

Edith Triggell

# WILLAMETTE COLLEGIAN

VOL. 1.

SALEM, OREGON, NOVEMBER, 1889.

NO. 2.

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## Oliver Wendell Holmes.

Among the sunniest of writers is Oliver Wendell Holmes, the autoerast of the breakfast table, as he will be best known, whose eightieth birthday was celebrated the other day. He has passed the prophet's "three score years and ten" by half a score and is said to be good for several years yet. Many of the world's best known men seem to be growing very old. The name of Mr. Gladstone will occur to everybody. Tennyson is another. John Greenleaf Whittier is another. Poor old Walt Whitman is another. But few of them have been known for their bright and happy writings so well as Oliver Wendell Holmes. For forty years he has devoted himself to authorship, although he was known long before as the author of some very fine contributions in verse. As a writer of songs, lyrics and poems for festive occasions he stands in the front rank. In literature he has made his mark, and before he took up the pen he had studied law and practiced medicine. He has also been a lecturer, is known for his researches in microscopy and has contributed largely to medical literature. His has been a life well lived. Some one has said that "an object in life justifies existence." The life of Oliver Wendell Holmes has therefore been justified, as he has been a busy man and has contributed much that has helped to make his fellow travellers happy. There are few things that a man's friends can say at the last more worth saying than that the world was the happier through his having lived in it.

It is so important that others deal with you kindly, as that you be prepared to bear injustice and unkindness.

## Beautiful Things.

Beautiful faces are those that wear—  
It matters little if dark or fair—  
Wholesouled honesty printed there.  
Beautiful eyes are those that show,  
Like crystal panses where heart-fires glow.  
Beautiful thoughts that burn below.  
Beautiful lips are those whose words  
Leap from the heart like songs of birds,  
Yet whose utterance pronounce girls.  
Beautiful hands are those that do  
Work that is earnest, brave and true,  
Moment by moment the long day through.  
Beautiful feet are those that go  
On kindly ministries to and fro—  
Down lowliest ways, if God wills it so.  
Beautiful shoulders are those who bear  
Ceaseless burdens of homely care  
With patient grace and daily prayer.  
Beautiful lives are those that bless—  
Silent rivers of happiness,  
Whose hidden fountains but few may guess.  
—*Littell's Living Age.*

## The Boys we Need.

Here's to the boy who's not afraid  
To do his share of work;  
Who never is by toil dismayed,  
And never tries to shirk.  
The boy whose heart is brave to meet  
All lions in the way;  
Who's not discouraged by defeat;  
But tries another day.  
The boy who always means to do  
The very best he can;  
Who always keeps the right in view,  
And aims to be a man.  
Such boys as these are apt to be  
The men whose hands will guide  
The future of our land; and we  
Shall speak their name with pride.  
All honor to the boy who is  
A man at heart, I say;  
Whose legend on his shield is this:  
"Right always wins the day."  
—*Golden Days.*

**Short Cuts.**

FOR THE COLLEGIAN.

W. T. VAN SCOY.

The tendency of the American people is to make short-cuts in all lines of activity. Short-cuts in travel, short-cuts in labor, short-cuts in business, short-cuts in politics, short-cuts in education, and short-cuts even in religion.

There are young men in our country who undertake to make a fortune in a day. The young German or Swede comes into this country, works for wages, and carefully saves his money until he has a sufficient amount to invest in lands or some business of his own. The American young man, if he works for wages at all, wants to quit when he gets about one hundred dollars ahead, and prospect a little, or set up a business for himself, investing five hundred or one thousand dollars with a capital of really only one hundred. Few ever make this a short-cut to success but many make it a sure cross-way to failure.

Some young men undertake a short-cut to a fine reputation through the avenues of politics. A small number reach the mark of their ambition; a large number make a short-cut to defeat and dissipation.

Short roads are sought along the lines of education. Many young men and also young women, who have the health, the mental ability, and the pecuniary means by which to obtain a thorough education, have a strong inclination to take the short-cut of an academic course of study, a normal course, a business college course, a select course, or some finely-whittled-down scientific course. The three R course of study, "Renden, Riten, and Rethmetic," has rather gone out of date, yet there are a few of the old-time educators still, who do not particularly advocate the use of the three R's exclusively, but they do set forth the idea that the space of *three*

*years* is sufficient time in which to obtain a first class education. They argue hard, that there is no use in spending six or seven years in the study of the dead languages, and the line of studies carried with them, when a "practical" education can be obtained in three years. This class of educators fail to see that education is not a mere collection of facts in the memory, but a disciplined mind. It is not a cramming to overflowing a mind that is too shallow to hold much, but a drawing out and expanding of the mental powers until they have a capacity sufficient to hold something. If a good heap of facts brought together upon the mind would educate, then any one might educate himself at home or elsewhere. The less a study is burdened with facts, the more it will develop the memory. The dead languages give us a good illustration of this kind of study. A student may pore over his Latin and Greek for months, with intense strain on the memory, yet how few are the facts, of the narrative translated, that the mind ever retains. The memory is rapidly made stronger and the mind is only getting ready to receive facts.

The reasoning powers are developed by mathematics probably more than any other line of study; but the student's mind is not burdened with all the little minutiae in the processes of reasoning in that study. The reasoning faculty has become strong, yet the great mass of material used in bringing that about has been left behind, or lost sight of. The study of history, natural science, methods of teaching &c., without the memory drill, mentioned above, *first* is cramming. The attempt at private study to obtain an education by the accumulation of many facts only is conglomveration. The judgment is not sufficiently broadened to select and assimilate that which presents itself to the mind.

The untrained mind, in taking some of these short-cuts in education, takes facts