

Anniversary Sale

On December 12th it will be one year since we opened our store in Medford. We wish to thank the public, who have so generously patronized us in the past year, and to assure you that we will endeavor to offer you more and better bargains in the coming year.

Beginning Monday, December 11, for one week we will celebrate by selling:

New Cotton Double Blankets	\$1.85
Big Ben Alarm Clocks	\$3.19
Stag Handle Pocket Knives	\$1.25
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Velvet Tobacco	11c

Saturday, Dec. 9, Special Picnic Hams 18c lb.

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STANDARD OIL COMPANY (California)

CARPENTIER DOESN'T KNOW HOW TO FIGHT NEGRO, DECLARES SHAW

By F. A. WRY.
International News Service Staff Correspondent.

LONDON, Dec.—George Bernard Shaw has changed his opinion of Carpentier since seeing the picture of the fight between the Frenchman and Siki.

"I think Carpentier does not know how to fight a negro and has a great deal to learn from him," Shaw summed up his impressions in an interview.

"Siki made nothing of Carpentier's long shots which made even Dempsey look serious. Siki not only understood the art of getting away and being hit by a spent bullet only, but like all negroes he did what no white man dare do—met a straight lead by dropping his head neatly and receiving the blow on the ridge of his eyebrow, where it made as much impression as a mushroom on a miniature and jarred the assailant most discouragingly."

Carp Hit Hard.

"Almost any white pugilist of Siki's build would have been down and out a half dozen times from the punches that Carpentier got home, but they did not worry the black for a moment. When he took a count of seven he was calmly resting himself on one knee, bolt upright from hip to shoulder, just amusing himself. Life in fighting did not seem to be much more effective than Carpentier's; that is, it was not effective at all. Dempsey, I should say, would kill him at that game. The decisive blows were all whole-arm ones."

"Siki has all the negro qualities as a pugilist—toughness about the head, trickiness and speed on his feet (much cleverer and quicker here than Carpentier) and the characteristic negro combination of romantic pluck and good humor. He was at no disadvantage with the Frenchman in the advantage with the Frenchman in the matter of morale, and if Carpentier

gets a return match with him, he will have to take him much more seriously."

"The finish was perfectly fair. Siki's leg was between Carpentier's legs, and the film does not show where Siki's right landed. I suppose it was on Carpentier's back; but there was no question of a wrestling trip."

"But never mind. Civilization will survive the downfall of the white man in this fight. America pulled through the crisis, and Africa remained tranquil when Johnson beat Jeffries."

Farnol Comments.

Jeffrey Farnol, famous author, has also given his impressions of the fight.

"Carpentier, as usual," he says, "started in too soon and, with his usual airy tactics, apparently despised his opponent. He gave a scandalous opening in the third round, of which Siki took good advantage, and Carpentier was never the same man afterward."

"I think that not only was he shaken by this blow but that he was utterly confused by the other man's mentality. He seemed to be up against a new experience."

"As to the general question of whether the white man should fight the black, one should discriminate between the boxer and the fighter—two entirely distinct classes of men. But a white champion pugilist must necessarily fight all comers. The moment he begins to draw the color line, he ceases to be world's champion."

"So long as there are championship battles, white will fight black and black white, but seeing that the temperament of the white man is generally more acute than that of the negro, the white must necessarily fight to a greater or less degree, at a disadvantage."

"If You Can Keep Your Head"

By Dr. Lyman P. Powell, Director Educational Bureau, New York.

John Dewey, first among our educational thinkers in actual helpfulness, says that "Variety is more than the spice of life; it is largely of its essence." Long ago Herbert announced that "Education would be tyranny if it did not lead to freedom." Bourtroux says the highest purpose of education is to "fashion human beings into freedom." Clarence Britten, till lately editor of the Dial, warns that "We pass acts that require teachers to sink their own differences in our unanimity."

Nevertheless, Oregon has just passed a compulsory school bill requiring the parent to send the average child to public school or break the law. To be sure, Oregon seems to have the backing of Dallas Lore Sharp who writes, "My child is first a national child. He belongs to the nation even before he belongs to himself. His education is first national and then personal."

No Short Cut

Oregon is wrong. If America has achieved anything worth while in education, it is the interplay of the individual spirit against a background blended of many interests. That is democracy in a making. There is no other kind we ought to covet. If the state is to manage education, which may conceivably be a good idea, the state ought to understand in advance the size of its contract. The present has to grow out of the past. There is no other way to ensure evolution rather than the revolution which is racking many parts of the world perhaps to pieces. If in the wisdom of Oregon, the average child should go to public schools, the first step is not compulsory legislation. It is to make the public schools of such a character that no private school, Protestant or Catholic, can compete with it. There is no short cut. Force the American people to take one, and you ensure another of those inevitable reactions

which in our social and political, as well as educational life, have sometimes cost us dear. Pennsylvania is even considering a reorganization of its public schools covering seventeen years.

See Straight

See straight. Our society is complex. "One star differeth from another star in glory." Foreground we can make, but not background. That has been our fathers' work. Not merely have education and religion belonged together in the past, but it was the very zeal for the religious advancement of the world that started Comenius himself on the road of highly original educational thinking, while in more recent years the Montessori method originated in a sense of social service, endeavoring to answer properly the question "Am I my brother's keeper?" Every worthy ideal in our educational life, provided we are patient, can be realized without rending the background woven for us by a Cardinal Gibbons as well as Cotton Mather. The Fascist have had a bloodless revolution in Italy because they have attacked real enemies; not tilted at windmills. The responsibility for the education of our children we think belongs to us. We will pay all we can to carry it, and we will also pay whatever else the state assesses us. It is possible to be both parent and patriot. Nationalizing children does not sound good to American parenthood. We think we know a better way, and yet promote the cause of true democracy.

Exceeding the Speed Limit

Careless thinking may lay a burden grievous to be borne, on our good public schools, which have done wonders for us, though in large part twice reorganized since 1860, and now apparently to be in Oregon reorganized again. Physical has been added to mental training in our public schools. The truant has been brought into the classroom. Methods have been found to deal with the incorrigible. We are even learning how to help the inferior, the epileptic, the blind, while we are steadily raising by tact and common sense, the age of compulsory attendance. Why exceed the speed limit? Compulsion cannot create capacity, or unscrew the inscrutable. Why ask our public schools, with the problems many are facing, of overcrowding and keeping their best teachers, to do at once more than they can do? If Mr. Sharp wants his child to be "a national child," I am for him. That is his concern. I want the right to do for my own child the best I know. As I read our history I understand that America first got its start from people with this same desire, and still draws the whole world to its shores for this same reason. "Just folks."

"The parson and the parson's wife. And mostly married people." want the right to do the best which they know how for their children, while helping on in every way they can, the cause of public education.

First Aid

Naturally, most children will go to the public schools. That is where they ought to go. American civilization has produced nothing better than the public schools. Why overwork them? Have a heart. Why not develop them, simply and sensibly, without haste and without rest, until everywhere they function fully and effectively? At the present, perhaps for a few hundred years to come—what a a hundred years or so in the making of a perfect race?—there seems to be a large field for the private school, if only to render first aid to the public school.

This is no

"Tale told by an idiot.
Full of sound and fury,
Signifying nothing."

Oregon is not the first state to raise a standard I believe, in courtesy to all who differ from me, to be absolutely democratic. A while ago there was a little flurry out in Michigan. Even in conservative Massachusetts, some fifteen years ago, before we learned to lip in post-war numbers, a movement started to tax colleges, so dangerously if not heavily, that only by converting into high grade lobbyists such seasoned college presidents as Eliot and Seelye was the legislature held back possibly from a stampede, the effect of which would have been, at a time when colleges were not raising money in large sums, to cut down teachers' salaries, and thus undermine the best the college has to give. There are professional and cultural colleges in the United States as truly private as the schools, and they too have to reckon with this precedent Oregon has set. What has broken out.

"Where rolls the Oregon," may break out anywhere, and reach up.

The Professional Schools

From many points of view the private school has been discussed in earlier issues. The word itself covers every institution not supported by the state. Again and again, we have called attention to the unique value of the junior college and the military school, the church school and the camp. No one seriously questions their importance. The professional school needs no argument. The dentist used to get his training in a dental office. The lawyer read his Blackstone under a great master. Even until recently men were studying for the ministry at the feet of some Gamaliel. But times have changed. Only the best training now can fit for such a future as the world has never known before. That training can be provided by the professional school alone.

Even the Artistic

The best way to study music, dancing, and the drama, is naturally in schools tried out by experience. If you want high moral as well as high aesthetic standards, try to get admission to a good artistic school. Do you realize how many of our photographers, newspaper and the film, get their preparation in those schools of photography where along with technique are taught the dignity and beauty of the art? Do you know that there still lives a very live newspaper man who in 1875 reported the first graduating exercises of a school for nurses in the United States and heard a nurse of the older type pronounce against the newer training? Ever since John Hopkins set a standard which converted nursing into a profession, the movement upward has been steady until today nurses training schools the country over are worth while.

The Hand Upon the Throttle

If to any reader of this bulletin, the plea for an education with the private school supplementing the public school seems of little worth, think upon the words of Leibnitz: "He who controls the education of a nation controls its future."



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GIM CHUNG

China Herb Store

This is to certify that Gim Chung of Medford, Ore., has cured me of gonorrhea and stomach trouble. S. M. Leonard, 308 J. St., Grants Pass.

This is to certify that Gim Chung of Medford, Ore., has cured me of rupture of four years' standing. F. G. Isham, 413 S. St., Grants Pass, Ore.

Medford, Oregon, Jan. 13, 1917.

This is to certify that I, the undersigned, had very severe stomach trouble and had been bothered for several years and last August was not expected to live, and hearing of Gim Chung (whose herb store is at 214 South Front street, Medford), I decided to get herbs for my stomach trouble, and I started to feeling better as soon as I used them and today am a well man and can heartily recommend anyone afflicted as I was to see Gim Chung and try his herbs.

(Signed) W. R. JOHNSON.

Witnesses:

Wm. Lewis, Eagle Point.
W. L. Childrath, Eagle Point.
M. A. Anderson, Medford.
S. B. Holmes, Eagle Point.
E. Moore, Eagle Point.
J. V. McIntyre, Eagle Point.
Geo. Von der Helten, Eagle Point.
Thos. E. Nichols, Eagle Point.

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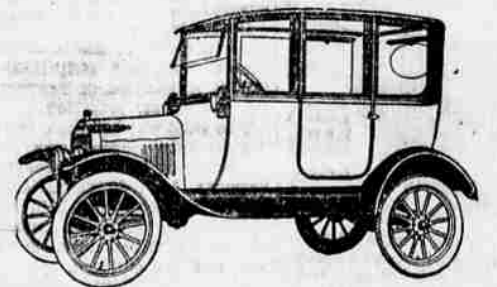
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Lv. Roseburg—1:00 p. m.

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Lv. Grants Pass—7:30 a. m., 1:00 p. m., 5:00 p. m.

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