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FRIDAY, DECEMBER 4, 1896.

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	Adolph Aschoff

The way to build up Oregon City is to give Oregon City people your patronage.

WORTHY OF SUPPORT.

An effort is being made by certain parties to cast odium upon L. L. Porter, the candidate for mayor on the Citizens' ticket, by stating that he is not a taxpayer and property owner in Oregon City and that his record as a public officer was not as upright as it should have been. As regards his property interests in Oregon City, he is the owner of considerable real estate within the city, though much of it is in partnership with other parties, the deed not being in his name. As a matter of fact he owns enough property in Oregon City to make him an active worker for retrenchment and economy in the expenditures of the city, that our tax levy may be reduced. In the discharge of his duties as city recorder no evidence in any instance can be brought against him wherein he worked the office or was guilty of any dereliction of duty or showed special favors. The records will show that when he received pay from the city other than his regular salary it has been as an attorney to represent the city in suits in which it was interested and in no case was his fee over \$50, except in the 7th street case when he worked on a percentage. As he won every suit he undertook for the city, when other attorneys who were paid as high as \$500 and \$1,000 did not always win their cases for the city, it speaks well for his fidelity and ability he displayed.

Such has been the confidence of the council in his ability that he has, at the request of the members, drawn up over half of the ordinances that passed the council while he was recorder, and later while a councilman. The members of the various councils with which he has been connected give him the credit of being the most willing attorney that has ever been in the council to give gratuitous legal advice when asked for his opinion on intricate questions that were up for consideration. Mr. Porter went into the race for mayor not by reason of any selfish motives but at the solicitation of the best men in Oregon City and if elected he will without fear or favor discharge the duties of the office to the best interests of Oregon City.

Such has been the growth of Oregon City within the last five years, that the creation of another ward out of the east parts of wards No. 1 and 2, has come to be a necessity. The county has recognized the growth of that part of the city and two years ago created precinct No. 3, which at the last election polled some 175 votes. Of course, the forming of another ward will be opposed by certain Main street politicians who fear that they could not control the hill vote if off in a ward by themselves. But the broad minded men of the city all agree that the people residing in the upper part of Oregon City should have a ward and polling place of their own. It is too far and inconvenient for them to come down town to vote besides the number of voters in the city is getting so large that it will soon be impossible for there all to vote at the two polling places now provided.

All street reports to the contrary, the ENTERPRISE has no fight to make against the candidates in opposition to the Citizens' ticket for they are personally, all clean, honorable men, whose standing in the city is such as to entitle them to courteous treatment at the hands of their political opponents. That the ENTERPRISE would make a personal attack upon these men in its last issue before election has not been contemplated by the editor of this paper, or encouraged or countenanced by the candidates on the Citizens' ticket. Such low, contemptible journalism is only resorted to by tin horn sheets whose motto is boodle, and who will stoop to anything so long as they see a chance to advance their own selfish interests.

The Citizens' ticket is the peoples' ticket and as such will receive the hearty support of the voters of Oregon City at the polls next Monday. The candidates on it are all men of known ability and honor and they will be sure to give to Oregon City a clean and economical administration of the affairs of the city.

The ENTERPRISE will admit that the non-partisan ticket has made some gains during the past week for Mayor Straight and his followers have announced their intention of supporting it.

TEACHING READING

[The following article was prepared by Helen Kerr, of Milwaukee, and read at a recent meeting of the Clackamas County Teachers' Association, and is published by request of the association.]

In the first place, I must say that love for our work, our pupils, even our books and our principals, must be the foundation for any good work we attempt. Next comes cheerfulness. Do not forget how she came, "A nymph of healthiest hue, her bow across her shoulder flung, her huskins gemmed with morning dew," and "Blew an inspiring air."

Now, of all lessons during the day, reading is the most tedious and dragging, if we cannot bring this morning dew, this freshness, it is the inspiring air so sadly needed in some reading classes. I blush with shame to recall many scores of mine, but, "Forgive me, for I knew not what I did." Thanks to a dear friend, my price, I learned my errors and the remedy. If I could bring a real class before you, there would be no need of this preface.

So I'll bring to your minds a reader and a lesson familiar to all—Barnes' Second, page 7. Let us suppose—what rarely happens—that the pupils are familiar with all the first reader words, can pronounce, spell, place in sentences and read them readily. Suppose I have just received them on Monday after they were promoted on Friday. Whether I promoted them or not, it's all the same. Before they attempt to read today, I'd ask, "What did we read Friday?" Of course few will remember, if they be not used to my plans. After a few have told the main part of the lesson, let some one tell it all in the briefest manner. And here let me say, that to fix these new words, I require the pupils to pronounce every new lesson. If they are promoted by me on Friday, after the regular reading work of that day, we'd take our new books and examine the new words. Ask them to see who first can pronounce all the new words. They will pin their eyes to the page most attentively. Be sure to allow the most diffident and deficient to take the best hand in this work. Let all pronounce and one of these poor unfavored ones act as teacher. Thus: Class, "Air," teacher, "A-i-r," very slowly and distinctly; class, "Bees," (not sounded very distinctly); teacher, "B-e-e-s," and so on through every new word. Point out the peculiarities of the most difficult words and require them to spell them aloud several times. Let them study these new words four or five minutes after pronouncing, and when language writing is in order, place each word in a sentence, and later on, two or three of the words in a sentence. We can ring many changes on the same old lesson by introducing a few whiffs of inspiring air. This may sound more like spelling than reading, but you asked me to talk about primary reading, remember.

This is yesterday's work. Now today I go to the board or send my most rapid writer, for time is so precious. I ask for the new words—pupils give them without books. Once in a very long time, I misspell an easy, common word, just to please them, for they delight in criticizing and they almost believe that I really missed it. After a little of this kind of work, a large majority can write 10 or 15 words from memory, and this we often try, too. I erase the words one at a time and they spell them, sometimes in a very boisterous manner, for they love to think they are doing the most important work. Then they take slate and pencil or pen and paper, for we do our work in ink as soon as the pupils of the second reader can hold the pen properly. Pupils pronounce very slowly and all write. I never pronounce until their memories fail to bring out every word or they mispronounce. Pupils change slates, correcting without a book, then open books and recorrect. Whoever fails to criticize properly, the word is counted his miss the same as his neighbor's, and this makes them most careful and attentive. Every i must be dotted and every t crossed. There must be no us for ns, etc. All these errors in spelling and must be broken up.

Brethren and sisters, I know you are slyly nudgin one another and saying, "There's no time." Sometimes it takes a long, long time to tell how to perform a small duty. Permit me to say, that I have 15 minutes for spelling and 20 minutes for reading, and there are from 12 to 15 in this class. Of course, we work very rapidly and at first cannot manage the whole lesson, but once your pupils know, they'll appreciate, and it will work wonders and marvels untold. Do not permit the same pupils to change slates each day, for they may form combinations, as, "I'll not tell, if you will not," etc. I think we old folks can remember some of our early transgressions of this kind. It always amuses me and I break it up without letting them know that I ever saw it. Now we'll drop the words, and pupils will write their number lesson. After recess comes the reading class, then occurs the review for a minute of yesterday's lesson, and now, "How many will tell me something about today's lesson?" Be sure sure to call on that diffident, freckled, pitiful child, who never can read a sentence perfectly, but who can tell the whole story, if you'll listen kindly, and smooth out the rough places for him. Alas for these poor ugly ducklings! You may in this simple reading

lesson by unvarying patience and love transform their souls into the beautiful swans of that fable, though their hair will still be a brush and their freckles will still be brown. Well, now we've learned who went to see the bees, who took them and how they went in a buggy with two gray horses, "Bees we seen it in the ticksher." We've admired the beauty of those dashing grays, and several on whom you can never "sit"—so to speak—have told about "My father's gray horse," "My pony," etc.

"Well, let us see who can read just as papa talked." "Theodore, you may read." Now, Theodore's eyes are as blue as the sky and his hair has borrowed many beams from the sun. He can "beat" any boy running, jumping or wrestling, but he can't remember those important words we talked over a bit ago. So he says, "Frank, I am going to drive my noo pair of horses. Do—you—wash—to—go—with—me?" [hands]

"What's the matter, Frank?" Frank: "Wy, uh, Theo didn't have no expression, he called wash, 'wush,' and new, 'noo.'" "Well, Frank, you may try." Frank reads it properly and goes on. "O, yes. May Jane go too?" Teacher: "Well, Frank, may who go too?" This time the emphasis will be on Jane and too. "Now, George, tell what papa said." (I have often found pupils who did not know who was speaking in certain paragraphs or sentences.) George is a good boy, but his mind just then wandered to those fish he caught last Saturday, and he has forgotten about this dull lesson. So we must repeat the trial. Teacher: "George, whom are they going to see and what are they going to see?" (I always try to teach in this way that who and its forms always means people, and what means things, asking them such questions, as, "Whom is the lesson about and what is it about?" Never form a habit, unless it is fit to be a fixture in the minds we are trying to direct properly.) George now finds it easy to read. "Yes, we will go out to see Fred and look at his bees." And so on, with endless, fathomless love and patience, and no frowns or cross words, till the lesson ends and every sentence has been expressed perfectly by some child. Do not read for a pattern. They must discover the thought and its expression.

"How did the horses go? How fast? What did Jane say as soon as they were there? How did Frank act? How do you know? How did he say 'Oh, Oh,' when he was stung? How did Jane treat him? Did she laugh? Did you ever get stung?" Edna and Fanny hold up their hands. "Well," "I've been stung by a yellergjacket," they both shout. Bertha and Helen exchange glances and raise their hands, but the teacher has no more time for reminiscences, so the lesson again. "What do bees gather? Where? (Honey, wax and bread.) See who can find out about bees making bread and why?" (I've found pupils who knew nothing about wax or how the cells are sealed.) Tell them of the cunning bees canning up their fruit like old ladies do, and then seating a nice little lid on each jar. Get them to tell about queens, drones and workers, and never fail to show them that the school is a beehive and that once in a while there is a drone in the hive. Ask them to name other insects that sting. Read them from Seaside and Wayside.

Of course, this is not the work of one lesson, for it sometimes takes days to get that simple story read anything near the way we want to hear it. But, dear teachers, if we succeed with it, we'll never sleep till every lesson in that book is conquered. Now, let someone "play" he's papa, some one be Frank, one Jane and another tell what happened. Here is the best thing I ever tried for listless reading, for the pupils are now acting those scenes, and feeling the spirit. "Oh, yes," "Run into the barn," [very systerly], "Oh! Oh!" etc. all come out in natural, round voices, and faces aglow with pleasure and enthusiasm.

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