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THE JOY-MEETING

(By Frank L. Stanton.)

I. Regiments o' trouble
Marchin' right along,
Joy heard 'em comin'—
Halted 'em with song!
II. Banjo and fiddle,
He made the music ring,
Had 'em all a-dancin'—
Showed 'em how to sing.
III. Oh, he made 'em rally
And kept a-singin' still:
"From Tribulation Valley
To Halleluia Hill!"
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THE STATE SCHOOLS FACE A CRISIS

AT THE agricultural college in 1913 there were 1364 full-time students; there are now 3378. In 1913 there were enrolled at the state university 691 full-time students; now there are 1745. These figures do not take into consideration the many part-time students, those who attend summer schools and those who take short courses and correspondence courses. The millage tax, provided for in 1913, has not provided increases in income to keep pace with this tremendous growth. The assessed valuation of Oregon property has increased very little since 1913. The university receives in actual dollars but \$10,846 more a year, the agricultural college but \$14,462 more and the normal school but \$1445 more.

The war placed a new emphasis on higher education, and this has been one of the factors contributing to the great increase in attendance at our colleges. State aid for ex-service men has resulted in hundreds of young men entering the university and agricultural college who otherwise would have been unable to continue their studies. With their income limited by law, the institutions have been unable to add to their facilities to accommodate these extra students. Buildings have been utilized to their last inch of space, class rooms have been overcrowded and administration officials have had their wits taxed to the utmost in the solution of a problem not unlike the sleeping of "30 men in 10 beds."

The purchasing power of the dollar has shrunk to 45 cents since 1913 and, to aggravate the situation, the school heads have had to cope with mounting costs of equipment. It has been impossible to increase the salaries of instructors in keeping with the added living expenses and many have remained at their posts out of a sense of loyalty only. But many have been enticed away by other colleges able to offer higher salaries or to other vocations more attractive financially. The agricultural college has had 45 faculty resignations since July, 1919.

All of these facts reveal plainly a crisis has arrived. If the state does not provide additional revenue, these schools will be forced to limit their enrollment and send hundreds of young men and women out of the state for their education. The administrative heads have exhausted their resources in meeting abnormal demands with sub-normal income. They are, as they frankly state, "at the end of their rope." They are now placing the facts before the public and asking for a decision.

Let your vote be cast as if the decision were wholly in your hands.

JUST WAIT UNTIL YOU SEE THE LAST ACT

THE statement is correct that those seeking compromise in order to ratify the peace treaty should address themselves to Senator Lodge, not to the president. Lodge is the stumbling block, not the man in the white house.

The president long ago made it clear he will accept any compromise that does not cut the heart out of the league covenant. He acceded to the bi-partisan compromise on article 10 and also to the Taft proposal. But the Lodge forces will have neither. They stand pat for the Lodge reservation, which is a complete nullification of article 10 and therefore a repudiation of the main plank in the treaty. The Lodge reservation would leave the world where it was prior to 1914 and the world wants something better than that.

The president could not honorably accept the Lodge program. To do so would mean breaking faith with many nations that have put confidence in the moral leadership of Uncle Sam. It would be forsaking the ideals this nation emphasized throughout the war and the big principle that guided the drafting of the peace treaty.

Just now politicians are trying to smear the president with responsibility for delay in ratifying the treaty but the weak point about their position is that the whole thing is founded upon a falsehood. They will deceive some people but the thinking men and women of America who recognize the basic facts involved are not going to be led astray. The play is now about the third act with the peace treaty hero's plight somewhat in question, but just wait. There will be a fourth act and a fifth act and when the curtain goes down we shall see who holds the stage.

The Pendleton automotive show has always been a classy affair and you can figure that this year it will be bigger and better than ever.

The new train schedule is a source of worry to west enders and they are entitled to help in getting the motor car back upon the run.

The senate has not yet ratified the Colby appointment and the longer the delay the more uncertain will be our position abroad.

If you wish to see a wonderful picture go to one of the hills adjoining Pendleton and take a look on one of these bright days.

Norway has entered the League of Nations and did not insist on a thousand special privileges for Norway.

Another good \$5000 man is now wanted to work as county commissioner at \$3 a day or thereabouts.

The one big task of the next county court will be to handle the road problem successfully.

ARGUMENT POINTS OUT URGENCY OF INCREASED MILLAGE FOR STATE EDUCATIONAL INSTITUTIONS

The urgent necessity of adopting the bill for an increased millage tax for the State University, Agricultural College and Normal School is shown by an argument that has been filed in support of the measure and which is to be published in the voters' pamphlet. Because of the importance of the matter the East Oregonian is publishing the argument in full, having used one half of the same Saturday.

7. Shortage of Classroom Spaces Is A Great As Shortage of Main-Tenance Funds.

Classroom conditions at the college and University are almost impossible. It is natural that they should be when it is remembered that the buildings of 1913 were even then insufficient, and that the number of students has increased ten times faster than classroom space. Out of the dozens of possible illustrations there is room in these two pages for one or two only.

At the University the sciences have the laboratory and classroom facilities sufficient for an institution of about 700, instead of one of 1745. The University Library was built when the student body numbered 400 and has study facilities for 211 at one time. At the Agricultural College students are shifted all over the campus to find room at all, then are constantly crowded into wholly unsuitable quarters. The teaching efficiency of the two institutions is fast being broken down by lack of classrooms and laboratories.

8. Salary Conditions Result in Steady Loss of Best Faculty Men.

The cost of living has risen probably about 50 per cent in Oregon since 1913. Faculty salaries at the University, College and Normal have advanced about 10 per cent since that time. The result has been a steady loss to the state from its best faculty material. Teachers cannot be expected to stay on indefinitely out of loyalty when they have to borrow from banks, or dip into previous savings to keep their families supported. At the agricultural college alone there have been 43 faculty resignations since July, 1919. Some go to the branches of industry in which they are specialists. For one of the great lessons of the world was the unrealized value of the technical training of the university and college professor. Others go to states that have already met the crisis in their higher educational institutions by providing more adequate funds.

Yet it is vitally important that many of these faculty members be kept in the state, and in particular the technical specialists. Professors of agriculture, horticulture, dairying, animal husbandry, education and child study, journalism, commerce, engineering, forestry and such practical branches come to their highest worth in a state only after years of service. New men cannot learn Oregon in a season or two.

9. Why Higher Education Pays in General and Why It Pays in Oregon.

Higher education puts dollars into

the pockets of thousands of Oregon citizens. The test of the agricultural college in increasing the grain output per acre has alone added more to the wealth of Oregon for each year than the entire cost of education for the same year. So has the work of the college in reducing the fruit pests. So has its achievement in raising the egg-laying average and in improving the livestock. In a less visible but no less direct way the University and the Normal are making their contributions to the wealth of the state.

Higher education is a safeguard against anarchy on the one hand, and against aristocracy and reaction on the other. Nearly all the inventions that helped win the war were contributions of college professors or college-trained men. Educated men and women produce more and save more. The arrival in the business and industrial world in the last fifteen years of a great number of young men of broad university training has helped make America the business and industrial leader of the whole world. It has helped bring the worker and the employer closer together, and to improve the social and financial position of the former. Higher education in Oregon has been one of the strongest factors in bringing in settlers to populate a vast region that at the present averages only nine persons to the square mile.

10. What the Effect on Taxes Would Be, If You Happen to Be a Taxpayer.

Assessed valuations in Oregon usually vary from one-third to two-thirds of the so-called "cash valuation," which in its turn is generally lower than the "market price." A man paying on \$1000 of assessed valuation would have \$1.25 added to his annual statement. As the prevailing tax levies run, including the special levies for roads and towns and local schools, his increase would usually range from one twenty-fifth to one-fortieth.

That is, it would add from two and one-half to four per cent to his annual taxes to have the agricultural college, the university and normal of his state placed on a footing that would let them remain the equals of the higher educational institutions of neighboring and middle west states, and make it possible for him to educate his boy and girl at home, without going to the far greater expense of sending them away from the state.

11. If You Were the Person Responsible for Higher Education, What Would You Do?

Imagine yourself to be responsible for the carrying on of higher education in Oregon. The institutions for which you have this responsibility have been created by the people for the education of their boys and girls, for the spread of good citizenship, for educational extension to the state generally, and for the perpetuation of the people's free institutions. Suppose that you have been provided by the people with what they expected at the time would be an adequate millage income. Unexpectedly

to them and to you however, the income fails to meet growth, fails to meet the unforeseen conditions created by a world war. In fact, the income stands almost still.

Meanwhile your costs begin to go up, up, up. They double in seven years. Your dollars become worth 45 cents at their old buying power. Your buildings are deteriorating. Your equipment is wearing out.

And, on top of it all, your student enrollment jumps ONE HUNDRED AND FIFTY PER CENT.

12. What Would You Do If These Things Happened to You?

Would you close up your doors? Or would you let your whole educational system break down?

Or would you go frankly before the people, make the facts known to them, and ask for the increase in income that has been necessary in every other activity?

If you would do this last, it is then your consistent duty to vote for the higher educational tax act.

(Note: Just before this copy went to the Secretary of State, on March 1, the higher educational tax act was endorsed by the State Taxpayers' League at its annual meeting in Portland. The measure had been previously endorsed by the Oregon Newspaper conference and by the Oregon Retail Merchants Association. Many other organizations were preparing to endorse it, and dozens will doubtless do so between this date March 1, and May 21.)

R. S. BEAN,

President, Board of Regents, University of Oregon.

J. K. WEATHERFORD,

President, Board of Regents, Oregon Agricultural College.

BEN W. OLCOTT,

President, Board of Regents, Oregon Normal School.

TOKIO HAS UPRIISING.

TOKIO, March 1.—(Delayed)—Two thousand or more strikers attacked the Yawata government steelworkers' plant here, practically wrecking the huge plant. It was necessary to call out police reserves to repulse the attackers. The strike is growing.

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"Better Babies" For China

By GEORGIA W. LEVINGWELL, Ph.D.

China, the home of "better babies" at the nominal price of one cent each. Shattering all the age-old traditions of the land of the lotus, a Baby Welfare Exhibit was staged recently at Ningpo by the Baptist Mission. Such an interest in the welfare of the common generation was unprecedented in China. Nothing like it had ever been known in Ningpo within the memory of the oldest inhabitant. It was the burning topic of the day throughout the city.



YEH YANG-PING, A PERFECT CHINESE CHILD

It was discussed in the shops and on the streets. It was discussed in the temple courts with their crowds of idlers. Women everywhere gathered in little groups, speculated curiously on this new idea from America—the idea of actually studying "Baby-ies."

Of course everybody wanted to visit the Exhibit. Staid bankers and substantial business men came to see, stayed to approve, and finally were home to bring their wives back with them. One dignified graybeard, a prominent native physician, was so impressed that he requested all of the nurses practicing in the city to attend. In all over 1,600 people thronged the building.

Posters, charts, books and exhibits offered up-to-date instruction in baby care. There were demonstrations on proper methods of feeding. In a "play-pen" suitable playthings were played for His Majesty the Baby. Another booth patterns for useful and hygienic baby clothes were sold

The importance of interesting the younger girls as well as the older people in the exhibit was recognized. Every student in the Baptist School for Girls at Ningpo had her share in making the show a success: cutting patterns, explaining charts, or welcoming guests. Even the roly-poly kindergarten kiddies, with their prattle "not to make a noise," felt a personal interest in the great event.

Schools for girls similar to the one at Ningpo are maintained at other Baptist Mission stations in China. The program of the New World Movement of Northern Baptists, as outlined at the last Convention, also calls for the erection of at least five additional High Schools exclusively for girls.

The women of China are being educated. The scrambling children who swarm the streets of every Chinese town, playing on the muddy stone pavement, pulling with childish curiosity at the uneven, loose-paved paving-stones to reach under them into the accumulated filth of years are coming into their own. They are about to become "better babies."