

Editorial Section of the Ontario Argus

The Future of the Nation.

"Died Abner as a fool dieth?" This was the question asked by King David, mourning the death of the great general who had been slain by a treacherous enemy. We know of few words anywhere more full of meaning. Abner well knew the treachery of Joab, and yet he disregarded all caution and paid the penalty with his life.

Practically the whole country today is divided into two groups, each insisting that unless the country follows its views, America will die as a fool. One side insists that if we are to avoid war and final annihilation, we must begin now to prepare, and to become so strong that no nation will dare attack us. The other side, with men who appear to us to be fully as wise and capable as any on the other side, say that the way to get into the war is to prepare for war.

We are not expecting to add anything to the arguments presented by either side. But the general situation is so interesting and so full of hope and menace to our own country, that we give some suggestions regarding what may happen in the future and how to meet it, whatever it is.

In case the present war in Europe ends in a deadlock, it is likely that the power of the ruling classes will be broken and that some form of democratic government will be set up. If one side is finally victorious, before a state of exhaustion is reached, there is a possibility that the governing classes will become more firmly entrenched in their position. If the latter should happen there would probably be a great danger to America from the winning side. If America were defeated in a conflict with the victors, then the cause of democratic government will have suffered a setback of many decades if not centuries. If more democratic forms of government come out of the war for the nations in Europe, then America will, to a large extent, furnish the building material for the new governments. So it seems that no matter how the war ends, that even more than the existence of the nation will be at stake, namely, the principle of democratic government. Any way it comes out, the course taken by this nation will affect, in a large degree, the courses taken by the other nations.

But the situation is at once new and overwhelming in its significance. The point we wish to make is that we as a nation are up against the difficult task of choosing a course that will affect the world in a most vital way, for many years to come. Are we going to choose blindly? Are we going to take any other course than that demanded by our best reason? Are we going to allow prejudices and biased views to control the future of the nation? If we do we cannot be hopeful of the outcome, and when all is over, America will have died as a fool.

Our suggestion is merely this. It is a time for the nation to think, to understand clearly how large and complicated the situation is, and how great must be our efforts to meet it successfully. We must more than ever before be willing to listen to good logic and to hold our judgment in suspense as long as important evidence is not in. We believe that if the nation will awaken to the vastness of the issues involved, and then think and act, where action is necessary, that there will be but slight question concerning the final issue.

No greater opportunity ever faced the teachers of the nation than that facing them today. It is oft repeated and yet more true than we ever realize, that the future citizens of the nation are in the public schools. We are seeing now some of the things which these future citizens will have to face. It is high time that the schools stopped coddling them along, and bragging about the battle of Bunker Hill and the Spanish-American war. It is time that they were learning something more than what the word "let" meant as used by Shakespeare or who wrote the first English novel. The times now are alive and history is in the making. Science in all its branches is progressing by leaps and bounds and everything is on the move. The opportunity is not for the teachers to tell the students everything, but to inspire them with a thirst after knowledge and a desire to be men and women who have something to do in the world. It is the duty of every citizen to think himself and also to see that the future generation will be equipped to think likewise.

Only where there is vision, do the people live. This is a land of great promise in its material and idealistic prosperity. But the world crisis now demands the best everyone has to give. That best now means an active interest in modern affairs so that intelligent action can follow when the time for action comes.

'Frisco Exhibit Must be Better.

The modern agriculturist—the farmer of today—seems to be better qualified than anyone to go to the bottom of a proposition, analyze it thoroughly, and tell us in short order what is wrong, providing there is anything wrong. And such is what Guy Johnston, a prosperous farmer of the Big Bend section, has done with Eastern Oregon's display at the Panama-Pacific Exposition at San Francisco. In a straight business-like manner, he goes to the bottom of the proposition, and, with first hand knowledge, writes to the people of Malheur County from San Francisco, telling what is wrong, and suggesting remedies. The letter, dated August 18, and addressed to the Argus, follows:

"I arrived at the fair the 14th., after being on the way for several days. I feel that there is a message that I should send back to my friends through the columns of the Argus. The exposition is grand, big. The Oregon building is a credit to our state. The Eastern Oregon exhibit does not come up to the standard. While it is good, it can be made much better with the fine products just being harvested. Mr. Lackey is doing his best with what means he has at his disposal. Malheur County can, and must, send him more exhibits of the very best. Not too much as space is limited. But send such as fresh fruits, vegetables, sheaf grains, sheaf alfalfa, seed alfalfa, clover seed, corn, honey, and literature describing the resources of Malheur County.

"I find that nearly all the visitors are routed over the northern railways, via Spokane, Seattle and Portland, and back via the Southern routes, or, vice versa. Scarcely any are coming or going by Salt Lake over the Short Line. If we are to get our share of the home-seekers, it must come through our own efforts. Some counties in California have appropriated as much as \$80,000.00 to make their showing. Willamette valley, Rogue River and others, are throwing literature broadcast.

"This is a business proposition with the exhibitor; also with the visitor. He is here to look the northwest over, hoping to better his conditions.

"Fellow Citizens, wake up, ask your County Court to place sufficient funds and exhibits at the disposal of your representative. If we do as well as the other sections of the northwest, in the next ninety days, we can interest millions of capital, and thousands of home-seekers. We can deliver the goods. Let us tell them how to find it.

"Come and see the fair, and boost for Eastern Oregon."

(Signed) Guy Johnston.

Popcorn—Eastern Oregon's Crop?

(From the Baker Herald.)

They had an Eastern Oregon Day at the Eastern Oregon booth of the Panama-Pacific Exposition last Saturday and what do you think they gave away as representing the product of this section of the state, so rich in grain, fruit, cattle, sheep, horses, gold and lumber.

They gave away popcorn to 20,000 people and put a label on the bags saying Malheur county produced 122 bushels to the acre.

We may now expect a stampede of people who will want to plant popcorn and get rich at it, that is if anyone ever went into a new country to raise popcorn.

Those who have traveled over a great part of Eastern Oregon never knew that popcorn was the representative crop of this district, in fact it has been considered among the "also rans."

Why not have a big Eastern Oregon Day, those men who are using the Eastern Oregon booth to advertise their section of the district, and give away pickles, cigars or washing machines? They are about as representative as popcorn and possibly as popular as the stuff they can buy from the Italian vendors on the corner for a jitney.

Why the sarcasm, dear brother editor? Don't you know that popcorn is especially hard to grow? And that a country that will grow popcorn, will grow anything? Successful popcorn raising is about the hardest test you can give a country, unless it be the raising of gold dollars.

Now, will you answer these questions? Tell us how much the popcorn day at the fair cost Baker. Tell us what Baker has actually done—not talked about—toward paying and arranging for a "big Eastern Oregon Day" at the fair.

The Ontario Commercial club alone, paid for the popcorn day. We didn't ask Baker or anyone for a "jitney" to help pay for it. So far as using the Eastern Oregon booth is concerned, any city or section of Eastern Oregon has a right to use it for legitimate advertising pur-

poses. If Baker wants to use it for a special advertising feature, certainly no one could have any serious objections. What have we got a booth down there for, anyway?

Possibly the Baker editor would have been better satisfied had we given away cattle, sheep or horses instead of popcorn. For goodness knows we raise enough of all three, down here. And so far as gold—we mean the pure quill—is concerned, Baker claims to have enough of that to be able to stage a "big Eastern Oregon Day" and give away a nice, neat gold dollar to every body that visits the booth on that day. Go to it, Baker, we won't object.

Which College?

The question of which college for the boy or girl is a particularly difficult one, especially in homes that are sending young men and women to college for the first time. As a partial answer to this question, the Argus will print several articles on the colleges of the northwest. These articles, one of which appears in this issue is written by local students who have been attending the different institutions. The articles cannot, of course, give more than a brief sketch of the institutions, but an effort will be made to make them distinctive, and to give some sort of an idea of the life of the students in the college. More detailed information may, of course, be obtained from the college authorities, or from the authors of the articles, or other students.

Reed College.

By E. A. Truesdale.

Reed College in Portland, Oregon, is a new institution having graduated its first class of 44 students last June. Its funds are from the income of an endowment fund left by Mrs. Amanda Wood Reed who died in 1905. The value of the endowment, which is chiefly in property in Portland, is estimated at about \$3,000,000.00. Much of this property is not now income-bearing. About \$600,000.00 had accumulated before the college was started, and this amount has been expended on grounds, buildings and equipment. The campus is composed of 86 acres, 40 acres of which was donated by the Ladd Estate Company.

Reed College is a college of liberal arts and sciences and has no professional courses. As is usual with colleges, is in need of more funds, for every college in the country sees more to do than its resources will allow it to do. However Reed College rigidly adheres to the set principle of never having a debt or a deficit, and of doing whatever it does as well as it can be done. The work it cannot do well, it does not do at all. It is for his reason that no new departments will be added to the curriculum until new funds are provided for the college, either through additional gifts, or through an increase in the income from the present property.

So much for a brief sketch of the material side of the college, which, though important, is not the college itself. Although Reed College has as healthy and happy a group of students as can be found anywhere, the dominant purposes of the institution are serious, and it offers no attractions for students who want a good time entirely outside of their work.

There is at the college a strong intellectual interest on the part of the students, and a love of hard work either at books, athletics or physical labor. Probably a majority of the students are partly self-supporting, and a number entirely so. Although the entrance requirements are rigid, mere entrance does not guarantee permanent residence, and a number each year are asked to leave, after showing their inability to get into the spirit of the school.

Reed College students have no interest in athletics from the standpoint of winning teams, but they are intensely interested in making athletics a part of their education, realizing that outdoor sports furnish the best possible basis for a healthy body and a cheerful mental spirit, two essentials for success in life. Acting on this theory everybody plays at regular times and any one who is not prominently interested in some sport is listed as a deadhead. In fact, one must have a dominant interest in something, if he is to keep his standing in the college community. Wide freedom is allowed in the matter of choosing interests, except the rigid understanding that every student should do something and do it well. It is in this spirit that the hope of the future for Reed College rests.

The intellectual interests of the students are exhibited in the regular studies and in the departmental clubs that are formed for the purpose of bringing a social atmosphere into the curriculum and for making side excursions into fields of knowledge that are reviewed perhaps too briefly in the classroom. These depart-

mental clubs furnish the stimulus for the best work done in the college, and also insure a social life for those who do not care for the more formal social activities.

Other clubs are for other needs. There are social service organizations for the men and women; a drama club that has done excellent work; a chorus whose concerts are musical events of importance in the city. Class organizations and class athletic teams also furnish means of forming groups of students where the spirit of fellowship is developed to a high degree.

It is easy to forget the faculty when one starts on student activities. Studies go along just as well when there are no teachers around, at least the student council ran the college for three days last year while the faculty went to a scientific convention. But as a matter of fact a great deal of care has been taken in selecting the faculty members. In general, young men have been chosen—that is, men from twenty-five to thirty-five or forty—men who have had successful teaching experience in the best universities and colleges in the country. Teachers have been secured from the Universities of Washington, California, Whitman College, Yale, Princeton, Bowdoin College, Williams College and other places. Several of the teachers have accepted calls elsewhere. Dr. E. O. Sisson left to take a position as Commissioner of Education for Idaho, a position that is probably the most important educational position in the northwest. One man left to teach in Stanford and another to go to Princeton. Another is teaching in Yale, while still another will go to Brown University. Others have had calls but have chosen to remain at Reed. There is no question regarding the standing of the faculty.

Reed College, though with only a few more than two hundred students, has so many sides that it is impossible to give more than a few suggestions in an article as short as this. The college has a fine system of student government, interesting features regarding the curriculum administration, an excellent chapel with a new ten thousand dollar organ, and a chapel service that is of extreme value to the students who attend, a fine gymnasium and comprehensive athletic system, and a host of other features that make it an interesting place. But the largest appeal that the college has made to all who have so far been connected with it is that it is young and growing, that it has the courage to do what it thinks best regardless of whether anyone else thinks so or not; a willingness to realize its mistakes, and unlimited energy and enthusiasm for the work it has to do in the education of the young men and women in the northwest.

The Women and Greater Ontario.

(The third of a series of sermons by Rev. D. E. Baker, pastor of the Baptist Church.)

The humor of a well known man caused him to say, "man cannot get along with a woman, nor can he get along without one." Young man, "Pa, I want a goose."

When the book of ages is read it will reveal, among other things, that woman has been equally beneficial with man in the architecture and building of nations.

1. When, therefore, we raise the problem of woman's share in making the greater Ontario, we are certainly prepared to accord to her a large place.

I have already discussed the part of men in the greater Ontario, and much said of men could, with equal propriety, be said of the women. I shall endeavor to place the emphasis upon some of the activities attributed to the women. Women are usually more artistic than men, and take the lead in such activities of life.

Women are usually more sympathetic than men. It was a woman that had the prophet's room built. It was a woman that sent for the prophet after the father sent the lad to his mother. Oh, for a christian mother for every boy. It was a woman that annointed Jesus for the burial, when men accused her for it. It was a woman first to the tomb of Jesus, and the first to tell the news.

2. Women can do much to beautify the city and make it wholesome for homes in which to live.

We have here a beautiful spot where nature abounds in beauty and splendor. Women's club's can do much to beautify and keep down the gaudy advertisements that usually greet the eye of the new-comer, of the passer-by. Women's clubs can do much more to the beauty of our city by demanding the removal of the ugly spots.

Women by endowment are creatures of beauty and she owes this possible service to the

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