

Educational Department.

CONDUCTED BY PROF. J. D. HAWES.

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Teachers' Examination.

At the Fifth Judicial District Institute, held at Forest Grove last month, this was the subject of considerable discussion, which was opened by Supt. Paxton, of Multnomah county, and continued by Profs. Lyman, Crawford, Baird, Nutting and others, all taking the ground that a teacher should be examined and get his diploma like a physician, or lawyer, and then be done with that part of the work. This would be all well enough if we had a high enough standard at first, but a teacher who has no higher ambition than to get a county certificate of the first grade under our present system, certainly two years is long enough for him to continue in the service. Eight of the most common subjects on which to make eighty per cent. is certainly very low standing for one to enter the profession of teaching. Our good schools can turn out teachers by the dozen at these qualifications, which amounts merely to high school entrance examinations, where there are high schools. But then it was also stated, "What can we do to better our present system of examinations?" The people are not ready for the change. Legislators will not enact better laws until the people send them there especially to do this, all of which must be taken into consideration. We have this opinion that the people are quite ready for a gigantic stride forward in our educational system; as ready as the State of California was when her improved system was introduced. We remember when the School Act of 1872 was passed in the Legislature of the Province of Ontario compelling better houses, teachers, grounds, text-books, apparatus, &c., that there was quite a howl among the old fogies, who still knelt to the "Golden Calf," but the intelligent portion of the community prevailed, and to-day no man who would advocate a return to the old laws and methods could poll 100 votes in the most ignorant constituency in the Province, and those who introduced the 1872 Act are looked upon as public benefactors. We belonged

to the reform party there, and still have a love for reform principles, and believe that our legislature should lead in all measures tending to the public good. Let the people elect to the coming legislature men of culture; sterling, progressive character, true reformers, in a word men in favor of advanced liberal public school education, who have integrity enough to stick to the people and legislate for the people, and not fight for weeks over who shall be our next senator, or some fish ladder scheme, Will I be elected if I vote for this, &c. In our humble judgment we would make the following suggestions, that no person get a county certificate more than once. If he cannot then get a State Certificate or Life Diploma, or a certificate of a higher grade, let him try some other field of labor where less attainments will do him. Have the school fund raised the same as any other county fund, and distributed by the County Superintendent, according to the attendance at school. These, with a general raising of the standard of qualification, would make the profession worthy of men and women of talent entering to make a permanency of the work. Let the people of the State be alive to this matter.

Penmanship.

We print in this issue an article taken from the *Penman's Art Journal* on "Penmanship in the Public Schools of Washington, D. C.," which has caused us to think how many of our public schools of Oregon are giving that attention to writing they should. We know that every one cannot write with artistic correctness, nor flourish with birds, or do all kinds of ornamental work, but it is within the reach of all to write a good, plain hand, without flourishes, and that will show their own originality. With the excellent system of writing exercise books of the Spencerian System, and we have other good works, there is nothing to hinder the pupils of our public schools from learning this very important acquisition—to write a good hand. We would specially recommend every teacher, who wishes to improve his writing, to subscribe for the *Penman's Art Journal*, published at 205 Broadway, New York, by D. Y. Ames, the great penman and artist. Subscription price \$1 per year.

The Teachers' Self-Improvement.

If a man teaches as he should teach he must of necessity improve himself. Teaching, understandingly pursued, gives accuracy. I know it is possible for a man to be a mere schoolmaster—a pedagogue, without any self-improvement. But I am speaking of the faithful, devoted teacher—the man who studies, reflects, invents. Such a man learns more than his pupils.

Every time he takes a class through any branch of study, he does it more skillfully, more thoroughly than before. He brings some fresh illustration of it, presents some new view of it, and hence takes a lively interest in it himself, and awakens a new zeal among his pupils. Measuring himself by his new success, he feels a consciousness of growth, of progress. This consciousness is a precious reward.—*Page.*

Penmanship in Washington Public Schools.

Those who attended the meeting of the Business Educators' Association last July had the opportunity of seeing the remarkable specimens of writing then on exhibition from the public schools of Washington, D. C. The specimens were from the schools of the eighth grade, the last before the High school, and were written under conditions that secured what may properly be called the current work of the pupils.

The average age of pupils in that grade is not above fifteen years. The specimens were taken as follows. The examiners, upon entering a school, were to announce the theme upon which the pupils were to each write an essay, within a given number of minutes, in their presence, and at the expiration of the time the essays were all collected and placed in a package and sent to the office of the superintendent. Such specimens were taken in each of the eighth grade schools; no selections were made, but the work of entire classes was included.

The majority of the specimens showed excellence of form, clean strokes, regular size slant, spacing and a fair degree of ease in execution. The few who were not up to the mark were from pupils who had recently come to Washington from other schools.

The writing in the Washington schools is taught by the regular teachers, no special teacher of writ-

ing being employed. The teachers are required to have a knowledge of the "Spencerian," and some degree of skill in writing upon the blackboard. Copy-books and charts are used, and at the stated examinations of schools the pupils are questioned in regard to the theory of penmanship.

The idea has been entertained by some of our professional teachers of writing that the use of a published system of writing in schools tends to diminish the demand for their services, but such is really not the case; the real master succeeds best in a community where considerably is known of his art, and where, consequently, it is appreciated.

In considering the merits of the Washington specimens it should be borne in mind that they were samples of composition as well; that the penmanship was shown in its true relation—that of servant to the mind.—*Penman's Art Journal.*

Mathematical Column.

1. A ship's crew had provisions to last 40 days, allowing each man 8 oz. per day. In a battle on the evening of the 5th day 200 men were killed. The captain can now allow each man 12 oz. per day for the rest of them; find the original number of men.

2. A man can row 6 miles down a stream and up again in 2 hrs. 40 min. His rate of rowing in still water is twice as great as the rate of the stream. Find his rate of rowing.

Any one solving the above please send to Prof. Hawes. Anyone giving a worthy solution—the one we think best—will have their solution published over their name. The solutions will appear in the No. of 25th inst. Please do not send any diagrams to any problems.

We would be glad to have anyone send along any problem with the solution or any interesting query on school work.

When a wild Western editor advises the girls not to chew gum, but to have a little gum-shun about them, the art of punning reaches a point where it becomes useful as well as ornamental.—*Ex.*

Afflicted Christians, when you pass through your Gethsemane, do not think solely of its desolation, but also of all its divine beauty since the Redeemer traversed it, and be sure it is this gloomy garden of olives which is nearest to the goal.—*Dr. Pressense.*