

OREGON NORMAL TO HONOR THIRTY-FIRST ANNIVERSARY

One of the Most Successful Terms in the History of the Institution for Training Teachers Is Drawing to an End and Finds Many Improvements Made—Course of Study Revised.

Monmouth Training School, Where Oregon Normal Students Receive Practical Training for Teaching

Near \$500,000 10 1000 ft Home for Eighty Young Girls

Oregon Normal School

New \$10,000 Gymnasium—Heating Plant at Right

West of Girls at Summer Normal

found capable in discipline and efficient in instruction. The Training School is maintained jointly by the state and the local school district. It is supplied with a principal and four critic teachers. The heads of the departments of music, physical education in the Oregon Normal have full charge of these studies in the Training School. The Training School is an actual public school, composed of pupils under the usual conditions and with the usual problems to be found in public schools, so that the same as that prescribed for yearlings of Oregon, with such enrichment as is possible under favorable environment, with liberal equipment, a strong staff of teachers and supervisors. Owing to the increased attendance at the Training School, it is evident that the next normal year will result in a new building, allowing the present structure to be used entirely by the Monmouth High School.

More than 700 new teachers are needed each year in Oregon, and the Normal School should supply a large part," said President J. H. Ackerman, in a statement to persons contemplating a Normal School training. "Boards of directors and county superintendents have learned by observation and experience the value of the normal-trained teacher. I believe that you will agree with me that such training will not only increase one's usefulness as a teacher but will result in better positions and salaries."

Sole Purpose to Train Teachers.

"The Oregon Normal School is established and maintained for the sole purpose of training teachers for the schools of the state. Here no one can matriculate without signing a pledge to the effect that the purpose of entering the school is to fit himself or herself for the work of teaching. It is easier to retain good positions if one is able to say, 'I am a graduate of a normal school.'

"The normal school faculty of 18 thoroughly-trained teachers. The Oregon Normal School is the only one in the state whose sole function is the training of teachers. It offers five courses of study, leading directly to state, life and one-year state certificates without examination. A well-graded public school and two rural schools are used for training school purposes, thereby fitting our teachers for any grade work."

"The water supplied is pure, the cost of living reasonable, and last, but not least, one of the most helpful, cheerful, cooperative, and well-trained rural bodies that one could wish. This is brought about from the fact that every student pledges himself or herself to become a teacher. There is no other definite purpose, namely, preparing for the great work of teaching."

"Normal units, subjects running one year, consist of 10 units above the completion of a four-years' high school course; supervisors' course, 16 units above the eighth grade."

"There are two ways of securing admittance to these units, by credentials; second, by examination."

In the mid-year exercises at the Oregon Normal School this year 33 graduates received their diplomas. This year a class of 75 will finish, making a total of more than 100 students for the term. This will be the largest class ever graduated from the Normal School in a single year.

many other improvements were made. The school draws one twenty-fifth of a mill on the taxable property of the state. As soon as the enrollment had increased considerably, it was evident that additional improvements would be necessary. In the fall of 1912 a new \$50,000 girls' dormitory was begun on the campus, north of the main Normal building. A new heating plant was erected the same year. Accommodations are provided in the dormitory for 80 girls and its surroundings make it similar to ideal home life. The old gymnasium last year became inadequate and a new structure was built at a cost of \$10,000, the money for which was obtained from the regular fund drawn by the Normal School.

Instruction in the school is given from a two-fold standpoint. To students obtain a thorough knowledge of the subject matter. Then they must learn well to impart knowledge to others. By arrangement with the local district the Monmouth Public School, located one block east of the Normal building, is used as a training school for the benefit of the Normal students. A well-equipped playground is provided, and the games played are carefully supervised by the Department of Physical Education.

The supreme purpose of the Training School, however, is to educate the children, and nothing is allowed to interfere with this plan. It serves as a model school in which to observe the best teaching to see what will be helpful to the student teacher. An opportunity is given to note the application of the principles of education upon which proper instruction is based. The student teacher is enabled also to gain sufficient teaching experience under expert instructors so will form correct ideas of the master of the educational principles that will insure growth. To secure these each student is required to attend the normal school conditions which duplicate in all essentials those found in the public schools of the state. No student is admitted to the course of study who has not passed this test and been

month; J. I. Thompson, Salem; E. Bedwell, Monmouth; F. S. Powell, Monmouth; D. S. Stamp, Monmouth; W. D. Fenton, Portland; P. Cammish, Monmouth; T. D. Humphrey, Hillsboro; J. L. Riggs, Monmouth; D. T. Stanley, ex-officio.

The cardinal principles on which the Normal School was founded were (1) that education is the accumulation of power by self-government through voluntary effort, much more than the mere acquisition of knowledge of prescribed tasks; (2) that true government in education is self-government, induced by educating the higher nature of man, and not by a system of laws and penalties prescribed by boards of trustees and enforced by a faculty of spies; (3) that the co-education of the sexes brings about better results in study and in government, makes better members of society and citizens of the state. Concerning the rules for Government, President D. T. Stanley said: "The normal school relies on the all-pervading spirit of study and emulation among the students as the controlling power. Police regulations and detectives are found to be unnecessary. This system throws the responsibility of the school upon the student, with reliance and love for the right because it is right, which in itself is a most important element in education."

The first graduating class was in June, 1883. It consisted of three students of the commercial department—Armilda Doughty, Monmouth; May Hawley, McCoy; Allen McQueen, Amity. Special emphasis was placed upon the department in which many students were enrolled.

The buildings consisted of a brick structure, 56x72 feet, with three working floors in which were located the study and class rooms. Sixty feet south of this was a chapel, a frame building, 48x66 feet, with a 24-foot ceiling, well seated for an auditorium, with a gallery on the east and a rostrum 45 feet long in the west end. This was used daily for the chapel exercises, for lectures often, for entertainments of various kinds, and for commencement exercises. It was connected to the chapel by a covered porch. These buildings were beautifully located on an elevation, in the midst of a fine artificial grove of firs and maples on a plot of 10 acres.

School Becomes Popular.

In the second year 218 students attended and County Superintendents adopted the slogan: "We will send students to the Normal School and it must send us teachers." Whenever teachers were needed, the County Superintendents informed the president of the Normal School, and demands were promptly filled. The Oregon Normal had become firmly established, the interest shown by the enrollment constantly accelerating. During the first 28 years more than 1000 students graduated from the school.

Early in 1910 the Oregon Legislature failed to make an appropriation for the maintenance of the State Normal. The last few months of the term the school received its support from the faculty and loyal citizens in various sections of the state, who made contributions of funds with which to operate. The Alumni Association immediately came to aid, and for the purpose of effecting a reinstatement, officers were elected for the sole purpose of handling inquiries relative to the school and to give the voters reliable information. The signatures of the necessary 5 per cent of the voters of Oregon were obtained on a petition to invoke the referendum and at the general election of November 8, 1910, the question, "Shall a normal school be created at Monmouth?" was decided by the people. The result was 59,191 for and 49,844 against.

J. H. Ackerman, for 12 years State Superintendent of Public Instruction, was chosen president, and with a new faculty of instruction the Oregon Normal School resumed operations on September 15, 1911, as the only Oregon institution for the training of teachers. The course of study was revised and

have such a professional training as will insure their success."

During the first term, which began in the fall of 1882, more than 100 students enrolled. Free scholarships were given all students who obtained a County Superintendent's declaration certifying that the applicants were in sound bodily health, desired to fit themselves for teaching, and that it was their intention to teach in the public schools of this state for a period of time at least as great as that spent on the scholarship in the State Normal School.

The first board of trustees consisted of the following, many of whom are prominent in the state at the present time: A. S. Powell, Albany; George H. Burnett, Salem; John Wolverson, Monmouth; J. W. Cowie, McMinnville; A. B. Griggs, Monmouth; J. J. Bristow, Monmouth; J. Vanduyne, Independence; J. H. Hawley, McCoy; L. Bentley, Monmouth; A. W. Lucas, Monmouth; H. Lindsay, Dayton, Wash.; L. B. Rowland, Eugene; Ira P. M. Butler, Monmouth; S. C. Adams, Salem; J. R. Caldwell, Carlton; H. W. Murphy, Cleveland, Wash.; William Dawson, Mon-

ETERNAL LIFE IS PROMISED TO SINNERS WHO ARE FORGIVEN

Doctrine of Substitution as God's Method of Dealing With Sin of the World Is Outlined in Sermon on "The Foreshadowed Cross," by Dr. Walter B. Hinson.

The Foreshadowed Cross. 2 Sam. vii. 14. "The Lord doth devise means."

By Dr. WALTER B. HINSON.

THE context introduces us to a King and two Princes, a Princess, a General in the army, and a so-called wise woman. The King was David; the Princess was his daughter, Tamar; and the Princes were Amnon and Absalom; his sons; the General was Joab; and the wise woman was the woman who uttered the words of the text.

And the story of the text runs something like this. King David's son, Amnon, had wronged and shamed and ruined Tamar, King David's daughter. You see those were days of polygamy, of old-time Mormonism. Another son of King David, Absalom, who was brother to the daughter of King David who had been so cruelly and so foully wronged, slew the betrayer of his sister, and then fled to escape the vengeance of the King. But Joab wanted Absalom back again, and so he called for the aid of the wise woman, who pathetically told a wonderful story to King David, in which she urged the recall of Absalom. In that story is imbedded the text.

Now David occupied a two-fold relationship to Absalom, namely, that of father and son; the General was Joab, he also is our father, and he is our King. Thus David was under a two-fold obligation to punish his son Absalom for his awful sin. Two-fold was the obligation we say, because he first was his father, and secondly because he was his King. And God is under that two-fold obligation to punish our sin, both as the author of our being and also as our sovereign.

As a father it was David's duty, so far as he possibly could, to safeguard Absalom; but instead of safeguarding him he ruined him. As a King it was David's duty to enforce the existing law, without partiality or bowing sentimentality. But he utterly failed to do so. Very humbly and with the deep-

est reverence I say God must escape these two evils.

And if he forgives my sin, as I pray he may, he must be so merciful that neither his fatherhood nor his kingship can be ashamed or impeached. For the kingship of David should not have obscured his fatherhood, to the extent of causing him to do a wrong, and thus violate the righteous law, even though the transgressor was his own son.

But David so forgot both his fatherly and his kingly obligations to Absalom that he played fast and loose with fatherly affection, and kingly obligation, and so was false to his own son and subject. As a partial result he plunged the National of Israel into confusion and rebellion, while he ruined his own son, and set a bad example to all the ages.

God must not so forgive man! For God is our King, and the laws he has established he must abide by, and cause us to observe and respect them. And he is also our father, and so he must seek our highest good. But he must seek it along the line that makes for our betterment in things moral and religious.

David Devised No Means.

Now King David overlooked the chief and important word in this woman's sentence, for the text reads, "God doth devise means, whereby his banished may return." But David devised no means at all. He simply allowed frail sentiment to conquer good sense and idea and pernicious sentimentality to outweigh his real love and actual justice. As a result he wrought havoc in the kingdom of Israel.

God must avoid that mistake! And God must so forgive man, if he forgives him at all, that the law of God shall be honored by the acts of forgiveness, that the penalty of the offense shall be enforced, and that the character of the transgressor shall be changed for the better.

Then what are God's "means"? Calvary! The cross! And now with me, look at that cross, and there see how God's wisdom shines out in his "devised means" of getting his banished one home to himself.

See how the law is safeguarded! The penalty of sin is death; behold Christ on the cross of the way of our transgressor is hard; behold how the great substitute suffers when he takes my place, and bears my sin. Oh, there is deep suggestiveness in the searchlight statement of the psalmist, when he says, "There is forgiveness with thee, that thou mayest be feared."

For I tell you, my brother, when you see God forgiving your sin by the sacrifice of Christ on Calvary, you behold as never before, or elsewhere the gravity and heinousness of your offense. You see as nowhere else, and at no other time, how the decreed penalty is enforced, when Christ suffers for sin—the just for the unjust—to bring us to God.

And the character of the transgressor is transformed, is completely changed, and is made over and becomes new. For do not forget, my friends, that the most potent factor for holiness under God's stars tonight is the grim cross of Christ on Calvary. And even now as I speak, as down all these 20 centuries, men are turning from the practices that are dishonored to the things that are pure; from godlessness to actual godlikeness; by the great passion for holiness of life, created by the vision of Calvary's cross, and the Lord Christ.

Law and Love Transform Character.

We all know that law and love are great transformers of human character. And the perfection, supremacy and righteousness of God's law, its unsullied purity and colossal majesty, along with the infinite and therefore perfect grace of the massive love of God, shine out nowhere so forcibly and grandly, or in such instructive and illuminating and saving and inspiring form as at Golgotha, where Jesus on