

TRAIN TEACHERS IN AGRICULTURE

Prof. Stewart of State Normal
So Argues at Wash-
ington.

COLLEGES SHOULD ALL HELP.

Urges Co-operation Between the Agri-
cultural and Normal Schools for
The Public Good.

In the discussion at Washington,
D. C., upon the question of co-operation
of state agricultural colleges and
state normal schools in the preparation
of teachers for agricultural education,
Prof. William M. Stewart of the
Utah State Normal addressed the
superintendent section of the National
Educational association. He said:

The primary need for the successful
teaching of agriculture is competent
teachers. Neither the agricultural
college nor the normal school can
alone adequately prepare teachers for
giving scientific instruction in agriculture
in the common schools.

This statement is made in view of
two main considerations: (1) The difficulty
and expense of agriculture as a
subject of school study; (2) The fact
that the teaching of agriculture
requires the services of a better
trained teacher—academically and
better trained in psychology, pedagogy
and methods—than does the
teaching of any of the subjects now
included in the school curriculum.

WHY DIFFICULT TO TEACH.

The teaching of agriculture embraces
the whole of the teacher's art. It is a
perpetual and exacting subject. It
embodies the most important building
for the character of the child; for in
teaching the pupils scientifically to
plant, cultivate and harvest, farm
crops, and as a community to be
responsible for the proper culture of a
school garden, we are training them in
some of the most valuable lessons
in life. Honesty is here not merely
inculcated, but is put into actual operation.
Industry is not here explained and
commended, but is realized. There is no
doubt, in such cases, of the worth and the necessity
of industry, regularity, etc., for their
effects are apparent in the product.
The great lesson of civic righteousness
and personal honor stand out in bold
relief just as soon as a school
engages in co-operative work connected
with the real activities of life. The
special difficulty in teaching agriculture
arises from the fact that the
subject consists of practically all of almost
every other subject taught in the
schools. It implies botany, zoology,
chemistry, physics, physiology, geology,
metereology. It is reading, language,
geography, history, and it is manual
training and domestic science; or at least it is so closely related to
all these subjects that a pedagogical
knowledge of them is so vitally connected
with the teaching of agriculture that the
teacher must be able to teach all of them
in the public schools. It is also
commerce, business and transportation.
A teacher who cannot merely learn
agriculture and then teach it. He
must learn the pedagogy of all the
branches upon which it depends and
with which it is so vitally connected.
A teacher who has been specially
trained in agriculture, he will fail to
realize the practical or vocational value
of the school garden. The great
mistake of the people are and ever
will be producers of commodities. The
school garden, a nature laboratory
necessary to every school, is the most
convenient, certain and attractive
medium known for the creation of products
for sale by school pupils. Each
child coming from the public schools
should have acquired something of the
way of an occupation which will do
well. Simple branches of horticulture
are easily within his reach, since they
require only methodical application
and not a high degree of skill or
balance. The vocational value
of agriculture, domestic science, etc.,
therefore, give to the child some preparation
of real practical work which will do
him more good than the city
work more than vocational value; even the
city teacher should be thus trained. Life in the city
is so artificial that the city schools do
some of the nature work and garden
practise will do much towards preventing the city boy or girl
from becoming formally staid and
unpleasant. More than the country,
the city needs the school garden and
the elements of agriculture, for it may
happen that the talent of the city
child is for agriculture. If so, this
kind of training will find out his talents
and instincts as well as train them.
Why should not the city boy be
permitted to go to the country if he
so desires, as well as the country boy
to the city? Besides the open air
exercise, the muscular and mental
activity, and the change from school
routine to the more active life of the
garden, all conduce to make this
form of training one of the best,
not only from the educational but
from the hygienic standpoint, ever
undertaken in the schools.

IT CAN BE DONE.

Of course the great question remains
Is it practicable? Can it be done?
Can teachers be so trained and can

every little school have at least a garden
for its laboratory? We believe so.
The school garden part is so simple,
so easy of realization in some degree
when once understood, that no school,
however small or poorly equipped, need
fail in the work of doing some agriculture
where the teacher is competent. So
the vital need is competent teachers.

Let us now consider how this work of
training teachers can best be done, so
as to insure the efficiency of the teacher
as well as to maintain economy of
expenditure in his preparation for agricultural
education. We have no doubt,
judging from our own experience and
from the very nature of the subject,
that the most economical and efficient
plan is to have the agricultural college
and the normal school departments of
the university, and to have them associated
in one place and combined on one
campus under one administration. Such
a combination would furnish expert
knowledge and skill needed for the
training not only of agricultural teachers
but for all others as well, the equipment
of all the schools would be available
for each and expensive duplication
avoided, each can help the other so
much that there would be an enormous
gain in efficiency, and saving in expenditure.
But the great reason is the advantage
which this union affords for the
superior training of teachers. Expert
knowledge in many lines of science,
natural history, and business are
required for successful agricultural
practices, while the necessary psychological
and pedagogical training of teachers
cannot, except at great expense,
be supplied by any one of these
institutions standing by itself. It is not
enough that the public school teacher
shall know agriculture; he must know
the normal methods; his view point
must be that of the child. While this
is true of all the subjects taught in
the public schools, it is particularly and
in a paramount way true of the science
and art of agriculture. Above any other
subjects taught in the public schools, it
is particularly and in a paramount way
true of the science and art of agriculture.
Above any other subject in the school
curriculum, agriculture presents special
difficulties in teaching; and more than
any other subject, it requires the successful
application of the principles of sound
pedagogy in order to be made effective.
All the ingenuity, fact, and even
devices of good teachers must be here
employed, or we shall fail. The great
problem will be how to sustain the
interest of the child in the work,
transferring the beauty of the science
and the naturalness of the art of agriculture,
children will lose interest in it simply
through waiting for its results, unless the
subject matter is made, by pedagogical
methods, to conform to the natural
interests of the child. The growth of
plants is very slow. The results in farming
are not attained until the end of the season;
often not then. Soils in and of themselves
may be very uninteresting things; fertilizers
still more so; and likewise of some of the
farm processes. The interest of the adult is
easily sustained, because he can foresee the
result. To him the end means money
and profit; but the child in the early
years of his school life cannot foresee
the end. He has little interest in profit
or loss, he cannot, and he cannot, for his
result until the plant matures and the
crop is sold. In order to sustain his
interest, the results must be immediate,
as they appear to him to be in grammar,
arithmetic and any other school
subject. It is here that the art of teaching
will be always indispensable. The more
mere knowledge any agricultural
expert has the more dangerous to the
child is the school, for if he lack the
teacher's art, his superior knowledge of
agriculture can but serve to carry him
and his instruction still farther away
from the child's world, and thus discourage
and disgust the child with the subject.
It is for these reasons that the normal
school must train teachers to teach agriculture;
for scientific farming is the most complex
of the natural sciences. The adult learns it
in some direct and condensed way.

AGRICULTURAL COLLEGES.

If the normal work for training
teachers of agriculture should be added
to the agricultural college the latter
would need to incorporate into its organization
a complete normal school. If agriculture
is to be added to the normal school,
the latter must have the services of agricultural
teachers as part of its faculty. The first alternative
would require the agricultural college
to duplicate everything the normal school
does. The second alternative would require
that the normal school should secure the services
of several agricultural experts for at least
a part of their time, as is now carried
on at the Utah state normal. This year
we have found it sufficient to receive
from the Agricultural College the services
of one professor one day each week
through the school year. This is, of course,
in addition to the regular nature study
instruction, which requires two days more
per week, and is given by the regular professor
and director of nature study in the state
normal school of Utah.

CO-OPERATION THE KEY.

In those states in which the three
institutions, the university, the agricultural
college and the normal school, are
separate and apart, the normal school
one another, the agricultural college
should maintain a branch experiment
station on the campus of the normal
school, and the university should have
of that station would also be available
for use by the normal school. This
co-operative work between the two
schools should be managed as extension
work, the university should have an agricultural
college, just as the farmers' institutes
are part of its extension work. This normal
institute, as a species of extension work,
would be a center for this kind of activity,
and would not doubt accomplish more than
many other institutions devoted directly
to the interests of farming. It is in its
results that it would train the teachers and
would disseminate what they had learned;
and thus the benefits to agriculture
would be enormously multiplied.

THE GOVERNMENT IN ITS APPROPRIATION
to agricultural colleges should set apart
a specific portion of the appropriation
to be used in state normal school work,
as the officers of the state normal school
should direct; but the expert work
should all be done by the agricultural
college faculty. It would be
indispensable that the financial aid
devoted to the purposes of normal instruction
should not be left to the discretion of
the agricultural college. The management
of the normal curriculum must be
with the normal school. It knows
best just when, and also how much
agricultural instruction should be given
to the prospective teachers of the community.
This is precisely its business
and function. It will prescribe, broadly,
the subject; but the details and character
of the work to be given must be determined
by the agricultural college experts, who alone
can keep abreast of recent progress in agricultural
science.

WITHOUT CO-OPERATION.

The third alternative is the attempt
to train teachers in agriculture without
any co-operation between the two schools.
This is possible, but expensive and
unsatisfactory. No doubt certain
receptive garden work could be done,
and also some nature work; but this
is not sufficient, and would result in
failure, so far as efficient training of
teachers in agriculture is concerned. It
would result in a gradual duplication of
work and equipment of the agricultural
college.

The Utah state normal school is on
most friendly terms with the state
agricultural college, which has promised
all the aid possible. We hope in the
immediate future to have an agricultural
and normal school located on the
normal school campus.

Our school garden now comprises six

acres under close cultivation. An expert
gardener gives his entire time to it,
with some assistance during the growing
season. This land is cultivated as a
commercial garden. It is expected to
pay its own way. Our director of nature
study maintains that the best lesson in
farming will be the concrete demonstration
of how a farm, garden or orchard may be
made to pay; and therefore that the garden
as a whole and each separate class garden
should be cultivated for the sake of profit,
as well as for the sake of beauty,
recreation and education.

WORK AT NORMAL SCHOOL.

We have found already that we could,
if we had the facilities, base all the
school work upon the activities that
center round the school garden. Our
nature work in the last beginning with
the study of weeds, and each grade is
expected to identify its assigned groups.
Certain cultivated and also certain
plants, insects and birds are assigned
to each grade. Along with these
laboratory studies, the actual harvesting
of small farm crops is given. The children
sell the crops harvested from the garden,
put the money in the bank, figure the
cost of the product, make out the bills,
and carry on all the business and banking
essential to such work. In this subject,
they study a specimen rather than a book.
The specimen is their book. What they
tell about it is their oral recitation; what
they write about it is their writing work;
their drawing or modeling of it constitutes
their art; their estimates of its value and
calculations made about it, is their arithmetic;
the raising of it and the preparation of the
utensils necessary in its handling, make
up part of their manual training. The
same vegetables cooked in the domestic
science classes, furnish part of the material
for their work in cooking.

Impure blood runs you down—makes
you an easy victim for organic diseases.
Burdock Blood Bitters purifies this
blood—cures the cause—builds you up.

We are pleased to call attention to
the open letter of the Elgin Dairy, in
this issue and note that the recent
article, appearing in local papers, regarding
"Impure and vile butter being
shipped from the east to this market"
cannot in any wise be attributed to
them, since they neither buy, sell nor
handle eastern butter. The Elgin is a
home institution, handling and dealing
in home products exclusively and as
such is uncompromisingly opposed to
the importation of impure and adulterated
butter.

ELGIN DAIRY, CREAMERY & SUPPLY
COMPANY.

ENTHUSIASTIC MEETING.

Interesting Program at Poplar Grove
Improvement League Gathering.

At Wednesday night's meeting of the
Poplar Grove Improvement league,
Supt. of Parks Byhowe lectured on
landscape gardening and home beautifying.
The league is pushing for a viaduct
across the River Grand and for
Short Line tracks on Seventh South
street; also, a fire station at Eighth
West and Eighth South streets, and
for an abatement of the practice of
using west side lands for dump grounds.
The league is interesting all west
side citizens in local improvement,
and they are taking hold courageously.

There was a regular program at the
meeting, in the Twenty-sixth ward
meetinghouse, as follows:

Call to order by the president,.....
..... Attorney I. E. Willey
Piano solo..... Josie Haslett
Reports of committees on viaduct,
water mains and street car extension
..... Mrs. Sudbury and Mr. S.
Duett.....
Address..... Mr. Byhowe, supt. of parks
Solo..... Mr. Hansen
Talk on "Self Help."..... C. N. Christensen
Solo..... Lu Haslett

The meeting was the most enthusiastic
and interesting one yet held. The
league meets each month.

WORMOLOGY

should be studied by every parent. If
your child is nervous, fretful, starts in
his sleep, is pesty faced, has rings under
his eyes, is slow, and the child is not
gaining weight, you can be sure the
trouble is worms. White's Cream Vermifuge
is an absolute cure for worms. It
is own purgative. Sold by Z. C. M. I.
Drug Dept., 12-14 Main Street.

Deputy Sheriff Sharp is of Opinion
That Demented Woman is Resident
Of Granite Neighborhood.

Deputy Sheriff Joe Sharp is of the
opinion that the strangely acting woman
seen in the neighborhood of Granite
a week ago, and concerning whom
there has been so much talk since,
lives somewhere in that locality
and was perhaps at home while
search was being instituted for her.
The officer believes that the girl, for
person her name is, is a demented
being, is somewhat demented, but
not violently insane, and is not
kept under restraint by her family.
People living in the vicinity of Granite,
however, think there is good reason
to believe that a crazy person is
roaming the fields and hillsides,
thinly clad and seemingly caring but
little for the weather. So strong is the
sentiment prevailing that searching
parties have been organized to find the
woman if possible. Tracks in the snow,
made by human feet, and the fragments
of a woman's clothing are said to
have been discovered, but the object
of their search has not been found.
If the rumors of the searchers are
well founded, there would be little
likelihood of finding the woman alive
had she been shelterless during the
storms of the last two days and nights.

GOVERNMENT FAVORS IDEA.

Will Furnish 2,000 Trees for Children
To Plant Up City Creek.

Salt Lake school children asked for
permission to plant 2,000 trees in City
Creek canyon some time ago, and the
government not only favors the idea but
is willing to furnish the trees. Owing
to the shortage of young stock on the
reserve it is suggested planting be postponed
until the spring of 1909, but should
the children wish to plant this Arbor
day, they will be provided with the
necessary stock.

Grape-Nuts, containing all
the nourishing elements from
wheat and barley, including
the phosphate of potash
which Nature uses to rebuild
brain and nerve cells, represents
sound theory and practical results.

In every-day living Grape-Nuts
is a powerful factor in
overcoming weak digestion
and in building up steady,
clear, dependable brains.
"There's a Reason."

KEITH-O'BRIEN Co.

Silk Special for Saturday!

23 inch all Silk Foulards, navy, brown, tan, copenhagen, resida, leather and
black grounds with rings spots, your choice for one day
Saturday only, a yard 50c

COATS



These are below cost.

Three-fourth length loose coats, made of
coverts, broadcloth and novelty materials.
Values up to \$37.50, special for Saturday
\$9.95.

\$15.00 cravenette coats, special \$6.75.
Regular \$37.50 caracul coats—Saturday
special \$15.00.

SUITS

A line of light colored suits, made with
hip length jackets and pleated skirts, former
\$27.50 sellers, Saturday special \$6.95.

A complete assortment of styles and
colors in 1908 spring suits from \$19.75 up.

Saturday White Lawn Waist Special

Fifty different numbers—good quality of
white lawn waists, best model and newest
style; trimmings of laces, embroideries,
tuckings, etc.; also Peter Pan and Shirt
styles.

Long or short sleeves. Saturday special
price \$1.35.

The Latest Creation in Net Waists

A very attractive and dressy waist—
made of a good quality of net, trimmed
with Cluny lace and handsome medallions.
Regular \$6.00. Saturday special \$3.95.

New Madam Butterfly

Good quality of net, trimmed with rows
of cluny lace and silk bands combined with
Val lace; yoke of Baby Irish medallions.
This swell waist is made with the new
Butterfly sleeve. Regular \$7.50—Saturday
special \$4.95.

Women's New Spring Hosiery

New shipments are arriving. Tan, in the
popular shades—lisle and cotton, in plain,
embroidered, and lace. 50c to \$1.25.

Women's K.-O.B. Special Hose

Our monogram is on the hose because we
are satisfied with the qualities. Comes in
25c and 35c grades. No hose, at given
prices wear quite so long.

Bed Spreads Hemmed and Fringed

Limit of 2 Spreads to a customer.

\$1.00 grade for	63c each
2.00 grade for	\$1.39 each
2.50 grade for	1.05 each
2.75 grade for	1.89 each
3.00 grade for	2.00 each
4.00 grade for	2.77 each
4.50 grade for	3.33 each
5.50 grade for	4.22 each
6.50 grade for	5.00 each
500 Japanese Drawn Work Linen Scarfs, Sizes 18x54. Values up to \$2.00 each, for 75c each.	
100 Irish Linen Table Cloths size 60x60 —\$1.50 grade for 85c each.	
500 yards Sheer All linen White Waist- ing—75c grade—44c yard.	

Saturday in Shoe Dept.



Always a busy day, always extra
salespeople to wait on you. Always
great reductions. Always bargains in
school shoes.

\$3.45 WOMENS' Shoes—Every
pair of high shoes must be sold.
Your choice any pair in stock worth \$4.00
to \$7.00. We must have the space for the
largest lines of oxfords ever bought for
this city.

\$1.95 Misses' school shoes—real
wearers and fitters.
Glycerole Shoe Polish regular
25 cents.

\$1.45 WOMENS' Sample Shoes on
Bargain Table—all sizes all
leathers.

\$1.45 BOYS' SHOES on tables that
are worth \$2.00 to \$3.00.

\$1.45 MISSES' school shoes in
Dongola and Box Calf but-
ton and lace.

Boys' and Girls' Depart- ment the First to Remove to the Second Floor

Unusually low prices are
in vogue—to get custom-
ers to go up stairs. The
department is rapidly be-
ing fixed up. There is
now ample room and ex-
cellent light. The goods
are nicely displayed. Go
up on one of the new Ele-
vators near North en-
trance. Many special
prices for Saturday.

BOYS NORFOLK SUITS.

Ages 8 to 17 years—unequaled values, in
the better grades; navy blues and mixtures
in gray and brown effects; serge chevrot
and worsteds fabrics, Knickerbocker or
straight cut trousers as desired. Regular
\$4.50 to \$6.50 for \$2.85
\$6.75 to \$8.75 for \$3.75
\$9.50 to \$12.50 for \$4.95

Misses' Walking Skirts—all sizes, popu-
lar color—seasonable weights in Prilliantine,
serge, Panamas and chevrots. Regular
values from \$4.00 to \$9.00. At half price.

Boys' Shirts "Cadet Brand" ages 8 to 16
years. Regular values 85c. These will besold
Monday, Tuesday and Wednesday at 48c.

Boys' Box Coat—Spring styles. Ages 4
to 12 years, covert serge and chevrot mat-
erials. Regular values \$6.75 to \$10.00. One
third Reduction.

Saturday Candies a Feature

Every Saturday we offer high grade
candies below usual selling prices. The
candies are fresh and nice.

K. O. B. nut loaf—one of our best sellers
and for which hundreds of customers call
every week—will be sold at 40 cents a
pound. Sold regularly at 75 cents. Made
for this store.

ASSORTED CREAM CHOCOLATES
—just as dainty as one can wish for. Flav-
ors; vanilla, strawberry, lemon and orange.
An exquisite chocolate conception. Regul-
ar 50c—Saturday 25c.

TURKISH FIG PASTE—A rich,
tempting confection—one taste and you
want more. 50c a pound—Saturday 25c.

CREAM BALLS—in assorted flavors.
These are exceptionally popular and a fine
seller for Sunday enjoyment. Regular 50c
—special 20c.

It has always been the
aim of the "Money Back"
shoe store to give its
patrons the best money
can buy. The spring
styles are more beauti-
ful than has been shown
in many years, lasts that
give absolute comfort
and prices in keeping
with "Money Back" deal-
ings, you should see
them.

DAVIS SHOE CO.