

FERN HILL.

Mrs. M. A. Chance, of Portland, is visiting with her daughter, Mrs. P. H. Gray.

Mr. Francks and John Snyder visited at Mr. Jake Snyder's near Glencoe Sunday.

Mrs. P. H. Gray and Miss Lou Mooberry were shopping in Portland last Saturday.

Mr. Bond's family gave a dance at their home here last Wednesday evening, but it was not well attended owing to the rainy weather.

Mr. John Schmitt and family departed for Southern Oregon last Tuesday. Their many friends join in wishing them a pleasant journey.

Frank Hillsman while playing last Saturday, placed a lighted match in a can containing powder. The can burst and some of the powder struck his left eye burning it quite badly.

A hacking cough is not only annoying to others, but is dangerous to the person who has it. One Minute Cough Cure will quickly put an end to it. J. C. Clark, druggist.

REEDVILLE.

Miss Clara Stone, of Portland, is visiting her sister, Mrs. Hagg.

Mr. and Mrs. Ambrose visited relatives near Oregon City Tuesday.

Prof. Coleman attended the teachers' meeting at Hillsboro Saturday.

John Weaver, of Portland, has been visiting friends in this vicinity the past week.

Died—Oscar, the six-year-old son of David Hagg, Friday, Nov. 6, of typhoid fever.

James O'Meara, sixteen years of age, died Friday evening after a short illness with kidney disease.

Several of the young folks of Beaverton attended the literary at this place Friday evening last.

Messrs. Scofield and Hodges started Saturday for California where they intend to prospect for the yellow metal.

They are so little you hardly know you are taking them. They cause no griping, yet they act quickly and most thoroughly. Such are the famous little pills known as De Witt's Little Early Risers. Small in size, great in results. J. C. Clark, druggist.

SCHOLLS.

Little Lester Skeels is lying very low with typhoid fever.

Mrs. Mabel Groner is in Portland receiving medical treatment.

Bad colds and muddy roads are predominating in this vicinity.

Miss Genie LeBeau is stopping in Portland where she has employment.

Miss Anna Meyers spent Saturday and Sunday at her home in the Grove.

Frank and Miss Cassie Rowell were visiting relatives in Farmington Sunday.

Mrs. D. B. Emrick spent last week in Portland, the guest of her daughter, Mrs. Turk.

Since the water has raised, Mr. Adams is running his mill night and day trying to fill orders.

Will Taylor and Miss Lena Gassner were visiting the former's sister near Reedville Sunday.

Mr. and Mrs. Nelson Brooks and son Zola of Spokane, are visiting his brother Charles, of this place.

Mrs. Iowa Taylor and son Jesse were visiting her daughter, Mrs. Sorrenson, near Reedville last week.

Chas. and James Koeber, Julius Wideking, Bert Fonda and Clint Gosnell were in Washington last week in quest of salmon.

The Temperance concert which was postponed from the 1st, occurred Sunday evening and is reported as having been a pleasant affair.

Mr. and Mrs. Lambert, Rena, Frank, Edward, Gus and Misses Emma and Caroline of St. Paul, were the guests of Mr. and Mrs. LeBeau last week.

The Pops since the election have a care worn disconsolate look, which is probably caused by the recent heavy rains, which have considerably delayed their fall plowing.

Mrs. B. T. Flint lies in a precarious condition at her home at this place. Physicians have been summoned from Portland and they will perform another operation, which we hope may prove more effectual than the former one.

One of our champions exhibited some of his pugilistic power last week by choking two women and knocking a cripple down and kicking him about the head. He was doubtless introducing the new mode of sparring which hadn't reached this far west yet. After accomplishing this wonderful feat departed for parts unknown but he left several locks of his hair scattered about which will serve for identification. Further remarks are unnecessary.

Chronic constipation is a painful, disagreeable and life-shortening difficulty. It deranges the system, causes sick headache, bad breath, and poisons the blood. It can be readily overcome by DeWitt's Little Early Risers. These little pills are great regulators. J. C. Clark, druggist.

County School Notes.

The proclamations of the president and the governor should be read in every school room and the significance of Thanksgiving explained. Next week's HATCHET will contain a brief history of the day.

Report of district No. 41 for the month ending Nov. 5. No. of pupils enrolled 45. Average attendance 37. No. of days taught 19. No. cases tardy 12. Those neither absent nor tardy were: Effie and Rosa Adams, Bertha and Delbert Fowler, Mabel and Elsie Hollenbeck, James and Charles Delaney and Ralph Ugly.—Albert Latham, teacher.

Report of Fern Hill school district No. 53 for the month beginning Oct. 5, and ending Oct. 30. No. days taught 20. No. days attendance 657. No. pupils enrolled 39. Average daily attendance 32. Those who were neither absent nor tardy during the month were: Cora Adams, Byron Mooberry, Lester Mooberry, Earl Gray, Clarence Gray, Willie and Everest Hark.—Louisa Mooberry, teacher.

Report of month beginning Oct. 12. District No. 12, Greenville Oregon. No. of pupils enrolled 40. No. of pupils belonging 34. No. of cases of tardiness 3. No. of visitors 3. Per cent. of attendance 90. Pupils neither absent nor tardy were: Delores Dickens, Beulah Ireland, Nora Vogt, Mary Bennet, Rosa Volis, Lucy Bradley, Ruth Bradley, Jay Dickens, Charles Vanderwal, Wilson Bradley.—M. C. Case, teacher.

Following is the report of Helvetia school district 55 for the first month of the term which began Oct. 6: No. of days taught 20. Total No. enrolled 33. No. boys enrolled 14. No. girls enrolled 19. No. days attendance 500. No. days absence 78. Average No. belonging 29. Average daily attendance 25. No. cases of tardiness 4. Those neither absent nor tardy were: Stella Guerber and Fred Tschabold.—Eva A. Miller, teacher.

THE PURPOSE OF STUDY.

Schools and methods of study have been so much improved since the days of Shakespeare that there are now relatively few boys who "creep unwillingly to school," though a great many of them no doubt misunderstand the purpose of study. Nearly all regard their lessons as tasks arbitrarily set for them. Their only purpose in study is the discharge of a disagreeable duty that they may be able to pass the next examination. Others regard the purpose of study as the acquirement of learning by rote, and in this error some of their teachers share. It is, perhaps, unreasonable to expect school children to fully understand or appreciate the training value of study and the beneficent influence good habits formed during school days may have upon their future life. But when they have grown to manhood, experience in the world will quickly teach them that school studies were intended to equip them for industrial and business activities, and that every form of intelligent school training had its uses apart from the acquisition of mere book learning. It is unfortunate, indeed, that few persons realize the purposes of study until they have passed the age for ready acquirement or have lost the opportunity for continuous study. There is scarcely a man of intelligence and ambition who does not regret wasted opportunities during his school days. He sees his children repeating his own mistake of studying a lesson merely for the purpose of passing an examination and with no desire to acquire any benefit from the training, and if he is a wise parent he will lose no opportunity to interest them in their studies so as to correct this natural tendency of youth as soon as possible. For there is no need of any other incentive to study than interest in the subject; when that has been aroused the boy will be attentive because he is interested.

For this reason the natural sciences and branches of study which admit of experimental illustration furnish lessons of great educational value even to young pupils. The habit of study having been acquired and a love for it developed by lessons having some element of extraneous interest, it is relatively easy to extend the habit to lessons of a different character and also to impress the pupil with the real purpose of study. Memorizing recitations cannot be wholly dispensed with, yet they are repellent, especially to quick-minded boys who have the unfortunate faculty of "getting along" without study and who sometimes leave school not only with a dislike for earnest work, but with very little useful knowledge or training. Such pupils might easily have been trained to habits of observation and reflection if they had been interested in some experimental course of study instead of being condemned to memorizing, and in a very short time they would have observed for themselves the purposes of study and have submitted to the performance of disagreeable tasks for the sake of learning. The matter is one of grave concern to parents who sometimes grow impatient with their children because of the neglect of golden opportunities to acquire an education, but it is useless to argue with youth. Each generation learns more by experience than by admonition. The hopeful remedy is to improve the courses of instruction so as to get the pupils strongly interested in one or more subjects of study. That having been accomplished, there will no longer be any cause for complaint, except, perhaps, that the learners devote themselves too assiduously to study. The purpose of

study is to train the mind, and this purpose rather than the immediate one of performing a task or passing an examination should be kept constantly in view, if not by the pupils at least, by their teachers.—EX.

REWARDS AND PUNISHMENTS.

Nature is sometimes recommended as furnishing an example to man of the proper methods of dispensing rewards and punishments. Nature is sure, prompt and inexorable. When her laws are violated punishment falls upon the offender, no matter what his rank; when he obeys nature's laws he is rewarded, as by an abundant harvest. But nature is not such a good guide in this matter as might appear from such a general consideration of her system. Her awards are blindly made and take no account of motives. The child who puts his hand in the fire gets burned and learns not to do so again. But the fire is without discrimination; it burns not only those who carelessly or willfully expose themselves to it, but the innocent who are surrounded by flames not of their own making, and even the brave fireman who goes to their rescue. As the rain falls upon the just and upon the unjust, so nature's forces deal impartially with the evil and the good. The punishment for violations of nature's laws is too inexorable, and the system cannot and should not be followed by man. He must discriminate between those who are willful violators of the law; those who are misled into wrong doing and may be won back to right living, and those whose carelessness or misfortune has rendered them liable to punishment. And man in his experiments has found, moreover, that it is not always wise to punish. He has to deal with human nature, which is much more complex than elemental substances. He finds that punishment does not act merely as a warning to apprise one of the danger of repeated violations of law, but that it sometimes irritates and renders stubborn the man upon whom it is visited, and he finds also that it is almost beyond his powers to "make the punishment fit the crime." It is not possible to do without it altogether, but if possible offenders are taken in time they may be kept from doing that which would expose them to punishment. Rewards for well-doing may, in short, be substituted, in part, for punishments for evildoing. This is especially true of ordinary conduct where there is no moral offense or crime involved. At one time schools were managed almost exclusively on the system of punishing pupils for the violation of arbitrary rules; today the few rules that are posted are founded upon obvious reason, and their violations are so infrequent that there is no fixed code of punishment. On the other hand, rewards are frequently offered for good behavior, diligence and the like, and the discipline maintained is better than it was under the old system. In the management of children at home the system of rewards for good behavior should not be made so obvious or specific as to lead the child to set more value on the reward than upon approbation, but rewards should be substituted as far as possible for punishments. Whether a child is kept from play with his associates as a punishment because he has neglected his lessons, or is rewarded with freedom and indulged in some desire because he has done well, may amount to the same thing in the end, but it is better to give him the idea that he is being rewarded for good conduct than to lead him to the belief that some natural right is being taken from him as punishment for infractions of a rule of conduct of which he cannot see the justice. Children as well as grown people make excuses to and for themselves, and they naturally resent punishment as savoring, at least, of injustice. On the other hand, they are grateful for kindnesses and favors, and it is much better to cultivate their gratitude than their resentment. The child who is habitually restrained and punished may have his disposition spoiled and be rendered more intractable than before, while he who is given his liberty and rewarded is strengthened in control of himself and encouraged to continue in well-doing.

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