

# The Herald

D. E. STITT, Editor.

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## Gallipoli's Lessons

The capture of Constantinople and the expulsion of the detested Turk from Europe have been postponed by the decree of fate. The allies are abandoning their works on the Gallipoli peninsula and sending their troops elsewhere. It is said that the British forces will go to Egypt, or have gone there already perhaps. Where the French will go is yet to be revealed. The chances are that they will be stationed where they can do the most good, that is somewhere on the long battle line from Belgium to Switzerland. The Gallipoli operations did not advance the cause of the allies a great deal. They were begun in ignorance of the conditions to be faced and in carrying them through blunders were made. But they have taught the world a lesson or two which may turn out to be worth all that the futile operations cost in men and money.

The defense at Gallipoli was partly by land and partly by water. The land defense was made with old-fashioned forts, trenches and modern machine guns. On the water the Turks met and defeated their enemies mines, submarines and a few rattletrap cruisers. They had no dreadnaughts and perhaps not a solitary ship would be approved by our board of naval experts. The allied attack by water was made with the most advanced naval resources. At least one dreadnaught of the largest type, the Elizabeth, took part in it and some of the others were of the very best and most modern construction.

But the attack both by land and water was a failure. Inadequate as the defensive equipment of the Turks may have seemed it was nevertheless sufficient for the task that had to be done. The allies gained nothing whatever by their land and naval attacks while their losses were heavy. The lessons of this experience are fairly obvious, one would think. If the allies with all their naval and military resources could make no headway at Gallipoli against mines, submarines and entrenched soldiers, how can any foreign foe be expected to transport troops across the Atlantic or Pacific, convey them safely past our defenses and march through our entrenched lines?

The experts now say that if Belgium had depended on simple trenches instead of massive forts the Germans never could have passed far beyond the frontier. In our preparations for the national defense it would be judicious, one would suppose, to heed these experiences and provide an equipment that meets current needs rather than something which has proved useless

in modern war, however attractive it may be to theorists and armor plate makers.—Journal.

## A College of Technology in the Far West

In the Throop College of Technology, as recently reorganized, the far western portion of this country possesses an institution for higher technical education such as it has long needed to supply the local demand for men capable of directing great engineering enterprises. Considering to what an extent the prosperity of the West is built upon such enterprises, it is surprising that a Western institution of this character did not arise long ago.

Throop College is situated at Pasadena. It has existed for nearly a quarter of a century, but prior to the year 1908 its energies were spread over a wide range of pedagogic duties and grades of instruction. Between 1908 and 1913 the Board of Trustees carried out courageous and drastic measures of reorganization, which meant abandoning an attendance of nearly 500 students in the various departments, in order that what little was left of the institution might constitute a true technical college, analogous to the famous seats of technical learning in the Eastern States. On its new basis the college started with 27 students, while in the term ending in June of this year the attendance had increased to 91.

At the last commencement exercises President J. A. B. Scherer announced that the institution had received from an unnamed friend a gift of \$10,000 toward the equipment of a research laboratory in physical chemistry and \$10,000 a year for its maintenance; also that Dr. Arthur A. Noyes was to direct the new laboratory, and divide his time between Throop College and the Massachusetts Institute of Technology. This is unquestionably a notable event, and augurs well for the future growth of technical studies on the Pacific Coast.

Another evidence of the progressive character of this thriving young college is the fact that one of the courses it now offers is a combination of engineering and economics—such as is given at only two other institutions; viz., the "Boston Tech" and the Carnegie Institute of Technology at Pittsburg. It consists approximately of 75 per cent engineering subjects and 25 per cent economics, using the latter term in a sense broad enough to include, for example, banking and business law and scientific management.

Throop is noteworthy in the attention it gives to the physical welfare of its students. A student must have the approval of the physical director of the college—who is a regular member of the faculty—before his initial registration; a careful health record is kept of each student, physical exercise is recommended according to his individual requirements, and impairment of his health due to neglect of such exercise may lead the faculty to limit his assignment of courses of study. On the other hand, the college rather discourages specialization

in athletics and intercollegiate competitions. It is unfortunate that more of our colleges and universities do not strike this golden mean between too much and too little athletics.—Scientific American.

## Consolidated Schools

Iowa has over 100 consolidated rural schools.

This has all come practically within the past two years. In 1903 there were only six consolidated schools. From that time until 1910 districts were organized at about the rate of one per year. The year 1910 gave evidence of an increasing interest. Two districts were organized that year, two in 1911 and three in 1912. During the school year of 1913-14, however, sixty such districts were organized.

The enactment of the law by the thirty-fifth general assembly providing state aid to consolidated schools was largely responsible for this great increase.

The school buildings are good and well equipped. The influence of these better schools on the communities is evident. There is an increased interest in education and a better community spirit.—Oregon Voter.

## Roads in Oregon

Oregon Agricultural College, Corvallis, Jan. 4.—Oregon has over 37,000 miles of road presided over by 878 road supervisors many of whom, it is fair to assume, are not trained road builders. In ten years ending with 1914 these men have spent nearly \$21,500,000.00, or an average of nearly \$2,150,000.00 per year. This annual expenditure has grown until in 1915 it is approximately \$4,000,000.00. The probability is that it will continue to increase until it has reached a very much larger sum.

There are few, if any, lines of public endeavor which call for so great an expenditure of public money. There can be no question that the entire state is interested in getting the greatest possible return from this expenditure. To this end Prof. G. V. Skelton, head of the Department of Highway Engineering of the Oregon Agricultural College, is offering during the Winter Short Courses a series of lectures on the fundamental principles of road construction and maintenance. Among the topics covered will be earth, gravel and macadam roads, drainage, the adaptability of the different types to varying conditions and requirements of traffic, methods and costs, including some of the higher types of roads. There will be twelve lectures in the course. There will be no fees charged for these lectures and all who are interested in better roads are urged to be present.

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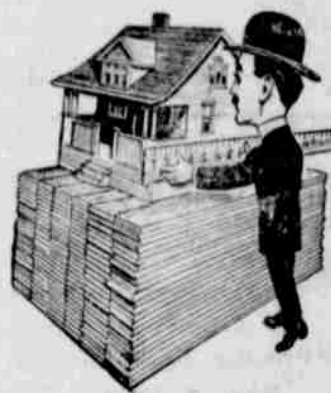
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