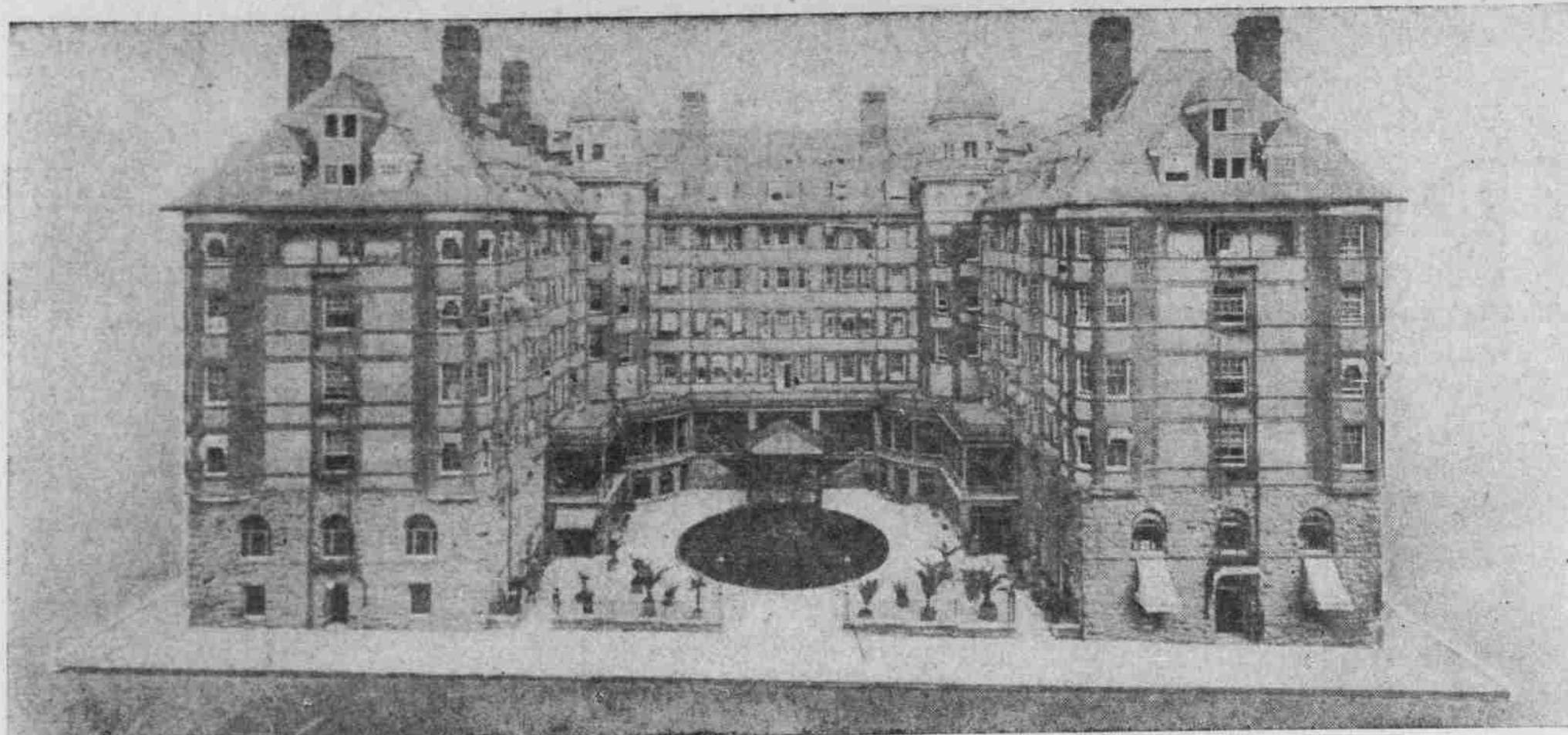


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SCHOOL GROWTH IS RAPID

Attendance Almost Doubles in This City During 10 Years—High Standard of Education Is Maintained

By H. H. Herdman, Jr., Principal East Side High School.

THE growth of the schools in a city is an excellent means of estimating the growth of that city. Likewise, the conditions obtaining in the schools are good criteria of the interest taken by the citizens in the moral and intellectual welfare of those who will set the standards in the next generation. In this brief article it will be my purpose to bring out these two points, particularly as they apply to the high schools.

In June, 1898, the number of pupils registered in the public schools of Portland was 11,245. Ten years later, in 1908, the number was 22,212. In other words, these figures show that during the last decade, the school population of our city increased 95 and four-fifths per cent. To provide buildings for this rapidly-increasing number has been in itself no small task. But to secure teachers who have proper qualifications to incorporate them in the corps, and to mould their ideas and direct their work so as to make it harmonize with the work of those older in the service—this has been the point upon which the efficiency of the schools has depended during the period of large increase, that this has been done, no one who will take the trouble to acquaint himself with the situation as it exists today will deny. The course of study has been well thought out, it has been systematically and practically arranged, it has been thoroughly expounded to the principals and teachers, and it has been uniformly followed, under careful supervision, by the entire corps.

The High School, ten years ago, that is in June, 1898, had an enrollment of 538 pupils. Seven years later, in 1905, this number had been increased to 1029, a gain of 254, or 20 and two-fifths per cent. At the end of the present year, June, 1908, the number enrolled will have increased to at least 2200. Between 1905 and 1908, therefore, the increase amounts to 1195, or 191 and nine-tenths per cent. Of this 191 and nine-tenths per cent increase, 88 and one-tenth per cent has manifested itself since the East Side High School was organized. This in itself goes to show that the number of schools, that is to say the accommodations for students, affects the number of students, just as the number of students, that is the demand for school accommodations, affects the number of schools. One hundred and one per cent increase in four years, is there anything strange about the fact that we have two high schools filled to capacity where four years ago we had one? And does anybody know what we shall do with all the boys and girls who will be clamoring for admission during the year and one-half which must elapse between now and the time when the contemplated third building will be ready for occupancy?

Many persons have come to look upon the High School as an institution, the principal purpose of which is to prepare for college. Although our high schools do prepare students for entrance into college, that is not the main purpose for which they are maintained, nor is it the main result which they achieve. A very great majority of the pupils in the high schools do not expect to go to college. They look upon their high school course as the completion of their formal education. With many of them, their chief hope is to remain in school long enough to graduate before necessity of having food and clothes, either for themselves

or for those dependent on them, compels them to give up books. Others who are in a position to complete the four years of secondary work do not, for one reason and another, expect to continue after their graduation. Thus, whether from choice or from necessity, the majority of our pupils regard the high school as the last educational institution which they will attend.

Under such circumstances it manifestly behooves us to supply these pupils with the things which will best fit them for the lives they will lead. Accordingly our courses include the culture studies, the disciplinary studies, and the utilitarian studies. Until recently, our high school curriculum consisted of only the Latin, German, English and scientific courses. Now, however, we have, in addition to these, a college preparatory course, a manual training course, a domestic science course, and a commercial course.

In each of these courses certain work in mathematics (which includes algebra, plain and solid geometry, trigonometry and higher arithmetic), science, i. e. physiology, zoology, physics, botany, physics, and chemistry, history, i. e. Oriental, Greek, Roman, mediæval, modern, English and American, English, i. e. grammar, rhetoric, composition and literature—in each of these courses some work in these subjects is required. The amount varies slightly in the different courses. No one is obliged, or even permitted, to take all of these subjects. On the contrary, no one who wishes to graduate is permitted to choose merely what he wants or thinks he wants; he may however take an elective or special course without graduating. The pupil is required to choose the course which he intends to pursue in the high school.

For example, if he expects to go to college, he chooses the college preparatory course. In this he must take four years of Latin and two of German, four years of English, two years of history, two years of science, and three years of mathematics. Or, if he chooses the manual training course, he is required to take four years of manual training, which includes both French and mechanical drawing, three

years' work in English, one in history, two in science, and three in mathematics. Or a girl who chooses the domestic science, two years of French and drawing and other decorative work, four years of English, two of history, two of science (zoology, physiology and chemistry) and three of mathematics. Or in the teachers' course, she is required to take three years and a half of mathematics, two years and a half of science, two of history, four of English, two of pedagogy, and two of art. Or in the commercial course, the student gets, in addition to the bookkeeping, shorthand and typewriting, considerable work in mathematics, science, history, English and science of commerce.

The other courses, the Latin, the German and the English, are similar to those outlined above, except that in each the student must choose three studies to be pursued throughout the four years, and to be studied one year each. One thing more about our courses: It has been said by persons who know not whereof they spoke that a student who graduated from the High School was not prepared for college. Our Latin course, they said, did not qualify our graduates for college. I am glad to have this opportunity to contradict that assertion. Pupils who take the Latin course with expectation of qualifying for college and who adjust their studies to meet the entrance requirements, have no difficulty. But, as I have said, not half of our pupils intend to continue their studies after leaving the High School, hence the courses are somewhat more elastic than is necessary to conform merely to the college requirements. But the student who takes the Latin course can enter college provided he takes the work in that course required for entrance.

In short, I believe that the courses of study offered in our High Schools compare favorably with those offered in the schools of the other cities of the country; that the work done by the students in pursuing these courses is on an equality with that done elsewhere, and that the spirit, the general moral and intellectual tone of the student body is very high. We haven't attained perfection yet, it is true, but perhaps we should be thankful for this reminder of our kinship with the rest of the mortal world.

WILL FOUND REED INSTITUTE

Trustees of Project Are Free to Carry Out Wishes of Woman Who Gave Estate to Big Philanthropy.

REQUEST FOR REED INSTITUTE.

Through the bequest of the late Mrs. Annanda W. Reed, an estate valued at approximately \$1,000,000 has been made available for the founding in Portland of an educational institution to be known as the Reed Institute. Some of the plans and objects of this proposed school are discussed in the following article by Dr. T. L. Elliot, pastor emeritus of the First Unitarian Church and one of the trustees of the institute named by Mrs. Reed in her will.

By Dr. T. L. Elliot.

The year 1909, will probably be the initial year in which the trustees of that noble philanthropy the Reed Institute, will be able to look their trust

fully in the face, and take some of the preliminary steps towards determining, first, the general line or lines which can be moved upon with most advantage to the people of the city and state; and later, the methods and leadership which shall carry these lines forward to earliest operation. Up to this year, the suits instituted by certain of Mrs. Reed's relatives, have engrossed most of the attention of the executor and trustees. These suits though vexatious and taxing to the patience, have been determined, by courts of both lower and higher resort, in favor of the philanthropist, and of the chief trust and the result is that the executor will be able in the sequel to turn over practically unimpaired the residual estate for the Reed Institute as intended by the wise giver.

The board of trustees as now constituted is as follows: C. A. Dolph, Martin Winch, T. L. Elliot, William F.

Olds and Charles E. Wolverton. The two latter take their office, by election, to replace Judge C. B. Beilinger deceased and W. E. Robertson, declining to serve. These trustees, so far as their actual work under the trust is concerned have up to this time carefully refrained from the discussion of plans and policies until it should be definitely known what the issue of the suits above named might be and until formally called to action by the turning over of some instalment of funds by the executor.

Meanwhile the general subject matter of Mrs. Reed's will in relation to the institute has been before the board, and some general lines of action may be said to be partially thought out. The trustees will have a large field of usefulness to choose from, and will be governed no doubt first by a consideration of the existing philanthropies of the city and by a judgment that the institute should not duplicate to any great extent what may seem to be provided for through public taxation or other endowments and benevolent associations. Again the interests of young people who are seeking to fit themselves to earn a livelihood in congenial occupations will no doubt be the paramount aim though the will allows scope for general lectures and instructions in useful information for the public at large. The following clauses of the will may indicate how generous were the wishes of the founder and her trust in those who are to administer or choose out specific lines.

"All the rest, residue and remainder of my estate and property of every kind I give . . . for the founding, establishment and maintenance at the city of Portland, Or., of an institution of learning having for its object the increase and diffusion of practical knowledge among the citizens of said city of Portland, and for the promotion of literature, science and art."

In conclusion the testatrix restates her meaning in words memorable for their breadth, and defining uses of her gift for all time, as follows: "It is my desire and intention that the institution so founded and established shall be the means of general enlightenment, intellectual and moral culture, the cultivation and development of fine arts, manual training and education for the people."

Whenever the executor formally places in the hands of the trustees the property and funds of the estate in remainder, a large responsibility will come, challenging the best endeavor and wisdom of the board, and of their advisors to carry forward the Reed Institute, and to justify the noble confidence in the citizens of Portland of Mr. and Mrs. Reed. They conceived their plan long ago and the bestowal comes in execution of a high moral purpose: in fulfillment of a felt gratitude for all that Oregon and Portland meant to them, through a long life, and with the intent to the reach of their power of doing perpetual good. The trustees, no doubt, will plan not only for the present, but for the future, and will give much time and preliminary thought to their work; perhaps, visiting other institu-

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