P. & W. V. TIME TABLE.

TRAINS GOING NORTH.

Mail and Express, ... 12 35, p. m.

GOING SOUTH.

Mail and Express, ... 11 40, a. m.

PROFESSIONAL CARDS.

J. BURT MOORE,

PHYSICIAN AND SURGEON. Office And Residence One Block South of Post Office, Newberg, Oregon.

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Office corner First and Maine Sts. Newberg, Oregon.

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Office 110 Main street, Newberg' Oregon. Calls made at all hours. CHRONIC CASES A SPECIALTY.

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A good milk cow.

PAUL MACY.

v 2. n 27.

FOR SALE.

A sow and eight pigs. Also four shoats. Inquire at the GRAPHIC office.

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FOR SALE.

One two story house and barn with two lots. Is two blocks from the Post Office. Enquire at the GRAPHIC Office.

SPECIAL NOTICE.

I am prepared to furnish Ice Cream by the gallon for Socials and 4th July stands &c., also Ice in any quantities at reasonable rates.

C. F. MOORE.

v 2. n 28.

ESTRAY NOTICE.

Taken up by the city Marshal in Newberg Oregon and now held in the pound, one roan mare, weight about eight hundred pounds marked with letter S on left shoulder and with letter B on left hip. Owner will call and pay charges and take the property.

Newberg Ore. A. M. HOSKINS,
June, 24th, 1890. Marshal

NOTICE to CONTRACTORS.

Sealed Proposals for building a school house in District No. 22 of Wash. county Or. will be received at the office of the clerk at Middleton Or, where plans and specifications may be seen until 7 o clock p. m. Tuesday July 1st. 1890. The board reserves the right to reject any and all bids.

S. W. POOL, School Clerk.
By order of the board of directors
B. R. HARRINGTON, Chairman.

NEWBERG GRAPHIC.

ISSUED EVERY SATURDAY MORNING.

E. H. WOODWARD.
EDITOR and PUBLISHER.

SATURDAY, JUNE 28, 1890.

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

BILL NYE says that most people who go to California remain there. He accounts for this by saying that the majority who go there do so well they don't care to return while the rest get so poor they can't get away.

WM. REID is no longer manager of the P. & W. V. railroad. Col. Crocker has been elected Pres. and Mr. Koehler Vice-Pres. and Manager. Mr. Koehler has a reputation for doing things in a business like manner and as there is now both money and business ability back of the concern, we hope to see substantial improvements.

Signal Station at Oak Fir Orchard.

Mr. L Samuel of the *West Shore* is making arrangements with B. S. Pague of the Signal Service to have a signal station located at "Oak Fir Orchard." The station will be in charge of M. W. Gumm manager of the "Orchard" who will manipulate the instruments and make weekly reports of the amount of rainfall, general state of the weather, condition of the crops &c. to Mr. Pague at Portland. In the future when you want to know the "signs of the times" or the forecasts of the weather apply to Mr. Gumm who will soon develop into a notable weather prophet. We are very glad to see a station established here.

A Big Fish.

An employe of Tatum & Bowen of Portland went fishing the other evening after his usual days work was done and caught a whopper. He was fishing from one of the wharves along the river front and hooked a sturgeon that walked away with 300 feet of his line and the fisherman thought it about time to call for help. Four or five men came to his rescue and they finally succeeded in hauling the fish ashore which proved to be seven and a half feet long and would weigh about 500 lbs. Our eastern readers who can't get their ideas above a "chub" or the old time "hog sucker" will think this a fishy story of course but they must remember that Portland is not far from the waters of the mighty Pacific and the Columbia and Willamette rivers are something more than the ordinary spring branch.

Big Trees.

A cedar tree on J. M. Hockett's place in the Kalama valley is eighteen feet through and 350 feet high. Whole townships of land in that section are covered with fir trees which are from 250 to 350 high. The Cowlitz *Bulletin* says one of the residents of that locality built a house 22x30, 1½ stories high, and a barn 25x26 feet out of the lumber from one tree and had piles of lumber and fence posts left.

Three hundred and fifty feet is a pretty good height for a tree and considering the amount of lumber that this one made, one would naturally conclude that it was of great age and that this monarch of the forest and Mt. Hood were boy's together. Iowa, Indiana and Kansas can discount Oregon and Washington on a cyclone or a blizard. but when it comes to a tall tree or a big fish (story) we can lay them all in the shade.

Taken.

Census Enumerator—Where were you born?

Citizen—In Yamhill.

"Where was your father born?"

"In Indiana."

"Where was your mother born?"

"In North Carolina."

"Are you bond or free?"

"Tolerably free most of the time."

"How old are you?"

"Thirty-nine years and a 'goin on.' I am married and have eleven children. My wife is yet alive, and likewise my motherinlaw, who is in good spirits.

My children are all white and go to school when it don't rain. Yes the teacher say's they are all right peart and show signs of great inteligence. I am spare built and rather tall complected and come from a family noted for great longevity. My wife builds the fires of mornings. I some times take care of the twins during the lonesome hours of the night. I own a dog and his name is "Sooner." I wear a cutaway coat and a stand up collar. We keep one hired girl who wears red hair and is freckled. My wife don't take in washing. I own a horse and a mule named Cain and Able respectively. Our cow is surnamed Betsey and was two old last spring. There is no mortgage on the farm. My name is Peter Hurdle sir, and I sometimes eat a raw turnip when I am hungry. Thank you sir wish you good day."

And the indignant Yamhiller slambed the door in the face of the astonished numerator who went on his way taking the census at three dollars a day.

W. C. T. U. COLUMN.

"For God and Home and Native Land."

The Kindergartin.

Froeble's aim in instituting the Kindergartin was to supply the much needed link between the home and the school. It is time that people generally gave more careful attention to the training of their children *before* they go to school. Children are sent to the Public schools too young. What shall we do? Leave them entirely to themselves untill they are seven years old? Neglect to mould the character and direct the activities of the child during the most plastic period of his life? Trust his development to the influences of such agencies as he may chance to come in contact with at the time when he is most easily and most permanently affected? Certainly not if we wish to produce good results. The best authorities agree that the child's character is to a great degree fixed before he is five years old. Some put it much earlier. Certain it is, however, that the general characteristics of the child's physical, mental and moral nature are pretty definitly fixed before he is seven years old. Great men usualy have good mothers. More men would be great, if more mothers were wise. But however wise and good mothers may be, and however well educated, they have not the time in a vast majority of cases to attend, properly, to the education of their children. Hence the necessity of some place where children can be developed under the guidance of a skilled lady, where they may enjoy the companionship of those of their own age, and where they can grow, physically, mentally socially, and morally without any of the undue restraint or "forcing" of the ordinary school. Hailmann says:—"Among the great blessings which the introduction of Kindergartining is bringing to our people, we hail as one of the greatest, the growing conviction that the importance of early education cannot be over-estimated; and those who trifle with it jeopardize the welfare of the child in every direction."

Dr. Harris, Superintendent of Public schools in St. Louis, one of the leading educational thinkers in America, says—: "The Kindergarten system of culture for the young is justly receiving much attention from educators everywhere. To it we must look for valuable hints on the method of conducting our instruction in the lowest primary grades. I believe firmly that Froeble's theory and practice, if fairly tried, will be found nearer the true standard than any other system proposed for the first education of children. The formation of habits of cleanliness and politeness is marked and successful. But the development of the intellect in making quantitative or mathematical combinations is more surprising. Geometry and arithmetic seem to unfold simultaneously in the minds of the pupils. They are trained to exercise their faculties in recognizing form shape, and number, as well as designing combinations with them. This training in the exact and quantitative is counter balanced and compensated by a discipline of the phantasy and imagination. Manipulation, in various ways—drawing, folding paper into artistic forms, embroidering, construction with sticks or softened peas, modelling in clay—so as to train the hand and eye is practised. It would seem as though Froebel had especially in view the education of a race of industrious and useful people.

In twenty-five years after the death of its founder, it has been extensively introduced into Germany, Switzerland, Russia, France, Belgium, Holland, England, and the United State. It is incorporated as a part of the national systems of Austria and Italy. When we remember how very slowly most great reforms make progress, we are forced to the conclusion that Froebel's system has genuine merit, and that the educational world was ready for fundamental reformation. It was in America, however, that Froebel himself expected his system to be most readily adapted to the Public School system. It has had a fair trial only in St Louis, as yet. No other city has had the same advantages in obtaining trained Kindergartners. For seventeen years it has been incorporated in the Public School system there, and no man would today risk his reputation for soundness of judgment by recommending its removal.

We submit the following facts reported by the teachers of St Louis into whose classes children have been promoted from Kindergartens: 1st. "The Kindergarten children submit more readily to school discipline, than do children received directly into the primary room."

2nd. "The average intelligence of the Kindergarten pupils is greatly superior to that of children who enter school without previous training. They observe accurately, seize ideas rapidly and definitily, illustrate readily, and work independently. Thus far the promoted pupils of the Kindergarten *have led every class into which they have been received.*" 3rd. "In addition to superior general development, the Kindergarten children show special aptitude for arithmetic, drawing, natural science; have quick comprehensons of language, and express their own ideas with accuracy and fluency." These are some of the calculable results, there are others of more importance which cannot so readily be estimated. The purpose of the Kindergarten is thus briefly indicated by Froebel himself: "To take the over sight of children before they are ready for school life; to exert an influence over their whole being in correspondence with its nature; to strengthen their bodily powers; to exercise thier senses; employ the awakining mind; to make them thoroughly acquainted with the world of nature and of man; to guide their heart and soul in a right direction, and to lead them to the Origin of all life and to union with Him." It is not intended to be a substitute either for the *home* or the *school*. It is an extension and harmonizing of all that is good in the model home, and a preparation, physically and mentally, for the work of the school. Its results are accomplished by means of carefully selected and scientifically arranged "Gifts," "Occupations," and plays. The gifts and occupations as used in America, are over twenty in number, and they are presented in a definite order, so as to exercise the faculties of the child in the natural way. Work is made attractive, and to excel in something to be justly proud of. They develop hand-skill to a marvellous degree. Too many workmen of every class and trade have "all their fingers thumbs." The training in politeness is constantly attended to. The children learn by doing, they learn to *observe* because they are constantly trying to reproduce. They learn the characteristics and relations of things by actually handling them. They can not, therefore, learn superficially, and superficial teaching in the Public schools afterwards will never satisfy them. The Kindergarten, like all great reforms, will have to work its way slowly. We are nearly all conservatives so far as having confidence in old methods, and suspicious regardinging new ones. We will allow modifications or improvements on the old, but we are slow in giving our confidence to those which are radicall novels. There are some things which must be seen in order that thier merits may be fully realized. The Kindergarten is one of these things. A recent article in *Scribner's Monthly* says truly: "There are several difficulties which the promoters of Kindergarten work have to contend with. America is a land of dabblers. Everywhere there are people who pretend to have Kindergartens, without even knowing what a Kindergarten is. Quacks, both German and American, seek to make money out of the popularity of the name. There are people who claim to have improved on the method at which Froebel arrived after a life-time of study and experience, but who have never taken the trouble to understand the alphabet of his system. There are no genuine Kindergartener's except those who have the deploma of a training school."

There is soon to be opened in our town a genuine Kindergarten, which will be under the management of a trained Kindergartner, with a trained assistant; a school where the mothers of Newberg may place their children with the assurance that they are under good influence, and that they are developing physically, mentally and morally. Some of you may be tempted to conclude that you cannot afford the expense and yet you cannot afford to look lightly upon so rare an opportunity. It is in the Kindergarten that the fundamental principles of the child's education are laid, which if pursued through the succeeding years of school life will develop an army of strong men and women fully qualified to go out into the world and fight its battles successfully. When we consider the expenses of the Kindergarten, renting of room, piano, hireing an assistant, and purchasing the materials, which are very expensive, we must acknowledge that the terms are reasonable. Are you not ready to give it your hearty support?

Newberg Union met last Saturday afternoon at 3o'clock. Devotional meeting conducted by Pres. After reading of minutes of previous meeting the delegates to the State convention reported. Mrs. Hartley made some good remarks about the Press department followed by discussion. On motion it was decided that every superintendent be required to write an article on the subject of her department, the same to be published in the W. C. T. U. column of our local paper.

The president spoke of the Refuge Home in Portland, and on motion the Union agreed to continue to send the sum of fifty cents monthly to the Home. By motion the Union was divided into committees of four, every committee to be responsible for holding one entertainment or social in the year, a certain percentage of the proceeds to be sent to the state treasury. By motion the sum of $5.00 was ordered to be sent to the Union Signal, before the 1st. of July, to assist in getting the 100000 subscribers.

Mothers meeting this afternoon at 3o'clock.

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CALENDAR.

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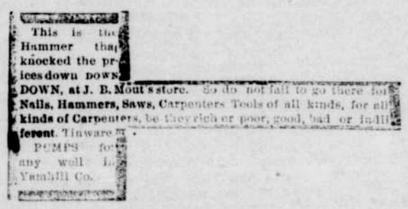

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Jos. Wilson,

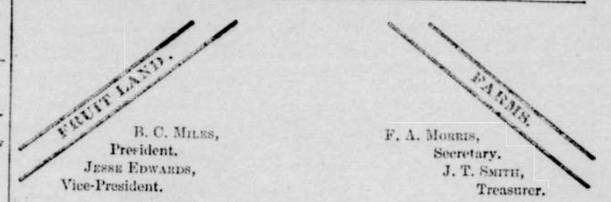
Successor to WILSON & NICHOLSON.

Having bought the interest of Milton Nicholson of the firm of WILSON & NICHOLSON, I desire to thank all the patrons of the old firm for past favors, and respectfully solicit their patronage and that of the people generally of Newberg and vicinity for the new. You will find a full line of STAPLE and FANCY GROCERIES at all times. Call and see me and learn prices.

Respectfully,

JOS. WILSON, ON CENTER STREET NORTH OF POST OFFICE.

NEWBERG, OREGON.



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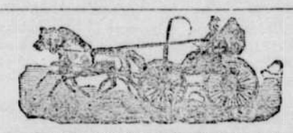

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