

AUTOMOBILES, TRUCKS AND TRACTORS

MOTORCYCLES — BICYCLES — ACCESSORIES

EDITORIALS OF THE PEOPLE

Answers Fereshtian
Editor Statesman: I have read with a large measure of interest the views of the Rev. Martin Fereshtian regarding the public school bill. I am in thorough accord with Mr. Fereshtian on the question of the absolute separation of church and state. I have been a close student of history, and, as such, have found that the union of church and state has always been attended by rank injustice and cruelty. But when it comes to the question of the public school bill, the point at issue is not whether the Catholic and Protestant fought and

died side by side on the fields of France and Belgium. That is a fact so evident that we do not need to forsake logic in order to get mushy about it. The sole question at issue is this: Is education the function of the state or that of the church? Ecuador, until recently has held that it is the latter. As a result 90 per cent of the population of that land is illiterate. Argentine held the same view up to 1869. At that time over 70 per cent of the people of Argentine were illiterate. Then President Sarmiento issued his great statement, as famous under the southern cross as Lincoln's declaration that a "State cannot be half slave and half free" is in the north. It is this, "Build public schools and you will end revolutions." The schools, in the face of the determined opposition of the church, were built. Consequently illiteracy has decreased in Argentine

from over 70 to less than 50 per cent, and revolutions are a thing of the past.

What is the purpose of education?
In his text on "The Educative Process," Bagley says that education is training the individual to react to all future environment. It is the fitting one to use his faculties correctly in any circumstances in which he is placed.

What is the idea of government by the state?
It is that the state shall train its youth in national ideals to so fit them for citizenship that they will function as citizens of the highest and most intelligent and capable type. We put money into our schools in order to make intelligent and useful citizens.

Why is there antagonism to the public school?
In every instance it is because there is a clash of conflicting ideals. Those who establish separate schools are not willing to have their children taught the ideals held by the American state. Nothing else can account for the antagonism.

Is it religious persecution to insist that all children attend the public school?
It is no more so for the Catholic than it is for the Protestant. Each one has the same privilege of supplementing the secular education given by the state with any and all the religious training that he desires. After the child is through the public school he has

YOU'RE WRONG—IT'S NOT POOH-BAH.



This smiling gentleman, the Hon. Okano, is Japan's new Minister of Justice. The good natured smile, twinkling eyes and carefree attitude of the statesman are reminiscent of the versatile character of "the Mikado" in the great play of days of old. Mr. Okano, as Minister of Justice, will be more restricted in his field of effort than Pooh-Bah, and will confine himself to the policy of the Mikado in the play: "to make the punishment fit the crime."

Combine is After Radio Monopoly in Great Britain

LONDON, Sept. 20.—(By A. P. Mail) Vigorous protest has been made in the House of Commons against the plan of Postmaster-General Kellaway against granting to a combine of instrument makers for two years the right of wireless broadcasting in England, and a monopoly of the

sale of receiving instruments. The plan, if adopted, will exclude American and other foreign-made wireless apparatus.

Captain Wedgwood Benn, Member of Parliament, said broadcasting should be considered as a supplement to newspapers. He declared it marked the biggest development in the dissemination of information since the invention of the printing press. It was

not right, he argued, that the development of wireless broadcasting should be left in the hands of a combine.

RIMS

and Rim Parts for all Cars
Free Expert Advice
IRA JOHNSON
150 South High Street

ATTENTION PRUNE MEN!

THE
CHEAPEST TRANSPORTATION
ON EARTH

A Ford One-Ton Truck

Take Your Prunes
To Market
When You Are Ready

Not When the Other Fellow
Wants to Go

See our special farm body
at the Fair

Valley Motor Co.

Phone 1995

260 N. High

At Last—Electric Bicycle Lights

BICYCLES VELOCIPEDES

And Other Children's Wheel Goods
Supplies and Repairing
Get That Bike Fixed and Ride it to School
Prompt Service

LLOYD E. RAMSDEN

387 Court Street

Phone 1687

GRUNERT AUTO TOPS

256 State St.

CALIFORNIA NEW CAR SALES

JANUARY 1 TO SEPTEMBER 1, 1922

Compiled from Motor Registration News

1 Ford	29,269	27 Franklin	379
2 Chevrolet	15,605	28 Gardner	388
3 STUDEBAKER	7,376	29 Lincoln	349
4 Dodge	6,704	30 Velie	328
5 Buick	5,310	31 Wills St. Clair	258
6 Overland	2,578	32 Jordan	254
7 Maxwell	2,438	33 Lexington	233
8 DURANT	1,936	34 Marmon	231
9 Nash	1,854	35 Rickenbacker	225
10 Hupmobile	1,688	36 Peerless	185
11 Essex	1,536	37 Columbia	149
12 Cadillac	1,434	38 Liberty	115
13 Hudson	1,381	39 Cole	106
14 Oldsmobile	1,361	40 Earl	108
15 Willys Knight	1,175	41 Mitchell	89
16 Chandler	1,042	42 Auburn	75
17 Cleveland	929	43 Stearns	68
18 Oakland	809	44 Kissel Kar	65
19 Packard	567	45 Scripps Booth	53
20 Jewett	510	46 Davis	50
21 Paige	494	47 Moon	49
22 Dort	473	48 Westcott	44
23 Stephens	445	49 Elgin	40
24 Reo	426	50 Pierce Arrow	39
25 Haynes	421		
26 Chalmers	398	Total	92,053

Marion Automobile Co.

SALEM, OREGON

Studebaker, Durant and Franklin Cars

REPAIRS : STORAGE : SERVICE

235 South Commercial St. OPEN DAY AND NIGHT Phone 362

the privilege of carrying him on through denominational academies and colleges. If the Catholic meets religious persecution through the public school, so does the Protestant. Both are on the same plane. There is as large a percentage of Catholics teaching in the schools as there is of any other denomination. My own children have had both Catholic and Protestant teachers, and for the life of me I could not tell which was which. What then is the real issue? It is this:

Is education a function of the state?

If it is not a function of the state are we not wasting an immense amount of money upon something irrelevant? Think what it costs to keep up the schools! If education is not a function of the state, let us wipe out the whole business.

Or is it a function of the church?

If so, should we not hand it over to the church, and let every church establish its own schools? Would this tend to the "broad mindedness" which Mr. Fereshtian sobs about? In the eastern townships of Quebec the school money is divided. Those who wish to support parochial schools have their money directed thither. Years ago Catholic and Protestant children lived together and attended the same schools in peace. Then the church began to emphasize the parochial school. The consequence, in many communities, was that Protestant parents were not able to support public schools and must either send their children to Catholic schools to be educated into Catholics—or for that is the purpose of the separate school—or else to sell out. Hundreds have sold their farms for a song and have moved away. Which has been the greater injustice, to have kept all in the state school for their elementary education, with permission to the sects to supplement this with whatever religious education they desired, or the parochial school plan?

Now, it is not just to tax any man for anything from which he gets no benefit.

Methodist, Congregational and Baptist people in England were long taxed to support the established church. As they got no good from it, they protested. I know old heroes who had the sheriff take furniture out of their homes for years to pay the tax they refused to honor. Is it just to tax our Catholic friends to support schools from which they can get no benefit? But if public moneys are paid for religious education, is this not a dangerous union of church and state? The present system is unjust to the Catholic. The parochial school supported by state funds would be a still more dangerous experiment, and would land us where

Quebec is today, in many communities.

Is not the fairest plan for all that of insisting that all attend the primary public schools, under the tutelage of the state?

Is education a function of the state?

If it is, why should there be privileged classes within the state? Legislation that permits privileged classes to evade its precepts is always dangerous legislation. A state, to be a true democracy should function alike for all impartially. History has proven that the school system is the bulwark of democracy. The state makes neither Catholics nor Protestants, but Americans. Is it not its right to say that all its citizens shall be trained, first, to be good American citizens, and then let each sect, make of them afterwards what it will?

Are our schools, animated by the state ideal, unfit for the children of a large proportion of our people?

If so, should we not change the whole system? What the schools try to do is to teach Americanism. They are the true breeding places of democracy. America owes its greatness and enlightenment to the schools of the land. If they are wrong, or if they are unfit for a large proportion of our children, then Americanism is wrong. The purpose of the public school is to make intelligent Americans. The purpose of the denominational school is to make Baptists and Methodists and Catholics. Shall the state resign its function?

Our present system is unfair to the Catholic who pays to support schools from which he gets no benefit.

The parochial school would be a dangerous union of church and state, provided public moneys were expended to keep it up.

Compulsory public education is a function of the state, as any jurist will tell you. It is equally fair to both Catholic and Unitarian, Baptist and Methodist, as it puts all on the same plane.

The state has the right to say that all its citizens shall be trained in Americanism. And the nations of the world are coming to the free public school system and are discarding the parochial system of primary education. Don't let anyone fool you by trying to make this a religious issue. It is not a religious issue, but an issue which will solve the religious issue by placing it just where it belongs; that is, in the hands of the various denominations when they come to provide for the religious training of their children in time not demanded by the state and the requirements of good citizenship.

—William T. Milliken.

Classified Ads. in The Statesman Bring Results

TIRES

Read this and smile

That new heavy oversize Brunswick Cord

See These Tires

30x3 1-2 6000 Mile Fabric	\$7.95
30x3 1-2 Oversize Cord	12.55
32x3 1-2 Oversize Cord	14.90
31x4 Oversize Cord	20.10
32x4 Oversize Cord	22.15
33x4 Oversize Cord	22.85
34x4 Oversize Cord	23.45
32x4 1-2 Oversize Cord	28.65
33x4 1-2 Oversize Cord	29.30
34x4 1-2 Oversize Cord	30.00
35x4 1-2 Oversize Cord	30.90
36x4 1-2 Oversize Cord	31.25
33x5 Oversize Cord	35.70
35x5 Oversize Cord	37.50

A Real Tire Value

SMITH & WATKINS

Phone 44

147 No. High St.

Open Evenings—Opposite Court House