

1908 CLASS OF THE CAPITAL NORMAL SCHOOL AND BUSINESS COLLEGE OF SALEM, OREGON

REVISION OF THE COURSES OF STUDY

Superintendent of Public Instruction Ackerman has just completed the revision of the courses of study for the elementary and high schools of Oregon. He states that they will be ready for distribution to the several county superintendents in a few days. The changes in the elementary course are comparatively few, the distribution of subject matter being nearly the same as last year. The suggestions to teachers concerning the teaching of the various subjects have in many instances been strengthened, especially in geography and history, the object being to relate these subjects more closely with supplementary reading and also to the state list of library books prepared by the secretary of the Oregon Library commission.

There are quite a number of changes in the high school courses among which may be mentioned that bookkeeping is made a half-year subject and that the first half of the ninth; and botany a mandatory subject in the last half of the ninth. A two-year commercial course designed for eleventh and twelfth year pupils in high schools of the first class, is offered. This course practically parallels the elementary commercial course of the Agricultural college.

For the first time in the educational history of the state, a course of study entitled, "A Teachers' Training Class Course" is suggested as an optional course for tenth, eleventh, and twelfth year pupils in high schools of the first class. Four lines of work are prescribed—White's Art of Teaching, 14 weeks; Observation Work, 7 weeks; Practice Teaching, 7 weeks; State course of study, 4 weeks, and Practical School Problems, 4 weeks. Pupils completing the course are to be given

certificates to that effect which will be honored in any Oregon State Normal school in lieu of the work prescribed in pedagogy in the freshman year. A detailed outline of the work to be attempted in the observation work also in the problems to be solved is worked out in the course.

The teachers' training course is designed to be of assistance to high school students who intend to teach but feel that they cannot afford to leave home to fit themselves for that work. Superintendent Ackerman is of the opinion that many students who take this course will become so interested in it that they will eventually take up more advanced work in one of the regular normal schools.

Another feature of the course is that hereafter the schools of the state will be classified according to the courses adopted and the number of teachers devoting the whole of their time to teaching high school subjects, a high school of the first class being one having one or more four-year courses and at least three teachers devoting the whole of their time to high school work; a high school of the second class being one having one or more three-year courses and at least two teachers devoting the whole of their time to high school work; a high school of the third class being one having one or more two-year courses and at least one teacher devoting the whole of her time to high school work, and a high school of the fourth class being one having a one-year course and one teacher devoting the whole of her time to high school work.

The courses of study both for the elementary and high schools together with the suggestions to teachers cannot help being a source of much benefit to teachers, school officers and patrons.



It may not be known to all that the largest normal school in the state is located at Salem. It is a private institution, chartered under the laws of Oregon and grants diplomas on completion of the course.

It is located at the corner of Commercial and Chemeketa streets, and is under the management of Prof. J. J. Kraps. This school which was chartered about five years ago, has just closed its most successful year year and students may enter at any time. The fall opening occurs on with an enrollment of nearly four hundred students. It has a first class business department which is being increasing by patronized each.

The work done at this school is second to none in the state and its students are filling many of the best positions in the northwest.

The school is open throughout the September 21.

Mr. Kraps has installed a publishing house in connection with his school and is printing many of his own textbooks, of which thousands are being sold to the teachers throughout the state.

Persons seeking further information about this school will address,

J. J. KRAPS,
Salem, Or.

HILL MILITARY ACADEMY, PORTLAND, OREGON

The Hill Military Academy is a boarding and day school for boys and young men. It was founded in 1901 by the present principal, Joseph Wood Hill, M. D., who for 23 years previous to that time had been lessee and principal of the Bishop Scott Academy in Portland. During his career in Oregon as an educator, Dr. Hill has had about two thousand pupils under his charge, and the work of his boys in business and at college shows the efficiency of his methods of training and instruction.

Pupils who have studied under his direction have matriculated at Harvard, Yale, Princeton, Amherst, Cornell, Sheffield Scientific School, Massachusetts Institute of Technology, Stanford University, McGill University, the state universities of Oregon, Washington, California, Pennsylvania, Michigan, Wisconsin and Louisiana, agricultural colleges of Oregon and Washington, the government academies at West Point and Annapolis, and many professional and technical schools.

Location.

The school is located in a beautiful and quiet residence portion of Portland, and can be reached in 12 minutes by electric cars from the business center. It therefore enjoys the benefits of the exceptionally pure Bull Run water, municipal lighting,

and the use of the long-distance and the local telephones, yet is sufficiently remote from the heart of the city to be free from influences that would distract from study. From the school buildings, which are situated upon high and well-drained grounds, there is afforded a magnificent view of the city of Portland, the Willamette river, the Cascade range and the towering peaks of snow-covered Mt. Hood, St. Helens, Adams and Rainier.

The buildings are new, commodious and carefully planned and constructed throughout. The main building is four stories high; and since it is built in the English baronial style, with castellated walls, it accords in appearance with the military idea. In internal arrangement it is thoroughly modern.

The Aim of the Academy.

The aim of the academy is to prepare its pupils thoroughly for admission to the leading universities or for a useful career in business life; to foster bodily growth and health; and to inculcate sound moral and religious principles. The ordinary day school can guard the health and morals of boys practically only during the periods of recitation. Our school cares for its boarders throughout the 24 hours of the day and surrounds them with the influence of a refined home life.

THE UNIVERSITY OF OREGON, EUGENE

The University of Oregon was established by an act of the state legislature October 19, 1872, and located at Eugene. Deady Hall, the first university building, was erected by the citizens of Lane county, and presented to the Board of Regents in July, 1876. In September of the same year, the university opened its doors for the reception of students. The first class was graduated in June, 1878.

The equipment of the university was at first very small, and the courses of instruction were limited practically to literary lines. The university grew rapidly, and the demand for a broader curriculum was met by the addition of engineering, scientific, and technical courses. The Law School was established in 1884, and the Medical School in 1887. With the growth and development of the state, the university has increased in numbers and financial resources. Buildings have been erected, new departments added, and a large equipment installed.

The most important single gift to the university was that of \$50,000 made by Henry Villard in 1883 for general endowment.

During the early years of the institution, the only high schools in the state were located in two or three of the larger cities, and it was necessary for the university to offer academic courses in order that students graduating from the schools in smaller towns might continue their work by coming directly to the university. As the high school system of the state developed, it became possible to discontinue the first year of the academy course; a little later the second year was dropped; and finally in 1904 the academy was entirely abolished.

The government of the institution rests upon the inherent obligations of students to the university and to

the state. The university is maintained at the public expense for the public good. Those who participate in its benefits are expected, as a matter of honor, not only to fulfill the obligations of loyal members of the institution, of the community, and of the commonwealth, but actively to aid in promoting intellectual and moral interests. Every student owes to the public a full equivalent for its expenditure in his behalf, in the form of superior usefulness to it, both while in the institution and afterwards. Students, therefore, cannot claim any exemption from the duties of good citizens and loyal members of the community and of the university; on the contrary, they are under peculiar obligations loyally to fulfill every duty. As members of the institution, they are held responsible for regular attendance and the proper performance of their duties. As members of the community, students are amenable to the law; and, if guilty of its infraction, are liable to a termination of their relations with the university. The university recognizes its civic relations and rests its administration upon civic obligations.

The University of Oregon is located at Eugene, at the head of the Willamette valley, 123 miles south of Portland. Eugene is the county seat of Lane county, and has a population of about seven thousand. It is one of the most prosperous towns in Oregon, but above all is a city of homes, with a sincere pride in its reputation as an ideal place in which to live. The university grounds are situated about one mile southeast of the center of the city. The buildings crown a grassy slope; the Willamette river flows along the border of the campus; and the Three Sisters and the peaks of the Coast range are in full view.

TEACHERS TRAINING CLASSES IN THE HIGH SCHOOLS OF OREGON

High Schools.

In 1899 there were only eight four-year high schools in the state, and very few of the second and third year classes. No statistics of the high schools were kept at that time. During the past year there were in operation 43 four-year high schools, 15 three-year high schools, 43 two-year high schools, and 37 one-year high schools.

Compulsory Education Law and Teachers' Reports.

School officers throughout the state report that the compulsory educational law passed by the legis-

lative session of 1907 has proved a success and that all of its provisions are practicable. Statistics seem to bear out these reports. Average daily attendance for the school year 1907-1908 shows an increase of 17,379 over the previous year. This large showing may be partly due to a more accurate method of securing the school statistics. The new law requires the teachers to report to the county superintendent at the end of each school month. Upon the reports of the teachers the county superintendent bases his report to State Superintendent Ackerman.

CAPITAL BUSINESS COLLEGE, SALEM, OREGON

This is the leading commercial school of the Willamette valley. Its head is a tactful active business man, who is each year called upon to help out in our public offices when expert expertise is required or any problem in complicated bookkeeping presents itself. W. I. Staley is not a theorist but a worker at the world's work and one who renders effective work. His hand is felt in our city and county and state affairs that are in his line. He is interested in the industries and among other enterprises established the Capital Business college in 1889, and that has become his central aim and main life work. The school has always been the one thing nearest his heart, and it has grown from year to year, until the enrollment was 225 for 1908. His graduates are holding responsible positions all over the northwest and he has no trouble in placing them in profitable positions ordinarily. Many large firms look to no other place than his school for office help.

Following splendid sentiments taken from a short talk on business success in one of Professor Staley's publications, and it will pay anyone thinking of getting a business education to send for his latest catalogs and bulletins:

"Education is the preparation to do the best work of the world, and while there must be industry, courage, application and high moral purpose back of it in order to command the confidence and respect of the world, yet education has a tendency to develop and strengthen these very qualities, and thus, in a great measure command success. Education is not a necessity if you want to take

the chances of competing with machinery, but if you intend to compete with brains you can only do it with a well trained mind. As the world advances, it gets more exacting in its varied demands. Mediocrity will no longer be tolerated. The business talent that was necessary to conduct a business successfully fifty years ago would not meet the requirements of the colossal system of today. The rewards are greater now than they were then, but greater efforts must be put forth to secure them. In times past a man could let his business educate him. Now he must educate for his business, for experience is too dear and slow a teacher to be allowed to handicap him in his race for the goal of success. Practical education means an education that prepares one to successfully conduct the practical affairs of life. Bookkeeping, in its application to the various industries of the world; penmanship, by which the records of business must be made plainly, legibly and neatly; correspondence, by which the vast volume of the world's business is conducted; commercial law, by means of which one may know his legal rights and how to defend them; shorthand, an educational attainment which has become indispensable in the business world today, and a thorough, practical knowledge of all kinds of business forms, make an educational foundation on which the structure of success may be reared. With this equipment the battle is half won; without it a human life is certain to be constantly shrouded in the shadow of failure. The choice between success and failure must be made in youth. Educate for life's work."

STUDIO OF MISS MAGERS, SALEM, OREGON

The best equipped workshop for musical students is found in the second story of the First National Bank building of this city. A picture of this studio is printed elsewhere but does not do it justice, as the high ceilings, and fine interior furnishings are not fully disclosed. The studio occupied by three of the foremost music specialists in our city, and some of the very best work is done here. Miss Magers, who has done such splendid work in the public schools of this city with vocal music, has students in voice culture and has achieved great results. She employs a thoroughly scientific method of developing the voice along lines suited to each individual case. Miss Beatrice Shelton who has

students in piano and organ, has a wide reputation for helpful and constructive work with pupils of all ages. She gets results that are highly satisfactory to parents and students, and has become one of the recognized teaching forces of the state capital. This studio is honored with the presence on certain days in the week of William Wallace Graham, the Portland violinist, who spent seven years abroad fitting himself for this work, and has accomplished great results with those who have taken under him. The Salem Music Studio presents a strong faculty of specialists, and is an institution that our city can be proud of and adds to its reputation as a musical educational center of influence.

Mt. Angel Academy and College

MT. ANGEL OREGON

Studies resumed Tuesday, September 1st.
First-class boarding and day school for girls and young women.
Conducted by the Benedictine Sisters.
Aims: Health, scholarship and character.
Delightful country location.
Extensive campus and gymnasium.
Complete courses of study.

For catalogue address

MOTHER SUPERIOR

Mt. Angel College

MT. ANGEL, OREGON

In charge of the Benedictine Fathers. Boarding school for young men and boys. Term opens September 8; board tuition and laundry, \$210 per year.

Preparatory, Commercial Scientific and Classical Courses

See article elsewhere in this issue white for catalogue.