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**SCHOOL INFLUENCE
 ON HOME DUTIES**

By L. R. ALDERMAN

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 an expert instructor 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 in 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, 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 want to do it in the best possible way. The reason that so many country boys are now 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 work. 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 the 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 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 teachers and fellow pupils can best be fostered by a more complete cooperation between school and home, so that the whole child is taken into account at all times.

Beer Galore But no Water

One can get plenty of beer to drink in Shaniko, but water is a scarce article. The town has so outgrown the supply that water for the locomotives has to be hauled from Biggs in tanks, and for train use it is taken on here. Last week a large drove of cattle awaiting shipment there were 60 hours without a sip to quench thirst.—Sherman County Observer.

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Miss Jennie Edgington returned last week from Salem, where she has been attending Willamette university.

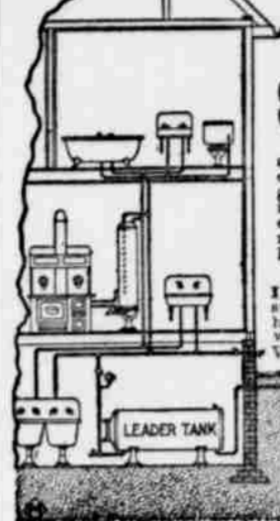
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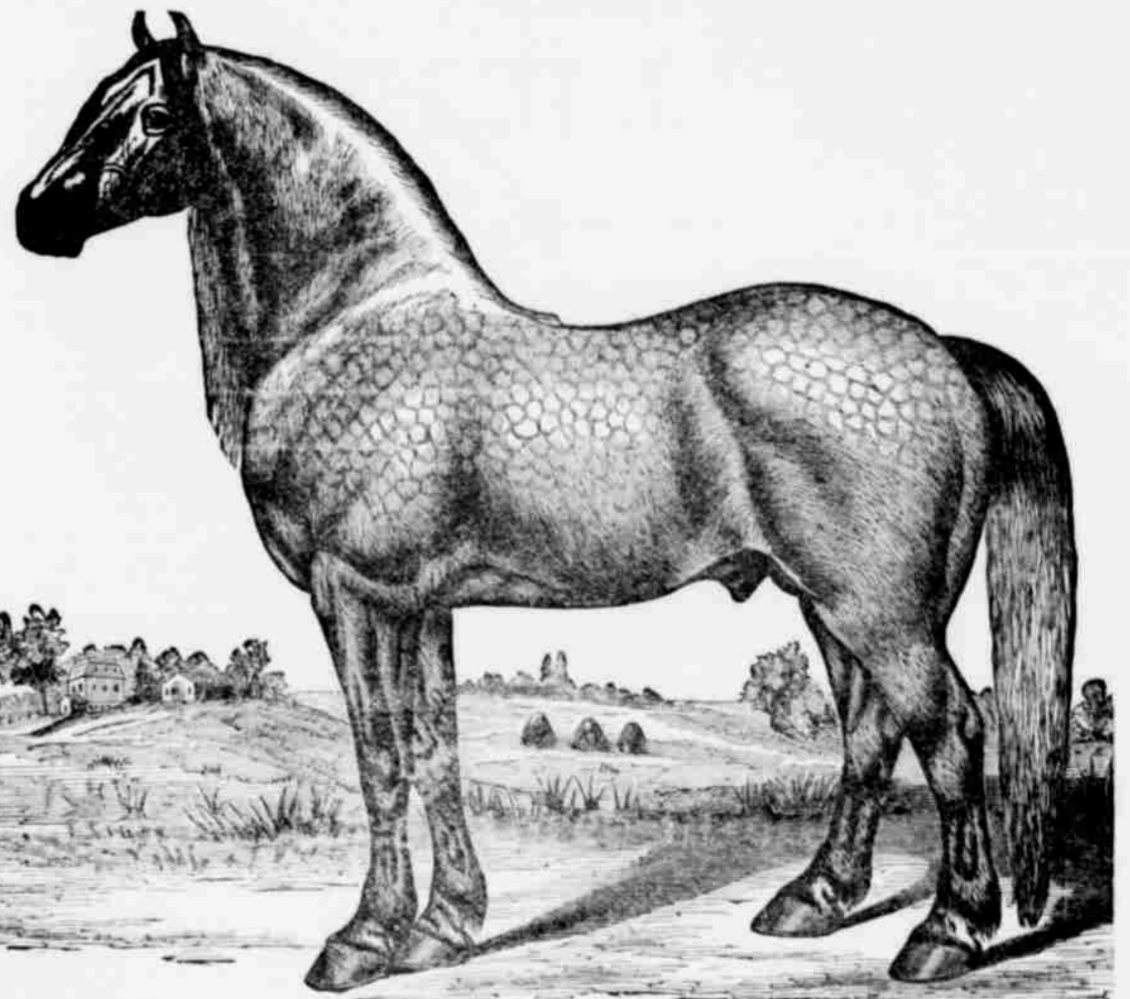


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