

KINDERGARTEN IN PUBLIC SCHOOLS IN OREGON

The fact that the women of the Parent-Teacher Association of the state of Oregon, assisted by the State Federation of Women's clubs are directing their best efforts toward a modification of the present kindergarten bill at the next session of the legislature, has stimulated the interest in this department of our public school system and the question arises, "What is a kindergarten anyway and why do they want them in the public schools?"

The very beginning of the kindergarten work in the world, according to most authorities dates back to 1782 when a system of education for the very young, defining an educational policy especially applicable to the ages from four to six and having as its chief merit the fact that education was made a real drawing out, a means toward the unfolding of the child's whole nature with a view to free development and action was devised by Frederick Froebel. From this foundation has sprung the present kindergarten system now widely used in the public schools of the United States and Great Britain.

A great many people have the idea that a kindergarten is a sort of day nursery where children whose parents have to work, may be sent to be entertained for a few hours in the day. Where they learn to color and cut pretty things from colored paper, sing little songs and play nice little games, which of course is all very true, but they have never been informed as to the real constructive program which is outlined and followed day by day in a systematic way just as other departments of education.

There is a curriculum for the kindergarten which is composed of a variety of subjects and activities selected because of their value in meeting the needs of the children from four to six years. It includes the study of nature, human beings and human activities or home and community life and some of the products of human intelligence as literature, music, and art. It furnishes through oral expression, manual work, drawing, singing, dramatic play, games etc., an avenue through which experience is defined interpreted and organized. Through each of these forms of activity it satisfies some one or more of the fundamental impulses of the child and if rightly used in the school contributes its peculiar share toward his development and education.

Since it is conceded by noted educators that the child instincts are dominant at the age of four, which is the age at which the child may enter the kindergarten to this department then is entrusted the great responsibility of so balancing self expression self repression as to develop a personality in the child that is at the same time self sufficient and yet helpful and cooperative.

The underlying principal in the regular kindergarten work is true democracy, developing through character building, good citizenship. The kindergarten child is taught willing service, usefulness, appreciation, independence, perseverance, desire, and aspiration through the telling of suitable stories, the singing of songs, the playing of games, and the working out of problems and projects with these facts brought to his attention.

The work of the kindergarten child must, of course, be very simple at first, at least until he learns that certain things must be done at certain times, a fact which is entirely foreign to him perhaps unless it is that bedtime and mealtime come at regular intervals, and far too often it is found that the modern home has not imparted even this, and he has been living a haphazard life along with the rest of his family.

As the holiday season advances

he is given the stories of each, including Halloween, Thanksgiving and Christmas, following through the spring until Easter season. He studies the birds in season, the trees which include the logging industry; the flowers and animals. He studies the duties of the postman, the butcher, the baker and in fact a great many vocational occupations through stories and often visits to the various places. And most of all he is allowed to develop his own ideas, he learns to think for himself and to carry out his plans.

Through the acquiring of habits of obedience, order, self control and industry from the kindergarten training, a bridge is made which makes his entrance into the primary grades, where the real mind training begins, a much more happy event than when he has to take the long step from Mother's arms to the primary grades without this assistance.

The kindergarten as a part of the public school system is practically in its infancy in Oregon, which was the last state in the union to pass a kindergarten law. This was brought about by women of Portland who for the past twenty years have interested themselves in the establishing of free kindergartens. The bill as it now stands permits the school boards of any district to establish a kindergarten upon the petition of twenty-five parents of children residing in the district. As a result of this bill there are five public school kindergartens in Oregon; four in Portland and one in Powers, Oregon.

Oregon now ranks 35th in the establishment of kindergartens; California with 600 ranks first and Washington has over 100 established public school kindergartens.

CHEVROLET ESTABLISHES MANY ASSEMBLY PLANTS

A plan begun by the Chevrolet Motor company in 1922 to cut down freight costs of shipments by paralling each of their assembly plants with a factory for the Fisher Body Corporation, which builds all Chevrolet closed bodies, will be completed by the first of theyear when the final factory for the Fisher Body Corporation will be in operation at the Tarrytown, N. Y. assembly plant.

A factory for the Fisher Body Corporation to build Chevrolet bodies is now in operation at six of the seven Chevrolet assembly plants. The one at Tarrytown, N. Y. is the last to be completed.

There has been a close connection between the establishment of Chevrolet assembly plants and the gradual reduction in price of the Chevrolet car in the last five years, particularly since the Fisher Body Corporation factories have been established at each Chevrolet assembly plant.

Chevrolet assembly plants were first established at Flint, Mich., St. Louis, Mo., Tarrytown, N. Y. and Oakland, Cal. from 1917 on. In 1923 assembly plants were established by Chevrolet at Janesville Wis., Cincinnati, O. and Buffalo, N. Y. and plants for the Fisher Body Corporation were built at these points at the same time. The year previous, however, Fisher body building plants had been established at the Chevrolet assembly plants at Flint, Mich., St. Louis, Mo. and Oakland, Cal.

During this period has come about a number of reductions in the price of Chevrolet cars, due in great measure to the economies effected by such assembly plants, which includes also the building factories. From early in 1920 through 1924, a period of five years, there have been reductions in the price of the Chevrolet cars, totaling approximately 35 per cent.

In addition to the economies effected and the consequent price reduction, there has also been a steady marked improvement in the quality of the Chevrolet cars. New features have been incorporated from time to time which added to the comfort and convenience of the owner.

The new factory for the Fisher Body Corporation at Tarrytown, N. Y. has already been completed, equipment will shortly be installed, and it should be in operation at the beginning of the year.—From the Chevrolet Motor Company.

See Mrs. J. E. Gates for piano instruction. Prices reasonable. L. O. O. F. building. tf

Notice of School Meeting

Notice is hereby given to the legal voters of School District No. 108 of Clackamas County, State of Oregon, that a School Meeting of said district will be held at H. S. Building, on the 30th day of December, 1924, at 7:30 o'clock in the afternoon for the purpose of discussing the budget hereinafter set out with the levying board, and to vote on the proposition of levying a special district tax.

The total amount of money needed by the said school district during the fiscal year beginning on June 30, 1924, and ending June 30, 1925, is estimated in the following budget and includes the amounts to be received from the county school fund, state school fund, elementary school fund, special district tax, and all other moneys of the district:

BUDGET		ESTIMATED EXPENDITURES	
Personal Services:			
2. Principals, 1	Salary per year	2,300.00	Total \$ 2,300.00
3. Teachers, 1		1,800.00	1,800.00
1.		1,350.00	1,350.00
2.		1,305.00	2,610.00
3.		1,200.00	2,520.00
4.		990.00	5,940.00
4. Janitors, 1		1,700.00	1,700.00
5. Clerk, 1		150.00	150.00
7. Other services		350.00	350.00
Total			\$18,620.00
Material and Supplies:			
1. Furniture (desks, stoves, curtains, etc.)		100.00	\$ 100.00
2. Supplies (chalk, erasers, etc.) Manual Training & Science		1,000.00	1,000.00
3. Library books		150.00	150.00
4. Flags		10.00	10.00
5. Playground equipment		25.00	25.00
6. Janitor's supplies		150.00	150.00
7. Fuel		650.00	650.00
8. Light		350.00	350.00
9. Water		100.00	100.00
10. Postage and stationery		25.00	25.00
Total			\$ 2,570.00
Construction:			
Construction		150.00	\$ 150.00
Total			\$ 150.00
Maintenance and Repairs:			
Buildings and grounds		1,500.00	\$ 1,500.00
Total			\$ 1,500.00
Assessments (Highways, Roads, Streets, Bridges):			
Assessments (Highways, Roads, Streets, Bridges)		50.00	\$ 50.00
Total			\$ 50.00
Indebtedness:			
1. Bonded, and interest thereon		3,100.00	\$ 3,100.00
Total			\$ 3,100.00
Insurance			
Insurance		200.00	\$ 200.00
Total			\$ 200.00
Miscellaneous:			
Miscellaneous		700.00	\$ 700.00
Total			\$ 700.00
Emergency:			
Emergency		500.00	\$ 500.00
Total			\$ 500.00
Total estimated amount of money for all purposes during the year			\$27,390.00
ESTIMATED RECEIPTS			
From county school fund during the coming school year		2,406.00	
From state school fund during the coming school year		442.12	
From elementary school fund during the coming school year		1,792.36	
Estimate of probable unexpended balance at end of current year		2,739.88	
Estimated amount to be received from all other sources during the coming school year		5,830.36	
Total estimated receipts, not including proposed tax		\$13,210.72	\$13,210.72
RECAPITULATION			
Total estimated expenses for the year		\$27,390.00	
Total estimated receipts not including proposed tax		\$13,210.72	
Balance, amount to be raised by district tax			\$14,179.28
Dated this 25th day of November, 1924.			
Attest: WM. DALE, District Clerk.			
A. G. AMES, Chairman Board of Directors.			

ORIGINAL ESTIMATE AND ACCOUNTING SHEET.
School District No. 108.

This original estimate shows in parallel columns the unit costs of the several services, material and supplies for the three fiscal years next preceding the current year, the detail expenditures for the last one of said three preceding fiscal years and the budget allowances and expenditures for six months of the current year. ("Six months of the current year" means six months of the last school year).

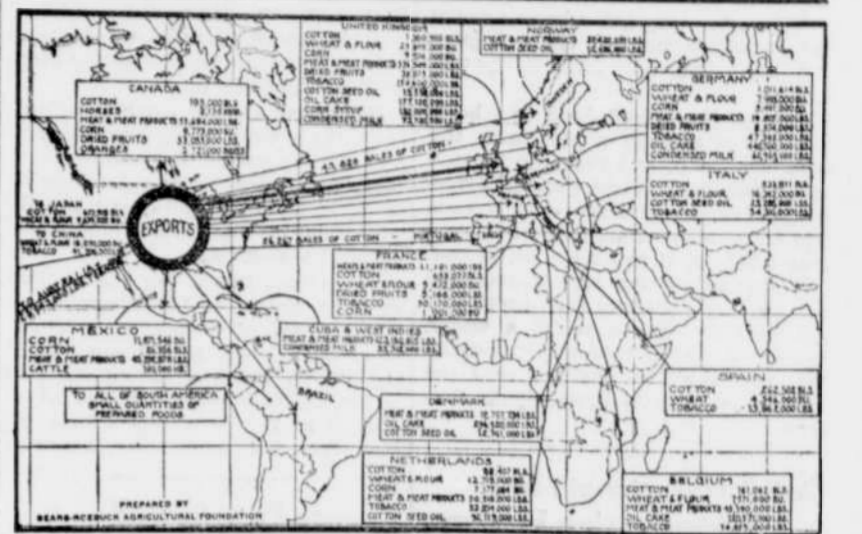
ITEM	Estimated actual expenditures for the preceding school year, 1924-25	Expenditures and budget allowance for six months of last school year.		Expenditures for three fiscal years next preceding last school year.		
		Expenditures in detail, 1923-24	Budget allowance in detail, 1923-24	Detailed expenditures for three years of three years, 1922-23	Second year totals, 1921-22	Fiscal year plus yearly totals, 1920-21
Personal Services						
2. Principals	\$ 2,300.00	\$ 3,599.97	\$ 3,900.00	\$ 3,399.97		
3. Teachers, men	\$ 1,250.00	\$ 3,299.94	\$ 1,800.00	\$ 3,299.94		
Teachers, men	\$ 1,800.00	\$10,350.00	\$ 1,500.00	\$ 9,075.00		
Teachers, woman	\$ 1,260.00		\$ 1,400.00			
	\$ 1,305.00		\$ 1,400.00			
	\$ 1,260.00		\$ 2,800.00			
	\$ 1,305.00		\$ 5,400.00			
Six at \$990	\$ 5,940.00					
4. Janitors	\$ 1,700.00	\$ 1,900.00	\$ 1,750.00	\$ 1,845.00		
5. Clerk	\$ 150.00		\$ 150.00			
7. Other services	\$ 150.00		\$ 150.00			
Domestic Science	\$ 200.00		\$ 200.00			
Total	\$18,620.00	\$19,179.91	\$20,300.00	\$17,619.91	\$17,870.70	\$16,283.00
Material and Supplies:						
1. Furniture (desks, etc.)	\$ 100.00	\$ 71.56	\$ 200.00	\$ 673.12		
2. Supplies (chalk, etc.)	\$ 1,000.00		\$ 190.00			
3. Library books	\$ 150.00	\$ 19.50	\$ 50.00	\$ 102.05		
4. Flags & Man. Tr.	\$ 10.00		\$ 200.00			
5. Playground equipment	\$ 25.00		\$ 25.00			
6. Janitor's supplies	\$ 150.00	\$ 83.27	\$ 75.00	\$ 56.33		
7. Fuel	\$ 650.00	\$ 69.50	\$ 600.00	\$ 442.00		
8. Light	\$ 350.00	\$ 332.56	\$ 300.00	\$ 277.12		
9. Water	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00		
10. Postage and stationery	\$ 25.00	\$ 102.80	\$ 35.00			
Total	\$ 2,570.00	\$ 1,920.19	\$ 1,735.00	\$ 1,650.62	\$ 1,866.99	\$ 2,935.52
Construction:						
Construction	\$ 150.00					
Total	\$ 150.00					
Maintenance and Repairs						
Buildings and grounds	\$ 1,500.00	\$ 1,174.51	\$ 50.00	\$ 480.00		
Buildings and grounds		\$ 500.00				
Buildings and grounds		\$ 718.15	\$ 150.00	\$ 219.68		
Buildings and grounds			\$ 75.00			
Buildings and grounds		\$ 600.00	\$ 20.00			
Total	\$ 1,500.00	\$ 1,894.46	\$ 1,175.00	\$ 730.47	\$ 491.75	\$ 1,941.25
Assessments (Highways, Roads, Streets, Bridges):						
Assessments	\$ 50.00					
Total	\$ 50.00					
Indebtedness:						
1. Bonded, and interest thereon	\$ 3,100.00		\$ 2,100.00	\$ 2.00		
2. Warrant, and interest thereon		\$ 28.17	\$ 20.00			
Total	\$ 3,100.00	\$ 28.17	\$ 2,120.00	\$ 2.00	\$ 19.38	\$ 3,415.94

Insurance:	200.00	408.00	100.00	150.00
Total	\$ 200.00	\$ 408.00	\$ 100.00	\$ 150.00
Miscellaneous:	\$ 700.00	\$ 50.00	\$ 115.00	\$ 225.98
		\$ 203.03	\$ 61.00	
			\$ 190.00	
Total	\$ 700.00	\$ 253.03	\$ 269.00	\$ 225.98
Emergency:	\$ 500.00			
Total	\$ 500.00			
Grand Total	\$27,390.00	\$23,683.76	\$26,299.00	\$20,369.78
		Less, \$ 2,035.00		\$21,042.88
				\$26,199.43
				\$24,264.00

I, Wm. Dale, do hereby certify that the above estimate of expenditures for the year 1924-1925 was prepared by me and that the expenditures and budget allowance for six months of the current year and the expenditures for the three fiscal years next preceding the current year as shown above have been compiled from the records in my charge and are true and correct thereof.

WM. DALE, District Clerk.

Where U. S. Farm Products Go

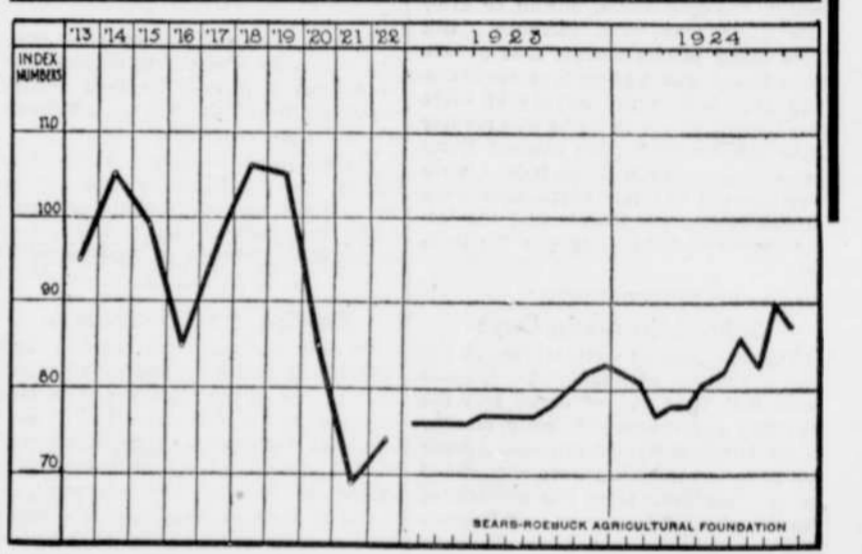


Products of the American farm go to every civilized country of the world. Out of the United States each year is sent approximately one-half of the total cotton crop, one-fourth of the yield of the wheat fields, one-fifth of the porkers and huge quantities of corn and tobacco, dried fruits and other products of field and feed lot.

The accompanying chart, prepared by the Sears-Roebuck Agricultural Foundation, shows where the principal exports go.

In the United Kingdom more of America's farm products are consumed than in any other nation. The United Kingdom uses more American cotton than any other country, her annual consumption averaging around 1,580,010 bales. Germany is in the market for almost as much cotton, using 1,011,014 pounds last year. The United Kingdom is the first market for American wheat and flour, tobacco, corn sirup and condensed milk. She also takes large quantities of dried fruits, oil cake, meat, meat products and corn.

Buying Power of the Farmer

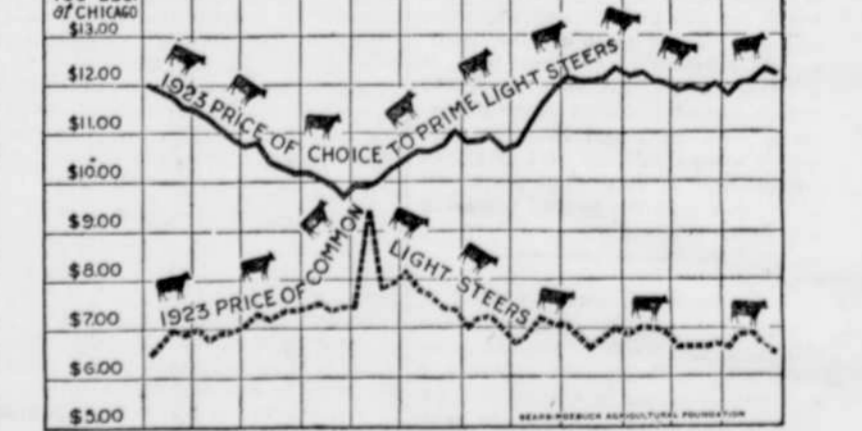


The purchasing power of farm commodities continues to rise. Latest estimates show an average of 4.8 points higher for the first eleven months of this year than during the corresponding months of 1923, according to a report of the Sears-Roebuck Agricultural Foundation, based on the new index numbers of farm prices prepared by the United States Department of Agriculture.

Farm prices show a combined value of 134 on November 1, 1924, as compared with 100 in 1913. This combined index number includes 30 farm commodities which represent more than 90 per cent of the value of products sold by farms, the Foundation points out. Using August, 1909, to July, 1914, as 100, the purchasing power of these products stood at 87 on November 1 of this year. In 1918 the purchasing power was 106, decreasing to 69 in 1921. In 1922 it rose to 74 and by 1923 the average stood at 78. During the first eleven months of this year the purchasing power of farm commodities averaged 82.3 as compared with 77.5 in the same period a year ago.

Advances in grain, which averages about 22 per cent of the total value of farm products sold, and in price of meat animals, which averages 27 per cent, have been the largest factors in the increase of the farmer's purchasing power since 1921. The grain farmer received during the early part of this year prices about 10 per cent above the pre-war five-year average. This had risen to 30 per cent increase by July. At the same time the general price level of commodities the farmer has to buy ranges 30 to 80 per cent above the 1913 level.

IT PAYS TO MARKET BEEF OF QUALITY



It is condition and quality rather than weight that decide whether a steer is to be placed in the beef cattle classification. Within the class it is condition and quality that largely determine the amount of profit that goes to the shipper. Choice to prime steers bring from 75 cents to \$5.75 per hundred-weight over the common light stock, according to a study made of lightweight steers coming to the Chicago market by the Sears-Roebuck Agricultural Foundation.

The bulk of the shipments are classified under the grades of prime steers, 1,200 to 1,600 pounds; choice steers, 1,150 to 1,600 pounds; good steers, 1,150 to 1,600 pounds; medium steers, 1,100 to 1,400 pounds, and common rough steers, 900 to 1,200 pounds. These are the classifications of the United States Bureau of Markets.

Prime beef steers are the ideal type, combining exceptional breeding and thorough finishing. Short neck and short legs, smooth flesh and well-filled, bulging briskets are prerequisites. Prime beef steers are rare, even steers good enough to grade as choice are few. They show most of the characteristics of the prime grade, good breeding and long feeding, smooth flesh and thick fat. On the block the quality steer will show a good proportion of red meat covered with a modest amount of smooth white fat. The lean, white firm of texture, will be mellow to the touch. The carcass should carry down full to the hock, being highly marbled with bright lean of a fine grain.