

THE BEAVERTON REVIEW

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J. H. Hulett Editor

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DAD'S STORY

I strolled back to the postoffice and inquired for Ed Evans, one of Mrs. Hulett's old teachers, who had taken my application into the Macabee lodge and with whom I felt well acquainted.

Coming so soon after the reading of that card on the grocery shelf, it seemed something more than a coincidence. Should there have been no faith in me in a Supreme Being, I think that experience would have convinced me that somewhere, somehow, there is a Divinity that guides us, even as Bryant in his "To a Waterfowl", says, "He Who from zone to zone leads through the pathless flight, in the long way that I must tread alone will lead my steps aright."

I used the \$25.00 to pay for tickets to Kingsley and barrowed Father's team to take Celia and the girls to Grant where I left them and soon found myself again at Ferris Institute. This time, however, I did not register for a college preparatory course, but took what they called the "Teachers' Specialty Course", a training intended to fit one for teaching commercial subjects. There would be, in such a position, a superintendent to work under, one who probably would have some conception of education in its broader sense, not one with the thought that a child is "sent to school to learn", with no idea of what that child is to learn or what they are going to do with what they learn.

Since my first teachers' institute, I had read what I could find on education and psychology. I had not come into contact with much matter of those subjects, but I had acquired a few books that were priceless to me but which, somehow in my journeyings up and down this country have become lost or I have loaned them to some one who has forgotten to return them.

One of these books was cited to me by E. S. Jones, that old fellow who was teaching in my home school when I taught my first term. He told me that Putman's Primer of Pedagogy was a good book for a beginning teacher to read. I got hold of a copy. I think it cost about a quarter but inside those paper covers I found things that have been of great service to me in every occupation I have ever undertaken since that time.

Among the classifications of the elements of the mind and the means of developing intellect and character were a classification of motives. That is our actions are largely the result of some motive, some desire on our part to accomplish something, to gain some end, to build up our satisfactions. He claimed that our motives could be classed, generally, under only four divisions. He attributed the desire to do a thing because it is the right thing to do as the highest motive that could be invoked. If we think of the soldier obeying his commander, regardless of consequences, of the child obeying his parents because it is right, of the public official serving his community to the very best of his ability because it is the right thing to do—all these come under that highest of all motives.

A little lower in the scale of excellence, we find the motive called approbation, or love of praise. Thus we pat the dog's head to commend him for a good deed, we tell the boy how wonderful he was to carry the ball across the opponents' goal line, or the public speaker what a wonderful discourse he delivered. Doing these things for the love of the praise one gets for the accomplishment that is the motive of approbation.

Then there is the motive of personal gain. A man builds a big building, because he can gain money, or he puts in a supply of merchandise and sells it in hopes of monetary gain, that is the remunerative motive. Farther along down the scale of excellence we find that this motive sometimes leads to crime and depredation.

The lowest motive one can respond to is the fear motive, the action that is prompted because the

The SNAPSHOT GUILD

Brighten Your Shadows



"A piece of white cardboard brightened this shadowed face"

HAVE you ever tried taking a picture of your best girl—or your wife—wearing her new broad-brimmed summer hat and find, when you see the finished print, that her pretty face turned out to be an unattractive dark shadow? Of course you have. Who hasn't?

Now there is really no excuse for this common error in amateur photography. You can't prevent the appearance of the shadow but you can lighten it considerably in the picture by using a reflector to cast or reflect the necessary light under the brim of the hat and on her face.

Please don't gasp and think about spending a lot of money for a reflector for it isn't necessary. A satisfactory, efficient reflector can be had for practically nothing. Any number of things will serve you; a piece of white paper about three feet square, a white cloth of the same dimension or even a pillow slip or white towel, if the chancelor of the linen closet will let you get away with it, will serve admirably.

What's the trick? There's no trick to it at all. This is all you have to do. Suppose we use the pictures of the

comely young lady above as an example.

Both snapshots were taken at noon with the sun's rays striking the top of the hat. Notice the picture to the right; how the brim of the hat casts a dark shadow over the face. The picture to the left, however, shows the pleasing results by using a reflector to cast or reflect the sun's rays under the hat. The reflector in this instance was a piece of white cardboard about two feet square held about four feet from the subject and tilted so as to reflect the sun's rays on her face and under the hat.

If there is not a third party to hold a reflector it can be placed on a chair at the proper angle or tilted against a stick placed in the ground. Be sure, however, that the reflector does not appear in the view finder of your camera.

This is only one of the many ways a reflector may be used to advantage in getting better pictures. By giving a little thought to your snapshotting you can readily detect where a reflected light on your subject may brighten over-shadowed spots in outdoor or indoor picture making. Try it.

JOHN VAN GUILDER.

action is taken for fear of the consequences if it is not done. This motive drives many to the altar to confess their sins; it also keeps the incipient thief from stealing your goods, for motive has to do with resisting activity as well as promoting activity.

The Golden Rule did not quite come under the highest motive, but it came close. And if we think of doing unto others as we would have them do to us as doing a thing because it is right, then it is, but when one gives money to another with the idea that the other will return it to him four fold, then it comes under the motive of emolument.

Well, I was getting along to the time when I must begin to take some heed of what I could lay by to prepare for the proverbial rainy day, so I responded to that motive of emolument for I registered in the specialty course in hopes that I might get more pay for that sort of work than for teaching the regular subjects.

I took up shorthand, typing, and bookkeeping, with a few other branches on the side, among them mental arithmetic. I got the hang of shorthand quite well, as I had studied it a little at Leland where I had sent for the Gregg Correspondence course, which that company at that time offered free to teachers. The typing did not come so well, not being very dexterous with my hands. But I was getting along, after a fashion. I think that it was a saying of Mr. Ferris that after six months it did not matter what phonography one took up, that is of the two his school offered; the first six months one could write Gregg faster than one could Pitman but after that time one got to writing Pitman faster than it was possible for the same person to write Gregg. I never took Pitman so do not feel capable of passing an opinion but I do think that so far as writing with a pen by hand, it would be possible to teach Gregg in the lower grades just as well as to teach the sort of letters that now puzzle the little

chaps. A certain stroke means a certain sound, and what difference if it is the shape of an egg or only the shape of half an egg? In Gregg shorthand a single up stroke makes the letter "t" and a little longer stroke makes it a "d". A short curve with the bulge down is "r" and a longer one is "l". They are a great deal easier to make than the customary shapes and sizes which are used in penmanship to designate corresponding letters or sounds.

To the fellow who has never taken any interest in shorthand this may seem to be all bosh, but if you will give the matter a little thought you can easily see that the practice of these forms, as they are practiced in the common schools under the name of penmanship, day after day, for eight years, in that time a student could be writing 125 words or 150 words a minute with less effort than is used in writing fifteen words a minute by the usual method. Why hang on to those old forms? Hanged if I know. Nor can you give any good reason. Certainly not the reason of legibility for I'll take my chances figuring out shorthand when well written, say at the rate of a hundred words a minute, while you will be pondering over the hieroglyphics of the fellow writing long hand at a quarter the speed. And the shorthand writer has probably spent an hour a day for three or four months and suppose it took a year! The fellow writing long hand spent eight years learning the art(?)

Now, I'm quite serious, and many's the hour I've pondered over the problem of why we did not discard the so-called long hand writing entirely and take up the study of shorthand. It is easily learned; it can be mastered in a small fraction of the time that is wasted in our modern schools at what is called penmanship. Mighty few really learn the art of penmanship anyway. When they attempt writing they use a style all their own and figuring out what is intended by the turkey tracks submitted is one

of those things which makes editors go crazy. I am sure that I could get along quite as well if notes were written in shorthand and I am certain I could if we all had a tenth part of the training that has been wasted in attempting to teach us to write.

Oh, yes, there is plenty wrong with our schools, but we do not hear practical criticism of them every day. They cost a lot, but they are worth every cent they cost, and they could be worth more, much more. Get rid of some of the old foggy things, like "Going to school to learn." To learn what? Did it ever occur that the schools might teach us to work? And to play? And music? And shorthand! And how to add. And the multiplication table. But they do all this, you say. Do they? Try giving the sixth grade pupil a simple problem in addition and what do you find? That he will probably ask you what to do to work the problem. Tell him to add and he can after a fashion, but still he never really learns to add. Ask him to add 327 and 531 and he'll have to have a pencil to set the figures down. Does he add? He counts. He will need a pencil just as though the pencil were the thing that did the mental gymnastics. Add no they can't nor write much; nor understand what they read. Schools are too (Cont'd on Back Page)

SCHOOL DISTRICT BOND ELECTION NOTICE

State of Oregon, County of Washington, School District No. 48, ss. NOTICE IS HEREBY GIVEN, That at the school district bond election hereby called to be held at the high school building in and for said school district No. 48 of Washington County, Oregon, on Monday, the 19th day of August, A. D. 1935, between the hours of 7 o'clock P. M. and 7 o'clock P. M. there will be submitted to the legal voters thereof the question of contracting a bonded indebtedness in the sum of Twenty-five thousand (\$25,000.00) dollars for the purpose of building and equipping a grade school building in and for said school district.

The vote to be by ballot upon which shall be the words "Bond—Yes" and "Bond—No", and the voter shall place a cross (x) between the word "Bond" and the word "yes" or between the word "Bond" and the word "no", which ever shall indicate his choice.

The polls for the reception of the ballots cast for or against the contraction of said indebtedness will, on said day and date and at the place aforesaid, be opened at the hour of 2 o'clock P. M. and remain open until the hour of 7 o'clock P. M. of the same day at which hour the same will be closed by order of the School District Board of School District No. 48 of Washington County, Oregon, made this 21st day of July, 1935.

L. W. Short, Chairman of School District Board. Attest: Althon Haulenbeck, School District Clerk of School District No. 48 of Washington County, Oregon. adv c25-37

NOTICE TO CREDITORS

In the County Court of the State of Oregon for the County of Washington, Department of Probate In the matter of the Estate of Jane Eliza Andrews, Deceased Notice is hereby given that the undersigned has been appointed executrix of the Last Will and Testament of Jane Eliza Andrews, Deceased, by the County Court of the State of Oregon for the County of Washington and has qualified as such. All persons having claims against the estate of the said Jane Eliza Andrews, Deceased, are here-

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by notified to present the same to me at the office of the Beaverton Finance Co., Beaverton, Oregon, with vouchers and duly verified, within six months from the date hereof. Dated and first published August 16, 1935. Last publication, September 13, 1935. Beatrice M. Dunn, Administratrix. G. A. Cobb, Attorney for the Administratrix, Cascade Locks, Oregon. advc37-4

SHERIFF'S SALE ON FORECLOSURE

In the Circuit Court of the State of Oregon for Washington County. Emma Pitman, Plaintiff, vs. Kitty M. Ellis, Defendant. Notice is hereby given that by virtue of an execution, judgment, decree and order of sale, duly issued out of, and under the seal of the above, entitled Court dated the 13th day of August, 1935, upon a judgment and decree rendered and entered in said court on the 10th day of August, 1935, in favor of Emma Pitman, plaintiff, and against the defendant, Kitty M. Ellis, and against the real property hereinafter described, interest thereon since October 1, 1930, at the rate of eight per cent per annum, and the further sum of \$125.00 attorney's fees, and the further sum of \$36.40 costs and disbursements, and the costs of said sale and said writ, commanding and requiring me to make sale of the following described real property, State of Oregon, to-wit: The Southwest Quarter (SW 1/4) and West one-half (W 1/2) of the Southeast Quarter (SE 1/4) and the South East Quarter (SE 1/4) of the Southeast Quarter (SE 1/4) of Section twenty-five (25) Township One (1) North of Range Five (5) West, Willamette Meridian.



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highest bidder for cash in hand all the right, title and interest which the above named defendant, Kitty M. Ellis, had in said real property above described on the date of the mortgage belonging to plaintiff, herein, namely, April 1, 1930, and all the right, title and interest which the said within named defendant since has had or now has in and to the above described real property, to satisfy said execution, judgment, decree and order of sale, interest and costs and all accruing costs. Said sale will be made subject to redemption as per statute of the State of Oregon.

Dated the 13th day of August, 1935. J. W. Connell, Sheriff of Washington County, Oregon. Date of first publication, August 16, 1935. Date of last publication, September 13, 1935. M. B. Bump, of Hillsboro, Oregon, Attorney for Plaintiff. adv c37-4

The Oregonian Great Newspaper of the Northwest ARTHUR MULHOLLAND Auto Route and Agency Beaverton - Oregon For information regarding service or subscription Phone Beaverton 7303 Residence and office: Corner, Second and Hall



Rev. I. N. Demy says: I have found nothing in the past 20 years that can take the place of Dr. Miles Anti-Pain Pills. They are a sure relief for my headache. Sufferers from Headache, Neuralgia, Toothache, Backache, Sciatica, Rheumatism, Lumbago, Neuritis, Muscular Pains, Periodic Pains, write that they have used Dr. Miles Anti-Pain Pills with better results than they had even hoped for. Countless American housewives would no more think of keeping house without Dr. Miles Anti-Pain Pills than without flour or sugar. Keep a package in your medicine cabinet and save yourself needless suffering. At Drug Stores—25¢ and \$1.00 DR. MILES' ANTI-PAIN PILLS

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AFTER THE HONEYMOON

By Geoff Hayes

