

OREGON CITY ENTERPRISE.

VOL. 29. NO. 13.

OREGON CITY, OREGON, FRIDAY, JANUARY 25, 1895.

ESTABLISHED 1866

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Probate court in session first Monday in each month.
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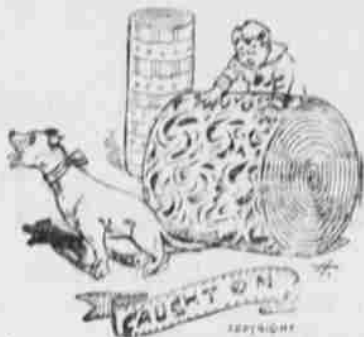
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HAWAIIAN REVOLT.

An Uprising of Royalists Speedily Put Down.

MARTIAL LAW WAS DECLARED.

Resolution Introduced Extending the Sympathy of the Senate to the Young Republic.

SAN FRANCISCO, Jan. 19.—The steamer Alameda arrived from Auckland and Sydney, via Honolulu, yesterday afternoon and brought news of a revolution and bloodshed in Honolulu. Chas. L. Carter, who was one of the annexation commissioners, was killed and several government supporters were wounded. There has been much fighting, and at least 12 natives have been killed. Nearly 200 royalists are under arrest. Robert Wilcox is the leader of the rebels. The fighting was still in progress when the Alameda left Honolulu, Jan. 11, but the government forces had practically overcome the revolutionists.

THE NEWS IN WASHINGTON.

WASHINGTON, Jan. 19.—Early this morning Secretary Gresham received the following dispatch from Minister Willis, telegraphed from San Francisco, under date of Honolulu, Jan. 11: "At Waikiki beach, 50 miles from the executive building, on the night of January 6, there was an uprising of Hawaiians, representing several hundred, well supplied with arms and ammunition, commanded by Captain Nowlein and R. W. Wilcox. C. Carter was killed at the first fire. There has been desultory fighting ever since, without further loss of life or property to the government. Three royalists were killed and 50 were taken prisoners. Over 50 non-combatants, mostly whites, were arrested, including three ex-attorney-generals and many prominent citizens. Martial law was declared January 7. No vessels have been allowed to leave. All the other islands are reported quiet."

Secretary Gresham has been in consultation with Secretary Herbert relative to the immediate dispatch of a cruiser to the islands. Secretary Gresham at 10:30 A. M. was at the White House consulting with the president on the same subject. Secretary Herbert has also gone to the White House to take part in the consultation. The impression at the department is that the flagship Philadelphia, with Admiral Beardsley in command, will be dispatched to Honolulu.

HAWAIIAN MINISTER'S OPINION.

Thurston, Hawaiian minister, received this telegram from President S. P. Dole, sent via San Francisco: "The rebellion is broken; the leaders and remaining followers are fugitives in the mountains." The telegram, the minister thinks, was written the day the Alameda left Honolulu. The minister said he did not intend to ask that a United States ship be sent to Hawaii. "The government itself is able to put down the rebellion," he said, "and it is for the United States government to determine whether there exists the necessity to send a ship there to look after the interests of Americans."

A telegram from Hawaiian Consul-General Wilder, at San Francisco, announces that the steamer Australia has postponed her departure until Monday, and that Hatch, the Hawaiian minister of foreign affairs, would return to Hawaii aboard her.

RESOLUTION OF SYMPATHY.

A resolution has been introduced in the senate by Frye of Maine, declaring the senate hears with regret of the Hawaiian revolution, and extending the sympathy of the senate to the young republic. Frye's resolution went over, objection being made to it by George, of Mississippi. "God may forgive the senator who makes that objection," said Frye, "but I do not believe the American people will forgive him."

BOUTELLE MAKES A FIERY SPEECH.

In the house this afternoon Boutelle of Maine got the floor for the purpose of presenting a resolution relative to the rebellion in Hawaii. He made a fiery speech, calling attention to the events reported in this morning's papers, which he said sent a shock throughout the civilized world, and had been received not only with the deepest feeling of horror by the American people, but with regret and indignation, because the rebellion was due to the absolute failure of the present administration to maintain the traditional policy of this government toward a people struggling toward republican institutions. Boutelle's resolution was shut off by the special order of the day, eulogies on the late Representative Lisle of Kentucky.

HAWAIIAN REPUBLIC NEEDS NO AID.

SAN FRANCISCO, Jan. 19.—"It was with extreme regret that I heard of the foolhardy uprising against the government in Honolulu," said F. M. Hatch, minister of foreign affairs for the Hawaiian republic, who is now in this city on business connected with the proposed Hawaiian cable. "It has resulted in the

loss of two valuable lives, and that fact alone makes it lamentable. I have not yet had time to read the full accounts of what transpired. Mr. Carter's life was thrown away. He was a promising young man. I am glad that no American man-of-war has been at the islands for six months. It has given an opportunity to the executive department of the government to demonstrate to the world that it is master of the situation, and that it does not depend on any outside aid. I am glad also that it will be eight or ten days before any foreign ship can arrive there, as in that time the government will have full opportunity to have dealt with the situation without foreign interference."

The Big-Little Paper.

We have just received the last issue of the big-little Farm Journal, the well-known and popular monthly farm paper, edited by Wilmer Atkinson. The Farm Journal is now in its eighteenth year, with over 200,000 subscribers, giving it a round million of readers. It circulates everywhere from Maine to Washington and from Michigan to Texas. Its editors and contributors are sleeves-rolled-up men and women, and it is surprising how so much valuable and helpful information can be crowded into so small a space. The very best people take it because it is clean, honest, earnest and progressive, with no ax to grind, or hobby to ride. It is for the farmer, first, last, and all time. If you do not know the paper, send a postal card to Farm Journal, Philadelphia, Pa., for a free sample copy and beautiful colored plate of berries. Take our word for it, you will be delighted with the paper.

EDUCATIONAL NOTES

All notes for this column should be sent to Mrs. H. S. Gibson, editor, Oregon City, Oregon.

SOME DEFECTS OF OUR COUNTRY SCHOOLS.

MAPLE LANE, Jan. 19.—The last week's ENTERPRISE placed the Clackamas county schools second to none in the state.

Since the road question is being discussed from every quarter, would a few remarks on the school question come amiss?

Different estimates place the school fund for the ensuing year at from \$40,000 to \$45,000, to be expended in the public schools of Clackamas county, and would it not be right to consider how it shall be spent in order that the greatest good may come from it?

In no other department of the governmental affairs does the handling and disbursement of the public money come so nearly in the hands of the taxpayers as does the school fund, being distributed directly to the clerk among the people in the several districts, and being thus so nearly placed in the hands of the very people who are making the greatest talk about the management of the governmental affairs. Let us see how it is managed. Is it properly and judiciously expended?

It has been very aptly stated that "as the teacher is so the school," therefore it is well to look out for a number one teacher if you want a number one school.

Modern educationalists agree that the teacher alone does not constitute the school, nor do the pupils make up the school any more than the body makes up the human being. All will agree, I think, that the teacher, for the time being, is at the head of the school. In that case the character of the school will depend upon the character of the teacher, the same way that the character of the human being depends upon the white and gray matter found in his cranium. The fact that the school depends upon the quality of the teacher should not be lost sight of for a moment.

The next thing, "how is a good teacher to be selected?" The first point aiming at the selection of a good teacher lies with the voters of the district in their election of men for directors. They should elect men of the district as far as possible that have had experience in school work and also men who are interested in the correct education of the rising generation. These men will respectfully be more capable and truer to their trusts than many of the directors that are chosen on account of their popularity in the district. (I earnestly hope that the voter who reads this will ponder well and remember it the 1st of March next.)

The board of directors being selected what is their duty in selecting a teacher. I would say the first thing to do in considering applicants, (for there will be plenty of them) is to select a teacher, when I say teacher, I do not mean a farmer, a mechanic, a lawyer or a doctor, but a teacher who is in the profession to stay and has a reputation at stake, and not a man who has his mind on another profession or calling, or a boy or girl who can get forty per cent. in all the branches taught and a general average of seventy per cent. Is there any rational man who would employ a

boy to build a house just because he could make out a bill of lumber or find the length of the rafters when the width and pitch of the roof is given him and pay him the same wages they would a carpenter? No, I think not. But how vastly different it is in the employment of a teacher. It seems to me more inconsistent and irrational "to let the contract" to build up the structure of the human intellect of the youths in our land to an incompetent and inexperienced cobbler. This is an affair, it seems to me, which no parents who love their children and have their future welfare at heart would tolerate. The enormity of this ignominious practice is a disgrace to modern civilization.

The board having determined to hire a teacher, the modern school demands that the teacher must possess at least five grand requisites. 1st, a good scholarship; 2d skill in teaching and managing; 3d, will power; 4th, good common sense; 5th, good moral character.

Now let us see what the school should be. In the old time school the energy and force of the teacher were directed in using the hazel and ferule and "hearing classes," while the pupil's mind and attention was upon the actions of the teacher and their eyes are upon their books, when they thought the teacher was looking at them. But that time should be passed. The school of today is a place for work both by the teacher and pupils. The pupils are digesting and assimilating knowledge, while the teacher is explaining and illustrating the principals and formulas upon which knowledge is based.

The old time country school turned out young men and women with marks of the whip and ferule and a smattering knowledge of reading, writing and arithmetic, but the school should now turn out full fledged American citizens. Does it? I am sorry to say, that in the majority of cases it does not. And here is a defect in many of our country schools that I wish to emphasize. It is a fact but very few of our country schools turn out men and women fitted in the least for the great realities of the world. How many are there of the youths who are daily leaving the country schools, never to attend another, that have any knowledge of the many hundred business forms that are used in common business transactions. Is it at all surprising that the farmer, who seldom has a more extended course than the country school affords, is easily duped by the shrewd agent who comes along with no other purpose than to defraud him? The wonder to me is that there are not more of them caught.

How many are there that leave our schools that cannot tell the debt from the credit side of the ledger or possibly never saw a ledger. How many can tell the difference between a debtor and a creditor, and how many less are there that are capable of keeping a systematic account of their business whatever it may be. The facts that confront us are startling. Would it not be better to substitute a little of the time that the pupil puts in pouring over a map hunting bays rivers and towns that will never be of any practical benefit to him, with book-keeping, business forms and talks upon practical business.

There is another thing that is greatly missed in our country schools and that is the principals of the republican form of government. The school is a miniature government in itself, and there is no better place than in the school to teach the true principals of the republican form of government. But how often the principals are reversed in the average school. In many cases the whip is made the potent element of the government and the pupil too often comes to feel that to escape a punishment is the main object to be obtained at school and they loose sight of the fact that the school is for their benefit and good and not a place of concealing mischief and escaping punishment.

The school should be self regulating and self governing with the teacher as governor. The pupils should be led to see that the school is for their benefit and for them to derive the greatest good from it possible and should respect it as a place where they can come from day to day for their own advancement in learning. They should be taught that it is to their advantage to do nothing that would injure the reputation and the good order of the school and to do every thing they can to promote the general good and welfare of the school.

Where these precepts are inculcated in the minds of our school children, I will guarantee the the pedigree of the old school that the whip and ferule can be left as far in the rear as the stage-coach and saddle bags. E. M. W.

SCHOOL REPORT.

Report of Logan school district, No. 94. The fifth month of the term closed January 18. Number of days taught 18; number of days attendance 313; number of days absent 31; number of times tardy 14; whole number of pupils 24; average number belonging 19; average daily attendance 17. M. L. HAMPTON, Teacher.