

# OREGON CITY ENTERPRISE.

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 Circuit court convenes first Monday in November and third Monday in April.  
 Probate court in session first Monday in each month.  
 Commissioners court meets first Wednesday after first Monday of each month.

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**BANK OF OREGON CITY,**  
**Oldest Banking House in the City.**  
 Paid up Capital, \$50,000  
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**WITH** the coming of the spring there also comes the need of an interior renovation of the house. New, fresh, bright, pleasing, and attractive papers must be put on the walls to make the rooms look cheerful and inviting. The handsomest patterns, the finest qualities, the latest novelties—all are here at prices as agreeable as Spring. We always show many exclusive patterns and this Spring we show more of them than ever. We select every pattern after careful study of what there is to choose from. Prices, 4 cents a roll and up.

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**DR. J. H. IRVINE, Proprietor.**

## EDUCATIONAL NOTES

All communications intended for this column should be addressed to Mrs. H. S. Gibson, Oregon City, Oregon.

### LITERATURE IN THE COMMON SCHOOLS.

The following paper was read by Mrs. H. S. Gibson at the late meeting of the Teachers' Association in West Oregon City and by a vote of the association its publication was requested in the ENTERPRISE:

Why should literature be taught in the public schools? Why are the best teachers always trying to devise some better methods of instruction, to make the school room more attractive, and to interest parents and pupils alike, in the public school? Because the light of science once kindled, will burn for centuries. The children who are being educated today, will lead in the world's affairs tomorrow. If the work of life shall be well done, the children must be taught more than can be found in any one set of text books, however good of their kind. If the ship of state sails only on placid seas, it will be solely because the men who walk her quarter-deck have been taught the great lesson of discipline and self control in the school room—to respect the rights of others and maintain their own.

As I understand it, the great end of school work is not merely to enable pupils to pass 70, 80 or 90 per cent on examinations, not alone to enable them to answer a given number of questions in the approved manner, but to so train the minds and hearts of the children entrusted to the care of a teacher, that in a few years, a race of better, stronger more intellectual men and women will take the lead in human affairs.

Confucius says "Thought without learning is dangerous; learning without thought is labor in vain."

We are endeavoring to train the children in the common schools for intelligent, patriotic, conscientious citizenship, and whatever tends to develop the mind of the child as it should be developed, is worthy of recognition. If reading a chapter from some work of fiction tends to fix in the child's mind some idea of the depth and vastness of the gulf which lies between doing right because it is right, and deliberately sacrificing a principle to gain temporary advantages, the influence is good.

John Ruskin says there is a great difference between always telling the truth and never telling a lie. An individual's capacity for doing good is in exact proportion to the mental and moral development he has attained. The teacher's responsibility goes beyond devising attractive methods of study. His influence should touch the child's conscience, and strengthen his moral fibre. The child who has been taught to appreciate good books will not spend many moments looking for mischief to pass the time away.

Children should be encouraged to read the works of the very best writers. If one reads only the best language, it naturally follows that he will use good language, learning beautiful phrases almost unconsciously, and afterward habitually using them in connection. I think that if any teacher were each day to read a few pages from "Sesame and Lilies" or "Ethics of the Dust" as a morning exercise the language of the pupils (dare I include teachers?) would be materially improved before the close of the term. Suppose for instance that pupils of average ability were studying the history of our Indian wars, if the teacher should read to the pupils Longfellow's "Revenge of Rain-in-the-Face" when assigning a lesson on the Sioux war which contained references to the death of General Custer; would not the children feel greater interest in the subject?

In the history of a nation we find a record of the principal events, the good and bad deeds, follies and mistakes committed. In the literature of that nation we may discover causes for the effects set down in history. I think that if one reads Judge Tourgee's "Hot Plowshares" when studying the history of our Civil war, one can more fully realize the unspeakable horrors of human slavery, "Uncle Tom's Cabin" is said to have really sounded the death-knell of slavery before the conflict began. J. Fenimore Cooper's "The Spy" invests Westchester county, New York with the softened light of romance. "The Leatherstocking Tales" should be read by every child in the public school; "Ramona" by Helen Hunt Jackson, shows some of the unjust treatment that has been accorded the American Indians; Scott's "Lady of the Lake" and the "Lay of the Last Minstrel" should be read in connection with the history of Scotland. The story of the struggle for Scottish liberty, will seem more of a reality, after reading "The Abbott" or the "The Scottish Chief." The religious and political history of Italy will be more firmly fixed in the minds of most pupils after reading George Eliot's "Romola" Bulwer Lyt-

ton's "Last Days of Pompeii" or McCauley's "Days of Ancient Rome." Who has not felt an added interest in all English history after reading "Lorna Doone," "The Lord of the Isles" "Woodstock," "Ivanhoe," "The Idylls of the King" or twenty volumes swelled in one, Shakespeare the Immortal. Reading Moore's "Irish Melodies" or Wilkie Collins' "Willie Kelly" creates a desire to know more of the little green isle across the sea, where snakes are never met, and the blarney stone is in evidence. The horrors of the French Revolution seem an occurrence of yesterday, after reading "The Tale of Two Cities."

I think the history of France is in itself a weighty argument for free schools, if one were needed the French Revolution is a dreadful illustration of the dangers of entrusting the reins of government to an uneducated people, who are wholly at the mercy of popular speakers.

It has been said that in most of the states of Europe the statute books rest on bayonets, but in our own land, they are written on the hearts of the people. All the knowledge which the world has gathered through all the centuries of the past, is not a heritage too grand for the common people. "A little learning is a dangerous thing, but much knowledge is better than great riches."

In this day of making of many books, cheap editions of standard works are within reach of any one who cares to possess them. If a teacher succeeds in awakening a desire in the hearts of his pupils, to read the best thought, and know the best work of men of genius, he will have done a better and more lasting work, than if the time thus spent, were given to any one text book.

History is said to repeat itself, but it seems to me that in the clear light of universal knowledge and real culture, this would be impossible. A definite knowledge of the mistakes which have been made in the past should prevent their recurrence.

Let us remember that the virtues, which can be fully rewarded, and the vices which may be adequately punished are not, as a rule, the virtues and the vices which make, or mar the soul.

### SCHOOL REPORT.

The report of Teasel Creek school district No. 55 for the month ending May 8, is as follows: Days taught, 20; times tardy, none; those neither absent nor tardy during the month are Mabel Miller, Rolla Sawtell, Millie Dart, James A. Dart, George Daughtery, Freddie Daughtery, Carrie Baty, Bertha Sprague, Mary Pelkey and Willie Dart. Messrs. J. W. Thomas, Henry Daughtery, Fay Moody, Hubert Engle and Mark Baty, Misses Etta Fox, Diona Baty and Mrs. M. Pelkey visited the school during the month. Parents and friends are cordially invited to visit the school at any time and note our progress.

WILLARD AUSTIN, Teacher.

Following is the report of school district No. 51 for the month ending April 24, 1896: Total number of days attendance, 567; No. enrolled, 32; average No. belonging, 29; average daily attendance, 28; No. of tardy marks, 4; time lost by tardiness 7 minutes. Those who were neither absent nor tardy are Mamie and Laurella Holstrom, Bertie Holcomb, Alex and Mark Goldstein, Bertha and Michael Gail, Clara Hatton, Mattie and Edith Mumpower, Alvie and Henry Wheeler, Mark and Ethel Sprague.

ALETHA M. PHELPS, Teacher.

Report of Hood View school for the month ending Apr 8: No. of pupils enrolled 30; No. of days attendance, 505; average attendance 25. Those neither absent nor tardy were Clara, Glide and Clarence McConnell, Jessie Her, Lucy and Oliver Todd, Pearl and Eddie Seely Gladdie Murray.

BELLE JONES, Teacher.

The following named pupils in district No. 73 were neither absent nor tardy during the month ending May 5: Mabel Anthony, Oscar and Carl Burguynes, Otto, Frank and Olive Frederic and Addie Moore. Whole number enrolled 31 average daily attendance 27.

WM. T. HANKINS, Teacher.

### Did You Ever

Try Electric Bitters as a remedy for your troubles? If not, get a bottle now and get relief. This medicine has been found to be peculiarly adapted to the relief and cure of all female complaints, exerting a wonderful direct influence in giving strength and tone to the organs. If you have loss of appetite, constipation, headache, fainting spells, or are nervous, sleepless, excitable, melancholy or troubled with dizzy spells, Electric Bitters is the medicine you need. Health and strength are guaranteed by its use. Large bottles only fifty cents at Charman & Co.'s drug store, Charman Bros. block.

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**Highest of all in leavening strength.—U. S. Government Report**

## OUR CANDIDATES.

List of Republicans Who Will Fill State, District, County and Precinct Offices.

**ROBERT S. BEAN,**  
 of Lane county, the republican nominee for supreme judge, is a native-born Oregonian, still a young man in the prime of life. He is a graduate of the State university, and is credited by all who know him, irrespective of party, as being one of the ablest judges and expounders of law in the state. He is scholarly in his attainments and thoroughly versed in the intricate problems of legal complications. When a very young man he was elected judge of the second judicial district, and during his second term in that position, he was elected to the supreme bench, where he has filled the place with credit to himself and his constituents. The position of supreme judge is an non-partisan one, and he will again be elected by an overwhelming majority.

**THOMAS H. TONGUE,**  
 the candidate for congress from the first district, has been before the people of Oregon for many years as a prominent lawyer, and a leader among men. Statesmanship is a part of his make-up, and while he is gifted with eloquence in oratory, his methods are practical and business-like. Mr. Tongue, too, is a practical farmer, and owns and controls one of the best appointed farms in Washington county. As a jurist, Mr. Tongue has few equals on the Pacific coast, and stands high in the legal fraternity. At his home he has the confidence of his neighbors, where he has resided for many years. He is in touch with the diversified interests of Oregon, and his strong personality will make his influence felt in the congressional halls of the nation.

**T. J. CLETON,**  
 the candidate for district attorney, is a lawyer, residing at St. Helens, Columbia county. St. Helens is said to furnish more brainy men than any small town in the state of Oregon. This is the home of the McBrides and Judge Moore, of the supreme bench, and Mr. Cleton has already shown himself worthy of the home of his adoption. As a member of the last legislature he displayed marked ability, and as an orator and attorney, he stands in the lead. In debate he is logical, and proved too much for the populist orators, Rook and Waldrop. He has all the qualifications for a successful prosecuting attorney.

**CHARLES HOLMAN,**  
 one of the Clackamas county nominees for representative, has been a resident of the county since 1882, when in partnership with his brother, they purchased the old Cutting claim on Milk creek, which they have transposed into one of the best farms in this section of the country. Before coming to Clackamas county Mr. Holman served an apprenticeship in the Smith & Watson iron works at Portland, where he was noted for his industrious and steady habits. The legislature of 1893 elected Mr. Holman state food and dairy commissioner, but he was not permitted to take the office on account of a legal technicality, and Governor Pennoyer appointed a populist to fill the position. Mr. Holman was also a member of the republican state central committee from Clackamas county for the past two years, and has always been prominent in the councils of the party. He knows how to express his ideas in a clear and forcible manner, and will do effective work in the legislature for his constituents.

**L. L. PORTER,**  
 another legislative candidate, is favorably known as a prominent lawyer of Oregon City, where as a citizen and attorney he stands high in the estimation of the public. Mr. Porter came to Portland in 1888 from Wisconsin, and a few months afterward came to Oregon City, where he has since resided, and become thoroughly identified with the interests of Clackamas county. He is a graduate of the University of Wisconsin, and possesses a finished education. As deputy district attorney, he has conducted that office to the best interests of his constituents, when to have pursued a different policy, would oftentimes resulted in fees for his pocket book. One of the delegates to the late county convention, that nominated Mr. Porter, stated that he had personal knowledge of occurrences, wherein neighbors had gone to Mr. Porter, and wanted certain persons prosecuted, but Mr. Porter advised them not to be too hasty in incriminating their neighbors. He served several terms as city recorder, and is now a member of the city council. He is practical and forcible as a speaker, and will serve Clackamas county faithfully as a member of the legislature.

**GEORGE W. PROSSER,**  
 another candidate for the state legislature, has been a resident of Oswego for 44 years, and came to Oregon with his parents, when a small child. He has

Continued on Page Seven.