

DR. BOLTON WRITES WORDS HE UTTERED

Professor Says He Has Been Misquoted by Persons "With a Total Lack of the Power of Understanding Spoken Discourse."

Dear Missoulian—There seems to have been so much misunderstanding of my remarks upon matters of education before the committee, leading to bitter denunciation and criticism of me, that I would like to have the opportunity to say in print what I said before the meeting. Some people, apparently with malicious purpose or with a total lack of the power of understanding spoken discourse, are accusing me with denouncing teachers and offering severe criticism of the profession, when, as a matter of fact, I was arranging the public for the criticisms which are now being attributed to me.

I would like to have space enough to present in order the various points of my address. These are taken from my notes and are given as concisely as possible. Here they are:

A curious law of democracy is that no institution can exist for a long period of time without public approval coming through the understanding of its value. The public schools can advance no faster than the public appreciation can grow. While there are some things done in the conduct of the public schools that have not been sanctioned, these must get approval, otherwise they will be dropped out.

The public must be brought into closer contact with the schools and be induced to study and know what the schools are trying to do. This is the greatest need in respect to the schools today. The schools have been held back and are being held back even now because the public has not and does not understand the changes that have been introduced.

Sometimes the public have interfered in the affairs of the schools to the detriment of the schools; people have done this by insisting upon the appointment of teachers or upon the removal of teachers and superintendents without just cause. The public has not been generous in its treatment of teachers. Most people from the fact that they have spent five or six hours a day for eight to twelve years in school think they know teachers. In fact, they are acquainted with them better than with any other class of public servants. Acquaintance often leads to contemptuous attitudes, and so teachers are sneeringly referred to as "school ma'ams," "old maid school teachers," etc. The teachers deserve better than this; their work is hard and the public is increasing its demands pretty rapidly.

The schools, like every institution governed by human beings, are and have been under the domination of the law of habit. This means that the people who follow the profession adopt ways and methods of doing their work, and they don't like to be disturbed in following these. In this respect they do not differ from mechanics or railroad men. Each class of people fall into practices that they can follow easier than they can find and adopt new ways. This is the way all institutions tend to resist change. The school people need the intelligent criticism and active interest of the public. The railroad men, the merchant and the teacher are alike in this that they must know and feel public demand, otherwise their business will stagnate.

The patrons of the schools, as well as the patrons of a great store or a railroad, who stand on the outside and know them only by their results, are often better able to appreciate what is wanted and to criticize the work and methods than the professional people themselves. This is why all the great reforms in schools as well as in railroads have come from the outside. It is not the school men or the railroad men that introduce the change. Changes are forced upon them from outside by their patrons.

The public must be drawn closer to the schools and induced to get better acquainted with them and to know better the difficulties under which their work is done. The teachers will do no more than they are required to do. When they come together in their meetings, they are too apt to discuss matters affecting their professional interests—raising of salaries, promotions, vacations, etc. It is not enough for the public to elect a trustee and leave him or her to suggest and enforce such changes as he may be cognizant of being needed. The public must be continually active in making known what is wanted of the schools and what it is ready and able to pay for.

The public in making demands of the schools must be made aware of the difficulties under which teachers work and the restrictions that have grown up around the schools. The hours of school work are short, recesses are frequent and vacations come often. Every time the public asks for something new to be introduced into the schools, it shows not the slightest disposition to give the teachers a chance to work this out by a modification of hours or vacations. The new work must be crowded in under the old conditions that belong in a remote time. Domestic science and manual training have been forced in, and rightly, and

yet no sufficient provision has been made for doing the work. It takes several hours to make and bake bread, but it must be done in periods of three-quarters of an hour. It takes so much time to get apparatus out and put it back that there is no time left when this has been done, to do any real work. All the time of the period is taken up with keeping things in order. The teachers have too many classes and too many pupils to handle in the hours at their disposal.

The public must be willing to make greater sacrifices when it makes greater demands. This is not a matter of voting more money always. The greatest trouble now is that no one knows how to spend most economically the money that is already voted. In a city like Missoula the money is fairly well spent, but in the growing towns of the eastern part of the state school boards do not know what to do with the funds they have. The public needs much more to allow the teachers greater freedom in handling the children. Hours of school, vacations and terms of school need readjustment. Schools should be run and staffed towards society in exactly the same relation as other institutions do; they should run every day in the year. There can be as many vacations as the public want. But the time has come when the schools should drop their historical character of cloisters and come back into society and be a part of it. The public should allow the teachers and school men to change any of its relations that may be needed for more effective work.

Teachers are about as good as they can be expected to be. In places better qualifications are needed, and more will be required in time. There is no urgent demand for better salaries. Right here the teachers are often unfair. Whenever a fresh demand is made, they raise the cry like other people on fixed incomes that salaries must be raised if more work is wanted. The special need is that a different social condition shall surround the schools and teachers. Any one that teaches should be allowed to do so on the same terms as people serve society in other respects. Let us take the ban off the women and let them marry, if they can and will, and let them be mothers and have families of their own. It strikes me as absurd that any real vocation should be open to those who follow it some form of unsocial living. If marriage is right and proper, and people think it is, then school teachers should marry just as other people do. At the present time the public insists that teachers shall give up their business as soon as they marry. The schools are manned by unmarried women—women without experience, women ready, because compelled, to desert their business as soon as life shall open to them their birthright to have homes and families. On account of the public demand the schools are filled with inexperienced and immature people. Two-thirds of all the teachers in this county have had no more than two years' experience. Teachers appear then to be standing before the window of the matrimonial bureau, for as soon as they get their license they must quit. The schools must accept a lot of teachers who are teaching only long enough to get sufficient money to buy a trousseau. This means that the experienced teachers are those who cannot or will not marry. Here again it must be said that the schools should be brought back into society and that teachers must be allowed to live the ordinary lives of common humanity. Let the public then take more active interest in the school to the end that the school may meet public need, and that they may have every freedom to do the work that is expected of them.

THADDEUS L. BOLTON.
Missoula, April 8, 1914.

END ALL STOMACH DISTRESS—MI-O-NA

Is a Perfectly Harmless, Quick and Effective Remedy.

You must guard against stomach distress. It is dangerous and needless for you to suffer.

A bad taste in the mouth, headache, dizziness, coated tongue, pain in the colon or bowels, usually indicate over-eating, or that you have eaten something the tired digestive organs refuse to handle in the natural way. You should get relief at once.

Mi-o-na is a sure and safe remedy for stomach disorders. Get a 50-cent box from George Freilshelmer today. Always keep them in the house—carry them when traveling—take them at the first warning of stomach distress. If not benefited, Mi-o-na Tablets cost nothing. Druggists everywhere sell them.

If you have that uncomfortable feeling of fullness, stomach upset, and are irritable and depressed, beware, the stomach and digestive organs are in rebellion. Do not delay—take Mi-o-na now and enjoy immediate relief.—Adv.

KING IS SICK.

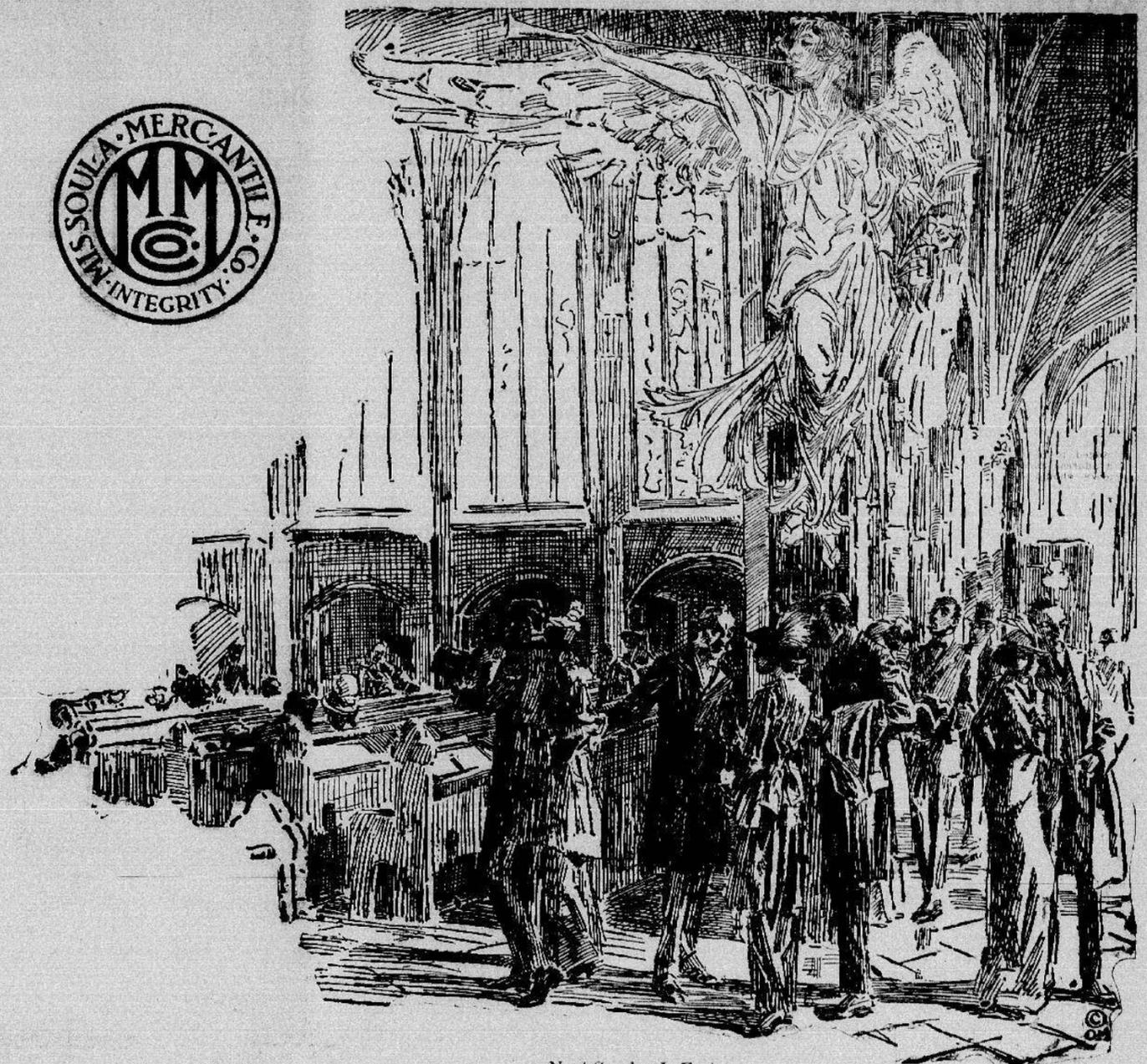
Stockholm, Sweden, April 8.—King Gustave entered the Sophia hospital tonight, where he will undergo an operation tomorrow for ulcer of the stomach. The king was accompanied by the queen, who will remain at the hospital.

A CALL EN ROUTE.

Buenos Ayres, Argentina, April 8.—Prince and Princess Henry of Prussia returned here today from a visit to Chile.



New Spanish heels in the English receding toe last is proving a very popular seller, in both gunmetal and patents. Nifty pumps to finish out your spring costume. Mapes & Mapes, 214 Higgins.



Next Sunday Is Easter

EASTER is a time of renewing things; one of the nice things about it is that most people make it the occasion of new clothes, new hats, new things to wear generally. That is part of the real meaning of this great holiday; everything takes on new life, nature puts on a new dress; it is natural for man to do so.

Time was when the ladies did most of this sort of celebration of the day; but nowadays men are making Easter their time for new clothes, and its the right idea. Every man in Missoula who pretends to be well dressed, or to care about his looks, should be dressed in his new clothes next Sunday morning; Easter day.

Missoula Mercantile Co. Clothes

—are such as you will find best suited for the occasion. No matter what your ideas on the clothes subject may be, no matter what your requirements as to cost, no other clothing store in this community is so well able to serve you. Easter readiness throughout the store—complete lines of the new spring clothing—suits, overcoats and raincoats, for men and young men—our own PREMIER clothes, Hart, Schaffner & Marx clothes, Wool-n-Worth clothes, and young men's Fashion clothes. The new fabrics, imported and domestic, offer many beautiful patterns and rich colorings. The new models appeal to every man who sees them. So perfect in \$13.50 to \$35 every detail of quality, fit, finish and style that we unhesitatingly guarantee your complete satisfaction, whatever that may be. Come in early this week and select your Easter clothes. Suits

Particular Attention is directed to the remarkable values offered at \$20 and \$25

New Spring Shirts

The new weaves are very attractive, Russian cords, woven mad-rases, etc., in beautiful patterns and colorings. Manhattan shirts are favored by good dressers everywhere, because they are best—in fit, service and satisfaction—\$1.75 to \$5.00.

New Spring Neckwear

The spirit of spring is reflected in the bright colors and new weaves shown in our neckwear section. See the new "Tommy Atkins," of Irish poplin, the new Keiser crepes and other novelties—you'll find just what you want. New Easter neckwear—50c, 75c, \$1.00 and up.

New Styles in Hats

The newest things from the arbiters of hat fashions—the 'new taper crown derbies and the more conservative blocks with narrower brims and higher crowns than last season—the new roll and flat brim soft hats, with brims that dip or droop, bound and unbound edges; the colorings are decidedly new and there are many unique ideas expressed in bands and trimmings. Montana hats, \$3.00 and \$3.50; Wonderfelt hats, \$3.50; Knox and Stetson hats, \$5.00.

Caps are quite the thing this season—new shapes, new fabrics—novelties and conservative styles, at 75c to \$2.50.

