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Dealing With The Normal Situation

It is agreed that something ought to be done toward providing adequate teacher training as a part of our otherwise excellent public school system. What that something shall be is evidently one of the vexatious problems with which the coming legislature and perhaps the people will be called upon to deal. Obstacles in the way of immediate and easy adjustment are numerous, and, as certain speakers before the Oregon State Teachers' association have suggested, political in their nature. But why shy at the designation "political"? It is on a political basis that all public issues are ultimately settled. It is impracticable, and probably impossible, to separate the spirit of so-called politics from our public contacts. This is particularly true of the states of which Oregon is an outstanding example, whose citizens have voluntarily taken on themselves an increased share of responsibility for details in the management of governmental affairs.

There is criticism of Superintendent Churchill's proposal to establish branch Normal courses in connection with a number of the high schools of the state. There does not seem to be any dissent to the proposition that some expedient must be adopted, that present resources must be expanded, if the absolutely requisite supply of competent, home trained teachers is to be maintained. The history of past efforts to supply the state with normal school facilities has discouraged reliance on popular vote as a means of obtaining relief. We have not found a way to eliminate the influence of intercommunity jealousies, of side issues not germane to the main question, from popular government. This is politics which the fault finders criticize. Of course it is politics. Nothing else. But what is to be done about it?

The record, all of so recent making that comparative newcomers to Oregon have witnessed every phase, is that five times in ten years, some plan for normal school education was defeated. In 1909 the legislature made no appropriation for the purpose and the then existing schools ceased to exist. In 1910 measures were voted on by the people in contemplation of the founding of normals at Monmouth, Ashland and Weston. The Monmouth proposal won by about 10,000; both the others were defeated, Weston by 5,303, Ashland by more than 10,000. Projects for Ashland and Weston were rejected by popular vote in 1912 the former by more than 25,000 and the latter by a slightly narrower margin. In 1916 a plan to establish a normal school at Pendleton was beaten by some 13,000. In 1918 a constitutional amendment for the establishment and maintenance of "eastern Oregon normal schools" was rejected by an adverse majority of nearly 17,000. The vote, notwithstanding the gravity of the issue, was light.

These are verdicts given by the people at the polls. Undoubtedly there was "politics" in them. But they are an indication of what we may expect in the future, and a lesson in expediency, and a challenge to those whose first interest is in a first rate supply of teachers to de-

vised a plan that politics will not nullify. It occurs to us that among those who most vigorously contend the product of that what we call politics will be found the most violent of all protestants when any suggestion is made that control of the people over the minutiae of governmental affairs be curtailed in the smallest degree.

We do not suppose that there is any extensive disagreement as to the genuine and immediate pressing need for the paraphernalia of a larger program of teacher training. It would be ideal if all would unite on a well-thought-out, forward-looking plan. There is the future as well as the present to be considered. There is pride in the schools. Despite a universal desire for retrenchment it does not appear that there is a tendency toward stinginess where a vital educational need has been demonstrated. It will not be denied that in proportion to its importance normal school work has fared rather worse at the hands of the people of Oregon than have other departments of education. It can be reasonably assumed that the abstract principle of teacher training, if voted on by all the people would receive an enormous affirmative majority.

But it is futile to sit still and cry "politics"! We have voted ourselves into politics and in politics we are. If not branch normals, what? If not separate normal schools for several sections of the state, what? If not an enlarged school at Monmouth, what? We need not only a workable plan, but a hint also as to how to put it through.—The Oregonian.

Moonlight and Mockingbird

Late in the night from some vantage point—the tip-top twig of the tallest tree, the point above the crossarms of a telephone pole or the peak of the barn—flits a mockingbird, pouring forth his song.

The world lies deep in slumber. High over all rides the moon, its radiance veiled by a delicate mist that lightly drapes the ancient Ozark hills and shadows the valley. Rest, peace possesses all, a silence deep, broken only by the voice of the wonderful bird. His music rises and falls, filling the hours with melodies rare and sweet, and having for accompaniment the soft sound of dewdrops falling from the points of the leaves on the Balm of Gilead trees.



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**A Plain Statement
By The President**

The editorial in the Oregonian published elsewhere in this issue of the Herald suggested the following from President Landers which was published in Tuesday's Oregonian.

(To the editor)—May I claim the privilege of thanking the Oregonian for a very excellent editorial of January 2? In it you discuss very rationally and justly the normal school situation. In a former communication I expressed regret at any difference of purpose between Superintendent Churchill and myself, with the hope such differences might be compromised.

You express the essence of solution for the problem when you say that "it would be ideal if all might unite on a well-thought-out, forward-looking plan." It would be presumptuous for me to assume that mine is the only wise and feasible plan. However, feeling that you desire to be familiar with all sides of any public question, and knowing that you have a deep and sympathetic insight into educational problems, I desire the liberty of making my position clear.

As you explain in the editorial, any request in recent years for the expansion of facilities for teacher-training has been met with the objection that the state is not financially able. True, we are facing a time when appropriations ought to be cut to the minimum, and economy practiced in every possible direction. If it be true that the state cannot now establish another normal school in either eastern or southern Oregon, then, it seems to me, the interim until this is possible should be used for the expansion and strengthening of the present institution at Monmouth. For the last two or three years I have consistently urged the policy upon the board of regents of building up this school to its maximum limit, which will be reached in the next three or four years if the present rate of growth is maintained. Developing the present plant to its highest capacity now would avoid the concurrent overhead expense of two institutions, until such time as a second normal is established. The heavy population of the valley counties will always demand the location of one or more institutions in this territory, no matter how many normals may be established in eastern or southern Oregon. The present need and trend seems to indicate that in a comparatively brief period there will have to be four schools, an additional one in the valley besides those mentioned above.

One objection to the establishment of teacher training in the high schools, it appears to me, is that the state has just passed from that period of normal training by the removal of normal courses from the high schools. Since the meeting of the last legislature the superintendent of public instruction has granted the right to conduct normal courses in approximately 50 high schools of the state. About 450 high school graduates were granted certificates the past year and approximately an equal number will be granted such teachers' certificates in June of this year. The incorporation of normal training in 10 or 12 high schools would not lessen the attendance at Monmouth any more than normal training in 50 high schools has relieved it. The attendance at Monmouth has more than doubled the last three years. The attendance during the past term reached 770, while the average attendance for three terms last year was 832, not counting the summer term with an enrollment of 1024.

The chief argument, however, against the establishment of the regional normal schools as indicated above is that it would be retrogressive rather than progressive. Instead of adopting a temporary makeshift, it would seem advisable to strengthen and advance the present standards for teacher training. The excellent school system of Oregon certainly now requires as efficient means of training teachers as adjoining states, or, for that matter, any other state.

A study of the normal schools of the country a little more than a year ago revealed the fact that more than 100 of them had already become four-year schools or teachers' colleges. About 40 of the remainder had adopted three-year courses, and the remaining 30, of which Oregon was one, continue with two-year courses. I do not think the time has arrived to displace the two-year course in Oregon but I believe it should be paralleled by a four-year course, giving the opportunity to teachers of the elementary schools who desire it, a more complete training; and the number of these is constantly growing. I would not favor, at the present time, the certification of

graduates from this four-year course to teach in high schools, because the high school field is adequately covered by the state university and state college. But assuredly, there should be no limit placed upon the preparation of the teacher of the elementary school for the most effective work possible. Moreover, the child in the elementary school deserves a teacher as highly educated and as thoroughly trained as the high school student.

While it might be hard to put the finger on the reason for it, the reader is apt to conceive the opinion that the writer of the Oregonian editorial published elsewhere in this issue, is in favor of Mr. Churchill's branch normal scheme. At the same time there is one point that might be noted therein which is decidedly encouraging. This is the clear cut statement that normal training in the state needs expansion. Once this fact is generally recognized there will be action taken to relieve the

The Herald

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**Monmouth
Meditations**

No one who has not been a prospective settler in a new community can realize the pleasure and profit obtained from the annual and boom editions of newspapers. They obtain there information which it would take them a long time to find in the regular issues of a publication. In many instances the papers are filed away and referred to possibly many times as occasion arises. As they get their first hand information about the resources of a country, so the advertisements of such editions are given consideration and attention beyond what is ordinarily the case. Such editions seldom recompense the producers in proportion to the work required to get them out. They are a mark of enterprise in any newspaper which may well receive all the credit such a practical evidence of public spirit earns. Some notable annual editions have come to the Herald these past few days; notably from the Coos-Bay Times, the Corvallis Gazette Times, the Salem Statesman and the Oregonian. All are filled with information of the sort valuable to a newcomer.

In 1882 J. V. Webber lived at Pilot Rock, and served as local correspondent for the Pendleton East-Oregonian. It was the custom of C. S. Jackson, publisher of the newspaper to visit his correspondents and drum up business among the rural residents. One summer day the Pendleton publisher showed up at Pilot Rock and related some incidents of his visit in a rural neighborhood close by. He stopped at a farm house where apparently no one was at home. But experience had taught him the necessity of investigating every prospect. By failing, the proprietor of the ranch was located under the house. He had crawled under to get away from the heat and the flies. He was especially critical of the flies in his conversation when Mr. Jackson crawled under the house also and opened a social chat. After due inquiry about crops and the rest of the family the publisher collected a year's subscription and went on. At the next house the newspaper man found the proprietor, a woman, also underneath it. She had gone to hunt for a stray hen's nest she felt sure was located there. Mr. Jackson bade her come forth and promised to look for the hen's nest himself. By the time the lady had emerged into the sunlight she was a little out of breath from her exertions but gave it as her opinion that there were no eggs in the nest at all and the hen was sitting on a porcelain door knob and an iron harrow tooth. When he came away Mr. Jackson said he felt positive that the residents of that section spent most of their time under their houses. This same C. S. Jackson, afterward became the proprietor of the Portland Journal. He died last week. Doubtless his habit forming early experiences had much to do in shaping the character which made his publishing ventures decidedly successful.

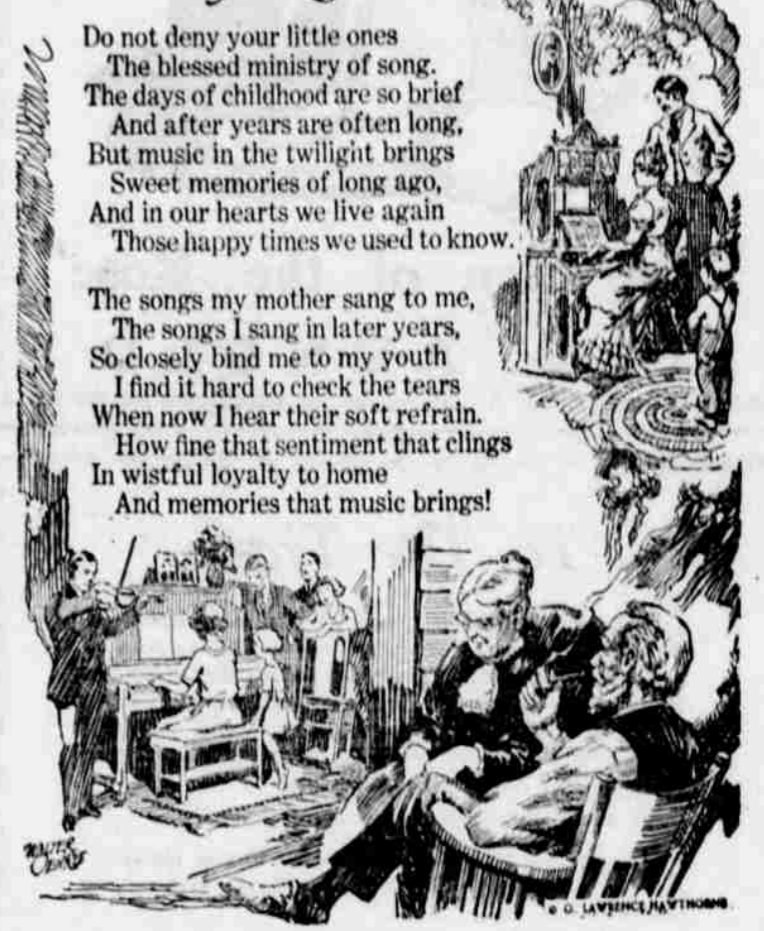
Wordsworth is held up for the derisive gaze of future generations in the Journal of the fourth Lord Holland, published in London. His lordship was a languid young man of fashion, who employed part of his leisure in the early days of the Nineteenth century in keeping a rather dull journal into which the unworldly public is at length permitted to gaze, says the Living Age.

One paragraph, scrawled on the evening of March 18, 1802, suffices, however, to redeem the journal, for, the more important topic of food being safely disposed of, Lord Holland bestows three aristocratic sentences on Wordsworth: "Dined at the B's. A very dull affair. We had, however, asperges, a rarity at this season. Lady B. informed me that these, as well as the pommes de terre, were sent direct from the estate. Over the wine talked with a young Mr. Wordsworth—a pompous, conceited kind of young man, and a poet. He belongs to the new school of ranting, canting, Germanizing vaporists. One has to meet very odd people sometimes."

The Ministry of Song
by O. Lawrence Hawthorne

Do not deny your little ones
The blessed ministry of song.
The days of childhood are so brief
And after years are often long,
But music in the twilight brings
Sweet memories of long ago,
And in our hearts we live again
Those happy times we used to know.

The songs my mother sang to me,
The songs I sang in later years,
So closely bind me to my youth
I find it hard to check the tears
When now I hear their soft refrain.
How fine that sentiment that clings
In wistful loyalty to home
And memories that music brings!



present congestion in this sort of work. We do not believe the plan for ten branch normals will work out well, especially if not under the direction of the board of regents. At the same time no one connected with the Oregon Normal or of standing in Monmouth has ever opposed the proposition to establish other normal schools elsewhere. It does seem, however, as if such establishment should have popular approval. If it is not possible to get normal schools established at Pendleton and Ashland, why not try more centrally located towns, such as The Dalles and Roseburg? But in the meantime, the wisdom of President Landers' suggestion becomes pertinent. The Oregon Normal School should be developed to its maximum and given a chance to carry on its work.

**Lord Didn't See Much to
Admire in Wordsworth**

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**Rich Man Might Better
Have Forgotten Penny**

In his "Queer Things About London," Mr. C. G. Harper tells the following story: On the north side of Piccadilly is that famous labyrinthine warren of exceedingly select bachelor chambers, dating from about 1804, and known to most people as "The Albany."

By the smart set who reside there, however, it is accounted absurd to speak or write of "The Albany. If you perpetuate that grave error, you cannot be "one of us." Albany has always been affected, as a place of residence, by men of rank and fashion. Herein dwelt the millionaire Baron Meyer de Rothschild, and coming from his luxurious chambers one day he dropped a penny on the pavement outside.

He sought long and anxiously for the coin; but vainly, for it had rolled down a grating. Resuming an upright position, he remarked sadly on the fleeting nature of riches. Meanwhile a pick-pocket had relieved him of his watch.

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