

San Luis Obispo, California,

December 13, 1913.

Meeting adjourned from October 25, 1913.

ORDER OF BUSINESS.

1. ROLL CALL.
2. READING OF MINUTES
3. REPORT OF THE DIRECTOR

Sections containing suggestions or recommendations
are entitled:

- a. Farm Operations, - purchase of two
bulls page 4.
 - b. Instructor in Buttermaking page 4.
 - c. Suspension of Night Watchman and
Transfer of Piercy page 5.
 - d. Examination of Pay-Rolls page 6.
 - e. Examination of Requisitions page 6.
4. ORAL REPORT ON SCHOOL GOVERNMENT

STATEMENT OF UNEXPENDED BALANCES WILL BE FOUND
ON page 7.

San Luis Obispo, California,

December 13, 1913.

To the Board of Trustees,

California Polytechnic School.

Gentlemen:

SPECIAL REPORT.

I have the honor to present today a special report covering some of the more important observations of the Director during his recent visit to schools in the Middle West and East. A sufficient number of copies have been prepared so that each member of the Board is provided with a copy for his own files.

ENROLLMENT.

The enrollment for the first term of the current school year is as follows:

	Agr.	Mech.	H. A.	Total
1st Year	20	36	19	75
2nd Year	13	24	9	46
3rd Year	9	13	12	34
Special	<u>0</u>	<u>1</u>	<u>4</u>	<u>5</u>
	42	74	44	160

Total registration at end of Fall term, 1912 129

In addition to above regular course work a class of 19 grammar school boys are taking a half day a week course in manual training in the carpenter shop under the instruction of Mr. J. M. Johnston.

EXHIBITS AT FAIRS.

In accordance with direction given at the meeting of the Board August 16th an exhibit of horses and cattle was made at the Fresno Fair. The exhibit attracted much attention and received very favorable comment. Satisfactory financial arrangements could not be made with the Hanford Fair Association, hence no exhibit was made at Hanford. A very creditable exhibit of the school's equipment, together with student demonstrations, was a feature of the Upper Salinas Valley Fair at Paso Robles. The Fair Association paid the expenses of the school exhibit at Paso Robles.

IMPROVEMENT OF GROUNDS.

In line with the action of the Board of Trustees improvement of the play grounds is in progress. 300 ft. of 2-ft. sewer pipe has been laid. The field is being carefully laid out. We are preparing to construct a permanent tennis court and a combination tennis court and hand ball court. The construction work has been planned and largely supervised by Mr. Ryder. We expect a substantial amount of student volunteer labor on the tennis grounds.

MATERIAL FOR BOOKLET AND POLYTECHNIC SIGN.

I beg to report that while plans for these have been considered, the work is not yet sufficiently complete to make any definite recommendation to the Finance Committee at this time. Additional time is asked.

OUR NEW FACULTY MEMBERS.

Mr. J. E. Carpenter, instructor in the Mechanics Department, Mr. Charles Myszka, instructor in agronomy, and Mrs. Elsie Bristowe, matron, all have excellent hold of the work of their new positions.

Referring to the work of Instructor Myszka, it will be recalled that he comes to take the work of a new instructorship. He has had, therefore, much pioneer work to do. He proves himself well qualified for the task. The actual establishment of an instructorship in agronomy and the advancement of courses in field crops is a matter of much satisfaction. We shall resume on a small scale work in poultry husbandry. Mr. Myszka will give instruction to a class in poultry husbandry after the first of January.

THE PROPOSED MORRO ROAD.

The Board of Supervisors are considering the short route leading directly west from the residence of Mr. C. W. Rubel. The proposed road, if ordered by the Board of Supervisors, will connect with Santa Rosa Street near the entrance to the property of Mr. E. H. Meinecke. While I cannot report positively, we have reason to believe this road will be ordered constructed by the County.

EXAMINATION OF SCHOOL ACCOUNTS BY BOARD OF CONTROL.

For the first time in the history of the institution H. S. Patterson of the Accounting Department of the Board of Control and his assistant came to the school about September 1st and remained four weeks. They did not complete their work, and being called to Sacramento, took with them all cancelled checks, all check stubs and day books for the 62nd and 63rd fiscal years. We supplied the auditors all information asked and assisted them in every way possible. I have received no formal report of any kind. Mr. Patterson repeated the statement that he had no charges of dishonesty of any kind. He criticised the system formerly used on the ground that it could not be easily and positively checked up. He raised no criticism and could find no real fault with the present system, installed in the fall of 1912. However, the auditor ordered a new set of books and a new system. He said he would require us to rewrite the accounts beginning with July 1, 1913. He suggested that the Contingent Fund of the school be kept in one bank and the remittances from Sacramento in another bank; also suggested that funds deposited by students be put into the State Treasury and not deposited in a bank. He stated the reason for this latter suggestion was greater safety, inasmuch as we are personally responsible for the loss of money deposited by students. We have not yet received the new set of books which were ordered about October first by the Board of Control for this institution. A formal report will undoubtedly be made by the auditors at some later date.

FARM OPERATIONS.

Approximately 24 acres of oats have been sowed. 7 acres of the 24 were seeded to oats and vetch, the vetch seed being included as an experiment. Land is being prepared to seed 75 to 80 acres of barley. We expect to plant about 14 acres of corn. About 5 acres of land are being prepared as experimental plots, the work being done under the direction of Instructor Mysaka.

The live stock inventory of December 6th shows 33 head of cattle - 16 Jerseys and 17 Holsteins; 30 head of horses on hand -

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20 Percherons, 5 Clydesdales, and 5 grades; a number of these are, of course, young colts. 153 head of swine - 66 Poland Chinas, 55 Berkshires and 32 feeders of both breeds. 75 of the breeding swine are small pigs. Swine sales are good and nearly all boars of salable age are cleaned up. Attention is called to the need of both a Holstein bull and a Jersey bull. We have a nice start in females and to make progress a really good bull of each breed is an absolute necessity. We hope to finance such purchase in part at least from stock sales.

The new temporary judging pavilion and the tool shed authorized in August are practically complete and are in use. These small building are of great value in the work, but are hardly adequate for even present needs.

CREAMERY.

✓ The equipment of the creamery is being put in shape for the purpose of resuming butter making the first of January. The Board of Control has approved contract with local creameries to supply cream. A copy of the proposed contract is here for your examination today. The arrangement with the creameries is recommended since it offers a means of securing cream without collection from large areas.

INSTRUCTOR IN BUTTERMAKING.

Edward Curl, instructor in buttermaking, it will be recalled resigned June 30, last. To succeed Edward Curl I recommend the appointment of Sune v. Christiersen, at a compensation of \$90.00 per month and cottage formerly occupied by Mr. Curl. Recommended that the appointment begin January 1, 1914, to continue for twelve months with compensation named for eleven months of the year. Recommended that Christiersen's salary be paid from the salaries' fund and the contingent fund, as the Finance Committee and the Secretary may find advisable. The unapportioned balance in the salaries' fund for the current year is \$640.00.

Mr. Christiersen is of Danish descent, about twenty-five years of age. He received his training in buttermaking and creamery work

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in the University Farm School of this state. He has had considerable amount of practical experience in commercial creameries of the state. During the past season he was buttermaker on a large dairy farm owned by the El Casco Land Company in Riverside County. I have met Mr. Christiersen upon various occasions and recommend him as competent for our work, and the best man available for the salary we can pay.

CIVIL SERVICE COMMISSION.

The Civil Service Act, passed by the Legislature of 1913, is now effective. The Director has been engaged in an attempt to digest the contents of the 15 pages of the Act. A copy of the law is presented for your examination today. Samples of the various blank forms which we are required to use are also presented for your examination. Section 7, 9th subdivision excepts the teaching forces of the elementary, secondary, trades, and technical schools. All of our employees, including school boys who wipe dishes, are, I understand, covered by the provisions of the Act, and all names must be reported to the Civil Service Commission. Each suspension, each dismissal, each transfer of an employee, must be reported to the Commission on the proper blank form.

SUSPENSION OF NIGHT WATCHMAN.

On December 1st the Director suspended John Strecker, night watchman, pending examination into charges of dishonesty. The Director recommends that said employee be given opportunity to resign or be dismissed. The provisions governing this procedure are detailed in Section 14 of the Civil Service Act, Chapter 590, Statutes 1913.

On December 1st the Director transferred E. Piercy, grounds laborer, to duties of night watchman, the position made vacant account suspension of John Strecker. Recommended, appointment of Piercy as night watchman, \$65.00 per month, to service during the pleasure of the Board, or as the State Civil Service Commission may permit.

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EXAMINATION OF PAY-ROLLS.

The Director recommends that the Board during this meeting review the pay-roll containing names of laborers in the employ of the institution with a view to making such readjustments in wages as may be deemed wise.

EXAMINATION OF REQUISITIONS.

The Director respectfully requests that the Board during this session repair to the office of the bookkeeper to examine and pass on requisitions submitted to the Board of Control subsequent to requisition No. 232. All requisitions submitted to the Board of Control have been in line with the instructions of the Board of Trustees and the policy recommended by the Finance Committee.

Respectfully submitted,

Secretary.

STATEMENT OF UNEXPENDED BALANCES IN VARIOUS FUNDS.

SPECIAL APPROPRIATIONS OF 1911.

Shop Equipment, Chapter 229, 1911	\$ 1.34
Live Stock, Chapter 272, 1911	3.80
Farm Implements, Chapter 273, 1911	90.99
Furniture, Chapter 512, 1911	2855.95

Appropriation for Year July, 1913-June, 1914.	Amount Expended	Unexpended Balance
Grounds \$ 3,500.00	\$ 1,149.84	\$ 2,350.16
Library 750.00	172.27	577.73
Printing 600.00	102.04	497.96
Salaries 35,000.00	14,013.35	20,986.65
Support 14,000.00	6,617.94	7,382.06
Contingent Balance - \$486.73.		

Bills for supplies for the month of November have not been deducted from above balances, since the schedule of November bills is made up about the tenth of December.

San Luis Obispo, California,

December 13, 1913.

To the Board of Trustees,

California Polytechnic School.

Gentlemen:

In accordance with permission given by your honorable Board The Director left San Luis Obispo October 10th for a journey through the middle west and eastern states to visit vocational and industrial schools. In attempting to make a report to you the difficulty lies in deciding what to leave out rather than what to include. However, I am first impelled to say that the most helpful and satisfactory feature of the whole journey was the opportunity to meet the men and women who are today leading in the educational work of the United States. I could mention more than a score, but I recall, among others, with special pleasure and satisfaction, President C. L. Lory and Principal Netherton of the School of Agriculture of Fort Collins, Colorado; Dean Jardine of the College of Agriculture and Prof. E. L. Holton, both of ~~Manhattan~~, Kansas; President Pearson of Iowa Agricultural College at Ames, and Prof. Kennedy of the same institution; President A. L. Stone, and Prof. K. Hatch of Wisconsin; a number of men at the New York State College of Agriculture at Cornell University; Director F. G. Helyar of the New York State School of Agriculture at Morrisville, New York; Rufus W. Stimson, Supervisor of Agricultural Education for the state of ~~Massachusetts~~; A. V. Storm of Minnesota; Dr. Elmer Ellsworth Brown, President of New York University, formerly U. S. Commissioner of Education, Dean James Russell and Professor Benjamin R. Andrews, both of Teachers College, New York; Dr. Claxton, United States Commissioner of Education, Washington; M. L. Brittan, State Superintendent of Public Instruction of Georgia; President Booker T. Washington of Tuskegee Institute, Alabama; and many others.

From these men mentioned and from women of the faculties of schools of home economics I learned of courses of study, details of administration, and of the nature of the equipment in various institutions. In each institution there appears to be the keenest desire for improvement. The subject of the hour is vocational and industrial

training. Throughout the entire country the subject uppermost in mind in all educational work is, "How shall we improve our facilities for giving instruction in those activities coming close to every day life?". The ideal is to train intelligent citizens who shall become intelligent and efficient producers. It is literally true that any man or any woman today who wills can find instruction in any subject. The institutions I visited are as follows: Manual Training High School, Denver, Colorado; School of Agriculture, Fort Collins, Colorado; State Normal School, Greeley, Colorado; Kansas School of Agriculture, Manhattan, Kansas; School of Agriculture, Lincoln, Nebraska; Iowa Agricultural and Mechanical College, Ames; School of Agriculture, Minneapolis, Minnesota; University of Wisconsin, Madison; Public High School, Gary, Indiana; New York State College of Agriculture, Cornell University, Ithaca; Secondary School of Agriculture, Morrisville, New York; Technical High School, Washington, D. C.; Georgia Institute of Technology, Atlanta; and Tuskegee Institute (colored), Alabama. I also called upon the State Superintendents of Public Instruction in Colorado, Minnesota, Massachusetts, and Georgia. In Washington, D. C. I attended the meeting of the American Association for the Advancement of Agricultural Teaching. While the titles would indicate that most schools are purely agricultural, in many instances instruction is also given in the mechanic arts and home economics.

It is, of course, impossible to tell something of each institution. I select five:

ONE. School of Agriculture in connection with the State College of Agriculture, Fort Collins, Colorado. This is a secondary school which uses the plant of the State College of Agriculture in exactly the same way in which the School of Agriculture uses the plant of the California State College of Agriculture at Davis. Enrollment of the Colorado school October 17th last, 386. Entrance requirements are the same as our own, - fifteen years of age and completion of the grammar school. Three year courses are given in Agriculture, Mechanic Arts, and Domestic Science. A fourth year is required of students expecting to enter the College. Each school year has six months only.

The school is now in its fifth year. The classes are limited to forty pupils each. The college farm has 400 acres of irrigated land and 1300 acres of range. The equipment for the mechanic arts and domestic science is fair. The equipment for the students in agriculture is much superior to our own, since, as stated, the school makes use of the college plant. Military training is given. A strong point is made of regular attendance upon school exercises. President Lory emphasizes the value of careful administration and necessity for close checking up. The duties of Principal Netherton of the School of Agriculture are in a large part the same as those assigned to our Mr. Edwards. The school has no dormitories. The average age of boys and girls is the same as our own, - about seventeen years. All students live in private homes. A very attractive residence district adjoins the school farm. There are electric car lines. Fort Collins is "dry" by local option. Sentiment is strongly opposed to a "wet" regime. President Lory says, "I could not go out over the state and invite people to send their children here if this was a saloon town". Principal Netherton says, "We could not think of holding down the situation if we had saloons with all these youngsters away from home". Average price for student's room and board, \$22.00. Atmosphere of school is good, and the surroundings very favorable.

TWO. School of Agriculture, University of Minnesota, Minneapolis, Minnesota. This school was established in 1888, - the first successful agricultural high school in the United States. The school uses the plant of the College of Agriculture. Enrollment this year, 800, approximately two-thirds boys. Entrance requirements demand completion of eighth grade work in the common schools. Minimum age requirement is seventeen years. All male students must have had six months farm practice before entrance. The course requires three winters of six months each for completion. It is said that over 80% of its graduates continue agricultural pursuits. The dormitory system is used, but there are insufficient accommodations for all students. Young women students in the College serve as proctors in the girls' dormitories and receive room rent for the service. Boys receive military drill and cadet officers make inspections of boys' dormitories under the supervision

of instructors. The commissary department is conducted on a large scale and is apparently very successful. From 1000 to 1200 are fed each meal. Catalog states that cost to student for board, heat, light, and laundry does not exceed \$3.00 per week. Dining hall well conducted. Kitchen wages considerably lower than in California. Most of the work of the kitchen is done by Norwegian and Swedish women.

It is very noticeable in the large schools that in shop, laboratory, and class room work the student does not receive the individual attention which he receives in the smaller schools.

THREE. School of Agriculture, Morrisville, New York. This is a secondary school quite similar to our own, located in the country in a village two miles from the railroad. It occupies in part buildings formerly used as county court house and jail, these buildings being turned over to the state when the county seat was moved to another town. This institution differs from Davis, California; Fort Collins, Colorado; and Minneapolis, Minnesota, in that the school is far separated from all college activities. Enrollment school year 19120'13 is 83 boys and girls in regular courses of agriculture and home economics; 14 special course students; 10 in winter course in agriculture; 4 in winter course in home economics; and 7 in teachers' summer school, 1912. Also 14 children in elementary course in domestic science. Total receiving instruction, 132. The regular course in agriculture and home economics is two years. Entrance requirements are completion of the eighth grade grammar school, with a minimum age limit of sixteen years. The work in agriculture is along practical lines and is designed to give boys and girls training for life on the farm. The school is supported by the state apart from any other educational institution. The town of Morrisville has 650 inhabitants. The school has a good farm of something less than 200 acres. The equipment is, as yet, rather meager. There are no dormitories and the catalog states that each student is personally responsible for his own proper conduct. A good residence district adjoins the school farm. The life is that of a small and quiet country village among the hills of Central New York, the environment being essentially rural. The school was established by act

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of the New York Legislature, 1908. Initial appropriation was \$20,000.00. The Supervisors of Madison County transferred title to former County Seat property to state. Additional farm land was purchased. Frank G. Hilyar is Director of the school. The faculty numbers eleven.

FOUR. Public School System, Gary, Indiana. Gary, Indiana, is the "built to order" city of the United States Steel Corporation. The Steel Corporation invested many millions of dollars in its steel plants located in the sand dunes at the south end of Lake Michigan. As the steel plants were constructed a pattern city was laid out. I visited the school system of Gary because it is heralded from the Atlantic to the Pacific as embodying the most advanced twentieth century ideas. The school plant is under one roof, - there is no separate "grammar school" and "high school". The little tots of the primary department mingle with the boys and girls of the late teens. The school program is arranged so that one-half of the pupils have ninety minutes of school work in the regular subjects, English, history, and mathematics, followed by ninety minutes of work in the special subjects, manual training, science, drawing, music, play, and physical culture, during each of the morning and afternoon sessions of the school. The other half of the pupils have the same program, but in reverse order. By means of this plan the school plant provides facilities for 2,000 school children. The school is said to be "a play ground, garden, work shop, social center, library, and traditional school, combined in one plant under the same management". Children six or seven years of age have hand work. I noted that a vise was attached to each work desk in the room of seven-year-old pupils. The regulation school desk is so constructed that it is transformed into a work bench. I noted boys ten years of age at work in the foundry. The work of the school cafeteria is carried on by the domestic science department. The luncheon is prepared by children, - corn soup, 4¢; roast beef, 10¢; mashed potatoes, 4¢; macaroni and cheese, 3¢; cookies, 1¢; milk, 3¢; wait on yourself, cafeteria style. Children seven or eight years of age are found in a class room next door to boys and girls seventeen or eighteen years of age who may be studying physics and chemistry. The doors are constructed with long glass panels so that as the little

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children pass they can see the work of the older boys and girls, the idea being that the young pupils will receive inspiration from the work of the older ones. At Gary they say, "children come to school to get well". All children have a physical examination, and dentistry, correction of defective vision, removal of adenoids, etc., may be had by the children at public expense. Gary is essentially an industrial town, and the ideal in the school system is industrial training for the sons and daughters of the thousands of men employed in the great plants of the United States Steel Corporation.

FIVE. Tuskegee Institute, Alabama. This institution, presided over by the well known Booker T. Washington, was established for colored boys and girls. The school opened in 1881 with 100 acres of land and three small buildings. Total value of all property now owned by the school, including indowment fund, is reported, \$3,600,000.00. There are now over one hundred buildings and 2,350 acres of land; about 350 head of live stock, and an immense amount of farm equipment. There are today a little over one thousand Negro boys and girls in attendance. I was the guest of the school Friday, November 21st, and I am obliged to say that I have never under any circumstances or in any place been the recipient of more thoughtful and courteous hospitality than I received at the hands of faculty members and students of Tuskegee. I understand the purpose of the school and the work of the institution is sometimes unfavorably criticised by Southern whites. The school impressed me, however, as the one star of hope for the colored boys and girls of the South. The various faculty men and women I met seemed possessed of real ability; they did not appear to be emotional or theoretical. They appeared to be saturated with an ambition to train the boys and girls under their direction to become proficient in some useful trade. All branches of agriculture are taught, and many mechanic arts, including balcksmithing, wagon making, plumbing, sheet metal work, printing, etc., etc.

The dormitory system prevails. The commissary department, where about twelve hundred people are fed three times per day, is an extensive plant, apparently highly organized and well conducted.

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The boys receive military training. The girls have extended training in all of the household arts. The organization and the administration of the institution interested me greatly. There is certainly much for the white man to learn. Tuskegee apparently is keeping very close to the affairs of every day life. I visited a few miles from the Institute the most novel rural school I have ever seen. A young colored man and his wife, teachers of the school, and their two babies, live in a rather large house situated on a plot of three or four acres of land. This home and small farm is the district school plant. Instruction is given in the three R's, but in addition to this the boys work on the small farm under the direction of Mr. Canfield, and the girls perform the usual household duties under the direction of Mrs. Canfield. It is home and school combined. This young colored man and his wife, both graduates of Tuskegee Institute, turn over every nook and corner of their home for the benefit of the forty odd negor children who are the pupils in the district. This man and his wife appear to me to be unusually well fitted for duties of this kind. This school home is a social center for the colored community also. The mothers of the children meet with Mrs. Canfield and receive suggestions and instruction in the problems of housekeeping. The farmers of the community are interested in the farming operations of the school and are making use of some of the good ideas skillfully advanced and worked out by Mr. Canfield. The idea of the home school and the unusual combination of school books and home duties impresses me as absolutely the most unique thing I have ever seen in educational work in the United States.

There are many features of other institutions equally interesting with those I have reported. The comments on the five named institutions will give some idea of their organization and work. The study of the details of the courses of study in the various schools, the organization of the various institutions, systems of discipline, conditions under which students live, and the varying industrial con-

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ditions in the different states proved most helpful. It appears to me that methods of education in the mechanic arts are the most highly developed; home economics second; and agriculture third. The problems confronting the school of agriculture are more difficult than those confronting the school of mechanics or of home economics. Rapid advancement is, however, being made and a keen interest in agricultural education is nation wide.

Agricultural education in California is still behind several of the states of the Middle West, but California is making very rapid strides. The character of the Polytechnic student body from year to year is quite the same as that found in similar schools in other states. The special schools are attended largely by boys and girls from the country and small towns. The men and women found on our instructing staff are not excelled in personality, ability, and general efficiency by the staff of any similar institution. The instruction offered students of this institution compares most favorably with that offered by any similar school. There is in addition this decided advantage for our boys and girls, smaller numbers are making it possible for them to have an actual part in shop, field, and laboratory work, which cannot be had in the crowded institutions. This institution sorely needs some additional equipment, funds for which were not provided. The Polytechnic faculty is fully alive to the problems offered in the teaching of agriculture. These problems are not peculiar to this institution.

Practically every state in the Union is attempting to answer the question, "Shall we offer instruction in agriculture, mechanic arts, and the household arts in separate state schools supported by the state, or shall this instruction be given in the schools of the existing school system?". I know of no state which has, as yet, a clean cut comprehensive plan. Massachusetts, perhaps, comes the nearest to having a settled plan. Rufus W. Stimson, the Supervisor of Agricultural Education in Massachusetts, does not favor the special secondary school of agriculture. The Massachusetts plan favor in-

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struction in agriculture and allied subjects in schools already existing. The state is the champion of the "home project" idea, and the father of each boy who attends a local school of agriculture must agree to set aside for the boy's own use on the home farm a certain small acreage.

Georgia has established a special state school of agriculture in each of its eleven Congressional Districts. Various towns and communities made bids for a school. The successful localities in Georgia gave over \$700,000.00; the state gave nothing for their equipment but levied a fertilizer tag tax for their support. M. L. Brittain, the State Superintendent of Public Instruction of Georgia, says, "I think the system of congressional district schools is probably the best for Georgia. I have not been entirely clear in this matter, but conclude that the dual system is probably the best one for us".

The state of New York has established in somewhat of a hit and miss fashion a half dozen ⁴secondary schools of agriculture and home economics in various districts. Local political influence has to a great extent determined the location of these schools. Many New York state high schools are giving instruction in agriculture. There is no clearly defined New York state plan, and this chaotic and uncertain condition is most unsatisfactory to educational leaders in the state.

The state of Minnesota has three special schools of agriculture, including the one connected with the State College of Agriculture. In the same state about thirty high schools each receive \$2,500.00 a year state funds to aid in giving instruction in agriculture, mechanic arts and home economics. The instructor in agriculture in each of these thirty high schools is required by law to give one-half of his time in serving as agricultural adviser for the community.

Wisconsin established county agricultural high schools in 1902. These schools were equipped at the expense of the counties. The state aids each school to the extent of \$4,000.00 a year for running expenses.

Kansas opened a secondary school of agriculture in connection

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with its state college at Manhattan about October 1, 1913. E. L. Holton, Professor of Agricultural Education of the Kansas Agricultural College, is inclined to favor the establishment of a county agricultural high school in each county, one-half of the support of each school to come from the state.

As you are aware, there is as yet in California no state program. Instruction is given in two special schools, - University Farm School, Davis, and our own institution. Several California high schools are giving instruction in agriculture, notably Gardena Agricultural High School, Los Angeles, and the Kern County High School, Bakersfield. Many other high schools are giving instruction in the mechanic arts and home economics. In the sparsely settled states state schools drawing their patronage from a large area are necessary if country boys and girls are to have the advantage of extensive facilities and expert instruction. Some important legislation will undoubtedly be proposed in the California Legislature of 1915. The new State Board of Education is now organized. I sincerely hope this institution may be of service in working out an intelligent plan for the state. This institution has already been of great service as a pioneer in agricultural education. It has organized courses of study which were later used as a basis for courses in other schools. The institution has further demonstrated not only its ability to train good citizens, but that it is possible to give in the school room field, shop, and laboratory instruction which trains intelligent, efficient producers of wealth.

Respectfully submitted,

LeRoy B. Smith,

Director.

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with its state colleges at Manhattan about October 1, 1913. H. L.

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Dec. 13, ~~1914~~
Report of LeRoy B.
Smith on trip thru
east visiting schools

Report of Bd of
Trustees