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The Pacific Pharos, December, 1905

Students of the University of the Pacific

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THE PACIFIC PHAROS



University of the Pacific

December, 1905

THE PACIFIC PHAROS

A Monthly Magazine Edited and Published by
The Students of the University of the Pacific, San Jose

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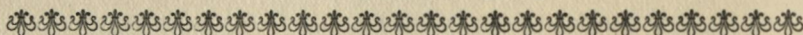
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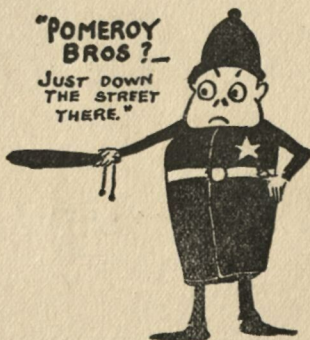
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Teacher of Elocution, University of the Pacific

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THE PACIFIC PHAROS

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No. 4

Physiographic Geology. *

EVERY subject dealing with the planet on which we live is intensely interesting to man. He is anxious to learn all he can about this globe we call "our earth." Anything and everything of economic importance he hungers for, grasps and devours. Commercialism seems to be the chief end of man. Our schools and colleges seem forced to emphasize the practical side of a course of instruction and rather apologetically speak of the general culture aspect of these courses. We seem to have lost sight of, for the time being, the discipline, enlightenment and refinement which should be acquired by intellectual training, the training which produces a high civilization and gives us a society in which it is a pleasure to move.

The chief end of man seems to be to make money, and the schools and colleges which do not offer courses of instruction which train the youth in the ways of money making, have a struggling existence. The courses of study which can not be readily converted into dollars and cents are passed by. Those courses of study which are of economic and also of cultural value are emphasized on the economic side and very little, if anything, is said of their value to the student after he leaves school and mingles with his friends socially. Indeed, it seems as though we should have no students electing our courses of economic and commercial value if we should classify them with those which are commonly supposed to make up the studies in a course of general culture. The tendency seems to be to give the student

* Read before the Santa Clara County Schoolmen's Club, San Jose, California.

"free rein" in the selection of his studies and then rush him through High School and College and "dump" him into some professional school or into some business with the quickest dispatch possible, having laid all stress on the economic and commercial value of the graduate's life on the community to the utter neglect of the refinement and general culture he needs to make him properly fit for society. Any refinement he may have when he gets out into the world he has received at home, very little having been added by the school or college. A man may be a brilliant money getter and an absolute boor in society, ill at ease and lacking in those niceties which indicate the gentleman, unable to converse on those topics which do not concern his business, neglectful of those phases of his business which lead to the study of state, national and international problems which effect the well-being of mankind. We are more or less leaving untouched those broad and far reaching qualities which should fit a young man to become a public benefactor, to make of him a citizen, to fit him for life's duties.

From the selfish point of view, schools and colleges are wise in yielding to the demands of the public, otherwise the officers and instructors will "lose their heads" or the institution be compelled to close its doors. We are taught

that it is wise to heed public opinion, and to such an extent has this been carried that institutions yield to the demands of the student body, or if they refuse do so with fear and trembling lest it be necessary to rescind their decisions. The impression seems to prevail among students and patrons that they are amply qualified to choose and demand what they want and need. If restraint be exercised by the authorities, away to some other institution go the student and the influence of the patron, or if they yield they do so with the idea that their rights have been trampled upon. Too many young men come out of school and college with one corner of the brain developed and the other corners atrophied. My plea is for the general culture side of all studies and especially of those which are supposed, popularly, to be only practical and of no or little value otherwise.

I have chosen *Physiographic Geology* as my subject because I am persuaded that it is of poetic, historic, economic and socialistic as well as of commercial value to the student. The poetic, the historic, the economic, the socialistic, the political development of a nation and of all nations and of one nation over another may be read in terms of physiographic geology.

The commercial and the general culture aspects of physiographic

geology are closely interwoven. One can scarcely discuss either phase without mentioning the other.

The history of man is wrapped up in the subjects we teach, and especially is this true of physiographic geology. The geologic subjects have only recently been given a prominent place in the school and college curricula, and only in a few colleges have they been given a conspicuous place, and especially is this true with respect to the physiographic division of geology; but geology in all its branches is forging to the front in all institutions of learning, and this is because of the interest awakened by the study of physiography in the high school and academy which leads the student out into life and makes him feel akin to nature and opens to his view a vista through which he sees the events of the ages marshaled in chronological order and enables him to understand in a measure why he is an American, and fills him with a desire to know more of the silent, persistent influences which have made America the envied nation of the world.

It is one thing to study man and his multiplied beneficial and detrimental environmental conditions of today through the study of social, political and historical events; but it is quite another thing to study these events in the light of physiographic geology, in the light of

man's physiographic environment.

Man depends upon the conditions which make up his environment, and his social development and national prestige will be enhanced or depreciated in proportion as his physical environment is prejudicial or beneficial. It has taken one hundred thousand years or more for man to attain his present status. We have no means of knowing the rate of advancement; but this we know—he has advanced in proportion as his scientific knowledge has advanced, until today he studies physical, environmental conditions before he changes his place of abode, or of forming communities, or of engaging in mechanical or agricultural pursuits. In the past, colonies were established and communities organized without any idea or very little thought as to the possible results so far as permanency was concerned. If, perchance, man located in a favorable spot he knew not how to maintain its contributive ability to his sustentation.

Gradually man is seeing the wisdom of listening to the voice of science, and here is where the commercial value of physiographic geology appeals to him. It is this which has perverted the meaning of utilitarianism from its true meaning, that proper actions are those which promote the happiness of the great mass of mankind, to the commercial meaning, that proper

actions are those which promote the happiness of the individual and quickly fill his pockets with gold, "his neighbor to the contrary notwithstanding." Rather should man take the larger, all comprehensive view, and I am persuaded that geology, and especially its physiographic branch, is the key to generosity and the bar to selfishness.

I do not for a moment forget that life is a struggle for existence and that we should prepare our youth to meet the exigencies of life. My plea is that, while we are preparing them for life's duties, we put more emphasis on the necessity for general culture.

Physiographic geology cultivates the habit of observation and deals with the origin of surface features and the effect of environment on plants, animals and man. It considers the operations which produced the various land features and the distribution of lands and waters and the processes now in operation which are modifying them, and shows economy in nature. The forces which work together to cause the weathering of rocks and the production of soils and the relation of these to life, are carefully considered. It unravels the causes which produced the difference in scenery, productiveness and healthfulness of various political divisions. It traces the evolution of a rude, primitive man's home and table to the table and home of a civilized

man. It traces the evolution of the isolated tribe into the civilized nation and shows how this process has been retarded or enhanced by physiographic features. History and politics are largely dependent upon physiographic conditions for their various phases.

At our leading universities the importance of the science is recognized because it is practical. The following are some of the topics considered: The various forms of relief, their origin and present stage of evolution, including the effect of geographical conditions on history and the interaction between life and geographical environment. The highways of commerce, the great canals, the great river and lake systems, the geography of raw products. The colonial systems of the world. The relation between geographical phenomena and economical development. Resources of the leading countries of the world. Principal commodities which enter into commercial dealings, causes promoting their production, effects of climate and soil, and other conditions. Demand and supply in the world market. Exports and imports. Commercial and industrial centers. Postal and telegraphic communication. Leading factors in the development of agriculture. The geography, natural resources and possibilities of the development of various countries. Irrigation, embracing conditions necessary to

the development of the agricultural resources, the diversion, conveyance and application of water, sources of water supply, geologic conditions effecting water supply. Origin, formation and classification of soils, their management and productiveness and relation to topographic features. These are sufficient to indicate the lines of investigation presented to the student of physiographic geology.

It follows that, if the student would properly comprehend this branch of geology he must have laid a foundation which includes the other branches of the science, namely; *Cosmogony*, or the consideration of the origin of the world; *Geognosy*, or the consideration of the material of the earth's substance; *Dynamical Geology*, or a consideration of the changes in progress beneath and at the surface of the earth; *Structural Geology*, or the consideration of the architecture of the earth's crust; *Palaeontological Geology*, or "the structure, affinities, classification and distribution in time of the forms of plant and animal life imbedded in the rocks of the earth's crust;" and *Stratigraphical Geology*, or the arrangement of "the rocks of the earth's crust in the order of their appearance" and the interpretation of "the sequence of events of which they form the records."

After having reviewed the whole of Geology, the student is ready to

confine himself to one branch of the science, or even a division of one branch, and become a specialist. Only the few who are adapted to some phase of geologic study should become specialists, and for these there is increasing demand. However, every student should pursue a general course in geology before leaving college.

From what I have just said, I would not have you think me opposed to physical geography in the high school, for I am convinced that it has a very proper place in the modern high school. It would not be desirable, indeed it would be impossible to cover the ground indicated in the foregoing remarks; but a properly equipped teacher of physical geography can present certain phases of the subject which will interest and benefit the youth under his care. I think its value in the high school lies in the fact that the high school is primarily for the children of the common people, people who cannot send their children to college. While the high school is made a fitting school for college, it is, in reality, a fitting school for life for the vast majority of highschool children. If the high school were for the children who will go on to college, there are a number of things I should wish to see "cut out," physical geography being one of them; but this is not the condition which necessitates the existence of the high school,

any more than the existence of the graduate school necessitates a free college supported by the State, were the college maintained for those who will pursue graduate studies. For those students there are many fitting schools, academies, colleges and universities of the highest grade of excellence; but the free high school, the free college and the free graduate school (the latter two constituting the State University), all supported by taxes paid largely by the common people for their benefit, are for the purpose of fitting young people for life, who can not afford to pay tuition, and especially is this true of the high school. I have no objection to making the curricula of the high school of such excellence as to fit the pupils for college should they wish to further continue their studies; but I do object to the present-day tendency of making the high school a "feeder" to a higher institution, and thereby forcing the construction of curricula which are peculiarly adapted to those pupils who attend high school to fit for college. Since the high school is for those who do not go to college, I am strongly in favor of putting physical geography in the high school and of having it taught by properly equipped teachers.

Let us now briefly review the history of Geology.

From the earliest times the

structure of the earth has been an object of interest to man, not merely on account of the useful materials he obtained from its rocky formation, but also for the curiosity awakened by strange objects it presented to his notice. The south and west of Asia, and much of the country bordering the Mediterranean were particularly favorable for directing attention to geological phenomena. Earthquakes were of frequent occurrence changing the relative positions of sea and land. Volcanoes were seen in eruption, adding layers of molten rock to those of sand and mud filled with the shells of the ocean. The strata in the hills abounded in evidences of similar collections of vegetable and marine life far removed from access of the sea.

The structure of the earth, however, received but little attention previous to the 7th century B. C. The extent of the surface known was limited, and the changes upon it were not so rapid as to excite special attention. The ancient Hebrews in the time of Solomon (1015 B. C.) prosecuted their voyages through the Straits of Babelmandeb into the Indian Ocean bringing home the produce of the tropical regions; while the ships sent westward toward the Atlantic returned with tin, silver, lead, and other metallic products of Spain and Great Britain.

As the ancients slowly gained a knowledge of the country surrounding their provinces through commercial intercourse, wars, and the thirst for knowledge, they were struck with the differences in the topography and formations. Thus Geology is undoubtedly the outgrowth of geographical knowledge.

The 7th and 6th centuries B. C. were remarkable for great advance in the knowledge of the form and extent of the earth.

The first discoveries were probably made by the Phoenecians. Their investigations were along the shores of the Mediterranean, and, passing through the Straits of Gibraltar, they extended their researches into Spain and Africa and the Canaries.

Pythagoras (583 B. C.) observed the phenomena that were then attending the surface of the earth, and proposed theories for explaining the changes that had taken place in geological time.

Aristotle (384 B. C.) recognized the interchange constantly taking place between land and sea by the action of running water and of earthquakes, and remarked "how little man can perceive in the short space of his life of operations extending through eternity of time."

Geographical knowledge was greatly advanced by the conquest of Alexander the Great (356 B. C.) in making known Persia, and science was advanced by sending

out expeditions to explore and survey the various provinces he had conquered. The Greeks he sent out, and also those who accompanied him, were critical observers and carefully described the products and aspects of the country, and made collections of all that was interesting in regard to the organic and inorganic products.

Ptolemy (323 B. C.) discovered Abyssinia and navigated the Arabian Sea, and Silineus (306 B. C.) ascended the Ganges to Patna and extended his expeditions to the Indus.

It was the military genius of the Romans which led to the survey of nearly all Europe, and large tracts of Asia and Africa. In the height of their power they had surveyed and explored all the coast of the Mediterranean, Italy, the Balkan peninsula, Spain, Gaul, West Germany and Britain, and their practical genius led them to the study of the natural resources of every province and state brought under their sway.

Strabo (60 B. C.) noticed the rise and fall of the tide, and maintained that the *land* changed its level and not the *sea*, and that such changes happened more easily to the land beneath the sea on account of its humidity.

Ptolemy, (150 A. D.) was the first scientific geographer. He followed the principles of Hipparchus, which had been neglected during the two

centuries and a half since his time, even by Strabo and Pliny. In Ptolemy's work is found for the first time the mathematical principle of the construction of maps, as well as several projections of the earth's surface.

After the great achievements of Ptolemy to the 13th century the cultivation of the physical sciences was neglected.

From the 13th to the 16th century, astronomy, travels, and commercial interests occupied the attention of the different nations, but Geology did not appear as a separate science until in Italy in the 16th century. It began by being a record of observed facts. This was not enough, however, for it did not satisfy the demand as to how the phenomena were produced. High above sea level, and far inland, imbedded in solid rock, were found fossils. At the outset it was unfortunately linked to the belief that they were relics of the Noachean deluge. Some held that they were the result of the formation of aëty matter, or of terrestrial exhalations, or of the influence of the heavenly bodies, or that they were merely concretions, or sports of nature. The abundance of fossils in the strata of the Appenine range could not fail to arrest attention and excite inquiries. Leonardo da Vinci (1519) and Fracostaro, whose attention was engaged by the multitude of curious petrifications

which were brought to light in 1517 on the mountains of Verona in quarrying rock for repairing the city, had sound views, and showed the inadequacy of the terrestrial deluge to collect marine fossils.

Collections were made for museums, that of Canceolarious at Verona being the most famous.

Only a few held that they were the remains of animals. Palissy in 1580, was the first who dared assert in Paris that fossil remains had once belonged to marine animals. The question was naturally asked "How came they here?" The result of investigation showed that the rocks must have accumulated around them, and hence could not always have been as they were found and that the arrangement must have changed since they were formed. This brought about the study of the construction of the earth.

Their chief objects were the examination of the materials out of which the solid framework of the earth was built, and the determination of their chemical composition, physical properties, manner of occurrence and their characteristics. Thus they started out with the idea that rocks were made through secondary causes.

Steno (1669) observed a succession in the strata, and proposed the theory that there were rocks older than the fossiliferous strata in which organic remains occur

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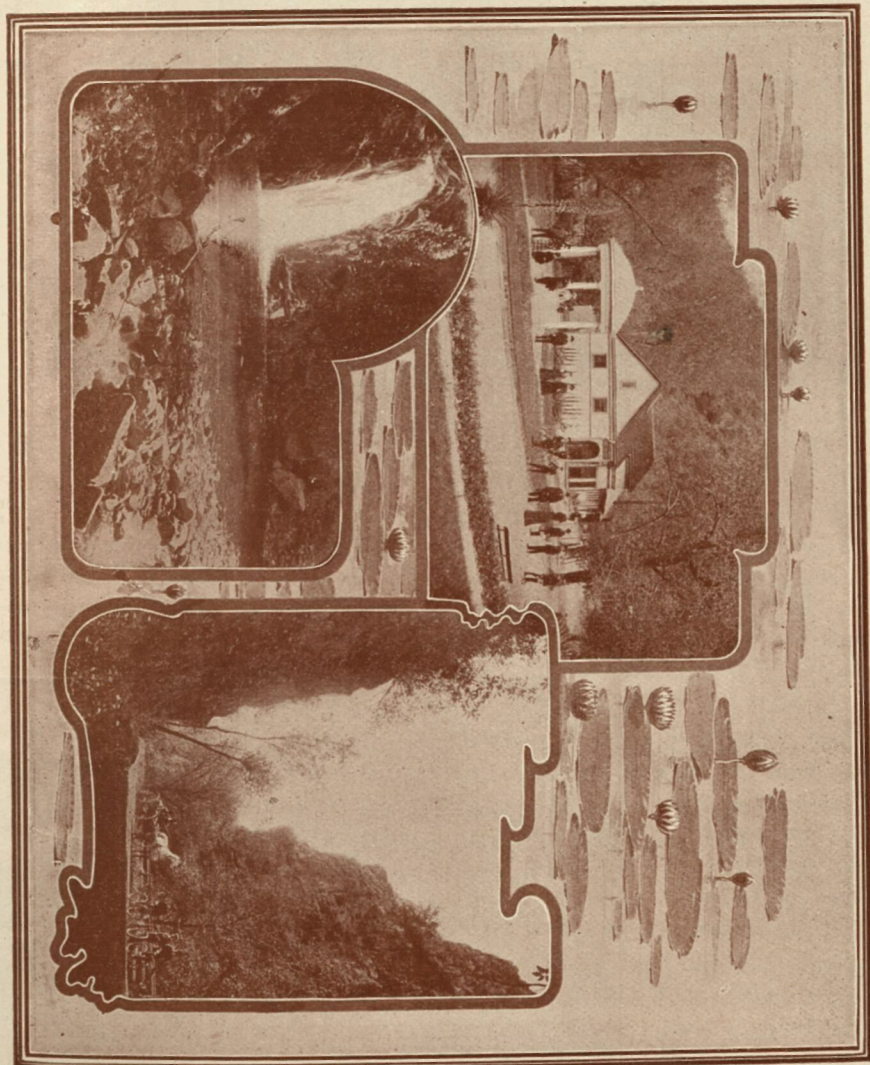
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VIEW FROM CITY HALL



SANTA CLARA VALLEY SCENE

He also distinguished between marine and fluviatile formations. He also published his work "*De solido intra solidum naturalites contento*," in which he proves the identity of the fossil teeth found in Tuscany with those of living sharks.

Scilla in 1670 published a treatise on the fossils of Calabria, and maintained the organic nature of fossil shells. But both Steno and Scilla referred their occurrence to the Noachean deluge.

In England the diluvialists were busy forming idle theories to give plausibility to their creed, that the Noachean deluge was the cause of all the past changes on the earth's surface. Differing somewhat in detail, they all agreed in the notion of an interior abyss whence the waters rushed, breaking up and bursting through the crust of the earth, to cover the surface, and whither, after the deluge, they returned. Such absurd notions greatly hindered the advance of science.

Leibnitz (1680) proposed the bold theory, that the earth was originally in a molten state from heat, and that the primary rocks were formed by the cooling of the surface, which also produced the primeval ocean by condensing the surrounding vapors. The sedimentary strata, he held, resulted from the subsiding of the waters that had been put in motion from the collapse of the crust on the

cooling and contracting nucleus.

Burnet (1680) published his "*Sacred Theory of the Earth*," and it received great applause. It was written in ignorance of the facts of the earth's structure and was an ingenious speculation. It abounds in sublime and poetical conceptions in language of extraordinary eloquence. In 1692 he published a work which treated of the Mosaic Fall as an allegory.

Lister sent to the Royal Society in 1683 a proposal for maps of salts and minerals. He was the first to recognize the arrangement of the earth's materials in strata, continuous over large areas, and resembling each other in different countries.

Hooke (1688) and Ray (1690) differing as much from Burnet as from Leibnitz, considered the essential condition of the globe to be one of change, and that the forces now in action would, if allowed sufficient time, produce changes as great as those of geological time. Hooke published a "*Discourse on Earthquakes*" which contains the most philosophical view of the time respecting the notions of fossils and the effect of earthquakes in raising up the bed of the sea. Woodward perceived that the lines of outcrops of the strata were parallel with the ranges of mountains. He formed, about the year 1675, a collection of specimens which he systematically arranged and gave to the Univer-

sity of Cambridge.

They were followed in the same direction by Vallismene (1720), Moro (1740), Buffon (1749), Lehman (1756) and Fuchsel (1773) each contributing something additional, and advanced the most philosophical views yet presented respecting the fossiliferous strata. The first two made observations throughout Italy and the Alps. Moro endeavored to make the production of strata correspond in time with the account of the creation of the world in six days.

Buffon published his "Natural History" in which he advanced views respecting the formation and modification of mountains and valleys by the action of water.

Geology did not begin to assume the rank of an important science until its application to the practical purposes of mining and agriculture, was first pointed out in 1780 by Werner, Prof. of Mineralogy in the School of Mines at Freisberg in Saxony. He greatly advanced the science by establishing the superposition of certain groups, by giving a system and names. He had very crude ideas regarding the origin of the strata. He supposed that the various formations were precipitated over the earth in succession from a chaotic fluid: even the igneous rocks he held to be chemical precipitations from the water.

It was not until Hutton (1788),

rejecting all theories as to the beginning of the world, returned to the opinions of Pythagorus and Ray. He pointed out that geologists must study the *present* if they would learn of the *past*: and he labored to show that the forces now in operation are capable of forming rocks and of bringing about the changes that have occurred on the earth. He held that the strata which now compose the continents were once beneath the sea and were formed out of the waste of pre-existing continents by the action of the same forces which are now destroying even the hardest rocks. Hutton was the kind of man the science had so long been in need of, and by his teaching geologists were at last started on the only path that could possibly lead them to truth. He drove out at once, and forever, the imaginary agencies, which the early geologists had been so ready to have recourse to, and laid down the principle that, in geological speculation, "no powers are to be employed that are not natural to the globe, no actions to be admitted of except those of which we know the principle, and no extraordinary events to be alleged in order to explain a common appearance." He occupied himself mainly studying the changes that are now taking place on the earth's surface, and the means by which they were brought about, and in demonstrating the

fact that the changes that had happened during past periods of the earth's history were of the same kind and due to the same causes as those now going on.

The determination of the order of the strata and the grouping of them in chronological order were begun by Lehman (1756), and carried on by Fuchsel (1773), Pallos (1785) and Werner (1789). Smith made the most important contribution to this subject when in 1790 he published his *Tabular View of the British Strata*. He showed their superposition and characterized the different groups by their peculiar fossils.

Lamarck and Defiance earnestly engaged in the study of fossil shells, and the former in 1802 reconstructed the system of conchology and introduced into it the new species collected by the latter from the strata underlying the city of Paris and quarried for the construction of its buildings. Six years previous to this Cuvier had established the different specific characters of fossil and living elephants and he devoted himself to palaeontology throughout the remainder of his life. Jameson in 1808 pointed out the nature of all the rocks and the mode in which they were formed, and made use of the observations of Dismorest who, in 1768, traced the origin of basalt to the crater of volcanoes.

In 1807 the Geological Society of

London was established with the professed object of encouraging the collection of data and the making of observations. In 1819 the Society published a map of England by the aid of Greenough. About the same time Buch prepared a similar map of a large part of Germany. A geological survey of France was ordered in 1822, by the French Government, and as a result a geological map was published in 1841. Conybeare and Phillips published a treatise on the "Geology of England and Wales" in 1821. In 1814 Aikin published his work on Mineralogy which had a large circulation at home and in this country. Previous to this Sowerby published a work on "British Mineralogy Illustrated with Colored plates," but the date of which I do not know. The publication of the Geological Map of England in 1815 by Smith may be said to form an epoch in the history of geology.

In 1809 Maclure published an article on "Observations on the Geology of the U. S. Explanatory of a Geological Map" and he is rightly called the father of American Geology. He visited all parts of the Union and all the principal mining districts of Europe. In 1817 he presented a report to the Philosophical Society of Philadelphia of his work, and accompanied it with a colored map. In 1816 and 1817 he visited the Antilles and published a paper on their geology. In 1810

Bruce, of New York, published the first purely scientific journal supported by original American contributions. His journal was devoted principally to mineralogy and geology. Science was also promoted by the collections in the colleges and societies, and by those made by scientific men. In 1816 Cleveland published a treatise on Mineralogy. In 1818 Dana published a detailed report on the mineralogy and geology of Boston and vicinity. In the same year the American Journal of Science was first published. The first geological survey made by state authority was that of North Carolina in 1824.

In 1830 the Principles of Geology by Lyell appeared, and has most powerfully influenced the direction of scientific thought in the 19th and 20th centuries. It broke down the belief in the necessity of stupendous convulsions in past times. He adopted and improved the views of Hutton, eliminating the baseless theories mingled with them. He rendered great service in elucidating N. American geology, and published his travels on this continent in 1845 and 1849. His "Geological Evidences of the Antiquity of Man" published in 1863 startled the public by its advocacy of Darwin's theory in the "Origin of Species."

And so the science has advanced with rapid strides and is solving the problems that are constantly

arising in regard to our planet, and upon its fixed data are based many of the fundamental principles of Philosophy.

Having considered the history of the progress of Geology, let us now consider its aim and the fundamental principles upon which the geologist bases his work.

In the broadest sense Geology is the science whose province is the planet upon which we live, its history from the beginning to the present, including the changes which have occurred in regard to its condition at different periods, its several physiographic features, its atmosphere, temperatures, and aqueous bodies, and its life at different stages. In a nutshell, the evolutionary progress of the earth.

Geology, by the aid of astronomy and physics, therefore, begins with a great mass of which all celestial bodies were component parts. It traces the evolution of each body, and that of the earth in particular. Starting when the earth was thrown off, it traces it through its transformation into a sphere of molten matter surrounded with gasses, through which the parent body, the sun, could not penetrate. We learn of the war that existed between the congealing surface and the liquid interior in which the former came off victorious, and formed a crust through which the latter seldom

broke. Then began the war between the condensing vapors and the heated crust in which the latter succumbed to the overpowering element which fell upon it and finally covered it.

Geology tells us of the life that existed in this mighty ocean after it became sufficiently cooled, and the powerful internal movements that resulted in the upheaval of masses of rock that were to be the nuclei of the present continents, the history and the formation of which is traced with great minuteness, and the life of each is described with great care, from the lowest forms to the highest, and also the period in which each form lived.

There are several principles by which the geologist is guided in answering the questions that continually arise as he studies the earth with its many characteristics.

1. In the first place he understands that *geology is an inductive science*. That is, it is a process of demonstration in which a general truth is gathered from an examination of a self-evident truth.

2. He reasons that *all effects must be referred to secondary causes*. In other words, law governs all phenomena, and forces are so balanced as to produce all *known and unknown phenomena*. All events that have transpired in the development and configuration of the earth have been brought about by forces obeying law.

3. *The forces in existence today are capable of producing all phenomena that have occurred or may occur*. Therefore the geologist must study the methods by which they are producing changes at present, and thereby be able to judge of what took place ages ago, and the manner in which great events transpired. In other words—*the past is understood by the present* and to some extent *the future may also be understood*. No new law is, or has been, necessary for the explanation of phenomena, and therefore there have been no accidental happenings. There may be forces that man has not yet learned the nature of, and they may be so balanced as to be beyond man's comprehension, but that there are being, or have been, created new forces and new laws, and that there are accidents, the geologist does not admit.

4. *The earth is undergoing, and therefore has undergone changes*. He sees this in studying the phenomena of denudation and disintegration. He sees that the mountains are being destroyed by chemical and physical agencies, and that they are being gradually carried into the valleys, and then into the sea. This, he reasons, must have been going on ever since the first continent made its appearance.

5. Finally, from a consideration of the above principles, the geologist realizes that his work *must be*

systematic.

It is safe to say that Geology has advanced more rapidly than any other science, and the number of those who are making it a specialty is steadily growing. New periodicals devoted to the science are continually appearing, and its literature is quite comprehensive. Very little attention was paid to it in our colleges at no late date; but today it occupies a prominent position.

The great advance which has been made is due to systematic field work, followed by laboratory work, and the latter is of but little value from a geological stand-point unless it be based upon accurate field investigation. It is necessary to reduce to a practical formula the data secured in the field, and to have a definite method of procedure for without such much time is wasted, and many results that otherwise would have been valuable are entirely lost. Mere conjecture must not be indulged in; but "work persistently back from the seen and known to the unseen and unknown," should be the maxim. Conclusions must not be arrived at too hastily. Prof. Dana once said: "I think it better to doubt until you know. Too many people assert, and then let others doubt."

It is obvious from what I have said that Geology is a field science. Different characteristics of the earth's surface cannot always be

taken into the laboratory for study at leisure, and it is necessary to see the objects under study if we would arrive at correct conclusions and fix them indelibly in our minds. Facts then become real, and we acquire a correct understanding in regard to the forces that have been at work preparing this planet for man.

What is there more sublime than a science that reveals the universe in all its beauty and grandeur and as the result of the balancing of forces which emanated from a creative will? Geology reviews the history of the planet from the earliest known formation to the present. Back of this it goes by retrograde calculation, and hence we have a complete resume from the time "the earth was without form and void" to the phenomena observed today. It tells us of periods of time of immeasurable duration, during which was being moulded that upon which it would be possible for life to exist, and over which mind should rule.

There is no science which presents so many problems to be studied, or in which so much of interest can be taken. It carries one over plains, up the rugged mountains and down into valleys. On every hand is found something new upon which to concentrate the mind, and which demands a satisfactory explanation. How came these plains, these mountains, these valleys? How

came those masses of rock thousands of feet high? Why is sandstone here, limestone there, and granite yonder? What mean those remains of animals and plants that are not in existence today? Why are those masses of rock in every conceivable position? Whence came the waters and the land? The plants and animals? Is there a reason for all we see? Are those things accidental, or was there a purpose in their formation?

And so questions crowd upon us, and fill us with wonder and admiration, and with a determination not to be satisfied until they are answered. We see that law is at work, fashioning the universe, and we have brought very forcibly to our minds the fact that there was a purpose involved in the creation of the universe, and that from this realized grand conception is being evolved a Divine purpose. That which at first appeared to be outside the domain of law is seen to be the result of the balancing of forces; and we come to realize the fact that law pervades the universe, and although we do not know as yet the way in which these forces are balanced to produce all phenomena, we do know that they are so

balanced as to produce harmony, and that in proportion as the human mind develops it will be capable of grappling with problems that are not now within its reach.

"What dirty, dreadful, disgusting stuff!" exclaimed a man, regarding that peculiarly unpleasant compound, the mud of London streets.

"Hold my friend," said Ruskin. "Not so dreadful, after all. What are the elements of this mud? First, there is sand; but when its particles are crystalized according to the law of its nature, what is nicer than clean white sand? And when that which enters into it is arranged according to a still higher law, we have the matchless opal. What else have we in this mud? Clay. And the materials of clay, when the particles are arranged according to their higher laws, make the brilliant sapphire. What other ingredients enter into the London mud? Soot. And soot in its crystalized perfection forms the diamond. There is but one other—water. And water, when distilled according to the highest law of its nature, forms the dew-drop resting in exquisite perfection in the heart of the rose."

J. CULVER HARTZELL.

Hazing Should Be Abolished.

I read, the other day, of an incident which happened in an American college. A group of sophomore boys went to the room of a freshman, blindfolded him and led him to a railroad track near by. Here he was bound between the rails of a small side track, near the main line, and was informed that in a few moments the train would pass over him. In a short time the train thundered by, perilously near the head of the helpless boy. When the last car was out of sight, the sophomores, uproarious over their huge joke, unbound the freshman and led him home. The next morning it was discovered that the boy's hair had turned white, and that he was a raving maniac. The perpetrators of the crime received no punishment whatever.

Doubtless you have read of many other instances of what is known as "hazing," and probably you have noticed that in every case the number of those carrying on the joke is greater than the number of victims. The former are afraid to leave any possibility of having their plans overthrown and themselves laughed at. They are nothing more or less than bullies of the worst type, afraid to attack men as strong as

themselves, afraid to give any opportunity for fair play.

In schools where hazing is prevalent, each class seeks to be "original," to find something more cruel, more dangerous to life, than the tricks of the preceding class. The man who can invent a scheme which will cause the most pain without absolute certainty of death, which will give the most torture while leaving that knot hole of escape, the cowardly excuse that they "did not think it would do anything but give him a good scare," is looked upon by his classmates with vast respect and admiration, is considered a genius, a man in every way worthy of emulation.

Our universities are supposed to be institutions where a boy may learn to be manly and chivalrous. If now he is taught to be brutal, to be cowardly, to be deceitful (for of course he must be "honorable" and protect his classmates from discovery), is there not great need of reform in our schools? Shall a boy go to college to learn to look with contempt on the strength and potency of the law, to forget his ideals of manliness and right, and to take pleasure in the pain of another, in fact, to view crime and

inhumanity with complaisance?

Why is it that such a state of affairs exists in America today? Is it because it is impossible to find the culprits? Offenses of more experienced criminals are traced to their sources. Surely among the number who must know of such an occurrence, there can be found some who have consciences. Is it, then, because there is no law under which the offenders can be brought to justice? Assuredly not. Or is it, perhaps, because no jury can be found to convict? Any jury in the land would unhesitatingly return a verdict of "guilty" for such a crime.

Why, then, are such actions permitted in our colleges? Because, forsooth, it would be inexpedient to create a disturbance, because the prestige of the school might be lessened if the story should get into the papers. Perhaps the leaders in the conspiracy are sons of rich men, perhaps they are boys whose fathers are influential with the college board of trustees, perhaps the outside world would blame the faculty for allowing such a thing to occur, in short, perhaps the

faculty are moral cowards, men who love their salaries more than justice, their positions more than truth and right.

The only way in which the needed reform can be brought about is by rousing the anger of honest men toward those who allow the crime of hazing to go unpunished. If the faculties of the colleges where hazing is prevalent were to find that the general feeling of the people is against their schools, they would soon find some way of causing the practice to be stopped. Selfishness and injustice control affairs only so long as men of high ideals permit them.

Our colleges should be freed from this evil, and that immediately. The wider a man's education, the more humane should be his conduct. People should be made to feel that, if a man is a graduate of an American university, they may expect him to be brave and honest, that they have a right to demand that he be manly in every sense of the word.

ELVEDA M. TURNER.

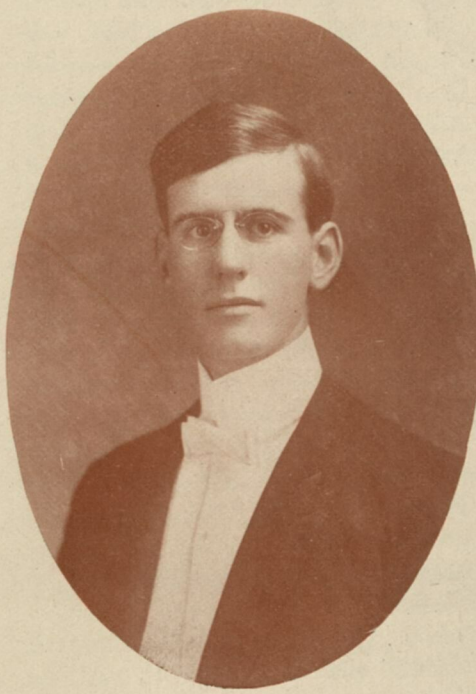
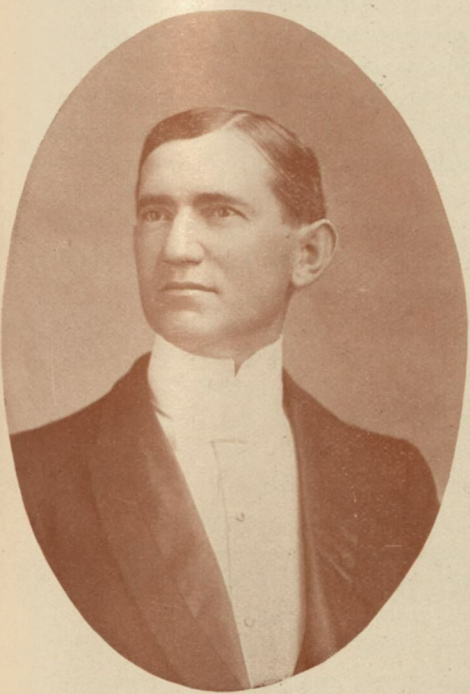
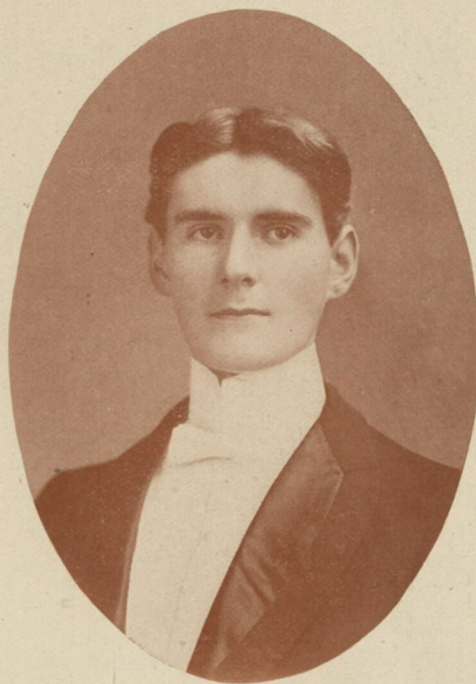
A Sunset at Oahu.

I wish you to stand with me for a few minutes on the shore of Oahu. Landward is a range of mountains rising to the elevation of about two thousand feet. Close at hand lie the red brown craters, but in the distance rises the range itself bedecked in all the imaginable shades of green blended into one mass of beauty. Behind us, too, grow the cocoanut palms, while at our feet the lispings waves run up the yellow sands and farther out the hoary crested billows roll in, breakers on the coral reef. And beyond the surf lies the mighty dark blue ocean still and peaceful in the golden sunlight.

The time is evening; the sun has almost completed his journey through the sky and is now fast sinking to his couch behind the horizon. Let us watch him as he descends. For a moment he hides behind a cloud, but soon he reappears more glorious than before, flashing in his robes of crimson light. As he nears the horizon a path of gold is seen to stretch from our feet across the restless waters to the sun, such a path as a Greek might well have pictured as the

golden pavement for the footsteps of a goddess coming from the far off realms of fancy to the abodes of men. At last the monarch of the skies, touching the water, glides from our sight, yet the sunset is not over. For now the dark blue heaven is flushed with crimson, over which the clouds, touched by the departing rays of the sun into forms of exquisite beauty, clothed in crimson and purest white, slowly drift, now forming a barrier for the sunbeams and now reflecting them in all the conceivable shades of red. But yonder stands a black storm cloud, and from his face the sun has not yet driven the scowl of thunder, but even he has yielded to the beauty of the evening, for the sunbeams have edged his somber garments with silver. And on the sea, flushed with the afterglow, imagine a craft to stand out black against the glories of the evening sky. Now you behold the sunset at the zenith of its beauty, for soon jealous night, dipping her brush in her sable colors will slowly draw it across the evening's handiwork.

G. C. PEARSONS.



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Phases of Browning's Treatment of Art.

TO Browning belongs the honor of being the first English poet to give to the world any exhaustive study of art, with its criticisms, its theories, and its philosophies. Moreover, he goes to the very roots of the subject; he brings to it all his intense love of sculpture and painting; all his splendid fund of technical knowledge on the theme; and all his keen insight into the depths of human life and its endeavors and aspirations.

In the first place, it is interesting to note the sources from which Browning draws the materials for these poems on art. Many of them are based upon the life of some artist of the Renaissance or upon some circumstance or fact connected with that glowing period of Italian life. And they do not picture merely one phase of this life, but rather types from different phases of it, from the sensuous, half-pagan connoisseur of art in "The Bishop Orders his Tomb at St. Praxed's" to the lofty, sensitive soul of the "Pictor Ignotus." Early in his Italian life, Browning had acquired a copy of Vasari's *Lives of the Artists*, which greatly stimulated his always ardent love for art. And it is to Vasari that Browning

is chiefly indebted for many of the facts out of which he has created his dramatic artists. Sometimes however a chance incident furnishes the inspiration for his muse. A remarkable instance of this is found in his conception of "Andrea del Sarto," which was suggested to him as he stood looking at the painting of the "faultless artist" and his wife in the Pitti Palace. The recovery of a painting by Giotto furnished the impetus which has given us "Old Pictures in Florence." The "Guardian Angel" came as a result of his visits with his wife to the picture of that name, which they both loved very much. The poems themselves are permeated with art allusions and suggestions. As one of Browning's biographers has said, he could not only talk *art* with artists but also talk *shop* with them, so familiar was he with the technique of art, as well as with its broader principles. It was of Browning that Rossetti said: "He knows more about art than any other man I have ever known." Ruskin writing of the "Bishop Orders his Tomb at St. Praxed's" says: "Robert Browning is unerring in every sentence he writes of the Middle

Ages, always vital, right and profound; so that in the matter of art, with which we are especially concerned, there is hardly a principal connected with the mediæval temper that he has not struck upon in these seemingly careless and too rugged lines of his."

But as we read these poems we are not getting simply suggestions and theories in the realm of art. In the majority of cases we come to know the inmost recesses of some soul, elements of character and elements of art being inextricably interwoven. Never does a character form a weak thread by which a number of art theories may be strung together; but we have living, struggling souls, and we see their art in seeing them. Such a commingling is the result of one of Browning's most fundamental creeds, namely that "art is the expression of life" and that, therefore, it is the expression not only of the imagination, the emotion, the life of the individual painter, but also of the imagination and emotion and life of the age in which he lives. This is illustrated by many of these art poems; that entitled "The Bishop Orders his Tomb at St. Praxeds" shows about as clearly as any how intimately a man's theory of art is connected with his own life processes, and with the life processes of his age, and in this case, how his view is narrowed by them. In the "Pictor

Ignotus" on the other hand, Browning pictures a soul of wonderful beauty and power and shows how his views also are commensurate with his insight into the eternal.

In noting the theories of art, we must always carefully bear in mind that many of them are expressed dramatically in that literary form which Browning has so perfected, the dramatic monologue, and that therefore they cannot be accepted always as Browning's own views. Only in the light of his life, his letters, and his poems in the first person can we sift the different views and decide which are Browning's own.

In "The Bishop Orders his Tomb at St. Praxeds," regarded as the strongest censure ever written against the sensuous elements of the Renaissance, we have the dramatic presentation of a man who considered art merely as a portrayal of beauty, beauty of form and color, beauty in its sensuous elements; and what was the result? He continued even to his death to live on the mere dead level of life; with his enjoyment and even ardent love of the beautiful, he was yet utterly base and low. His love of art merely for art's sake had had no dynamic power for elevating the life of the man; and as we turn to the other poems, we shall discover that Browning believes, as he expressed it in prose, that "there is

something better than art for art's sake, and that is art for man's sake." Not that Browning has no appreciation of art and beauty for its own sake, for he clearly shows us in many ways that he has; but rather that he believes man's eternal welfare to be the supreme thing. Of course this latter theory will not necessarily make a man great and good; it did not do that for Andrea del Sarto and Fra Lippo Lippi, both of whom partially held this theory; but no one, Browning would say, can hold it without its having some elevating influence upon his life, even as it had upon these men. Almost all of the art poems, as the two just mentioned, "Old Pictures in Florence," "Pictor Ignotus," and the "Guardian Angel," emphasize the fact that art is for the elevation of man's inner being, and Fra Lippo Lippi expresses the creed well, when he says

"Art was given for that;
God uses us to help each other so,
Lending our minds out. Have
you noticed, now,
Your cullion's hanging face? A
bit of chalk,
And trust me but you should,
though! How much more,
If I drew higher things with the
same truth!
That were to take the Prior's
pulpit-place,
Interpret God to all of you!"
In this mission art is to be of
service in revealing truth to man

and in leading him to worship. This latter idea is exquisitely brought out in "The Guardian Angel," where through a beautiful painting the soul is led Godward and an inflow of the Divine comes as a result to soothe and comfort.

In nearly all of the art poems, except "The Bishop Orders his Tomb at St. Praxeds," art is recognized as a revealer of truth. Fra Lippo Lippi says "God's works, paint any one, and count it crime to let a truth slip." Moreover, he says art is to beat nature, that is, it is to reveal to the soul through painting what would otherwise escape notice and knowledge. Andrea del Sarto holds the same creed, but with a difference, for Fra Lippo Lippi believes that this truth should always be expressed in forms of beauty, as when he asks,

"Why can't a painter lift each
foot in turn,
Left foot and right foot, go a
double step,
Make his flesh liker and his soul
more like,
Both in their order?"

And if it be absolutely necessary to sacrifice one or the other, truth should yield the palm to beauty. Andrea del Sarto believes that truth is absolutely essential to a great work of art, and when this truth is trembling with power, its artistic garb may indeed be faulty without destroying the greatness of the painting. The Urbinate painted

"Pouring his soul for kings and
 popes to see,
 Reaching, that heaven might so
 replenish him,
 Above and through his art, for it
 gives way;
 That arm is wrongly put . . .
 (but)
 . . . its soul is right,
 He means right, that a child may
 understand."

This latter view, as is found by a study of Browning's life and works, is the poet's own creed; genius may reach through and above art, and in giving its truth to the world it may shape its own art forms or work unconscious of form.

And the truth expressed is never just the same for two individuals; each has his own particular message for the world. Browning realized that the work of the old masters was embodied in the type, but still he clearly maintains in his "Old Pictures in Florence" that each has his own individual message too, and that his work cannot be completed in this world until men receive his particular revelation of the truth.

In order to give the highest expression to art, the artist must have spiritual inspiration. Andrea felt the truth of this; he knew perfectly the spiritual difference between his life and that of the old masters, whose works were nearer the Divine, because they themselves reached many a time a heaven that

was shut to him. And the "Pictor Ignotus," with his wonderful power, was a soul, that, like Tennyson's poet, looked through life, through death, and through his own soul; "the marvel of the Everlasting Will before him lay an open scroll."

Moreover, to reach the highest expression the artist must work ever under the impulse or consciousness of the unattainable. Greek art came to a standstill, because it attained perfectly its endeavor to portray the human form; and only when art found its new and unattainable ideal of expressing the soul and making "new hopes shine through the flesh they fray" did it again advance and bring a creative message to men.

But too often the artist has been and is hampered by the commercialism of his age. The Pictor Ignotus felt this so keenly that he relinquished his first aim, and confined his message to the so-called sacred themes of the cloister and cathedral.

In his "Old Pictures in Florence" Browning shows how the art of one age is related to that of another. He reveals his appreciation of Etruscan and early Christian art, and proudly names as his own painters the half-forgotten masters of the Gothic period, because, but for them, the Renaissance had not been. He recognizes too the successive periods of the Renaissance, a younger succeeding to an

elder brother. Moreover when art reaches its highest attainment in one line, it must turn to another to avoid mere imitation and to produce true creative works; for art wanes as soon as it ceases to bring a message or an inspiration that urges men to strive for the unattainable.

In this same poem Browning also forcibly expresses his opinion that art can reach its highest development only under a republican form of government. "Pure art's birth is still the republic's," he cried; and he wondered if he would be alive, when freedom should dawn upon Italy and art once more should arise. Freedom did come, but in the years that have passed since then, Browning's prophecy has not yet been fulfilled.

Even these touches from his art poems, clearly reveal what a lofty conception Browning had of the mission of sculpture and painting; and surely there has never been a more beautiful expression of it in poetry. And now we turn to another theme, for with these lofty theories of art there is often interwoven just as noble a philosophy of life.

Spiritual growth is one of the themes close to Browning's heart and its laws are revealed in the poems both through characters in a dramatic way and through Brownings own words. In Andrea del Sarto we find a man who has

ceased to grow. He has wonderful gifts; he can do easily what many can but dream of all their lives; but he has failed and Browning makes him realize this failure himself. He has failed—and why? Because he can do perfectly the things he essays to do. He has failed, because he has realized his ideal; he has thwarted the very possibilities for spiritual growth, the reaching out with all one's soul for something beyond, something higher; the striving that strives for an unattainable ideal as though it were attainable. The element of aspiration is entirely lacking from his life; he is in the autumn twilight; and he realizes his condition as he says

"Ah, but a man's reach should exceed his grasp,

Or what's a heaven for?"

And again this same lesson is given by Browning in his own person in "Old Pictures in Florence." Growth comes when the soul looking inward sees its potentialities for development and then begins to seek that development, working under the consciousness that the ideal is unattainable as far as time is concerned, but that the soul has forever in which to expand.

Thus we see that Browning judges success or failure in this life, not by what one *does*, but by what one *is*. Some of our thinkers are inclined to judge men by what they do; but Browning, always champions judg-

ment by what a man *is*, by what he agonizes and strives to be and do with the powers given him by God. Judged according to such standards, it is many times indeed that the first shall be last and the last shall be first.

However, Browning never minimizes the necessity of work. On the contrary he is very decided in his promulgation of a doctrine of labor, as is shown in *Paehiarotto*. Though one cannot reform the world in a few months or even in a lifetime inasmuch as progress is evolutionary, not revolutionary, still work is absolutely necessary to advancement. A man must do, do, do, not being in too much of a hurry nor expecting all men to conform to his ideal type, and this very doing, even if it seemingly has no successful influence upon the world about him, will react upon his own life and leave its result within his own soul.

Moreover Browning is constantly hinting that we should not fret unnecessarily over the imperfections of human nature here. We have an eternity for growth and, that being the case, there are apt to be more imperfections present in the earlier stages than would be the case with something that must reach its highest perfection in a finite lifetime. But this fact does not free us from striving earnestly for the highest; rather it should spur us on to greater activity, for

the life here is a probation period for the life to come and "we shall be hereafter—what and where depends on life's minute."

And in this life to come there shall still be growth, Browning believes, but growth without the struggle. There is a fancy some lean to, he says, that in the other world growth will be purchased by struggle, as it is here, the only difference being that life will be on a higher, larger scale. But Browning does not incline to this view; for he thinks when man has learned to know the best through adversity here, he will be ready to continue in the best without the ministry of trouble and sorrow there.

In "*Andrea del Sarto*" and "*Fra Lippo Lippi*," Browning gives an interesting study of the causes for a man's failure in life. Andrea says first that his failure is due to circumstance; a thing for which Providence is responsible, and of which man is the slave, Lucrezia is his circumstance, and she it is who has fettered his life's possibilities. But he realizes that outer conditions are not the only ones to be considered; inner conditions of talent and of will power must be taken into account. His talents, as has been said before, were all for him, and he realizes he has not failed merely because he could not do what he attempts or desires to do. When he considers his will power,

he does not face the question squarely. Like all weak souls he is shifting, but for a time he confesses that his failure is due to his weak will. Then he contends that God is back of his environment, back of his weak will, and since God has so made him that he must fail, God surely will compensate him in the life to come for his innate imperfections here. Yet even as he considers that he may have another opportunity in the life to come, he feels that he would not make the most of that chance; and the last words of the poem show that he believes weak will is the cause of his failure here, and that it will be in the life to come. Moreover as we study the poem, we see that a vitiated love was back of Andrea's weak will, and that the fettering lay not primarily in the fact of Lucrezia, but rather in his choosing of this fettering power.

Fra Lippo Lippi likewise is made to say that he has failed because of outward circumstances. Environment him self-indulgent, and self-indulgence made him a beast. But Lippo is not consistent here. He said that because he could not do "the glories" he desired to do, he played "these fooleries." This however is illogical, for had it been the actual case, he would have broken his bounds, not to sink lower, but to rise and paint the glory and live the spiritual.

What does Browning mean to

say by it all? From a study of his life, we know that he did not believe failure came as the result of circumstance alone. He apprehended clearly that it was a potent factor in life, and the very fact that it is so handled in these two great poems shows that he felt its significance. But the fact that Lippo is not consistent and that Andrea does not go back to the very sources creating his environment, in itself would lead us to believe that Browning very probably did not think that environment was a conclusive factor in success or failure. And as we push the matter back in the case of these two characters, we are led to conclude that, while Browning believed that all three, environment, will-power, and innate talent, were real factors in life, in the last analysis failure is due either to weak will, as in the case of Andrea, or to some innate moral deficiency, as in Lippo, or perchance to both.

There is one other very interesting question that Browning indirectly suggests in "The Guardian Angel," and that is whether or not a man can ever do too much thinking. This is especially suggestive, coming as it does from the greatest thinker among our English poets of the nineteenth century. There can be too much thinking, he seems to say, only in the sense that there may be too much intellectual thought in proportion to the other

activities of a man's being. There should always be a spiritual, intuitive influence to balance the thought of the intellect; there should be a constant inflow of the divine and eternal, and then, and then only, can there never be too much thinking.

Thus in poetic form as well as true poetic thought Browning has revealed to the world his conceptions concerning art. Though in "Pacchiarotto," as he says, he is whistling rather than singing, in

the other poems he maintains a noble verse. While "Andrea del Sarto" is considered the masterpiece in this group, and for its "infinite pathos and soul weariness it is indeed exquisite, nevertheless each poem has its own individual beauty and power, and imprints its own definite message and atmosphere upon mind and heart,—a message and an atmosphere that are fraught with deeper meaning upon increasing familiarity with the poems.

M. ELIZABETH GREEN, '07.

Alumni Notes.

Mr. Chauncey H. Dunn, '78, a prominent lawyer in Sacramento and an enthusiastic Sunday School worker has been re-elected chairman of the Law and Order League of Sacramento.

Miss Percy Harris, '86, has returned to her home in San Jose after nearly a year's absence in Oregon and Washington.

Mrs. Lizzie Driver, '88, of Sacramento, was the guest of her parents, Dr. and Mrs. Gober, during the early part of November.

Mrs. Eva Brill, '88, attended chapel exercises at the college during her stay with friends in College Park.

Mrs. Laura Weed, '96, of Pleasanton, was a recent visitor in the Willows at the home of her

mother, Mrs. Jones.

Dr. Clark McClish, '99, assistant physician at Agnews, spent part of November in Healdsburg.

Mrs. Laura Richardson, '00, of Salinas, visited her mother, Mrs. Shearer, during the Thanksgiving season.

Rev. Roy Fulmer, '00, who was appointed to Auburn by the Annual Conference, has been moved by his presiding elder to Chico.

Miss Louise Gibson, '02, who has been in San Francisco during the fall months, was in College Park for a few days, previous to her return to her home in Mendocino county for the holidays.

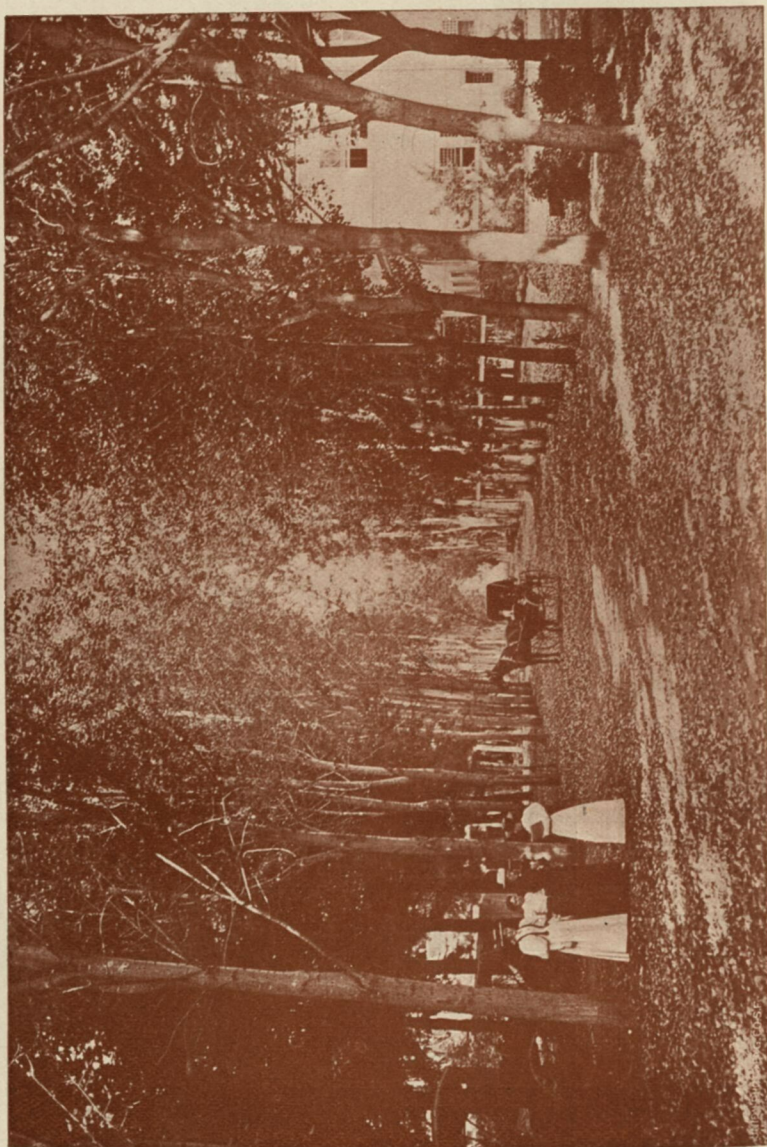
Mr. Irving Snow, '04, of Berkeley visited his college friends here a few days ago.



SOUTH HALL—GIRLS' DORMITORY, U. P.



CENTRAL HALL—DINING HALL, U. P.



UNIVERSITY CAMPUS IN AUTUMN

Notes.

Two prizes were offered for the best original posters advertising the meetings of the Young Women's Christian Association. There were nine contestants, and some excellent designs were presented. Miss Frieda Leuddeman was awarded the first prize; the design was a young girl sowing seed. Miss Nellie La Montagne's design represented a student in cap and gown and an angel hovering over her and pointing upward. Miss Montagne was awarded the second prize. All of the designs were developed by the students and reflect great credit upon the work that is being done by the Art Department.

The question for the debate has been received from the University of Southern California. The question reads as follows: "Resolved, That the United States should further restrict immigration by an education qualification; namely, the immigrant to read or write the United States Constitution either in his native or in the English language. Such restriction not to apply to minors."

The ladies are greatly pleased with the improvement recently made by the papering of South Hall parlors. The new paper makes the rooms bright and cheery. Thanks are due to Mrs. Lewis and Mrs. Hartzell for the interest they have shown.

The floors of East Hall have been oiled, thereby preventing the accumulation of dust from sweeping.

The class in analytic chemistry has moved into the new laboratory.

The work of fitting up the first floor of East Hall for the exclusive use of the Science Department is progressing. Some of the new apparatus has already been placed at the disposal of the classes.

ETON RUGBY.

"An effort is being made to introduce the game of Eton Rugby into the athletic games of the colleges of Southern California. This game of rugby is the game as played in England, and while it retains to a large extent the science of the present game, the danger element is practically eliminated. The teams are made up of fifteen men, the different positions, generally speaking, are forwards and seven backs, carrying the ball and tackling being allowed; the object is not to be tackled, and this is accomplished by a quick series of passes between the backs. The game is full of excitement, and an ardent supporter of the game says if it is once introduced it will stay.

"Mr. Higgins, of the First National Bank, an old rugby player, has consented to come out to Occidental and train a team for several days, at the end of which time, if the game proves satisfactory to the interested athletes, matches will be arranged and several exhibition games will be played."—The Occidental.

Y. M. C. A.

The first semester of school has passed, with good work accomplished in some departments. The devotional meetings have been very helpful, although we have not had as many leaders from the outside as usual. Drs. Patchel and Pratt have addressed us again this semester, with their usual inspirational power, and the students will ever be grateful for their sacrifices in our behalf.

Under the leadership of Mr. Coy, the Bible Study Committee plans a thorough canvass of the students for work in Bible study during the coming semester. Some of the members are already engaged in three classes and they find the study very profitable.

The Bible should be studied systematically by every student both for cultural and devotional purposes. For those who are unable to take work in the classes, a course of systematic study in daily readings, with helpful comments from our best religious writers, is to be inaugurated.

The Devotional Committee will be under the direction of Mr. McIntyre, who is planning for attractive and spiritual meetings. But the work needs the hearty co-operation of every member of the Association. Mr. Rittenhouse, helped by Mr. Pearson,

Mr. Alexander and Mr. Dick, will be entrusted with committee work for membership. "Every young man for Christ and the Association" must be our motto.

The untiring efforts of the committee on the refurnishing of the Association Hall have brought about a marvelous change in its appearance. The room is lighter and in every way more attractive. The new hardwood chairs are so much more attractive and substantial looking that our hall will be a much pleasanter room to gather in.

The Winter Conference at Pacific Grove is at hand. Remember that you cannot afford to miss it, even though you go at some sacrifice. You must go, because of what it will mean to you personally; because of what it will mean to the world outside and beyond our school days. The Y. M. C. A. Conference affords one of the best opportunities of learning "to know thyself," of learning to know your responsibility to your fellow-student, of learning to hear and know the great call of the world, "to come over and help us" in seeking after the kingdom of God. If every student who has pledged to go finds it possible—and no one must give up even if it takes con-

iderable sacrifice, we shall have a more truly fulfill our motto: "Our splendid representation. all for Christ."

In the coming semester let us

Y. W. C. A.

The Young Women's Christian Association meets now in Room 1, West Hall. We all begin to feel at home in the new quarters, and it is a pleasanter room than the one in which we used to meet, as the view from the windows is pretty and the sun shines in during the association hour. This Association Hall will certainly seem much nicer than the other when there is a steam heating system in the building; however, the heat from an oil stove seems very agreeable at present. We were enabled, by the gift of Judge Lewis, to purchase a few new things for the room, which brighten it and help to make it attractive.

We have lately been favored by addresses from Dr. Mayne and Rev. Dr. Patchel, both of whom gave very helpful messages. Dr. Mayne led a Thanksgiving meeting the day before Thanksgiving. Not only did he give several very interesting accounts of Thanksgiving days which were observed in former times, but he also spoke very impressively and beautifully of the true attitude of a thankful heart. Rev. Dr. Patchel's

address was strong and straight to the point, and helpful, as all his talks are.

Though the meetings were very well attended, we are always sorry that every girl in school cannot hear the words that are given us by interested friends of our school and association. The last meeting of this semester will be a typical Christmas meeting under the direction of the chairman of the spiritual committee. Several of the members will take part and will give a few of the meanings of Christmas. We anticipate a very interesting meeting, and one quite different from any we have had for some time.

We have a small Bible class which has a very helpful leader in Dr. Gober, one who has spent his life in the study of scripture. We are exceedingly fortunate in having someone who is really equipped to teach the Bible, and we always wish at the class meetings that the girls who could possibly make time for the Bible class would do so, for we feel that it would be a benefit to anyone.

Recently the association offered a

prize to the art student who should make the best poster to announce the association meetings. In this way we secured eight very nice Y. W. C. A. posters. Two of these posters have been used to announce the last meeting. We are always glad to have a number of pretty posters to exhibit at the Capitola Conference, for it brings both our association and our school into notice.

The Conference comes the first week in April. A large number of our girls should plan to go, whether they are members of the association or not, for it makes no difference in the possibility of their attendance. The Conference combines pretty surroundings and helpful meetings, and the girls come back with reports of having spent a very enjoyable time.



The Intercollegiate Debate.

Three years ago our University established an annual debate with the University of Southern California. The first debate was held in Los Angeles and was won by the U. S. C. but in the next contest, which was held in our chapel last year, we were given the decision. This year the debate will undoubtedly be the hardest we have had with them. The University of Southern California is no mean adversary. For thirteen successive years they had won every debate in which they were engaged, besides securing the majority of the oratorical contests they entered.

Last year we had the honor of being the first to break this hitherto unbroken chain of victories, and for that reason we may expect that they are awaiting us with the determination to wipe out the disgrace of the defeat they received from our team last year.

To us a victory this year will be a two-fold honor; we will have secured the majority of the first three annual contests and will have defeated such a worthy antagonist twice in succession, and once upon their own rostrum. But, should we be unable to put forth a victorious

team, we must nevertheless put forth our strongest men. The standards set us by the Academy's past history of inter-society and inter-scholastic debates and the high grade of our former inter-collegiate contests must be maintained.

We are fortunate in having in our school such a large number of persons who have had training in the inter-scholastic debates of our Academy and College. In addition to those especially trained is the larger number who receive weekly training in the society meetings. We as a school rightfully owe to our literary societies the important position they now occupy, and we ought to watch with even greater care than we do that other affairs do not interrupt their regular meetings.

From such an amount of material we ought to be able to obtain a large and representative try-out. In fact, it is necessary that we have such a try-out. It is evidently the only satisfactory way of selecting those who are our best debaters. But a large tryout is beneficial in other ways.

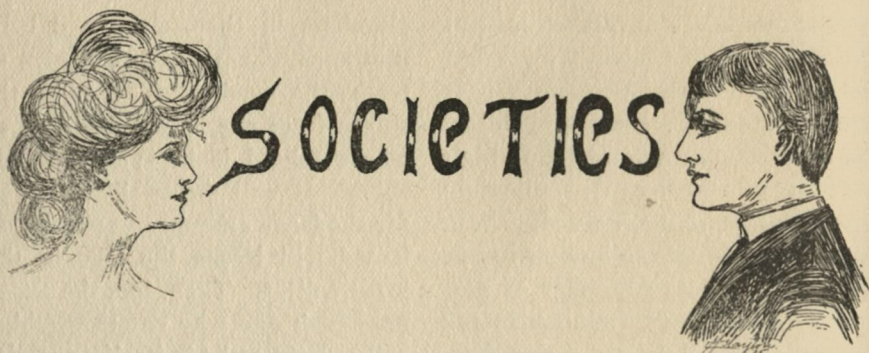
Numbers in themselves will bring that enthusiasm which will give the team the zeal and courage that comes from the knowledge that the whole school is in sympathy with them. It will materially aid them, for the large amount of material collected will lessen the amount they must collect. Then, too, the experience each one who enters would receive ought to be in itself a sufficient inducement for a large number to enter. One must remember that the Freshmen and Sophomores of today will be the upper classmen in a short time. The debates then must be carried on by them. It is therefore needful that they should spend their time and strength now in the work that will bring them so much experience and training in a line of work where these elements are such important factors in securing success.

Let us therefore endeavor to have as large and as representative a tryout as possible.

GEO. C. PEARSON,

Chairman of the Debate Committee.





Rhizomia.

On November 4th Rhizomia accepted the invitation of Mr. Owen C. Coy to hold its meeting at his home. After a short program the society retired to the dining-room, where an enjoyable spread had been prepared. After partaking of this feast a number of toasts were responded to by members of the society. It is the intention of Rhizomia to have these meetings more frequently, believing that thereby the bonds of fellowship which constitute so vital a part of our college life will be made stronger, while at the same time development will be received along lines of speaking which we oftentimes neglect.

At one of our regular program meetings we were favored by a visit from Mr. A. W. McIntyre, whose brother is a member of the society. Mr. McIntyre gave us a short but interesting talk on the value of the society work. Having graduated from William Jewell College, his discussion was full of good advice and sug-

gestions for our work. On this occasion Mr. Galen Richardson, who is in attendance at the California School of Pharmacy, was able to be with us.

On the 18th of November, Rhizomia held a joint parliamentary drill with Cartesia. This meeting took the form of a session of Congress. A debate was held on a Chinese exclusion bill. This not only afforded an interesting discussion, but gave opportunity for parliamentary training. We believe that all present realized that such meetings are very profitable.

Adelphia.

As the semester is drawing to a close, Adelphia is sealing a record of which our society is proud. Under the direction of R. O. Atkinson in the chair, we have enjoyed many very interesting programs, the effect of which we hope shall be felt in our school in the coming days. Having laid aside the work of another semester, it is with confidence that we

are planning for Adelphia's success in the future.

Cartesia.

This semester has been one of growth and development for Cartesia. Each member has labored faithfully for the good of the society and for self-improvement. Its meetings with but few exceptions have been held regularly, and the attendance has been good. The evenings spent in literary work have been very pleasant, and we have been pleased to have had so many visitors at these meetings.

On the evening of the 24th of November, Emendia gave an open meeting. Cartesia was greatly pleased with the excellent program, and enjoyed the social hour.

On November 17th a joint meeting was held with Rhizomia. The two societies met in the capacity of a mock Congress. The most interesting work taken up before the house was a bill to repeal the Chinese Exclusion Act. The party which favored the repeal was led by Mr. Pearson and the party opposed to the repeal was led by Mr. Trevorrow. After a spirited discussion, the ballot was taken, and the result was that the Exclusion Act shall still stand.

The election of officers took place on the evening of December 8th. when the following were elected: President, J. E. Trevorrow; Vice-

President, K. Nasu; Recording Secretary, D. C. Birch; Corresponding Secretary, C. C. Coleman; Treasurer, W. E. Owen. With these officers we feel assured that the coming semester will be a profitable one for Cartesia.

We extend Christmas greetings to the faculty and to our sister and brother societies.

Sopholechia.

Sopholechia has been holding her regular meetings during the past semester. We are glad to note the splendid average attendance of the members, also the interest displayed in the work of the society.

On Friday, December 8th, Emendia was entertained at a regular program meeting. These meetings are a splendid way in which to increase good-natured rivalry between the two organizations.

The regular "open meeting" for the year occurs Friday evening, December 15th. A representative program has been arranged and a pleasant evening is anticipated.

Miss Louise Gibson, a former Sopholechian, was here last week to spend a few days with friends.

One of our former members, Mrs. Grace Chilson Naramore, has gone to Denver to live. Mr. Naramore has a good government position there.



Overheard on the campus — Miss Genevieve Wilson: "Just think, girls, he said 'Darling' to me forty-seven times!"

It was really too bad that Miss Hughes missed her train the Monday after Thanksgiving, especially when her athletic friend sprinted to Santa Clara to meet her train.

We have one more chance to chuffle in the dining-room.

Miss Waddington's favorite expression "Oh Shaw!"

We hear that Mr. A. Nelson would like to claim a "Foster" relative.

A young lady student in East Hall just after the floors had been oiled: "How dreadfully wet these floors are; why we'll all take cold."

A negro exhorter said: "Come an' jine the army ob de Lord." "T'se done jined," replied one of the congregation. "Whar did ye jine?" asked the exhorter. "In de Baptist Church." "Why chile" said the exhorter "yo ain't in de army; yo in

de navy."

Miss Foster: "I should think it would be lots of fun to work in the dining-room."

"When's the next eclipse?"

There has been a good deal of talk lately about divorces; we wonder what it means!

A FEW FAVORITE SONGS.

"When the harvest days are over" —Bernie Mell.

"The girl with the baby stare"—Claribel Connick.

"How would you like to be me, having a girl as sweet as she?"—Chamley.

"Bring back my Bonnie to me"—Billy Owen.

"The girl with the dreamy eyes"—Eva Durgin.

"When I was a lad"—L. Whitmoyer.

"Baby Mine"—George Sawyer.

"Smiles"—K. Nasu.

"Don't make dem scandalous eyes at me"—Tony Blanco.

"I could dance, dance forever"—

H. Wade.

"I found a Pearl of greatest price"
—Professor Tuttle.

Did you call up John 331, and ask for what we told you to. That is Mr. Baker, the druggist's, number you know. His store is at 117 West Santa Clara. In addition to drugs, toilet articles, and perfumes, he now has a complete line of Xmas goods which will dazzle the eye and open the pocket book of any young lady or gentlemen who sees it. It will pay you to call there, my friend.

"There's nobody just like you"—
Harry Smith.

"She's an all right girl"—Lena Nelson.

"Oh! didn't he ramble?"—Paul McClish.

If you are riding or walking along Santa Clara street, stop when you get to Lightston street, and look toward Post St. Directly facing you,

you will see a two-story brick building known as the Columbus building. Now come with me to the entrance to this building; let us climb the stairs from the south side of Post street. When we have reached the top of the stairs, let us turn to the right and enter a cozy little room. Now we'll press the little bell on the counter. Here comes a dark, fine-looking young man. Let me introduce you to Mr. Cleveland. He is the ambitious fellow who conducts that printing business of which you have heard so much. Now we'll go inside and see his quarters. The hum of his two presses is constantly in our ears. All about us are evidences of a flourishing business.

Mr. Cleveland gets a big share of the better class of trade. This is because his work is good and his prices reasonable. Let's give him the next job we have. We shall have to go now.



Editorials.

STUDENT ATTITUDE TOWARD SCHOOL GOSSIP AND WRONG-DOING.

It is a common thing in every-day life for persons to condemn others on mere hearsay. This same reliance on gossip is found in student life, and when a derogatory story is circulated about a person, students, like the man of the world, are too ready to help to spread the rumors which are detrimental to a fellow student. When a young man or young woman is the subject of much objectionable conversation, a student who readily believes all he hears and who begins to circulate the story without having facts supported by conclusive or at least presumptive evidence, is certainly guilty of a great wrong. Furthermore, the relating of the wrong deeds of fellow students to no purpose, even if they are true, is worthy of the severest condemnation.

In every college community as well as in every town are certain designing persons who subtly make some carefully-guarded insinuation that they know will convey a definite impression to the person to whom they speak, and they hope that the impression will be repeated to one individual after another until it is augmented into a definite idea. The idea circulates in the community, poisoning the reputation of the one so insidiously slandered, but the culprit who deliberately started the ruinous story cannot be found and the story itself dwindles to a vague rumor as it is traced toward its source. Much of the gossip we hear begins in this way, and is nothing more nor less than a fabrication of lies.

We condemn drunkennes and murder because their hideousness stands out in bold relief, but too often the subtle sins pass unchallenged. Let us not deceive ourselves. Evil lurking in the mind works with terrific force, and when brought to light is as awful in its aspects as the overt acts

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of bad persons. To circulate false reports about persons or to indulge in gossip that forever blackens the name of a fellow student when there are no facts upon which to base the assertions is certainly as reprehensible as to indulge in acts falsely charged to the person accused. Slander is one of the greatest sins in the whole catalogue of sins. It is lying of the deepest, intensest blackness and he who helps spread slander becomes a party to a terrible sin. Many students are too ready to help in circulating detrimental accusations against their fellow students. Such students are generally cowardly, and they are always the last to meet one face to face and tell him that he has done wrong.

But let us suppose that a student has committed some great offense. Is it the duty of his fellow students to publish the error of the unfortunate one to the whole world? By no means. When a student has flagrantly violated the laws of an institution or the laws of society, every student ought to be willing to have the offender punished, because punishment is necessary to the preservation of society. Moreover, right-minded students will be willing to co-operate with the Faculty in their efforts for the welfare of all. There ought, however, to be no feeling of revenge. Quite often persons who are stirred to anger and hatred when they hear of a wrong are willing to allow the culprit to go unpunished after their own emotions have subsided. Anarchy would prevail in a day if these persons controlled affairs. Law must be enforced, yet at the same time vengeance and individual animosity should be eliminated. Much evil would be prevented if persons ceased to follow the dictates of morbid curiosity and sensationalism that feeds on slander.

HOW THE APPARENT SUPPORTER OF FOOTBALL LOOKS.

We have heard much discussion in reference to football of late, and while it is not our purpose to write either a favorable or an unfavorable criticism on the game, a few facts gained from observation may not be out of place.

Some educators and students have favored and have conscientiously

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supported the game; others who are opposed to it have not bowed in fear before the altar of popularity, but have stated their opinions and have uncomplainingly taken whatever consequences resulted from their words. The attitude of these two classes does not concern us at present; we believe they are both sincere.

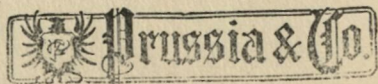
However, there is a third class which merits our contempt and at the same time furnishes an abundant source of grim humor. The individuals of this class are of the type who take advantage of the tide of opinion, but who do not foresee the changes in time to disguise the fact that they have been moving with the crowd in order to win their favor. There are teachers and students in our colleges and high schools who feel that there are certain strong objections to the game, but who also desire to please "the boys"; consequently they attend games and shout themselves hoarse, speak at football rallies and give money for the support of "the team." To all intents and purposes they appear to be enthusiastic football men. However, when the tide of public opinion is shown to be against football and when the President of the United States takes an adverse attitude to the present style of playing, we see these teachers and students graciously changing their positions, and in a most accommodating manner stating the benefits to be obtained by a change in the rules. If such individuals are in doubt as to whether the game of football should be continued in its present form, why do they not declare their doubts? Why do they appear to support the game? By what code of ethics can a person take sides in favor of something about which he is in doubt and thereby gain the benefit of the good will of the party he sides with? There are also some who declare themselves powerless to prevent the game, and thereby avoid stating their opinion on the question.

The weak attitude of some students and teachers who neither commit themselves definitely to the support or opposition of football nor declare themselves as undecided in regard to the merits or demerits of the game is, to say the least, not a helpful influence toward character building in our schools and colleges.

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Our paper this month has cost us more than usual. Though the advertisers have done nobly their contribution has hardly been what we anticipated.

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We would not have you forget the men who make the existence of our paper possible. If you only buy from them without telling from which school you come, your good intentions will count for nothing. Don't forget to look over the list.

MANAGER.

Bingham & Banta—cyclery.

Bennett—dentist.

Bushnell—photo.

Bothwell—jewelry.

Bacon—shoes.

Cornell—Notion Store.

City of San Jose—dry goods.

Cleveland—printing.

Fraser—M. D.

Farmers' Union.

Fischer & Pellerano—drugs.

Enterprise Laundry.

Engle—pianos.

Guppy—stationery.

Hill—photos.

Jones & Turner—general store.

T. W. Hobson—clothing.

John Stock Sons—hardware.

Ladies' Emporium

Lean—jeweler.

Millards—stationery.

"Mrs. Lynch"—millinery.

Navlet

New England Kitchen.

Osgood & Ball—opticians.

O'Brien's candy store.

Pomeroy—gent's furnishings.

P. R. Wright—College Park.

Pratt & Kerr—opticians.

Ryder—jeweler.

Prussia—cloak house.

Richards—lawyer.

Roberts & Gross—dry goods.

Ross Delicacy.

San Jose Transfer Co.

Spring's—clothing.

St. James Laundry.

Tuttle—visiting cards.

University of the Pacific.

University Drug Co.

Veit—shoemaker.

Vienna Dining Parlors

Wheeler—restaurant.

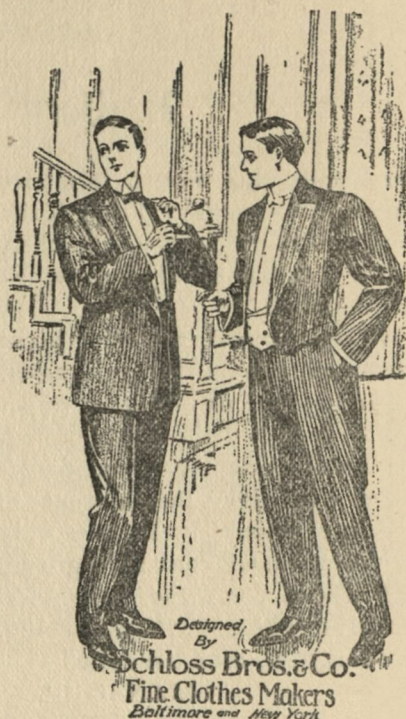
Winninger—tailor.

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DRESS= CLOTHES

for
Thanksgiving
and the
Holidays.

NOW is the time of all times to have a Dress-Suit—and there never was a better time to buy one. By all means have *good* Evening Clothes—ill-fitting or badly cut ones are noticeable as far as anyone can see you and really worse than none at all.



Look at the lines and shape of these. See how cleverly the lines are moulded and how clean-cut and immaculate these men appear. The shoulders are broad, the lines smart and graceful, the whole appearance rich in quiet elegance and distinguished style. You could not buy better Dress-Clothes from the highest-priced custom-tailor in the land.

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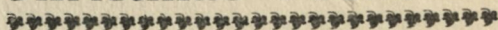
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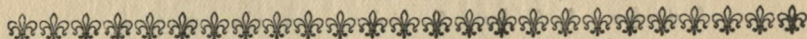
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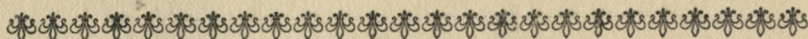
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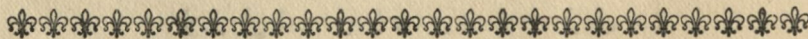
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