

The Maroon

Vol. I.

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No. 5

THE MESSAGE OF THE MODERN CHURCH SCHOOL

INAUGURAL ADDRESS OF

DR. J. C. ZELLER

Education and Religion.

Education and religion have always been closely related. Progress in either has usually represented advancement in the other. However dark the night of ignorance, deep the clouds of mysticism that have be-fogged the intellect, or strong the superstitions that have fettered human action, the processes of instruction and religious activity have always held close fellowship. It was natural that the school should be the outgrowth of religious organization. The school no less than the church is the expression of religious instinct and activity. Both religion and education may have struggled to realize themselves, yet both have sprung out of the unfailing needs of human life. The rights of that need have been as divine as those of life itself. There is nothing strange in the fact that the Renaissance resulted from the Crusades, that the Universities were the budding of Scholasticism, and that the Reformation came to flower in the Public School system of Germany. There is nothing fantastic in the founding of Harvard University sixteen years after the landing of the Pilgrim Fathers; that Yale, Princeton, Columbia, Brown, Rutgers and Dartmouth, the earliest of American colleges, rose from religious foundations. It was no ephemeral dream that denominational schools blazed the trails for higher learning through the western wilderness, that Whitman and Willamette were the educational pathfinders of our golden Northwest.

Church School Here to Stay.

The future of the Christian school is as secure as that of the church itself. The one human institution that the Teacher of Men predicted would endure is the Church. Institutions arise in response to human needs. They continue so long as they prove themselves capable of satisfying such need. Both state and non-state

schools owe their existence to their ability to satisfy the demands of society for systematic training. It was the failure on the part of the church school to recognize the need of more liberal education and better technical training that gave impetus to the state schools. It has likewise been the failure on the part of the state schools to give due recognition to the moral and religious nature of students, that has given a new stimulus to the denominational colleges in recent years.

American civilization has irrevocably turned its back upon the union of church and state. Such union can never recur until there is reborn a united church. Nor will a united church insure its recurrence. The separation of church and state is regarded as the genius of American political institutions. This will always remain a distinct religious handicap to the state school. The state school dare not recognize any form of denominational religion. As yet the world knows of no Christian form of religion that is not denominational. For the president of a state institution of higher learning to personally and actively seek to promote the Christian religion among his students is in many instances to pay the price of his position. Yet, to fail to be solicitous for the spiritual welfare of the student body is sure to invite the criticism of patrons who are adherents of the various religious faiths. While it is certain that the church college must fill a larger place and operate under a more liberal purpose than formerly, yet it is also certain that the exact place of the state school in the educational system has yet to be clearly defined. The state schools have been true to the purpose of their founders in providing excellent technological training, as in agriculture, engineering and the special arts. They have also demonstrated that men may acquire a knowledge of the sciences and still be lamentably deficient in the art of life itself. To link the ideals of faith with the endeavors of practice, to harness the wings of culture to the cart of material science, to have the art of being wedded to the

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THE INSTALLATION EXERCISES.

Presentation of Charter and Confer-ring of Degrees.

By D. Boyde.

The student body and faculty met at the University and marched to the gymnasium.

Arrangements had been made for the seating of the students and friends of the University and no confusion marred the impressiveness of the ceremony. While the orchestra played some appropriate air, the dignitaries, which included the representatives from other Universities, trustees, preachers and speakers for the occasion, entered the hall and were seated on the platform.

Rev. Thos. Lane, D. D., opened the exercises with an invocation and after another selection by the orchestra, Dr. Nicholson, the secretary of education of the Methodist Episcopal church, gave to the students a scholarly, forceful speech that will long be remembered. Another beautiful orchestra selection tuned the audience into harmony with the thoughts expressed in E. L. Blaine's speech, the occasion being the delivery of Charter and Keys to the President.

The student body always enjoys Mr. Blaine's talks in Chapel and we were glad that it was he who placed us in the tender care of Dr. Zeller. The faculty, preachers and laymen were also appealed to for loyal support and other necessities, in behalf of Our University. Dr. Zeller received the keys and charter with these words: "Mr. Chairman, Members of the Board of Trustees, Faculty, Student Body, Brethren of the Ministry and Friends. With a deep sense of appreciation of the honor and responsibility, I accept this charge and to the utmost extent of my strength of body and mind will be faithful to the same, God being my helper."

Nine honorary degrees were bestowed by the trustees of the University upon men whom we have learned to appreciate and love. The following list with the words of our Presi-

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THAT FOOTBALL GAME.

At last the suspense has been broken. The boys have played the game and played it well. It is to the credit of one fellow that the Fort Worden team did not run up a large score. That fellow was the one who did his best. If any of the new un-experienced fellows feel that their playing was not satisfactory to themselves, I say, keep on practicing, for the man who does his best makes a winner every time.

The student body came out nobly considering the heavy mist that seemed to fall like rain. We have never had a more energetic and loyal bunch of rooters out at a game before. Crockett's brigade paraded around the ground and gave voice to many strange sounds which lacked rhythm and harmony, but which had a very stirring effect upon the students. When the Fort Worden team came out on the field we gave them our history in about one minute. Methodist—U; and after that the rooting never stopped. Our team received the first kickoff and went into the fray with a snap that continued throughout the game. The men who played the first half are: Benbow, center; Bennadom and Bonds at guard; Smith and Max at ends; Webb and Wickman, tackles; Nelson, Beck and Servis in the back field. Beardsley, captain and quarter, back. Any fellow that says our team didn't play a first-class game, ought to go under the faucet. The soldiers averaged 175 pounds to the man, while our fellows average but 145 pounds each. It was not generally conceded that our team would do much on the offensive. I think they have proven to be as good on the offense as they are on defense. Nelson has a kick like Maud, the old mule in the comic supplement. He reversed the order of playing a good many times with those punts of his. There was one little fellow who seemed to be wiggling around below the strife and every time anything came his way he "glummed" unto it and stayed with it. Smithy proved a number one player. Whenever that Fort Worden

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The Maroon

THE MAROON

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by the

Student Body of
The University of Puget Sound

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EDITORIAL

THE HAPPY HEART.

Art thou poor, yet hast thou golden
slumbers?

O sweet content!

Art thou rich, yet is thy mind per-
plex'd?

O punishment!

Dost thou laugh to see how fools are
vex'd

To add to golden numbers, golden
numbers?

O sweet content! O sweet, O sweet
content!

Work apace, apace, apace, apace;
Honest labour bears a lovely face;

Then hey nonny nonny, hey nonny
nonny!

Cans't drink the waters of the crisp'd
spring

O sweet content!

Swimm'st thou in wealth, yet sink'st
in thine own tears?

O punishment!

Then he that patiently want's burden
bears

No burden bears, but is a king, a king.
O sweet content! O sweet, O sweet
content!

Work apace, apace, apace, apace;
Honest labour bears a lovely face;

Then hey nonny nonny, hey nonny
nonny!

—Thomas Dekker, 1570-1641.

IN REPLY TO THE LAST EDITORIAL.

By D. Boyde

After carefully wading among the labyrinth of vague and hazy expressions found in the last editorial of The Maroon, I have emerged with one or two thoughts, and as a loyal member of a co-educational literary society and a firm believer in the helpfulness of association with the gentler sex, I venture to reply to the article. It seems that our societies are placed in a different class from those found in other schools. I have not attended any University except the University of

Puget Sound, therefore, I cannot say that we do not differ in some respects from societies found in other schools, but this much I will affirm, that no society can long exist without a spirit of fraternalism, without some social pleasures, or without some spirit of rivalry, if it results in the advancement of the literary standard. No one denies the need of opportunity for expansion and development of life. The desire to satisfy not merely one appetite of the body or craving of the mind, but to satisfy every organ, and by free play every faculty, results in enlargement and growth. Dr. Nicholson in the installation exercises clearly defined a well developed man as not simply a bookworm or mere scholar, but a man whose personality makes him useful to his fellows—well rounded character. This question brings to mind those lines of Tennyson, found in the Princess.

“And so these twain, upon the skirts
of Time

Sit side by side, full summ'd in all
their powers,

Dispensing harvest, sowing the to-be,
Self reverent each and reverencing
each.

Distinct in individualities,

But like each other even as those who
love,

Then comes the statelier Eden back
to men.”

Co-educational societies foster that spirit that goes to decay where men and women meet alone—the spirit of chivalry and kindly sympathy. We believe in our girls and we believe in their refining influences. In our society we believe in culture as well as literary ability. We aim to make friends of each and every student, whether they be members of our society or not. We do not “run in,” any one, nor do we seek members of other societies. Our desires are not for quantity but quality. We are not “over supplied” and are always on the lookout for students who show abilities as scholars, and who are working for a greater U. P. S. We believe that no society in the University can surpass us in literary ability, whether it be co-educational or not. It is not any more logical to say that literary work should be done in a society and that the social life should remain undeveloped, than it is to decide that the social life of our student body should not be developed. Our University cannot meet the social demands made upon it by the student body. This sociability must come

through the classes and societies. No organized society can meet without some social intercourse. Does the writer of the editorial in question wish to make a distinction between the mind of a woman and that of a man? Does he believe in the supremacy of either one? Cannot a “contact” between masculine and feminine minds result in the “ennobling of the social nature” and the advancement of Our University. If not, let us make this a college for men alone. The same principle would be involved.

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bunch made a run around the end we held our breath in suspense, but not for any length of time. Max has a bad habit (for the other team) of always being in the way. He reminds me of a leach, small, but with a tenacious grip. Max played a star game. If he once got the pigskin safely tucked away close to his bread-basket he usually dilly-dallied along for ten or fifteen yards and sometimes he awakened and waddled off about forty yards. His tackling was a feature of the game. There's another fellow who seemed to float off with the ball whenever it was required of him to do so. Servis is his name. He's a good tackler and a fast player. Alice Benbo (it), last year's center, interposed his avoirdupois for the benefit of his country in the same old position. I suppose those soldiers are used to walking over dead bodies, but they never hiked across anything like Tiny. It was impossible for them to do it in Saturday's game, so after they found that Alice was soft and pleasant to sit upon, they acquired the habit straightway. In the first half of the game the soldiers had a clear field for the goal and would have scored on us had it not been for Webb. He made a desperate leap for his man and got him. Webb only needs practice to make a great football player. Bennadom played a good game and held his man on defense, in fine shape. “Benny” is new at the game yet, but he's gritty and plays well. Bonds made himself generally useful as a tackler. Bonds is a good heavy man and proved especially good in the style of game played Saturday. Owing to the wet condition of the field, but one forward pass was tried and that one by Fort Worden players. It failed and our boys secured the ball. Beck played steadily and aggressively. He's fast and good on a tackle. Wickman was on the team and did

his work well. He played on the last year's team so did not feel the nervousness of some of the new boys. “Wickier's” a good player and can be relied upon to take care of his end of the game. One week before the game our boys were in very poor shape and many of us were doubtful of the advisability of playing a game so early, but we did not know Captain Beardsley's ability as a general. He deserves great credit for the way in which he handles his men. Some of the soldiers were about “three sheets in the wind” and our boys took two or three reefs in them.

During the intermission between the halves, Prof. Grumbling gamboled sportively across the field and made a few kickoffs just to show the student body he was still able to take care of himself. Hitchcock was waterboy and he must have sat down on a nail before the game. He seemed to have the stringhalt.

Decker and Mitchell played during the second half and thus added their names to the roll call of the immortals. “Deck” went at things in the same old way as of yore. He made a fumble in the beginning and got mad then and took a fall out of every soldier that came within his reach. Decker needs no further eulogy, he has always taken care of himself in former years and has a good many touchdowns to his credit. “Deck” was last year's football captain. Mitchell is a sure tackle and will make good at football if he goes in and trains himself properly.

Hart and Cottrell played during the last quarter, and they certainly had a good tryout. The Fort Worden team made repeated attempts to get the ball from the five yard line over the goal, but our fellows held them off gallantly. Finally our boys captured the ball and Beardsley punted out. If it had not been for one soldier getting through our line, Beardsley would have punted the ball out of danger, but that one man spoiled his kick, and the fellows pushed the ball over our goal line in the last five minutes of the game. They failed to kick a goal, however, and the game ended with a score of 5 to 0. Let us not forget Coaches Wright and Riley and their untiring efforts in behalf of our team.

Tomorrow our football squad plays the University of Washington team on our own grounds. Last Saturday the U. of W. team defeated the Lincoln High school team with a score of 20

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act of doing are the unsolved problems and unbridged gulf of the state school in our educational system. The state school has yet to demonstrate that it can make its department of agriculture more conducive to morals than the farm, that its department of engineering move its students to beholding visions more than the mill or the mine, that applied sciences are more promotive of culture than daily intercourse with men. To increase the earning capacity and the industrial efficiency of men is to perform a service to society, but to fail to enrich their moral natures during the crucial period of life is to deprive them of their choicest inheritance and the best contribution to their generation.

The recent revival of interest in the denominational college has done not a little to call attention to this neglect on the part of the state school. In all fairness it should be admitted that the authorities in many state institutions have been honestly striving to remedy this defect. However, it will take a long time before they will succeed in ridding state institutions of the infidelity and moral cynicism that has so long characterized them.

Relation of State and Church School.

Any candid observer of the educational system of our land must recognize that the state universities and the church schools have both come to stay. Those who are most interested in the church schools and contribute most to their support in all probability pay the major portion of the taxes by which the state schools are sustained. In some manner unselfish men of large ideas, exact knowledge and careful judgment, must work out a system of higher education in which both shall find their proper place, supplement each other's work, cause a saving to society as a whole, and improve the grade of all education. If the final outcome of the present educational babel is to commit all undergraduate work to the non-state and all graduate and technical work to the state schools, with the exception of those non-state schools that have already grown strong in the graduate work, then the sooner such differentiation comes and is observed by all, the earlier will order assert itself in our educational system and the entire structure possess a unity. Every open-minded and conscientious man engaged in collegiate or graduate teaching, who has the welfare of the American youth at heart must realize that the attitude of the state and non-

state schools dare not be one of rivalry but must become one of friendly cooperation. During the Peninsular war, the Duke of Wellington, observing that one of his artillery officers was serving his gun with unusual precision against a body of men posted in a wood to the left, riding up to him, said: "Well aimed, captain; but no more they are our own 99th." Too many mistakes of this character have already been committed in the name of knowledge.

Responsibility and Opportunity of the Church School.

In the absence of state legislatures to vote appropriations for grounds, buildings, equipment and maintenance, and with the necessity of appealing to a loyal constituency for every dollar with which to house, operate and endow an institution, the church school faces a grave responsibility and a herculean task. The church school without doubt bears a heavier burden than the state school and it likewise enjoys a greater opportunity. The degree with which the churches have recognized their educational opportunity is to be judged by the manner in which they have supported their schools. It must be confessed that the churches have not always been equal to the opportunity. There are too few church people who have thus far realized wherein the real opportunity of the church school lies and what its true mission to society really is.

The time has passed when our Methodist youth or the young people of any church are willing to attend an institution of learning simply because it flies the denominational flag and makes religion its only appeal to patronage. Young people are just as religious today as ever before but they are more insistent that a church school afford advantages in the class room as well as in the prayer meeting. That a man be able to preach a good sermon, offer an excellent prayer, and be a person of eminent piety dare no longer be regarded as sufficient qualification for a teacher. The church school must ever assert its preference for such men when these qualities are accompanied by thorough scholarship and teaching ability, but from its standpoint qualifications for the pulpit must be secondary to those for the classroom. When it is well known that the excellence of the class room of the church school equals that of other institutions then it will have no difficulty in filling its halls and seeing them crowded to their utmost

capacity. The large enrollment of Northwestern, Syracuse and Ohio Wesleyan, of Yale, Princeton and Chicago Universities is a refutation to the argument that tuitions discourage attendance at denominational schools. It is not necessary that the church school excel or even equal the state school in the size and number of its buildings in order to equal or excel it in its work. In the nature of things it requires more space to house a machine than a man, to provide class room space for a horse, an ox or a hog than for a student, with the consequence that the school that is specializing in civil, mechanical and electrical engineering, in agriculture, horticulture, gardening and animal industry, must have more building and campus space than an institution specializing in the arts and sciences. European observers have not been wide of the mark when they have described American regard for bigness and multitude as almost amounting to a religion. No alumnus would ever count the buildings of his alma mater as having been its greatest charm. What meaning have the stones of Rugby beside the mention of the character of Thomas Arnold? What meaning have the buildings of Williams College compared to the memory of Mark Hopkins; what meaning have the halls of Harvard in the light of the mission of an Agassiz, and what meaning have the stately piles of Chicago in the raidance of that inspiring master, William R. Harper

The character of a college is still determined by its faculty. They are its richest assets. Despite the present demand for large libraries and well equipped laboratories the college of today is as much made by its faculty as Plato made the Academy, Abelard made Notre Dame of Paris, and Jowett made Balliol of Oxford. An unconscious recognition of this fact is the manner in which the teachings of some men are watched. If the teacher did not make the school less importance would be attached to his teachings.

The Church School in Relation to the Natural Sciences.

The church school must literally accept and be willing to operate under the dictum "Ye shall know the truth and the truth shall make you free." The church school must be as free from the criticism of the faithful to carry on independent investigation and scientific research as the state school should be free from the interference of state authorities to do the

same. The fact that the scientific departments of a church school may be teaching evolution as the explanation of the process by which natural development is taking place is not to be interpreted that that school has departed from the faith of its fathers. It is as vital that the Christian college should know and teach scientific truth for the sake of the church as it is that the state institution perform that service for the state. All nature is a unity. The same God who created our religious instincts no less fashioned the world of objects in the midst of which we live. However discordant scientific data and religious experience may be at times it should be taken for granted that they will be in unison when once sufficient is known concerning both. It is one thing to teach scientific knowledge, and it is another thing to teach religious inferences from that knowledge. It is in the teaching of the latter that the mischief is done and that the peace of a denomination is disturbed. The church school has nothing to lose or fear by keeping close to nature and mastering her secrets. It is admitted by our scientists today that evolution is as inert without a God, as the circulation would be without the heart, and human reason without the mind.

Two decades ago the tendencies of scientific study were towards skepticism and materialism. Before the beginning of the century science began to adopt an attitude of sympathy towards religion. Today its attitude is one of growing faith. Scientists are coming to realize that a belief in God is inseparable from a belief in scientific phenomena themselves. The church school is as free and should be as untrammelled in teaching all scientific facts and principles as those institutions whose purpose is professedly to teach science. Science in the religious atmosphere of an Atwater at Wesleyan, a Dana at Yale, and a Chamberlain at Chicago, is always a different science than when taught by a scoffer of religion and where there are no standards concerning religious conduct or utterance. Philosophy will have a different meaning on the lips of an Emanuel Kant than on those of a Voltaire. Astronomy will tell a different tale in the eyes of a Newton than in those of a Laplace. Life will hold a different mystery for a Humboldt than for a Huxley; the spheres of the universe will sound a different music in the

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ears of a Lord Kelvin than in those of a Charles Darwin, and the system of a Hegel will retain a different magnetism than that of a Herbert Spencer. It is the man behind the book who determines the effect of its teachings as much as the man behind the gun determines its power for execution among the enemy.

The Church School in Relation to the Historical Sciences.

The church today more than ever has a social duty to perform. Our industrial revolution has wrought a silent but unmistakable change in society. The message of the church must be adapted to this social transformation with all of its attendant problems. In the same proportion that a new burden has been placed upon the church a new responsibility has been imposed upon its schools. Nowhere does the church need the assistance of its schools more than here, and nowhere can they more profitably serve their age. The church college in its department of political science is as free to teach purity in politics, thunder against corruption in cities, bribery in legislatures, lobbying for the prevention of needed legislation in congress as the pulpit itself. In its department of economics it is as free to speak with authority concerning the rights of labor and define the privileges of capital, to outline the earnings of the producer and the prerogatives of the consumer as the representatives in legislative halls. In its department of sociology it may deliver its investigations with as large a degree of courage concerning the question of government by the people or by the corporations, whether property shall have rights and blatant socialism a hearing as though it were the tribune of the people itself. In the teaching of the social sciences the church school enjoys a freedom that the state school does not possess. It may be said that in some states the state school may go so far and no farther in the teaching of these departments. Recent investigation of the teachings of some of the professors in these departments in state institutions are still so fresh in mind that they need no repetition here. Without any political restrictions whatever the church school is well calculated to perform a more wholesome service for society in these departments than will ordinarily be true in the sister institutions. The spirit of Christianity is in direct antithesis to that spirit of socialism that breeds

anarchy or defiance for the constituted law and order of society. The teachings that are permeated with the spirit of human brotherhood are more likely to be successful in bringing about social equality and economic adjustment than those that deal with such problems from the standpoint of cold reason alone.

It was the statesman Mazzini who said that "every religious problem becomes political and every political problem may become religious." It is most significant that none of the panaceas that have been offered for our social disorders have appealed to the minds of our economists and statesmen as practical solutions of our difficulty. At best the ideals of Marx, Lassalle and Henry George are but a restatement of some of the social principles of the Mosaic law which were seldom observed by the Jews and are permitted to pass as ancient history by ourselves. When society makes the brotherhood of man to become a reality, insists upon the practice of the golden rule, and ever seeks the welfare of the whole rather than the advancement of a part, even though the few may sacrifice to live anew in a larger and better sense, then we shall no longer be seeking for men to lead us out of the wilderness of our social disaffections. Society needs not so much a new order of things as a new spirit in men. It is the spirit of the Christ in all transactions between man and man that the Christian college may unreservedly instill within its students. It is a notable fact that notwithstanding the unlimited freedom of the church school it has never been guilty of training anarchists.

No greater responsibility rests upon the school than that of making good citizens. To fit men for citizenship is the specific business of the school whether supported by the state or by the church. If we are to admit that the natural sciences shall occupy a larger place in the curriculum today than the classics it should likewise be recognized that the historical studies should enjoy as prominent a place as the natural sciences. A college cannot discharge its duty to society by having incompetent teachers in history, political science, economics or sociology any more than a citizen can justify his ignorance and wash his hands of the corruption of politics by the stay-at-home habit on election day. If the "Iron Chancellor" was correct in his statement that one-third of the graduates of German Univer-

sities were never heard from and that one-third were lost in dissipation, while the remaining one-third ruled Germany, then American universities must see to it that the one-third who go into mediocrity shall make faithful citizens and that the second one-third will be saved from dissipation, and in some humble capacity become

useful in improving the grade of American citizenship. The duties of citizenship, correct information concerning our political institutions, intelligent thinking concerning the entire operation of our body politic, the formation of habits of political honesty, appreciation of moral integrity,

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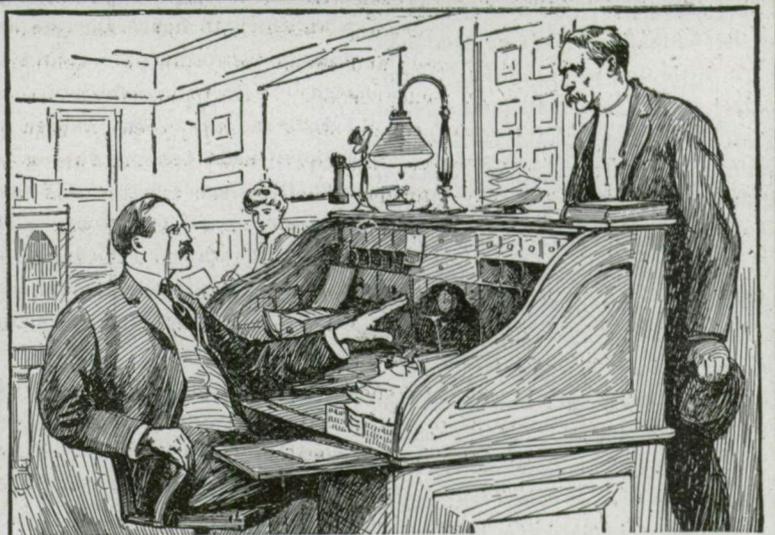
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and admiration for political leaders who stand for principle and conscience deserve as important a place in the curriculum as the arts and sciences. To inculcate such teachings the Christian college is peculiarly fitted.

The Church School in Relation to Religious Life.

The purpose of the Christian college has always been to safeguard the religious life. As such it needs no apology and has never drifted far from its original purpose. It is noteworthy that 97 per cent of the men in the Christian ministry have received their training and inspiration in church schools. It might be pertinent to ask what the church would do for preachers, the mission fields for workers, the Y. M. C. A. for secretaries, and every manner of Christian endeavor for laborers if the Christian colleges were to terminate its existence. Not only is the Christian college furnishing the leaders, the men of vision, and the men with a message, but again and again it has proven itself to be the source from which the very life of the church itself has sprung. While there are those in all the churches who are inclined to regard any teachings that may be seemingly contradictory to traditional ideas, as bordering upon heresy, nevertheless it has been the church school that repeatedly has awakened the church from spiritual indolence and lethargy. Spiritual self-satisfaction is as likely to exert a pernicious influence as heresy itself. Not infrequently the two are boon companions. While the denominational college should be loyal to its founders, nevertheless such loyalty should not be construed as fidelity to ideas that may have outlived their day and are no longer in harmony with the faith and reason of the age in which we live. An institution of learning will ever be a place of inquiry for truth. So long as those who are diligently seeking for truth are sincerely and earnestly devoted to the best interests of the church, the kingdom of Christ has nothing to lose but everything to gain. Intellectual inquiry has always tended towards heresy when the personal life of the investigator was lacking in religious experience. Better the mind seeking for the truth that is daily communing with God than the one that falls asleep in the satisfying security that all questions are settled and human doubts are answered.

It is a noteworthy fact that all re-

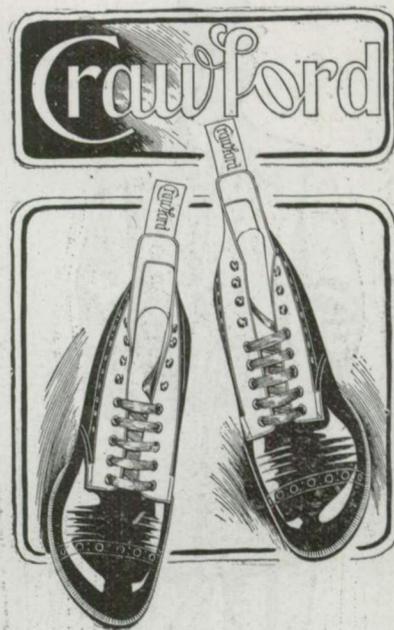
forms that have swept over the church have been germinated in centers of learning. It was in the University of Prague that John Huss preached his ideas of religious liberty and went forth to offer his body to be burned that the light of the teachings of his Saviour might not be extinguished. It was from the University of Wittenburg that the German monk went forth to preach the priesthood of all believers to every man, woman and child and arouse a continent to a living faith in a personal God. It was in the University of Halle that the spirits of men were quickened to answer summons to the uttermost parts of the earth and fire all Europe with their missionary zeal. It was from the University of Oxford that the Bible of Wycliffe was carried to acquaint men with the teachings of Holy Writ, that John Wesley went forth as a flaming torch to burn into the conscience of England the gospel of a holy life and call a nation to repentance for sin. And it was in Williams College that the "haystack meeting" was held, the echo of whose prayers has been sounded by the Student Volunteer Movement in every missionary field. It is noteworthy that the names of such evangelists to those in heathen darkness as Zinzendorf and Schwartz, Coke and Butler, Duff and Paton, Judson and Thoburn, Taylor, Hartzel and John R. Mott represent as many institutions of learning involved in their preparation. Where could the temperance movement, the social settlement movement, the Y. M. C. A. work, the passion for philanthropy and reform be fostered so well faithful teachings of the devoted men and women in our Christian colleges? The thousands of young men and women who are annually led into a higher plane of living and into a vital experience of religion is a guarantee that they have not failed of their purpose. Many of these teachers though poorly paid are performing as important a service for society in giving their lives to their students as if they were making contributions to literature or science in the writing of books. The praise of many of them will never be sung or their panegyrics written except in the lives of the men and women they have helped. To these their memories will be sacred and their names everlasting. A beautiful character will ever be regarded as life's greatest achievement. Character is never lost but its influence lives on and on. A lowly cottage and

the obscure island home of Elizabeth Walbridge could not prevent the world from knowing the simple beauty of her life in the story of "The Dairyman's Daughter." Seeking a hospitable asylum as a refuge from privation and suffering, and falling asleep at the age of twenty-nine, David Brainerd set an example of heroism that will fire the missionary zeal of every age. The vital spark might depart from Arthur Henry Hallam at the age of twenty-two but in Tennyson's "In Memoriam" it shines forever.

No age has been more commercial than the present, none has witnessed so much of materialism in its plans and industries, none has wrought more laboriously in erecting monuments for the generations to come, yet in none are the silent victories of life greater than now. That age is not all iron when it turns attention to the claims of the simple life. It is this spirit that has influenced the statesman, imbued the poets, and inspired the philosophers of every age. To lead young men and women to feel the stimulus of work without attendant worry, the joys of satisfaction without satiety, the longings of love without the sadness of loneliness, the spirit of hope without anxiety, the increasing guidance of conscience without a lessening leadership of Christ, and be ready to take their places when the final summons come, is pre-eminently the work of the Christian college.

The Curriculum.

If the church school has shown itself to be conservative in the modification of the curriculum it has also proven itself to be a bulwark for its protection. While the school should be responsive to the changing demands of society, in a measure it should also be instrumental in leading society and determining the conditions that occasion new demands. He would be blind indeed who claimed for the classics as large a place as was allotted them a generation ago. The fact that they no longer occupy a prominent place should not be interpreted as a denial that they are still an important factor in education. The civilization that has produced our greatest literature, given us sculpture and architecture, our logic, metaphysics and psychology, the science of politics and the most perfect language ever spoken, is likely to still occupy some place in the course of study. Likewise the civilization that gave birth to our ideas of law, the art of government, and institutional forms of



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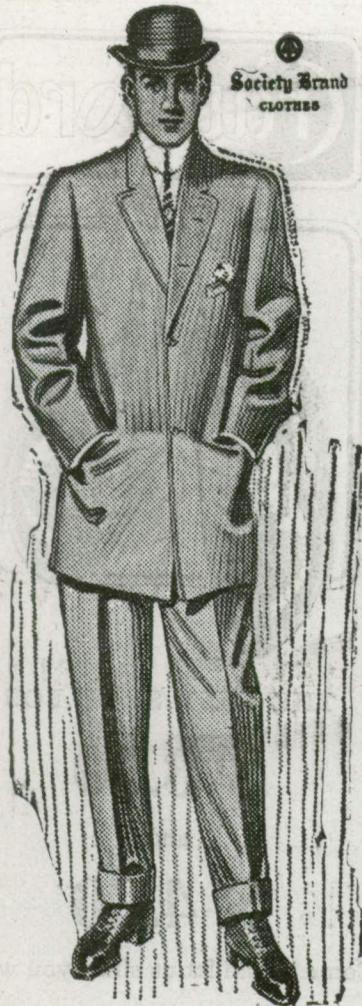
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society will be likely to be able to teach us something for years to come. Greek and Latin may in time be superseded as disciplines, but the art and law, history and philosophy that they convey will long remain indispensable to the culture life. The lan-

(Continued on page 6)

The Maroon



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(Continued from page 5)

guages, modern or ancient, the sciences, theoretical or applied, history as a narrative or an interpretation of events, and philosophy as an explanation of things or a conduct of life will ever remain the quadrinimum of the true scholar. The elective system in the curriculum like the honor system in discipline will work satisfactorily when the student has developed strong mental and moral stamina by previous training. Outside of the election of a course the elective system has a limited function in the high school curriculum. It is not strange that college men are inclined to concede less elective liberty than formerly. Results of former educational laxity are altogether too apparent. Here in the Northwest we have carried the elective and utilitarian ideas in education so far that we are in danger of spilling out the child with the bath.

Any candid observer must admit that educational interests are in advance of the general development of this section. Yet it is easy and perhaps natural that when so much attention and such a large amount of energy is being devoted to the forces of nature and the process of extracting from them utilities that will serve society, that such utilitarian activities will reflect themselves in the educational system. This is unquestionably true in the Northwest. While the percentage of those who attend the

(Continued on page 7)

It's Piano Tuning Time

Few people realize the importance of having their pianos tuned and examined by experts in the fall, before the cold, damp season begins.

The tone, action and durability of a piano are often imperiled in not having it carefully and regularly tuned and looked after.

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The Maroon

(Continued from page 6)

schools is unusually large, yet on all sides there is an evidence of a haste and eagerness upon the part of students to get through school rather than acquire thoroughness and efficiency through study. The young man who wrote me the other day inquiring whether we did not have some course that could be completed in less than a year, was not altogether out of keeping with the ideas inspired by his environment. It is possible to plan a curriculum of such a character as to eliminate practically everything for which the educative process stands. Whether the schools are to train men to work in the mills or the mines, to toil in the forests or the fisheries, to handle money or merchandise, to run railroads or steamships, or to serve society in the professional life, it is the duty of the school to see to it that this training be as thorough as possible. Neither industrial efficiency nor professional ability can ever be secured by training on the impromptu order. American industrial supremacy will be shortlived if its schools fail in their sacred trust. Whether men are to feed machines or feed the human mind, in all training we must recognize that to inspire men is better than collecting facts, that life means more than lore and that the only true measure of success is the service that men render to their fellows.

The University of Puget Sound has opened this fall for its eight year. Its past is a brief one and full of accomplishment. It faces the future with prospect and opportunity. Its curriculum is the equal of any institution of its size in the land. Its faculty is composed of men and women of vision. Its interests rest upon the Methodist ministers of this beautiful state and its cause lies with the men and women of Methodism. It represents the opportunity of the city of Tacoma for an institution of higher learning. We may fail to read the signs of the times but if the spirit of this city will awake, if the men and women of means within this state will realize their duty and our ministry prove faithful to its trust, and the men and women of the faculty upon whom the heaviest burden falls continue devoted to their work, then the day will dawn when a greater University will supplant the present attempt, walls of stone will succeed those of wood and our educational standard receive recognition everywhere.

To conserve the culture of the ancient

- classics;
- To hold securely the settled truths of modern science;
- To respect the old in education and not decry the new;
- To reverence truth and welcome progress;
- To read a divine purpose in nature and the society of men;
- To choose athletics for health rather than strength;
- To prize learning for service rather than accomplishment;
- To have helpful companions and feel the joy of lasting friendships;
- To know the inspiration of great books and devoted teachers;
- To play the manly part, worship the God of Heaven and Earth;
- And more sincerely love the Christ in thought and toil shall be our goal
- And the measure of our endeavors.

(Continued from page 2)

to 0. I wonder if there is anyone in the U. P. S. who does not see the necessity of helping our boys to fight this game to a finish. Will we be as loyal as we were last Saturday? If the weather conditions are more favorable than they were at the last game we should have 350 students out to root. Let us show the Washington fellows that we stand behind our boys, win or lose.

The following sign has been posted on the grandstand: "These seats are for the ladies, gentlemen are requested not to make use of them 'til the ladies are seated." Will the gentlemen kindly remember this, and not cause the ladies any discomfiture during the game.

(Continued from page 1)

dent, are the names of those who received the honors:

Henry B. Dewey, statesman and educator and promotor of the public school system of the Northwest, in behalf of the authority vested within me by the board of trustees, I confer upon you the degree of Master of Arts.

Edward A. Rich, physician and eminent surgeon and teacher of more healthful modes of living to the young, in behalf of the authority vested within me by the board of trustees, I confer upon you the degree of Master of Arts.

Thomas E. Elliott, pastor and preacher, and a leader among the progressive forces in Methodism, in behalf of the authority vested within me by the board of trustees, I confer upon you the degree of Doctor of Divinity.

John O. Foster, pastor and preacher, author of "Life of Christ" and "Life of St. Paul," in behalf of the authority vested within me by the board of trustees, I confer upon you the degree of Doctor of Divinity.

William D. Fry, pastor and preacher, and evangel with a message to students, in behalf of the authority vested within me by the board of trustees, I confer upon you the degree of Doctor of Divinity.

Everett M. Hill, pastor and preacher, and author of a devotional book to quicken the hearts and minds of men, in behalf of the authority vested within me by the board of trustees, I confer upon you the degree of Doctor of Divinity.

George A. Landen, pastor, preacher, organizer and exponent of aggressive évangélism, in behalf of the authority vested within me by the board of trustees, I confer upon you the degree of Doctor of Divinity.

David G. LeSourd, pastor and preacher, pioneer of Methodism in the Northwest, father of the Puget Sound conference and one whose blameless life is recognized by all men, in behalf of the authority vested within me by the board of trustees, I confer upon you the degree of Doctor of Divinity.

Robert L. McCormick, distinguished citizen and public benefactor, and keeper of historic archives, in behalf of the authority vested within me by the board of trustees, I confer upon you the degree of Doctor of Laws.

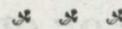
One of the greatest treats of the exercises was to see Dr. Foster receive his degree at the hands of our President. We have learned to love Dr. Foster for his kindly spirit and whole-heartedness. He is our friend and we are glad to see the trustees show their appreciation of his worth. That dear old man, Dr. LeSourd, also lives in our hearts and we are glad that his faithful services to his church and to Our University have been rewarded. Altogether, the services were such as to inspire us to nobler efforts and higher ideals. Our University is climbing to the top.

LOCALS.

Some enterprising student made off with the chapel song books some time last week. The loss is not much as they were tattered and dog-eared. We have been needing new ones for some time. Most any kind of a song book will do just so that it contains "Faith of 'Our Fathers'."

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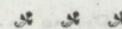


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WAGONS CALL EVERY DAY

Floyd Bohnankamp a former Commercial student gave us a short visit Saturday morning.

Dr. Holman, President of the Willamette University of Salem, Oregon, led chapel devotionals Friday morning.

Miss Bessie Satterthwaite, formerly the office secretary was present at the chapel exercises Saturday morning.

Mrs. Simpson, getting up in chapel

The Maroon

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to make an announcement concerning the banquet. "The all absorbing topic is before you."

Dr. Thomas Nicholson, secretary of the educational department of the M. E. Church gave a short address in chapel. Saturday morning.

Prof. Fuller, dean of the University of Washington also spoke in chapel Saturday morning.

Chapel exercises were not held until after the fifth period Friday morning.

The Physiology class are anxious to receive any donations you may have to give, in the line of cats. They need them to bisect, dissect, amputate and formulate next week. Any kind of a cat will do, Tom-cats, yellow cats, black cats, wild-cats or suffragettes.

Miss Marsh came into chapel Saturday morning with an especially happy smile on her countenance and no wonder, for with her was Will Green.

John Mason, who was a member of last year's Freshmen Class is now attending the Baptist College at McMinnville, Oregon.

Faxon Ewing was welcomed back Tuesday morning. Fax has been staying home all summer and is glad to get back. He will probably take a half College and half Commercial course.

Gale Seaman, Secretary of the Students Y. M. C. A. of the Pacific Coast led chapel devotions Tuesday morning.

In chapel Tuesday morning, Professors Wright and Scott, each gave a stirring foot-ball speech and as a result, there was an exceedingly large turnout of the boys for practice in the afternoon.

Chapel exercises were divided after the announcements, Wednesday morning. The girls going into the Preachers room where they were addressed by Dr. Drake. The boys remained in the chapel and were addressed by Prof. Shannon. Both the speakers are from the east.

ZOOLOGY

The addition of six new high power microscopes was one of the interesting features in this department. While fishing through the strong lense for a certain Protozoa the only young lady of the class contracted symptoms very much like those of intoxication which however is not an unusual experience with those who fish. To avoid further impediment in class and to assure proper use of the delicate magnifying instruments. Prof. Simpson explained the mechanical devices of the class that had not already been

provided. The study of life as manifested in one-celled animals and plants grows in interest daily.

BOTANY

By May Starr

Although the Botany Department has not been mentioned as yet in the Maroon it is not because it is a minus quantity. The class has taken up the work with great zeal and interest. Their first work has been with leaves. The new laboratory apparatus, mentioned in the last issue of this paper, adds greatly to the efficient study of botany.

On account of the rainy weather, the class has only made one field trip. For that trip, Professor Simpson took the class to Wright's Park and explained to them the qualities of the different leaves and their manner of growing. While there the class visited the conservatory where they received many helpful hints concerning the shrubs and plants, and also received the promise of a welcome whenever they wished to visit the conservatory in search of a certain kind of plant.

In their study of the various kinds of leaves the class have come to the startling conclusion that all the mysteries of the universe are embodied in one little leaf, so small and yet so great.

Flower in the crannied wall,
I pluck you out of the crannies,
I hold you here, root and all, in my hand,
Little flower—but if I could understand
What you are, root and all, and all in all,
I should know what God and man is.

EXCHANGES.

By Storehow.

A very neat and interesting copy of the Evergreen came to the office. The headings are attractive and the locals interesting but the editorials are pretty short. Good spirit is shown in the Y. W. and Y. M. C. A. work.

Collegian Reporter—We are glad to see you. You have a very attractive paper and it is gotten up in a very business like manner. Your locals are a little abbreviated but your editorials are logical and good. Your paper is hard to beat.

A very nice copy of the Illinois Wesleyan was sent to us this week. It contains lots of originality and notes

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from the many societies. It is a copy which might be of interest to students of Our University, since Prof. Robert Cummins is a graduate of that university and is spoken of very highly. The names of Prof. Thomas Scott and Prof. A. B. Wright were also mentioned as they are men of known worth in Wesleyan circles. The paper compliments Dr. Zeller for securing such men for the U. P. S.

EXCHANGE FUN.

"Please, ma'am," said the servant, "there's a poor man at the door with wooden legs."

"Why, Mary," answered the mistress, in a reproving tone, "what can we do with wooden legs? Tell him we don't want any."—Ex.

To kiss a lively Freshie is Faith;
To kiss a lovely Junior is Hope;
But to kiss one of our dear school ma'ams is Charity.—Ex.