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THE VILLAGE ORACLE
 "I am Sir Oracle, and when I ope my lips let no dog bark!" Old Dan'l Hanks he says this town is jest the best on earth, He says there ain't one up or down, That's got one-half her worth; He says there ain't no other state That's goods as our'n or near; And all the folks that's good and great Is settled right round here.
 Says I, "D'jer ever travel Dan?" "You bet I ain't!" says he; "I tell you what! the place I've got Is good enough for me!" He says the other party's fools, 'Cause they don't vote his way; He says the "foeble-minded schools" Is where they ought to stay; If he was law their mouths he'd shut Or blow 'em all to smash; He says their platform's nothin' but A great big mess of trash.
 Says I, "D'jer ever read it Dan?" "You bet I ain't!" says he; "And when I do, well, I tell you, I'll let you know, by gee!" He says that all religion's wrong 'Cept jest what he believes; He says them ministers belong In jail, the same as thieves; He says they take the Blessed Word And tear it all to shreds; He says their preachin's jest absurd They're simply leatherheads.
 Says I "D'jer ever hear 'em Dan?" "You bet I ain't!" says he; "I'd never go to hear 'em; no; They make me sick ter see!" Some fellers reckon, more or less, Before they speak their mind, And sometimes calkerlate or guess— But them ain't Dan'l's kind. The Lord knows all things great or small, With doubt he's never vexed; He, in his wisdom, knows it all— But Dan'l Hanks comes next.
 Says I, "How d'yer know you're right?" "How do I know?" says he; "Well, now, I vum! I know by gum! I'm right because I bet!"

PRACTICAL IDEAS EDUCATIONAL WORK
 School Credit for the Performance of Home Duties.

The following article by L. R. Alderman, of the University of Oregon, on school matters contains some recommendations which are worthy of consideration by every community in which there is a public school. Industrial schools have long been popular, but Mr. Alderman's ideas will add much to the industrial feature of school work. Those charged with the responsibility of our educational matters should take up this subject as explained in his letter and give it prompt consideration. No beneficial or practical feature should be omitted.
 "That civilization is founded on the home, all will agree. The school should be a real helper of the home. How can the school help the home? How can it help the home establish habits in the children of systematic performance of home duties, so that they will be efficient and joyful home helpers? One way is for the school to take into account home industrial work and honor it. It is my conviction based upon careful and continuous observation, that the school can greatly increase the interest the child will take in home industrial work by making it a subject of consideration at school. A teacher talked of sewing, and the girls sewed. She talked of ironing, and they wanted to learn to iron neatly. She talked of working with tools, and both girls and boys made bird-houses, kites and other things of interest. A school garden was planned in a city, and one of the boys was employed to plow the land. Seventy-five children were watching for him to come with the team. At last he came driving around the corner. He could manage a team. He drove into the lot, and a hundred and fifty eyes looked with admiration at the boy who could unhitch from the sled and hitch on to the plow, and then as he "man fashion"—lines over one shoulder and under one arm—drove the big team around the field, all could feel the children's admiration for the boy who could do something worth while. I have seen a girl who could make good bread or set a table nicely get the real admiration of her schoolmates.
 "The school can help make better home builders. It can help by industrial work done in the school, but as that is already receiving consideration by the press and in a few schools, I shall not in this short article treat of it.
 "The plan I have in mind will cost no money, will take but little school time, and can be put into operation

in every part of the state at once. It will create a demand for expert instruction later on. It is to give school credit for industrial work done at home. The mother and father are to be recognized as teachers, and the school teacher put into the position of one who cares about the habits and tastes of the whole child. Then the teacher and the parents will have much in common. Every home has the equipment for industrial work and has somebody who uses it with more or less skill. "The school has made so many demands on the home that the parents have, in some case, felt that all the time of the child must be given to the school. But an important thing that the child needs along with school work is established habits of home making, and these habits can come only from real home making. What one does depends as much upon habit as upon knowledge. The criticism that is most often made upon industrial work at school is that it is so different from the work done at home that it does not put the child into that sympathetic relation with the home, which, after all, is for him and the home the most important thing in the world. Juvenile institutions find that they must be careful not to institutionalize the child to the extent that he may not be contented in a real home. In my opinion it will be a great thing for the child to want to help his parents do the task that needs to be done and to want to do it in the best possible way. The reason that so many country boys are now the leading men of affairs is because early in life they had the responsibility of home thrust upon them. I am sure that the motto, 'Everybody Helps,' is a good one.
 "But one says, 'How can it be brought about? How can the school give credit for industrial work done at home?' This may be accomplished by printed slips asking the homes to take account of the work the child does at home under the instruction of the home, and explaining that credit will be given this work on the school record. These slips must be prepared for children according to age so that the child will not be asked to do too much, for it must be clearly recognized that children must have time for real play. The

required tasks must not be too arduous, yet they must be real tasks. They must not be tasks that will put extra work on parents except in the matter of instruction and observation. They may well call for the care of animals, and should include garden work for both boys and girls. Credit in school for home industrial work (with the parents' consent) should count as much as any one study in school.
 "To add interest to the work, exhibitions should be given at stated times so that all may learn from each other and the best be the model for all. The school fairs in Yamhill, Polk, Benton, Lane, Wasco and Crook counties, together with the school and home industrial work done at Eugene, have convinced me most thoroughly that these plans are practicable, and that school work and home work, school play and home play, and love for parents and respect for teacher and fellow pupils can best be fostered by a more complete co-operation between school and home, so that the whole child is taken into account at all times."
A Startling Statement.
 The most startling statement as to the advantage of the dairying industry that we have seen is in a recent article by Jas. E. Downing, of the United States Department of Agriculture. It is contained in the following paragraph:
 "It has been ascertained that approximately \$8.35 worth of fertility is removed from the soil with the sale of every ton of wheat, while with every ton of corn that is sold, approximately \$6.50 worth of fertility is lost to the soil; but in the case of dairying, where butter is made and where all of the by-products are fed to the pigs and calves, it is found that only 36 cents worth of fertility is removed with each ton of butter sold. The commercial value of each ton of wheat at 75 cents a bushel is approximately \$24.75. The commercial value of a ton of butter at 25 cents a pound is \$500. For each \$100 worth of wheat that is sold from the soil \$34.50 worth of fertility is taken off the farm, but for every \$100 worth of butter that is sold only 7 cents worth of fertility is removed from the soil."

NOT ONLY GOVERNMENT BUT GROWERS DEFRAUDED
 That the sugar trust was involved in fraud in which not only the government of the United States but the growers of sugar in Cuba, Java and India suffered, was the deduction drawn from the testimony of Ernest W. Gerbracht, former superintendent of the Williamsburg refinery of the American Sugar Refining company, who is on trial for defrauding the government of customs duties. "I was ordered by the late H. O. Havemeyer to falsify polariscopic tests of sugar, so that we would have to pay less to the sugar grower," said Gerbracht, as he writhed before the merciless cross-examination of Special Assistant Attorney General Henry Stimson.
 That the sugar trust had robbed the government of great sums in duties had been proven and the trust has made money restitution. But that the trust has robbed the men with whom it does business and from whom it purchases raw sugar is a new development. Sugar is purchased from the sugar planters on weight and grade—the lower the grade the less paid by the trust. So a new scheme, that of reducing the grade of the sugar by frauds, was devised according to Gerbracht. The grade of sugar is determined by a polariscopic test. The angle of refraction of light through a solution of sugar shows the grade. Gerbracht was forced to admit that the falsification of tests went as far as the Wall street headquarters of the sugar trust.
 "We took the polariscopic tests at the refinery and another test was made at the Wall street offices," he said. "We made the refinery tests as low as possible, but often the tests made in the Wall street offices were lower. If such happened to be the case, we were notified by the Wall street offices and forced to make our own figures lower." The merchants who sold the sugar had to take their pay on the lowest tests.
 All the public school teachers are to be given a 20 per cent increase in salaries next term. It is believed that this raise will start a movement for higher wages among pedagogues all over the country.

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