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**RUSSIAN LAMB FUR-LINED GAUNTLETS**—Regular \$12.00. Special Mail Order Price..... **\$7.50**

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WINNIPEG MAN.

and these boys were unexpectedly called upon to make reports. Parents and teacher alike were happily surprised in what had been learned and in their excellent reporting. All the younger children were deeply impressed with "the pioneers to the College of Agriculture," as they were now styled, all of which combined to make the next step towards bettering agricultural practices a possibility.

### Agricultural Education

The next important step in making the school serve the agricultural interests of the community required considerable effort on the part of the teacher. It was necessary to persuade the college authorities that a rural school out in the open country was the logical centre for a branch short course in agriculture; it took persuasion also to induce a sufficient number of farmers to subscribe the fee of one dollar and promise to attend, for they were very dubious about "book farmers." The first short course in agriculture ever held at a one-room school in Missouri was held at the Porter School, November 3-8, 1913. Boys and girls above fifth grade rank were permitted to attend these lectures and demonstrations; younger children attended school at teacher's cottage with Miss Margaret Crecellius, former pupil of Mrs. Harvey's, now a college graduate, and her volunteer assistant, serving efficiently without pay.

Men and women attended in increasing numbers. The Farm Woman's Club of Porter community, organized October 14, 1913, served free an appetizing luncheon of meat sandwiches, cheese, pickles, and freshly baked pie, together with hot coffee and Jersey cream. Two hundred persons were reached that week. Thirteen persons attended the State Farmers' Institute in January, 1914, the party including fathers, mothers, teacher and students. Three boys returned with honors; one had won the gold medal for judging sheep over all boys attending; one won second place in judging draft horses; the third, second place in a corn contest. These boys were banqueted by the Kirksville Commercial Club; their achievement won more friends for the new kind of school and strengthened ties between the college and Porter community.

### The School Farm

Next came a patriotic citizen who granted us the use of seven acres of good land adjoining the school property to be used as a school demonstration farm. This was platted and crop rotations planned for a term of five years, the farm to be worked co-operatively. A fruit plot with a young orchard of fifty trees, thirty grapes and other small fruits has already aroused interest in raising fruit for home use.

The younger children learned the first principles of agriculture thru the school garden adjoining the cottage. In spite of the handicap of working with tools borrowed from home when not in use, of beginning their work in a garden spot indifferently prepared, and of a distressingly dry season, the results won the respect and confidence of the most skeptical farmer before October, 1913.

Children worked in small groups directed by Miss Crecellius; they were called by telephone. They came on horseback in most instances, kept a record of their work and observations, and paved the way for good home gardens in future.

The special aim was to enable the younger children to establish a "green market" on every farm, near the kitchen door, so as to insure a varied diet for the farm family for as many months in the year as possible. Such flowers and vines were "tried out" at the cottage as would be effective without requiring too much care, because farm folks are so busy with pressing work.

Their cold frame, the regular mid-week visit to garden and school during the summer, when problems were discussed; the reading, writing, spelling and language lessons growing out of these experiences, to say nothing of their having gained a first hand knowledge of forty vegetables, twenty-six flowers, nineteen shrubs and eleven vines during the three years, is in itself an achievement under the circumstances. But this is not all. Mothers watched the new plants that found their way to the home gardens and cooked

and served these as suggested by the children; thus has an important end been attained.

### The School Grows

The curriculum, greatly enriched, is adapted to the individual needs of that community without depriving the pupils of the joyous influences of music, art and literature. No "fads" are tolerated, but "a balance" of vocational and cultural subjects has been kept throughout. No "manual training" or "cooking," as generally understood, are taught.

In the three years not a credit mark, grade card, prize or penalty has been given. No artificial stimulus has been used. The enrollment has reached the forty mark; attendance and punctuality are high; absences occur only in case of grave necessity, in which cases explanations come over the phone often with a request that if possible a certain class lesson be postponed until their return.

There is a motive back of everything the child does, and he pursues his studies with the zest of a scientist. His letters, compositions and journals tell of the various activities, and require the use of words naming plants and insects, as well as those from literature and history. He notes the weather and import-



The school room as it was. Note the broken plastering, hanging wall paper, projecting floor and ill-arranged furniture

ant local and school events. Bean bags and individual towels were made by the younger group when needed. The boys who dug the 26x6x1 ft. pit and filled it with sand and sawdust for a mat under the horizontal bars were equally ready to sing a new piece of music or dramatize a good piece of literature.

Emphasis is placed on "reading," the kind that masters the mechanical difficulties early, and enables the child to interpret the printed page readily. It may be said that this school has returned to the "three R's," only here the first "R" makes inroads into history, geography, literature, science and all the rest.

### Land Values Increased

The school has reacted satisfactorily on both the economic and social life of the community. Several farms sold during this period were bought to get this school's benefits. Land values have increased \$10 per acre. During the year 1914-1915, a calendar of social events was planned especially for the senior class, after a mutual understanding that its members would accept no other invitations without the teacher's approval, and would demonstrate by good school work the advantage of this plan, which more than justified the teacher's efforts.

The school house has become the clearing house of the community interests. Here meet the Farmers' Club, the Farm Woman's Club, the Poultry Club of twelve young children, an Audubon Society of twenty-three members, a Boys' Band of sixteen pieces, a three-day School of Home Economics, lectures, musical entertainment and a well chosen library of fifty books from the State Library commission will contribute to the social and economic needs of the community this winter of 1915-1916, all