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THE CRESCENT.

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THE CRESCENT.

VOLUME VI.

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WANTED --- A THINKER.

By Lida J. Hanson.

HERE is a word that has become so comprehensive in its meaning, and is so well adapted to the trend of modern thought that its idea can be traced in the actions of nearly all the energetic men and women of our time. It may be seen in the various channels of commerce; it is to be found in the many departments of professional life; it reigns supreme in the realms of science and education; while outside of man's dominion it is embodied in natural law. There is inspiration itself in the word *progress*, the watchword of our age. Especially does its inspiration come to him who views mankind as a whole; who has looked away from the region of self, away from his acquaintance, beyond his nation, beyond his time, and seen the human race in its entirety; when he has discovered in the

changeeful colorings of society that unity of movement that is known as the progress of civilization.

As this idea takes possession of the mind there comes with it an intense desire to help in this forward course, and an impatience at the slowness of its movement. Then comes the comprehension of many difficulties that clog the way of some great want to quicken the pace of progress. Many opinions are put forth as to what these difficulties comprise, and many remedies are offered. Among all the reforms advocated, we claim that, encircling all others, is the need of earnest, intelligent thought.

Let us take a glance at some of the most prominent defects that are demanding our attention in the present condition of affairs. If we look at the

busy world, as it is engaged in administering to the temporal wants of mankind, there soon appears much that is unsatisfactory. While man by his inventions has made life more varied and complete, while he is fast making himself master of the material world — yet in so doing he has brought into existence a series of complications that could not be possible in a ruder state of society. We cite a few cases: The development of the railway has been a great boon to civilization; but as its traffic has increased, serious difficulties have arisen as to its management and regulation. The increase of commercial activity has served to distribute the products of different localities among one another; but along with this has come the unequal distribution of profits among the producers. The increase of mechanical devices has given impetus to manufacturing; it has also brought into greater complexity the relations of employer and employed. With all the genius of the age, no one has yet discovered a preventative for the financial crises that visit us every few years. It seems that man having appropriated to his use nearly all matter, is at a loss how to dispose himself among his own inventions.

Further, we may look at the world from the social standpoint: We think we have a highly developed social life. So we have. The etymology of our word "society" gives the idea of alli-

ance. Ideal society would be one in which all men were allied for their mutual good. Now, if we confine our view to civilized peoples, how far do we find our ideal fulfilled? In modern times, no one lives to himself, but there is a tendency among whole classes of people to make themselves exclusive. In governments there still exists class legislation, and each class is striving for an unfair share in its own favor. In many places the condition of the extreme poor could be no worse if they lived in savagery. Then when the great hords of the human family outside of civilization comes into our view we are forced to conclude that the true society has only begun to develop.

We will mention only a few things regarding morality and religion. If morality is to be measured at all by the Ten Commandments and the Golden Rule, how far will men in their dealings bear inspection for uprightness of character? If we examine the records of drunkenness and gambling and other crimes, our moral status sinks very low. In the religious world ignorance and superstition have held dominion so long that many think it sin to dethrone them. The masses of people cling to the idea that reason and research ought not to be used in spiritual matters. This belief has sunk Christianity almost to a traditional paganism. Its narrowness has prevented the conception of God from rising much above

the old Roman idea of Jupiter or Neptune. If we admire those heroes of the sixteenth century who stood so boldly for the right to think independently on religious questions, it is surely consistent that we of the nineteenth century use this right.

In any phase of existing circumstances which we may take up, there are truly many things to regret. He who considers not whence man has arisen, may naturally conclude that the world has all gone wrong. He who sees civilization as a never ending progress looks about for the force that is to keep it in motion; for the power that can keep the channel of human development in the right. We hold it truth, proven by all history, that the right always triumphs, when there is anyone to stand for its defense. But the defender of right must be sure of his position; he must know what is the right and how to defend it. In other words, he must think.

The first requisite for effectual thought is to have something upon which to base conclusions. It is impossible to deduce either natural or spiritual law, without first having the evidence of these laws. It follows then that knowledge is the basis upon which all conclusions are to be founded. The wider the knowledge the greater possibility of clear conceptions. Without the possession of a considerable number of encyclopedic facts, one can not hope

to be able to form opinions of much value.

Yet a great store of knowledge may serve only to confuse the mind. It may be like the undeveloped resources of a country to its savage inhabitants. Along with its possession lies the necessity of ability to see the relationship of things, to discover causes and results, to put in its proper light each fact with which we have to deal. It is this ability that has made valuable the opinions of those who have thought to any purpose.

Having a foundation for wide and deep thought, it remains yet to make it progressive. While it is well to know and respect the beliefs of those who have gone before, he who would aid in the progress of his race must add to the thoughts of his ancestors. For new facts and new circumstances bring to light new truth, and sometimes do away with old creeds. Farther than this, it often becomes expedient for one to change the conclusions to which he himself has come, however honestly they have been formed. If others have used all the knowledge they had, and thought wrong, it stands to reason that there is a liability of the same thing occurring again. Therefore it is never safe for one to close his mind against further evidence.

We have given in a meager outline the necessity for thought, and what kind of a thinker is wanted. We have

tried to make it clear that the progressive movement of our time offers us all a position in its ranks; that it even thrusts upon us one of great responsibility. In former times one man might do the thinking for a whole race; but this is the age of the common man, and it devolves on him to take the lead. As men think more intelligently, there is less diversity of opinion and more unity of purpose; for truth remains

always the same, and those who have sought it by rational means, be they ever so widely separated and diversely environed, have always come together in their search. As the star of Bethlehem guided them of old to the infant Savior, so the star of truth will guide us, if we but follow it, along the path of our progress, to that haven of human perfection whither we are bound.

THE DUTY OF PARENTS IN REGARD TO EDUCATION.

By Edmund Robinson.

Written for the educational meeting of Newberg Quarterly Meeting of Friends Church, held February 9th, 1895.

THE duty of parents in providing food and clothing for their children during the early years of their lives, while they are physically unfit to provide such things for themselves, and that they may have strong and healthy bodies for the after work of life, is freely admitted by all, but we are less awake to the fact that their duties are quite as binding in regard to education; not only are they as binding, but they are more complex and varied in their nature, and more diffi-

cult of performance, requiring more wisdom, forethought and help from the Father above. The more I think on this subject, the more I realize its vastness and importance—too vast to be entered into as fully as might be in the time at command.

From the earliest times we find at least some parents and others have been more or less alive to these facts, but one quotation will suffice—no longer ago than the first century of the Christian era, Paul in his first epistle to Timothy,

5th chapter and 8th verse, says, "But if any provideth not for his own, and specially his own household, he hath denied the faith and is worse than an unbeliever." Some of us have perhaps been inclined to regard this as bearing directly and only on providing the material things for our bodies, but Paul does not say that—he says "provideth," which includes all necessities within our power to provide. Moreover he is speaking of piety and godly living throughout the verse in this connection. Note how definite is the statement—"He that provideth not * * is worse than an unbeliever." If then it is so important that we do our duty in this respect it behooves us to inquire are we—you and I—fulfilling these requirements. Let us consider what they are, when our responsibilities begin and how they are to be fulfilled.

It has been said with at least some degree of truth that a child's education begins 200 years before it is born. The parents of today can hardly date their responsibility so far back, yet it begins much earlier than some of us are aware of—years before the children are born. A little study of heredity and prenatal culture, especially the latter, will convince us of this. Too many of us enter upon these responsibilities with little or no thought as to what they are or how we shall perform them. We have no right to bring more children into the world than we have any

reasonable hope of amply equipping for the battle of life. It has been well said that each of us ought to find our place and work in life and be able to say like our Great Example, "For this cause came I into the world;" but also apply this a little differently, we as parents ought to be able to say of our children, "For this cause brought we them into the world, to glorify His name, to work for the elevation of mankind, to do better than we ourselves have been able to do." How many of us can truthfully say this? How many of us will resolve to be able to say it in the future? Some day we shall have to account for their existence, for the care we have taken of them, the equipment we have given them. Then let us work with such ends in view, and instead of saying as many do, "I have given them as good or better education than I had myself and mine has served me," let us endeavor by every means in our power to give them also every advantage we have lacked, and put them in the way of acquiring more for themselves.

In the earliest years of childhood, even in infancy, we are, perhaps unconsciously, making lifelong impressions on the minds of our children. I believe it has been said for the Roman Catholic church by one of its members, "Give us the first seven years of a child's life and you may have the remainder." They have realized and

proved the importance of careful early training; the greater portion of early years are spent by most children in their homes, and what are we as parents doing for their education? Are we not saying, "there is time enough yet, when they get older they can go to school and all will be right somehow?" Where are the kindergartens which when properly carried out are so successful? They are only found in the more advanced localities. It is our duty as parents to see that they are established near our own homes, and to liberally support them. Talk to the children about the little every day things about them, teach them that even insects, worms, etc. have feeling, have almost as much right to live as we have and should not be hurt, how beautiful they are, how well and wonderfully they all fill their places in life; show them how delicate are the little flowers and perfectly formed, how much prettier they remain unplucked, how many varieties there are and how allied some of them are. Tell them how the pebbles became round, where the rain comes from and where it goes. Gradually get them interested in these and similar things in such a way that desire for further knowledge will be awakened, not forgetting to point out the Infinite wisdom and power that has created and directed these things. The influences that we throw around our children will largely mould their

whole lives. Would we have them cultured and refined and appreciative of the beauties of nature and art? We must endeavor to be so ourselves, and must adorn our homes with objects that tend to awaken interest in such things. We may think we are poor and cannot afford at present to build a nice house and buy these things, but can we afford to do otherwise at the risk of dwarfing the lives of our children? Nice houses well kept are larger factors in education than we give them credit for but are not absolutely necessary. The humblest cottage can with a little extra forethought and work be made a veritable paradise both inside and out. The bare wall and tables can be adorned with pretty scenes and thought inspiring pictures, vases of flowers, ferns, knickknacks, etc. at slight expense, and yet all bearing an air of neatness and order that is an education in itself. It is more important that these things be done for the sake of our children than for that of ourselves or our visitors. One of the difficulties in the west is our unsettled and transient mode of life through which we habitually neglect such things. Then if we have no idea of such things ourselves the difficulty will be increased and we may fall into the error of the millionaire, who ordered books for his library by the yard.

Sometimes we see parents who act as though no part of the children's edu-

cation depended on them. They apparently hope that sometime they will be converted, trusting to some passing revival to bring it about. Their duty in religious instruction seems to end in seeing them off to Sabbath School for 40 minutes rehearsal of a lesson, the subject of which the parent cannot tell, much less have encouraged or helped to study. As to so called secular education, the public school can furnish that, the teachers are paid for it and may attend to it, though beginning with the rudiments of deportment and all else. My friends these things ought not so to be! Of course this is an extreme case, but consider yourselves and your neighbors and see if your position and theirs do not usually approach much nearer to this than to the true ideal. We should ever remember that the home is the first and most important school. The influence of parents on their children if ever acquired as maintained outweigh all others. We are living epistles and will be read and re-read by our children so long as they live. Our lives should be those of true, devoted, consistent disciples of Christ for their sakes if not for our own, and in all else, whatever ideals we wish them to attain, we should come as near attaining those ideals ourselves as we possibly can. In some things they need never surpass us, but a time will probably come with most of us when they will in school studies, but even

then we need not lose their respect and confidence, we should keep pace with them enough to know what they are studying and something about how they are getting on, encouraging them when despondent and rejoicing with them when victorious. "But," says someone, "I have not time to do all this, I have a living to make, and this and that to do." Take time! Save time by denying yourself something for a few years! If you cannot take time you have no right to have any children to care for.

Many of us perhaps are ready to admit that much responsibility rests on the parents, but how many of us try to throw most of that responsibility on to one parent, and that usually on to the one who is considered the weaker. Certainly the mother has more opportunity in many ways, and generally succeeds better in influencing the minds of her children, but that is no reason why the father should shirk his part and leave it all to her who is already overtaxed. Sometimes this condition of affairs is reversed. I do not believe that the mothers are often quite perfect, but the failure of parents to do better by their children is often directly traceable to the thoughtless or wilful selfishness of him who should be the stay and protection of the family than to any other cause. Parents should have mutual understanding and perfect confidence in each other,

should undertake this work jointly and in harmony, willing where differences of opinion arise to be convinced of the others better judgment and proceed unitedly with definite ends in view. So far from being helpful to education there is a great deal of work done in the homes that is actually detrimental. I do not here refer to bad example, lack of interest, etc., but in such ways as discussing teachers before children — and older students — listening too much to the tales they bring home from school or college, and taking sides with them against the teachers. We should remember that the maturer and more experienced judgment of the teachers is more likely to be right than that of our children, and we should never discuss such things with them unless only to uphold the teacher. If we do not like teachers we should not express it to our children or other students, such things are subversive of school discipline and authority. If we have serious objections to any teacher and cannot have either removed we had better place our children in another school.

If we examine the teacher's registers in the district schools — those in the country at least — we shall find the space for recording visitors wrongfully blank. Why is this? Is it because parents take no interest in how their children are taught? They surely do not think of the encouragement their

visits are to their children, or that so few teachers are so entirely oblivious to the wishes and interest of the patrons, as not to appreciate at least an occasional visit.

Of schools not supported by public funds, we sometimes would fain make believe our duties end in sending our children to them and paying the fees, and this is certainly valuable support, schools could not run without it, but let us remember that for every dollar we invest in tuition we receive much more than double, if the school — but more especially the student — is of any account, therefore, do not let us rest too much on this meritorious work, but remember that there are few if any schools whose tuition fees pay their running expenses, and that all schools, if they keep growing in size and efficiency, are continually incurring new expenses. It is the duty of parents to help to meet these expenses, and they need not catalogue them among their charities, because they are directly for the benefit of their own as well as others children. When we have done all we possibly can at home for our own school, then, and not until then, can we look confidently elsewhere for help. It may be urged that these reasons for duty are all selfish, but unless we take lower ground than that indicated in the lower part of this paper they are not. And if they are, do we not make selfish excuses for shirking

some of these duties. Some of us are saying, we have built school houses and educated our children ourselves and now others may do the same, forgetting the help we have received in time past and the grandchildren growing up around us. Besides these duties are as binding on those of us who have no children and who never expect to have as they are on those who have; and we who have children must not think our duties end with them. Many of us have not attained unto the ideals heretofore set forth, or even accepted them, and if we have, we may have met with reverses that have interfered with our plans; so there are others to help besides our own, and we who have no children should consider ourselves that much more free to help others. By doing this we can serve our selfish interests, for it is to our advantage to have an educated class of people growing up around us, and we partake of the benefits which they will create or attract, to say nothing of the financial advantages to us. But higher and sweeter than these is the satisfaction and reward we may have in the present and receive in more abundance in the world to come, in knowing that we have had a share and lot in this part of the work in the Master's vineyard.

Many of us here tonight are in the younger walks of life, some of us possibly have not even thought of the responsibilities of parentage, let such

give some time and thought to the study of these things before these duties come upon them. Some of us have had these duties upon us for years, with little conception of them, on awakening to their reality let us not be discouraged, others have been trying to fulfil these duties to the best of their ability. Let us all consider these duties more and determine that with God's help we are going to do better in the future, to do all in our power to make our children the best and most capable we can, with large hearts, broad intellects, and wide views of life, that they may become powerful instruments for the uplifting of their fellow men, and not only do this for our own but in every way we can for others children. Let us stand by our schools and colleges whether we agree altogether with our instructors or not, remembering we cannot all see just alike. Let us back up their work in the schools with loyalty and wisdom at home, thereby helping to carry on instead of retard education, that in this as well as in all other lines of work, when the time comes for us to cease from our labors, we may leave the world better for our having lived, and earn the commendation, "He hath done what he could."

"And he that does his best, does well;
Acts nobly; angels could no more!"
Springbrook, Or.

Next to the originator of a good sentence is the first quoter of it. — *Emerson.*

THE CRESCENT

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Direct all communications to THE CRESCENT
Newberg, Oregon.

In this issue will be found Edmund Robinson's paper on "The Duty of Parents in Regard to Education." It is a paper well worth reading, and especially should every parent read it, as it deals directly with exactly what every parent must work out for himself.

Another term is now past and we are made to realize that time is fleeting. Twelve more brief weeks and the college year of 1894 and '95 will be recorded as history of Pacific College. The close of the past term has been a time of testing the students strength and growth, but the greatest is yet to come. Now is the time to begin preparations for the final test.

What is your standard of honor?

Will it bear the inspection of all your friends as well as enemies? We are a body, as a class, and he who disgraces himself, disgraces his class. The day will come when the students of Pacific College will look more carefully at this point. They will be a law in themselves along this line, and deal in no gentle terms with the one who brings disgrace upon the class.

Many beautiful shade and ornamental trees have been put out by the committee on house and grounds improvement. These promise to be useful as well as ornamental. Many class trees were planted with benefitting ceremonies. These trees are to be under the special care of the class planting them. The care and protection which these receive will show to quite an extent the spirit of the class, and will be watched with interest by many. Also many fine rose bushes have been put out. This will help to make the college grounds attractive.

Timely Warning. The Crescent Literary Society has done some good work the past term, but there is still room for improvement. Every student in the college classes should avail himself of the opportunity of belonging to the society, as this is one of the best courses of training that is connected with college work. A person that goes through college without taking part in the societies

falls far short of obtaining a true college education. We admire a gentleman or lady that gets up before an audience and says what he or she may have to say without embarrassment, and the object of literary societies is to develop such a condition. The person that remains at home in order that he may gratify some selfish desire is not true to himself or to his fellow students. Let all consider this question and see if you can afford to miss the opportunity.

Keep off the Grass.

Now is the time to begin to agitate the question of building a high board fence along River street. Such a fence should be built in order to protect the Athletic association from the defrauding public. The association is working hard to keep up the athletic work and it should be protected. A high board fence would shut off a large part of those that regularly attend the inter-collegiate games, but remain on the outside of the fence. This would also add many five cent pieces to the gate receipts, as those that have been acquainted with the games played on the grounds know that they are well worth attending. A fence of this kind could be built with very little expense by using the weather boarding of the old gymnasium.

"Lit" Prize. Yale did not award the "Lit" prize this year, because not one of the essays that was handed in was worthy of competing for this prize. This must have been a great surprise to the graduates and friends of the college, because this has long been considered one of the greatest prizes offered to the undergraduates. It seems that the students of the college are deteriorating in intellectual pursuits, and are putting forth special efforts to produce the best football slugger and general athlete. While Pacific College is known as a college it is hoped no such a thing may occur in its history. Every effort should be put forth to make each year's productions better than the last. We already hold a creditable place in the Oratorical Association of this state and we want to raise the standard. Athletics must take a second place. If we desire to make a success in literary attainments we must place this line of work first on our program. If there is a meeting of the Oratorical Association we must arrange to be present, or if it is a class meeting we must not allow games to cause our absence. We do not wish to discourage athletics in any of its forms, but rather encourage it, if it does not receive first place. When such a spirit is manifested it should be made so that no one could enter into any inter-collegiate game without having a standing of at least 80 per cent.

Exchanges.

"There is a ship called Sometime,
Men watch for it and wait;
One on the shore impatient,
And one at the household gate,
Thinking, 'If it come not in the morn
Then in the eve it may.'
But one I know, not thinking of his ship,
Worked till the close of day,
Lifting his eyes at eventime,
And there his ship at anchor lay."
—The Dynamo.

▲
The greatest thing any man has to do is to live, and it ought to be the best thing that he does."—Ex.

▲
School Inspector—Well, sir, what is the plural of babies?
Small Boy—Twins.—Ex.

▲
The Dynamo seems to have increased its speed, as the February number comes as an enlarged edition.

▲
We are glad to learn, through our exchanges, that so many schools and colleges honored the memory of Geo. Washington, on the anniversary of his birthday.

▲
"It is easy to kick. A mule can kick but it takes a man to lay hold of things and carry them to a successful issue. Great men are not great kickers simply because they are great enough to comprehend the magnitude of the efforts of others—of those about them, and wise enough to be helpful."—Ex.

The Crucible, from the Colorado State Normal School, is one of our largest exchanges, the February number contains twenty-seven pages besides its advertising.

▲
A good student is known by three things: He can begin to study when he doesn't like it; he can study when he would rather quit; he can quit when he ought to.—Ex.

▲
Our February exchanges contain many good orations, and several accounts of oratorical contests, which show that this branch of work is not being neglected throughout the colleges of this country.

▲
From the outgrowth of increased prosperity The Index will run 500 copies and sixteen pages from this on. The current number contains a copy of Miss Veazie's oration, who received the honors at the state contest.

▲
We quote the following from an article in The Dynamo, entitled, "Choice of Occupation:" "Every student in college should aim first to be a man; a true man: a broad man; a disciplined and self-controlled man, and his occupation, whatever it may be, will be advanced and his success promoted, if at the basis of everything is a symmetrical character."

Y. M. and Y. W. C. A.

Y. M. C. A.

Prof. Stanbrough led the meeting the Sunday afternoon of the 17th.

▲
O. J. Hobson has written an article for the state convention but expresses his doubt as being able to attend.

▲
Mr. Dummett did not get to visit us as expected before the State convention at Forest Grove, but we hope he will in the near future.

▲
The constitution committee, which was appointed March 5th has not been able to make a report yet. They will doubtless be ready after vacation.

▲
Jesse Edwards led the Sunday afternoon prayer meeting the 10th. His theme was "Being Faithful to our Duties." The talk was appropriate to the needs of our young men, but there were but few present to hear it.

▲
The Tuesday evening prayer meetings are a source of great strength to all that attend, but the attendance is not as large as is desired. Every young man in college should make arrangements to be present at all the meetings.

▲
We wish that the young men of the town and surrounding country would

become interested enough in the work of God to be present at all these meetings. Those that do attend receive much spiritual food.

Y. W. C. A.

Miss Reeder intends paying this Association a visit April 3d. At that time a conference will be held at which the following topics will be discussed:

Our Spring work:
(a) How maintain it strong to the end of the year.
(b) Preparations for the Fall Campaign.
..... Ella Macy

Opening days in the Fall:
Why every Young Woman should be a Student of the Bible Miss Reeder
The Missionary Department Elva Osburn
Our Weekly Meetings Elma Brown
How Alumni Girls can Help Dasie Stauley
It is hoped that the discussion of these subjects will be very helpful to the Association.

▲
The Cantata is well under progress of preparation, and will be rendered early this term. It is expected to be an entertainment well worth hearing.

▲
Many prayers ascend for the association president, Miss Lamb, who is still absent on account of poor health.

▲
What is the trouble with the singing? Why not have a chorister and some new songs?

▲
The prayer meetings have been interesting and helpful during the past term.

Societies.

LITERARY NOTES.

A bill was introduced February 29th to regulate the attendance of visitors, but according to the constitution it had to lay on the table for a week. At the next meeting an amendment was offered which reversed the meaning of the bill, this was laid on the table and has not been acted on since.

The program for March 25th was a debate, question: "Resolved that the Negro should be admitted to our schools and colleges." The debate was greatly injured by several of the debaters being absent, however, the impression was left that the Negro should be given a fair chance.

Now that long evenings and fine weather are approaching we hope that interest in the society will not flag. The society rightly demands a certain portion of the time, and its members should not slight their literary work for anything else.

During the rendition of the program, the evening of March 8th, quite a number were excused, the secretary being one, the vacancy was filled by Dasie Stanley. The great attraction being a banquet given by the Woodmen.

CHURCH NOTES.

Mrs. Mary E. K. Edwards and Mrs. Susannah Scott are attending the California Yearly Meeting as delegates from Oregon Yearly Meeting.

Mary E. K. Edwards, Miles Reece, James Price, Prof. Lewis and President Newlin have each conducted church services of late.

Elwood Scott, our pastor, has been in California for some time, holding a series of meetings and attending Yearly Meeting.

Miss Hinchman and Jesse Edwards gave a report of the Sunday School convention, held at McMinnville, the 17th.

The hour for church service has been changed from 7:00 to 7:30 p. m. This is much better at this time of the year.

The Endeavor and Baptist Young People's Union held a joint meeting at the Baptist church, the 17th.

Martin Cook has moved to Dundee to take charge of the church at that place.

Israel Osburn and wife conducted the services at Chehalem Center, the 24th.

The Sunday School lessons call forth much argument by the several classes.

James Price is acting as pastor during the absence of Mr. Scott.

James Vestal is preaching for the Methodists at Amity.

Local and Personal.

Florence Brown spent the vacation at J. H. Rees's.

Miss Clara Vaughn is now making her home at Mr. Hash's.

Raleigh Hammer read an account of a trip to the mountains, on the 15th.

It seems to be the vote of the Senior Preps. that iron is the most useful metal.

George Tolson attended the Y. W. C. A. convention at Forest Grove during vacation.

Bunny and the robins play together on the campus as if they were becoming fast friends.

Drew Price was absent from school the last of the term on account of an attack of the quincy.

Mrs. Oda Faulconer, of Portland, and Mrs. Lillie Robertson were visitors at college on the 14th ult.

"The Newberg fair," was the title of a very good descriptive article read recently in chapel by Jessie Britt.

Miss Sargeant rendered the band boys very able assistance at their concert on the evening of March 15th.

O. M. Coffin was missed at the boarding hall one day last week but he came back the following day having been at Portland on business.

Miss May Hoover spent part of the vacation in Salem.

No more croquet and lawn tennis until there is a change in the weather.

The literature class will begin studying "Macbeth" at the opening of next term.

Helen Chamberlain has been staying at Rev. Scott's since her folks moved out of town.

Mina Cox is thinking of putting in a stock of millinery goods at Scotts Mills this spring.

Lula Lamb finished a crayon picture of some deers a few days before she returned to Portland.

The Senior Preps. favored us with some very good essays at chapel, during the last of the term.

Miss Cylinda Haynes a former student of Pacific, has returned with the intention of reentering college.

Anna Hoskins is recovering from an attack of pneumonia. She hopes to be able to re-enter college next term.

Walter C. Woodward will occupy a position on the editorial staff as one of the local editors the remainder of this year.

The new croquet ground is one of the most interesting features about the Boarding hall. Thanks are due to Mr. Chas. Johnson for the croquet set.

Omar Hodson thinks he cannot be with us in school, the spring term.

Miss Hinchman is drilling the Senior Preparatory girls in gymnastic exercises.

Essays were read by Edna Newlin, Mable Edwards and Walter Parker on the 14th.

Ollie Coffin is going to try batching for awhile, he will probably be ready for a housekeeper soon.

C. A. Redmond took the evening train for McMinnville, the 21st. He will be back for the Spring term.

Roy David has declared his intention of coming to school the spring term, taking one study and playing tennis.

The Misses Burrows, Lucas, and Wills, of Chehalem Center, were visitors at the college the afternoon of March 13th.

Mr. Corwin Townsend, brother of Miss Ethel who formerly went to school here, visited the college on the morning of March 14th.

Mrs. Shepard Ong came over from Scotts Mills March 20th, returning the next day with her son Harlon, who will pass his vacation at home.

Those desiring to enlarge their knowledge of grindstones, their method of operation and usefulness, would do well to address or call on Otis Snodgrass.

May Lamb gave us a good picture of domestic life fifty years ago, at the chapel on the morning of March 12th.

Drew Price was able to come to school one afternoon the last of the term, and take an examination in chemistry.

Very encouraging reports have been received from Mrs. Vannie Martin, of her work in the East, in behalf of Pacific college.

Miss Mabel Edwards, who was out of school for a while last term on account of a sprained foot, rode her pony to school until she was able to walk.

The boarding-hall people have purchased a croquet set, and are now making good use of it. Van Leavitt is the acknowledged champion in the game.

It ought to be beneath the dignity of a senior to sit in the back of the room and shoot rice over the other pupils while they are trying to study their lessons.

One evening after school a few enthusiastic tennis players spent some of their energy in digging out an old stump which was situated in the way of the tennis courts.

Johr Ritchie drove down from Scotts Mills Wednesday, March 20th, and returning the next day, took back with him his son Arthur and the Hammer boys, to spend the short vacation at home.

Flora Bell, Ida Woods, Dell Hampton and Lettie Dixon are all working at the Young ladies Home in Portland. Lula Lamb is boarding at the same place.

One of the most interesting essays we have had in chapel was on the subject of the Newberg Fair. It seems that the Worlds fair was very insignificant in comparison with our Newberg exposition.

We have always wondered what occupation Van Leavitt was fitted for besides base ball playing; but the essay which he read recently in chapel, clearly demonstrates the fact that he is cut out for a farmer.

The March number of the Willamette Collegian is made especially interesting by the local editor giving the names of the orators at the local contests of the colleges of Oregon, and subjects of their respective orations.

The essays on the 19th were by Myrtle Gardner, Norma Lake and Charlie Redmond, their subjects being respectively "My Early Home" "Water" and "Adaptation or Protective Decoloration in Animal Life."

Chapel rehearsals began March 12th with an essay by May Lamb on the subject of "The Value of Machinery." Also one by Arthur Ritchie on the same subject, and a review of Miles Standish by Mary Round.

The energetic chairman of the tennis committee has had the courts put in good order, and players are taking advantage of the fine weather by playing at every opportunity.

Alden Chamberlain has stopped school and gone with his parents to their country home, where he will do the farmer act. Miss Helen remains in school, making her home with Mr. Scott's.

The names of literary productions read in chapel, during the last of the term, were as follows: The Value of Machinery, the Most Useful Metal, Farming, Water, Bird's Nests, Natural Selection of Animals, A Trip to the Mountains, My Native Home, the Newberg Fair, J. G. Whittier, and The Story of Miles Standish.

The following are some of the facts (?) in United States history learned from examination papers at the close of last term: Cyrus W. Field invented the cotton gin. The Statue of Liberty is a large marble monument at Philidelphia. Noah Webster was a great poet. The Declaration of Independence is celebrated for the day when the Pilgrims landed in America. Cyrus W. Field invented the printing press. The Statue of Liberty was placed on Bunker hill. One of the causes of the Civil war was that all the railroads run east and west and north and south.

L. R. Stanley returned from Portland in time to attend the entertainment on the 20th. O. J. Hobson took his place in the quartette that evening.

An essay on "Birds Nests" was read by Lelia Hoskins on the 13th. Essays on "The Most Useful Metal" were read by Willie Round and Walter Macy on the same morning.

The boarding-hall people need complain no more for something to drink; for on digging a well, water was reached at a distance of five feet from the surface. The well was dug to a depth of twelve feet, when operations were discontinued until dry weather.

The committee on buildings and grounds came to the college the afternoon of March 6th and invited the students to assist them in setting out trees. Many responded to their call, and the result we hope will be seen to a greater advantage in a few years hence. The kinds of trees set out were laurel, maple, dogwood, alder, barberry, black, white and Spanish walnut, ash, elm, chestnut, and a variety of evergreens. A few roses were also set out.

College Journalism.

In the February number of the Willamette Collegian, we noticed a call for all the editors of the college papers in the state, and we were much in hopes that this call would be heeded,

but were sadly disappointed to find there was even no call or attention paid to it when at Forest Grove. The subject of uniting and forming a Press association is a subject which should interest all the editors. Where such an association has been effected, it has proven of great benefit, and we as editors of the college papers of Oregon should have State and College pride enough to want to make use of the best available means for advancing College Journalism in our state. The Indiana Press association had a program this year that covered all parts of College Journalism and the rendition of this would be well worth hearing. Can we not have a meeting yet this year, and be ready to start out at the first of next college year? Let us hear from some of the other editors.

College Entertainment.

The following program was listened to by the largest audience that has met in the college chapel this year:

Instrumental Solo—"The Benediction," Miss Myrtle Gardner
 Essay—"Magnanimity," W. F. Edwards
 Oration—"Lessons from History," Ore L. Price
 Oration—"Japan," Elva Osburn
 Vocal Solo—"Out on the Deep," W. T. Macy
 Oration—"Alchemy," Elma Brown
 Essay—"Influence of Religion on the Greeks," Walter C. Woodward
 Essay—"Irrigation," O. J. Hodson
 Music by Quartette.
 Oration—"Universal Crises," O. K. Edwards
 Oration—"Oregon," S. T. Stanley
 Instrumental Solo Miss Lula Sargeant

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