

NEWBERG GRAPHIC.

ISSUED EVERY SATURDAY MORNING.

HOBSON. O. V. ALLEN

HOBSON & ALLEN, Editors and Prop's

SATURDAY, JULY 23, 1889.

Entered as second class matter at the post office at Newberg, Oregon.

For some time we have tried to exchange with what once was "our home paper" but they have not noticed us until this week we received a copy for which we were truly thankful.

Badly Gored.

The other day while John Hanson was crossing Mr. McMill's pasture a Jersey bull attacked him from behind, got him down and gored him badly and would probably have killed him had not McMill come to the rescue with a pitch fork.

Mr. JOHN BERKENSIAW of Ridge Town Canada has purchased of Ross Allenbaugh the South half of his quarter section on the South side of the Clatsop mountain. This tract is nicely adapted to the choicest kinds of fruit as well as small grain.

Wanted.

Five hundred men to plant from five to ten acres in fruit, form in combination work together, hold their fruit and sell when the price is the highest and realize from \$100 to \$200 per acre after the first five years.

Nasweno needs a planing-mill and door & sash factory. As it is all doors and sashes have to be shipped from Portland when they might as well be made at home.

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Fires and Water.

Fires of late have been such common occurrence that the news of a city burned is hardly noticed. The insurance companies have learned by experience to scatter their insurance and you will find the insurance of a town scattered among many different companies but even if every thing in a town is insured it cannot be for more than half its value thus we see that a loss is sustained, and as a consequence we should do everything in our power to prevent them.

Live but not least we would have a pure supply of clear mountain water. This would be far preferable to the surface well water that we now have to use, and would no doubt do away with malaria to a large extent.

Jesse Hobson has sold his milling outfit, sawmill, cattle, horses, wagons, etc. to "The Crowfoot Milling Co." of Latourelle Falls, Oregon. This above company are putting in a mill of a capacity of 130,000 ft. per day and will use the mill purchased of Mr. Hobson in sawing out timbers for the large mill, dams, Railroads, etc. which will require about 1,000,000 ft. Mr. Hobson will sell what lumber he has on hand at a much reduced rate.

Persons having capital to invest in an enterprise would do well to confer to other and get the matter on foot.

The forests that have been supplying the sawmills along the P. & W. V. R. R. are now almost gone. Mr. Stokes mill below Tatatin will in a few days be moved into Washington, Hobson's into Multnomah Co. and Messrs. Vincent and Spaulding are looking towards another location.

The Kansas Legislature is petitioned by 122 citizens of Koss county to appropriate money to experiment by cannoning for rain. The subscribers say that as veterans of the wars they have observed that rains follow great battles, and ascribe the rains to the shells given the air by the thunder of the explosions.

THE PHILOSOPHY OF MODERN EDUCATION.

An address delivered by Prof. Edwin Morrison, before the Oregon State Teacher's Association.

(Continued from last week.)

moon, star, and a host of physical phenomena that stand out with the invitation "look at me." And it is not until some years have passed that the inner sanctuary of the human body becomes the object of thought. So likewise with the race. We sometimes think we have originated something new when we talk about our modern educational system. I do not know to what extent it may be traced in history but I believe the history of the individual has only been repeating itself in the history of mankind.

The object of modern education as is the object of all education, is to bring the mind of man into proper relation with its surroundings, and the highest degree of mental, moral and spiritual culture. It recognizes the fact that until very recent times, little attention has been given in our schools to the faculties by which we obtain at first hand our knowledge of the things about us.

But it is objected that the school curriculum is full already, and that the poorer classes of children have so little time to be in school before they enter upon active life, that all the time is needed to store their minds with useful knowledge.

Prof. Dennis says, Rome spent her time studying the aesthetic culture of Greece. It was well for her if there was something artistic in it, for while she was doing it, the richness of her hills was east in the Tiber, and ran down to the Mediterranean and studded with starvation. She made aesthetic farmers it is true—farmers that could "Benedicite" and "Georgics" and justly carry the label of "Mediterranean Swains." But for the sake of vulgar

pedical." But there are many students and some teachers who cannot see why there is not as much mental drill in the useful and delightful in the future and disengageable. "And there are many students, in every school who do not just now want to be angels." They want to be men and women, able to compete in toil and traffic with the best of their own time, and they have a right to insist upon securing the best possible drill preparatory to the struggle in the worlds work.

In the chemistry class when gypsum is under consideration, the mental drill is not lessened in the least to point out its use in the arts in making plaster of paris, or to tell the story of how Franklin wrote "Effects of Gypsum" in large letters in a wheat field and waited for the vigorous green to make his scientific revelation. Is the lesson in zoology? "It cannot detract anything from its use as study when the wood pecker's tongue is under consideration to add that the barbs are reactive for the same reason that a bill before congress is to administer to physical wants, and that it serves the farmer by destroying his enemy as well as the woodpecker by furnishing food. What insects are destructive, and what are destructive of the destructive and so friends to the farm and garden, and what birds feed upon hurtful worms are not only questions which our methods ought to lay hold, but which they must lay hold on, not only instruction in Science but all instruction will fall with a race incapable of adapting itself to its environments.

Prof. Dyer, again says, The growth of civilization has been coequal with the growth of the scientific method, and it we are ever to become more civilized it must be through the increased influence and extension of the scientific spirit. In the individual the most characteristic fruit of the scientific method is the recognition of the principle of uniformity in nature or of the law of natural causation. Just so far as we recognize this law and regulate our actions and opinions in accordance with it, to that extent have we come out of primitive barbarism and have become civilized.

Thus in the end industrial education does not mean to subtract in the least from what should be embodied in a modern liberal education. But its chief object is to teach by nature's method. Instead of developing a tendency to depend upon the text book—upon what others have said and thought—it is to create a power by which the student can make a text book of his own—to do his own thinking and his own saying irrespective of what others have said and thought. To make him not so much a mere recipient of facts and data as a producer of mental products, a giver instead of a mere recipient of man's highest activities.

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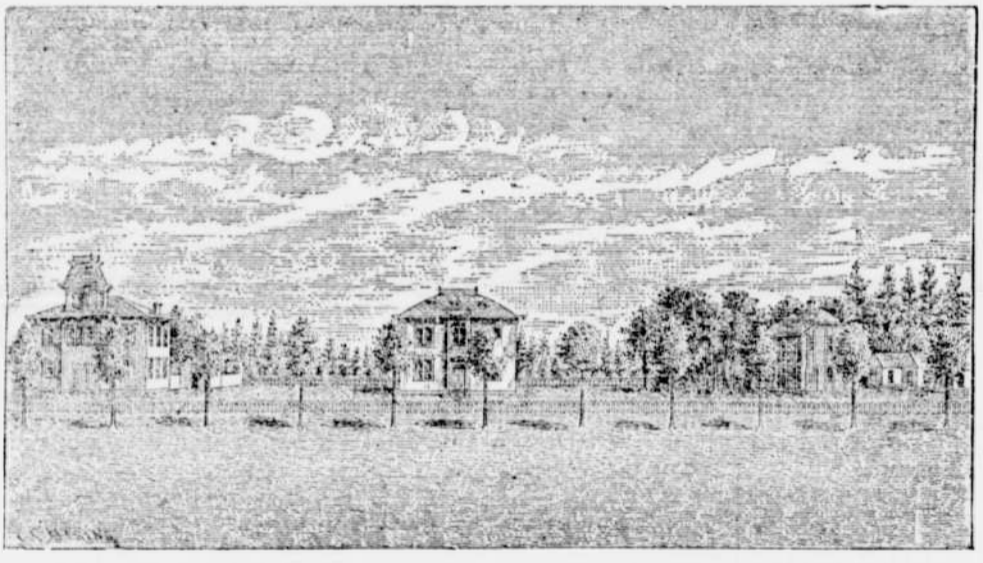
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