

# Oregon's Imperial School Center Has a \$350,000 Equipment

## A THANKSGIVING HYMN

(Emery Pottle, in Craftsman for November).

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O God of Years, the Earth is full of Thy Plentitude,  
 The fields lie pleasant in the sunlight,  
 The pregnant seed of the sky, new days of Spring  
 Has fallen in kindly places;  
 The white noons of Summer have smiled upon the  
 Young green plants,  
 The rains and dews of evening have kissed them;  
 And now Thou hast graciously sent the golden days of Harvest,  
 When the desires of every living thing are satisfied.

Rivers, as they flow oceanward, sing to Thee,  
 The great heart of the Sea beats with gratitude,  
 The strength of the ancient hills is for Thy Praise;  
 The voices of the solemn pines,  
 The sun and sky, the yearning breasts of Night,  
 Home-songs of birds, the multitude of white-souled  
 Stars ashine,  
 The swift, wild tunes of the wind—  
 All these are praising Thee.  
 And we, Thy humble and contrite servants,  
 Bow before Thee with hearts of Thanksgiving;  
 We are mindful of Thy loving kindness.

For the laughter upon our lips,  
 For the passionate joy of Life within us,  
 For Love, the strange, wonderful artificer of our souls,  
 We bless Thee, O God!  
 For Justice, and Virtue, and Honor, and Peace,  
 For high-hearted men in authority,  
 For the vast, pulsating, victorious Country,  
 We bless Thee, O God!

And if there be pain and anguish,  
 If the shadow of grief lies gray upon us,  
 If the inscrutable Chance of the future years  
 Bears in its womb aught of misery,  
 And the travail be bitterness and shame,  
 Have mercy upon us, O God!

O God of Years, the Earth is full of Thy Plentitude,  
 And we, Thy humble and contrite servants,  
 Bow before Thee, with hearts of Thanksgiving.

## Oregon School Laws a Model

Department of Education,  
 W. E. Chancellor, Superintendent  
 of Public Instruction, Washington,  
 D. C., lecturer on History of Educa-  
 tional Theory, John Hopkins Uni-  
 versity, says in the Atlantic Educa-  
 tional Journal, "I have read the  
 school laws of every state in the  
 Union, Oregon has the best." It is  
 the purpose of this article to de-  
 scribe briefly Oregon's Educational  
 system which is necessarily based  
 upon her school laws.

The school district governed by  
 an elective board of from three to  
 five directors is the unit of the  
 school system in Oregon. This  
 board manages the finances of the  
 district, and elects teachers. Once  
 a year the school district holds a  
 school meeting which all legal vo-  
 ters of the district are privileged to  
 attend and special meetings are cal-  
 led from time to time by the board  
 of directors as the need arises. The  
 districts of a county have a super-  
 vising officer called the county su-  
 perintendent who looks after the  
 interests and welfare of all the dis-  
 tricts of a county. This officer visits  
 each district at least once a year,  
 inspects the buildings, looks after  
 the school itself, and supervises the  
 work of the teacher. In the same  
 manner, the state superintendent of  
 public instruction cares for the edu-  
 cational interests of the entire  
 state.

**Grading and Text Books.**  
 The schools of Oregon use a uni-  
 form course of study, which pro-  
 vides for eight grades in the gram-  
 mar schools, and four years of work  
 in the high schools. The State  
 uses also a uniform series of text  
 books. If a pupil moves from one  
 part of Oregon to another he may  
 keep the same books, enter school  
 and be very easily classified. When  
 the eight grades are completed, the  
 pupil takes the eighth grade exam-  
 ination on questions prepared by  
 the state superintendent, and grad-  
 ed by the county board of exam-  
 iners. If successful, he receives a di-  
 ploma signed by the county super-  
 intendent, and his teacher, which  
 entitles him to enter any high  
 school in the state.

The high schools are now in a  
 period of development in Oregon.  
 Some have one year, some two,  
 three and four. The course requires  
 four years of high school work, so  
 when a pupil lives in a district that  
 has only a one, two or three year  
 high school, he usually goes to some  
 four year high school to finish his  
 course. These smaller high schools  
 are adding to their courses each year  
 and more than 50 new high schools

were organized during the past  
 year.

The State Institutions, the Uni-  
 versity of Oregon, the Oregon Agri-  
 cultural College, and the Normal  
 Schools have their courses so ar-  
 ranged that they correlate well with  
 that of the high schools, and these  
 schools, finish the free education  
 that is offered to the boys and girls  
 of Oregon.

Besides these schools there are  
 the special institutions for unfortu-  
 nate children, the Blind, the Deaf-  
 Mute and the Reform schools, and  
 another institution is now being  
 provided, that for the care of the  
 feeble minded.

**Compulsory Education.**  
 The last legislature passed a com-  
 pulsory educational law which is as  
 near self operative as any law well  
 can be. Truant officers and teachers  
 are in danger of penalty if they neglect  
 their duty in seeing to the regu-  
 lar attendance of the children under  
 their jurisdiction. County super-  
 intendants report that the law is  
 working well and that they are hav-  
 ing no difficulty in enforcing the  
 law.

**Institutes, Conventions and Associa-  
 tions.**  
 By these various meetings, teach-  
 ers and school officers are kept in  
 touch with the progress of the day,  
 not alone in the line of teaching, but  
 with the progress of the nation,  
 economically, socially, financially  
 and intellectually.

The law requires each county su-  
 perintendent to hold an annual  
 teacher's convention in his county,  
 and the attendance of teachers is  
 compulsory. The state superintend-  
 ent is also required to attend these  
 conventions as far as practicable.  
 Most of the counties are now able to  
 procure for these conventions at  
 least one instructor from some other  
 state, and two or three of the best  
 institute instructors of this state.

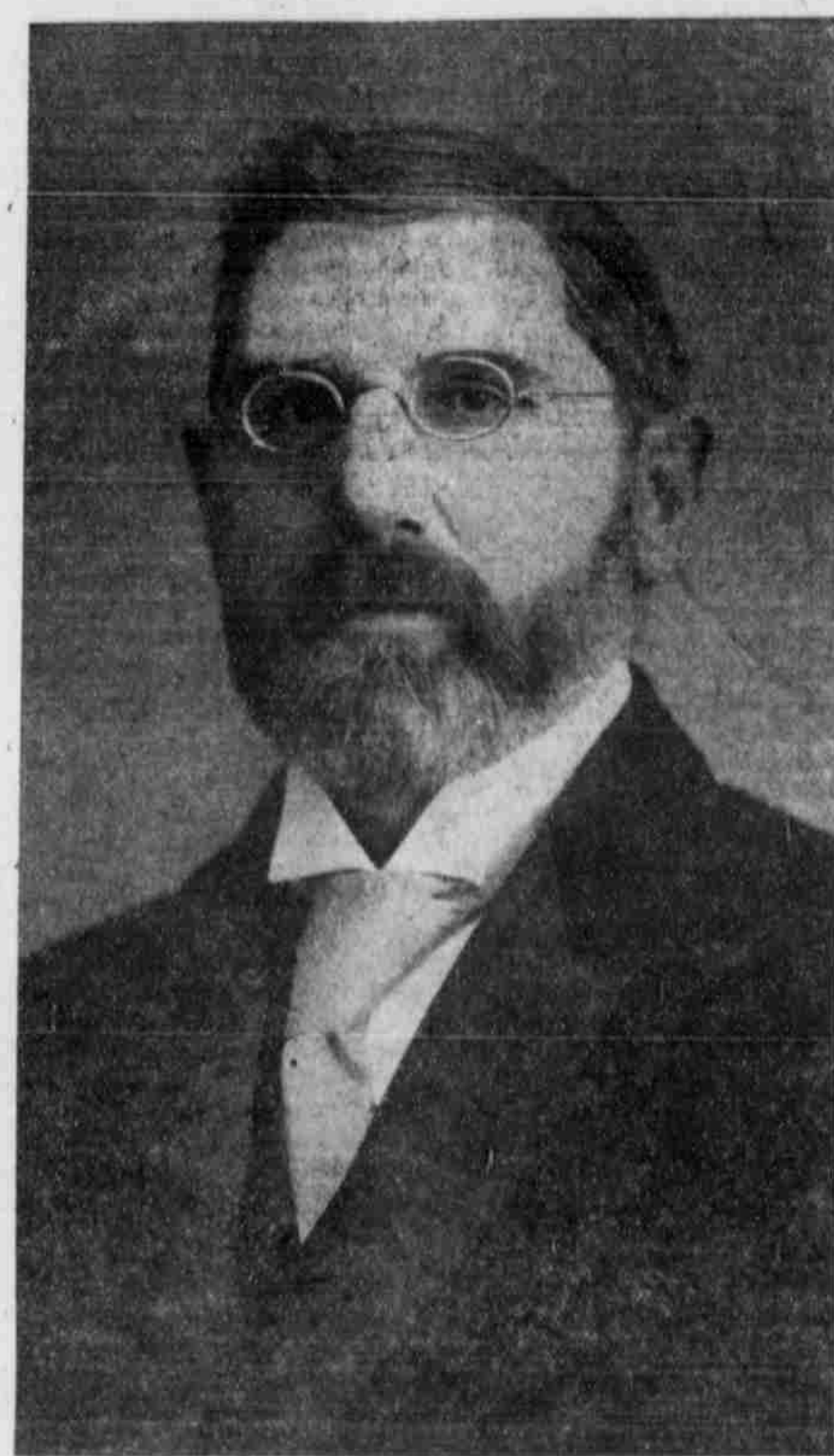
Once each year state associations  
 are held, one for Western Oregon  
 and one for Eastern Oregon. The  
 attendance at the Western Oregon  
 division usually reaches one thou-  
 sand or more, that of the Eastern  
 division not quite so large. For  
 these meetings the best talent of the  
 state is employed, and two or three  
 instructors, the most noted in the  
 United States, are also secured.

A new law the administration of  
 which is meeting with success is  
 the law authorizing the county su-  
 perintendent to hold annually a  
 school board convention for a period  
 of at least one day for the discus-  
 sion of questions pertaining to the  
 improvement of the public school

system. The chairman of the dis-  
 trict board is the delegate to this  
 convention. If unable to attend he  
 is authorized to appoint some other  
 member of the board.

The conventions held thus far  
 have been well attended, and the  
 directors have shown that they are  
 interested in their schools, and that  
 they are willing to spend time and  
 money to forward any plan tending  
 to better the public schools, that  
 will on its face show itself to be of  
 practical working value. For ex-  
 ample, the writer has been advocat-  
 ing the plan of a number of dis-  
 tricts uniting to employ a specialist  
 who will instruct the children in ele-  
 mentary agriculture, have an equip-

ments, or a number of phases of our  
 laws that will bear improvement,  
 and the State Department is now  
 working out plans to this end. It  
 has already been noted that the  
 county is divided into a large num-  
 ber of districts, and each of these  
 districts has a controlling board,  
 and that the supervising officer is  
 the county superintendent. Here,  
 in order to secure good work, the  
 power must be more centralized. To  
 illustrate, if a county superintendent  
 finds certain defects in fifty differ-  
 ent districts, he must go to work  
 with fifty different boards, or with  
 one hundred and fifty to two hun-  
 dred men, in order to have the con-  
 ditions made right. It may be a



J. H. Ackerman, Superintendent of Public Instruction.

ment of necessary tools, and teach  
 the children how to bud, graft and  
 prune the trees of the orchard, how  
 to prepare the ground for the dif-  
 ferent seedling, the best way to  
 cultivate each of the differ-  
 ent garden products, and above  
 all to cultivate an unbounding in-  
 terest among the children for such  
 work. Many of the school direc-  
 tors have become interested in this,  
 and the plan, it is believed, will be  
 given a trial in the near future. By  
 these meetings, too, many smaller,  
 vexatious problems have been solved  
 simply by open discussion and sug-  
 gestions by the delegates attending.  
 There are several defects in our

matter of bad ventilation, or one  
 of no play grounds, or one of un-  
 sanitary conditions, and many of  
 our schools are suffering from all  
 of these ills. If there were one  
 central board for the entire county,  
 and the county superintendent had  
 authority to execute its plans, school  
 buildings might be made more com-  
 fortable, play-grounds might be  
 provided, and the district with a  
 few pupils might have as good a  
 school and as competent a teacher  
 as the one with a large number of  
 pupils.

In order to make this last possi-  
 ble, another change must be made,  
 and that is the plan of distributing

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the school money. Now it is distributed according to the school census. The property of the whole state must stand back of the education of every child in the state, and therefore, the district as a taxing unit, is not a fair unit in that some districts are too poor to maintain a good school for a sufficient number of months, while other districts with no greater number of children have a greater amount of taxable property and, therefore, can, without any great sacrifice on its part, have a good school for a greater number of months. If the state were made the taxable unit this unequal division would cease. The method of apportioning money according to the census of children is not a fair method for the reason that children of a district which has a small census is entitled to a good teacher for as many months as are the children of a district containing a greater number of children. The idea being that a few children need a good teacher as well as a large number of months as the large number; therefore, money should not be distributed in accordance to the number of children in a district, but in accordance to the number of teachers employed.

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 Willamette University is a source of the greatest pride to the city and under the presidency of Dr. John H. Coleman has become a school of the first rank in the state. The magnificent campus opposite the State Capitol building is being rapidly covered with buildings, a college of

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(Continued on page 11)

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