

WILLAMETTE COLLEGIAN

VOL. 5.

SALEM, OREGON, MARCH, 1894.

NO. 7.

WILLAMETTE

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WILLAMETTE COLLEGIAN.

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The COLLEGIAN is published monthly during the College year in the interest of education in general by the Philodorian and Philodorian Literary Societies of the Willamette University.

Terms 50 cents per year, payable in advance. Single copies 19 cents.

Professional and business advertisements inserted at reasonable rates.

Students and graduates, and all others interested in higher education or our public schools are requested to contribute articles, poetry, letters and general information, relating to these subjects.

All articles for publication should be addressed the Editor.

Entered at the Salem Postoffice as second-class matter.

EDITORIAL.

The second annual State Convention of the College Young Women's Christian Association will meet at the Willamette University on April 14th and 15th.

A reception will be tendered the visiting delegates on Friday evening, at which it is hoped that all may become acquainted and further the friendly intercollegiate spirit.

Mrs. Dummitt has arranged a full program, papers being contributed by the various colleges. Arrangements have also been made for informal discussions, so that an interesting and profitable convention is expected. The presence of the Pacific Coast Secretary, Miss Reader, will be an added pleasure.

We hope that all of our students will do their utmost to make pleasant the visit of the delegates from the other colleges.

It was noticed that the orations delivered at the recent State contest, were, with one exception, political. This seems to show that the students of Oregon colleges take a great interest in the politics of the nation. This interest should be encouraged rather than repressed.

Contests in oratory, however, would be more interesting to the audience, were there greater variety in the subjects presented.

* * *

One of the most important departments of the well-equipped college, is the library. The students who neglect to use the opportunities for study and research, along the lines of their special courses, are failing to obtain benefit that they would receive by planning to read extended articles by different authors, in connection with their regular text books.

By looking over the catalogue of the books in the library, one can nearly always find a number of works that pertain to the subject under investigation. By making judicious selections from these books and magazines, the student not only acquires a better and more comprehensive grasp of his subject, but he also learns to select his material from the best articles, and to reject that which is of doubtful value. Let the students make good use of our present library, and we may hope to see it greatly enlarged.

* * *

The most important event to the Oregon Colleges during the past month, was the State Oratorical contest. Especially so to Willamette University, whose orator successfully represented this school, and obtained for Willamette, "First Honors" for the present year.

The orations were all of unusual excel-

lence, and showed greater preparation than those of the first annual contest. This was probably due to the fact that in all of the colleges, this year, preliminary contests were held, thus securing for each college their representative orator. It was generally conceded that our orator fairly deserved the medal which he received, particularly on account of his superior delivery.

The students showed their enthusiasm and college spirit upon the return of their delegation, by the reception which was held at the Woman's College, as well as by carrying the orator through the principal streets, led by the College Band.

Great credit is due to the students of the University of Oregon for their kind reception and entertainment of the visiting colleges.

POETRY.

Some time ago, the Independent (N. Y.) published a poem, very touching and sad, entitled, "Behind the Bars," written by a gifted convict in the State Penitentiary. The following was written as a reply:

BEYOND THE BARS.

—
TO CELL NO.—
—

Yes, roses bloom in the garden,
And bees come wooing the flowers,
The song-birds pipe to their nest mates
Through all the golden hours.
And since earth is so full of gladness,
Surely man should happy be.
E'en though youth be fled
Hope is not dead,
Listen what she says to thee.

The spirit that dwells within thee
Is free as the summer air,
And can mount, on Faith's strong pinion,
Above all trouble and care,
The memories sad that haunt thee,
Bury now from thy sight away,
Let the Savior bear
Thy burden of care,
And trust for the brighter day.

Then sit in the glowing twilight,
And gaze on the evening sky,
But think of the spacious mansions
That above yon hill-tops lie.
Let the diamond eyes of heaven
Look down on thy soul set free,
While beyond the stars
And the prison bars,
Heaven is waiting for thee.

Ah! the flowers will regain their perfume,
The summer breezes breathe balm,
When He who spoke peace to the tempest,
Thy sin-troubled spirit shall calm.
Then the mighty voices of Nature,
Of Earth, of Heaven, of Sea,
Shall unite to raise
A psalm of praise
To him who hath ransomed thee.

MARIAN T. COCHRAN.

LITERARY.

This oration won the medal at the State Oratorical contest held at Eugene, Oregon, Feb. 23, 1894.

CONDITIONAL CITIZENSHIP.

BY CHARLES J. ATWOOD.

It is a grave thing when one nation destroys another; a sad thing when it is the cause of its own ruin. Barbarous nations usually fall by violence from without, civilized nations, by insidious forces within.

Republics are no exception to the law. Already, thoughtful men are beginning to see in our republic, influences, which threaten the integrity and life of the nation.

They see the South disturbed by the Race Problem; the country convulsed with labor agitations; they hear the open threats of anarchy; they watch the infamous doings of the Clan-na-gael and the Mafia; they see our Public Schools a target for the angry darts of Romanism; they see the polls the seat of bribery, of fraud, of bloodshed.

Legislators have sought remedies, but the situation remains unchanged. Men seem powerless in the presence of the fact that

there has set in toward the shores of America a most dangerous tide of ignorance.

James A. Garfield uttered a significant fact, when he said: "In the old world, among the despotic governments of Europe, the great disfranchised class, the pariahs of social and political life, are indeed ignorant, mere inert masses, moved upon and controlled by the intelligent and cultivated aristocracy."

Of these inert masses, yet not inert, of these for whom a monarchic government is a necessity, are made up the shiploads of immigrants who yearly constitute an army of invasion a half million strong.

In a short time they appear at the polls, in their hands, as a weapon, a vicious foreign vote in the guise of an American ballot. And they, who are driving the Bible from our public schools, who are waving the red flag of Anarchy in our cities—knowing little of issues at stake, caring nothing for party or principle, with votes ready for the highest bidder—they form the balance of power that carries elections for the party or the office-seeker most willing and able to purchase their votes.

The masses of the unintelligent, with which our cities have to contend, are chiefly foreign born and of adult years. What import has this to the thoughtful citizen? It means that the illiterate and unthinking whites of the United States are largely of foreign birth and of voting age, and wield the same individual power at the ballot-box as the most enlightened American.

Is it the part of prudence to arm an adversary, or to intrust a great interest to childish ignorance? Yet we have placed the American ballot, our mightiest defence, in the hands of men ignorant of our institutions and hostile to their purpose.

What are the electoral conditions of the South? Sixty-nine per cent. of the colored male population are unable to read or write. Yet they have been given, without discrimination, the power of the ballot. Consider:

More than two-thirds of the colored voters unable to read the names upon the tickets. Is it surprising that the white voters of the South sometimes resort to violence at the polls, where they are frequently outnumbered by their colored brothers, who are the embodiments of that ignorance and vice which long servitude imposes?

These facts, these threatening conditions are becoming more and more apparent every year. The intelligent population of the South are resenting the dominance of vice and ignorance, as the respectable voters at the North are beginning to tremble at the nefarious misrule which is fostered by an ignorant and un-American vote.

We would not say—disfranchise the negro; we would not assert that the right to vote should be withheld from the foreigner; we do say, under all principles of Justice and true Liberty,—for wiser legislation; for the purification of politics; for the promotion of morality and patriotism; for the preservation of our dearest institutions; for the safety of our common Republic;—grant the right to vote to no man who cannot cast an intelligent ballot, who is not a loyal American citizen, true to the broad principles upon which rests the entire fabric of our government, and faithful to the individual trust reposed in him by the nation.

I say, true to those foundation principles of our government, for there are thousands of men within our borders, thousands of men coming to our shores every year, who are pledged to that papal authority, the un-American Romish church, which has declared war upon our Public Schools, upon that free school system by which alone a free government can stand; which is a pronounced enemy to every American idea intended to promote freedom of conscience and freedom of thought.

We now have an unconditional citizenship. All are included, be they ever so hostile to our laws, all, except, perhaps, chil-

dren, idiots, lunatics, felons, and—women. Yes, intelligent woman must not exercise the privilege awarded to man, though he be as ignorant as a slave or as treacherous as an Arnold, but she must be classed with felons and lunatics.

I repeat—we now have an unconditional citizenship, but the public safety demands that conditions be imposed. To the end that government of the people, by the people, and for the people perish not from the earth, let us by our influence, by our votes, hasten the day of the conscientious and thoughtful ballot. Let us vote down the foreign priest who interferes in our politics, vote down the saloon, vote down whatever promotes superstition, ignorance, vice and crime; but let us vote to defend the home, vote to protect the free public school, vote to maintain our free speech and our free ballot.

Then will be realized the desire of America's profoundest statesman, "that our country may become a vast and splendid monument, not of oppression and terror, but of Wisdom, of Peace and of Liberty, upon which the world may gaze with admiration forever."

ANTHROPOLOGY.

The Ethnological Relations of Man.

II.

The sun and the earth, climate and soil, are the are the great ethnogenitors. What but the influence of new conditions, that has developed the Yankee form, features and habits from the old Anglo Saxon stock of Western Europe? and what but the same cause that within three or four generations has begun to stamp new features on the British Australian? What but different geographical positions, that evolved the Welsh, the Scotch, and the Irish Celt from the original Celtic stock of the East? And what, but the same power, acting through untold ages, and concomitantly with the principle of ascensive development in time, that has stamped

the still broader characteristics of Caucasian, Mongolian and Malay? *We say, concomitantly with the principle of ascensive development in time*, for it must never be forgotten that external conditions are but secondary factors, and that there is a higher law overruling the appearance of life, in time, than that which determines its distribution in space.

Ethnology, or the science of races, as founded partly on color and cranial and facial aspects, and partly on language and mental characteristics, is by no means in a satisfactory state, but taking Blumenbach's idea of varieties (Caucasian, Mongolian, American, Malay and Ethiopian) as the least complicated and familiar, let us try how far their relative antiquity, superiority and probable advancement, are determinable. These, white, yellow, red, brown and black varieties, though shading into each other on their respective geological confines, are, in the main, sufficiently distinct, and present physical and mental characteristics which rank them at once as higher and lower; as fitted for development into newer and higher varieties, or as doomed to extinction. There can be no gainsaying that the Caucasian or white man of Western Asia and Europe, stands physically and intellectually on a higher platform than the Mongol or Yellow man of Eastern and Northern Asia.

Within the last four thousand years, the former has notably advanced in art, science and literature—in all, in fact, which constitutes civilization; while during the same period, the latter has remained almost stationary, or but little progressive.

Again, however much mistaken philanthropy may argue to the contrary, there can be as little doubt that the Ethiopian, or black man of Africa, is inferior both to Mongol and Malay, and still more so to the Caucasian. He has had possession of the African continent, with all its variety of situation, climate, and produce, from time immemorial, and yet he has no arts save the rudest, no litera-

ture, no science, no cities, no temples, no ships, no moral code; in most instances no idea even of a Supreme Being—nothing, in fine, that removes him much beyond the desires and necessities of animal existence. Notwithstanding all this, and a thousand times more which could be adduced from every region, there are some who will still argue about the *equality* of the human race, and talk high sounding generalisations regarding the unity and the brotherhood of man. Nature is a hierarchy, not a democracy; and as in the physical world there are suns, and systems, and satellites, so in the vital and intellectual there are higher and lower—races born to command and lead, and others as certainly destined to obey and follow. It is not because one race has risen under favorable conditions, and another retrograded or remained stationary under conditions of an adverse nature, but because of aboriginal differences and capabilities which no circumstances can efface nor appliances counteract. And these differences, when interpreted in the light of progression, have clearly reference to time—to periods during which the higher succeeded the lower, and the lower that which stands next beneath it. Brotherhood there may and ought to be, as far as the inherent instincts of race towards race will permit, and these instincts are not to be disregarded with impunity; but as to unity—if by unity is meant oneness of power and tendency—it is an assertion which all history contradicts and the present experience must deny. It is a mere phrase that may please the unthinking ear, but it is not a fact that can satisfy the reason.

This relative superiority and inferiority of the varieties of mankind is so obvious, that it need not be further dwelt upon, unless to show that as the *White* man advances and spreads over the continents of the world, one of two things must follow, viz: either the colored and inferior races will be absorbed into his race and partake of his improve-

ment, or in time be utterly extinguished.

Looking at the whole history of mankind, so far as history throws any light on the matter, this has been the unfailing course of events—the superior races advancing and absorbing the inferior races where in any way closely related, and extirpating them where the difference was so great as to prevent interfusions and amalgamations. And even at the present day, and under our own eyes, we have the most ample confirmation of this invariable method of nature, in the fact that in the same continent and among the same race, the higher nationalities are gradually absorbing the lower—the *White* man is gradually extirpating the *American Indian*, the *Tasmanian*, *Australian* and all inferior varieties, wherever he plants himself, and carries along with him the adjuncts of his superior civilization.

Speaking of the relative positions of the races—white, black, red and yellow—in America, a recent writer describes the superiority of the white, in these truly graphic and comprehensive terms:—"The white man, caring for neither frost nor fire, so long as he can win good food for his mouth, fit clothing for his limbs, appears to be master in every zone; able to endure all climates, to undertake all labors, to overcome all trials; casting nets into the Bay of Fundy, cradling gold in the Sacramento valleys, raising dates and lemons in Florida, fruit in Oregon, raising herds of kine in Texas, spinning thread in Massachusetts, clearing wood in Wisconsin, smelting iron in Pennsylvania, writing leaders or talking buncombe in New York. He is the man of plastic genius, of enduring character; equally at home among the palm trees and the pines; in every latitude the guide, the employer, and the King of all."

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GUS FARNHAM'S JOKE.

It was early in the spring. Sacato University was experiencing a very prosperous year. But of mischievous boys it doubtless had more than its share. Among these, August Farnham was looked upon by his associates as the most clever, and one who was ever ready to bear all the blame of any prank whether it was his or another's.

Although August, or "Gus" as he was better known, was ever ready for fun, his jokes were usually not the kind to injure any one or make hard feelings, but were frequently marked by singular wit. More than once he had been before the faculty on unjust charges, but rather than deny the accusation and make some one else suffer for it, he himself would take the black marks, while the perpetrator would go free. So many times had Gus' name been used in connection with mischief, that the faculty considered him as the leader of all midnight raids, Halloween parties and April fool tricks.

The last outrage upon the peace of the school was a mock schedule put upon the bulletin board at the beginning of the third term, which threw the whole school into confusion. The President sent a note to Gus, in which he told him that he was certain that he was the author of this, and would doubtless be expelled from the school that very evening at faculty meeting.

Now Gus had but little to do with this, but he scorned the thought of going before that terror-striking body and saying that the work was not his but some one's else. While he knew his absence from faculty meeting that evening, would be certain expulsion, he decided that he would leave school if he must.

Gus' indignation was aroused by being unjustly accused of so serious a matter; so, being too shrewd to leave school without trying the patience of the faculty once more, he soon laid his plans for his last joke.

He, with about fifty other boys, roomed in the basement of the university building. So, shortly after, he rushed into his room and, throwing his trunk open, began to pile his clothes and books in with all haste. His room mates were greatly astonished by this and immediately demanded the cause of his excitement. "Well, boys," said Gus, "I suspect I ought not to tell you, but you are good friends of mine, and I'll tell you just what is up, for it may save some of our lives. It is this; I have just found out that there are several cases of small pox in the city, and not far from here either, but the worst of it is, the faculty knows all about it and are trying to keep it a secret. But I have found it out, and I for one am going on the night train, and I think every one who acts wisely will do likewise. The news was soon carried to other rooms, and the boys needed no urging, but all set to work at once to gather up their things, and when the train puffed out two hours later, it took fifty students from Sacato University with it. The next morning, the professors were rather blue when they found fifty absent. And so eager were they to keep the good will of the students that word was immediately sent to Gus and all the others that there was not a case of small pox in the city and that they would be welcomed back. And it was not until after Gus was back in school that they found out that he was not the author of the mock schedule.

HAL. HIBBARD.

THE LACK OF INDIVIDUALITY IN OUR SCHOOLS.

To the careful observer, this lack of personal independence, the absence of a moral and intellectual backbone, as it were, makes itself evident. It is shown in more ways than one. Often in physical appearance, in the gesture, the manner of walking, in numerous mannerisms, there is a similarity which stamps the members of the whole school, becoming the distinguishing mark of the differ-

ent individuals belonging to that particular institution. More noticeable is the fixed mental trend characterizing our institutions of higher learning. We may sometimes know from what school students come, merely by the likeness of thought expression. This is especially true when the school has a strong controlling agency.

The minds of the great majority of pupils are susceptible, in a marked degree, to the influences of school associations, and become fixed in a certain line of ideas. This, of course, is modified by the home environment. Whichever is the stronger—the home or the school influence—will become the predominant force in the moulding of character and destiny. It would be better, probably, if the home life should be the pre-eminent formative force. Yet, in any case, the school training has much to do with the development of the intellectual faculties of the mind.

When a child first goes to school, he is simply an intellectual void, possessing much mental capacity but little mental ability. He is just beginning to learn and to know. He studies his first lesson and he finds there are many things he does not understand. The point of difficulty is at once presented to the teacher. No other course is possible at first, for beginners in knowledge must lean upon others for their mental support. In answer to the child's inquiry, the instructor gives his own personal interpretation of the matter, which is accepted by the pupil without further thought. The same question is put, the same answer given, the same general ideas acquired thus by the different pupils passing under the supervision of successive teachers. The habit of thought-dependence becomes second nature.

Perhaps it is not assuming too much to say that mankind possesses one universal attribute, laziness. We prefer to float with the tide, rather than buffet the up-stream current. There are exceptions, without doubt;

there may be cases where work is liked for work's sake, but such cases are few indeed. Most of us regard work as a means to an end, and come to regard only the result. We forget that the honest labor best fits us for play. We meet, nearly every day, even in this nineteenth century, men and women of little mental independence. They dare not assert their private judgment but agree with the side which has, apparently, the strongest argument or happens to be in the greatest popular favor.

The lack of individuality is due, also, to the existence of rigid rules of custom. In many schools there are established certain lines of instructive discipline from which the instructor has not the moral courage to deviate, or in many cases, has no such inclination. Day after day, the scholar goes through a mechanical process, learning that two times two make four, that a noun is a name, etc. He learns this by frequent repetition. He is a kind of machine, taking in ideas and grinding them out without change of form. Such a course of so-called instruction does more harm than good.

The crowding of our school-rooms is a source of evil. One teacher is often called upon to conduct a class of twenty-five, thirty or even forty pupils. Consequently, the mere technicalities of the lesson are recited, there is no time for any expansion of the subject. The pupils become indifferent and restless, acquiring a dislike for the dull routine of class work.

The same result is brought about by the superfluous studies found in the short educational courses. This is a harmful feature of nearly all college curricula. The student wishes to complete the course in as short a time as possible, and thereby cultivates a habit of superficial study. This proves a detriment on both sides. That which the mind does not absorb is simply waste material and clogs the mental system, furnishing no nourishment, but instead, drawing upon the re-

serve intellectual force for its own support. The faculties of the student are perceptibly weakened and the standard of the school is, of course, lowered.

Though our modern educators are introducing methods of instruction tending to modify these evils which threaten to undermine our intellectual strength, the existing conditions are those which will require great skill and the exercise of good judgment to change appreciably.

VERNA L. LEEMAN.

SOCIETIES.

PHILODORIAN SOCIETY.

On Jan. 5th, after the usual order of business in the Society, the House convened and a bill providing for the selection of suitable points on the Pacific coast for fortifications, which was introduced by the Representative from Oregon, was read the second time and ordered to be engrossed.

On Jan. 12th, the Society was visited by 13 young ladies. In the House, the bill providing for a survey of a canal across the Isthmus was debated and rejected.

Mr. I. P. Callison introduced a bill which was about ten pages in length. The clerks of the House, thinking it would be no more than right that they should be paid for their work, tried to pass a resolution to this effect, but it was rejected, and then one of the clerks sent in his resignation, declaring that he could not serve without pay, but his resignation was not accepted, and he still holds his place as reading clerk.

Jan. 19. The Society spent the evening debating on a point of order. It would be much better if every member would purchase a copy of "Robert's Rules of Order," and study the different points of order.

On Feb. 2d, the Philodorian Society elected the following officers for the third term: President, W. A. Morris; Vice President, E.

Wilson; Secretary, W. A. Manning; Assistant Secretary, C. V. Fisher; Treasurer, L. P. Jones; Censor, I. P. Callison; Librarian, D. East; Sergeant-at-Arms, A. Raymond.

Feb. 16, the following program was rendered: Declamation, J. H. Van Winkle; Essay, A. Raymond; Oration, J. W. Raymond; Lecture, W. A. Manning; Piano Solo, E. Wilson.

The discussion for the evening was on the following question: "Resolved, that the reformatory system should be introduced in the prisons of Oregon. The question was decided in favor of the negative.

PHILODOSIAN SOCIETY.

On Feb. 2, the regular election of officers was held, resulting as follows: President, Edith Frizzell; Vice President, Cora Winters; Secretary, Lena Stillwell; Assistant Secretary, Bertha Byrd; Treasurer, Marie Rockwell; Censor, Myrtie Marsh; Librarian, Pearl Applegate; Sergeant-at-Arms, Mary Aitken; Custodian, Bertha Jones.

The election was quite interesting, but some of the members were thinking of something else, as was shown by our President in stating, "all those in favor of the contest," instead of "those in favor of the motion."

Initiations of officers occurred Feb. 9, and all responded with speeches, which the censor said sounded somewhat alike.

After the initiations, came the literary program, which was as follows: Lecture, Edith Field; Recitation, Fannie Mann; Original Story, Myrtie Marsh.

Debate—Question: *Resolved*, that Cleveland should be impeached. The leaders of the debate being absent, the seconds debated.

The judges gave the honor to the affirmative.

On the 16th of Feb., the following literary program was rendered: Recitation, Miss Dimit; Extract, Bessie Shepard; Essay, Lara Prescott. Miss Prescott took for her

subject: "What a man wants of a Wife." It was short and sweet, showing that a man wants a companion helper, and sympathizer for a wife.

Biography of Harriet Beecher Stowe, Grace Pohle.

Debate—Question: *Resolved*, that travel is more productive of culture than reading.

It was decided in favor of the negative.

On account of absence from school, Miss Cora Winters resigned and Helen Matthews was elected Vice President in her place.

MISCELLANEOUS.

SELF-DEPENDENT STUDENTS.

The Opinions of Two College Presidents.

I am glad to have an opportunity of saying that I think the farmer's sons are among the best students we get in the universities. Physically, they are vigorous; they have, as a rule, good intellects and they are hard-working and serious. It is a pity more of them do not embrace the opportunities offered nowadays for higher education. Of course, farmers have very little money to spare to send their sons to college; but I am persuaded from a pretty wide spread experience that a farmer's son who gets a start, who manages to graduate at a high school, can, by teaching and by availing himself of some of the scholarships now offered in so large numbers in our universities, manage to put himself through college, and even to continue his studies as a graduate student. It is really only the first steps that are hard. The road from the farm to the senior class of the college seems very long, but I repeat that it is not unduly arduous after that portion has been traveled which leads through the high school. Furthermore, the necessity of self-sacrifice and of making one's own way, is the very best discipline a youth can have. Within the last twenty-four hours, I have heard a

rich man regret that certain boys in whom he was interested were not *driven by necessity* to make men of themselves.

J. G. SCHUEMAN,
President Cornell University.

From Farm and Fireside.

To the many young men and young women of limited means, who are striving to win an education, I have only words of encouragement and promise to offer. It is the universal testimony of experienced educators that from such come the best students and the most successful graduates.

To the casual observer, it almost seems as if the general tendency of educational institutions at present is toward extravagance and luxury, and away from the old-time simplicity and hard study; as if the poor student was being excluded by reason of the many financial and social demands upon him. I do not think this is true, for while the fast set of students is running to extravagant extremes, the self-supporting students are also increasing in numbers and strength. I believe that never before were the educational opportunities for poor young men and women so rich as at present, and never before were such students held in so high respect by their fellows.

It may be that my views are too optimistic by reason of the peculiar conditions obtaining here at Purdue University, where the courses are such as to offer good positions to graduates, and the expenses at a minimum. These conditions attract many self-supporting students. Their numbers and influence upon the tone of the institution are noticeable. They hold the best places among the student body. Our ablest graduates belong to this class. Many have saved money by working at a trade, or by teaching, and come to college with mature years. Such waste no time nor money. Others have only limited capital at the outset, which they eke out in various ways. A young lady does

stenographic work; a young man deals in various kinds of student's supplies; some tutor; some are table-waiters; some are stewards of clubs; some are janitors; and many do odd jobs about the laboratories. All are respected, and good students. Of course, to do this outside work and maintain standing in their classes, implies capacity for hard work—a sound body and a clear mind. Other attributes necessary to success are thrifty habits, a knowledge of how to live economically, and behind all a clear purpose in view and a steady faith in ultimate success.

Such students have an absolute advantage over their well-to-do fellows, in that they are getting a two-fold education—that imparted by their instructors, and that richer training in self-reliance, courage and the satisfaction of having overcome obstacles. The self-supporting student, upon graduation, has already passed through the apprenticeship period, which every successful man must serve, and which his classmate, who has had every want supplied, must still experience. The examples of men who have wrung an education out of a youth of poverty and have become famous, are too numerous to require specification. Garfield, remembering his own career, was ever mindful of the possibilities wrapped up in the ragged jacket of a poor boy.

I would that I could encourage every poor boy and girl to strive for an education. For all such, with good habits, good mind and common sense, a good and useful education is attainable. I advise the poor to struggle for an education, because it means a broadening and elevating of their lives, which the rich cannot comprehend; because of the good to come to society, country and civilization through the separation of poverty and ignorance; and, finally, because of the vigor and strength which such men show by the development of their powers, which they are ever ready to use for the enlightenment of the poorer classes from which they sprung.

WINTHROP E. STONE, A.M., Ph. D.,
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The gymnasium is started, and a great deal of interest is taken in it by the students. There are six classes weekly taught by Pres. Brown of the Y. M. C. A.

All the students buy their sweets at The Spa.

Buy your quinine and preventives for the gripe, at Legg's drug store, 100 State street.

Several students expect to quit school soon and go to teaching.

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Mr. L. E. Gardner, a former student, visited chapel lately.

Chocolate creams and the daintiest bonbons, always pure and fresh, at The Spa.

Pres. Hawley and Prof. Matthews were at McMinnville recently attending the Epworth League convention.

French candies in dainty boxes, at The Spa.

Phil. Metschan read an essay in chapel recently in which he said, "those who wish to drive off hard times, vote the Republican ticket next June.

Fine toilet articles, soap, brushes, perfumery, etc., at Fred A. Legg's, 100 State street.

The finest assortment of sweets, at The Spa.

Great was the jubilee the day after the oratorical contest.

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A large normal and preparatory class is expected to graduate next commencement.

Fred A. Legg, the druggist, fills all prescriptions with the purest drugs.

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Miss Brown and students gave their Drama, "Bread on the Waters," recently.

Remember, "The Cronise Photo Studio" gives all the students a reduction on photos.

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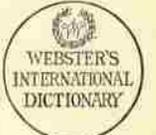
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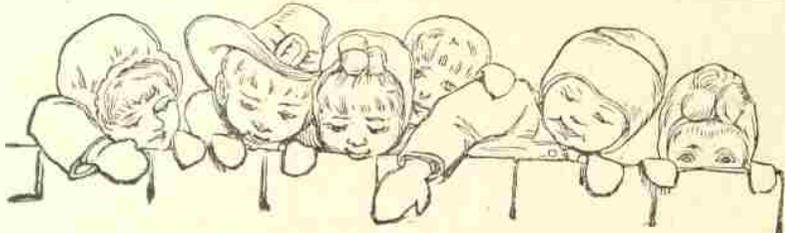
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