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Prof. B. M. Dyer

VOLUME II.

NUMBER 5

THE COLLEGE REVIEW

Devoted to the Interests of Higher Education.

JUNE, 1897

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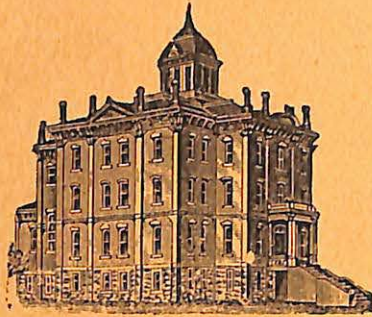
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VOL. II. JUNE, 1897. NO. 5

EDITORIAL NOTES.

IT WILL be observed that the June number of **THE REVIEW** is very decidedly a commencement number. An excellent report of all the exercises will be found in the following pages. Many features of special interest attach to the '97 commencement. This number is a good one for advertising purposes. Let it be used.

AN IMPORTANT action of the board at its late meeting was the adoption of the president's recommendation regarding the revision of the courses of study. The classical and scientific courses are to be a year stronger than before and to lead to the degrees Bachelor of Arts and Bachelor of Sciences respectively. Other changes and full details will be announced in the catalogue to appear this month.

AT THE RECENT Board meeting Professor Irving M. Glen was elected to a permanent professorship in the department of English and Latin, to have supervision also of the department of Music and Elocution until such time as a special instructor in this department may be secured.

IMPRESSIONS OF THE UNIVERSITY OF CHICAGO.

Editor of THE REVIEW;—

You have required of me a difficult task. Not, indeed, that I have no impressions: but it is not permitted one insignificant bit of protoplasmic mortality, to obtain, in a few months time, ideas which will correctly represent the soul of a great university.

We reached the "Windy City" (an exceedingly fitting title) about the 20th of September last, after a brief but very pleasant visit with home friends in South Dakota. A ride of seven miles through the heart of Chicago brought us to the scene of our future intellectual gymnastics. Here, about six miles southeast of the business center, occupying four or five blocks bordering on "Midway", stands the university of which Chicago is so proud. At present, the following buildings occupy the university campus; Cobb Hall, a five story structure of a block in length, containing the many offices of the university, numerous recitation rooms and department libraries, a temporary chapel, and three sets of dormitories for divinity students. Haskell Oriental Museum, devoted to theological sciences, and containing, besides the President's office and a theological library, various recitation rooms, and a museum of curious antiquities. A queer feeling of ancientness comes over one, as he enters one of the rooms and feels a dozen Egyptian mummies of four thousand years ago, staring him in the face. Kent Chemical laboratory, a building twice as large as McMinnville College, devoted exclusively to bottles, flasks, sweet odors and "sich like" and where your humble servant is wont to tussel daily with intangible atoms and $\text{HNaNH}_4\text{PO}_4$'s. Ryerson Physical laboratory, a building of similar size, devoted to the study of Physics. Walker Geological Museum, where, as you enter the door, the immense old Dinosaurs of by-gone days, stand ready to make a meal of you, or clip off your head, which, I apprehend, would be much the same to you. The Hull Biological Laboratories, a quadrangle of four large buildings connected by covered passage ways. A large, low, flat structure containing, temporarily, the university library, the printing office, and the gymnasium. Three dormitories for women and one for men. The President's house. Covering a block adjoining the university on the north, are the athletics grounds. Eight miles distant at Morgan Park, stand the academy buildings. All this is but an embryo; for the university contemplates nothing less than the entire surrounding of

the four blocks with a solid mass of building, besides covering a large portion of the inside space in the same way. Aside from this, will be departments of the university located at various points. One of these is already in operation—The Yerkes Observatory at Lake Geneva, Wisconsin. What the immediate future may bring forth, it is impossible to say; for the university of Chicago has a manner of growth which defies all traditional methods.

This very brief survey of the university's building equipment may prepare your readers for my first impression, the "bigness" of the University of Chicago. This term may be corrected by the students of Rhetoric at McMinnville, as a barbarism; nevertheless, it is the best word I can find to express my meaning. This idea of bigness comes not by any exclusively from considering the actual or contemplated buildings. I stood for one hour and five minutes the other day, as one member of a row of students headed for the registrar's window in Cobb Hall, where one has the delightful privilege of paying his university bills. Behind me was an old college classmate; and as we edged along inch by inch, my comrade remarked, in a voice of resignation to a cruel fate; "Well, old boy, this is a big university isn't it?" At present the institution has above two hundred regular instructors, and above eighty fellows. Nearly two thousand students are in attendance, not including those in the Academy. At the last convocation, President Harper stated the estimated running expenses for the coming year to be \$703,213. It would seem, moreover, that little is wanting in equipment for work. Especially is this true of the laboratories for the study of the Natural Sciences. But perhaps the one idea which most impresses itself upon the new student, and the one which does not disappear with time, is the great variety and complexity of courses from which he is expected to select as much as he can pack in his limited brain during a session of twelve weeks. As he looks on the list, and sees no less than seventy five things which he wishes to accomplish at once, his perplexed exclamation is apt to be, "My stars, what shall I take!" Then, if he is wise, he renounces all visions of making a compartment store-house out of himself, and settles down to one or two lines of study. If he is not wise in this respect, he is very apt to find that the university will apply its own wisdom to his needs; for quality not quantity of work is the watchword here.

As the new student endeavors to "get fixed" for work, he is very apt to acquire the idea that the university is a great intricate machine built for the express purpose of weaving yard after yard "red tape." If the compartments of his brain are not well differentiated, he is apt to become thoroughly

tangled up in the tape, and begins to wonder whether there is any way to loose himself from its intricate toils. However, after wrestling with the University Examiner, being referred by him to the proper Dean, passing from the Dean to the different Head Professors, from there to his special instruction, perhaps being referred by the latter back to the Examiner, then it may be again, to the head professor—the student at last makes his sad way to the Registrar's ominous window, where he pays his five dollars for matriculation, gets rid of all but five cents of the contents of his purse for tuition and chemistry bills, goes home, and seating himself, heaves a sigh of relief as he exclaims, "Thank heaven, I'm in!" If he could only matriculate over again, how much better he would accomplish the feat.

The student is now fairly started on his race toward knowledge, and he fully believes he will show the university how to do a few things. Then comes his great opportunity. Alas! He soon discovers that his instructor knows a few things of which he himself never dreamed; and there comes the unmistakable impression that if he does not get his confused brain in working order he will, to use another expressive phrase, "get left". He finds that the university expects much of him; he is expected to make that grim visaged spirit, Hard Work, his most intimate friend, for "sliding" is absolutely prohibited, not by law, but by necessity. If he is in Chemistry or Biology, his work will consist of laboratory practice, lectures by the professor in charge, and quizzes when he is least expecting them. No reviews are given: advance work continues up to the day for examination. At the end of the quarter, he is expected to reproduce on paper in examination, within the space of two hours, anything, or perhaps an outline of everything, which his laboratory work or his instructor has brought to his notice during the quarter. If he is in German, the instructor, on examination, will quite likely ask him, in addition to other work, to write an original composition in German and to translate a passage which has never before come under his eyes. No excuse, not even sickness, will palliate a failure. The University is rigid in its requirements: this fact is apt to impress itself strongly upon the student from the first. The University has planted itself on solid ground here—no credit, and so no degrees, except for actual work.

Along with this impression of thoroughness of work, comes another, which will inevitably imprint itself upon the mind of one who is seeking to gain the spirit of the University. This is in regard to the character of the work required. Great stress is laid, not upon the amount the student can hold, but

upon how much he can impart. The University asks in regard to a student, not "What has he acquired?" but, "What can he do?" I have heard President Harper state, that mere scholarship will never allow a student to graduate. The idea of the University in this matter was well expressed by one of the professors of Geology,—who, by the way, has the reputation among the students of being a "terror"—during a teachers conference at the University. A high school teacher said to him, "But my students forget these things so easily." Quick as thought came the reply, "I care not how soon they forget; if they ever really knew it, they will be able to reproduce it at will." This may be an extreme statement of the case, but it serves to illustrate the University's idea of power to use what has been learned. Examinations are based very largely upon this idea.

Perhaps the one impression above all others which comes to the student, and that which may be said, more than anything else to characterize Chicago's great institution, is the independent spirit of the University. The University has marked out its own course. It is not hampered by the "traditions of elders;" it is not bound by educational creeds. Its instruction is very evidently designed to teach one not what to think, but how to think. Yet it has its own ideas of what truth is, and of what an education should impart, and is fearless in following out its ideas. These ideas, however, are open to criticism, and are ready for change on sufficient grounds. President Harper remarked, in a course of a chapel talk the other day, "It is hard for some institutions to get out of ruts; it is not hard for us." "Education should develop what nature intended man should be: it is too intellectual; it should be more spiritual." These are the president's words in his last convocation address. This independence of spirit expresses itself in various ways.

It is evident in the freedom of science teaching. No restriction seems to be laid upon the teaching of scientific truth, to save a traditional creed. Truth is not regarded as the exclusive possession of the times Moses or Paul. What God teaches in the story of the rocks; in the mysterious workings of that wonder of wonders, a living thing; what is taught in intricate workings of chemical and physical forces and forms; or in the majestic rollings of celestial suns—these are regarded as not less a revelation of God, than are the past truths of Hebrew Scripture. Both alike are subject to misinterpretation by fallible man; both, still have their important bearings in God's evolution of the race.

This independence shows itself also in the freedom of religious thought and teaching. Probably this fact is not a new one to your readers. Long before entering the university of

Chicago, I had heard that this is a dangerous place, since all sorts of unorthodox and heretical ideas are held and taught by the president and his helpers. I was warned that belief in the Bible is considered a "back number" here; that this is a place where men lose their faith in God. It would be presumptuous in me to pretend a defense of theological doctrine as here taught; nor have I the least desire so to do, even were I able. I will say, however, that the terrible fears excited in my throbbing heart, by the gloomy prognostications of dire destruction to Godly faith, have not yet been realized. No one at all familiar with the university would, I think, attempt to say that the Bible is not revered as the Word of God. It is certainly true that Dr. Harper, and some others instructors hold views of the Bible which do not conform with traditional beliefs or creeds, ideas which would be considered by many Christians as heretical, if that means anything. Yet for myself, my experience has been this. In a brief three months of Sunday morning lessons by Dr. Harper, the Old Testament, which I must confess had lost much of its fascination to me, has become a living, reasonable reality. My faith in God and his goodness is stronger, my fears of Dr. Harper and his heretical teachings—which were never serious—have vanished into the land of shades. May a man have a new idea, even of God and his Word? May he believe and teach doctrines not held by the Sages of the Past? May he think new thoughts, and gain new conceptions of Scripture and of scientific truth? Yes, in the University of Chicago.

The same independence of thought and method is said to permeate all departments of the university. It is evident in the breaking away from the traditional methods and forms of college life. The terms, Freshman, Sophomore, Junior, and Senior, as applied to classes, are practically unknown here. The great differentiation of work, as well as the fact that one may begin his work any of the quarters of the year, makes such a thing as permanent class associations rare, and has effectually done away with class spirit and class rivalry. Work does not stop during the summer. Commencement is not known; but quarterly convocation exercises are held, and students are graduated at any of these periods. Physical training is put in the same category as other university work, and is made obligatory for undergraduates during the whole course. Base-ball, foot-ball, tennis, cycling, and other outdoor sports, are a part of this physical work, and are thus reckoned as a part of the university course. Many other features might be mentioned.

The impression has come to me that this university has some unique plans for propagating its ideas and methods. A

mission is carried on in the center of the stockyards districts, one of the "toughest" portions of Chicago; and here many of the social doctrines of the university are put to a practical test. Two lectureships on comparative religion have been established one series to be delivered at the university, the other in non-christian lands, the object being to bring Christianity in closer touch with other religions. The university is closely associated with the public school system of Chicago, and semi-annual conferences are held at the institution, for the better co-operation between the university and co-operating schools. A school for children is conducted in the city, where boys and girls are given the best training the university can devise. There is now in contemplation a Sunday school, to be conducted exclusively by the university, and in which will be taught to the children some untraditional, but not for that reason less true, ideas of God's Word.

I have given to your readers a somewhat broken summary of my present impressions of the university of Chicago. May McMinnville College live to see the day when she shall rival in size and equipments, as she does now in earnestness of work and devotion to truth, this great institution of the city of Chicago. No region of Uncle Sam's domain can better make use of such a university, than can the Pacific Coast.

W. F. Fargo

COMMENCEMENT.

Preparations for one of McMinnville's brightest commencements began early in the week ending June 5th. From the mountains ten miles away, were borne choicest boughs and mossy carpets that Nature's own adornment might join with art in transforming the college chapel into a bower of beauty. All day Friday cheery voices and pitchy odors issued from the assembly hall where ingenious minds and busy hands wrought marvelous results. By Friday evening the task was completed and ready for the first exercise of commencement: this evening being devoted to the Christian Associations.

Y. M. AND Y. W. C. A.

The short program arranged by the Y. W. C. A., began with a piano solo by Freda Latourette. Nellie Latourette was president of the association introduced Mr. J. A. Dummit, coast secretary of the Y. M. C. A. Very interesting was the story of the origin of the Y. W. C. A. He spoke also of the

growth and almost world wide extension of the two associations.

A recitation, *The Power of Habit* by John B. Gough, was rendered in a forceful manner by LeForest Sawtelle. A woodland song by a quartette, Misses Masterson and Lynch and Messers. Scott and Williams was very pleasing.

Professor Northup gave a short and very entertaining address on the subject: *The Christian Associations: an Aid to the Religious Life of the Student*. The imperative need of the Christian student for some organized Christian "environment" and how the Christian Associations supply this necessity was clearly shown. The address was a characteristic one, interesting yet thoroughly practical.

Lillie Ball quite won the audience by a piano solo. Then came the installation of the new officers of the Y. W. C. A. Those installed were: Pres. Maymie Carr; Vice Pres. and Cor. Sec., Edith Mitchell; Rec. Sec., Alice Cary; Treas. Fern Stout. After this service the new president made a few appropriate remarks upon the work in the past and that for the future. The audience was then invited to adjourn to the lawn where under the spreading branches of the oak the ice cream social given by the Y. M. C. A. presented a very picturesque scene. This part of the evening was fully as pleasant as the preceding and the Y. M. C. A. cleared about \$10.

Annual Recital.

The first Annual Recital of the Department of Music and Elocution also presented a new feature of this year's commencement. All those present Saturday evening will certify to Professor Glen's ability as an instructor in this department.

That the first number, "Flow Gently, Deva" was a duet by Miss Jennie Snyder and Professor Glen is all that need be said to express how delightful was the first and lasting impression of the evening's program. Two recitations by Miss Branchflower followed. The sublime pathos of "The Last Hymn" was in striking contrast to the ridiculous but everyday reality of "Spoopendyke's Bicycle." With her sweet voice Miss Ama Nichol very pleasingly rendered the solo "There Once Grew a Rose in Avon Town" and the serenade "Forget-me-not." Arnolde Sartorio's piano solo, "Spanish Tanze" was executed in Miss Ball's own charming manner. A recitation followed in which Miss Maymie Carr did full justice to "The Jealous Wife."

Professor Glen announced that Miss Spencer was quite unable to appear and then, to divert the audience from the manifest disappointment, recited the "Kitchen Clock." The Pro-

fessor's elocutionary ability is even more widely known than his humorous selections. Both were fully exemplified.

Following a piano solo, "The Flower Song" by Miss Blanchflower the audience was entertained by "A Widow's Wooing" so well acted by Miss Alta Booth. Miss Snyder's appearance is always welcome and her charming solos "Ecstasy" and "You" testified to her right as a prime favorite.

Miss Ball fittingly closed the evening's entertainment by a piano solo, Otto Fleissner's "Polonaise."

Commencement Sunday.

This was indeed "a perfect day in June." Union services at the college chapel made this day's services very impressive. The morning exercises were conducted by President Boardman assisted by Rev. D. T. Summerville of the Methodist Episcopal church and Rev. F. A. Powell of the Christian church. Rev. Ray Palmer, pastor of the second Baptist church of Portland preached the educational sermon. McMinnville College may well feel proud of this sermon, one more beautiful and grand can hardly be imagined. Words fail to express the impression left upon the hearers.

The text was: "One thing have I desired of the Lord, and that will I seek after, that I may dwell in the house of the Lord all the days of my life, to behold the beauty of the Lord and to enquire in his temple." Psalm 27:4.

Mr. Palmer spoke of life's ambitions, how always the soul is full of desires, and yet how one supreme desire should ever triumph over all. To dwell in God's house was David's supreme desire. He thought of the tabernacle and the marvelously beautiful and holy temple yet to be and then, too, of that larger temple, the universe of God: and though the tabernacle of grace and glory and Solomon's temple of marble and gold lies in ruins, forever shall stand the temple of God where the Psalmist desired to forever dwell and behold the beauty of God. As in a mirror the beauty of God is reflected upon the earth, in the Christian institutions and organizations and in its perfection in Christ Jesus. As David wished to enquire in the temple of God, we all should enquire where is given God's answer to all—even in the Bible. More earnest should be our inquiry because of the universal need for educated men in all walks of life.

Rev. Palmer then emphasized the importance of practical education. He said in all men were noble possibilities which only faithful plodding could fully develope. But that through all our plodding we must never forget to enquire for wisdom in the light of the Lord's temple: that some culture is an as-

sential to complete practical education. In all things we must be fitted to serve God and man. Jesus Christ came not to be ministered unto but to minister and give his life as ransom for many. Go then and do likewise.

By eight p. m. the chapel was even more thronged than at the morning session. Professor Northup, presided assisted by Rev. E. E. Thompson of the Presbyterian church, Rev. R. W. King of the Baptist church and Rev. A. J. Hunsaker. The class of '97 could hardly have listened to a more helpful and impressive baccalaureate sermon than was preached by their president, H. L. Boardman from Nehemiah 6: 2, 3: "Saved by Work." Space permits but the briefest outline.

The context gives a view of Jewish history when it was darkest. Nehemiah has come with his great purpose, to rebuild the wall. Samballat, Tobiah and Geshem, enemies of Jerusalem and Nehemiah, call him to come away. His answer "I am doing a great work so that I cannot come down" suggests the theme "The Saving Power of a Worthy Occupation."

The Danger: every life is in an environment of distracting elements. Calls to come down are heard on every hand. Who are the enemies? The Samballat of Self-service calls to devote the life to selfishness and self-service. To heed his call is to endanger all usefulness. The Tobiah of Temptation: every life meets him again and again. He calls to sin. To heed his call is to blast and blight the life. The Geshem of the Great Sin: every life has its great sin, its vulnerable point. It jeopardizes the life it curses by its presence.

The Deliverance: Nehemiah's work was his strong tower of defense. Note some elements characterizing this work: the personal element—"I am doing a great work." Personal obligation—"I am doing"—it is all important; the magnitude of the work—"I am doing a *great work*." What is a great work? A great work is the work which God has fitted you for and calls you to do. God calls every life. He calls by his gifts, talents, powers. Know yourself. Know what you can do. God calls you to do that. And then Nehemiah did the work—"I am doing." It is one thing to know one has a work to do, to feel that it is his own great work; and quite another thing to do it. Salvation from temptation and from the forces that destroy lives is in doing one's own great work.

The 10th Annual Exhibition of Philergian Society.

Monday evening cannot fail to make this always entertaining evening of commencement more popular than ever. The drama given this year was indeed a success representing as it did life with its widely varying characteristics. At a

light house among the breakers of the lonely sea was situated the scene of a most interesting, even thrilling tragedy and comedy of these characters among the breakers of life.

The caste of characters could not have been better.

David Murry, keeper of Fair Point light house I. L. Root.
 Larry Divine, Murry's assistant.....J. S. Wallace.
 Hon. Bruce Hunter,.....F. E. Weed.
 Clarence Hunter, his ward.....V. E. Rowton.
 Peter Paragraph, a newspaper reporter.....L. W. Sawtelle.
 Scud, Hunter's colored servant.....Reuben Thompson.
 Miss Minnie Daze, Hunter's niece.....Estella Noll.
 Bess Starbright, cast up by the waves.....Mayme Carr.
 "Mother Carey", a reputed fortune teller.....Delia Baxter.
 Biddy Bean, an Irish girl.....Jessie Manning.
 Miss Satie Snyder,.....Pianist.

First Annual Field Day.

This was observed on Tuesday of commencement week and marks another milestone towards the McMinnville College of tomorrow. The athletic era of our college has opened with many encouraging features and a bright future just before it. The contestants, with but little practice and upon the newly prepared grounds, did remarkably well and give promise of a most skilled contest next year.

The day's program was:

100 yds. dash—Brown, Scott, and Thompson.
 Standing broad jump—Brown, Brumback and Thompson.
 Baseball throw—Brown, Field, Root, and Rowton.
 50 yds. dash—Brown, Scott, Thompson.
 Bicycle race, one mile—Sawtelle, Adams.
 Running broad jump—Brown, Scott.
 Shot put—Henderson, Knapp, Brown.
 Hammer throw—Knapp, Brown.
 Pole vault—Mills, Frank Thompson.
 Standing hop-step-and-jump—Brown, Scott.
 Running hop-step-and-jump—Brumback, Scott.
 Standing high jump—Brown, Scott.
 Running high jump—Brumback, Brown, Scott.
 Foot race, one mile—Sawtelle, Grover.

Tuesday afternoon, from the tennis courts, the spectators adjourned to the base ball grounds where at 2:30 was played the most famous game of the season, the seniors and juniors against the sophs, freshmen, and preps. For the first five innings, the senior-junior nine were victors but at the close of the seventh inning the game stood 15 to 13 in favor of their opponents.

Seniors Banquet.

Monday at 5 o'clock p. m. the seniors, with the faculty as their invited guests, assembled in the college dining hall.

Complete justice being done to the excellent repast awaiting them, the time was given to after dinner speeches. President Boardman's toast was "Seniors." Starting with the definition of senior as his hypothesis, to the complete satisfaction of all the class—at least, he proved the some what difficult demonstration that since the seniors were old, and the old was the good and true, therefore the seniors were the good and the true.

Nine years as professor in McMinnville College made no demonstration necessary to prove, it seems to be a sort of an axiom, that the next speaker represents the good and true. Professor Northup's much appreciated remarks were upon "Some of the Elements Success" which even seniors should cultivate.

Professor Brumback gave the class an excellent talk upon some of the "Difficulties" which lives were sure to encounter.

As one of the class of '97, Lorenzo Root made a few remarks. Never was wit more thoroughly enjoyed. Although Mr Root insisted that he was not saying anything and could not understand what was so funny, Laughter's funloving spirits reigned supreme. When at last the class and faculty parted, they all agreed that a halo of pleasure should ever rest about their last banquet together.

The Students' Reunion.

Tuesday always savors of commencement's best. On this evening more people gathered at the college than the chapel could well seat. The first part of the program opened with a quartette by Misses Masterson and Lynch and Messers. Scott and Williams. In a few well chosen words, Miss Mayme Carr gave a very cordial greeting to old students and friends. The response by Rev. C. A. Woody was as appropriate as was the address of welcome. Mr. Woody's stature of six feet six caused him to regret that opportunities for physical development were so manifestly wanting in his college days.

The encore to Miss Jennie Snyder's solo "Pauline" was responded to by a simple bow.

Corwin S. Shank, a former student of McMinnville, delivered the address of the evening upon the subject, "The Battle of Nations." Filled with the deepest thought and expressed in beautiful, forceful language was this eloquent address. With intense interest his hearers followed him as Mr. Shank led their thought back through the ages to review the struggle as nation after nation rose to prominence only to sink

back into oblivion. He viewed the rise and decline of nations from the causal and resultant forces. He showed how the conflict was now even a more fierce and decisive one than those in the dark ages of bloody wars; but how the struggle was now one of brain not brawn. His final plea was for a practical education with which the educated man of today might meet and conquer the great social questions of practical life.

Miss Fern Stout's rare musical ability showed itself in the pleasing piano solo which closed the chapel program.

The company then found their way to the basement where the dining hall seemed decorated as by woodland nymphs and lighted by all sorts of Japanese imps. But the tables were the most conspicuous features and so inviting was the appearance that even though the large hall was crowded to its utmost extent many could only look and turn away. When the feast of cake, pickles, cherries, strawberries, ice cream and lemonade began to present a scene of ruthless devastation E. E. Coovert, as toastmaster, arose and claimed the attention of all. With all a shrewd lawyer's wit did he do the honors of his position. With his usual abundance of humor Harry Watkins responded to the toast "Old Yamhill." The eulogy he pronounced upon the land where,

"The streams with softest sounds are flowing.

The grass you can almost see it growing."

was truly marvelous.

"By gone Days" was responded to by Professor Crawford of Zena, a former professor in our own college. The professor spoke of the pleasant old times when he was so intimately associated with McMinnville College and her rapid progress since that time.

When a response to the toast "Seniors" was called for all eyes turned to a tall figure clothed in all the scholastic dignity of black gown and mortar board cap. In his own droll way I. L. Root presented the aims of the seniors of '97 and naught but his persistently repeated assertion could have convinced the listeners that Lorenzo could truly say:

"I am no orator as Brutus is,
I only speak right on."

The next orator A. M. Sanders, principal of LaCreole Academy, spoke on "Our Alumni." Mr. Sanders who represents all of '87's wonderful class likened the college without an alumni to an invertebrate animal and as a representative vertebra of McMinnville College welcomed the twelve new vertebrae which were about to be added.

As an illustration upon his theme "The Useful vs. the Ornamental," President Boardman contrasted the days when our worthy toast master represented the ornamental with today

when, as is so well known, the useful is his sphere.

The Juniors led the parting song "Auld Lang Syne" and soon after midnight's hour the student's last and happiest reunion was recorded on one of history's brightest pages.

Class Day Exercises.

Class day exercises were observed at 2:30 Wednesday afternoon. In the center of the lawn almost opposite the old oak was proudly planted the class tree, a fine young cedar. In the sheltering green shadows of the grand old oak where were clustered such varied associations of pranks and pleasures untold the class and many friends gathered for a very interesting program. The class poem composed and read by Miss Edna Scofield clearly showed that in this class was a true poet of exceptional ability. The class president, Albert Huguélet was class orator. His oration was a very appropriate one—his subject was the class motto: "No Palm without Dust." Judging from the class history the muse Cleo and Miss Letta Fellows must be excellent friends. In the garb of a prophet Miss Lettie Masterson sped through the coming years and far out in the future found the illustrious(?) class of '97. The program concluded with a song composed by Lettie Masterson and sung by the entire class.

Commencement Exercises.

Early Wednesday evening the friends of the graduates began to fill the chapel until by 8 o'clock even standing room was not available. A chorus led by Professor Glen opened the exercises with Lacombe's *Estudiantina*. Rev. Mr. McKillop of Albany offered prayer. The "Breeze of the Night" found harmonious voice in the quartette composed of Misses Jennie and Satie Snyder, Spencer and Dorris. The first oration "The Evolution of the American Indian" was by Isabel Grover. This oration found in the American Indian the strange propensities of unrestrained human nature.

The coming of a false and unjust civilization brought to these Nature devotees ideas and conditions which the changed policy of Christian humanity can eradicate only in time. The Redman of today is in the transition period of unquestionable evolution. In the future nobleness of his freed nature, shall triumph God's eternal principles of justice and truth.

Albert J. Huguélet spoke upon "The Effect of the Renaissance on the Reformation" He portrayed the intellectual darkness of Europe in the dark ages. The bright glow of the dawning of the Renaissance dispelled the ignorance of superstition's somber shroudings. The masses began the search for

literature's truth and beauty, and in the Holy Bible found the infinite wisdom, truth and beauty of the divine Son of God. Thus did the Renaissance merge into the Reformation and though the work accomplished has been world wide, the enemies of religious freedom are yet a menace to the world's progress. Resistance as strong and brave as that of Luther's time must be given this great evil.

I. Lorenzo Root followed with an oration on "The Relation of Home Life to Democratic Government." He spoke of the distinctive principles which have characterized every nation. The American nation as foremost among democratic governments has two characteristic principles: individual freedom and a pure spiritual Christianity. The whole strength of the nation is placed upon these fundamental truths. Mighty dangers threaten. The American citizen must be trained to defend the democratic principles which are his national inheritance. In the home alone can be taught these individual and nation saving precepts. The destinies of the world's grandest republic rests within the American homes.

"The Oregon of Today and Tomorrow" was discussed by Delia Baxter. After giving a short history of the first settlements upon our coast, she spoke of the wondrous beauty of the "land where rolls the Oregon" and how here seemed located Nature's richest storehouse. The natural advantages for extensive trade were clearly shown. She spoke of Oregon's immense area of 96,000 sq. miles where might be supported twelve times the present population. Exclusion of paupers and criminals and encouragement of bravest labor and well invested capital were the most urgent needs of the present. Our moral standard must be right. For the Oregon of tomorrow the Oregon of today must be preparing. Then shall our state fulfill the bright promises of its grandest possibilities.

"Educated Leadership—Our National Safeguard" by Frank Weed, was a well delivered oration and one that showed a thorough understanding of the subject. He presented democracy as the cherished hope of all generations and told how the liberty loving spirit of the early Teutons had lived to claim newly discovered America. A century ago political liberty was won. Since that time a wondrous progress has been America's characteristic. But what now? Threatening to destroy our national existence questions of vital moment everywhere arise. To meet these pending evils a threefold education is demanded: intellectual culture, practical training and established moral habits. The problems of capital and labor, amassed wealth, power in the hands of the few and unjust legislation give rise to the universal discontent. A change must come. With an educated leadership our revolu-

tion will become the evolution necessary to make this the last experiment in government.

In a richly melodious voice Miss Katherine Glen of Pacific College sang "Thou Wonderous Youth" by Abt, encored she sang "Light of my Life."

"The New Journalism" by David Williams was a clear and forcible statement of a wide spread evil. In this day of popular education the press is a powerful agent. But with the good in the secular press, has sprung up evil tendencies which have developed into "The New Journalism." This radical breaking away from old lines is pre-eminently immoral, debasing all manhood, seeking out only those things which appeal to man's lower nature and vividly picturing all darkest scenes in a sensational light. Evil is spread over all good, intellect is destroyed, morals are degraded. Better the cheap yellow-back novel be scattered broadcast in our homes than that no effort be made to conquer this monster of degradation.

Nellie Latourette emphasized "The Call of the New West to Her Sons and Daughters." A hundred years ago the Pacific west was a scene of sublime wilderness. Today the wilderness is a home. All the advancement of past years is but a prophecy of what is to be. On the Pacific Coast will be a great and powerful world's center of business activity. In view of this fact comes an appeal for native authors. Nothing adds more to the majesty of a country than her literature. It is a halo of glory about her head. There is a treasury of wealth for literature. Here lingers many an Indian legend, many a thrilling tale of hunter, trapper, and argonaut. The heroes of the west should be honored by an undying name in literature and now is the time for action. Tomorrow our opportunity will be gone. Year by year precious material is shipping out of our reach. It behooves us to at once lay the foundation for a literature which will be the embodiment of all that the west so peculiarly calls her own.

The subject of H. Bennie Blood's oration was "The Morals of a Nation a Prophecy of its Future." In national beginnings and natural life are found the causes of the rise, decline and fall of nations' past and present. National life is founded on and permeated by morals. Persia is an illustration of the inexorability of moral law. With a pure national life Persia arose to universal sovereignty. Through the influence of immorality she fell. What do our morals foretell to us as a future? Though our government is founded on the eternal truths of God corruption reigns almost supreme. Immigration has corrupted our morals: rum is destroying our homes: politics are in a deplorable condition. Our nation shall stand only as

we arise in the strength of our American manhood and sweep these evils from our land.

Isabel Grover then delivered the valedictory. In behalf of the class she spoke of the gratitude felt toward the friends of McMinnville, the trustees and faculty and to students and all bade farewell.

County School Supt. Prentiss spoke briefly of the important position occupied by the teachers in the training of the young. To Delia Baxter, Lettie Masterson, Lorenzo Root, and Edna Scofield, he presented teacher's diplomas and welcomed them to the ranks of public instructors.

President Boardman addressed the graduates upon "The Thought of Duty." The degree of B. L. was conferred upon Delia Joan Baxter, Horace Benjamins Blood, Letta Fellows, Isabel Margaret Grover, Albert Jules Huguélet, Nellie Edith Latourette David Carl Williams, Mary Letitia Masterson, and Edna Lora Scofield; the degree of B. S. upon Alma Etta Cook, Ira Lorenzo Root and Frank Edwin Weed

After a song by the chorus Rev. Mr. McKillop pronounced the benediction.

Owing to the length of the program, the following orations were not delivered: "Hobbies and Hobby Riders" by Alma Etta Cook; "Woman in Literature", Letta Fellows; "Power; the End of Education", Mary Letitia Masterson; "Bacon and His Writings", Edna Lora Scofield.

For a short time after the conclusion of the program, the center of attraction was a group of scarlet badged students stood near and when from their midst came the yell,

Juniors, juniors, rah rah rah!
Juniors, juniors, hah hah
Old McMinnville 'll see us through
In eighteen ninety six plus two.

of those who were the Juniors of '97, the seniors of '97 realized they were no longer students of McMinnville but freshmen in the world's preparatory school. Sadly the throng in their scholarly robes and caps of black, gathered again on the stage and the old college yell was followed by "Farewell."

Not all gladness and not all sadness, not all prosperity and not all adversity has marked the last nine months but we know that in the world's progress "our college" is no laggard. The improvements which have been made are but omens foretelling the greater success of the year 1889-8.

Isabel M. Grover.

COLLEGE AND CAMPUS.

Within the last two weeks President Boardman has delivered eight addresses besides preaching the baccalaureate sermon at different colleges and academies.

The freshness of spring seemed to arouse the freshmen and throughout the last week of school, their green flag announced that the class of 1900 was yet true to its color.

When some three weeks before the close of school the banner of the class of '97 was first run up the flag staff, its salmon, Nile and lemon folds proudly proclaimed that the seniors fully realized they were seniors. Immediately arms were taken up and varied were the results. Dismal spirits seemed to haunt the old college bell. Sleepers were awakened at midnight's uncanny hour by twelve dirge like peals. The dignified old oak with the foot ball goal and a friendly flag-staff as company adorned themselves in a very undignified manner. Gaurdian spirits and midnight apparitions by turns awoke the slumbering echoes up and down the college halls. The whole school seemed pervaded by the friendly yet daringly funloving spirit of the conspiracy. Even daylight and watchful eyes failed to prevent the inglorious descent of the contested flag, but as commencement and the rapidly nearing day of separation drew near the fever of hostility ebbed quite away. In after days, vivid reminiscences of one of the best of college pranks will ever be recalled by the class flag of '97.

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