peanuts, and cotton are the principal crops. In the fall of 1914 all except one acre was planted to some growing crop. Seven acres were planted in wheat, a few acres were given over to grazing and experimental crops, and the remainder was in oats. It was planned to harvest a few acres of oats in May and then sow corn and cowpea hay, since in this section corn planted about the 1st of June usually does better than the earlier planting.

The school produces its own milk and butter. It has a herd of grade Jersey cows, grade Jersey heifers, and one registered Jersey bull of excellent pedigree. The school has always raised a lot of hogs—Berkshires, Tamworths, and Duroc-Jerseys. Pastures are being made, and this feature of the farm will doubtless receive special emphasis in the future.

Fruits and garden.—During February, 1911, the students set out an orchard of 4 acres. This work was planned and largely done by the third year students in horticulture. There are 16 varieties of peaches, 10 of pears, 9 of plums, 4 of apples, 1 of cherries, 2 of apricots, 4 of quinces, 4 of grapes, 6 of Japanese persimmons, 1 of English walnuts, 15 of pecans, 4 of currants, 3 of figs, 5 of blackberries, 2 of raspberries, and 2 of strawberries. Large quantities of the fruit are canned and preserved for use in the dining hall.

Gardening is receiving considerable attention and large quantities of vegetables are supplied to the boarding department. The climate and soil are especially adapted to winter and spring gardening.

Experiments.—Some plat work is done each year. In 1914 10 one-tenth-acre plots were planted to various legumes and other winter crops to test their adaptability to this soil and climate and the value of lime and inoculation. Ten varieties of wheat were tested on twentieth-acre plots. Other tests included one to find out the proper quantity of oats to plant per acre and a fertilizer test with tomatoes, conducted under the direction of the State College of Agriculture.

Farm machinery.—The school is excellently equipped with farm tools. There are walking cultivators, riding cultivators, manure spreader, mowing machine, hay rakes, grain binder, grain drills, planters, distributors, two-horse turning plows, one-horse turning plows, middle burster, four-horse Spalding disk plow, two-horse disk plow, disk harrow, weeder, stalk cutter, silage cutter, horse clippers, drag, hand tools, etc.

Farm mechanics.—The work in farm mechanics is intensely practical. All boys do 10 hours' work per month in this department and some work longer. The boys do the plumbing, repairing, and carpentry work about the school and farm. They make furniture, some for the school, some for their homes, and some to sell. One year

they made a miniature model farm house, together with the necessary furniture, and the girls furnished it throughout with home-made cotton goods. This was sent to the meeting of the State federation of women's clubs and to the State fair and attracted considerable attention. The main purpose in the farm mechanics course is to give practice and training in those processes that are of most direct value to farmers. The shop has hand tools, gasoline engine, planer, band saw, rip saw, cut-off saw, anvil, forge, and a few other tools. Near the shop is the millhouse, where the boys have practice in grinding for both the school and the community. There is a grist mill and feed chopper whereby corn meal, grits, whole wheat flour, chopped corn and cob, and chopped corn, cob and shuck are made. The wood saw and cane mill are also run by the gasoline engine.

Laboratories and library.—The physical and chemical laboratories are in one room. The chemical laboratory is fairly well equipped for a high school, but the physical apparatus is meager. The agricultural laboratory is fairly well equipped. Much practical work is done outside the laboratory. All boys are required to know how to milk, to plow, and to do other farm work. The boys are taught to hitch and unhitch and groom horses and later are required to follow these instructions and always to put harness and wagons and other farm tools in proper place under shelter. The students mix all the fertilizers used on the farm and spray all the fruit trees. They assist in the experimental work and in the field selection of seed. They visit other farms and study their management. They judge live stock both at home and on nearby farms.

The home economics department is furnished with five sewing machines, sewing tables, dress form, wood stove with hot-water system, oil stove, cooking desks, individual cooking utensils, and model dining room suit.

The library contains 550 volumes of well selected books. It is furnished with reading tables and magazine racks made by students. In the library are found the daily newspapers, several county papers, farm papers and magazines.

Student activities.—The students have two literary societies that hold weekly meetings. Public entertainments are given from time to time; there are prize-speaking contests and championship debates between the societies and with other schools. The school sends contestants in literary and athletic events to the district high-school meets. Athletics receive encouragement, and are directed by members of the faculty. The boys play football, baseball, and tennis and do track work. The girls play tennis and other games.

The girls have a Y. W. C. A. organization and hold weekly meetings. All students go to Sunday school in Tifton or attend a class

taught by a member of the faculty. Students usually go to church in Tifton.

Expenses and other information.—Board, laundry, lights, and fuel cost $12 per month. This is paid in advance. Each student is required to do a minimum of 20 hours' work per month, and for this work a credit of 10 cents an hour is given on the next month's board. This makes the cost $10 or less after the first month, and at the close of the year a rebate is given for the work done the last month. Many work enough to pay half their expenses, and a few pay their entire expenses by work. On entrance, boarding pupils pay a fee of $1.50 for repairs. Local students pay $2 at entrance in the fall and $2 in the spring—this fee to go to the upkeep of the buildings and grounds. The local students are not required to work at the school if they work at home. The girls pay a domestic science fee of $2.50. Music and expression cost $3 per month. Piano rent is 50 cents per month. Books and stationery cost $4 to $8 per year. The boys do not wear uniforms, but the girls do. Uniform materials sufficient for the year cost $10.12. An additional suit for winter costs $12.50.

At entrance boys must be at least 14 years of age and girls 13. Applicants are required to have finished the seventh grade of the rural schools, but mature students without this preparation may be admitted at the discretion of the principal. Considerable attention is paid to practical work, and candidates for admission who are interested in literary work alone are encouraged to go elsewhere.

The average age of the students has been 18½ years for boys and 16½ years for girls. One year an inquiry among the boys disclosed the fact that 64 per cent intended to be farmers, 13 per cent were undecided, and 23 per cent leaned toward other vocations.

The enrollment for 1910–11 was 90 boys and 40 girls; for 1911–12, 136 boys and 62 girls; for 1912–13, 86 boys and 42 girls; for 1913–14, 84 boys and 33 girls; for 1914–15, 74 boys and 38 girls.

In 1913–14 the various counties in the district were represented by students as follows: Tift, 34; Berrien, 12; Grady, 11; Turner, 11; Colquitt, 6; Worth, 6; Early, 4; Decatur, 3; Mitchell, 3; Calhoun, 2; Miller, 1; Thomas, 1. There were 19 students from outside the district, and 6 from outside the State. Six counties in the congressional district had no students in the school. Of the 117 students in 1913–14, 22 were day pupils and 95 boarders. The school graduated 2 pupils in 1910, 3 in 1911, 15 in 1912, 16 in 1913, 19 in 1914, and a slightly larger number in 1915 and 1916.

OUTSIDE RELATIONS.

In the first days of the school the people of the district looked with suspicion on an effort to teach agriculture and home economics in schools. That opposition is now nearly gone. During the last few

years many articles on agricultural topics have been written to the county papers of the district. Some talks have been given at farmers' meetings; a few letters of inquiry have been answered; eggs, breeding hogs, and farm seed have been distributed. The school now owns a projection lantern and slides, and lectures are given both at the school and at other places. Through the pupils the school is impressing upon the people of the district the importance of improved methods and implements.

OTHER DISTRICT AGRICULTURAL SCHOOLS.

The First District Agricultural School is located a half mile outside of the city limits of Statesboro, and was opened in February, 1908. It has four main buildings, including a dormitory for girls, a dormitory for boys, an academic building, and a dining hall. The academic building cost $20,000, the dormitories $15,000 each, and the dining hall, which includes a residence for the principal and his family and rooms for several members of the faculty, and was constructed almost entirely by student labor, cost $10,500. Statesboro's gift to secure the school was 288 acres of land, valued at $50 an acre, $60,000 in cash, and electric lights, telephone, and water free for 10 years.

Special emphasis has been put upon winter gardening. Both upland and sea-island cotton are grown. The shop is fairly well equipped. The school does its own laundry work. The school produces more farm products than it can use.

The Third District Agricultural School is located within the city limits of Americus and was secured by a gift from the city and the county of 300 acres of land valued at $15,000, $40,000 in cash, electric lights, telephone, and water for 10 years. It has the best equipped shop of any of the schools and stresses this phase of the work more than any other school. It has over $1,500 shop equipment and $800 worth of laboratory equipment.

The Fourth District Agricultural School is located 1½ miles from the county seat, Carrollton, in Carroll County. There is the usual academic building, boys' dormitory, and girls' dormitory. The shop is a brick building with adequate machinery. The annual fair held on the grounds brings several thousand people to the school. Its influence is clearly seen in the farms of the territory.

The Fifth District Agricultural School is located on a farm of 250 acres 3 miles north of Monroe. One hundred and seventy-five acres of this farm with $31,000 in cash were given by the town of Monroe. The school erected a concrete silo with student labor. Stress is being laid upon improving the stock of the area. The school has taken a number of prizes at county fairs on its stock—Percheron mares, Jersey and Hereford cattle and breeds of hogs.

The Sixth District Agricultural School is located partly within the city limits of Barnesville, the county seat of Pike County. The school has a well-equipped shop, dairy, barn, and silo.

The Seventh District Agricultural School is located 2½ miles from Powder Springs and received from the town and county 240 acres of land valued at $35 an acre and a main building for academic work costing $15,000. Other buildings have been erected out of State funds. The attendance at this school has been the largest of any of the schools. Thirty-six hours' work is required monthly of each pupil; this reduces the board to $6.40 a month. All the labor of every kind, including cooking and laundering, is done by the pupils. The pupils erected the pumping station, installed the baths and toilet fixtures, made the mantles for the new dormitory, laid much of the brick work, and did the painting.

The Eighth District Agricultural School is located ¼ mile from Madison, the county seat of Morgan County. Besides the usual academic and dormitory buildings, the school has a concrete silo, barns, shop, laundry, a good dairy, and a number of excellent farm animals.

The Ninth District Agricultural School is situated in the mountains of northeast Georgia, 3 miles from Clarksville, the county seat of Habersham County. It is doing a great work in developing this mountain section. It has a number of blooded cattle, hogs, and a Percheron mare. It has its own electric light plant, dairy, and shop, and devotes its attention to crops for that section, where no cotton is raised.

The Tenth District Agricultural School is situated 3 miles from Sparta, the county seat of Hancock County. It is devoting its efforts to the usual crops of the middle Georgia section.

The Eleventh District Agricultural School, located near the town of Douglas, received from the town and community $55,000 in cash, 30 acres of land valued at $50 an acre, and electric lights and water free for 10 years. It has a good laundry and shop and devotes its attention to south Georgia crops.

The following table summarizes the buildings at the various schools:

Buildings of the district agricultural schools.

Congressional district.	At opening of school.	Cost without equipment.	Added since school was first opened.	Cost of construction.
First	Main	$20,000	Dining hall, 3 floors	$9,000
	Boys' dormitory	15,000	Barns, cattle barn, farm superintendent's home, and servant house.	2,000
	Girls' dormitory	15,000		
Second	Main	16,500	Dining hall	2,800
	Boys' dormitory	16,000	Shop (wood and iron)	200
	Girls' dormitory	16,000	Barns	200
Third	Main	12,000	Shop (wood and iron)	5,000
	Boys' dormitory	12,000	Girls' dormitory and dining hall	12,000
Fourth	Main	12,000	Barns	1,000
	Boys' dormitory	12,500	Tenant house	150
	Girls' dormitory	1,000	Shop and dining hall	3,300
			Dairy	200
			House for principal	3,000

Buildings of the district agricultural schools—Continued.

Congressional district.	At opening of school.	Cost without equipment.	Added since school was first opened.	Cost of construction.
Fifth	Main	$16,000	Shop (wood and iron)	$1,000
	Boys' dormitory	15,000	Cow barn	500
	Dairy building	200	Live-stock barn	500
			Girls' dormitory	3,000
			Laundry	2,500
Sixth	Main	18,000	Shop (wood and iron)	2,100
	Boys' dormitory	15,000	Barn	1,400
	Girls' dormitory	15,000	Chicken house	75
			Corn crib	100
			Cow shed	75
Seventh	Main	14,000	Shop (wood and iron)	1,500
			Barn	500
			Girls' dormitory	12,000
			Boys' dormitory	12,000
Eighth	Main	22,000	Horse barn	600
	Boys' dormitory	18,000	Cow barn	600
			Dairy	125
			Laundry	125
			Blacksmith shop	75
			Chicken house	300
			Wood shop	50
			Incubator house	100
			Cottage for principal	1,500
Ninth	Main, boys' dormitory	30,968	Girls' dormitory	6,000
Tenth	Main	18,000	Barn and dairy	2,000
	Boys' dormitory	16,000	Laundry	1,500
	Girls' dormitory and dining hall	10,000	Cow barn	500
			Stable	1,000
			Tool house	100
			Tenant house	900
Eleventh	Main	22,000	Barn	600
	Girls' dormitory	15,000	Shop (wood and iron)	450
	Boys' dormitory	15,000	Laundry	350
Total		408,168		85,165

III. COURSES OF STUDY.

The course of study of the district agricultural schools, as adopted by the joint meeting of representatives of the State College of Agriculture and the principals of the schools, is given in tabular form on page 20, following.

The course as printed herewith represents annual revisions since 1912. In that year it seemed advisable to include in the course of study special preparation for teaching, as many of the graduates, particularly girls, secured positions as public school teachers in rural schools upon graduation. Accordingly three hours a week during the last two years of the course is now given to special work in pedagogy. The normal training course is not required, but is elective. Girls electing this work are not required to take European history in the third year, and in the fourth year may omit part of the work in domestic science or agriculture. The course includes in the third year a study of Colgrove's "The Teacher and the School" and "The Georgia Manual"; in the fourth year, Reed's "Introduction to Psychology," further work in the books used in the third year, and Foght's "American Rural School." Observation work is done in neighboring schools.

For detailed account of the course in agriculture and domestic science, see page 24.

Revised course of study for the district agricultural schools of Georgia.

[Recommended by the State College of Agriculture and adopted by the principals in joint meeting June 5, 1915, for use during 1915–16. Figures in parentheses indicate number of recitations per week. Laboratory periods are usually 120 minutes.]

Class.	English.	Mathematics.	History.	Science.	Agriculture.	Farm mechanics.	Domestic arts and science.
1	Grammar (3), Sanford, Brown, Smith. Classics (2): Evangeline. Miles Standish. Snowbound. Treasure Island Last of Mohicans. Farm Life, Readers, 4 and 5.	Arithmetic (5): Wentworth & Smith. Algebra (2): After February.	U. S. History (1): Evans' Georgia Stories, supplementary. Spelling (1): Sandwick and Bacon. Brooks History of Georgia.	Geography Review (2). Penmanship (3): A. N. Palmer's Business Writing.	General Agriculture (3): Fundamentals of Agriculture, Halligan or Watson. Poultry (2): Our Domestic Birds, Curtis. Agricultural Laboratory. Rural School Agriculture, Davis. Seasonal Lab (1): Use Davis'.	Freehand Drawing, 1st Term; one afternoon Lab. The Parallel Course Drawing Books, Hammock. Woodwork, 2d Term, one afternoon Lab. Park's Woodwork.	Agriculture with Boys. Freehand Drawing with Boys. Sewing, Textile Study Basketry: 2d Term, 1 afternoon Lab. McGlauflins' handicraft for Girls.
2	Grammar (1): (As above). Composition (2): Eng. Comp. Bk. I, by Brooks. Classics (2): Old Testament Stories. Odyssey. As You Like It. Caesar. Ivanhoe. Lady of the Lake. Sc Prose and Poetry. House of Seven Gables.	Arithmetic (2): Wentworth & Smith. Algebra (3): Wentworth & Smith.	European History, Part I. Spelling (1).	Civic Biology (4, including laboratory) Hunter. A Primer of Sanitation, Ritchie, supplementary. Spelling (1).	Breeds of Live Stock (3). Stock Judging (1): Perdue Circular No. 29. Dairying (2): Farm Dairying, Gurler. Farm Crops (3): Wilson and Warburton.	Forgework (2): 1 morning Lab. Bason's Forging (additional practice is given on work days in both wood and forge work).	Cooking: 2 morning Labs. Theory and Practice of Cookery, Kine and Cooley. Sewing: One Laboratory. Food Study. Two periods, 6 months. Household Hygiene: Two periods, 3 months.

Song Book, "Fifty Famous Songs," American Book Co.

Revised course of study for the district agricultural schools of Georgia. Continued.

[Recommended by the State College of Agriculture and adopted by the principals in joint meeting June 5, 1915, for use during 1915–16. Figures in parentheses indicate number fo of recitations per week. Laboratory periods are usually 120 minutes

Class.	English.	Mathematics.	History.	Science.	Agriculture.	Farm mechanics.	Domestic arts and science.
3	English Composition (2): Brooks (cont.). Classics (3): Merchant of Venice. Silas Marner. Sketch Book. Tennyson, selections. Thoreau Walden, So. Orations in So. Prose and Poetry. David Copperfield or Tale of Two Cities.	Algebra (5): (5 for 7 months.) Same text. Plane Geometry (5 for 2 months): Wentworth and Smith.	European History, Part II, or Elect. (3): School Management. The Teacher and The School, Colgrove, and Georgia Manual. Teachers omit 3 hours from industrial course.	Physics (3, with 3 laboratory periods extra). Mann & Twiss. Use Manual.	Feeding (4-5): Profitable Stock Feeding, Smith. General Horticulture Laboratory in Pruning, Spraying (4-5), etc. Popular Fruit Growing, S. B. Green.	Drawing. Practical Shop-work.	Sewing and Dressmaking: One laboratory. Dressmaker, Butterick Co. Millinery: One laboratory, 6 months. Household management: Two periods, 6 months. Household Management, Terrell. Home Nursing: Two periods, 3 months. Cooking, continued: One laboratory, 3 months.
4	Composition and Rhetoric, Bk. One. Grammar: Sanford (5). Classics (2): Washington's Farewell Address. Webster's Bunker Hill Address. Milton's Minor Poems. Macbeth. Essay on Burns. Howe's Primer of Eng. and Amer. Literature (1).	Plane Geometry (3): Text Complete.	Advanced Civics (3): Forman. U. S. History, Stevenson. Elec.: Elementary Psychology. First Term (2), Reed. School Management: 2d Term (2) continued. Study, The Georgia Manual	Chemistry and Its Relation to Daily Life, Hahlenberg & Hart (3), with 3 laboratory periods extra. Use Manual.	Soils (3): Fletcher's Soils. Fertilizers (3): Vorhees Fertilizers. Farm Management Laboratory (2). Landscaping (1): Landscape Gardening as applied to Home Decoration by Maynard.	Elementary Farm Surveying: One morning Lab. Practical Shopwork.	Cooking, continued: Two laboratory, 6 months. Dietetics (2): Food and Dietetics, Norton. Household Arts and Decoration: Two laboratory, 3 months. McGlauflin's continued, and bulletins.

General schedule for district agricultural schools of Georgia.

MORNING

Class.	Period	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
	[1] 8:20 9:00	History.	History.	History.	History	History
	9:00 9:10	Arithmetic.	Arithmetic	Arithmetic.	Arithmetic. Alg. (2) Feb.	Arithmetic. Alg. (2) Feb.
1	9:10 10:20	Writing	Writing	Spelling	Spelling	Geography review
	10:20 11:00	Agriculture.	Agriculture	Agriculture.	Agriculture	Agriculture
	11:00 11:10	English.	English.	English	English.	English
	8:20 9:00	Domestic Science.	Shop.	Dom. Science (G). Agriculture (B).	Biology Laboratory. Farm.	Dom. Science (G). Agriculture (B).
	9:00 9:40					
2	9:10 10:20	Farm Mechanics (B).	Farm.		Shop.	
	10:20 11:00					
	11:00 11:10		Home.		Home.	
	8:20 9:00	Mathematics	Mathematics	Mathematics.	Mathematics.	Mathematics
	9:00 9:10	English.	English	English.	English	English.
3	9:40 10:20	[2] Teacher's Course.	History.	History	History	History.
	10:20 11:00	Science.	Laboratory.	Science	Science.	Laboratory.
	11:00 11:40	Home Management (G). Agriculture (B)	Agriculture.	Home Management (G). Agriculture (B).	Agriculture.	Agriculture.
	8:20 9:00	Home.	Dom. Science (G). Agriculture (B).	Chemistry.	Dom. Science (G). Agriculture (B).	Home.
	9:00 9:40			Laboratory.		
4	9:40 10:20	Shop.		Farm Mechanics.		Shop.
	10:20 11:00					
	11:00 11:40	Farm.				Farm.

[1] 8:00-8:20 chapel. Some prefer chapel at noon. Saturday: holiday, extra work, etc.
[2] Teacher's course extra assignment as not suited to class (2).

General schedule for District Agricultural Schools of Georgia.

AFTERNOON.

Period.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
[1] 1:00 1:40	Dom. Science (G)	Home	Girls	Home	Girls
1:40 2:20			Boys and Agriculture Laboratory		Boys and Agriculture Laboratory
2:20 3:00	Farm Mechanics (B)	Shop		Shop	
3:00 3:40		Farm Fresh'nd Draw'g (G)			
3:40 4:20				Farm	
1:00 1:40	History	History	History	History	
1:40 2:20	Arithmetic (2) and Algebra (3)	Arithmetic and Algebra	Arithmetic and Algebra	Arithmetic and Algebra	Arithmetic and Algebra
2:20 3:00	Science	Science	Science	Science Laboratory	Science Laboratory
3:00 3:40	Agriculture	*Home Study (G) Agriculture (B)	Agriculture	Home Study (G) Agriculture (B)	Agriculture
3:40 4:20	English	English	English	English	English
1:00 1:40		Dom. Science (G) Agriculture (B)		Dom. Science (G) Agriculture (B)	Physics
1:40 2:20	Shop		Shop		Laboratory
2:20 3:00	Farm		Farm		Farm Mechanics
3:00 3:40					
3:40 4:20	Home		Home		
1:00 1:40	Geometry	Surveying	Geometry	Surveying	Geometry
1:40 2:20	English	English	English	English	English
2:20 3:00	Landscape or Teacher's Course	Civics	Civics	Civics	Teacher's Course
3:00 3:40	Chemistry	Chemistry	Chemistry Laboratory	Chemistry	Chemistry Laboratory
3:40 4:20	Agriculture	Agriculture	Dietetics (G) Agriculture (B)	Agriculture	Dietetics (G) Agriculture (B)

[1] The Domestic Science laboratory period is open for each half session as needed.

DETAILED DESCRIPTION OF THE COURSE IN AGRICULTURE AND DOMESTIC SCIENCE.

AGRICULTURE.

FIRST YEAR.

General agriculture.—Four periods per week. A survey of the agricultural field from a practical standpoint. Text: Halligan, Fundamentals of Agriculture.

Poultry husbandry.—One period per week. A general study of poultry under farm conditions, including the principles of breeding, incubation, brooding, feeding, and marketing. Text: Curtis, Our Domestic Birds.

Agricultural laboratory.—One double period per week, devoted to problems that arise in the classroom, both in general agriculture and poultry. Text: C. W. Davis, Rural School Agriculture.

Seasonal laboratory.—One double period per week. Devoted to the problems of the farm in season—for instance, the making, handling, and starting of hot beds at the time that this should be done; the pruning and propagating of plants during the winter months; poultry problems and vegetable gardening in the springtime. Text: Davis, Rural School Agriculture.

SECOND YEAR.

Breeds of live stock.—Two periods per week. Discussion of the origin, characteristics, and adaptability of the various breeds of cattle, swine, sheep, horses, and mules. Text: Shaw, Study of Breeds.

Dairying.—One period per week. Discussion of the elements of dairying, butter making, and handling milk and butter under farm conditions. Text: H. B. Gurler, Farm Dairying.

Stock judging.—One double period per week. Judging, handling, and scoring the various types of animals obtainable on the farm and in the locality. Text: Stock Judging for Beginners (Circular 29, Purdue University, Lafayette, Ind.).

Dairy laboratory.—One double period per week. Handling of milk and its products, including separation and cooling, ripening of cream, and butter making under farm conditions.

Farm crops.—Two periods per week. A study of the various crops adapted to southern conditions—wheat, oats, rye, barley, cotton, corn, sweet potatoes, peanuts, rice, sorghum, sugar cane, and tobacco. Text: Wilson and Warburton, Field Crops.

THIRD YEAR.

Feeds and feeding.—Three periods per week for the first half year, and two periods per week for the second half year. A study of the various feeds, both concentrated and rough; a combination of rations for stock under varying conditions and for various types of stock, all made applicable to farm conditions. Text: H. R. Smith, Profitable Stock Feeding.

Elementary horticulture.—Two periods per week for the first half year, and three periods a week for the second half year. Discussion of the location, site, planting, cultivating, fertilizing, pruning, spraying, and handling of an orchard from the beginning until it is bearing profitable crops, as well as a discussion of the various types of fruits. Text: Samuel B. Green, Popular Fruit Growing.

Feeding laboratory.—One period per week. Handling and study of feed stuffs; compounding of rations and feeding, noting from time to time the effects of the various rations upon the animal as to increase in weight, etc.

Horticultural laboratory.—During this period the students will survey and select locations, sites for orchards, prune during the winter months, and spray during the spring. Where practicable they should assist in planting trees, as well as in laying

out orchard sites. A study of insect diseases under actual field conditions should also be made in this laboratory, as well as time devoted to the compounding, mixing, and applying of various and sundry spray mixtures.

FOURTH YEAR.

Soils.—Three periods a week for the first half of the year, and two periods per week, for the second half of the year. A study of the origin, weathering, and formation of the various types of soils. Special attention to handling, cultivating, green manuring, and improving soil conditions in the locality. Text: Fletcher, Soils.

Fertilizers.—Two periods a week through the first half of the year, and three periods a week during the second half of the year. Fertilizers are of absorbing interest to the Georgia farmer, and it is impracticable to spend as much time in studying them under the subject of soils as should be devoted to this phase of southern agriculture. In this course the students should become familiar with the various fertilizer carriers, their relative solubility, and cost per unit of plant food. They should be taught compounding fertilizers of high-grade materials for various and sundry crops normally grown upon the average farm. This course should drive home the fact that it is the unit of plant food applied which gives the result rather than the number of pounds of fertilizer. Text: Voorhees, Fertilizers.

Soil laboratory.—One double period per week is devoted to laboratory work parallel with soil or fertilizing test, so the student will have some first-hand knowledge of disintegration of rock, setting power of water, capillary movement of water, mixing fertilizers, acidity test, etc.

Farm management laboratory.—One double period per week is devoted in this course to the working out of farm problems peculiar to locality, such as rotation of crops, location of fields, drainage problems, and the practical correlation of various farm activities one to another. No text can be recommended for this course. The teacher must advise and help the students in finding and working out the problems.

Landscape gardening.—One period per week. This course is designed to give both the boys and girls some idea of the methods of building up and beautifying a home. A discussion is carried on of various and sundry types of landscape gardening, their adaptability to various sections, and the trees, plants, and shrubs available and useful to home ornamentation. Text: Maynard, Landscape Gardening as Applied to Home Decoration.

FARM MECHANICS.

Free-hand drawing.—This course should consist of the most elementary right-line and curvilinear free-hand exercises, to begin with. No object should be given until these exercises are completed and the student is very familiar with the method of making free-hand drawing. Use the Parallel Drawing Course, four books, as basis of work.

Woodwork.—This course should be designed with the sole purpose in view of acquainting the student with the use and care of the ordinary woodworking tools; also, the sharpening of these tools should be taken up. The exercises should be designed with this end in view and should not be given with the idea of making a finished cabinetmaker of the student. Park's Woodwork should be used as basis of course, largely modified to meet farm conditions.

Forge work.—The course in forge work should be the elementary exercises designed to thoroughly acquaint the student with the making of the coal fire, the handling of the hammer, tongs, hot and cold chisel, and top and bottom swages. The exercises should consist of the working of wrought iron and steel from the most elementary to the finished exercise of chain making. The working of steel should not be gone into until the student has thoroughly finished all of the exercises necessary in wrought iron. The exercises in steel should consist of the making and tempering of punches,

cold chisels, and flat drills. Bacon's Forging should be used as basis of course, modified to meet farm conditions.

Mechanical drawing.—This course should consist of the most elementary problems in geometry and should be given in connection with the study of geometry. The student should be required to draw these geometrical exercises accurately and to scale, and should take as a geometry lesson the proving of these exercises. Text: Hart's Manual.

Elementary surveying.—This course should consist of terracing, elementary leveling as applicable to ditching, tile, draining, and elementary compass work for the survey and computing of areas of fields. The accurate measuring of distances should be given and insisted upon, as this part of the work is often neglected in the elementary work.

Domestic Arts.

FIRST YEAR.

Sewing, textile study.—Wool, cotton, silk, flax, manufacture. Primitive and modern application to purchase and use.

Basketry, sewing, stitches.—Use McGlauflin's Handicraft for Girls as basis of course. Basting, running, overcasting, overhanding, seams, plackets, hems. Backstitching or stitching stitch. Putting on bands, buttonholes, etc.

Articles: Laundry bag.

Cooking outfit: Sleevelets, apron, holder.

Articles for dining room: Hemming of napkins, scalloped doily, beginning of machine work, corset cover or chemise, slip-over nightgown.

SECOND YEAR.

Textile study, continued.—Quality, width, and cost of materials. Continuation of machine work. Pattern drafting and study of bought patterns. Garments: Underskirt, shirt waist, drawers, simple gingham dress.

THIRD YEAR.

Dressmaking.—Tailored wash skirt, wool dress, lingerie dress. Renovating and repairing of clothing. Homemade versus ready-made clothing. Advantages and disadvantages of each. Cost of clothing in relation to income. Art in dress.

Art needlework and millinery.—Designs, materials, stitches. Articles illustrating hemstitching, applique, ornamental darning, cross stitch, scallops and dots, eyelet and French embroidery, etc.

Fall millinery: Renovating and cleaning, wirework, millinery stitches, preparation of trimming, bias folds, rolled hem, milliner's fold, plain and double folds, French fold. Making of buckram frame, making of fall and winter hat, spring millinery, review of fall work, remodeling of old hats, street hat—frame, covering, straw, sewing, trimming, finishing.

FOURTH YEAR.

Winter term: Household arts and home decoration.—I. Principles underlying the furnishing and decoration of the home; collect and study types and examples showing good taste in wall decoration, floor finishing, and furnishings, furniture and draperies. Consider these from the standpoint of (1) harmony of color, (2) simplicity, (3) good proportion, (4) fitness both as to expense and ease of keeping in order.

Plan a room; having selected sitting room, dining room, or bedroom, consider the lighting and arrangement of spaces, and plan color scheme and furnishings, showing that no greater expense is required to carry out this plan than one lacking in harmony and beauty.

II. Plan and execute an example of applied design in textiles, using embroidery, applique, stenciling, or block printing.

III. Sufficient time may be given in this or spring term to teach (with practical application in the time devoted to industrial work) the chemistry of cleaning, including care of painted, stained, or polished woodwork, removal of stains, laundry, etc.

Domestic Science.

SECOND YEAR.

Cooking and food study.—Canning and preserving of fruits and vegetables, relation of bacteria and molds to decay; use of heat, sugar, spices, vinegar, salt, drying, smoking, etc., in preservation of foods. Study of yeast and making light bread. Care and handling of milk, making butter and cottage cheese; boys and girls may be given same instruction in parts of the course in dairying, which is this year included in agriculture. Begin series of lessons on batters and doughs.

Winter.—Classes of foods, simple chemical tests for each, function of each; study typical foods—for example, eggs, milk, cereals, legumes, starchy vegetables—this study including source, manufacture, composition, digestibility, food value, economic value, cost, methods of preparation, etc. Continue series of bread lessons. Cook series of simple dishes involving application of heat to starches, fats, proteids, and combinations of fat and starch; this may include use of vegetables, cereals, legumes, eggs, etc. Brief study of meats, making of meat soups.

Spring.—Study of green vegetables and fruits as before outlined, stressing composition, chief values in diet, cooking vegetables, making cream soups, salads, simple desserts, series of lessons on cooking eggs. Text: Williams and Fisher, Elements of the Theory and Practice of Cooking.

Household management and hygiene—Winter.—Household hygiene—sweeping, dusting, ventilation, cleaning, making and use of disinfectants, care of sinks, ice box, etc., disposal of wastes, water supply. Personal hygiene—fresh air, bathing, care of hair and teeth, physiology and hygiene of sex.

THIRD YEAR.

Household management—Fall.—I. With special reference to rural homes, consider location of house, building of houses, furnishing and care of various rooms.

II. Planning a convenient farm kitchen, considering arrangement of the stoves, tables, cabinets, sinks, etc.; study equipment available for lessening present labor in cooking and serving food, in laundry and dairy work.

Winter.—I. Special study of heating, ventilating, and lighting houses; fuels for heating and cooking purposes, economy and convenience; as further application of physics of heat, the making and use of a fireless cooker.

II. Economic aspect; labor in the home; apportionment of income; keeping of accounts, banking, checking, etc.

Cooking—Winter.—Preparation of cereals, meats, meat stews, and vegetables in the fireless cooker; further study of meats and meat cookery.

Home nursing and emergencies—Spring.—Cuts, bruises, fainting, sprains and wounds, bandaging, antiseptics; care of the sick; treatment and prevention of tuberculosis, typhoid, scarlet fever, diphtheria, etc., putting emphasis on prevention of contagion and infection.

FOURTH YEAR.

Dietetics.—Review classification of foods and digestion, absorption and metabolism of carbohydrates, fats, proteins.

Energy requirement: Effect of muscular activity, age, sex, etc.

Protein requirement: High and low standards; comparison of proteins of animal and vegetable origin.

Mineral requirement: Common errors in diet; diseases and illness due to faulty diet. Planning menus for different seasons of year, with reference to proper dietary requirement. Special diet; infant and child feeding; modified milk; foods for children 3 to 10 years; diet in disease.

Fall and spring cooking.—Review of all principles of cookery taught; more advanced work in preparing of meats, fish, breads, pastry, cakes, vegetables, desserts, salads. Planning of menus within a definite cost.

Serving of meals: Duties of waitress, host, and hostess. Invalid cookery: Preparation of meat broths, ices, beverages, breads, desserts, serving of food.

REFERENCES.

Sewing and textiles.—Haner, Embroideries and Their Stitches; Earle, Pattern Drafting; Watson, Home Life in Colonial Days; American School of Home Economics; Textiles and Clothing.

Household management and hygiene.—Elliot, Bulletins of the American School of Home Economics; Bevier, Household Hygiene; Bailey, The House (American School of Home Economics); Sanitary and Applied Chemistry; Food and Cooking; Bulletin 217, University of Wisconsin, The Fireless Cooker; Hunt, The Daily Meals of School Children (Bulletin, 1909, No. 3, U. S. Bureau of Education; Mitchell, The Fireless Cook Book; Farmer, Home Science Cook Book, Hogan, Children's Diet. Proctor and Gambell's little book on laundering will be useful in laundry practice.

APPENDIX A.—STATISTICAL DATA.

Enrollment of students.

Congressional district.	Year.	First year.		Second year.		Third year.		Fourth year.		Unclassified below first year.		Total.		Boarders.	Day students.	Counties in district.		
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.			Total.	Represented by students.	Not represented.
First	1909–10	31	11	19	19	14	15	14	5	26	6	104	56	138	22	160	12	0
	1913–14	20	6	18	14	14	12	4	13	15	.....	56	45	110	6	116	12	0
Second	1909–10	21	16	21	11	13	5	3	4	.....	.....	58	36	87	7	94	11	0
	1913–14	12	6	25	9	22	18	15	5	.....	.....	74	38	85	27	112	13	5
Third	1909–10	52	10	23	7	15	1	9	3	.....	.....	99	21	103	17	120	13	2
	1913–14	23	3	39	5	16	2	11	2	.....	.....	89	12	91	0	101	12	3
Fourth	1909–10	46	18	11	8	8	2	9	1	.....	.....	130	42	123	49	172	9	1
	1913–14	44	9	33	11	13	1	10	5	.....	.....	100	25	101	25	126	10	0
Fifth	1909–10	9	7	20	2	16	9	7	2	.....	.....	52	20	50	22	72	8	0
	1913–14	42	18	26	14	20	10	9	2	.....	.....	98	52	129	21	150	7	1
Sixth	1909–10	13	4	10	6	9	5	12	5	.....	.....	44	20	32	32	64	.....	.....
	1913–14	35	10	26	20	12	26	6	5	.....	.....	79	61	102	28	110	10	0
Seventh	1909–10	33	10	30	12	22	10	7	2	.....	.....	92	34	80	46	126	10	3
	1913–14	38	25	15	30	40	10	21	10	.....	.....	115	75	190	30	220	10	3
Eighth	1909–10	27	.....	16	.....	5	.....	4	.....	.....	.....	52	52	52	52	52	12	0
	1913–14	10	3	17	3	9	6	9	3	.....	.....	45	15	57	3	60	8	4
Ninth	1909–10	44	22	30	26	14	9	8	1	.....	.....	96	61	92	65	157	13	5
	1913–14	18	17	26	9	14	12	9	4	.....	.....	67	42	72	37	109	14	4
Tenth	1909–10	8	1	8	3	7	15	6	7	.....	.....	29	26	48	7	55	8	3
	1913–14	6	2	18	12	16	13	12	3	.....	.....	52	30	75	7	82	7	4
Eleventh	1909–10	33	14	31	11	16	5	6	3	.....	.....	86	33	99	20	119	15	3
	1913–14	11	10	21	16	24	9	15	4	.....	.....	71	29	54	46	100	18	0

The more rigid enforcement of the requirements accounts for some difference in attendance in two or three of the schools over previous years

Farms, farm crops, and farm animals.

Congressional district.	Number of acres.	Number of acres cultivated.			Number of acres in crops and woodland.					Number of animals on the farm.						Is farm growing enough feed for stock?
		By students.	Hired laborers.	By renters.	Cotton.	Grain.	Other products.	Pasture.	Woodland.	Mules.	Horses.	Cows.	Hogs.	Poultry.	Other animals.	
First	288	125	1	1	28	26	71	17	149	5	2	17	73	141	.....	Yes.
Second	315	100	.....	.....	13	90	60	22	200	5	1	27	70	15	.....	Yes.
Third	300	80	2	.....	2	70	8	70	19	3	0	14	70	300	.....	Yes.
Fourth	275	100	.....	.....	20	30	50	30	75	4	1	12	60	150	5	Yes.
Fifth	850	125	2	.....	15	90	11	40	45	3	3	36	34	40	1	Yes.
Sixth	314	162	.....	100	20	80	5	40	50	4	0	14	34	70	.....	Yes.
Seventh	240	75	.....	50	7	30	38	75	40	5	0	10	10	400	3	Yes.
Eighth	257	100	.....	.....	16	80	2	75	0	2	1	40	30	25	25	Yes.
Ninth	300	55	.....	.....	0	40	15	15	230	0	4	11	42	56	.....	Yes.
Tenth	275	50	2	35	4	75	15	30	75	2	2	6	60	40	32	Yes.
Eleventh	300	50	2	.....	5	38	6	35	75	2	1	4	25	125	66	Yes.

Financial statement, 1911–12.

Congressional district.	Value of plant.	Indebtedness.	State appropriation.	Electric lights and water donated 5 years.	Student expenses.						Total for salaries annually.	Allowance per hour for productive labor.	Is boarding department self-sustaining?
					Board, including room, light, and heat, per month.	Matriculation.	Books, average cost per annum.	Uniform (boys).	Uniform (girls).	Incidentals, per annum.			
First	$140,000	[1] $23,000	$10,000	Yes	$8.00	$1.00	$10.00	None.	$1.50	None.	$7,200	$0.10	Yes.
Second	90,000	None.	10,000	Yes	8.00	.....	8.00	$2.00	20.70	$2.00	6,065	.10	Yes.
Third	80,000	6,000	10,000	Yes	7.00	.....	5.00	21.60	14.00	None.	6,700	.10	Yes.
Fourth	75,000	None.	10,000	Yes	8.00	.....	10.00	None.	None.	None.	6,365	.10	Yes.
Fifth	60,000	4,000	10,000	Yes	9.00	2.50	7.50	7.00	10.00	None.	6,410	.10	Yes.
Sixth	100,000	5,000	10,000	Yes	7.00	.....	5.85	None.	14.50	None.	5,825	.10	Yes.
Seventh	85,000	None.	10,000	No	6.40	.....	7.50	6.70	8.00	1.00	5,380	.10	Yes.
Eighth	84,000	None.	10,000	Yes	8.00	.....	9.00	None.	None.	2.00	6,170	.10	Yes.
Ninth	51,000	4,000	10,000	No	8.00	.....	8.00	None.	12.25	3.00	5,750	.10	Yes.
Tenth	65,000	None.	10,000	No	8.00	.....	5.60	2.00	16.50	2.00	6,743	.10	Yes.
Eleventh	125,000	4,000	10,000	Yes	8.50	1.00	8.00	22.00	12.50	1.00	5,287	.10	Yes.

[1] Recent construction of combination dining hall and dormitory building.

APPENDIX B.—LEGISLATION.

THE ACT CREATING THE DISTRICT AGRICULTURAL SCHOOLS.

A bill by Hon. H. H. Perry, of Hall County.

To be entitled An act to provide for the establishment and maintenance of schools of agriculture and the mechanic arts in the respective congressional districts of this State.

SECTION 1. *Be it enacted by the General Assembly of the State of Georgia, and it is hereby enacted by authority of the same*, That the governor is hereby authorized to establish and cause to be maintained in each congressional district of the State an industrial and agricultural school in accordance with the further provisions of this act. Said schools shall be branches of the State college of agriculture, a department of the University of Georgia. The general board of trustees of the university shall exercise such supervision as in their judgment may be necessary to secure unity of plan and efficiency in said schools.

SEC. 2. *Be it further enacted*, That all fees received from the inspection of fertilizers, oils, and all other inspection fees received by the department of agriculture in this State, after the present year, over the expenses of such inspection, and after any portion of said fund otherwise appropriated, shall be used as a fund for the purpose of establishing and maintaining such schools, and, as far as practicable, be equally divided between such schools, and the said governor is authorized to pay to the trustees of said schools, from time to time, their respective portions of said fund.

SEC. 3. *Be it further enacted*, That the governor is authorized and directed to appoint from each county in the respective congressional districts one trustee for the school to be established in such districts; such trustee to hold office for the term of six years from his appointment and until his successor is appointed, and that the trustees so selected in each district shall constitute a board of trustees for the school in said district, with power to control the management of said school, and make rules and regulations for the same, subject to the provisions of this act.

SEC. 4. *Be it further enacted*, That the governor shall be authorized to receive from any county, or any of the citizens thereof, a donation, of a tract of land in such county, not less than two hundred acres, on which to locate a school for the district in which such county is situated, together with any additional donation in the way of buildings or money; and if there are two or more offers of such donations, the governor, with the aid of the trustees of such school shall select which to accept, taking into consideration the title, value, the centralness of location, accessibility and suitableness in any respect for the purpose intended, and upon the acceptance of any such donation, and the execution of proper deeds vesting title in the trustees, within a reasonable time, the school for said district shall be established on the tract selected, with the right to select another locality should such deeds not be made to the satisfaction of the governor. And if no such donation is made or perfected in any district within one year from passage of this act the pro rata share of the fund going to said district shall go into and be prorated in the regular common school fund in said district.

SEC. 5. *Be it further enacted*, That the principal of said schools shall, under the direction of the trustees, keep an account of all receipts from the sale of the products of the farm or shop which are not consumed in said school, and one-half of said receipts for each year shall be set aside as a fund to pay the students. That each pupil, having performed to the satisfaction of the principal his duties for an entire school year, shall receive his pro rata of said fund, the amount going to each pupil not to exceed one hundred dollars, and the balance, if any, to be placed in the general fund of the school.

SEC. 6. *Be it further enacted*, That the course of studies in said schools shall be confined to the elementary branches of an English education, and practical treatise or

lectures on agriculture in all its branches, and the mechanic arts, and such other studies as will enable students completing the course to enter the freshman class of the State college of agriculture on certificate of the principal.

SEC. 7. *Be it further enacted*, That the faculty of such schools shall consist of the principal, who shall be an intelligent farmer; one superintendent and instructor in farm work; one intelligent mechanic, who shall direct and instruct in all mechanical work in and out of the shops; one practical instructor in care of stock and dairying; one instructor in English, and such other instructors and assistants as the funds of the college may permit. That the trustees may dispense with and combine the duties of any of the above, as necessity may require, and it shall be the duty of said instructors in said schools to cooperate in conducting farmers' institutes and farm and stock demonstrations in the several counties of their respective districts.

SEC. 8. *Be it further enacted*, That after the first buildings are erected, before the opening of such schools, which shall be only such as are absolutely necessary for temporary use, all work on, in, and about said schools, or in the farm, or on or in the barns and shops connected with said schools, whether it be farming, building, care of stock, or work of whatever kind, shall be performed exclusively by the students of said schools, under such regulations for the proper division and alternations in such work as may be provided by the trustees.

SEC. 9. *Be it further enacted*, That tuition in said schools shall be free, and the trustees may limit the number of students, from time to time, according to the capacity and means of the institution, and shall make such rules of admission so as to equalize, as far as practicable, the privileges of the school among the counties according to population. And the trustees may defer the actual opening of the school until such time as may be necessary to prepare reasonably proper facilities and equipment for beginning the same, in the meantime accumulating for said purpose the funds going to said school which may be received from the rent of any portion of the property, but it is made the duty of said trustees to open said school, even though it may have to be done at first on a limited scale, as early as practicable, and afterwards extend its operations as circumstances may permit; and the trustees are authorized to rent to the best advantage, from time to time, any portion of the property of said schools not required for the purpose of said schools.

SEC. 10. *Be it further enacted*, That all laws and parts of laws in conflict with this act be, and the same are, hereby repealed.

Passed at 1906 session of general assembly.

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