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You will be surprised how many useful items you can get for very little money. Convenient terms of payment arranged if you desire.

Our Undertaking Department is always up to the minute.

## W. E. White Furniture Co.

Cracking the open in the old days was regarded as a thrill, but now it's more exciting to stay in home and close the street.

What has become of the old-fashioned man who used to say that the business rooms would all be vacant when the saloons were driven out?

### RURAL EDUCATION

By Irene Gupton

The topic rural education is demanding more attention now than ever before. Good citizens and leaders for our nation have been necessary since early colonization, but there is a stronger realization now than ever that the country as well as the city has to furnish the builders of a nation. Great progress must be realized in the future in rural education to meet the advancing needs; therefore many improvements must be brought about in educating rural school children.

While it is true that our present rural conditions show marked progress yet much remains to be done. In order to see the steps that have been made in rural education it is necessary to go back to the days of our pioneer fathers. We know that pioneer life in early colonization was a common occurrence. Especially do we feel a sense of honor when we think of their bravery in clearing forest and building homes and a nation for us to build on. Everyone found plenty to do. The women helped provide food and clothing as well. But just what did they do to educate the rural school children? Soon after much intense toil, a light shone in the hearts of these noble parents, that training was necessary for their children. There were no schools to send them to at first so they were taught apprentices at home. The girls were taught to weave, cook, sew and help provide food. The boys were taught to hunt, fish, farm and many domestic duties as well.

Decade after decade passed with improvements being made by the building of nicer homes and by the building of small schools and churches. Small schools were beginning to spring up all over the thirteen states so that most of the children in the sixteenth and seventeenth centuries had a school house to go to. The chief thing stressed at this period in the school was religion. A thought was predominant that all must be able to read the Holy word, so that a supply of ministers might be insured. This lasted until the nineteenth century. Not until after the beginning of the 19th century was education regarded at all as a legitimate public function. Education used to be a luxury and not a necessity. For centuries it was a possession of the gentleman and not the common man.

As we take up early courses of study in the New England schools we see that our fathers first saw the necessity to read and write in order to be able to read the scripture. Geography and grammar were late arriving as a part of the course of study. Then came the idea that the school should train children for citizenship and it was agreed that the chief reason why schools should be supported at public expense was in order that good citizens should be trained. Therefore history and civics were put in the course of study in obedience to this theory. Another step was taken when physiology was added because it was an acknowledgement that the schools should do something to train youth in the individual arts of living.

Still another step was taken when normal training and domestic science were brought into our schools, because these studies emphasize the fact that schools must do something to train workers. And at present there is prevalent an idea that the school must train the child to fill its place in the world of men; to see all the relations of life; to be fitted to live in human society.

There is a feeling in rural schools that pupils should be brought into closer touch with the life of the community, but most important is that the school as an institution be made more useful to the community as a whole. This double thought has been expressed in the phrase, "Make the school a social center."

The first means of making the rural school a social center is through the course of study. It is true that the introduction of nature study into our rural schools should be especially helpful. This nature study when properly followed approves itself both to the educators and to the farmers. It is a pedagogical principle recognized by every modern teacher, that in education it is necessary to consider the environment of the child. A second way of making the rural school a social center is through the social activities of the pupil. (1) Athletic, (2) improve the school ground and building, (3) provide works of art for the school room.

A third method is through cooperation between the home and the school and parents and tax payers on the other side. The Parent Teacher's Association will aid wonderfully here.

The fourth method is by making the school house a meeting place for the community, more especially for the intellectual and aesthetic activities of the community.

Fifth and last as a method for making the school a social center, is the suggestion that the teacher herself shall become something of a leader in the farm community.

We are certain that everything possible should be done for our rural education, when we once realize that one half of our school population attends the rural schools. At least 95 per cent of these children never get beyond the district school.

The country youth is entitled to just a thorough preparation for thoughtful and intellectual membership in the body politic as is the city youth.

The State, if it is wise, will not discriminate in favor of the one or against the other; but it will adjust its bounty in a manner equitable to the needs of both.

Until recent years the rural schools have received very little attention from organized educational authority. It is not putting facts in the strongest light to say that vast numbers of

our rural boys and girls are annually turned out by schools systematically dwarfed through more or less purposeless courses of study, leaving them poorly prepared for the life struggle.

In spite of all that, all rural schools are not bad, and all rural teachers are not inefficient. We have indeed, many excellent schools in farming communities, many capable pains-taking teachers are spending their lives there giving the best there is in them for the children of the farm. Yet the fact remains that a majority of rural schools are badly equipped for school purposes, and a majority of teachers are lacking in both academic and professional training. It is conceded, too, that a great many men of eminence, scholars, statesmen and professional men got their early training, and in many instances all their training in the old fashioned district schools. But that can't be taken as proof of the general efficiency of such schools. Many things conspire to prove that these men had the native ability and talent to succeed, not so much on account of the district schools as in spite of themselves.

The unsatisfactory educational condition in former times must not be charged as a reflection on the character or public spirit of our farm reputation, as they are largely the results of an unavoidable circumstance. The early settlers on the Atlantic seaboard had their battles with the wilderness. Then the period of intense struggle before and after the Revolutionary war kept the impoverished people in no condition to solve effectively the educational problem, starting them in the face.

The aim, we say, of our 20th century education in rural schools should be a perfect one in:

1. More thorough school organization and administration.
2. Greatly increased school support.
3. Professional supervision and instruction.
4. Modern school plant.
5. Practical course of study.
6. Centralization and consolidation of schools.

The preparation of the teacher is quite an essential feature. Supervision must become more efficient.

There is no legitimate reason for the untidy appearance of the school house. It should be the center of our pride.

Consolidation is a modern day remedy for all the existing ills in rural school life. We are fortunate to say that consolidation is reaching an unlimited number of rural communities and doing untold good, though there are some rural schools yet untouched, but the fact can't remain, that they will continue to exist as a single unit. Consolidation may be defined as a plan to reconstruct the rural school on a new foundation, which will reestablish the ancient principle of "equal rights to all."

It contemplates the abandonment of the many small schools scattered through our country communities and the maintenance, instead, of points centrally located, of a few strong well graded schools. The aim we say of consolidation is to give the rural boy and girl the equal right to be a good citizen or statesman, as the city boy or girl.

In the rural one room school we find the underpaid teacher "keeping school" for a short term of months each year, endeavoring to teach the whole curriculum from A B Cs to high subjects, from 20 to 40 classes a day. The teacher changes schools about every year and the child is put back. In this way the youngster marks time until he grows too old to continue in school or drops out from sheer lack of interest.

Consolidation has made great progress to change all this. The "little red school houses," have been and are being abandoned to give rise to nicely equipped high schools near the center of the township which will afford every opportunity for practical preparation for happy life on the farm. The school will be hygienic and have modern equipment and better teachers. The course of study graded, recitations longer, interest well sustained and years in school longer.

Consolidation affords ample opportunities for thorough work in nature study, school gardening, elementary agriculture, as well as manual training and domestic economy.

The United States has 18,000,000 young people between the ages five to twenty who live in small towns and villages or in open country air, who should have the advantages suggested above.

Two years ago one-fourth of our rural school enrollment and 45 per cent of the teaching space were in 187,951 one-room schools. Nearly all these schools being in the open country. However, a hopeful sign is set forth by the Bureau of Education in the statement that in 1920 there were 389,783 pupils enrolled in about 12,000 consolidated schools.

The great progress made by state schools is shown in the growth since 1910 in the tremendous advance in rural schools. Value of buildings have increased seven hundred per cent. Similar progress is shown all along the line with even greater increases in appropriations for institutions of higher learning. A great advance is seen in high schools. Between 1910 and 1923 the value of school houses in the public school system of North Carolina had increased from \$5,862,969 to \$48,874,830.

The increase by millions is by no means the percentage of gain. The value of each school house since 1910 has jumped from \$770.63 to \$6,411.50, while the number of log school houses has been decreased from 263 to 64.

The growth is by no means confined to material things. The average length of the school term for white children has increased from 101.9 to 140.9 days and the percentage of white illiteracy has been reduced from 12.3 per cent to 7.3 per cent.

The expenditures for the public schools of the State increased in twelve years from \$3,178,950 to \$21,649,695, while the average pay for white teachers mounted from \$37.02 per month to \$102.15 per month.

North Carolina still stands near the foot of the list in the length of its school term, the expenditure per pupil and the illiteracy of its population. Though the future is bright for the educating of our rural school children.

A live merchant found that by making an attractive exhibit of his dry goods and lending it to a farm women's organization, he made many sales. The exhibit included samples of all the goods on his shelves with the name of the material. Farm women now discuss clothing at their club meetings and Tarheel merchants might find something of profit in this suggestion.

The largest pecan groves in North Carolina are those of Pasquotank county, says H. M. Curran, forester. Two farmers have plantations which aggregate 6,000 trees covering nearly 500 acres.

### No Worms in a Neatly Child

All children troubled with Worms have an unhealthy color, which indicates poor blood, and as a rule, there is more or less stomach disturbance. GROVE'S TASTELESS CHILL TONIC given regularly twice or three weeks will enrich the blood, improve the digestion, and act as a General Strengthening Tonic to the whole system. Nature will then throw off or dispel the worms, and the child will be in perfect health. Pleasant to take. 60c per bottle.



Your father and grandfather knew and trusted Wintersmith's Chill Tonic, just as mothers and fathers of today know and use it with absolute confidence. For young and old it is a reliable anti-malaria prescription made under one formula for 36 years.

The remedy for malarial and other fevers, including dengue, also for influenza and grip. Excellent tonic after any wasting illness. Popular size, 60c; mammoth size, \$1. All drug stores. Wintersmith Chemical Co., Inc. Louisville, Kentucky

## Wintersmith's Chill Tonic

Hang up the broom when not in use; this will lengthen its life. A cord looped through a hole in the handle will be satisfactory, say home demonstration workers.

Charlie Dawes and Owen Young might try their peace plans on Herrin, Illinois.

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And confidence is the growth of years—the child of the square deal and the father of success.

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30 50-Gallon Steel Oil Barrels  
\$2.00 each

20 Ford Wheels, demountable  
\$2.00 each

## Cranford Motor Company