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Vol. 3.

October, 1897.

No. 1.

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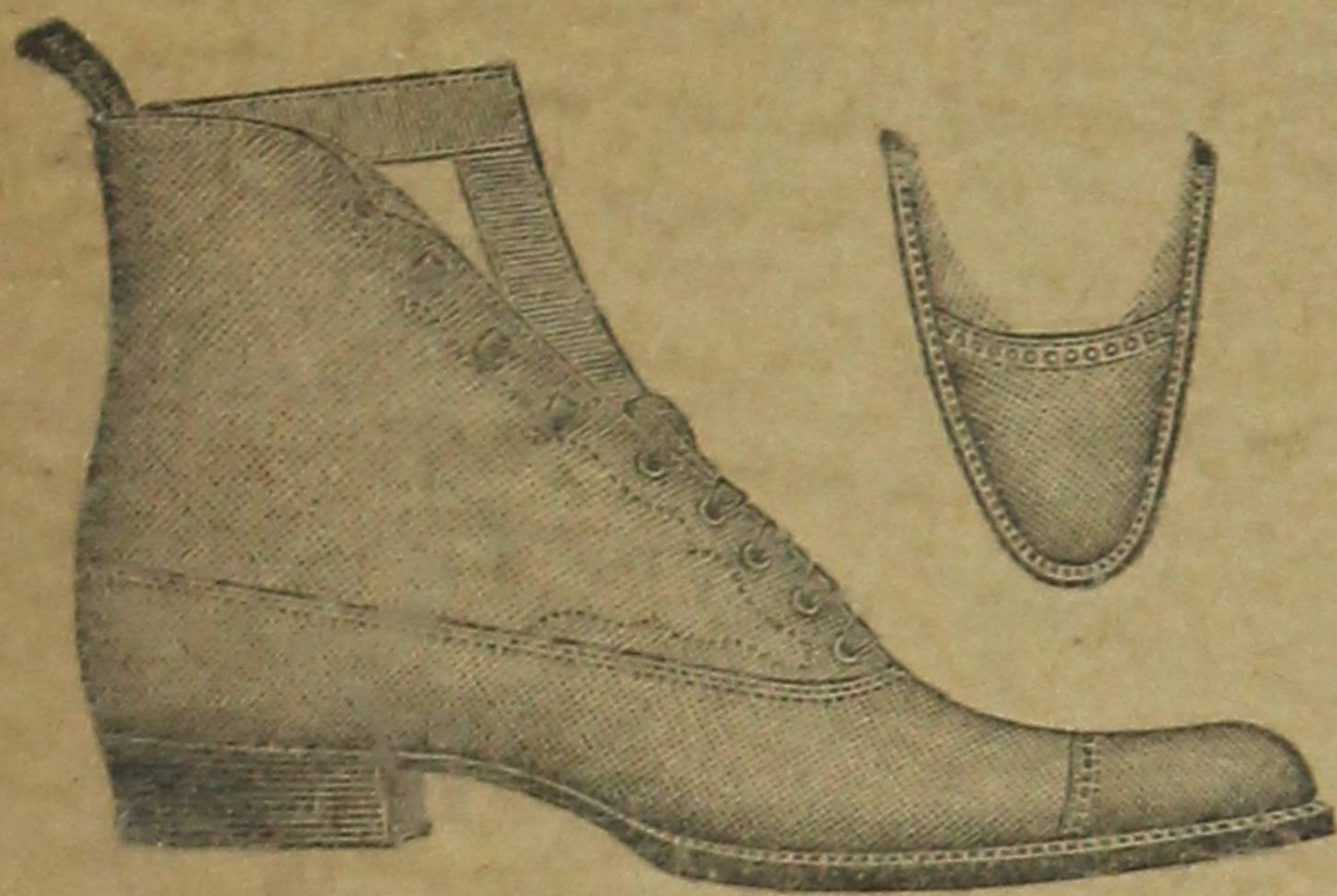
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# Ye Recorde

VOL. 3.

TACOMA, WASHINGTON, OCTOBER, 1897.

No. 1.

## Ye RECORDER

Is a monthly, edited and published by the students of Puget Sound University. Subscription price per year, 50 cents, 60 cents, if delivered, single copies, 10 cents. Address all communications to Business Manager of YE RECORDER.

GEO. ARNEY ..... Editor in Chief  
LORAN A. KERR..... Business Manager  
W. H. LITTLE..... Subscription Agent

*Entered at Post Office as Second Class Matter.*

We sincerely regret that our editor-in-chief elect, Mr. F. B. Teter is not with us this year. Mr. Teter is at Adelbert College, of the Western Reserve University, Cleveland, O. We extend our best wishes to him in his new college home, and feel confident that success will crown his efforts, and that his Christian faith and character will find a field for extended usefulness and development. Mr. Teter spent the vacation at Hoquiam, filling very acceptably the pulpit of the Presbyterian church at that place. The people would have been delighted to have had him accept permanently the pastorate of their church.

We find ourselves ushered into the editor's chair at almost a moment's notice. The unexpected, however, comes to us all sometimes, and we must prepare for such emergencies, so as to bring out of them the greatest possible good to those we serve and, at the same time, strengthen our own characters for future achievements.

We shall endeavor to make volume 3 excel the preceding volumes; but to accomplish this it is necessary that our students be loyal to the paper, assisting the editor with contributions, locals and other matter for publication, and the business management with subscriptions and by patronizing those who advertise in our paper.

We have secured advertisements from a number of the best business men of the city, and will undoubtedly add others from time to time. University students can frequently get special prices if they mention YE RECORDER. Patronize our advertisers.

The personelle of the faculty has been strengthened by the addition of three able men. Dr. Harvey J. Clements, A. M., M. D., Professor of Biology, is a native of Indiana. He is a graduate of Mores Hill College and of the Medical College of the Louisiana State University, has attended the Brooklyn Institute of Science and Art, and one year at Johns Hopkins University. For one year, he was principal of the High School at Washington, Ind. He has held the chair of Science in the New Orleans University, and Professor of Chemistry and Physiology in the College of Medicine, at New Orleans, and for two years was acting president of Gilbert College, La. During the summer of '96, he was instructor in Botany at Camp Agassiz, Maine.

Prof. Carl Mœnch, Ph. D., Professor of Modern Languages and Hebrew, was born and educated at Wittenberg, Germany. After graduating with first honors in his class from the Gymnasium, he studied Philology in Berlin and Leipzig Universities, receiving his Ph. D. from the latter institution, and afterwards filled positions of private tutor and instructor with great success. For the past five years he has held the position of Professor of Modern Languages in Union College, Lincoln, Neb. Dr. Mœnch's department already numbers over one hundred students.

Prof. Walter H. Crowell, A. M., is a native of Illinois. His Alma Mater is Blackburn University. After graduating, he was assist-

ant professor in the preparatory course at Blackburn for one year. For four years he occupied the chair of Latin in the same institution, the last year of which he was acting President. He is a member of the Presbyterian church. We publish in this issue extracts from the inaugural addresses of Drs. Clements and Mœnch.

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### LEISURELY LANE.

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Is there no road now to Leisurely Lane?—We travelled it long ago;

A place for the lagging of leisurely steps, sweet and shady and slow.

There were rims of restful hills beyond, and fields of dreamful wheat,

With shadows of clouds across them blown, and poppies asleep at our feet.

There lads and maids on a Sunday met and strolled them, two and two;

The leaves they laced in a roof o'erhead and only the sun peered through;

And there was time to gather a rose, and time for the wood-bird's call,

And plenty of time to sit by a stream and harken its ripple and fall.

Is there no road now to Leisurely Lane? (God knows we have hurried afar!)

There was once a lamp through the brooding dusk, and over the tree a star;

There was once a breath of the clover bloom (sweet Heaven, we have hurried so long!)

And there was a gate by a white rose clasped, and out of the dusk a song.

That song... the echo is strange and sweet, the voice it is weak and old;

It hath no part with this fierce, wild rush, and this hard, mad fight for gold!

It hath no part with the clamor and din, and the jarring of wheel and stone!

Oh, listen, my heart, and forget—forget that we reap the bread we have sown!

Is there no road now to Leisurely Lane—where, lingering, one by one,

The summoning bells of twilight time over the meadows blown

May find us strolling our homeward way, glad of the evening star?

Is there no road now to Leisurely Lane? God knows we have hurried afar!—

VIRGINIA WOODWARD CLOUD in October *Ladies' Home Journal*.

## Biology in its Relation to Modern Education.

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BY PROF. HENRY J. CLEMENTS, M. S., M. D.

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Biology in education is essentially modern. It has had a place in college curricula for about twenty-five years, but instruction by the laboratory method, outside of a few schools, covers a period of perhaps half so long.

Its value as a part of a liberal education is now well recognized by the educators of our country, but it has had to make its way into public favor against much opposition. The schools of English speaking peoples have long regarded the classics as the *sine qua non* of a gentleman's education, the aim of which was culture. But because of our system of free and universal education, the absence of a nobility, and circumstances which demand a knowledge of nature in developing our resources, our educational system has undergone a wonderful development, until there is but little in common with that of fifty years ago, so that all of our schools regard scientific work as a special feature, and laboratory methods of teaching the physical sciences have been adopted in all schools from the high school and academy to the university.

Modern education recognises two general purposes, knowledge and training, each of which must serve for practical value and for culture.

The practical in education was not recognized by the older system, but with us it is different, and we expect the graduate to be able to meet the practical affairs of life. This side today appeals more than any other to most persons, and to it is largely due the universal interest in education which has been an efficient factor in developing our educational system.

To many persons of a practical nature, the work of a biologist in studying worms and weeds seems but a waste of time, and so the question, "What is the value of such study?" is one which must often be answered to the visitor to the biological laboratory.

Biology means the science of life, and seeks to investigate all phases of the vegetable and animal world, including the sciences of physiology and anatomy of the human body. Therefore the science touches that in which our welfare is most intimately connected; we gain correct ideas of our place in the system of life so that our philosophy is corrected.

Biology has elucidated the germ theory of disease, which has revolutionized the science of medicine and done more than any other thing in lessening our number of sick days and in adding years to our life. The value of preventive inoculation for contagious diseases has, according to statistics of one of the large cities of the world, reduced the death rate in the case of one disease—diphtheria—over 80 per cent. Biological investigation has enabled surgery to reach its efficiency by placing into its hands the intelligent use of antiseptics. Discoveries of a similar nature have enabled veterinary science to save much wealth to the stock raiser.

The question of rusts on grains and fruit leaves, the causation of mildews, molds, potato rot and numerous other plagues of the farmers and gardeners, are fields to which the biologist has been called, and usually with satisfactory results.

Sanitary science is possible only because of biological teaching, and to the ordinary citizen, one of the greatest benefits to be derived from this study, or its branches, is the general fund of information it gives us so that we are able to receive the instruction of sanitary science.

The benefits to be derived from the study of physiology have been so well recognized that it has been introduced into our public schools. But, beneficial as this is, it must of necessity be rudimentary, and it should be the function of the university to give such attention to it that the student may be thoroughly versed in all that pertains to his body and its possibilities of health and vigor, in order that he may better accomplish his life's work.

To the person preparing for educational work, there are, in addition to the above, two

special reasons for a thorough course of instruction in broad courses in physiology. First, he will probably have to teach it, and the demand is for those persons who thoroughly understand the subject. This is not possible to one who has not had a course in laboratory training. Second, there is the application to the art of teaching, which is perhaps the most important of all the applications of science to the practical arts. A knowledge of the pupil is the first requisite of correct teaching; the starting point of this must be a knowledge of the brain and of nervous physiology. Just as we should not enter a factory and attempt to control the work of delicate machinery about which we know nothing, so we should not be permitted to work in the educational shop until we can intelligently do so, for the mind can be twisted and warped by careless and ignorant tinkering.

Recently much of our educational literature and work of pedagogical schools have been concerned with child study. This very important movement reflects very creditably on the influence of biology and general scientific method. It not only has its foundation on biological teaching, but in its application to education in the new methods of study instituted, the biological theory of development furnishes the key.

To the student preparing for the study of medicine nothing can be of more importance than a thorough course of instruction in all that pertains to the study of life. Heretofore this work has been much neglected and students have been admitted into our medical schools with no preparation for the study, and then rushed through without the time or opportunity for gaining an insight into the general principles of life which must form the basis for this work. It is a matter of congratulation that today the leading medical schools demand of the matriculate a collegiate education, a part of which has been laboratory work in biology,

Practical as are the results of biological study, yet it is not on this that we would base our claims for recognition. Those that fill educational chairs justly place the highest import-

ance on those things which promote character and culture. Formerly it was thought necessary that the mind of culture be stored with a knowledge of art, music and language. These have an important place, yet we claim that the man who knows the flowers, the bees, the birds—who can read the mysterious language of nature, has a knowledge which fully as much touches and refines the nobler parts of his nature, and thus gives true culture.

We will next consider the discipline to be gained from biological study. Formerly the memorization of scientific names formed a large part of the study of natural history. This has not been discarded, but it is of secondary importance, more importance being placed on structure and function.

Of all the powers of mind called into exercise in the investigation of nature, the most obvious and fundamental is the power of observation or the power of so concentrating our attention on what we see or hear as to form a definite and lasting impression on the mind; then follows the power of conception, but the great end of scientific training is the power of inductive reasoning.

Over and above all practical gain is that of a finer sensibility and of new capacity of interpreting and enjoying the world around us.

To have a mind wholly unexercised in some important region of knowledge, and thereby wholly incapable of appreciating what may thence be drawn for the general nourishment of thought and advancement of civilization, is to have an incomplete culture. The tendency is to specialize, but during school life this should be guarded against as much as possible, in order to prevent narrowness.

The study of nature being as different from other studies and touching an important and much neglected side of our mind, should have a place of prominence in all our schools, from the kindergarten through the university.

We wish *The Tahoma* success. It is published by the class of '98 of the High School. The October issue is the first.

## Our English Language.

PROF. CARL MOENCH, PH. D.

I can scarcely imagine a thinking mind *not* asking itself what and whence is this that we call language. Whence did it come? Where were its beginnings? What is it? Language, so natural as we generally look at it, so essential to our intercourse, so simple and yet so marvellously complex! The child requires years to learn the idioms of his surroundings, the adult learner requires longer and never learns perfectly. The phenomena, so simple and easy to the superficial observer, is, in reality, a marvel of complexity—adaptations of means to an end. Think of the varied and various processes necessary—unconsciously gone through with, I know—to pronounce a single word, say the word comprehension. C-o-m-p-r-e-h-e-n-s-i-o-n, and consider the wondrous and varied positions of the vocal organs in uttering a single sentence. Consonants, vowels, nasals, liquids, aspirates and sibilants all follow each other, join each other and flow into each other, calling into action the muscles of the mouth larynx, vocal chords, lungs and diaphragm. The *whole*, controlled by the will and the memory, a sign of an idea, the open sesame whereby I can enter your minds and transfer any thought thither, project it, as it were, among your thoughts and to cause your mental activity to exercise itself in a certain direction.

But it is not from this profoundest side that we shall examine the problem of language. I shall not presume that we are familiar with the mysteries of psychology or anatomy of nerve or brain or even of the vocal organs. I shall simply try to answer the questions, "Whence did our English language come? What was its origin? What its course? What its characteristics? And I am sure that the questions suggested are all important and interesting, engaging our attention because of the very love we bear to the idiom of Shakespeare, Browning, Emerson, or Longfellow, to

the idiom of our King James' Bible version, than which translation I know no better or more stately or more simple.

Why, then, do we speak as we do? Evidently because our fathers and mothers have taught us, because, like so many other things, we have fallen heir to it. It has come ready made into our hands, and we are now the appointed keepers and guardians thereof, having the bounden duty to cherish and foster the language of our land and to do naught to debase or despoil it.—But whence did our fathers have this precious heirloom? The same answer as before—from their fathers, and they from theirs, and so on to the beginning. Yet is this not all we can say. Investigation has torn the veil from this mystery as it has from so many other mysteries. I know not whether this be a happy remark or even a true remark. It is true only in a partial sense. While drawing the veil from one aspect of the problem, it has woven it all the denser if we view it from another:—

“Many enigmas here can find solution,  
But here enigmas also knotted be.”

These lines from Goethe's "Faust" are eminently true and applicable to the work and sphere of Comparative Philology, as the science of language is called. Formerly, if men thought at all of language, of its nature and origin, they concluded that very likely the Hebrew (for that seemed to lie nearest) was the mother of all languages on the globe, the language, they somehow imagined, had been spoken in Eden's bowers, and that speech must have been the direct gift of the Creator, ready made.

But, rather than trust to such an assumption and such guess work, let us see what linguistic science has to say. We surely admit that the phenomena of language are to be investigated and scientifically treated like every other phenomenon, namely, by patient, painstaking scholarship, from a large and ever growing field of facts and observations. Not that we pride ourselves in having solved the entire problem, but that all the facts, as far as known, point in the direction of a gradual unfolding,

growth and evolution of language, precisely as other facts in other departments of science point to a similar unfolding. Now what are these conclusions?

*First:* That our Indo-European languages have all been slowly developed from a few fundamental roots, both verbal and nominal, which roots, coalescing and combining and re-combining and re-coalescing have given us our stock of goods.

*Second:* That this process was slow, spontaneous, semi-involuntary and necessary. Man's needs must be communicated—animals even have a language—and, in order to communicate, he must address himself to those who understand him. In the language-making ages, therefore the range of ideas must be restricted, centering around the nearest and nearest physical requirements. Extreme simplicity in naming actions and things follows as a necessity. Even in so cultured and far advanced language as Sanskrit (which, by the way, means "perfectly made or perfectly constructed," "adorned," "beautiful), we have the appellation "*breast-goer*," for snake, *egg-born-one*, for bird, or also for the letter for bird, "*the one going between heaven and earth*." These language builders seized upon a simple idea and clothed it with sound and made a word. It is precisely the way the Germans have named thimble "*finger-hat*," or a glove "*hand-shoe*." Nay, more; the word "Uraga," snake, just mentioned, is traceable to the root "ur," meaning "to turn," "to cover," "to inclose," and hence the real and literal meaning of the term is "the-upon-the enclosing-walls-going-one."

*Third:* That our Aryan ancestors are to be regarded as entirely separate and distinct from the Semitic or Hebrew, from the Mongolian and Negro race, from the Indian races. The languages of all these peoples differ so greatly, so fundamentally from the Aryan or Indo-European that, as far as scientific investigation can determine, *there is no relationship whatever existing between them.*

Keeping the three conclusions just reached in mind, namely, that a limited number of monosyllabic roots, both verbal and nominal, are at the basis of our speech; that, secondly, out of these, by the slow processes of development and under the pressure of man's needs, language arose; and, thirdly, that our language branch differs from all others, we are ready to ask: how did our language come to be what it is?

\* \* \* \* \*

Now, what is English? English is a low Germanic dialect, corrupted by, or, if you prefer, mixed with, some 40-50 per cent. of words derived from Latin and other foreign sources. The extinct Gothic, the Scandinavian, both ancient and modern, the German proper, as well as the various dialectical variations of it, and English all own a common mother and are most closely related. The old Icelandic, the High-German, the Anglo-Saxon are simply the progenitors of modern Scandinavian, German and English.

The oldest written monument we have from the Germanic stock is the bible of Ulphilas, or Wulfilas, a Gothic bishop of the fourth century, who translated the greater part of the Scripture into his native tongue. Of this translation we fortunately possess almost the entire New Testament. It is a simple, melodious dialect, exceedingly valuable, as being the elder sister, as it were, of the Germanic tongue. In it, the relationship between Latin and Greek and Germanic dialects is easily shown, it being the connecting link between North and South.

\* \* \* \* \*

Anglo-Saxon, or what was left of it after 150 years of wear and tear, was destined to become the national tongue. Political changes aided. The French possessions which the rulers of England had held, were lost. Normandy refused obedience to King John, and was incorporated into the realm of France. Other events occurred which cemented the former antagonists, the Saxons and the Normans, so that in the latter half of the 14th century, An-

glo-Saxon had forced its way into the schools, taking the place of the French. Of course, we know this was no longer the Saxon of the days of Alfred. Aside from the lopping off process noted above, there was a great loss of vocabulary of native Saxon words, and an acquisition of the corresponding French form. More than this, French being the more cultivated idiom, terms were introduced for which the Saxon never had an equivalent.

Had it not been for the invasion of William the Conqueror, the American or the Englishman would find the study of German much simpler and easier. Many features, which we lost entirely, but still form a part of our speech. I said a while ago that there was a great loss of words. Words and expressions always die and new ones take their place. In a cultured and cultivated language, such as the English of to-day, the changes are slow and almost imperceptible, but, nevertheless they do take place. Look at your Chaucer, your Shakespeare, your Bibles. A long and glorious literary activity binds us to the Translators of King James Version and to the other worthies, and yet we know that the changes in our English have been marked and even extensive.

\* \* \* \* \*

Much perished which only the language student knows of; treasures which only the delver in the remote records of the past can reach. There was the beautiful word "wanhope" for our modern "despair," "need-nots" for "superfluities," "eye-proof" for "ocular demonstration." And why did "outwanderer" and "inwanderer" give way to "emigrant" and "immigrant"? And why "timber-wright" to "carpenter," though "mill-wright" and "wheel-wright" maintained their places? I doubt whether I would take back "ship-craft" in exchange for "navigation," or "song-smith" for "poet," "unshunnable" (Shakespeare) for "inevitable," and even "retort" is preferable to "back-jaw."

The point I want to make here is the incomparable gain to the language in spite of great losses. We have a wealth of synonyms,



or nearly related expressions, that challenges the admiration of the world. There is the forcible, direct and simple Saxon along side of the elegant, stately and scholarly Latin, the language of the heart and the affections along side of the language of learning and culture, the appropriate medium of the stately epic and of the simple love song, the idiom of the nursery as well as that of the scientific lecture room. Compare this quotation from Dalton's Physiology with your every day expression: "the nervous system of the centipede corresponding in structure with the above plan consists of a linear series of nearly similar and equal ganglia, arranged in pairs, situated up the medium line, along the ventral surface of the alimentary canal." Of the 40 words only 8 are English, in the sense of being derived from the Saxon!—*the, of, with, above, a, and, along, in.*

With this, compare the Lord's Prayer, which, of the 67 words of which it is composed, has but 7 aliens: *trespass, trespasses, temptation, deliver, power, glory, amen.* Or take this from Milton:

"From morn to noon he fell,  
From noon to dewy eve,  
A summer's day. And at the set of sun  
Fell from the Zenith like a falling star."—

all Saxon except *noon* and *Zenith*.

But this latter example must not blind you to Milton's style. In many passages of his "Paradise Lost," the Saxon element is merely the mortar, the cement that holds the the stately building-cubes in place. Examine this from "Paradise Lost," Book II 1, 430-438:

"O Progeny of Heaven, empyreal thrones  
With reason hath deep silence and demur  
Seized us, though undismayed; long is the way  
And hard, that out of hell leads up to light,  
Our prison strong; this huge convex of fire,  
Outrageous to devour, immures us round  
Nine-fold, and gates of burning adamant  
Barred over us prohibit all egress."

and compare it with Tennyson's

"Break, break, break,  
On thy cold gray stones, O Sea!  
And I would that my tongue could utter  
The thoughts that arise in me.

"O, well for the fisherman's boy,  
That he shouts with his sister at play!  
O, well for the sailor lad  
That he sings in his boat on the bay!

"And the stately ships go on  
To their haven under the hill;  
But O, for the touch of a vanished hand,  
And the sound of a voice that is still!

"Break break, break,  
At the foot of thy crags, O Sea!  
But the tender grace of a day that is dead  
Will never come back to me!"

Do you feel that it is another language, the language of love and endearment? Scarcely *one* Latin word to a stanza, it appeals to us by its sweet grace and its touching pathos. These are the strains of the heart, the strains we learn when resting in mother's arms.

### Y. W. C. A.

—The Young Woman's Christian Association was organized for the ensuing year with a large and enthusiastic membership. The officers are, Miss Minnie Preater, president. Miss Bertha Bachtell, secretary, and Miss Mary Phil, treasurer.

—The first devotional meeting was held in the reception room, Sunday, Oct. 10, at 2:30 p. m. It was led by our former president, Miss Mabelle Scott.

—Thursday, Oct. 14, being a day of prayer for all the college Y. W. C. A.'s of the northwest, a short prayer meeting was held, led by the president, in which was asked a special blessing upon the work of the year in which we are just entering, and we intend to put forth an earnest effort to make this the most successful year of our work.

Professor in the rhetoric class: "Mr. McManus, in punctuating this sentence, what kind of a dash would you use?"

McManus (absently): "Aw—er—about a fifty yard dash."—*Pacific Wave.*

There is no resurrection from the grave in which opportunities are buried.—*Ex.*

### Goucher Academy Notes.

—Rhetoricals before chapel begin Nov. 1.

—Miss Berkman, formerly of P. S. U., is instructor in English History.

—In athletics, hand ball takes the lead at present. Some good playing is being done.

—S. Rey Stryker, of Portland, brother of the Principal, is an enthusiastic student of the Academy.

—Rev. Ludwick, Cosmopolis, has been an interested visitor several times since the opening of the present term.

—Last year's graduating classes from the public and high schools of the surrounding towns are well represented at Goucher this year.

—Under the able leadership of Prof. W. C. Aylsworth, the School of Music is doing excellent work. A large choral class has been recently organized.

—The Academy has entered upon its second year with flattering prospects and a large increase in attendance over that at the beginning of last year.

—Rev. W. I. Cospers, a member of the Advisory Board, died on Sept. 29th, and the funeral occurred Oct. 1st. School was adjourned two days in honor of its beloved trustee and benefactor.

The Philomathean Literary Society is composed of wide awake members who are doing excellent work. Some very interesting programs have been rendered and the interest is still increasing.

—Chancellor Thoburn was down to attend the funeral of Rev. Cospers and to meet with the Board to plan for the future welfare of the institution. His visit was very pleasant and helpful, and it is hoped that he may often be among us.

—Prof. Stryker recently made a visit to Cosmopolis in the interests of the Academy. He preached to a crowded house on Sunday.

In addition to his arduous school duties, Prof. Stryker is in demand to conduct various services in Montesano. He was recently elected President of the Epworth League.

—Prof. Arthur W. Browne, the newly elected Associate Principal, is a faithful, energetic and pains-taking teacher. He has already won the hearts of the pupils and of the community. His pupils speak very highly of his work. His sister, Miss Myrtle Browne, recently of Puget Sound University, has entered the Academy, and will keep house for her brother this winter.

—The annual reception of new students and teachers occurred on Wednesday evening, Oct. 6, under the auspices of the Philomathean Literary Society. At chapel, in the morning, Mr. Gilkey, the president of the society, in a cordial and business-like speech, extended a very hearty invitation to new students and teachers. When the guests were assembled in the evening and were ushered into the building by the reception committee, they were surprised to find the recitation rooms converted into handsomely decorated parlors. The old students, who have always been noted for their ability to entertain, were fully equal to this occasion, and made the evening one not soon to be forgotten by those who were the recipients of their thoughtful care. The first part of the evening was spent in getting acquainted and playing games. When this part of the program was broken into by the announcement, "Secure your partners for the banquet," the merry crowd ascended the stairs into a large room where the tables seemed to fairly groan under their burden of good things. The Rev. E. H. Todd returned thanks. A hundred happy souls joined in the bounteous feast and the joyous flow of reason. At the close of the exercises, the party dispersed feeling that this first annual reception of new students at Goucher Academy was one which would have done justice to one of our large universities. In fact, one person who was a participant in both receptions declares that this one excelled in every particular the reception given by our mother University.

### Y. M. C. A.

—The College Christian Association work has become a very important one. During the past few years the Y. M. C. A. has been given a prominent place in the social life of a very large number of our leading educational institutions.

—The Puget Sound University has been recognized as a Christian institution.

—The Association work is progressing very nicely.

—Mr. Geo. Arney, a member of the class of '98, is President, and, aided by a number of loyal helpers, is planning and doing much good work.

—Regular devotional meetings are held each Sunday afternoon at the college building. The meetings are either led by a student or by a member of the faculty. These Sabbath day meetings are evangelistic in character and result in great good and spiritual uplift to the students.

—There was a time when people thought a college education disastrous to spiritual growth and power. Thank God, the contrary has been proved the truth. Today men are looking into the face of nature and in the works of the creator they are finding the handiwork of our God. The religion of Jesus Christ is the most practical of practical things. The Young Men's Christian Association is a well organized body, a company of young men joined together for spiritual assistance and power, for the fullest development of the entire man, physically mentally and morally.

### The Delphian League.

The League is now fairly started in the first term of its third year's work.

Mr. C. O. Boyer, the newly elected Speaker, is making a good executive officer.

The society is doing better literary work than it did last year, and the individual mem-

bers evince new interest and increased loyalty.

An amendment recently made to the constitution makes the Delphian League the College society henceforth. This is an advance step and reveals the fact that the societies as well as the University itself are grading up. One of the most valuable features of a college education is that of literary society work.

### The Orophilean Literary Society.

The Orophilean Literary Society, formed last year, held its first session under auspicious circumstances the second Friday evening of the term. The many new students who have entered college produced an unexpected increase in the membership and a consequent rise in interest at the sessions.

As the old quarters were found too limited the use of the mathematical room has been secured where the society will hereafter meet. The present officers, elected last spring, namely, Luther Le Sourd, president; C. H. Lindsay, secretary, have creditably filled their positions and, with the assistance of the members, will make the Orophilean the peer of any society in the University.

### Athletics.

We are told, and we have never denied it, that a man's first duty in school is to cultivate his intellect. But "A man's a man for a' that," and in order to be as much of a man as it is possible for him to be, he must, while improving his mind, also improve that on which the brilliancy of his intellect is more or less dependent—his body.

During the fall term, football offers inducements to every able-bodied man in the college—a stern master, no doubt, but one from whom lessons in self-control, quick thinking and self-reliance may be learned which will never be forgotten in after life.

In the winter term, athletics are mostly confined to indoor work, such as handball, basket-ball and gymnastics. With a few possi-

ble exceptions, every man, football player or not, owes it to himself and to his college to take up work in the gymnasium during this term. The spring, of course, brings with it the races, boating and the inevitable bicycle.

In college, one of the main factors in athletics is "college spirit." While it is true that a man develops himself for himself, yet he must not forget that he is a part of the whole and working for the honor of his college. Like the three guardsmen, let us stand "one for all" and then we will stand "all for one."

## LOCALS AND PERSONALS

—Mr. G. W. Caughran is in Almira, Wn.

—The Misses Joslyn will not be in school this term.

—Did Adam ever ride a wheel? Ask Harriman.

—Mr. B. D. Brown is principal of the Fern Hill school this year.

—Leavitt and Stason are studying Latin and Greek on the Klondike.

—Mr. Robt. George is reported as being at the Ohio State this year.

—Mr. E. E. Emmons, one of our former students, is at Dawson City.

—Ask Leonard Brown how he felt when the Professor opened the door.

—Mr. Chas. Graham spent a few days with us since school commenced.

—Mr. Carl N. Sharp, our Editor last year, is at the Northwestern this term.

—Mr. L. A. Bachelder is studying German near Lake Bennett in Alaska.

—Ask Gamble where he was when the stranger from below knocked at the door.

—Have your washing done at the Wash-

ington Steam Laundry and get the special prices.

—LOST! A large picture by the Yorokoby Club, in the form of an advertisement of football.

—Cook and Chestnut, at last accounts, were building a boat to descend the river to Dawson.

—Miss Bush, who came out with the Ohio party, left for her home Oct. 5, by way of San Francisco.

—Miss Harmon has the sympathy of all her friends in the bereavement caused by her brother's death.

—Arney and Barnett are the recipients of handsome gold watches from the King Richardson Publishing Co.

—Married this fall: Mr. C. O. Boyer and Miss Effie Johnson. YE RECORDE wishes them long life and happiness.

—Our football boys are turning out in fine style, and we think the outlook for football this year is exceptionally good.

—Messrs. Culver, Pearson and Guiler returned from Alaska, having cached their outfits till spring near Lake Bennett.

—Mr. Orton, of Moscow, Idaho, drove all the way here, 700 miles, to attend the University. Would that more students were as anxious for an education.

—Ye Editor has a good second hand Smith Premier Typewriter, which he will sell at a very reasonable price. The machine is in perfect condition, has good case, etc. Cash price, \$42.00

—On one of the last days of the vacation, at the dinner table, one of the new professors asked for a definition of the word Yorokoby. After an eloquent silence of a moment a brainy fellow from the Empire State ventured the opinion that it meant Rock-a-baby.

## Wearing Apparel.

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### Magazines.

"The Color of Sound" is ably discussed by John Rummell in *Werner's Magazine* for October. Mr. Rummell says, "To me hearing has always been only another form of seeing. Nearly every sound conveys to my mind an impression of light and color." Among other interesting features are: "The Value of Applause," by Arthur Thompson, and "Ineffective Oratory," by Dr. Buckley.

The November *Forum* is well to the front this month with a varied and excellent table of contents. The leading article is by Hon. J. G. Carlisle, Ex-Secretary of the Treasury, who discusses,

in the first of two papers, the "Dangerous Defects of our Electoral System." Senator Morrill contributes a second series of "Notable Letters from My Political Friends." Among these are letters from Jacob Collamer, Solomon Foot, Horace Greeley and others.

Miss Lilian Bell, who is narrating her impressions of the Old World and its people for the *Ladies' Home Journal*, writes from London, in the November issue of that magazine: "I am the most flamboyant of Americans, the most hopelessly addicted to my own country, but I must admit that I had my first real taste of liberty in England. I will tell you why. In America nobody obeys anybody. We make our laws, and then most industriously set about studying out a plan by which we may evade them. America is suffering, as all republics must of necessity suffer, from liberty in the hands of the multitude. The multitude are ignorant, and liberty in the hands of the ignorant is always license.

Pictorially the November *Chautauquan* is keenly stimulative of interest. The frontispiece is a reproduction from Tischbein's famous painting of Goethe (pertinent to the essay on that noble poet contributed by Prof. R. W. Moore); one set of illustrations shows the tallest buildings existent; another, the astute, intelligent faces of many better-class Japanese of California—ministers and university students, including the clever young woman, Yone Yanagisawa; and excellent pen drawings of prominent men are shown in the editorial pages.

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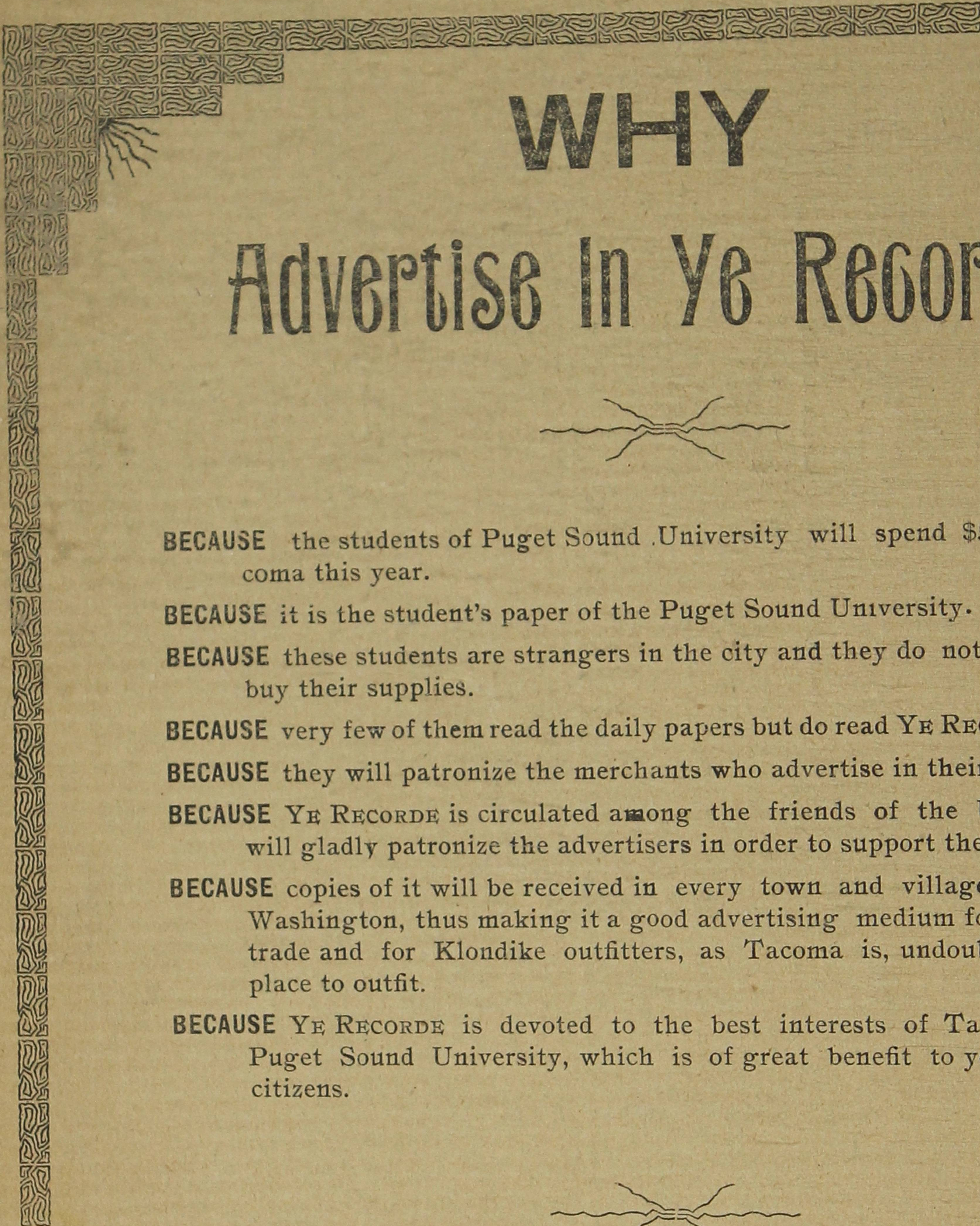
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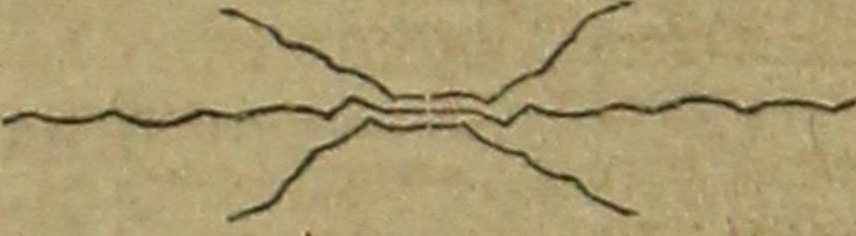
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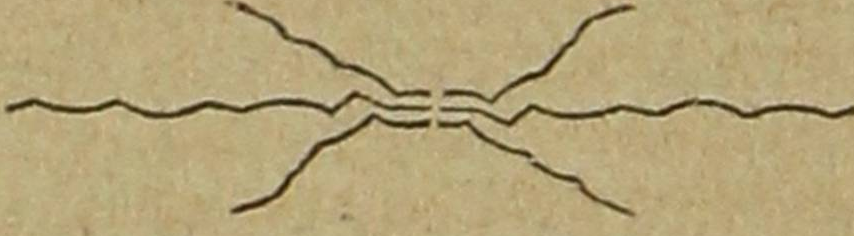
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