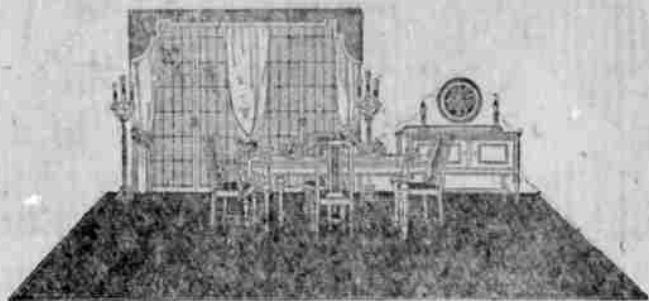


House Furnishings

Now you can have a truly beautiful home furnished entirely from our store. All at a modest price. Leave it to us, we can solve your problems of selection. Come in; tell us your plans. We will arrange the furniture to suit all the details of your house. We have the furnishings you require for the entire house, and are at your service in arranging these artistically, comfortably, and correctly, and to suit your individual taste.

Dining Room Furniture of Pleasing Design



The housewife takes more pride in the equipment of her dining room than the average man realizes. Make this furniture in keeping with these ideas.

We have these in the leading period styles, and in the best of plain designs.

Floor Coverings and Hangings

The new season's offerings in Rugs are artistic in design and color.

The patterns of Linoleums shown are suitable for any room in the house.

Our Draperies and Curtains are selected from the best designs that are offered in the country.

Beds and Bedding

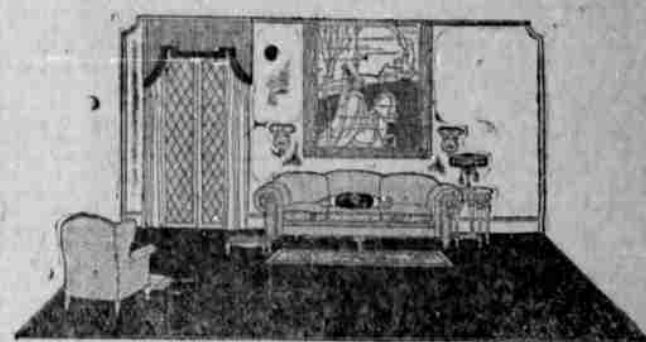
We have an unusual assortment of Blankets, Pillows, Comforters, Spreads and Mattresses, at prices that are attractive.

Bed Room Furniture

Our bedroom furniture is represented in attractive designs, in enameled and in natural wood tones.

When equipped with the springs and mattress we sell, give you the relaxation of perfect sleep.

Living Rooms Magnetized



These Parlor Suites, as well as Rockers, Tables and odd pieces of furniture we offer, will bring joy into your home.

A List of Some of the Items We Sell in This Store Are Here Grouped for Your Convenience of Inspection

FOR THE KITCHEN	BEDROOM	DINING ROOM	BATHROOM	LIVING ROOM	FOR THE BUILDER	FOR THE TRAVELER
Hoosier Cabinets Aluminum Ware Granite Ware Colonial Stoves Majestic Ranges Refrigerators Pirax Kettles	Beds Mattresses Blankets Comforters Pillows Spreads	Dressers Chiffoniers Vanities Cedar Chests Springs Chairs	Tables Chairs Buffets China Closets Dishes Silverware	Towel Bars Glass Holders Soap Dishes Linoleum Bath Mats	Davenport Davenport Beds Rockers Tables Heatrolas Book Cases	Table Runners Cushions Phonographs Spinnet Desks Vases Console Tables
					Shades Curtain Rods Coat Hooks Portiere Poles Traverse Rings Picture Chain	Trunks Suit Cases Traveling Bags Boston Bags

McKEAN, DARBY & BALDWIN

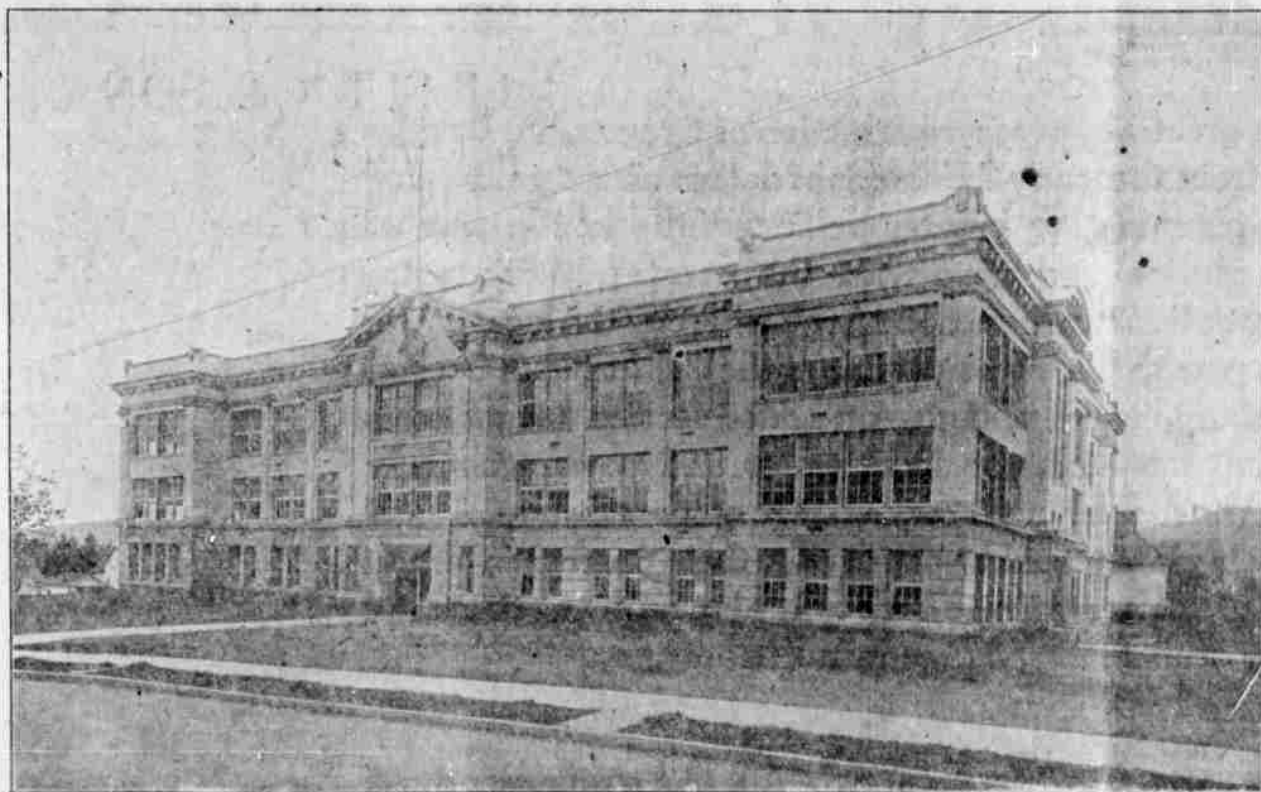
COMPLETE HOUSE FURNISHERS

ROSEBURG, OREGON

THE HOUSE OF PERSONAL SERVICE

Roseburg Schools in Need of Adequate Buildings

By M. S. HAMM, Superintendent of City Schools



ROSEBURG HIGH SCHOOL

The city of Roseburg will soon find it necessary to construct another school building. All signs indicate that Roseburg, after a decade of relatively slow growth, has now entered upon another period of steady advance. It is highly desirable for such a building as may be constructed, to be in line as fully as possible with the best present day ideas on education.

To forecast future growth accurately is of course, impossible, but it is possible to get an accurate view of things as they are, thereby to envisage clearly something of prospective as well as present needs, and thereby build more wisely than would otherwise be possible. The following data must be taken into account in settling this problem.

In forecasting the future growth of the Roseburg public schools, there are

two methods of approach. One is to base the forecast upon the school census of the past year, and the other is to base the forecast upon the number of pupils in school will increase in the same proportion as will the number in the city. The other is to use actual increase in attendance as the basis for estimating future increase.

The best single index of the growth of Roseburg is the annual school census taken in the fall of each year.

Table I.
Roseburg School Census for the Past Five Years.

Year	1918	1919	1920	1921	1922
Enrollment	1251	1306	1409	1572	1645

An examination of Table I. shows a considerable increase in the census

each year since 1918. If the same increase in number is maintained for the next four years we shall have 2069 children in Roseburg in 1925.

The second criterion by which to judge prospective growth is the actual increase in school attendance.

Table II.
Enrollment of Schools at the Beginning of Second Week.

Year	1918	1919	1920	1921	1922
High School Grades	598	654	702	767	852
Total	791	904	1012	1084	1209

At present 357

High School Enrollment, 1923-24, 1924-25.

1. Seating space lower floor auditorium 400

2. Present enrollment of High School 356

3. 8 A's to enter High School in January, 1923 30

4. Seniors to graduate from High School in June, 1923 65

5. Students remaining in High School for 1923-24 321

6. 8 B's graduating in June 1923 69

7. Freshmen entering High School this year 125

8. Predicted High School enrollment 1923-24 430-445

9. 7 A's to enter High School in January 1924 35

10. Predicted high school enrollment at the close of 1923-24 440

11. Seniors to graduate from High School in June 1924 75

12. Students remaining in High School for 1924-25 365

13. 7 B's graduating in June 1924 58

14. From No's 7, 8, 12 and 13 predicted enrollment in High School 1924-25 465-85

15. Present size of 6th grade 199

16. Present size of 5th grade 133

Table III. shows how badly taxed our present High School will be to accommodate the enrollment next year and the condition thereafter will grow worse.

Table IV.
Teachers' Load

Building	Aver. No. Pupils	Unoccupied Seats
High	27	0
Rose	33	45
Benson	37	11
Fullerton	31	0

Table IV. shows that our buildings are becoming congested. Several teachers care for more than 45 pupils. The greatest congestion is in the grades above the third with the exception of the first grade at the Rose where the teacher works in two shifts.

If the population of Roseburg and the school attendance remain stationary our accommodations are fairly satisfactory but the past four years predict continued growth. Something will of necessity have to be done soon to provide the necessary school facilities.

Two courses are open—one to construct another grade building in the central part of town to house all the children of the town to house all the children of the town to house all the children of the town.

The other alternative would be the construction of a Junior High School to house the 7th, 8th and 9th grades. This would make it possible to relieve the congestion in all four buildings and at the same time provide a nearby school for the little folks as at present.

The present High School would become the Junior High or the new building could so be used. It should be set up on a site with several acres of ground by it for recreational and agricultural purposes.

The Junior High School has developed with such amazing rapidity in recent years that "no formal building program should be adopted without giving the most careful consideration to this type of school. The Junior High School arose as the attempted solution to certain weaknesses in the plan of organization by which the eight grades in an elementary school are followed by four grades in the High School. Among these weaknesses are (1) the lack of close articulation between elementary and High Schools (2) the resulting high percentage of pupils who do not enter the High Schools or who drop out

during their first year there; (3) the impossibility of sufficiently recognizing individual differences among pupils in the later years of the elementary school work; (4) the expensive duplication of equipment where 7th and 8th grades are handled in every elementary school.

As a result of faulty articulation between the elementary and High Schools, more pupils drop out between then and during the first year of the High School than at any other point in the entire school course. There are several causes for this high mortality in the Freshman year of the High School. In the grades the pupils are under very close supervision and their study is very definitely prescribed both as to when and what they are to do. In the High School they are largely thrown upon their own resources. The teachers in the elementary schools are normal graduates and are trained in methods of teaching and in child psychology. The High School teachers are college graduates with little or no technical educational preparation and they tend to stress subject matter. Hence in High School pupils come in contact with a different type of teaching and with different disciplinary condition. In addition they pass from membership in a small group where they are thoroughly understood to membership in a group so large that it may seem to them that they are lost sight of. Some of them are not prepared to use wisely the greater freedom of action permitted in the High School.

The Junior High School is a school intended to be intermediate in subject matter. It takes pupils at the beginning of the seventh grade and graduates them into the senior High School at the end of the ninth grade. It accustoms pupils to work under several instructors instead of one or two; to promotion by subject instead of by grade; to work on their own initiative rather than by strict direction.

The Junior High School economizes time by enabling strong pupils to begin one or more High School subjects while still taking grade work. The purposes of the elementary school is to put the tools of knowledge into the hands of the child. There is universal agreement among educators that eight years is unnecessarily long for the purpose, especially in the case of the more capable pupils. Pupils who fail must now complete all the work of the grade even though they passed in a majority of the subjects. In the Junior High School, since promotion is by subject each pupil moves ahead in all subjects in which he passes regardless of failure and repetition of work in other subjects.

The Junior High School makes possible a better recognition of individual differences and capacities by permitting a certain amount of choice as to work carried. As compared with their ability to advance the most capable pupils in every class are the most retarded or held from where they ought to be. The larger number of pupils in the Junior High School

makes possible a better adaption of the work to individual interests, needs and capacities.

The Junior High School gives better opportunity for educational and vocational guidance because of the wide range of academic and practical arts subjects it offers.

The Junior High School gives an opportunity for better recognition of the changes in child nature due to adolescence.

Better teaching results from the Junior High School organization because teachers may specialize in the teaching of one subject as in the High School. Teachers are relieved from the ineffective and discouraging attempt to teach all upper grade subjects. Better teaching naturally produces better scholarship. The Junior High School not only reduces failure and indifference in its three grade but also in the later senior High School work. The Junior High School has the advantage that comes from the selection of courses in line with pupils' interests and attitudes.

The problems of discipline are much reduced in the Junior High School. More responsibility is placed upon the child and he is allowed more freedom in self-direction. More opportunities for leadership and the exercise of initiative are open to fifth and sixth grade pupils in the elementary schools, when the seventh and eighth grade pupils are removed and for more opportunity of this kind is open to ninth grade pupils than when they are the beginners in the four year high school.

The Junior High School is growing with extreme rapidity throughout the United States and may now be said to have passed the experimental stage. In 429 out of 950 cities in the country with a population of more than 8000, the Junior High School was seven times as great in 1919-20 as it was in 1913-14. The Junior High School in the readjustment of school work which it represents has the unanimous support of leading educators the country over.

Something of the holding power of the Junior High School is indicated by the experience of Somerville, Mass., where 830 out of 997 8A's in the Junior High School entered the ninth grade. Of 700 who graduated from the ninth grade, 624 entered the Senior High School.

Nearly all the disadvantages of the Junior High School center about (1) the lack of teachers properly imbued with the Junior High School point of view and (2) the added cost. As time goes on of course the first point will be overcome as the schools of education will train teachers for the work.

The added cost is wholly due to added service and is not inherent in the Junior High School idea. In other words if Roseburg were content to have classes as large, and teacher buildings and equipment of the same kind now tolerated in seventh and

(Continued on page 14.)