THE LOCAL SCHOOLS

Portland's Excellent Public System of Education.

REMARKABLY FAVORABLE SHOWING FOR 1894

The Curriculum Patterned After the Best Public Schools of the East—The Corps of Competent Instructors—An Outline of the School Work.

AS everybody knows, Portland only escaped being called Boston by the toss of a coin. Boston, as the hub of intellectuality of the East, has paid special attention to perfecting her system of public schools. Portland, as the leading center of population in the Pacific Northwest, has taken the same pride in her public schools, and today a system of popular education is maintained here that meets every demand of the 80,000 or more people who live in Portland and the adjacent suburbs.

Like every great system, Portland's schools have only attained their present standing after years of hard work and the expenditure of thousands of dollars in perfecting them. The first school here was a modest affair. It was opened by Mr. Ralph Wilcox, and was quartered in a small structure at the foot of Taylor street. Its first enrollment was about 20 pupils, and it was conducted in its first location for one quarter or three months only. In the spring of 1848 a school was opened in a log cabin at the corner of Second and Stark streets by Miss Julia Carter. The enrollment was a little larger than that of the school before it under the management of Mr. Wilcox, but a few months terminated its existence, and it was not till the winter of 1848-49 that the youth of the town were enabled to avail themselves again of the benefits of instruction in the rudimentary branches.

The "Cooper Shop," a sketch of which appears in connection with the present article, was for many years a landmark that recalled to the minds of many people the former existence of primitive Portland as it was in the early '50s. The illustration of this modest building was made from a photograph now in the possession of David Monnastes, one of Portland's old-time citizens, and the present owner of the site this structure formerly occupied. It was in this building that Aaron J. Hyde taught school during the winter of 1848-49. Professor T. H. Crawford, for many years city superintendent of public schools, in his carefully compiled history of the public schools of Portland, notes that the "Cooper Shop" was for many years the only public hall in the village, and many notable gatherings of a public nature were held within its walls. The building was located on the west side of First street, between Morrison and Yamhill. The lot on which it stood (lot 3, block 1) was sold May 12, 1856, to Davis & Monnastes for the sum of $250. Small as was the purchase price, at that time it was a matter of current report that the property had formerly been sold to Samuel Hancock, of Washington territory, for the material consideration described under the euphonious appellation of two "bull pups."

The "Cooper Shop," in addition to the use which was made of it as a public school, was the scene of many gatherings, and was notably popular as the rendezvous for church services, Sunday-school classes and public meetings. The demands of the larger town of Portland in 1857 called for the construction of a building better adapted to the requirements of a school and public hall than the antiquated "Cooper Shop" had been, and the discarded schoolroom was metamorphosed into the prosaic but indispensable Chinese wash-house.

Before 1852 the opportunities for instruction enjoyed by the youth of Portland were confined principally to private tutorage. At a public meeting held in Oregon City early in 1849, Rev. George H. Atkinson made the first proposition to organize a system of free schools in the state, and the bill as he outlined it was passed by the territorial legislature on September 5 of the same year. The first free graded school was opened in Portland December 6, 1852, in the "schoolhouse," used both for school purposes and for church gatherings. It was located on the west side of First street, one door north from Oak. The bell used on this building now hangs in the belfry of the Taylor-street Methodist church. John H. Outhouse was the first teacher.

THE MODERN SCHOOL.

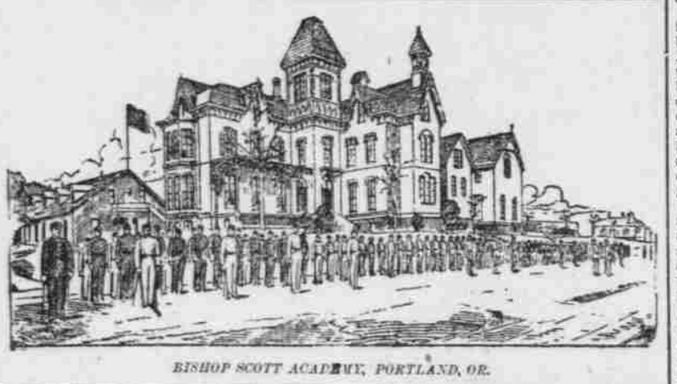
Development of the Present System of Instruction.

THE Portland public-school system continued to be developed after 1852. It was during this period of early development that Sylvester Pennoyer, who afterward gained a national reputation as governor of Oregon, took such a prominent part as one of the best public instructors who ever presided over the public schools of Portland. In July, 1855, Pennoyer was appointed as principal of the village school, a position he filled acceptably for about six months. New districts were organized from time to time, and on Monday, April 26, 1869, the high school department was first opened at the North school building. Between 1869 and 1885 the high school occupied various quarters. For a number of years it was located in the old Central school building, on the site now occupied by the Hotel Portland. The present high school building, the finest public-school structure in the state, was first commenced in 1883, and it was finished in 1885. Its total cost was $128,200, including the purchase price of the block on which it stands. This land at the time its title passed to the city sold for $30,000.

The school buildings of Portland are modern structures, well heated, perfectly ventilated and suited in every way to the demands of the city for commodious school structures. There are today 21 public-school buildings in Portland, and the total number of pupils enrolled in these schools in 1894 was 10,273. The total number of teachers employed during the year was 222. Of this number of instructors, 197 were women, and 25 were men. During the fiscal year ending June 30, 1894, the sum of $194,046 was paid out in teachers' salaries. The net cost of maintaining the schools for the year was $235,417, an increase over the previous year of $35,659. This makes the annual cost of maintaining the schools of the city to each inhabitant $2 55. The average daily attendance at the Portland schools is 7928.2. In this district public-school instruction is limited to youth between the ages of 6 and 21 years. The annual report on the local public schools calls attention to the fact that the law governing compulsory education is inoperative unless enforced by the board of education. The city school superintendent calls special attention to the fact that, of the large number of children of school age in Portland, but a comparatively small number are in regular attendance at the city schools. According to the last school census, which is the basis for the distribution of state and county school funds, there were 19,819 children of school age in this city. Of this number, 6619 were not reported at any of the local schools. These doubtless are made up principally from the families of ignorant and improvident families, who in the hopeless struggle in life they themselves have engaged in have but a faint appreciation of the necessity for giving some slight attention to the instruction of their progeny in the rudimentary branches of an education.

The courses of study provided in the primary and grammar departments of the Portland public schools are the best-adapted methods for the proper development of the mind in youthful scholars and for imparting knowledge in the elementary branches. The curriculum and methods of instruction are uniform throughout all the city schools. The school system is divided into eight grades, each grade being subdivided into two classes, designated A and B according to the years of school attendance. It is interesting to note in this connection that under a law of Oregon it is made the duty of every public teacher to give suitable instruction in physiology and hygiene, with particular reference to the baneful effects of alcoholic drinks, stimulants and narcotics upon the human system.

Principles of benevolence and charity are inculcated into the minds of school children. Special Thanksgiving exercises are held annually in the local schools. On this day donations are accepted from teachers and pupils alike of such useful articles as provisions, clothing, etc. For the charitable homes established in the city for the care of homeless children a great quantity of toys and delicacies are offered every year by the sympathetic school children of the city. The homily that principles of honesty, truth, benevolence, sobriety and industry are unalterably fixed before a child has reached his 16th year is generally recognized, and the inculcation of these principles, which is the basis of all good government, in the unequaled public system of education of the United States, furnishes the key to the unalterable support which the American people give to the public schools, and their disposition to regard as an enemy to the public liberties any man who would propose to impair the usefulness of these same schools.



BISHOP SCOTT ACADEMY, PORTLAND, OR.

In addition to the special exercises of Thanksgiving week at the public schools, exercises are held on Memorial day, Washington's birthday and other public days of the year. By an act of the legislature approved by Governor Pennoyer February 15, 1889, the observance of Arbor day was made an imperative one at all the public schools of the state. The second Friday, in the afternoon, in April of each year was designated as Arbor day. The object sought to be attained was the special encouragement in the minds of children of treeplanting and the proper preservation of our great natural wealth in forest growth. At the leading schools of the state treeplanting on this day has become one of the most interesting of exercises held by the school during the year, and it is an event to which all the school children of Portland now look forward with the same interest that they are expected to show in any of the important school functions.

The Oregon Humane Society now holds anniversary exercises each year in Portland, in which the society offers prizes to school children for the best essays on kindness to animals. These essays claim considerable attention from the pupils, and, like all competitive efforts, the results have been more than satisfactory to the faculty of the schools.

In the fall of 1873 an innovation was made by the management of the public schools of the city in opening a night school for the accommodation of those who could not attend the day sessions. The first night school closed after a brief session on April 1, 1874. On January 2, 1884, nearly 10 years later, the night school was again opened. Regular evening sessions were held in the Watson schoolhouse. Boys only were admitted. In 1889 the present successful night school was established. Regular evening sessions are now being held in the high school building, and pupils of both sexes are admitted. The only requirement for admission is that the pupils must be 15 years of age or over. Many of the constant attendants at this school have passed the age of maturity, and are either of foreign birth with but a smattering of the English language, or those who neglected the early opportunities for obtaining a common-school education. The small tuition fee of $1 a month is charged those enrolled who are over the legal school age. Last year four teachers were employed in the night sessions, and 297 pupils were registered. The practical work of this department has already won for it the general recognition by the public as an institution from which much public benefit may be looked for.

Miss Aphia L. Dimick, principal of the night school, makes the following report of its condition for the year ending March 9 last:

"The largest class (nearly one-third of the school) was composed of American-born children, who through poverty or other causes were deprived of the advantages of the day school. They were faithful and earnest, and fully appreciated the privileges afforded them in the night school * * * The other classes were composed of foreigners from 16 to 50 years of age, who were learning to read and write English."

A night school is also conducted in the Albina Central school building, under the supervision of D. W. Jarvis. The school is conducted on the same general plan as the evening session on the west side of the river.

The pupils in attendance at the public schools of Portland have the advantages of a library of nearly 800 carefully selected volumes. Formerly this library was located in the high school building, but the books were last year distributed among 13 of the leading schools, and, as they are all interchangeable, they circulate more generally among the students than was possible under the old regime.

With the consolidation of Portland came the merging of all the many school districts in the city and its suburbs into a single system, under the control and direction of the same management. This has resulted in obtaining for all the schools of the city better teachers and a greater degree of efficiency than could be hoped for with the school interests divided. It has at the same time lessened the cost of the maintenance of the free schools here, and has given the school system a prestige, from its very magnitude, which was altogether lacking before Portland and its numerous suburbs were consolidated under a single municipal government.

In addition to the public schools, Portland supports a number of very efficient private schools of recognized merit. There were registered at these private seats of learning last year 1017 children. These schools include the Portland university, Bishop Scott academy, Portland academy, St. Helen's Hall, St. Mary's academy, St. Michael's academy, medical departments of both the Willamette university and the state university, Portland business college, Holmes business college, and a number of other private institutions and schools devoted to teaching special branches.

The actual number of days during the year in which school sessions are held in Portland is 190. For the year ending June 30, 1894, the enrollment at the high school was 475, grammar schools 2655, and primary schools 4671. Out of this great number of pupils there were but 55 cases of suspension during the year, 176 cases of corporal punishment, and 1961 cases of tardiness.

The following table shows the increase of Portland's school population since 1874:

YEAR ENDING JUNE.	Whole No. belonging.	Average No. belonging.	Average daily attendance.	Per cent of attendance.
1875	1799	1106.5	997.9	90.1
1876	1570	1281.1	1186.3	92.6
1877	2085	1417.8	1323.7	93.3
1878	2372	1614.2	1512.6	94.3
1879	2447	1744.5	1649.2	94.6
1880	2533	1859.6	1775.7	95.4
1881	2894	2067.0	1965.8	95.0
1882	3130	2268.2	2166.3	96.5
1883	3483	2452.2	2357.6	96.1
1884	3864	2597.6	2779.0	95.9
1885	3978	2994.6	2971.8	96.3
1886	4066	3119.1	2998.8	96.1
1887	4132	3173.5	3051.4	96.1
1888	4259	3212.8	3083.6	95.1
1889	4562	3260.9	3211.4	95.3
1890	4892	3581.7	3397.3	94.8
1891	5215	3836.2	3686.8	95.5
1892	9641	7282.7	6973.0	96.0
1893	9810	7681.4	7364.1	95.8
1894	10273	8240.7	7928.3	96.1

This shows a gain of 463 in registration, 559 in the average number belonging, and 564 in average daily attendance.

The following statistical matter will furnish an index of the importance of the local public schools:

School population—
School census, March, 1893 19,015
School census, March, 1894 19,819
Females (white, colored and Chinese) 10,355
Males (white, colored and Chinese) .. 9,464
Increase over last year 804
Number between 4 and 6 years 2,120
Number entitled to school privileges 17,699

Registration (whole number of pupils registered during the year, exclusive of night school)—
Girls 5,239
Boys 5,034
Total 10,273
Per cent of school population (basis 17,699) 58.0

Registration by departments—
High school 548
Grammar schools 2,191
Primary schools 6,532
Total 10,273

Average number belonging—
High school 492.3
Grammar schools 2,808.9
Primary schools 4,939.4
Total 8,240.6

Average daily attendance—
High school 469.7
Grammar schools 2,710.3
Primary schools 4,748.2
Total 7,928.2

Per cent of attendance..
High school 95.4
Grammar schools 96.2
Primary schools 96.0
All schools 96.1

The nativity of the children in attendance at the public schools of the city is shown by the following statement: During the year there were in attendance at the city schools 2193 children who were born in Portland, 1530 native-born Oregonians, 6591 born in states outside of Oregon, 214 natives of British America, 171 born in Great Britain and Ireland, 261 born in Germany and Austria, 124 born in Norway, Sweden and Denmark, and 249 who were natives of other countries than those named above.

Among the great schools of Portland is the Portland university, which occupies a valuable and most attractive site on the peninsula, between the Willamette and Columbia rivers, and within the city limits. This is a higher seat of learning, which ranks with the big colleges of the West, and it is in charge of a thoroughly efficient corps of instructors.

BISHOP SCOTT ACADEMY.

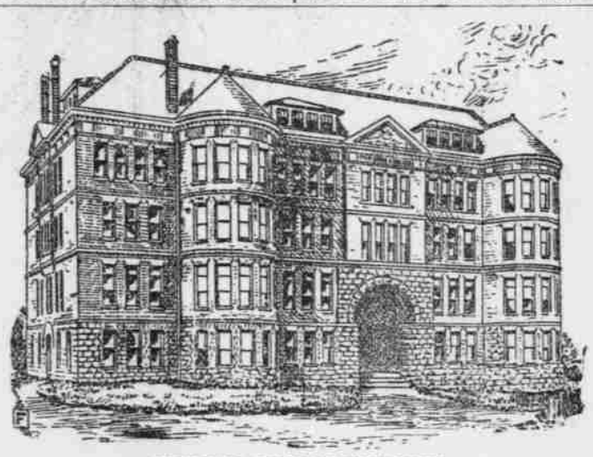
One of the Best-Known Schools on the Coast.

THE Bishop Scott academy begins the new year with an increased attendance and a marked advance in proficiency on the part of its students in both the scholastic and the military departments. At the opening of the Christmas term, Captain William M. Kimball, U. S. A., was detailed by the war department as professor of military science at the academy. This appointment gave a new impetus to the military discipline of the academy, and already shows admirable results in the general bearing of the individual cadets. The scheme of the scholastic work adopted by the faculty has, moreover, within the past year received recognition from Stanford university and other colleges, which in consequence accept certificates of graduation from the school in place of entrance examinations, and at all the higher institutions to which they have gone the Bishop Scott academy boys have acquitted themselves with credit.

The Bishop Scott academy was founded in 1870, and is yet the only distinctive boarding school for boys in the Pacific Northwest. Its high rank as a preparatory school for college and business has been long conceded, and it now has the distinction of being the only school of its class in this region to which a regular army officer has been detailed as active instructor. These features give it a standing which appeals to the confidence of parents and secures a widely extended patronage.

Panics leave their good effects upon institutions as upon individuals, as parents are then careful to send to a high-grade school only boys who demand attention and who appreciate the advantages offered by such an institution. Consequently there is a weeding out from the attendance of the private schools of much of the undesirable material, and that which remains is in a large measure a survival of the fittest, and therefore of a more select, capable and ambitious character. This results in an elevation of the social and moral tone of the institution.

Dr. J. W. Hill, the principal, took charge of the Bishop Scott academy in 1878, when its fortunes were at a low ebb, and by his executive ability and enthusiasm as an educator he has brought it to its present plane of efficiency. He is devoting his entire time, in this his 17th year in charge of the affairs of the institution, to the best physical, mental and moral development of his charges.



WEST HALL, PORTLAND UNIVERSITY.

SCHOOL DESKS.

Complete Plant for Their Manufacture Established Here.

It is with much pleasure and satisfaction that the steady advancement of home industry among the local enterprising manufacturers is recorded, there being nothing more conducive to the prosperity of the state and city than home production, and every inducement and encouragement possible should be extended to those who, in the face of so many serious obstacles, display both enterprise and courage.

One of the most important of recent industries started here during the past year is the manufacturing of the Pacific School Desk by the East Portland Mill & Fixture Company, 441 East Morrison street. The reputation of this firm for excellent work and thorough business dealings is sufficient guarantee, they having been successfully engaged in the manufacturing business in this city during the past eight years, and they are so well known to the general public that any further introduction is quite needless at this time.

Heretofore all school desks used in Portland and throughout the state have been supplied at a great expense by Eastern houses, through representative agents. This firm, recognizing the opportunity to gain a profitable market on this coast, has succeeded in producing a desk not only equal, but greatly superior, and at a less cost, than any ever before introduced in the American school. With combined beauty, durability and cheapness, its successful future is assured. It is also well worthy of notice that every part of the seat and desk is made here in Portland, casting and hinges included, and the woods are native Oregon maple.

The manufacturers feel greatly encouraged by the phenomenal success they have met with. They have furnished all the desks used in the Portland public schools during this year, as well as those for the new public school at Astoria, besides numerous other schools throughout the state and coast; and after a thorough inquiry into the matter it is found that wherever they have been placed they have given the best of satisfaction. The factory has an output of 20,000 desks annually, and the company expects to be operating to its full capacity during the coming year.

Including stocks and bonds, the railways of the United States are capitalized at $60,000 per mile, while those of Great Britain are capitalized at $220,000 per mile, or nearly 400 per cent higher than in this country.

PUBLIC SCHOOL AT UNIVERSITY PARK.

PROF. A. P. ARMSTRONG,

WHAT HE WROTE ABOUT.

Can't Afford Not to Send Them.

A Slip that Cost Him $230.00

IT HAS A FINE REPUTATION THERE.

THE DALLES, OREGON, December 26, 1894.

PORTLAND, OREGON,

DEAR SIR: My son Henry and my daughter Alice will enter your school on Wednesday, Jan. 2nd. Henry is to take the business course, Alice the shorthand and typewriting. I intended to start them in the fall, but thought I could not spare the money. I have come to the conclusion that I can't afford not to send them. When young people reach a certain age it is hard to keep them interested in school. Besides, times are growing better every day.

I want Henry to get a usable education. One must have this in these days, to make any headway in the world. Alice is to fit herself to make her own living, if it ever becomes necessary. I have always been sorry I did not send my son Frank to your school before he took charge of my saw-mill on Puget Sound. His education does not seem practical. Last summer he lost $230 by a slip in commercial law, in making a lumber contract. He also got his books tangled, but a young man employed in a bank over there (a graduate of your school, by the way) straightened them out at a cost of $40. I want Henry to make sure of a business education first, so as to avoid such blunders. If he wants to go to college afterwards, all well and good.

The Portland Business College has a fine reputation here. All I ask of my children is to accomplish as much as other pupils of yours from this section have. If they do not graduate this season they will return next year. I think this an excellent feature in your scholarship; and your tuition rates are very reasonable. You may send reports of their progress every two weeks, and oblige. Very truly yours,

EDITOR OREGONIAN: You may print the above in the space reserved for this school on the "college page" of the New Year's Oregonian. The letter reached me this morning, and hits the nail squarely on the head, to my thinking. Hastily, A. P. ARMSTRONG.

A BIG COAST SCHOOL

THE PORTLAND UNIVERSITY, LOCATED IN THIS CITY.

Successful Career of This Leading Institution of Learning—Beauty of Its Location.

THE Portland University was organized in the year 1891, under the auspices of the Methodist Episcopal church. The university is under denominational control, as are most of the great schools of the country, but it is not in any sense sectarian. The board of trustees is composed of some of the best business men on the Pacific coast, of which H. W. Scott is chairman, and ex-Senator Willis is secretary.

The site of the university is on a high plateau between the Columbia and Willamette rivers, and about three miles north of the center of the city of Portland, of which it commands a fine view. The beautiful island in the river, the high range of evergreen hills on the west, the lofty peaks of five perpetual snow-capped mountains to the east, the long sweep of the Cascade mountain range to the north, steamers from local points on the river, ships from all the countries throughout the entire world passing within a stone's-throw of the university building, all combine to lend a charm to the scene that is nowhere excelled.

The attendance has reached a total enrollment of 500 in less than four years. Under the presidency of Dr. C. C. Stratton, an educator of recognized standing, sustained by a strong faculty, with the advantage of being located near the commercial, railroad and money center of the Pacific Northwest, and enjoying the assured prospect of a splendid endowment, the university ranks with the leading educational institutions of the Pacific coast.

When the university was located on the peninsula, the board of trustees, believing that, bounded as it was on two sides by two great rivers navigable by the ships of the world, this elevated point of land was some day destined to become a densely populated portion of the city of Portland, purchased 600 acres of the choicest of this land. With the exception of 70 acres reserved for a campus, the whole of the 600 acres was laid out into blocks and lots. The alternate blocks, or one-half of the lots, were set aside and reserved for a permanent endowment, the other half being put on the market for sale. About $400,000 worth of these lots have been sold. There are now about 2500 people in the vicinity of University Park who were attracted here by the healthfulness of the location and its convenience to the center of the city, as well as its proximity to the university.

Under the skillful and judicious management of Francis I. McKenna, the general land agent of the institution, wonderful strides have been made in the way of improvements. University Park now has all the conveniences of a modern city, including city water, electric lights, graded streets, sidewalks, public parks, public schools, boulevards, etc.

There are three four-room public-school buildings on that part of the peninsula convenient to University Park. The Baptist society is just completing a beautiful little church. An Episcopal church has been commenced and will be pushed to completion at an early date. Notwithstanding the monetary panic of the nation, about $50,000 was expended in building here in the year 1894. There are practically no vacant houses at the Park, and the prospects for new buildings to be erected are very bright for the coming year.

THE McKENNA BLOCK AT UNIVERSITY PARK.

ST. HELEN'S HALL, Portland, Oregon

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.....The MISSES RODNEY, Principals

Points in Egyptology.

The so-called "Old Empire" includes the fourth, fifth and sixth dynasties, from 2830 to 2530 B. C.; the "Middle Empire" the 12th and 13th dynasties, from 2130 to 1930 B. C.; and the "New Empire" the 18th, 19th and 20th dynasties, from 1530 to to 1050 B. C. Only these three periods are taken into serious consideration. There are no monuments belonging to the first three dynasties; from the seventh to the eleventh were periods of political confusion, and after the 20th inscriptions and papyri are too rare to yield satisfactory results.

Peculiarities of Hiller.

St. Louis Globe-Democrat.

Hiller was quarrelsome, but possessed of such native dignity as to never express himself in a manner unworthy of a gentleman. He disliked extremely the "new school" that sprung up in his middle life, but never engaged in personalities with Wagner or any of the advocates of the "music of the future."

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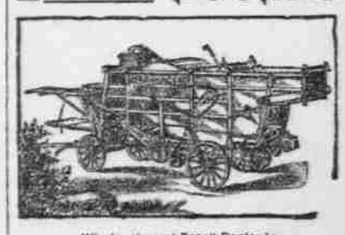

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