# WANTS CITIES TO OWN TENEMENTS

"In their discoveries concerning yellow fever and its spread by mosquitoes, Drs. Reed, Finlay, Carroll and Argamonte did the race an incalculable service. They accomplished more for Cuba than all the warships and all the soldiers, though the gift of freedom from Spanish rule was a priceless boon. "The island has been practically free of the fever since the American occupancy, for the first time in its history, and this

ports. Nothing more important than the work of these men. and Ross' similar work in England, has been done in recent years. This would be true if the preven-tion of yellow fever had been hil.

"These investigations have pointed a way to the ultimate stamping out of mainris as well, since the gorm of that disorder, also, is conveyed by the mosquito, and the precise circumstances un-der which this is accomplished have been

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"The island has been plateau occupancy, the fever since the American occupancy, for the first time in its history, and this has brought immunity to our own Gulf instance so that the effect of the bacteria sistance so that the effect of the bacteria synto How to Fight Tuberculosis.

"This suggests the course which medi-cal science is pointing out today to the the civilized world. Provision should be men of capital and the municipalities of the civilized world. Provision should be made for the proper bousing of the work, ers. I am almost prepared to say that it would be true economy for the great cities to build tenements properly located and full of windows, through which light and all can pass freely and went them to thele

determined "It is not enough for the mosquito to absorb the organism that produces ma-laris or yellow fever from an infected person, and then bite one who is well. The germ must remain within the mos-quito long enough to develop properly be-fore its bite will convey the disease from the sick to the sound. The Doom of Tuberculosis. The Doom of Tuberculosis.

# DR. GEORGE F. SHRADY.

made in the treatment of tuberculosis. "No one need ask now if consumption costs enormcushy more in the auteriance of the series and a suffering and money in every can be cured. It can be cured. It is not, and cannot be cured by drugs alone. Beyond stimulants and nourishing foods the municipal ownership of tenements is as which build up the vitality and add to the patient's rensiting power, no remedies are us free as it is along similar lines that the nature furnishes. These are us free as

"There are a few such municipal and state hospitals now, but more must be established. With the great proventive established, which the great accomplished, measures that I suggest accomplished, however, the need for hospitals and the withdrawal from productive activity of the patients, and the attendants and the attendants and the attendants and es who care for them, will gradually

disappear." In Dr. Sbrady's judgment, the isolation of tuberculosis patients is not necessary or desirable, providing ordinary care in methods of life is exercised, and the de-struction of the soutum is augended to. "It is as easy for those of small means to care for their consumptives as for anyone else," said Dr. Shrady, "unless the structive of the disease-produc-tion of the disease-produc-tion of the second and the de-struction of the soutum is augended to.

struction of the soutum is attended to. "It is as easy for those of smill means to care for their consumptives as for anyone else," said Dr. Shrady, "unless they are too crowded and are obliged to live in holes to which the light and air cannot have free access. There are tene-ments, though. In every big city in this country, and many smaller ones, too. I am sorv to say, over the doors of which might well be insertbed: 'All ye who enter here leave hope behind.' It is the desire of the medical profession to educate the peopie, the city and the state to do away ple, the city and the state to do away tient is still very questionable with these

"Light is one of the most remarkable all the remedial agents at hand for the treatment of this clase of diseases. Finsen, the Scandinavian, has shown this, through the things he has accomplished in the treatment of lupus with those in-visible rays which are termed ultra-violet. 'Lupus is not common in America, ough well known and dreaded on the other side of the Atlantic. It is a form of tuberculosis, not of the lungs, but of the surface, and Finsen destroys it subjecting his patients to the purely semical rays. His rays have not been ade to penetrate deeply enough as yet, wever, to be very efficacious in tuberhowever. culoe's of the lungs.

"Just how much progress can be made with similar treatments, no one knows as yet. In London and Paris, in Berlin and Vienna, in Copenhagen and New York, investigators are studying the effect of the blue light and the ultra-vlolet rays under varying circumstances. They are also experimenting with various lenses and other media through which to pass the

seems probable that it may yet take its place alongside the diphtheria serum. This latter is regarded by a majority of the profession as almost a specific. "The antitoxin treatment for tetanus, or lockjaw, is not so often successful, be-cause the disease is usually well advanced, the central nervous system frequently be-ing involved, by the time its presence is shown through its characteristic symp-toms. with no roof over them. The cure thus, offered must be furnished free to those who cannot afford to pay. "There are a few such municipal and

DR. GEORGE F. SHRADY'S PLAN FOR COMBATTING MAN'S GREAT ENEMY, TUBERCULOSIS

> Promising Bacteriological Researches.

instances, it has laid bare the causes of

Value of Viviacetion. "Much of the recent progress in med-ical science has been the result of viviace-tion, to which so much objection is made in certain quarters. But even if viviace-tion entailed all the suffering on the par-of the lesser animals which these genti-men attribute to it, it would still be right Even then it would be only the sacrificing of the lower to the higher animals, and this is in accordance with the inegorable Value of Viviscetion.

toms.

"It is so, too, with hydrophobla. As it is wise to take treatment at once when bitten by a dog, whether or not he be known to be rabld, so it is wise to take

remedial measures without delay after such an injury as a wound from a nall or toy pistol.

suffering, and he would be the last per son to inflict pain needlessly upon any liv

"As I have already indicated, the foun-

this is in accordance with the inexorab law of nature that insists on the compe satory survival of the fittest. "But in truth, viviaction does not en-tail suffering. The life of the physician is given over to the alleviation of human Hope in Antitoxin.

## "An interesting thing which medical

science has discovered concerning bacteris, but of which the general public, probably, is not aware, is the fact that microbes do little or no harm to the hu-man system directly. They come into be-ing live their little lives and die, nourished by the vital forces of the greater life by which they are surrounded, without de-stroying insues or interfering with the functions of that life. "But in the course of their brief activity it has been found that they distill deadly poisons (toxins) and these poisons produce the disease. From this discovery rose the serum treatment-the invention of the va-rious antitoxins. An antitoxin, as its microbes do little or no harm to the hu-

The disease. From this discovery rose the serum treatment—the invention of the va-rious antitoxins. An antitoxin, as its name indicates, is simply an oppoing poison. The antitoxins that have been found so useful in the treatment of such iseases as diphtheria, for instance, do their work by destroying the poisons which produce them. "Into the system of the patient the proper antitoxin is introduced by inocula-tion. As the circulation of the biod car, rise it coursing through the veins and arterles, it meets, opposes, and, if the dis-ease has not progressed too far, over-comes the bacterial poison, and the pa-tient gets well. "The scarlet fever antitoxin is the latest. It was developed in Germany by Aronson, Baginsky gave it the needful tests. It

#### LEGISLATIVE REQUEST THAT STUDIES BE CUT DOWN IS DISCUSSED BY EDUCATORS # CONTINUED FROM PAGE 28

ture.

entrance until he is ready to leave the High School. Some of the present grade work in arithmetic might be omitted and is it intended that this supplementa sent on to the High School course. It is far beyond the mental grasp of the grade pupil, and degenerates into most super-

pupil, and degenerates into most super-ficial and mechanical work. But I believe that we are on the eve of some quite radical changes along educa-tional lines, and I am giad to see that direction. I mean, more specifically, that direction I mean, more specifically, that the industrial side of education is being to see that the supplemental work, as that is not required by the course. The cost is, therefore, no more than formerly. The course is includes only the course includes only the common pranches, and if some of the schools add of our Western and Southern states are taking it up, Colorado and California are successfully working out the problem. I have just received from President Work, of the Ipdustrial College of Texas, an outline of the proposed work of that in-stitution. It is practical, interesting and fits for life. The literary side is not ness. of our Western and Southern states are lected by any means, but with it is taught by precept and by example that labor is honorable. Not all boys and girls can

ecome scholars. I do not mean by "industrial education" that trades should be taught in connection with our public schools, but latent mechanical tastes may be awakened or de-veloped, an interest aroused in work, and a useful citizen be the product of educational effort when under present systems

such effort is a failure. Certainly, this should be carried up into the High School. A good four years' course supplemented in the manner briefly indicated, without the waste of time nec-essary in unlearning some things learned

work shall increase the expense, as att dents are not expected to purchase book for supplemental reading, but secur them from the libraries.

course includes only the commo branches, and if some of the schools ad

### Would Be a Mistake to Change.

MINNVILLE, Or., March 19.-Mr. Miller's resolution seems to strike popular strain. By all means cut out al the nonessentials. But what are the non essentials? Has any one found them? Th list of studies required in the fourt grade is an imposing one. Let us lool at it. Reading, writing, spelling, writte arithmetic, mental arithmetic, language physiology, nature study, drawing, physical culture, and music Music is optional, and fortunate ind is the pupil who has a teacher that ca teach him music, even though it eror out a little arithmetic. Physical cultur as prescribed by the course of study simply a breathing and calisthenic exe cise which does not require more that ten minutes a day, and promotes the health of the pupils. Drawing is optional I have yet to find the teacher who has enough hypnotic power to keep the small boy from drawing. If he wil draw, why should we not direct this nat ural tendency? All will agree that lan guage is one of the most essential studie ural tendency? All will agree that lan-guage is one of the most essential studie in the schools. Physiology in the fourth grade is very simple, but it teaches the eager pupil what he should not ent and drink, and some of the simple laws on health. This would seem to be the most important study in the whole course, and should be taught as soon as the pupil is old ensure to residence the students.

part of the child now that the essential | some teachers keeps the child drilling on | mental arithmetic: one book of geography, part of the child now that the essential branches are not and cannot be well learned. There are fads in the course of study. There always will be some fads. It is one of the ways in which teachers, the second development of the child. Lack of proper discernment as to the needs of childhood. No matter how much the Board of Education may eliminate from the course of study, the amount of worthless matter in the schools will dee attention to nonessentials of a subject sometimes causes waste; so with under the board of Education may eliminate from the course of study, the amount of worthless matter in the schools will dee attention to nonessentials of a subject sometimes causes waste; so with under the board of Education has simplified the actents are neccessary, but the principles under which may able to the judgment are more important than the exercise of mere mechanical memory. A proper selection of the schools will disappear under and make the progress lor.

cal memory. A proper selection of the subject-matter of any branch, then, shortens the time of mastery and leaves time for other work. The results of com-"Children do not make the progress lov-ing parents wish them to make. The health of children frequently is not what it should be. If these matters are dispaschould be. If these matters are dispas-mately investigated, it will be found rather in terms of power than in terms of that in very many cases improper nurture and hours are sufficient cause for loss of health and poor work, without adding blams to the work of the school,

"If there be any genuine desire to ald childhood in its search for an education, the Legislature might do much by pass-ing acts regulating the heating, lighting and ventilating of school buildings, the efficient training of teachers and the proand rapidly. The teachers are not wholly to blame in this respect. Whenever the people demand and are willing to pay for skilled teaching it will be readily obtain-able. The queetion too often asked now is not "How well can you teach?" but "What can you teach for?" It is often complained today that the children have to work too hard in school; they become peryons. In some cities this

the same level as the good teacher, and the same level as the good teacher, and the prey for politicians seeking office or would-be reformers trying to tinker at the same level as the good teacher, and they become nervous. In some cities this to true; but children are not more fre-the prey for politicians seeking office or would-be reformers trying to tinker at would-be reformers trying to linker at the second work and the universe, there will be all sorts of fade and foolishness in school work, and regulations of the Board of Education will only be so many idle words as concerns putting an end to them."

DO OUR PUBLIC SCHOOLS TEACH TOO MUCH?

Those who have had much experience

in the matter of education, as our State Board of Education doubtless has, are very apt to have certain views of which

ication is disregarded, and only a few | favorite branches are taught, the young people have gone to seed on some branches to the total neglect of others. The stu-dents are not evenly balanced, showing a

dents are not evenly balanced, showing a deplorable ignorance of some matters that everyons should know. I would favor attaching a greater im-portance to the study of grammar-lan-guage, as it is termed in the primary grades. The advantage of this branch of the common school course is made mani-fest by the contrast between districts where it is given great importance, and those where it is relegated to the back-ground. If you want to appreciate the

cal memory. A proper selection of the subject-matter of any branch, then, is interview to give a vary intelligent expression and rapidly. The teachers are not wholly to blame in this respect. Whenever the people demand and are willing to pay for skilled teaching it will be readily obtainable. The question to often asked now is not "How well can you teach" but it will be readily obtainable. The question to often asked now is not "How well can you teach" but it will be readily obtainable. The question to often asked now is not "How well can you teach" but it will be readily obtainable. The question to often asked now is not "How well can you teach" but it will be readily obtainable. The question to often asked now is not "How well can you teach" but it will be readily obtainable. The question to often asked now is not "How well can you teach" but it will be readily obtainable. The question to often asked now is not "How well can you teach" but it will be readily obtainable. The question to often asked now is not "How well can you teach" but it will be readily obtainable. The question to often asked now is not well and you teach the teaching it will be readily obtainable. The question to often asked now is not well and you teach the teaching it will be readily obtainable. The question to often asked now is not well and you teach the teaching it will be readily obtainable. The question to often asked now is not well and you teach the teaching it will be readily obtain as the one of the provident teaching it will be readily obtainable. The question to other asked now is not well and you teach the teaching it will be readily obtain as the one of the provident teaching it will be readily obtain as the one of the provident teaching it will be readily obtain as the one of the provident teaching it will be readily obtain as the one of the provident teaching it will be readily obtain as the one of the provident teaching it will be readily obtain as the one of the provident teaching it will be readily obtain as the one of hesitate before changing our course of study in the common school. W. L. JACKSON, Superintendent, County Schools.

# Made a Wrong Diagnosis.

A LBANY, March 19.-Under the caption of "Cut Down Study Course," in The course of study those branches which are cussion." This question of simplifying the common-school course of study is about as old as this country, and finds expression in the old, musty "three Ra" which we had hoped was relegated to the corner cupboard along with the old, blue backed Webster, rule of three and three and tret. But here it is again, an old companion wearing the same old clothes. Omitting the Senator's first two whereases, trite but not wholly true, let us look the third squarely in the face: Whereas, The course of study now emplo a the public schools of this state requires nuch work on the part of the child that seenilal huranches are not, and can not, will hereaches It is easy to set up an imaginary target and shiver it to pleces with logic. The children of Oregon are not "employed on the course of study," but on the branches of reading, writing, arithmetic, United States history, geography and language or English grammar. Senator Miller quoting the San Francisco Bulletin, gives us to understand that the study of our English language, oral and written, is nonessential. Never in our experience, from Massachusetts to Oregon, did we meet an advocate of such awful heresy. Drop the study of oral and written English when ot one student in five in any grade of any of our schools can use it forcefully and correctly! Shades of Horace Mann, no, put it in, in season and out of season till some of our ragged broken English disappears from our conversation and let-ters. Drop it from our course of study when our children can use their native or adopted tongue with a ready correctneeting to the Legislative balls! W travesty on education would a school be with the study of good oral and writter expression left out. It would be like a Cunarder with a broken rudder chain. The second subject the Senator would drop is that of physiology and hygiene. We trust that he has observed that sta-tistics shows that the average length of listics shows that the average length of life is increasing in this country, and not a little of this increase, we believe, is due to a growing knowledge of nature's laws. Every state in the Union now requires the teaching of temperance hygiene, and let Oregon not be the first to discard this branch which is now pursued but a por-tion of each school year. Music, drawing and physical culture are not taught, ex-cept in rare instances. In our state, and and physical culture are not taught, ex-cept in rare instances, in our state, and these our state course labels optional. Underlying this whole question is one our hasty Legislators would do well to investigate or take council of those who have spent years of study in its inves-tigation, viz. the laws of child growth. The careful student of children discovers that the child, older or younger, can hold attention upon a clyen study as activ. attention upon a given study, as arith-metic, only a btief time when the mental processes become failgued and real growth stops. Those best qualified to apeak on this point declare that the child's mind

whit the equal in attainment of "essentials" of those who do not train the eye to see and the hand to do while pursuing

We are urged to return to the simplicity of our schools of E years ago. The boy or girl educated in such a school today would be left behind in today's race-physically and mentally. No, gentlemen, our schools are at fault, but you have not diagnosed the symptoms of weakness accurate. DEWLADE G ADAMS accurately.

## Wants to Take No Backward Step.

R OSEBURG, March 19.-The course of study in use in our public schools is not too difficult for the average pupil to master with reasonable effort in the allotted time. A small per cent-perhaps 15-of the pupils are unable to do with sufficient thoroughness the prescribed work, while on the other hand there are work, while on the other hand there are quite as many who are able to do more than is required of them. For the great majority the course is about as it should be. It is by no means easy to say just what studies "will be of most value to the children in pursuing the different avo-cations of life." (The Senator from Linn probably meant vocation, and, therefore, he counts earthy employments avocahe counts earthly employments avocations,")

The English subjects, reading, writing, spelling and language, are, without doubt, the most important. I am not sure which Oregonian for March 12, I note you give subjects Senator Miller considers of most place to the discussion of Senator Miller's value, but I infer that he would eliminate Oregonian for March 12, 1 hote you gets place to the discussion of Senator Miller's resolution which you admit passed both physical culture, music and drawing. But who will say that a knowledge of the structure of the human body, of the func-tions of its organs, and of the laws of calth are not of great importance? Who will deny that the state which maintains free schools, not primarily to make money-getters of the children, but to make good citizens of them, has the right to demand hat some instruction be given in the principles and practical workings of our Government? Nature study and physical culture require but little time. The former is usually made a part of the reading. language or geography work, and whil ot taking time away from other work. of great value in strengthening the chil-dren's habits of observation. Physical culture usually consists of calisthenics. equiring but a few minutes each day nd is not only a valuable aid to die but is also effective in quickening the circulation and brightening the minds of the children, so that they can do better work in the "essentials." Music and draw-ing are optional. Though they have ped-agogical value, they should not be allowed to interfere with effective work in the

EDWARD G. ADAMS, Superintendent City Schools.

A. F. BECHDOLT, Superintendent,

#### Wherein Time Is Wasted.

tection of good teachers against quacks, and seeing to the enforcements of such acts. As long as the quack teacher is on

"HE DALLES, March 19 .-- You ask me to say a word on Senator Miller's resolution, recently adopted by both houses of the Legislature. I noticed the resolu tion at the time of publication, but have not given it sufficient attention to express an opinion further than to state the maressions that naturally come to one ngaged in the work in question. With Senator Miller I fully agree in the

transcendent importance of the public school as the one educational unit for the state and nation at large. I believe with him there is an undue proportion of the public fund appropriated to the mainteince of Normal echools, and that everything should be done that can be done for the advancement of the common school; though with some of the other features of the resolution I cannot exrestures of the resolution i cannot ex-press as full accord. Without a more ma-ture deliberation I should not be ready to affirm that the course of study for Ore-gon schools, when properly understood, and carried out, needs much abridge-

To keep pace with and to render possi ble the great material advancement of recent times, education has made rapid strides in several important particulars. What has been termed the 'new educa-tion' arcse, grew and became established. The old regime with its 'three R's' will no more answer the requirements of today than the stage couch or the reap hook. New methods and new matter were intro-duced, the latter faster than it could be properly assimilated by the former. The Best schools with skillful teaching could fulfill the old requirements and have time for additional studies. These new studies were introduced; and chiefly in re-sponse to two demands: For a more practical training, for a wider culture. While the additional new work could be done readily in the schools with favored con-ditions of skilled teachers and long term, when attempted under tess favorable con-ditions, crowding and overwork of pupils resulted. A commarison of the reading as done in

comparison of the reading as done in the schools five or six years ago with that now done in the best schools in the state will illustrate. Under the old course, io pages of one reader with some work on the chart constituted the first year's work. Now, in many schools, not alone 50 pages, but three or four books of more than 100 pages each, are readily mastered. The same improvement has been made in the work in arithmetic and some other subpects. The framers of the course recog-down. The matter in arithmetic and geog-ditions like the above prevail there is in arithmetic need be used before the little difficulty encountered in completing middle of the fourth grade. If physiology mental work for breader devices. mental work for breader development. There is yet too much waste in common school education. About the same work required in our course of study for eight

required in our course of study for eight years is done in some schools in seven the seven schools in seven the seven schools in seven the schools on geography, but allows two; the seven text-book on geography, but allows two; the seven text-book

of today. Finally in the present demand for the

practical we are prone to lose sight of the real object of education. Is it only that the young people shall leave school in possession of so many facts? Or, rather, that each shall attain a complete devel-opment of all his powers, fitted to live mpletely? There are five avenues leading from the mind, opening out upon five great divisions of the life of man. Two e relate to man's conquest of naof the re (arithmetic and science); the other three pertain to human life itself (history

language, literature). All the activities of man have a mental or physiological co-efficient. There is some special activity ind employed in each operation. Experience has discovered, one after other, the studies needed to furnish proper exercise for the development of each mental power. The Oregon course of study is based on such knowledge and ex-perience. Which is better, to cut down the course, probably removing some branch necessary to complete development, or endeavor to bring ourselves by imp conditions to the requirements of the age and the demands of a perfected existence J. S. LANDERS, Superintendent City, Schools,

Points Out a Few Reforms.

EUGENE, Or., March 18 .-- County Su-perintendent W. M. Miller, being in. terviewed on the subject of the resolution offered by Senator M. A. Miller and passed by the Legislature, in regard to metic, 'goography, spelling, writing, physiology, United States history, civil government. Besides the above branches the manual of the course of study menmetic. tions nature study to be given

for grammar schools. "The reasonable objections I have heard geography, language, arithmetic a mental arithmetic, the texts used bei quite difficult and utterly beyond the ca-pacity of pupils of such tender ages. The is given in the grammar school at all it should not be earlier than in the sixth grade, and from one text-book instead of grade, and from one text-book instead of two. "A careful reading of the manual of the course of study shows that it advises: One text-book on geography, but allows two; two text-books on language, but allows

only "sops" thrown to the demand of a certain class whose circumstances are such as to enable them to give unlimited such as to enable them to give unitalities time to those branches which are but mere embellishments. In these days, and in this land of haste and sham, of wretched preparation, and foundations laid in sand, in this country whose very watchword is in this country whose the start is grave danger of the system supplanting the cation. No question but that the ency of the times has ben towan redundancy in our school and c toward a colleg courses, and I am glad to note the refor mation already set in in our higher insti-tutions of learning, such as Harvard, Co-lumbia and Chicago Universities, which have recently cut their courses down to three and two years. May we not hope that in the near future our common school courses will also be wheely revised? In the face of the request made by our

legislators that the Board of Education cut down the course, there is the clamor that many other studies be introduced, and all with some show of reason. If admitted, one of two things must be done: Rither for the pupil to select the studies desired, or for every subject to be pur-sued but a very short time. The latter method is too much in evidence at present method is too much in evidence at present, and it is this condition upon which the complaint is founded that it is a term of this, two terms of that, and almost a year of the other, a regular butterfly, flitting from one flower to the other, everything in turn, nothing thorough. In reviewing our state, course, we are impressed with its fullness, and yet com-paring it with the course of other states.

paring it with the course of other states we find it to be less redundant than that of many, and after carefully considering the matter it is difficult to any what ld be stricken out.

I believe that, could the course as it not stands be put into the hands of a thoroughly competent teacher in every school in the state, the work could all be done in a satisfactory manner without detriment to the pupils. But such a con-dition being impossible at present, it is far better to sacrifice quantity to quality. F. E. YOUNG.

Superintendent City Sch

Polyt Out the "Nonessentials."

A LBANY, March 19.-In reply to your query as to what I think of the action of the recent Legislature in recommending a simplification of the course of study in the public schools of our state. I must say that I can see nothing materially wrong with the present course of study. The State Legislature, in speaking of "nonessentials" is very indefinite It would point out anything that could be eliminated from our course of study, with out greatly weakening it. I should be glas to favor such elimination. But to my mind we have a good course of study be glad my one which has been carefully devole

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ore important subjects. It is by no means certain that a child will make any better progress with a fewer number of subjects. Experience teaches that the child carrying two or three studies makes no better print those studies than the child who ries four or five. The child mind w mind will dionly so much of a subject in one n. The mind tires of too much arithnetic, just as the stomach tires of too much potatoes, The

schools of Oregon are doing more than ever before. Let us take no back-ward step. A. M. SANDERS. Principal Rosebu

#### Let Us Have More of the Practical.

A SHLAND, Or., March 19-Yes, I am somewhat interested in this resoluon, and am heartily in sympathy with that part which calls for "practical" school work. I do not think that our chool children, as a whole, are so bur dened with work that health is endangered. It is the kind rather than the mount, it seems to me, that demands attention. There are, of course, in every community a few pupils who do not seem able to bring their work up to the standand without suffering from the effort. This, however, is, to a great extent, the anit of the parents. When it is discovered that the child is overworked the amount required should be lessened, and more time given to that particular individual in which to do his work. Any school car egulate this. To come ba

come back to the practical in our school work. I know that many school men make much of so-called disciplinary studies, but it may be possible that practi-cal branches well taught can be made disciplinary.

Of course, it would be somewhat difficult to say just now what branches should be dropped. Music, as a study, seems to be wearing out. It is quite generally con-ceded that as such it is a failure in our common schools. Probably some of our drawing will follow. Much of our physiol-ogy is so diluted that it could be excluded with profit. A few interesting oral les-sons or talks on hygiene would accom-plish more. We hold the child to a math-ematical grindstone from the day of his

by some in some higher institutions, ild fit for life.

By all means let us have more of the practical. Our pupils will need it. Not every boy and girl can go to college. Not every one should go. This is, after all, a good deal of a bread and butter world, with something of a struggle necessary for existence, and we should have a course of study that will train the masses for that struggle. W. F. CAMERON, Superintendent Public Schoola

### What Study Can Be Dropped.

A GRANDE, March 19.-If I could a how to do it I should gladly favor the eduction in the number of studies, but after careful study of the matter I cannot name a single study that could be dropped from the course. The studies required below the High School are: Reading, writing, spelling, arithmetic, physiology, grammar, United States history and civil govern ent. The book used for civil gos is so simple that it could be used for render in the eighth grade. There scarcely a parent in Oregon that would be willing to see one of these studies dropped from the course. If any of our pupils went to other states they would be required to know all these things. It is easy to criticise a course of study in gen-eral terms, but when it comes to getting up another there is difficulty. When teach-ors are competent some of the work in the ower grades might be done without books.

out the sverage teacher does better work with a textbook than without one. The course for High Schools might be improved by making more of the work optional and allowing extended work in the common branches to be substituted for some of the work now laid down. I am of the opinion that many of the soand of the opinion manches are studied when children's minds are very immature, and that more culture and better practical results might be secured by reviewing these things in the High School.

I went to a public school more than a marter of a century ago, and there is nothing taught now that was not taught then, unless it be physiology, and there would be opposition to dropping that from the course of study

H. J. HOCKENBERRY, City Superintendent of Schools.

### Opposed to Any Changes.

UNION, Or., March 19.-E. E. Bragg. School Supervision School Superintendent of Union County, said, today, in speaking of the esolution passed by the last Legislature objecting to the course of study now in use by the public schools of the state. that said resolution was undoubtedly passed hurriedly and without serious consideration, as the objections are, in his opinion, without foundation. So far as he can learn the objections are made by those who do not understand the course of study, as it embraces no more branches than did the course of study in Oregon 15 years ago. The branches re-guired to be taught include spelling. reading, writing, geography, arithmetic English grammar, United States history

physiology and hygiene, and civil govern-ment, and no others. Superintendent Bragg does not think that any of these should be depended with. He says the complaint seems to be in regard supplemental work outlined in the

old enough to read and understa The rest of the studies, save natu study. Mr. Miller admits are essentia Nature study is entirely oral. Who wou keep the teacher from explaining nature' works that are everywhere around th child? For my part I have found nothing so delightful as the study of our nativ If the aim of the school is birds. teach the child to think and to obser then nature study is just as imports then nature study is just as importan as mathematics. Surely things are jus as important as the relations between things

The fact is that we are not trying The fact is that we not the course of study teach more now with the course of study as it is than the well-informed teacher as it is than the well-informed teacher as it is than the well-informed teacher. course of study contains in more or detail what is required of the pupil. I the reader of this article will write down in detail all the things that he is going to do tomorrow he will find that it is a imposing list and he will be apt to

he is overworked. I do not argue that the present cours of study is perfect, but I do think it is the best we have had. It is making th schools of the state uniform, so that the schools of the state uniform, so that i family that moves from one district another is not greatly inconvenienced. gives to every teacher and to every set board a reasonable plan for school work I am of the opinion, however, that a two book series in language and one book is geography would save expense and woul not decrease the efficiency of the work Pupils have plenty of time for rending writing, arithmetic, spelling and geog raphy, and I am of the opinion that ou wys of today know more abo

subjects than their fathers did at The health of the pupil is the most in portant thing to be considered, and know from observation that the average upil in grades below the seventh can d the work required by the course of stud and not study at all outside of school. my opinion the Board of Education would make a great mistake if it should at tempt in any radical way to change, a this time, the course of study.

L. R. ALDERMAN. Principal Public Schools.

Ardupp-I wonder what my ancestor, Adaz add when he first met Eve? Diggby-Are y sure he was an ancestor of yours? Ardup; Certainly! Diggby-Then I guess about I first thing he said to her was "Lend me \$2." Chicago Daily News.

lan Jews to the number of 24,000 came t