

## Heppner Gazette Times

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Official Paper for Morrow County

### A Little Better, Maybe?

A FEELING prevails among some business houses here that conditions are improved over a year ago. The feeling is based on retail sales prior to Christmas and is not shared by all of the concerns making up the commercial life of Heppner.

In some instances there was a decided improvement. One store reported an increase of 52 percent in the Friday-Saturday rush before Christmas compared with 1938, which was about an average year. There was no special effort at merchandising. In fact, stocking for the Christmas trade was based on previous years with the result that many lines were sold out before noon Saturday. Other stores reported similar experiences.

No attempt has been made to analyze this increase. It has been suggested that the heavier buying was due to the fact that not so many people went elsewhere to observe Christmas and that perhaps many more than common came here for that purpose. That may be, but it is not hard to believe that the effort put forth this year to attract trade for the holiday season had a part in the improved business. True, the effort put forth was but a beginning and it should point the way to a more concerted effort the year round. No store was ever put out of business by establishing fair prices and advertising that fact to the public. A well-established sales policy, good merchandise and fair prices are something a merchant can advertise with pride. If Heppner is to hold its own in the commercial world its business houses will have to adopt an aggressive policy and stay with it. An occasional flurry may bring in a few extra dollars, but it is the steady pull for business that builds up volume.

Let Heppner's resolution for the New Year include a recovery of trade territory. There is no use in our business houses settling down to a limited trade. Let us face the facts, admit we have been derelict in our duty and set about to make a right about face. It may require casting off some lifetime customs and the change will not be easy—but it will be good for all of us.

### A Good Resolution

IF YOU have not completed your list of New Year resolutions and if you have been in the habit of soliciting the transportation of passengers in your private automobile, right now is a good time to incorporate a resolve not to follow the practice. Numerous instances of such conduct have been called to the attention of the public utilities commissioner and he proposes to do something about it. His interest centers largely upon those cases where compensation is sought through a "share expense" arrangement.

The Oregon Motor Transportation act provides that no person shall engage in the transportation of persons over Oregon highways for hire, compensation or consideration until he shall have obtained a permit from the Public Utilities commissioner authorizing such operation, and as one condition precedent to the issuance of such a permit, policies of insurance with public liability and property damage risks must be filed as a safeguard to the public. It follows that any person performing for

hire service without compliance with the motor transportation act is operating in violation of law.

Perhaps such practice is not followed in this vicinity, at least not to the extent of advertising for passengers. If there be one who contemplates seeking financial aid in this manner let him ponder the law before taking action. It has been countenanced in the past but it is illegal.

NEWS dispatches keep hinting of a major offensive to be launched by the Russians in the spring. If reports of losses suffered by the soviet army to date are correct it looks like the sensible thing for Stalin to do would be to launch that drive right away. If he waits until spring the Finns will have the Russian bear whittled down to their size. And there is no doubt about their being able to complete the job after that.

## Educational Forum

Contributed articles from county school leaders telling the purposes of education.

### Guidance in the Modern School RALPH E. JONES

If you want to shoot a pheasant, don't you aim at something?

We teachers in our guidance work are attempting to get children to aim or point toward some definite goal when they "shoot their mental and physical energies." When asked why they go to school or why they take a certain subject, too many students answer, "To get credits to pass or graduate"; "mother and dad want me to do it"; or, "I dun'no." A real purpose and sound objectives are lacking in the school life of many people. It would seem like sound logic to say that if you don't know where you are going, you are not likely to get to a desirable place without a good deal of grief.

Guidance is carried on in schools through special courses in a direct manner and also through the use of more subtle devices in an indirect manner. Individual counseling with certain members of the faculty has long been an accepted method of getting children to face reality. Sometimes just a quiet talk will start students reflecting upon the meaning of life and what they intend to do about making their lives happy and successful.

Generally speaking, guidance gives children information which will help them make more intelligent choices. Examples of such information would be facts about jobs, professions, school subjects, social life, manners, getting along with teachers, getting along in the home, personality, character, understanding people, the proper use of credit, insurance, hobbies and many others too numerous to mention. In one guidance course taught in our school, "Personal and Business Relations," the students are told on the first day of class that anything they wish to talk about is a part of the course. Certainly most anything could be construed to relate to some personal or business relation that a person might have in life. There is only one restriction in this course and that is "everything must have a purpose and that there should be a sincere desire for information. It is up to the teacher to guide these discussions and activities into purposeful activities. If the teacher does this, then our students go out into the world "much less like green peas" and are much better equipped to face the multiplicity of problems of the present-day citizen.

The entire educational program is one of guidance, involving continuing appraisal of a pupil's attainment compared with his own ability to attain. Here is an example of one lesson in a group guidance effort which is used in our school.

#### The Powerhouse of the School

Power—the thundering force of falling water is transformed into light, or whirls the wheels of mighty machines. From the depths of the earth comes a liquid which speeds three thousand pounds of automobile at ninety miles an hour. From the kernel of the corn scientists produce a compound with POW-

ER to blast the very hills apart.

But from what does all this POWER generally spring? Would it have been transformed, harnessed, or created without the action of the mind? And each of us has been endowed with MIND. One of you who reads these words has the POWER OF MIND to create undreamed-of advancement—a great invention, a world-helping idea; each of you has tremendous power, waiting for you to become its master. If you can only realize your true possibilities, if you can be filled with the will to assume MASTERY of your native power—your years will bring more REAL RESULTS.

There is a place in this school where a special opportunity presents itself for you to develop POWER—the power to organize your efforts, the power to force yourself to do outstanding work. That place is the STUDY HALL, the powerhouse of the school. In that room more LIFE SUCCESSES are made than in any other part of this building. The time you spend there is of unusual value because you are under your own direction and the POWER TO DIRECT YOURSELF will be of greatest aid to you when you are through with school.

#### Education Versus Propaganda

The word "propaganda" has long been considered as something bad. This is a case of being judged by one's companions, for propaganda has come to light through its evil associates such as war and other undertakings.

The student of words will recognize that propaganda comes from the Latin verb which means "to sow." Propaganda has been described, however, as a systematic attempt by an interested individual to control the attitude of groups of individuals through the use of suggestion and, consequently, to control their actions.

In these days of broader scope in the field of education, people are beginning to realize that education is not to be turned on and off as though one were manipulating a hot water faucet. Education has been found to be the general assimilation of all one's daily activities. Assuming this to be true, one might readily see that everything that one does, hears, reads or sees, has some influence on his life in one way or another. If and when these forces of influence are so arranged by an individual or group of individuals so as to control the actions and thoughts of others, propaganda has been employed.

It would seem, then, that propaganda and education are closely related. To some extent they may be, but the distinguishing feature is the intent of the individual whose influence is affecting others.

This can be best illustrated by the salesman who employs every device he can to make his commodity attractive. If he is trying to sell a blind horse, he points out the good points of the horse, carefully avoiding any mention of the bad features. His intent is to influence the attitude of his customer. If the same tactics are used on a group of individuals, it would be classed as propaganda.

In true education, the student is encouraged to seek out the whole truth—not just a selection that may lead him into a course of action that might be different from what he would ordinarily have carried out. The good teacher tries to show the pupil or student the alternatives—the different sides of any problem in order to give the student an opportunity to use his own judgment. The teacher tries to avoid pre-digesting the material for the student. However, a teacher should be an influence for good.

Thus, it is found that there are times that education and propaganda might very well go hand in hand. Education can help the propagandist and propaganda can help the educator. By the same token, however, one may be used as an antidote for the other. The smart propagandist, therefore, will cooperate as much as possible with the educator. Educators must take advantage of the opportunities afforded and employ propaganda for the good of education.

# Happy New Year !

## May it bring to each and all of you

## Health Happiness Prosperity

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