

MOOTED QUESTION ABLY DISCUSSED

# The School To What Extent Fit For Life

RELATIVE VALUE OF SUBJECTS TAUGHT

No artist would attempt to paint a picture until he had a clear and definite idea of what he wished to portray. An sculptor would scarcely begin to use his chisel until he had seen with his mind's eye the angel in the marble. You would not induce a builder to begin work until he had ready all the plans and specifications of the building he intended to erect. How much less then can we, who are to mold the lives and characters of the youth in our schools, expect to accomplish anything unless we set clearly before ourselves the ideal we are endeavoring to attain? We must know just what we are trying to secure as a result of our work, hence the necessity of discussing again and again such questions as we have before us today.

Let us ask, then, to what extent the public school should fit for life, and try to find the answer to this question. Before attempting to do this, however, it is evidently necessary to know just what we mean by the little phrase "to fit for life."

A study of the history of education reveals the fact that the meaning attached to this phrase has undergone all sorts of changes and variations. We find that among the Jews it meant moral and religious training; the men of Sparta were fitted for life when they were prepared to endure without a murmur all the hardships of war; the ideal of the Athenian was academic culture; and the more practical Roman looked upon education as a means of preparing him to make a good living—all one-sided views, and yet all having in them some elements of truth.

These ideals either alone or in combination continued to mold education for several centuries. But with the revival of learning in Europe, there came in a new and different view of education. The humanists declared that fitness for life is general culture, and they sought to attain that culture through the study of the Greek and Latin classics. After a time they were in their turn opposed by the realists, whose aim was utility, and whose method the study of nature.

For years the advocates of these two opposing theories of education have waged a war of words over the true end and the proper method of training the child. Nor can it be said that at the present time educators are unanimous in their opinions of what is meant by fitness for life. We pride ourselves, it is true, on what we have pleased to call the "New Education" and flatter ourselves that in it we have combined all the best ideas of the past, together with much that is new and valuable. Most of us are quite willing to accept the theory "Make your man and he will make his living," but we still seem to differ about the kind of man we want to make, and are unable to decide just how to make him.

To be sure, we no longer think of education as purely moral or mental or physical. We insist that power rather than knowledge is the end to be attained, and are willing to admit that abstract human education is a very poor preparation for real life. Few of us would favor the view still held by some, namely, that to be able to read and write is the only kind of fitness required. We are all agreed, too, I believe, in thinking that though a man may have wealth, power and position, if he have a poor character all these things will profit him nothing.

So far as right living is concerned, these are the particulars in which we agree—there are other points, many of them, on which we differ.

Up to within recent years we find colleges and universities shaping their courses almost entirely according to humanistic ideas, and as our public schools are an outgrowth of the higher schools of learning, we find these same ideas have had no slight influence upon our secondary schools, and have even been felt, though to a much less extent, by the primary schools.

Now that education is no longer the exclusive privilege of the few, but the undoubted right of the many, a change in the curricula is to be expected. Many colleges have already responded to this change in conditions and are offering courses of study parallel with the classical course, and equal to it, but substituting modern languages or the tendency to make education more practical is felt by the public school, no one can doubt. Chicago is testing both commercial and manual training in its high schools; New York has a splendid new building where is to be conducted a commercial high school; while in all parts of the country school boards and superintendents are discussing the wisdom of following the example set by these two cities. The same thing is true of the grades. Industrial education and manual training are the topics of the hour both in educational journals and in teachers' associations.

To those wedded to the traditional courses of study, these symptoms of change are alarming. That there is a "follow-up" evidence of this change, all people will deny. Forgetting that "man cannot live by bread alone," the advocates of a practical education are very apt to demand that, unless a subject have utility value, it shall be dropped entirely. Such utterances as "I follow with evidence of this change," "The man who possesses it (i. e., a classical education) may through his knowledge claim a more or less conspicuous place in the aristocracy of letters, but his ability to conjugate an irregular Greek verb can scarcely be expected to pay his coal bill."

Nor is this at all incompete with the true end of education. Character may be developed in mastering these things, if they are properly taught, and certainly the more readily and easily a man can do his bread winning work, the more leisure and strength will he have for the refinements of life. Certainly that man is best fitted for life who is best trained, mentally, morally and physically, to discharge all the duties he owes to himself, his fellow and his God.

To decide just how much of this fitting should be done by the public school is not easy. If all who complete the course offered by our public schools were to supplement that training by three or four years in college or university, the question might be soon settled, but less than five per cent of our graduates are able to do this. And that is not the only difficulty. Many are never able to finish even the high school course, but are compelled, after one or two years, to begin the real work of life. A still greater number fail to finish the work of the grades, or succeeding in that are compelled to become bread-winners at once.

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my business. The dealings of my trade were but the drop in the comprehensive ocean of my business."

In spite of this danger, however, a more practical education is bound to come. Those who work among the very poor tell us that it is idle to talk to them of religion and purity and honesty, until the more pressing physical wants are supplied. It cannot well be otherwise. How can we expect to find high ideals of purity and exacting standards of life among people crowded into dark and dirty tenement houses? How can modesty and refined habits be cultivated when a whole family, with a boisterous two in addition, cook, eat and sleep in one small room? "Of course men do not gather figs, nor of a bramble bush gather they grapes," and America cannot expect a harvest of good citizens from such homes, unless the public can do something for the children of poverty.

"Tenement houses," says a close student of sociological conditions, "can make the most effectual struggles against the insufficient support of the working classes, and bring most happiness to the children of the toiling." But how can they do this unless they awaken such feelings better by teaching these boys and girls some useful employment, in connection with ordinary work of the school?

Turning in another direction we find that the young men and women of the country are flocking to the cities. Now if these young people when boys and girls in school had been taught something of the importance and dignity of agriculture, and had been interested in the study of God's wonderful handiwork all about them, they would not be so unbecomingly monotonous, and I, for one, believe that few of them would be so ready to leave the farm.

The business world, too, is loud in its demands for a different school training. The struggle there is sharp and incisive. No longer can the man who is content with slipshod methods hope to win in the fight. He who succeeds must be quick, accurate, well trained and far-seeing. While it is perhaps too much to expect the school to do this for him, it can at least turn his face in the right direction.

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## MORE ACTIVITY LIKE SOMBER CATHEDRAL

PRESENT CONDITION OF THE HOP MARKET QUITE LIVELY AND MOST PROMISING.

Large Linton Lot Sold to Tacoma Purchasers at 26 Cents—Krebs Bros. Sanguine for Future Condition and Advice Against Hurried Sales.

The hop market shows more activity at present than it has for the past two weeks. It is all the more surprising in view of the fact that little activity was expected at the time. Mrs. Linton of Eugene, has sold sixty bales of mediums to primes at 26 cents a pound to Isaac Pineus & Son, of Tacoma, Wash. She refuses to dispose of the crop she desires to hold them until summer, when she expects to realize a much higher price.

The Krebs Bros., hop buyers of this city, are enthusiastic over the turn taken in the market. They look for much more activity in the near future than are prevailing even now, and predict splendid things for the grower who will hold onto his crop.

Mr. Krebs takes issue with a story printed in a Portland paper yesterday in which J. J. Metzler, hop buyer in that city, undertakes to assert that the bottom has not yet fallen out of the market but it will. The Portland buyer asserts that he purchased some bales of hops from a Chinaman grower near this city at 24 cents a pound, showing that the market was at the toboggan for sure. When seen last night Mr. Krebs said:

schools, as I have already said, are a development or outgrowth of higher institutions of learning. This natural led to the adoption of such a course of study in the secondary schools as would prepare its graduates to enter college. So we find that until recent years our high schools, instead of serving an end in themselves, were merely preparatory schools, and had included in their courses all those subjects required in the college entrance examinations. Hence, some studies which properly belong to the high school were either crowded back into the primary school or omitted entirely. Other studies, too, were omitted because they could be taken up later in the college or university, thus depriving many of our pupils of the privilege of ever studying them. This was true of the sciences in particular.

Do not think me lacking in appreciation of the work of our colleges and universities. I would not for a moment put one straw in the way of any one who wished to enter them. Rather, I would use every means in my power to awaken such a love for that knowledge, training and culture, which such institutions alone can furnish that to satisfy the desire no proper sacrifice would be too great. But on the other hand since about five per cent only of those who graduate from the public school ever enter college, is it fair, do you think, to make provision for the five, and say to the ninety-five, "You must be satisfied with what we give you?" Even if we admit what some maintain, that such a course, when completed, does fit the graduate equally well either to enter the university or to enter the serious business of life, what are we to say of its value to the boy or girl, compelled to drop it at the end of the first or second year?

There is, without doubt, great disciplinary value in the study of Greek and Latin, with perhaps some culture value for the few who study long enough and hard enough. With most people it is, as Quick says, like walking in the direction of the British Museum to consult some valuable books, and then finding you haven't time to reach the museum. I do not say there is no benefit derived from the study of the ancient languages. There is. I object to their crowding out something more useful by the study of which equal training may be secured. Quick may certainly have received good from his study of the museum, but had the object been exercise, he might have received more benefit from an excursion into the country, where he could have breathed pure air and looked upon green fields.

So, then, first of all I believe that the course of study should be so modeled as to give the greatest good to the greatest number. Now it is evident that a great majority of the boys and girls in our schools must sooner or later be engaged in manual labor or in business. It seems only reasonable, therefore, to offer them such courses as will make them better workmen and better business men as well as better men in every sense of the word. Judging from present signs, the day is not far distant when there will be in connection with most public schools a course of manual training. To the laborer the hand and eye trained to be quick and accurate will be of inestimable value, while the college student and professional man will be no wiser be harmed by the same.

## Woven Wire Fencing

Page, American and Elwood Fences are the Best.

Each is the best in its class. Car of American and Elwood fencing to arrive about February 6. Special discount on advance orders. Hop wire a specialty.

Call or write and get prices.

WALTER MORLEY  
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CASTORIA  
The Kind You Want Always Bought  
Solely by  
J. C. H. H. H.

training. To teach all the trades may be neither possible nor desirable, but he who has learned one kind of hand craft will have less difficulty in learning another than he who knows none at all.

Moreover, in the ideal school this will be supplemented by such training as penmanship, writing business papers, and in the more general business methods, that any boy or girl will be able to keep an account of the ordinary business transactions of daily life.

In the high school, three courses seem necessary. One leading to the university, one preparing for business, and a third with manual labor in view at its close. These three courses should be parallel, and should be so arranged as to call forth the highest and best efforts on the part of the students. Each, of course, should be at least two courses for a long time, but in many cases the classical course was the one that received the most careful attention and required the most effort on the part of the pupil. Too often the English or business course was a mere makeshift either to hold in school the pupils dissatisfied with the classical, or to accommodate those too lazy or too dull to take it. Happily this is all being changed and in time the new courses will produce men as well trained in mind as those of whom the classical course boasts. In short, as Dr. G. Stanley Hall has well said, we want our high schools to have a definite end of their own. Too long already have they neglected their glorious opportunities to train men for life.

To what extent should the public school fit for life? Let us answer, that with every means at its command it should endeavor to teach the pupil to know the right in thought, word and deed; it should awaken in him a love and last but not least, it should teach him how to think the right, how to speak the right and how to do the right.

Prand Exposed.

A few counterfeiter have lately been making and trying to sell imitations of Dr. King's New Discovery for Consumption, Coughs and Colds, and other medicines, thereby defrauding the public. This is to warn you to beware of such people, who seek to profit, through stealing the reputation of remedies which have been successfully curing disease for over thirty years. A sure protection, to you, is our name on the wrapper. Look for it, on all Dr. King's or Bucklen's remedies, as all others are mere imitations. H. E. BUCKLEN & CO., Chicago, Ill, and Windsor, Canada.

## White Pine and Tar with Menthol for Coughs and Croup.

F. Q. HASS, 96 State St., Salem, Or.

Legal Blanks at Statesman Job Office

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Cardinal Gibbons, the venerable primate of the Roman Catholic church in America, is a fervent advocate of walking as a means of prolonging life and adding to health and vigor. The cardinal has passed the allotted age of man, yet he can do his ten miles a day without the slightest inconvenience, and he accomplishes this task faithfully except in extraordinarily inclement weather. To Baltimoreans he is a familiar sight out for a jaunt, but strangers generally are astonished when told that the diminutive, somewhat shabby looking man, with one single exterior sign of his dignity, is the illustrious churchman and scholar. He usually walks alone and it is a token of marked favor to be invited to join in his rambles.

Not many months ago Sir Horace Plunkett, the Irish patriot and member of parliament, was visiting this country, and he brought among other letters of introduction, one from the Archbishop of Westminster to his eminence of Baltimore. Sir Horace arrived just before the cardinal's noonday meal, and as the ancient traditions still hold in Baltimore, he was asked to take his luck at the board. The conversation took a turn on the cardinal's hobby, the benefits to be derived from long and constant walking. Sir Horace agreed to walk with the cardinal advanced, but purely in a perfunctory way. The cardinal was delighted and proposed a jaunt right after luncheon.

The visitor sized up the physique of the prelate and as he already knew that he had reached his seventy-second birthday, he thought it a safe proposition to consent. The cardinal started out on his jog trot, telling his guest many interesting things as they went. But he went and went. He passed the straggling houses of the suburbs and finally got into the open country. Occasionally a carriage would drive by and the occupants would draw up and ask if they could give his eminence and his friend a "lift." The cardinal would then, carefully explain that his friend was a stranger and he was showing him the sights.

Sir Horace Plunkett confided afterwards that he had not walked ten miles consecutively in as many years, and he was so lame the next day that he could not engage a carriage with a party of scientists at Columbia University in New York.

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"I have noticed, Crozier," commented his chief, "that you are getting mighty fond of this sort of thing, and I know, from long observation in the army, that when the Mary Jane fever gets a man at your time, it's all up. However, if you feel that the restriction of General Corbin's order need not hold, I'll dispense you right now, provided there are no breach of promise suits before you decide on the right one!"

It is asserted that this is not altogether a "joke," and that the ordnance officer, now in his fifty-second year, is going to desert his old cronies, Attorney General Moody and Representative Gillett of Massachusetts, and break up that famous bachelor establishment.

W. Marry Crane, sometime Governor of Massachusetts, and at present representing that ancient commonwealth in the Senate, has been grieved to discover that the natives of the national capital are not so fastidious in the line of amusements and accomplishments of Daniel Webster as he would like to have them. When Mr. Crane set up his omelette decorations, his desk included a fine photograph of the great ante-bellum statesman. It is a rare picture, a copy of the last photograph for which the illustrious patriot posed and the Massachusetts man would not part with it for money. Every visitor remarked the picture and asked questions and Mr. Crane rejoiced that in bringing his pet relic to Washington he added much to the sum of knowledge.

One morning he was very busy and one of his visitors, a Senator from a bustling Western city, was compelled to wait. A page came in and while he also stood waiting he looked long and earnestly at the great man, of whom Oliver Wendell Holmes said: "No man was ever as wise as Daniel Webster looked."

Being around Mr. Crane noted the interested gaze of the urchin and being a genial man, used to dealing with boys, he asked: "Do you like that picture and what do you think about it?"

"I was thinking," answered the boy, "that I would like to know who it is. I can't tell whether he's a very smart man or a very bad man."

Before Mr. Crane could reply, his brother Senator broke into a loud guffaw. "Sonny," he explained, "that is as you have been taught to look at things. Some folks would call that a very bad man, especially temperance people when they see him call him Rip, and others think him the best of his noble profession in this or any other generation. I say, Crane, looking at it well, it's the best picture of Joe Jefferson I ever saw. Where did you get it?"

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