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THE JOURNAL STANDS FOR PROGRESS, DEVELOPMENT, GOOD GOVERNMENT, AND NO DEGRADED LABOR.

THE NORMAL SCHOOL SITUATION IN OREGON.

No subject of controversy has been more thoroughly aired in the press and on political campaigns, than whether this state shall support four normal schools. The result of the agitation and discussion has not been fatal so far to any of the schools that have been established, but it is generally conceded that if the state does not keep, the present system, them the state must, in justice to the needs of the public schools, establish and maintain one or two large well-equipped institutions, either one or two much larger than any normal school now in the state.

What Are the General Facts.

Late compilations of statistics show that practically every state and territory maintains normal schools for the training of teachers for the public schools. Taking the cost per student for one year's training for each student enrolled, the United States had in 1903 about fifty thousand normal school students at an average cost per year per student of \$70 expense on the part of the state. The statistics further show that while the great bulk of American school children attend the country schools, these same ungraded country schools secured the services of very few teachers who had ever been inside of a normal school. This is true of Oregon schools, and the State Grange has made a demand that additional facilities be given for equipping the teachers who go out to teach the country schools with at least a year of professional training. To cover this need one of the first steps of the new state normal school board was to adopt a resolution calling for the preparation of a course of study to be introduced in high schools for the training of those who intend to become school teachers. This work cannot take the place of regular normal school training, but would serve as an introduction to the professional experience to be acquired later, both by actual teaching and further study of the science of pedagogy. In changing from local boards in control of the Oregon Normal schools, to one board of control having centralized powers, this state is in an era of transition, when all should patiently strive to lay new deep and broad foundations for higher and better results in public education. We need private and sectarian schools for training teachers, but Oregon needs and must have more thorough training of more elementary teachers—especially for the ungraded country school.

Work of the New Board.

Immediately upon assembling the new State Normal School Board, appointed by Governor Chamberlain, took steps to secure an inventory of the property of each school, a financial statement of the condition of each school's resources and liabilities, called together the four presidents and secured from them a statement of their needs and plans, secured a conference of those officials with a committee of the regents that resulted in an uniform course of study for all the schools, and elected a secretary in the person of ex-County Supt. Starr of Polk county. Mr. Starr was virtually tendered the office because of the record he had made in successful and progressive school administration in his county, having held two successful school fairs in which nearly all the school children of the county participated along new industrial and agricultural lines, and having held the first county conventions of school officers which resulted in the adoption of a new law requiring an annual conference of such school officers to secure better and more uniform school administration.

New Rules Adopted.

Under the new rules adopted the four normal schools of Oregon will secure not only uniformity of professional work and equipment, but uniformity of book keeping, purchase of supplies, and employment of all teachers through one committee, but uniform financial management, and all tuition, fees, emoluments and perquisites whatever will go into the normal school fund and be disbursed through the new board, with the secretary acting as the business manager and purchasing agent of the board. With such a system it is going to be possible to relieve the local teaching force and employes of all but strictly educational work, administration passing entirely, at least in business matters, through the secretary's office and through the hands of committees. Tuition fees at the state normal schools have been reduced to a nominal amount of \$12 per annum, but there will be a great saving accomplished under the new system, and the earnings of the schools, and the appropriations given them will be expended almost entirely in the work of preparing teachers for the public schools. The four schools have an equipment for handling about 1,000 students if each school were attended to its full capacity. A rough estimate indicates that the work of training that number of persons for school teachers can be carried on for about fifty dollars per capita per year, and surely when the state pays that sum for the care of its orphans it can properly invest that sum in the preparation of its school teachers. In my opinion another thousand young men and young women should be given a teacher's training course in the high schools of the state each year.

Value of the Plants.

The property vested in this board by the new law amounts to nearly two-hundred thousand dollars, and consists of buildings for school purposes, lands, libraries, and apparatus. At each of the schools the public school children are used as training material for the training classes, and in at least two of the schools the entire public school is bodily absorbed in the normal school as a training department. Monmouth and Drain have no separate public schools from the training department of the normal school. This is believed to have the best possible results, affording those who are entering the teaching profession the largest opportunity for experience and application from day to day of the theory of teaching in actual practice. The inventories of the schools called for at the first session of this board show following valuations of normal school property belonging to the state:

Table with 2 columns: School Name and Value. Monmouth: \$67,893; Weston: 66,726; Ashland: 30,401; Drain: 20,000.

Equipment of the Schools.

Besides desks, tables, and all the usual equipment for a normal school, each institution has a library especially devoted to works on pedagogy, psychology and the theory and science and practice of teaching, including hundreds of textbooks for use of students in class rooms. The ultimate design seems to be to have the state furnish all the books and supplies needed by those who are spending their time in preparing themselves for the teaching profession. The present board has placed the work of scientifically equipping the libraries and reading rooms under the direction of the state library commission. Catalogs will be made with systematic card indexes to secure for the students the largest use of the books furnished by the state. The intention is to have the libraries of the normal schools conducted by the state of a high character from a professional standpoint, especially strong in history and branches constituting the science of education. Each normal school is also equipped with chemical and physics laboratories, with manual training and domestic science equipments, for those branches are becoming more and more recognized as legitimate and all-important parts of public school work. It is a serious question whether the state would be justified in retaining this property and equipment and letting it lie idle. If the schools at Drain and Monmouth are not operated as normal schools, some one must be appointed to have charge of the buildings and equipments, and the training departments must be leased to the local school district for public school purposes.

The Men in Charge.

It can be said that the gentlemen in charge of each of the Oregon normal schools is thoroughly identified with the educational system of this state, has had special preparation for this particular work, and is giving heart, soul and intellect to the cause of training teachers. President Ressler of Monmouth secured his preparation in the Otterbein university and the Ohio state university, was teacher in the Oregon state university one year, was city superintendent of the Eugene public schools three years and established the high school there, and has now been at the head of Monmouth for five years. President French of the Weston Normal school in eastern Oregon, has traveled in Europe and is a man of culture and enthusiasm. He received a preparatory education in a Massachusetts academy, graduated from a normal school, was at the head of the Chico, Calif., normal school, has served the Monmouth normal school and the Y. M. C. A. work at Salt Lake, and has been with the Weston normal school since its organization. President Mulkey of the Ashland school is a graduate of Monmouth, was a teacher there for four years and was elected to the head of the Ashland school five years ago. He has the loyal support of that community and of the student body and graduates all over the state, as have each of the respective presidents of the normals. Mr. Mulkey was not only a good country school teacher in the Bethel neighborhood of Polk county, but was twice county clerk and twice state senator. He is a man of more than ordinary ability as a public speaker and known over the entire state. President Briggs of Drain normal school is a graduate of Monmouth, taught in the leading cities of the state, was principal of several of the larger schools, has been at the head of the Drain school three years, and has been offered a place on the faculty of the Ashland normal school. Of the faculty of each school this review will not permit mention. They are selected from all the higher normal training schools and universities of the United States, specialists. They are of value to this state far beyond any salary that may be paid them. The faculty of each school was elected and their salaries fixed by the retiring boards of regents. Many of these teachers know the personal peculiarities and needs of the young men and women with whom they have been working for years. It would be a misfortune if this state should have to close any one of these normal schools at present when with new laws and new inspirations this state is entering upon a new educational era. If this board under the new law finds it impossible to carry on all the schools as they were turned over to them by their predecessors, the local communities should rally to their support and provide the means for carrying them. To close the door of a single educational institution in this state, when it is carried on along professional lines, and under a business administration free from local control and without a dollar of graft, would be bad policy, when it is a monumental fact that the Oregon schools are in need of hundreds of teachers with some professional equipment which they cannot secure.

Brief Historical Review.

When the normal schools were established in Oregon the public school system was still in an undeveloped condition. There were few high schools in the state. Outside of Portland there were but eight or nine grade schools in the smaller cities, and the eighth grade school was the highest taught in the country districts. Ungraded schools had terms of but three and four months in many districts. Eighth grade graduations were the rule. From this material the normal schools were supplied with students and from this rank the country schools were supplied with teachers with only a brief county institute preparation.

The normal schools were compelled to carry on the work that properly belonged to high schools. Their courses were necessarily required to include preparatory and high school grades. In the past ten years high schools having from ten to twelve grades have been established all over Oregon. There is scarcely a town in the state of any size that is not carrying on or introducing high school grades. A few district schools are teaching the ninth grade and some the tenth. It is only two years since Salem has maintained a fully equipped modern high school. New legislation provides for county high schools and a number are maintained. Another new law increases the tax for schools to \$7 per capita of school population, with a \$50 basis. It is not certain that this system does not tend to strengthen the larger city districts and weaken the smaller districts, especially in thinly settled farming counties where land holdings are large. The new law providing for establishment of union high schools is another step in the direction of elevating the standards of rural schools. It provides that a number of districts can unite to support a high school at a conveniently located center, where the children of the rural schools can assemble and receive instruction in the 9th, 10th, 11th and 12th grades, and possibly commercial courses.

The Changed Conditions.

The conditions have been so much improved in the past five to ten years that there is no longer the excuse that formerly existed for doing the higher grade of public schoolwork in the state normal schools. All the higher branches taught in the public schools should be familiar to students who attend normal schools, but there will be a constantly larger percentage attending the normal schools in future who have done thorough work in the high schools and require only the professional training in the art of teaching. Under the new law for the government of state normal schools, with one board of regents having a centralized power of control, it has been possible to recognize these facts and make the advance step of introducing an uniform course throughout. The new course requires work to be done in pedagogy, the theory and practice of teaching, or more properly speaking, the science of teaching, each year of the four year course. For students who have done the work in higher branches this course can be shortened to two or three years. There is given in addition opportunity for special preparation through an elective course, to those who wish to fit themselves for teaching science, commercial courses, or training courses for teachers. High schools will make increasing demands for a higher professional equipment for their teaching force which normal schools must meet.

Other Changed Conditions.

Not only must the normal schools be equipped to meet the changed conditions, but there must be an effort to meet the changing standards of the country schools. With rapid increase in the number of high schools, the teachers trained in the normal schools, colleges and universities will be so much sought after in cities and the larger towns, that few if any teachers having the higher standard of professional equipment will be left for the smaller communities having graded or ungraded schools. None of the ungraded schools will be able to secure teachers having even a modicum of normal school training. This board has sought to solve the problem of supplying teachers for the ungraded country school who shall have at least a touch of elementary professional equipment. The rural schools are demanding better teachers. They are offering better pay, more comfortable and better equipped school houses. The Grange is an organization that has always stood for the higher educational ideals. The Grange is backing the demand for the union high school. The farming population is willing to tax itself to secure for its sons and daughters some of the advantages of the larger towns and cities. To meet this change for better country schools, this demand for the higher socialization of the farming community, this state normal school board has instructed its standing committee on courses of study (Messrs. Ackerman, Bragg and Jewell) to prepare a one year teachers training course for high schools. This course will be optional for all such institutions to adopt.

Need of Such a Course.

The need of such a course must be apparent on considering the facts. Consider that the ungraded schools are in the greatest need of teachers who have more professional preparation. Probably two-thirds of our school population are in the country schools. Not over 25 per cent of students entering high schools graduate. Of the 75 per cent who drop out before completing their four year course, many go to summer schools, attend county teachers' institutes, take examinations and are granted certificates to teach. Why should not all high school students who are thinking of securing employment as teachers, take an elementary teachers' training course of at least one year? Why should they not enlist in the preparation for a profession they intend to pursue? They can do this in any high school that offers such a course, and there will be little excuse for not embracing the opportunity.

Scrofula

Few are entirely free from it. It may develop so slowly as to cause little if any disturbance during the whole period of childhood. It may then produce dyspepsia, catarrh, and marked tendency to consumption, before causing eruptions, sores or swellings. To get entirely rid of it take the great blood-purifier,

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No. 1— Leaves Yaquina 7:15 a.m. Arrives at Corvallis 11:00 a.m. Arrives at Albany 11:58 a.m.

No. 2— Leaves Albany 12:35 p.m. Leaves Corvallis 1:30 p.m. Arrives at Yaquina 5:40 p.m.

Trains to and from Detroit.

No. 3— Leaves Albany 7:30 a.m. Arrives at Detroit 12:30 p.m.

No. 4— Leaves Detroit 1:00 p.m. Arrives at Albany 5:55 p.m.

Trains for Corvallis.

No. 8— Leaves Albany 7:55 a.m. Arrives at Corvallis 8:35 a.m.

No. 10— Leaves Albany 2:25 p.m. Arrives at Corvallis 3:05 p.m.

No. 6— Leaves Albany 7:35 p.m. Arrives at Corvallis 8:15 p.m.

Trains for Albany.

No. 5— Leaves Corvallis 6:30 a.m. Arrives at Albany 7:10 a.m.

No. 9— Leaves Corvallis 12:30 p.m. Arrives at Albany 1:15 p.m.

No. 7— Leaves Corvallis 6:00 p.m. Arrives at Albany 6:40 p.m.

No. 11 (Sunday only)— Leaves Corvallis 11:15 a.m. Arrives at Albany 11:58 a.m.

No. 12 (Sunday only)— Leaves Albany 12:35 p.m. Arrives at Corvallis 1:18 p.m.

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Time Card No. 48—Effective June 16. Toward Portland—Passenger. No. 16—5:23 a. m., Oregon Express.

No. 18—8:40 a. m., Cottage Grove Passenger. No. 12—4:45 p. m., Shasta Express.

No. 14—9:28 p. m., Portland Express. Toward Portland—Freight. No. 223—10:55 a. m., departs 11:38 a. m., Portland Fast Freight.

No. 226—10:40 a. m., departs 11:38 a. m., Way Freight. Toward San Francisco—Passenger. No. 11—11:03 a. m., Shasta Express.

No. 17—6:42 p. m., Cottage Grove Passenger. No. 15—9:56 p. m., California Express.

No. 13—1:31 a. m., San Francisco Express. Toward San Francisco—Freight. No. 221—2:33 a. m., San Francisco Fast Freight. No. 225—11:55 a. m., arrives 11:25.

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