

## DR. WITHYCOMBE FAVORS NORMALS

### Well Known Authority Urges Initiative Measures For Schools

Oregon Experiment Station, Corvallis,  
October 17, 1910.

To the Alumni Association, Southern Oregon State Normal School: Have your favor and in reply wish to assure you I favor the re-establishment of the three Normal Schools, namely, Ashland, Monmouth and Weston. In fact in my judgment it was a colossal educational blunder to have abandoned these schools. There might have been just cause for criticism, but the treatment accorded was entirely too heroic.

The three schools were geographically well located and if they had received proper encouragement would all have been doing good work by this time. The abandonment of these schools has worked a great injustice upon the rural schools of this state. Not only has it been, in many instances, practically impossible to secure teachers, but the standard of efficiency has been lowered as well. Many of our young people have been compelled to attend Normal schools in other states to their financial disadvantage. Others by reason of discouragement have failed to take up the work. Upon the whole non-support of our Normal schools has been singularly disastrous to the public school interests of the state. If this state hopes to rank with other states in wealth and citizenship she must jealously guard the interests of the public schools. The warp and woof of our civilization rests in the intelligence of the great mass of our people. Of all educational agencies the public school is by far the most important. Not more than five per cent of school children go higher than the eighth grade, thus indicating the supreme necessity of preparing teachers for the most efficient public school work.

Ashland is ideally located for a Normal school. The town possesses a beauty of landscape that is scarcely equalled in America; its healthful and social environment is of the very best. It is accessible and will be still more so when the projected railroads from the coast and interior sections are constructed, thus making it the center of commercial, social and educational activities for a large and immediately contiguous territory.

Truly yours,  
JAMES WITHYCOMBE.

### TEACHERS FOR NORMAL

Ringed Resolutions Adopted at Two-County Institute at Grants Pass.

There is no uncertainty ring to the following resolutions, relating to the State Normal issue, adopted by the teachers of Jackson and Josephine counties recently assembled in institute session at Grants Pass.

Whereas, the highest attainment in intelligence and citizenship depends upon the efficiency of our public schools, which in turn depend upon the qualification of the school teachers of the land; and

Whereas, the greatest proficiency of the school teachers depends upon special training thereof, and no state seeking the highest grade of such proficiency has found so good a channel through which to accomplish this as the State Normal; and

Whereas, Oregon stands as high in her ambitions as any other state and realizes her disadvantage in being deprived of her State Normal Schools by an act of the last legislature; and

Whereas, good schools are the foundation of good government and good citizenship; now therefore be it

Resolved, First, in the interest of the future of our state, we, the public school teachers of Jackson and Josephine counties, here assembled, recommend the re-instatement of the State Normal schools.

Second, that such schools be so arranged as to accommodate the various sections of the state and that they receive the support of every patriotic citizen.

Third, that especially do we of Southern Oregon plead for our own Normal under the sunny skies and amid fruit and flowers of Rogue River valley.

Fourth, we desire to plead in the interest of the children who are now coming on and from whom we expect

our ranks must be filled, that they shall not be driven from our midst to some distant state for their qualification to teach.

Fifth, the cost of maintaining these schools is a mere bagatelle, only the price of two stamps for each \$1,000 of taxable property for the maintenance of the Southern Oregon State Normal school for each year under the present proposition.

We beg each voter to vote Yes on No. 340 as he will find it printed on his ballot.

### ARE EDUCATIONAL INDEX.

How a Man From the East Views the Normal Question.

The Normal school trains our public school teachers. To a certain extent the Normal schools are the index of the educational status of a state.

A man from Illinois with six Normals, or one from South Dakota with four, Minnesota with six, or Kansas with three, contemplates coming to the coast. With California to the south of us with six Normals, and Washington to the north with three well supported schools, he would be apt to say, "Give me the state that is alive and abreast with other states, particularly along lines of public school advantages."

The voters of the state will have a chance at the coming election to put our state in the progressive list.

### LOCATION OF NORMAL SCHOOLS.

The majority of students who attend the Normal schools do not come from the larger towns and cities. They come rather from the country districts and the smaller towns. They are young men and women of moderate and even limited means, ambitious, steady, industrious. Many of them are paying their own way and every item of expense is carefully considered.

Transportation is one item of importance. It has been found that the great majority of students come from the immediate vicinity of the school. So the different states have been obliged to establish several schools, not from political reason, or to meet the demands of any section of the state, but to conform to the needs of our best young men and women who are striving for an education and a livelihood.

### NORMALS OUT OF POLITICS.

Now that there is to be no trading of legislative votes nor log-rolling to secure appropriations for the State Normal schools of Oregon, we are to expect two things:

First—That the legislative bodies will give consideration to bills before them solely on their merits and not for "trading" purposes; and

Second—That the question of Normal schools is a question of Normal schools only and not one of abnormal politics.

This is a good thing—good for the schools and good for politics. Let the people carefully consider these points:

Can we do without State Normal schools?

Can we do better than to continue the schools as at present located?

Almost without division the people believe that Oregon should and must support State Normal schools. To be sure they want better schools than they have ever had, and they want them free from political interference and legislative trickery.

No argument worthy of note has been brought forward to show that one Normal is better than three. It has been argued that one will cost less than three, but none will cost less than one—and what we want is a system of directed Normal schools that will provide trained teachers for every school. Even the opposition claim to favor one or two efficient state Normal schools "properly located," and here seems to be the bone of contention—locality of the school.

The state has almost 700,000 square miles of territory, more than 300 miles square; would you force all of the institutions of learning into one corner of the state? Is it not apparent that this would absolutely deprive poor people in distant parts of the state from the benefits of such schools?

### NORMALS BY STATES.

Alabama, 5; Arizona, 2; California, 5; Connecticut, 5; District of Columbia, 2; Georgia, 3; Idaho, 2; Illinois, 6; Iowa, 2; Kansas, 3; Kentucky, 3; Maine, 6; Maryland, 4; Massachusetts, 12; Michigan, 5; Minnesota, 6; Miss-

issippi, 2; Missouri, 7; Nebraska, 2; New Jersey, 5; New Mexico, 2; New York, 17; North Carolina, 5; North Dakota, 2; Ohio, 7; Oklahoma, 4; Pennsylvania, 17; South Carolina, 2; South Dakota, 4; Texas, 3; Vermont, 3; Virginia, 3; Washington, 3; West Virginia, 7; Wisconsin, 12.

### OCCUPATION OF STUDENTS.

From 229 students who have graduated in the past thirteen years, six have taught 12 years; thirteen have taught 11 years; nine have taught 10 years; eight have taught 9 years, and 128 have taught from one to eight years. Only thirty of the 229 have not taught.—From President's Report, 1908.

### STATE NORMAL SCHOOLS.

How to Vote on the Question at the Coming Election.

340 X Yes, votes for the Southern Oregon State Normal School.

336 X Yes, votes for the Eastern Oregon State Normal School.

318 X Yes, votes for Monmouth.

## STATUS OF STATE NORMAL SCHOOLS

Three Provided For by Law  
but Are Closed for Lack  
of Funds

The three State Normal Schools of Oregon are all on the statute books just as before, all three being under the control of the "Board of Regents of Normal Schools." The state Senate at the last session refused to pass any of the many different appropriations passed by the House of Representatives and the Board of Regents had to discontinue the three schools in the absence of funds. The Board of Regents had closed the Normal School formerly operated at Drain, in June, 1908, and recommended to the Legislature that it be discontinued. The Legislature of 1909 abolished the school and made an appropriation covering all the state's obligations in connection therewith. The bill was introduced in the House by the Douglas County member whose home is at Drain and the Legislature made the necessary appropriation and abolished the school unanimously without opposition.

There are separate initiative appropriation bills—one for each of the schools on the ballot for November 8, 1910, and any school receiving majority of favorable votes cast for its bill, will be opened in due course of time by the State Board of Regents.

Should the voters fail to make an appropriation for any of the three schools they will remain in statu quo and the legislature next January will meet the Normal School issue again.

Should another effort be made to locate one Normal School at Portland, or in any city where there is no "State Institution" at the present time, the constitution requires that the Legislature must submit the issue to the vote of the people before such institution can be located. In this event it will be November, 1912, before the people can legally establish the location, and it will be September, 1913, before a school could be formally opened. In the matter of locating "State Institutions" at points where they are not already located, the customary initiative petitions do not obtain. The Constitution requires the House, Senate and Governor approving to refer the issue to the people.

The "Board of Regents of Normal Schools" was created by the Legislature of 1908, and consists of nine members, the three members of the State Board of Education being ex-officio members and six members are appointive. None of the members of the Board are residents of a county in which is located a State Normal School, the State University or the Agricultural College. This Board succeeds a Board of Regents for each school.

The Board of Regents of Normal Schools was expected by the Legislature to investigate all the conditions of the State Normal Schools of Oregon, and make recommendations to the succeeding Legislature for a permanent State Normal School policy. The Board among other measures appointed a committee of competent educators as a Board of Visitors who made a professional examination of

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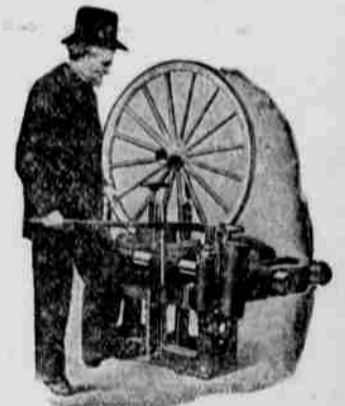
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all the schools and made their report.

The Board, previous to the meeting of the Legislature in 1909 made a report recommending a three Normal School system for Oregon, the three schools to be located on the properties of the state in the separate and distinct localities, the Willamette Valley, Southern Oregon, and Eastern Oregon; Monmouth, Ashland and Weston respectively. At the meeting, all members of the Board save one, Regent W. B. Ayer, of Portland, signed the recommendation. Regent Ayer was undecided as to how many Normal Schools should be established, and where the sites should be located. Before the Legislature convened he submitted to that body an extended report covering his views on the subject, the tendency of his opinion being against the present sites and favoring one or two at some points not definitely located. Other than this the recommendations were unanimous.

This disinterested Board of Regents labored faithfully to evolve a satisfactory State Normal School System for Oregon, and in order to have the Legislature pass upon the Board's recommendations upon their merits without suggestions or personal work from the three schools recommended, stated their object in a written communication to the presidents of the three Normals and requested them to remain away from the Legislature unless officially invited by either the House or Senate. This was accepted and the schools went on about their work serenely strong in the conviction that the Normal School system was to be established on a perma-

Ask for piano votes at Chase Bros.

### NOTICE TO CREDITORS

Notice is hereby given that the undersigned has been appointed by the County Court of the State of Oregon for Polk County, administrator of the estate of P. H. Burt, deceased.

All persons having claims against said estate are hereby required to present the same to me at my office in the Polk County Bank at Monmouth, Oregon, properly verified as by law required, within six months from date of this notice.

Dated and first published October 28th, 1910.

IRA C. POWELL,  
Administrator of the estate of P. H. Burt, deceased.  
B. F. SWOPE, Attorney.

L. L. Hewitt, M. D.

Independence, Oregon

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