

the age and as an authority on educaal matters.

A H. Yoder, professor of pedagogics, University of Washington, was the first speaker of the day, his topic being "Social Conditions and Elementary Education." The tenor of his address was directed oward the considerations that must be met in the gendency of the times toward greater centralization of population in cities and towns, that educational require-ments may advance more rapidly than the changed conditions of the country. He insisted that every boy having normal health should be given the opportunity to work, and receive compensation for labor performed that would make the boy feel that what he does is of importance in the world.

Pay Boys for Work.

"Give him some real work and pay him for it," he said. "A plan should be de-vised whereby children should be put to work for an hour or more each day. One of the most serious obstacles to education is the necessity for work. Moral degen-

is the necessity for work. Moral argen-eration ensues when gangs of boys from 30 to 16 years of age herd together. "Elementary education means more than the education of the schoolroom. The time will come when Portland and every other city will have a supervisor of play-records as well as a supervisor of schools. rrounds as well as a supervisor of schools. The child who does not know how to play or to properly amuse himself needs education as much as the one who does not

know how to read. "We don't give the girls the same op-portunity to form character and to express it that is given boys. We will never have proper conditions until both sexes are given the same opportunity. Don't take it from that, however, that I am in favor of equal suffrage. I am not, for I don't believe in all men voting."

Discussion of the address was led by Discussion of the address was led by Professor H. D. Sheidon, of the Univer-sity of Oregon, and participated in by Dr. Andrew S. Draper, of New York. Both speakers agreed that the country is undergoing great educational changes and that the teachers of the Nation are and that the teachers of the Nation are and must continue to be in the advance to prepare the coming citizenship for its re-

Henry M. Lelpsiger, Ph. D., of New fork, in his address on "Manual Train-ng," was no less pleasing to his audiing," tors, and equally as interestingly instructive as in his address of the previous eve-ning, upon school extension, that was one of the important features of the

What Dr. Leipziger Said.

Dr. Leipziger said that expositions had materially helped educational progress as well as individual advance. "The First International Exhibition in London in 1851 was in a large measure responsible for the provision for art and technical instruction which marks Great Britain's educational system. The manual training movement in the United States really dates from the Centennial Exposition of 1876. Through the attention there directed to the sys-tem of tool instruction exhibited by the the altention there directed to the spar-tem of tool instruction exhibited by the Imperial School of Moscow, Russia, St. Louis and Boston established the first manual training schools in the United States. The expositions did not originate the manual training idea; they called attention to the need that the schools for boys and the Technical High Schools for boys and the Technical High was beginning to be felt in the educational world.

"During the last 30 years both the ourriculum and methods of teaching have been citicised, and the greatest problem of the time, what shall be cation of science and art to industry. problem of the tibe, what shall be intended of manual instruction taught to our children, is beginning to be recognized as a subject worthy of statesmen. The belief is spreading that what we wish to put into a na-tion's life must be put into its schools.

tioner of Education, who is accredited the first rank among educational writers of the age and an anong educational writers of find him in Portland, Pendleton, or are incidental to really and truly farming. The subject of these luminous cogitations, however, enjoys the rare and transcendent distinction of being a farmer who farms. The reader can readily verify this beyond The reader can readily verify this beyond

cavil and dissension by taking a trip to Mr. Smith in the throes of his favorite discovered on his farm almost any sur-shiny day—when he isn't attending a con-vention—hoe in hand, engaged in offering his struggling young strawberries every indimement to grow up and be real big and hunky. At Hood River, among his neighbors, Mr. S.'s reputation for probity is remark-mer of the more ardent and valuable facts pertaining to this hon-orable genitieman's history which are con-tained in the above will doubtless consid-erably automish the reader. I am not, however, soliciting applause-richty as i may desire it—for my thoroughness in this matter, for in view of the publics

Mr. S's reputation for probity is remark-ably good. Some of his more ardent and enthusiastic admirers even go so far as to passionate interest in all facts, even the smallest and most insignificant, bearing upon the hero of these disclosures, I recmaintain that his strawberry boxes never ognize it to be no less than a bounden duty to spare neither expense nor energy have false bottoms. Mr. Smith has but one dissipation. This,

however, is of the most baneful and in-sidious brand. The efforts of his friends of information obtain in placing before my readers every scrap to break the power of the malignant habit

and further, as Professor Woodward nized. Domestic science should form so tersely expresses it, 'the whole boy part of the curriculum in girls schools. The study of fire, food, clothes and health is particularly the province of should go to school." "There are intellectual,

There are intellectual, economic, physical and moral grounds for the value of what is called manual train-ing. The school instruction of the past laid undue stress on language expres-sion. Children do not go to school merely to learn facts, but to be trained how to learn, how to think how to heath is particularly the province of woman. "Manual training will prove a valu-able agent in the upbuilding of moral character, and how to give moral train-ing in our public schools is the sub-lect which is now foremost in the minds of the leading educators of our land. Statistics, it is said, show that a large part of the criminal classes are young men who have had no industrial how to learn, how to think, how to help themselves. The basis of element-ary manual instruction is laid in the kindergarten, therefore the kinder-garten teaching self-activity is young men who have had no industrial training. 'Satan finds some mischief still for idle hands to do.'

so valuable a feature of elementary insexes struction. Things and nature as well Don't as books and words, should form part

Train Hand With Doing.

"The school curriculum should be related to life, and not merely to examinations. - Living as we do in an industrial age, and the majority of the work" ers of the land being engaged in distributive and productive branches, that is, manufacturing, agriculture and commerce, the pupils of our schools should be in some way prepared for these important activities. The eye these important activities. The eye and the hand are such important aids in intellectual development that the training of these important members should form part of every natural sys-tem of education. Shall the school-paster exercise in writing only, the member on which the Creator has isvished so much skill? Drawing and tool instruction should be included in every school curricalum. Besides the

every school curricalum. Besides the disclipinary value of manual training, it will impress many of the pupils in the schools that it is as diginited to engage in the fields of industry as it is to enter the professions. The boy who can use tools has a power which will enable him to get along in life better than he who is ignorant of their the field that the schools teach use. The fact that the schools teach something utilitarian will do much toward encouraging parents to keep their Schools for girls. These schools do not turn out artisans, but they combine

-it enters into the field of commercial and industrial competition and to main-tain its high rank it must rely on the brains of its citizens as well as on its resources. As we have learned much from Germany in the realms of higher learning, we can prafit too by a study of its wonderful system of education which has for its object the training of each unit in its national life for the highest efficiency. Germany in many respects is in the lead in many industrial lines. This in the lead in many industrial lines. This lead is due to the application of scientific knowledge and educational methods to all departments of human activity. In the city schools as well as in the rural schools, provision should be made for trade achools, technical schools and farm schools—and the result would be the in-creased intelligence of our people. greater

schools-and the result would be the in-creased intelligence of our people-greater prosperity and greater happiness. The manual training movement, broadening as it does the term education, should attract to the cause of teaching many of the ablest minds and secure both higher appreciation and higher remunerhigher appreciation and higher remuner-ation for the teacher. As President Roosevelt said recently: The teacher is the most important functionary in our

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