

THE COLUMBIAN.

BLOOMSBURG, PA.

THURSDAY, MARCH 19, 1908.

HIGH SCHOOL COURSE OF STUDY.
(Continued from 1st Page.)

corn is grown, while the educational value to the children of the high school as well as the teachers of the common schools in the district would be most fruitful. No one thing is better calculated to demonstrate to the patrons the genuine value of their high school to them and their children.

If corn can be improved by breeding, similar experiments could easily be made with wheat and oats which would do much toward improving these crops. Whether or not it pays to fatten hogs on corn could be actually proved by weighing some hogs, measuring the corn fed to them and working out the problem. The mathematics involved would be of the genuine sort. It would be a valuable experience if on butchering day the principal and his pupils would spend the time studying all that takes place. It would be a profitable thing to find out the best way to cure pork and visit a neighbor when he prepares his meats. If there is a dairy in the community, it could be made the basis of much good school work. How to make good butter on a farm would be a profitable question for study. The value and construction of a silo could be studied. Recently we were given a problem something like this: A man has twenty cows to which he desires to feed 40 cubic feet of ensilage each day from November until May. He expects to build a cylindrical silo. He desires to take two inches of ensilage off the top each day; what would be the dimensions of the silo? This problem illustrates the kind of mathematics progressive farmers are often called upon to use. The township high school should be willing servant of those who cannot solve them, while those who attend the school should work over every problem of the community until they are fully competent to solve any problem they are likely to meet.

Then there are experiments and observations concerning the household which should be studied. The water and sewer systems, heating and ventilating a home properly, the arrangement and decoration of the rooms, home conveniences which save time and effort, the right kind of pictures and reading matter, the lawn and garden, the right kind of vegetables and how to raise and keep them, how to can fruit and vegetables successfully, how to fry a steak and cook meats, the dangers in dampness and dust, care of the sick, etc.

One of the best tests of a man's usefulness is his ability to repair common things when they need it. How to mend a leaking valve in a common pump, repair and care of farm implements, making common apparatus necessary on the farm, the way to prepare and use cement; all these things and many more may very wisely be included in the work of the township high school.

Every township high school ought to have a common workshop equipped with tools and apparatus enough to make all the devices necessary in the industrial work of the school, such as the box to test seed corn, apparatus for physics, chemistry and botany, etc. Many things needed in the home could thus be made under the direction of the teacher. In this connection there would be afforded good practice in sketching and drawing plans of work to be done.

There should be actual accounts kept by the pupils showing the exact profit or loss from each field on the farm, the dairy, the horses, the garden, the hogs, the orchard and any other line of occupation carried on in the community. Under the direction of the principal these ac-

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counts could be made the means of enabling farmers to detect the portion of their work which is unprofitable, a thing which many are at present unable to do.

Sufficient study of the possibilities of industries other than those followed in the community should be investigated by finding out what is being done in other places in the raising of poultry, apples, alfalfa, crimson clover, celery, tomatoes, onions, etc.

We have thus detailed these things at length in order that our point of view might be more easily be apprehended. What has been said concerning the industrial phase of the subject illustrates the attitude of a high school in any community toward its pursuits. It may also be inferred what would be said concerning the social, civic and literary life of the community if time would permit. We can only say here that we believe the township high school should be the leader and chief promoter of the community life in all its various aspects and this not so much for the sake of the value it can be to the community as for the fact that it can only be instrumental in aiding the pupils to become useful citizens of the community by thus incorporating the experiences of life into the school, and making them serve as the educative material for that natural development which constitutes real education.

To those holding this point of view, it will be observed that the township high school occupies a position somewhere between an elementary and a trade school. We are not contending for the strictly high class scientific agricultural and domestic science school, with several specialists as teachers and the departmental system. Such schools will undoubtedly come, but they will be comparatively few in number, and can never take the place of the township high school in the average rural district. According to the last report, there are 242 township high schools in this State taught by one teacher. These schools are fed by pupils from a few small common schools. So far as one can see now, there is every indication that the majority of such schools will be taught by one teacher. It will also be observed that the aim of such schools is to prepare those pupils for life who have no prospect of ever attending school elsewhere. In fixing the minimum of essentials, we should therefore

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pay little or no attention to the demands of higher institutions, but rather let them adjust themselves to the needs of the comparatively few pupils who come to them from such schools. It may be impossible at this time to secure the kind of teachers necessary to do this quality of work, but this should be no objection when planning for the future. We should set our goal, outline our course, and then provide an opportunity for the preparation of teachers. Any good teacher who has had a scientific training and who has a desire for useful service and a sympathy with the country people, can soon develop into a fine teacher and leader in this great rural school problem. Personally we are looking forward to a time in the near future when teachers will make this line of work a specialty. Rather than teach in the country merely to get experience enough to enter the town, men will live in the community, do a certain amount of real farming, teach the township high school, and work out this rural problem at first hand; then and not until then can we hope for a real solution of this problem. What a wonderful opportunity is here presented for the progressive young teacher with these qualifications!

The present course of study is probably as good as could be had under the circumstances, and in the past has enabled us to do some excellent work, but in view of the great awakening and rapid advancement in all things pertaining to rural improvements, we venture to make a few suggestions in the hope of being helpful.

We believe that the course should be more definite. If every teacher and all the directors were ideal, this might not be necessary, but in view of present conditions, it would help materially if the course were prepared somewhat in detail according to subjects, with a minimum number of study hours devoted to each specified. We believe, if a competent committee would investigate our State and national bulletins and direct which are best suited to specific purposes, much good would result. These bulletins represent the very best thought of our greatest investigators, and several of those recently issued seem to have been prepared with such use in mind. Our State course should indicate the character and purpose of each and designate which should be used. The course should be more flexible in order that it may be readily adaptable to an agricultural community, an oil region, a manufacturing center or any other locality. A minimum number of study hours for mathematics, history, English and science should be fixed and the school authorities of the various localities could determine the subjects best suited to their needs.

It seems to us that it might be well to eliminate solid and possibly plane geometry, substituting a more thorough study of the mensuration of surfaces and solids and devoting additional time to science. We believe that Latin has no place in these schools and the time usually devoted to this subject should be spent in the study of English. The course should be so planned as to give a maximum amount of practice in composition as related to its vocational aspects, aside from the purely literary composition.

We also believe that since so many of these schools are taught

by one teacher and such a large number of the pupils can never go elsewhere to school, the course should be planned with special reference to such schools and a plan of alternation by years worked out so that these pupils can have the benefit of a three years' course. This the writer has done and, after a trial of five years, it is found to work with a fair degree of satisfaction, in seventeen one-teacher high schools with nearly three hundred pupils. Three years' work, with the possible slight disadvantage of alternation, we find is better than a two years' course without it.

We look upon the township high school movement as the beginning of a wonderful awakening among our country people. Already its beneficent influence is being felt by the common school teachers, and it is an inspiration to the common school pupils. The country people are in sympathy with it wherever it has been established because it enables them to educate their children at home. Many of the graduates are already finding their way to our State college and will return to lead and bless their home communities. There are great things in store for the country people, and we as Superintendents can do a grand work by putting forth our utmost efforts to hasten the day when the Township High School shall become the real educational workshop of the community.

Robins Killed for Food in the South.
From Leslie's Weekly.)

A million robins were killed in Louisiana during the winter of 1907-8, the offenders being men and boys who shot them for food. While they are protected as songbirds in Northern States, it is a common Southern practice to shoot them for the table, and in some States the hunters kill them in great numbers at their roosting-places. A government expert suggests that the eastward movement of the boll-weevil has been facilitated by the killing of the robins. If that is shown to be so, the cotton-growers will not receive much sympathy from the members of the Audubon societies.

Dry Sunday in Virginia.

For the first time in the history of Virginia, no liquor could be obtained at the various social clubs of Richmond last Sunday. The Byrd bill, closing all bars on Sunday, went into effect, and even at the oldest and most influential clubs no intoxicating drinks were served.

AUDITOR'S NOTICE.

In the matter of the estate of Kate J. Pope, late of the Town of Bloomsburg, in the County of Columbia, and State of Pennsylvania, deceased.

Notice is hereby given that the undersigned, an Auditor appointed by the Orphans' Court of Columbia county, to make distribution of the funds, in the hands of W. C. Johnston, Executor of said deceased, as shown by his first and final account, filed in said Orphan's Court, to and among the parties legally entitled thereto, will sit at his office in the Moyer Building, on Main Street, in the Town of Bloomsburg aforesaid, on Friday, the 27th day of March, 1908, at 9 A. M. of said day, to perform the duties of his appointment, and when and where all persons interested in said estate may appear and present their claims or be forever after debarred from coming in upon the said fund.

2-27-ta. CLINTON HERRING, Auditor.

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