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PUPILS LIKE

Sought Goals.

# ASTORIA, OREGON, TUESDAY, NOVEMBER 22, 1904.



RACE HORSES | see what they look like: Chicago Man Says Records, Not

Character Should Be the Aim of All Educational Effort-Americans Losing It in Present Methods.

Chicago, Nov. 21.-Character and personality in public school teachers were qualities placed high above book learning and educational attainments by Charles R. Barrett in a talk before the Cook County Teachers' association. His subject was "Character and the Work of the teacher." He declared that as a people Americans were losing educationally, politically, morally and religiously through the failure of the schools of the present day to build character.

#### Character is the aim.

"Character is the aim and end of all education. Books in a sense are dead things. The teachers must possess character and personality, and these qualities are not revealed in examinations," said the speaker.

Mr Barrett criticized the present educational system prevailing in schols and colleges in the statement that many of the public schols instructra were machine-like teachers and that the college students were being put on the same basis with horses, such as Major Delmar and Lou Dillon, where records and not educational attainments stood for the most.

Requisites for a Teacher. The regulaites of a successful teacher were declared to be desirable personality, appropriate dress, high ideals, forcefulness of character, honesty and good habits. "The activities of college life seem to be on the same basis as race horses. Gambling prevalls. The student is judged by his record as it appears in the newspaper on the same page that the accounts of Lou Dillon and Major Delmar is recorded. Of the college student never hear anything of his scholarship," said Mr. Barrett

The speaker declared that it was conceded that the personality of President Roosevelt was the chief factor in the recent republican victory and said that influences that make character were not now in use.

## Pupils Lack Character.

"Our boys and girls lack character. We are getting away from original principles of government," continued the speaker. "The great social and

economic evil is that we have no respect for law and government. We must get back to the simpler life, to simpler things."

and girl of the present age must know better to give him this knowledge than the modern daily newspaper of character.

"Teach the pupil how to help himself. Be sure that you understand his judgment and his conception of things. Teach him to reason, and do not try and tell him everything yourself," concluded the speaker.

### STRIKING COMPARISONS.

#### United States Casualities Greater Yearly Than Those of War

Count Okuma estimates the cost of two years' war between Japan and Russia at \$1,000,000,000 for Japan and \$1,500,000,000 for Russia. The war has thus far been in progress less than a year, so that this immense cost cannot be rightly charged against 1964. Nevertheless, says the Wall Street Journal, it is of interest to compare this cost of war with the cost of fires in the United States. The comparatson is as follows:

Cost of war to Japan and Russia, in the United States one year, \$250,-000,000.

Thus in 1904(three months estimated) the loss by fires in the United States alone will amount to 10 per cent of the entire money cost of a two years' war between Russia and Japan.

What the war has already cost in life is not reported. The battle of Lino Yang alone is said to have resulted in 27,000 killed and wounded. That was one of the bloodest battles ever fought. If the losses at Port Arthur were as heavy, there have already been 54,000 men killed and grievously wounded by the war. For the sake of argument let us take this estimate as approximately correct. Now, in the fiscal year ending June 30, 1904, there were 9984 per-

