

BOYS STRIVE TO MAKE MEMBERSHIP 800 BEFORE THE YEAR-END ARRIVES

Young Men's Christian Association Department, Now Third Largest in Union, Would Climb Higher—Seventy-Nine More Needed to Attain Goal—College Club to Be Formed Soon.



SCENE IN BOYS' LOBBY OF PORTLAND Y. M. C. A.

Industrial work in agriculture, the mechanic arts and household economics, adapted to the needs of the community, must be made in all the elementary and high schools. Furthermore, these subjects must not be purely pedagogical, but must have the greatest possible utility value.

STATE-AIDED ROADS LOSE

(Continued From Page 4) of crushing stone turned out at the state stockades or quarries; and said act shall further contain provision for the proper safeguarding of said expenditures.

Resolved, That we recommend the passage of a law establishing the maximum grade of all state and county roads to be not more than five per cent and all lateral roads do not exceed 8 per cent, excepting that steeply rising roads may be constructed on county roads where the County Commissioners and the County Engineer are agreed that it is necessary.

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In fine condition.
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A great bargain.
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Easily worth the money.
R. S. Howard—Mahogany case \$240
Practically new. See it.
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German made. A good buy.
Jesse French—Walnut case \$285
This piano worth \$475.
Goetzmann—Mahogany case \$265
In best of condition.
Brewster—Oak case \$215
Slightly damaged in shipping.
Stark—Mahogany case \$325
This is good as new.
Schubert—Art style mahogany \$367
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Knabe—The world's best piano \$398
The great buy in Portland.
Knabe—Baby Grand, mahogany \$625
This piano worth \$1050. It is good as new.
Organs \$25
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Worth \$900.

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Reed-French Piano Mfg. Co.

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ATTACK ON AGRICULTURAL COLLEGES BY CARNEGIE FOUNDATION RESENTED

President Kerr of Oregon Institution Cites Statistics to Prove Land-Grant Schools Do Not Sacrifice Tilling of Soil for Engineering, as Alleged in Report—Farms Still Attract.

THE attack on agricultural colleges and trade schools by the Carnegie Foundation for the Advancement of Education last Fall was resented by Dr. Kerr, president of the Oregon Agricultural College and president of the Association of American Agricultural Colleges and Experiment Stations, in his annual address before the association in Washington, D. C., November 16.

The attack was unexpected and the motive could not be discerned. Not only were instructors in agricultural and trades schools surprised, but farmers noticed the criticism and a storm of protest was raised from rural communities from the Pacific to the Atlantic.

Dr. Kerr said in part: "The criticisms contained in the Fourth Annual Report of the Carnegie Foundation for the Advancement of Education show an apparent complete misapprehension of the function and field of the agricultural and mechanical colleges. Many of the statements contained in this report involve not only fundamental questions of policy, but also the motives which have governed in the administration of these institutions."

Attack is Summarized. "The attitude of the Foundation toward the land-grant colleges, and the criticisms of their work and policy may be summarized as follows: That the agricultural and mechanical colleges have emphasized engineering to the neglect of agriculture, while the real purpose of their establishment was to promote agricultural education; that no other colleges have exercised such potent influence in taking students from the farm and sending them elsewhere; that they have maintained low standards, depleted the high schools, and demoralized education; that the object has been to secure students and to influence the Legislature that there is no unity among these institutions themselves as to their mission and the place they should occupy in education; that affecting the work of the land-grant colleges, agriculture and other similar subjects in the secondary schools can have no vocational value, their purpose being purely pedagogical."

"To determine whether or not agriculture has been sacrificed for engineering our best recourse is to the facts. A table has been compiled from the report of the United States Commissioner of Education for the year ending June, 1909, showing the aggregate enrollment in the different courses in the agricultural and mechanical colleges for the years 1902-1909. As shown by this table, the increase in the number of students pursuing courses in agriculture during the period mentioned was 138 per cent, while the increase in engineering was 68 per cent. Moreover, the proportion of students pursuing courses in agriculture to the total enrollment increased nearly 100 per cent. As a further indication of the directions in which these institutions are developing it may be noted that for the four years 1906 to 1909 the increase in the number of students in the degree courses was 24 per cent, and in the degree courses in agriculture 140 per cent."

"Furthermore, that agricultural instruction has not been neglected is shown by the remarkable development of agriculture in the land-grant colleges. It has not been 20 years since all the work in agriculture, even in the largest of these institutions, was given in one department by one or two

instructors. During recent years, however, the agricultural work has been segregated into various departments, such as animal husbandry, dairy husbandry, rural engineering, irrigation and drainage, each of which now offers more courses, with a larger number of instructors than the entire subject of agriculture required even ten years ago. For instance, during the present year the Kansas Agricultural College offers 16 courses in agriculture, exclusive of veterinary science; Iowa, 12; Oregon, 11; Michigan, 41.

Oregon Courses Many. "In the Oregon Agricultural College for 1909 the total number of courses offered, including horticulture and veterinary science, was 15; in 1910-11, 12; an increase in 10 years of 92 per cent.

"The wonder is not that there were so few students pursuing agricultural courses, but rather that there were any at all. The history of agriculture in America during the period under consideration leaves no doubt as to the cause of the migration in this country from the farm to the city. Farm hours were long and hard, not only for the farmer and his family, but also for the children that were old enough to perform the simplest kinds of labor. The schools were ungraded and the curriculum adapted to the needs of the people. Even the rural churches, where there were any, were uninspirational, and offered little relief from the monotony of country life.

Farming Made Lucrative. "Through the work of the agricultural colleges in training leaders in agricultural instruction, research and investigation, and directly with the farmers through the various extension agencies, the tillage of the soil has become more lucrative and dignified, and therefore more attractive. The opportunities of country life are greater than ever before, and there is a great awakening to the importance of husbandry. Many educated men are leaving the cities and professions to engage in different lines of agricultural activity. In Oregon, for instance, there are hundreds of college and university graduates engaged in fruit culture, and many others are employed in other lines of farming. More than any other agency, these institutions have emphasized the advantages of country life and the opportunities for advancement in agriculture. As late as 1890 there were but 2528 publications in the United States. By 1909 the number had increased to upwards of 8900, while in 1909 there were 2500. But even these were mainly in the larger towns and cities, practically inaccessible to a large proportion of the country population. On account of the general trend of education, and the lack of opportunities for secondary training, it was unavoidable that the land-grant colleges for many years should maintain comparatively low standards. It was not a question of depleting the high schools, but of meeting the situation.

"The entire influence of the Carnegie Foundation seems to be used for

the standardization of college and university work. While this may be a very worthy ambition as an ideal toward which to work, it does not take into account local conditions. It is difficult to understand in what way it has been possible for the land-grant institutions to demoralize education. Instead of demoralizing education, the influence of these institutions has tended to infuse new life into it, to redirect its policies, bringing it nearer to all the people and adapting its work to the requirements of our democracy.

Policy Well Understood. "The Carnegie Foundation desires an interpretation of the mission of the land-grant colleges and their purpose in education, and says that there is a wide divergence among the institutions themselves upon these important questions. While there may be, and no doubt are, differences of opinion on minor matters of detail, the proceedings of this association indicate very clearly that there is general agreement upon all questions relating fundamentally to the policy of these institutions. The object of their establishment, the work contemplated for them, the field they should occupy, and their relations to the state universities and other institutions of higher learning, and to the elementary and secondary schools. These questions have received so much consideration at the different conventions of this association that their discussion has no doubt long since become tedious.

"It was never intended that the work of these institutions should be confined to agriculture alone, or even to agriculture and engineering. While these are emphasized as leading features, the institutions were, in the language of the act, 'to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.' School Abandoned Early. "A better understanding of the real situation may be had from consideration of statistics showing the distribution of the school population throughout the different grades. According to the report of the United States Commissioner of Education for 1909, the total school enrollment aggregated upwards of 19,000,000. Of these, 158 per cent were in the higher institutions, including colleges, universities, and professional schools; 85 per cent in the secondary schools, and 33.7 per cent in the elementary schools. The distribution of pupils in the grades of the common and high schools is not given in this report; but, as estimated in the report for 1908, the total enrollment of pupils in the high schools, 4.7 per cent were in the first year; 35.9 per cent in the second year; 17.4 per cent in the third year, and only 12 per cent in the fourth year. This indicates the remarkable extent to which high school pupils withdraw before reaching the fourth year. And yet the showing in the elementary schools is even more unfavorable. Of the total enrollment aggregating 15,775,000, 5,100,000 were in the first grade; 2,900,000 in the second grade; 1,280,000 in the fifth grade; and only 220,000 in the eighth grade.

Common Schools Relied Upon. "It is apparent, not only that about 85 per cent never get beyond the elementary schools, but that of these, under present conditions, a very large proportion withdraw before reaching the upper grades of these schools. Since, therefore, upwards of 90 per cent of the people in this country are engaged in industrial occupations, if these people ever receive any school training relating directly to their life-work, it must be in the common schools. Provision, therefore, for vocational or

industrial work in agriculture, the mechanic arts and household economics, adapted to the needs of the community, must be made in all the elementary and high schools. Furthermore, these subjects must not be purely pedagogical, but must have the greatest possible utility value. For example, to the boys who go from these schools directly to the farm, of how much value will the Latin and Greek acquired in high school be in conquering the codling moth, the San Jose scale, the anthracnose, the potato blight, the boll weevil and the myriads of other pests which confront the modern farmer on every hand. It has been only during recent years that any serious effort has been made to restrict high school work that it may meet the needs of all classes."

idea originated with the Washington association. Several other new clubs are being started and the work of the boys' department is more flourishing than at any time in the past. Frank Moran, boys' secretary of the Seattle association, is to visit Portland next Thursday and Friday and confer with the local secretaries about the extensions. He will also speak to the members several times. An important part of the boys' work at present is the building up of the Salmon street several months ago. There 18 working boys are housed and surrounded with healthful influences. It is not a charity, but a means that the Y. M. C. A. is taking to protect boys who are menaced by the temptations that surround life in cheap lodging houses.

Wish to Avoid Fight. In order that the bitter fight over credentials might not be repeated, the resolution and the bill of the Washington State Good Roads Association were adopted. It is not a charity, but a means that the Y. M. C. A. is taking to protect boys who are menaced by the temptations that surround life in cheap lodging houses.

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president of this association shall, annually, appoint the following standing committees: (a) A committee of five for legislation, which shall report and recommend to the association such subjects of legislation as may be most needful to meet the purposes of this organization; (b) a committee of three on general arrangements, whose duty it shall be after the convention shall have selected the place of its meeting to make such arrangements as they deem necessary for the proper and suitable meeting of the association and the accommodation of its members, and the seating of its delegates in a body to themselves; (c) a committee of three on finance, whose duty it shall be to recommend from time to time such measures as in its judgment shall be calculated to serve the financial interests of this association, and to audit and report from time to time upon the accounts of any officer of this association charged with the handling and disbursing of funds, and who shall also require from such officers a surety bond, at the expense of this association. The chairman shall appoint such special committees from time to time as may be deemed necessary to best promote the interests of the association.

Seventh—Dues: The annual membership fee shall be one dollar for each member of this association, which shall be paid before he is entitled to a seat in the convention. Eighth—Amendments: The by-laws may be amended at any regular meeting of the association by majority vote.

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ing of the association by majority vote. Ninth—Order of business: The committee on arrangements in connection with the president, secretary and treasurer of this association, shall, prior to the regular convention, prepare and publish a program and order of business for the coming convention.



WHERE SHALL I SPEND THE WINTER?

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