

# "HOW TO IMPROVE MARSHFIELD'S EDUCATIONAL FACILITIES"

Winning the prize is woman's privilege by right divine. In the beginning she won the most perfect type of beauty on earth. She has continued to win blue ribbons in the beauty contests ever since. She wears them with a natural grace that makes her the natural queen of the universe, where all hearts pay a glad tribute to her reign. Beauty is not woman's only prize. Rachel won the prize at the well drawing water. Poor but gentle Ruth married the rich man. The generosity of Abigail made her a king's bride. The Maid of Orleans commanded armies, but her greatest victory was her martyrdom at the stake. Lowly Highland Mary's prize was Robert Burns, the sweet singer whom she wed at the brookside. The colonial dames spun and wove the clothing of the army of freedom. And so on down through all the ages, and now in the contest open to all the pupils, boys and girls of the Marshfield schools, once more the prize is won by a girl, Miss Helen Bradley.

The Times is pleased to present its readers herewith a copy of the prize-winning essay, "How to Improve Marshfield's Educational Facilities," awarded first place by the Judges in the Seymour Bell contest. The article is not only a well written literary production, but is a thoughtful and ably presented discussion of an important and always interesting subject. In view of the approaching election in Marshfield on the question of a \$50,000 bond issue for a new high school, it is particularly appropriate and timely. The article will be found well worth reading, and in some respects remarkable when considered as the production of a young girl only in her teens. Marshfield and Coos Bay may well be proud of Miss Helen Bradley. Inspiration and helpful suggestion are happily blended in her thoughtful thesis. The following is the article in full:

## How to Improve the School Facilities of Marshfield.

I take as a premise that the subject of this essay is not limited in time to the present, and also that it does not include material advantages, such as buildings or sites, which, therefore, I shall omit, but rather the instruction given and the means of imparting it.

A complete educational system embraces four branches—the kindergarten, the grammar school, the high school, and the university. Of these, Marshfield has an excellent grammar school, and as the college is beyond the scope of this article, only the kindergarten and the high school remain to be discussed.

The kindergarten confers a three-fold benefit, early discipline, a love of the beautiful, and application. Here the young children have a second home, their natural love and appreciation of the beautiful and good are cultivated, their good traits are developed, they are kept busy, and above all, they are gently disciplined and taught to respect authority and to be obedient, without the strain of actual work. They learn the lessons of order and politeness which serve them well in later life. They are taught to amuse and busy themselves—valuable lessons to young and restless children.

The kindergarten is indispensable to progressive cities, and shortly Marshfield will feel the need of one.

Early years in the grammar school carry on work of the kindergarten. The mind is broadened and filled in proportion to the natural ability of the child. Leaf by leaf the brain and character are unfolded, and the child becomes a capable, intelligent young man or young woman, able to cope with more difficult problems and ambitious for new worlds to conquer.

Marshfield is doing and does not

see the need of aught beside a good grammar school. Soon the rude awakening will come and she will regret her sleep. Her school facilities are excellent as far as they go, but they neither begin soon enough nor extend far enough to be thoroughly modern. We are assured of a fully equipped high school, which will be provided with a corps of efficient teachers and a much more extensive course of study. This should include higher mathematics, a thorough study of English Literature, from Beowulf up to the present time, composition and classics, Latin, German, French, a full business course, and work in chemical, physical, botanical, and zoological laboratories. But would it not be infinitely better to institute a school more modern, more useful, farther developed, and farther reaching—namely a manual training high school?

A manual training high school is not theoretic, it is intensely practical, and has been so demonstrated. In these days there is great specialization of work. A man's genius in one direction is cultivated and furnishes his trade, or shapes his career. The manual training high school uncovers this genius or talent and shapes and directs it. A poor boy with talent may lack the means to make of himself a skilled workman. The school provides him with this and he follows the bent of his taste and learns his trade, carrying it on at the same time with his academic course. This is only one instance of the practicability of the Manual Training High School. It is, as the word "manual" means, a school in which manual training is done, wherein its pupils are taught to work with their hands.

Mechanical and free-hand drawing, wood-working, carving, carpentry, turning, forging, mechanics, mechanical and civil engineering, and all branches of electricity are taught the boys. Departments in sewing, cooking, millinery, house-keeping, drawing and music are furnished the girls. Could anything be more useful and beneficial than thus putting in the way of our boys and girls the solid means of a livelihood, or, at least, valuable lessons that cannot fail to help them in anything they may undertake?

A benefit that cannot fail to appeal to parents and guardians is the fact that the manual training high school will create ten times the amount of interest that is taken in the present school work, and will be the much-needed stimulus to school spirit. Boys who otherwise would leave school and spend their time on the streets, will take an active interest in their studies on account of the variety offered, and will find their ambitions stimulated by preparation for useful occupation later on.

If Marshfield intends ever to become a city of the world, of educated men and women, it must not lack the means to educate its boys and girls. Years ago cities of the East adopted the kindergarten and the Manual Training High School and the results are manifest. The growing West must hurry to follow their example, and not let its dormant talents rust or die unused.

It must be borne in mind that this more modern school does not do away with the regular high school work. On the contrary, it broadens and surpasses it by adding other and equally important branches of learning to the former ones. Instruction in distinct and separate work for boys and girls is furnished, which fits them in various ways for their life-work.

We have no great universities here, no means of turning finished scholars into the world, and will not have for years to come. But is there any sane reason why we should not have a school that will teach them what educated young men and young women are supposed to know, that will provide them with all possible

branches of study included in the best high schools in the land?

Marshfield is abundantly able to afford this institution, which, in time, will repay its cost a hundred fold. Since it must come sometime, since the start for the betterment of school facilities is now to be made—citizens of Marshfield, you who have sons and daughters needing its benefits—have it now, take a step that will count toward the fuller education! No time is as good as the present, and a hearty effort in the right direction will accomplish wonders. Then, Marshfield, take your place among modern cities of progress, and prove that neither the will nor the way is wanting!

In conclusion; briefly, my suggestions are these. Establish a kindergarten for our little folks. If another grammar school is needed, erect it on the site near the cemetery. As soon as possible put up a Manual Training High School, provided with capable teachers whose salaries will be sufficient to ensure their permanent attachment to the school. If this cannot be done immediately build a six-room high school with suitable provision for its enlargement when the manual becomes practical.

## NEWS OF THE NAVIGATORS.

### Men and Craft on the Coquille as Seen by Its Newspapers.

John R. Miller, of Marshfield, was in Coquille yesterday. He intends taking his gasoline schooner Enterprise around to Marshfield and take a load of freight to Port Orford. Ed. Ellington is engineer.

The boiler for the Dispatch arrived last Friday and was unloaded at Cedar Point, where the boat is now moored. The work of installing the boiler will be completed in a short time and this popular boat will soon take its place on the run between here and Bandon.

W. S. Mack, of Parkersburg, who had business in town last week, informed us that he had recently received a letter from his father, A. J. Mack, who will be remembered by many of our pioneers as an early day steamboat engineer on the Coquille, and a highly respected citizen of the valley. He and the other members of the family are well and are now residents of Eugene, Oregon.

Captain O. R. Willard is in Marshfield on business connected with his new boat, which he expects to bring around to the river about April 1. The boat is pronounced by people from the bay to be one of the best passenger boats ever built in Coos county.

The steamer Elizabeth on her last trip broke the record between this port and San Francisco, having left here on a Tuesday and got back on the following Monday, just six days covering the round voyage. Has any steamer running to Coos Bay ever beaten this?—Bandon Recorder.

### What's in a Name?

How are those people who contend that there is something in a name going to explain the fact that Coldwater, Mich., has voted against prohibition, while Boozey, Va., is dry as dust?

### The Party Line.

Hubby—Why didn't you come to the door and let me in?  
Wife—I couldn't. George, our neighbor was talking to somebody and I was at the phone.

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Steak per pound . . . . . 12½	Pork Chops . . . . . 12 to 15c
Round Steak . . . . . 10c	Nice Beef for Boiling . . . 6 to 8c
Pot Roast from . . . . . 8 to 10c	Mutton Chops . . . . . 12½ to 15c
T Bone Steak, per pound . . . 15c	Prime Rib Roast . . . . . 12½
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## The City Market

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