MARSH LANDS
30 PER CENT. VEGETABLE MATTER.

OREGON'S RICHEST SOIL
KLAMATH'S GREATEST BARGAINS AT $25 PER ACRE AND UPWARDS.

ABEL ADY
PHONE
- - - 30
EASY TERM

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KLAMATH FALLS, TUESDAY, SEPTEMBER 7, 1909.

PRESIDENT KERR TALKS

(Continued From First Page.)

Netherlands is more than thirty-four bushels per acre against fourteen bushels in the United States; of oats, fifty-three bushels against twenty-three in the United States; potatoes, 232 bushels against 95 in the United States (a difference of over $60 an acre). Not only this, but the average yield of wheat on the best lands of the Northwest has fallen from twenty-five to less than twelve bushels per acre.

"These facts are given as an indication of what has been accomplished in the past by applying proper methods, and of the requirements of the future if we are to have a permanent, successful agriculture. That the farmer of the future may succeed, he must follow modern, scientific methods. He must secure the maximum product of the best quality at the minimum cost of time and money. This is possible only through special education. What is true of the farmers and fruit growers is equally true of those who are engaged in other industries. The complexity of modern civilization makes it imperative that those who succeed receive special training for the vocations which they are to follow. But where are these people to receive such education? Not in the colleges and universities, because more than ninety-eight per cent never reach these institutions. And yet, the special advantages of education have heretofore been confined almost entirely to the work of college and university grade.

"Therefore, notwithstanding the great achievements that have been wrought by our colleges and universities, and the potency of these institutions as agencies in national development, and with full recognition of the unmeasured value of the work accomplished by the elementary and secondary schools in training for general citizenship, it must be apparent that as a system our schools are not meeting present demands, particularly along the lines of industry. The work of the common schools has been a preparation for high school, for college. The entire structure has been reared upon the ideal of the old type college, the purpose of which was to train for the professions. But conditions have changed, and the people are insisting upon equality of educational opportunity. In the field of higher education this has been secured through the agricultural and mechanical colleges. These institutions, in fact, were established as a revolt against the old type college. They meet the requirements for technical or industrial work of college grade; but, at best, they can do little more than train the leaders required in the fields of industrial education and of industrial development. Besides, as already stated, more than ninety-eight per cent of the people are never able to reach the higher institutions; ninety-five per cent never get beyond the common schools, and of these, under present conditions, a large proportion withdraw before reaching the eighth grade. Furthermore, upwards of ninety-two per cent of the people of the United States are engaged in industrial pursuits. Hence, if these people ever receive any school training relating directly to their life work it must be in the common schools. These schools are maintained by all the people; and,

as a matter of right and justice, as well as of national interest, the work of these schools should be redirected and so modified as to meet the needs of all the people who are trained in them. The great laboring classes—those who achieve results in the world's work—are entitled to as good educational preparation for their vocations as are those who aspire to the professions.

"The demand everywhere is for efficient service, for men and women who can do things—on the farm, in the forest, in the shop and mill and factory, in business, in the home—everywhere in the multifarious activities of life. To meet this demand industrial work must be introduced into the common and high schools, thereby bringing within the reach of all the people the special training required in the industries. This work should cover the broad field of production, manufacture and commerce. It should be in harmony with the environment of the people, and adapted to their needs, whether in agriculture, in business, in the handicrafts, or in the home.

"In this connection too much importance cannot be attached to the necessity of providing special education for women. There is no truer statement than that the prosperity and civilization of a country depend upon the character of its homes, and the modern home requires special training in the sciences and arts relating to home life. It is as important that the future wives and mothers of the nation receive special training in preparation for their life work as it is that men be trained for the vocations which they are to follow.

"One of the most remarkable things revealed by the study of educational history is the reluctance and tardiness with which the advantages of school work have been extended to women. Not until during recent decades have the colleges and universities, even in this country, admitted women on the same equality with men; and, even then, except in rare instances, the courses of study were planned for men. Until courses in domestic science and art were developed in the agricultural and mechanical colleges, the significance of what

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