

Educational Department.

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The Teacher.

"A true teacher is an artist, not an artisan. The mere imitator and plodder is decidedly out of place in the school-room."

In looking over Baldwin's work called the "Art of School Management," our eye caught the above sentences, and suggested these few lines. We remember of reading something like the above in "Page's Theory and Practice of Teaching," where the teacher is teaching a class in philosophy. All who have ever read the above work will recall the story. We wish merely to make a remark or two on the subject of originality, imitation, and text-book pilgrims, and we fear that all the imitators and plodders are not dead yet—we wish they were. The teacher who will go along from day to day, and never give an opinion of his own without consulting his text-book to see if he will have that to fall back upon, is but poorly adapted for his work. We have seen students, and teachers too, who would look upon any one who invented some new plan of work in the Mathematics for instance—as that is a subject where originality can be brought out more than any other—as one who was, to say the least, very unorthodox in his opinions regarding high authority. All the later and more advanced methods are a sealed book to him, only suited for those who wish to go out of the "old paths." No teacher can be a success who has not originality. What is suitable to one mind may be totally unsuitable for another. The teacher should be a judge of character, as expressed in the physiognomy of the student, and, in making his explanations, should adapt himself so as to be easy of comprehension to the dullest pupil in his class. He should seek familiar illustrations and state the facts connected therewith in a plain common sense way. David could not fight in Saul's armor. This theory holds good in the educational field as well as in war, and when a teacher tries to do what he sees another do with success, he is very apt to make his very greatest failure. Well, what is the benefit of institutes? we hear some of our readers say. We answer very

much; each teacher gives his plans that have been a success, and teachers, like other people, are considerable of hobbyists—and we have no dislike whatever to a hobbyist if he only exercises common sense with his hobby, and does not let it run away with him. The plans advocated should be suggestive, instead of something to be copied, and should be well studied by the teacher before he attempts to put in practice what he has seen; no matter how plausible the new theory may be. How often do we hear the question, Why do you not teach like the text-book? Why don't you follow the system taught by the authors of the text-books? and again the text-book does not give that plan? Why does not the text-book give that plan? and so on *ad infinitum*. To all such queries the shrewd, wide-awake teacher can reply with firmness, and a feeling of being master of the situation. I have a better plan. And you will like it better when you become better acquainted with it. In looking still further on in Baldwin's book we find the following: "Once is enough to go through a book." Good again. This has always been our text. Master the subject as you go along. Give plenty of original work, so as to fix the principles, instead of going through the text book; but we will have more to say again about the text-book cramming of the schools of to day. We hope to be able to hit that a good blow before long. A teacher or anybody else can be original without being eccentric; this is more required of a teacher than of anyone else. The faculty of originality is acquired more by self-culture than any other way. Read, study, think, work, and do good with your knowledge. As Milnes, in his poem called "The Combat of Life," says:

"And, conscious that to in Martyrdom
The stamp and signet of most perfect
life
Is all the science that mankind can
reach,
Rejoicing fights and still rejoicing
falls."

Mathematical Column.

Here is a very nice problem for a good arithmetician to test his ability. It is probably as good a test of commercial arithmetic as we have seen. It appears a great deal more difficult than it really is.

PROBLEM.

A person has an estate which yields him a net income of \$1,620,

after paying expenses to the extent of 10 per cent. He sells it, and invests the proceeds in the 4½ per cent. at 96, the income now being subject to charges of 5 per cent., and his net income is \$16.87½ less than before. Find for how many years purchase on the gross income he sold the estate.

Solutions.

We have four solutions for the first problem of the two set in the HERALD of three weeks ago. We got only one for the second. Mr. W. Porter, of Aumsville, has a very nice solution. Mr. P. rather makes too much work of it, as there is nothing needed further than the old principle of arithmetic, which shows us how to find the area of a circle when the diameter is given. We square the diameter and multiply by .7854 to find the area. Reverse this, divide by .7854 and extract the square root and we have the diameter.

SOLUTION.

502 acres and 104.96 rods equals 80423.96 sq. rods, this divided by .7854 gives 102.400 the square of the No. of rods in the diameter. Extract the sq. root of 102.400 and we have 320 rods, or one mile. This is represented by one inch or the diameter of the cent piece, therefore one inch to the mile. Answer.—E.D.

Solution to the second. 130 per cent. of cost equals the cost of the watch with the duty. Deducting 5 per cent. from this will leave 123½ per cent. selling price, and adding 8½ per cent. of 130 per cent. to 130 per cent. we have 141.05 per cent. Therefore the difference between 141.05 per cent. and 123.5 per cent. or 17.55 per cent. is made up by \$21.06 cents. Therefore 17.55 per cent. equals 21.06 dollars; and 1 per cent. will be \$1.20, and 100 per cent. equals \$120. Answer.

J. W. BRIDWELL.

Correct solutions to first—L. Ground, Monmouth, W. Porter, Aumsville and C. C. Gibson, Spangle, W. T.

To second—W. Porter, Aumsville.

Temperance.

We notice that our old friend the Statesman, of Salem, is after the liquor saloons of the capital city in good style. Go on, friend Statesman, in the good work. We, of the HERALD, will clap you on the shoulder, and put in a blow well every week. This accursed liquor

traffic is doing more to ruin our beautiful State—five times over—than all other adverse influences combined. Again we wish the Statesman joy and God speed in the temperance work.

College Journal.

The College Journal, edited by Prof. Arnold, of the Willamette University, Salem, is to hand, *i. e.*, the January number, filled with good things as usual. We are always glad when the Journal find its way to our table. Bro. A., may your "Ledger" always show a balance on the right side. As we see your "Journal" is well kept.

Current Religious News.

(Gleanings from our Exchanges).

According to a Roman Catholic paper, their people neglect "family intercourse and cheerfulness much more than Protestants do." We can't accept all that compliment. In the matter of that Family annihilator, Divorce, the Protestants of the United States do more to destroy "family intercourse and cheerfulness" than all the Roman Catholics in the universe. Sad fact—but still a fact.

The American Methodists in Japan, who number 947, have sent a memorial to the Conference which meets in Philadelphia next May, asking to be made an annual conference.

Rev. Arthur Crosby, nephew of Dr. Howard Crosby, has resigned, after ten years of pastoral work in Brooklyn, and accepted a call to San Rafael, near San Francisco.

The Pope has received assurances that the projected visit of the Emperor, Francis Joseph of Austria, to the King of Italy, will be so conducted as not to wound the susceptibilities of the Pope.

Joseph Cook says the death of Chunper Sen, the reformer of India, gives him a greater sense of personal bereavement than that of any other public man within his recollection. He became intimately acquainted with the leader of the Brahma Somaj when he was in Calcutta.

NEWSPAPER MORALS.—We fear that the average daily paper does not come up to "the morality and intelligence of its constituency," but relies on its better class of readers