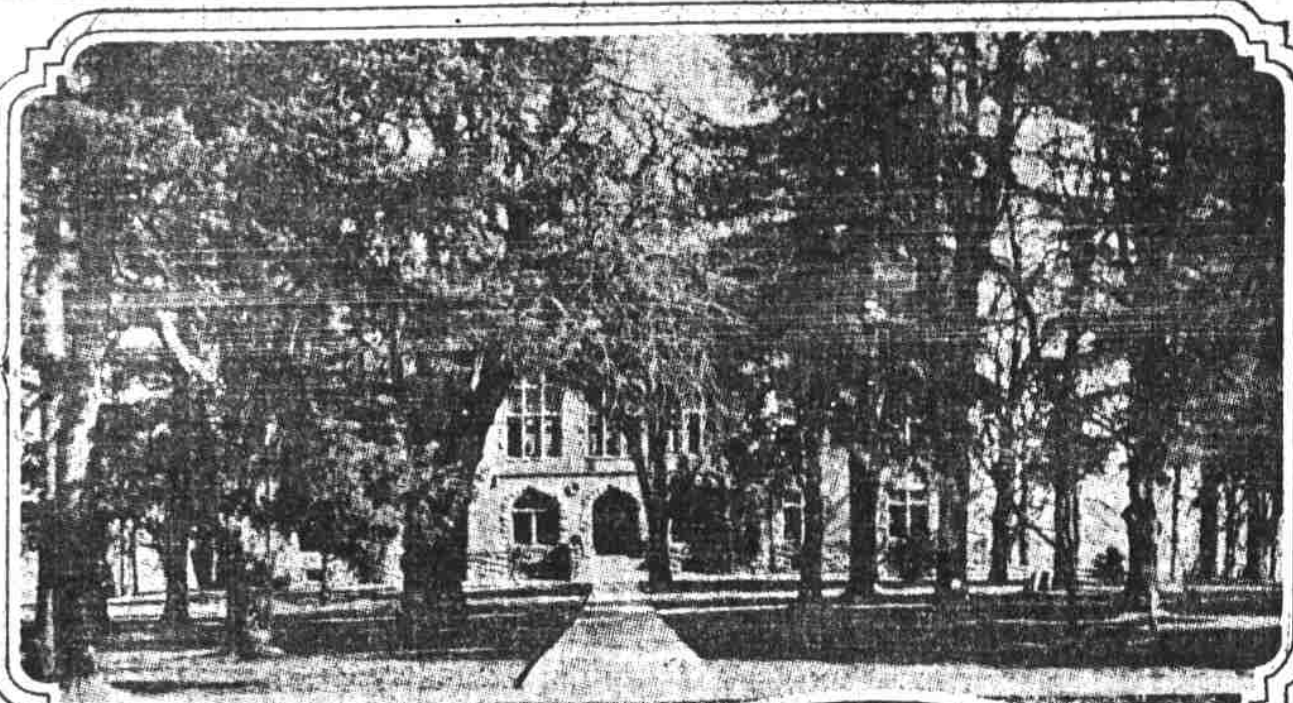


Historic Career of Pacific University

Growth and Development of Forest Grove Institution Intimately Associated With History of the Pacific Northwest.



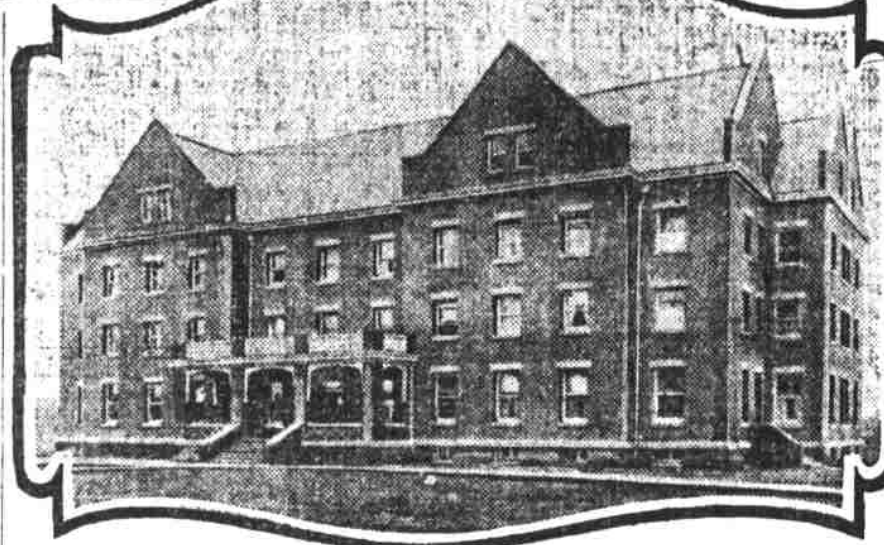
Forest Grove, Or., Aug. 12.—The history of Pacific University is intimately associated with the development of Oregon. Its inception was under the provisional government; in the period of territorial government it received both its charters. Alumni have served not only in the state legislature, but also in the halls of congress. Also like many other pioneer institutions its beginnings form an interesting chapter in mission history. Rev. Harvey Clark, of Chester, Vt., began in 1841 an independent work among the Indians of Tualatin Plains. When the Willamette valley opened opportunities for settlement by white people, Mr. Clark realized the importance of educational work for their children. Active plans, however, were not put into operation until 1847, when Mrs. Tabitha Moffett Brown of the immigration of 1846 came to visit her son who was settled on a claim near Forest Grove. Although a poor middle life Mrs. Brown was a woman of dauntless courage and of great resources. At that time a considerable number of children had been left orphans by the hardships of the western trail. With the cooperation of Mr. Clark Mrs. Brown collected these children together and taught them in the log church which had been placed at her service; their number was soon increased by children of the settlers.

Both as a missionary enterprise and as the beginning of a future state the Oregon territory appealed to men of the east. In 1847 the Home Missionary society commissioned Rev. George H. Atkinson to undertake the extension of religious work in Oregon. At the same time Rev. Theron Baldwin, secretary of the American College and Education society, urged Dr. Atkinson "to found an academy that shall grow into a college." In 1848, soon after his arrival in Oregon, he attended the meeting of the Congregational and Presbyterian conference in Oregon City and urged the immediate establishment of such a school. Members of the conference visited the school already opened in Forest Grove, and with the consent of Mr. Clark it was decided to merge the orphan school into the proposed academy. September 29, 1849, the territorial legislature granted a charter to Tualatin academy.

University Founded.
Believing that a more advanced course of study was necessary to train young men for their part in the development of Oregon Dr. Atkinson went east to enlist the cooperation of the society for the Promotion of Collegiate and Theological Education at the west. He was able to secure for this work Rev. Sidney Harper Marsh, of the Union Theological Seminary. Coming from a long line of educators the choice of Mr. Marsh was singularly fortunate. It was due to his scholarly ideals that he was able to establish the high standard which from the first has characterized Pacific University.

In January, 1854, in accordance with his plans for more advanced work, the legislature granted a new charter with full collegiate privileges to Tualatin Academy and Pacific University.

In scholarship the men chosen as professors by President Marsh have stood high in the records of college-trained men; Rev. Horace Lyman was not only professor of history and rhetoric, but much of the time was also pastor of the Congregational church; E. A. Tanner, late president of Illinois College, G. H. Collier, afterwards a professor of science in the University of Oregon.



Top—Entrance to campus, Pacific university. Bottom—Residence hall for women, Pacific university.

Joseph W. Marsh, professor of Greek and Latin, after forty years of uninterrupted teaching was retired in 1907 on the Carnegie Foundation; A. J. Anderson, who was later president, first of Washington University, and afterwards of Whitman College; Rev. Thomas Condon, who later won the distinction of the leading geologist of the northwest, was professor for years at the University of Oregon; W. N. Ferrin, professor of mathematics until 1902 when he was elected president of Pacific University, and W. D. Lyman now professor of history in Whitman College.

A party from Yale university is on its way to Peru to explore a section of the Andes mountains only partially mapped in the crudest manner.

Willamette University

SALEM, OREGON

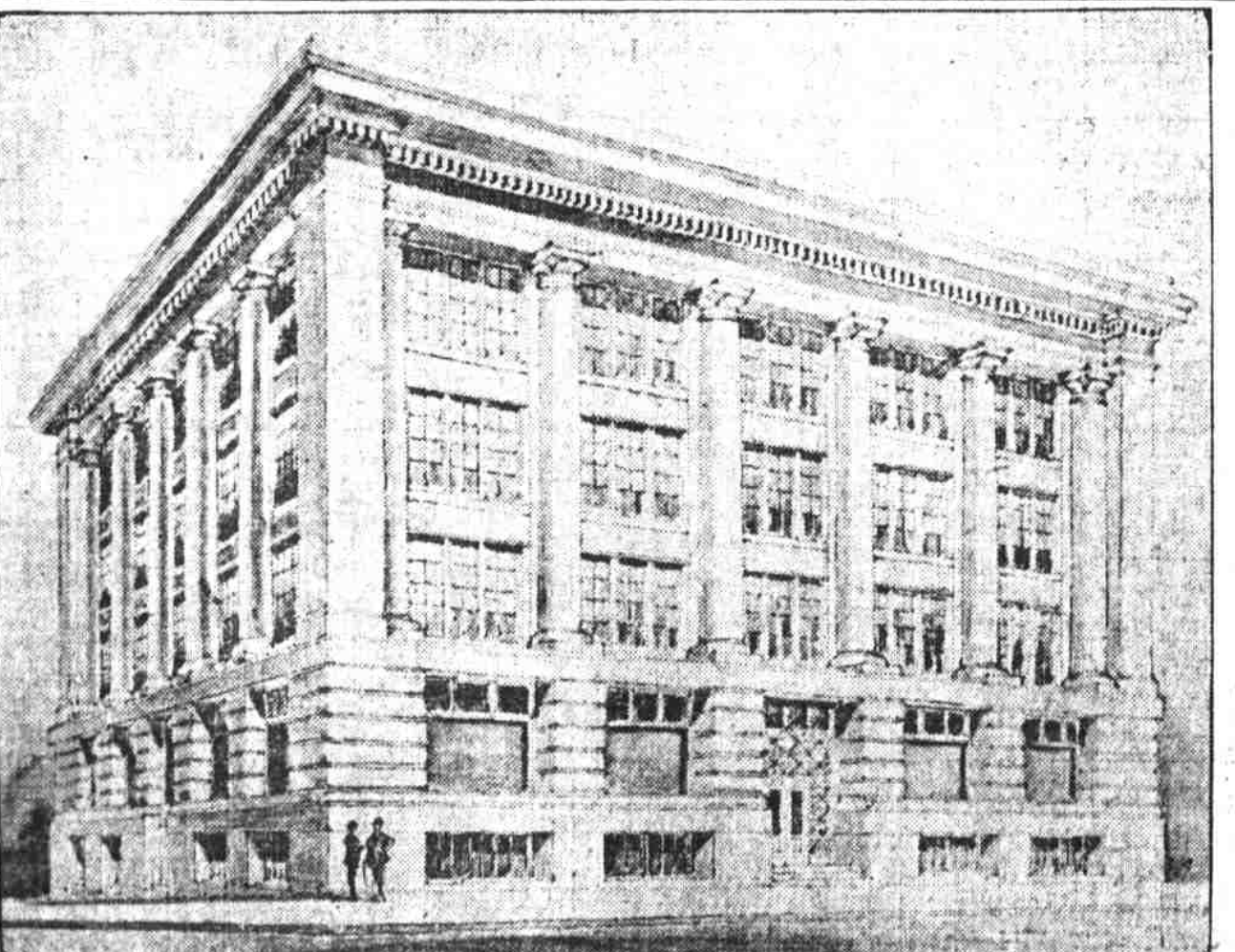
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NEW TEACHERS' COURSES AT WILLAMETTE UNIVERSITY

Salem, Or., Aug. 12.—Advanced steps have been taken in Willamette university in the establishment of a teachers' college for the training of high school teachers and a teachers' training department for the training of teachers for the grammar school, also in establishing one hour class periods in meeting the requirements for the standardization of the university and in preparation for the separation of the academy from the college.

Standardization.
The faculty, the work of heads of departments, the library, the laboratories, the income and other conditions are such as meet the requirements for standardization in the resolutions adopted by the conference of the chief state school officers of the north central and west central states at Salt Lake City, November 17, 18, 19, 1910.

University extension is designed to help those who desire definite instruction, but cannot take a long or regular course.

College Courses.
The departments of study in Willamette university are arranged in the following groups, either of which leads to the bachelor of arts: (1) language and literature, (2) philosophical, (3) scientific.

It is designed by the requirement of prescribed subjects to lay a broad foundation for a liberal education, thereby securing breadth of culture, while the requirement of a major secures concentration and continuity in some department as a field of specialization. Certain credits are given for work in the schools of theology, law, medicine and music. Students in these schools, which are all on the campus, are permitted to elect work in the college of liberal arts. Students in the college of liberal arts may elect work in these schools.

Attention is directed to the fact that while the university offers unusually strong courses in the liberal arts, it

affords special advantages to students in these courses through the proximity of the professional schools. Undergraduates are aided in the choice of their life work and receive valuable help after their choice is made by their contact with members of these schools, besides having the advantage of that inspiration which comes from association with graduate and professional workers.

The Teachers' College.
The teachers' college is organized to give efficient professional training to those who desire to enter the teaching profession, either as teachers or as supervisors, principals or superintendents of city schools. The demand for young men as principals and teachers in high schools with ability to enter into athletic and other student activities is greater than the supply.

The demand for professionally trained men and women of the broadest culture for these positions has led to the establishment of teachers' colleges by some of the leading universities of this country. That breadth of culture may be attained along with professional efficiency the specific educational training has been correlated with a broad course in liberal arts.

In Willamette university the first two years of work correspond with the courses in the college of liberal arts for the freshmen and sophomore years. The three groups, classical, philosophical and scientific, afford opportunity for laying broad foundations in various fields of education, while each is of such a character as affords extra cultural influence.

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Journal Want Ads Bring Results

COMING SEASON PROMISES MUCH IN MUSICAL CIRCLES

Music teachers and students are beginning to look forward now to the next season and wondering what it will bring. The vacation season is on, but soon it will be over and then back to the studios again.

There is every reason to believe that Portland will see a busier season this year musically than ever before. It is said that there will be a regularly organized symphony orchestra to present a series of half a dozen or more concerts by amateur organizations as usual, although it is predicted with increased interest.

It will probably be another month before the teachers return from their vacation refreshed in body and mind, but to the person of artistic temperament and love for nature, a summer month in the mountains or at the seashore seems a short period indeed.

And then in getting back to work, it may be well for the teacher and student to impress upon himself that it is not only the mechanical work of teaching or learning to play or sing but to understand the work, to realize what it all means; in other words, to acquire the great accomplishment of the big artist, musicianship.

In an article under the caption "Wasting Time" a contributor to the current number of the Musical Courier speaks of Rip Van Winkles of music who cull a few flowers from Chopin or Beethoven, but who cannot bring themselves together to root up the weeds in their own style and technique.

It warns students against falling into this line of practice, because they will find it time wasted, without accomplishment worth while. There is another technic beyond finger technic in playing a musical instrument. The writer refers to the skill in thinking, which a trained and cultured mind has.

The Musical Rip Van Winkle.
In this connection the writer brings to light again a few suggestions, not new but appropos at this time of the

year, which may be worthy of consideration. Among other things the writer says:

"The musical profession has its 'Rip Van Winkles.' It has its pianists who waste hours at the piano strumming through a list of favorite compositions, playing every piece indifferently, confirming errors of technique and gradually going backward rather than forward. They lay the flattering unction to their souls that they have spent the morning in the glorious company of the great masters and that they are therefore the better for it. Not a tit of it! They may be the better for wasting time in good company rather than in bad, but they are waster, nevertheless. The only way a man can improve himself is to take off his coat and fight with his own defects. It is futile for the youth who cannot play a scale and an arpeggio evenly or an octave passage correctly to force himself into the company of Schumann and Brahms and then imagine himself an artist. Because a pianist is dowered with less talent than Liszt had is not a good reason why that pianist should neglect the toll which must be paid for his genius, worked harder at his technic than the ordinary pianist works at it. We have heard De Pachmann say that a good sized room would not hold the technical studies he mastered. We remember this statement occasionally when we hear some stiff fingered, heavy armed player struggling through a Chopin recital. We say, 'Here is another Rip Van Winkle pianist who has fished in Bach, shot at Beethoven, done chores for Chopin, run errands for Rubinstein, but who has neglected to till and weed his own little farm.'"

"It is appalling to think how little attention the average musician gives to his mind—no more than the ordinary man given."

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