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The Crescent

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PACIFIC COLLEGE.

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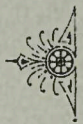
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THE CRESCENT.

VOLUME V.

APRIL, 1894.

NUMBER 7.

THE CRESCENT

Published Monthly during the College Year by
THE CRESCENT SOCIETY.

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WE THINK it would be a good work for the Christian associations to make arrangements to provide a few lecturers for the college next year. These associations are not doing all the work they might or should do in working for the college. The literary society has its entertainments and the athletic association gives its exhibitions, as also the college classes. Why should not the Christian associations give the public some of the benefits of their organi-

zations and make their influence more widely felt?

THE work of the spring term has been taken up zealously by the professors and most of the students. The enrollment is as large as for this term last year. There is a manifestation of college spirit, much enthusiasm and earnest striving for higher culture and development of noble traits of character, as well as a desire to do more thorough mental work. We believe that the condition of the college is better than ever before so far as the student body is concerned. And the faculty, well we think there is not a stronger one in the state, and we are certain the trustees and patrons will agree with us in this opinion.

THE recent death of Kossuth, the patriot, brings to mind again the large number of the world's great men who have left it in the last few years. One can not but wonder who will rise to fill the places of these, to whom society may look for leaders. It is a fact much to be regretted that among the states-

men of the present day there are few towering characters, men who stand head and shoulders above their fellows. It takes a better and more capable man than it did fifty years ago to be greater than the common level of cultured society. But leaders we must have, or progress will slacken, and civilization soon begin retrograding.

THERE is a growing sentiment among some of the members of the Crescent Society that its literary work is not up to the standard which should be maintained by students of a college. The agitation of reform in the business ruling of the society has resulted in great improvement. It is of no less importance that the grade of literary work be improved and the productions be made the best that is possible. The members may aid each other mutually by an expression of approval, at least in actions, for real literary merit. It is often the case, as was stated recently in the society, that more appreciation is expressed for some silly chronicle or old lady's will, which any ignoramus might compose, and not exert himself greatly either, than for a good biography, a review of a standard work or a discourse prepared at no small outlay of time and thought.

THERE is a class of people who find their way into all neighborhoods, who are very willing to enjoy all the public

commodities and use them freely, but who never seem to think they are at all indebted to the community for them. They are always complaining at the taxes and disgusted at the numerous subscriptions and donations asked of them. This is especially noticeable in a place where there is an institution like Pacific College. This school is entirely dependent on voluntary support. It is at present almost solely dependent on the people of Newberg. It is not self-supporting. No such school ever is. To those who have the responsibility of its finances, it sometimes seems a heavy burden. It is more so than any of its originators anticipated. But in return it has brought with it a good class of people, an uplifting educational influence. It has increased the business possibilities of Newberg. The students who came here depend on our merchants for food, books, and to a great extent their clothing. The salaries of the professors are almost entirely spent here. Many families have settled here who would never have done so had it not been for the college. Newberg without Pacific College would hardly be worth incorporation. The maintenance of the institution surely ought not to rest on the few, for all the business firms of the town are indebted to it, and each citizen should be as much interested in its welfare as in any public improvement, or even that of his own private property.

THE OUTLOOK IN EDUCATION.

BY PRESIDENT THOS. NEWLIN.

TO THE wise worker and investigator in any field of knowledge, the prompting very often comes to examine his compass, take his bearings and see where he is. We know full well that past successes will not insure future prosperity. Past failures and successes must alike be studied if history is made valuable. It makes not so much difference whence we came as whether we are going. It matters not so much that our pathway has been a pleasant one, as that our present standing is secure, and the outlook encouraging. No one is so poorly equipped for life as he who is seeking protection under the cloak of his forefathers, unless it be the one who entirely repudiates the past, and is striking out to start entirely anew. A careful study of our past history will lend much light for our future pathway. We live *in* the present but *for* the future. Out of the past we must weave a new fabric, reconstruct, but not build entirely anew. We must all acknowledge a great debt of gratitude to the reformers of the past, for it is by their lights that we are enabled to walk with safety. As we review the work of such educational reformers as Pestalozzi, Troebel, Comenius, Bacon, Horace Mann and

Louis Agassiz, we are inspired with a new enthusiasm, and new zeal is collected for coming conflicts. We will find that the same great principles that impelled them to their work, are still alive and in the world today. A marked line of ideality runs through all educational history.

In the educational world today there are the two opposing parties, the progressive and the conservative. The one thinks the past is wholly bad, and the other thinks the future will be bad. The one repudiates the past and the other repudiates the future. A constant war is waged between conservatism and the reformers. In speaking of this Herbert Spencer says: "The suppression of every evil is commonly followed by the temporary ascending of a contrary one." Pestalozzi in the midst of his noted career, and warned by his great enthusiasm was led to say: "I have turned the European car of progress quite around and set it going in a new direction." This same progressive sentiment made Rousseau give this strange advice: "Take the road directly opposite to that which is in use, and you will always do right."

The best work of the world has always been characterized by a progress-

ive-conservatism. The law of true and genuine progress means a growth *out* of the past and *into* the future. True progress is not spasmodic, it is not merely sentimental, nor is it even fictitious, but it is always founded upon a solid basis. Inheritance, supplemented by individual acquisition, must ever be the true order of progress.

The real discoveries in the field of education will in all probability be less numerous in the future than in the recent past, for the field has been quite thoroughly worked. The "New Education," is more new in method and application than in fact and principle. These new applications are quite important and valuable, but healthy growth means the connection of ideas of today with those of yesterday. The enthusiast can never see clearly; a mist is ever before his eyes. When the feeling is strong the intellect is of necessity weak.

The process of education includes three important factors, Man, Knowledge and Method. The ancient Greek made the physical development predominant, later times have placed all stress on Knowledge, and at the present time there is danger that we may waste our strength on Method. The three factors are all of vital importance, and no one or even two of them will stand alone. The order of their sequence certainly is Man, Knowledge, Method. The three combined make a harmonious develop-

ment. The physical organism is the basis for all education, and a strong and healthy body is a prime necessity for large work. Then comes knowledge, which is classified, arranged and made scientific and practical by method. Teaching is assuming a scientific aspect, rather than empirical, and it can now rightly be classed among the professional work of the world, as carried on in our best schools and colleges. Good teachers no longer learn to teach by teaching, but they learn to teach by knowing the principles and methods and improve their methods by practice. In this as elsewhere theory and practice, science and art are as inseparably connected as faith and works. In this line the outlook is encouraging and the schools are feeling the uplift. Experimental work is never skilled work. We are learning the meaning of a practical education.

The great universities in America and Europe are reflecting an influence upon every college and secondary school. The opening of Johns Hopkins University at Baltimore in 1876 marked a new era in education. This was followed by the establishment of Clark University at Worcester, Massachusetts, in 1888 for graduate students. More recently still have followed the opening of Chicago University, Stanford University and the Catholic University at Washington, D. C. All of these institutions have the most liberal ideals in their foundations, and their

influence has reached to the most remote neighborhood in our nation.

In 1800 there were but eighteen colleges in the United States and they all offered courses for the degree of A. B. alone for graduation and the degree of A. M. for post graduate work. There are now 415 colleges and they offer courses of study leading to more than fifty different degrees, although about half the whole number of students in our colleges are working for the degree of A. B.

It was formerly thought that culture came only by the road of Mathematics, Latin and Greek, with some literature history and philosophy for dessert. But we are not on safe ground yet, for with all this recent progress, these new ideals and enlarged courses of study we are liable to defects and the elements of decay are in the very midst of this progress. Mechanical routine is the law of all educational systems; the letter is in danger of being elevated above the spirit, and we are apt to settle down into the groove of definition, method, examinations and grades. There is great danger of hastening "to finish" a course of study as though when this is done the end is reached. Educational systems become actually harmful to body, mind and morals when they thus become fixed and lack plasticity.

The foundation principles of the philosophy of education are the same which perplexed the minds of the an-

cient Greeks and Romans. The tasks set for us should be such questions as the comparative value of studies, the law of motives, the essentials in Methods, and the applications of psychology to education, remembering that it is *evolution* we are striving for and not *revolution*. The New Education is apt to lead us into sentiment, and away from fact, unless we are constantly on our guard. Enthusiasm is needed, but to insure success it must be based on the solid foundation of truth and utility.

In adhering to our new-fangled methods and protean courses of study we must be careful lest we fall into the worst sort of hobby riding. Theories spring up like mushrooms, and then vanish in their air and benefit no one. It is so hard to view a subject from all sides at one time and place, and we are loth to change our location or suspend judgment until time and circumstances shall have wrought changes. The "Inductive Method" will solve the whole educational problem, in the view of some. Object teaching fully satisfies another, while Manual training is the panacea for all our educational short comings, with another. So too, music, elocution, physical culture, and Natural Science have each had their day in some schools to the detriment of the students and the dwarfing of their minds. All these things have their proper place, but culture will never come by the road of any one of them.

We have bent all our energies to make our education practical, forgetting sometimes that that alone is practical education which enables the boy or girl to grow into the useful man or woman. The purpose of all education should tend to reconcile man with himself and his surroundings, and if Latin and algebra, botany and chemistry, physical culture and music will do this, then let them be studied, and insist that they are practical. Man needs discipline as well as information, and discipline is not nearly always pleasurable. Man's mental and physical development demands hard work. Students are intellectually and morally weak and often deranged to a greater or less extent, and they require a tonic which may be very bitter at the time, but the bad taste will disappear and health and strength will result. Medicine is very rarely pleasant to take, and there are more intellectual and moral diseases than bodily ailments. The pupil is in much more need of being instructed than he is of being amused. Because a student likes a study or does not like it, is no reason at all for his taking it or not taking it. He will delight in health of mind in future days, and this should be the end and aim of all education.

Education was never so scientific as at present; teaching is more methodic, the courses of study are more liberal and more plastic than ever before. Students and teachers gathering their

ideas from far and near are more rational and less formal than in former times. *Pacific College* is on the solid foundation of continuous growth; nothing less must satisfy her or her students and teachers. We are searching for Truth. Truth will not come by a revelation, but by a constant reformation, and this is to be worked out by the method of information.

"Lo! before us glow the camp fires.
We ourselves must Pilgrims be,
Launch our Mayflower and steer boldly
Through the desperate winter sea,
Nor attempt the Future's portal
With the Past's blood rusted key."

PURITY IN LITERATURE AND ART.

BY DOCIA MACY.

NOTICED in the February number of *THE CRESCENT* the statement that "the question of what to read is a very important one. And I thought, how true; when God has so made us the architects of our own characters, that with His aid and the right kind of environment, we may live to his glory and the good of mankind. It is in proportion as the conditions of our lives are true either to good or evil, that we grow toward an ideal character; for unseen influences are constantly being wrought upon the mind through the medium of the eye and the ear, just as surely as proper or improper food for

the physical will build up or destroy nerve and tissue. Coming in contact with men of brains and culture, is, perhaps, one of the mightiest forces in awakening the dormant possibilities of the mind. The jewels of thought that are digged out and dispensed to the world by the minds of the good and the great, are comparatively in reach of all. So is that class of literature which will corrupt principle and spread a blight over all the powers of the soul, not only within reach of all, but it seeks to thrust itself upon all. There are hundreds of books thrust upon the public by so-called religious publishing houses, written by able men who have nevertheless wandered far from the truth, and dared to write much that is hurtful. The fact that these books contain much that is true, only makes them the more dangerous.

We should not read even for investigation, anything that breathes of infidelity, higher criticism, or anything that contains doctrines derogatory to the atoning work of our blessed Lord, or that would uphold war as being in accordance with His teachings. I have personally known more than one whose life went out into darkness and uncertainty, because of the influence of reading which had a tendency to undermine their faith in the power of Christ to save; and who said they would give all they possessed if they had never read such works. Then there are authors whose pens drip with

poison of the most deadly kind, which, if habitually taken into the mind, will produce the conditions out of which are developed the genius and the skill of crime. There are also cheap story papers and trashy novels which give a more or less base or foolish representation of a false conception of life, wherein "luck" rules instead of life's stern laws of reaping as we sow. Such literature pictures happiness as being secured by houses and lands, fine clothes and the world's admiration, instead of a clean conscience and a loving heart. Non published especially to destroy innocence, but for greed of gain. And the damage done by such is not only the outright corruption of a few, but to the myriads of boys and girls whose minds are thus rendered unable to appreciate that which is pure and wholesome. We should not oppose or speak lightly of the great department of literature called fiction. A story may be good mental and moral food, and the imagination is one of the most creative elements of the mind and should be fed in all true, harmless and beautiful ways. But when fed the opposite way, it becomes a perverted imagination, and is a ready panderer to vice.

Works of fiction should be read for recreation, and not form the staple of one's reading, for that would tend to develop the imagination to the neglect of the other faculties, blunt the sensibilities of the soul, and waste valuable

time. But even for recreation, works of fiction should not be read indiscriminately. They should be truthful representations of the lives they profess to portray, and the life portrayed should be good; a manifestation of the workings of great laws in the hearts of men, and under the government of God. French novels have been called "a story with an immoral," and American novels are usually the same nowadays. But in a little city noted as a center of religious education one does not meet the temptation to indulge in reading evil literature that he does when in reach of the large public libraries and fiction tables to be found in the great centers of population, wherein the supreme conditions of human development and human degradation meet, and from which, like blood from the heart, flow the currents of popular thought. But none are secure, for the evil in literature will seek to enter the most trusted schools and homes.

What is perhaps by far the greatest educator of today is the influence of the daily press, the newspaper being almost the sole literature of thousands of families. And to the very extremities of the land, and into every home it pours its swelling current of news, good, bad and indifferent. There are clean journals giving news and not vulgar gossip; which avoid detailed descriptions of the animalism of human nature. But of how many newspapers is this not true?

The leaders in reform are putting forth every effort for the suppression of the evil in literature and art. Public school teachers in some places are together devising plans to induce the proprietors of newspapers to discontinue publishing the details of crime, murder and harrowing events. If the editors are spoken to in regard to these points, they reply that they must make a paper that will sell. If this is what sells best, it would seem that reformers should begin with the public taste, which forms the popular daily newspaper, and reform that. Many evil books and papers have been discontinued, but there is an ever increasing necessity for action, and we should not leave the work wholly to public reformers. Every individual should do what he can within the small circle of his influence, to suppress the evil and promote the good. Kindly remove from the hand of your friend an erroneous book and place a true one in its stead. Never treat with indifference the encroachments of the evil in art upon society, either in public galleries or in private collections. The Creator has placed modesty above art, and although it is said that we should "view art for art's sake," we cannot admit that the necessity of art requires the subjugation of modesty. Pictures are not only a strong but universal language. They speak to people of all tongues, and leave their imprint upon the soul. We should encourage only those sketches

made by artists in elevated mood, and there should be nothing on walls or in books but that which is elevating in its nature.

In times of loneliness or temptation, and especially when deprived through infirmity from reading or seeing, we are able to fully appreciate the value of a mind stored with that which is good and helpful companionship, in comparison with one stored with that which will vanish like chaff before the wind when facing the realities of life. Time is too precious to be cheaply sold. We live but once, shall we not live up to the level of our best thought—that thought engendered by what we have seen and heard and read. Keep the line of life tense and true. It is only a thread, but it belongs to the great warp where time is weaving a nation.

Y. W. C. A.

The second annual convention of the college Y. W. C. A. of Oregon met at Willamette University, April 13, 14 and 15. The Newberg delegation, nine in number, went by boat to Salem, and enjoyed while on board the company of the Portland delegation which numbered seventeen.

The first session convened in the university chapel, in which all the business meetings were held. Mrs. J. A. Dummitt was elected chairman of the convention. The evening was spent mostly in getting acquainted, and ar-

ranging for the work of the following days. We can not give a detailed account of the proceedings. The main features of Saturday's work, were two Bible readings conducted by Mrs. McReary, of Salem, on the young women of the Bible, discussions of Bible study, committee work, physical culture and missionary work. A great deal of interest was evinced on the last named topic. Two young women, Miss Mammie Walton from McMinnville, and Miss Eva Foster from Portland, who were present at last convention, have gone since then to missionary fields.

The association was favored with the presence of Miss Emma Reeder, the coast Secretary.

In all there were 117 delegates representing ten colleges. During the entire convention a feeling of unity and singleness of purpose, that of working more effectually for the master, was manifest in all the proceedings. It was evident at the consecration service held Sabbath morning, and the farewell service in the evening that nearly all the young women were consecrated to christian work.

BASE BALL.

For two weeks the boys had been looking forward to the time when they might wipe out the record of their defeat last year at the hands of the Pacific University boys.

The rain on Friday and the cloudy

and unsettled appearance of the weather on Saturday morning almost prevented the game, but our team drove over in spite of the threatened rain and the afternoon proved all that could be desired.

The game opened with Nelson at the bat, who scored safe for first; Leavitt advanced him two bases and both scored before the third man was out. The 'Varsity boys then came in but were retired without reaching first base. Neither side scored in the second, and in the third the runs were tied. In the fourth inning the college boys gained a good lead and kept it for the remainder of the game.

The features of the game were the quick plays to first on grounders by Leavitt, Wilson and Redmond, and Bradley's catch on a high liner.

The score by innings was as follows:

	1	2	3	4	5	6	7	8	9	
College.....	2	0	0	5	0	3	0	1	0	—12
University.....	0	0	2	2	0	0	0	0	2	—6

Players and position were:

College.	Position.	University.
Nelson	Catcher	Tongue
Leavitt	Pitcher	Larrimore
Jessup	First b.	Thomas
Stanbrough	Second b.	Bailey
Wilson	Third b.	Marryman
Redmond	Short stop	Bradley
Brown	Right f.	Johnson
Edwards, O. K.	Center f.	Baner
Edwards, W. F.	Left f.	Williams

Ram it in, cram it in,
 What are teachers paid for?
 Slam it in, jam it in,
 What are children made for?
 Hygiene and history,
 Astronomic mystery,
 Algebra, philology,
 Latin, etymology,
 Botany, geometry,
 Greek and trigonometry:
 Ram it in, cram it in,
 Children's heads are hollow.—*Et.*

Exchange.

The Chautauqua class of 1896 has 20,000 members.

An interesting feature of The Pioneer is its column of Gems of Thought.

The Lankershim presents a neat appearance and contains much good reading matter.

A sketch of the life of Marie Bashkertseff in The Antiochian is of much interest especially to those who have read her journal.

Freshman Year—Comedy of Errors.

Sophomore Year—Much ado About Nothing.

Junior Year—As you like it.

Senior Year—All's Well that Ends Well.

The last session of the legislature appropriated \$150,000 for the purpose of erecting and equipping suitable buildings for the State University. The sum is to be paid back into the State Treasury from the amount realized on the present site when it shall be sold.—Pacific Nave, State University of Washington.

There are some universities in Europe more richly endowed than any in this country, but not many. The Le-lund Stanford, Jr., California, has \$20,000,000; Columbia, New York City, \$8,150,000; Harvard, Cambridge, Mass., \$7,100,000; Chicago, about \$7,000,000; Cornell, Ithaca, N. Y., \$4,850,000. This takes account only of their productive capital.—The Index.

Local and Personal.

—Tennis.

—Jumping.

—Base Ball.

—Fine weather.

—Walter Macy is now a farmer.

—Edgar Ballard's school closes the 20th.

—Prof. Lewis preached at Sherwood Sunday the 15th.

—There are more students this term than there were last spring.

—Otis Snodgrass is struggling with the whooping cough this spring.

Lora Reece, of Scott's Mills, is visiting her many friends here the past two weeks.

—George Tolson visited in Portland during vacation. He is now a member of Prof. Jessup's family.

—Oran Renne spent the week's vacation with his parents and Lewis was "chief cook and bottle washer."

—The Y. W. C. A. of the college sent a delegation of eight girls to Salem to attend the Second State convention.

—Elma Brown has a nice class in crayon, also one in painting. They have done some very nice work this year.

—Greatest success! Greatest success!! Greatest success!!! The French dressmaking by Mrs. R. M. Tate. Three doors east of Wilson's Grocery.

—Carl Stanley is absent this term.

—Effe Macy is again among her college friends.

—Jennie Larson visited Portland friends the past week.

—Van Leavitt limped a part of last week. Cause, ball playing.

—Harry Allen is out this term and his class regrets his absence.

—L. R. Stanley has returned to his old position as purser on the Toledo.

—A very interesting report of the Y. W. C. A. was given the morning of the 17th.

The two tennis courts are now ready for use. Preparations are being made for field day.

—The students at the Hall must get lots of mail, or at least it takes lots of them to carry it.

—Miss Margaret Williams, a former teacher in North Dakota, is here at college, reviewing, this term.

—There have been some beautiful bouquets placed in the study room this term. Lewis can decorate as good as the best of them.

—Recess at the college is a thing of the past. We have solid half-day periods now, which proves very beneficial to the studious student.

—Another student crossed over the matrimonial line in the wedding of Miss Jane Varner to Mr. A. Wyman. Both are well known here and best wishes of college friends go with them.

—George Larkin was a visitor on the 13th inst.

—Frank Deach visited friends up the valley April 1st.

—Myrtle McDaniel is among the absentees this term.

—Samuel Poole visited Portland friends during vacation.

—Mrs. C. J. Edwards visited the Bible class Tuesday morning, April 16.

—Cora Judd is out this term. She talks of going to Idaho to spend the summer.

—A young brother of Herbert Cash is with him now. He has come from England to make this his home.

—Miss Cora B. Mills, the musical instructor of the college, recently resigned her position and has gone to her home in California.

—Very little preparation has been made for field day yet, we think the students should be practicing so that this day may be a success, as it has been in the past.

—Prof. Lewis, Jesse Johnson and Frank Deach were the judges in the Demorest contest at Middleton. They report a pleasant time, and Miss Chapman as the successful one.

—The teachers' institute of the county was held at the college building March 30. There were about forty teachers in attendance and a pleasant and profitable time was reported.

—The base ball nine is making use of the foot ball suits.

—Jane Blair the former matron visited at the hall April 16.

—Frank Vestal was home from Tualatin Sunday, April 7th.

—The Freshman class is making preparations for a class recital May 11.

—Miss Hinchman and Miss McCafferty visited Portland the 7th of April.

—Silas P. Hill took his customary trip to Portland to see his best girl during vacation.

—Van Leavitt hurt his knee while jumping the first of the term. It seems to be worse than at first thought.

—Charles Redmond spent vacation with his friends near McMinnville but has returned and is hard at work again.

—The new officers of the Crescent Literary Society were installed last Friday night with befitting ceremonies.

—The boys were highly elated over their success at Forest Grove and they wakened the peaceful citizens of Newberg with the "college yell" when they returned Saturday night.

—Helen and Alden Chamberlin are out this term. Their parents having moved back to their home on the mountain. They are missed for they were both good students.

—Clara Vaughn of Portland is now a student of Pacific College.

—Most of the old students are back and several new ones have entered this term.

—Miss Effie Macy is again in school. She adds one more to the Freshman class.

—The Senior Preps. are very busy hunting up telling subjects for their orations.

—President Newlin lectured at Sheridan Saturday night, April 14, on the subject of Education.

—Mattie Stratton came to the college to hear the report of the Y. W. C. A. girls, who went to Salem.

—The Botany class have gone into the gardening business we should imagine from their hotbeds.

—Dora Cummins visited her home friends Saturday the 14th. She is now one of the Boarding Hall girls.

—Berta Kirk was home from her school Sunday. She reports a nice school and says she enjoys the work very much.

—Our ball players were highly pleased with the way they were received and treated while at Forest Grove. They are looking for the University boys over here the 28th.

—Edmund Robinson made the college a present of some yew and acacia trees. These are English trees, seeds of which he brought with him from that country a few years ago. They are said to be very pretty and will help to beautify the campus. We wish we had more friends like Mr. Robinson.

—Rev. Scott conducted the chapel exercises on the 11th inst.

—Walter Edwards carried a black eye for several days as the result of playing ball.

—Leota Reece is attending normal this summer, at New Providence, Iowa.

—Will Allen has been absent for a few days. He is working near La Fayette.

—Ask Walter Edwards and Jesse Johnson why they didn't take their girls to the musical.

—The base ball nine speak in flattering terms of the lunch served them by the Forest Grove girls.

—Miss Ruth McCafferty a graduate of the Couch Grammar school of Portland is a student this term.

—The officers of the athletic association for this term are as follows; President, Walter Edwards; Vice President, Drew Price; Secretary, Harley S. Britt; Treasurer, A. C. Stanbrough.

The friends of Berta Kirk to the number of sixteen, were invited to her home east of Newberg, to assist in a surprise. A very pleasant evening was passed and a fine lunch was served by her parents. We wish her many more as happy birthdays.

—The officers of the Crescent Society elected for this term are: President, W. F. Edwards; Vice-President; G. T. Tolson; Secretary, Ella Macy; Critic, J. R. Johnson; Librarian, Lida J. Hanson; Marshal, S. L. Hanson. We are anxious and the prospects are that this term's work shall be very beneficial to the students, as the Society has been in the past.

DIRECTORY.

CRESCENT SOCIETY.

President, Walter F. Edwards.
 Vice-President, G. T. Tolson.
 Secretary, Ella Macy.
 Critic, J. R. Johnson.
 Marshal, S. L. Hanson.
 Librarian, Lida Hanson.

Y. M. C. A.

President, Harry F. Allen.
 Rec. and Cor. Secretary, George Tolson.

Y. W. C. A.

President, Ella F. Macy.
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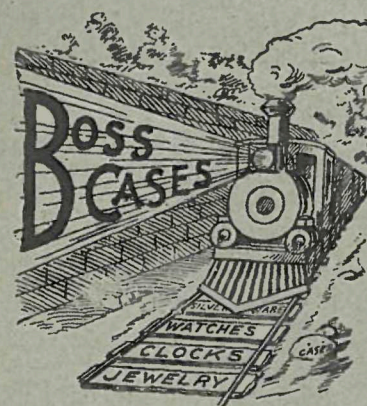
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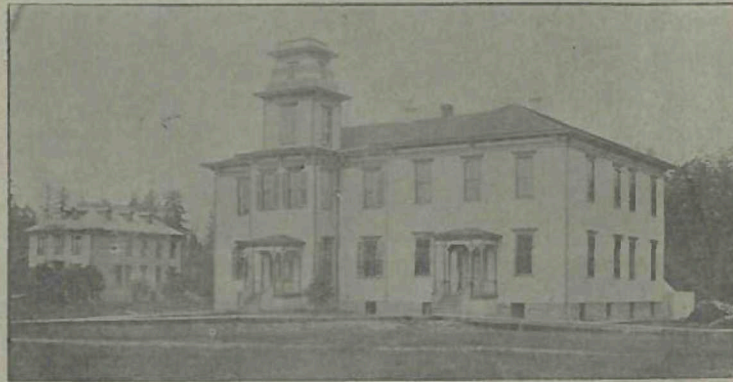
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