

GRESHAM OUTLOOK

Twice a Week

Published every Tuesday and Friday at Gresham, Oregon

H. L. ST. CLAIR, Editor and Publ'r.

Our subscription Rates
One year, \$1.50;
Six months, 75c;
Three months, 50c.



Advertising Rates reasonable. Our representative will call. Phone 701.

"The Linotype Way is the Way that Wins."

Official paper of the Town of Gresham, Oregon.
Official paper of the Town of Fairview, Oregon.

Entered as second-class matter March 3, 1911, at the postoffice at Gresham, Oregon, under the act of March 3, 1879.

OUR SCHOOL EDITION.

A special issue of a newspaper, devoted to any one subject, cannot be complete. Like the dictionary it is unabridged, but there is always something else to say or something new to follow. Likewise the subject of schools is one of never-ending ideas.

Furthermore, the facilities and opportunities for securing complete information needed are necessarily limited in a locality like this, and then there are not many who are willing or capable of giving assistance in presenting a subject of such vastness as that pertaining to school affairs.

In the limited space at our disposal it would be almost impossible to do more than we have done in this issue, and the few short days we have had in gathering data have demonstrated that it takes weeks to do the subject justice. Yet we are fully compensated in the thoughts that what we are trying to do is appreciated by those who have helped us in making up this paper, however lacking it may be.

For the articles pertaining to school work we are mostly indebted to Professor J. E. Stubbs, principal of the Gresham high school; County Superintendent A. P. Armstrong, and L. R. Alderman, city superintendent of the Portland schools.

The other information, concerning the county schools, has been furnished by our correspondents and some of the teachers. If that information is incomplete it is owing to a lack of enthusiasm on the part of some.

These special editions are of great value and we expect to continue them from time to time, believing that those interested in the different subjects taken up will be willing to co-operate in making them worthy to be perused and kept for reference.

INVESTIGATE FIRST.

The meeting of farmers, dairymen and citizens, called under auspices of the Gresham Commercial club for last Saturday afternoon did not pan out anything of consequence except that that way of calling citizens together is a mistake. The Outlook was asked by certain officers of the club to call the meeting and state the nature of the proposition. They doubtless thought it was all right and the Outlook took their word for it. A little more careful investigation would have saved the farmers and citizens their time and trouble. The man advertised came. He had an entirely different proposition than the one expected. There was no meeting. A few who came talked with him on the street and in the stores. His offer to sell a creamery plant to individuals or a co-operative company in this locality did not appeal and so far as can be learned the matter has been dropped.

The incident serves to impress upon us the fact that before a call is published for a meeting, calling men from their work at a busy time the proposition should be investigated far enough to know whether it is a worthy one and the time opportune to consider it. Our Commercial club should look out for this.

RURAL HIGH SCHOOL

Continued from First page
ter debating teams in the state debating league this year. Miss Young will also have charge of girls' athletics which will probably consist of tennis and basket ball.

Mr. Rice and the principal will have charge of boys' athletics. Mr. Rice coaches football, basketball, and track, while the principal has turned out winning teams in basketball, track, and baseball.

Clean, wholesome athletics will be encouraged; but the participant must maintain satisfactory grades and abide by the customary rules governing athletics. Candidates for football and girls' basketball must have special permission from the parent.

The athlete has a trinity of places to "make good,"—in the classroom, at home, and on the field. Thus we see that the teacher, parent, and coach have their respective responsibilities. If a boy is temperate in his athletic endeavors, his clear brain, healthy body, and ability to make decisions quickly,—essentials of an athlete, will stand him in good stead later on in life.

Notes on the Course of Study.
A major subject is one that requires four credits to complete. English is required of everyone, and two years of mathematics from the boys.

Students selecting English and

science as majors should select mathematics as one of the minors. Patrons and students are invited to call and discuss the student's natural bent, or the calling in life that most strongly appeals to him. This is one of the purposes of the high school,—to find that for which a student is best fitted.

Music and credit therefor will be given on the same basis as last year's work. Should a student wish to study music, and finds that sufficient time cannot be devoted to it on account of the work in school, he may substitute music for one of the other subjects, provided 80 minutes' practice per day be had, and the music instructor be approved by the principal.

The manual training course has been strengthened by the addition of text-books in elements of carpentry, constructive carpentry, and inside finishing.

In domestic science, a splendid course has been adopted; but lack of space prevents the introduction of it. However sewing will be taught if satisfactory arrangements can be made.

Agriculture will be taught for the first time in the high school this year. The students will be given opportunity to rent land, raise crops, and receive the products of their labor, while learning the principles of farming.

Physical culture for girls and public speaking are also offered for the first time. Health is vital, and the ability to express one's thoughts in public, is essential.

Students possessing strong constitutions and extra ability will be allowed to complete the course in 3 years; provided that grades above 85 per cent are made in each of the five subjects. Either failing health or scholarship will result in a change to the four year course. Sixteen credits are required of those taking the four-year course. This is the course recommended for a large majority of students. Should there be some who are not physically able to carry four subjects, they may take three subjects for any four years, and four subjects for one year, thus completing the course in five years. The principal reserves the right to require a physician's certificate from those taking a three or five-year course, in case there is any doubt.

Laboratory Fees and Breakage.
A laboratory fee of \$1 per semester will be charged to those taking laboratory work, to cover cost of materials used and breakage. This fee must be paid, before registration in the subject will be accepted. For illustration, suppose a student registers in physics, paying a fee of \$1. If, at the end of the first semester, there has been no breakage. A \$1 credit is extended to the second semester. A student completing the course without breaking any apparatus will receive his initial deposit.

Pen Points.
Gresham schools begin Monday, September 22.

Gresham is the hub of Eastern Multnomah. Its educational advantages should radiate, and articulate themselves into the life of every community in this section.

In connection with the "Three Rs" in school training, we hear mentioned the "Three Hs"—the head, the heart and the hand. To these should be added a fourth H,—the health.

One of the best features of Gresham school life is the public library. Gresham's advantage, in this particular, is unique; and is one enjoyed by but few schools in the state. A splendid spirit of co-operation exists between the library management and the school.

Persons having accommodations for out-of-town students should furnish the principal with information regarding the same, as a roster of "Rooms and Board" will be kept. Much of a student's success depends on a congenial boarding place.

HOME CREDIT

Continued from page 1.

with the real interest the class showed.

"Tomorrow," I said, "I am going to give you ten problems. Five will be in the book, and the other five will be out of the book. The five out of the book will be: (1) help get supper tonight; (2) help do the supper dishes; (3) help get breakfast; (4) sweep the floor; (5) make a bed." I also gave certain duties to the boys. I said, "These tasks are going to count the same as algebra problems."

The next morning I was delighted to see the eagerness with which they responded; they had worked the five problems in the book and the five problems out of the book. Mary continued holding up her hand after I had asked how many had worked all the problems. I said "Mary, what is the matter with your hand?" She said she had worked five problems in advance in the book I had never associated the working of problems in advance with Mary.

The tasks were changed during the year. We had at different times credit given for home work, the same as for school work. During a discussion at an institute meeting, a very good principal asked me, "If we give credit in algebra for home duties, what will become of the algebra?" I never have been able to answer his question.

One day as I was visiting a country school, I saw a boy taking up a collection in his hat. I was told they were taking this up to buy popcorn, as one of the boys was going to town Saturday. I asked why they did not grow their own popcorn. I knew it would grow there, for I was born and raised in that part of the country. I told them I would give five dollars to the boy or girl who could raise the best popcorn that year. This seemed to interest them.

I asked how many had raised watermelons. I was told nobody did, for the boys in the neighborhood were so bad about stealing them.

I asked: "If everybody were raising watermelons who would there be to steal them?" All you have to do to get a grin the full width of a child's face is to mention watermelons.

Going home that night in the buggy some ten miles, I concluded we would have a school fair and give prizes for watermelons and muskmelons. When talking it over with my wife that night, we added vegetables, jellies, bread, canned fruit, and sewing to the list for which prizes should be given at the fair. A trip down one side of the business street, and up another, and I had all the prizes I needed to advertise the fair in the fall. It was not long before a father brought his boy to the office to learn more about the contest. The father patted the boy on his head, and said, "John has a garden. He has pumpkins as big as a bushel basket." How John's eyes sparkled at the praise of his father. They went out and got into the wagon, and I could imagine the conversation John and his father had on the way home. It seemed worth while for us to go into home work and give some credit for it.

The fair was a great success, and it has grown with every year. This last year, its seventh, there were four thousand exhibits. The crowd was the largest that ever gathered at the county seat.

The first year of the fair I heard high-school girls say as they looked at the long rows of bread, "I am going to learn to make bread." As they looked at the rows of ruby and amber jellies, "I am going to learn to make jelly." I had mothers call me in as I drove past their homes, to show me the sewing of their daughters. We had a larger attendance at our parents' meetings after the fair was started. It became evident that we must co-operate along the line of the activities of the child, if we wished to secure the co-operation of the parents. They could not co-operate along the line of decimal fractions, infinitives, and participles.

People I had not known were interested in education at all would comment upon the interest the children in the neighborhood were taking in things. In order to raise better products they had to read bulletins. It created a real interest upon which the teachers could build in educational progress.

I was next elected city superintendent of a city of about ten thousand people, and found the children were just as eager for activity as they were in the smaller towns in the country. We had school gardens for the seventh and eighth grades, and did the work during school time, on the condition that the children would keep up their school work. This they did for the sake of working in the gardens. Certain teachers were willing to take into account home activities in the school. We had sewing taught. We had a bread day. Hundreds of people came to see the loaves of bread the children were able to make under the guidance of their mothers. We had bird-house day. Nearly five hundred bird-houses, some of them wonderfully made, were exhibited by children who had learned from their fathers how to handle a hammer and how to saw off the end of a board.

I have heard teachers say that it is too bad the schools do not have accommodations for industrial work, but every girl lives in a place where there is a stove and cooking utensils. Every country or small town boy lives where there is a saw, a hammer, and an ax.

If every school will furnish the child with a desire to make something, he will surprise you with his ability to make it. If you can create a desire in a girl to make an apron, or a dress, or a skirt, she will find some one to show her how to make it.

I have noticed that the girls in some of our larger schools in the domestic science class were perfectly happy making loaves of bread, tucking the little loaves into shining pans, and putting them into the gas oven. They would watch eagerly when they were taken out, delighted with the beautiful, well-shaped loaves of a perfect brown. I have seen the same girls look with scorn at the big cook stove oven at home, and the large unpolished tins. I have seen the mothers make the bread, and cook the meals, as the girls of the domestic science class were too busy with their school work, which was supposed to mean so much to their future, to apply any of the results learned.

I knew a teacher in a manual-training class who spent six months teaching the boys how to use a chisel, a plane, and boring bits. The superintendent had to have the truant officer compel these boys to attend the manual-training class. They wanted to make something. Children do not like to play at life, they want to live life.

There are many children who go through our schools, who, being naturally bright, do not find it necessary to become industrious. They get their lessons through hearing the other pupils, or from the questions asked, or by a few glimpses at the book. In life they are going to need bodily industry, as well as mental industry. The habit of being industrious will be of untold value to them.

One great trouble is that we are likely to look at the matter from the point of view of the school, as though the school were the end in itself. The school is simply the helper of the home, and only when the two work together can our dreams come true.

Pupils who wish to take advantage of home credits in the Gresham schools should inform their teachers when they register. To take advantage of this plan parents should send a written statement of the home work now done by the child. Statements will be necessary each month thereafter. If you try the plan, I am sure you will be pleased at results.

Read the Want Ads.

1c a word for first insertion; one-half cent a word each subsequent insertion. Minimum, any insertion, 10c.

LIVESTOCK.

NO. 1 FRESH COWS wanted. Phone 526, D. R. Shoemaker, Gresham. tf

For Sale.
Two horses, cow, number of hogs and pigs, hay, machinery and household furniture, at Pacific Coast Packing company's farm, near Gresham. Livestock well bred. Enquire L. P. Hewitt, 615 Oregonian Building, Portland, or R. R. Carlson, Gresham. 55

FOR HIRE AUTO TRUCK—For freight, picnic parties, etc. Charges reasonable. Sherman McCarter, Gresham, phone 335. tf

For Sale.
A span of mules, weight about 1000 each. Frank Langensand, Sandy, Oregon. 54

FOR SALE—Well bred yearling Holstein bull, or will trade for a good cow. E. E. Heslin, Cleone, Oregon. *56

SOWS with five litters of pigs, for sale cheap. S. F. Pitts, Gresham. Phone 32x. 56

horses, etc. A certain number of minutes is allowed for each task. Parents are asked to sign statements verifying the amount of time spent in such duties.

It is a rule in one of the schools than any pupil who has earned six hundred minutes may, at the discretion of the teacher, have a holiday. Samples of home work are often brought to school and placed on exhibition. The parents encourage this by coming to the schoolhouse when these exhibits are made, and the children by seeing the work of others learn to imitate the best.

I think the best compliment I have ever received, and one that I did not fully appreciate at the time, was given when a man brought his boy to school and asked me to watch him, and see what we could make of him.

Unconsciously almost I would watch him in class and out of class, and found it was but a short time before I had much to talk about with the father. I meet him occasionally now, and we have a common interest in the activities of the son.

I have seen teachers ask for the co-operation of the parents, have seen the parents visit the schools, and try to look interested. I have seen them yawn, and when they rose to go, have heard them say they had been much interested and would call again, but they never came again, for it is impossible for parents and teachers to co-operate upon subject-matter in books, or methods of instruction, or to any great extent in courses of reading. But every parent is willing to co-operate to the limit along the line of the activities and the real interests of the child.

I knew a teacher who, when asked what she taught, answered, "Boys and girls," and she meant the whole boy and the whole girl, the activities in school. I know another teacher, the whole content of whose answer was that she taught arithmetic, reading, writing and spelling. A friend brought his boy to me and asked me to help him plan his high-school course, as he had just completed the eighth grade. I asked him if he had talked the matter over with his eighth-grade teacher. I had occasion to meet the teacher not long after, and asked him to tell me something about the boy, and for suggestions about the course he should choose. He told me the boy had never given him any trouble, he had got 93 in arithmetic, and 86 in grammar. But this did not throw any light on the subject of the boy's bent, or what course of study he should take up in high school.

It seems to me it is worth while to find some common ground upon which the parent and teacher can co-operate. It seems to me this common ground is along the line of habit-building by means of the activities of the child.

What really counts in school or out is what habits are being established. Facts, formulae, and rules will be forgotten. But the habits which are formed are woven into the character. The child that does not have a habit of industry established by the time he is sixteen or eighteen is very apt to become a parasite.

There are many children who go through our schools, who, being naturally bright, do not find it necessary to become industrious. They get their lessons through hearing the other pupils, or from the questions asked, or by a few glimpses at the book. In life they are going to need bodily industry, as well as mental industry. The habit of being industrious will be of untold value to them.

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Yours for closer co-operation,
J. E. STUBBS.

Just received; big supply apple boxes, 10 cents each. Metzger Bros.

Livestock

ITALIAN PRUNES for sale on the trees. Carrie Hanson, Gresham, Ore. *55

Taken up.
One bay horse, weight about 1150 pounds. Two white hind feet; forelock clipped. Owner can have same by applying to C. Ladiges, R. 4, box 76, Gresham.

REAL ESTATE AND RENTALS

Some More Choice Lots.
For Sale in Zenith addition by the owners. The Independent Land Company. Easy terms. Buy direct and save commission. See E. H. Kelly, Res. Third street and Kelly avenue. tf

FOR SALE—20 acres of choice land, 3 1/2 miles south of Gresham. Running water; from six to eight hundred cords of timber; half mile from Hillsview school. \$100 per acre. Enquire L. Yunker, Gresham, Oregon. Phone 369. 56

FOR RENT—Good pasture. Horses \$1.00, cattle 75c, per month. Inquire J. E. Isell, Troutdale, phone 191. tf

For Sale or Trade.

Five acres, nearly all cleared, about three miles from Gresham, near the Base Line. Near schoolhouse and church. Living water on the place. A splendid well. A 4-room house, woodshed and new root cellar. For further particulars enquire at the Outlook office.

MISCELLANEOUS

Lots of fine Tomatoes for sale by H. E. Davis. Phone 21. tf
FOR SALE OR TRADE—5-horse power gasoline engine. Almost new. Webb Cherry Farm. Phone 259. tf

Auto Truck for Hire
For picnic parties—10 to 20 people. Hauling to and from Portland. H. E. Davis, phone 21. tf

Cash Paid for First-class Italian Prunes.
Fancy packed. Boxes furnished. \$23 per ton, up to September 5; \$22 from Sept. 5 to 15; \$20 from Sept. 15 to 20. Wm. Ellison, Cleone phone 18x. tf

Vetch and Oat Seed.
I have clean vetch and oat seed for sale. On John Straus' farm one mile south of Scenic station. Wm. Beyer, Boring, R. 1, box 58.

GOOSE FEATHERS for sale \$1 a pound. J. H. Fitzgerald, Boring, Oregon, or phone 759. *57

STRAYED from Gillis on Sept. 6, a small fawn colored Jersey heifer. Notify P. H. Rook. Phone 751. tf

FOR SALE—Two counter show cases. Inquire H. K. Wood 2001 E. Stark, Portland. 56

FOR SALE—Tank and pipe for air pressure water system. Phil Bratzel, Gresham, R. 4. *55

Gresham Feed Mill wants oats and wheat. Highest cash prices. Phone 561.

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