

THE FARMER'S ADVOCATE AND HOME MAGAZINE.

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DOMINION.

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Postal Reform.

To the Editor "Farmer's Advocate":

Sir,—I thank you for your excellent leader, entitled "Injurious Copyright and Postal Regulations," in the current issue of the "Farmer's Advocate." With such forceful advocacy in Canadian periodicals, the active co-operation of the Hon. Wm. Mulock, M.P., Postmaster-General, and of influential newspapers and members of Parliament in the motherland, the removal of the postal anomalies complained of must surely soon be achieved, notwithstanding the proverbial inertia of British officialdom. I am forwarding my copy of your article to John Leng, M.P., editor of the Dundee Advertiser, which is doing yeoman service in this cause.

Yours faithfully,

G. H. HALE.

Office Orillia Packet.

Getting at the Truth.

Two practical features of this issue of the "Farmer's Advocate" that should arrest the thought of every farmer are the letters on securing a clover catch, and Dr. Saunders' article on handling stable manure. Clover seeding is costly, and the crop is a grand stock food, enriches the soil and improves its mechanical condition. Dr. Saunders' letter, based on ten years' investigation, is to many an eye-opener. The immense losses to manure as usually handled, and his conclusion that fresh manure, weight for weight, is equal to rotted, challenge consideration and discussion.

The Best Premiums.

I received by mail to-day the premium, No. 3 gun-metal watch, for which please accept my hearty thanks. Last year I received as a premium the teacher's Bible. I get premiums from different publishers, but the ones from "Advocate" far excel any others.

S. H. BRADLEY.

King's Co., N. B.

Centralized Rural Schools in Ohio.

As our readers are aware, Sir Wm. Macdonald, of Montreal, is supplying funds for a couple of trials of the plan of consolidating groups of from say five to ten small rural schools in a given district into one graded central school. In many parts of the States it has been tried. Ohio has twenty-three townships centralized, and the movement is spreading over the State. This has been followed by forty townships in Indiana and twenty in Iowa. From the Canadian Teacher we reproduce the following details of how the plan was tried and worked in one district:

"In Gustavus township, Trumbull county, Ohio, it has been working since 1898, and has now secured such a hold upon the people that even those at first opposed now frankly admit the superiority of the central school.

"Gustavus township is exactly five miles square. The school building is located in the center of the township. It is a four-room school, having a principal and three assistants. The children of the township are brought to this central school in nine wagons.

"The wagons are provided with curtains, lap-ropes, soapstones, etc., for severe weather. The board of education exercise as much care in the selection of drivers as they do in teachers. The contract for each route is let out to the lowest responsible bidder, who is under bond to fill his obligations. The drivers are required to have the children on the school grounds at 8.45 a. m., which does away with tardiness, and to leave for home

wagons with the children of the lower rooms, and thus are able to be of service on the farm.

"The building is a frame structure, erected at a cost of \$3,000. It is heated by steam. The cost for fuel last year was \$50. The janitor's salary is \$12.50 per month. The principal gets \$80 per month. The wagons cost from \$60 to \$80 each, and men in Gustavus township are anxious to build wagons and bid for contracts for transportation. The drivers are under \$200 bonds for good conduct. In addition to bonds to insure proper discharge of duties, the board of education keep back one-half month's pay. Sick children are sent home at the board's expense. Before the adoption of the centralization, the average daily attendance was 125 pupils. It increased to 144 at the end of the second year. Before the schools were centralized the cost for the entire township was \$2,900. Now it is \$3,156, being an increase of only \$256 annually. And as to the character of the school, who will claim that the nine scattered schools were doing the work of a well-graded four-room school? There is absolutely no comparison. In order to keep up the school and pay off the school bonds, the township board of education made a levy of nine mills on a valuation of \$373,000."

Graded vs. Ungraded Schools in Rural Districts.

To the Editor "Farmer's Advocate":

In presenting a few thoughts on the above topic, I shall do so without fully discussing them, as my time is limited, and I assume your space is also.

1. To have graded schools in rural districts we must have scholars, and these can only be secured by conveying them from different parts of the township to some central place.

2. The city and country may both have advantages and disadvantages in the development of the life and the prosperity of the people. The success and welfare of the one is bound up in that of the other.

3. In the educational life of each there should be equal privileges, although the courses may perhaps be to some extent different.

4. If the requirements of the country are disregarded, the town or city must suffer.

5. Every person has an influence for weal or woe, and there should be within the reach of each the best means of developing intelligent and useful manhood and womanhood.

6. The value and stability of our institutions and the prosperity of the nation will depend largely upon the human products of our rural schools.

7. In order that we may secure the largest returns for the money expended and for the brainwork of those engaged in the educational field, we must have increased efficiency in our rural schools, and this will be best obtained by graded schools.

The following are some of the advantages of graded over ungraded schools:

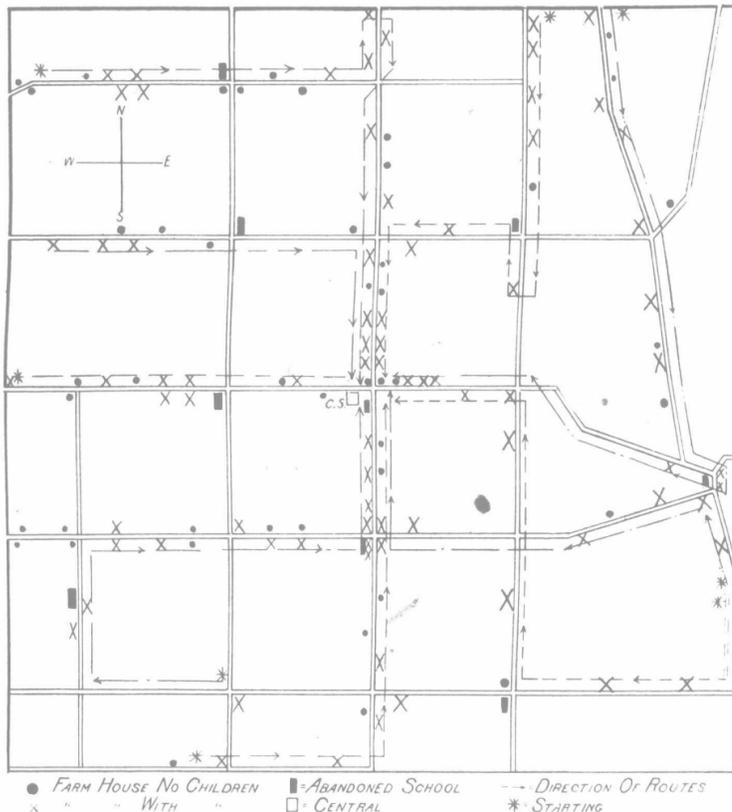
(a) We would have better school accommodation, because we would require only one building where we now require several, and as a matter of course the school equipment and supplies would be better and at less expense.

(b) We would have better teachers, because a smaller number would be required, and better remuneration could be given without additional cost to the individual ratepayer.

(c) We would have better classification. Under existing circumstances, the schools are so small that satisfactory classification is impossible, and even when a fairly satisfactory classification has been secured, it is soon interfered with by scholars leaving school at the opening of spring, and by others coming in about the same time, but not for the same classes, and hence additional classes must be formed, and the work of the teacher becomes almost individual rather than class work.

(d) A graded school would have a department in which advanced work could be done under the control of a thoroughly competent instructor, and hence many would stay longer in school than under present arrangements.

(e) The schools could be better adapted to the



at 3.45 p. m. The wagons call at every farmhouse where there are school children, the children thus stepping into the wagons at the roadside and are set down upon the school grounds. There is no tramping through the snow and mud, and the attendance is much increased and far more regular. With the children under the control of a responsible driver, there is no opportunity for vicious conversation or the terrorizing of the little ones by some bully as they trudge homeward through the snow and mud from the district school.

The routes pay as follows:

Route.	Amount.	Miles Travelled
No. 1	\$1.55 per day	5 miles
No. 2	.98 per day	3 1/2 miles
No. 3	.69 per day	2 1/2 miles
No. 4	1.25 per day	5 miles
No. 5	1.25 per day	3 1/2 miles
No. 6	1.45 per day	4 1/2 miles
No. 7	1.40 per day	4 miles
No. 8	1.48 per day	5 miles
No. 9	.95 per day	3 1/2 miles

Keep in mind that this school is not in a village and the children are scattered over twenty-five square miles of territory. The children are not tardy. How do they do it? you ask. Well, they do it and that is enough. This proves that here is the solution of the country-school problem. There is an organ in every room and the walls are being decorated with pictures. They have started a library. In the high school-room fifty-two are enrolled, with fifty present. Here is an opportunity for the big boys on the farm to get higher education and still be at home evenings secure from the temptations and dissipation of city life. They ride home in the