

GRAIN HARVEST EQUIPMENT

"PLYMOUTH" Saves Your Time and Money

Bothersome knots, frequent breaks and snarls—these come from using cheap twine. They cause delays and break-downs that amount to many times the cost of the twine. You can avoid this extra cost by using PLYMOUTH. No getting down from your seat to loosen snarled places; no stopping to thread up; no loose sheaves to re-bind and no lost grain.



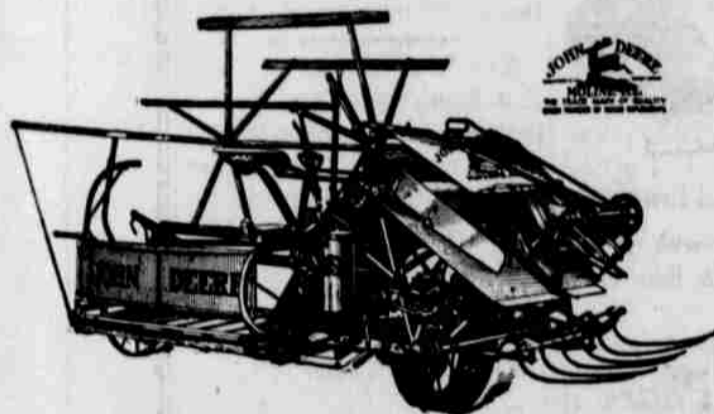
PLYMOUTH BINDER TWINE

always satisfies. Wheat growers say, "PLYMOUTH is the most even twine ever made." Any man who uses PLYMOUTH will tell you it has the fewest knots and causes the least trouble. Works perfectly on both old and new binders. Saves many times its own cost. Goes farthest. Always marked with the sheaf-of-wheat tag, which guarantees a smooth-running, strong, full length twine. Call and let us tell you more about PLYMOUTH. Ask for free booklet on twine.

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John Deere Binder

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WINEGAR & LORENCE, Monmouth

Education Versus Vocation

(By R. G. Dykstra, author of "The West and Its Opportunities.")

Someone has said that it is not the work of the public schools to give vocational training; that trades are to be learned after the student is thru with the public school and that any efforts put forth by the teachers to encourage the students in the practical things of life, are futile and wasted. It is indeed true that this has been the theory and practice in many public schools from the beginning until of late. In considering this question, may we enquire what is the real purpose of our expensive system of public instruction? The question might be answered in a broad way as follows: it is to the schools that we look for the equipment of the rising generation. The child has an inherent right to a common school education at least, and the safety of the state demands that all our people should receive a more or less thorough mental training in our public schools. We tax all people to maintain the public school and we try to compel every parent to send his children there for a term of years.

The results of this system are far from satisfactory. Not more than three per cent of the public school children go to college, and less than ten per cent go through the high school. It seems then, that ninety per cent of our public school children must follow what are sometimes called the common walks of life. But when they leave school they can not earn a living; for they do not know how to do a single useful thing. They have been educated right away

from the work they must follow all their lives.

I maintain that it is the right of the child to be taught in the school some of the practical problems of life and instruction in industrial club work, manual training, domestic science and art, will assist materially in this big problem.

It is urged by some that the entire time in school is needed for the regular instruction. On the contrary, it has been proven wherever tried, that thoughtful labor with the hands promotes the acquisition of knowledge from books. The theories learned from books are put into immediate practice. Thoughtful work develops the mind, and the change from the study of books to practical work rests the mind and removes the feeling of drudgery in study from the pupil's mind. The hot house, rushing method practiced in many public schools is certainly injurious to health, and many students break down under it before their school days are nearly finished. There is a great moral uplift in the consciousness of every child who has been taught to do some useful thing well. A visit to the various reformatories will reveal the fact that nearly all the inmates of those institutions have been for a longer or shorter time pupils in the public schools; indeed, not a few high school graduates and even college graduates will be found in those institutions.

The question at once comes to the mind, "Why are these young people here?" The answer will be found often in this, when those young people left the public

school, or college, they did not know how to do a single useful thing! And worse still, in their school life they had in some way formed the absurd and ruinous opinion that it was a disgrace to labor with their hands; handle shovel, plow, dishcloth or needle! But they must live, and having no money and no friends who can support them, they drift into crime of some sort. It is morally certain that if these young people had been taught some useful occupation while in school, they would not have become criminals and a serious expense to the state.

Recently a president of a university in the East wrote: "I agree with all you have said about the importance of industrial education and I would be glad to have every student in our university learn some useful trade, nor would I except the theologs."

Items of Interest

Mrs. George Conkey has been elected to fill the vacancy in the Independence high school teaching force caused by the resignation of Miss Almeda Fuller who expects to begin an active campaign for the office of county superintendent.

W. S. Kurre of Independence will enter the government forestry service for the summer in the vicinity of Hood River. His position at the First National bank will be filled by Ira Mix.

The management of the recent chautauqua at Dallas admitted free of charge to the various programs the families of those guardsmen serving on the border who could not afford to pay the entrance fee. The Chautauqua has been signed up for the coming year at Dallas.

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