### MEN ENGAGED

IN PUBLIC SCHOOL WORK INSIST THAT NO NONES-SENTIALS ARE TAUGHT

# DO PUBLIC SCHOOLS TEACH TOO MUCH?

LEGISLATIVE REQUEST

THAT THE STUDIES BE CUT DOWN IS DISCUSSED BY EDUCATORS

the course of study in the common schools and make it more practical. Views of the public schools were solicited by The Oregonian and these are presented agree with the Legislature.

Senator M. A. Miller, of Linn County, inreduced the resolution, which passed with out debate, as follows:

hereby earnestly requested so se of instruction now in use in

And that it is the sense of the Legislan that the public schools of the state should encouraged and fostered by every means our power.

### VIEWS OF EDUCATORS HIGH IN AUTHORITY

O PINIONS of the president of the University of Oregon, the president of the Oregon Agricultural College, the dean of Williamette University and State Superintendent Ackerman are sub

## BETTER TEACHERS DESIRABLE. From the President of the University

of Oregon. N reviewing the course of study for public schools as laid down in the state manual bened by the State Deartment of Public Instruction, I fall to nd any required work which it seems to me might be safely omitted. The standard subjects, reading, language, arithsetic, geography, spelling, writing, physiology and hygiene, history, civil government, and nature study which comthe required subjects, certainly have a justification in the course of udy of the public school. The optional cts are music and drawing. I doubt thether many public schools of the state these systematically. The of the required subjects has been ed to an extremely conservative baoks of the three-book course adopted uired. In geography, it is allow-The statement is specifically made statements found in the coarse entire text. In arithmetic, the sug-I srithmetic be taught as one class, so texts being used practically on ate days. Such subjects as bank int, exchange, circulating decimals, azinual interest, etc., are cut out of the requirements. In reading, perhaps some are frightened by the list of supplement-

work, but the boards are as a rule ex-tremely conservative in this matter, a very large number of the schools making no such requirement at all. The few that are read are usually a rest and re-creation to the pupil rather than a bur-den. In nature study (largely demanded by the Granges for the rural schools), the maximum requirement is two rec-tiations per week. No text to placed in the bands of the numil. ment of Education has proceeded along very conservative lines. If there is over-work in the schools, it is due rather to an injudicious use of the texts by the ments of study as to make them greatly re-enforce and enliven one snother. In language, for example, there is no reason why the observations made in nature study should not constitute the basis for the best kind of written work. Spelling, writing, punctuation, may all be most effectually taught through the written language. In a hundred different ways a good teacher knows how to economize time and the energies of her pupils. It is a mistake to suppose that by reduc-ing the subjects of the course to the ing the subjects of the course to the smallest possible number any great gain is made either, on the one hand, in saving the health of the children or, on the other, in securing greater thoroughness. A dull school of dry routine is the most wearing of all, and the least satisfactory in results. A wide-awake school, full of interest and enthusiasm, will easily accomplish all of the work outlined in our state manual give plenty. intimate contact with outdoor nature, and develop physical strength and good health in the children, rather than tear down their nervous systems, I should say that it would pay the state better to provide more fully for the training of the teachers than to take the false stop of trying to improve the schools by cutting out some of their most interesting work,

P. L. CAMPBELL.

President University of Orecon.

# TEACHERS ARE OVERWORKED. Dean of the Willamette University

President University of Oregon.

S ALEM, March 19.—Dean W. C. Haw-ley, of Williamette University, who

inclency in grammar is concerned. I hardly know how to suggest a remedy, for
success in teaching the subject depends
largely upon the personal equation of the
teacher. Teachers usually find grammar
the most difficult subject to teach, and if
any subject must be slighted for want of
time, that is the one to be neglected. We
find that a large number of our students
are poor in their knowledge of English,
particularly in the construction of sentences. This probably could not be remdoubtedly think that the course of study for personal instruction to pupils. Doubt-less the course might be improved slight-ly, but I do not see any change that I could suggest. The principal objection seems to be made to the teaching of music and drawing, but these subjects a-taught only in the city schools, where the teachers are not crowded with work. I helieve that wherever it is possible in city schools, a special instructor in these two subjects should be employed."

## State Board of Education Asks for Specific Complaints.

SALEM, Or., March 18.—The State Board of Education will give due consideration to the legislative resolution relative to reducing the amount of work required by the State Course of Study, as it is not claimed that the present course is so perfect that it cannot be improved. In this connection, the Board would be pleased to receive suggestions as to needed ommissions but, in order that such suggestions shall be most helpful, they should not consist of glittering generalities but should point out definitely what branches or parts of branches should be omitted and reasons therefor, and they will be carefully con-sidered. In fact, before the last revision, we sent circular letters to all superintendents and principals in the state ask-ing for such suggestions and the present course is based very largely on the

course is based very largely on the sug-gestions returned.

The mandatory subjects now embraced in the course and for which pupils are expected to purchase books, are read-ing spelling, writing, geography, gram-mar, history, arithmetic—written and mental, physiology, and civil government; and nature study twice a week, for which pupils are not required to purchase books.

Drawing and music are optional with

books.

Drawing and music are optional with school boards, and I am creditably informed that but few rural boards have adopted them. The question then, before the Board, is which of these subjects shall be dropped or which parts of them omitted.

omitted.
The problem the Legislature has submitted to the Board is one that has been are frightened by the list of supplementary books given in the manual, but a careful reading of the note at the head of the list would at once reveal the fact that these books are not to be purchased by the pupil or used as text books, partly to solve it will do so with an it is true that the Board of Education and to this end we respectfully ask for may, if it pleases, require some small and to this end we respectfully ask for public schools finds a hearing. As far as this state is concerned, however, it is at the state books are not to be purchased by the pupil or used as text books, partly to solve it will do so with an eye single to the best interests of all, when the same subject-matter was an issue in the race for Supremental the state is concerned, however, it is state is concerned, however, it is the state books are not to be purchased to the Board, in endeavoring the state Board of Education appeals to easy and the concerned however, it is state is concerned, however, it is state is concerned, however, it is state books.

the aforesaid suggestions.

J. H. ACKERMAN,

EVERY year increased attention is given to the common English studies. There are no non-essentials in our public school courses of study. Such branches as physical culture, music and drawing do not detract from the study of gram-mar and arithmetic, but rather are help-

Over two hundred new students enter our college each year from the various public schools of Oregon. They report that the entrance examinations of this year were by far the most satisfactory ever held. Evidently the applicants for admission had not wasted much time on Our public school system is producing

splendid results.
THOMAS M. GATCH, President Oregon Apricultural College,

# OPINIONS OF WELL-KNOWN PORTLAND

ply directly to the public schools of Portland, the theory sought to be established by the resolution is of

WHEN asked for his views concern-ing the recent request of the State

tion looking to the revision of the course of study now obtaining in the public schools, Professor Frank Rigier, Super-intendent of the Portland public schools, said, after a moment's hesitation: "I do not know that my opinions in this matter would be of special interest,

as that resolution, you will observe, is addressed to the State Board of Education, and cannot be meant to apply to schools within my jurisdiction." "Do you mean that acts of the State

schools. There are some people who un-doubtedly think that the course of study in these is too extensive. I know that objections are entertained against the accessed. There are some people who undoubtedly think that the course of study in these is too extensive. I know that objections are entertained against the pupils' time being occupied with such branches as physiology, citizenship, the study of classical myths, nature study, and some attention to music and art; but the way these subjects are handled is children shall know. It is compiled from the experience of our best binkers along the experience of our best binkers along. not understood by many. All of these that I have mentioned, including an ele-mentary study of Greek and Roman hisfory, are treated in a secondary manner, during those hours of the school day usually devoted to the reading lesson and to composition. People say, 'Why do you teach all these things?' The fact I have just stated answers the question quite fully, I think. Pupils must have some-thing to read about, and something about which to write; and it seems to me the which to write; and it seems to me the time is more profitably employed on these subjects than merely on that of some abstract virtue or the like."
"As these things are handled, then, it appears their teaching involves what in the old-fashioned phrase would be dubbed 'reading and writing'?"
"That is it exactly, with the added ad-vantage that it hypadens the number that it hypadens the number of the pro-

vantage that it broadens the pupils' men-tal horizon; for, while we are teaching the common school arts, at the asime time we are trying to select material which will cultivate the child. It should be understood that those who have to prepare a course of study are beset with many difficulties."

many difficulties."
"In what respect?"
"In this: Different classes of people have different views as to what course of study is best adapted to their respective children, and each, beyond what it deems its own requirements, is likely to consider all else superfluous. To illustrate: The doctor complains that there is not enough of physiology and the laws of hygiene included in the course; the lawyer hygiene included in the course; the laws of hygiene included in the course; the lawyer is sure it would be better if some other features were eliminated and more attention paid to the study of citizenship and public affairs; the merchant will tell you that the part of arithmetic best suited to a pupil is that which will familiarize him with accounts, weights and measures and computations in percentage and interests; while out in the rural districts the parent will be of the opinion that the salient feature in arithmetic is what is taught of land surveying and such things as are of practical moment in the rural life. And so it goes. These various ideas are based upon individual preference and a criticism on the course of study in the public schools finds a hearing. As far as this state is concerned, however, it is an old story. The introduction by Senator Miller of the resolution directed to the State Board of Future 1 issue in the race for Superintendent of
Public Instruction. Mr. Ackerman's opponent, a gentleman of the same political
faith, and a friend of Senator Miller, was
beaten on that issue. During that campaign Mr. Miller heard the subsequently
defeated candidate make several speeches
in support of his views, and undoubtedly
became an earnest cartisan in the mat-

# DEFENDS THE CURRICULUM.

Superlatendent Robinson States "A COURSE of study," said Profes-sor R. F. Robinson, Superintendent of the Multnomah County schools, "is a compromise on a no two individuals have ideas exactly alike as to the road the child should travel, and a course of study as evolved undertakes to compromise these different ideas "Dr. Harris, United States Commis-sioner of Education, expresses surprise, on investigation, that educators generally had reached conclusions so similar in the preparation of study courses, also that mand for the general line of work followed throughout the country.

the scholar is the gainer by the system now in vogue.

The scholar is the gainer by the system now in vogue.

"If any of the soul out of which the child looks and learns to discriminate between quality and quantity, to acquire an exact knowledge of natural objects and to observe and count all things in inorganic nature. Out of this window he observes organic nature and this leads naturally to a study of geography. From geography to a closer knowledge of organic nature work, so that nature studies, so called, is simply the opening of the child's eyes to the things about him and educating him to appreciate he is soil, the features of the various parts of the world as set forth in geography. Later he world as set forth in geography. Later he examines in this study the product of the world as set forth in geography. Later he examines in this study the product of the soil, the distribution of animal and veretable life, and how it becomes of value, through the medium of manufacture and transportation. He discovere the meaning and transportation. He discovere the metal of the course of the carries of the various parts of the world as set forth in geography. Later he examines in this study the product of the soil, the distribution of animal and veretable life, and how it becomes of value, through the medium of manufacture and transportation. He discovere the needs that the earth's products, including mineral deposits and the like, are of no value in their original state, but become so the carries that the earth's products, including mineral deposits and the like, are of no value in their original state, but become to carrie the case some years ago with specifical and make to subscrive the needs and the like, are of no value in their original state, but become value to be considered as a detriment to the formation of subscriptions. of the first essentials. He compares it to in their original state, but become valuable as they are manufactured, transported and made to subserve the needs

three grades to teach.

"At Williamette University we find that the public school graduates who come to us are deficient in grammar, spelling and writing more than in any other subjects.

More practice is the only remedy for the poor writing. Each pupil should be required to learn to spell every word he finds in any of his lessons. So far as the deficiency in grammar is concerned, I hardly know how to suggest a remedy, for success in teaching the subject depends largely upon the personal equation of the legislature pertinent in the one case and not so in the other."

Teachers usually find grammar is for the local school authorities to some extent; but taking the state course is a tentool sate toward. Ackerman is a competent man, and I fancy the state course is a very good one." "Would you say that there was any marked distinction between the state course and the course followed in the public schools of Portland? Such distinction is meant as would make the suggestion of the Legislature pertinent in the one case and not so in the other."

Success in teaching the subject depends largely upon the personal equation of the legislature pertinent in the one case and not so in the other."

"No. I do not think there is such distinction as that. In fact, I am of the lines."

"Civil government goes hand in hand with history, and the one is not com-plete without the other. Spelling and writing are incidentals of reading. Music and drawing are each regarded by many as essential in the rounding out of a

the experience of our best thinkers along educational lines. A course of study is not a matter of caprice, a creation, but a growth. It embodies the assimilated experience of years, and must represent illustration, when grammar was first placed in the Boston schools objection

illustration, when grammar was first placed in the Boston schools objection was urged on the ground of an over-crowded curriculum—a fact which excites a smile at this day.

"It is true, without doubt, that the present state course of study does over-crowd some schools, for two reasons. First, from the shortness of the term in the district school, and, second, a lack of understanding on the part of some teachers as to its purpose. They undertake to crowd pupils through the entire course in one short term, and many times, instead of using supplementary books as a means to an end, they miss their purpose, and these books become to the children real studies.

"In my opinion, therefore, in the great majority of cases where there is complaint on this score it has its origin in just such districts. My position has always been that the fault is not so much with the smount of study required as in

with the amount of study required as in the unscientific way in which conditions compel us to carry out the school plan. "Recent steps toward the consolidation of school districts will have a tendency

to correct the evil I have mentioned and cause for legitimate criticism of public school methods may be obviated with-cut indiscriminate reduction of the course of study, a step on which no two people

NO EVIDENCE OF OVERWORK. From E. J. Hadley, Principal of Stephens Public School.

"WHAT studies can you cut out of the course?" asked Professor E. J. Hadley, principal of the Stephens School, on the East Side, when asked about the suggested change. "I cannot understand what branches are proposed to be dropped.

"Why, what do we teach?" continued Mr. Hadley in the interrogative vein, and in the next breath supplying an answer spelling, geography, history, grammar, physiology and citizenship. In all of tends the public school here must pass camination, and I am sure no one will contend but they are essential to a common-school education.

ter of fact, some of the studies first men-tioned are, in a degree, treated in this

of reading and composition.
"I have never seen any evidence of overwork that might not have been apparent with fewer studies. It took the parent with fewer studies. It took the student just as long to get through the grade work, or the studies that are now covered by that period of school life when the supplementary branches were not included and I could not say that the task was accomplished with less labor then than now.

then than now.
"My experience in teaching covers a period of more than 29 years. A portion of that time I have had charge of schools such as we were familiar with when we were boys, in which I have taught every-thing from the alphabet to algebra; in fact, I hardly can realize now how the labor was accomplished, but from this experience it is my firm conviction that

bas been a lifelong resident of Oregon, and who has been for many years an instructor of university students who have been graduated from Oregon public schools, was asked today for his opinion of the proposal to reduce the course of study in the common schools. Being too fill to write, he said:

"Bince the Lesislature adopted the resolution sdylsing that the course of study be shortened, I have examined the requirements of the common school system very carefully. I am of the opinion that in a properly equipped school, where the teachers on more than a reasonable number of study now in use in the state schools and grades, the present course of study is a good one. I think the different law saying this, however; Mr.

"Do you mean that acts of the State of members of schools matters of members of members of schools matters of schools matters of schools. The reason is of members of members of schools matters of schools who reading as taught first enables in child to symbolize his own vocal powers from sound to sight and form, and gradually he leaves new words and new the first class, such as include the larger of the first class, such as include the larger of the first class, such as include the larger of the first class, such as include the larger of the first class, such as include the larger of the first class, such as include the larger of the first class, such as include the larger of the first class, such as include the larger of old ones. Geographical and the state schools and structure from the standpoint to appreciate nature from the standpoint to expect the course of study to be used. The State school readers are of a character to course of study to be used. The State school readers are of a character to column the school state of the best remitted the school state of the best remained the requirements of the course of study to be used. The State school readers are of a character to column the school state of the best remitted the school state of the best remitted the school state of the school state of t

Tits last session the Oregon Legislation of the State Board of Education to reduce course of study in the common schools: make it more practical. Views of minent educators in state colleges and the public schools were solicited by public schools were solicited by another whole with the Legislature.

In the Board of Education to reduce course of study in the course

a matter of this kind. Don't you think you are?" was the statement and query of Dr. J. W. Hill, principal of Hill's Milltary Academy. "If I utter any word of criticism as to existing conditions in the public schools many good peo-ple will insist that my opinions are biased from the fact that I am conducting a private school. However, I al-Oregonian whenever I can, so, hoping for olution for such venal faults as I may be charged with on the score I have mentioned I will do my best towards express-

"In the first place, I am of the impres sion that the study course in the public schools is burdened with nonessentials From the very fact, as I believe it has been shown, that of the children who are registered as entering the grammar grade sequent pupils in the High School, it is to be assumed that those studies which best be assumed that those studies which best fit the average scholar to successfully make his way in the world along work-aday lines are the essential ones to be taught. I know that aside from the English branches of a rudimentary character, citizenship, music, drawing, water-colors and what is called nature study are included. What would we be without music? is a question that arises, and we exclaim in the same breath, what a desirable accomplishment is the ability to draw well; and how valued is even an elementary knowledge of civil government. mentary knowledge of civil government, political history and nature's working. But are all these things pertinent when we consider some other facts?

"I am of the opinion that these politer ferent, more valuable and interesting lines to the average child; leaving the acqui-sition of these fineries in education to those who care to pay for them."
"What other lines do you suggest as

"Well, there you embarrass me again. They are features of this institution and my dwelling on them at this time has somewhat the appearance of pouring water on my own wheel. But nevertheless they are more than fads with me. I believe in them from observing their effi-ciency and one of them will eventually force its way into the public school sys-tem to stay. These are military discipline in the schools and a course of manual

"The advantages of the first are manifold. It cultivates obedience, a respect for central authority, trains the pupil to habits of personal neatness and order, aids the body in acquiring health and vigor and generates an aptitude, where properly exercised for the assumption of re-sponsibility. The last of these is brought about from the fact that under this discipline from the highest to the lowest, each has something to do with its preservation and every subordinate is fitted, when occasion requires, to perform the duties of the one just above.

"The advantage of manual training is too manifest to need commendation from me. It has made its way into the curvalue by educators and a public demand for a line of teaching that will enable the average young man who will have to earn his living as a mechanic, to do things as

these branches in the public schools would lessen the expense. I fancy not, but quite the contrary. However, if the public schools are designed to furnish the average child with that knowledge which is best calculated to aid him in making his way in the world. I do not see that the matter of expense should count. Teachers are a hard-working class, and I think should be better paid and more of them should be employed for the allotted work. If this were done, the nonessentials dispensed with, the lines I have suggested could be taken up and I am convinced the could be taken up and I am convinced the

result would be beneficial.

"I will say in all candor that I do not believe the public school of today, with all its frills, turns out a brighter, better-informed or better-equipped class of young men and women than the old district school of our boyhood when for the average boy it was work one-half of the

# RESOLUTIONS ARE AMBIGUOUS.

WHEN shown a copy of the resolution passed by the last Legislature and asked for an opinion as to its merits. Pro-fessor Thompson T. Davis, principal of

me familiar. And I suppose that those schools are to be considered as within the scope of this resolution, as they are in the category of public schools. I do not think there is anything that could be safely omitted from the present High School course if the best results are to be attained.

principals of public schools at various county seats and other cities in Oregon expressed themselves as follows on the resolution:

Do Sot Eliminate. SALEM. March 19.—The course of study for the public schools of Oregon cannot be improved by eliminating any of the nine subjects in the course and a little work in nature study. The average boy or girl can easily complete the course in from seven to ten years. Some systematic study of literature should be added to the course. Many boys and girls fatl to do one or more of the following causes: 1. Reading of trashy literature. 2 Irregu-

liar attendance at school. 3. Lack of sympathy and co-operation between teacher and parents. 4. Bad associates. 5. Unskillful teaching. 5. Short terms of school. 7. Lee of the cigarette by boys.

Employ the best teachers, pay wages that will induce such teachers to remain in one school for a term of years, provide a school building as neat and comfortable as the average home, maintain a nine months' term each year, place a good library in the echool, visit the school and get acquainted with the teacher, do not be afraid to permit the boys and girle to do a little hard study and all the difficulties with the course of study will vanish. Parents, teachers and pupils are generally willing to admit that more work can and should be done in the schools, Edward Bok to the contrary notwithstanding. Let us improve our course of study rather than impoverish it.

L. R. TRAVER,

Superintendent City Schools. lar attendance at school. 3. Lack of sym-

Superintendent City Schools.

ASTORIA, March 19.—Professor A. L. Clark, principal of the Astoria High and superintendent of the public schools of this city, does not take a favorable view of the Miller resolution passed by the recent Legislature in that he loes not believe it will accomplish the re-

matter Professor Clark said: "The proposed cutting down of the course of study in our public schools is, short. Instead of eight years for a pupil For music, the course calls only to pass to the eighth grade, nine or even ten years should be taken. That would viate the necessity for this overcrowding and would bring far better results. I am opposed to reducing the course of study principally because the great majority of children receive all their education in what is called the public course of study of singing to rest or gulet mustle. what is called the public echool, that is between the first and eighth grades, and I think every child should be permitted to receive all the mental training possible in order that its mind may be broadened and its intellect sharpened. Again, the younger pupils, like those in the fourth grade, are, as a rule, incapable of keeping their minds on any subject for a great length of time and by having a diversity length of time and by having a diversity of subjects we are able to instruct them on these various topics without overtax-ing their strength. Many of the subjects, too, are little more than diversions, al-

ALLAS, Or., March 19,-There is universal complaint that the pupils thoroughly prepared-either for business

in operation long enough for the entire blame to be laid upon it. Hence if the academies and normal schools, and pro-fessors in colleges, is just, we must look elsewhere for the causes, or at least, for a part of them.

rural schools.

One of the main causes of the failure, in One of the main causes of the failure, in ing a resolution, offered by Senator Miller this state, of the public schools to accom- and passed by both Houses, requesting plish fully that which they are designed the Board of Education to come to the to do, is the very low wages paid to teach- aid of much-afflicted childhood and re-

Another cause, and one that more directly affects the pupil himself, is the habit many parents have of allowing their children to run loose—without any apparent control. On the streets at all hours, attending every public gathering, whether church, concert or dog show, free or otherwise, attending the back alley public school, imbibling all kinds of knowledgs usually bad, or that which has to be unlearned before they can become true men or women. These pupils, full of such knowledge (1) (save us from such), have no tasts or desire for the steady, hard

work that is required to master the fun-damentals of an education. They are not good sponges—having already absorbed to their full capacity. No teacher can in-terest them, unless with something sensa-tional. They can not do hard, continuous thinking.

thinking.

Another reason is the early age at which many pupils complete the public school work. Their minds are too miniature and work. Their minds are too miniature and work. work. Their minds are too mindature and their reasoning faculities have not sufficiently developed so that they can fully comprehend many things that we are compelled to try to teach them.

Neither the state course of study nor the teacher is entirely to blame for the conditions which bring failure to the purofit.

Given proper conditions and environ Given proper conditions and environ-ments any pupil of average ability can master the work required in the eight years of the public school course. I be-lieve that a few things in our course of study might be changed to its benefit, and I think that those who have charge of the work will make such changes as fast as possible. W. I. REYNOLDS, Principal Dallas Public Schools.

Radical Change Unwarranted.

DALLAS, March 19.-My experience with the state course of study is very gratifying, and I find that the teachers in the rural and graded schools of Polk County who are following the course carefully, and making the adjustment needed in som that are very satisfactory to the pupils and patrons. Since the course in lanfrom a three-book to a two-book course one book, it has reduced the work almos any material change can be made without eliminating some of the branches that are very essential. In the lower grades many of our teachers are combining history physiology, nature study and geography with the reading and language exercises thereby saving considerable time and still complying with the course of study. Drawing and music are receiving some attention, but since they are optional they do not become a burden on the schools with limited time. The work of the public limited time. schools of this county has been greatly improved by the present course of study, and while I do not claim perfection for it, I feel that any criticism or suggestion of radical change is unwarranted on my part. C. L. STARR, School Superintendent of Polk County.

Says There Are No Nonessentials. ACKSONVILLE, Or., March 19.-Professor E. E. Washburn, principal of the Jacksonville public schools, upon being interviewed concerning the course taught in the public schools, said:

"I believe the course to be very practical, and that the proper amount of time
is given to each study. The efficiency of
our public schools has been increased very
much since its adoption. The criticism
that the course is crowded by placing in
it nonessentials is not founded on actual
factor but is the very of those who sults desired. When questioned about the facis, but is the vagary of those who have not sufficient data from which to draw' correct conclusions. The greater part of the pupils' and teachers' time to course of study in our public schools is. I think, wrong. It will not bring about the desired effect, that of relieving the pupils from overcrowding, at least, not without doing them a great injury so far as their educations are concerned. I admit that in many instances pupils are rushed through too rapidly for either their mental or physical welfare, but the fault is not that the course of study is too large or covers too broad a scope, but the time allowed under the present system is too short. Instead of eight years for a pupil simple note reading and vocal drills to cultivate and develop the organs of speech. The value of a good voice cannot be over-estimated. Our future citizens must con-

but little time in the course, it is produc-tive of excellent results, particularly in-developing thought and in giving exact-ness of vision and expression. It teaches book in the hands of the teacher, is the direction for nature study. What better subject can be used for two morning exercises? It is not the purpose of the public schools to furnish trained artisans or professional men, but to develop and train the powers of the child for intelligent citizenship, to teach the subjects so practically that he may apply them to the everyday affairs of life.

"The so-called essentials are not crowded out by these other studies. The teacher

ing their strength. Many of the subjects, too, are little more than diversions, although of great value. For instance, nature study, physical culture and drawing. They serve to interest as well as instruct the pupils and relieve their minds of the strain occasioned by poring over their harder studies.

"The talk of books being a financial burden is very much of a bug-a-boo. My exgerience has been that the majority of parents who object to purchasing the required books are ones who squander on frivolous things for themselves many times more than they are called upon to spend for the education of their chidren. Another thing about which great ado is made is that overstudy makes the children hervous. That may be true, but the great proportion of nervousness among the children is caused not by their excessive work in the schools, but by being allowed to sit up too late at nights. Plenty of sleep is what a child requires, a matter that many parents overlook. No, do not reduce the course of study, but extend the time in which that course is to be completed; that, in my opinion, will solve the difficulty."

Teachers and Pupils to Blame.

D'ALLAS, Or., March 18.—There is universal compolaint that the novelies.

The so-called essentials are not crowded out by these other studies. The teacher in the rural school having eight grades, with 20 to 30 classes in the 'essentials.' This is far that many parents over check the children is caused not by their excessive work in the schools, but by being allowed to sit up too late at nights. Plenty of sleep is what a child requires, a matter that many parents overlook. No, do not reduce the course of study, but extend the time in which that course is to be completed; that, in my opinion, will solve the difficulty."

Teachers and Pupils to Blame.

D'ALLAS, Or., March 18.—There is universal compolaint that the novelies.

Co-called nonessentials cost about 25 canis. crowded curriculum does. The cost of text-books for any grade is small. The so-called nonessentials cost about 25 cents per year. A great many boys and girls in the village and town schools pay more money for confectionery during a school year than their books cost. One trip to the circus will outfit a family with school supplies.

"The present course of study if strictly followed will bring the very best results to the boys and girls of Oregon, the ma-jority of whom will receive all their

E UGENE, March 19.-Dr. A. F. Bech-dolt, City Superintendent of Schools,

fully can make more money in other and loss nerve-racking business. The drones or useless ones are left. Hence a lack of proper teaching.

Another cause, and one that more directly affects the pupil himself, is the habit many parents have of allowing their children to run loose—without any apparent control. On the streets at all hours, attending every public gathering, whether abuseh concert or dog show, free or other-