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WE CAN SAVE YOU MONEY

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Paper Read Before Mothers Club.
(Continued from Page One.)

let fever. Her teachers have devoted hours of special time to her case, all to the dissatisfaction of the mother. The knots that poor course of study receives makes me smile.

Out in the valley schools the teachers are expected to handle three grades and promote their pupils just the same as if they had one grade as before. And some of their eighth grade pupils really pass the same examinations.

I'd like to know what the parents here who are complaining about the heavy work would do if they lived in San Francisco, Los Angeles, Indianapolis, Cleveland or even Portland. In Portland the nine months of the state course are stretched over ten months, but they add a few other things to make it interesting. I know right well what they would have to do if they lived in Fort Wayne. There the children who are bright are separated from the dull ones and placed under separate teachers entirely. And the teachers of the dull ones do not stay till 5 o'clock coaching slow pupils who do not carry their grade work.

When I hear the complaints of the heavy, heavy work and late hours and the poor children studying till eleven o'clock, it makes me wonder if these "poor children" are studying the eleven o'clock, if they know how, if their home life permitted them uninterrupted study. They may think they are, but conditions fail. I don't believe it is necessary for any child below the high school to study at night. If he must there is something radically wrong with the child or the home that sends him to school. At home the parents must economize. They light the gas, they heat the water on the meter and heat it, the habited part, with wood on the wood pile, with the result that the whole family congregates together. The school children study with constant distracting elements. The telephone and door bells, the affairs of elders and wrangles of youngsters all combine to make domesticity anything but studious. Many a child must play nurse girl and get her lessons at the same time. The mothers themselves could not master a new subject under such conditions.

Last fall I heard one woman ask the mother of four school children if her children had to bring work home. She said, "Indeed, they do not. There are still some things for parents to decide. It is not all in the hands of the teachers. I expect my children to be home studying at school and rest in the evenings." Yesterday I went to the teachers of those four children to ask what kind of work they did. In every case the report was of a very good kind, and the children are not phenomenal.

Tuesday night I met a high school girl with a couple of volumes I said: "Is it arithmetic?" "No, it's history and English." "Will your mother have to help you till eleven o'clock at night?" "I've studied later than eight o'clock." "Do you fall every term and have to be put back?" "I haven't got below 90 per cent this year."

And that girl is doing a lot of things between 3:30 p. m. and 8 a. m. to keep her from being a "poor old maid."

Some of these youngsters have thought it an advantage to come to me for help, in spite of my statement that "primary teachers are not expected to count beyond eight." When I begin to help them they act exactly as if they had been helped before and had not been helped at all. They "push" the pencil. I'm not so popular as an aide since I've done the watching. And such complaints for sixth and seventh grades! The problems were drills in division, divided by 8 and divided by 4.

One day I called on a lady who has a nine year old in the third grade. She said: "Miss Earl, it is just terrible the work you teachers are crowding onto the children this year. My little girl had to study till eleven o'clock last night to get her geography lesson. It is just awful that a poor delicate child like my Nellie should study so late." I inquired the nature of the work. In their nature study the class had been given a list of twenty domestic animals. They were to locate their homes and tell in a general way the commercial products they get from each animal.

(If that class had lived in Chicago it would have been given a pig in a pen and told to find it through the stock yards and slaughter house and its correlated branches of commerce, till they placed it in the consumer's hands, not letting even the squeal escape. Being in Oregon they got off easy.)

Nellie had to study till eleven o'clock and could not get the last three, which some one else supplied. After while I sent home some carefully directed questions and at this Nellie left school at 3:30, played on the street till supper time, did her few evening chores; there was company to supper and it was 9:30 when the difficult lesson was attacked. She had actually worked an hour and a half at an hour when physical fatigue was all against mental concentration.

Nellie's is not the only case of its kind in this town. There are children and children, and some of them will never be able to understand school work nor be able to carry it. They are fitted for something else, or nothing. You can't harness up the high bred trotter and a heavy draft horse and drive them in double harness. The man who would do such a thing would be the laughing stock of the road, yet teachers are expected by

some mothers to take children as they come from all classes of intelligence and keep them and their grade work even.

I could keep you here till night time for your next meeting with physical reasons for the backwardness of many of the pupils in my own department. You'll find them in the way that children are nourished, before and after they were born, in the way they are not kept clean and the manner in which they are clothed. It won't be very safe for me to discuss the breakfast they had for inheriting brain strength to begin with. I have a delicate anemic little six-year-old, one of ten children, with scarce fourteen months between the last and the first. Her mother wishes me to "keep her child up" with a strong, healthy eight year old who is an only child. Another child suffers from stomach ache, whose breakfast was coffee and bread. Coffee has its place in the diet of "dull", but any physician can tell you where it belongs in the diet of growing children. There are some who must bring their lunches to school because they live too far away to go home or their mothers don't want them there. This lunch time is the most degrading hour of the whole day. It is best that all that is low and vile in children comes to the front and is divided among play fellows. The vulgar of the low on the minds of the innocent. School lunch is a necessity in many places for both teachers and pupils. The pupils bring it in little tight lard pails—heavy fried cakes, cookies, pie, not many apples, or other fruit, in this apple and nut time. They eat in congenial groups under the trees or on the basement steps to eat it. They never wash first, towels enough are not furnished, and another objection could be raised if they were. They eat and talk and their mouths fall to overflowing. A little distance away it sounds like pigs in Illinois corn. Their whole thought is to finish and get out to play. The food is bolted in lump—food that is already harder to digest from being cold. They "piece" from the lunch pails at intermissions and if there is any left on the way home their stomachs never know when meal time really is. One day last week a little girl came into our hall about ten minutes after the children had been dismissed for noon intermission. She had a newspaper parcel under her arm. The teacher on duty said: "What have you under your arm?" The child laughed back, "My lunch—I put it up myself this morning and forgot to bring it. I've just been home to get it." The mother of that child is not ignorant. She prides herself on a birth and education that surpasses any teacher of her children. She desires her children to grow up in self respecting, well bred maturity and sends them, unnecessarily, to lunch at school, or rather lets the home come where children sit and "trade bills" of any special kind, and then—half a dozen times sometimes eating from one piece of cake or pie.

There are two little country children whose mothers wisely send them with milk and bread for their lunch. So well has an upper grade teacher taught the older ones what should constitute a school lunch that there is never a teasing remark when these children bring a bottle of milk across the play ground. Last fall I had occasion to call on a mother whose wayward child was giving us both grave concern. She spoke pitifully of the trouble her neighbors' children gave her in the discipline of her own son. Her boy would not be so had it not been for the neighbor child. She sends her child to school with his lunch and he plays for his two hour noon, almost exclusively with the objectionable neighbor child. "O, consistency, thou art a jewel."

Along with that problem of nourishing a child comes another of keeping him clean. When cleanliness is next to Godliness the soap dish is a means of grace and the bath tub a sanctuary. In some cases in our schools cleanliness is so far removed from Godliness as to be the real thing what the automobile is to its gasoline smell, a suggestion of the beyond. Cleanliness, or uncleanness, is a habit and a "habit is a habit." We wear a thread of it every day and as last we can not break it. Cleanliness in reference to the school is as elsewhere, both physical and moral. In either case it belongs to the department of home and only through the neglect of the home is it forced upon the teacher. Any child that has an atom of life and vitality becomes dirty. Any marble-playing urchin comes in with good mother and earth plastered all over him. It is just good, honest, healthy dirt and good for what ails him—if it don't stay plastered too long. But real physical uncleanness is of their own bodily make, the kind you can smell a yard away. Children from civilized (?) homes who smell as badly as the Indian in the strawberry patches. Their heads are unwashed, their teeth never knew a brush, their finger nails have gone into mourning for care they never had—poor children who do not know the luxury of the regular weekly bath to say nothing of a daily one, of fresh air, internally, externally and eternally. Maybe you think me fastidious over particulars, but it is not too much to ask that children's finger nails be reasonably cared for, when the danger to infection of contagious disease from others is considered. In a personal medical consideration the nails get first care. Who ever saw a physician or a surgical nurse with long, uncleaned nails? I lived once for three years in the mother of four young school children. She had a household of ten and kept it in good systematic order, herself

in touch with her church and social world, and sent those four children to healthy, wholesome, lovable condition to church and school.

It is the desire to do a thing that sometimes makes a thing done. A teacher in our force had a distressing bad case of parental neglect in a seven year old. She protested to the mother and got this reply: "If you want my child washed wash him your self." The teacher replied: "If this child is not bathed by tomorrow morning I will." Can you who are interested in art and our new school pictures get into your mind another—a life size impression—with a state ly school building and that will fit school teacher posing as the Diana of the Tub?

Poor, little, uncomfortable urchins, who sit and twist and squirm, not knowing what ails them, but never knowing the luxury of a healthy, vigorous circulation that is the inheritance of the well bathed and well aired. Their discomfort puts them into many bad habits that accompany and aggravate by evil suggestions in some cases, at home and abroad, for evil associates with filth, make of that child's life a record that is almost black. Evil thoughts are like disease germs and lodge in filth as the thought is, the tongue utters, and as the thought and speech will the deed become. Again, "A habit is a cable." On our patrol list is a widow who takes in five or six family washes a week and works from dark till dark. She sends to school two children who make your heart glad, they look so wholesome in congenial groups and comfortably dressed. They always make me think of the famous Beau Brummel's favorite perfume, "Plenty of clean linen, and country washing." Fashion any day that never since styles began for children have style, simplicity, comfort and minimum cost gone so hand in hand. A Lilliputian Bazaar in New York City deals exclusively in children's clothing. It is a recognized authority all over the American world for the ultra-fashionable. Its ready made clothing is only within the reach of the extremely wealthy, but its styles are copied by every fashion sheet in the country. They should be popular now for they give every requisite of comfort and beauty. It costs but a few cents for a pattern and made at home the finished garment is within the reach of every one. They give to the girl the freedom of action and comfort of body found in boys' clothing. They combine a waist and a bodice, a collar and a high neck of three months to eight or ten years. They are stylish and they do away with exposure and a prospectus of petticoats that looks like a dilapidated shingle roof with the uncleanness of a rat's nest.

A child should be clothed to give him warmth, protection from the elements, cleanliness, comfort that means freedom of movement, and for that the outside clothing should give freedom of movement and cleanliness. The real clothing of a child should be in his underwear and leave it to the outside clothes to add the conventional and the beautiful. In the outside clothing comes the opportunity to gratify the inborn right of every child to be beautifully dressed—and beauty does not mean lavish expenditure of money. A child in my room this year, brought here to escape asthmatic troubles, was the most distinguished, stylish-looking child in the room. His clothing is not pretty. Her hair was in color and high and high over-shoulder shoes. Across the aisle sat the delicate child with cotton underwear, (coco) white panties, three shingle lengths of dirty petticoats, and a multi-colored and old wool dress and a ground-in, dark-streaked white apron, whose embroidered bertha ruffled cost half the price of the serge suit and added neither cleanliness, comfort, or neatness. Cotton hose and thin shoes completed her attire. That child is chronically uncomfortable. She is only half clad. Layers of clothing where it is not needed and not enough where it is.

Half these children come to school through rain and snow with nothing on their heads and more than half have serious throat troubles. One child suffered from acute ear ache and stomach ache. She was always bare headed, till I suggested the head covering as a remedy. Three members of that child's family have died of tuberculosis—that Great White Plague that takes off 100,000 people in America every year—one in ten of us all. This child has been seen in your coldest weather washing her shoes at the hydrant.

There is an orthodox church that for years preached that the man who was born to be banged will not be drowned. They got away from that belief. The medical cut preached for a daily one, of fresh air, internally, externally and eternally. Maybe you think me fastidious over particulars, but it is not too much to ask that children's finger nails be reasonably cared for, when the danger to infection of contagious disease from others is considered. In a personal medical consideration the nails get first care. Who ever saw a physician or a surgical nurse with long, uncleaned nails? I lived once for three years in the mother of four young school children. She had a household of ten and kept it in good systematic order, herself

or who has not paid his maintenance fee for the season of 1907 will not get their water until such fees are paid. The secretary will be every Saturday at room 12, Hoopes building, to do business. By order of directors, M. H. Nickelson, Sec.

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