OREGON PUBLIC SCHOOLS TEACH TOO MUCH?

SENATOR M. A. MILLER IN RESPONSE TO EDUCATORS OF THE STATE WHO DEFEND THE COURSE OF STUDY

dovote considerated for it.

In this communication I propose to notice as briefly as I can the opinions submitted by President P. L. Campbell, of the State University; President Gatch, of the Oregon Agricultural College; Professor W. C. Hawley, deen of the Willamette University; Dr. J. W. Hin, of Hill's Mill-Brith Reader.

University; Dr. J. W. Hin, of Hill's Mill-Brith Reader.

County Superintendent County Superin

fer and have differed for lo! these many years. It is being discussed from the platform, through the newspapers and around the fireside. It has been so discussed in the peast is a burning question among the masses of the people at present and will doubtless never be settled satisfactorily to all of our citizens. Yet if anything is wrong in our system, and that the people is wrong in our system, and that the people is wrong in our system. the past is a burning question among the masses of the people at present and will doubtless never be settled satisfac-torily to all of our citizens. Yet if any-thing is wrong in our system, and that there is something wrong is. I believe, generally conceded, then we ought to be able and are able to from time to time improve our system, make radical changes when the consensus of opinion seems to demand such changes, and if this demand nand such changes, and if this demand can be met we should not hesitate to act

promptly.

This is a big question, and a broad question. It is not a personal matter. It is bigger than any individual; it is bigger than all the people in the State of Oregon—yea, I might say than all the people in the United States.

There are complaints about our course of study for two reasons. First, that the children cannot do justice to or com-prehend the textbooks prescribed by the Educational Board for lack of time and on Educational Board for lack of time and on account of the tender age of the pupils when these textbooks are placed in their hands; and, second, because it is a financial burden which is unnecessary, unjustifiable, from every standpoint.

The "resolution" which I recently had the honor to introduce in the Oregon Legislature set forth these facts, which I verify believe to be true. I introduced it

verily believe to be true. I introduced it in good faith, and nope it will bear fruit.

I believe in the education of the masses. I believe in the education of the masses. I believe in a system of education that will reach the people, and, above all things, I believe in the common school. because 56 per cent of the youth of our state receive all the book education they ever receive in the public schools of our

Now permit me to call your attention or, rather, the attention of your readers, to the opinions of some of the distin-guished and prominent educators of Oreas set out in the Sunday Oregonian of the 22d inst., and first I will notice what L. Campbell, of the State University,

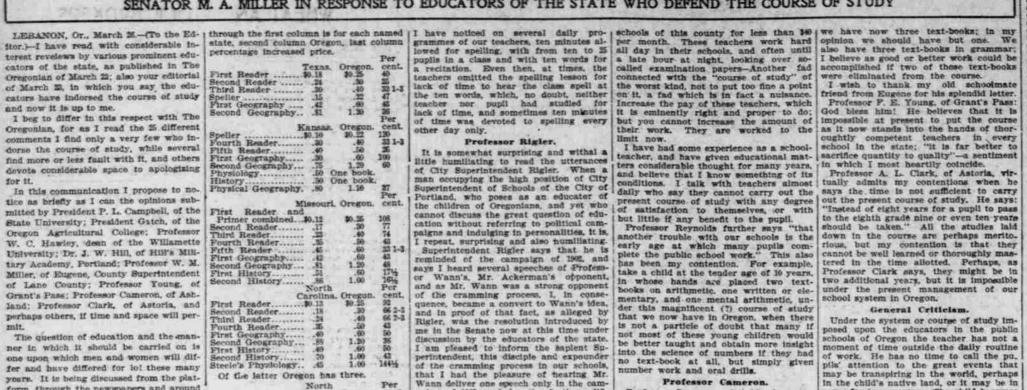
vantages, which are conceded, for the young man or woman whose parents are able to send them to that institution of learning, which has always been a great burden to the taxpayers of Oregon, but doors are virtually closed to more whose doors are virtually closed to more than 56 per cent of Oregon's boys and girls. President Campbell contends for the course of study, then apologizes for it, and winds up by laying the blame upen the teachers. President Campbell says the state had better provide more fully for the training of teachers. Does he mean larger appropriations for Monmouth? As to more additional schools for training teachers, let us see: We have now the State University, of which he is president. State University, of which he is president; Polk County. The University, the Ag-ultural College and the four Normal hools are extravagantly supported by State Legislatures, very much to the disgust of the rural taxpayer. What more now does President Campbell wish the State of Oregon to do in the way of train-ing teachers? What other scheme has he

toll their hardily-earned dollars?

It is not within the compass of my time or The Oregonian's patience to take up in detail the many fallacies of President Campbell, of the Oregon State University, but let the teachers and parents of Ore-gon note this one: He says that "In arithmetic the suggestion is made that the written and mental arithmetic be taught ing the science of numbers which the teacher was trying to instill into the poor muddled, if not to say addied, brains of the overworked child, too sadiy wearied to comprehend or have an intelligent knowledge of either mental or written arithmetic. I desire to say in all kindness to President Campbell that the idea of the suppose that a suppose that as one class, the two texts being used al-ternately or practically on alternate days." Such a course has been tried, resulted in comprehend or have an intelligent knowledge of either mental or written arithmetic. I desire to say in all kindness to
President Campbell that the idea of placing in the hands of a child, say 8 to 10
years old, two text books on arithmetic,
one of them mental and the other written,
is, candidly speaking, absurd and entirely
out of reason. The child in the first place President Campbell that the idea of plac-ing in the hands of a child, say 8 to 10 years old, two text books on arithmetic, one of them mental and the other written, is, candidly speaking, absurd and entirely out of reason. The child in the first place is called upon to study arithmetic at too tender an age, and in the second place it is to my mind absolutely ridiculous to is to my mind absolutely ridiculous to place in this young child's hands and ex-pect him to study two text books, one tal and one written, on alternate days, as is now required in many of even our

The marses of the taxpayers are waking up to the fact that somewhere, somehow and by somebody great grafts are being worked to their detriment and in these referendum days the people are inquiring more closely than was their wont in the early days of Oregon. They are even dis-cussing the autions of the Text Book Commission in leading us down with a great number of non-essential text books great number of non-essential text books at an enormous percentage over what the citizens of other states are required to pay for the same class of books, as can be readily verified by letters now in my possession, received from school boards of warious states, a compendium of which I amex for the special benefit of President Compiled who I think was a second or consider. dent Campbell, who, I think, was a mem-ber of the State Text Book Commission and who is hereby respectfully asked to state in his next letter to The Organian to the good people of the State of Ore-gon why the parents or guardians of the school children of the state are compelled to pay from 50 to 150 per cent more for school books than most of the states of the Union. Here follows the comparison:

Comparative Cost of Text Books.



Professor Gatch. President Thomas M. Gatch, of the Ore gon Agricultural College, upholds ,the course of study in our public schools, and says it is "satisfactory." A very able and learned professor of the Oregon Agricultural College told me less than six months ago that students from the public schools entering the college were deficient in many of the elementary branches, particularly spelling, that many of them, even of those who had graduated from the so-called tenth grade of the public school did not average over 47 per cent in spelling. If my memory is correct I think this same statement was published in a local paper. The course of study says pupils should spell once a day. Now does any one believe they will become good spellers under a method which gives but a few minutes of each school day to this most essential science, the study of orthog-

Dr. J. W. HIII.

raphy?

Professor Reynolds.

Dr. J. W. Hill.

Dr. J. W. Hill. of Hill's Academy, Portland, a very competent and thorough instructor known to some of our Lebanon citizens whose boys attended the Bishop Scott Academy during a portion of the part of the professor Reynolds. Professor Reynolds, principal Dallas public schools says: "One of the main causes of the fallure, in this state, of the public schools to accomplish fully that which they are designed to do is the old system of conducting spelling, the by are designed to do is the old-fashioned spelling school, and the time given to students for the study of spelling, is far preferable, in my opinion, to the course pursued today." We must, to a very great extent, judge by results, and it is almost a universal complaint throughout Oregon, that more poor spelling school history. Why does this state of facts exist now? Are our children less of the professor Reynolds that teachers in such as any former period of our public schools are poorly spelling school history. Why does this state of facts exist now? Are our children less of the professor Reynolds that teachers in such as any former period of our public schools in a state of facts exist now? Are our children less our professor Reynolds that teachers in such as any former period of our public schools in a state of facts exist now? Are our children less our professor Reynolds that teachers in the fact of the professor Reynolds the fact of the main as follows:

The reasonable objections I have heard that the course is too heavy in the course of the fallure, in this state, of the fallure, in this od of teaching, the way in which it is taught and the time given to the study of given to this very essential study; in fact,

of the cramming process in our schools, that I had the pleasure of hearing Mr. Wann deliver one exect only in the cam-paign of 1802, and for the further edifi-

I have read editorials in The Oregonian I have read editorials in The Gregorian call: criticising the public school authorities of Portland for compelling the pupils to provide each one of them a slate of certain dimensions, cut on the bias possibly, besides three or four tablets with different colored paper. This is a small matter to refer to, you will say; true, it is but an ficial item or two in the many very foolish exactions the schools natural of the public Cour. phasis, and I venture the assertion that if the patrons of the public schools of Portland could vote upon the proposition as to whether or no there were too many studies, and whether those nonessential studies, coupled with the fool fads of the City "Superintendent, were a grievous, financial burden on the taxpayer, the proposition would carry by a very large materials. I am glad that Professor Lande The Dalles, fully agrees with me in

Professor Reynolds.

into the science of numbers if they had no text-book at all, but simply given number work and eral drills.

Professor Cameron.

Professor Cameron, of Ashland, makes paign of 1992, and for the further edifi-cation and enlightenment of Superinten-dent Rigler, beg to inform him that for more than four years last past I opposed the course of study now pursued both through the public press and while deliv-ering addresses at teachers' institutes, to which I had the honor of a personal invi-tation.

The professor Cameron, of Ashland, makes "Let us have more of the practical." This is the universal expression heard every-where. The professor further says "that music as a study is wearing out; much of our physiology is so diluted that it could be excluded with profit." He also says: "We hold the child to a mathematisays: "We hold the child to a mathemati-cal grindstone from the day of his en-trance until he is ready to leave the High School. Some of the present grade work in arithmetic might be omifted and sent on to the High School course. It is far beyond the mental grasp of the grade pupil, and degenerates into most super-ficial and mechanical work." By all means let us have more of the practical sections the schools patrons of the public schools of Portland have to submit to, as many of my friends and relatives of Portland tell me with considerable emphasis, and I venture the assertion that if the patrons of the public schools of a struggle necessary for something of a struggle necessary for existence, and we should have a course of study that will train the masses for Professor Cameron is on the right

I am glad that Professor Landers, of

The Dalles, fully agrees with me in many things. I note with considerable interest what County School Superintendent W. M. Miller, of Eugene, has to say. I quote

plis' attention to the great events that may be transpiring in the world, perhaps in the child's native land, or it may be in some foreign country. The child becomes a mere machine. His individuality is not developed, his reasoning and thinking powers are not appealed to, from five to fifteen minutes are allowed for a recitation, very possibly there are more pupils in the class than minutes of time in which to hear the recitation. In such cases comment is unnecessary. There are too-many fads in our public schools which ought to be wiped out. Even so-called teachers' institutes are afflicted with this disease. In those "Institutes" usually one or two persons will deliver a kind of a Lord Dundreary lecture or two. Teachers present, under compulsion, have to un-dergo the fearful penalty of sitting still during the delivery of those ponderous old platitudes we've been listening to all our lives. God help the poor teacher! Fads.

In discussing the question of appropriat-ing money for higher institutions of learn-ing. The Oregonian of February 3, 1991,

"It is partial and vicious and should be ejected. This whole business runs to ex-ess. The state cannot possibly give the whole body of its youth an academic and whole body of its youth an acade collegiate education, and would educate multitudes to a point of helplessness if it should; but it can give all its children a common school education and in reality

PROFESSOR SCHAFFER RESUMES WHITMAN CONTROVERSY

EUGENE, Or., March 28.—(To the Editor.)—I have read with interest Mr. Marshall's letter printed in your issue of March 8, and ask you to kindly give me space for a reply. To his personal attack upon me I shall devote but a very few words. Few words approach of the companies the criminal laws of Missouri or Tennessee, for the government of the company. This proposition he supported by an able speech, and several speeches were space for a reply. To his personal attack upon me I shall devote but a very like few foward the wilderness. Let it should read to the criminal laws of Missouri or Tennessee, for the government of the company. This proposition he supported by an able speech, and several speeches were space for a reply. To his personal attack upon me I shall devote but a very like few foward the wilderness. Let it should read to the criminal laws of Missouri or Tennessee, for the government of the company. This proposition he supported by an able speech, and several speeches were that the writer of this journal should furnish the reason which induced him to turn like few foward the wilderness. Let it stitute about a very like few foward the wilderness. Let it stitute about or the criminal laws of Missouri or Tennessee, for the government of the company. This proposition he supported by an able speech, and several speeches were shows that Burnett must have had before him, in writing Recollections, either coples of the Heraid letters, or, what is more likely, the rough drafts of these thread letters, or, what is more likely, the rough drafts of these thread letters, or, what is more likely, the rough drafts of the company. This proposition he supported by an able speech, and several speeches were shows that Burnett must have had before him, in writing Recollections, either coples of the Heraid letters, or, what is more likely, the rough drafts of the supported by an able speech, and supported by an able speech, an Agricultural College. Presi-well known to several of the space for a reply. To his personal at-that the writer of this journal should furoid grandfathers of Lebanon, who were his students when they were boys at tending the Wilamette School in the ancient days of long, long ago; we have four Normal Schools, one of which is the taxeating Normal School at Monmouth, ter February 9), will, I think, see at once that it was wholly uncalled for. In the first place the allp with respect to the about 20 number of Mr. Marshall's sources for the rec emigration of 1842, and Whitman's congust of the rural taxpayer. What more now does President Campbell wish the State of Oreson to do in the way of training teachers? What other scheme has he can hand to wring from the hard hand of toli their hardily-earned dollars?

It is not within the compass of my time or The Oregonian's patience to take up in detail the many fallacies of President Campbell, of the Oregon State University, was nursely being the only contemporary source for the journey) there would have been no slip even. Secondly, the matter in question was nursely incidental in fact (though) was purely incidental in fact (though was purely incidental in fact (though time jerked at a trace, settled this and perhaps not in form) as witness the caption under which the editor printed my letter. Thirdly, when I discovered the technical error, wishing to leave no shadow of a cause for complaint of ill treatment, I immediately sent The Oregonian a letter, carefully correcting the mistake. This was done on February 4 four days before Mr. Marshall's reply to Dr. backs of his team, when a little circum-

> rect, candidly admit the error and drop the matter. It appears, however, that Mr. Marshall proposes to attempt a rehabilita-tion of this discredited source, which im-poses upon me the necessity of elaborating

nett in the Winter of 1842-44, and purporting to give an account of the emigration
of 1843, do not constitute a trustworthy
gource for the study of this emigration.
The reasons are two: First, Willesdramatizes the story told in simple language by Burnett, in order to make it
more interesting to his readers; second,
he is writing for the purpose of proving
the feasibility of a railroad to Oregon,
and since he can be shown to depart at
will from Burnett's text, as partly printed
in the Heraid, we have no guarantee that
he gives us even the substance of Burnett in the Winter of 1842-44, and purporthe gives us even the substance of Bur-nett's remarks on the difficulties of the latter part of the route. Inliced, there is reason to think that he perverts the text to his own ends.

The first paragraph of Burnett's opening country, and having seen at least its main features. I propose to give you some concluded the states of the states

REPLIES TO MARSHALL

souri, and set out for the general render-vous. This was situated in a little spot about 20 miles distant, in a southeast di-rection. I did not start alone. A family of the name of Robbins, from the northern part of Pennsylvania, were my compan-ions. This party consisted of a husband and wife, two chubby boys, one 6 and the other 8 years of age, and a bouncing baby of 18 months or thereabouts.

"After having examined for the twen-tieth time if all the necessaries required for the journey were properly stowed in the wagon, and after having for the last time jerked at a trace, settled this and that portion of the harness, looked under the horses, passed his hand over the near

"He had turned his head for the twenty-first time to see that all was right in the canvas domicile behind, when he discovered that Mrs. Robins was yielding to the weakness of her bosom at the separation of the last link that bound her to the associations of early youth and to the ties of friends and home. The husband kissed away the tears that were tumbling over her full and row cheek anoke a word of her full and rosy cheek, spoke a word of encouragement in her ear, and then with a moistened eye himself, turned hastly to his place, brought the whip sharply down, set his feature as rigid as a decemvir's, my proofs.

To restate my position: The Wilkes letters, while undoubtedly based upon a series of letters written by Peter H. Burnell of the cheers of a large circle of friends and the cheers of a large circle of friends. and well wishers who had gathered to see us off, and whose benizons floated after us

us off, and whose benizons floated after us upon the air, as if they were unwilling to resign this living evidence of their continual gnuardituship," etc.

By and by Mr. Wilkes introduces two interesting characters, Dumberton, the fat man from "Big Pidgeon," and McParley, another fat man, who are made to play the ridiculous role of rivals for leadership, of the company. Notiting of the name of the program of the company. ridiculous role of rivals for leadership of the company. Neither of these names appears in Nesmith's list, though the Big Pidgeon man is mentioned by Burnett under the name of Dulany. Then he makes the writer meet Peter H. Burnett, pictures an evening drinking scene in one of the tents; introduces Jim Wayne, the wit of the company, whose pare does not an The first paragraph of Burnett's opening of the company, whose name does not apletter to the Herald (see New York Daily Herald, January 5, 1845), is as follows:

"Having arrived safely in this beautiful country, and having seen at least its main and the seen at least its main."

Any one can see that this is pure fiction.

of this incident Wilkes makes the fol-

lowing interesting story:
(p. 70.) "In the middle of the uproar of the first hour. Dumberton, who had given his hair an extra intellectual rush from his hair an extra intellectual rush from the front, and arranged the snuft-colored garments in a style of superlative finish, managed to obtain the ear of the assem-biage. After having waved the crowd into protound silence, he commenced a culogium on the character of Washington; made patriotic allusions to the Revolution and the late war, touched upon the bat-tie of New Orleans, assestmblized the and the late war, touched upon the bat-tle of New Orleans, apostrophized the American eagle, and then wound up his introduction with a very meaning senti-ment leveled with great force and earnest-ness at the 'tron arm of despotism.' Imag-ining that he had fairly taken captive the admiration of his audience, Mr. Dumber-ton, of Big Pidgeon, came to the point of his address, and gravely proposed that the emigration should adopt the criminal laws of Missouri or Tennessee for its future government.

"No sooner had the speaker delivered himself of his proposition than McFarley, who had been chafing like a stung buil for the last half hour, sprang up and re-marked that since the gentleman from Big Pidgeon had found out we had robbers and thieves among up he would more that

Big Pageon had found out we had robbers and thieves among us, he would move that a penitentiary be engaged to travel in company if his proposition should pass.

"Mr. Dumberton repiled with a savage irony intended to annihilate his opponent, that 'the gentieman who had suggested the last resolution, would doubtless find himself taken in if it did." Mr. McFarley denounced Dumberton as a democrate. denounced Dumberton as a demagogite, whereupon Mr. Dumberton appealed to the genius of liberty in a most beautiful apostrophe."

It seems superfluous to continue these quotations. Thus far, as it happens, Wilkes has kept pretty close to the substance of Burnett's letters, while rewriting them in his own way. But how can ing them in his own way. But how can we be at all certain that he does this throughout? The Herald letters leave us on the Platte. Wilkes takes us through the mountains. He tells us (82) "The region we had passed through from the 30th of July up to the 25th of August, com-prised all the passes through the Rocky Mountains, and was by far the most arduous and difficult portion of the whole journey." This was the route from the Upper Sweet water to the Portneuf, just east of Fort Hall. Is this true? Could Burnett have said it? On pages 85, 87, 88, he describes the route from Fort Hall to the Walla Walla, and makes a very ob-vious effort to minimize the difficulties of that portion of the trip—the part which all accredited witnesses agree in repre-senting as the most difficult and tolisome

any use of Wilkes at all, while no one is justified in using it on any question per-taining to the difficulties of the route, the services of particular ploneers en route, the customs of the campers, etc. Indeed, in the Heraid, which cover a small portion of the routs. For the rest we must rely on Burnett's Recollections to determine how far Wilkes is reliable.

But why not use the Recollections at first hand? A careful comparison of crucial passages from the Heraid letters with

so long as there is any other genuine source for the study of this journey—and there are several—it is strange that a historian should even go to the trouble

son of the two accounts so far as they parallel one another. I conclude, therefore that the best Burnett source for the en tire trip of the emigrants of 1842, is Bur-nett's Recollections, published in 1880.

Adverting to Mr. Marshall's query why

I did not publish the results of my inves-tigations on this point prior to January 20. I may say that it was my intention to publish them in connection with a pa-per of some length which is not yet ready for the press. When I saw that Mr. Eells was in a good way to forestall me, I de cided naturally enough to print a brief statement at once. I trust this may satis-JOSEPH SCHAFER

The Land Beyond the Sea.

The Land Beyond the Sea.

Frederick William Faher.

(Frederick William Faher was born on June 28, 1814, at the vicarage of Calverley, Yorkshire, England. From his earliest years he gave promise of remarkable power of mind. After audying at Harrow School he antired Bailhol College, Oxford, in 1822, and in 1837 received deacon's orders in the Church of England. In 1845 he left the Church of England and united with the Roman Catholic Church, in which communion he died September 29, 1863. He wrote several books of hymns. "The Land Beyond the Sea" was a great favortie of the late Mrs. Julia D. Grant, and it was read at her funeral in New York on December 21 last by Bishop Mackay-Smith.)

The Land beyond the Sea! was the color? When will life's task be o'er?

When will life's task be o'er? When shall we reach that soft blue shore, O'er the dark strait whose billows foam and roar?
When shall we come to the Calm Land beyond the Sea?

The Land beyond the Sea!

The Land beyond the Sea!

How close it often seems,

When flushed with evening's peaceful gleams;
And the wistful heart looks o'er the strait,
and dreams!

It longs to fly to thee,
Calm Land beyond the Sea!

The Land beyond the Sea! Sometimes distinct and near It grows upon the eye and ear, And the gulf narrows to a threadlike mere; We seem half way to thee, Calm Land beyond the Sea! The Land beyond the Sea!

Sometimes across the strait, Like a drawbridge to a castle gate, The slanting sunbeams ile, and seem to wait For us to pass to thee, Calm Land beyond the Sea! The Land beyond the Sea!

Oh, how the lapsing years,
'Mid our not unsubmissive tears,
Have borne, now singly, now in fleets, the
blers
Of those we love to thee.
Calm Land beyond the Seal The Land beyond the Sca! The Land ceyond the Sea:

How dark our present home!

By the dull beach and sullen foam.

How wearlly, how drearily we roam,
With arms outstretched to thee,

Caim Land beyond the Sea!

The Land beyond the Sea!

When will our toil be done?
Slow-footed years! more swiftly run
Into the gold of that unsetting sun!
Homesick we are for thee,
Calm Land beyond the Sea!

The Land beyond the Sea!

Why fadest thou in light?

Why art thou better seen toward night?

Dear Land! look always plain, look always bright.

That we may gare on thee,

Caim Land beyond the Sea!



Dr. J. Henri Kessler

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DR. J. HENRI KESSLER, M. D.

Cor. Second and Yambill

PORTLAND, OR.

Oregon, and although for years struggling under a heavy load of debt, which has been paid off within a short time, has been doing splendid work, and her grad-uates rank high as any and will make their mark in the future history of Oregon. There are many of the higher institutions of learning scattered throughout Oregon, asking no aid from the state and yet are doing good work in fitting many of the young men and young women of Oregon for the struggles incident to humanity's

gene, the Oregon Agricultural College and one Normal School, these three and no more, to receive such aid, ought to be sufficient in the way of higher institutions of learning. If the state must do normal school work for the sake of good work and economy, concentrate the effort and make one good school, "where diamonds will be polished and drones bankhed." Quality, not quantity, should be the end in view.

(Mr. Miller quotes at considerable length from various newspapers against the "cramming process." These extracts are omitted for lack of room.)

Governor Chamberlain.

Our splendid and intelligent Governor, George E. Chamberlain, of whom we are all proud, said in his inaugural address, in speaking of the common schools, the following:

"Oregon has just cause to be proud of the record she has achieved with reference to her public school system. She stands near the front rank in efficiency and in at-tendance proportioned to population. No tax is so cheerfully paid by our people as tax is so cheerfully paid by our people as that which goes to support the public schools, for it is in them the minds and characters of the great majority of our children must of necessity be formed, and it is to them that the state must look mainly for useful and responsible citizenship. To maintain their efficiency is our solemn duty. Education there attained should be extremely practical, having for its object preparation of the pupil for the should be extremely practical, having for its object preparation of the pupil for the everyday affairs of life. To this end, non-essentials should be eliminated, and essen-tials only installed. It is to be feared, however, that the modern tendency is to reverse this wholesome rule, and reading, writing and arithmetic are giving way to music, drawing and other embellishments. Too many are the books and too many the studies for thoroughness in those things studies for thoroughness in those things which go to fit our boys and girls for us ful men and women, and embellishments are being added to the courses of study each year which had better be left to schools of art and to colleges and univer-sities."

gittes."

Gentlemen, I am enjoying this controversy, and have not exhausted my ammu.

nition. My address is Lebanon, Or., on
the classic banks of the Santiam. I respectfully submit this, my first contribu-tion, to the intelligent people of Oregon and their much-afflicted children now attending the public sche ic schools. Very respect-MILTON A. MILLER.



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ch as piles, fistula, fissure, ulceration, mucous a ody discharges, cured without the knife, pain

Blood poison, gleet, stricture, unnatural losses, potency, thoroughly cured. No failures, Cures gu anteed.

ToUNG MEN troubled with night emissions, dreams, exhausting drains, balness, aversion to society, which deprive you of your manhood, UNFITS X DR BUSINESS OR MARRIAGE.

MIDDLE-AGED MEN who from DISEASES OF MEN

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