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MONMOUTH, OREGON

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MONMOUTH

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For Dallas—Daily 6:15 p.m.; leave Monmouth 6:30 p.m.; arrive Dallas 6:55 p.m.
For Airlie—Daily 7:30 a.m.; leave Monmouth 7:45 a.m.; arrive Airlie 8:15 a.m.
For Airlie—Daily 3:30 p.m.; leave Monmouth 3:50 p.m.; arrive Airlie 4:25 p.m.
For Monmouth only, daily 2:15 p.m.

FROM DALLAS
For Independence—Daily except Sunday 9:45 a.m.; leave Monmouth 10:15 a.m.; arrive Independence 10:25 a.m.
For Independence—Daily 1:40 p.m.; leave Monmouth 1:25 p.m.; arrive Independence 1:40 p.m. (This train connects at Monmouth for Airlie.)
For Independence—Daily 7:35 p.m.; leave Monmouth 8:00 p.m.; arrives Independence 8:15 p.m.

FROM AIRLIE
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What of Monmouth's Future?

E. D. Ressler

Naturally, old students and friends of the Oregon State Normal School are inquiring what hopes and plans for the future are cherished for the old school. The last legislature's appropriation of thirty thousand dollars for maintenance was the same as that of two years ago. The Governor's veto of that bill places us in the position of two years ago after the referendum was filed, with this difference. Then the question was submitted to the people at the next general election; now our appeal cannot be made until the next session of the Legislature, which will be in 1909. Since the last appropriation was exhausted by January 1, 1907, the school must borrow the necessary funds until the Legislature of 1909 can come to its relief.

The Board of Regents has authorized the work to be continued with money borrowed at the local banks on the credit of the faculty, the instructors giving their individual notes with their claims for salary as collateral. This is the same plan adopted two years ago and successfully carried out. If some plan can be devised whereby the faculty will not be obliged to carry the entire burden, it will greatly assist the work for next year. While they have confidence in the future of the school and believe that the next Legislature will make an appropriation to pay these claims, nevertheless they would appreciate assistance in assuming the risk.

Thus the future conduct of the school is assured until the next session of the Legislature. In the meantime, as described fully elsewhere in this issue, the friends of the institution have decided to place the matter directly before the people in the form of an initiative bill, which will result in a decision of the question whether or not the State of Oregon will make Monmouth a permanent State Normal School and give it adequate financial support.

Many of our alumni and friends have written us asking what they can do to help the school. From time to time letters
will be sent requesting specific things to be done. Kindly acknowledge receipt of these letters and inform us whether we can depend upon you. The following general suggestions are offered at this time:

1—Talk the school in your community and make as many friends for it as possible. Show what it is doing for the public schools of the state and that its continuance is vital to the entire system.

2—Send us at least one student for next year. Pick out the bright and promising young people in your community and talk Normal to them. There is a strong demand in the state for teachers and especially for those who have had training. Be sure to send us the names of those whom it is possible to interest and state in your letter any facts that will assist us in corresponding with them. It is of great importance in this crisis in our history that the attendance of students should be kept up, and in fact show an increase. If our old students will rally to our support in this one particular, it will be the best assistance they can render.

3—Organize county associations of alumni and former students and where half a dozen or more are living near together, organize a local association. First make diligent search to discover all graduates and former students among the residents of your community. There are thousands scattered over the state and you will find them not only in the teaching profession but in other lines and in home life. By getting together in these associations, you will enlist the active counsel and co-operation of numbers, which should result in an overwhelming verdict for Monmouth when the question is submitted to the voters. These organizations may take active charge of the interests of the school in their localities and carry out the suggestions made in 1 and 2 above. They will also prove of inestimable value in securing signatures for the initiative petition and in the subsequent election.

4—Plan to attend Commencement, which will occur the last week in June. The exercises may be held during the closing days of the week instead of the first days, on account of the silver jubilee in commemoration of the twenty-fifth anniversary of the founding of the school. We want this to be a leading feature of the Commencement and in order to secure the attendance of former presidents and instructors, and certain educators of national reputation who will come West to attend the National Educational Association the above change may be made. Due notice, however, will be given.
The Financial Standpoint

J. B. V. Butler

Under present conditions, for which the school is in no way responsible, we believe a word may not be amiss concerning the situation of the State Normal at Monmouth. Just here it is but fair to say this school reflects the spirit and enterprise of the pioneers of this state, to foster and encourage education; for it is the outgrowth of a school founded in the fifties by the men of that day who believed that education was an essential element in character of a commonwealth.

For many years it was conducted by T. F. Cambpell, an educator who ranked among the best; his ideals were always the highest and the product of his work bespeaks its usefulness. Through the usual vicissitudes it worked till the year 1882, when it was made the State Normal School by an act of the Legislature, and a board of regents was appointed to assume control and operate the school.

During the period from 1882 till 1891 the school was operated with funds from tuition and donations. The faculty worked for a very small wage, giving the state the benefit of their services largely out of a desire to see the educational work of the state advanced and from a degree of loyalty to the work begun by their fathers and friends.

The first appropriation of $22,382.76 was made in the session of 1891. In the very nature of things it is needless to say this was used during the year 1893-4 in operating the school and extending its field of usefulness. There has been a biennial appropriation made at each session since that time and the amounts have increased until it has reached $36,000. This comes about by reason of the fact that more apparatus is used, additions are constantly being made to the library and in all ways the scope of the work is enlarged. The salaries paid are not above those paid in any school, public or private, of anything like equal rank. Only such appropriations have been asked for as the actual bona fide needs of the school demanded and they have always been granted; the needs were always carefully scrutinized by those in a position to know what the most urgent demands were and an inspection will not reveal any ill advised or useless expenditures.

Since the salary wage was first established it has never been raised, in fact, in all cases lowered. It might be interesting to give the sums of each appropriation so that all may have definite knowledge:
1893 .............. $22382.76  1895 .............. $26526.00
1898 .............. 21500.00  1899 .............. 28000.00
1901 .............. 30800.00  1903 .............. 27000.00
1905 .............. 36000.00  1907 .............. 36000.00

This covers all the expenses of the school including all improvements and repairs. When the cost is considered—that a man who pays taxes on one thousand dollars pays for this school some six cents—and when it is realized that the teachers who go out from here, return by their labor, a hundred fold to the state for what they receive it is no wonder that past legislatures have always most willingly met these requests. But the question arises how can the school be operated at present?

As in the past those who have been and are employed have the “spirit” of earlier days and they have unbounded faith in the fairness and good judgment of the legislature and they are willing and are conducting the school on their own responsibility.

This same plan was used when all the appropriations were held up by the referendum, and this same belief actuated the teachers then as now, and we all know how well their judgments were justified.

As has been remarked before, the one aim here has been and is to do the best work possible for the state at a minimum expense. All matters of expenditure are carefully gone over by the auditing committee of the board and the books and accounts are expored once each year. The recommendations of the President are discussed at length by the board and itemized annual statements are published so that all may know who care to inquire. This is done simply as a business proposition, for it is felt that the people of the state who so willingly contribute to the work of preparing teachers for the common schools have a right to know all details of the management.

In some quarters the claim has been made that politics have been allowed to enter; but it was always the unfruiting effort of President P. L. Campbell as well as President Ressler to avoid all such complications and they were not in any way privy to any deals; in fact such matters have always been eschewed by the board and management. It is also fair to say that the work and usefulness of the school has been somewhat hampered by lack of funds; feeling keenly the demand for all possible saving of expense the management has always put the estimates at the lowest possible point and the requests have only been such as were absolutely demanded.

Taking the situation all in all we think the state takes just pride in the work done by this school and we believe the money has been willingly paid by the people for its support and maintenance.
The Remedy for Normal Ills

A. F. CAMPBELL

When the fathers of the Oregon Constitution considered the matter of the legislation in the future state they decided that the legislature should be the source of all laws. But at times, it seemed to the people that their representatives betrayed their trusts in one of two ways—either laws were passed that were unfriendly to the people, or laws which the people greatly desired were not passed. Of course the people can do what they really want to do, and it was only a question of time when this old plan of law making would be varied to some extent. To avoid the difficulty it was necessary to devise some means whereby unpopular laws might be rendered inoperative immediately and finally repealed; and whereby desired laws might be speedily passed. So the referendum and the initiative were borrowed from Switzerland, and now, the people can rebuke their representatives by annulling their laws, instead of by ducking them in the horse-pond and cutting them out at the next election.

If an offensive law is passed by the legislature, any citizen may have a petition circulated demanding that it be submitted to the vote of the people at the next election. And, if within ninety days, he secures the names of five per cent of the voters of the state to his petition and files it with the Secretary of State, the law is paralyzed until its fate is decided by the ballot.

If a desirable law is turned down by the legislature, any citizen may have the law prepared and circulate it with a petition asking that the people vote on it at the next election. If he secures the names of eight per cent of the voters of the state on his petition, and files it with the Secretary of State, within a given time, the proposed law will be submitted to the people at the next election and either passed or defeated. The referendum is the most immediately distressing to those who are to benefit by the bill in question, especially if it makes an appropriation of money. Of course every man thinks his measure ought to stand, and condemns, without stint, the referendum when it involves his interests. The time may come, however, when he will find it a most useful and effective implement in his own hands. We have had some experience in this matter and speak therefrom. Upon the whole we think the referendum is a safe and sane thing to put into the hands of the people, if it were put into the hands of enough people, i.e., if the per centage required to launch it were thirty per cent instead of five. We are preparing to propose some initiative
measures this year, ourselves. It is a matter of common knowledge that the Normal School question has been the most disturbing element in politics for many years, and the reputation of the schools has suffered in the minds of many worthy citizens. The O. S. N. S. has always endeavored to keep out of the political whirl, by introducing a bill each time, separate from all others, for its appropriation, but it was uniformly bunched with something else, and had to take its share of the odium. At last the legislature granted us an appropriation along with Drain, and the governor vetoed the bill.

Now it is not a question, "Will we?" or "Will we not?" but we must, and we have definitely determined to put the whole normal school question up to the people, at the election to be held in June, 1908, and let them say what is their pleasure in the matter. They will have the opportunity of wiping out the system or of selecting one, two, three, or four schools. The bills are now drawn and the petitions with copies of the bill attached will be in circulation in a few days. We apprehend no difficulty in securing the necessary eight thousand signatures in a very short time. We thought, at first, that we could provide for all the schools in one bill, but were informed by the Attorney General that it could not be so done, but that a separate bill must be drawn for each school.

We are not actuated by any feeling of pique or spite but are moving this way simply because we think the Normal school question too serious to be trifled with any longer and because we sincerely desire to see it settled to the satisfaction of the people of the State. We shall of course, use every means to inform the people of the facts concerning the O. S. N. S. and, in every honorable way, endeavor to secure enough votes to place the old school where she belongs, par excellence, among the permanent institutions of the State of Oregon. But we will not antagonize any other school, because we think there are none too many normals, now, to do the work, if conditions—salary and certificates—are made fair for the graduates.

We shall depend very largely upon all the Alumni and former and present members of the school to assist us, and we know that their loyalty and love for their old Alma Mater will compel them to stand by her earnestly in this her supreme conflict. With the faculty, alumni and students a unit for victory it cannot very well fail to come. Our twenty-fifth anniversary in June will find a solid phalanx thoroughly alive and anxious for the fray out of which we must emerge with unfading laurels. Then the old Normal will be recognized by all as a State institution, raise high above the polluting influence of politics, and ready to plan with absolute certainty that she can carry out her plans. She deserves no less and we shall be satisfied with no less.
The Normal Training Department

C. A. RICE

The work done in the training department of a normal school is not well understood by the general public. Normal schools have been in existence for more than two centuries and from the very beginning practice teaching in a model school was one of the three lines of work included in the course, the other two being the science and art of teaching the common branches, and the subject matter of these and some of the higher branches.

A training department is to a normal school what a hospital and operating room are to a medical school, what a "moot court" is to a law school, or a model farm and experimental grounds to an agricultural college. In all these schools the student receives training or drill in work similar to that he will actually perform after graduation. In some of the earlier schools and some of the poorer so called normal schools of the present time, where facilities are not at hand for practice teaching in a training school composed of children doing regular school work, substitutes of two kinds are used. The students of the class in methods or theory of teaching are required to relieve the regular instructor and teach the lesson, or these students are organized into a primary or intermediate class as the occasion demands and a suitable subject is presented by one of their number. Both of these plans are very unsatisfactory. In the first case much time is lost with the further disadvantage of a lesson poorly presented. In the second case it requires a most vivid imagination on the part of both teacher and class to approach anything like the conditions found in a regular school. It is a grotesque makeshift.

The best normal schools of today have connected with them a training department composed of children doing school work beginning with the primary grades and extending into the high school. Here the student teacher is given complete control of a class for three, four, or a half dozen periods a day. She does her work under the direction and supervision of a critic teacher, and puts into practice the principles and methods previously learned in the normal department. She is expected to write in advance a lesson plan for presenting each lesson unit. These lesson plans are inspected and criticized by the critic teacher, who also observes the presentation of the lesson and afterwards makes suggestions and criticizes the work. The student teacher is given at least a half year's training of this kind before she is considered qualified to
undertake the work of teaching in the public schools of the state. Yet often normal departments are conducted in connection with private schools. The student takes up studies in pedagogy theory and methods, and without any practical training is sent out as a "normal graduate." Without practice work the student is in danger of being weak in government and lacking in ability to teach pupils in classes. She is not strong in "diffusing" her attention so as to keep a whole class keenly active and to observe the occupations of the seat pupils at the same time. There is also danger that she will carry the method of the normal class into the instruction of the grades.

On the other hand as a result of this training she is equipped with what school directors call "experience." She begins early to look at things from the teacher's point of view. To her, children assume a new and extremely interesting aspect. Respect for the teaching art increases. She is thoroughly interested in child life, has high professional ideals and is ever striving after excellence in her profession.

The training department of our school consists of a public school of two hundred pupils, beginning with the kindergarten and extending through the ninth grade. This school is under the immediate charge of a principal, five critic teachers, and two supervisors of special subjects. Each student teacher is required to teach a full half day for a period of five months before she receives her diploma and becomes a normal graduate. The superiority of a teacher thus trained over the inexperienced teacher must be evident to the most casual observer.

* * *

On the evening of March 22 an interesting game of basketball was played in the Independence gymnasium between the Independence High School girls' team and the O. S. N. S. freshmen girls' team. A large crowd of freshmen, together with other Normal students, accompanied the team to cheer them on. A great deal of enthusiasm was shown on both sides during the game. The freshmen girls took the lead in the first half and kept it throughout the entire game. The score was 8 to 3 in favor of O. S. N. S. Mr. Z. Thorp, the physical director of the Oregon State Normal School, officiated and gave the best of satisfaction.

The line-up was as follows:

<table>
<thead>
<tr>
<th>Independence</th>
<th>O. S. N. S.</th>
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</thead>
<tbody>
<tr>
<td>Miss Muleheman</td>
<td>Miss Huber</td>
</tr>
<tr>
<td>Miss Sperling</td>
<td>Miss Fisher</td>
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<tr>
<td>Miss Earhart</td>
<td>Miss Dorsey</td>
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<tr>
<td>Miss Walker</td>
<td>Miss Fream</td>
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<tr>
<td>Miss Wallace</td>
<td>Miss Miller</td>
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Second Associate,
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Locals, Exchanges,
Athletics,
Society,
Music,

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The Courier is published four times during the school year, in the months of December, February, April and June, by the students of the Oregon State Normal School, at Monmouth, Oregon. Subscription price, fifty cents a year; single copy, fifteen cents.

Meritorious contributions are solicited from all students, members of the faculty, alumni and friends.

Address all communications to The Courier, O. S. N. S., Monmouth, Oregon.

Entered as second class matter, December 16, 1905, at the postoffice at Monmouth, Oregon, under the act of Congress of March 3, 1879.

"HE ONLY IS GOOD WHO IS GOOD FOR SOMETHING"

This issue of the Courier is mailed to a large number in addition to our regular subscribers. The series of articles by members of the faculty bear upon the present crisis in the history of our school and we are glad to assign to them the place of honor in our columns. We sincerely hope that all friends of Monmouth will respond to the call for assistance and especially that our graduates and former students will come out boldly in its favor in their own communities.

May we venture to put in a plea for the Courier in this connection? This is the student paper of the Normal published quarterly in the interests of the school. It is universally regarded as a good thing to have a publication by students, which may offer a means of expression of the student body activities, an exponent of the institutional life of the school. We believe, therefore, that the Courier is worthy of your support and that in aiding it by your subscriptions you will thereby promote the larger interests of the Normal. Our subscription price is but fifty cents for the year and
the two back numbers of the present volume may be secured in quantity. We shall issue an enlarged and attractive number for June to contain the Commencement write-up, with the usual features of a student paper, including many page and half page illustrations, and a full account of the Silver Jubilee of the founding of the institution.

If we can secure a larger subscription list, we hope to issue the Courier for next year as a monthly. We must more than double the number of our subscribers, however, since the revenue derived from advertising is necessarily limited.

* * *

A thing that concerns us very closely at the present time is the referendum, by means of which the people have a right to approve or disapprove the action of the legislature and place the power of law-making in the hands of the people, making our government more democratic. Another law that goes hand in hand with the referendum and helps to make our commonwealth a government of the people, is the direct primary law.

The question whether or not it is wise to place so much power in the hands of the people has been much discussed in the past and will continue to be discussed in the future. The Washington Post speaks editorially of the direct primary law as a "craze of government by the mob."

By the mob, the Post means the great American electorate and questions their ability to nominate candidates and to judge laws passed by the legislature. We consider the fitness of the mob to elect candidates but think the power of nominating them should be left to politicians. We are glad the Post has such a good opinion of the voters of the country, but why insult them by calling them a mob. They are perfectly competent to select the men for whom they cast their vote and they do not need the intervention of the politicians that the Post calls the superior class.

The American electorate never has shown the characteristics of a mob. Conservatism has been one of its main practices as is shown by the way it has withstood the misconduct of office holders. Never has it adopted a hasty measure for righting wrongs done by the legislatures, and as far as morals are concerned, the average voter is the politician's superior.

We will admit that one will not find among the plain people, called by the Post "the mob" or "vulgar herd" a man with instincts as highly developed as those of Rockefeller or with the unscrupulous cunning of Mr. Aldrich. Among the plain people of this country are to be found substantial morality, common sense and the will to bear the burdens of the country. It is the plain people who pay taxes, do the work and think the sound thoughts of the nation.
It was they who made this country in the beginning, and it was they who have saved it in every crisis in history and where the human race stands today they have placed it.

Lincoln has called this government a government "of the people, for the people and by the people" which was true at that time. But now our politicians have become so greedy, our legislatures have become so corrupt, that the government has become a government of the politicians, by the politicians and for the politicians and unless something is done to take the power from the politicians and place it in the hands of the plain people, our government will not long be held up to the admiration of the world as a free and independent government, the home of the poor man, but instead it will be known as an aristocracy run by corporations and interests, the home of the millionaire and grafter. R. R.

* * *

There is no knowledge so valuable as experimental knowledge. Here we have the actual work. Our Normal training department is a real public school and so affords natural and genuine experience.

The training department of a normal school is usually wholly supported by the state. It is an enterprising town that will permit its school to be so used and thus materially aid in the support of the school. There are mutual advantages to state and town in the Monmouth arrangement. The demand of the times is for specialists. All other professional lines have their training and no profession is of greater importance than that of teaching. The town has the advantage of a thoroughly systematized, up-to-date school, and while the student teacher is before the class, he is only the medium through which is carried a clearly defined course of instruction, directed by the faculty.

The critics have their own department of work and the daily programs are so arranged that each critic may inspect the work, under his or her supervision, that is being done.

The large library of carefully selected books, the great amount of school room apparatus, and the quality of material to be used in school devices affords the student teacher ample facility in preparing himself to become a successful teacher.

The student teacher is never off duty; the time not used in actual teaching is given to the preparation of the next day's work. All this is done under the careful guidance and stimulation of the well trained critics. The double responsibility, equal interest in both the school and the teacher in training, and the different departments, produce an enthusiastic spirit among the critics that is wholesome to the school. Every effort is put forth to enable the student teacher to meet all the requirements of a teacher and to successfully deal with any phase of school work. M. G.
The Plain Dressed Girl

We sat before the fire, Charlie and I, in my tiny library. I lay back in my favorite armchair resting after a hard day's work. Charlie sprawled over three or four of my plumpest sofa cushions as he enjoyed the rosy glow of the pine knots and talked sweet confidence with me.

"It's this way, you see, Aunt Edna," he said, twisting his head around to look at me over the top of his high collar. "That girl in your story is well enough—suits me in every way, but you don't meet that kind in every day life. If she's pretty she knows it and lets you know it. If she dresses well she knows it. If she's bright she's so clever in every thing she says that it's too wearing on the ordinary sort of fellow like me to keep up with her. Besides," here Charlie's eyes went back to the fire and he shifted a pillow to a new position, lowering his voice he went on—"the girls expect so much, Aunt Edna. You can't be just good friends and nothing more with a girl for a while. If you only could, with nobody to make you feel that you're not honorable in your intentions or that you've got to have intentions anyway! But the worst of it is——"

Charlie reddened as he leaned forward seized the poker, thrust it vigorously into the fire. I said nothing for a moment looking down on the fine athletic figure of my favorite nephew. It was a pleasure, this visit of Charlie's every Sunday evening after church. The boy never failed to appear before or after the service and walk home with me to my little home. We always had our cozy luncheon together, and a chat before the fire in winter and on my tiny piazza in summer.

"There are several sides to the question are there, Charlie?" I asked.

"I should say so," he broke out. "To tell the truth, Aunt Edna; Where are all the plainly dressed girls now, anyhow?"

"Well, My boy," I said, "they are most all of them attending some school to fit themselves for clerks, housewives, or best of all for teachers of the coming generation. That reminds me; the daughter of one of my old school mates at the O. S. N. S. is coming to visit me tomorrow. Her name is a very old one of French origin, I think. I hope, Charlie, you will try to make her enjoy her visit because I will not be able to go out often with her."

Charlie sat up and rubbed his hands together, "Yes, Auntie, you may count on me," he said, "but I think I lost my heart last
summer. You see it was this way. Will Conner and I met the most beautiful little——”

“Oh, I know,” I exclaimed, “I have heard of the sort of thing before. But Charlie, I must be turning you out as it is after eleven o’clock.”

The next morning dawned clear and bright, as it is possible for an early spring morning to be. I was in high spirits, everything was made tidy and clean and I sat down to await my guest’s coming.

I had not sat there by the window long till I heard quick steps coming up the path and Charlie flung open the door saying, “The top of the morning to you Auntie. Has our guest arrived yet? I just came up for the walk and to see er-a-you, you know.”

He had hardly finished speaking when a hack stopped before the gate and a young girl stepped out. She was plainly yet neatly attired in a fawn colored traveling suit, that matched perfectly with her dark brown hair and sparkling blue eyes. As she came gracefully up the path followed by the hackman with her luggage, the look of curiosity on Charlie’s face turned to one of astonishment as he exclaimed: “Auntie, it is Mlle. Jacque DuPont.” After the first surprise of their meeting was over, I left them alone.

Well, Jacque stayed a fortnight and the evening before she left, coming in from the dining room I heard low voices. They were sitting by the fire, Charlie leaning his chin on his hand and gazing into the fire while Jacque leaned back in my large armchair smiling at the quaint little face of the clock on the mantle piece.

Charlie rose and before I could interfere placed me in his chair and leaning against the mantle-piece began, “Auntie, I’ve found the girl you pictured to me in your story, one who is generous, kind, virtuous, noble, true, loving, earnest, one who is not afraid to work with her hands and one who can wear a crown, and an imperial robe.”

I was very happy that night. The next morning I bade them goodbye and as they went down the path with the blossoms of lilac, thru which the sun was shining nodding overhead, the dew on the daisies that dotted the grass and the birds sang praises of spring. I prayed that all their life might be as pure, true and happy as the scene surrounding the plain-dressed girl.

C. M. Edna Guthrie.
On February 1 the Pacific College basket-ball team played the O. S. N. S. boys at Monmouth. A large crowd witnessed the contest, which was close and exciting throughout. While the boys from Newberg put up a fast and clean game, they won only by points scored on fouls called on the Monmouth boys. The decisions of the referee were questioned many times, not only by the players but also by the spectators; but since the rules of the league provide for only one official, players can do nothing but accept that official's decisions. The final score was 21 to 20 in favor of Pacific College. The opinion of those who witnessed the game is that the Normal boys played the better game, and that under different circumstances the score would have been reversed.

* * *

On February 15 the O. S. N. S. basket-ball team defeated the Salem Y. M. C. A. team in one of the fastest games ever seen in Monmouth. Both teams played a clean game, and few fouls were called on either side. Throughout the contest the best of feeling prevailed. Owing to the fact that many of the students were spending their vacation at their homes, only a small crowd was present. In the first half Monmouth scored 24 points and in the second ran the score up to 41, while the Y. M. C. A. team scored only 11 in the first and 7 in the second half. The work of referee Stine was highly satisfactory to both teams, and his decisions were never questioned.

* * *

The Normal School boys were defeated in a game of basket-ball played at Dallas on February 16. On account of injuries received in the game on the previous evening several of our players were not in good condition to play, and the team made a poor showing against the champions. The score was 46 to 10 in favor of Dallas College.
The M. A. A. C. basket-ball team defeated the Normal boys in a game played on the home floor on February 23. The gymnasium was filled with an enthusiastic crowd. The team work of both teams was excellent, the passing being especially good. The score at the end of the first half was 9 to 8 in favor of Monmouth. During the second half Multnomah scored 10 points and Monmouth 7, making the final score 18 to 16 in favor of M. A. A. C. The work of the referee was very unsatisfactory to the players and spectators and his decisions were questioned many times.

* * *

The Portland Y. M. C. A. basket-ball team played the O.S. N. S. boys at Monmouth on March 2. Both teams played a fast game, each making several long passes. First one side and then the other was in the lead, and the crowd was kept guessing as to which would win. The referee penalized both sides repeatedly for roughness, but his decisions were not questioned. At the end of the first half the score stood 8 to 7 in favor of Y. M. C. A. In the second half Monmouth scored 6 points and Y. M. C. A.5, making the score at the end 13 to 13. In playing off the tie Butler, of O. S. N. S., succeeded in throwing a goal from the field, making the final score 15 to 13 in favor of O. S. N. S.

* * *

The last game of the league series played at Monmouth took place on March 2 between the Normal boys and Willamette University. The teams were evenly matched and played good ball during the first half, which ended 6 to 5 in favor of Willamette. After questioning several decisions made by the referee in the second half the Monmouth boys left the floor. Whether or not they were justified in taking this step must be decided by those who witnessed the contest.

* * *

The basket-ball season was officially closed on April 6 by a meeting of the officers of the Oregon State Basket-ball League. All the managers of the different teams in the league were present and the guarantee money posted at the beginning of the season was refunded. A beautiful silver cup, donated by the physical committee of the Portland Y. M. C. A., was presented to Manager Critchen, representing the Dallas College team. The following officers were elected for the coming season: President, M. D. Shanke, of Willamette University; secretary, C. F. Easter, of Salem Y. M. C. A.; treasurer, Bert Allen of M. A. A. C. Resolutions were adopted thanking the press, and Portland papers in particular, for the support given the league during the past season.
Exchanges


* * *

The February graduating class of the O. S. N. S. may be interested in the following from the "Hesperian:" "If the graduating class of the O. S. N. S. are as wise as the owl on the cover of the February number, they are to be congratulated." The Hesperian is improving.

* * *

The Courier welcomes a new exchange, "The Normal Vidette," published quarterly by the Keystone State Normal School, of Kutztown, Pennsylvania. The editorials are very interesting and "The Meaning of Education" may be read with profit.

* * *


* * *

We take pleasure in acknowledging the receipt of "The Cardinal," of P. H. S. "The kidnapped Pappoose," and "A Double Edged Joke" are interesting stories. "Without Prejudice" is very amusing.

The Courier has added the Eugene High School "News" to its exchange list. The News prints some good stories.

The exchange department of the "Nugget" for January was very cleverly arranged in rhyme. Some cuts would add much to the Nugget.

The literary department of "Student Life" is the only exchange we have that prints a serial story. "In the Shadow of the Old Clock Tower" is interesting every month.

We have not received "The Clarion," of Salem High School, "Ilakawinn," or "The Oracle" of Bakersfield, California. We miss them.
The selection rendered in the Chapel last week by the girls' sextette, the Misses Lois Powell, Edna Guthrie, Ruth Fugate, Myrtle McReynolds, Hilda Tooze and Ida Omeg, was appreciated very much by the students. The recital by the music pupils of Mrs. Bab- bitt and Miss Bowden, given in the assembly hall, April 20, was greatly enjoyed by an audience that taxed the seating capacity of the auditorium.

The concert given by the Dixie Jubilee Singers on April the fifth was attended by a large as well as appreciative audience. There was a larger attendance even than last year, the house being filled, a fact which goes to show that the people were sure of a musical treat. It is hard to decide which was enjoyed the more, the male quarette or the trio. If at some later time we have the opportunity to hear these singers again, we should not fail to do so.

The Normal Cadet Band gave its first open air concert on Thursday evening, April the eleventh. It was thoroughly enjoyed by all who heard it and we hope that there will be many more like it.
The Temptation of Daniel True

The reverend Daniel True stood beside the holy table. For such a scene, perhaps for any scene, he was a memorable figure. He had the dignity of early middle life but none of its signs of advancing age. His hair was quite black and curled on his temples boyishly; his mustache, not without a worldly cut, was as dark as his hair and concealed a mouth so clean and fine that it was an ethical mistake to cover it. He had sturdy shoulders, although not quite straight; they had the scholars' stoop. His hands were thin with long fingers; his gestures were sparing and significant; his expression was so sincere that its evident devoutness commanded respect; so did his voice, which was authoritative enough to be a little priestly, and lacking somewhat in orationary finish as the voices of ministers are apt to be, but genuine, musical, persuasive, at moments vibrant with oratorical power. He had a warm eye, and a lovable smile. He was every inch a minister, but he was every nerve a man.

The Easter morning service was just over and all the humble worshippers had departed. Quickly he turned from the table, walked into the vestry, where he laid aside his surplice and taking his hat stepped quickly into the sunlight. Spring had come with this Easter morning and the signs of new life were everywhere visible. He looked down on the sparkling waters of the bay and then his eyes sought the broad stretch of ocean beyond. What mattered if his parish were but small and mostly poor fisher folk at that! Was this one morning beautiful enough to make up for all past disappointments? He thought of the telegram which he had received the day before—"I shall be with you for five hours tomorrow afternoon. John Morton." John Morton, his college chum, whom he had not seen or heard of for five years would be with him this afternoon. Yes, they would spend the afternoon in the sweet smelling woods talking over past experiences. He had been walking across the grass dotted with golden dandelions to the rectory and as he opened the gate the voice of the old man in trouble caused him to pause. Turning he recognized a fisherman who lived some six miles up the branch with a colony of Germans who were hard working fisherfolk.

"Mr. True," the old man began, "Could you come and say a few words to my wife; she's dying." The request was made with choking sobs and anguish was written in every line of the old sailor's face.
Must he go? It was plainly his duty. Yet he had so looked forward to this meeting with his friend. It seemed impossible to give it up. The long afternoon under the sweet smelling pines! No, he could not go. Yet a soul was going out into the dark without anyone to give comfort. The words came to him, “And he gave his only son that whoever believeth on him should not perish but have everlasting life.” Christ died that she might brave everlasting life. He could surely give up his pleasure to follow in the steps of his Master. Yes, he would go.

Silently, with tears in his eyes, the old man led the way to where a rude conveyance was waiting and they drove down the road. When they entered the weather-beaten cabin there were several neighborly women about the bed of the sick woman. These quickly withdrew when they saw the minister and left him alone with the dying woman. During all the afternoon he read and prayed with her and at about sundown the comforted soul took its departure.

He walked home in the gathering twilight glad that he had done his duty. When he reached the home he walked into the study and lighted an oil lamp on the table. Having placed his hat on the rack, and lighted a fire, for there was still a touch of sharpness in the air, he reached for a volume of Henry Drummond on the table. Then perceived a letter which his sister had probably placed there for him. On opening it he read, “I was ever so sorry not to be with you today but will come on Wednesday if nothing prevents. John Morton.”

* * *

An athletic exhibitoin was given in the Normal chapel on April 13 for the benefit of the athletic association. The chapel was well filled with interested spectators. The program opened with a drill by the girls of the training department. Louis Murdock and Ray Murphey then showed what they could do in the way of high diving. This was followed by tumbling by the training department boys. During this part of the program two “baby” clowns were much in evidence. Royal Allen and Archie McNeill performed some difficult feats on the horizontal bar. Jim Herrin acted the part of clown and kept the crowd in a good humor by his humorous attempts at imitating the performers. The closing events were boxing contests between boys from the training department who had been trained in the manly art of self defense by some of the Normal boys. The orchestra furnished music during the program. The exhibition was first class throughout, and much credit is to be given to Prof. Tharpe for his work in preparing the program.
Some of the Freshies show a commendable desire to rise in the world; they are thinking to organize a Soft-neMore (Sophomore) class.

Mrs. Penwell—What honor was given on Lowell on the day of his graduation?
Freshman—He was expelled from school.

NOTICE
What is the Juniors latest cry? Dues.
Why are the Juniors heads like the Portland Hotel? Because they cover a block.

Ruth—Oh, yes, I would like to be good(e).
Instructor—Percy, who are we studying about today?
Percy—(Absentmindedly) Etta dear.
Why did Mr. Tharp go to Portland last Friday?
To referee a game, so we are told.

Heard in English Literature—“As Sir Phillip Sidney raised the glass of water to his lips a dying soldier went walking by and Sir Philip gave him the water and died thirsty.”

Belle—Louie and Maude.
Maude—Oh! my arms hurt so.
Louie—Why, what is the matter?
Maude—I’ve been ringing the bell.
Louie—Queer! It never affects me that way.

(Overheard)
William B.—Do you ever expect to change your name?
Pansy—Yes, but Butler don’t suit.
Mr. R.—(In physics) Now then do you think you could feel the weight of a dyne if it struck me on the face?
Mr. M.—(in Botany) Students, a good example is the weeping billows. (Weeping willows.)
Miss O.—I don't care about having you young sprouts teaching me.
Mr. S.—Maybe I am not so young a sprout as you think I am.
Clara—Edna, were you not surprised when G. B. S. proposed?
Edna—(Absent mindedly) Yes, I came near giving our college yell.
Lydia—What bird did you like the best last night?
Percy—Why, Ladybird, of course.
Mr. B.—(In history of Ed.) Mr. O., where does the soul of man go after death?
Mr. O.—It depends on the individual.

Did you ever hear,
Of the art of rhyme,
Of one who wrote poetry,
All the time.

That person's a goose,
And an April Fool,
He'll always be
A magazine's tool.

Rhyming may be
All right in its place.
But too much will
Make you grow white in the face.

So now I will quit
To give you place
For something that is worth the space.

* * *

By reason of the fact that the appropriation made by the last legislature for the maintenance of the school is not forthcoming, some uneasiness has been manifest among the members of Alumni as to the continuance of the school. We are pleased to say, however, that all arrangements are made for continuing the work uninterrupted including also the Summer School. We are more than sure that President Ressler in his efforts to continue the work of the school will receive the hearty co-operation of every member of the Alumni.
Society

As one of the events of the February Commencement of 1907 the members of the graduating class were given an elaborate dinner by President Ressler at his home. Only those who have been entertained by Mr. Ressler can realize the pleasure and merriment of such an occasion. The hour soon passed but is long remembered as one of the brightest events of commencement.

* * *

On St. Patrick's Evening the Delphian Society entertained the members of the Normal society. The program consisted of the roll call answered in Irish quotations and several interesting selections by members of the Delphian Society. The society room was decorated in green and white tissue paper. After the program refreshments consisting of salad, cake and lemonade were served. All spent an enjoyable evening.

* * *

The three societies of the Normal school, the Normal, Vespertine and the Delphian held a joint session in the Chapel March 29. The evening was spent very delightfully, an enjoyable program being rendered by the members of the three societies, consisting of a trombone solo by Mr. Edwin Lorence, a recitation by Anderson Baker, a monologue by Miss Genie Snelling, a play skillfully rendered by eight Delphian girls.

* * *

JUNIOR RECEPTION

The Junior reception in the Normal chapel on the evening of February ninth was a very pleasant and successful social event.

As the guests began to arrive they were received by members of the faculty and members of the junior class. The reception committee was arranged in a semi-circle near the stage and was composed of three groups, four members in a group.

The chapel was very tastefully decorated with ivy and crepe paper. Overhead a large 08 was formed in orange and black, the class colors. The different class colors were arranged in contrast. A cozy corner draped in orange and black added to the effect and over the front door a brilliant 08 shone, lit by electricity.

The program was begun with an address of welcome by the junior president, Mr. Fred Evenden. Four numbers were rendered by Salem's child impersonator, Emily Squires. Miss Squires proved herself to be a very successful artist; two numbers were given by the boys' glee club and one by a quintet of junior girls.
Since Grant Yoder the former freshman president, returned home, there has been continual civil strife within the little freshman realm for the throne. At times there seemed to be two legally crowned presiding officers with their allied forces drawn up for hostile encounter, but at last the revolt was put down without bloodshed. A second outbreak was still more serious. It almost resulted in a hair pulling but everything is again quiet and plans are being made for the freshman reception, the event of events of the school year.

Messrs. Ray Ragsdale and Paul Baker attended the final debate between Albany College and Newberg College at Newberg on Friday evening, April 12. They report a very pleasant and profitable trip. Mr. Ragsdale took the early train on Saturday for Portland where he was joined by Edward Pierson. By all reports we judge that their stay in the metropolis was the most pleasant feature of the outing. Ask Ted and Rags for particulars.

Miss Kate Wood has returned from a week's visit with her mother in Astoria. Her pleasant smile is as welcome as ever in the old Normal halls.

Mr. William Wiest has again entered school after a rest of a few weeks. The boys and girls of the Normal are pleased to see him in school as he is a member of the June, '07 class.

During the last ten weeks we have listened to interesting and instructive chapel talks by the following members of the faculty: Mr. Buckham's subject was "Easter;" Miss Tuthill gave a reading from one of the German authors, Schiller, entitled, "The Diver."

Miss Gage the State Y. W. C. A. secretary, addressed the students in chapel one morning a short time ago. Her talk in behalf of the association of the state was very interesting.

The Independence skating rink seems to be quite an attraction for Normal students. Excuses, "unavoidably detained," are quite fashionable nowadays.
T. C. Allen, '02, who for three years after his graduation held the position of critic in the training department, went to San Jose for additional work, completing the prescribed course in a year and was then elected to the principalship of an eight room building at Grangeville, California. Mrs. Allen, who also graduated from the San Jose Normal, is teaching with him. He reports a very pleasant and profitable year's work, aided as he is with an ample supply of apparatus, a well selected library and an excellent corps of teachers.

Extensive and elaborate preparations are in progress by the faculty, and the executive committee of the Alumni to make the annual three days of Commencement in June a succession of pleasurable events. All details for the several days are being carefully worked out and judging from the large number who have signified their intention to be present, the twenty first anniversary—Silver Jubilee of our Alma Mater—will be a long remembered event.

M. D. Carter, '01, who for the past four years has been manager of a large lumbering plant at Condon, has recently sold his interests there and moved to Portland, where he will engage in business for himself.

L. B. Hoisington, '04, is soon to finish his third term of school at Haines, Oregon, where he is meeting with well-deserved success, attested as it is by his popularity and re-election.

C. L. Hawley, '89, who for several years was engaged in business is now living at the old Hawley homestead at McCoy, where he still retains his active interest in school affairs, both at the Normal and in his own locality. Through his exhibits of Lincoln sheep at the various expositions of recent dates Mr. Hawley is now recognized as one of the most progressive and successful stockmen and farmers in the state of Oregon.
The names of F. J. Meindl, '00, and W. C. Bryant, '01, under the firm name of "Meindl & Bryant," now adorn a legal shingle in Moro. Both of these gentlemen followed the profession of teaching for some time after graduating and at the same time prepared themselves for the practice of law. Mr. Bryant is county school superintendent of Sherman county, which office he is filling satisfactorily in connection with his law practice. From the painstaking care and assiduity which characterized the work of these gentlemen as students we bespeak for their clients the most careful attention to all cases entrusted to them.

W. A. Wann, '01, who for more than a year has had supervision of the work of the Mutual Life Insurance Co., of New York, in the Hawaiian Islands, recently decided that he preferred the United States proper to any of her dependencies, hence returned to Oakland, Cal., where he is working in the interests of the same company and meeting with his usual success.

Miss Minnie M. Coleman, '03, is now teaching at Pacific Grove, Cal.—that city so well known among college people as the meeting place of the Y. M. and Y. W. C. A. conventions. Miss Coleman was for several years past teacher in San Francisco, but during the recent seismic disturbances was compelled to look elsewhere for a position.

With Julian Hurley, '05, the field of journalism has proven more attractive than that of teaching. In connection with his brother, G. A. Hurley, '06, he is now editing the Oregon Oriano of Vale. The paper is a clean newsy sheet and we congratulate the people of Malheur county upon the acquisition of these two graduates, whom we feel sure will carry their enterprise to a success.

We are always glad when any members of the Alumni are elected to positions in the public schools of Portland. Those who have thus recently been honored are: Erma Hall, '03; Ellen Johnson, '04; and Ada Aldrich, '04. All friends of these young ladies feel assured of their success and know that Monmouth's high standard of work will never be lowered while in their keeping.

We are assured that speakers from among the Alumni occupying prominent positions throughout the state as well as other leading educators will be present and join in the occasion, and we are satisfied that the hearty enthusiasm and loyalty of the Alumni and other friends of the Normal will combine to make the Silver Jubilee an epoch marking festival in the annals of the school.
A Problem in Physiology

The Peterkins' pet cow was ill. None of the family could tell what was the matter with her. So after they had each made a trip to see her, they all gathered around the fire to think of a way to cure her. Finally as nobody seemed able to think of anything, Mrs. Peterkins suggested that the family visit her in a body, and as it was then getting dark that they should take a lantern for light in the barn. Solomon, John and his father went in advance and before the entire family had reached the barn the little boy, Levi, came running to say Pa had found that Trix had an apple lodged in her throat. On hearing this the whole family was relieved, but, said Sarah Jane, "How are we to remove the apple?" At this Levi spoke up in an excited manner, "the hired man says to stick a broomstick down her throat." This was tried, but failure ensued. Then pa put his hand down her throat but found nothing. Let us send for the lady from Philadelphia said Mrs. Peterkins. She always knows what to do." The lady from Philadelphia excused herself, but sent her son and hired man to try their skill in curing the Peterkins cow. They could do nothing to relieve her. Again they sent an urgent request for the lady from Philadelphia to come and save their cow. She came. The Peterkins all talking at once told of their failure to remove the lump from the throat of the cow. The lady from Philadelphia was wise and thoughtful and said in a matter of fact way, "Yes, that is an apple, the one the first Adam choked on and has ever since been found not only in the throat of man, but also in the throat of the cow."

"Oh!" answered the Peterkins family in chorus.
The cow was cured but not by the removal of the apple.

Catherine Campbell.

* * *

Candance Brown, '05, who is at present teaching in the Deaf and Dumb school at Winnipeg, Manitoba, reports a pleasant situation and the most congenial of work, but states that even so it is her intention to return to Oregon in the near future even though her stay will be a short one.

All members of the Alumni, as well as former students and friends, will take much pride in the coming "Silver Jubilee" of the "Old School" which marks its quarter century of usefulness. The record is an enviable one in which the state as well as the friends of the school may properly join in calling their own.
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