### REPUBLICAN NEWS ITEM. CHARLES L. WING, Editor.

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One Hundred and Twenty of the 124 Graded Schools Have Practical Instruction In the Improvement of School Grounds and In School Gar-

[Special Correspondence.] The necessity of educating children in the cultivation of the soil has been apparent to the secretary of agriculture for a long time. He is untiring in his efforts to further it. Trained teachers are necessary to accomplish it, so with the hearty consent of the secretary Dr. B. T. Galloway, chief of the bureau of plant industry, has placed at the command of both the white and colored normal schools of the District of Columbia such facilities as are necessary to give an elementary training in horticulture and agriculture. By thus inspiring the young teachers its future in the education of the young is assured. During the last three years the work has grown from a greenhouse 9 by 16 feet and a strip of land for garden purposes 10 by 300 feet to a greenhouse 25 by 100 feet and a garden of an acre and a quarter. The department of agriculture furnishes the opening of the strip portunity for the work and the schools the teachers. Two bundred and ten students are in the classes this year. Each one of these students is thus prepared to teach the subject in the city schools. During the fall the students propagate plants from cuttings for the winter school out and the spring gar-den, plant bulbs outdoors and for winter forcing, collect garden and tree

During the winter by simple experiments that may be performed in any schoolroom the students learn of the kinds of soil, the water holding power of soils and means of altering such power, conservation of water and plant physiology.

As spring approaches experiments in germination seed testing and seed planting follow, as well as planning ome gardens, gardens around school uildings and vacation gardens. At ds season of the year, too, the work condens. It leaves the confines of the normal schools and takes in all of public schools in the city. Arrange-its are made with one of the local dismen to sell penny packages of ed to the children for home planting, my of the older teachers are not lined, so to add them the board of reation, through one of the normal ools, issues sheets of simple in-netions to aid the children to corrective plan, plant and care for the home garden. They are encouraged to care for the garden during the summer and to bring something they have rais-ed whelly by themselves to the flower show in the fall. It may be a growing plant, a bunch of flowers or a bottle of

Flower day is an established feature of Washington schools. On the 29th of last September every school in the District of Columbia invited the public to its cxhibit. All buildings were open until dark, and where the buildings were lighted they were open through-out the evening. The throngs of peo-ple who visited the schools gave sufficient proof of the appreciation of the public for the movement.

Civic improvement is thus encouraged and also by school ground improve-ment. Three years ago there was but one garden connected with schools in the District. Last year 120 of the 124 graded schools made an effort to improve their surroundings. The teachers are urged to relate whatever is done outdoors to the subjects taught in the schoolrooms. Skillful teachers relate geography, arithmetic, spelling, composition, literature, drawing and design to the garden.

The latest encouragement given by

the department has been the offer to the board of education of more than an acre of lawn to be used for children's gardens. The board has accepted the offer and will put the first six grades of a school in the vicinity to lliw lood der the regular grade teacher, who will be instructed from the normal school. She will be expected to relate the work closely to the regular schoolroom work.

The time spent in the garden will be a part of school time and not after hours, as has been so frequently done before, thus making an added burden on the teacher. Each child will have a plot entirely his own, varying in size according to his ability. Beside these individual plots there will be plots ten feet square of grains, forage crops and important local products for observation purposes.

garden will be under the immeliate care of the normal school during vacation and will be considered as a vacation school for the southwest sec-tion of the city, thus fortunately allowing the board of education to grant a

Washington, D. C.

The Berlin (N. Y.) grange recently seld a grange fair, at which the net proceeds were about \$600. Grange airs are getting to be popular and profitable.

Ohio Grange Notes.

The co-operative committee reported contracts with thirty-nine firms.

The receipts of the state grange exceeded the expenses Suring the year by the sum of \$1,341.77, making the total assets of the state grange at present \$18,553.57.

Sixty-five classes.

Farmer, if there is no grange in your own, it is your duty to see that there

## THE GRANGE

Press Correspondent New York State
"Grange

### NATURE STUDIES.

PROFESSOR L. H. BAILEY OF CORNELL WRITES ON SUBJECT.

he Thinks Farmers Should Not Be Impatient In Demanding Concrete Results, but Rather Make Haste Slowly and Permanently.

[Special Correspondence.]
There is now a decided movement looking toward the introduction of agriculture and related subjects into the public schools. More than thirty of the states and territories have taken some kind of official action in this regard. Just how these subjects are to be Just how these subjects are to be introduced is not yet determined, and it may be several years before any efficient body of agricultural thought is introduced into the greater part of the public schools. There is no question, however, that this 'introduction is sure to come. The whole tendency of our civilization is to put the educated many left the work of the world and to man into the work of the world and to give every person a training for effi-ciency in the life in which he is to

engage.
All this does not mean that we are to neglect the fundamental prin-ciples of education. Rather we are to work out the fundamental principles of education in a new way. We are to work them out in terms of other subjects from those that of other subjects from those that we customarily have used. I doubt whether distinct separate courses in agriculture will be found to be practicable in most of the elementary schools. In the primary grades the nature study idea will be the leavening influence, putting the child directly into touch with the things with which he lives. The nature study movement endeavors to use common affairs and objects and phenomena as means of objects and phenomena as means of training the mind.

In the intermediate grades the proba In the intermenate grades the probability is that agriculture will be taught by giving agricultural applications to the general fundamental subjects that already are in the course of study. We have introduced too many subjects into the schools. We need to simplify rather than to complicate the school course, but we can introduce local applications in the studies that are now a part of the school work. For example, after the school work. For example, after the fundamental work in number is acquired the problems can be very large by local. The are sufficient agricultural states ical produce that are now afforced by the coparators in a fundament problems that are in use in the schools. The geography teaching now attempts to begin with the local environment is to farms, and a good covernment is to farms, and a good can rounness is for farms, and a good deal of the farming can be taught in the geogra, by class. Manual training can be given an agricultural trend when a cessary. The same can be said

of drawing and other subjects.

When the high school is reached, separate optional courses in agriculture may well be given as soon as teachers and facilities are provided. This work should be of a scientific character, of equal training value with physics or chemistry or botany, and it should lead directly to entrance credits in the agricultural colleges and universities.

I believe in every effort that tends to arouse the public to the necessity of introducing these subjects into the schools, and I shall use all my efforts to extend the sentiment. However, I hope that the farming population will not be too impatient in demanding con-crete results or in forcing formal agri-cultural subjects into the schools. We cultural subjects into the schools. We must make haste slowly and in doing so make it fundamentally and permanently. We must not forget that schools are schools and that their general tone must be elevated and their gancial ediciency increased before we can hope for any successful results in the teaching of common life subjects Merely to introduce agriculture into the rund s bools as they exist at the present day will be of no particular consequence. The whole tone of the school must be raised. This elevation must come from the elevation of the sentiment in the community. More money must be had for the schools in order that better facilities and better teachers may be employed and the whole at mosphere of the school be made attrac-L. H. BAILEY.

Circulation 400,000.

At a fair estimate, based on examina-ou of circulation figures given in newspaper directories, this grange de-partment appears every week in pa-pers whose combined circulation is approximately 400,000. That means that at a low estimate it will fall into the hands of 1,000,000 people. Thus is the grand work of the Order and its benef-icent doctrines being promulgated through the medium of the press. grange owes fealty to the papers that publish these matters of special interest to its members.

braries founded is certainly a good re-port for the first year of the Ohio state grange agricultural and domestic economy committee under supervision of Dr. Thompson, president of the Ohio State university; Dean Price and Mrs.

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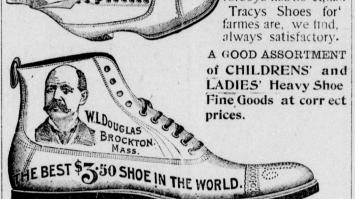
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