

THE DAILY NEWS

VOL. XVI.

HOOD RIVER, OREGON, DECEMBER 8, 1904.

No. 30

HOOD RIVER GLACIER

Issued every Thursday by
ARTHUR D. MOEL, Publisher.

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ADVERTISERS.

OK GROVE COUNCIL No. 142, ORDER OF FENIAN—meets the second and fourth Fridays of the month. Visitors cordially welcomed. E. J. HARRIS, Counselor. Miss Nellie Clark, Secretary.

ORDER OF WASHINGTON—Hood River Union No. 142, meets in Odd Fellows hall second and fourth Saturdays in each month, 7:30 o'clock. C. U. DAKIN, Secretary.

HOOD RIVER CAMP No. 700, W. O. W.—meets in K. of P. hall every Wednesday night, 7:30 o'clock. C. U. DAKIN, Clerk.

HOOD RIVER CAMP No. 700, W. O. W.—meets on first and third Tuesdays of each month in Odd Fellows hall. W. FRANK, C. C. F. B. BLASO, Clerk.

WAUCOMA LODGE No. 80, K. of P.—meets in K. of P. hall every Thursday night, 7:30 o'clock. H. N. DUBON, C. C. C. E. HEMMAN, K. of P. & S.

HOOD RIVER CHAPTER No. 2, O. E. S.—meets second and fourth Tuesdays evenings of each month. Visitors cordially welcomed. THOMAS CARTMAN, W. M. Mrs. MARY B. DAVISON, Secretary.

HOOD RIVER CIRCLE No. 28, Women of Woodcraft—meets at K. of P. hall on the first and third Fridays of each month. HELEN NORTON, Grandin, Neighbor. NELLIE HOLLOM, Clerk.

CANYON POST No. 16, G. A. R.—meets at C. U. W. hall, second and fourth Saturdays of each month at 7 o'clock p. m. All G. A. R. members invited to meet with us. T. J. CURNING, Adjutant. H. H. HALL, Commander.

T. J. CURNING, No. 16, G. A. R.—meets second and fourth Saturdays of each month at 7 o'clock p. m. H. H. HALL, Adjutant. Mrs. T. J. CURNING, Secretary.

EDEN ENCAMPMENT No. 48, I. O. O. F.—meets the second and fourth Mondays of each month. A. J. GAYBELL, C. P. BERT EHRICH, Scribe.

IDEWILD LODGE No. 107, I. O. O. F.—meets in Fraternal hall, every Thursday night, 7:30 o'clock. H. C. SMITH, Secretary.

HOOD RIVER CHAPTER No. 27, R. A. M.—meets third Friday night of each month. H. C. CARTMAN, H. P. D. McDONALD, Secretary.

COURT HOOD RIVER No. 43, Foresters of America—meets second and fourth Mondays in each month in K. of P. hall. F. A. C. BRODIE, Financial Officer. N. E. LAUREL, Secretary.

LAUREL BENEVOLENT DEGREE LODGE No. 27, I. O. O. F.—meets first and third Fridays of each month. FRANCIS MONA, N. G. THOMAS CARTMAN, Secretary.

HOOD RIVER LODGE No. 103, A. F. and A. M.—meets Saturday evening at 8 o'clock or before each full moon. D. McDONALD, W. M. E. R. HAYAK, Secretary.

OLYMPIA ASSEMBLY No. 102, United Artisans—meets first and third Wednesdays, work; second and fourth Wednesdays, social; Artillery hall. D. McDONALD, W. M. E. M. MCCARTY, Secretary.

REVEREND LODGE No. 88, A. O. U. W.—meets first and third Saturdays of each month. E. R. HAYAK, Secretary. W. B. STUBBS, W. G. O. HAYTER, Recorder.

REVEREND LODGE No. 80, Degree of Masonry—meets first and third Saturdays of each month. W. M. SARAH BARRETT, N. G. MISS COLE, C. O. P. R. HAYAK, Secretary.

MOUNTAIN HOME CAMP No. 2469, R. M. A.—meets at K. of P. hall on the second and fourth Fridays of each month. J. JONES, Oracle. Mrs. ELLA DAKIN, Recorder.

WACINA TEMPLE No. 8, Hathorne Sisters—meets every second and fourth Thursdays of each month. AMANDA WITHEMER, M. E. C. STELLA RICHMOND, M. of R. and C.

M. E. WELCH,
THE VETERINARY SURGEON.
Has returned to Hood River and is prepared to do any work in the veterinary line. He can be found by calling at or phoning to Clarke's drug store.

DR. A. F. ROWLEY
DENTIST
Office over Rowley & Co.'s Pharmacy, Hood River, Oregon.
Phone 961.

DR. W. T. ROWLEY
PHYSICIAN, SURGEON, OCUKIST
Office and Pharmacy, Hood River Heights. Phone, Main 961.

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Office over Reed's Grocery.

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Physician and Surgeon.
Telephone: Office, 251; residence, 24.

JOHN LELAND HENDERSON
ATTORNEY-AT-LAW, ABSTRACTOR, REAL ESTATE AGENT.
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F. C. BROSIUS, M. D.
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Phone Central, or 121.
Office Hours: 10 to 11 A. M.; 2 to 5 and 6 to 7 P. M.

ROGER S. SANBORN
ATTORNEY AT LAW
HOOD RIVER OREGON

ARRIVAL AND DEPARTURE OF MAILS.

HOOD RIVER.
The postoffice is open daily between 9 a. m. and 5 p. m.; Sunday from 10 to 12 o'clock. Mails for the West at 11:30 a. m., 5:30 p. m. and 9 p. m.; for the East at 2:30 p. m. and 9 p. m. The carriers on S. F. route No. 1, and No. 2, leave the postoffice at 8:30 daily. Mail leaves for Mt. Hood, daily at 12:30 p. m.; arrives, 10:30 a. m.

For Chewoweth, Wash., at 7:30 a. m.; Tuesdays, Thursdays and Saturdays; arrives same days at 5 p. m.
For Underwood, Wash., at 1:30 a. m. Tuesdays, Thursdays and Saturdays; arrives same days at 5 p. m.

For Wenatchee, Wash., daily at 2:45 p. m.; arrives at 11 a. m.
For Blaine, Wash., daily at 4:45 p. m.; arrives at 4:45 a. m.

WHITE SALMON.
For Hood River daily at 8 a. m.; arrives at 4:45 p. m.
For Huguenot, Trout Lake and Ouler, Wash., daily at 1:30 p. m.; arrives at 4 p. m.
For Glenwood, Gilmer and Fida, Wash., daily at 1:30 p. m.; arrives at 4 p. m.
For Pinedale and Snowdon, Wash., at 11:30 a. m. Tuesdays and Saturdays; arrives same days at 11 a. m.

NOTICE FOR PUBLICATION.
Timber Land Act June 3, 1878.
UNITED STATES LAND OFFICE, THE DALLES, OREGON, Sept. 2, 1904.—Notice is hereby given that in compliance with the provisions of the act of Congress of June 3, 1878, entitled "An act for the sale of timber lands in the states of California, Oregon, Nevada, and Washington Territory," as extended to all the Public Land States by act of August 4, 1892.

ALMON V. VAN AN, of Forest Grove, county of Washington, state of Oregon, has May 25, 1904, filed in this office his application for the purchase of the lands of the N. 25 W. 1/4 and S. 1/4 W. 1/4 of section No. 35 in township No. 1 north, range No. 9 E., W. M., and will offer proof to show that the land sought is suitable for agricultural purposes, and to establish his claim to said land before George T. Frykland, United States commissioner, at his office at Hood River, Oregon, on the 10th day of December, 1904.

His names and witnesses: Charles Catter, Lewis E. Morse, Lee C. Morse, William F. Rand, all of Hood River, Oregon.
And all persons claiming adversely the above described lands are requested to file their claims in this office on or before said 10th day of December, 1904.

Witness my hand and the seal of said office at the City of Portland, Oregon, this 2nd day of September, 1904.
MICHAEL T. NOLAN, Register.

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TEACHERS HOLD

GOOD MEETING

Methods of Teaching Discussed—Able Paper on Primary Reading by Miss Mary Mathews.

The educational meeting at the high school building, Saturday, was well attended, and some excellent papers were presented by the teachers on the program. J. S. Landers, city superintendent at the Dalles, a man of many years experience in the school room, aided in the interest of the discussions by his comments on the papers presented.

W. A. Wiley, city superintendent of the Hood River schools, spoke upon the work of supervision. Professor Wiley said in part:

"The necessity and importance of supervision in school work is just as great as that in construction or building work, and it is proverbially true that the architect and overseer of a building should understand how all the work should be done. He must be able to oversee the excavation as well as the constructing and finishing of the building.

"This implies on his part a general knowledge of every kind of work to be done, but far better results are assured if he knows in particular how to do each class and kind of work.

"I can conceive of a successful contractor who might not have a complete knowledge of every detail. For instance, if the excavation required the use of powder to remove some huge boulders, he need not necessarily know as well as the foreman in charge of this work, just the best method of drilling and the exact amount of powder to be used. Nor does he necessarily have to know the exact proportions of the different brands and grades of cement and lime to use to get the best results in floors or walls.

"The same is true in the case of the specific knowledge of these details, but much better could he plan and supervise the work under the varying circumstances in which he labors in the construction of different classes of buildings using different brands and grades of material, if he possessed the specific knowledge of details.

"So with the supervisor in school work. While he may not know the very best conditions with respect to every particular throughout all the various grades, he should know when the work is being well done and should be able to do the work of every grade, though it is hardly to be expected that he be able to do the work equally well as the teacher in charge.

"For my part I frequently find in grades above the primary, a boulder of stupidity or indifference, or sometimes a very few of the latter, but in the primary grades, the proper quality and quantity of powder for whose handling is beyond my limited knowledge and experience. And again an igneous conglomeration of parental prejudice and opinion makes a formation very hard to break up and remove.

"Then, too, time is an element to be considered. Perhaps some of you principals and supervisors like myself, had your plans and confidently expected to see great things accomplished. Perhaps you congratulated yourself upon having your work so arranged that you would have ample time to do your teaching work and to see that everything was done to new and enlarged work; putting in new blackboards; changing windows, stoves, etc., and doing the thousand and one other things about the school rooms. If you have had to meet these and similar conditions, you will understand how difficult it is to carry out your plans. It is one thing to lay plans but quite another to carry them out.

"Supervision work may be reviewed from many standpoints and under such varied conditions that it is hard to know what to say to be helpful to any one present. I know of nothing better than to review a few points that are perhaps in no wise new to you, yet none the less important to be remembered.

"A supervisor must first be a successful teacher. He must have tact to use existing conditions. If he has to teach two or three grades, he must contrive in some way to know what is being done in the other rooms. Either by having a trusty pupil in charge of a written recitation or exchanging work with the teacher whose work he desires to inspect.

"He must have the power to take the initiative. He must be a leader; must know what to do and how to do it immediately. This oftentimes requires courage and good judgment. He must be just and equitable in all his actions. He is a public servant and his actions must stand the gaze and criticism of the people. He must have sympathy or personal magnetism in his dealings with his teachers, pupils and patrons. If he is lacking in this respect, he will be greatly weakened in his work. Not only must he have sympathy for his assistant teachers but he must know what they are trying to do. In other words he must know and follow the course of study. Each visit must be for a distinct purpose and if possible something must be said or done to leave the room in better condition than he found it.

"It should be his purpose to be commended or kindly criticized. In personal appearance, words, habits and actions he should be such an example to teachers and pupils that if imitated his own reproval or rebuke will not be called forth. These are some of my ideas of what a supervisor should be and not what I, in my work, am."

J. T. Neff, county superintendent of public instruction, discussed in a general way the method of recitation. Some of the points touched upon by Superintendent Neff were as follows:

1. Call upon pupils to recite in no regular order.

2. Indicate the point to be recited before calling upon any particular pupil to recite it.

3. Hold every pupil in the class to have made the mistakes of every other, unless he notices and corrects those mistakes.

4. If any pupil is detected falling in attention, call upon him to recite at once.

5. Allow no books in the hands of the pupils, except in reading during the recitation, and use none yourself.

6. Have the recitation map in complete and correct sentences, and when practicable, in connected discourse.

The afternoon session opened with an able paper on the best method of teaching reading, presented by Miss Mary Mathews, a primary teacher in the Hood River schools. J. S. Landers, city superintendent of the Dalles public schools, who commented upon the paper, expressed his complimentary remarks for Miss Mathews' excellent paper, and gave his approval to the methods advanced by her for teaching reading to the primary pupils.

The subject was handled in part as follows:

"In teaching reading there are two ends to be sought:

"1.—To make the pupil skilled and quick in the recognition of word and letter form and value.

"2.—To secure his interest in the content of the printed form.

"The two ends in teaching reading are both reached by the best method of enabling the child to convert his ear vocabulary into his eye vocabulary. That he may come to connect the words already known to the ear with their written or printed form; the letters and quick in the recognition of word and letter form and value.

"If we stop to think we know that the child first learns oral language by pronouncing words in imitation of others. These words that he pronounces early in life have some meaning to him, and he can express a thought. Letters and sounds are not elements of thought, but elements of words. In the word method the unit is the word.

"The first lessons in reading should be given in the form of words, and be presented in writing on the blackboard. In these lessons the writing should be large, vertical script. In planning the lessons for the board, the teacher should name the words, and have the pupil write the word in the foreground of the reader, and also other familiar words. Take a real object with which the child is familiar and in which he is interested. It may be a cat, a dog, a ball, a hat, a picture or picture of the object, a toy or representation of it, the object itself, or all of them actually present. Talk with the child about the object, get him to talk about it. Call his attention to the spoken word that represents the object. With this he is already familiar. Tell him you are going to make the chalk say the word and write the word on the board. The word should be written in length to describe in careful detail of the thought. The pupil should from the first, write firmly together the word and the idea which it expresses. Point to the word and let him point to the picture, naming it in the same way. Let him attempt to write the word. Proceed in this way until he has learned to recognize the names of five or six familiar objects."

Miss Mathews then went to some length to describe in careful detail the methods of drill in slow pronunciation. The teacher regrets it has not space for the entire article.

"The most important thing in reading is the method of reading. The teacher should insist that the pupil read in this way, and the teacher should bear this in mind. In reading from the board and in early reading the sentences and know what it says before he tries to give it to others. It is not well to point to each word as the child reads, as it begets a halting habit of reading. He should be encouraged to ask what a word or sentence means before he tries to read it aloud."