

# The Albemarle Observer

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"LOOK FORWARD AND NOT BACK"

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## Concerning Los Angeles

Rockefeller has recently given voice to the thought that if the greater part of civilized mankind, especially that portion inhabiting our large centres of population, could come under the influence of the maximum of sunshine and music the majority of our physical and social ills would disappear, and humanity, as a whole, would be quickly lifted to the life of the higher beauty and power. Many of us might agree with the Oil King along that line, but of course the thought is an idle one, for we all know, as Mr. Rockefeller well knows, that the experiment is an impossible one, owing to the almost universal absence of one of the factors named; and so man must continue to plod on through the future as he has in the past without the help or hope of any such Utopian scheme.

We could try out the musical part of the experiment in almost any portion of the world, but the places of maximum sunshine are few, most of them being found in the Old World, amidst the aged civilizations of ancient peoples; the smiling lands where, away back in the morning of history, the progenitors of our own race were seeking just what we are seeking today—sustenance and a brighter, happier life.

Far, far removed from the environments which created and nourished the mighty empires of Pagan antiquity, on the other side of the globe, here in a corner of our own United States, we have another smiling land, enjoying almost the maximum of sunshine; and it does seem that man, in such a favored clime, should be a little better creature than his fellow beings in other regions, but I am not saying that he is.

Probably, if we had here in Los Angeles the maximum of music together with our sunshine we might—but I find myself speculating, and am reminded that it is my purpose, in this article, to stick to facts and impressions, and not philosophize.

The city of Los Angeles (pronounced as you like it) is not young, having been founded in 1781, but it has been on the map, figuratively speaking, for only three decades. In 1860 it was only an Indian pueblo of 3000 inhabitants increasing in the eighties to 11,000; since that time growing by leaps and bounds until in 1915 it claims above 500,000 people.

Every large city in the country owes its size and importance to one great outstanding reason, and Los Angeles more than any other city, follows this rule. It is evident to almost every one what factor has made the city of the Angles, but it is difficult for some to understand how such a large population is supported. It is true we have no large payrolls, no big industries, the town is no railroad center, and although it does claim a harbor at San Pedro, twenty miles away, no coastwise or overseas commerce has been built up. In order to understand how the city exists it is necessary to consider the class of people largely responsible for the growth of the place. Here in

California are gathered together people from the four corners of the earth, a great cosmopolitan population; there are few natives in Los Angeles, with the exception of the young generation, all come from other parts, and the great majority from other states of the American Union, with a large percentage from the rural districts of the Mississippi Valley.

The greater proportion of those who are responsible for the growth of the city, although many might have come looking for larger opportunities, did not come as financial paupers or physical weaklings. It is true they form largely, in a sense, an idle class, but for this generally regarded sin we censure them not, for they are men who through hard toil less favored regions have accumulated their little piles and are now seeking to enjoy what their energy in past years created. They are not at all akin to the large idle class of New York, for their tastes are more modest, but they come to enjoy life, and in satisfying their demands for the comforts, amusements and luxuries of life the necessity for a large, less fortunate toiling class is apparent; and so we find, not big industries, but many little businesses. Undoubtedly everything is overdone, for competition here reigns supreme, from popcorn stands to national banks; without question there are a few too many of each, with no hope for changed conditions in the near future.

And now what shall we say of the moral tone of Los Angeles? In order to answer this question it is only necessary to again consider the nature of its population. Coming from the strong physical mental and moral stock of our country stocks it is not of the strain that would long stand for conditions of outlawry, vice and rottenness.

There was a day when the city was a wild western cow town, and it has been a long hard fight for enlightened decency, but Los Angeles today is recognized as leading all other large cities in moral and spiritual life. This is admitted by the critics who laugh at the old-fashioned ideas and rural characteristics of its people. They josh the inhabitants because of their love for the simple life and preference for the home and the more wholesome amusements instead of the giddy whirl and wild night life such as New York and San Francisco enjoy. They become cynical because we go about our business and pleasure a little more leisurely than the New Yorker. And why not? Los Angeles is a type and should develop along its own lines. We are really, as the critics say, only a big overgrown country town, and to me that is one of the great attractions of the place. Why should we want to "ape" New York or Chicago? Isn't it about time that some large city in the country set an example for its sister cities busy in their mad scramble for the almighty dollar? Yes we might be a bit slow, for the brand of climate here necessitates a somewhat lessened strenuousness; but although we miss a little economic gain, what about the higher gain? From all this it naturally follows that Los Angeles is a home town, a home town in every sense of

the word. Understand I do not say a perfect place of residence but a good place in which to live.

Those who come homeseeking now do not come expecting to get rich overnight, for the day has long since passed for that, but they come with the idea that as a place in which to live, in the broader and higher meaning of the word, it surpasses any portion of our country; and not many are disappointed. The idea of happiness and satisfied wants is reflected in the types of homes which have made California famous, for in these various types I think we find embodied as near as possible a true expression of the ideal. Not many of them are of imposing proportions, and few have extensive private grounds, but they all have an air of hominess, and each, even the most unassuming bungalow has its plot of grass green the year around.

And now we come to the final question: Why is Los Angeles? The answer is, as you have anticipated, sunshine and climate. Without its climate Los Angeles would today be about as thickly populated as a trading post on Hudson's Bay. The climate is not perfect, the sunshine is not perpetual, everything is not just as we would like it, but the lure has been strong enough to draw thousands from the ties of the old home, and the migrations have by no means ceased. The stream of homeseekers to this land of sunshine, fruits and flowers is ever growing stronger, and the reason is simple. Just as long as man is born with a love for the beautiful, and a desire for the good things of life, and as long as he is endowed with the power of creating and accumulating wealth, just so long will he seek the favored spots of the earth in which to enjoy the fruits of his toil, and just so long will Los Angeles grow.

Soils may become impoverished and worn out, mines suffer exhaustion, forests may be decimated, but in its genial sunshine, tempered by the gentle ozone laden breezes wafted in from the broad bosom of the western sea, Los Angeles possesses a natural asset of great economic value, unchanging and eternal, that something which can neither fade nor be dissipated, and which cannot be duplicated on the American Continent.

T. P. BYRUM,

Los Angeles, Calif.,  
May 3, 1915.

## THE SON

BY EMMA A. LENTE

Little boy, whither, oh, whither away?  
Why are you turning away from your play?  
Why do you hurry and grow up so tall  
That your mother looks upward to see you at all?  
Oh, my fine fellow, my pet and my dear,  
What shall I do with a grown-up son here?  
Was it yesterday only you cuddled to me?  
Was it yesternight only you knelt at my knee  
With your simple, sweet prayer and a dream in your eyes,  
As you tried to recall something left in the skies?  
With a story to follow, a song at the last,  
As a little white crib held you safely and fast!  
Bonny boy, whither, oh, whither away?  
In the out-going paths you are eager to stray;  
Oh, linger a while in your frolicsome ways,  
And linger a while with your innocent days.  
The world is so wide, and its conflicts so great,  
Oh, haste not to pass through its opening gate!—Selected

## Vote For The Farm Life School Tomorrow June 5th.

### AGRICULTURAL HIGH SCHOOL

Experience in Minnesota, Nebraska, Wisconsin, and several other States has shown that the agricultural high school can aid in curing the weakest spot in our public school system, the vocational preparation of those who are to manage our farms and farm homes. It is not asserted that these schools can do the bulk of the teaching. This they must share with the consolidated rural and village schools, and with the isolated district school and the city high school; and to the two first named they must leave the larger part of the actual work. But the agricultural high school can do the best work in educating the teachers and leaders along technical lines and they can establish high standards for all the schools named. If the suggestion were carried out of establishing 9 agricultural high schools in Minnesota, or 1 in each 10 agricultural counties, these schools could train a large part of the teachers of agricultural and home economics needed for the 1,800 or more consolidated rural and village school which would replace the existing district schools.

Our 5 State normal schools could be equipped to provide part of these teachers. But the best teachers will be those who, having graduated in the agricultural high school, pursue a teacher's course in a State normal school or in the State agricultural college. These 9 agricultural high schools would accommodate 4,500 students annually. If one-sixth of these became teachers and taught an average of six years, the necessary 3,600 technical teachers need to place an agricultural teacher and an instructor in home economics in each of 1,800 local schools would be provided. The additional one or more years of preparation required by these teachers in a normal school, or in a normal course in a State or nonpublic college, would be secured in many cases, because the better salary, the increased security in the tenure of office, and the greater satisfaction in the work would warrant the further time and the expense.

The scheme of rural and village schools outlined on previous pages, with two efficient high school years leading to the last two high-school years in the large well-equipped State district agricultural high school, would furnish superb students for the State and other normal schools and for colleges. With students thus trained and thus inspired as to the possibilities of country-life education, the normal schools could really accomplish that of which they only dream—complete the training of teachers qualified to bring out the possibilities of the youth in our country schools.

With such a body of students from country life school courses,

and a similar body trained in city schools developed similarly in city industries, in city home making, and in general subjects, our normal schools could forego much of the secondary school subjects they must now provide and devote themselves more specifically to developing their students in vocational work of teaching. Many normal schools in the United States which are now too much open to the accusation of being mainly local high schools could be in fact, as in name, State normal schools. Normal-school pupils coming from consolidated rural schools and from vocational high schools taught by graduates of teachers' courses would be ready for more advanced work in methods of teaching than are most of the pupils at present. The consolidation of rural schools will demand one man teacher and usually three women for each school. The normal schools will no doubt remain largely female schools, and the elementary grades in the city schools will no doubt continue to be taught mainly by women, while men will teach the mechanical industries. The large secondary agricultural school, the large secondary mechanic arts school, and the State colleges will be able to prepare most of the teachers for men's industries.

Our best normal-school men are urging that the secondary schools be developed to give more of the basic instruction, and too often they are striving against odds in their efforts to secure students who have been well grounded in the subjects the lower schools should teach. Pedagogical science, demonstration teaching, practice in the actual work of teaching normal training classes, and apprentice teaching before final diplomas are granted should have wider scope in our normal schools. In case of students from schools devoted in part to vocational studies the normal school will need to supplement the general school subjects.

### THE BOY IN THE AGRICULTURAL HIGH SCHOOL

The large State district agricultural high school, as at St. Anthony Park and Crookston, with its strong corps of technical and general teachers, with its large farm, its finely equipped buildings for dormitories, classrooms, laboratories, practice shops, dairies, and judging rooms, and with its relation to the apprenticeship work on the farm and in the farm home, is a place of intense education. The boy is encompassed by a broader educational environment than in the school where there is little besides books. There is everywhere touch with home affairs. The new ideas correlate at a thousand points with what the pupil has experienced. Not so much is so entirely new as to make him feel

like a foreigner in a new land, but things of which he already knows something are confronting him on every side.

His grasp of the intricacies of the soil is broadened. He sees with his own eyes the protoplasm of the plant as shown by the microscope. He sees analyzed out in their parts the carcasses of the profitable and the unprofitable meat animals. His eyes are sharpened to see the desirable conformation of the horse's foot and limb. He sees the applications of the laws of physics to the three-horse evener on the plow. He clearly learns how water percolates downward and seeps sidewise into the tile drain. He appreciates the use of the soil mulch in dry weather. He finds the limits of physical, chemical, and biological knowledge of that most complex laboratory, the soil, and comes to appreciate the need of vaster and deeper research in departments of agriculture and experiment stations, into the realms of the unknown in agriculture. He learns niceties in the use of saw, plane, hammer, anvil, and T square which his father has not had opportunity to know so well. He cross pollinates flowers and gets into real touch with that growing subject, the creative breeding of plants and animals. He more clearly sees why one form of ear and kernel adds to the yield of corn. He has a more practical appreciation of the blood of the strain of animals and of plants which projects into its progeny larger net values per herd or per acre. He gains fuller respect for the agronomist, the horticulturist, the animal husbandman, the dairy expert, the chemist, the physicist, and the entomologist. His inspiration is greatly increased to be one of the leading farmers of his county, constantly nursed by like expressed ambitions of fellow-students. He gains not a little experience with pen and in public speech, which will help him carry into the public affairs of his county or State that weight which comes from success in his business. The student is not unlucky if he gains a desire to return to teach and be a leader in the consolidated rural school, to help build up the farming and the country life of an entire neighborhood.

### THE GIRL IN THE AGRICULTURAL HIGH SCHOOL

The farm girl, too, shares in nearly all the facilities and experiences of the boys, and has, in addition, her own special facilities, opportunities and experiences. The study of food takes on a new meaning. She learns how to avoid poorly balanced food rations. She becomes a trained judge of the relative values of food. To the knowledge gained from her mother and from her teacher in the farm school she adds facts and skill in the cooking of cereals, meats, and vegetables. Her skill in choice of fabrics and colors in clothing is

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