

# KLAMATH REPUBLICAN

## SUPPLEMENT.

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NO. 27.

### SPEED PROGRAM.

Klamath County Agricultural Association, three days, commencing October 16th, 1902:

#### FIRST DAY, OCTOBER 16.

1. One-half mile dash for 2-year-olds, free for all, purse, \$100.
2. Half-mile dash, saddle horse race, free for all Klamath county horses; purse, \$75.
3. Trotting, one mile, free for all Klamath county horses, best 2 out of 3 heats; purse, \$75.
4. One-fourth mile and repeat, free for all Klamath county horses; purse, \$100.
5. Five-eighth mile dash, free for all, saddle mules; purse, \$25.

#### SECOND DAY, OCTOBER 17.

6. Five-eighths mile dash, free for all; purse, \$75.
7. One mile trot, free for Klamath county horses, best 2 out of 3 heats; purse, \$100.
8. One-quarter mile pony race for colts owned in Klamath county, colts to be under 14 hands high; entrance to this free; purse, \$25.
9. Squaw race, one mile, free for all Indian women to ride; purse \$25.

#### THIRD DAY, OCTOBER 18.

10. Three-eighth mile and repeat, free for all; purse, \$100.
11. One mile slow race, each horse to change riders; purse, \$25.
12. One mile dash, free for all; purse, \$150.

#### SPECIALTIES.

- Squaw race, on foot, 100 yards, purse \$10.  
Indian foot race, one-fourth mile; purse \$10.  
Purses, 70 per cent to 1st horse; 30 per cent to 2nd horse.  
Entrance fee, 10 per cent of purse in all races except pony race; three to enter and two to run.

Geo. T. BALDWIN, President.

J. G. PIERCE, Secretary.

### J. CALLAN'S LECTURE, ABRIDGED.

In his lecture on "Nature as Introductory to the Sciences," Prof. Callan traced the nature-study movement through the different stages of development: 1st, the bookmakers' idea of presenting the wonderful, the abnormal, or prodigious in nature. Teachers also fell in with this notion of presenting the marvelous to pupils to excite their curiosity. This primitive impulse to feed on foreign curiosities and wonders, was soon found to be contrary to the most important requirements of nature-study. The child should be taught the common and familiar things about his home. He should learn to see wonders in the commonest objects, instead of going to the world's end to find strange things which he has no foundation for understanding and which can be studied only through books.

The value of the study from the utilitarian point of view, was discussed at great length. The practical value of this study to the average man or boy, was well brought out. He said in part:

"It is certainly worth while to know the useful or hurtful things in nature. The study of plants brings out the medicinal or poisonous qualities. Some plants and animals are of daily use to man, for food, clothing or shelter. Some of the simplest lessons of physics, chemistry and physiology have to do with comfort and health, while the common inven-

tions and machines in general use, in our homes, fields and factories, need to be explained in elementary science lessons. One of the most striking characteristics of the physical world, is the multiplex utilities of the natural sciences. In all the daily concerns of all classes of people, it forms a most important part. Wherever there is progress in the world, there you will find men seeking to understand and utilize nature. It has come to be one of the important functions of education, to give children an understanding and mastery of the physical conditions of life, and of the many and varied utilities of nature.

"In all nature study much attention should be given to function. The pupils should be set to finding out as much as they can for themselves. The horizontal position of leaves on plants, they will readily see as the best for giving shade. The heaps of decayed or decaying leaves in the woods will suggest the value of mulch or soil enrichment. What leaves are used as food for animals and men; how they are prepared and how they may be protected from the ravages of insects. It not only enlivens the pupil in his other studies, but is the beginning of economic botany.

"Lead the pupil to observe the transformation of the cabbage worm into the cabbage butterfly; the value of the toad as a garden protector; the importance of the slug as a garden destroyer; the habitat and value of the wild animals and birds. You will not only have laid the foundation for a better and more contented citizen, but an excellent foundation for zoology.

"By leading the child to observe properly the formation of soil from the decomposed rocks, how the roots of the forest trees disintegrate the rocks and thus aid in the formation of soil, he will easily infer that the destruction of forests retards soil formation and promotes rocky deserts, as well as many other accompanying evils.

"Here again, we have not only laid a foundation for a class of boys and girls that will become farm and country loving citizens; a class of boys and girls whom the deceptive attractions of city life will not easily lure.

Many teachers complain that the curriculum does not allow time for nature study. Yet we believe that time could be made at least once or twice a week for some definite basic work in nature study.

"If the attempt be earnestly made and persisted in for awhile, it will be found that the interest awakened by the new work, will react as an incentive upon all other school work. The mental activity induced, the quickened perceptions, the concrete reasoning from effect to cause and vice versa, awaken all the faculties and give the child a practical interest in his surroundings and habituates him to inquiry into the usefulness of each object in his environment.

"No study is worth anything that does not enrich the inner and higher life of the student. For this, nature study is pre-eminently adapted. Even at its poorest, it cannot fail to add much to the resources within the individual. In so far as it does that, it saves.

"There is nothing in our common school culture to make a child familiar with the earth, the soil, the forces of life—animal or vegetable—

that he must as a farmer deal with.

"There is no cause for wonder that the drift of our population is away from farms to the cities. To be ignorant of the stones and clays and the simplest operations of nature, is to deaden farm life beyond endurance. The surest and wholesomest way of widening the horizon of life, is to multiply interests and keep them fresh and eager. To this end, there is no stronger contributory influence than nature-study.

"Why, by our neglect of his early years, do we insure that the former loses, as he rises into manhood, the delight with which in fresh infancy, he could live a companion of the flowers? Why, by reckless disregard of the emotions that belong to all humanity, allow his heart to grow steeled to the gorgeousness of the sky, to the appeal of the vast ocean, or to midnight. The beauty of form, color and proportions on the flower, bird, insect, cloud, etc., furnish limitless opportunities for aesthetic culture."

Then the relation between science and religion and their inter-dependence was carefully traced. He quoted from Prof. Huxley that true science and true religion are twin sisters and the separation of either from the other, is sure to prove the death of both."

He also dwelt on the profound respect for underlying law, which science study generates. That "the scientist sees that in virtue of these laws, the process is ever toward a greater reward and higher happiness. Thus does he, by asserting the eternal principle of things, prove himself intrinsically religious."

He traced the progress of civilization as due to science. How the recognition and establishment of natural laws, has emancipated humanity from superstitions, and made it possible for millions to live in comfort where previously but thousands eked out a scanty existence.

"One count in the indictment brought against the modern public school, is that the teacher is too prone to feel that he has no vital concern with his pupils except to sharpen their wits. That it is no affair of his, if they turn out quick witted rascals. On the other hand, there seems to be a tendency on the part of the home, to turn over all the training of children to the school, and their control to our few ordinances.

"In this evasion of responsibility lies a very grave danger, not only to the individual but the community. The school should strengthen and extend the work of the home in character building. If this is neglected in the home, then more than ever is it true that the integrity of the republic is in the keeping of the schools."

### BONANZA "SQUIBS."

Died, daughter of Peter Peterstein-er, October 1, aged 3 years. Remains were interred in the Bonanza cemetery.

Born, to Mr. and Mrs. J. A. Stewart, a son, October 4.

Born, to Mr. and Mrs. A. D. Slack, a daughter, October 5.

The new residence of Dr. Johnson is nearing completion and is an ornament to our town.

Mrs. Fuller, mother of Hosmer Fuller, our young harness maker, is

visiting with Hom. and his wife for a few weeks.

Miss Kittle Campbell who has been making her home at the Goss Hotel for a short time past, has been called home by the illness of her mother, Mrs. Lindsey.

Mrs. A. D. Harpold has returned from Grants Pass and reports a fine trip and in love with Rogue River Valley.

We understand that Ed. Terwilliger has sold his river ranch to a company of land speculators, and that other ranches have been bargained for.

J. O. Hamaker is the busiest man in the county locating timber men.

Mr. Chas. Hoagland will move a residence from his ranch into our town in a couple of days.

Geo. McDonald and family returned from Medford last Tuesday where they went for fruit and supplies.

Hobo.

### THE TIMBER BOOM.

(Ashland Tidings:

There seems no end in sight to the coming of timber land locators. One might be led to believe from the number who have already arrived in Ashland and crossed the divide of the Cascades into Klamath and its yellow pine belt, that all the available land had been filed on. But apparently not so. Next week, as a change from the small sets of from four to eight locators who have heretofore been going out at one time, there is to be a large crowd of no less than forty members arrive in Ashland and make the trip across the mountains to the Sprague River section where so much filing has already been done. They come all the way from the state of Iowa and make the excursion for the especial purpose. Among the number with the crowd is a man that will make a location who is rated by Bradstreet's as counting his wealth by \$3,000,000. His wife accompanies him and will also avail herself of the generosity of Uncle Samuel's land laws.

Besides those who have been going into Klamath county via Ashland, a large number have gone from the south. The livery men of Klamath Falls and other points have been taxed to their utmost capacity to furnish rigs and teams to carry the locators out to the timber land and they have done a thriving and most profitable trade as a result of the movement.

A prominent Klamath county official estimates that the timber land that will be proved up on during the present year will increase Klamath county's assessment roll by \$500,000. This will help the county's finances very materially.

A full line of Buckingham and Hecht boots and shoes—men's and ladies'—for winter wear at the Excelsior, Dairy, Or.