

LA GRANDE EVENING OBSERVER

Published Daily Except Sunday

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Editor and Owner

United Press Telegraph Service

Entered at the postoffice at La Grande, Oregon, as second-class matter

SUBSCRIPTION RATES.

Daily, single copy..... 5c
Daily, per week..... 15c
Daily, per month..... 65c

This paper will not publish an article appearing over a nom de plume. Signed articles will be revised subject to the discretion of the editor. Please sign your articles and save disappointment.

THE PERFORMANCE OF HOME DUTIES.

That civilization is founded on the home, all will agree, says L. R. Alderman. 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 schools 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 cases, 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 that 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 Cook 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.

"I have never seen a more beautiful valley in all my life," remarked a man from Chicago who was visiting relatives in La Grande this week. "It is the one garden spot to be reached from Cheyenne coming west. If all homeseekers felt as I do they would get off of the train the moment the Grande Ronde valley was reached no matter how far their ticket would carry them." This man has traveled a great deal. He has seen many good valleys, but his soul was touched with the sight that was revealed in the Grande Ronde. Is it not possible to get such sentiment as this worked up through the east for this part of Oregon. Certainly it is, and when arrangements can be made for stop-over in La Grande and a side trip into the Wallows country the final touches will be added. Let everyone get busy and do something to gain this end.

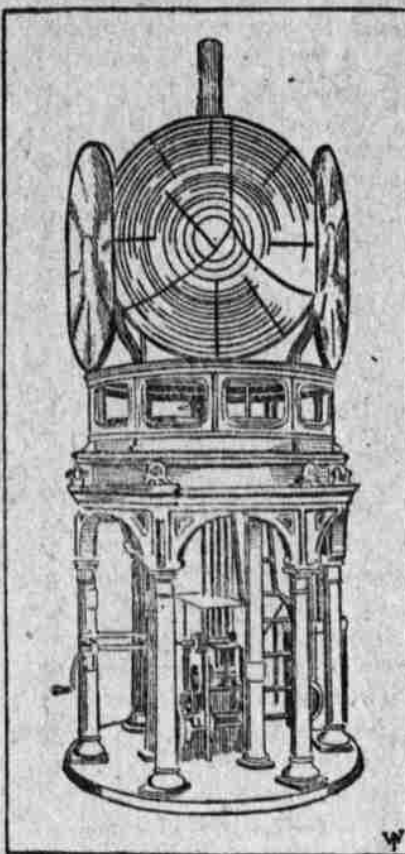
When you light your pipe at night and begin to ponder over business troubles and wonder why this and that has not transpired, take an invoice of your own doings. Don't begin by saying the fault lies with the community, or with some individual. Look your own efforts straight in the face and see if you have done your part in the game. Figure out to a certainty whether you have been true to the Grande Ronde valley.

Remember, there is no time so thoroughly lost as the time consumed by arguing small questions. Maude Adams always said, "Don't argue," and Maude is pretty wise at that.

Flashing Apparatus That Sends Light Seventy Miles.

The accompanying illustration shows a French flashing device for light-houses that has sent a flash of 150,000 candlepower every ten seconds, visible within a radius of seventy miles. The flashes are made by the group of five lenses, mounted on a revolving table around a central burner.

The distance a light may be seen on a clear night is, of course, determined by the height of the lighthouse tower.



FLASHING MECHANISM.

A lighthouse off Brest, France, provided with this type of flashing apparatus has been observed seventy miles distant. The Belle Isle light, between Newfoundland and Labrador, having a similar flashing device on a tower 470 feet above high water mark, has been reported by mariners in clear weather at a distance of seventy-five miles.

The Canadian government is now erecting a light on the coast of British Columbia that will have a flash of 180,000 candlepower. The illuminant will be vaporized petroleum supplied at a pressure of forty pounds per square inch.—Popular Mechanics.

TYRUS COBB'S DEBUT.

"Ducky" Holmes Tells of Famous Player's First Big Game.

William ("Ducky") Holmes, manager of the Toledo team in the Eastern league, is one of the veterans of the game who has been in the limelight for the last decade and a half.

In that time experience has given Ducky many set views on the acts of ball tossers and the qualifications which they have to be successful. Ducky has a fund of dope stored away in his cranium which he gathered during his sojourn about the country, and one story which he likes to tell is that relating to Ty Cobb's debut in the American league.

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