

## Wasted Grain and Time Could Have Paid Your Thresh Bill

Save your grain from the straw stack. Hire the man with a Red River Special, or get our "Junior" Red River Special and thresh your own grain. "We know that this separator saved enough grain to pay our thresh bills," says W. B. Sharp and 13 other farmers of Cordell, Oklahoma, after threshing with a

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## How Virginia, The Carolinas and Georgia May Get Better Schools

### HOW VIRGINIA FARMERS MAY IMPROVE THEIR SCHOOLS

State Superintendent Stearnes Mentions Five Methods Every Community Should Use

VIRGINIA farmers can improve their schools just as they improve their farms, by a generous use of brawn, brains, and greenbacks in their behalf.

If five hundred dollars be considered a reasonable difference between a registered colt and an ordinary one, then why not make some difference between the desirability of securing the services of professionally trained teachers and those who teach only as the beneficiaries of charitably disposed school authorities? If modernly constructed, well-equipped, well-ventilated barns are necessary for the maximum development of baby beeves, why not try the use of well-equipped, scientifically ventilated, properly lighted and sanitary-surrounded school houses for the development of baby boys?

1. **Local Support**—The program may mean that as you pull down the old barn to be replaced by one in keeping with the latest scientific discoveries of the day, so may the "little red school house" yield its poetic prestige to a more modern, possibly consolidated school. Neither improvement can be done with words. Money and deeds can do both. No farmer can shield his pocket-book and build silos, ride cultivators, reapers or tractors; nor will parsimony build school-houses. The real interest of a community in movements or institutions is shown by the extent to which it is willing to tax itself in their support. Local effort begets local pride. There is great satisfaction in eating vegetables out of one's own garden, just so is there great interest in having our children educated in a plant that is the product of our own hands. Opportunities for development through local taxation are manifold greater than for the schools to depend wholly on state or outside help. A premium on local effort will get surprising results, notwithstanding the fact that it may be necessary to have some state support as a safeguard against the rich becoming richer and the poor, poorer.

2. **Agricultural Teaching**—That school which influences most the life of its community will come nearest to focusing the interest of the entire public. The farmer can be a very helpful agent in creating those influences which will meet the needs of life by encouraging and supporting thorough and efficient work in agricultural and industrial education. No phase of education is more vital to the Nation's life than the proper teaching of agriculture, and the rural school that improves in this field of endeavor will give a human product to be known for habits of industry, and for a proud contentment in being producers rather than consumers only.

3. **Encourage Reading**—Virginia farmers have no greater possibility of service in behalf of school improvement than to assist in furnishing an abundance of good reading material for the pupils of their communities. Rural children read all too little, not because they have no desire to read, but because of lack of opportunities. Farmers' clubs and unions can do nothing better, in our opinion, than subscribe to six or a dozen good magazines and newspapers, including a good agricultural journal, and put them in the hands of their school children. If possible, fit up a reading room at every country school, and if the club or union is not financially able to make separate subscriptions for each school, make one or two

subscriptions do all through a cooperative or circulating plan.

4. **Medical Inspection**—Contrary to the accepted belief of years past, statistics show that country children are suffering from physical ills in larger proportions than are city children. The movement, therefore, for all-time health officers deserves hearty support. If the farmers will support an officer of this kind, not only will better health conditions prevail in the schools, but an educational campaign for prevention of disease will result in the elimination of serious dangers, many of which are common to numerous homes.

5. **Join the League**—By all means, join the Civic and School Improvement League, if you have one. If you have none, organize one during vacation and be ready to assist the school from the opening day. These leagues are the surest signs of interest. Through them the community can assume obligations and meet them. The live, working school league is a very valuable asset to any school or community, and farmers, farmers' wives, sons and daughters should be active members.

We finish as we began, "Virginia farmers can improve their schools just as they improve their farms, by a generous use of brawn, brains, and greenback dollar bills," and the more bills the better. If they will put their money into the schools, the use of their brawn and the exercise of their brains will follow with logical certainty.

R. C. STEARNES,

State Department of Public Instruction, Richmond, Va.

### HOW NORTH CAROLINA FARMERS MAY IMPROVE THEIR SCHOOLS

A Community Auditorium, Four-acre Grounds, Teachers' Home, Library, and Teaching of Agriculture and Home Economics Are Urged by Superintendent Joyner

IN REPLY to your letter asking me to point out how North Carolina farmers may improve their schools, I should like to emphasize seven ideas as follows:

1. The improvement of school-buildings, equipment, and grounds. The school building ought to be the community home for the children, it should be made and kept as home-life as possible—clean, comfortable, sanitary, curtained, painted, beautiful within and without. It should be well cared for and properly protected during vacation as well as during the school-term. It should command the respect and arouse the pride of children and adults, and all should be compelled to respect it and not to abuse it. Every school building should have a good auditorium for school entertainments and community meetings of all sorts.

The building should be supplied with adequate equipment, blackboards, desks, maps, globes, libraries, and for high school grades, laboratories. These are necessary tools for children and teachers. The best of workmen can never do their best work without the best of tools.

The grounds should be spacious and well kept with ample playground equipment, most of which can be made at home at small expense; well and carefully designed front yards with flower beds and shrubbery and shade and walks, a school garden and where practicable, a school-farm. For these things every country school should have at least four acres of ground.

The country school should have as a part of its equipment a teacher's home for the principal of the school and for a boarding place for the as-

sistant teachers when necessary. The resident principal for the country school is necessary for the continuity, permanency, and growth of the work, and for social, intellectual, and recreational leadership of the whole community the year around.

The larger type of country school will cost more money and more sacrifice but will be worth more than it costs. A state loan fund provides money on long time and low interest for school houses and equipment.


2. Consolidation of school districts for enlargement of territory, for increase of property for taxation and bond issue for school maintenance and equipment, for bringing together at one centre a larger number of children and teachers and local taxation by vote of the people in this larger territory for the maintenance of the larger and better school and for transportation of the children when necessary—these are the means available and necessary for improving the country school.

3. Every country school should give scientific and practical instruction in agriculture and in household economics—training that will fit the boys for more efficient and profitable work on the farm and the girls for more efficient and profitable direction of the farm home.

For such instruction and training, the larger type of country school with its larger buildings, grounds and equipment and its larger and better-trained teaching force is a necessity. The farmers can aid most in providing such instruction and training by aiding in supplying the necessary means for it and then demanding it.

4. Every country school should also have a community library and a community reading-room open one or more afternoons or evenings every week to all the people of the community under the supervision of some teacher or other responsible person.

(Concluded on page 13, column 3)



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