

NORMAL SCHOOL QUES-

TION UP IN OREGON AGAIN

The question of the Normal schools is again about to be forced upon our attention. The decision of the voters of the state will be required to determine whether this form of educational institution is to be supported at the expense of the taxpayers of the state.

A little thought as to the relative merits of such an institution among those supported by the state should be given by every patron of the public schools.

Having been educated at an Agricultural College, we cannot be accused of being biased when we say, after years of observation and comparison, that the Normal school is, and should be the most valuable institution of advanced learning. While attending the agricultural school its merits seemed to outrank all other. Its influence in improving the agricultural conditions of the state, and thereby multiplying the sources and increasing the production of wealth, can never be estimated, for those influences are extended in an arithmetical series, doubling annually.

Let this be observed, however, the Agricultural College extends its influence to the advanced student, who returns to his paternal locality to extend the influence of his improved intellectuality to his immediate family or by his own pursuits. An extension of the school's influence is not immediately felt. Only as the student develops into the practical farmer of mature years does it appear that his efforts have any superior merit, or that his activities affect his neighbors. Moreover, this influence is measured in dollars and cents, in financial success.

Not so with the Normal student. The aim of the Normal school is two fold: First, to cultivate the moral character and the intellect; second, to develop the power to impart the same attainments to others. The university and college deal with individuals whose characters are already practically determined. The Normal school instructor moulds his pupils to influence countless others with whom he never expects to meet, and hence the Normal's influence is vastly wider and more important because its lessons are brought to more pupils and pupils well within the formative age. The lesson in the college or university is carried home and put into practice in the home or shop. The lesson in the Normal is carried to some school or to a dozen schools, demonstrated to twenty, or fifty or even hundreds of pliant minds, and thus determines the moral standard or intellectual acumen of every pupil that comes within the sphere of the teacher's activity.

A little thought will prove to anyone that the Normal is our most important school, and that it should have the best support the state gives, although that is not the general custom.

Having admitted the value and necessity of the Normal school, the question of location is of next importance. Since a large per cent of the pupils attending Normals are compelled to economize, a location where board is cheap, in a food producing section and where rents are low, is a first essential. This would evidently not be in the city but far enough removed to keep down values. Then the many attractions of city life, the opportunities and excuses for spending money and the constant beacon-

ing from duty that every amusement extends, would make a successful Normal life in the city doubly difficult. Social demands in the city would be more numerous, the matter of dress would be less easily satisfied; in short, every way you look, the city would present obstacles for the young man or woman of limited means reaching for inexpensive schooling. The state, too, must consider that the buildings necessary for an institution in a city would be more expensive than those required in a small town, they would necessarily be constructed in relation to their surroundings as well as in regards to conveniences.

When the matter of economy is touched upon first consideration must be given the expenditures that have already been made. The Monmouth buildings and equipment already represent an investment of over \$100,000. Those at Ashland, Drain and Weston all amount to quite a sum. To be taxed for an entirely new plant would be as unreasonable as has been the past custom of maintaining four schools on an income that would not be creditable to one. The wealth of this state is not sufficient to warrant a comfortable support for more than one school. The library, training school, illustrative apparatus, etc., that has been used in the four schools could better be provided for one which would permit of a greater variety and do proportionally more good.—Pacific Grange Bulletin.

A Herald reporter in scrapping for news came in with the following: Harmon Wunder from Mt. Wunder has just received a car load of seed oats from Shenandoah, Iowa, three grains to the bushel. These are wonderful oats and we hope he will enjoy an abundant crop, but we suggest that he keep a fairly good watch upon his possessions as the party who supplied the information has his eye bent in that direction and may do some wandering too at an opportune moment.

Frog Industry in France.

It is in France that the frog was first generally used for food, and it is in that country that the industry of frog farming has been most largely developed. The green frog exists abundantly throughout France wherever there are marshes, ponds or sedgy margins of rivers or bays that contain fresh or slightly brackish water. The best outfit for frog raising is one or more shallow ponds or reservoirs filled with grasses and other water plants. It should be so situated that the water can be partially drawn off so as to facilitate the labor of catching. If, as is often the case, the pond already abounds in frogs they are simply protected and left for a year or two to propagate. If food does not prove abundant the owner throws in live earthworms, as the frog is a carnivorous animal and prefers the food, whether worms, larvae or insects, fresh and in normal living condition. If no frogs exist in the water they are planted, either living or in the form of eggs, which hatch when the water becomes warm, in April.—Popular Mechanics.

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