

EMPEROR OF AUSTRIA BACKS FRENCH CONTENTION

Year Ago Declared His Belief That German Claim Was Not Well Founded

Paris, April 12.—Emperor Karl of Austria, a year ago declared his personal belief that France has a right to Alsace-Lorraine and that the complete sovereignty of Belgium and Serbia should be restored.

This declaration was made on March 31, 1917, in a letter from the emperor to his brother-in-law, Prince Sixus De Bourbon, who communicated it to President Poincaré, by whom it was referred to the French premier.

The letter, which was officially made public here follows in part:

"No one can contest Austrian military advantages, especially in the Balkans. France has shown strength and resistance that is magnificent. We unreservedly admire her army's bravery and her people's meritorious spirit. It is particularly agreeable to me to discern that, although we are momentarily adversaries, there are no true divergences in views and aspirations that separate France and Austria-Hungary."

"I believe I am right in hoping that my sympathies for France, with that which prevails in the whole monarchy, will avoid ever returning to the state of war for which the responsibility is not incumbent upon me."

"I beg of you to transmit secretly and unofficially to President Poincaré that I will support by every means, and by exerting all my personal influence with my allies, the right of France regarding Alsace-Lorraine."

"Belgium's sovereignty should be completely restored and her African colonies retained, besides indemnities."

"Serbia should be re-established in her sovereignty. As a pledge of our good will, we are willing to grant Serbia her natural access to the Adriatic and also economic concessions, asking only as primordial and essential conditions that Serbia shall cease her relations with and suppress the societies and groups aiming at Austro-Hungarian disintegration."

"I reserve my opinion regarding Russia, pending the establishment of a legal government."

"After having referred this to France and England, to prepare the ground for an understanding—on the basis of which official parleys may be begun—I hope they will end in general satisfaction."

LABOR DELEGATES

London, April 12.—The American labor delegates to the inter-allied labor conference have arrived in London.

Most Valuable Auto Truck On Pacific Coast; Has Unprecedented Record

The most valuable automobile truck in the world—worth \$100,000 to the Maxwell Motor Sales Corporation—is on the Pacific Coast, having just arrived in Southern California. The unusual car is to appear in all the larger cities of the coast and will be here in a few weeks. It is announced by Mr. W. J. LaCasse, Pacific Coast Supervisor for the Maxwell company.

The truck is the famous Maxwell-American Automobile Association car which attained unprecedented records for durability and upkeep economy during a midwinter official demonstration under the rules of the A. A. A. contest No. 1080 applying to the run. It is because of the performance attainments the truck has to its credit, with the guarantee of the world's highest available source of independent, disinterested authority back of the figures and facts, that the truck has become so valuable to the Maxwell company.

The Maxwell, which is certified as a stock car by the A. A. A. Contest Board, has the distinction of being the first truck in the history of automobile production to make a durability demonstration under the sanction of the A. A. A. This sanction is the same business-like requirement that applies when the A. A. A. conducts an official speedway race or other automobile event the figures of which become a matter of official record.

In its demonstration test the Maxwell attained this record: Traveled from New York City to Jacksonville, Fla., and return—3,500 miles over midwinter roads in the east, the run having been made last December with temperature ranging from 30 above to 12 below zero; weather conditions described as most unfavorable in final A. A. A. reports.

Made a gasoline economy average as high as 15.1 miles to the gallon. Required no repairs throughout. Carried full ton load throughout and transported, during entire trip, three different ton loads, each of a different character and neither an "easy" load.

Revealed no measurable wear in any moving part when official technical examination was made at conclusion of trip.

Performed in such conclusive manner throughout the final A. A. A. report asserts that any average driver could duplicate the performance with any stock Maxwell car.

Went through entire test in this manner on basis of work equal to two years of ordinary truck service.

"That, summed up, is the attainment of the Maxwell Three-A stock hold truck," says Mr. LaCasse, "and it would be difficult for me to describe which of the various points of its record would be of greatest importance—possibly the statement from the A. A. A. official technical observer, that any average driver could duplicate this performance."

"As a whole the test and the unusually satisfying facts and figures which grow out of it and which are now in possession of the Maxwell company, available to anyone who wants to see them, made one thing certain—that anyone contemplating an investment in a motor truck has in the record of the Maxwell Three-A truck a series of data as complete, on truck upkeep and performance, as it has been possible for the Maxwell company and the American Automobile Association to make it."

Willamette University Will Play O. A. C. Nine

The Bear Cats of Willamette university will go up against the baseball team of the Oregon Agricultural college Saturday afternoon at 2:30 o'clock on Willamette field. Last Saturday the home team lost out to the Corvallis boys to a score of 5 to 2, although it took the last inning to do it.

Chemists also tamed the Bear Cats yesterday to the tune of 1 to 0 but this does not dampen the ardor of the boys, according to Coach Mathews. Remembering the fine record made by a fresh team last year, the boys are practicing to get in line for Saturday afternoon. The University will pitch other games, with Dimick, with Medler as catcher. The O. A. C. will probably play Coleman and Ledell.

Although the team is green, made up almost entirely of freshmen, Coach Mathews is confident the boys will give a good account of themselves Saturday.

Says Anderson Negotiated for Peace

Copenhagen, April 12.—Professor Anderson of Washington negotiated with Counts Andrássy and Tizsa in Vienna and Budapest, regarding the possibility of a separate peace between Austria-Hungary and the United States according to a dispatch to the Berlin Tagblatt from its Vienna correspondent.

The correspondent said the Austrian foreign office had admitted this, together with the admission that Austria-Hungary has initiated various peace negotiations. Many of these negotiations were said to have been conducted by Emperor Karl with numerous persons of international connections.

TABBED AND FEATHERED

Elk City, Okla., April 10.—William Madison Hicks, ex-minister and socialist lecturer, now under federal indictment for promoting the "world peace league" was taken from police last night by a mob of 100 citizens and given a coating of tar and feathers.

Hicks was ordered to leave the country. The ex-minister had been jailed for alleged propaganda against liberty bonds.

Police, anticipating trouble, were removing Hicks to Clinton when overtaken by the mob.

TRY JOURNAL WANT ADS
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AGRICULTURAL AND RURAL LIFE WEEK

(Continued from page three.)

Plow Deep!
Sow not thy precious seeds
Among the scarce uprooted weeds,
Or thou shalt weep
To find thy crops all choked and dead,
And naught but thorns and ferns instead.
Then plow deep,
The promise ringing in thy ears,
That those who sow their seeds in tears,
In joy shall reap.

The Country Boy's Creed.
I believe that the Country, which God made, is more beautiful than the City, which man made; that life out-of-doors and in touch with the earth is the natural life of man. I believe that work is work wherever we find it, but that work with Nature is more inspiring than work with the most intricate machinery. I believe that the dignity of labor depends not on what you do, but on how you do it; that opportunity comes to a boy on the farm as often as to a boy in the city; that life is larger and freer and happier on the farm than in the town; that my success depends not upon my location, but upon myself—not upon my dreams, but upon what I actually do—not upon luck, but upon pluck. I believe in working when you work, and in playing when you play, and in giving and demanding a square deal in every act of life.

The Farmer's Creed.
I believe in a permanent agriculture, a soil that shall grow richer rather than poorer from year to year.

I believe in hundred-bushel corn and in fifty-bushel wheat, and I shall not be satisfied with anything less.

I believe that the only good weed is a dead weed, and that a clean farm is as important as a clean conscience.

I believe in the farm boy and the farm girl, the farmer's best crops and the future's best hope.

I believe in the farm woman, and will do all in my power to make her life easier and happier.

I believe in a country school that prepares for country life, and a country church that teaches people to love deeply and live honorably.

I believe in community spirit, a pride in home and neighbors, and I will do all in my power to make my own community the best in the state.

I believe in the farmer, I believe in farm life, I believe in the inspiration of the open country.

I am proud to be a farmer, and I will try earnestly to be worthy of the name.

—Frank I. Mann.

Washington's Letters.

The following extracts from Washington's letters show his regard for the farmer:

"I think the life of the husbandman of all others is the most delectable. It is honorable, it is amusing, and, with judicious management, it is profitable. To see plants rise from the earth and flourish by the supreme bounty and skill of the laborer fills a contemplative mind with ideas more easy to conceive than to express."

The more I am acquainted with agricultural affairs the more I am pleased with them, inasmuch that I nowhere find so great satisfaction as in these innocent and useful pursuits. In indulging these feelings, I am led to reflect how much more delightful to the uneducated mind is the task of making improvements on the earth than all the vainglory that can be acquired by revaging it by the most uninterrupted career of conquest."

I know of no pursuit in which more real and important service can be rendered to any country than by improving its agriculture, its breed of useful animals, and other branches of a husbandman's care."

ARITHMETIC.

The purpose during the second period of the day is not so much to teach arithmetic as it is to teach the real problems of the farm and home and apply arithmetic to them. Instead of using the problems and questions of the Farm Survey, the children could bring actual problems from the farms to be solved in school. This is big enough problem for the whole school for the week: What will our farms do this year to help win the war?

DEVICES FOR THE PRIMARY DIVISION.

These devices were prepared by Sister Mary Regina, teacher of St. Louis school:

Draw simple tree; have children pick cherries, apples (combinations), etc. Draw butterflies on board or call flash cards butterflies and have children catch them.

Have the children visit each other's homes along roads filled with combinations.

The children stand in different places. That is their home. The mail-carrier takes his mail (combination cards) and delivers three letters to each home, if he can read the address (give the answer). If he cannot read the address, the teacher gets that letter.

Have a picture of a dog, pig, or sheep running away. See who can catch the animal running along a road of combinations.

FOOD PROBLEMS.

The following problems are taken from "Food Problems", published by Gian and Company:

1. The U. S. Department of Agriculture states that 700 million dollars have been wasted in homes in this country every year by throwing away food which might be used. There are 20 million families in the United States. What is the average waste for each family per year? Per month? Per day?

2. If the average family contains five persons, how much is the average waste for each person each day?

3. How many Liberty Bonds at \$100 apiece could be bought with the yearly food waste of the American people? What part of a two billion issue is it?

4. There are about 2000 soldiers in a regiment and each soldier's food costs the government about 40 cents a day. How long would 700 million dollars last each year through waste of foods in the United States feed one regiment? Answer in days! In years?

5. If each of the 100 million persons in the United States should save 2 cents a day in food, what saving would it mean to the nation each day? Each month? Each year?

6. In 1917 the wheat crop of the United States was 656 million bushels and that of Canada 250 million bushels, while their combined reserve from previous years was 100 million bushels. The United States and Canada needed 350 million bushels of wheat for flour. They needed 95 million bushels for seed, 19 million bushels for other industries, and 50 million bushels to carry over to 1918. How many bushels were left for export?

7. (a). It takes freight about 30 days to go between Australia and England. How many bushels of 1600 tons carrying capacity would it take to transport 9 million tons of wheat within 6 months?

(b). It takes about 10 days from New York to England. How many bushels would be needed to transport the same amount of wheat? Why is not Australian wheat used to feed the allies?

8. Let us suppose that the average waste of wheat flour is 1 ounce per week (enough to make 1½ slices of bread).

(a). How many pounds would be wasted in one week by 20 million families?

(b). How many pounds per year?

(c). How many barrels a year? (196 pounds to the barrel).

9. It takes 4½ bushels of wheat to make 1 barrel of flour. How many bushels would it take to supply the yearly waste found in problem 8?

10. One medium sized baked potato is equal in food to 2 slices of bread. A slice of bread contains about 3-4 of an ounce of flour. If every one of the 240 thousand people living in Seattle use a potato instead of two slices of bread each day, how much flour would be saved daily? Each month? Each year?

11. Each person in this country uses on the average about ½ pint of milk daily, and the U. S. Department of Agriculture suggests that we increase the use of milk, as it is both economical and nourishing.

(a). What is the present use of milk for all the 100 million people, in quarts? In gallons?

(b). What would be the number of gallons of milk used if the use per person should be increased 1-4 pint each?

12. In energy value 1 quart of milk equals: 3 pounds of fresh fish; 8 eggs; 3 pints of cream; 1-3 pound cream cheese; 7-10 pound round steak; 1 pound chicken. At local prices, how much cheaper is it to use milk than each of these?

13. A cow gives on the average 2280 quarts of milk a year. How many cows would it take to supply a yearly waste of 57 million gallons?

14. If every person in the United States ate no more than an ounce of fat daily, instead of 3-42 ounces, how much would be saved by the 100 million people? Give your answer in tons per day. Per year.

15. A soldier is given one-half ounce of butter a day. How many men can be supplied for one day with butter wasted by 6000 families in that time if the waste per family is 1-4 ounce each day?

16. We need to export one billion pounds of meat more than usual to the allies this year.

(a). To make this possible, how many pounds should be saved in each of our 30 million homes this year?

(b). How many pounds a week. (50 weeks to the year).

(c). If the average family contains five persons, what part of a pound per person per week?

17. In 1915 the average amount of meat consumed by each person in this country was 193.5 pounds a year.

Experiments show that the adult man does best on 1-4 pound of meat a day. How many pounds more than he needs does he consume in a year?

18. Athletes in training are allowed only 1-6 as much meat as formerly.

(a). If 100 million persons in the United States should reduce the amount of meat used to 4-5 of what it was in 1915 (see problem 17), through the observance of meatless days, how many pounds of meat would be saved?

(b). John ate 1-3 pound of meat every day. Since we must save meat to

give to our allies what they need, he plans to eat 1-8 pound less each day. What part of a pound will John then eat each day? How many pounds will he save in 360 days?

20. In 1913 there were canned on the Pacific coast about 387 million pounds of salmon. The value of this pack was \$3 1-2 million dollars.

(a). How much money value for each pound of fish?

(b). How many pounds of canned salmon does this allow to be consumed by each person in the United States?

(c). Compare the price of a 16-ounce can of salmon with that of a pound of beefsteak. The food value is about the same. How do the prices compare?

THE WORK OF THE HOME.

This outline for the girls of the advanced division was prepared by Miss Lorene Parker, home demonstration agent for Marion county:

How To Select Food.

References, Bulletin I, II, III.

1. Explain the use of food in the body.
2. Name the five food groups. Bul. I, p. 8.
3. Name five foods included in each group.
4. For what purpose are proteins used?
5. What do starches and sugars furnish the body?
6. What other group of foods serves a similar purpose?
7. Why are fruits and vegetables necessary in the diet?
8. Name the foods that we must save for our soldiers. What groups do they belong to?
9. One potato is equal in food value to two slices of bread. Can you give this amount of bread every day?
10. If every one in your family saved this amount every day how many slices would it be?
11. On meatless days what foods could you use instead of meat?
12. What foods are classed under cereal foods? p. 4, Bul. II.
13. Are prepared breakfast foods an economical food? Why? p. 6, Bul. II.

Care of Food In The Home.

Reference, Farmer's Bulletin No. 375.

1. Name three classes of microscopic organisms, p. 1.
2. Are bacteria plants or animals?
3. What do they require for growth? p. 6.
4. What conditions are most favorable for growth of molds? p. 5.
5. How should apples be stored to protect them from molds? p. 5.
6. Why should all food be protected from dust? p. 13.
7. In what way do flies carry disease? p. 12.
8. What personal cleanliness should be practiced in the kitchen? p. 30.
9. Before breaking an egg what do you consider important to do? why? p. 37.
10. Should pet animals be allowed in the kitchen? Give reasons for your answer.
11. Have girls try recipe for potato corn meal muffins in U. S. Food Leaflet No. 10.

Lesson On Milk.

References, F. B. Nos. 363 and 413.

1. What foods do we find in milk? 413, p. 13; 363, p. 6 and 7.
2. Name some of the most common milk products.
3. Is skim milk valuable in the diet? 363, p. 25; 413, p. 17.
4. Compare the food values shown on page 26, F. B. 363.
5. 1 cup of milk equals 2 eggs, in food value. Which is the cheaper food at present prices?
6. Give some rules for the care of milk in the home. 363, p. 16; 413, p. 6.
7. Give directions for washing milk vessels. 413, p. 7.
8. Why does milk sour? 363, p. 11; How can souring be delayed? 363, p. 12.
9. What disease may be carried in milk? 413, p. 8; 363, p. 11.
10. What is Pasteurization? Is it a safe remedy? 413, p. 9; 363, p. 12.

Textiles.

1. In the United States there are about 39,000,000 sheep. If it takes the wool from 11 sheep to clothe one soldier for one year, how many could we clothe?
2. In pounds our wool crop is about 300,000,000. It takes 32 pounds of wool to equip one soldier, how many could be equipped?
3. Would one equipment last a soldier a year in the trenches?
4. Canada passed a law that all woolen materials must be adulterated 40 per cent with cotton. How many more soldiers could we equip under such a ruling?
5. United States produces annually 16,000,000 bales of cotton. One bale equals 500 pounds. Every time a 12-inch gun is fired a bale is used. Some of the smaller guns that are fired very often use one every three minutes.
6. 25,000 bales of cotton have been used since the beginning of the war in binding wounds. What per cent of the yearly crop is this?
7. 179 million yards of cloth used for hospital purposes. How many pounds in 1 yard of cloth?

The Kitchen.

Reference Extension Bulletin No. 182.

1. Choose suitable questions from p. 11 to ask pupils.
2. Check list of kitchen utensils on p. 6, that you have in your kitchen. What additional ones would you add?
3. Describe way to make a cooler. What food should be kept in a cooler?
4. Draw plan of a kitchen you would like to work in and place in the stove, sink, working counters, cupboards and windows.

FARM SURVEY.

Have boys report facts and make calculations on the following outline:

Crops grown, particularly wheat, oats and potatoes. Number of acres; value of land per acre; cost of plowing, harrowing and seeding; cost of cultivating; cost of harvesting; yield per acre; value of product per bushel; value of product per acre; net profit; per cent of return on value of land.

Horses: Average value; cost of feed per year; number of days work per year; cost per day of work.

Cows: Average value per head; cost of feed per year; value of product; profit, etc.

Hogs: Age at marketing time; cost of feed; weight; price per pound; value; profit.

Sheep: Value per head; cost of feed; value of lambs; value of wool; net profit per sheep per year.

Chickens: Number of laying hens; dozens of eggs per year; value; number of chicks per year; value; cost of feed; profit.

LANGUAGE.

The outline for Language in the Primary Division is self-explanatory. For the work of the Intermediate and Advanced Divisions you will find the outline prepared by Miss Marvin very suggestive. It is recommended that each pupil or class select some topic of interest and make a thorough study of it during the week. Every pupil should make such preparation and study on the subject which he selects that by the end of the week he will KNOW about that subject. Encourage experts.

ART, MUSIC, EXPERIMENTS.

Drawing, coloring and paper-cutting are interesting ways for pupils to express their knowledge and love of Nature and farm objects. Any teacher can have pupils trace, cut out and color some bird and animal patterns from educational magazines, if she cannot teach original drawing.

There is nothing which creates so much joy in the world as music. Happy children like to sing, and singing makes children happy. The very least that could be done would be to teach "The Old Oaken Bucket", "Home, Sweet Home", or "Work for the Work in Coming".

The following simple experiments can be done in any school:

Soil Test. Purchase some blue litmus paper at any drug store. Place the litmus in the soil deep enough that it becomes damp; within two hours at most the paper ought to be pink in spots if the soil is acid. If acid, ground limestone should be applied.

Capillary Test. Fill four lamp chimneys with dry gravel; dry sand, dry loam and dry clay. Place in plates filled with water. In which does the water rise fastest? Why?

Seed Test. See Bulletin on making Rag Doll Seed Tester.

Test of Keeping Qualities of Milk. Heat a small quantity of milk to 150 degrees. Sterilize four small bottles and fill with the milk. Seal one tight; leave one open to the air; place small amount of dust from cow in one; and one or two inches from the cow's body in the fourth.

Effect of Malted Sugar. Take two cubes of sugar; cut one in two. On its top place pulverized sugar. Take full sized cube and place both in saucer in which there is some colored liquid—ink. In which does ink first reach the top? Why? Apply to cultivation.

PRIMARY NATURE STUDY.

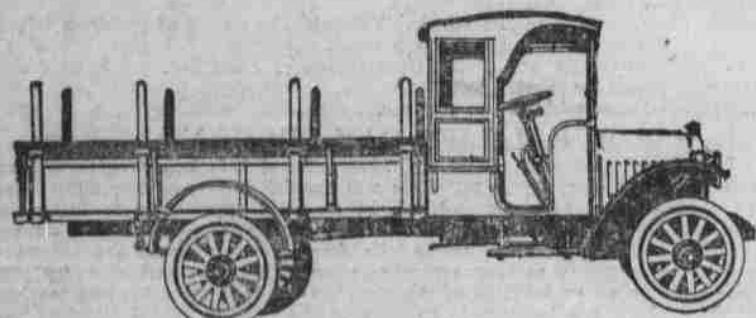
The following outline was prepared by Miss Bessie Hammer, primary teacher of Parkersville:

General Aim—How the farmer's trees grow. Use for type study any fruit tree blooming at the time.

Specific Aims—

1. How the tree gets its food.
 - (a). Roots.
 - (b). Root-hairs.
 - (c). Leaves.
 - (d). Sap.
2. Why the tree rests in winter.
 - (a). Dropping of leaves.
 - (b). Storing of Food.
3. How the Blossoms Grow into Fruit.
 - (a). Budds—Blossoms and Leaves.
 - (b). Pollination.
 - (c). Dropping of Petals.
 - (d). Growth of Fruit.
 - (e). Growth of Leaves.
4. How the seeds grow into Plants.
 - (a). Have glass tumbler lined with blotting paper. Place seeds between paper and glass and fill tumbler with water. Keep in warm place and observe growth.
 - (b). Baby plant in seed. (Beans may be used to show this.)
 - (c). Storing of food for plant in seed.
 - (d). Awakening of plant and growth.
5. How the birds and bees help the farmer.
 - (a). Pollination.
 - (b). Killing of insects that would destroy trees.

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for the price of
one reliable 5-ton
truck



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