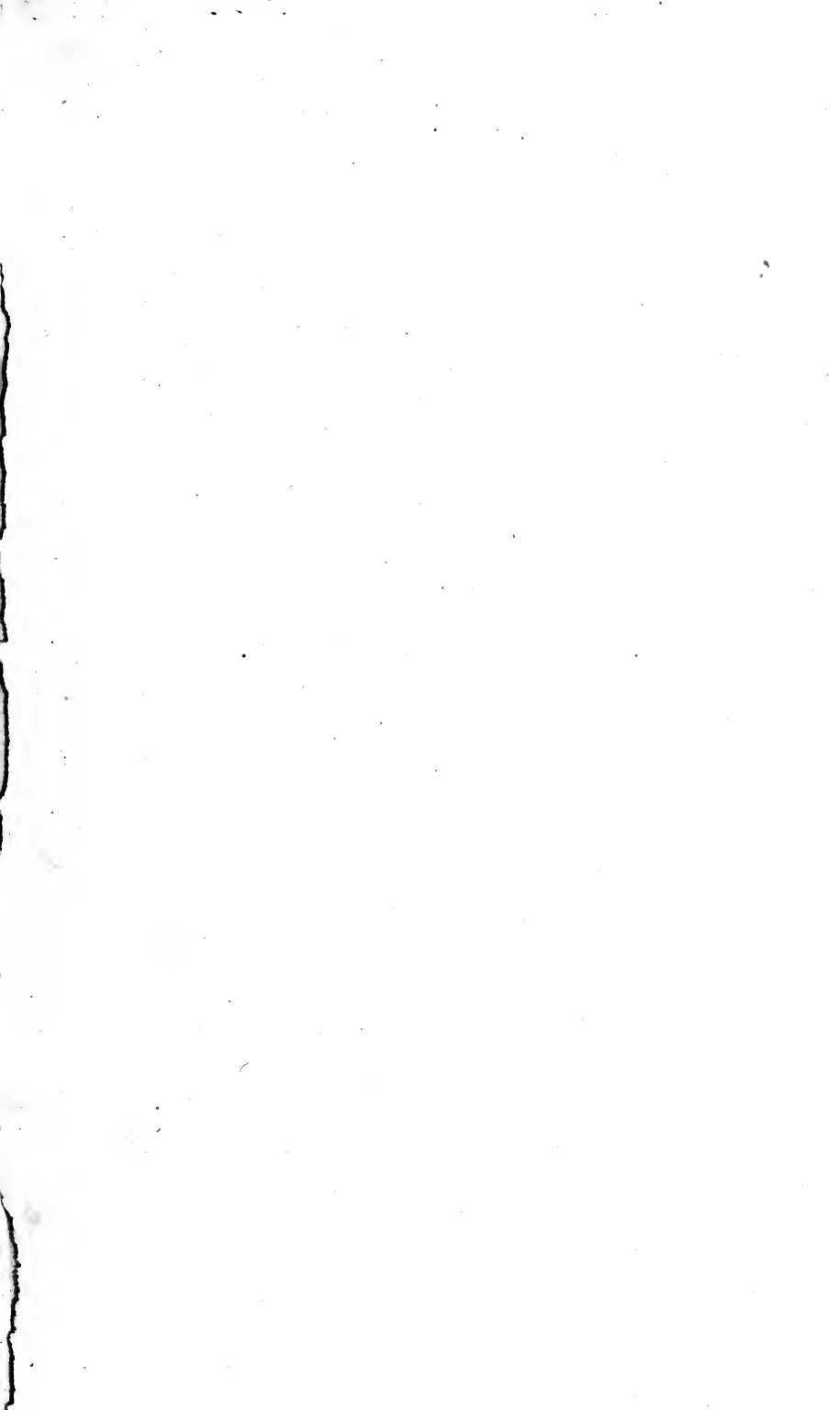


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TRUE CONSERVATISM DOES NOT
CONSIST IN SITTING STILL AND
DOING NOTHING. CHARLES THE
FIRST WAS NOT CONSERVATIVE
IN RESISTING THE DEMANDS OF
PARLIAMENT; HE WAS SIMPLY
OBTUSE. A REALLY CONSERVA-
TIVE KING WOULD HAVE KEPT
HIS HEAD ON HIS SHOULDERS.

JUL 15 1910

The fundamental purpose of labor legislation is the conservation of the human resources of the nation.

LEGISLATIVE SUMMARY, No. 1.

AMERICAN ASSOCIATION FOR LABOR LEGISLATION

Pub. no. 5 and Supplement 2

INDUSTRIAL EDUCATION

SUMMARY OF LEGISLATION CONCERNING INDUSTRIAL EDUCATION IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

BY

EDWARD C. ELLIOTT

Professor of Education and Director of the Course for the Training of Teachers, University of Wisconsin

MADISON, WISCONSIN

1909

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BASEL, SWITZERLAND

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DECEMBER, 1909

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PREFATORY NOTE

The presentation of the material assembled in the following pages is due to the suggestion of the American Association for Labor Legislation, that a classified summary of the existing legislation relative to Industrial Education in public elementary and secondary schools, would be timely in this day of many earnest endeavors to adapt the work of our educational system both to the modern requirements for individual efficiency and to the demands of the new industrial order. My immediate aim therefore, has been to make a brief survey of the general statutory provisions which the various states are employing as instruments for the cultivation of the common school field to greater industrial productiveness.

In general, it may be said that the trend of the development of our public school system is determined by the mutual reaction of two forces: first, a static public sentiment which would leave the existing order undisturbed; second, a progressive consciousness of the new needs of contemporary life which constantly endeavors to embody itself in legislation. A law of itself will not spontaneously develop high standards of educational efficiency; neither will such efficiency likely come through the unstimulated activity of public opinion, as this opinion expresses itself in the life of local communities. Localities and interests need energizing through that sort of progressive state legislation which recognizes in education a state and not merely a local responsibility.

This phenomenon of the action and reaction of legislation and public opinion is to be observed at the present time to the best advantage in the recent movements to broaden the scope of typical American schools so as to include industrial training and education. The very clear purpose of the industrial education movement as it has come to affect the public school system, is to give, not that education which the local public sentiment of the present generation apparently wants, or is content with, but that education which the on-coming generation will undoubtedly need.

The work of preparing this material for publication has been accomplished under the stress of many other duties. For the careful examination of the statutes and session laws, and for the verification of the statutory references, I am placed under indebtedness to the painstaking efforts of my assistants, Miss Leona Spoor and Miss Jessie Wilcox. It is not improbable, in view of the conditions of the work and the character of the sources of information, that omissions and errors may be discovered. The best that I can hope is that omissions, if any, are unimportant, and errors, if presented, are trivial. For any such, I alone am responsible.

EDWARD C. ELLIOTT.

University of Wisconsin,
November 27, 1909.

GENERAL INTRODUCTION

In the following pages an attempt has been made to present, in classified form, a brief and concise summary of existing statutory provisions concerning industrial education in public elementary and secondary schools. The material is presented in four general divisions: (a) general law; (b) state aid; (c) special institutions; (d) special industrial subjects. The contents of each division are arranged alphabetically by states. For each item the appropriate citation to revised laws, general statutes or compiled statutes, or to session laws is given. In every case, the enactments of the legislative sessions of 1909 have been included, thus bringing the summary complete to date.

The limits of space, together with the conditions of preparation, have made it necessary to omit entirely any consideration of laws of a special character relating to industrial education. The chief purpose here has been to display the relation of the standard American school, (which I have interpreted to mean the elementary and high school grades) to the industrial situation. Consequently, it has been expedient to exclude material having to do with industrial education in:—

1. Institutions for higher education, such as colleges, technical schools and normal schools.
2. Institutions for special classes; dependents, delinquents or defectives.
3. Institutions for supplementary education, such as short courses in agriculture, farmers' institutes, university extension, etc.
4. Institutions, of whatever grade, under private control although receiving state subsidies.
5. Institutions owing their origin and deriving their maintenance through special legislative acts or through general powers conferred upon local government boards.

With one or two exceptions, the laws of the several states have been digested and summarized in the briefest form as indicative of the contemporary tendency in the movement for industrial training as an integral part of the state educational program. The text of several recent legislative measures have been included. No attempt has been made to study the relation of this legislation to the actual status of industrial education. In passing, though, it may be said that, through private initiative and philanthropic, public spirited endeavor, we have in this country a much more extensive scheme of industrial education than would be indicated by the legislative sanctions of the state; and further, that from the standpoint of actual realization of the conditions for effective training for industry, our practice is still far behind our legislation. Were speculation permitted, it would be to express the opinion that the further development of public industrial education is dependent upon state initiative and state subsidy. The problem of education for industry calls for more social power than the average American community is able to contribute.

I. GENERAL LEGISLATION RELATIVE TO INDUSTRIAL EDUCATION IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

ALABAMA: Providing for the establishment and maintenance of a branch agricultural experiment station and school in every congressional district (9). Annual appropriation for each school \$4,500. (Secs. 59-69, Political Code, 1907.)

ARKANSAS: Providing for the establishment and maintenance of four state public schools of agriculture. Appropriating \$160,000. (Act, 100, Acts, 1909.)

CONNECTICUT:* Authorizing the establishment of free public schools by towns or school districts, for instruction in the principles and practice of trades. General supervision by the state board of education. Annual state aid not exceeding \$50,000 to two schools; state aid equal to one-half of local expenditure. (Chap. 250, Laws, 1907.)

CONNECTICUT: Providing for the establishment of trade schools. (Chap. 85, Laws, 1909.)

"Sec. 1. The state board of education is hereby authorized and directed to establish in each of the two towns in the state which may seem to said board best adapted for the purpose, a free public day and evening school, for instruction in the arts and practices of trades, and said board may make regulations covering the admittance of scholars, but no person shall be admitted to schools established under the provisions of this act under fourteen years of age; provided, however, that, during vacations, said board may admit children under fourteen years of age.

"Sec. 2. The state board of education shall expend the funds provided for the support of trade schools, appoint and remove their teachers, make rules for their management, and shall file semi-annually with the comptroller, to be audited by him, a statement of expenses on account of such schools, and shall annually make to the governor a report of the condition of such schools and the doings of said board in connection therewith. Said board may enter into arrangements with manufacturing and mechanical establishments in which pupils of such trade schools may have opportunity to obtain half-time practice, and may also enter into and make arrangements with schools already established for instruction in trades approved by said board under the provisions of this act.

"Sec. 3. When such schools are established under the provisions of this act, the state board of education may construct buildings, or hire, temporarily, rooms in which such schools shall be housed, and said board shall be authorized to expend not more than fifty thousand dollars, annually, for the purpose of erecting buildings and maintaining such schools.

"Sec. 4. Any town in which a trade school is established under the provisions of this act may contribute any sum properly voted therefor to the enlargement of such school, and for the improvement of its efficiency.

"Sec. 5. Chapter 250 of the public acts of 1907 is hereby repealed."

GEORGIA: I. Empowering county boards of education to organize self-sustaining manual labor schools. Approval by state board of education. (P. 78, Acts, 1887.)

*No schools organized, (See report of Secretary of the State Board of Education 1907-09, p. 332. Repealed by chap. 85, Laws, 1909.)

II. Establishing high schools of agriculture and mechanic arts; one in each congressional district (11). Course of study confined to the elementary English branches and practical agriculture and mechanic arts, together with such other studies as will enable students to enter state agricultural college. One-half of earnings of farm and shop to be distributed to pupils. Annual appropriation to each school, \$2,000; maximum, \$10,000. (P. 72, Acts, 1906, as amended by p. 33, Acts, 1909.)

ILLINOIS: Authorizing referendum for establishment of manual training departments for township high schools. (Sec. 97, p. 369, Laws, 1909.)

INDIANA: I. Authorizing the establishment, in cities of 50,000 to 100,000 population, of . . . "industrial or manual training education and of domestic science," as a part of the public school system. (P. 124, Laws, 1903; sec. 6493, Burns' Annotated Statutes.)

II. Authorizing boards of school commissioners in cities having a population of 100,000 or over to establish as a part of the system of the public schools a system of industrial or manual training and education. (P. 348, Laws, 1891; secs. 6550-6552, Burns' Annotated Statutes.)

IOWA: Authorizing the holding of industrial expositions by the board of any school corporation; . . . "such exposition to consist in the exhibit of useful articles invented, made or raised by the pupils by sample or otherwise, in any of the departments of mechanics, manufacture, art, science, agriculture and the kitchen." (Sec. 2786, Code.)

KANSAS: I. Authorizing boards of education in cities of the first class to establish manual training high schools. (Chap. 414, Laws, 1905.)

II. Authorizing boards of education to levy tax of one-half mill for the equipment and maintenance of industrial training schools or departments. Course of study prescribed by state board of education; report to state superintendent. State aid equal to local expenditure; maximum, \$250; aggregate annual state aid, \$10,000. (Chap. 20, Laws, 1903.)

KENTUCKY: Providing for instruction in manual training, domestic science and elementary agriculture in county high schools. Course of study of such schools to be approved by the state board of education. (Sec. 7, chap. 56, Laws, 1908.)

MAINE: I. Providing that the course of study in free high schools shall embrace the ordinary English studies and the natural sciences in their application to mechanics, manufactures and agriculture. Providing for state aid equal to one-half the amount actually expended for instruction; maximum annual aid, \$250. (Secs. 55-59, chap. 15, Revised Statutes, 1903, as amended.)

II. Authorizing cities and towns to appropriate money for the support of manual training schools. (Sec. 24, chap. 15, Revised Statutes, 1903, as amended.)

MARYLAND: I. Providing for the establishment of county manual training schools and manual training departments. Annual state aid, \$1,500. Providing also for the establishment of colored industrial schools, with annual state aid, \$1,500. Supervision by state superintendent of public education. (Chap. 273, Laws, 1898, as amended by chap. 418, Laws, 1902.)

II. Including drawing and domestic economy in the list of branches to be taught in public schools; elements of agriculture to be taught at option of state board of education. (Chap. 584, Laws, 1904.)

III. Authorizing the appointment of a commission on industrial education to report to legislature of 1910. (Chap. 367, p. 298, Laws, 1908.)

MASSACHUSETTS: I. Establishing a commission to consider the needs for technical education in the different grades of industrial skill and responsibility. (Chap. 94, Res. 1905).

II. Providing for the appointment and organization of the Commission on Industrial Education;* defining duties, powers and authority relative to the establishment and supervision of independent industrial schools throughout the state. State aid equal to one-half of local expenditure. (Chap. 505, Acts, 1906, as amended by chap. 572, Acts, 1908, as amended by chap. 540, Acts, 1909.)

III. Providing for inquiry into the organization and methods of the textile schools of the commonwealth by the commission on industrial education. (Chap. 64, Res. 1907.)

IV. Authorizing towns to maintain evening schools; course of study including industrial drawing, both free hand and mechanical. Maintenance mandatory for cities and towns of 10,000 or more population. (Sec. 11, chap. 42, Revised Laws, 1902.)

V. Authorizing the organization of corporations for the conduct of textile schools; instruction in the theory and practical art of textile and kindred branches of industry. Appropriations by city and state. (Secs. 20-22, Revised Laws, 1902, as amended; chap. 248, Acts, 1904.)

MICHIGAN: I. Prescribing and defining a course of study to be taught in district schools, to be known as the agricultural college course. (Sec. 4791, Compiled Laws, 1897.)

II. Establishing county schools of agricultural, manual training and domestic economy. Instruction to be given in the elements of agriculture, farm accounts, manual training and domestic economy. General supervision by the state superintendent of public instruction. Providing for annual state aid equal to two-thirds of local expenditure. Maximum aid to any one school, four thousand dollars. (Act No. 35, Acts, 1907, as amended by Act No. 219, Acts, 1909.)

III. Providing for the establishment and maintenance of rural high schools. Course of study to be approved by the superintendent of public instruction and the president of the agricultural college. Instruction to include normal training, domestic science, nature study and agriculture. (Act No. 144, Acts, 1901.)

IV. Providing for a state commission on industrial education including elementary training in agriculture. (Act No. 228, Acts, 1909.)

"Sec. 1. The Governor of the State of Michigan, by and with the consent of the senate, is hereby empowered to appoint a commission of not less than five, nor more than seven members, to be known as the Michigan commission on industrial and agricultural education.

"Sec. 2. This commission, immediately after appointment, shall organize by choosing from its own membership a chairman and a secretary

* Consolidated with State Board of Education. (Chap. 457, Acts, 1909.)

"Sec. 3. It shall be the duty of this commission to make a careful study of the conditions of elementary, industrial and agricultural education in the state of Michigan, whether under public school or other auspices, including the study of conditions of labor as they affect children between the ages of fourteen and eighteen, and it shall further be the duty of this commission to present a report showing these conditions, with recommendations for such a plan of elementary, industrial and agricultural training in connection with the public schools of the State as shall, in their judgment, best meet the condition shown to exist; this report to be rendered in triplicate to the Governor, the State Superintendent of Public Instruction and the State Commissioner of Labor on or before January 1, 1911

"Sec. 4. The members of this commission shall serve without pay, and the commission shall maintain its organization until July 1, 1911, when said commission shall expire by limitation, unless renewed by subsequent act of the legislature."

MINNESOTA: I. Establishing and providing for the organization and maintenance of county schools of agriculture and domestic science. Creating county school boards of control, and providing state aid to not more than two schools. Instruction to be given in agriculture, farm accounts, manual training and domestic economy. (Chap. 314, Laws, 1905.)

II. Providing for the establishment and maintenance of departments of agriculture, manual training and domestic economy in state high, graded and consolidated schools; authorizing rural schools to become associated with such state graded or high schools. Extending state aid equal to two-thirds of the amount of local expenditure. Maximum annual aid to any one school, \$2,500. (Chap. 247, Laws, 1909.)

"Sec. 3. Instruction in the industrial department herein provided shall be free to all residents of this state. Where necessary to accommodate a reasonable number of boys and girls able to attend only in winter months special classes shall be formed for them. Said department shall offer instruction in soils, crops, fertilizers, drainage, farm machinery, farm building, breeds of live stock, stock judging, animal diseases, and remedies, production, testing and hauling of milk and cream, the manufacture of butter and cheese, the growth of fruit, berries, management of orchards, market garden and vegetable crops, and insects injurious to the various plants, diseases of plants, animal nutrition, including the use of forage crops, cereal grains, fine seeds, bookkeeping and farm accounts, and all other matters pertaining to general practice."

MISSISSIPPI: I. Establishing county agricultural high schools, and providing for their organization, equipment and maintenance. Course of study includes theoretical and practical agriculture. Annual state aid of \$1,000. (Chap. 102, Laws, 1908.)

II. Authorizing the establishment of county departments of agriculture to disseminate useful information among farmers and to develop the agricultural resources of the county. Providing for a county commissioner of agriculture. (Chap. 103, Laws, 1908.)

NEVADA: Enabling school districts to issue bonds for the purpose of erecting, furnishing, equipping and maintaining buildings for industrial training, manual training, domestic science and agriculture. (Chap. 109, Laws, 1909.)

NEW JERSEY: I. Authorizing the appointment of a commission to inquire into the subject of industrial education and report thereon to the legislature of 1909. (Jt. Res. No. 9, Laws, 1908.), Commission continued; no appropriation. (Res. No. 7, Laws, 1909.)

II. Relating to schools for industrial education in cities of the second class. Authorizing expenditures for buildings and the issuance of bonds. (Chap. 222, Laws, 1907.)

III. Providing for the establishment of schools for industrial education by boards of education. State aid equal to local expenditure. Buildings and grounds by community, \$100,000. Maximum aid, \$10,000. (Chap. 164, Laws, 1881, as amended by chap. 20, Laws, 1906, as amended by chap. 78, Laws, 1909.)

IV. Establishing and maintaining summer course of instruction in methods of teaching elementary agriculture, manual training and home economics. Appropriating annually \$2,000. (Chap. 55, Laws, 1908.)

NEW YORK: I. Authorizing the establishment, in cities and union free school districts, of general industrial schools for pupils who have completed the elementary school course, or who have attained the age of fourteen years, and trade schools for pupils who have attained the age of sixteen years and have completed either the elementary school course or the general industrial school course. Providing for advisory board representing local trades and industries. Annual state aid: \$500 for each approved general industrial or trade school maintained forty weeks, employing one teacher and having at least twenty-five pupils; \$200 for each additional teacher. (Educational Law, 1909; secs. 820-824, chap. 21, Laws, 1909.)

II. Providing that industrial training shall be furnished in truant schools. (Educational Law, 1909; par. 8, sec. 537, chap. 21, Laws, 1909.)

III. Authorizing the establishment, in cities and union free school districts, of evening schools for free instruction in industrial drawing. (Educational Law, 1909; sec. 801, chap. 21, Laws, 1909.)

OKLAHOMA: Putting into force sec. 7, art. 13, of the constitution, requiring the teaching of the elements of agriculture, horticulture, stock feeding, and domestic science in the common schools; creating a harmonious system of agriculture and industrial education for Oklahoma; providing for the establishment of departments of agricultural instruction in the state normal schools and for the chair of agriculture for schools in the agricultural and mechanical college; and providing for the establishment and maintenance of agricultural schools of secondary grade in each supreme court judicial district, with branch agricultural experiment stations and short courses for farmers in connection therewith. (Chap. 3, S. B. 109, p. 13, Laws, 1908.) For appropriations, see p. 82-83, Laws, 1909.

OREGON: I. Providing for the distribution of industrial training, when required, through four years in district and county high schools. (Sec. 3442, Code.)

II. Authorizing the establishment of a department of industrial training in union high schools. (P. 169, Laws, 1907.)

PENNSYLVANIA: I. Providing for the establishment in cities of night schools for manual training of children above the age of twelve years; upon petition of fifty tax-payers. (Sec. 1, p. 176; Acts, 1901.)

II. Providing that cities of the second and third class, and boroughs and townships of the first class may establish and maintain mechanic art schools. (P. 52, Acts, 1905.)

VERMONT: Creating a state commission to investigate ways and means of improving the public schools by increasing facilities for training teachers, and by making the work in such schools more practical through instruction in agriculture and mechanic arts. (Chap. 35, Laws, 1908.)

WISCONSIN: I. Establishing and maintaining county schools of agriculture and domestic economy. Providing for state aid equal to two-thirds the amount of local expenditure; maximum aid to any one school, \$4,000. (Ten schools thus far authorized.) (Chap. 288, Laws, 1901, as amended by chap. 143, Laws, 1903, as amended by chap. 540, and chap. 11, Laws, 1907, as amended by chap. 313, Laws, 1909.)

II. Authorizing the establishment and maintenance of departments of manual training in high schools, and in upper grades in elementary schools. Providing for state aid equal to one-half the amount of local expenditure for institution. Maximum aid, \$250 for manual training department in high schools; \$350 for manual training departments in high schools and upper grades of elementary schools. Total annual expenditures for state aid, \$25,000. (Secs. 496b, 496c, 496c-1, Statutes, as amended by chap. 273, Laws, 1899, and chap. 503, Laws, 1907.)

III. Establishing and providing for the maintenance of free schools in cities. (Secs. 926-29, to 926-30, Statutes, chap. 122, Laws, 1907, as amended by chap. 155, Laws, 1909, as amended by chap. 401, Laws, 1909.)

IV. Providing, through referendum, for the establishment of technical schools and colleges by cities. (Sec. 490m, chap. 344, Laws, 1907.)

WYOMING: Authorizing school boards to establish industrial and manual training schools. (Sec. 624, Code; chap. 88, Laws, 1895.)

II. SPECIAL STATE AID FOR INDUSTRIAL TRAINING IN ELEMENTARY AND SECONDARY SCHOOLS

ALABAMA: Providing for annual appropriation of \$4,500 for each branch agricultural experiment station and school. (Secs. 59-69 Political Code, 1907.)

CONNECTICUT: Extending annual state aid to schools giving instruction in the principles and practice of trades. State aid to equal one-half of local expenditures; limited to two schools and \$50,000. (Chap. 25, Laws, 1907; repealed by chap. 85, Laws, 1909.) (See p. 5 of this bulletin for text.)

GEORGIA: Appropriating inspection fees of the department of agriculture to district agricultural high schools; annual appropriation to each school, \$2,000; maximum, \$10,000. (Sec. 2, p. 72, Acts, 1906, amended by p. 33, Acts, 1909.)

KANSAS: Providing for state aid to industrial training schools or industrial training departments of public schools established by boards of education. State aid equal to local expenditures; maximum, \$250; aggregate annual state aid, \$10,000. (Chap. 20, Laws, 1903.)

LOUISIANA: Authorizing the selection of beneficiary students by parishes and cities of New Orleans for the Louisiana Industrial Institute and the Southwestern Louisiana Industrial Institute. Maximum annual expense for each beneficiary, \$250. (Acts, 1902.)

MAINE: Providing for annual state aid to free high schools; course of study to include ordinary English subjects and natural sciences in their application to mechanics, manufactures and agriculture. Maximum aid, \$250. (Sec. 55-59, chap. 15, Revised Statutes, 1903.)

II. Providing for annual state aid to approved academies maintaining a course in manual training, domestic science or agriculture. Maximum aid, \$250 for each course. (Sec. 81, chap. 15, Revised Statutes, 1903, as amended by chap. 102, Laws, 1909.)

MARYLAND: I. Providing annual state aid of \$1,500 for county manual training schools or manual training departments. Similiar aid for colored industrial schools. (Chap. 273, Laws, 1898, as amended by chap. 418, Laws, 1902.)

II. Extending annual state aid of \$1,000 for commercial courses in approved high schools. (Chap. 635, Laws, 1908.)

MASSACHUSETTS: I. Extending state aid equal to one-half of local expenditure to committees establishing and maintaining independent schools for industrial training. (Chap. 505, Acts, 1906, as amended by chap. 572, Acts, 1908, as amended by chap. 540, Acts, 1909.)

II. Providing for appropriations to textile schools by city and state. (Socs. 20-21, Revised Laws, 1902, as amended; chap. 248, Acts, 1904.)

MICHIGAN: Providing for state aid to county schools of agriculture, manual training and domestic economy. State aid equal to two-thirds of local expenditure. Maximum aid to any one school, \$4,000. (Act No. 219, Acts, 1909.)

MINNESOTA: Extending state aid to county schools of agriculture and domestic science. (Chap. 314, Laws, 1905.)

II. Extending state aid to departments of agriculture, manual training and domestic science in state high, graded and consolidated schools. State aid equal to two-thirds of local expenditure. Maximum annual aid to any one school \$2,500. Aid for ten schools the first year; not more than ten additional every two years thereafter. (Chap. 247, Laws, 1909.)

III. Providing for state aid to consolidated rural schools. Requiring instruction in agriculture and home economics. (Chap. 304, Laws, 1907.)

MISSISSIPPI: Extending annual state aid of \$1,000 to each agricultural high school. (Chap. 102, Laws, 1908.)

NEW JERSEY: I. Extending state aid to school districts establishing and supporting industrial education or manual training in the course of study of the schools of the district. Minimum local expenditure \$250. State aid equal to local expenditure. (Secs. 203-207, chap. 1, Laws, 1903, sp. sess.)

II. Providing for state aid to industrial schools established by boards of education. State aid equal to local expenditure for maintenance. Maximum aid, \$10,000. (Chap. 164, Laws, 1881, as amended by chap. 20, Laws, 1906, as amended by chap. 78, Laws, 1909.)

NEW YORK: Authorizing the establishment, in cities and union free school districts, of general industrial schools for pupils who have com-

pleted the elementary school course, or who have attained the age of fourteen years, and trade schools for pupils who have attained the age of sixteen years and have completed either the elementary school course or the general industrial school course. Annual state aid; \$500 for each approved general industrial or trade school maintained forty weeks, employing one teacher and having at least twenty-five pupils; \$200 for each additional teacher. (Secs. 820-824, chap. 21, Laws, 1909.)

TEXAS: I. Authorizing state aid; minimum, \$100; maximum, \$500, equal to local expenditures to school districts establishing instruction in manual training. (Sec. 131, chap. 124, Acts, 1905.)

II. Making special appropriations to provide for the teaching of agriculture, manual training and domestic science in state normal schools and in public high schools. High school aid to equal local expenditure; minimum, \$500; maximum, \$2,000. No school to be aided more than twice. (Chap. 113, Laws, 1909.)

VERMONT: State aid for manual training, \$250; total maximum, \$5,000. (Chap. 40, Laws, 1908.)

WISCONSIN: I. Providing for state aid to county schools of agriculture and domestic science (ten schools). Annual state aid equal to two-thirds of local expenditure. Maximum aid to any one school, \$4,000. (Chap. 288, Laws, 1901, as amended by chap. 143, Laws, 1903, as amended by chap. 540 and chap. 11, Laws, 1907, as amended by chap. 313, Laws, 1909.)

II. Providing for annual state aid to high school departments of manual training. State aid equal to one-half local expenditures for instruction. Maximum, \$250 for manual training in high schools alone; \$350 for manual training in high schools and upper grades of elementary schools. Total annual state aid, \$25,000. (Secs. 496b, 496c, 496c-1, Statutes, as amended by chap. 273, Laws, 1899, and chap. 503, Laws, 1907.)

III. SPECIAL STATE INSTITUTIONS, ELEMENTARY AND SECONDARY, FOR INDUSTRIAL TRAINING*

CALIFORNIA: Establishing the California Polytechnic School, in order "to furnish to young people of both sexes mental and manual training in the arts and sciences, including agriculture, mechanics, engineering, business methods, domestic economy and such other branches as will fit the student for the non-professional walks of life." School to contribute to the industrial welfare of the state. (Chap. 101, Laws, 1901.)

IOWA: Establishing at the state college of agriculture and mechanic arts a department of ceramics for the technical and practical education of clay workers, cement manufacturers and users. (Chap. 124, Laws, 1906.)

*The list of special institutions here mentioned is very incomplete. The purpose of this list is to present certain state institutions and practices typical of present conditions. For a complete list of institutions see Report of the U. S. Commissioner of Education, 1908, p. 892.

KENTUCKY: Appropriating \$20,000 for the industrial training of colored persons, etc., at the Kentucky Normal Industrial Institute. . . . "the providing for industrial training to the end that the colored youth of the commonwealth may be trained into industrious habits and useful trades." (Chap. 56, Laws, 1906.)

LOUISIANA: I. Establishing the Louisiana Industrial Institute for the education of white children, fitting and preparing such children for the practical industries of the age. (Acts, 1894, as amended by Acts, 1902.) Authorizing selection of beneficiary students by parishes and city of New Orleans. Maximum annual expenditure for each beneficiary, \$250. (Acts, 1902.)

II. Establishing Southwestern Louisiana Industrial Institute; purpose, to fit and prepare white children for the practical industries of life. (Acts, 1898.) Authorizing selection of beneficiary students by parishes and city of New Orleans. Maximum annual expenditure for each beneficiary, \$250. (Acts, 1902.)

NORTH DAKOTA: I. Establishing state school of forestry to furnish the instruction and training contemplated in an agricultural high school, emphasising those subjects that have a direct bearing on forestry and horticulture. See Constitution, 1889, sec. 216. (Secs. 1231-1236, Revised Codes, 1905, as amended by chap. 100, Laws, 1907.)

II. Designating the industrial school and school for manual training at Ellendale as the State Normal and Industrial School. Object, to provide instruction in manual training and domestic economy. See Constitution, 1889, sec. 216. (Secs. 1172-1180, Revised Codes, 1905.)

III. Continuing the academy of science at Wahpeton. Object, the training of skilled workmen in the more practical phases of applied science. (Sec. 1092, Revised Codes, 1905, as amended by chap. 100, Laws, 1907.)

PENNSYLVANIA: Appropriating \$80,000 to the Pennsylvania Museum and School of Industrial Arts. Appropriation conditional upon the maintenance of one free scholarship for one pupil from each county in the state. (Chap. 409, Laws, 1909.)

SOUTH DAKOTA: Establishing the Northern Normal and Industrial School at Aberdeen. Object, to give instruction in manual training, science and art of teaching industrial and mechanic trades, arts and sciences. (Secs. 604 and 605, Political Code, 1905.)

VIRGINIA: Authorizing the election of one hundred students to attend Hampton Normal and Agricultural Institute as state students. (Sec. 1603, Code, 1904.)

WISCONSIN: Establishing a state mining trade school to teach the science, art and practice of mining and the application of machinery thereto. (Secs. 392m-392z, Statutes, chap. 573, Laws, 1907, as amended by chapter 362, Laws, 1909.)

Table Showing Legislative Provisions Relative to the Teaching of Industrial Subjects as a Part of the Regular Instruction in Public Schools.

STATE	AGRICULTURE	DRAWING	MANUAL TRAINING	DOMESTIC SCIENCE	MISCELLANEOUS
Alabama.....	L. '03, c. 560.	L. '05, c. 12.	L. '05, c. 20.	L. '05, c. 20.	Commercial Br. L. '07, c. 58.
Arizona.....	L. '09, c. 315.	P. C. 1665, L. '09, c. 269.	P. C. 1665.	P. C. 1665.	Horticulture. L. '09, c. 315.
Arkansas.....	P. C. 1665, L. '09, c. 269.	(Elementary)	Science and	Manual	Arts)
California.....	G. S. '02, s. 2130.	(Elementary)	Science and	Manual	Arts)
Colorado.....	L. '09, c. 5938. L. '05, c. 5382. L. '07, c. 5653.	L. '05, c. 5382. L. '07, c. 5653.	L. '05, c. 5382. L. '07, c. 5653.	L. '05, c. 5382. L. '07, c. 5653.	.....
Connecticut.....	L. '03, p. 64.	.....	.....	.....	.....
Delaware.....	.....	.....	.....	.....	.....
Florida.....	.....	.....	.....	.....	.....
Georgia.....	.....	.....	.....	.....	.....
Idaho.....	.....	.....	.....	.....	.....
Illinois.....	.....	.....	.....	.....	.....
Indiana.....	.....	.....	.....	.....	.....
Iowa.....	.....	.....	.....	.....	.....
Kansas.....	.....	.....	.....	.....	.....
Kentucky.....	.....	.....	.....	.....	.....
Louisiana.....	.....	.....	.....	.....	.....
Maine.....	R. S., c. 15, s. 81, L. '09, c. 102.	L. '02, c. 214. R. S., c. 15, s. 22.	R. S., c. 15, s. 81, L. '09, c. 102.	R. S., c. 15, s. 81, L. '09, c. 102.	Forestry R. S., c. 7, s. 65.
Maryland.....	L. '04, c. 584.	L. '04, c. 584.	R. L. '02, c. 42, s. 11.	L. '04, c. 584. R. L. '02, c. 42, s. 1.	Commercial Br. L. '08, c. 635.
Massachusetts.....	R. L. '02, c. 42.	R. L. '02, c. 42, s. 11.	R. L. '02, c. 42, s. 1 and 9.	R. L. '02, c. 42, s. 1.	Bookkeeping. L. '02, c. 42.
Michigan.....	.....	.....	.....	.....	.....
Minnesota.....	L. '07, c. 304.	.....	.....	L. '07, c. 304.	.....
Mississippi.....	Cd., s. 4543.	.....	.....	.....	.....

Table Showing Legislative Provisions Relative to the Teaching of Industrial Subjects as a Part of the Regular Instruction in Public Schools.—*continued.*

STATE	AGRICULTURE	DRAWING	MANUAL TRAINING	DOMESTIC SCIENCE	MISCELLANEOUS
Missouri					
Montana					
Nebraska	A. S. '09, s. 11623, and 11655.		A. S. '09, s. 11623.	A. S. '09, s. 11623.	
Nevada					
New Hampshire					
New Jersey	L. '08, c. 55.		L. '08, c. 55. L. '03, c. 1, s. 205-207.	L. '08, c. 55.	
New Mexico					
New York		Ed. L. '09, c. 21, s. 800-801.			
North Carolina	Rev. '05, s. 4087.	Rev. '05, s. 4087.			
North Dakota					
Ohio	R. S., s. 4007-1.		R. S., s. 4020-18.		Commercial and Industrial Branches. R. S., s. 4007-2, and 4020-18.
Oklahoma					
Oregon	L. '08, p. 13.			L. '08, p. 13.	
Pennsylvania					
Rhode Island					
South Carolina	Cd. '02, s. 1201, L. '07, c. 245, L. '08, c. —.		L. '07, c. 245. L. '08, c. —.	L. '07, c. 245. L. '08, c. —.	
South Dakota		L. '07, c. 135, s. 137.			

Table Showing Legislative Provisions Relative to the Teaching of Industrial Subjects as a Part of
the Regular Instruction in Public Schools.—*continued.*

STATE	AGRICULTURE	DRAWING	MANUAL TRAINING	DOMESTIC SCIENCE	MISCELLANEOUS
Tennessee.....	L. '91, c. 132.	.....	L. '05, c. 131.	.....	.....
Texas.....	L. '09, c. 113. L. 05, c. 124, s. 100. L. '07, c. 169.	.....	L. '09, c. 113.	L. '09, c. 113.	.....
Utah.....	.....	.....	.....	.....	.....
Vermont.....	.....	P. S. '06, s. 1004.	L. '08, c. 40.	.....	.....
Virginia.....	L. '08, c. 284, P. 431, Reg. St. Bd. '07, s. 80.	Reg. St. Bd. '07, s. 80.	L. '08, c. 284, P. 431. Reg. St. Bd. '07, s. 80. Cd. '04, s. 1466.	L. '08, c. 284, p. 431.	Industrial Acts and Sciences. P. S. '06, s. 1004. Commer- cial Branches. P. S. '06, s. 1010 and 1016. Industrial or Technical. Cd. '04, s. 1466.
Washington West Virginia.....	Cd., c. 45, s. 78, L. '08, c. 27, Sp. Sess.	.....	.....	.....	.....
Wisconsin.....	R. S., s. 447, L. '05, c. 158, L. '07, c. 200.	.....	.....	.....	Commercial Br. L. '05, c. 124.
Wyoming.....	.....	.....	.....	.....	.....

ABBREVIATIONS.—A. S.—Annotated Statutes; c.—chapter; Cd.—Code; G. S.—General Statutes; L.—Session Laws; p.—page; P. S.—Public Statutes; Rev.—Revisal; R. S.—Revised Statutes; s.—Section.

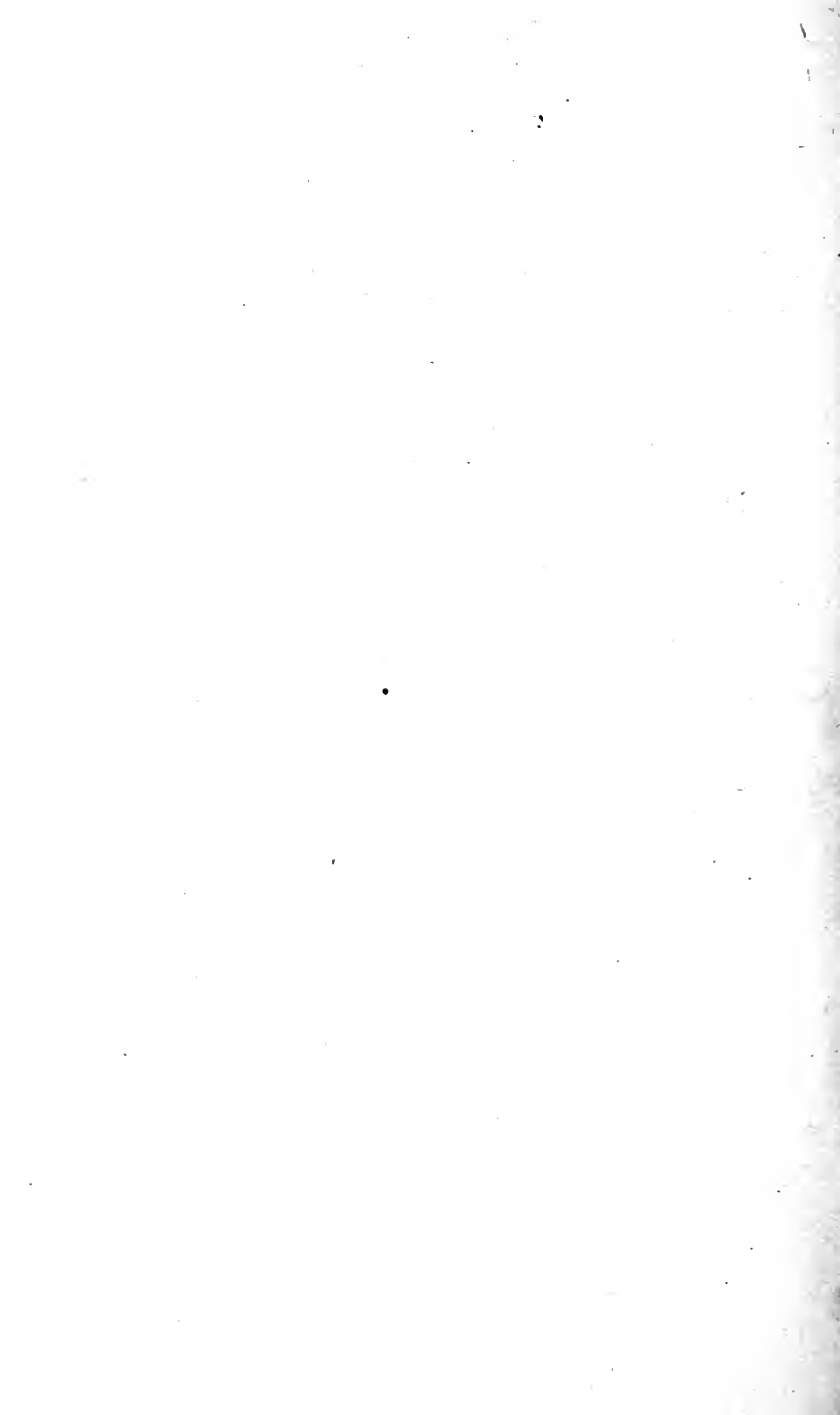
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