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# RURAL SCHOOL EXHIBIT OF OREGON

EDUCATIONAL PALACE PANAMA-PACIFIC  
INTERNATIONAL EXPOSITION

1915



Issued by J. A. CHURCHILL, Superintendent of Public Instruction

**A**LTHOUGH a large number of most interesting educational problems are being worked out in the schools of Oregon, I decided, when appointed to prepare the educational exhibit for Oregon to show in the Educational Palace only one phase of our work. For this I chose with the approval of the Commission that which is receiving the most attention among educators today; namely, the advancement of the rural schools.

For the many who have said that this exhibit was helpful to them in their work, and who have asked for copies of the charts shown, this little pamphlet is published.

E. F. CARLETON,  
Assistant Superintendent of  
Public Instruction.

# THE RURAL SCHOOL EXHIBIT OF OREGON

STANDARD RURAL SCHOOLS  
INDUSTRIAL CLUBS  
PLAYGROUNDS

*Oregon, Office of superintendent of public instruction.*

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## OREGON PRESENTS ITS RURAL SCHOOL SYSTEM

### STANDARD SCHOOLS, CLUB WORK, PLAYGROUNDS

In the Educational Palace the State of Oregon presents three features of its rural school system: the standard school plan, the boys' and girls' club work, and the playground.

The standard school plan after being thoroughly tested by several counties in Oregon was adopted by the State Department of Education for the State as a whole. It is primarily an appeal to the pride of the people in each rural school district to bring their school up to a higher grade of efficiency. Through the appeal better school plants have been established, thousands of dollars have been spent in improving the school buildings, making them cheerful, wholesome, and sanitary; the playgrounds have been enlarged and properly equipped. In doing this as in all great undertakings there have been certain by-products. Meetings called for the purpose of discussing plans for making the school standard have proved so interesting that they have been continued and have developed into community meetings, which are held at regular intervals throughout the year. Increased interest in general school conditions has taught the people the necessity of having an efficient teacher, one especially trained for rural work. Salaries have been increased and this has made it possible for the State Normal School to offer a special course for rural teachers. It is believed in Oregon that when salaries exceeding those received by city teachers are paid in the rural districts, there will be no difficulty in securing highly-trained teachers for this work, and that only in this way can the rural school do the work it should be doing.

1910  
1910

### A Standard School

STATE OF OREGON

Each year in this section are  
 given the names of the  
 schools which have been  
 classified as standard schools  
 under the plan adopted by  
 the State Board of Education  
 in 1911. The plan provides  
 for the construction of  
 modern school buildings  
 and sanitary toilets in  
 every rural district in the  
 county. The plan also  
 provides for the construction  
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 and sanitary toilets in  
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 provides for the construction  
 of modern school buildings  
 and sanitary toilets in  
 every rural district in the  
 county.

### This Appeal

to the Pride of the School Patrons of Oregon is making efficient the rural schools.

## STANDARD SCHOOLS IN OREGON

*Plan begun in Polk County in 1910.*

*To day pure drinking water, modern school buildings and sanitary toilets in every rural district in the county.*

*Two years later five counties adopted similar plan.*

*In 1913 more than half of the counties working under the Standard School Plan.*

*Adopted by the State Board of Education for the entire state in 1911.*



# RURAL SCHOOLS MUST MEET THESE REQUIREMENTS

## STANDARDIZATION OF RURAL SCHOOLS

Following are copies of the charts used in the educational exhibit to explain and to attract attention to the standard school plan. These are supplemented by pamphlets which explain the plan more in detail.

### A STANDARD SCHOOL—STATE OF OREGON

Flag—Must be flying, weather permitting.

Schoolhouse—Properly lighted.

Equipment—Teacher's desk and chair; desks for pupils properly adapted and placed; suitable blackboards; window shades in good condition.

Heating and Ventilating—Jacketed stove properly situated, minimum requirement; window boards or some other approved method of ventilating.

Standard Picture—One new one, unless three are already in the room, framed.

Grounds—To be clean, free from paper. At least three features of play apparatus. Walks, if necessary.

Sanitation—Pure drinking water, either drinking fountain or covered tank and individual drinking cups; individual, family or paper towels.

Outbuildings—At least two good ones, to be sanitary at all times and free from marks.

Rooms—Attractive at all times.

Teacher—Must maintain good order at all times; supervise the playground; have her work well prepared; follow State course of study; take at least one educational journal; have program posted in room; keep register in good condition; be neat in attire.

Library—Good selection of books from State list; care for the books. Books kept upright in good condition and recorded according to rules specified by Oregon State Library and required by law.

Attendance—Average 92 per cent for the year, and not to exceed two per cent in tardiness for year.

Length of Term—Not less than eight months of school each year.



## LIBRARIES

*Every rural school has a good  
reference library.*

*A library tax is levied each year,  
and the new books are chosen from  
a list prepared by the State Library.*

*The books are purchased and  
distributed each year on a date  
fixed by law.*

**The School Library Law  
of Oregon  
is the most effective  
in the Union**



## STATE LIBRARY



*557 stations supplied  
with traveling libraries.*

*Books purchased for 2300  
school districts each year.*

Club Libraries furnished for :

- Rural Supervisors.*
- County Agricultural Agents.*
- Rural Teachers.*
- Debating Societies.*



## STANDARD SCHOOLS HAVE LIBRARIES

### CHART 2—STANDARD SCHOOLS IN OREGON

Plan begun in Polk County in 1910.

Today, pure drinking water, modern school buildings and sanitary toilets in every rural district in the county.

Two years later five counties adopted similar plan.

In 1913 more than half the counties working under the standard school plan.

Adopted by the State Board of Education for the entire State in 1914.

### CHART 3—A STANDARD SCHOOL IN OREGON

The Standard Plan:

- Arouses local pride;
- Keeps a flag flying;
- Provides playgrounds;
- Causes proper lighting, heating, and ventilating.

### CHART 4—SCHOOL RALLIES

Photo of Rural Community in Jackson County.

Typical—Common in all rural districts.

Some of the topics discussed:

- School gardens;
- School luncheons;
- Industrial contests;
- Cooperation of school and home;
- Sanitation in school and home.

### CHART 5—LIBRARIES

Every rural district has a good reference library.

A library tax is levied each year, and the new books are chosen from a list prepared by the State Librarian.

The books are purchased and distributed each year on a date fixed by law.

The school library law of Oregon is the most effective in the Union.

### CHART 6—STATE LIBRARY

557 stations supplied with traveling libraries.

Books purchased for 2,300 school districts each year.

Club libraries furnished for: Rural Supervisors, County Agricultural Agents, Rural Teachers, Debating Societies.

### CHART 7—READING CIRCLE COURSE

Every teacher in Oregon must read at least one professional work each year before registering her certificate.

University of Oregon offers free courses through Extension Department.

List for 1914-1915—Charters: Teaching the common branches. Chubb: The teaching of English in the elementary and secondary school. Foght: The American rural school; its characteristics, its future and its problems. McMurry: Elementary school standards. O'Shea: Everyday problems in teaching. Parker: History of modern elementary education. Puffer: Vocational guidance. Strayer: A brief course in the teaching process. Weeks: Education of tomorrow.

## SCHOOL RALLIES



Rural District  
Jackson County

### *a Typical* **Community Meeting in Oregon**

*Common in all rural districts.*

#### **Some of the Topics discussed:**

*School Gardens.*

*School Lunches.*

*Industrial Contests.*

*Co-operation of School and Home.*

*Sanitation in School and Home.*



## **A Standard School in Oregon**

#### ***The Standard Plan:***

*Uprooses local pride*

*Keeps a flag flying.*

*Provides playgrounds.*

*Causes proper lighting*

*heating and ventllating.*

## COMMUNITY MEETINGS ARE HELD IN RURAL DISTRICTS

The work of organizing standard rural schools has made it necessary to call at least two community meetings in each district, one to arouse the public interest so as to have a standard school and one to celebrate the standardization of the school. At these meetings it is often quite possible to convince the people of the value of having a social and business meeting at regular intervals. In this way it has come about that in many of the rural districts throughout Oregon, the schoolhouse is used as a civic center. In fact, the Legislature of 1915 passed a law authorizing such use of the schoolhouses.

The office of the State Superintendent of Public Instruction issues a bulletin for the government of such meetings giving a list of suggested topics for discussion. The State Library furnishes material for those who are to lead in the discussions. Among these topics are:

- I. Schools as Social Centers.
  - Boys' and girls' entertainments.
  - Social life of fathers and mothers.
  - Can we cooperate with granges and other societies?
  - Discussion of political and social questions.
- II. Physical Welfare of Child.
  - Cheerfulness of mind.
  - Cleanliness of body and neatness of dress.
  - Care of teeth.
  - Kind of food necessary for growing children.
- III. Literature for Children.
  - Mother Goose.
  - Value of fairy-tales.
  - Newspapers and funny pictures.
  - Children's classics.
  - Reading aloud in the home.
- IV. Cooperation of Home and School.
  - In forming ideals of life.
  - In discipline.
  - Practical problems. (See pp. 9 and 10, University of Oregon Topics for Parent-Teacher Association.)
- V. Sanitation in School and Home.
  - Cleanliness as preventative of disease.
  - Clean schoolhouse and grounds.
  - Pure food and clean milk.
  - Fighting the house-fly.
  - Out-buildings and their care.
- VI. School Lunches.
  - What is necessary for the paper sack? (See Bulletin published by Oregon Agricultural College, sent free upon request.)
  - Is hot soup practical for rural schools?
- VII. Industrial Clubs and Contests for Oregon Boys and Girls.



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## INDUSTRIAL CLUBS OWE SUCCESS TO COOPERATION

### BOYS' AND GIRLS' INDUSTRIAL CLUBS

The second feature shown in the Oregon Rural School Exhibit is that of the boys' and girls' industrial club work. The industrial club work of the boys and girls of Oregon has been most successful principally on account of the manner in which the work was first organized. The Superintendent of Public Instruction receives annually a special appropriation of six thousand dollars for the promotion and encouragement of this work. Two assistants are employed who spend all of their time in field work, organizing clubs, holding community meetings and acting as judges in local industrial fairs. Each assistant has a stereopticon and a complete set of slides which illustrates what is being done in various parts of the State.

Cooperating with the State Department of Education, the Oregon Agricultural College prepares for each project a number of bulletins. As soon as a club is formed the names enrolled are sent to the Extension Department of the College, so that the proper bulletins may be mailed to the club members. For example, all members of the potato-growing clubs received the following bulletins:

1. Potato Sections and Potato Soils.
2. Potato Pests and Diseases.
3. Varieties of Potatoes; Selection of Seed.
4. Preparation of Seed Bed and Methods of Planting.
5. Cultivation and Care of Growing Crop.
6. Harvesting; Hill; Selection of Seed.
7. Selection of Exhibition Tubers; Potato Judging.

The United States Department of Agriculture is the third cooperating agent in this work. The department assists in planning the work, sends a representative at least once a year to speak at public meetings held throughout the State; and through the franking privilege, makes it possible to mail the bulletins to the boys and girls. When one stops to consider that there are now more than 12,000 children enrolled in these clubs in Oregon, one can realize how important it is to have the assistance of the Federal Government. On the other hand, the government is more than repaid by the interest aroused in scientific farming, and the actual increase in a higher grade of products.

## INDUSTRIAL CLUBS



### CORN GROWING

*Each Contestant must*

grow a certain amount of corn  
and keep a record of the same.

#### *The Awards*

*WE BASED ON THE KNOWING SCORES:*

1st Prize	100
2nd Prize	75
3rd Prize	50
4th Prize	25
5th Prize	10
6th Prize	5

## INDUSTRIAL CLUBS



### VEGETABLE GARDENING

*Each contestant must grow a certain amount of vegetables and keep a record of the same.*

**The Children receive Bulletins:**

1st Prize	100
2nd Prize	75
3rd Prize	50
4th Prize	25
5th Prize	10
6th Prize	5

## FIFTY BOYS SECURE SEED CORN FROM STATE PRIZE WINNER

Claus Charley of Jackson County, Oregon, won the State prize last year on his corn. This year fifty boys throughout his county secured seed corn from him and have each from one-eighth to one-quarter of an acre of corn, which at the present time promises an abundant yield. The boy sold also enough of the seed corn to the farmers of his community to enable him to pay all of his expenses for a year in high school. Similar stories could be told of very many boys and girls who have undertaken some project in the club work. They have not only been successful themselves, but they have inspired others so that their influence has been felt throughout their county; in some instances throughout the entire State.

Following are copies of the charts used in the educational exhibit to explain and to attract attention to the boys' and girls' industrial club work. These also are supplemented by pamphlets which give the plan more in detail:

### CHART 1—ORGANIZATION

The State Superintendent sees to the organization. The Agricultural College prepares the bulletins. The United States Department of Agriculture outlines the general plan, and assists in the work. The county superintendents and the rural supervisors with the assistance of the field workers from the State Educational Department do the field work.

### CHART 2—VEGETABLE GARDENING

Each contestant must keep a complete and accurate account of the cost of labor, seed, fertilizer, rent or other charges connected with his garden.

The children receive bulletins: 1. Garden Planning. 2. Hot Beds and Cold Frames. 3. Preparation of Seed Bed. 4. Planting and Transplanting. 5. Cultiva-

tion and Irrigation. 6. Harvesting and Marketing. 7. Judging Vegetables; Exhibits.

### CHART 3—CORN GROWING

Each contestant must: Prepare the ground; select his seed corn; plant, cultivate and harvest one-eighth of an acre.

The awards are based on the following score:

Exhibit, best 10 ears of contestant's own selection.....	25
Best hill of corn, one to three plants .....	25
Judging corn at contest .....	10
Crop record .....	40

### CHART 4—RESULTS IN 1914

12,000 boys and girls doing club work.  
110 local fairs in Oregon for boys and girls.  
The best exhibitors at the Oregon State Fair.



## DAIRYING

is taught in the  
Rural Schools of Oregon

because there are

100,000 dairy farms

also

1,000,000 dairy cows

100,000,000 pounds of milk

100,000,000 gallons of milk

Value of products \$4540550.

KEEPING THE  
DAIRY HERD RECORD IN THE  
RURAL SCHOOLS OF OREGON

## CLUB PROJECTS INCLUDE INDUSTRIES THROUGHOUT STATE

### CHART 5—THE STATE PRIZE WINNER

The State prize winner in each of the following secured a week's visit free to the Panama-Pacific International Exposition:

Club projects for 1914:

1. Corn Growing.
2. Potato Growing.
3. Girls' Canning and Preserving.
4. Girls' Cooking and Baking.
5. Boys' and Girls' Poultry Raising.
6. Girls' Sewing.
7. Boys' Pig Feeding.
8. Boys' and Girls' Gardening.
9. Dairy Herd Record Keeping.
10. Manual Arts.

### CHART 6—PIG RAISING

1. Weigh the pig at the beginning and at the end of the contest.
2. Follow rules of Oregon Agricultural College.
3. The awards are based upon the following score:
 

(a) The best hog from the market standpoint.....	20
(b) The greatest average daily gain in weight.....	30
(c) Lowest cost of production.....	30
(d) Best project report.....	20
Possible score .....	100

### CHART 7—DAIRYING

Dairying is taught in the rural schools of Oregon because there are 19,000 dairies in Oregon, 175,000 dairy cows; also, 106 creameries producing annually 15,965,400 pounds of butter, 1,459,000 pounds of cheese, 359,520 gallons of ice cream.

Value of products, \$4,540,550.00.

(Dairy Commissioner's Report—1915.)

### CHART 8—KEEPING THE DAIRY HERD RECORD IN THE RURAL SCHOOLS OF OREGON

In the best dairy sections of Oregon, each rural school is equipped with a Babcock Milk Tester. Three times during the month, on the fifth, fifteenth and twenty-fifth days, the children bring samples of milk from home. These samples are tested in the school room, and each child keeps his own record. On these days the children also weigh the amount of milk produced by each cow and the food consumed. These three days are called "Average Days," and from the results an estimate is made for the entire month. To enter this class, a pupil must keep the record of not less than two cows from the herd at home.

For these classes the teacher secures from the Oregon Agricultural College the following bulletins:

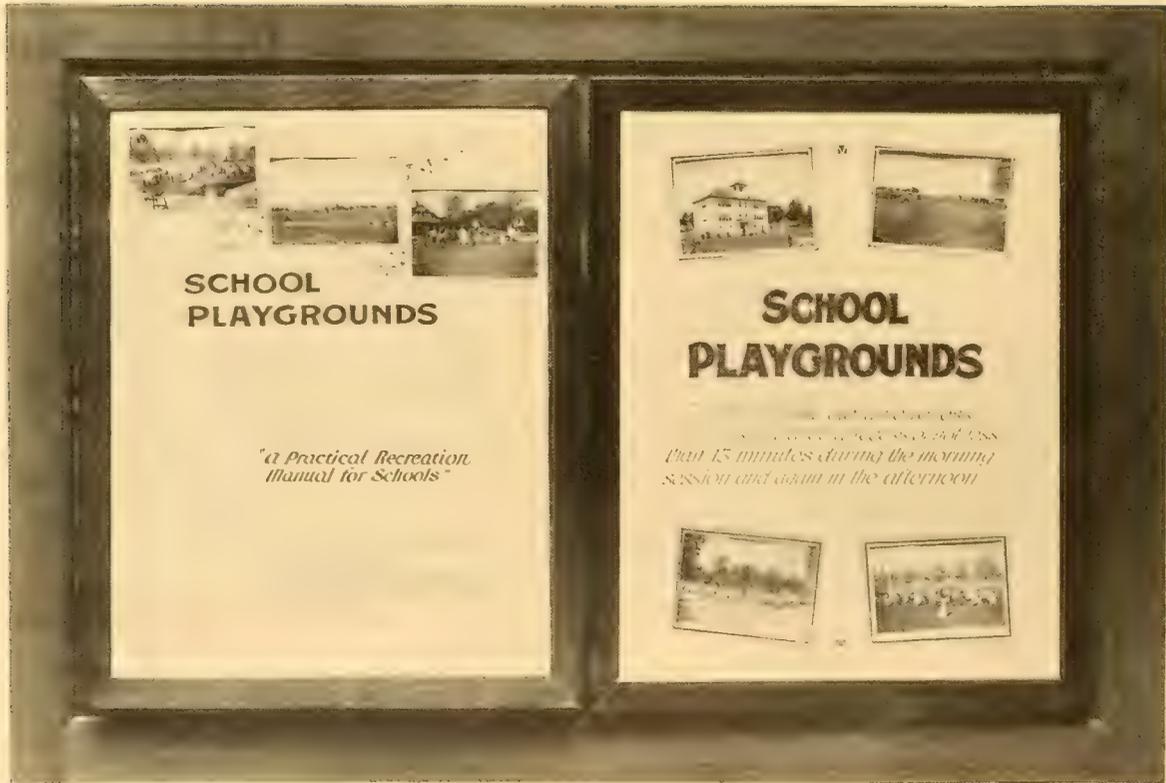
1. Making the Babcock Test.
2. Feeding and care of dairy cows.
3. Housing and management of dairy cows.
4. Breeds of dairy cows.
5. Judging of dairy cows.
6. Care of milk and milk utensils.
7. Feeding and care of young stock.

### CHART 9—CANNING AND PRESERVING

The awards are based on the following score:

Records, neatness and completeness .....	40
Paper describing methods in food preserving .....	30
Exhibit .....	30
Possible score .....	100

Contestant must read bulletins: 1. Fermentation and decay of animal and vegetable products. 2. Principles and methods of sterilization. 3. Canning and preserving of special food products.



**SCHOOL  
PLAYGROUNDS**

*"a Practical Recreation  
Manual for Schools"*

**SCHOOL  
PLAYGROUNDS**

*...and how to use them  
...in a school playground class  
that 15 minutes during the morning  
session and again in the afternoon.*

# DEPARTMENT PUBLISHES COMPLETE RECREATION MANUAL

## PLAYGROUNDS

Through the assistance of the National Playground Association, the Oregon State Department of Education has published the most complete Recreation Manual for schools yet prepared for this purpose. At the annual county institutes for the past two years the subject of play and playgrounds has been given a prominent place on every program. Special instructors have been secured, and many of the schools by combining have engaged playground instructors to instruct the regular teacher and to direct the work. Every rural teacher in Oregon, as well as the teacher in the town and city schools, is furnished with a copy of the Recreation Manual. Many open play sheds and gymnasiums are being built in the sections of Oregon where it is rainy in the winter time, so that the children can play in the open air. The photograph of the Oregon Booth shows one of these playsheds as well as two pictures of playgrounds. These are supplemented with the following charts and by the Recreation Manual, which is free for distribution to those interested in playgrounds.

### CHART 1—SCHOOL PLAYGROUNDS

Playgrounds are provided for the schools of Oregon. To be standard a school must have three pieces of apparatus.

Every teacher has at her desk, "A Practical Recreation Manual for Schools."

#### Contents:

Introduction. Play and Education.

Chapter I. Equipment; Types of School Buildings.

Chapter II. Plays and Games.

Chapter III. Festivals and Special Days.

Chapter IV. Athletic Meets; Athletic Badge Tests.

Chapter V. Field Meets.

Chapter VI. The Social Center.

### CHART 2—SCHOOL PLAYGROUNDS

"Return to the old-time recess. There should be a recess of not less than fifteen minutes during the morning session and again in the afternoon."—Oregon State Course of Study, Chapter on Hygiene, page 29.

"To give dares and to take risks, to strive with all his might to win a goal, develop a boy's will power, while at the same time the restraint that he must exert not to play out of his turn, not to start before the signal and not to take an unfair advantage of his opponent, must needs develop self-control.

"But the chief benefit to be derived from play, important as is its value mentally and morally, is in its value as physical training. A game that brings into play all the muscles of the body, without the player being conscious that he is developing his muscles, is the ideal form of exercise."

## OTHER STATES ADOPT OREGON SYSTEM

In response to requests from educators interested in the rural school problem from Australia, New Zealand, Chili, Argentina, China, Japan, South Africa, Sweden, and Denmark, and from every state in this country, the State Department of Education has sent all of its bulletins and pamphlets relating to the three subjects shown in the Oregon exhibit. The lists of names have then been forwarded to the Oregon Agricultural College, and this institution has sent to all wishing to know more about the Boys' and Girls' Industrial Clubs, bulletins describing fully all of the various projects.

Letters have come from California, Idaho, from the Middle West and from the Eastern States showing that many rural sections are adopting the plan of standardization for rural schools. Napa County, California, was the first county to adopt this plan. The following extract from a letter will show the interest aroused:

"Just what method to take to bring about the proper kind of interest to improve our rural schools was not clear until your Oregon standard school plan was explained to us by one of our district school teachers, who made a study of it at the Panama-Pacific Exposition. As a result, at a joint meeting of the Educational Committee of the Napa County Farm Bureau, school trustees, and county board of education, a schedule for a standard school was adopted after the Oregon plan. We have kept the local press informed of our work, and already four counties have written to our Farm Adviser for more information. No doubt every county in California having a Farm Adviser will very shortly follow our lead."

June 28, 1915.

W. E. COLE,  
Chairman, Educational Committee,  
Napa County Farm Bureau.

## EDUCATORS COMMEND OREGON RURAL SCHOOL EXHIBIT

Many of our visitors after making a careful study of Oregon's school exhibit, have volunteered commendatory statements. The following will show the general nature of the kind observations made by many hundreds of people from all parts of the world:

"In Oregon, through your standard for rural schools, your Boys' and Girls' Industrial Clubs, and your Playgrounds, you are doing a work equal to that which the Federal Government is doing for the schools in the Philippine Islands, and this work is attracting the attention of educators in all parts of the world."

G. E. WULFING,  
Supt. Vocational Education, Gary, Indiana.

"The message to the people, as shown in this exhibit, is of world-wide interest. I wish to use a general outline of the Oregon plan in rural work in a course of lectures concerning the most important problems of the day."

REV. EDWIN A. LOUX,  
Troy, New York.

"Yours is one of the most helpful exhibits I have found in this country."

DAVID Z. T. YUI,  
Member Board of Education, Shanghai, China.

"Oregon deserves much praise for what she is doing for rural schools. In trying to solve our rural problem, this exhibit is a great help to us."

MRS. H. J. SHUTE,  
Esparto, California.

From the records kept at the Oregon Educational Exhibit the following page is taken. These are the visitors of an average week who left requests that all literature of the rural school system of Oregon be sent to them:

Miss Mary Zachary, Atlanta, Ga.  
Mrs. N. L. Bagley, Birmingham, Ala.  
Miss Mary Mims, Minden, La.  
County Supt. Boeticher, Warren, Ohio.  
Meryl M. Volm, Boise, Idaho.  
Stella Pruett, Milstead, Ga.  
E. J. Vickner, Swedish Commission, P. P. I. E.  
Miss R. J. Rust, Great Falls, Mont.  
J. W. Cole, Dallas, Ga.  
F. E. Geldenhuys, Johannesburg, South Africa.  
Miss J. E. Black, Chicago, Ill.  
Miss Jean Hutchinson, Chicago, Ill.  
Miss Irene Warren, University of Chicago, Chicago, Ill.  
Miss Eunice M. Brown, Roswell, N. M.  
C. B. Morse, Elelee, Hawaii.  
Miss L. A. Lockwood, Los Angeles, Cal.  
Miss May A. Cosman, Vineland, N. J.  
Mrs. R. H. Stevens, Locust Valley, N. Y.  
Dr. Nicholas Perez Reventos, Havana, Cuba.  
Kristen Svaneborg, Copenhagen, Denmark.  
D. F. Nickols, Lincoln, Ill.  
Geo. G. Kotlke, Hayfield, Minn.  
W. A. Brayles, Park River, N. D.  
Miss E. L. Hall, Denver, Colo.  
Carroll Armstrong, Clinton, Iowa.  
Miss L. Dieffenbach, Newark, N. J.  
Wm. V. Casey, Boulder, Colo.  
Antosio Montoya, County Supt., Bernalillo, N. M.  
C. Wu, Nanking, China.  
Y. P. Haung, West Gate, Shanghai, China.  
John Brooks, Wellington, Kan.  
Miss Jettie Murphy, Albuquerque, N. M.  
Miss Jane Elizabeth McKenzie, Pittsburg, Pa.  
Miss Sarah Sweeney, Kendrick, Idaho.  
Miss Grace Allen, Bellingham, Wash.  
Miss Katherine Pettit, Pine Mountain, Ky.  
Miss Martha Snyder, Twin Falls, Idaho.  
Miss Edith Stewart, Sanford, Florida.  
Miss Ruth Williams, Wallace, N. C.  
Hugh Francisco, Heyburn, Idaho.  
Miss Mary Francisco, Knoxville, Tenn.  
Miss R. B. Fitzgerald, Greenville, Tenn.  
Miss Lily Love, Trenton, Florida.  
Miss Marie Allen, Milledgeville, Ohio.  
R. T. Sommers, New Haven, Conn.  
Miss Mary Burnham, Peoria, Ill.  
Miss Lola Pratt, Watonga, Okla.  
Miss D. Barkhurst, Union, Neb.  
Miss Ethel Vernon, Wilmington, Dela.  
Miss Estella Hoffman, Weatherford, Okla.  
Margaret Turner, Lott, Texas.  
Miss Caddie Futrelle, Guyten, Ga.



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