

FOLK HIGH SCHOOLS OF DENMARK PLEASE

Wonderful Results Accomplished as Result of Advantages Afforded By System in Vogue.

SOME DETAILS OF SYSTEM AS GATHERED BY EXPERT

They Are Largely Responsible for Making Peasants of Denmark Most Intelligent in World.

By L. L. Friend.

No one can travel far in Denmark without discovering that the Danes are a usually intelligent and well educated people. This is just as true of the rural population as of the towns and cities. Denmark is essentially a land of schools, and education is almost a passion with the Danish people.

Most interesting of all Danish educational institutions, and the one that has made the greatest part in bringing about the present high standard of intelligence among the people of rural Denmark, is the popular high school, or the "folk high school," as it is called. This is precisely what its name implies, a high school for the people, not a vocational school, but a school where young men and women may return for a little while to studies that broaden their minds and make life more worth while.

Three- and Four-Month Courses. In most Danish folk high schools two courses are offered each year, a four-month course in the winter for young men, and a three-month course in the summer for young women. The students generally are from 18 to 25 years of age. Most of them have completed the work of the elementary schools several years prior to their attendance at the folk high schools. They come to the high schools—the most important period in their lives from the standpoint of education. These schools are located in the country and are maintained primarily for country youth. The students are therefore for the most part sons and daughters of farmers, though among them are found many young people from other walks in life.

While they have very definite educational aims, the folk high schools do not strongly emphasize the acquisition of textbook information. Textbooks are used to some extent, but play only a minor part. No entrance requirements are prescribed and there are no examinations. No attempt is made to prepare students for entrance to higher institutions, and no diplomas are conferred at the end of the course.

The course of study consists in part of a review of the more important elementary branches. There is also instruction in science subjects, such as chemistry, physics, and biology. The greatest emphasis, however, is laid on history, biography, and literature. These are the subjects through which the folk high school seeks chiefly to accomplish its aims.

The idea of the folk high school goes back to Bishop N. T. S. Grundvig (1783-1872), a noted Danish divine, poet and historian. The first folk high school was established in Rodding in north Schleswig in 1845, but it was not until 20 years later that the movement really took hold of the people of Denmark. Then came the expected war with Germany, which resulted in the loss of Schleswig and Holstein. This was a crushing blow, but the national spirit was not broken. A new determination to make again for itself a place of honor among the nations of the world, though not again with arms and warfare. It was in the awakening of the intelligence of the people, and the development of the resources of the land, that the nation saw the promise of restored national prestige. This, it was believed, could be accomplished only through education.

The new reliance on education led at once to the recognition of the possibilities of the folk high school and to the real beginning of the high school movement. The school at Rodding was moved across the new German border to Askov and a number of new schools were established in different parts of Denmark. Students flocked to them and their influence grew with great rapidity.

Today there are close to 80 folk high schools in Denmark, with a total annual enrollment of almost ten thousand students. Over ten per cent of the population of Denmark pass through these schools. At a number of the schools there are many more applicants for admission than can be accepted. This seems the more remarkable when it is remembered that no preferences are promised to those who attend them. The young people go for the inspiration and the intellectual uplift that the schools afford and for the preparation that they give for life.

Intense Earnestness of the Students. It is difficult for one who has not visited these schools to understand how so much can be accomplished in so short a time. The secret lies in the intense seriousness of the students. They are mature and earnest. They come voluntarily, eager to receive what the school has to give. They live together in the school buildings with the principal and his corps of assistants like a great family. There are opportunities for social intercourse and for physical training, but there are no distracting influences; no time is wasted. Every day is a busy one from early morning till the hour for the evening meal; and in some schools there are lectures and other school exercises at night.

As has been said, to history, biography and literature are attached the greatest importance in the folk high schools. For these subjects teachers of power and personality are chosen—teachers who know how to interpret the meaning of history and make its teachings clear; who are able to reveal the spirit that operated in the life of a great man in such a way as to make it react in the lives of those they teach; who know the truths and beauties of great books and poems and are able to bring them within the grasp of their pupils. These subjects are presented mainly by lectures. There is little committing of lessons to memory for classroom repetition, but the students are frequently permitted and encouraged to engage in the freest discussion of the subjects upon which their instructors have lectured. Everywhere the aim of the folk high school is not so much to impart a certain designated amount of textbook information in a prescribed length of time, as to arouse the intellectual life of the students, to start new forces operating in their lives, to make them want to live more efficiently and nobly, and to teach them how to do so.

Turning Out Real Leaders. High school men play an important part in government affairs and in other fields of activity in Denmark. Five members of the present Danish cabinet are from folk high schools—the Prime Minister, the Minister of Education, the Minister of Agriculture, the Minister of the Interior, and Traffic Minister. Four of these are farmers. Many members of the lower house of the Danish Parliament are also high school men. Of those who fill positions as superintendents, managers, and officials in the cooperative agricultural societies and enterprises, 50 per cent have been in the folk high schools.

The great work that the folk high schools are doing for the people of rural Denmark can not be summed up better than in the words of one of the foremost of Danish high school principals. "The mission of the folk high schools," he said "is not to give the people a few facts of this science and a few facts of that science, so much as to awaken the minds of its pupils, to arouse in them a feeling of brother-

hood, to give them a knowledge of themselves and of life, to help them to realize their worth. We want our pupils to say when they leave, 'Now I will go back to my work and more clearly see the meaning of it and more deeply feel the dignity of it.'"

in agriculture, there is the closest cooperation. In this cooperative movement for education among the rural population many of the cities and towns unite. In Copenhagen, for instance, there is a society that arranges excursions from the country to the capital for educational purposes. The excursions are conducted by members of the society to the great museums, art galleries, botanical gardens, and other institutions of the city, where lectures are given concerning these institutions and what they contain. In the national theater at Copenhagen plays are sometimes given especially for the country people. On such occasions a merely nominal admission fee is charged.

Teaching Patriotism. It is an inspiring thing to be present in one of these schools at a lecture hour. From 50 to 100 young men are seated before the lecturer. They are strong and healthy, clear-eyed and expectant. As the theme of the lecture unfolds, their eyes light up with interest and understanding. There is little taking of notes; every young man listens intently that he may catch clearly every thought presented. Development of intellect, character and power is taking place under the influence of the simple but forcible presentation of the teacher. Five months is a short school term, but it is long enough to inspire ideals and to give new motives to human lives. Hundreds of young ideals and to give new motives to human lives. Hundreds of young Danish farmers in this brief time have been so awakened and aroused that the whole current of their lives has been changed. They have not perhaps stored up a vast amount of information, but they have learned the value of knowledge and have been taught how to learn from books and men.

As in the first folk high school at Rodding, the teaching of patriotism continues to have an important place in these schools. The study of the history and literature of Denmark contributes especially to this end. The singing of folk and patriotic songs is also a very important part of each day's program.

In the morning before the regular work of the day begins, the students assemble for prayer and song. At the beginning of each lecture hour a song is sung, the teacher leading. In the evening also, when the regular work of the day is done, it is not uncommon for teachers and students to spend an hour in singing.

The patriotic teaching of the high schools is not of the sentimental or boastful kind. The patriotism of being true and noble Danes and of living lives of service in times of peace is emphasized more than the patriotism of serving the country in times of war. The men most frequently commemorated by portraits, tablets and statues in the high schools are men who have rendered service to the people in social and economic improvement and moral reform.

Cooperation in Education. The folk high schools have not been established by the government but are the result of private initiative supported by a strong popular desire for education. Some of them owned and controlled by individuals and others by high school societies. These have been aided by gift and loans from the people of the communities in which the schools are located. They therefore represent the cooperative effort of the people to provide for themselves the kind of education they need. They are inspected by the government, however, and when they come up to certain requirements are recognized by the State department of education and receive small annual grants from the national treasury. Deserving students who are not able to bear their own expenses while attending a high school may receive assistance from a fund appropriated by the government for that purpose. The maximum amount of assistance allowed to a student is 25 kroner (\$6.25) per month. Students pay 35 kroner (\$9.45) per month in winter and 32 kroner (\$8.64) per month in summer for tuition, board and lodging. The accommodations provided are plain but comfortable.

The influence folk high schools upon the life of the people of rural Denmark has been remarkable. Bjornsen spoke of the Danish peasantry as "the most intelligent in the world." This is generally accepted as true; and their enlightenment is in no small measure the work of the popular high schools. These schools have taught the Danish farmer to think and to apply science to the cultivation of the soil. They have brought together among them a spirit of mutual trust and confidence. The influence of these schools reaches practically all the people of rural Denmark. Each autumn meetings are conducted by most of the high schools that continue for three or four days and are attended by hundred of people from the neighboring farms and villages.

Everywhere in Danish education, as

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(Continued from page 17.)

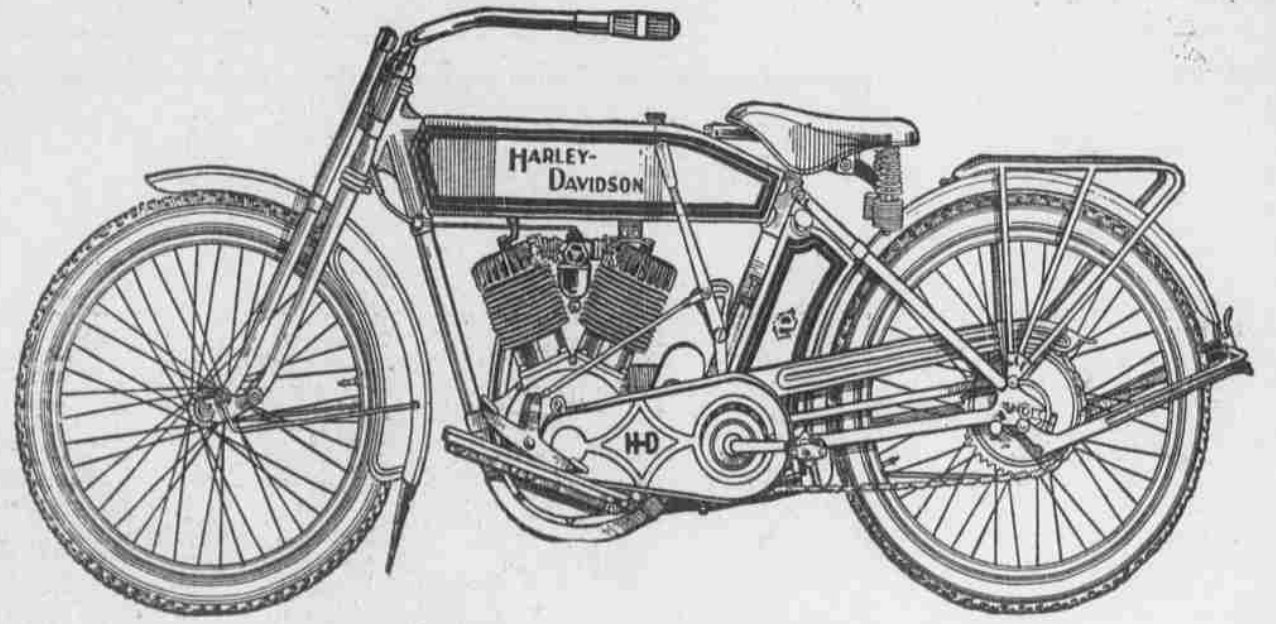
a tube of library paste you can fashion the most exquisite gifts with Bristol board or cardboard foundations such as desk blotters and book racks, calendars and dainty books to hang on the telephone and record oft-needed telephone numbers, jewel and sewing boxes, wastepaper baskets and lampshades. With a touch of gold lace and a few of the dainty French flowers of silk and ribbons you will have creditable rivals of the imported French gold

lace and brocade art work that is as costly as it is beautiful.

For the kiddies there are new fashioned trains of steel cars that run by electricity, wonderful miniature yachts, and automobiles run by the same power. There are also elegantly outfitted Parisian dollkins that talk, walk and sing, musical chairs that will trill you a lay while you sit in 'em and oh everything that child hearts could wish for, inventors and artists devise and Dad pay for—and lots that he can't.

AUSTRIA'S COAST DEFENSE.

(SUIFED PRESS LEASED WIRE.) VIENNA, Dec. 20.—The Austrian naval administration today ordered for the new coast defense fortifications a number of 16.5 inch mortars which will throw high power shells weighing nearly a ton ten miles. It is claimed that one shell, striking fairly, would demolish a dreadnaught.



Startling Exclusive Improvements Mark the 1914 Harley-Davidson

Step-Starter — Selective Two-Speed — Double Brake Control — Double Control of Free Wheel — Folding Foot Boards — Ful-Floteing Seat — Many Other Important Improvements.

Step-Starter Starts Machine With Rider in the Saddle and Both Wheels on the Ground.

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Selective Type of Two-Speed

The Harley-Davidson selective type of two-speed has proven itself to be exceptionally reliable, extremely simple and wonderfully efficient. It is housed inside the rear hub, thus avoiding dust, dirt or damage. Its speeds are selective and the rider can shift from low to high or high to low or to neutral at any time whether the machine is standing still or in motion.

Double Brake Control

The new Harley-Davidson Band Brake may be operated by a foot lever on the right foot board or by back pedaling on either pedal.

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Free Wheel Control is operated by hand or foot. With his hands on the handle-bars the rider has complete control of the 1914 Harley-Davidson.

Folding Foot Boards

The Harley-Davidson foot boards are unusually long permitting a great variety of positions according to the height of the rider. This overcomes the great objection to the ordinary type of foot boards built only to fit the ordinary man. With the Harley-Davidson foot boards whether the rider is tall or short he is not forced to assume an uncomfortable position.

Ful-Floteing Seat

For the third successive year the Ful-Floteing Seat is standard. This patented device floats the weight of the rider between two concealed springs, assimilating all jars and vibration due to rough roads.

Other Refinements

Over thirty desirable improvements are noticeable on the new Harley-Davidson.

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The Big 7 Twin, chain drive, the fastest and most powerful machine ever built, with cushion seat post, double brakes, folding foot rests and luggage carrier at \$240, with two speeds at \$275. Full equipment; following extra items: Speedometer, Prest-o-Lite tank, front and rear lamps. Optional, electric lamps and two storage batteries at \$30 extra.

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