Prof. Henry Reynolds

WILLAMETTE COLLEGIAN

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Before the Birth of Man.

SOPH-MOR.

In tuneful praise the morning stars were singing,
And loud hosannas wafted through the skies,
And shouts of joy through Heaven's courts were ringing,
When the sons of God beheld with wondering eyes
The finished earth in virgin beauty waiting
A prince to reign throughout her borders wide,
Whose soul could hear her storied rocks relating
The truths they would to him alone confide.

For long had been the ages of creation,
And the years since light shone forth at God's command;
And all was good by His own affirmation,
In the waters deep and on the fruitful land.
No more should darkness reign or wild disorder,
The tumults of the past were gone for aye;
Now peace and sunshine reached earth's utmost border,
Delighting all her creatures day by day.

Through leafy woods contented cattle rambled,
Or stood beside some crystal stream to rest;
Up stony cliff the deer with light foot scrambled,
Where fresher breezes fanned his panting breast.
The sea was teeming with its myriad fishes,
Or fleet and comely, or more huge and strong;
These all alike pursuing their own wishes
Thought not of duty, knew not right nor wrong.

Earth heard her songsters in the blue arch soaring,
And answered to their joyful notes again;
The ocean's billows on the shore were roaring,
In loud tones swelling like a great amen.
Blest Eden decked with many a rill and fountain,
That gleamed like gems in the rays of noontide light,
Stretched far o'er peaceful vale and lofty mountain,
And there grew all things pleasing to the sight.

But yet no hand had come to twine its bowers,
Or fingers deft to train its clinging vines;
And no one roamed the fields to cull the flowers,
Or sought to know their Maker's wise designs.
The rosy glow of skies in early morning,
The golden clouds that mark the parting day,
The moon and twinkling stars the night adorning,
Unknown appeared, unnoticed passed away.

Thus nature full of life and beauty flourished,
So rich indeed, and yet how poor! because
E'en while her children tenderly she nourished,
Not one admired or knew her gracious laws.
But He whose plans could be imperfect never,
Had made the world a temple and a home,
For one above the brutes, who would forever
Delight to worship 'neath its heaven-crowned dome.

I bathe every day and actually enjoy the sensation. On the llanos the water was a little too warm, but here in Matagalpa the river has exactly the right temperature.

"You know already the general plan of the house here in the city. The floor is made of large squares of brick. This is undoubtedly the best kind of flooring for a damp climate such as this. And a tile roof is preferable to a corrugated iron one on account of the great amount of electricity in the atmosphere, especially at night. We had a jolly good lot of thunder and lightning the night we were at Corinto. I was lying with my arm under my head and the lightning struck close enough to make my forearm tingle just as if some one had hit me square on the crazy bone. Day after tomorrow we will have a Thanksgiving turkey a la Oregon."

Caste

IDA M. HARRIS, '99

Among the institutions of remote antiquity, extending even to the present day, is divisions of society into classes or castes. The word caste always suggests to us the Hindoos, as it is with them that the divisions are most clearly marked.

The distinction of caste was based primarily on religious convictions. It was written in their sacred books and taught to them till it was interwoven into the polity of their social and religious life.

The laws of caste divided the people into four classes, Brahmins or priests, being the highest; and Soodras, the laborers or servants, the lowest; with the castes of warriors and agriculturists between.

Since the reign of foreign nations began, many of the rules relating to this caste system have been prohibited, yet the feelings remain.

The laws were formerly very strict. Only the Brahmins were taught to read, or allowed to perform religious ceremonies; therefore they were more intelligent and possessed greater refinement of manners. This naturally gave them an influence over the other classes.

Children were obliged to take up the occupation of the caste to which their fathers belonged, and never permitted to go above it.

So far above the Soodra did the Brahmin consider himself, that he has killed the man of low caste for merely touching him, even if it was done accidentally; and the act of the Brahmin was considered justifiable homicide. One of high caste thought he was polluted if the shadow of one of the Soodras had fallen upon him.

He refused to read in their presence, or to give the least religious counsel or instruction. What wonder then that the poor Soodra thought himself worthless and became so degraded!

But we need not go to heathen nations only to find these social distinctions. They exist in the lands of the highest civilization. If, with modern advantages and enlightenment concerning the evils of caste, the thought were kept more in mind that "True worth is in being, not seeming," the social system would at least undergo a change.

Notice the divisions in England. Members of the royal family, no matter how corrupt or vile their lives may be, are reverenced and looked up to by all, while people of lower birth, but possibly of much greater worth, deem it the one great opportunity of their lives to catch even a glimpse of royalty.

The aristocracy, consisting largely of empty titles, commands the homage of the lower classes. One of these titled gentlemen needs only to mention that he is a lord or a baron and he immediately receives the deference he thinks due to him. And these have almost the same fear of pollu-

"Good News From a Far Country"

The following are extracts from letters written by W. A. Manning to his parents since his departure for Nicaragua. The first is an excerpt from a letter written at San Jose, Guatemala, and dated November 11.

"At last we are in the tropics. This evening about half past five we had our first tropical rainstorm. It cooled the atmosphere a great deal, and it needed cooling I tell you.

"I am now writing—it is almost half-past seven—in the dining saloon where there is no draft of air, and the perspiration is oozing off from every part of my body.

"We are lying at anchor in the open ocean, and the ship rolls considerably, not as much, however, as it did at Champerico yesterday.

"There are no harbors in Guatemala, on the Pacific coast.

"Five days must seem a long time to stay in one port, but there are 600 tons of freight to be taken off in lighters, and after that there will be coffee to be shipped to Panama. This coffee is the first crop grown on the lowlands. This is the busiest place in Central America.

"At Acapulco I got off at 6 A. M., and walked about the town till 8:30. It is a clean place, and pleased me very much. The streets are narrow and crooked, and unevenly paved, but everything is nice and homelike. I had expected to see a dirty, evil smelling sort of a place, and I was surprised, you may be sure. The market, the fort, the church, and the streets are the only attractions — except the people. The harbor of Acapulco, they say, is the safest harbor in the world, and I can well believe it.

"I was in the city at the right hour to see the market at its best. The piles of fruit on the ground were not as large as one sees in the pictures, yet the fruit and the wares and the throng of life were all there. The scene was attractive, and very characteristic of Spanish America.

"The people all seem prosperous and reasonably contented. The adobe houses do not look so very bad if they are whitewashed, and at Acapulco most are.

"I walked around the outside of the forts, heard part of a mass in the church, and tried to get lost in the streets. The church is a gaudy, cheap, and barelooking affair. The strange and new forms of vegetation were before me at every turn in the street."

The following was written November 25, after r. Manning's arrival at Matagalpa, in Nicaragua:

"Yesterday morning, about 8 o'clock, we arrived at Matagalpa, after having been three days on the road. I have not found mule-back riding a particularly hard or fatiguing mode of locomotion, although everybody I met seemed to regard it as such. At night we slept in hammocks, stretched either in the corridor of some native's house, or, as it was the last night out, 'under a spreading banyan tree'. We usually started about 6 A. M. and rode till about 10 o'clock or so. Then after a lunch and a siesta we rode again from 4 to 8. The first night out from Leon we were on the road from 6 till 10. One does not often see anything prettier than is Matagalpa. You know I was rather expecting to see the characteristic plants of the tropics; but the endogenous trees which are always associated with the idea of a tropical landscape are conspicuous by their absence. All such trees when once planted grow luxuriantly, just the same. There is an immense amount of waste land between Leon and Matagalpa, covered with scrub timber, which can scarcely support a jack-rabbit.

doubtless taken color from his expressed opinions; but that is bye the by. Inasmuch as this subject, always interesting to historical students, is of interest to everybody just now, so near the meeting of the 19th and 20th centuries, we deem it best to present the argument almost entire.

"It is self evident that the birth of Christ must have occurred prior to the death of his first persecutor, namely, Herod the Great. The well-nigh universal opinion as to the time of Herod's death places it in the spring of 750 A. U. C. Thus Andrews, Elicott, Schaff, Meyer, and the chief German commentators. But Dionysius fixes the Savior's birth in the year 754 A. U. C., so that we find an error of at least four years on our very first glance at the received era.

"There is no reason for holding that Herod's search for the young child's life and subsequent slaughter of the innocents preceded by any considerable interval his own awful death; but before these tragic events, and after the Lord's birth, place must be found for the flight into Egypt, the visit of the wise men, the presentation in the temple at the fortieth, and the circumcision on the eighth day. The nativity, therefore, at the very latest must have preceded the spring of 750 A. U. C.—say, April 1, with most of the above named writers—by an interval of from two to four months, which would bring it at the beginning of 4 B. C. or the close of 5 B. C.

"Again the birth of Christ must be so reckoned to fall within two years prior to the massacre of the babes of Bethlehem. The crafty character of the king is sufficient guarantee that Herod 'when he had privily called the wise men,' and 'inquired diligently what time the star appeared,' and 'sent forth and slew all the children of Bethlehem, and in all the coasts thereof, from two years old and under, according to the time which he had diligently inquired of the wise men' (Matt. ii, 7, 16), the wily monarch allowed liberal margin for any variation between Chaldean and Jerusalem time. The passages quoted bear evidence upon their face that the 'two years' mentioned are connected with the astronomical appearances described by the wise men in answer to the diligent inquiries of the king: and if we accept the theory of the late Professor Francis W. Upham, based upon the calculations of the renowned astronomers, Kepler, Pritchard, and Encke, that the Savior's star probably appeared to the Magi in the East a year or more before their arrival at Bethlehem, we have gained another factor which may help in reaching a tenable solution of the problem before us. The findings of Kepler and of the best nineteenth century astronomers is that the phenomena in the firmament which attracted the wise men took place between 747 and 749 A. U. C., which would bring the birth of the young child some time in the year 749 or 750 A. U. C. Translating this again into the terms of the Gregorian or Dionysian calendar, it would be equivalent to 5 B. C. or to 4 B. C.

"A third datum from which we may reckon is suggested by the carefully penned statement of the historian Luke, (iii, 1, 2, Revised Version): 'Now in the fifteenth year of the reign of Tiberius Cæsar, Pontius Pilate being governor of Judea, and Herod being tetrarch of Galilee, and his brother Philip tetrarch of the region of Ituræa Trachonitis, and Lysanias tetrarch of Abilene, * * * the word of God came unto John' (that is, the Baptist). Thus the forerunner of Christ began his ministry in 779 A. U. C., which was the only time when, according to Bengel,

tion by intermarriage with the lower classes, as did the high caste in India with the Soodras. Marriages are made with not a thought of love or adaptability; to know that another title has been added to the name, or that the "blue blood" can be traced back for generations is all-sufficient.

But in searching for these groundless distinctions, need we cross the sea? Have we none of it in our own land? True we have no titled aristocracy, but distinctions are made in our society which may as truly be called a system of castes. Such is that of wealth.

All those who have obtained an amount of wealth sufficient to enable them to live in a specified style belong to this class; and no matter how this wealth was obtained, honestly or dishonestly—no matter what these people do, as long as the money lasts they do not lose caste. As before, they consider themselves as far above the common working people as a Brahmin is above a Soodra.

But which is the nobler character, and which belongs to the higher class—the woman of wealth with no thought outside of self and the whirl of society in which she moves, with no ambition higher than to appear well and enjoy herself, or the one, who, although in an humbler sphere, has an unselfish aim in life, and is making the most of the limited advantages given her? If it is true that women are more inclined than men to these senseless discriminations, she pays the penalty; for there is one from which she alone suffers. When God's law commanding a pure, chaste life is transgressed, she is never forgiven. No matter what she may try to make her life, she will be scorned and shunned, as an outcast forever; while her betrayer, to whom the same command was given, will be received again into society, his past apparently forgotten; and may be given this nation's highest honors.

More of these social differences need not be mentioned; they exist and are known to us all. Nor do we condemn all distinctions, for some are doubtless necessary. But let *true worth* be the basis, and that alone have power to place us in the highest rank. Let each prove himself worthy, and so rise to the rank in which he deserves a place, held back by no false standard of wealth or social position. And let the joyous bells everywhere—

* * * *

"Ring out the feud of rich and poor,
Ring in redress to all mankind.

Ring out a slowly dying cause,
And ancient forms of party strife:
Ring in the nobler modes of life,
With sweeter manners, purer laws.

* * * *

Ring out false pride in place and blood,
The civic slander and the spite;
Ring in the love of truth and right,
Ring in the common love of good.

* * * *

Ring in the valiant man and free,
The larger heart, the kindlier hand;
Ring out the darkness of the land,
Ring in the Christ that is to be."

When Did the Christian Era Begin?

Below are given extracts from a noteworthy contribution to the *Christian Advocate* for December 19, 1895. This article, written by the Rev. Charles F. Sitterly, Ph. D., under the title, "The Coming Christmas Epochal," is an unusually clear and comprehensive answer to the oft-repeated question concerning the time of the advent of our Lord. An editorial on this subject, although in contemplation before reading Dr. Sitterly, has

Willamette Collegian.

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EDITORIAL.

A REQUEST

To our former fellow-students who may be at school elsewhere or who may be engaged in teaching or in any profession or business whatever, and to all of Willamette's graduates from every department, and to all who are interested in the welfare of the University or in the cause of education, we extend anew a cordial invitation to send in contributions for the COLLEGIAN. Letters, stories, poems, essays, news items—anything good and bright and interesting. You know what we like and what our readers like. Would it not be a graceful tribute to *Alma Mater* for her talented and successful sons and daughters everywhere to write occasionally a contribution to her book of memories—the WILLAMETTE COLLEGIAN?

1901

It is well known that our calendar does not correctly indicate the year of our Lord. The existing error gives rise to the paradoxical saying that Jesus was born four or five years B. C. Some authorities, indeed, assert that the discrepancy is only two years, but others maintain that seven is the proper measure of the error in the Dionysian era. It is interesting to note, however, that among all writers there is this unanimity of opinion—that the advent of Christ took place some time *before* the first year of our era; and the weight of evidence seems to lie with those who set the time in the year 5 B. C. This date accepted, our 1896 is changed to 1901, and the twentieth century has already commenced. At midnight, then, on the last day of December this old world of ours passed the milestone of another hundred years; and hastening onward through the endless round of seasons, it enters now the great Unknown of the unnumbered centuries to be. 1901 A. D.—what volumes of meaning therein! Nineteen hundred years since the Morning Star arose to herald the bright day of human happiness and worth; nineteen hundred years since the world awoke to the glory of its inheritance; nineteen hundred years since men learned the brotherhood of

Usher, Schaff, and Andrews, all of the above facts chronologically coincide. Luke proceeds to narrate in the same chapter how 'Jesus himself,' who was about six months younger than the Baptist, as is shown from his account of the annunciations to Elisabeth and Mary, 'when He began to teach, was about thirty years of age' (verse 23). Both Jesus and John, therefore, according to this calculation, must have been born thirty years prior to 779 A. U. C., or sometime in 749 A. U. C., and the birth of Christ, following that of the Baptist after an interval of six months, would fall in the latter part of 749 or possibly at the beginning of 750 A. U. C. Thus from three independent directions one arrives at approximately the same year as that of the Savior's advent.

* * * * * *

"Dr. S. W. Andrews, whose discussion upon the date of our Lord's birth suggested this article, concludes his essay as follows: 'We find it most probable that the Lord was born near the end of the year 749. At that period all the chronological statements of the evangelists seem most readily to center and harmonize. In favor of December, the last month of that year, as much may be said as in favor of any other, and this aside from the testimony of tradition. As to the day, little that is definite can be said. The twenty-fifth of this month lies open to the suspicion of being selected on other than historic grounds; yet it is not inconsistent with any data we have, and has the voice of tradition in its favor.'"

Dedication

1896

With this, my New Year's greeting,
And wishes fond and true,
The while my heart is beating
With hopes and fears anew.

With this, sweet recollections
Of summer days divine,
When through the woods we wandered,
With your dear hand in mine.

With this, my heart forever,
'Twas yours long, long ago;
Oh, say your own is gladder,
Because I love you so.

'Tis Friendship interceding
For Love and Love's reward;
'Tis Love and Friendship pleading
With one beloved, adored!

Societies

Philodosian

On December 13 was rendered the first of a series of Shakesperian programs Story of Play of Hamlet, Helen Matthews; Essay on Character of Hamlet, D Gans; Hamlet's Soliloquy, Pauline Burcham; Quotations from Hamlet, by all the members; Debate—Resolved, that the advice of Polonius to his son was adequate for the shaping of the character and conduct of the individual. The question was discussed on the part of the affirmative by Misses Field and Royal. On the negative, by Misses Shepard and Matthews. The question was decided in favor of the affirmative.

December 20, the following program was rendered: Piano Duet, Misses Flower; Address of Welcome, Pres. Field; Drama, Misses Marsh, Beatty, Burcham, Burkhart, Gans, Baldaree, Shepard, and Matthews; Vocal Duet, Misses Raymond; Story of Society in Poetry, Agnes Brown; Vocal Duet, Misses Flower; Recitation, Esther Collins. The program was followed by games, social conversation and a general good time.

On January 4 was given the second program on the Play of Hamlet: Hamlet's Soliloquy, Ethel Raymond; Essay on Women of Hamlet, Grace Long; Debate—Resolved, that Hamlet was not insane. Several new members have been initiated during the last month.

Philodorian

A. O. Garland was elected sergeant-at-arms to fill the vacancy caused by the resignation of P. L. Metschan.

December 6, the members discussed the question, "Resolved, That trades' union strikes are a benefit to the laboring classes." It was decided that they are not. At the same meeting Mr. Sawyers delivered an interesting lecture on the life and work of Oregon's hero, Col. E. D. Baker.

Just after the football season had closed, the President decided, as the result of a spirited and able debate, that football should be abolished from the colleges. It is not yet known whether this will have any effect on next year's playing or not.

A novelty was introduced by Mr. Amsler in an autoharp solo, which was so well rendered as to merit an encore. Other musical achievements worthy of mention were a piano solo by Mr. Garland and a vocal solo in German by Mr. Atwood.

Believing that they have not been obtaining sufficient training in parliamentary practice, the society boys have recently organized a mock legislature which meets after the regular session. A permanent organization was effected, and Mr. Hibbard of Kansas chosen Speaker. Thirty states are represented and each member of the society, active or inactive, is entitled to a seat as a representative. It is hoped that all members will avail themselves of this opportunity, as it is something more than mere fun. A general interest is manifested and the boys seem intent on learning how to speak and act in public.

Y. M. C. A.

Our Assoiation was represented in the recent Inter-Collegiate Y. M. C. A. conference at Eugene by Profs. Hawley and Dunn, and Messrs I. H. VanWinkle, Carl Ehret, Harvey Heritage, Wm. Jones, C. R. Hodges, and F. E. Brown.

We shall have their reports for the next issue.

man, the fatherhood of God. It was indeed "a bright thought of the little monk, Dionysius Exiguus, to view Christ as the turning point of the ages, and to introduce this view into chronology." And it detracts nothing from the value of his thought that he misplaced the birth of his epochal Man. But what a world of confusion has come out of this error of our chronologer! Even now if the date of the nativity could be exactly ascertained, our years might be set right, as were the days of the month in the change from the old style of the Julian to the new style of the Gregorian calendar. But while authorities differ so, it appears to be an almost hopeless task to make a satisfactory change; and so we must be content with the present system of dates. Nevertheless, we hope a truer system may someday be adopted, so that in fact, as well as intention, the world may recognize in the birth of Christ the central point of time.

AMENDEMENT III

Although our business manager provided fourteen extra pages for the last number, much interesting matter pertaining to the various departments failed to appear for want of space. The *personals*, in particular, suffered such despoilment that we fear our readers fancied themselves in a desert place away from all their friends. Our personal editor bears no part of the blame in this matter; school affairs have not been so monotonous, nor the students so quiet that there was little of a personal nature to chronicle. On the contrary, a multitude of interesting events have taken place, and there is good reason for saying that there was something, good or bad, to report about nearly everybody in school. The mistake, for such it was, must be charged to the mathematical editor, whose duty it is to keep account of the matter on hand and make the columns tally with the proof. Somehow he failed to make both ends meet; consequently we were all deprived of the full measure of pleasure usually furnished by the department of personals. Hereafter, kind reader, we shall do better or refund your subscription to the COLLEGIAN.

QUERIES

1896. — What promise lies in these mystic figures?

What do you intend to do with your treasure of education?

Don't you think all the students ought to subscribe for the COLLEGIAN?

Will the tide of enthusiasm rise as high in these oratorical days as in the foot ball season?

Why will so many spit on the stairways and in the halls, when they know that "Gentlemen will not and others must not spit on the floors"?

Have you seen the Columbia Calendar for '96? Thanks to the Pope Manufacturing Company, we have the pleasure of owning and using one for the entire year.

How is it that the rule prohibiting smoking is not better observed in the State Library? Would it not be just as well to remove the rules from the wall and allow the librarian and the lawyers to smoke with a conscience undisturbed?

A Leap Year's Proposal

FERN MAIDEN-HAIR

My Dear Jo John and dearest friend,
My New Year's gift to thee I send.
'Tis leap year now, and maids again
Have claimed their right to ask the men
If they to Hymen's shrine will hie,
And with them swear to live and die.

I trust you will this gift accept,
Or not refuse till you have slept.
And, if accepted, hold it fast,
And prize it much while life shall last.
It is not gold or silver pelf,
I' is my heart, my hand, myself.

Exchange

Silence is golden, fitting speech is silvern, and giggling is brazen.

"The Popularity of English Literature in Japan," an article in the *Courant* probably written by a native of that land, impresses the reader with the fact that the Japanese, influenced by English thought, not only are coming to the front politically and commercially, but will yet be heard from in literary circles.

The *Dalhousie Gazette*, Nova Scotia, contains an article in which the applicability of the Monroe Doctrine to the Venezuelan question is denied.

"It is a matter of history, to prove the title to the disputed territory," says the young English writer, who, by the way, plagiarizes from H. Somers Somerset's article in the *Nineteenth Century* magazine in the following statement,—"Perhaps England is doing wrong in not submitting to arbitration, but it must be borne in mind, that from her point of view Great Britain has never attempted to encroach upon Venezuela," etc.

Grant this, but from the American point of view, the forcible occupation of territory claimed by a weak American republic, permitting no opportunity for vindication of the justice or injustice of the action, if looked upon with indifference by our government, would be forming a precedent whereby England or any other European power might establish itself or enlarge its colonial possessions in America, by taking advantage of the weakness of some struggling republic. The interests of commerce and of republicanism on the American continent, make it imperative that *justice* be observed in the settlement of this boundary dispute; and in what way can this be *assured* other than by arbitration, the method demanded by the American government?

Originality consists quite as much in the power of using to purpose what it finds ready to hand, as in that of producing what is absolutely new.—Lowell.

Personals

Mr. Chas. V. Fisher, one of last year's third year class has become a member of the Medical school.

Mr. Frederick Lockley another of last year's graduates from the Academy, is still carrying the mail about the streets of Salem. The other members of the class—the "Six all brave" and the "Six all gentle"—are variously and prosperously employed. Miss Mary Aitken is teaching in the Normal school at Drain; Miss Musa Geer is teaching at Willard; Miss Grace Pohle and Miss Margeret Lockley, at Zena. These all took state certificates last June. Mr. Mark Savage is happily ensconced within the walls of Alma Mater. Mr. J. Dillon Plamondon has entered the Medical school, and Miss Edna Rugg is still getting good lessons at Portland University. Mr. William A. Morris is now at home. Mr. John R. Parvin is learning to be a farmer. [As reported Dec. 25.]

Athletics

Ten regular classes per week are now conducted in the gym.

The special class in fancy club-swinging is progressing nicely.

"The stronger the body, the more it obeys; the weaker the body, the more it commands"—Rousseau.

Hand-ball is, as always, the popular game in the gym, and more so now in view of the coming tournament.

"We can do nothing without the body, let us take care that it is in the first condition to back us"—Socrates.

We were pleased to be in receipt, a few days ago, of a program of the young ladies' gym-exhibition at U. of O. Our time next. Boom the ladies' classes.

"Those old ironposted Spartans knew a thing or two. They ordained that no Spartan girl could get married until she had demonstrated her proficiency in the gymnasium"—M. C. Lyler.

As the field work is being made representative between the colleges, so the indoor work should be, as the winter comes in upon us. Why could we not have "Basket Ball," "Indoor Base Ball," "Hand Ball," and Pentathlon contests? I should like to hear from others.

Never before have the colleges of Oregon gone at athletics in so systematic a way; and now, as football with its enthusiasm and vigorous work has passed away, they are beginning to turn their attention to the spring events and meets. At Willamette a few at least of the aspirants can be predicted. Guiss will be at his place in the short distances, and Williams will make a good showing. Livesay will broad-jump. There are several long distance runners in the field, and the opening of spring only will find them out. The hammer and shot will be handled, we think, by Webb, Callison, and Babcock, if the latter remains with us. Murphy, with Scott and several other aspirants, will vault. Riggs and Ogle will wheel, and if Murphy rides this year, as strong a trio as Oregon affords. "*Omnia Vincit Labor.*"

Reviews

The Cyclopædic Review of Current History

This periodical, four times in each year, presents its readers with a remarkably accurate and interesting history of all the different parts of the world. It has undisputed possession of its field. With commendable discrimination, out of masses of details, the editors select such material as will furnish an adequate conception of the exact condition of each nation or people. It is a magazine adapted to the needs of those who wish to be well informed about the progress of the world and accomplishes its purpose with exceptional success.

Quarterly, $1.50 per year, Buffalo, New York.

The Chautauquan

This important educational magazine is especially fortunate in its articles this year, and as the official organ of the great Chatauqua movement it has a deservedly great influence on public opinion.

In the October, November, and December numbers, Prof. J. W. Burgess (the man best fitted to write on that subject) has a series of articles on the Constitution. Other notable articles are the two on the Republic of Mexico and American Character in Politics, by Prof. A. B. Hart. "Iceland and Its People" is peculiarly interesting, and "Money in Legislation" an able and timely discussion. Monthly, $2 per year, Meadville, Penn.

Education

The January issue of this makes it invaluable to the teacher. Mayo's article on "Some Present Aspects of Education in the South" contains important information. Edson's "Legitimate Work of a State Normal School" deserves a wide and appreciative reading in the West. Dr. Harris's "Is Education Possible Without Freedom of the Will?" is an able criticism of Dr. DeGarmo's December article. As a magazine for a progressive teacher, *Education* offers many points of practical excellence. Monthly, $3 per year, Boston.

Candies! Candies!! Candies!!! and yet more candies at tha Spa. The Spa has candies, the candies have sweets, therefore the Spa has sweets. No more bitterness in life for those who eat Spa candies. *Doulce est la Spa.*

To Trigonometry:

"If there should be another flood,
For refuge hither fly.
Though all the world should be submerged,
This book would still be *dry*."—Ex.

Fred Emerson Brooks, the California poet-humorist, and J. Williams Macy, humorist and buffo-basso, will give the fifth entertainment in the Y. M. C. A. course, at the opera house February 5. Admission 50 cents.

Heard in room 15.—Prof. at the board explaining problem in geometry: "You can solve this more easily by using sticks to show the form of the figure."

Bright pupil: "But geometry is not sticks, it's a sticker."

An evening of pure fun is promised to all who attend the Brooks and Macy entertainment at the opera house February 5. This is the strongest team of humorists before the public today, and they never fail to please their audiences.

The Leap Year Party of the Philodosian Society was a great success. A strange looking audience it was, with all the gentlemen wearing their hats and the ladies sitting bareheaded. Miss Field presided with great dignity, as befitted the occasion; and the gentlemen, thus admitted into the kingdom of woman, were duly impressed with the grandeur and glory of her reign. What a happy time it will be when this order of things come to pass!

Woman, woman everywhere—
How man's proud rule doth shrink!
Woman, woman everywhere,
! ! ! ! ! ! ! ! ! ! ! !
—Meddlesome's Report.

Chapel exercises for the second term began January 13th with Mr. C. J. Atwood's essay on Education.

Fred Emerson Brooks held the audience and the audience held him. Chickering Hall was filled, and everyone applauded.—N. Y. Herald.

All who pass through the door to success will find it labeled "push."—Ex.

Professor whistling in basement by room 107; door closed.

Boy's voice from within—"Keep still out there, or I'll come out and put an addition on your nose!"

Professor laughs.—"Where ignorance is bliss," etc.

Mr. Macy is always sure of a rousing reception. He proved as side spliting as ever.—Boston Traveler.

The honor system has been adopted in Princeton, Cornell, and the State Universities of South Carolina, Georgia and Virginia.—Ex.

I'm taught p-l-o-u-g-h
Shall be pronounced "plow,"
"Zat's easy ven you know," I say,
"Mon Anglais I'll get through."

My teacher say zat in zat case
O-u-g-h is "oo."
And zen I laugh and say to him,
"Zees Anglais make me cough."

He say, "Not coo, but in zat word
O-u-g-h is 'off.'"
O, sacre bleu! such varied sounds
Of words make me hiccough!

He say, "Again mon friend ees wrong;
O-u-g-h is 'up'
In hiccough." Zen I cry, "No more,
You make my throat feel rough."

"Non! non!" he cry, "you are not right—
O-u-g-h is 'uff.'"
I say, "I try to speak your words,
I can't prononz zem though!"

"In time you'll learn, but now you're wrong,
O-u-g-h is 'owe.'"
"I'll try no more. I sall go mad,
I'll drown me in ze lough."

"But ere you drown yourself," said he,
O-u-g-h is 'ock.'"
He taught no more! I held him fast!
And killed him wiz a rough!
—*Ex.*

Prof. Heritage spent the holidays in San Francisco.

President Hawley enjoyed a visit with friends near Albany during vacation.

Miss Henry, a former student of the University, has taken up her abode at the Woman's College.

Owing to the slight illness of Prof J. T. Matthews, some of the last week's recitations in room 15 were heard by the students.

Mr. Harvey Winn had the pleasure of a visit with his parents at Monroe, during the holiday vacation and returned to school, accompanied by his sister, who has registered at Willamette.

Miss Pauline Burcham was the successful competitor for the prize of ten pounds of confection—dried prunes offered by Mr. Loyd T. Reynolds, the well known prune raiser, for the three best recipes for serving prunes. Only Philodosians allowed to compete.

Among the visitors at chapel since our last issue were Miss Wright, of Union; Misses Alderson and Stahley, of the conservatory class of '94; Mrs. Prof. Dunn; Messrs. L. T. Reynolds, class of '94; Howard Davis, of the University of Oregon; and Fleming Burcham, of Stanford, who, with his brother Taylor, visited his parents during the holidays.

Mr. Taylor Burcham, of Stanford, was recently chosen one of three to represent the Euphronia Literary Society in an inter-society debate to take place early in January. Euphronia takes the front rank among the Stanford literary societies. Its membership is limited, by charter, to thirty-five, and it is deemed an honor to be invited to join. Willamette rejoices in the distinction shown her former student.

Christmas found Roland Matthews at his home at Castle Rock, Washington.

Miss Rebecca Balderee's recitation about the new commandment, "Love one Another," won the praise of many.

Since the holidays the following have entered the University: Ella M. Winn, of Monroe, R. B. Wilkins, of Albany, and Robt. E. Loeb, of Brooks.

Mr. C. C. Michener, of New York, international college secretary of the Y. M. C. A., addressed the young men of Willamette in Philodorian hall on the evening of January 8. The next morning at chapel Mr. Michener delivered an eloquent and stirring address to the students. On the afternoon of the 9th, the officers and committee men of the University association were treated to a practical discussion of ways and means in association work. The secretary visited the association at the Chemawa Indian school on the same evening, departing thence for Eugene to attend the convention.

Miscellaneous

January.

By her who in this month is born,
No gem save Garnets should be worn;
They will insure her constancy,
True friendship and fidelity.

Miss Pearl Applegate gave a pleasant recitation on the 14th. On the 15th Miss Josie Balsley read an interesting essay about "Books."

Leap year is all right. Leap year parties are all wrong, but this cuts no ice with the Home Bakery. They still continue to make those delicious cakes. They are always the same.

Who is it that by the irony of fate or the smiles of fortune sits in room 15?

Musical Departmet.

Conducted by R. A. Heritage, B. S.

Music in the State Universities.

The interest taken in higher education by almost every state in the Union is very commendable. An appropriation of from $25,000 to $75,000 annually is made for each University, and all the various departments are supplied with eminent professors, commodious rooms, and the best of appratus. Even the gymnasiums are very elaborate, with the latest and best appliances for every kind of exercise.

The libraries are large and of the very choicest books and magazines, and the museums filled with relics of all kinds, usually procured at great expense. But, Music! The "Art of Arts," used in all grades of society, and at all kinds of public and social gatherings, has no support at these magnificent Universities. Many of them have no musical instructor at all, and others will graciously allow some teacher to charge extra for private lessons and sort of run a little "side show" by getting as many pupils as possible, independent of any direct support from the state. This is unfair. If it is right for the State of Oregon to appropriate $40,000 for mathematics, language, law, medicine, business, gymnasium, etc., it is but just that a part be given to the education of talented pupils in music.

If pupils can get *free* tuition in other branches, why not in music, also? Six thousand dollars a year would give the University a first class vocal teacher, a No. one pianist and teacher and a good orchestral teacher, each one of which could have an assistant and receive talented music pupils *free*.

This would enable the poor as well as the rich to enjoy the privilege of studying music from a *good* teacher, the only *standard* being *native* ability, or power to make a success.

This would place music on the plane of an art, and not a matter of dollars and cents.

If the State University would devote that much to music, what an impetus it would give music all over the state. How the musical taste would be elevated, and the standard for good music be raised!

The old objector would say, "No other state does such a thing." Very well, grant it, if it is a *good* thing and a *just* thing. Why should not Oregon lead the way and set the "pace" for her sister states?

Old Objector may further say, "It is not practical, and too expensive." Well, again we say, if it is practical to pay from 50 cents to $4 a lesson for music, it surely must be practical to have at least three good teachers and their assistants to give *free* music lessons to *talented* pupils.

As to expense, it is simple justice, to give $6,000 to music, if it is right to give $40,000 to other branches.

I certainly would do all in my power to have the proper authorities put this much *free* music in our State University at Eugene, as soon as possible. It would liven things up more than ten gymnasiums or as many foot ball teams, however good they are in their proper places.

Do not cut down in any department of this now already splendid University, but put music on the same footing with other branches, and Oregon will soon become a musical state.

R. A. H.

Bread, sweet, hot, cold, savory, good, great, magnificent—anything you will—at Strong's. Go try it, go buy it. Go get you some bread. What makes the weak man strong? Strong's bread. What makes the sick man well? Strong's bread. What makes the poor man rich? Strong's bread.

"I do not love you, Dr. Fell,
The reason why I cannot tell;
And yet I know it very well
I do not love you, Dr. Fell."

Yes, sir, it is a fact, sir, and no one will deny it, sir, that coeducation is the proper thing, sir; but, sir, it is a more important fact, sir, that Cronise will make the best photo of you and your girl that can be made in the city of Salem, sir.

Go down and see them about it. They are anxious to prove the statement true.

Attention subscribers!

Lives of great men all remind us
We can make our lives sublime,
If we leave no debts behind us
And come promptly up to time.

We call the attention of our readers to the advertisement of C. D. Gabrielson in the December COLLEGIAN. We are sorry that a mistake crept in. It should have read, combined assets $75,000,000. The latter was unfortunately left out. Of course he did not mean to say that all the insurance companies he represents are combined. I have no doubt but that he can prove to you that they are all reliable companies, if you will call on him at room 14, Bush Bank Block.

First Girl—I am so glad it's leap year. Here I am nearly twenty and nobody has proposed to me yet.

Second Girl—But what good is leap year to one who is afraid to speak for herself?

First Girl—O, don't you fear; the signs are propitious. Don't you see that all our most eligible boys are parting their hair in the middle?

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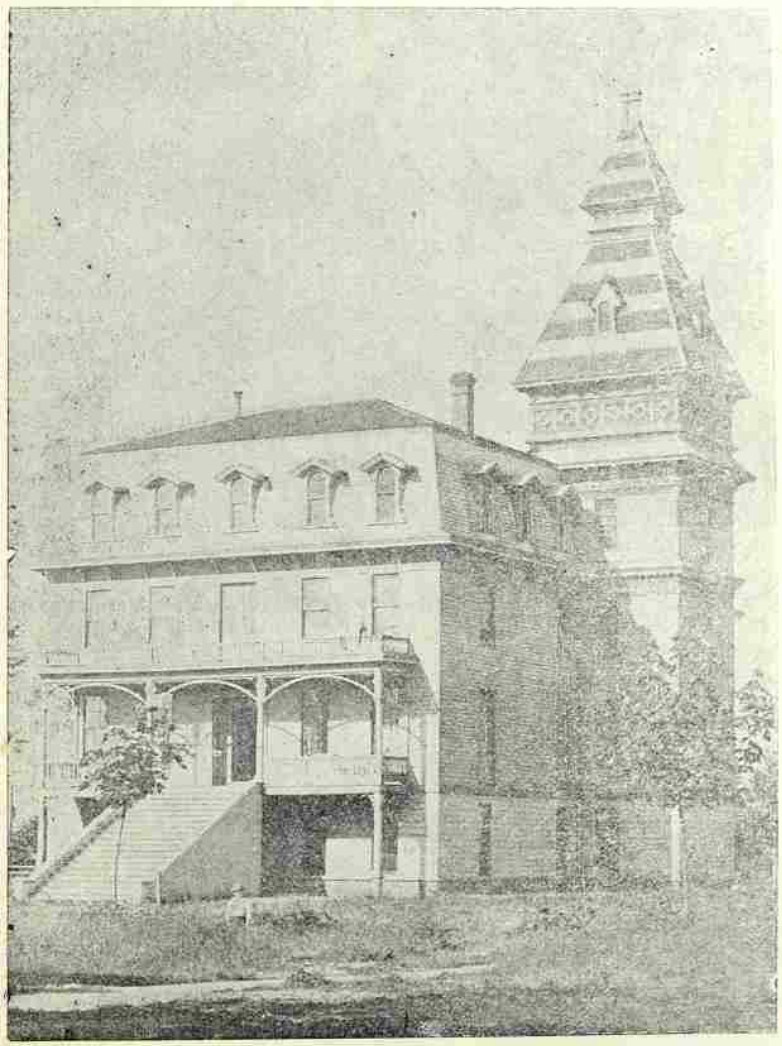

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For further information, call at the College office, or write to,

H. H. HERITAGE, Business Manager.

Training the Voice

KARLETON HACKETT IN "MUSIC"

Continued from the December COLLEGIAN

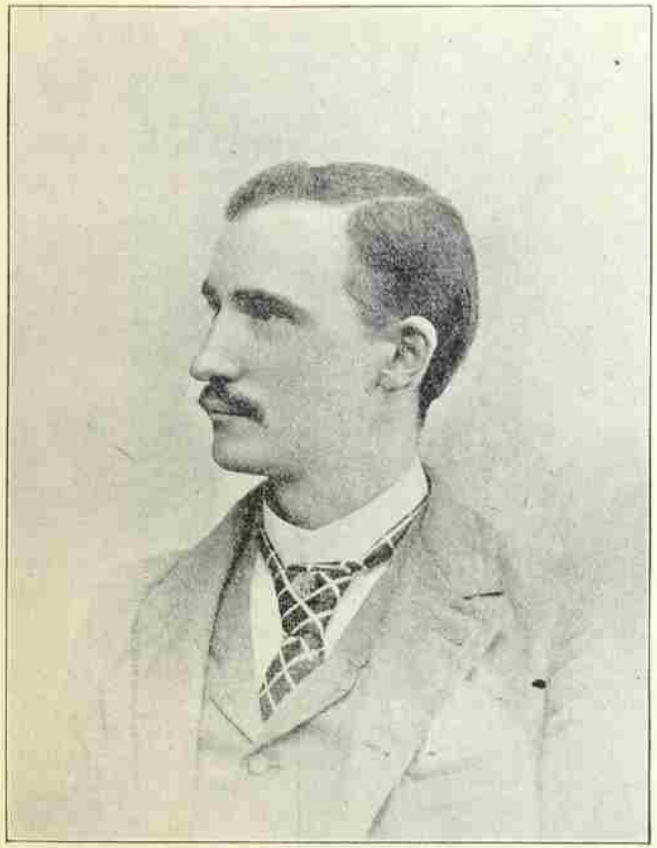
One of the most fruitful sources of throaty voices lies in consciously or unconsciously "forcing" the tone, that is trying to send more breath between the vocal cords than they can set in vibration. If during this forcing the upper part of the throat still remains fairly relaxed, the breath simply comes through unvocalized and without doing a great amount of harm; it simply makes the tone dull, muffled and "breathy." But generally when too much breath is used more force is used to push it and the volume of air crowds the larynx up out of place. Just as soon as the larynx goes up the side walls close in, the palate drops, the tongue rises, and for a greater volume of air there is a much smaller passage. That chokes the voice and mainifests itself in many ways. The tone is hard and disagreeable, and being produced by main strength the voice soon tires, grows hoarse, and there is an unpleasant redness about the face of the performer highly distressing to all who are within sight. The first remedy is to hold back the unneeded amount of breath, to sing quietly and "let the voice come of itself," not push it. This of course is easier said than done, but it can be learned. To offset this tendency especially of young singers to "force," the old Italians use to speak of 'drinking in the tone.)" Now we know well that we can not actually get at the vocal apparatus with our hands and hold it just in the position it should take; but teach through sensation and through metaphors that shall appeal to the mind. Then as to "drinking in a tone," it is a mighty good metaphor. When one of you has a perfect tone where the throat is relaxed the breath is so carefully expended that every particle of it is set in vibration and the column of air so strikes the resonating cavity it receives the full added amount of strength; then there is a solidity and a firmness in that tone that makes it seem almost tangible, it seems as though you could bite it, and as you open it out to its full volume it seems not as you were singing it out, but as though it were coming toward you, as though you were *drinking it in*. That is the never to be forgotten sensation. When the young student gets his first feeble grasp of it he knows that there is what he has longed for and dreamed of; and when he has it at his command then he knows he can sing. But that sensation will not come so long as he uses too much breath and forces his tone. The two are absolutely incompatible. More, that always gives the impression of unlimited reserved force, even when a man is singing just about to the limit. While the forcing of tones makes them always seem labored even when, comparatively speaking, the singer is taking things very easily.

There are two ways of singing—one where the singer seems always to be sending his tone out, to be singing it himself; the other where it seems like a stream that flows of its own accord and the singer is only the channel through which it passes. The one may cover up his defeat very well in declamatory or dramatic music, but let him essay a *legato* passage, and he is hopelessly stranded. In one direction he can make apparently very rapid progress at once, but the limit of real advance is very soon reached, and beyond that the only development is in the ability to shout, while the voice grows hard and stiff;—that is not singing. I remember a wise remark that I heard an old Italian make to a young German who had just begun to study. With rather boisterous enthusiasm he had rushed into

a piece of declamatory music, when the old maestro stopped him. "We won't do that now. We will first learn how to *sing*, one can learn to *shout* at any time. But if you learn first how to *shout* you will never learn how to *sing*." Why was Lehmann so supremely great as *Brunnhilde?* Because she had learned how to *sing* the Italian *legato*. Why is Jean de Reszke so truly ideal as *Lohengrin?* Because he can *sing Romeo*.

I know of no better illustration than the case of a young American girl who was studying in Florence. Nature had blessed her with one of the most beautifully poised, limpid, *soprano leggiero* voices that can be imagined. She studied with a conscientious man who thoroughly understood her voice, what it could do and what it could not. So he carefully trained her along the line of her true power. But she had ambitions. She wanted to sing dramatic music and overpower by force rather than charm by the beauty of her singing. Soon teacher and pupil had a falling out and she went where her ability should be better appreciated. She found another who readily saw what she wanted and had no scruples against satisfying her desires. So she set to work on the heaviest, not waiting for her voice to grow to it, but compelling it to do the work at any cost. It was about a year before any of us heard her, then she came out in a concert. She had not finished her first phrase before we all looked at each other aghast. There was fire and dramatic force, but what had happened to the voice? It was hard and piercing as steel. All the richness of timbre was gone; there was only noise and no more singing, nothing but a series of spasmodic shouts. And that is not the end of the story either. She kept willfully on her way for another year, but one morning somehow the voice would not respond. She put on more steam but still it would not answer. She thought it was merely a cold. But the next day and the next it was no better, yet she did not have a cold. Then she became alarmed and hastened to a physician. He examined her throat carefully, and said: "My poor girl, you are suffering from a sort of paralysis of the vocal cords, and I fear you will never sing again." That is one case from very, very many of what forcing can do for a voice.

Now the throat being open and relaxed, and only so much breath being used as the vocal cords can handle, the whole question becomes that of directing the column of air to the proper place; that is "focusing the tone." The quality and the carrying power of a tone depend almost entirely on the focus. We often notice with wonder what a very insignificant oil lamp it is that makes the blazing headlight of a locomotive. It is the reflector that gathers together all those many hundreds of rays and focuses them until, as a body, they have tremendous power. So it is with the voice. You need care very little how small your voice may be; if it is "focused" it will be large enough. And no matter how big your voice may be if it is not focused it will scatter and be absolutely lost in a large place. Listen to a flute played in the room where you sit, the tone is soft, mellow and sweet. Listen to a flute in the great Auditorium with the orchestra. It is just the same. When it has a solo part it sings out over the orchestra just as clearly as though it were in a small room. The flute has been mechanically perfected until every particle of air that is blown into it is set in perfect vibration. You can do the same thing with your voice. Of course each voice has its own individuality and should never be asked to do anything for which it is not fitted, any more than the flutes would be expected to take the theme away from



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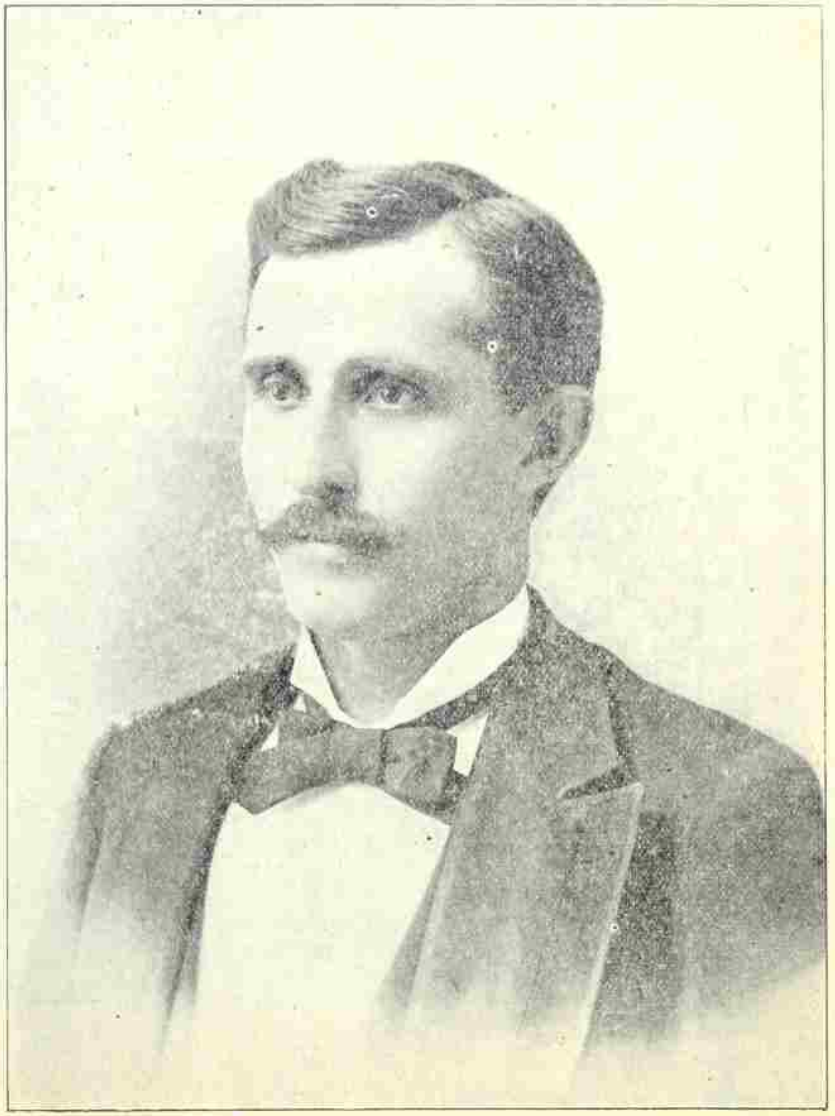

R. A. HERITAGE, Concert Bass.

and ask no awkward questions. Then if a man sings well it makes no difference how he does it, even if, as in the case of one fellow, he says the whole secret lies in breathing at the small of the back. He could prove his theory for himself at least, by singing mighty well,—and that is all that is required.

Memory—Training

EMIL L. WINKLER

In the present time, the beginning of an era of machinery, thought and knowledge, the field of study is growing wider and the separate channels of it are growing deeper day by day. The student has to travel through a mass of facts, dates, laws and rules that look discouraging at first sight, especially when the continued increase is taken into consideration. And yet it is possible to acquire a large amount of these many things to learn; it is possible that we centralize our forces to such a degree as to dig into any (of course not all) problems of knowledge; it is possible that we economize in time, in labor, that we be more particular and use better judgment as to the selection of matter to be learned. But the factor that promises us the most success is a good memory, though not all of us have that; but all of us can study its laws and train it, if we but take pains to understand its functions and exercise it accordingly. The systematic and scientific education of the memory should go hand in hand with any and all studies. It is a separate study itself, and the idea that the mere learning of things and the mere crowding together of facts, words, music, is educating the memory, is a mistaken one. Much better it would be if the education of memory could be done preparatory to any study, and thus it would equal the grinding of an ax to be used for hard work. But the fact, that by its training, we must use thought well understood and must use a great variety of it, means that we must learn other things at the same time in order to work with them.

The function of the memory can be divided into two distinct parts: That of receiving impressions and that of recalling the impressions taken. The ability of receiving and recalling impressions differs greatly with different people. While one person will receive an impression quickly (and often slightly), the same person may not be able to recall it any length of time afterwards; and vice versa, persons, who take impressions very slowly will often retain them for a lifetime.

In memorizing a thought it should be thoroughly digested and analyzed first. As self-evident as this appears and really is, it is nevertheless badly neglected. To make the same impression by different means and employing, if possible, besides logic and theory, the auditory, optical and sensory nerves separate to bring about the same impression, is an excellent plan; not only because it deepens the impression, but because some memories cannot retain and analyze an impression unless it is brought forth by certain nerve centres. It is in order to find these that we must vary; (often persons cannot recognize a second impression of the same thing, unless it occurs to them in the same manner.) I state, for example, that some persons can not remember names until they see them written, others cannot remember dates because they memorize by logic and there is no logic in dates. The sense of touch is so much overruled by eye and ear, that persons seldom memorize by it, and yet it can be highly developed, especially on musical instruments. The student should find out by experiments, which impressions are the easiest recalled and employ chiefly those nerves in his work that make the

the trombones in the final of the overture to Tannhauser. But what a voice is adapted to it can do and do well anywhere, if only it is focused so that its full power may be used. Take Mme. Blauvelt, for instance. Her voice is not large, in fact as voices go it is far from that, but it is so poised, so focused, that she can sing so taxing a *scena* as the mad scene from *Hamlet*, and in the Auditorium with the orchestra, make effects that are simply thrilling; her voice sailing out over that great body of tone as the bird sails over the tree tops. Or she can sing songs in a room with esquisite refinement of tone and color.

There are as many different ways of trying to get at this truth as there are teachers. In order to fill the resonating cavity full, one very celebrated Italian used to tell his pupils to try and sing through the tops of their heads. Now that is not so foolish as it may sound. Just place your hand on the top of your head and sing a good full tone. Feel the head vibrate. Another said, "sing to your eyes." Think a moment and throw a tone right there and see if you cannot almost feel it strike them. Then again, others told their pupils to make the tone strike right against the upper teeth. These were among the various manners of "getting the tone up out of the throat." Of course this statement won't stand analysing. The tone is made in the throat and it is an impossibility to talk of getting it up out of the throat. Still it does express a truth. Which is the tendency to let the voice strike the soft palate instead of going right to the hard palate, and that gives a thick throaty tone.

Singing is so very strongly affected by the mind that one of the best ways of accomplishing any desired end is to think just what sort of a tone you wish to give and where you wish to "place" it, and when you really know in your mind just what you want to do you have taken a long step towards doing it. Singing is very largely imitative. First imitating the sounds it hears about it, then, as it becomes more cultivated, imitating or trying to reproduce the sounds it hears in its own mind. If we all could sing as beautifully as we can *imagine*, then the world would be peopled with artists. So it is by stimulating the imagination and appealing to the mind that the best teaching can be done. This is not only the experience of voice teachers, strange as it may seem, but it is a scientific fact as well. "In the production of vocal sounds the delicate adjustment of the muscles of the larynx is directed by the sense of hearing, being originally learned under the guidance of sounds actually produced, but being subsequently affected voluntarily *in accordance with the mental conception of the tone to be uttered*, which conception can not be formed unless the sense of hearing has previously brought similar tones to mind." That is the reason that people born *deaf* are also *dumb*. In most cases they have all the organs of speech, but speech is the effect of which hearing is the cause. So, never having heard a tone, they have no desire or understanding how to produce a tone. They are not *deaf* and *dumb*, as the saying is, but dumb only because they are deaf. And modern science is teaching them how to articulate speech mechanically though they can not hear a word.

While so many of the explanations and metaphors used in the studio would make but a sorry spectacle in a logic crucible, still if they appeal to the imagination and justify themselves by making clearer to the student the desired tone—then they have served a worthy purpose. After all the proof of the pudding is in the eating and I dare say that we all might feel queer if we could see how some of our dishes are cooked. But if it tastes well we enjoy it

out our will power and it is rather weakened than strengthened thereby.

Only one more suggestion to the student: Memorize only the best, for matter memorized becomes a part of yourself.

What Is Classical Music?

BY WILLIAM MASON

Music which through prolonged usage has proved its possession of those qualities which entitle it to be taken as a standard of excellence and which has come to be acknowledged, first by competent judges, and subsequently by the public generally as representing the highest expression of musical taste, and hence authoritative as a model. Such music combines in true proportions the qualities of both heart and head or, in other words, it is characterized by the union of the emotional and intellectual in proper equipoise, and through the possession of those qualities in their right adjustment, combination and relationship, it is delightful and instructive—always fresh and incapable of growing old.

The reason why classical music does not always please at first hearing is because all have not the faculties of perception and reception in an adequate degree. Those who have fine and penetrating discernment, and the ability of making nice distinctions, perceive at once. With others it requires time, study and close acquaintanceship in order to duly appreciate.—"Music."

Music was the first sound heard in the creation, when the morning stars sang together. It was the first sound heard at the birth of Christ, when the angels sang together over the plains of Bethlehem. It is the universal language, which appeals to the universal heart of mankind. It greets our entrance into this world, and solemnizes our departure. Its thrill pervades all

strnogest impression, without neglecting the others. The impressions of a chord or a passage of tones would be varied by the sound of it, by the feeling of it on an instrument (perhaps several instruments) and by its appearance in print or its transposition. Chords correctly transposed and a passage of words correctly translated into another language are correctly understood; thus they vary the form of impression. If a list of names or facts should be memorized, it would be of assistance to find connecting ideas between each one; a resemblance of sound, of origin, appearance or some contrast or concurrence that would guide us from one to another. To add an artificial system is false and renders a doubtful service only for the one case, while the memory has double work and receives no reserve force for future work. The relation, on which we wish to rely, must *realy exist*, and then the memory will hold the matter as we hold a chain in our hands. With a little practice the mind acquires wonderful facility in finding relations between apparently distant facts and words, and as a consequence of this a succession of logical ideas is then so easy to imprint on the mind, that a short sermon or a musical composition can often be repeated after one hearing or reading. It is of great importance that the first impresssons should be strong and vivid, and that they should be in as many different ways as the matter allows, if they are to be retained a lifetime.

The ability of recalling the impressions made is much easier to develop and is the one generally understood as memorizing. The basis of it is the power of attention; and it is here that we must begin the schooling. It is very seldom we find the attention in its normal condition. It is either as fickle as candle-light, or is so intense as to hold on to its object spasmodically. It should be entirely directed by the will; it should be its slave and should leave the mind at command as blank as a clean sheet of paper. Over-exertion is as fatiguing to the attention as to a muscle; it must have time to rest and grow, if good results are to be obtained. There is one opponent to conquer in order to establish a correct recalling of impressions: Muscular automatism. The organs of speech and our hand can, by a number of repetitions of the same set of movements perform them automatically, and thus give the impresssion that they are perfectly memorized, as they are only to a very low degree. It takes but little to disturb this automatism and therefore it can not be relied upon. It is only when our will can force the attention into the particular line of thought to be recalled, that we succeed. We must therefore be able to follow our task without doing or saying anything, or we must have cultivated automatic movements (singing and playing) to such a high degree, that we completely master them and feel them distinctly as a part of ourselves, and thus can choose between conscious and automatic movement.

The impression, taken for training, should be recalled several times daily with increased speed, until the mind can follow the line of thought like a flash of lightning and still perform every analytical dive as in slow repetition. Matter thus mastered can not be blurred by any number of years or any storage of facts and incidents.

Fifteen minutes daily practice of the memory will accomplish wonders. Through it thought becomes our own property, and as such, influences our original thoughts and actions. If all faculties are properly taken care of, the capacity of the memory has no limit. The mental powers benefited by it are those we use in all our other work—will-power and attention. There is no better way of cultivating attention. To exercise attention by outer interest leaves

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Medical Department, Willamette University, located at Salem, Oregon, offers thorough training. Four years graded course. The thirtieth annual session begins on the first Monday in November, and will continue six months.

The Salem Free Dispensary is in the same building with the College, and one to three hours daily are devoted to clinical teaching and physical diagnosis.

The Salem General Hospital, well equipped and efficiently managed, is exclusively under the control of the faculty, and, being the only institution of the kind in the city, will afford ample clinical advantages. It will be the aim of the faculty to supply the student with as much clinical material as he can efficiently use.

FEES: Matriculation fee, paid but once, $5. For a full course of lectures, including demonstrators fees, $130; graduation fee, $30; students who have attended three courses in other accredited medical colleges are entitled to a full course for $80.

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For further information address the dean

John Reynolds, M. D. Salem, Or.

nature—in the hum of the tiniest insect, in the tops of the wind-smitten pines, in the solemn diapason of the ocean. And there must come a time when it will be the only suggestion left of our human nature and the creation, since it, alone, of all things on earth, is known in heaven. The human soul and music are alone eternal.—*George P. Upton.*

It is a common occurrence for pupils to appear for their lessons with the idea that they are quite perfect in the work which was given them to do. They start in with a great deal of assurance to rattle off the exercise, and are much surprised when the teacher stops them with the remark that this or that note was wrong. These interruptions are repeated at frequent intervals until finally the pupil is requested to play the exercises all over again and very slowly. The very same mistakes are again made (it seems so natural to drop the finger in the wrong place, having been practiced that way), and now the pupil himself hears the false notes but finds it difficult to correct. Had that exercise been properly studied at the outset, the faulty method of playing would never have been contracted and much time would have been saved. The 'slow but sure' maxim is particularly applicable to practice.—*The Strad.*

Take Bach home with you and commune with him, study him with loving diligence, taking first what happens most to strike your personal fancy—for even in Bach there are some things which almost any one can like—and thus habituate yourself to this style. I know of no finer, deeper, or higher musical education. In a word, sweeping as the statement may seem, I make it circumspectly and with the complete conviction, that there is no more trustworthy gauge of a man's musical nature and culture than his appreciation and love for Bach. In him you find what is highest, noblest and best in music; and furthermore it is through him that the other great composers are best to be appreciated.—*W. F. Apthorp.*