

# PORTLAND PAPERS PRAISE GLEE CLUB LOUDLY



Likeness of the 24 members of the O. A. C. glee club here Monday night.

Portland papers say very complimentary things about the Oregon Agricultural glee club which arrives here tomorrow evening and appears Monday evening at Sherry's theatre to what is expected will be an appreciative audience. The Portland Oregonian said of the show there a few days ago:

"In a programme made by both variety and excellence, the glee club of Oregon Agricultural College gave its annual concert in this city by appearing last night at Lincoln high school auditorium and pleasing a large audience."

Every number on the programme was liberally applauded and recalls were many. In two or three instances there were double recalls. The bill of entertainment is fully up to the quality of all previous successes and

the fun department is more laughter provoking. The massed singing voices are better than ever. William Fredrick Gaskins, the director of the glee club, trained the boys to a high degree of excellence and he is to be congratulated on the satisfactory result. All those who took part in the concert are bona fide students of O. A. C., and it is stated also that there isn't a single "ringer" in the club. The fact that all the entertainers are college amateurs adds to the credit that has been won. The only singer in the club who has had regular singing lessons is L. Ross Johnson. Johnson has a clear, ringing high tenor voice under good control. He sang up to B flat above the staff, and showed notable beauty of tone and creditable tone production. He speaks all his words distinctly—a meritorious

feat. F. K. Green has a fine baritone voice, which was heard to advantage in "Brown Eyes." Lawrence Skipton, violinist, played with fine ability, winning success in "To a Wild Rose." (McDowell).

Jonasen, McCollum, Poulsen, Greene, Flint and Boon in an amusing sketch, "Trial of a Fussess," in pantomime, showed that they are clever actors.

Henry Russell, in imitations of Harry Lauder, Scotch comedian, is one of the best amateurs who has ever in Oregon imitated the famous Lauder. Russell has the good looks, the cheery humor, the knowing smile, the admirable voice.

The glee club boys deserve to succeed on their tour, which lasts to about February 20.

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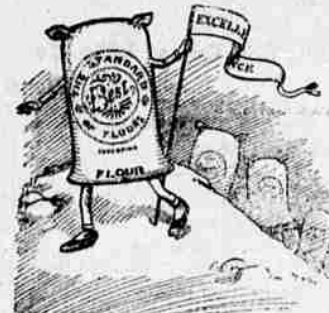


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## Parent-Teacher Movement Hailed as Great Benefactor

Mass Meeting Tuesday Night Should Focus Efforts to Launch Meritorious Proposition in La Grande.

No move has been made in the last decade, so fraught with deep meaning and possible results as the one that is about to be made in this city. We refer to the proposed parent-teachers association. All persons aware of the fact know that most remedial activities in connection with adult persons have comparatively little result. This comes from the fact that by the time a person has reached the thirtieth mile stone in life, any change in thought is comparatively small. Once character is formed, any change is difficult. The United States has been so busy raising the best beef cattle, showing the finest horses in the world at the horse shows, growing the best wool growing sheep, and doing things generally in an industrial way, that the offspring of man has been allowed to grow up in a haphazard, comparatively careless way.

Baby shows are of recent date. At first many people frowned upon the idea of exhibiting their children for awards for perfection along physical lines. Our own county fair is an argument for the statement that this sentiment has undergone a proper change, one that will in time induce persons willing to bring human beings into this world, to study the deep-seated causes of perfection and imperfection, and one that will make them desire beautiful and well formed children. That will not be all. It will make them aware of the fact that character formation will depend on things prior to the birth of the child—in short that the child will be much the same as they themselves are. But progress is a duty.

This is a delicate subject and must be handled carefully. It is one that is not likely to be generally studied. But the move now made for the betterment of the child, through co-operation of the parents and the teacher, is one less complicated and more sure of results. Parental influences and all of the theories connected with it, are to some extent in the realm of speculation and are subjects of abstract reasoning.

But when the child is here, a living and breathing creature—when its daily problems of body and mind constantly present themselves to teachers and parents for solution—there is some ground on which to base conclusions. And as all children are to a more or less extent subject to some kind of classification, there is some hope of solving its difficulties from experiences gleaned from those who have gone before.

The business of teaching school is not appreciated by parents to its fullest extent. We venture to say there is no other profession which makes so many demands on the nervous energy as this one profession of teaching. The haggard appearance of most women at the close of the school year, the complete exhaustion and loss of youthful appearance at an early age, are arguments enough for the strenuousness of this vocation. One must teach or have taught to know how correct this statement is. The hours are not unduly long, and there is no physical exertion.

Why then is this profession so exhausting? A few gifted teachers possess that happy faculty of leading without much exertion. They control the thought and conduct of their charges with little difficulty. But teachers are of the same average in their work as persons in all other lines of endeavor. In some instances a person, to all appearances is fitted mentally to teach all of the subjects assigned. But two or three boys might keep this teacher busy during the entire day watching them. It is just this constant watchfulness that exhausts. If they allowed these very boys to do as they pleased, all the children in that room would soon demand the same license. And without discipline no progress can be made. If these boys are not constantly reminded at home that the task of the teacher is difficult enough without their making it more so, they will keep up the tactics day in and out until some calamity befalls them. On the other hand teachers unfortunately show signs of preference at times.

Where children are submissive and make an honest effort to improve themselves, where corrections are taken in the proper spirit, where the child looks to the teacher for guidance and help, no normal teacher can entertain any other than a kindly feeling for such a pupil. It is a satisfaction to be of service to such a child. But where the boy or girl comes to school with war in its eyes and con-

stantly keeps the teacher on the defensive—each turn of the back on the part of the teacher is taken advantage of to disrupt discipline. Where the child somewhat glories in the fact of insubordination and then finds support in the home, no sane person could expect a teacher to entertain the same feeling of sympathy for it as in the case above. This latter case is the one that makes progress well nigh impossible, for where sympathy between the pupil and the teacher has never been established or is destroyed, attendance at school is merely for the sake of keeping out of the clutches of the truant officer.

In this respect it should be said over and over again that feeling begets feeling. If the child has antagonism born into it and has it fostered from day to day, no teacher is going to do for that child what it might or would like to do. This law is at the bottom of the whole system of education in this country and everywhere else and never changes.

Natural likes and dislikes will occur in the best of families, even among brothers and sisters, and teachers are not a superior sort of creation, with all of their pedagogical training. They will occur always with the very best and most ideal teachers.

Many times this spirit comes from misrepresentation of facts. Let's not deny anything but look it in the face and correct it. A child's version of a happening at school is many times taken for the real thing. His or her feeling will in most cases dictate the happening. There is no use denying this fact, it happens to be human nature. And since this new move is to perfect nature and help it over some of its imperfections, we will look it in the face and head it off.

Now that we have stated some sides of the school question and have the child's welfare at heart, we will ask a blunt question. How can the parents help the situation? How can they make the child employ its time studying something useful instead of turning the whole day into one of struggle with the teacher?

The statement of the last phase of this big situation almost suggests the answer. The bond that must necessarily exist between parent and teacher is one of fellowship of sympathy. Does not the mother send her darling boy or girl to school each morning, in the hope that that teacher will do all in his or her power to form its character and teach it the arts of reading and writing and many useful things? Surely. If the child knew that its mother and father had the highest regard for the teacher, admonished it to be obedient and diligent, to be care-

(Continued on page seven.)