

# HALLOWEEN SUGGESTS MANY IDEAS TO THE SCHOOL CHILDREN

## MANUAL WORK INTERESTS BOYS

Leon La Forge, Instructor in Manual Training, Tells Its Purposes and Results

The growth of manual training has been so rapid in this city that one who had visited one of the first shops at the Stephens or Shattuck schools in 1894 would surely be happily surprised should they call at one of the new shops at the Hawthorne and Chapman schools, or the large, airy and well lighted room at Sunnyside. In these new centers everything in arrangement and lighting, heating and ventilating has been carefully planned and adapted to the health and comfort of the classes.

A visit to one of the manual training rooms would be interesting as well as instructive. Should you expect to find a place where boys are uselessly wasting wood simply to learn how to use the plane or the saw, you would find each boy working on a definite project, and each of these projects has been carefully planned by a skillful teacher, not so much with the view of teaching the boys to use the tools, but to bring about the greatest development in the boy himself.

In order to guide the boys' energy to practical and useful channels and give greater interest to the work, these exercises are so planned as to have some definite value or use either in the home or school. The boys are given the value to the home as the bill file, twin window, broom holder, sleeve board, towel or medicine cabinet, and many others.

Another exercise which receives merited interest is the birdhouse. It encourages the boy to take an active interest in the welfare of those little friends, who do so much toward making life worth living. In this exercise especially the boys are urged to work out original designs and the results have far exceeded expectations. The many quaint and pleasing designs have been exhibited at the department in the various exhibitions, and many have been acquired at the department to see if these could be purchased. The Audubon society is cooperating with the manual training department in this work, and in the spring we expect to have hundreds of bird houses throughout the city ready for the summer songsters.

Usually the making of articles for use in the school is welcomed with enthusiasm. This was so in making the waste baskets, of which several hundred were made. This is but natural. Since schools began children have in various ways shown a devotion to their school that has been little appreciated. The writing of the name on the wall or the carving on the bench is but the expression of an affection, which when properly recognized could be directed into channels of service for the school.

At the Sunnyside school, those boys who are capable are making various articles for their school rooms. The seventh grade has made a series of door plates showing the grades and divisions in the various rooms. They are finished in the school colors and are made interchangeable.

The boys are now working on flower boxes for the windows. They are made after some simple and pleasing design which has been approved by the instructor, and are a decided improvement over the makeshift that is usually

## The Big Game

Never in the history of the West Portland High school has such an enthusiastic game been witnessed as the one played between the West and East Side High schools, Wednesday, on the Multnomah field.

For days the game was the topic of conversation in the High school, and enthusiasm reached its height when the eventful day arrived. "For win that game we must." That was the sentiment shown by every student in the High school. Several rallies had been held after school-hours, but the desired attendance had not been obtained. On Wednesday, the afternoon periods were shortened slightly, and Principal T. T. Davis permitted the athletic association to call an assembly of the entire school. The assembly lasted only a few minutes, but those minutes were enough to install such enthusiasm in the whole school.

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"The Rivals," Drawn by Lorena Everest, Ninth A.

student body as "Old High" has not seen for a long time. Under the splendid management of yellowed Kenneth McAipin, the school gave the yell in perfect harmony and with a great deal of enthusiasm. He seemed to instill into the minds of everyone the great importance that going rooting is to the success of a game, and also the importance of winning this game.

School was dismissed and then all the boys formed in a line and marched to the field, showing that the West side students were going to be there, not one or two, but every one of them. But the boys were not the only ones who showed their enthusiasm. For the girls were there in large numbers and equally enthusiastic. Decked out in red bows and ribbons, with every style of garment imaginable, but always the cardinal and white, they made a picture never to be forgotten. The field was packed, the supporters of the two sides being nearly even as to numbers. Who could help being excited? The would come the thrilling "Ookie, wow-wow," from the West Siders, followed

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"A Great Surprise," Drawn and Conceived by Orta Carroll, Fourth A, Vernon School.

found. Some are also making cabinets for the storing and protection of drawings, papers, note books, etc. Each article as it is finished is stamped with the name of the maker or makers and the exercise is so presented to the class that it is considered an honor to be one of those who do this work. Other exercises are being planned so that at all times there will be opportunity for this class of work.

Probably no other school work claims the boys' interest so much as manual training. The need of severe discipline is slight. The boy's natural passion for constructive work will usually solve the problem. Also the moral influence of occupation is strong. A class of work, congenial and interesting, that fully occupies one's thoughts and energies, is a strong safeguard of morality. If you would keep a boy out of mischief, keep him busy with agreeable work.

Again, the study is of great value in helping the boy to a better choice of occupation. This is of greatest importance, for out of it are the issues of life. It is not assumed that all boys who take the course will become mechanics. Some will find they have no taste for the work, and will turn to other paths, while others will find their greatest usefulness, as well as happiness, in some branch of the mechanical arts, into which they will readily step when they leave school.

But to choose an occupation without knowledge is like drawing in a lottery, and when boys know not themselves, even parents do not know their own children, the chances are more than even that it will another case of the square peg and the round hole.

close with the East Sider's yell. Kenneth McAipin, did not rest a minute, but showed that he was going to do his share—and make others, too—to help the team win. It is stated, by the authorities, that there has never been such a large attendance at a local school game before. In addition to the vast numbers in the grand stand, many men and boys filled the side lines and the field, and the players shifted.

The teams were pretty evenly matched in this contest. The game was hard but no score was made until 20 seconds before the close of the second half when the West Siders finally obtained the ball and carried it victoriously over the goal line, thus giving the game to the West Siders, with a score of 5 to 0.

This is the first game of the inter-school league that the West Side has played, and as things look now the West Side High school bids fair to carry off the honors of the season. For those that do not know the schedule of the interscholastic league games they are as follows: Saturday, October 31—Portland Academy vs. Columbia University; Wednesday, November 4—Hill Military Academy vs. West Side High school; Saturday, November 7—East Side High school vs. Columbia University; Wednesday, November 11—Portland Academy vs. Hill Military Academy; Saturday, November 14—Columbia University vs. West Side High school; Wednesday, November 18—East Side High vs. Hill Military Academy; Saturday, November 21—Portland Academy vs. West Side High school.



"The Seven Days of Halloween Week," By Helen Buckler, Ninth A.

## West Portland High School Notes and News

The Tolongians had two exceptionally fine debates Friday. The regular debate was "Resolved, That the United States Should Build and maintain a Large Navy." The affirmative was ably supported by Messrs. Wahlberg and Muzloff; the negative by Messrs. Stott and Pedicini. Although the sides put forth fine arguments, the decision was cast in favor of the affirmative. The impromptu debate, "Resolved, That All Countries Should Adopt the Same Monetary System," was supported on the affirmative by Messrs. Shafer and Peary, on the negative by Messrs. Apple and Anderson. This time the negative won the decision.

The Adolphians had a splendid program on "Life in the Slums of New York." Miss Buckner, one of the new members, gave a fine description of the "Life in New York tenement houses," illustrating with a fine drawing. "Types of the Unemployed" was given very well by Miss Elizabeth Justice. Instead of the "Life of the Working Girl in New York" Then followed a very interesting debate, "Resolved, That the Housing of the Poor Should be Improved by the Municipalities." Affirmative, Jessie Young and Emma Muck; negative, Ruth Johnson and Ruth Johnson. The debate was a lively one and both sides showed such good work that it was hard for the judges to decide which side did the best, but the decision was finally cast in favor of the affirmative.

The Philoxians had another of their political programs. Miss Ruth Young gave a discussion on "Railroad Rate Regulation." Miss Whittoway discussed the advisability of having a larger navy. Then followed the debate of the day. The subject was "Resolved, That the United States Senators Should Be Elected by Direct Vote of the People." Jennie Donnell and Edith Lewis supported the affirmative and Gertrude Robertson and Blanche Powell supported the negative. The affirmative won.

Miss Helen Gibbins and Janet Morris were admitted to the Philoxians. Several new members were admitted to the Adolphians.

Earl Latourette and Llewellyn McKinlay, quarter and half back on the champion football team of 1906, were out helping the high school team on Thursday evening. They are now playing the same positions on the Oregon university team and were with the team on their way to play the University of Idaho at Moscow. Their assistance was greatly appreciated by all the team.

The Adolphians of the high school have finally organized a glee club, which is to be under the direction of Mrs. Rose Courten Reed. There are about five voices to each part and it is expected that before long the high school will have a fine boys' glee.

The girls are not fully organized yet, but it is expected that they will be ready for their work before many days. The governor said that "The Cardinal" has gone to press and it is expected to be out by November 6.

The Browns' Game. B y Katherine Lewis, Ninth B.

Manual Training. By Heaton Williams, Vernon, Grade 6 B.

The sixth A has manual training every Friday morning, from 9 o'clock to 20 minutes past 10. We play in the gymnasium and have a very nice time. We have a very nice teacher and we have a very nice school. We have a very nice school and we have a very nice teacher.

What I Observed on Way to School. By Beulah Post, Fulton Park, Grade 9 A.

The first thing I noticed was a gray squirrel. He was running around a fallen log. The squirrel when he saw me stopped running and sat up on his hind legs and stared at me with his little black eyes. As I turned around from looking at the squirrel, I stood in line in two rows ready to march out. Then we were ready to go to the other school to take up the regular studies.

My Adventures. An Imaginative Story by Dorothy Stoll, Brookline, Grade 4 A.

A long time ago I was in a copper mine. Then I was taken to a mint and made into a penny. I was all shiny. Somebody took me to a store. Then I was put in a little boy's pocket. The pocket was all sticky. I was with some other coins that looked like me. I guess they were used to sticky pockets, but I did not like it. Pretty soon they took me into a store and changed me for a stick of candy. I was put in a drawer with many other coins. The next day I was taken out and put in a girl's pocket. She was sticky. She dropped me on the sidewalk and I fell down a crack. I lay there for two days. I was dark down there and very hot. I was very wet and muddy. I got sick and was getting so bad I got green in face. After the rain had come, I was only lived a little longer. Everybody cried at my funeral.



"A Yard of Witches," By Jennie Anderson, Ninth A.

## Our Work in Sewing

By Gertrude Newell, Vernon, Grade 7 A.

We have sewing every Friday morning from 10:15 to 11:45. While we are sewing the boys go to another school. The blocks are where they have "manual training." The sewing is interesting work for all of us.

After the boys leave for their work we go and get our baskets which we keep in a closet. Our work basket contains a thimble, a pair of scissors, an emery bag, a needle and the material we are working with.

We all wear our thimbles on our middle finger on the right hand. We use them to push the needle through the cloth and to protect the finger from the needle. When we thread our needle we hold it in the left hand and thread it with the thread that we have in our right hand.

The first model we had in sewing last year was a mat, showing nine stitches so that we can do some fancy work if we ever want to.

This year we learned how to make an extension bag and a necktie. When we got this made we sewed it in our sewing books which are furnished for us. We are learning how to make a "French hem" now.

Before we start on a new model we write a description of what we are going to make in our sewing books. Then if we ever forget how to do anything we can look in our sewing book and find out how to do it.

We learn to sew so that we can patch and make our own clothes at home. It also helps our mothers with the sewing.

Using a Dictionary. Succumb. Definition given was, to yield. Used in a sentence: "This field succumbs fine potatoes."

A Little Matchmaker. Little Ruth had spent the greater part of the first three days of school in solemn observation of the room, the children, and the teacher. Observing a wondering speculative look in the child's eyes and a timidly raised hand the teacher asked, "What is it, Ruth?"

"Are you married?" inquired the little maid. "No," replied the teacher. "Upon inspection, little Ruth, of some busy work done with colored wax pegs the teacher was somewhat puzzled by the ungainly and small sticks on little Ruth's desk."

"Well, my dear," she said kindly, "What are you making?" "The child raised limped bearing eyes. "Teacher," she said, "that's a man far you to marry."

Reproduction by the First Grade. From the story of Cinderella. Being reproduced the story of Cinderella to the part where the clock struck 12, the child faltered. "Where on this small piece of paper alone he asked the teacher, "I know," volunteered a little fellow. "To catch the last car."

From the Life of Columbus—"Columbus didn't get help from the king of Italy, so he went to the king of Spain."

Books for the Little Folk. By the Children's Librarian, Public Library. Chass, Annie—"Ruins, Stems and Roots." An attractive little nature reader.

Cralk, D. M. M.—"Adventures of a Brick." Doing of a mischievous but friendly fairy in a household of children.

Lewis, A. C.—"Stories of the United States." For the uninitiated readers.

Dodge, M. M.—"New Baby World." Stories, rhymes and pictures for the little ones.

Fletcher, R. H.—"Marjorie and Her Papa." How they write a story and read pictures for it.

Holbrook, A.—"Hiawatha Primer." A first reading book based on Longfellow's "Hiawatha."

Farmyard Gate—"Stories and Rhymes." Morley, M. W.—"Seed-Babies." Short stories about seeds and how they grow.

Smith, Gertrude—"Arabella and Araminta Stories." Good for little people just beginning to read for themselves.

## Some Uses of Rain

By Harry Ballheim, Sellwood, Grade 2 A.

Rain is very useful and is also necessary. Without it, nothing could be grown and no food could be obtained. The rain which falls on soft ground sinks as far down as it can and then springs up at some distant place and forms creeks, which unite and form large rivers which can be used as highways of commerce. Cities situated near rivers can ship the produce of the surrounding country by water cheaper than by railroads. This helps the growth of these cities.

The rivers and springs, formed by rain, furnish the cities and towns with good drinking water. Rain floods the creeks and streams, thus making it possible to float logs down the streams which flow through timber forests. This timber might otherwise be too expensive to haul, to be profitable.

In winter time the rain soaks the ground up thoroughly and makes it soft and ready for spring ploughing and sowing. The spring showers start the growth of the seeds. An occasional shower in the summer time cools the air, settles the dust, and dampens the hard, dry ground.

Autumnal rain prophesies the coming of winter and moistens and prepares the ground for planting vegetables that can be grown during the winter and that are not injured by frost or snow.

Railroads. How different are the railroads that we see almost every day now, from the railroads that were in use about 160 years ago! They are about as near alike as the candle and the electric light. The very old engines looked like a portable wood saw, and made much more noise, while the latest invention, in the locomotive line, is a fireless steam engine in which the steam is stored. This has recently been invented in Germany, and is now in use.

An English inventor a few years ago turned out an engine that will run on one rail. He got his idea from the skyscraper, a form of top. The Baldwin Locomotive Works, an eastern firm, averaged about 400 engines per year. Their engines average 100 tons. The Pullman company, a Chicago concern, averages about 100 cars with steel rails, to make them ride easier.

On the New York Central & Hudson River railroad, electric locomotives are used on all their lines for 50 miles out of the Grand Central station, its terminal in New York city. Oil-burning engines are used in preference to wood or coal burning engines on most of the large lines.

Humorous Answers. GEOGRAPHY. Fourth grade pupil—Chicago is at the bottom of Lake Michigan.

Question given a geography test: "How many degrees does the earth's axis tip, and, knowing this, how can you figure out the width of the zones?" A pupil, ignorant of any facts, but so impudent, wrote: "The axis tips 23 1/2 degrees, and you can figure it out for yourself."

GRAMMAR. The class was studying the rules for the use of capital letters and was asked to write one of the names of deity.

Fourteenth Street park, situated on a hill, and from there I could see the burning city and I could see them blasting with dynamite. When I returned home the house was locked up and nobody was at home. I lived on Severn so brightly that the night, so I got on my bicycle and rode to the park. I looked around and found my mother and father sitting in front of a large tent which belonged to some friends.

I sat down on the grass near the road and watched the endless line of refugees go by. Very soon a man galloped up and told us that Portland was sinking. Chicago was rising on a mountain and that New York was under water and ever so many tales. This time the ashes were falling thickly. Huge pieces of paper, all burnt, fell to the ground from the clouds. Thin pieces of red hot tin fell to the ground and all kinds of rubbish fell in the park.

By April 23 the fires had subsided, were rode down to Market and Kearny streets. There were some men opening a safe on the corner. When they opened

it everything looked all right, but when they started to take up the papers, they crumbled away in their hands. I then went over to the mint. A gentleman who, I afterwards learned was the form, asked me if I wished to go in and look around, so I did. He showed very tired to be well acquainted on the wheel-barrel.

Afterwards—to bubble and hiss. The effervescence of the gases was heard. I was dressed in a place where they put sick people.

"Halloween Spirits." By Muriel Lucas, Ninth A.

On one paper was written, "Professor B-k" (The principal).

Condescend—to let one's self down. He with condescend himself down the cistern.

Acquiesce—to rest satisfied. He is very tired so he acquiesce on the wheel-barrel.

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## TRUE STORY OF EARTHQUAKE

San Francisco Boy Gives His Impressions of the Famous Catastrophe.

By Guy Rosebrook, Sellwood, Grade 7 B.

On April 18, 1906, about 5:15 in the morning, I was awakened by a peculiar rocking motion of the house and a series of roars like explosions. I jumped up and dressed as quickly as I could and rushed into the street. I saw people running to and fro. Some were dressed and some were not and all were very much excited. Everyone had a look of fear on his face.

After awhile I ventured back into the house. Things looked as though they had been struck by a cyclone. Broken bric-a-brac, lamps, dishes, pictures and everything you can think of were strewn about on the floor. I went into my room which was at the back of the house, and looked out the back window, down Sixth avenue. I could see large cracks in the sidewalk and street. There were balls of fire where the electric wires were down and almost all the windows were broken. One house had fallen down and almost all the chimneys were shaken down.

Then I heard a commotion in the street and on going out there I found some soldiers telling the people that they were to light no lights in the houses, for fear of fire, and to cook in the streets. Pieces of bread began to rise where the city was burning. It did not grow dark as the fires were burning so brightly. After awhile I went to bed, but I did not go to sleep for a long time.

On the morning after the earthquake I dressed hurriedly and got my bicycle and rode down toward the central part of town. At the Golden Gate Emergency hospital there were many dead and injured lying on the grass. After some time I came to a small park called

"Scared." "A Common Terror." By Winifred Shakley, Ninth A.

used on all their lines for 50 miles out of the Grand Central station, its terminal in New York city. Oil-burning engines are used in preference to wood or coal burning engines on most of the large lines.

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