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Frys	20c
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Irish Potatoes	75c
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Cabbage	1 1-2c lb
Country hams	18c
Country Shoulders	12 1-2c

C. & N.-W. RAILWAY.

Schedule in Effect Sunday, June 12, 1910.

NORTHBOUND.

Train No. 10 (Passenger) Leaves Gastonia daily 9:30 a. m.
Train No. 8 (Passenger) Leaves Gastonia daily, (except Sunday) 5:40 p. m.
Train No. 60 (Mixed) Arrives Gastonia daily, (except Sunday), 4:00 p. m.

SOUTHBOUND.

Train No. 9 (Passenger) Arrives Gastonia daily 4:40 p. m.
Train No. 7 (Passenger) Arrives Gastonia daily (except Sunday) 10:25 a. m.
Train No. 61 (Mixed) Leaves Gastonia daily (except Sunday) 12:25 p. m.

NOTICE.

All parties indebted to W. H. Dellinger will please settle at once, as the accounts will be sold at an early date.

B. B. GARDNER, Collector.
17c4.

RURAL SCHOOLS IN THE NORTHWEST.

What Supt. Joyner and His Associates Saw on Their Visit to the Public Schools of Page County, Iowa. (J. Y. Joyner in North Carolina Education.)

There are no cities and no large towns in Page county. Its population is rural, and their occupations almost exclusively agricultural. The chief agricultural products are corn and other grains and apples; the chief industries seem to be dairying and raising corn. The people are thrifty and prosperous, courteous and hospitable. The lands seem fertile, are practically all under cultivation, and apparently kept in the best state of cultivation. The farm houses, barns and all the home surroundings indicate thrift, prosperity, cleanliness and comfort. The stranger feels at once that farming here is the chief business and the best business. The sight of the well tilled farms and the attractive farm homes awakens at once that desire to live the free life of the country that is hidden somewhere in every heart, whatever be the occupation of the man, and that is perhaps the best evidence that man was really "formed out of the dust of the ground" and his heart naturally yearns for his mother earth.

As will be seen, the natural conditions and environment, as well as the occupations of the people, are not far different from all these of our Southern States. The existing conditions are not far different from what they could be made in the rural South by the adoption of similar means and the application of similar intelligence to agriculture.

THE MAIN PURPOSE OF THE VISIT.

The main purpose of our visit to the schools of this county was to study the best that had been done in the correlation of the work of the one-teacher rural school with farm life and agricultural occupations.

The school houses were plain, inexpensive, but neat and comfortable one-room houses. They were all tastefully painted. On the inside they were neatly papered, furnished with comfortable patent desks, maps, charts, globes and other necessary school equipment. The windows were all furnished with neat shades and attractive curtains. There were an orderliness, a neatness, a quiet, sweet homelike atmosphere that made one feel at once that he had stepped into the living room of a well ordered country home. The school houses were not built in strict accordance with the well established principles of school architecture as to light, heat, ventilation, dimensions, etc., but the charm about these school rooms was that they had been transformed into real homes and filled with a sweet atmosphere of "homyness." We have many better houses in the rural districts of North Carolina; but there is a fine lesson here in inexpensive house-keeping for our teachers and also a fine, unconscious training for the children who sit daily for years in these school rooms.

The school grounds, usually containing no more than about an acre, were attractive and well kept. In most cases, there were trees and grass and flowers, forming an attractive setting for the school house and adding to the home-like appearance and feeling. Careful attention was paid to outside sanitation; scrupulous cleanliness was noticeable on the grounds as well as in the house.

ALL EXPERIENCED WOMEN TEACHERS.

The teachers were all women, but women of maturity, training and experience. According to my recollection, every one of the ten teachers whose schools we visited had received one or more years of normal school instruction and, all but one had an experience of several years in successful teaching. Several had been teaching in the same school for years. One had been teaching at the same place for more than twenty years, and had taught the county superintendent, as a pupil, in that school. The salaries of the teachers ranged from \$45 to \$65 per month, and the terms from seven to nine months. I do not need to call attention to the great advantage of trained, experienced teachers, paid living salaries. We can have these too in the rural districts of the South if we will. We have some, but we need more.

The course of study in the ordinary education essentials was little different from ours. The lesson for us here is that the course in each subject was well planned, systematically arranged, printed, placed in the hands of every teacher, and required to be followed. The schools are limited to eight grades or years. No high school work is attempted. All high school work is done in separate

county high schools. The classification and graduation are good; there is no overcrowding. As I recollect, there were not more than thirty pupils in any school and the average number was less than twenty-five.

FARM LIFE THE DOMINANT THOUGHT.

The main purpose of this article, however, is to tell of the work observed in these schools for the preparation of the children in thought, desire and practical training for farm life. In these schools a farm life atmosphere has been created. Agriculture and things pertaining to farm life dominate the thought of the child and permeate the life of the school. This is fundamental and more important even at this time than any formal agricultural instruction. During the first seven or eight years of a child's school life, most impressive and formative period, the dominant thought in his instruction and his surroundings in the school room is farm life and things pertaining thereto. Attractive pictures of farm products, farm animals, farm flowers and weeds and vegetables, country landscapes and barnyard scenes hang on the walls of the school room; in cabinets there are attractive collections of farm products and fruits.

The reading books contain pictures and stories of rural life; a special arithmetic, dealing almost exclusively with practical farm problems in Page county, such as the children and their parents need to solve every day, has been prepared by the county superintendent and is in use in the schools. Selected bulletins of the State and National Departments of Agriculture, relating to agricultural pursuits and farm problems of that county are displayed and kept within easy reach for reading and reference.

It is easy to understand how a child living constantly in such an atmosphere with such surroundings and such instruction during these impressive years of his life, would have his attention turned to the farm and agricultural pursuits, would have his love of them cultivated, his desire for them stimulated, and would be given a finer conception of the dignity, the importance, the profit and the beauty of life on the farm and of agricultural pursuits. The creation of such an atmosphere and environment is of easy attainment in every rural school in the South. The dominant thought of the first eight years of a child's life is more than apt to be the dominant thought in shaping his ideal of life and his selection of a vocation.

In addition to the creation of a farm life atmosphere and a farm life environment, much of the instruction of the school is related to the everyday life of the farm and the everyday work of the farm. In one school we found the children making a simple experiment to illustrate the porosity of different sorts of soil and deduce therefrom the best method of plowing these different sorts of soil, the effects of such plowing upon moisture and air, in the feeding of the plants, etc. The entire outfit for the experiment consisted of three lamp chimneys, a handful or two of sand, loam and vegetable soil, a basin of water and some bits of cloth or rubber, and cost not more than fifteen cents.

PRACTICAL LECTURE FROM A SCHOOL BOY.

In another school a boy about four teen years old gave a most interesting lesson in corn judging. It was an object lesson, in which the boy illustrated all that he said with the corn itself, of which there was a varied collection in the school room. What that boy did not know about corn was not worth knowing. It was first-hand knowledge that had been directly applied in raising corn on the farm and brought into the school room by the boy and given to other children. They were intensely interested as well as instructed, and so were the Southern Superintendents. First-hand knowledge is always fresh and interesting. The boy knew, and knew that he knew. He was, therefore, perfectly self-possessed, but not in the least self-conscious. The same boy told us all about how he raised corn, for, as a member of a boy's corn club, he had cultivated most successfully an acre in corn this year. He began his story with the preparation of the soil and ended with the gathering of the crop. When I asked him how and where he had learned so much about corn and its cultivation, he said: "I learned most of it from my father on the farm." His answer rather disconcerted and embarrassed the teacher, but greatly pleased me, for to me it was an illustration of the superiority of first-hand knowledge and of the practicability and the success of bringing in all its freshness the best knowledge of the farm and farm life into the school through the child, instead of depending altogether upon

books and teachers. This boy had learned to do by observing and doing, and was simply telling what he had seen and done. His success, therefore, as one having authority; he commanded attention and instructed.

In another school we found the children testing milk with a Babcock milk tester. The milk had been taken from the udders of the cows the evening before by the children's own hands and brought to school by them for the test. The test was made in the presence of the school by a boy and a girl, pupils of the school, every step in the test demonstrated and explained by them; and at the conclusion the calculation of the per centage of butter fat was made and explained. The application was then made to the respective milk cows, with a view to determining whether or not they were paying for their feed, or whether it would be best to turn them into beef cattle.

In one of the schools we heard a prize essay read on "Farm Life and Why I Like It" in another we heard a simple little composition on "The Oak Tree." The children are constantly led to think and write about their everyday life and experiences on the farm and in the country. In this way their language and composition work is related to country life and experience.

PRACTICAL SUGGESTIONS.

Let me recapitulate briefly the valuable and practical suggestions derived from my observations and study of the work of the rural schools of Page county, Iowa:

1. They are real rural schools, not city schools in the country. They have been made such by the creation of a farm life atmosphere in the school room, by bringing into the school room pictures, charts, bulletins, collections of the best farm products, by correlating so far as possible the instruction in arithmetic, reading, language and composition with things pertaining to farming and rural life, by introducing simple practical instruction about farm life and things pertaining thereto which the child can take home and apply in his every day life, by bringing into the school room from the farm, through the farmers and the children, the best knowledge about farming and farm life.

2. Children surrounded by such an atmosphere, with such instruction, during the most formative and impressive period of their school life cannot fail to have their interest in it stimulated, their love for it increased, their desire to live it and excel in it awakened, their conception of its dignity, its necessity, its profit and its pleasures enlarged. The dominant thought in the school room was farm life; the school was, therefore, educating these children toward farm life and preparing them for it instead of educating them away from it and unfitting them for it.

3. The means adopted for the creation of such an atmosphere and the instruction give in these schools are so simple and practical as to be of easy application in the rural schools of the South, even by teachers without special agricultural training. None of the teachers in these Page county schools had received any special agricultural training.

4. The dominant directing, vitalizing force in all the work of these schools was a county superintendent fitted in scholarship, special training and practical experience for her work, consecrated to that work, devoting all her time, thought, attention and energy to it, endowed with a rare power of leadership and a fine gift of inspiring others. What an object lesson in efficient supervision!

5. The farmers and their wives, realizing that their schools were farm life schools, that their children were interested and were interesting them in everyday life and problems of the country and the farm, inevitably felt and showed an interest and pride in the school that made it easier to secure co-operation between the school and the home and to obtain the financial support necessary to make the school what it ought to be. Many farmers and their wives, patrons of the school, were present at every school that we visited and manifested pride and interest that were beautiful and inspiring.

6. The interest of the children in agricultural and farm life was stimulated by township and county boys' corn clubs, by prize contests determined and awarded in annual township and county exhibits. The direction of these corn clubs and contests and the instruction given through them were a part of the extension work of the Agricultural College of Iowa. Members of the faculty of this college attended these contests and gave personal instruction to the boys. What an object lesson for emulation in making the college serve and stimulate the whole people!

H. T. Gage, of California, is the new American minister to Portugal.

Foley's Kidney Pills may be given to children with admirable results. It does away with bed wetting, and is also recommended for use after measles and scarlet fever. J. H. Kennedy & Co.

Improvements to the extent of \$33,000 are being made at Fort Caswell, the most modern fort on the Atlantic coast.

WHAT EVERYBODY OUGHT TO KNOW.

That Foley Kidney Pills contain just the ingredients necessary to tone, strengthen and regulate the action of the kidneys and bladder. J. H. Kennedy & Co.

The fifth annual convention of the North Carolina Retail Jewelers' Association will be held in Greensboro Tuesday and Wednesday of this week.

GLAD TO RECOMMEND THEM.

Mr. E. Weakley, Kokomo, Ind., says: "After taking Foley Kidney Pills, the severe backache left me, my kidneys became stronger, the secretions natural and my bladder no longer pained me. I am glad to recommend Foley Kidney Pills." In a yellow package. J. H. Kennedy & Co.

An increase in wages of more than \$88,000 a year and a decrease in the working hours have been granted to the telegraph operators of the Southern Railway. There are 2,100 telegraphers on the Southern system and the increase in pay amounts to approximately \$40 per man per annum. The hours of office work were shortened from 13 hours to 10 hours.

SCARED INTO SOUND HEALTH.

Mr. B. F. Kelley, Springfield, Ill., writes: "A year ago I began to be troubled with my kidneys and bladder, which grew worse until I became alarmed at my condition. I suffered also with dull heavy headaches and the action of my bladder was annoying and painful. I read of Foley Kidney Pills and after taking them a few weeks the headaches left me, the action of my bladder was again normal, and I was free of all distress. J. H. Kennedy & Co.

The commencement exercises of Winthrop College, Rock Hill, S. C., began Sunday and close today. The sermon to the Y. W. C. A. was preached Sunday morning by Rev. A. J. Bowers, of Newberry, and the annual sermon by Rev. James I. Vance, of Newark, N. J. This morning the address to the graduating class was delivered by Dr. Henry N. Snyder, president of Wofford College. Ninety young ladies graduated this year, the largest class in the history of the college.

The Conservation of Nature's Resources.

Applies as well to our physical state as to material things. C. J. Budlong, Washington, R. I., realized his condition, and took warning before it was too late. He says: "I suffered severely from kidney trouble, the disease being hereditary in our family. I have taken four bottles of Foley's Kidney Remedy, and now consider myself thoroughly cured. This should be a warning to all not to neglect taking Foley's Kidney Remedy until it is too late." J. H. Kennedy & Co.

Brodie L. Duke and Miss Wylant Roschelle were married Saturday in Camden, N. J. Being frustrated Saturday in Washington in his attempt to take unto himself a fourth wife by unexpected and unwelcome publicity, and by the antipathy of a Presbyterian minister to the marriage of divorced persons, the tobacco magnate of Durham and his would-be-bridal vanished from Washington city and were gone until late in the afternoon, when they returned to the hotel where Duke was staying, and the name of Mrs. B. L. Duke, of North Carolina, was added to the register. Mr. Duke is 62 years old and his bride 28.

WANTS TO HELP SOME ONE.

For thirty years J. F. Boyer, of Fertile, Mo., needed help and couldn't find it. That's why he wants to help some one now. Suffering so long himself he feels for all distress from Backache, Nervousness, Loss of Appetite, Lassitude and Kidney disorders. He shows that Electric Bitters work wonders for such troubles. "Five bottles," he writes, "wholly cured me and now I am well and hearty." It's so positively guaranteed for Liver Trouble, Dyspepsia, Blood Disorders, Female Complaints and Malaria. Try them. 50c at all druggists.