

## Ontario Public Schools

By Prof. E. G. Bailey.

With more than ordinary pride Ontario views the schools of this community; this pride is due to the solid growth, the rapidity of growth, the excellent management and the consistent effort upon the part of every teacher to make her work the work of the community as a whole. For it is not often every teacher of a corps the size of this works each in her place with as little suggestion of friction as do the Ontario teachers. Under such circumstances it is not to be wondered at that the reputation of the Ontario school as an educational institution is reaching across two states, and it is not too strong a statement to say that within the next five years Ontario will be the great industrial school center of the inland empire; for it expects, and the management purposes to keep pace with the educational revolution which is changing the old order of things with a rapidly few people take time to notice.

There has been a total enrollment of 531 in the schools this year. Of these 104 have been in the high school and 488 of the entire number were in attendance on last report day, Nov. 31st. The daily attendance has been remarkably good, but there has been too many tardy, and it is the hope of every member of the faculty, that parents will take more notice of the matter of punctuality. In this the children are learning lessons of life that will be lasting. No business will tolerate absence in the morning. Parents should be punctual themselves if for no other reason than to show their boys and girls it is necessary to be on time.

Teachers:

High School:

E. G. Bailey,  
A. A. Hall,  
David C. Petrie,  
Ethel Orr,  
Mae Sage.

Intermediate:

Susie B. Michaelson,  
Margaret McGivern,  
Mrs. Griffin,  
Mae Platt,  
Susie Stoetzel,  
Nellie Platt,  
Mildred Dressler,  
Betsie Taylor.

Primary:

Mrs. Payne,  
Mrs. Stoetzel,  
Ruth Purcell,  
Beatrice Carter.

The present number enrolled, with the growth that will come as a natural matter of course, will necessitate the employment of two new teachers the coming year; one for the high school and one for the grades. A new room will have to be fitted with a seating capacity of at least forty; this will not be a very difficult matter as there are two good rooms vacant in the old building at present. At mid year semester this year every desk, old and new, will be in use.

A large class will graduate this year but a much greater number will be admitted to the high school next fall under ordinary conditions, the high school will number another year close to 150, if not exceeding that number, as at least forty will be promoted to it.

Following is the names of the seniors:

Maecae Adam,  
Lilla Blackaby,  
Villa Carter,  
Louise Griffin,  
Charles Gramse,  
Maude Eidd,  
Shella L. Key,  
Fred Luckey,  
Thos. Hardman,  
Goldie Maxee,  
Leona Rader,  
Earl Thompson,  
Chauncey Shamburger,  
Ruth Test,  
Eva Vanderhoof,  
Villa Butler,  
Alex McPherson.

Then the annual enumeration of school children, recently completed, suggests a large class of first primary pupils as of the total of 725, forty-seven will have to be provided with school privileges within the next twelve months.

The high school course in Ontario is a full four year course and includes the regular work essential to a col-

lege entrance requirement. It is also made as practical as the state course of study will permit. It may not be generally known that schools are of three classes, graded according to the population of the various districts. Those having an enumeration of 1000 or more are ranked as schools of the first class and have the privilege of making their own school regulations as to course of study, text books, etc. Ontario having only 725 on the enumeration is required to follow the course as laid down by the state board. This narrows the work in the matter of practicability, for talk as one may, the college has the ear of the state board and secures the course which fits into its direct needs. But the state university is getting more liberal, for with the beginning of the mid-year semester, credits will be granted for work done in commercial branches and a year and a half credit will be allowed for any science. This will enable the high schools to teach practical agriculture and it will be done in Ontario at once. Heretofore this important branch has been taught in the grades only. The school management distinctly desires to have in the school the things that fit for every day work of life; a business course (which has been started this year) agriculture, stock raising, and the various other branches that employ 100 out of the 105 who leave the schools.

The educational revolution is at



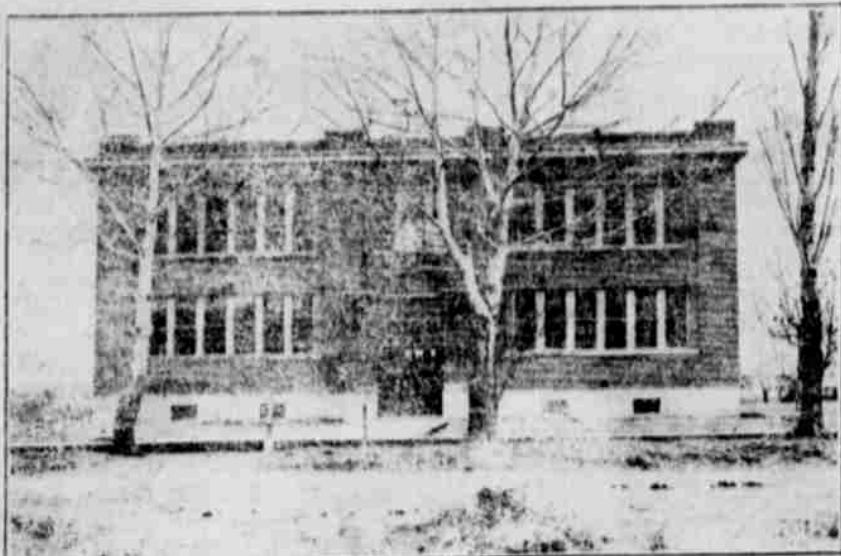
ONTARIO HIGH SCHOOL BUILDING

hand when all these things will be demanded; by another quarter of a century we will have forgotten that it ever caused a struggle.

One of the excellent features recently emphasized in the Ontario schools is the home work card in connection with the regular grade card. The home work card is devised for the purpose of bringing into closer relationship the work of the teacher, superintendent and pupil; and be it said to the credit of the parents of Ontario that they have responded in its use in a way that not only makes it a real pleasure to the teachers, but is working an inestimable amount of good to all concerned. Prof. E. B. Conklin made the matter the more easy by having commenced the use of such a card last year. State Superintendent E. R. Alderman writes that he is wonderfully taken with the card

and asks for 25 copies. C. S. Traver, for years a superintendent of schools in Oregon at Pendleton and other places, pronounces it one of the greatest steps he has observed in the new school revolution now going on.

Another strong point in the growth and interest of the school lies in its cadet corps of high school boys; the same that a few weeks ago caused the Idaho state militia veterans to lose two bloodless conflicts. These periods each week are given to outside drill and not only do boys enjoy it, but it adds more than one can estimate to the general school spirit, and in every phase of school work one must never lose sight of the fact that a school spirit is always essential; it is not after all so much what a boy or a girl gets directly out of books, as what he or she gets out



EAST SIDE GRADE SCHOOL

of school, out of the associations, out of the aroused ambitions, out of the eternal hope raised for greater things. It is to the development of true manhood of better and stronger womanhood we should look in the end, and according as we see work accomplished in these directions, should we take the true measure of the schools of a community.

With three commodious, carefully planned and well equipped school buildings, one of them among the most modern and complete high school building in the state, Ontario's educational plant is exceedingly well housed. Two of these buildings, the new high school and the old grade school, stand in adjoining blocks, very centrally located on the west side, the new east side school, which accommodates the children of the four lower grades from families living on the east side, is well located in a block of ground of easy access to all that part of town.

The new high school was erected in 1911 at a cost of \$40,000, bonds covering that amount having been issued by the district. At the same time the steam heating systems for that building and adjoining grade building were installed, the plant which operates both being located in a brick structure near the high school. The new high school is an imposing building, of pressed brick and concrete stone, with high basement and two upper stories. It is efficiently arranged, with assembly room and recitation rooms on the upper floor, well equipped laboratories for chemistry, physics and agriculture, also offices and the business department on the second floor. The basement includes the gymnasium, toilet and locker rooms.

Typewriters and desks for the business department were installed this year, and this new division of the school work is very popular. This and the course in pedagogy have been offered only since the opening of the new building, and the purpose is to add other practical and industrial branches as fast as conditions permit the installation of necessary equipment.

The east side school, a well-lighted, two-story, four-room structure, with large basement, was completed late in 1911, the first term of school held there being the spring term of 1912. It is a \$5,000 building. Two teachers are employed there at the present time, and the size of the building provides room for the growth of the school.

Originally erected in 1894, the large grade building on the west side was added to in 1902, and again enlarged in 1906. It is a conveniently arranged brick building, containing ten large school rooms and two smaller recitation rooms, and accommodating the large majority of the town's school children.

[Continued on page 11]

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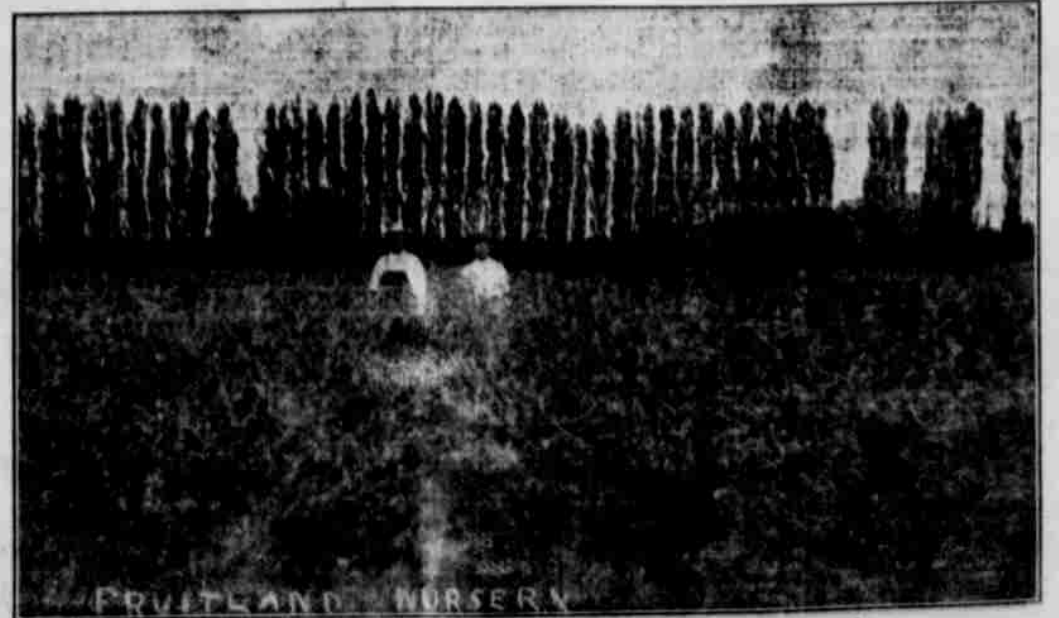
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