

TEACHING HOLIDAYS CAUSE NO CESSATION IN BUSY PEOPLE'S WORK

WHAT OREGON SCHOOLS NEED

County Superintendent Tells What Keeps Down a School Standard.

By J. H. Ackerman, State Superintendent of Public Instruction.

One of the greatest needs educationally in Oregon is to raise the sentiment respecting the value of an education. What the people really want they will have. When the people of Oregon want good schools they will take steps to get them. The cities are making their demands felt in this line. They want either trained teachers or those who by experience under competent directors have proved their ability to do good work. The sentiment of good schools is rising as evidenced by the fact that much more interest in educational matters is taken by the press of the state, the grants and other factors.

The cities are much more willing to tax themselves at a higher rate, to get the country hence they get better schools. It is possible to have as good schools in the country as in the city. Given as good a teacher, as regular attendance and as good appliances with which to work, the country has many positive advantages over the city. Its attempts to get good schools, when the country communities really want good schools they will be willing to tax themselves to get a number of schools, and the small salaries.

The plan and scope of the work must be radically changed. Instead of one or two visits a year which is all and sometimes more than is possible, many visits must be made, and made not as a mere visit, but as a regular and well planned work with tactful suggestions and kindly help. The more isolated the teacher, the more she needs the help of the superintendent. The agencies that can best break through this conservatism? Certainly not the teachers involved. They are the victims of the present demand. They will not and cannot under the present conditions do better than now; for the present standard of attainment, so long as it is accepted, and even called for, will characterize the supply. Here is the greatest problem in educational work held today, and the future of Oregon is involved in its solution.

There is much need today for missionary work in education. By missionary work I mean addresses by prominent men and women. There are thousands of citizens in Oregon who highly appreciate educational opportunities and do their utmost to give their children the best chance possible of families in the state that do not appreciate the value of an education and with the regularity and punctuality they should, or who do not send them in the right spirit. Any movement, therefore, looking toward an extension of addresses and lectures by competent people in the section of the state where the greatest need have the value would be a wise action. The several grants of the state could be of great assistance in this matter. The fact is that they have in the main in this state pretty much all the legal machinery necessary for splendid educational progress so that what we need is quite as much in the nature of educational campaigns as in the direction of educational legislation.

Another vital need is school material properly prepared for the activities of the school. If the child were sent to school trained to obedience and accustomed to industry suited to his years, the returns for education investment would be much more satisfactory. Indeed, it is not infrequently found that the child is spoiled as school material on account of the false notion that brings to school in regard to obedience and the pernicious idea that the chief duty of the teacher is to release him from all responsibility. The strenuous

Indian Myths, Stories and Legends

Interesting books for school children at the public library:

Alcott, L. M.—Onwannah. (In her Spinningwheel stories, pages 71 to 90).

Austin, M. H.—Basket woman.

Ballantyne, R. M.—Dog Crocus; a tale of the western prairies.

Barnum, F. C. B.—Juan and Juanita. Brooks, Dorothy—Stories of the red children.

Brooks, E. S.—Master of the Strong Hearts; a story of Custer's last rally.

—Story of the American Indian; his origin, development and destiny.

Burton, A. H.—Stories of the Indians of New England.

Butterworth, Ezekiah—In the days of Massachusetts.

—Wampum Belt; a tale of William Penn's treaty with the Indians.

Catherwood, M. H.—Last Great Indian. (In her Heroes of the Middle West, pages 117 to 141).

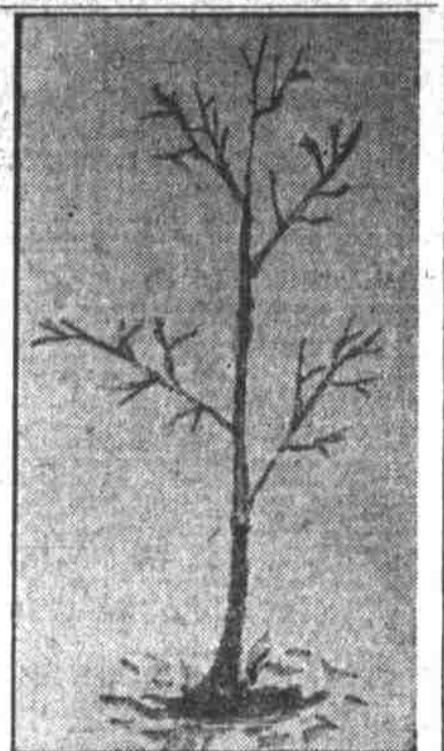
Chamberlain, J. F.—Indian Homes. (In his How We Are Sheltered.)

Chandler, Katherine—In the Reign of Coyote; folklore from the Pacific coast.

Compton, Margaret—Snow bird, and the Water Tiger, and other American Indian tales.

Cooper, J. F.—Last of the Mohicans.

Custer, E. B.—Boy general, the story



"A Beginner's First Effort"—By Freddie Trappe, Llewellyn, First B.

of the life of Major General George A. Custer.

—Boots and saddles; or, Life in Dakota with General Custer.

Deming, T. O.—Children of the wild.

—Indian child life.

—Little red people.

—Drake, F. S.—Indian history for young folks.

Dutton, M. B.—Hare Track, the Navajo boy. (In her In Field and Pasture, p. 83-2.)

White Cloud, the little Pueblo girl. (In her In Field and Pasture, p. 83-1.)

Eastman, C. A.—Indian boyhood.

Red hunters and the animal people. Eggleston, Edward & Seelye, E. E.—Brant and Red Jacket.

Eggleston, G. C.—Big Brother; a story of the Creek Indian war.

Grinnell, G. B.—Jack among the Indians; a boy's summer on the Buffalo plains.

—Jack, the young ranchman; a boy's adventures in the Rockies.

—Story of the Indian.

Haines, A. C.—Indian boys and girls.

Hazard, B. E. and Dutton, S. T.—Indians and Pioneers.

Holman, C. F.—Adventures of Torqua; a story of three boys among California Indians.

Husted, M. H.—Stories of Indian chieftains.

West Side High School School Notes

By Mildred Clemens.

On Wednesday, December 9, all the pupils expecting to be graduated this coming June, met in room 16 of the high school, for the purpose of organizing.

Sixty-three had enrolled as members, but only 61 pupils were present. According to the usual custom, Principal T. Davis called the meeting to order. The first business was to elect officers. As usual, the contests were lively, but finally resulted in the following: Walker Peddicord, vice president, Ada May Bigger, secretary, Keran Davis, treasurer, Carl Martloff, reporter, and Judith Genette, clerk.

The election over, Mr. Davis congratulated the different ones upon their election and then called the meeting to order. Walker Peddicord, to the chair.

In answer to the usual demand for a speech, Mr. Peddicord, although unprepared, gave an excellent address. When the other officers had been heard from, as it was late, the president declared the meeting of the June 10, class adjourned.

The Adelphians dispensed with their regular literary program on Friday and just held a business meeting.

The Mod's program for Friday consisted of a drill in Roberts' rules of order.

The Philoelians had a very interesting program on Friday. Miss Winifred gave a reading of the presidential address of Spanish-American War Officers.

Mabel Francis gave a good talk on "The Work of William H. Taft in the Philippines." A debate, "Resolved, That the United States should grant the Philippines their immediate independence," closed the program. Misses Edna Bus and Adina Libak supported the affirmative, Misses Bonnie Hetherington and Judith Genette supported the negative. The negative won.

As usual the Tolongians' program on Friday consisted of a regular and impromptu debate. The regular debate was, "Resolved, That all trusts and combinations intended to monopolize industries should be abolished." The affirmative, Schaffer and Louis Genter were to have supported the affirmative, but owing to the absence of Mr. Genter, Schaffer supported the affirmative alone. Earl Thomas and Roland Jeffrey supported the negative. The negative won.

The impromptu debate, "Resolved, That a uniform bachelor tax should be levied in Oregon," was supported on the affirmative by John Gregg and Gus Apple, on the negative by Arnold Kelle and Herbert Stott. Again the negative won.

Luke Rader, the editor of "The Cardinal, and Kenneth McAlpin, the yell leader, were welcomed as Adelphians on Friday last.

The Indian's Attack

and Miss McCoy spoke eagerly of Caesar's admirable qualities, but took infinite delight in ruining the character of Napoleon. On the other hand the Misses Loomis and Lewis ardently defended the great French general, but rendered the latter a strengthless nonentity. However, after much bloodshed the able adherents of Caesar appeared from the fray to be crowned by the honorable judges with the laurel wreath of victory. Thus an attractive program closed.

On Friday, December 11, the Phrenoidians voted to adjourn their meeting in order that they might hear Judge Webster who appeared before the Eukrieneon society. The Eukrieneons had suggested the assembly hall for the occasion since a larger and overflowing attendance was expected. In this respect they were somewhat disappointed for they felt into the floor. Judge Webster spoke vividly upon the practicality of education and selected as a specific illustration the practical character of the good roads movement. All present soon became admirers of the speaker and his talk, instructive and enjoyable throughout, was highly appreciated by all. The Eukrieneon Debating society considers itself pretty fortunate in being honored by the speaker, and they should come to most jurists. The other numbers of the program proved enjoyable. Harry the president appeared before the audience with a vocal solo, responding to a hearty encore with a second encore since a larger and overflowing speaker was Mr. Garcia, who delivered a continuation of a certain vision he has been experiencing throughout the term. This dream which at appropriate intervals he has presented to the society, deals with adventures which the "Eukrieneon" encountered while he was in a huge underground cavern, and serves to develop the characteristics of the different members.

It is to be sadly lamented that more of the school did not attend the afternoon's meeting since the opportunity of hearing such a man as Judge Webster is only seldom afforded. However, the address of Mayor Lane before the society on Friday will give the students of the East Portland high school a second opportunity of listening to the highest esteemed of Portland's honorable men, and an increased attendance will undoubtedly gather in the large auditorium on that afternoon.

A Visit to Japan

By Iona Stele, Thompson, Fifth A.

Let us imagine ourselves in Japan and look at the queer sights there. We are going to take a ride to see the country; we go in a little two wheeled cart drawn by men. These men can run very fast, the carts are called jirikis, and there is about enough room in one of them for two people. We ride past many queer houses. The houses are made of bamboo. They have no doors or windows. The walls are made so that they will slide back and forth. The Japanese have very little furniture; they have no chairs, but they sit on cushions on the floor. Their tables are very high. The stoves are made of wooden boxes lined with brass. They burn charcoal in these stoves. They do their cooking in ovens made of clay. At night they get out their blankets. They sleep on the floor. We do not see nice soft pillows lying on the beds, because they use blocks of wood about as large as a brick for pillows.

The next day we get out of our beds and find it is raining. The people on the streets look very queer. They have



"The Pumpkins' Schools Days"—By Grace Ross.

raincoats made of straw and large hats. On their shoes are blocks of wood three inches tall. These keep their shoes dry. The boys and girls have their own kites. They mix glue with broken glass and put it on their kite strings. This keeps the string from getting wet. If he cuts it, he gets the kite as a prize.

The Japanese go to school until they are 10 years old. They start for school at 6 o'clock in the morning. When they get to the school house they take off their hats and bow to the teacher. They bow low to the teacher and take a long breath; this means "Good morning." They have no desks, but they sit on the floor and when they recite they turn their backs to the teacher. We write across the page, but they write up and down. They have no pencils or pens. They have books and papers, but instead of beginning at the front of the book as we do, they begin at the back and read towards the front.

Holman Circle

The Mothers' and Teachers' Circle of the Holman school was organized in October, 1907. It meets the first Tuesday of each month and is well attended by the mothers of the district. Music and drills are furnished by the pupils of the school; and besides a lecture on some vital topic by some outside talent, subjects pertinent to the school work are discussed freely by the members. Light refreshments are served at the alternate meetings; the girls of the sixth grade volunteer their services as waitresses. No dues are required, but a freewill offering is asked at each meeting.

Interest is given to the finishing class each term, under the auspices of the circle.

One hundred and twenty "Testout" roses were planted around the building this fall. Funds for this enterprise were solicited by a friend of the circle. The boys used their leisure moments for several days preparing the ground for the plants. It is worth all the trouble and expense to see how faithfully the pupils watch the welfare of these roses.

There is now a kindergarten school of 26 pupils, which meets each school day morning in one of the vacant rooms of the building. It is fostered and patronized by the mothers and friends of the circle.

East Side High School Notes

By Edward C. Garcia.

On Friday, November 4, the girl constituents of the Phrenoiden Debating society reassembled their happy band to present their first program following the Thanksgiving holidays. The meeting of the afternoon opened with the reading of an interesting paper on "The Life and Character of Queen Victoria." This was delivered by Grace Griswold in an excellent manner. Miss Mary Davies, a most delightful member, followed with a lengthy but interesting talk on "The Camera Club," narrating true to life the trials and delights of the camera fiend. This subject was presented in a cheerful and winning way. The 40 enterprising young ladies of this society edit a club paper known as "Quips and Cranks," which they publish by word of mouth every three weeks. The appearance of this merry journal is looked forward to by all the members with keen delight. For its columns are filled with personal epigrams and enlarged descriptions, quaint and jovial of the different members. An outburst of jolly laughter and a hand clapping is bound to follow each article, whether it be tribute, jest or character sketch. Such is the domestic popularity of the paper, Miss Snowley was the chosen prophetess of this interesting and hilarious subject.

The debate for the afternoon was, "Resolved that Caesar is a greater character than Napoleon." Miss Downey



"The Indian's Attack."

awfully swift. We went on fishing because we wanted lots of fish to sell and show our parents, so they could not tease us. We made up our minds we would catch some trout, so we sailed over to the lake where the wind was so strong and caught 11 trout and 11 bass. We went home with eight salmon and we thought we made the best catch of the day. We went out again the next Sunday and caught 21 seabass and had lots of fun swimming and going to our lines every once in a while. We all went home happy that night. We all went fishing after that when we could get the chance.

The Church Bell and the Fire Bell

By Nettie Lang, Thompson, Fourth A.

One day when I was going to the store I heard the church bell and the fire bell talking. The church bell said, "What do you ring for?" The fire bell said, "I ring to tell the people their house is burning." Then the church bell said, "What do you see at a fire?" The fire bell said, "I see the people coming out of the house with chairs, tables and clothes. I also see the house burning." The church bell said, "What are you made of?" The fire bell said, "I am made of iron." The church bell said, "Did you go to a fire this morning?" "Yes," said the fire bell. "You look very tired," said the church bell. Then the fire bell said, "What do you ring for?" The church bell said, "I ring to tell the people to come to church." The fire bell said, "What do you hear and see at church?" "I hear the children, men and women singing songs," said the church bell. "I see the people coming to church." The fire bell said, "What are you made of?"



"The Pumpkins' Schools Days"—By Grace Ross.

The church bell said, "I am made of iron, too." The fire bell said, "Did you ring this morning?" "Yes," said the fire bell. "I rang to tell the people to come to church." Then the church bell said, "Goodbye." The fire bell answered, "Goodbye."

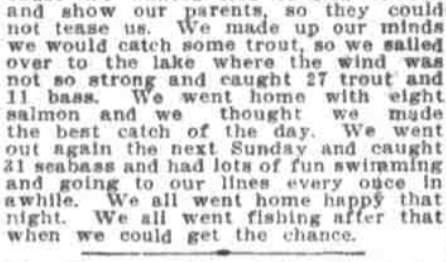
My Dog Ted

I've got a dog, his name is Ted. He likes to sleep at the foot of my bed. He will lay there as quiet as a mouse. Until a burglar comes in the house. Then Ted will grab him by the boot. That scares the burglar so he can not run. Then the burglar will get afraid and Ted will start after him; he thinks its fun. The burglar would run down the street. Ted would keep on biting at his feet. They keep on running over the town. Till Ted gets tired and he lies down. And in the morning when Ted got home. We pat his back and gave him a bone.

Adventures of a Fishing Trip

By Delbert Monroe, third B, Llewellyn.

One day some of my friends and I went on a fishing trip. We had lots of fun, for we were in a sailboat trolling for salmon until we turned the sail too quick and the boat went over. It just happened that we were in the sand bar or some of us would have drowned because the tide was



"A Boy's Idea of Pleasure"—By Delbert Monroe, Llewellyn School.

got tired of being in the same place so long, so I thought I would wear a hole in the sack. I worked for about four months and was relieved to see a couple of threads break. After this it was easy work and I got out in a couple of hours. I fell in between two sacks and was there for a long while. One day some people came to visit the store; a little boy was with them. When he saw me he asked the officer, who was with them, if he could have me. The man said, "yes," and the boy stuck me in his pocket. When the boy came out of the place he went to the candy gunny sack with a lot of others and put us into a big store room. Here I was kept for a long time. At last I



"Winter"—By Jennie Langford, Holman, Second A.

shop and got a stick of candy with me. I was then put in a box with a lot of other pennies and from there I went to a kind of penny arcade, where I was pushed in a slot to start the moving pictures. I staid in there all day and when the picture came to a close there were a lot of other pennies with me. Then we were put in a big bag with great numbers of companions. By this time I was pretty smooth and the owner had a hard time to pass me off, but he finally succeeded. He gave me to an old lady for a big apple. The lady bought some bread with me, but when the baker was putting me in his pocket I fell into a crack. Here I was for about two years. When the store was pulled down I was picked up by a working man who gave me to a little boy. The boy bought a stick of gum with me at the drug store. There I was again put into a bag with other pennies and from there I was sent back to be made over. Oh, how hard it must be to be made over, all the squeezing and pushing and pushing; but after that I will come out with a new coin to have some more adventures.



"The President and the Teddy Bear."

The President and the Teddy Bear. By Zane Darlington, Llewellyn, Sixth A. The president sat quite still in his chair. Staring hard at a Teddy Bear. The bear was sitting on the floor. Right near the president's study door. "People named that bear after me. And many bears beside," said he. Then the president sighed as he thought how his wife. If she saw the bear, would run for her life. "It's all I can bear, to see that bear sitting right here by my chair." He said with another sigh. Feeling half ready to cry. But, as presidents never cry. He thought it better far to sigh. But it's very trying just the same. To have people joking about your name.

The Western Fair at St. Louis

By Paul Buckley, Llewellyn, fifth B. In the year of 1904, the year of the great world's fair, I lived in St. Louis. I cannot remember much about it, but will tell all I can think of. It was a fine affair. I saw a section of a tree so large that it was hauled out of it made a good sized room, large enough to hold many people. I saw a man who had a room with a large book in which the visitors signed their names. This tree came from Washington. I saw the Ferris wheel, but was afraid to go up in it. Something went wrong with the machinery one time and some people that were in this car had to stay up there almost all night. I saw the statue of Yulecan. It was made of iron and was very black and tall. In its hands was a large hammer. He looked fierce. I think it was made in Alabama. I saw the Filipinos and their houses on the lake, some men making knives and blowing glass.

The Autobiography of a Penny

By Edward Beletsky, Thompson, Eighth.

"Ah, ha! back at last," this was said by a rather old penny who was talking now to a couple of other old pennies in the same sack. "Where have you been?" eagerly came from a number of copper-lipped voices. "Do tell us about your travels, please." "All right," said the first penny, "I will tell you about my whole life up to the present time. In 1898 I was stamped out of a big sheet of copper. They then shoveled me into



"The Eastern Campaign"—By Vera Brown, Holman, Ninth B.

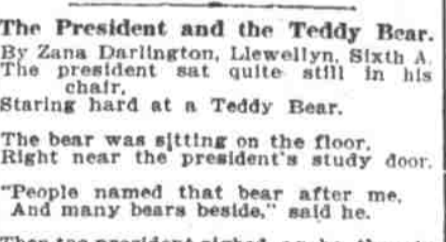
By Elberta Hull, Holman, Fifth B. In a steep, rocky place in the mountains there lived a little girl who was only six years old. One day the little girl told her father the only thing which she wanted for a birthday present was a few little turkeys. So when her birthday came she found five big eggs by her plate on the breakfast table. Her birthday being in winter, she took them out and put them under an old hen who was setting.

When the little girl lived on a farm, and so, when they were hatched, her father made a big pen for them to live in until they were a few weeks old, so the old yellow cat could not get them. They were fed plenty of good food and became fat. After a few weeks they grew larger and stronger and were allowed to run about the farmyard and played wherever they wanted to. She named each of them, and the gray to be such pets they would eat from her hand. I am sorry to say that before summer was over three died and one was drowned, so only one was left. But he was happy and made friends with every living thing in the barnyard. "Christmas was drawing near and the little girl had no money to buy any presents. Rather than not give her father and mother a Christmas gift, she decided to sell her turkey. So one day she asked her father if he would put the turkey in a box and nail it up for her. The father said, "Yes, I will, taking it with him in his wagon, and it to her cousin in the city. Well, do you want to know what became of this turkey? It was put in the city the day before Christmas. Next day, with a lot of dressing it was put on the table and the little girl came to her cousin's big house in the city and helped eat it. And that is what became of the turkey.



"The Eastern Campaign"—By Vera Brown, Holman, Ninth B.

By Norris Paulson, Llewellyn, Ninth B. The school house is surrounded by bushes and trees. The largest trees have been cut down and large stumps have been left. There were some children that got a plank and balanced and fastened it on with a large nail. Then they charged a pin for a ride. They called it the well-hooped roller. There are some dogwood trees which the children play horse on. A boy climbed up and put one down the tree. The children have planks reaching from stump to stump of from stump to ground and then to a stump and so on. They call this the railroad. The game is to follow the leader who runs on the planks and to try to keep from falling off. There is a game being planted on the south and west side of the school house.



"The Eastern Campaign"—By Vera Brown, Holman, Ninth B.

By Esther Pearson, Thompson, Eighth. One cold rainy day Montgomery and Arnold began their march to the city of Quebec, with their troops. Montgomery went by way of Lake Champlain and captured Montreal. But Arnold marched through the dense forests of Maine with his men. The ground was swampy and numerous trees blocked the way. Food became scarce and Arnold longed about of his men. But the soldiers endured their hardships bravely.

They finally reached their destination and climbed to the Plains of Abraham by the same path over which Wolfe and his men had marched, just 14 years before.

Montgomery soon arrived with 500 men. On the last day of 1775 this small force of 1,200 men tried to capture the strongest fortress in America. But just as Montgomery was about to force his way into the city he was killed. The soldiers then lost courage and fell back. Arnold was badly wounded, but Morgan kept his headquarters and his men were sent out to attack and his men were sent out to

Play Time at School

By George Langford, Holman, Second A. The school house is surrounded by bushes and trees. The largest trees have been cut down and large stumps have been left. There were some children that got a plank and balanced and fastened it on with a large nail. Then they charged a pin for a ride. They called it the well-hooped roller. There are some dogwood trees which the children play horse on. A boy climbed up and put one down the tree. The children have planks reaching from stump to stump of from stump to ground and then to a stump and so on. They call this the railroad. The game is to follow the leader who runs on the planks and to try to keep from falling off. There is a game being planted on the south and west side of the school house.

What the Farmer Does

By Mary Shepard, Holman, Fifth A.

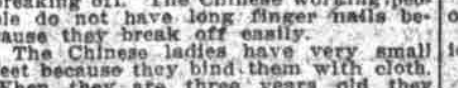
life of our day is largely responsible for this condition. The parents are too busy to give proper attention to their children. Resolutions and even legislative enactments can bring no relief. This condition beyond the power of school authorities to change. The teacher must accept it as a challenge to her professional skill.

The greatest industry of the state is that of education. As this industry represents the most vital interests of every family, it is the business of the best thought of every other agency of civilization and the proper expression of this thought. The school needs the frankest criticism of every business man, professional man—in short, of every citizen who is intelligently seeking to promote the progress of man. Absolute publicity in educational matters is of even greater importance than publicity of business methods.

Curious Chinese Customs. By Edith Fowler, Thompson, Fifth B. When we meet friends we shake hands, but when the Chinese meet they shake their fists in each other's faces.

The Chinese have long finger nails, of which they are very proud. The Chinese ladies often wear silver shields to keep their fingers from breaking off. The Chinese working people do not have long finger nails because they break off easily. The Chinese ladies have very small feet because they bind them with cloth. When they are three years old they start to bind their feet. The first year it is very painful, but the second year it is not painful because the feet become accustomed. When they take off the bandages to wash their feet, the toes sometimes fall off. Each time they wash their feet they bind them again.

They eat different food than we do. They eat rats, mice and hard boiled eggs preserved in lime. The older the eggs are the better they like them. They also eat rice and drink tea. They like bird's nest soup very well. They like bird's nest wine. It is boiled with



"The Eastern Campaign"—By Vera Brown, Holman, Ninth B.

9 George has a pet squirrel
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Mildred LeCompte