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The Webfoot

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Being the First Junior Annual
Published at the University of Oregon



Eugene, Oregon,
1901

Beautiful Willamette

By SAM. L. SIMPSON

From the Cascades' frozen gorges,
Leaping like a child at play,
Winding, widening through the valley,
Bright Willamette glides away,
Onward ever,
Lovely river,
Softly calling to the sea;
Time that scars us,
Maims and mars us,
Leaves no track or trench on thee.

Spring's green witchery is weaving
Braid and border for thy side.
Grace forever haunts thy journey,
Beauty dimples on thy tide.
Through the purple gates of morning,
Now thy roseate ripples dance;
Golden then when Day, departing,
On the waters trails his lance;
Waltzing, flashing,
Tingling, plashing,
Limpid, volatile and free—
Always hurried,
To be buried
In the bitter, moon-mad sea.

In thy crystal deeps, inverted,
Swings a picture of the sky,
Like those wavering hopes of Aiden,
Dimly in our dreams that lie;
Clouded often, drowned in turmoil,
Faint and lovely, far away—
Wreathing sunshine on the morrow,
Breathing fragrance round today.
Love would wander
Here and ponder—
Hither poetry would dream;
Life's old questions,
Sad suggestions,
"Whence and whither" throng thy stream?

On the roaring waste of ocean
Soon thy scattered waves shall toss;
'Midst the surges' rhythmic thunder
Shall thy silver tongues be lost,
Oh! thy glimmering rush of gladness
Mocks this turbid life of mine,
Racing to the wild Forever,
Down the sloping path of Time.
Onward ever,
Lovely river,
Softly calling to the sea,
Time that scars us,
Maims and mars us,
Leaves no track or trench on thee.

Dedication

+ + +

To the Men and Women who have
blazed the paths which we now tread,
who have sacrificed that we might
enjoy, who have laid a foundation
upon which we may build—to the
Pioneers of Oregon we dedicate this
book.

Foreword

+ + +

We have done the best we could under the circumstances. Accept what is pleasing to you, pass by what is not. May our failures and successes alike stimulate our followers to better things.

THE AUTHORS.

Staff

+ + +

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ALLEN H. EATON.

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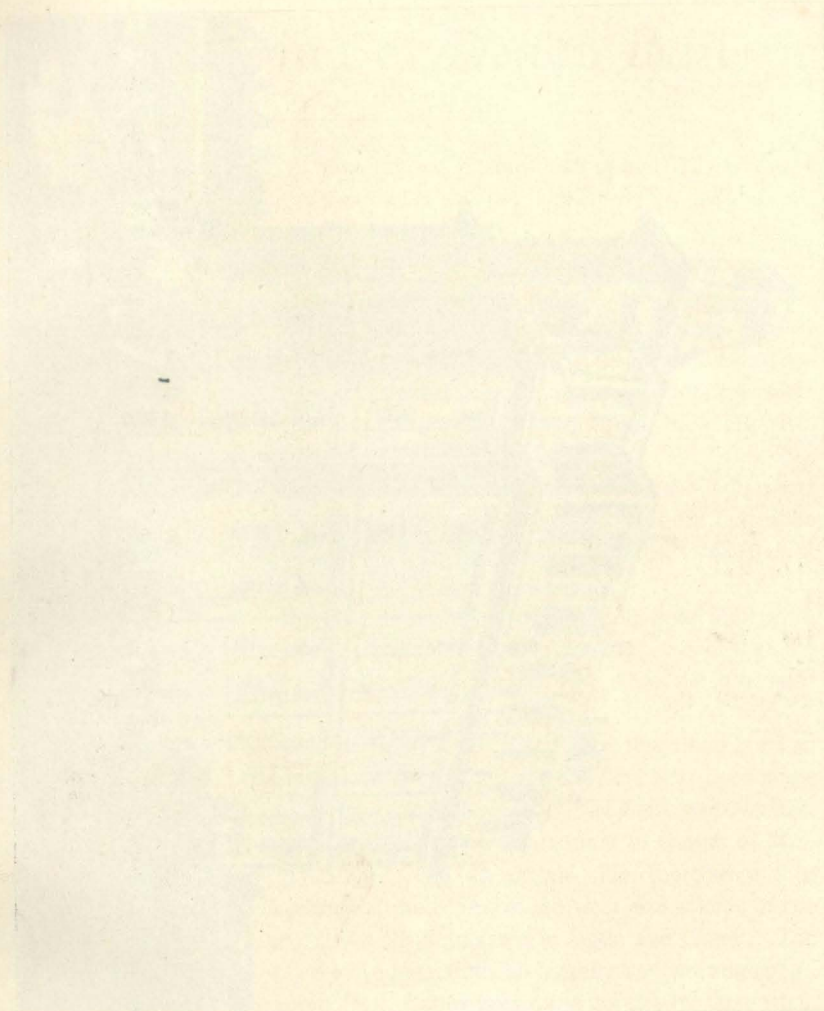
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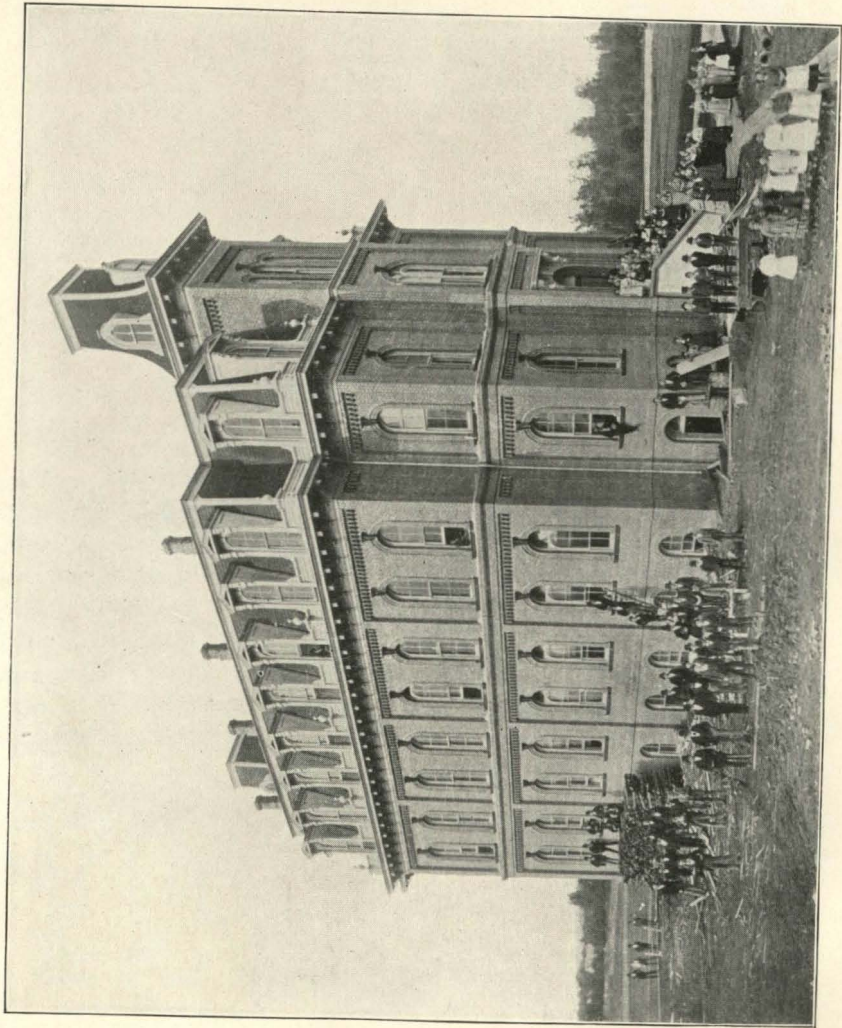
ROSE PARROT,
ROSS PLUMMER.

Regents

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HON. SALATHIEL HAMILTON,	-	-	-	-	-	-	Roseburg.
HON. CORNELIUS C. BEEKMAN,	-	-	-	-	-	-	Jacksonville.
HON. CYRUS A. DOLPH,	-	-	-	-	-	-	Portland.
HON. WILLIAM SMITH,	-	-	-	-	-	-	Baker City.
HON. ROBERT S. BEAN,	-	-	-	-	-	-	Salem.
HON. CHARLES HILTON,	-	-	-	-	-	-	The Dalles.
HON. SAMSON H. FRIENDLY,	-	-	-	-	-	-	Eugene.
HON. CHARLES B. BELLINGER,	-	-	-	-	-	-	Portland.
HON. NEHEMIAH L. BUTLER,	-	-	-	-	-	-	Monmouth.





IN THE BEGINNING

The Building of Deady Hall

The first historic glimpse we have of old Deady Hall is in 1875, when the people of Eugene and Lane county assembled on the University grounds to hold their Fourth of July celebration.

The speakers' stand was under the fine oaks on the north side, but the chief attraction was the new building that was being erected for the future State University. The building and grounds were going to cost the people of Lane county \$50,000, and the strenuous effort necessary to raise the required amount had developed a deep interest and a feeling of ownership in the new institution they were helping to establish. So it was but natural that they assemble on the campus to celebrate their national holiday.

There was but little to be seen, for only the foundation of the new building had been finished, but there were many young people there that day to whom that plain stone foundation would remain a type of the education they were soon to receive in the finished structure.

The next historic glimpse of Deady Hall was more than a year afterward, when we find the external view of the building much as it is today, except that the dull red of the natural brick had not been covered by the gray stone finish of later years.

But the county had found it hard to raise the \$50,000, and there had been so many delays that when the University opened October 9, 1876, the first floor alone was ready for use. This floor was divided then, as now, by the long, straight hall, the two south rooms being devoted to the preparatory department in charge of Mrs. Spiller and her assistant, Miss Mary Stone. On the north side there were four small rooms. President Johnson occupied the room on the west end where, in addition to his duties as president, he taught all the classes in Latin and Greek. The next of these rooms was given to the young ladies as a study and waiting room. Just east of the ladies' reception room Prof. Bailey taught the college mathematics, while Professor Condon taught geology and natural history in the little room on the northeast corner.

So it will be seen that the college work of the University of Oregon in 1876

was (except its elocution with Mrs. Spiller) all confined to three small rooms on the north side of the first floor of Deady Hall. Surely such a beginning was contracted enough to hope for great expansion.

The summer of 1877 seems to have been all too short for the workmen, for the beginning of the second year finds the building still unfinished.

The Eugene City Guard of September 22, 1877, says: "The college building is not quite completed as yet, which makes it a little uncomfortable for both professors and students." More than a month passed of this uncomfortable combination of carpenters and plasterers with professors and students, when the Guard of October 27th again picks up the thread of history, and we are told: "The school furniture will be moved up-stairs today, and next Monday morning * * will open out in permanent and much more commodious quarters."

When the college professors moved up-stairs President Johnson occupied the room on the northeast corner, Prof. Bailey the pleasant southeast room, while Prof. Condon soon had his cabinet ready for use in the northwest room, and the other room was given to the ladies for their study and reception room.

No one except the charter members of the University could appreciate the pleasure of that first year when the winding stairs were new, and we could add the views from an upper story to our outlook, and exchange our cramped surroundings for the freedom of large and pleasant rooms.

In the meantime the basement had been finished, and Mr. Dudley, our new janitor, had moved into its cosy south rooms, where he lived so many years. The third story was still unfinished, and many old students must remember watching the laying of the floor in the pleasant assembly room, which was finally ready for occupation on the first commencement, in June, 1878.

Thus we find after a lingering struggle of about three years old Deady Hall was ready for its career of usefulness.



The Year

Early in September students began to arrive, and by the time work commenced in the class rooms nearly half the faces were new to the University.

The stacks of diplomas and department cards which loomed up in the registrar's office was an index to the work to secure students which had been set on foot by the President and so faithfully carried out by members of the faculty and student body during the summer vacation.

Receptions here and receptions there gave an opportunity for everybody to meet everybody else if they wanted to.

There was something in the atmosphere that presaged a good year for the University. The summer months had brought about much needed changes in the departments of instruction, and the student body as an organization was shaken up, renovated and put into definite and improved form, taking the name Associated Students of the University of Oregon.

Since school began, aside from a general and auspicious development of student work and life, some things of special significance have taken place.

Our football team led, by invading California's territory and startling the coast by winning over Berkeley.

The glee club followed by a tour of Southern Oregon, thus bringing a rich section of the state into closer touch with the University.

The Christian associations have done more effective work for the University than ever before. Aside from their gains in members and influence, they have undertaken the erection of a building, which, when completed, will be of great worth to the institution. But important as the building will be, the spirit with which students and instructors subscribed to the fund is of greater significance.

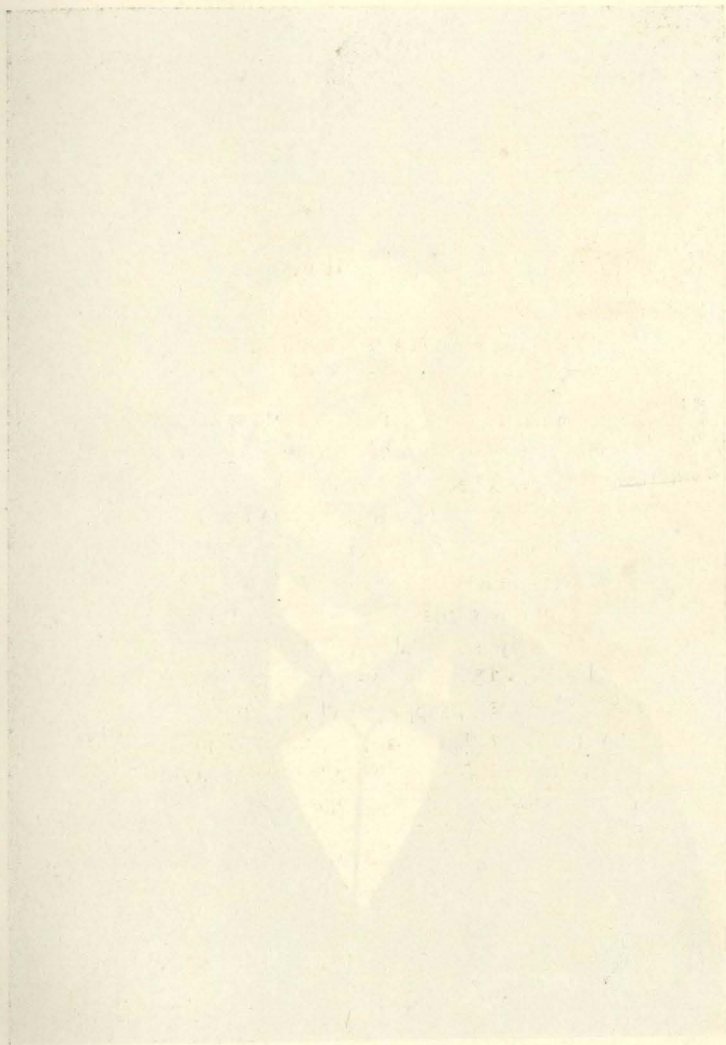
Self-supporting students headed the lists, and members of the faculty receiving low salaries gave most generously. The self sacrifice that the pledges necessitate is a fitting mark of appreciation from those who have received instruction at Oregon's highest educational institution; and the spirit evinced in subscribing goes far to prove that the taxpayers of this state are making investments that will pay great and good profits.

Since September we have reached out and received much needed recognition from our state legislature, as well as from the people of neighboring states. Next year we shall build on the strong and carefully laid foundation of the last few months.

Afterglow

ANNIE LAURA MILLER, '97

The sun sank flaming, and the eastern clouds
That stretched, a hazy bank, between the vault
And earth, flushed rosy pink. The dull, brown hills
Wore, sudden, brilliant tints of coralline;
The fir wood changed its green to deepest blue,
The river's leaden flood ran silver touched
With wav'ring glints of red and molten gold.
And far away, seen but in glimpses thro'
The leafless alder boughs—far, far away
Above the misty, sapphire hills, two peaks
Of virgin snow, like coals, ablaze with light,
Their chill heights caught the fleeting sunset blush;
The brightest gleams in all the wintry world
Shone forth from them. So stood they, thus transformed
By ling'ring mem'ries of celestial fire.



J. W. Johnson



J. W. Johnson.

John W. Johnson

John W. Johnson, the first President of the University of Oregon, acceptably filling that office from its beginning, in 1876, until his resignation in 1893, was a native of Missouri and early a student and teacher.

An Oregon pioneer of 1850, he understood from his youth the condition and needs of this long isolated people. He was himself endowed by nature with those vigorous qualities which make the dauntless frontiersman, and all his instincts were in harmony with the proud motto of our state, "Aliis volat propriis."

When student life at the newly founded Pacific University, at Forest Grove, was interrupted by an Indian war, he was constrained to pursue advanced study where it could best be accomplished, and by great effort and sacrifice earned the A. M. degree at old Yale, on the Atlantic slope; but as soon as that degree was obtained he returned to the Pacific coast.

Here he devoted himself to teaching, choosing for his special labors those classic languages which demand the utmost of scholarly attainment and laborious care, but which bestow as a reward for continued study an ever-widening vision of "the glory that was Greece and the grandeur that was Rome." Aspiring, he awoke aspiration in his students; exacting of himself, he accepted nothing of others but the best possible attainments.

After successful years at Corvallis and McMinnville, he accepted the principalship of the Portland High School, and added to success as an instructor a reputation for efficiency as administrator, and when a State University was organized by a band of sagacious men, he was chosen to combine administration with instruction. As President, he had many difficulties to overcome in a sparsely settled state, possessing very limited means of intercourse with other communities; a state whose inhabitants were struggling to secure agricultural homes and gain the necessities of daily life, having no system of schools to train in college preparatory studies, and generally holding the belief that a state government should not foster the higher education. President Johnson accepted those conditions and knew how to accomplish much without attempting too much. He aimed to lay substantial foun-

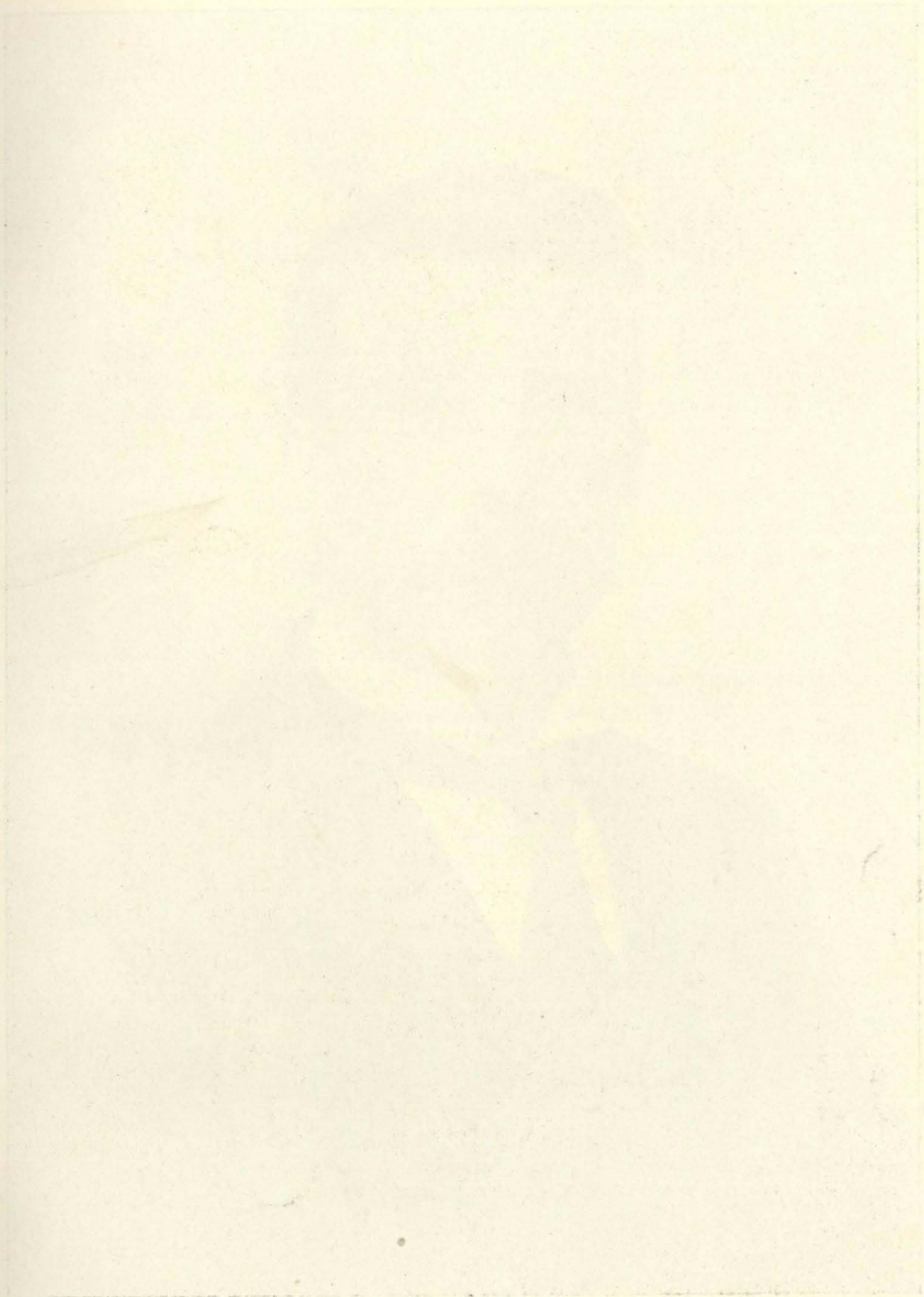
dations for the essential college courses and to make those courses thorough rather than numerous.

So here he lived and labored, with practical good sense, training the young to take their places in a society whose members are "neither children nor gods, but men in a world of men."

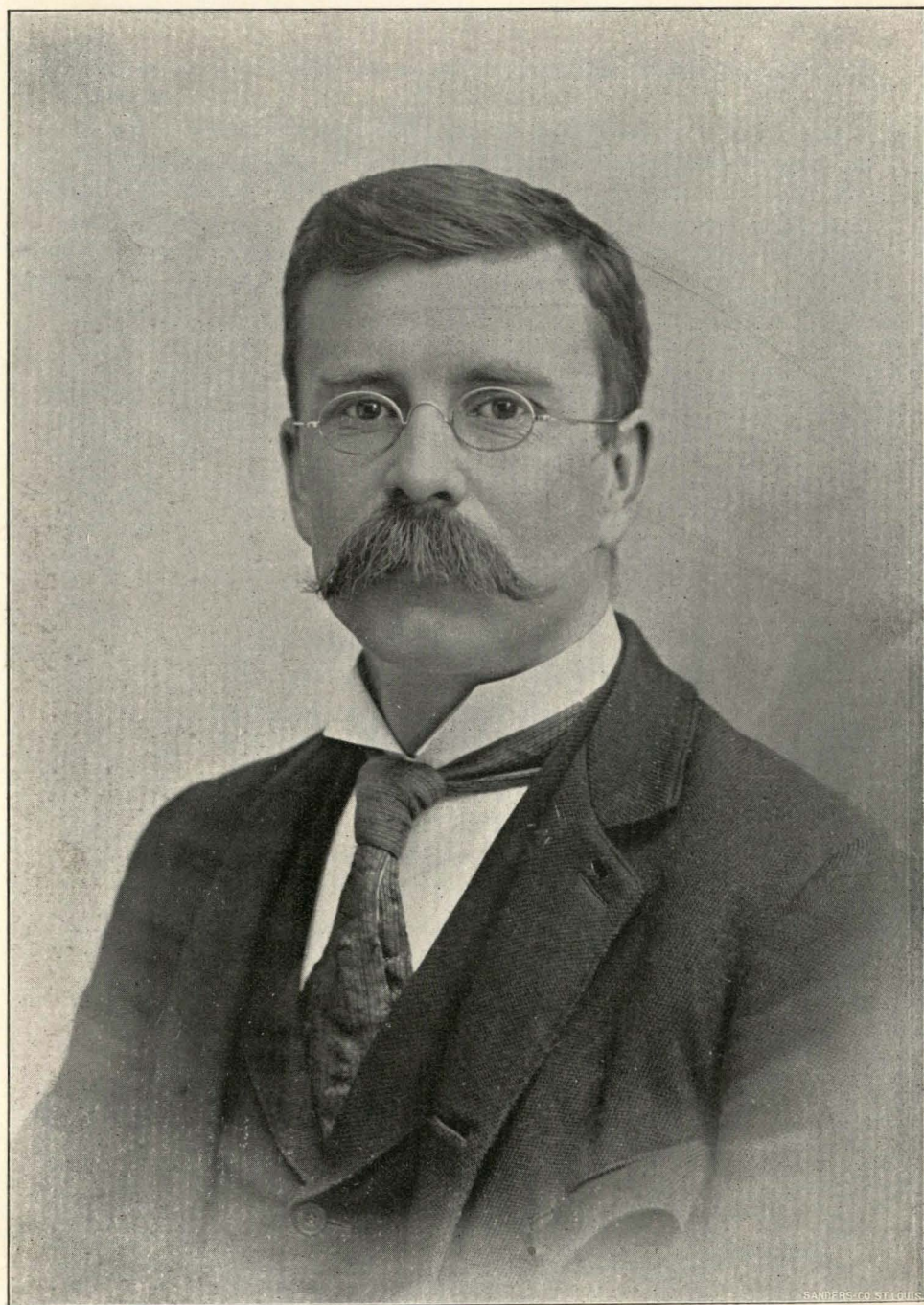
How fully he gained the respect and affection of a great crowd of U. of O. alumni, who testify to his sterling worth and distinguished usefulness, was shown at the time of his unexpected death, September 14, 1898.

The Blackbird

A black speck on the leafless limb,
That sways and bends at the water's rim.
The dullest blot on the wintry day
When all is gloomy, chill and grey.
A twitter, a trill, one melting note,
Melody pours from the black-bird's throat
That sweetness pierces the silent air;
The bird's bright soul floats everywhere.
When winter comes does summer depart?
Ah! no, it is stored in the blackbird's heart.



WINDMILL STATION WILKINSVILLE OHIO



DR. CHARLES HIRAM CHAPMAN

Charles H. Chapman

Dr. Charles H. Chapman was offered the presidency of the University of Oregon by its Regents because of his record as a successful educator in his native state, Wisconsin, and assumed the duties of his office as successor of President Johnson in the autumn of 1893.

After taking his Ph. D. degree with honors at Johns Hopkins, he had been appointed as Assistant in Mathematics at that graduate school, and, later, promoted to Assistant Professor in the same department. He left Johns Hopkins to accept a professorship in the Milwaukee Normal School, which required of him the prominent and exacting duties of State Institute Conductor.

The state of Wisconsin, admitted to the Union in 1848, had distinguished itself in noble ways. It was the banner state of the West in the anti-slavery political contests of the middle nineteenth century, and in the most deadly battles of the Civil war its ninety thousand enlisted men were among the foremost to fight and to fall. Wisconsin has been equally energetic and courageous in public education. Its carefully planned school system is crowned by one of the few great state universities of the United States, which was incorporated in 1838, two years after the organization of the territorial government, and opened ten years later.

All the influences and associations of President Chapman's life, all his beliefs and aspirations were in sympathy with the highest ideals of university methods. He could not do otherwise than attempt, without counting the cost, to place the State University of which he was the head in line with the foremost universities of other states of the Union. His labors for that end are too recent to need detailed recapitulation. He raised the standard of scholarship in the College proper and approved the removal from it of those departments which did not allow advance of thought and original investigation. He advocated the omission of the four years preparatory courses, and those of the first two years were relinquished. To take the place of these preparatory courses at the University, high-schools in different parts of the state were necessary, and to cultivate public opinion in favor of these he traveled over the state and lectured on state organization of schools in almost every town which had even the beginning of a public school. The interest thus

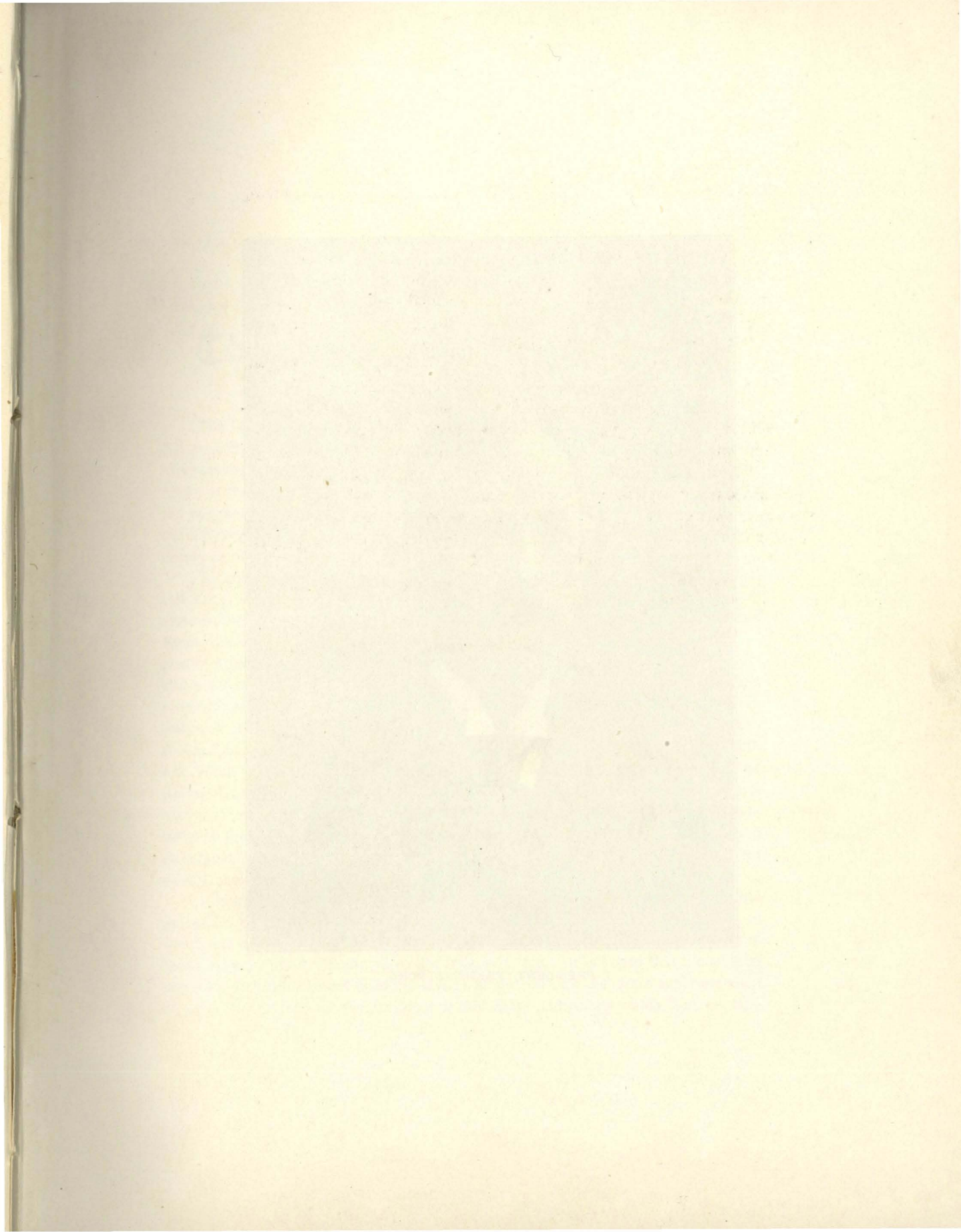
awakened has materially helped to develop and solidify the school system of the state.

Possessed of a degree of erudition remarkable at his age, Dr. Chapman was always a student, and with a great charm as class instructor, he inspired to intellectual effort those who came under his immediate influence. An original thinker in mathematics and the author of well received published works on that subject, he delighted in devoting his trained mental powers to other lines of expressed thought; to critical reading of ancient and romance languages; to scientific study of art and of philosophy, and to literary criticism and appreciation of the great English poets. As lecturer on these themes, he was much sought.

His untiring labors in so many fields and the opposition which, naturally, was aroused against his support of higher education in the State University, caused him, after four years of effort, to need and to desire to retire from the office of President, and from the East, during the summer vacation of 1897, he sent his resignation to the late Mr. Henry Failing, president of the Regents of the University. Mr. Failing and the Regents whom he consulted would not accept the offered resignation, and Dr. Chapman returned to Oregon for two years more of service as President before his final resignation in 1899.

The value of his labors in Oregon as an educator cannot now be measured, but time will more and more show their importance.







PRESIDENT FRANK STRONG

The Future of the University

The keynote of the policy of the University administration will be to make the State University the center of the intellectual life of the state, to make it the leader in whatever tends toward higher education and culture, to put Oregon where it belongs, at the head of the influences that are to give new shape to the civilization of the twentieth century. It will be a further endeavor of the administration to make the University the center of all those scientific educational influences that are necessary to the upbuilding of the material interests of Oregon.

To accomplish these purposes, the policy will be to unify all of the educational influences of the state. It is intended especially to organize and unify the whole state public school system, common schools, grammar schools, high schools and State University. The vigor of the educational influences of the state, whether public or private, depends upon the development of the public school system. On this point the utterance of Andrew D. White, now minister to Germany and then president of Cornell university, is of the greatest value. We are told by President Jordan that in an address to the alumni of Cornell university he appealed to them to stand by "our state universities, for in them is the educational hope of the South and West." Such unification has been brought about in California by the state university, and it must be done by the State University in Oregon. By this is not meant any unworthy competition with other influences or institutions tending to build up the state, and it has been the general experience of the West that the strengthening of the state university leads inevitably to the strengthening of all other educational institutions in the state.

It is intended that the different departments shall put out from time to time pamphlets upon work in the high schools which relates to their departments, in which will be suggested to teachers methods of work, reference books, outlines of study, how to make apparatus, collections, etc., etc. It is hoped that a course of study for high schools and academies may be put out by the state superintendent of public instruction and the president of the State University which shall become

practically uniform throughout the state, and shall make provision for students wishing to enter the State University.

The administration hopes to develop the University symmetrically, and thus provide adequately for those practical lines of work that bear directly upon the life of the people and upon the material development of the state. In this way the school of mines is being enlarged, and the work in mining, municipal, civil and electrical engineering reorganized and developed. In this way it is intended through the proper departments to cover the state with surveys showing the location of the valuable woods, and their extent, the use for which they are most valuable, the location and extent of the building stone, fire clays, ochers, coal and metals beside gold and silver; in short, to become the center for free advice and information in regard to all the resources of the state with which the State University can scientifically deal. It is intended also to make the University a training school for those who are to develop these resources.

The graduate school will be developed as fast as conditions warrant, and especial provision will be made for teachers who wish to supplement work already done by specializing along lines of their choice, or who want assistance toward a more professional training. It is intended to make the graduate school worthy of the patronage of those who have graduated from any of the collegiate institutions of the state, with all of which the University expects to come into the most cordial relations.

The administration desires, as far as its means will allow, to enable the young men of Oregon to meet the demands that have arisen through the acquisition of the Philippine islands and the opening of Asia to American influences. Courses in Spanish will be offered, as well as courses on elementary jurisprudence and those touching directly on colonial administration and civil service. In connection with this it is hoped to enlarge greatly the departments of history, economics and sociology. The development of departments that have a special bearing upon general culture will not be neglected, but will be made the foundation of all the rest.

The library, if possible, will be greatly enlarged, because of its utter inadequacy, and it is hoped in a comparatively short time to increase the number of volumes to twenty-five thousand.

It is intended to make such careful use of the University funds that the legislature shall not hesitate to grant liberally to the University needs, and to increase the influence and importance of the University to such an extent that men of Oregon who have means shall not be afraid to invest it where it will do the most good, in the education of our young men and women. For he who gives to the University of Oregon now will be able, as never again, to stamp his name and influence for-

ever upon the civilization of the state. In order to increase the importance and influence of the University, it is intended to draw to its fold the best teachers that can be had in the United States. A university is made or unmade by its teachers, for if there is among them an Agassiz, or a Hopkins, or a White, or a Dana, no power on earth can keep students away.

And, lastly, it is intended to develop at the University of Oregon a personality; founded on a true democracy of learning; that shall be as unique and as powerful as the personality of Yale or Harvard or Berkeley.

PRESIDENT STRONG.

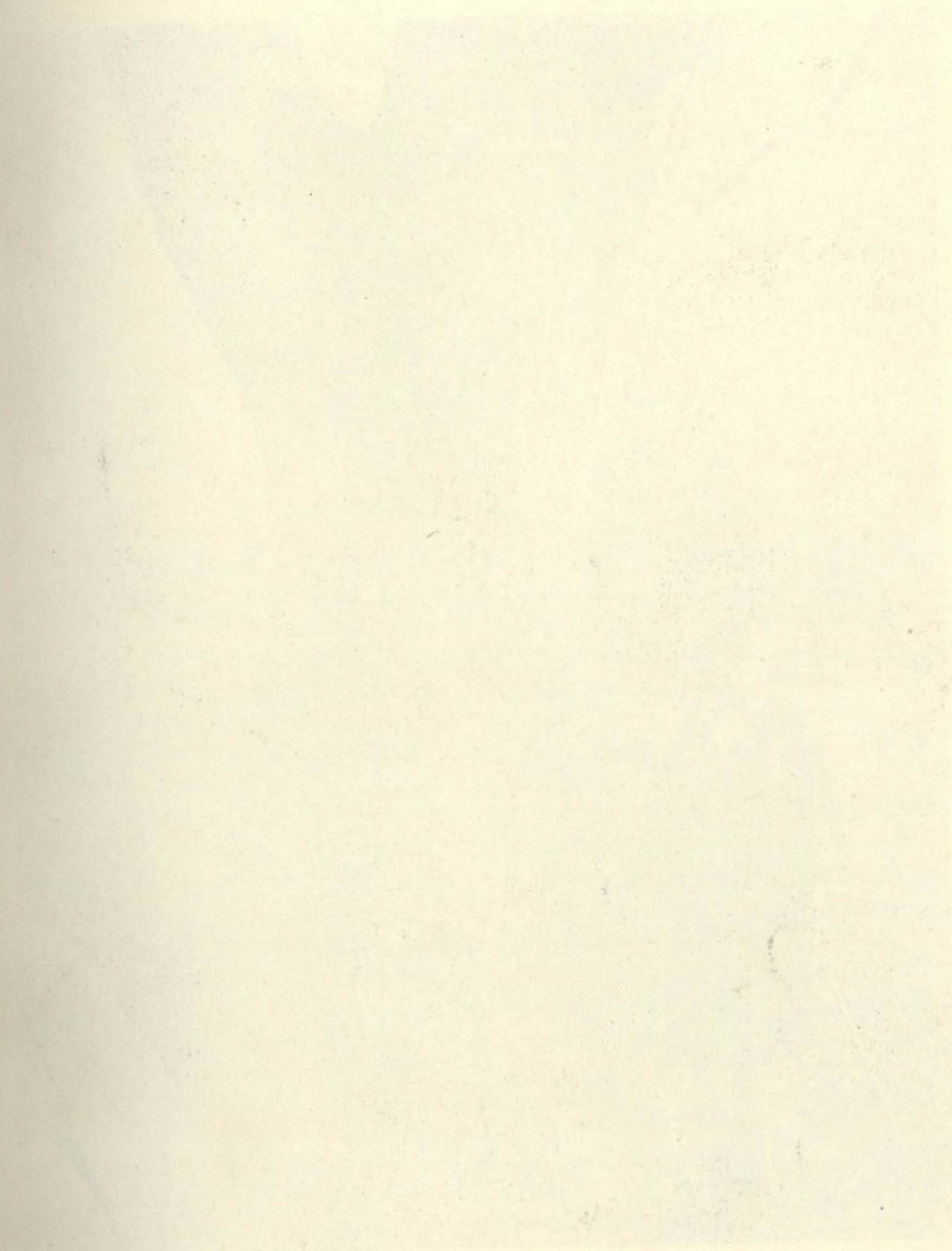


Mystery

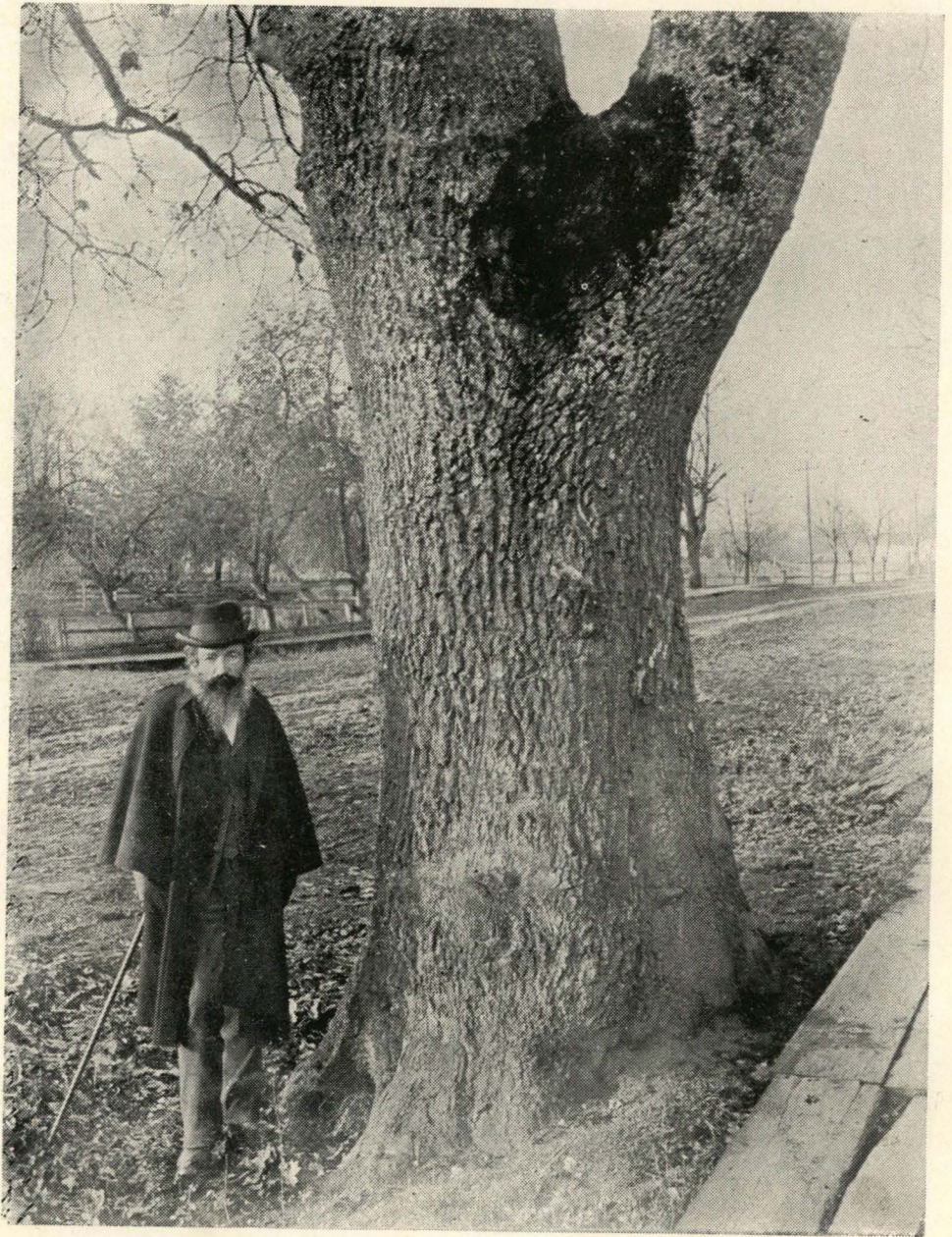
G. W. G.

The chaos of the night yet holds the world
At rest. Swift from the eastern horizon
Is thrown a shaft of light. Another and
Another shoots across the darkened sky.
The night recedes before the magic rays.
The lofty clouds first see the rising orb,
And clothe themselves in gold to meet the sun;
All that the darkness hid is now revealed.
New wonder seizes me. What is it that
Was not and yet now is? Whereas I could
Not see I now behold the multitude
Of things arrayed in soft, effulgent light.

As fell the apple to the earth; as clouds
Arise and float far o'er the land to fall
In liquid blessings; all the vaulted sky
And earth and sea is one vast mystery.



THE LIBRARY OF THE UNIVERSITY OF CHICAGO



DR. THOMAS CONDON

Dr. Thomas Condon

Dr. Thomas Condon is known by us, as he has been known by students of the University of Oregon for twenty-five years, as a professor of geology. He is known by American geologists as a scientist, by the pioneers of this state as a minister of the gospel; but by all his pupils he is known as a teacher and a friend. His contributions to science are a part of the history of science, as his work as a minister is a part of the history of the great section of the state in which he worked. It is of Dr. Condon, the teacher and friend, that these few words of tribute are written.

Dr. Condon came to Oregon as a missionary in 1852, from New York. Finding here in the Willamette valley communities made up largely of people from New England and the Atlantic states, who had transplanted in this soil a high religious and social life, he felt that a more vital need for missionary effort existed in Eastern Oregon. Accordingly, in 1862, he moved to The Dalles. There he lived and worked among his people, until, at its foundation, he was induced to come to the University of Oregon as a member of its faculty.

Dr. Condon's great work—if one great work may be selected from a life made up of them—has been to teach the essential harmony between religion and science. His early studies in geology convinced him that the old cosmology must be discarded. To him, however, this conviction brought no dismay. He knew the Bible to be a revelation of spiritual truth, not of physical, and saw that as such it in no way stood or fell with the Mosaic theory of the earth's creation. To him, indeed, the earth's crust, as studied by the geologist, was itself a new revelation. When the strife between the scientific and the religious worlds reached Oregon, it found Dr. Condon prepared. Without the dogmatism or the bitterness that too often characterized the champions of either cause, he taught the truths of science and the truths of religion, showing that the former only strengthen and reveal the latter; that between the essentials of science and religion there can be no discord, but only harmony; that all the discoveries of science do but enable us to comprehend a larger measure of God's plan. This was his message at a time when to many the very foundations of religion seemed to be crumbling under the advance of science.

Thus, Dr. Condon stood thirty years ago where leading scientists and clergy

stand together today. Thus he has always stood—somewhat in advance, as befits a maker of opinion. For a quarter of a century now he has stood thus before the students of the University. He taught science at a time when science was condemned by a large part of our people. He taught the reality of spiritual things at a time when the study of science, uninterpreted, was leading young men of our colleges into materialism. Both of these teachings have gone into the making of the manhood of Oregon.

As a teacher, Dr. Condon has always been characterized by patience, sympathy, personal interest in his students, and by deep piety and enthusiasm for his work. He has grown old in that work; and yet, today, a man full of years; he still throws into his work the piety and the fine enthusiasm that has made his teaching illuminative and inspiring to two generations of students.

During his long time of service, hundreds of young men and women have sat before him in the class room—men and women more or less serious, more or less ambitious, more or less capable—yet it is safe to say that in all those years not one has left the University without the feeling that his life has been enriched and made a thing of greater worth through contact with this teacher, scientist and moulder of men, Dr. Thomas Condon.



The first Two Years at the University

The solitary picture of old Deady Hall looks lonely, separated from the cluster of buildings now grouped upon our campus. But in October, 1876, as we paused on the old stile to view our future Alma Mater, there was no suggestion of loneliness about the stately new building so sharply outlined against the eastern sky. We did not miss the Dormitory or the Gymnasium, and Villard and Science Halls were far "beyond our ken." 'Twas Deady Hall toward which we gazed with all the joy and hopes of youth. For to the students of those first years all the associations of college life were centered in Deady Hall. There was then no Eleventh street entrance to the campus, for in 1876 all the travel to and from the University was up Twelfth street, over the old stile and up the broad new walk leading straight to the college steps.

Those who climbed the gentle slope to the University had the full benefit of sun, wind and storm, for there was no avenue of sheltering firs to break the wind or shut out the sunshine. In fact, there were no trees upon the campus, except the well known group of oaks upon the north. Instead of a carefully kept green lawn, the whole campus was one of nature's flower gardens, where, in their season, the wild strawberries bloomed and ripened among the native grasses.

With so much eliminated from our present University grounds, the student of 1901 may feel lost as he tries to construct a mental picture of 1876; and at last he wearily exclaims: No trees, no lawn, no Eleventh street entrance, no Gymnasium, no Dormitory, no Science Hall, no Villard Hall, no Collier Hall, no Kincaid field, no foot-ball team, no track team, no basket ball, no University library—why, what was there?

Perhaps we might as well own that, speaking physically, there was but little. And yet the most important part of the University's life was there, for the strong foundation had been carefully, solidly laid for its future growth. And nature had given us much to prize in our surroundings. There were the same encircling mountains on the east, crowned by the lofty snow peaks that have unconsciously

spoken thoughts of grandeur and purity to so many lives. There was the same dreamy beauty in the western hills, those hills that have enriched so many souls with the poetry they felt, but could not write. There was the same blue shimmer as the "Beautiful Willamette" glided by. Our lot was cast far from rich historic associations and monuments of art, but we of Oregon have been richly endowed in our natural surroundings. The old Greek masters would have outdone themselves had they been permitted to live in Oregon.

The next month after the University began its work two literary societies were organized. The gentlemen chose the name Laurean, while the name Eutaxian—well sustained—was suggested by Miss Ellen Geary, whose father, the Rev. Dr. Geary, was for many years a valued member of the board of regents. The girls were grateful to this grand old man, with his fine Greek scholarship, for a name so full of strength and hopeful significance. One can not read through the old records of these societies without being impressed with the zeal and earnestness of purpose that characterized their work. These records become more interesting from a historic view, when one realizes that co-education was still in the nature of a new experiment in the world's history. It is safe to say it was then unknown in any other part of the world except in the United States, and in our own country it was excluded from the Atlantic coast. Oberlin was the pioneer in this direction, and the Western idea found congenial soil in the valleys of Oregon. But Oregon's sons and daughters were unconscious of any novelty in the situation.

From the beginning the relations of the societies were marked by a courteous chivalry on the one side, and a combination of firm independence with gentle courtesy on the other. Very soon after they were organized the Laureans sent a communication to the Eutaxians asking that they co-operate with them as a sister society in their common aims. The Laureans proposed to furnish a society hall, in which they invited the Eutaxians to hold their meetings. The ladies graciously accepted the Laureans' proposition to co-operate in their common aims as brother and sister society, but insisted that the Eutaxians bear their share of the expense of furnishing their common hall.

An open session of the Laureans always meant an invitation to the faculty and Eutaxians to be present at their regular meeting. These invitations were often exchanged between the societies and were always given and accepted with formal dignity. In addition to these open sessions, there were committees to confer together about obtaining their charters from the faculty, about joint entertainments, or to secure a lecturer for the societies, or to prepare for a commencement reunion.

In the summer of 1877, at a meeting of the board of regents, "the executive committee was instructed to set apart a room in the building for the use of the lit-

erary societies." A few weeks later, when the professors had moved up-stairs, it had been virtually decided to tear down the partition between the two small rooms on the north side of the hall and devote the resulting room to the societies. Two or three athletic Laureans thought it no harm to assist in the destructive part of the preparations, and, with a few small boys from the preparatory department for audience, they instituted a kicking match, which made the plaster fly, and resulted in a badly damaged partition and a faculty meeting, where the boys were arraigned before the irate faculty for their unusual digression in college sports. One small, black-eyed boy from the preparatory department was called up and asked for his share in the transaction. He had an impediment in his speech, but was loyal to his cause, so he replied: "I-I-I twied to kick it, but I couldn't weach it." This episode created quite a stir in the tranquil life of the University, and we suppose the Laureans apologized, for at least part of them lived to graduate.

The partition was finally torn down, and we next find the societies giving a joint entertainment to assist in furnishing their new hall. About this time the societies formed a corporation, "and began negotiating for the purchase of the books and property belonging to the Eugene Library Association." This library was a great acquisition to the school, but made the entertainment to be given on December 21 a matter of great financial importance to the enterprising young societies. We are glad to state that the proceeds of the entertainment were about \$90.00. Through the kindness of Miss Anna Whiteaker, of the class of '81, we are able to furnish the program of this old time entertainment, perhaps the first ever given by the societies:

PROGRAMME
OF THE
LITERARY ENTERTAINMENT
OF THE
LAUREAN AND EUTAXIAN SOCIETIES,
DECEMBER 21st, 1877.

PART FIRST.

Music,	String Band
Salutatory,	J. C. Whiteaker
Recitation.—"Gone With a Handsome Man,"	Miss M. Lockwood

Quartette,	" Only a Dream of Home,"
Miss Carrie Cornelius, Miss Helen McCornack, C. R. Templeton and C. M. Hill.	
Tableau,	Pocahontas
Paper,	Editress, Miss Ina Condon
Solo.—" Flitting Away,"	Miss Lulu Dunn
Comic Declamation,	George Noland

PART SECOND.

Music,	String Band
Oration,	Robert S. Bean
Quartette,	" Come Where the Wild Flowers Bloom,"
Misses Irena and Lulu Dunn, C. R. Templeton, C. S. Williams.	
Recitation.—" Paradise and the Peri,"	Miss Julia F. Adams
Tableau.	
Extract From the Drama, " Lady of Lyons,"	
Characters:—Pauline, Wife of Melnotte, Miss Mary Hill.	
Claud Melnotte, Husband of Pauline, T. Judkins.	
Mrs. Melnotte, Mother of Claud, Miss Louise Foley.	
Solo.—" The Maid of Dundee,"	Miss Carrie Cornelius
Valedictory,	Miss Annie Underwood

The corporation added to its possessions from time to time, until their library and nicely furnished room became one of the chief attractions of the University. From the beginning, and for nearly twenty years, almost all the social and literary life of the University was clustered around the Laurean and Eutaxian societies. And their corporation became an organization of social and financial power. It will be seen that the University is really indebted to the energy and wisdom of these early students for much that would have been sadly missed from these early years. And who were these students? They had gathered from all over Oregon, from Portland, McMinnville, Forest Grove, Salem, Monmouth, The Dalles, Union county and Linn county, while many living in Eugene, who had exhausted every avenue of learning the town afforded, were eagerly waiting the opening of the University. It is doubtful if the University has ever excelled the group of seventy or eighty col-

lege students who gathered here during the first two or three years. They were strong, intelligent young ladies and gentlemen, old enough to appreciate the advantages of an education and glad to work for it. Some had come because they prized our president as a teacher in Portland. Some followed Professor Bailey from McMinnville, some came because Professor Condon was here. But there was an earnest dignity about them all, as if they realized the important part they were to bear in the making of Oregon's University.

Near the close of this first year, on the first Saturday of May, the University people and citizens of Eugene spent a delightful day on a geological picnic to the top of Spencer's Butte. There was an odd procession of buggies, carriages, hacks and lumber wagons, with citizens on horseback and students on foot. But they all finally reached the summit of the mountain, where Prof. Condon gave them a short lecture on the physical features and geological history of the beautiful panorama spread out before them. It is not often that a popular lecture is given from such an elevated platform or that the lecture can be illustrated by such views from life.

Soon after the beginning of the second year, the professors rooms and young ladies reception room, were moved into the second story, much to the delight of all. And no University girl of '77 and '78 can ever forget that pleasant reception room on the southwest corner of second floor of Deady Hall. If we had been children of luxury, fresh from Wellesley, our surroundings would have seemed crude and unattractive; but we were daughters of Oregon Pioneers and found pleasure in every step of progress, no matter how imperfect the result. There was only the bare room with its stove and three neat benches—no chairs. We remember just how the clean freshly laid floor gleamed in the Autumn sunshine; and how naturally the girls grouped themselves in picturesque semicircles, studying Latin on the floor. There were no kodak fiends abroad in those days, and the unconscious pictures are preserved only in the art galleries of our minds. There was a quiet, earnest hum of voices as line after line of Old Cicero's orations were picked out one word at a time, and the principal parts of the verbs were passed around the curve. Suddenly Rose, or some other bright spirit, would exclaim, "Oh, girls!" and every head was lifted, every eye was quickly turned toward Rose, while she told some comical incident of school life in her irresistible way. Latin was forgotten and a lively gale of merriment swept 'round the curve and leaped to the stiff benches beyond, until the door of Professor Bailey's room was quietly opened with the kindly warning: "Too much noise, young ladies." The gale was gone as quickly as it came, every head was bent low over a book, the drowsy hum of voices began again as the translation of Cicero went on.

Mr. Dudley, our kind hearted janitor, seeing our need of seats, brought us a

few wooden boxes, just large enough for one, and they were received with real gratitude, for, Oregon girls, while willing to be happy on the floor, are not averse to rising with their opportunities. An old parody on Poe's Raven, written in 1878 for an autograph album, shows the prophetic spirit of an old time Eutaxian:

When in future years you wander
The college buildings o'er,
And the places seem familiar
But the faces are no more.

When the reception room you enter
Thinking of the days of yore,
Of the groups of merry schoolgirls
Studying Latin on the floor.

Of the talking and the laughing,
Of professor's open door;
When these pleasant scenes come rapping,
Gently tapping at memory's mystic door,

May you then remember,
On her box upon the floor,
Sat a friend who will forget thee,
Nevermore.

The exercises that closed the first year's work were held in the Old Brick Church, but there being no graduating class, our first commencement is usually considered as coming at the close of the second year. The class of five ready for graduation in June, 1878, had all finished or partly finished the college work in other schools, before coming to the State University. This class consisted of M. S. Wallis, R. S. Bean, J. C. Whiteaker, George Washburn and Nellie Condon. Their class tree, the English Laurel, now standing near Deady Hall, has never reached the proportions of a great tree; but it still serves to keep their memory green.

One of the University girls was teaching school that spring, many miles up the McKenzie river. When she came home to attend commencement, she emptied her trunk of its usual contents, boldly covered its floor with two or three inches of soil and then filled it with beautiful mosses, ferns and vines from the McKenzie woods. The committee on decorations were certainly practical artists; and perhaps no commencement stage in our history has been more beautiful than was the long platform on the north side of the third floor of Deady Hall in the old assembly room in '78.

We will close these annals of the first two years of the University with selections from an old scrap book, taken from an Oregonian of June 22, 1878.

“ The first annual commencement of Oregon State University took place yesterday evening. At 3:00 o'clock p. m. a large crowd of spectators assembled on the campus to witness the planting of the class tree. A handsome English Laurel had been provided by Professor Condon, and when everything was in readiness, the members of the graduating class planted the tree—near the northwest corner of the University edifice. Professor Condon then delivered an appropriate address, after which Dr. J. C. Bolon read in an impressive manner a suitable poem written for the occasion by Mr. T. J. Cheshire, * * * * and the tree was left to the tender care of coming generations. At 8:00 o'clock in the evening the closing exercises of commencement took place in the auditorium of the University, in the presence of the largest and most elegant audience that ever assembled in the city of Eugene. The town had turned out en masse, and numerous visitors were present from all parts of the state. The auditorium was artistically decorated, and was brilliantly lighted by massive chandeliers. Great credit is due to the public spirited citizens of Eugene who depleted their parlors of pictures for the occasion, and to the committee who worked so assiduously and successfully to make the auditorium the most beautiful chamber in Oregon.

“ At a few minutes past 8:00 o'clock, the graduating class, preceded by the faculty of the University, filed into the room and took their places on the platform. Governor Whiteaker presided. * * * Hon. Matthew P. Deady now came forward, and, with a few befitting remarks, presented each member of the graduating class with the long looked for diploma, the first conferred by Oregon State University. As soon as the diplomas were received the class took seats immediately in front of the audience, where they were addressed in a practical and effective way by the president of the board of regents, Judge Deady.”

Thus closed the second session, and the first commencement, of our State University.

ELLEN CONDON MCCORNACK, '78.

NOTE.—We are indebted to the kindness of “The Guard” for the opportunity of refreshing our memory as to dates and incidents given in this article. The old files of “The Guard” are indeed a most valuable store house of University history.

A Prayer

E. M. T., '98

One day more gone, my soul, at last;

A day of smiles and tears;

One day's approach to—what?

One day of life's long years.

One night more come and still

Rain falls in sodden drips,

And I must go to rest

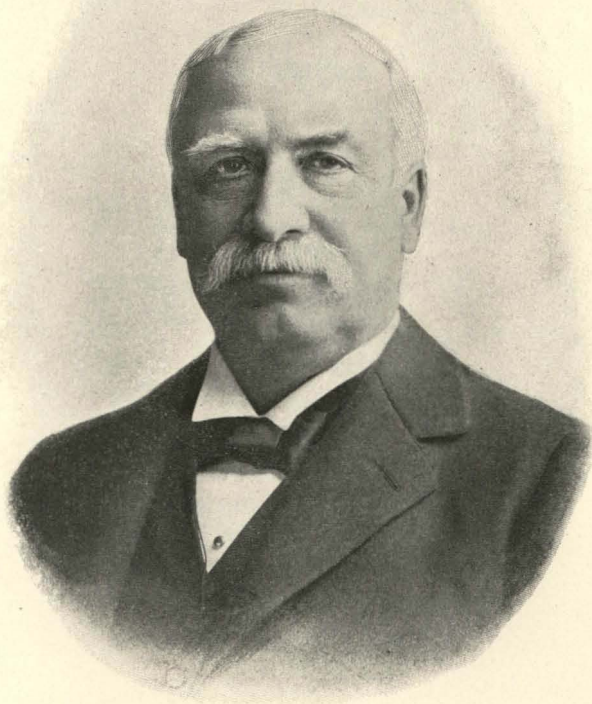
With sorely trembling lips.

A few more years—then death!

And after that—oh, what?

Helpless, I can only pray, be

Dreamless, endless sleep my lot.



HENRY HILGARD VILLARD

Henry Villard

Oregon is a new and raw state, with not much in some parts of it save glorious climate and future; also some people who started the future about fifty years ago and have done little since but absorb climate. The few who have power enough to get money together, and wisdom enough to seek out wise uses for it, are harassed with many taskings in our endeavor to be in style in state matters. It is not to their discredit that our University's best friend was a New Yorker who incidentally passed through here while promoting some railroad interests. This man was an Americanized Bavarian, named Henry Villard. He paid our University's debts when it was on the verge of closing for lack of cash, gave an income to the library and showed interest in numerous other ways. He had a habit of remembering.

These benevolences were not conspicuous or unique among the long list of good works that adorn the story of our friend's life, as he endowed almost everything he came across, from scientific expeditions to hospitals—the last act as compensation for the first, perhaps. His idea was that the state should itself support the college it had founded. In helping out the U. of O. he was merely setting an example to the men of means who live nearer it than New York. His aid was appreciated by those who received it, and our biggest hall is named Villard in consequence.

What is this worth to us now? The building is paid for and the library a matter of course. If we are to keep our attention centered on perpetuating the names and kindnesses of our friends, we won't make much use of their gifts. Henry Villard's life has a better meaning and a more moving inspiration for us than any devotions or memorials can have. High example of character and good work, helps men—especially young ones—vastly more than printed words or spacious architecture. Perhaps this is what John meant when he spoke of the spirit bearing witness. In this matter of living and doing which is before us all and which seems so hard and strange when college days are ending, our friend left an example which we can not afford to lose sight of. He came to our country without equipment, save honor and brains and the power to work. No immediate startling success forced an ill-timed crown upon him. He labored for years in small things, getting ready

all the time for the larger when they should come. They came at last, as success always does in our land to those who deserve and strive. Wealth, position, power, were heaped upon Henry Villard, and, better than these, the love and trust of his fellows, a love that he, all his life, repaid, and a trust that was never violated. It was not his fault if those who could not see and believe as he did in the future of the Pacific Northwest brought on the panic that wrecked his plans and almost his good name. The work he conceived is being wrought now and will continue until our Oregon comes to her own in the front rank of the great states. Moreover, it is our friend's especial praise that he did not go into this work in a merely money-making or personal spirit. He knew the good uses of wealth and employed it to make life a better thing for his fellows.

This, then, is the example he set for us: Tolerance, wisdom, integrity, hard work, faith and the love that is more than these. We who have been taught in the University he helped establish should surely be good citizens, for that title, and the surpassing praise of it, is the high honor we rightfully accord the memory of our friend and benefactor, Henry Villard.



The Oregon Volunteer

ANNIE LAURA MILLER, '97.

His is the strength of rugged, granite steeps,
And his the courage of the pioneer,
That, like Columbia's flood right onward sweeps,
Unconquerable, conquering, devoid of fear.
A heart, warm as Chinook on winter snows,
Yet holding, too, a silent, Berserk rage
That throbbing, swelling, with the war drum's throes
Proclaims the soldier's mighty heritage,
And his a purpose reaching to the skies,
A purpose lofty, pure as snow-capped Hood,
So noble, true and vast, it sanctifies
The country's honor with the soldier's blood.
The volunteer, within his brawny breast,
Has all the soul, the meaning of the West.

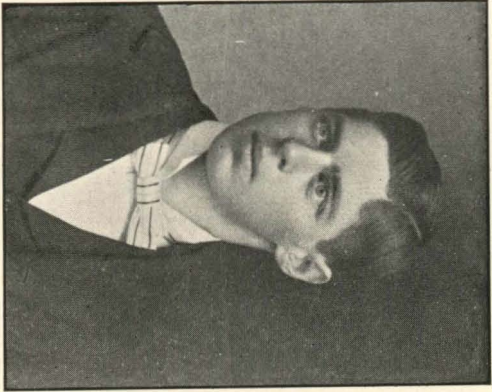
Oregon Volunteers

At commencement, a few years ago, the G. A. R. of Eugene presented the University with a beautiful flag. In accepting the gift, Judge McArthur closed an eloquent address on "The Flag" with the words: "Again, sir, let me thank you and your comrades for this most precious gift, and assure you that the students of this University shall be taught not only to venerate it, but to defend it, if need be, with their lives."

With the "Second Oregon," sixteen University men sailed for Manila in the summer of '98, and at the request of the G. A. R. the flag was raised above the University. And while its defenders were facing unknown dangers in a distant land it waved day and night, through sunshine and storm, a constant tribute to patriotism and selfsacrifice.

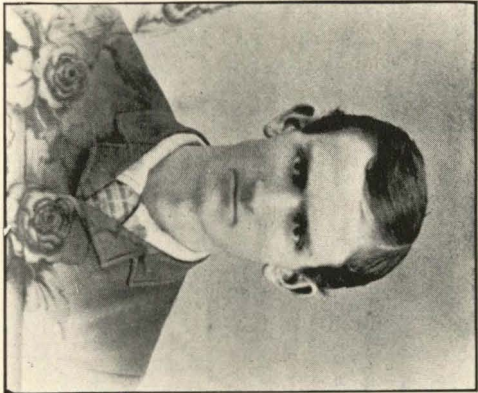
When, on a bright August day, the little band returned, thinned by disease and weakened by battle, its first welcome was from the old flag as it reached out its tattered folds in greeting. It, too, was torn and ragged; worn in service, but true to duty.

No tablet commemorates this little band of University volunteers, but their names are indelibly written in the heart of a great institution.

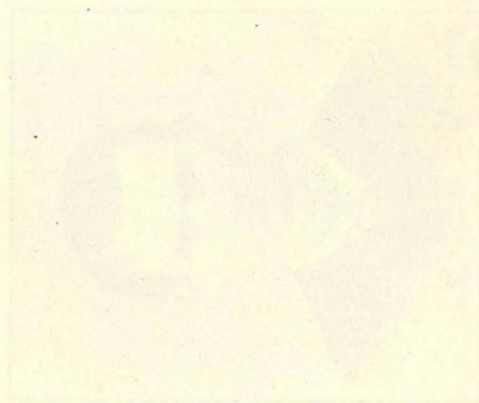
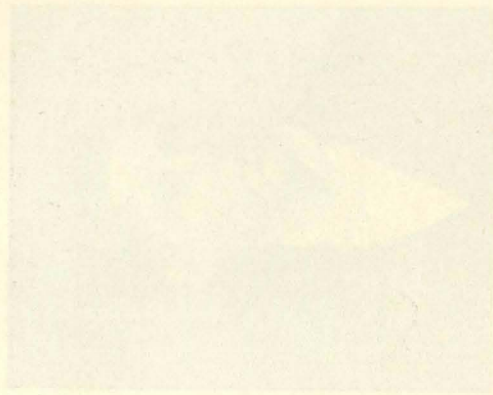


WISTAR HAWTHORNE '02

In Memoriam



ARTHUR GILLELAND '99



Student Volunteers

J. C. Booth,
Howard Davis,
Frank E. Ankeny,
Moray L. Applegate,
Elvin Crawford,
Alfred W. Elkins,
Arthur Gamber,
Arthur L. Gilleland,

Philo Holbrook,
John Newsome,
Clyde E. Gray,
Wistar Hawthorne,
L. St. Elmo Hooker,
Condon C. McCornack,
C. Earle Sanders,
Arthur C. Stubling.

Across The Bay

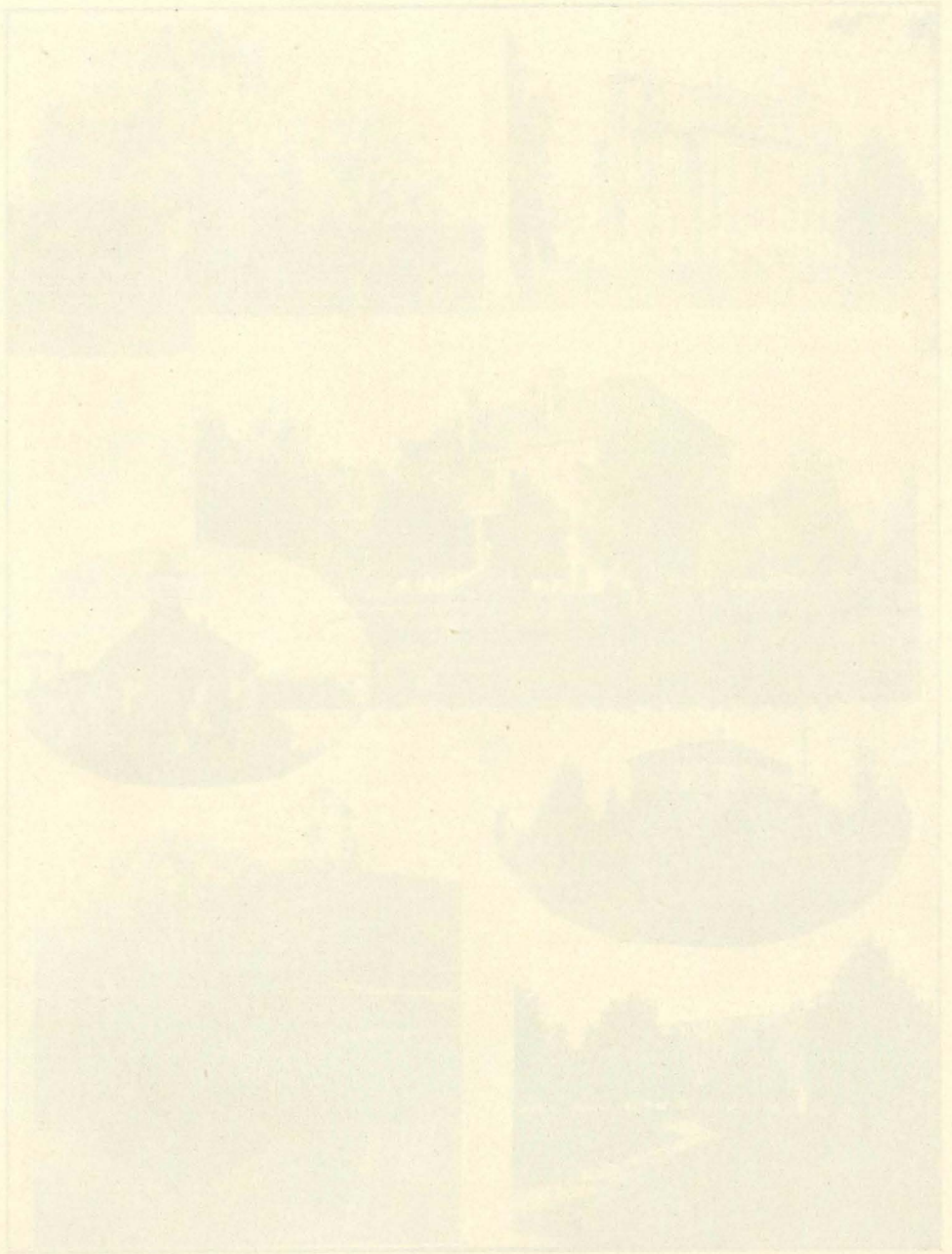
LEONORE E. GALE, '02.

At times I see it in my dreams,
The little bridge across the bay,
The white gulls whirling far above,
And the pebbly beach where seaweed lay.

The tall, dark firs upon the hill,
The starry flowers of dogwood trees,
The little brook with its alder fringe,
And the scent of trillium on the breeze.

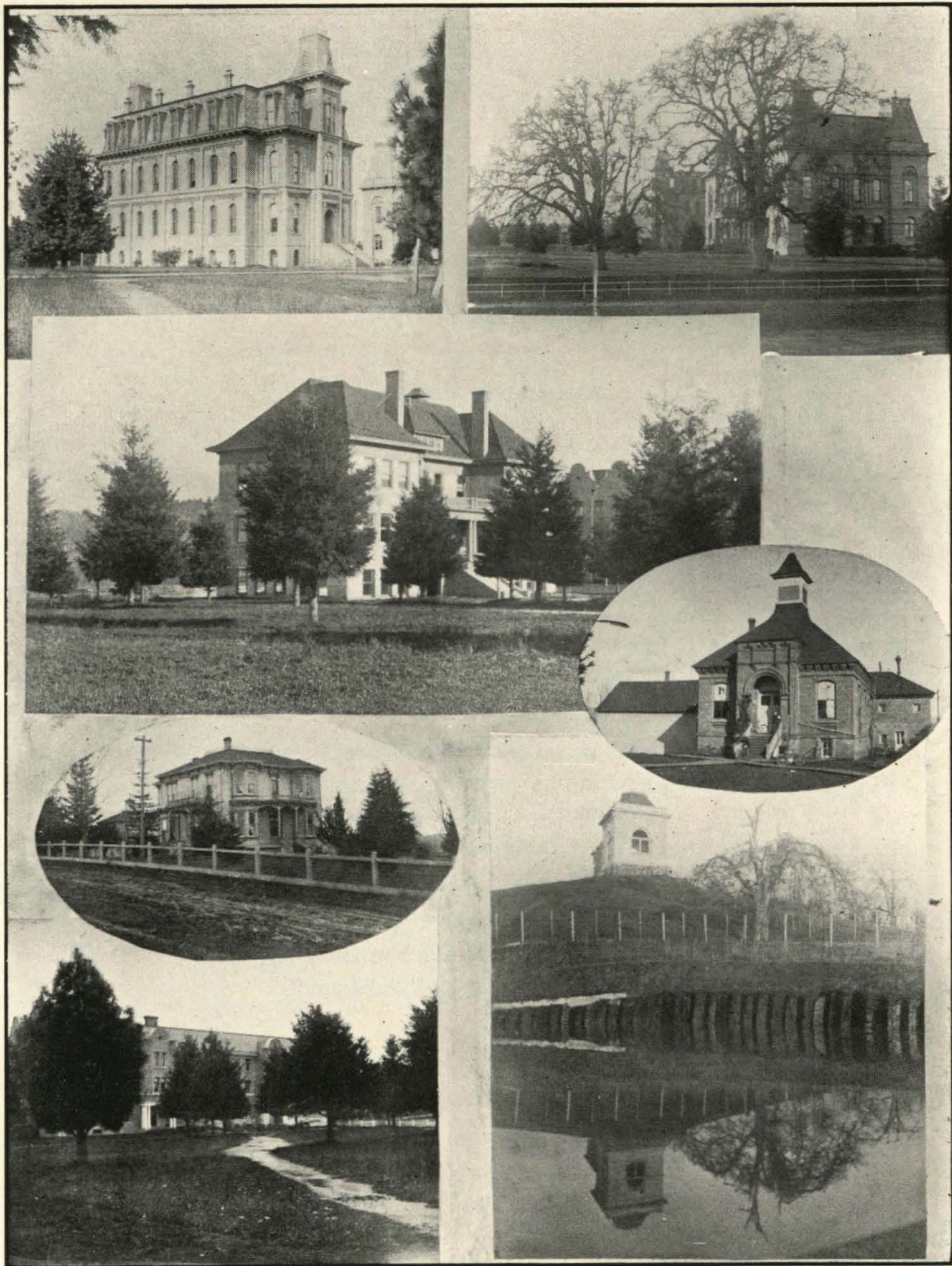
The ridges flame with the currant's red,
The glens gleam white with the lily's snow,
And there in the shaded, rocky glade,
The dogtooth violets grow.

The silv'ry buds on the willow bough,
The hazel grove that borders the sea,
The sweet perfume of the elder flowers
Come back thro' the fading years to me.



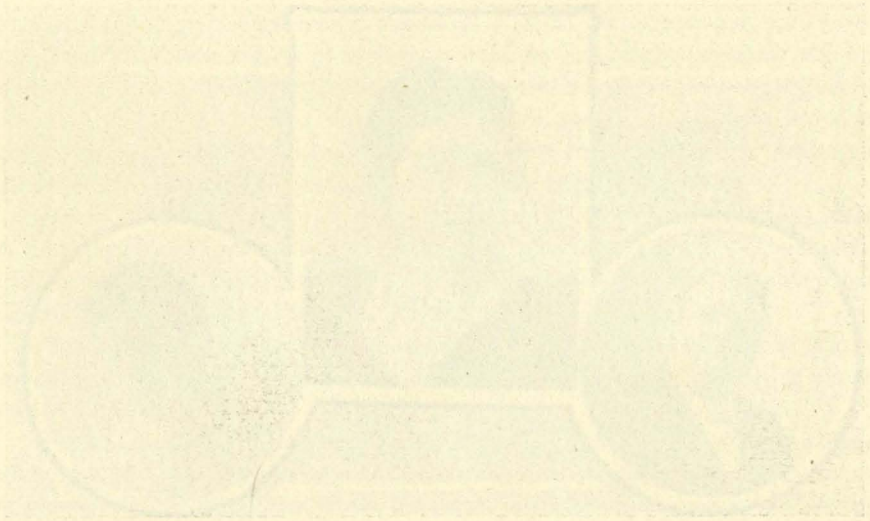
ALYD HALL
LONDON
OPERATORY

ALYD HALL
LONDON
COLLIG HALL
OPERATORY



DEADY HALL
 SCIENCE HALL
 COLLIER HALL
 DORMITORY

VILLARD HALL
 GYMNASIUM
 OBSERVATORY



Departments of Instruction



PROF. IRVING M. GLEN

PROF. LUELLA CLAY CARSON

IDA BEL ROE

English

English in the University is organized under three departments. They have offered during this year twenty-eight courses, in which four hundred forty-six students have registered. These courses have comprised work in Rhetoric, Criticism, English Composition, Anglo-Saxon, Philology, Chaucer, Versification, English and American Literature, and Public Speaking.

The departments have never been able to realize their ambitions, but year by year they have steadily grown into a larger accomplishment and a larger hope.

A few definite aims have been persistently held in the English work and the constant faithfulness which students give to its exacting details partly explains the peculiar ability of the Alumni in English work in Eastern colleges and professional schools, or, in our own state, in places of responsibility calling for power in organization of thought, clear, pointed and forceful presentation in writing and in public speaking.

Scientific knowledge of the sources of our language, richness of vocabulary, simplicity and force of phraseology, wealth of allusion that comes from familiarity with classic literature, beauty of expression that is inspired by sympathy with the beautiful in nature, life and art, eloquence that grows out of the possession of some lofty truth that urges him who masters it on to its expression, ability to stand before an audience and speak something worth hearing so as to be heard, understood and believed,—these, to be brief, are aims of the English departments.

But back of these aims is a constant demand for the fundamental essentials of good English. Shallow thinking, unsupported assertions, thoughtless generalizations, eccentric and immature originality, affectation of any kind in writing or in public utterance, are not included in the operations of expression.

Good English must discriminate keenly between law and illustration; it must search for principles and eternal things; it must find the enduring, underlying framework of thought.

Hence, the ability to construct material into organization having unity and result is vital to originality and effectiveness in the use of language. There is another power in the curriculum of our catalogue, and that is the power of cheerfulness, faith, optimism, belief in man and his desire to know and do the best. The public speaker must believe in himself and have confidence in the great human heart.

The University of Oregon appreciates its responsibility to the state and its part in enriching the thought and language of the commonwealth. The literature of a state is the quintessence of the speech of a state. A community is only in a way to improve its art in proportion as its capacity for expression becomes more widespread.

The great English artist, Watts, once said in speaking of this country: "Your nation is great in its wealth and prosperity, but soon or late a nation will be judged by its literary and artistic creations." The mental power of the Northwest is by nature organizing and creative, inherited from sturdy ancestry and derived from large conditions. Give it but training, culture and something of freedom from the exactions of making a living and it will create literature.



PROF. F. S. DUNN

PROF. F. G. G. SCHMIDT

PROF. JOHN STRAUB

Language

The Modern Languages

The aim of the instruction in the Modern Language Department is primarily to enable students to use modern German, French or Spanish with facility in reading, writing, and, so far as practicable, in speaking, and to acquaint them with the masterpieces in the respective literatures. Opportunity is also given for graduate courses in Germanic and Romanic languages. These are intended especially for students who desire to make the teaching of these languages their profession, or who expect to take an advanced degree in them. Careful attention is given to the linguistic as well as to the literary training of the student, aiming at a comprehensive insight into the historical growth of the Germanic and Romanic languages and literatures.

The recent increase of the appropriation for the library will enable the department to offer a greater number of advanced courses. The appointment of an additional instructor for the coming year will not only relieve the pressure of classroom work, but will facilitate a further expansion in the courses. Special attention can also be given to the co-ordination of the instruction with other University departments in commercial, economic and scientific courses.

Latin

The Latin department in the U. of O. covers at present three more or less distinct periods in classical study,—first, the Latin of the secondary school or high school; second, the Latin of the collegiate course; and third, Latin primarily for college graduates.

The first period of work covers four years, including the usual First Year Book, four books of Cæsar, six or seven orations of Cicero, and six books of Virgil, with possible supplemental work in Nepos, Sallust and Ovid.

College Latin proper does not begin until after the completion of the four-year high school course. The U. of O. accordingly offers a Latin course commensurate with the regular collegiate gradation from Freshman to Senior. The "spinal column," as it were, of the collegiate course in Latin in the U. of O., subject to substitutions and alterations as occasion demands, and with various supplements as the instructors deem fit, is as follows: Primarily for Freshmen, two books of Livy, three plays of Terence, and selections; for Sophomores, the Odes and Epodes of Horace and selections from Tacitus; for Juniors, selections from the Epigrams of Martial, from the Epistles of Pliny, from the Satires of Juvenal, and one of the Lives of Suetonius; for Seniors, three books of Lucretius and three plays of Plautus.

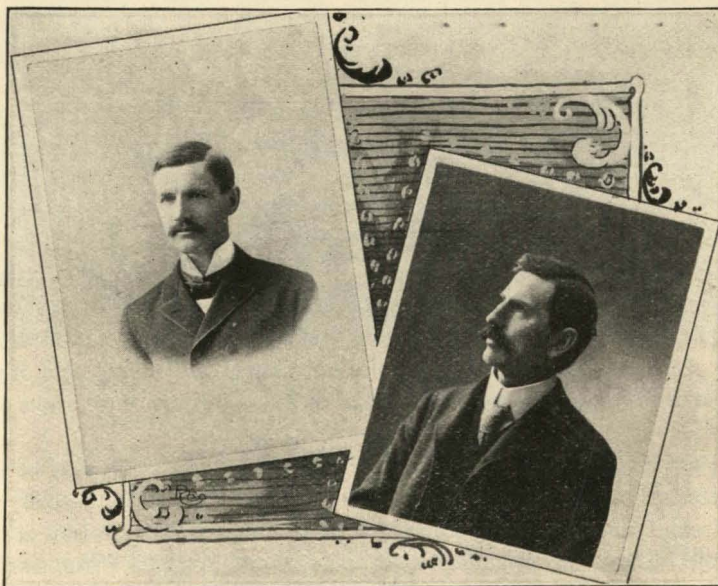
The richness and variety of the third phase of Latin work may be inferred from the courses offered by the U. of O. in its last catalogue: Catullus and the Elegiac Poets, Cicero's Letters, Lecture Courses on the Private Life of the Romans, in the History of Roman Satire, in the History of Latin Prose and Poetry, in the Latin Drama, and in Roman Topography and Archæology.

Greek

The aim of this department is not simply to teach the Greek language, but also to inspire students with a love for the high ideals portrayed in Greek history and literature.

It is not sufficient merely to translate Demosthenes' magnificent oration, "On the Crown," but the student should be able to feel in his own heart the patriotism that thrilled the heart of Demosthenes, as he uttered those memorable words. Sophocles' "Antigone" should fill the student's heart with reverence for God's laws as being superior to those of man, and Aeschylus' "Prometheus Bound" should teach him that "Right is always right," and that the creature has certain rights that even the Creator is bound to respect. He should so study the life of the Greeks, that when he reads Aristophanes' Clouds, he can read between the lines and see the disintegration taking place in the life and morals and religious beliefs of the

Athenians. He should be able to realize that the death of Cyrus, the Younger, although regrettable from a standpoint of sentiment, yet, from the standpoint of civilization, was a fortunate thing, since his life and success might have meant oriental civilization for Greece and eventually for Europe.



ASST. PROF. JOSEPH SCHAFER

PROF. F. G. YOUNG

Economics, Politics, and Sociology

The student in this field is moved by a sense of the momentousness of the relations of its principles to the world at large. The interests of mankind, clarified by these sciences, are man's crowning concerns. It has been so recognized from Plato's time. The last refinements of the other sciences constitute the basis of method, and the preliminary concepts and postulates for investigations along these

lines. The facts of history are here laid under contribution to show practical tendencies.

World problems, national problems and commonwealth problems, challenge the thinking powers of every true citizen. He gets his bearings, his guides, his power of achievement through work in these courses. The fate of China, the right handling of the Philippines, the control to beneficent results of all capitalistic combinations, the devising of an equitably adjusted system of taxation, the rule of most thoroughly nationalized public opinion, the elevation of the aristocracy of character and intellect to leadership—these are worthy themes. The student of strenuous, noble purpose in life, and with any consciousness of power, will have his bout with them.

The Department of Economics and Sociology of the University of Oregon does not, however, propose in its courses a dillitante pursuit of the subjects in its field. What it has begun to do for the history of Oregon is but an earnest of what it will do in renovating and elevating the economic, administrative, and political life of our commonwealth. There are matchless resources in forests, minerals and fish to be conserved by the best policies that the experience of the outside world and economic principles can suggest. The energies of the state, its capital, labor and natural agents, are to be organized into units through which their productivity will be multiplied. Oregon's ground of advantage in the market of the world will be identified and occupied. The spirit of the state's institutions, the ensemble of the state's activities, will be so intimately grasped that they can be toned up to a higher type. Most of all, the social medium in which the individual citizen lives must be vitalized and purified. The department proposes that Oregon shall benefit in all possible ways through the application of the last results of research adapted to its peculiar conditions. It has reason to believe that the patriotic youth of the state will be eager to devote their best talents to projects so worthy of them. None more noble has been fought for and bled for on the battle field.

History

Nothing is more characteristic of the present age than the growing dependence on history. Almost every project of legal or social improvement, all questions involving human relations, are settled from the historical point of view. Historical knowledge, therefore, and especially the historical method of study and habit of thought, are prerequisites to the successful prosecution of all lines of social investigation. The increasing recognition of this truth has, within the past few years,

brought a remarkable growth of historical study in American institutions of learning.

With this movement, as represented in the best colleges and universities of the country, the University of Oregon is in full accord. One year ago the Board of Regents created the department of history as a separate department of the University, and called Mr., now Assistant Professor, Schafer to take charge of it. His entire time is devoted to the work of the department. In addition, both President Strong and Professor Young give a portion of their time to historical teaching.

With this instructional force it is now possible to differentiate and specialize as never before. Aside from the general courses in European and American history, a number of advanced special courses are offered for seniors and graduate students. The historical side of the library is being developed as rapidly as means will permit. The archives of several states have already been secured and others are expected. The department is therefore ready to set its advanced students at work upon special subjects of investigation connected with American history. Meantime, state and local history is being studied with good results from the materials in possession of the Oregon Historical Society.

Mathematics

Beginning with the next session the following conditions for requirements for entrance will be required for all students:

" All students offering a year or more of algebra for entrance will receive five (5) credits for the work offered for entrance after they shall have done satisfactorily one semester's work in advanced algebra, for which semester's work they shall receive two and one-half (2 1-2) credits, making a total of seven and one-half (7 1-2) credits; provided that any student shall have the option of taking at the time of entrance an examination in the algebra covered by the above seven and one-half credits, and for satisfactory work in the examination shall be excused from the semester's work and shall receive seven and one-half credits. Any student having less than a year of elementary algebra shall take the full subject of elementary and advanced algebra in the University at the discretion of the Instructor and the Dean. Students who offer a year or more of geometry, either plane or solid or both, shall receive four credits for the work offered for entrance after they shall have done satisfactorily one semester's work in geometry, for which they shall receive an extra two and one-half credits, or six and one-half credits in all; provided

that any student shall have the option of taking at the time of entrance an examination in geometry covered by the six and one-half credits, and for satisfactory work in the examination shall be excused from the semester's work and receive six and one-half credits. A year in the above subjects is counted as thirty-six weeks or more of school work, five recitations per week and not less than forty minutes to each recitation. Students having less than a year of plane or solid geometry or both shall take the full subject of plane and solid geometry in the University at the discretion of the Instructor and the Dean."



PROF. E. H. M'ALISTER

PROF. GEO. LILLEY

COURSES OF INSTRUCTION

1. Elementary Algebra. Five times a week for three semesters. This course covers the work required for admission to the freshman class. Text-book: Lilley's Elements of Algebra, completed, including all examples and problems.

2. Geometry. Five times a week for three semesters. The course covers the work required for admission to freshman class. Text-book: Wentworth's Plane

and Solid Geometry, edition for 1899, completed, including all exercises and examples.

3. Higher Algebra. Three times a week for one year. Lilley's Higher Algebra, supplemented by the instructor.

4. Analytic Geometry and Trigonometry. Five times a week for one year. This is an elementary course and is treated as one subject.

5. Calculus. An elementary course. Five times a week for one year.

6. Differential Equations. An elementary course. Five times a week for one year.

7. Solid Analytic Geometry. Three times a week for one year.

8. Theory of Equations and Determinants. Burnside and Phanton. Three times a week for one year.

9. Modern Analytic Geometry. Based on Clebsch. Three times a week for one year.

10. Theory of Functions. An introductory course.

11. Analytic Mechanics. Four times a week for one year.

12. Potential Functions. Based on Pierce and Byerly.

13. Advanced Analytic Geometry. Three times a week for one year.

14. Advanced Calculus. Four times a week for one year.

15. Differential Equations. Advanced work, twice a week for one year.

16. Quaternions and Vector Analysis. Based on Tait. Three times a week for one year.

17. Modern Higher Algebra. Three times a week for one year.

18. Functions of a Real and a Complex Variable. Twice a week for one year.

Applied Mathematics is mainly concerned with the application of the powerful analysis of pure mathematics and mechanics to the varied problems that arise in the different branches of engineering. With one or two exceptions, the courses given are not designed primarily as "culture courses," but as a direct and practical preparation for the actual work of the professional engineer. Thus, the principles of pure mechanics are applied to the calculation of stresses in bridge trusses, in arches, in high masonry dams, or in any kind of framed structure. The course dealing with the elasticity of solid bodies, while constantly employing the higher mathematics, is not given as a mere mathematical exercitation; nor is the subject treated simply as a curious phenomenon of physics; the aim of the course is to impart such a knowledge of the elastic properties of the various common materials of construction as will enable the student to determine quantitatively the strains and stresses



PLAN OF THE HOUSE

1850



OUT OF THE CLASS ROOM

Views taken by V. Straub

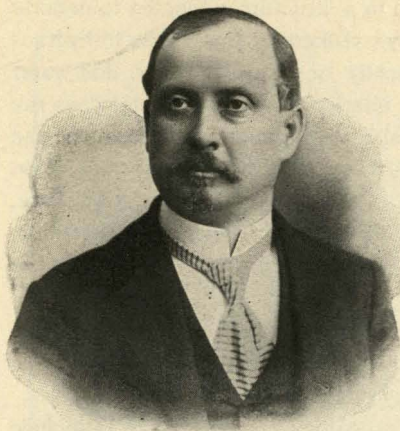
which the material will undergo when employed in a structure subjected to definite loads, and so to proportion the structure properly. Likewise, the course in hydraulics does not attempt to prove, either theoretically or experimentally, that water will run down hill; nor to speculate as to the ulterior reason why water does run down hill; the purpose of the course is to develop in mathematical formulae the quantitative relations which necessarily exist between the slope, the velocity of flow, the shape and size of channel, whether pipe or open canal, the head, the pressure, the amount of friction, etc.; having in view the design of city water supply systems, irrigation canals, hydraulic motors, and the various other machines which either utilize or generate the flow of water.

These statements will serve to show the nature of the work done in the department, without describing or even mentioning the numerous courses in detail, for which reference must be made to the University catalogue.

Owing to a lack of instructors, the department has been obliged to include certain courses in constructive engineering which do not form a part of its subject matter proper; but it is expected that this work can soon be turned over to a new and separate department.

Physics

The department of Physics was organized as a separate department in September of 1895. Prior to that time Physics and Chemistry were included under one head as a sort of General Science department. When the division was effected there was placed at the disposal of the new department of Physics the three rooms on the south side of the lower floor of Deady Hall, and an equipment of apparatus covering a wide range of intrinsic value. Nearly all of this apparatus was in a rather bad state of disrepair, and how to make it useful to the institution constituted the first serious problem of the department. To send it east for repairs would involve an expense almost equal to the first cost. The problem, after much debate, was finally solved by establishing a university machine-shop. This shop has been associated with the department of Physics ever since. By its aid nearly all the apparatus in a state of disrepair was saved to the University. Its value at present prices may be estimated at \$1,200.00. Additional apparatus has been purchased since then amounting in all to \$1,200.00. The only other addition has been



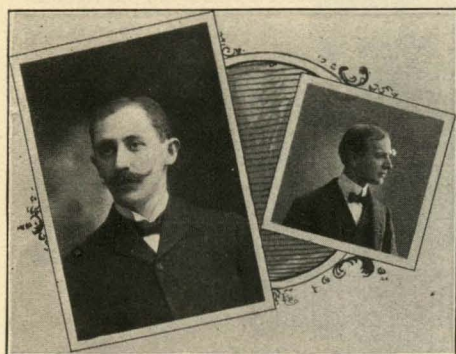
PROF. CHAS. FRIEDEL

through the students in Practical Mechanics. From this source there has accrued to the department during the past five years, some elegantly finished and thoroughly serviceable apparatus, amounting in value to about \$150.00; and be it said to the credit of these students that none of the apparatus in the department has given greater satisfaction in experimental work than some of the pieces thus obtained. It is the natural aim of every department of learning to create a demand for the more advanced lines of work in its special domain. Inspired by a feeling of this kind, the department of Physics gladly

aided in the organization and development of a number of new lines of educational work, which it was hoped would contribute to the general growth of the University. In particular it became especially interested in helping to build up such lines as seemed essential to its own growth. It was in this way that the department became interested in Mechanical and Electrical Engineering. During the past four years it has willingly made large sacrifices and unflinchingly faced trying difficulties to place these new lines of work on a firm and permanent footing. One form of the fruit of this work is the fact that five members of the graduating class of this year have practically completed the course in Electrical Engineering and expect to devote their lives to this form of professional work, while at the same time there is a proportionately fair number of students in the lower classes of the Electrical Engineering course as an evidence that the work is being appreciated. The work in Mechanical and Electrical Engineering has been very seriously handicapped for want of proper quarters, as well as proper apparatus. Before the beginning of another year, however, these departments will be properly housed in the new heat and light plant, and are to have the advantage of the exclusive attention of a specialist. It is therefore safe to predict that the growth of these two lines of work will be of an order that will give pleasure to the friends of the University.

Now that a fair demand for the more advanced courses in Physics seems assured, it will be the aim of the department to broaden its work in the direction of experimental research, and in this way to stimulate students of the department to become more deeply interested in the efforts of prominent investigators, both at home and abroad, and thus learn in some measure to feel the pulse of scientific inquiry in the realm of Physics.

Chemistry



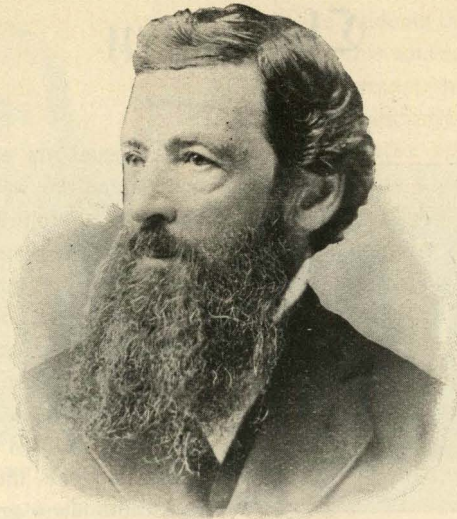
PROF. A. LACHMAN

MR. O. F. STAFFORD

The usual gap existing between the college and the world of affairs is reduced to a minimum in the department of Chemistry. There are so many points of actual contact in the practice of pure (or scientific) and applied (or technical) chemistry, that aside from lecture class rooms there is no difference to be found between a laboratory devoted to educational purposes and one intended primarily to transmute elbow grease into gold pieces. It is this peculiarity that gives importance to the training given in our

college laboratories of chemistry: the student, bent chiefly on securing his credits and incidentally on acquiring information, becomes expert with the same tools and appliances that he will need in his life-work.

The equipment of the new Chemical Laboratory Building will be fully equal in quality, though of course not in extent, to that of any university west of the Rockies. The Assay Laboratory will be provided with a large number of furnaces, besides power crushers and grinders driven by electric motors. The Laboratories for students' use will accommodate one hundred eighty students with lockers and working desks. The lecture room has a seating capacity of one hundred ten persons, and will be equipped with a projection lantern for use in instruction. One of the novel features of the department will be a large factory room, in which all of the pure chemicals needed by the laboratory will be manufactured on a large scale by advanced students. This room will be provided with electric power and all the machinery used in chemical factories. The ventilation of all laboratory rooms will be secured by an exhauster located in the attic, which will remove one hundred thousand cubic feet of air each hour, or enough to completely change the air in the laboratories every twenty minutes. All of the chemicals and apparatus needed for instruction and research work will be provided. Given a few students each year who will be interested in the subject, the University of Oregon can become the center of chemical progress in the Northwest.



PROF. THOMAS CONDON

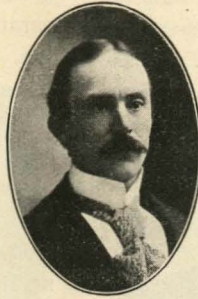
Geology

In the providence of God the geological basin of the Columbia river was in ancient times a gathering place of forms of life revealed to us by geology. Prof. Condon's collection of fossil shells, crustaceans and mammal bones repeat this story with wonderful vividness and truth and enable him to give practical value to the teachings of his lectures. To this end, too, his room is crowded with glass cases, these cases with fossils and rocks, and his life with the enthusiasm of a great work.

Biology

This department occupies the entire north half of the second story of Deady Hall. Both lecture room and laboratory are excellently lighted and equipped with much valuable apparatus. Courses in General Biology, Botany, Zoology, Anatomy,

Human Osteology, Histology, Enchyology, Sanitary Biology, analysis of drinking water, etc., are given, many students availing themselves of the exceptional advantages offered in the way of modern apparatus to prepare themselves for medical schools, and it is a significant throughout the United States, mit to their second year grad-egon who have completed this department and in those Fifteen compound microscopes, enchyographs, micro-cardiograph, sphymograph, the laboratory equipment. To human skeletons, articulated museum of mounted animals, costly imported wax models of embryos at different stages, models of plants, etc.



PROF. WASHBURN

fact that colleges of medicine with almost no exception, aduates of the University of Or-certain prescribed courses in of Chemistry and Physics, scopes, dissecting micro-tomes, manometers, tamborus, centrifuge, etc., form part of this must be added a series of and disarticulated, a working a fine aquarium and some

The department has recently been provided with an assistant, and it is probable that a course in Bacteriology will be offered in the fall.

Psychology

The aim of the teacher is to aid in developing the minds of others. In order to proceed intelligently, he must know the nature of mind in general, and the nature of mind in particular. He must learn something concerning the mind which he is aiming to train. No two minds are exactly alike. Different methods for different minds. Then, the teacher must become familiar, to some extent, with the mental condition, the biological history and the physiological (nervous) condition of every student under his care. How can he do this? By experiment in the laboratory.

Students write out their own experiences, illustrating the principles discussed, as far as this can be done in the lecture room. Then, they are prepared for testing, applying the principles already set forth.

The objects of experiment are: "Practical training in observation, manipulation, computation, deduction, criticism. Elementary acquaintance with methods



PROF. B. J. HAWTHORNE

of experimentation, methods of measurement, construction and use of apparatus, special psychological methods. Thorough appreciation of the three fundamental properties of scientific work,—accuracy, brevity, neatness."

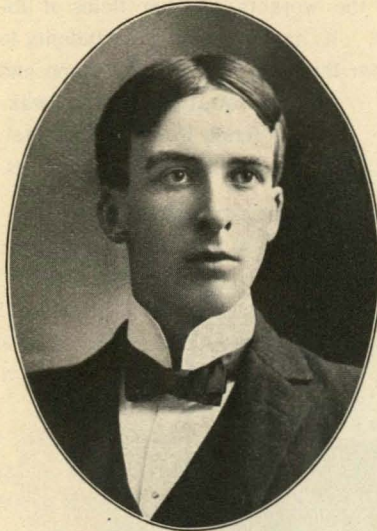
The class is divided into groups of two persons each. After carefully studying the apparatus and its connections, take it down and set it up again. One person serves as experimenter and the other as subject.

Certain work is designated for the hour. The Dermal Senses may have been the topic of the lecture. It was said that we can locate touch. Now, we proceed to prove or disprove the statement. The subject's eyes are closed, he is touched with a pencil, he endeavors to touch the same spot with his pencil. A record is taken for ten or more experiments and an average is made. After thirty-two exercises on the skin, we pass on to the kinesthetic and static senses.

It is of vital importance to ascertain whether a pupil is normal or abnormal. It would be cruel to punish a defective child for not doing what is required of one that is mentally and physiologically healthy. Many extremely simple experiments may be made in any school-room by any teacher, and these experiments may easily prove whether certain pupils are abnormal as to hearing, seeing, and as to other senses. It seems awful to punish a child for what it can not do; or to punish it for what it can not help doing.

Hence, it appears to be of great practical importance and one of the imperative demands of humanity, that the teacher should study child nature as well as adult nature.

Philosophy and Education



PROF. H. D. SHELDON

than to dogmatically inculcate the principles of any one system.

The department of philosophy and education aims to prepare students for careers as high school teachers and superintendents. With this end in view, systematic courses are offered in the history of method, the management and organization of schools, school hygiene and pedagogical psychology. The Eugene schools furnish opportunities for observation to the students of the department, while additional facilities are found in a collection of text-books, official reports, note books and examination papers. Besides the specifically professional lines of study, the department endeavors to supply a wider demand by courses in the history of education and philosophy. In philosophy and ethics an attempt is made to understand the different systems and schools in the light of contemporary thought, rather

Music

In the University of Oregon, musical study has been greatly helped by the reaction of the general educational spirit in which it has been pursued. With the atmosphere of the University about them, our musical students avoid the mistake of supposing that music alone yields substantial culture or character, or that it is self-sufficient. Effective workers in music need breadth and solidity more than effervescent emotion. The university of general education, aiming all the time at symmetry of development, is the natural place for a school of music. Years ago the lack of academic education among composers and artists was so common that the whole profession was convicted of narrowness. Today we believe that the point to which natural talent, however great, may rise, is limited by the thoroughness of discipline in the student years. A man who doesn't know Goethe listens to Gou-

nod's Faust with as much pleasure and profit as he would derive from hearing a Turk reading from the Koran.

And on the other side, our musical department has made its influence felt among the workers in other fields of liberal study. It has enabled the students to hear the best works in the piano and vocal literature, it has awakened true musical feeling, and it has es-



established a standard of musical valuation which does not prevail elsewhere in the state of Oregon. With loyal and efficient instructors in vocal and instrumental study, with students availing themselves of the privileges offered in the college of liberal arts, the department of music in the University of Oregon looks forward to larger opportunities and a still more successful career.

Art

Art study suited to university courses may be considered in three divisions, stated here in the order of their importance.

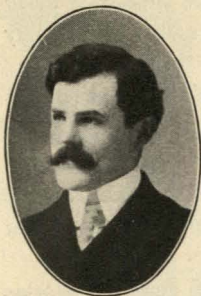
First, the original study of the principles of art-expression as found in important works in architecture, sculpture and painting. Second, the history of those arts in all ages. Third, the practice of art by various methods and with a variety of materials.

Opportunity for study and practice in the third division has been offered during the present academic year by a class in free-hand drawing. As the course is elective, students choosing it have enjoyed it and have made good progress, considering the brief time devoted to it, viz: two or four hours per week; in art schools the least amount of time required of students being, usually, twenty-four hours per week.

For the second division, the University is fairly equipped in general histories of art, possessing the works of Winckelmann, Lubke, Fergusson and more recent writers. A general survey of the art of antiquity and of the middle ages has been made during the time devoted to class work, one hour per week. Next year the study of modern art will continue the subject.

The form of art-study which results in mental growth, the scientific examination of masterpieces, can only with difficulty be pursued here, far from all art collections, but something can be done with good reproductions. The University possesses a useful portfolio of engravings of the architecture of classical antiquity and of the Renaissance and will each year obtain a few photographs and prints suited for study of approved paintings and sculpture.

Physical Culture



C. A. BURDEN

The year's work in physical training begins with the opening of the Fall Semester, consisting of class work for the men three times a week, the ladies twice per week, the gymnasium being open from 8:30 a. m. until 5:30 p. m.

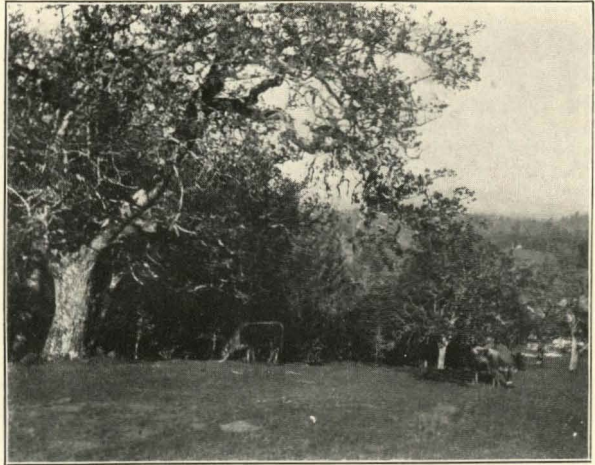
The class work consists of light gymnastics, such as marching, dumb-bell drill, wand drill and setting up exercises. Heavy gymnastics, consisting of apparatus work on long horse, side horse, parallel bars and flying rings. The Swedish system is also taught, embracing exercises on rope and pole climbing, stall bars and Swedish ladder. The classes have basket ball teams which are equally enjoyed by both sexes, an indoor base-ball team and a hand ball court in connection with the gymnasium.

The aim of the work done is twofold. First, to maintain and restore the health of the student. Second, to train the body so that all parts get an equal amount of benefit, so that the qualities of grace, courage, endurance, and self-possession are developed.

You And I

'00

Around me are majestic peaks,
Snow clad and orient;
And hills whose heaven-kissing crests
With light are radiant.
Their beauty touches not my heart,
As one small hillock green,
With bearded oaks. I wonder why?
Is it because we climbed it once
Together, you and I?

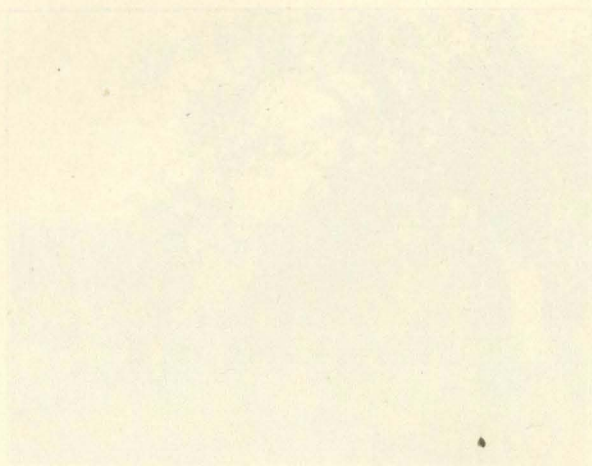


The river flows so calmly here,
There leaps in famed cascades,
Or mirrors in its tranquil depths
Its columns, crags and glades.
Its beauty touches not my heart
As the old millrace arched,
With willows green. I wonder why?
Is it because we drifted there,
Together, you and I?

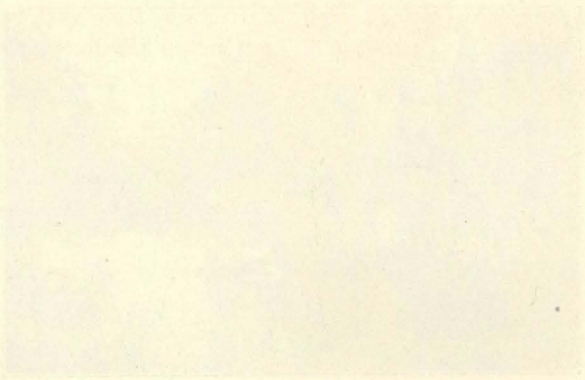
The birds sing sweetly here to me,
In balmy, sunny weather,
The ear is charmed with trilling song,
The eye, with colored feather.
Their beauty touches not my heart
As one brown meadow lark's
Clear, melting note. I wonder why?
Is it because we listened, mute,
Together, you and I?



1871



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"The Sole Death"

B. M. T., '98.

The thoughts refuse to come,
And feelings fill the heart
With dead, inactive weight.
The joys of yesterday
Are smoldering fires, whose smoke
Comes down upon the soul
And stifles out Hope's breath.

I hear the mingled music
Of winds through giant firs.
With ceaseless chords the river plays.
I see the sun touched mist
That rests on purple hills,—
I see, and hear,—and yet
My soul sees not, nor knows.
The world is only mist;
No color is but gray.

Oh, heart, canst thou not throb,
Canst nothing do but bear?
Canst thou not even die?

Our Old Curriculum

It seems but natural to compare the college curriculum of the first years of the University of Oregon with its much broader work of today; and, by comparison, the scope of the work done in those early years seems quite insignificant. But modern criticism demands that every individual with a historic record and every institution of the past be judged not by present standards of excellence, but by the environment of its own age.

When Gladstone was at Oxford and Tennyson at Cambridge, and a little later when James Russell Lowell and Edward Everett Hale were at Harvard, the eyes of all students were turned toward the past. They studied the classical languages of the past; the history and literature, art and religion of the past.

Edward Everett Hale, writing in "The Outlook" of the days when he and James Russell Lowell were at Harvard, has the following: "In this college they studied Latin, Greek and Mathematics chiefly. But on modern language days there appeared teachers in French, Italian, Spanish, German and Portuguese. *

* * * Besides these studies, as you advanced you read more or less Rhetoric, Logic, Moral Philosophy, Political Economy, Chemistry and Natural History—less rather than more. There was no study whatever of English Literature, but the best possible drill in the writing of the English language. * *

* * Literature was, as I said, the fashion. The books which the fellows took out of the library were not books of science, nor history, nor sociology, nor politics; they were books of literature. * * * Not five men in college saw a daily newspaper. * * * The Natural History Society founded itself while Lowell was in college, but there was no general interest in science, except so far as it came in by way of the pure mathematics."

Soon after the days of Gladstone and Lowell, early in the '40's, there was a remarkable quickening of scientific thought. Within a few years the whole range of thinking on Physics and Chemistry was revolutionized by such men as Grove, Mayer, Faraday, Tyndall, Helmholtz and others. This great activity in Chemistry and Physics was soon followed by another revolution in the study of living organ-

isms, beginning with Darwin's "Origin of Species," and continued by Wallace, Huxley, Agassiz and others, and so the science of biology was born.

But with all this flood of light pouring down upon the busy world from the intellectual heights of original research, most college curriculums remained but little changed. For great universities have always been conservative; and it takes many years for new scientific truth, especially if it be revolutionary in its tendency, to be thoroughly tested and crystallized into suitable form for young and growing minds. The German universities seem to have been the first to incorporate the results of these great discoveries in Chemistry, Physics and Biology into their university life. Our young Americans studying in Germany brought home the new spirit of original research. But our Civil War was in progress during these first years of the new movement and absorbed all our national vitality. So it came to pass as stated in the January Review of Reviews, that, "In the United States the true university movement began after the Civil War." Harvard was perhaps the first to expand along the lines of original research, for Harvard had for many years been slowly imbibing the spirit of its beloved Professor Agassiz.

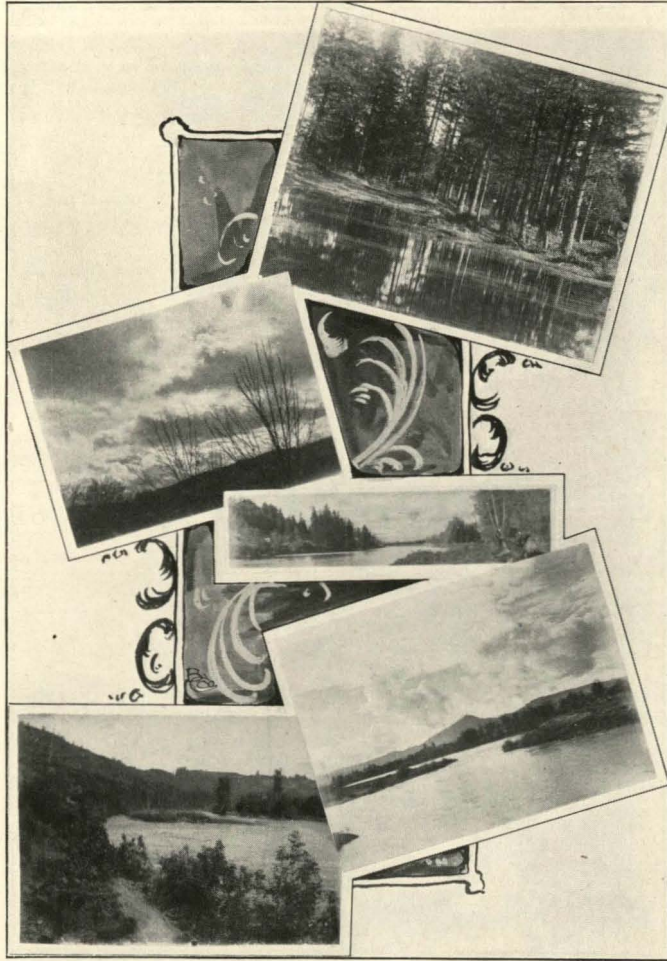
And yet it is said "Harvard has been wholly transformed since President Eliot assumed its leadership in 1869." Finally Johns Hopkins began its work with an endowment of \$3,000,000. This was the first school in America exclusively devoted to the new university spirit as developed in Germany. Just here, at the parting of the ways in America, the poorly endowed University of Oregon was started into life. It was not only natural, but inevitable, that we adopt the conservative line of work approved by almost all our great American schools. We need not look back with mortification at our curriculum of twenty-five years ago. The whole educational system of the world has been quietly revolutionized in twenty-five years; and the University of Oregon has evolved with the age. After all, the class of 1878 need not doff their hats too soon to the caps and gowns of 1901. For, when the new system has produced as many great scholars, as many original thinkers, as many noble characters as the old, then it will have proven its superiority and its right to reign.

E. C. M.

Spencer's Crest

A.

The chill mist lifted, and the sunshine broke
From its gray bonds and glanced along the plain,
Sodden and dull from weary months of rain,
And as the live beams passed the dead land woke
And sprang into the sudden glory of the spring.
The life ceased at your foot and you remained,
Chill robed in mist, in Winter's grasp constrained.
No sudden gleam of April can its wonder fling
About your majesty. You are the last
To yield you to her subtile warmth and light;
But when she crowns you with her sunshine bright
Then is the springtide come, and winter passed.



IN THE COUNTRY

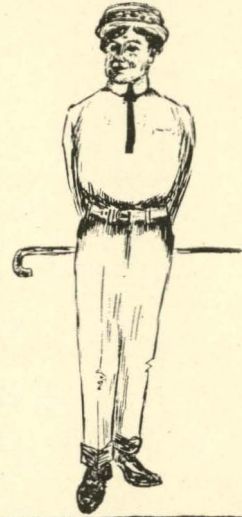
1 and 5 by Hartford Sweet

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Classes



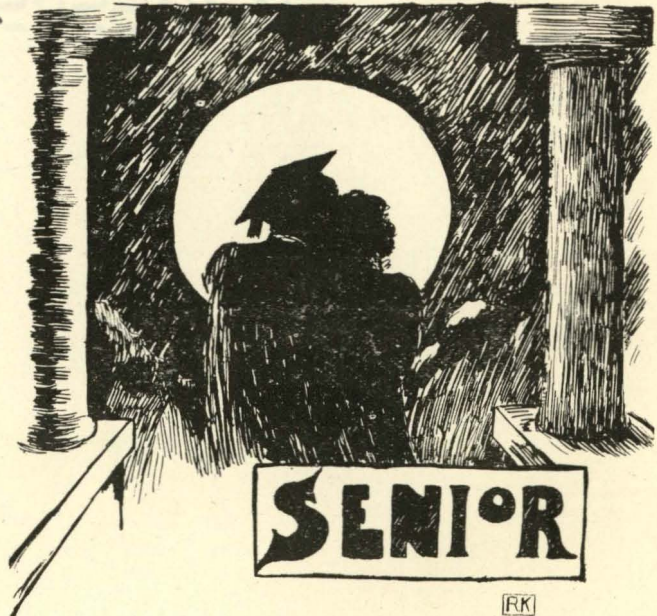
FRESHMAN



JUNIOR



SOPHOMORE



SENIOR

IRK

1901

One of the admirable and encouraging things about the natural sciences, is the vision they give us into the very simple composition of grand effects. The oak tree has practically the same cells as the sage brush. The pre-matrimonial diamond and the graphite in your lead-pencil are fundamentally one and the same element. With time, patience, and adequate knowledge of means, you can construct something very prodigious out of the plainest materials.

These reflections may seem trivial and the merest repetition, but it is only by placing themselves at this philosophical point of view, or by assuming the utterly unscientific hypothesis of immediate inspired creation, that our readers, among whom we have to provide for the Freshman apprehension, can hope to understand the constitution and present status of such a phenomenally intellectual constellation of human planets as the class of 1901.

Our latter-day Seniors (not Saints) had also their day of small things before pride of self and the acquisition of a hundred and thirty credits had told upon them. They were much like you, oh downy and sappy preps, etc. Perhaps even more so, for the University of Oregon was spared the pain (from scholastic colic) of taking you in when fresh from the eighth grade. (This evil custom, our historian notes, was abolished soon after the pilgrims of 1901 effected their entrance here.) In these aforesaid diminutive, not to say green and salad, days beginning with September, 1894, the then baby class numbered some eighty odd students, and pervaded the University even as certain militant essences pervade the department of chemistry. (This simile is admissible only when the reader remembers that the bases of certain of our most fragrant perfumes are not very agreeable in themselves.) Only eight of these aborigines remain in our midst, but twenty-three others, making altogether the largest class ever turned out here, have straggled in at odd times to take the place of those fallen by the way. These eight white-headed patriarchs ante-date in their term of service here all the members of the faculty save Dr. Condon, Professors Carson, Hawthorne, Straub and McAlister. In those dim primeval days of 1894 there wasn't any Science Hall, track or track team, glee club, treble clef, department of economics or biology, debaters, Monthly



or Weekly. The astronomical observatory was still quarantined on Skinner's Butte; football itself was a new and delicate growth here (Corvallis beat us that year), we hadn't won the state oratorical contest once, and none of us knew W. O. Trine when we saw him. All the seniors "orated" then at commencement time, the literary societies had life enough to hate each other cordially, and "Kap" Kubli and Frank Haight were the heroes of our athletic traditions. The old days, the good old simple days, when there was time enough for loafing and class parties, nothing to do but study and keep alive. Verily, the world does move! Mens agitat molem, as Jack Poill said when he shot the disturber of his lawn.

It is somewhat surprising to persons of discernment that such an aggregation of culture and refinement started in such an unlikely environment and climbed as they have with nothing to lead them on but the hope of a Senior Vacation. But why not? Lincoln, Webster, Clay, John L. Sullivan, etc., etc., were reared in untoward surroundings. Why not a class of '01 at Eugene? There isn't much difference—save in results.

Seriously, however, the departing ones have done something of which they are not wholly ashamed. The three prep. years were mostly a gray routine of study



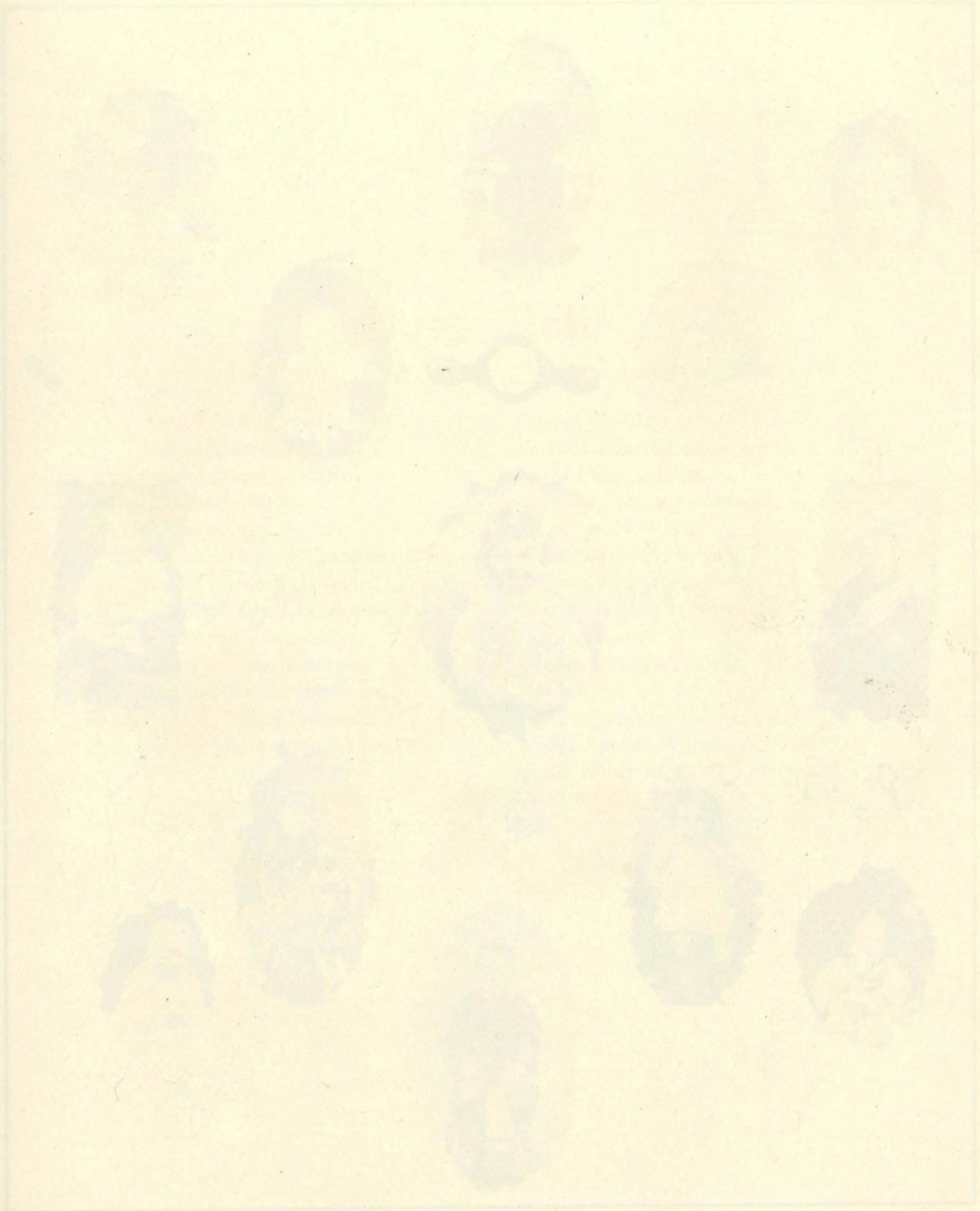
and other childish affairs, which have since been put away. But even then we had members on the track, football and baseball teams. In the Freshman year some of us got in on the Monthly, the only paper then, and the debating team. Since then 1901 has edited both papers; furnished captains and managers (for two years) to the track and football teams; sent two orators to the state contest; and has twice had the chairmanship of the delegation. Seniors have filled practically every office in the gift of the Associated Students, two of its presidents have been members of this class, and Senior lungs have been much in evidence on the debating team, Treble Clef and Glee Club. (We also sent Stubling, Hooker and Gamber to the Philippines. It isn't our fault that they came back.) Not content with notoriety in precedented lines of competition and endeavor, the Seniors have enlarged and extended the fields of contest. Under their management the football team took its first California trip, track-team and debating meets were arranged with the University of Washington, and in track sports with Berkeley and the Multnomah Athletic Club. It is a truism to say that these efforts have made the University of Oregon known and respected abroad, and have given it advertising which is of a definite value as educational affairs go now.

To continue our pleasant task of horn blowing, this unusual Senior resplendence has not been totally obscured in the class room. This is the first of the specializing classes. The chosen lines of its scholastic activity include electrical engineering, the humanities, general grafting, and chemistry. Also politics. To satisfy their ravening after knowledge, new courses have been given in some of the subjects. Several of them have also found time to help the professors out in engineering, chemistry, mathematics, mechanical drawing and physics. Still others have given the faculty a course in the subtleties of undergraduate nature that will make them suspicious of the student race for years to come.

Well, all that is over now and we Seniors are about to tackle the "cold outside." Most of us know what it is like already, having bumped it considerably on our way through college. We'll lose a lot of our book-learning and most of the vanity which has amused you in the preceding lines. Nevertheless, if we can find the good hard work which is waiting each of us somewhere, and, while doing it, hold on to a few of the ideals and some of the inspiration we have gained here, our teaching will have done its work and our lives will be of some worth in the world. In that faith we go out and with hope to do the best we know, for our motto is

"FAITHFUL AND BRAVE."





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"AS IT WAS IN THE BEGINNING"

EXTRACTS FROM SENIOR CLASS

Class Roll

Vestella Belle Sears,
Mary Elizabeth Straub,
Luke LaDore Goodrich,
Roy Rees Robley,
Adele Jackson Pickel,
Walter Valentine Spenser,
Esther Elizabeth Johnson,
Coleridge Edwin Stanton,
Fred Allen Edwards,
Albert Eugene Meserve,
Winifred Bessie Hammond,
Garwood Henry Ostrander,
Susie Patterson Bannard,
Bernard Charles Jakway,
Richard Shore Smith,

Charles E. Wagner,
William Gilbert Beattie,
Percy Paget Adams,
Carleton Condon McCormack,
David Henry Wolffe,
Claude Russell Fountain,
Bernard Earl Spencer,
Clifton Nesmith McArthur,
Hartford Sweet,
Edward Strong VanDyke,
Harriet Eva Warfield,
George Raymond Campbell,
Walter Lincoln Whittlesey,
Grace Ivorda Wold,
Winifred Kelly Miller,

Peter Irving Wold.

'02



W. ADAMS.—A veteran of the "2nd Oregon." with a reputation as a good grafter.



IDA CALEF.—Has a most delightful country home where she entertains the Juniors.



EDWARD NATION BLYTHE.—Is on the staff of "The Weekly," manages the Monthly, and keeps the Webfoot out of the hole.



GENE CRAWFORD.—"I have just finished that lovely lizard. When will Prof. Washburn let me have a yellow cat?"



CHARLES L. CAMPBELL.—Or "Choppie," our Freshman orator. He spends his time in surveying and other things. He is noted for his pleasant smile and his remarks on the weather.

ARTHUR GAMBER.—A returned hero,
president of the Glee Club, and an aw-
fully fine fellow.



AMY HOLMES.—“Amity;” a devoted
student of Chaucer and Beowulf, who
never grows angry, and always knows
the causes and effects of everything.

OSCAR GORRELL.—President of Y.
M. C. A., manager of Base Ball Team
and otherwise engaged.



GEO. O. GOODALL.—Colleague on
the Debating Team and a man of
many views.

LENORE GALE.—Her name maligns
her sadly, for she is gentleness itself.





ANSEL HEMENWAY.—A native of Lane Co., who "knows a bank whereon the wild thyme blows."



ISABEL JAKWAY.—She is a very nice girl and everyone likes her because she is so Blythe and gay. If people don't treat her right she just raises Ned.



JOHN HANDSAKER.—
"And he was not right fat, I undertake,
But loked homle, and therto soberly."
—CHAUCER.



ELIZABETH LOGAN.—
Anglo-Saxon, Latin and Greek,—
All the dead languages she doth seek.



WILLIAM JOHNSON.—The man who
always has his lessons.

ROSE PARROT.—Champion tennis player and promoter of social functions.



"TED" PALMER.—Once at O. A. C. Now singing and jumping at U. of O.

SMITH, Alice.—A remarkable young woman. She goes to Divinity School and is unmarried.



L. L. LEWIS.—The latest addition to the class.

MISS SMITH.—A sister to the other Miss Smith.





ROSS PLUMMER.—Comes to classes every semi-occasionally. He shines as an amateur actor, and the glances from his languid eyes are deadly to the fair sex.



H. S. LAMB.—Formerly attended the Monmouth Normal.



SADIE SEARS.—A good girl who would rather eat than study.



ELMER PATTERSON.—A divinity student. The only member of the class who possesses a mustache.



J. O. RUSSELL.—The ladies' man

KATE WILSON.—A charter member
of the class and "the sweetest girl at
the University."



MARVIN SCARPROUGH.—
He loveth microscopes the best
Of all the things at school,
Of problems parliamentary
He knoweth every rule.

FRED ZEIGLER.—Captain of the Var-
sity eleven and justly chosen left-end
in the all-Pacific team.



GRACE PLUMMER.—The most level-
headed member of the class.

ALLEN HENDERSHOT EATON.



Sophomores '03

In the fall of 1896, soon after school opened, a meeting of the class of '03 was called. It was then a first year prep. class and had a membership of eighty. Permanent organization was effected, officers elected and everything made ready for a hard year's work. This was the first time that a first year prep. class had organized as such, and also proved to be the last. For three years we were the infant class, since every year as we finished our work it was dropped from the University course.

Our first year in school was spent mostly in planning and carrying out the plans made for class parties, boating parties and picnics. During this year nothing of very great importance happened, and things were united and moved along in the best way possible.

The second year may be said to have been the year of battles and civil war. Although we have had some stormy class meetings in later years, we have had nothing that could equal some of the battles royal between factions and single members of the class.

The next year was our sub-Freshman year, and was very quiet and uneventful. Whether we were awed into inaction by the nearness of our Freshman year, or whether we were afraid of stirring up some trouble if we attempted to do anything, is hard to decide. But let that be as it may, there were few class meetings and still fewer class parties.

Our Freshman year was important for several reasons. Probably the most important in our sight were the two debates with the Portland High School. Even though we were not given the decision, we did not lose, for the hard work and drill obtained in preparing the debate can not be overvalued. During this year we had our first representative in the local oratorical contest, and we were not ashamed of his effort, either. Our class now numbered fifty, probably the largest Freshman class that ever entered the U. of O.

The class of 1903 has produced some of the best men in studies, athletics and other college pastimes, to say nothing of student enterprises. Out of the twenty-one men composing the track team of 1900, fourteen were Freshmen. We

were as well represented in the Glee Clubs of 1899 and 1900, for in the boys' club seven were Freshmen, and in the girls' five were Freshmen. Football had her share, for seven out of the fourteen first team men and subs. were Freshmen.

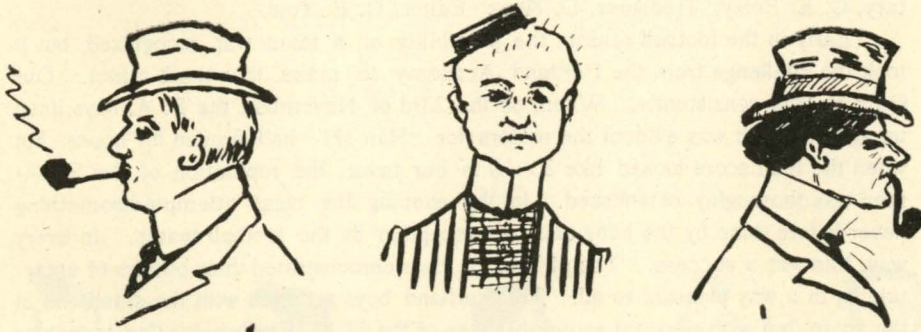
This year we were represented in the student enterprises in a very creditable manner. Men from the Sophomore class were found upon the newspapers, and upon the football, baseball and track teams. The glee clubs are again represented in '03 men, and the spring track team will not be neglected by them.

In the years to come more will be heard from our class. Men who have left it are already being heard from. One member is now a member of the class of 1902 at Annapolis Naval Academy. And another member is preparing to enter West Point next fall.

Keep your eyes on 1903 and you shall not be disappointed.

Gerry! Gazip! Gazoo! Gazee!

Oregon 'Varsity; naughty-three!



Freshman '04

Rah-ski! Rah-ski!
Hear us roar!
Oregon 'Varsity,
Naughty-four!

"That's us," the illustrious Freshmen of the University. All hail to the '04 class, the class of crimson and white, the class of prodigies, diplomats, strategists and philosophers; the class that is an illustrious credit to the 'Varsity, especially in Pancoast; the class which wrapped itself in the swaddling clothes of constitution and by-laws November 8th; the class that, after passing through the vicissitudes of Caesar, Cicero and Virgil, being swept by the waves of Trig., Lit. and English, dashed upon the reefs of Physics and Chemistry, may next year bask on the sunny banks of Sophomore Rhetoric.

With Miss Louise Jones as temporary chairman, the class came into legal existence on the above date and elected the following officers: President, C. A. Payne; Vice President, Louise Jones; Secretary, Mabel Jones; Assistant Secretary, C. E. Poley; Treasurer, D. Knox; Editor, O. B. Tout.

Early in the football season, the possibility of a team was recognized, but it took the challenge from the Portland Academy to make the team a fact. Our team worked consistently. When, on the 23rd of November, the P. A. boys lined up against us, it was evident the rooters for "Rah-ski" had ground for hopes; but when the final score looked like 33—0 in our favor, the reputation of the Freshmen was thoroughly established. In the evening the class attempted something never before done by the baby class—a reception to the football teams. In every way, this was a success. The girls of the class demonstrated their powers of entertaining in a way pleasant to all. The Portland boys returned with the small end of the score, but with pleasant remembrances of the U. O. Freshmen. Our team was composed of W. G. Hughes, center; Sparks and Penland, guards; Hutchinson and Frank Templeton, tackles; Mason, Mendenhall and Klum, ends; Rose, quarter; Hill, Joe Templeton and Murphy, half backs; Hale, full back; J. H. Raulstone, manager; Edwards, coach.

O. B. Tout was elected to represent the class in the local oratorical contest. His oration reflected honor on his class. No one expects anything of importance from the Freshman orator, and when he fails, "He's only a Freshman" is the verdict. But if by hard work he wins marks that raise him above the foot of the list, it is a victory for the Freshmen. Such was our victory.

The class in Freshman Mathematics has been very fortunate this year. In addition to Trigonometry and Plane Analytics, it has had the extreme pleasure of taking Spherical Trig. and Solid Analytics, as well as the beautiful theory of second degree equations.

In addition to these important facts, we might state that a Freshman tennis club has been in active operation for some time; that we had six men on the 'Varsity football team last year; that we could probably win any inter-class field day in the 'Varsity; that a "Freshman evening" is being planned, and that means the "evening" will be a success.

The class, we may continue to brag, has, all things considered, including verdure, enthusiasm, patriotism and general spring-time appearance, left a high plane for coming infant classes to tread upon.

We sincerely wish for three more happy years of intimacy with grand old U. O.



Responsibility

BLANCHE M. TAYLOR, '98

What weight to bear—the mighty thought
That every little deed of mine
 Must last and live forever!
That every life which touches mine
Must bear away some impress small
 Of great or weak endeavor.
“Environment” is others' lives.
“Heredity” will forge my deeds
 In chains I can not sever.



JONATHAN JACKSON POILL

What is this? This is a picture of a man. What is the man's name? Jack Poill. What does he do? Oh, he builds fires to keep the professors warm and he mows grass and does lots of useful things. Has he any diplomas or degrees? No, but he has good sense, which is better. Could he teach in the University? About as well as the teachers could do his work. Is he a good man? Yes, he is a good man. He never gets mad at nothing, he knows a joke when he sees it, and he does not think that janitor work is the only thing in the University. Then he is quite exceptional, is he not? Oh, yes, indeed.

Eternity

A. L. M.

Eternity. It was a word in sermons,
A sound that had no sense, a dim conception
All hid by smaller thoughts. I stood on a peak
Of bare, gray rock, above the valley world,
And across the air's dim blue the snow-clad heights
Of Hood, of Washington and Jefferson
Stood on the right, and on the left the Sisters,
Half veiled in cloud. And far below, great mountains,
Whose rough sides gaped with savage, sudden canyons,
Their summits jagged with rocks. And nearer still
Long slopes of fir with grassy, emerald patches;
And level floors of valley sunk in hills;
And in a gorge a foaming cataract,
Pure white against the green and brown and blue.
Like mighty waves the ranges stood with dark
Cloud shadows shifting o'er their sun-lit crests.
The fog came rolling black in the far southwest,
And the wind cut wisps from the hurrying clouds and drove
Them flying o'er the land, and the great, gray fog
Ate up the sunshine's gold and the fair, blue sky;
And all the scene was gone save the white cascade
Still gleaming through a window in the mist;
And then it too was gone. The whole vast land
Was nothing; naught remained of all the world
But the fog and the rock on which I stood. It was
Without beginning, without end, eternal,
A grey immensity above, below,
It weighed me down with fear. I felt it then,
Eternity, the awfulness of God.

Outside of the Class Room

The fall term had just opened at the University. John Barber was lounging, one afternoon, in his room on the north end of the Dormitory, when the rattle of a wagon below and the sound of strange voices brought him to the window. He recognized Stanton, a new student, carrying his baggage to room forty-nine, south end.

As he stood watching the proceedings below, his white orbs glittered in wicked contemplation. As soon as the expressman had driven off he left his room, and, in a moment more, his eyes watery with tears of joy, rushed down to the second floor, where he came upon Scott and Whittlesey and told them his scheme.

"We must look over the ground right away," he said excitedly. "You'd better issue the invitation, Whit."

"All right," and Whittlesey shuffled merrily down stairs and knocked at forty-nine.

As Stanton opened the door and asked him in, he recognized two other new students, Hooker and Blythe, in the room. "No, thanks. Can't stay but a moment," all this with an honest expression lighting his cat-like eyes. "Don't you boys want to go out watermelon swipin' tonight?"

"Who's going?" asked Hooker.

"Just Scott, Barber and I, but we'd like to have you boys go too if you've time."

"I'll go," assented Hooker.

"So will I," rejoined Blythe, and thus far Whittlesey's work was well done.

He soon joined Scott and Barber, and as the three strolled unconcernedly across the campus the conversation in forty-nine continued.

"Boys, those fellows are mighty kind to ask us in preference to older students. I appreciate that."

"Yes, I didn't expect to fall in with such fine fellows so soon. I suppose they belong to the Y. M. C. A. You don't suppose they'd play a trick on us do you?" asked Stanton.

"Oh, no, I know Barber wouldn't put up a job on a new fellow. He was tell-

ing me today how shabbily the boys treated him when he entered. They're straight fellows, I'll bet. Better go, Stanton," argued Hooker.

"All right, I'll go, but I never stole any melons at home, and if my—"

"Oh, watermelon stealing is no crime. Every man will tell you that."

"All right, I'll go. Whittlesey will come for us, he said."

The plotting three had chosen their ground for action and had returned to the dining hall by lunch time. Barber was to cross the mill race early, and, with his implements for accomplishing the desired end, hide himself in the brush.

The trio plotted against were given the same table at lunch time, and if in the mind of one a doubtful thought harbored, it was quickly dispelled by the benevolent smiles of Scott, Barber and Whittlesey, as they walked into the dining room and seated themselves at the same table.

About dusk the lanky and many jointed form of Barber stole along the board fence that led back of the gymnasium toward the mill race. In one hand he carried an old muzzle loading shot gun. Before lunch time he had loaded it with a lot of powder and a little fine shot. In less than half a mile's walk he came to a secret crossing place, and proceeding into a cornfield, which had been chosen that afternoon for the basis of operations, he walked along between the corn hills when a husky form suddenly appeared before him, and in a heavy brogue thus accosted him:

"Hello! Ye lookin' fer ducks?"

A rapid change of temperature took place in the vicinity of John's back bone, but his head did not desert him. "Say call it lookin' for ducks if you want to, but—I'll give you the straight of it. We're going to give some of the new fellows a little experience without extra charge, and we want to use your pumpkin patch for it. In a few minutes five fellows will cross the race in a boat, three of 'em are victims. Now if you want to see some fun, hide with me in the brush and when they are lookin' for melons, I'll shoot this gun."

"All roight, and I'll yill me ownself; they won't know me voice," chuckled the stranger, enjoying the prospective treat.

"When we get them into that place surrounded by bushes—hark! here they come now," and down both dropped as the expected five came sneaking along through the corn.

"Scott, why didn't Barber come?" inquired Hooker.

"He expected to; I don't know what is the matter. Now don't whisper any more; we must be careful now. Whittlesey, don't step on those corn stalks. Now not a breath till we cross through the barbed wire fence down there."

Never did five young men make less noise. As Stanton got through the fence

last he caught barbs in two places on his trousers, which caused, at the same time, a suspension of operations and of the individual; but his comrades released him without any more serious result.

Scott, who was ahead, threw up one finger and whispered, "Now, boys, here is the only opening. Get through here and we'll be in the melon patch, then let's scatter out a little, get a melon apiece and go back to the boat. Now come on; be very quiet."

One by one they crawled through the opening in the brush. Blythe caught himself a time or two, but Whittlesey, who followed close behind, unattached him, and five dark forms of various heights and thicknesses were soon straying noiselessly about in search of the prized melons.

"Here, I've found a beaut., boys," Hooker called out in an undertone as he lovingly bent over a big, round, dark object. "Oh, this is a—"

That sentence was never completed. An awful yell, an "awfuller" sentence, "— you — what — doin' in my melon patch?" followed by the boom of a shot gun and two cracks of a pistol which the stranger brought forth, and five forms cut for five points in the brush.

"I'm hit! I'm shot! Oh, I'm killed, boys!" roared out Whittlesey as he struck for an opening, closely followed by Scott. This pen does not dare attempt to describe the terror of the three students as they literally tore and pawed for an opening through the underbrush.

With a hasty "Good bye, thank ye," Barber ran and unloosed the boat and in a few seconds was joined by Scott and Whittlesey. They rowed to the other side of the race, tied the boat and went to the Dorm. to spread the glad tidings.

* * * * *

The hour was 10:00 o'clock. At the head of the stairs near room forty-nine about a score of fellows, some in day some in night clothes, were gathered expectantly awaiting fuller developments. "They ought to be in pretty soon, boys. Now don't one of you smile, but listen to their stories, and then laugh. Barber, Scott and I will hide, and you fellows talk about something else. Come, boys, let's go up on third floor."

Half way up the stairs their listening ears caught a noise. Heavy, quick steps, mingled with groaning sounds, were heard on the outside. In a second the door flew open and ashen-faced Stanton, dripping from head to foot, was too rich a sight to keep the laughter of the boys subdued.

"Oh, boys, don't laugh," he gasped, "Whittlesey is killed! I ran over his dead body in the brush, and, ugh! Maybe I'm the only sur-viv-or."

Ever serious Beattie asked, "What do you mean, Stanton? Sit down and explain yourself, boy."

"Oh! I can't sit down, but we went over, we went over—oh!"

"Yes, Stanton, you went over; go on."

"To get a few melons, and two big men came out and shot Whittlesey dead, and fired a lot more shots at us—Oh!—and I got through the brush as best I could, one man right onto my heels with a gun and knife—ugh!—I looked around just once and (gasping) ran off a high bank into the race; but never mind me, boys. Some of you search for the other fellows and get Whittlesey. He was such a fine fellow," and as he stood gasping, mouth open, the water gathering in pools about his generous feet, Whittlesey stepped down from the stairs and walked toward him. That start! Those eyes! That mouth! I won't attempt it.

"Brace up, Stanton, and enjoy the joke with the rest of us."

That mingled expression of disgusted relief is well preserved in my memory, but I am sorry I can not portray it for you. However, Stanton cooled down literally enough. He went in forty-nine in different spirits than he had left it. Whatever confidence he may have once had in humanity was now shaken to the very foundation as he coldly listened to the laughter of the boys in the hall.

Soon slow, heavy footsteps were heard to approach the hall door, and after a turn or two of the knob the smiling countenance of Hooker greeted the now thirty or forty faithful ones who had gathered to await his coming. He carried in his arms the prize to which he had invited the boys' attention an hour before. A flash of conqueror's pride beamed from his face, red with perspiration. A yell shook the very walls of the "Old Dorm." Hooker did not understand how the sight of a fine melon could produce that effect. He glanced one way and another and then down at his forty pound pumpkin. He backed out the door and as soon as possible shut himself in his room.

By 10:45 o'clock most of the boys had retired. Two or three groups remained at the head of the stairs anxiously awaiting Blythe's return. No sound disturbed the expectant ears. The old dining-room clock struck eleven.

"What has become of the last of the tragic trio, do you s'pose?" asked Whittlesey.

"We'd better look for him if he don't come soon," said Barber.

As the half hour struck, Barber, Whittlesey and Scott struck for the mill-race. "I'm afraid Blythe has fallen into the race," ventured Scott.

"Fellows do that sometimes," Whittlesey consolingly drawled out.

"Boys, let's look along the race first; if anything has happened we must hurry. Whit., call out a couple of times; I haven't the voice."

"Whoop-ee!" No answer.

"Hello!" Same response.

"This is awful, boys, look on the bottom and every place," Barber cautioned.

* * * * *

Blythe had in some manner wiggled through the underbrush into the corn field and had run into the mill-race, which was a little more than waist deep at the edge. He dared go no farther, for he could not swim. He tried again and again, but he could find no fording place. About three quarters of a mile up stream he fell over some loose boards. The jolt brought him to his senses just long enough to give him an idea. With trembling frame he began the construction of a raft. He regretted the absence of a compass, but believed he could reach the golden shore anyway if he could complete the craft. Many weary minutes had he toiled when his quick ear caught Whittlesey's awful call. Here he was, a lone man in a jungle, surrounded by wild animals. An ear-splitting howl sounded directly across the stream, and as the terrified Blythe unconsciously answered it, the three searchers caught sight of the drowned man working on a raft.

They helped him to cross, and all four walked back to the Dorm., Blythe excited over the narrow escape, but the others not so deeply concerned.

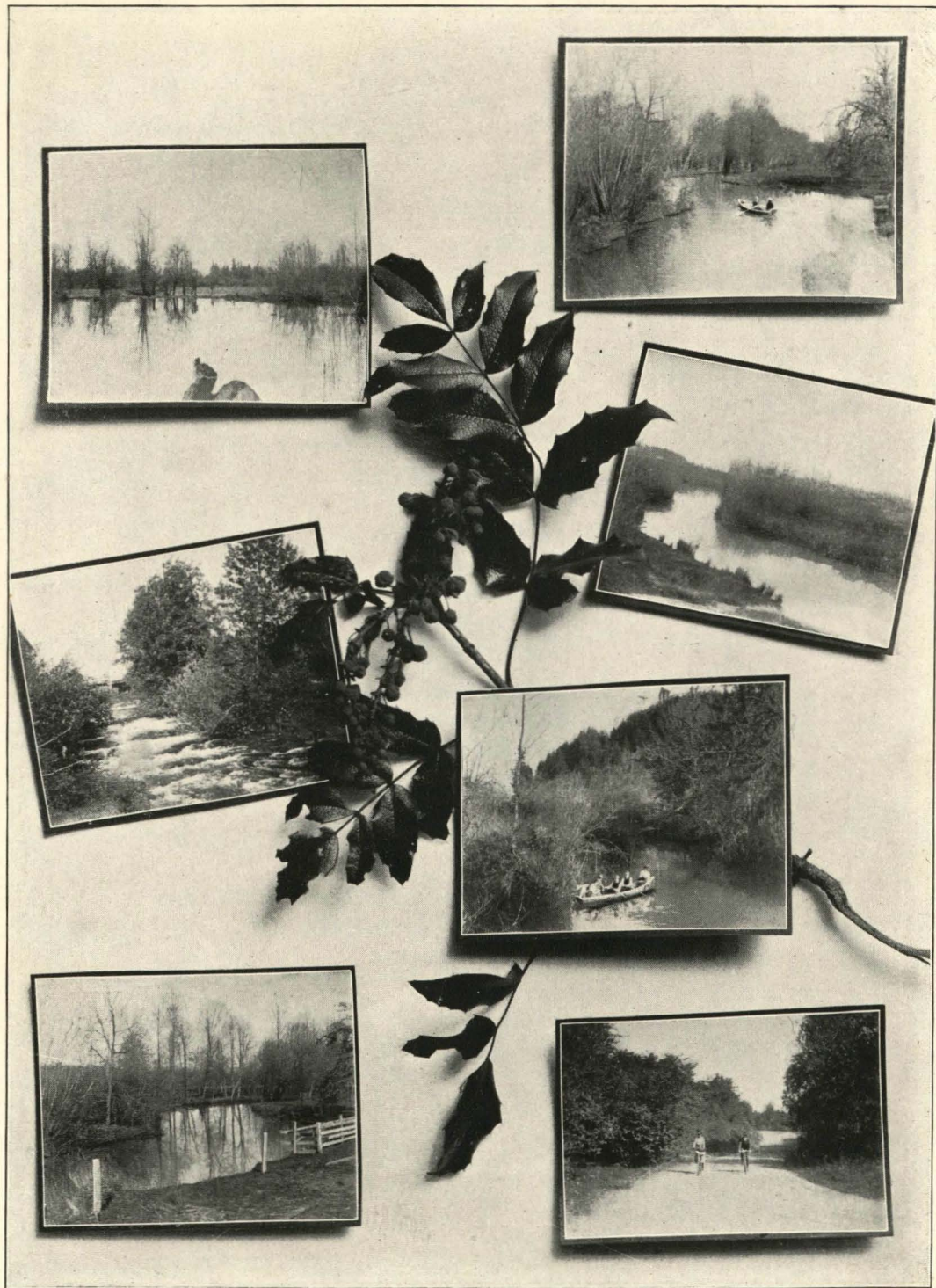


Restin'

Layin' on my back
Upon the hill,
Sun a shinin' out,
My! ain't it still!

My kite's up in the air,
String tied to my toe,
Keep my foot a wavin'
Nuff to hold it, so,





ON THE RACE

On Pleasure Bent

Boats, bicycles and—books. Books all winter, and then when the campus first begins to cover itself with a golden sheet of buttercups, what a charming mixture of other things!

In very early spring the roads may refuse to lend themselves smoothly to the first venturesome bicycles, but the dear old mill race, winter and summer, winds its narrow length from above Judkins' heavily wooded point, through tiny fields and fruit gardens, past the University, and half through the town, to where the roar of the falls is mingled with the buzz and hum of machinery.

Soon the first leaves of the alders begin to shimmer between the sun and the water. The boats put in an appearance, and from that time on till the last blackberries are stolen from overhanging vines, they are a steady source of pleasure.

Many evenings, just before sun down, a merry boat load of students, well laden with baskets and parcels, and the inevitable coffee pot, starts up the race for a picnic supper.

In the evening is when the race is most beautiful. The soft rustle of the cat-tails, the splash of fish or muskrat, sharp against the half heard roar of the river, the long, dark shadows, and the blackbirds. Ah, those blackbirds! Is there anywhere in all the world such other gladsome, thrilling notes as they send forth to mingle in the sweetness of the summer evenings?

A half hour of steady pulling brings the frolicers to the head of the race. There they get out on the narrow strip of land that separates the race and river. The boys build fires and boil coffee while the girls broil the beef steak, spitted on willow sticks. Supper out of the way, they throw cushions in a half circle by the edge of the willows, and as the fire dies down they watch the stars come out and listen to the river. There are songs and jokes and tinkling mandolins. The moon comes up from beyond Judkins' fir clad point and throws its blackness in sharp relief against the sky. Beyond its dense shadow on the water, the whole broad river reflects the moon rays in every tiny wave. On the farther side the firs rise, grim and sentinel like, above the dimmer alders and willows. Every voice becomes si-

lent, and if this be a crowd of seniors they do some thinking that causes them to move closer and sigh softly at the thought of losing all this glad companionship of the beautiful college world.

Some one throws logs on the fire and it flares high. In its light they tell a shivery ghost tale and then get back into the boat to drift home by moonlight and fill the air with college songs and yells.

As summer comes on the roads grow smooth and hard. The bicyclists come forth singly, in twos or in crowds. They may go only far enough to pass a lazy afternoon on the bank of the river, letting the blue of the sky, the sun glint of the waters, and the killdeer's plaintive cry sink into the soul, or they may come back with heavy baskets of grapes or loads of flowers. There are wonderful vineyards and orchards and carnation gardens-past which these bicycle roads do run.

Fish lines, guns, cameras and tennis nets all play their part in U. of O. college life. In their own season are tally-ho rides and long mountain tramps.

The mountains are, after all, the chief source of joy. It is their snows and springs that feed the river. They are the destination of most of the walks and rides. They lift their purple heads on every side of our Alma Mater, and whether they are decked in spring's tender greenery, flaming with autumn's colors, or hung with winter mists, they are ever beautiful and grand; ever giving comfort to sick souls and inspiration to strong ones.





ALONG THE RIVER

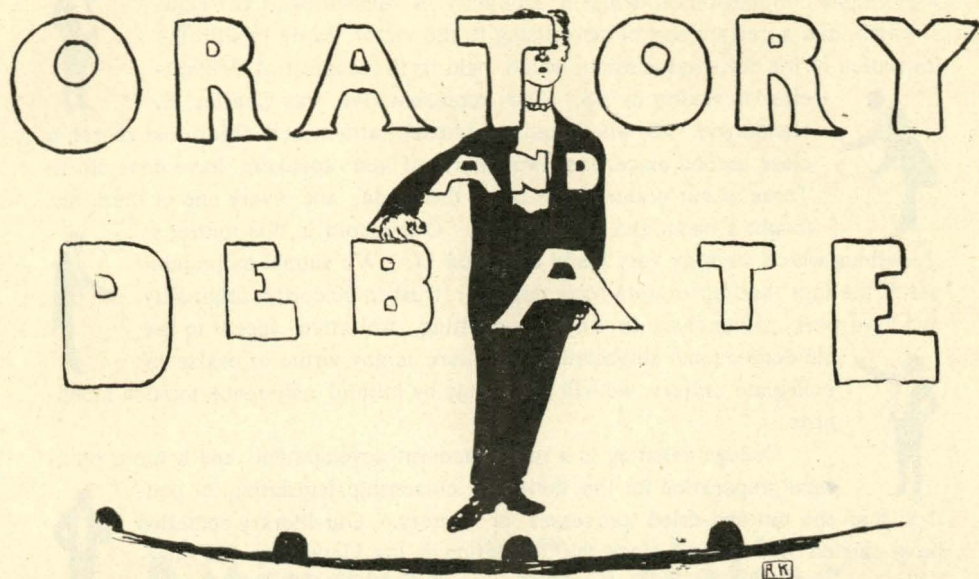



Student Organizations


The Associated Students

Executive Committee

CONDON C. McCORNACK,	-	-	-	President.
J. ARTHUR GAMBER,	-	-	-	Vice President.
FRED ZEIGLER,	-	-	-	Secretary.
CHARLES E. WAGNER,	-	-	-	Treasurer.
CLYDE PAYNE,	-	-	-	Member at Large.



 As a rule, college folks keenly appreciate the reactions of conversational intercourse upon the consciousness of kind, i. e., they like to talk—even the girls—and while the class room gives this predilection some scope, the professors continually insist on cutting in, often with disastrous effect. College oratory and debate were doubtless turned on to satisfy this thirst for free speech, and, succeeding, have taken firm root in student life.

 Formal prize-winning oratory crept in here in 1890, when the Failing and Beekman prizes were instituted and were awarded respectively to Edward H. McAlister, now our professor of applied mathematics, and Miss Agnes M. Green, who has since changed her name. These benefactions have continued to sow envy, happiness and all uncharities among the departing classes, to the pleasuring of a few and the general diminution of college patriotism and fraternity. On the other hand, considerable hard work has been done and some dozens of set subjects have been written out and formally recited in ways more or less original and worthy. Assuming a present need for set speech on assigned topics, these annual prizes have been of much value; in any case the generosity and educational interest of their founders are a good bit above par.

Intercollegiate oratory, for which there is more excuse as affording a profitable comparison of ideals in loquacity, a measuring of garrulous strength, and a certain sort of advertising to the victor, came in with the formation of the state association, which held its first contest at Willamette University in '93. Our representative was Charles E.



Henderson, '93, who acquitted himself with much credit and scored a close second place, as two more of our speakers have done since. Three of our orators have taken the medal, and every one of them has fought a clean and skillful fight. Our record in this matter is something which we may very justly be proud of. We should be prouder yet of the fact that our orators have put their trust in sincerity, originality and hard work, rather than in any ear-splitting, imitative appeal to the old dogmas and shibboleths. If there is any virtue or praise in collegiate oratory, we will get it only by faithful adherence to such standards.



College debating is a more modern development and a more practical preparation for the duties of citizenship, legislation, or politics, than the cut-and-dried processes of oratory. Our literary societies have carried on this work since the foundation of the University, but intercollegiate competition in it is of quite recent date. In May, '95, a trio of Laurean debaters, led by "Monk" Eastland, ex-'96, defeated three representatives from the Philodorian Society of Willamette University in a hotly contested argument over the popular election of United States senators—a question then regarded as having two sides. The Salemites were led by C. J. Atwood, '94, winner of the state oratorical contest. Matters then languished sadly for three years, until the organization of the state league, which has recently been resolved, by a process of natural selection, into a dual affair between Pacific and Willamette Universities.



The work of our debaters has been guided mainly by a desire to get out the fundamental arguments bearing on the question at issue and to present them in logical, consistent order. Their work has consequently been somewhat lacking in smoothness, polish and the other artifices of debate necessary to perfect effectiveness.



These forensic contests have been of great value as giving experience in persuasive work under the fire of keen competition. The dangers are that they may petrify into recitative exhibitions or degenerate into trials of chicanery where success is directly dependent on maneuvering for the judges.



Literary Societies



EUTAXIANS

Eutaxian

In the fall of 1876, when the University of Oregon was still making a beginning, the girls of the college met and organized a "Ladies' Literary Society," and called it the "Eutaxian." But few changes have been made in the constitution then adopted. The meetings are held on Friday afternoon at 3:00 o'clock, and the order of business and program are about the same, but their rhetorical and debates were evidently more elaborate than those now given. On one afternoon were given three readings, a recitation, and two essays; and there were usually ten or twelve debaters. Perhaps, however, they were not always able to carry out their plans, for as far back as '77 the minutes occasionally have such remarks as "the others appointed having failed to do their duty," or "the majority of the debaters being absent."

During the whole of their existence much of the work of the Eutaxians has been done in conjunction with the other literary societies. In January, 1877, they first began to plan for a Laurean-Eutaxian hall, and this they obtained by the next September. At first they used a room on the top floor of Deady Hall, then descended to the basement, and now have a pleasant room on the first floor. The Laureans and Eutaxians also purchased a library, which is now in with the general library of the University.

The Reflector, which afterward became the Monthly and the Weekly, was first started and managed by the literary societies.

One of the chief benefits of the Eutaxian society is the parliamentary drill. Strict attention is paid to parliamentary law in transacting any business, and special attention is called to it in parliamentary discussions, which are as pleasant as they are profitable.

Perhaps the most delightful meeting of the year was the one at which Dr. Schmidt gave a lecture to the Eutaxians and their friends on the Passion Play. His descriptions were so clear and his power of imparting the feeling of the play was so great that his hearers have a vivid conception of Oberammergan and the people that make it famous.

The society has done more than is required by its constitution and by-laws.

Early in the year it, with the other literary societies, gave a reception to new students. Later on all the members were given an afternoon reception, and in January an evening party was held. This was to celebrate a very important event. Early in the fall the society divided itself into two factions, hoping that the rivalry between them would add to the interest and membership of the Eutaxians. The plan was entirely successful, and at the close of the period of division a party was given in Deady Hall, to which each member invited a gentleman. All who attended had a delightful evening.

The benefit which comes from active membership in the Eutaxian is something of which the alumnæ speak with enthusiasm. Aside from the information she gains, a girl gets a certain poise and confidence that she can get from no other part of the college life.



1771-1772





LAUREANS

Laurean

“ Rictum Fie! Stickery Bum!
We're the boys of Laure-um! ”

The history of the Laurean Society begins with the history of the University. A quarter of a century has passed since, on the evening of October 27, 1876, E. E. Burke and nineteen other students met and founded the Laurean Society.

In 1877, the Laureans, in conjunction with the Eutaxians, organized the “ Laurean and Eutaxian Corporation,” with a state charter, having for its object the furtherance of the literary interests of the societies and the University. The library of the corporation comprises about seven hundred volumes, now placed in the general library of the University.

The first publication of the corporation was an address, “ Hints to University Students,” by Senator J. H. Mitchell, delivered at commencement, 1887. This address was printed in pamphlet form and distributed among students and friends.

March, 1891, marks the appearance of the “ Reflector,” published by the corporation. This, the first paper of the University, was a lively, literary monthly, which came to live about three and one-half years.

In February, 1900, the Laureans, together with the Eutaxians and Philologists, established the “ Oregon Weekly.”

Since 1876, over five hundred men have become members of the Laurean Society. One hundred thirty-five of these have graduated from the University. A long list has become distinguished in oratory, in which may be found the names of McAlister, '90, Glen, '94, Dunn, '92, Martin, '93, Templeton, '96, Angell, '00, and many others.

The one hundred thirty-five graduates have entered a dozen or more different occupations. Thirty-two per cent. have chosen law. Among the most successful lawyers are found Judges Bean, '78, Frazier, '82, Potter, '87. Harris, '93, Woodcock, '83, Veazie Bros., McClure Bros., Noland, '82, Mount, '83, Boise, '80, Beekman, '84, are prominent practitioners. Eight per cent. are physicians of note. There is Geary, '80, and Sharples, '84, widely known in Portland and Seattle re-

spectively. The ministry claims eight per cent., and proudly, too. Look at Herbert Johnson, '87, Frank Matthews, '95, Hill, '79, Hopkins, '93, Taylor, '84, Mulligan, '85, Templeton, '96. Eight of the number are newspaper men; six, clerks; two, canvassers; four, civil engineers; two, bankers. Seven of the number have become professors, three of whom are now in our own institution; one other was with us, but he now rests from his labors for which earth had a reward not rich enough.

The society meets at 7:30 o'clock each Friday evening of the school year in Laorean-Eutaxian hall. The exercises are calling to order, roll-call, routine business, recess, extemporaneous speech, prepared address, and debate.





PHILOLOGIAN

Philologistian

Colleges generally seem to require other vents for student energy and eloquence besides those afforded by the curriculum, and this need has resulted in the formation of all sorts of debating clubs, societies, forums, senates and congresses. For seventeen years the Laurean society (described elsewhere) was the only such institution at the U. of O. Along in the early spring of '93 some twenty odd members drew out after a particularly acrimonious row, the occasion and details of which vary with the identity of your informant. The centrifugal tendency of youth is as good an explanation as any. These revolters started a new coterie, and called it the Philologistian, meaning by it that they loved wisdom (or words) rather than rows.

This split-off, with its attendant circumstances, made much ill-feeling and brought about a fierce and not always wise or worthy rivalry between the societies. Such acidity was necessarily of short duration, as intercollegiate contests soon proved the need of college unity by exposing the weakness of foot-ball or other teams selected on so artificial a basis. The societies have since settled down to a saner contest in matters more germane to literary society endeavor. The resultant desire to excel in debate, extempore speaking, knowledge of parliamentary law, has been of great value. Our representatives in the intercollegiate meetings have generally been able to do their share of the work in quite creditable fashion.

The program and aims of the Philologistian do not differ materially from those of other societies here and elsewhere. The routine work includes extempore and prepared speaking, recitations, debate and the usual parliamentary "business" that informs the members in legislative methods. This last work is further carried on in mock-trials of uncertain judiciousness and in occasional imitation senates, where public measures are discussed and voted upon. The aim is to give the underclassmen ability in telling their minds clearly and briefly and a working knowledge of how the business of any orderly meeting is to be transacted. The society is intended to be a training school for orators, debaters and the right sort of politicians.

With this origin and these aims the Philologistian society has become a definite

part of the University. Its partisans are a representative body of students comprising all varieties of ability, size and vocal power. They are members of all the classes and participants in all the numerous college activities. The society training in free speech has been vindicated by their presence (successful and otherwise) in many debating and oratorical contests.

The graduate members have generally been of some use in the world. They are all at work, save some who have taken up teaching. The others comprise all sorts and conditions of men, from lawyers to Y. M. C. A. workers. Several of them are laying the foundations of future greatness in medicine. All who have returned since graduation have been singularly unanimous in extolling the value of their work in the literary societies during their college days. It is reasonable to suppose that some of them got the practice there which makes them convincing before a jury or persuasive on the platform, and, much more, the inspiration which makes them active citizens interested in all matters of public concern and well-read in the larger questions of the day.

It may be said in conclusion that the Philologian Literary Society holds an assured and honorable position in our University life. The wisdom of its inception has been proved by the increased interest since maintained in these lines of endeavor. The worth of its work is abundantly testified by the local and intercollegiate successes of its members as well as by the experience of the graduates who have left it. Such training in speaking and politics is of immense value in the equipment of scholars for citizenship. Our students owe it to themselves to see that these opportunities are improved to the utmost.

The University Papers

Just as the communities of the active world demand their daily papers and magazines, the colleges, they themselves being an active community in miniature, have come to demand that the activities of student life shall be exploited through the medium of the college daily or weekly.

At the University of Oregon we have the Oregon Weekly to meet our needs in the matter of a news exchange, while the Monthly presents to the world with more labored exactness our happenings and traditions as they find expression in the college short story, poem, storiote, and contributions from students, alumni and members of the faculty on matters of scientific concern or otherwise.

Our college publications have grown with the University. Previous to the establishment of the Monthly, in the days before the Philologians and before the organization of the Associated Students, the Laurean and Eutaxian literary societies published the Reflector. Its first issue appeared in March, 1891, and its staff was as follows: A. E. Reams, editor-in-chief; E. H. Lauer, business manager; Chas. T. McDaniel, corresponding editor; K. K. Kubli, Laurean editor; J. C. Veazie, senior editor; J. E. Bronough, junior editor; C. Grace Matthews, sophomore editor. After some years, however, for some reason the Reflector was discontinued. The last number bears the date March, 1893.

In March, 1897, the first issue of the University of Oregon Monthly appeared, with the following editorial and business staff: D. V. Kuykendall, editor-in-chief; Kate Kelly and M. H. Day, associate editors; L. R. Alderman and R. S. Bryson, business managers.

The Monthly continued to meet the needs of the University until early in 1900, when the more enterprising students realized that the rapidly growing interests of the institution demanded more than a monthly magazine and started the Oregon Weekly, under the combined management of the Laurean, Philologian and Eutaxian Societies, Vol. 1, No. 1, appearing on February 12, 1900. The staff of the Weekly consisted of C. N. McArthur, '01, editor-in-chief; E. N. Blythe, '02, and Grace I. Wold, '01, associate editors; L. E. Hooker, '03, business manager, with C. E. Sanders, '02, and Susie Bannard, '01, as assistants.

Today the two college papers are under the management of the Associated Students.

THE OREGON WEEKLY

UNIVERSITY OF OREGON.

VOL. I.

EUGENE, MONDAY, JUNE 4, 1900.

No. 16.

CHAMPIONS OF THE NORTHWEST.

The 'Varsity Again Defeats the Inter-Collegiate Aggregation at State Field Day.

FIVE RECORDS BROKEN.

SALEM, Oregon, June 2. - The University of Oregon won the track meet at the fair grounds this afternoon, and by establishing their superiority within the borders of the state, they prove their right to be recognized as Northwest champions for the year 1900. The men from Eugene had already met and defeated the University of Washington champions—champions of Washington and Idaho, and today's victory places them at the very top round of the athletic ladder. The 'varsity lads won five firsts, six seconds and four thirds—a to-

unsatisfactory event. Heater won with a leap of 20 feet four inches, Lewis and Knox receiving the other places. A number of the contestants had records of about 21 feet, but were unable to do anything in today's contest.

The hundred yard dash was a pretty race. The ten contestants took an even start, but Bishop lead off followed closely by Lewis, both of whom crossed the tape well in advance of Colvig, the man in whom O. A. C. had placed her strongest hopes. The time was 10 2-5.

Sanders, (W. C.) took first place in the

the hundred yard post and kept his position clear to the finish. Colvig was a fair second and Bloch raked in a third. Time 22 4 5.

The two mile bicycle race was a disgraceful performance. Willamette's men were out to win and win they did, much to the disgust of all fair minded people who saw the event. The Salem aggregation succeeded in spilling a number of the other wheelmen, including two U. O. men and so cleverly jockeyed the others that no others stood any chance of winning out against Willamette. A number of protests were entered, but according to the rules, they could not be sustained. The order of finish was Shaw (U. C.), Kruse, (O. A. C.) and Beatty, (W. U.) The time was given out as 5.40.

Buckingham won the high jump, by going 5 feet 8 inches, Knox was the second with a jump of 5 feet 7 inches and Burnough third with 5 feet 6 inches.

In the 120 yard hurdle, Heater had things all his own way and clipped a fifth of a second from Kuykendall's record. Palmer took second place and Williams third.

SCORE TABLE.

U O W I O A C P O

bonfire on the campus, in order that they might celebrate their victory, but some kind soul sneaked out Wednesday night and set fire to the rubbish. It saved the boys the trouble of hauling the stuff away afterwards.

The executive committee met in the parlors of the Willamette Hotel Friday afternoon. U. O. entered a protest against Ruben Sanders. The case was a clear one. An affidavit from Willamette's manager in '98 was prejudiced and it was plainly shown that Sanders was hired to attend W. U. during that year. O. A. C., P. C. and W. U. voted to retain the protested athlete, U. O. and O. S. N. S. voting to remove him. There seemed to be a combination, whose express purpose was to "down Eugene." It is an undisputed fact that Sanders is a professional, but O. A. C. saw that it would be to U. O.'s disadvantage if he were allowed to compete. Therefore her vote, O. A. C. has been howling around for a couple of years for clean athletics, but her vote on this question shows the motives which impelled the persons who represented her.

Colvig and McLeod are expensive luxuries, and Bishop is a running mint.

The fact is now thoroughly established

Oregon Weekly Staff



EDWARD BLYTHE
CONDON M'CORNACK

SUSIE BANNARD

CLYDE PAYNE
CLIFTON M'ARTHUR

Editor, C. N. McArthur. Assistants, Susie Bannard, E. N. Blythe.
Business Manager, Condon McCornack. Assistant, C. A. Payne.

U. of O. Monthly Staff



WALTER LINCOLN WHITTLESEY, '01	- - - - -	Editor
WILLIAM HOLT JOHNSON, '02	} - - - - -	Assistants
GEORGE OLIVER GOODALL, '01		
EDWARD NATION BLYTHE, '02	} - - - - -	Business Managers
CONDON ROY BEAN, '03		



MUSIC



Glee Club

The Glee Club was organized in the autumn of 1898 and of its seven charter members three remain with the organization.

Under student management the club has made two very successful concert tours. During the Christmas vacation of 1899 the club gave concerts in the larger cities of Eastern Oregon and Washington, concluding its tour at Portland. The vacation of 1900 found the club singing to appreciative audiences in Southern Oregon.

Each year at Thanksgiving time the club gives its annual concert in Villard Hall.

Under the direction of Prof. Glen the club has attained a high degree of proficiency and has won the applause and support not only of the University, but also of the state.

Members of the Club

President,	-	-	-	-	-	-	J. A. Gamber.
Vice President,	-	-	-	-	-	-	K. C. Miller.
Secretary-Treasurer,	-	-	-	-	-	-	H. B. Densmore.
Director,	-	-	-	-	-	-	Prof. Irving M. Glen
Manager,	-	-	-	-	-	-	R. R. Robley.
Pianist,	-	-	-	-	-	-	Arthur Louis Frazier.
Reader,	-	-	-	-	-	-	Allen H. Eaton.

First Tenor.

S. A. Pennick,
T. E. Palmer,
T. L. Williams,
K. C. Miller.

Second Tenor.

Arthur Frazier,
J. A. Gamber,
E. S. Van Dyke,
E. Thompson.

First Bass.

J. B. Winstanley,
Rufus Wright,
R. R. Robley,
L. J. Straight.

Second Bass.

F. A. Strange,
Rea Norris,
Leon Patrick,
H. B. Densmore

Treble Clef

The Treble Clef, or girls' glee club, was organized the fall of '00 with a membership of sixteen, there being four voices on each part. The club is under the direction of Mr. Nash and Miss Hansen of the musical department. Regular practices are held once a week and a concert is given by the girls each year just before the Christmas holidays. The management of these concerts has been in the hands of the track-team. A certain per cent. of the profits goes for its benefit. The concerts are anticipated with much pleasure each year and have been very successful.

Officers

President,	-	-	-	-	-	-	Susie Bannard, '01.
Vice President,	-	-	-	-	-	-	Lula Craig, '03.
Secretary and Treasurer,	-	-	-	-	-	-	Grace Wold, '01.
Directors,	-	-	-	-	-	-	{ Mr. W. G. Nash, { Miss Rita Hansen.

Members are:

First Sopranos.	Second Sopranos.
Grace Wold, '01,	Susie Bannard, '01,
Lu. Renshaw, P. G.,	Louise Jones, '04,
Mabel Williams,	Neva Perkins, '04,
Bertha Templeton, '04.	Harriet Warfield, '01.
First Altos.	Second Altos.
Miss Hansen,	Adele Pickel, '01.
Lula Craig, '03,	Minnie Thompson, '04,
Corinne Cameron, '04,	Elma Hendricks, '03.
Miss Knox.	



TREBLE CLEF

Societas Quirinalis

Praeses,	-	-	-	-	-	-	-	-	-	Susie Bannard.
Propraeside,	-	-	-	-	-	-	-	-	-	Cole E. Stanton.
Sriba,	-	-	-	-	-	-	-	-	-	Leila Straub.
Quaestor,	-	-	-	-	-	-	-	-	-	Grace Wold.
Nuntius,	-	-	-	-	-	-	-	-	-	Walter L. Whittlesey.

As may be inferred from its name, the object of the Societas Quirinalis is to increase interest in the study of the Greek and Latin classics, and to give those already interested an opportunity to carry on work in lines forbidden by the limited time in the class room. Only those are eligible who have done a certain amount of work in both Greek and Latin.

The Societas was organized October 28, 1898, by Professor Straub and Professor Dunn. At the meetings, which are held the first Tuesday of each month, papers on subjects of interest to the members are read and discussed, and occasionally a lecture is given.

Members

Grace Ivorda Wold,	-	-	-	-	-	-	-	-	-	'01
Susie Bannard,	-	-	-	-	-	-	-	-	-	'01
Cole E. Stanton,	-	-	-	-	-	-	-	-	-	'01
A. F. Hemenway,	-	-	-	-	-	-	-	-	-	'02
Edward S. Van Dyke,	-	-	-	-	-	-	-	-	-	'01
Walter L. Whittlesey,	-	-	-	-	-	-	-	-	-	'01
Esther E. Johnson,	-	-	-	-	-	-	-	-	-	'01
H. B. Densmore,	-	-	-	-	-	-	-	-	-	'03
O. F. Ford,	-	-	-	-	-	-	-	-	-	'03
Grace Plummer,	-	-	-	-	-	-	-	-	-	'02
Alice McKinlay,	-	-	-	-	-	-	-	-	-	'03
Elizabeth Logan,	-	-	-	-	-	-	-	-	-	'02
Sadie Atwood,	-	-	-	-	-	-	-	-	-	'02
James Gilbert,	-	-	-	-	-	-	-	-	-	'03

Seminary of Political Science and History

Although the Seminary of Political Science and History is a recent organization, dating only from last October, it has already shown itself indispensable. Its object is to study methods of historical research and to give students experience in the employment of these methods.

Professor Young and Professor Schafer have had charge of the work, which, during the past winter, has been in the direction of illustrating methods of historical research and in the study of topics involving such original work.

The meetings are held Wednesday evenings, bi-weekly, and the members are Juniors or Seniors.

The Chemical Society

OFFICERS

President,	-	-	-	-	-	-	B. E. Spencer.
Vice President,	-	-	-	-	-	-	J. B. Winstanley.
Secretary-Treasurer,	-	-	-	-	-	-	R. R. Renshaw.

MEMBERS

Arthur Lachman,	R. R. Renshaw,
O. F. Stafford,	J. F. Staver,
John Platts,	C. A. Payne,
F. J. Zeigler,	A. F. Hemenway,
B. E. Spencer,	J. B. Winstanley,
Holt Stockton,	W. F. Carroll,
C. L. Campbell,	K. C. Miller,
J. Ware,	P. I. Wold.

The Chemical Society is composed of the professor and the instructor in chemistry, and of students who are particularly interested in that subject, except G. O. Goodall and E. N. Blythe. It was organized on the 19th of March, 1900, and has bi-monthly meetings. At these meetings current events which are of interest to the society and papers on assigned topics are presented by the members.

The society not only makes use of the chemical literature found in the periodicals and books in the library, but takes the "Engineering and Mining Journal," the "American Chemical Journal" and the "London Chemical News," a leading European chemical weekly.

The Biological Reading Club

The Biological Reading Club is a class organized at the beginning of each year by Professor Washburn, and consists of students in the biological department who are interested in general biological work.

The class meets bi-weekly on Wednesday evenings at the home of the instructor, and spends about forty hours during the year in reviewing current biological literature and reading standard works on biology. At each meeting each member reads an abstract of some article on a biological subject of current interest. These abstracts are prepared by the students from magazines or periodicals assigned them for perusal. This year the class read Brook's "Foundations of Zoology."

LIST OF TOPICS.

Is the little toe disappearing?	Nerve cells.
Scientific fishing in the deep seas.	Bacteria.
Reptiles.	The Florida Crocodile.

Christian Associations

Y. M. C. A.

"As the library is the head of our institution, so the Young Men's Christian Association is its heart," said the president of the University of Michigan last year, "and I would as soon a young man would go through college and never enter the library as to go through college and never identify himself with the work of the Association." Thus state universities, having started out to get along without religious life, have, one and all, had to come back to it, so that today the strongest Christian work in America is being done by students in and for state universities.

It is a striking fact in itself that the college Y. M. C. A. is firmly established in six hundred fifty colleges, universities and academies of America, and has thirty-five thousand members, a number which exceeds the combined membership of all other student organizations, athletic, literary, forensic, oratorical, and social, in America.

It is now widely recognized that the highest order of talent that can be enlisted for the maintenance of good order among students, for the elevation of student atmosphere, for the repression of college evils, and for the christianization of college men, is that of the students themselves organized to stand for God in college life.

Hence, it is not a matter of great surprise that at the University of Oregon the Young Men's Christian Association has advanced from a small and feeble beginning in 1892 until it now possesses the esteem and support of the faculty and students.

The Association aims to conduct a very broad work. At the opening of the semester, as the new students come flocking in, each one as far as is possible is met and welcomed, shown the boarding house list, given a Handbook, taken to the Association's information bureau and book-exchange; introduced to his fellow students and made to feel that he is among real friends. Sometimes employment is secured or a place to work for one's board. A genuine "stag" reception takes

place at the end of the first week. Here the "wall-flowers" and fearers of "calico" begin to realize that college men are the most wholesomely jovial set of men they have ever met, and that the U. of O. is the best college on the coast. Then, later, a mass meeting of all the college men is held. Great blessings have come to many college men in these services.

So on throughout the year the social life is developed and enjoyed, and the healing, refining influences of the personality of Jesus Christ are brought to bear, in a very natural, practical way, upon the temptations and problems of college men.

There are weekly Wednesday night meetings where the great themes are discussed or some professor or speaker from without presents some phase of life-work. Especial prominence and emphasis is placed upon a scientific, scholarly, but devotional, study of the Bible.

Rare testimonies are given by the members of the Bible classes as to what this study has meant to them in bringing victory and keeping a cutting edge upon their spiritual and other faculties. The large part the association has come to occupy in the University is attested by the fact that in response to a most pressing need for a better material equipment a movement was started in March to raise \$20,000.00 for a building for the Y. M. and Y. W. C. A., and that the students have given most generously.

The Association certainly stands upon the threshold of a future that is big with opportunities for influence and stands prepared as it has never been before to fill full its mission.



Officers Y. M. C. A.

President,	-	-	-	-	-	-	Oscar Gorrel.
Vice President,	-	-	-	-	-	-	Geo. O. Goodall.
Recording Secretary,	-	-	-	-	-	-	J. O. Peterson.
Corresponding Secretary,	-	-	-	-	-	-	O. B. Tout.
Treasurer,	-	-	-	-	-	-	C. V. Ross.
Editor,	-	-	-	-	-	-	E. E. Coad.
Librarian,	-	-	-	-	-	-	Claude Adams.



C. ADAMS

G. O. GOODALL

E. COAD
OSCAR GORREL
J. O. PETERSON

O. B. TOUT

C. V. ROSS

EXECUTIVE COMMITTEE Y. M. C. A.

The Young Women's Christian Association

On the 18th of March, 1894, fourteen of the University girls met in the dormitory parlor and organized a Young Women's Christian Association, with the avowed purpose of "developing Christian character among the members, and prosecuting active Christian work, particularly among the young women of the institution." This purpose the association girls have not lost sight of, but have tried to carry out in various ways.

The work done is of the same character as at other colleges. Handbooks containing helpful information about the U. of O. are sent to girls who expect to attend the University; boarding places are found for them; and when they reach Eugene they are welcomed at the train by members of the Association. Early in the year the Y. M. C. A. and Y. W. C. A. give a reception to all the new students, at which they have an opportunity to begin to form friendships which will be helpful throughout their whole college life. Both associations give aid to all the students in a very practical way by having a book-exchange for the first weeks of the college year; this gives a way of selling old books and of buying them at low prices.

The young women's prayer meetings are held every Wednesday afternoon at 3:00 o'clock. That hour not only strengthens Christian friendships but is a time for regaining the spiritual poise which is so often lost in the hurry of college life.

Twenty-two of the girls are enrolled in the two Bible classes. During the last winter they have been studying Sharman's Life of Christ. This requires about twenty minutes' daily work, one class hour a week. These classes are so arranged as to be held at whatever hour the girls can come most conveniently. This year one has met Sunday and one Monday, in the afternoon.

As two of the girls are Student Volunteers, they keep the Association enthusiastic about missions. Mrs. Allen, the state Y. W. C. A. secretary, and Mr. Leavitt, a Y. M. C. A. secretary, did much to increase the interest during the past winter. The Y. M. and Y. W. C. A. have a small missionary library of their own and have access to a large one. The girls have monthly meetings for the study of missions and are educating a girl in India.

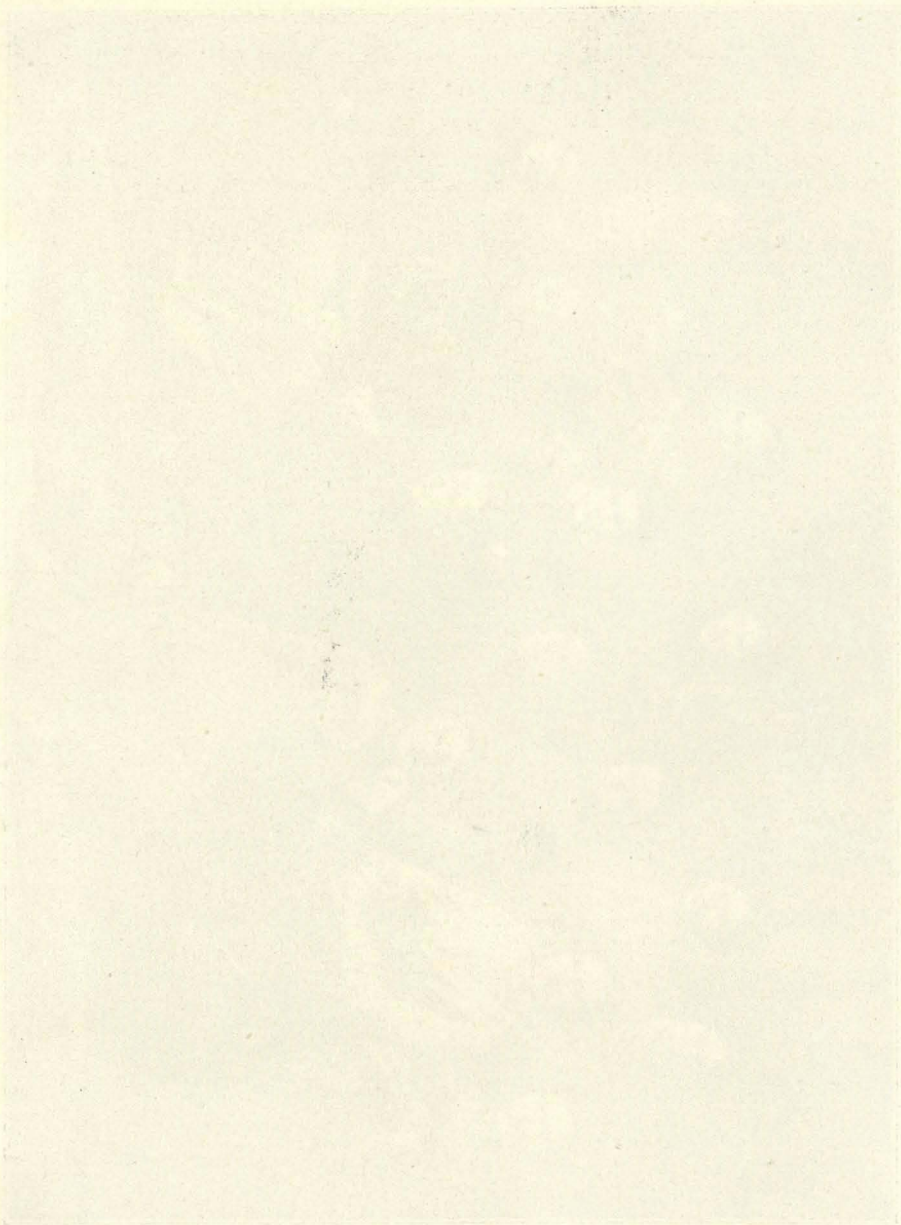
Socially the Association makes itself felt chiefly by welcoming strangers and by looking out for the welfare of the girls who have not yet formed friendships; but

the "ghost party" and the tea given to Mrs. Allen, as well as the joint social held with the young men, helped to brighten college days for many of the girls.

The membership of the Association has greatly increased during the past few years. It now has about fifty active and associate members; and several ladies have shown their friendship and hearty good-will by becoming sustaining members.

Last spring it was found that the Associations must move out of the dormitory and that the only available room was a low, dingy, unfurnished one in the basement of Deady Hall. As there was little time to get funds, the strictest economy had to be practiced. But the members of the Associations papered the rooms themselves, made a couch, mounted pictures, made curtains, bought the necessary furniture, and completely transformed the room. It still proved altogether inadequate to their needs, however, so when the building was proposed the young women were not behind the young men in enthusiasm. All the girls in the University have shown their interest, both by their gifts and offerings of time and influence.







Y. W. C. A.

Officers U. W. C. A.

	1899-1900.	1900-1901.
President, - - - -	Susie Bannard.	Grace Plummer.
Vice President, - - -	Kate Wilson.	Marie Bradley.
Corresponding Secretary, -	Amy Holmes.	Gene Crawford.
Recording Secretary, -	Marie Bradley.	Alice McKinlay.
Treasurer, - - - -	Lula Craig.	Lula Craig.
Editor, - - - -	Adele Pickel.	Margaret Bannard.

CHAIRMEN

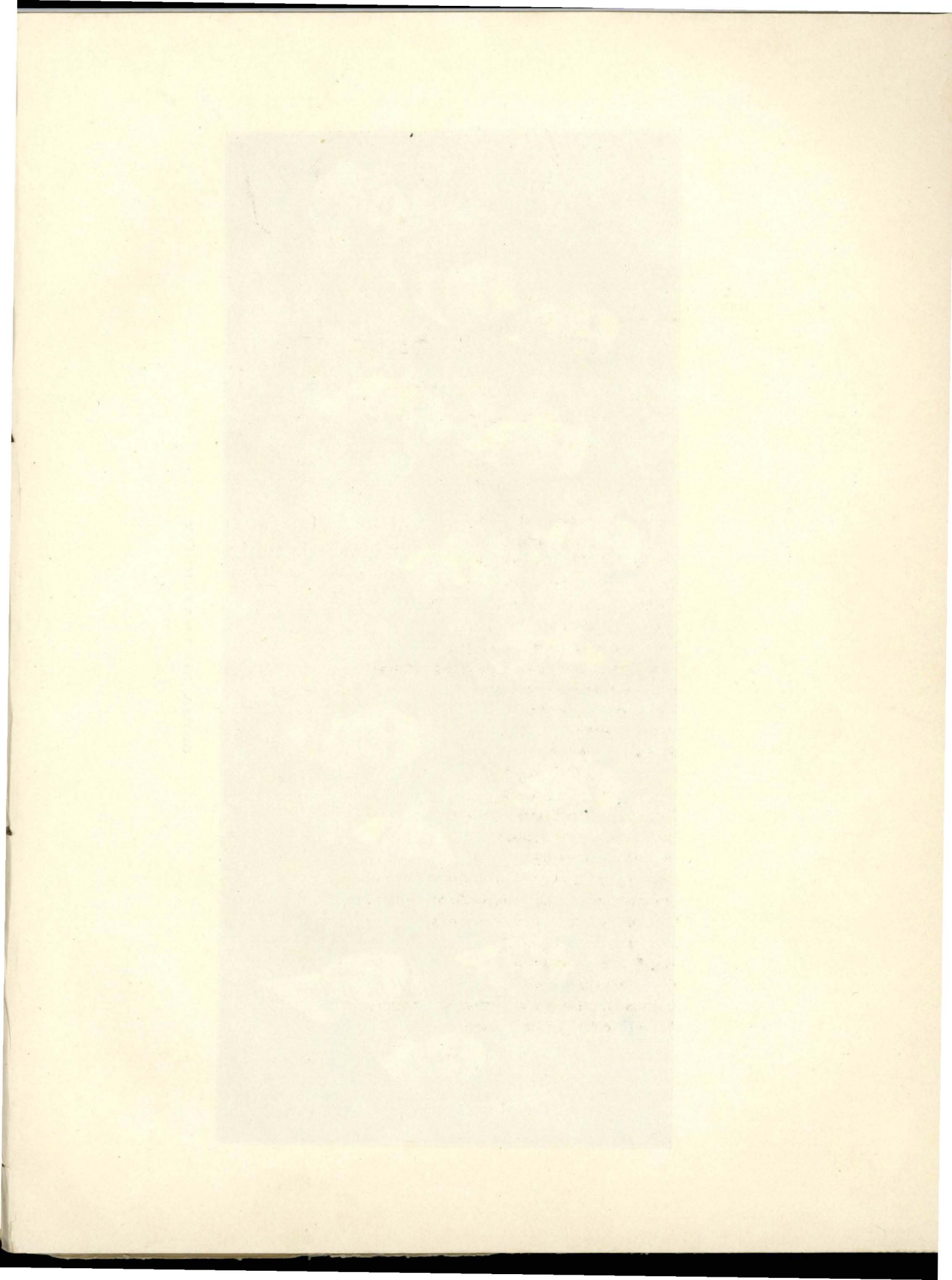
Prayer-Meeting, - - - -	Kate Wilson.	Susie Bannard.
Membership, - - - -	Adele Pickel.	Elizabeth Logan.
Social, - - - -	Marie Bradley.	Grace Wold.
Missionary, - - - -	Pauline Walton.	Alice Smith.
Bible Study, - - - -	Susie Bannard.	Kate Wilson.
Finance, - - - -	Lula Craig.	Lula Craig.
Hand-Book, - - - -	Adele Pickel.	Adele Pickel.
Convention, - - - -	Leila Straub.	

Sigma Nu Fraternity

(ORGANIZED AT THE VIRGINIA MILITARY INSTITUTE IN 1869)

ROLL OF CHAPTERS.

Beta, University of Virginia.
Epsilon, Bethany College.
Lamba, Washington and Lee.
Psi, University of North Carolina.
Beta Tau, North Carolina A. and M.
Theta, University of Alabama.
Phi, Louisiana State University.
Beta Theta, Louisiana Politechnic Institute.
Upsilon, University of Texas.
Zeta, Central University.
Omicron, Bethel College.
Sigma, Vanderbilt University.
Rho, Missouri University.
Beta Mu, Iowa University.
Beta Xi, William Jewell College.
Nu, University of Kansas.
Pi, Leghi University.
Beta Sigma, University of Vermont.
Gamma Delta, Stevens Institute of Technology.
Gamma Epsilon, LaFayette College.
Mu, University of Georgia.
Eta, Mercer University.
Xi, Emory College.
Gamma Alpha, Georgia School of Technology.
Kappa, North Georgia College.





SIGMA NU FRATERNITY

Beta Beta, DePauw University.
Beta Zeta, Purdue University.
Beta Eta, University of Indiana.
Beta Upsilon, Rose Polytechnic Institute.
Beta Nu, Ohio State University.
Beta Iota, Mt. Union College.
Gamma Beta, Northwestern University.
Gamma Gamma, Albion College.
Delta Theta, Lombard University.
Beta Chi, Stanford University.
Beta Psi, University of California.
Gamma Chi, University of Washington.
Gamma Zeta, University of Oregon.

Gamma Zeta Chapter

(INSTALLED DEC. 1, 1900.)

SENIORS

Luke L. Goodrich,
Clifton N. McArthur,
Condon C. McCornack,
Richard S. Smith.

JUNIORS

Edward N. Blythe,
Ross M. Plummer,
Charles A. Redmond,
Fred. J. Zeigler.

SOPHOMORES

Condon R. Bean.

FRESHMEN

Ray Goodrich,
Frank Hale,
Clyde A. Payne,
Kirk M. Sheldon,
Joseph H. Templeton.

ATHLETICS



Board of Athletic Managers

R. S. SMITH, - - - - - President.
E. N. BLYTHE, - - - - - Secretary.
B. C. JAKWAY, C. N. McARTHUR, L. L. GOODRICH,
F. J. ZEIGLER, C. A. PAYNE.

Track Captain, C. A. REDMOND, Football Manager, C. A. REDMOND,
Track Manager, C. N. McARTHUR, Asst. Football Mgr., J. H. RAULSTONE,
Asst. Track Manager, RAY GOODRICH, Baseball Manager, OSCAR GORRELL,
Football Captain, FRED J. ZEIGLER, Indoor Baseball Capt., A. R. TIFFANY.

A Review of Track and Field Athletics

The rapid growth and development of track and field athletics at the University of Oregon has been something remarkable. From the humble beginning made six years ago, this department of student enterprise has grown, until its track teams rank foremost among those of the Pacific Coast. Track athletics began here in the spring of 1895. The track, which is situated on the west end of the campus, was put in at that time, and a number of men began training under the direction of J. R. Weatherbee, who was then gymnasium instructor.

About that time Willamette University decided to hold a college field meet at Salem, and offered a silver cup to the winning team. The contest was held on the track at the state fair grounds on June 8, U. of O. winning with a score of 33 points. Portland and Willamette Universities tied for second place with 28 points each. Davis won the high jump for U. of O., H. Templeton took the hammer throw, and Keene won first place in the 440. J. Newsome won first place in the tennis tournament, which counted as an event of the field meet. The remainder of the points were scored on second and third places.

The next year the Intercollegiate Association was formed and it was decided to purchase a large rotating cup, to be awarded to the winning college. The U. of O. athletes chose E. R. Bryson as captain and manager, and W. O. Trine, better known as "Whiskers," was hired to train the team. The meet at Salem was held on June 6, and U. of O. won the cup, scoring 59 1-2 points. Willamette University stood second, with 24 1-2 points to her credit. The star performers of our team were Overholt, Shattuck, Bishop, Coleman, DeLashmitt and Kuykendall.

The next year is the one that we don't like to talk about. The faculty shut out some of our best men, no trainer could be secured, and the fellows became discouraged. Dell Kuykendall, '98, got a few men interested, and as the result, a few half-trained athletes represented the University at Salem. O. A. C. won, with 55 points to her credit, U. of O. being second with 35. The showing made by our men was good, considering all circumstances. Higgins, who was captain of

the team, carried off honors in the 100-yard dash and Kuykendall won both hurdles and the broad jump. "Upstein" Scott, the bicyclist, made his first appearance that year and broke the inter-collegiate record.

In the spring of 1898, we decided to make a last, dying attempt to win—for we had lost every contest in which we had participated. Charlie Galloway was elected as manager and Mr. Trine's services were again secured. Corvallis and Willamette were both out to win, and things looked pretty interesting. Our opponents were over-confident, but the ever alert Trine had a few "surprises" up his sleeve, and our boys won out with a handsome score of 48 1-2 points. Willamette stood second, with 23 points, and O. A. C. third, with 21 points. Kuykendall alone won 19 points in the hurdles, jumps and sprints, breaking the P. N. A. record in the 220. Smith, Read, Scott and White also won first honors for U. of O. A week later the Oregon-Washington meet was held in Portland, and the Oregonians won by a score of 71 to 37. U. of O. alone scored 35 points and won the Northwest championship for that year. Kuykendall, '98, was captain both of the U. of O. and of the All-Oregon teams.

In 1899 Galloway was re-elected manager and the invaluable Trine was again on hand. "Bill" Read, '99, the crack distance runner, was chosen as captain. Our team won the cup again, the score being 50 points. O. A. C. and Newberg tied for second place, with 18 points each. Smith was the star of the day, winning both the weight events and the broad jump. Scott, Read and Davis were prominent factors of our success.

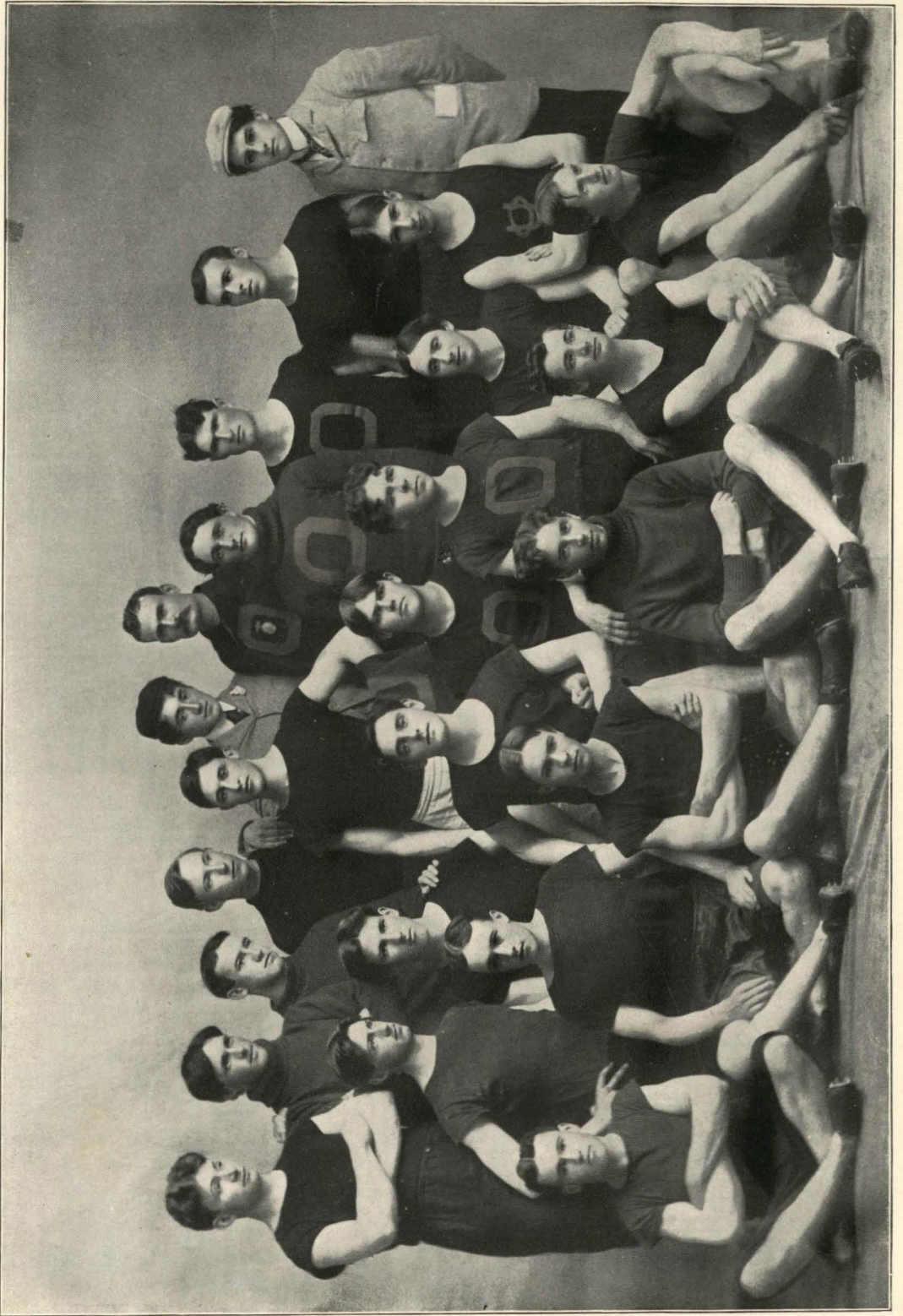
Last season's history is still fresh in our minds, but we must say a word or two for those who were not with us then. H. D. Angell, '00, was chosen captain, C. N. McArthur, '01, manager, and "Dad" Trine began work on March 24. There were some grave predictions on the part of many of our students, for Scott, Read, Kelly and Davis were conspicuous by their absence. Trine worked like a beaver with his new men, among whom was Redmond, the crack sprinter of Pacific College. Manager McArthur secured a date with the University of Washington, and at 2 o'clock on the afternoon of May 19th we were introduced to the Seattle boys by the crack of the starter's pistol. The U. W. men had previously won the championship of Washington and Idaho and were somewhat inflated with ideas of their athletic superiority. They thought that Oregon would be "easy." They looked at Trine and called him "Farmer," but that gentleman didn't care much for their opinions. He was doing some tall figuring about that time. Well, Oregon won out by a score of 62 to 60. The old men did their work well, Smith alone winning 18 points. Then there were some "surprise parties"—Knox, Lewis and Payne—men whom Washington had never heard of. "Goodall also ran." The next day we came home, the happiest lot of collegians on the coast.

After that came the Salem meet. Angell resigned the captaincy and Dick Smith was elected. O. A. C. had gone in with a "do or die" determination, and was represented by a strong team. After the usual protesting and wrangling, it was decided to let everybody compete. The contest was probably the best ever seen in Salem. Our men carried out their part of the program in good style, scoring 41 points. O. A. C. and W. U. tied for second place with 25 points each. Among the surprises were "Old Bow-legged Bloch," the sprinter, and Casteel, who "surprised even Trine." The meet was a howling success in every respect—except financially, for some individuals from one of our neighboring towns.

This year the team is stronger than ever. Trine is again trainer, McArthur is manager and Redmond captain. Among the new men is Heater, the all-around champion of the Northwest. Palmer is another who is doing good work. He was on the O. A. C. team for two seasons. Owing to the dissolution of the inter-collegiate league, the championship cup is the permanent property of the University of Oregon.







TRACK TEAM '00

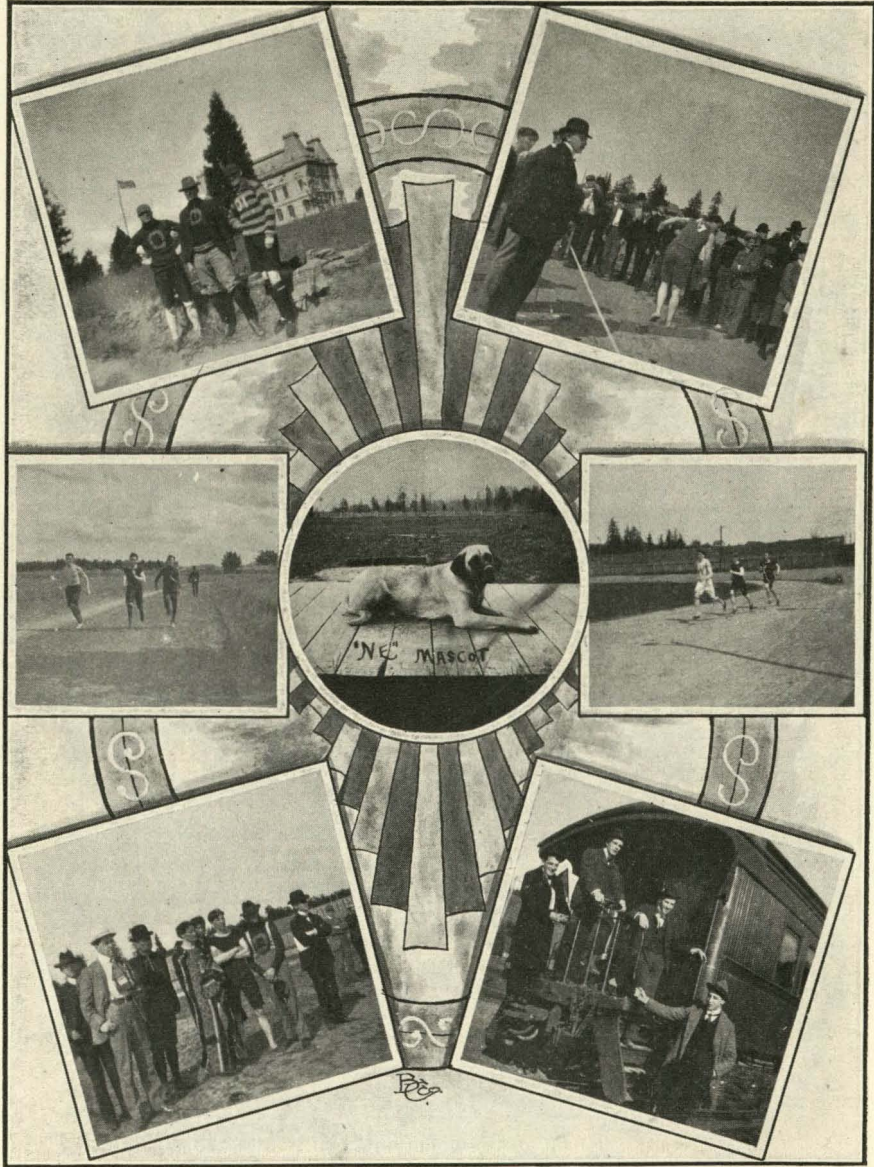
University of Oregon Track Team

Winner of Northwest Championship 1900

WILLIAM O. TRINE,	-	-	-	-	Trainer.
H. D. ANGELL, '00,	}	-	-	-	Captains.
R. S. Smith, '01,					
C. N. McARTHUR, '01,	-	-	-	-	Manager.
L. E. HOOKER, '03,	-	-	-	-	Asst. Manager.

CLARENCE M. BISHOP,
WALTER E. BLOCH,
CALVIN CASTEEL,
I. L. DODGE,
RICHARD GRIDER,
G. O. GOODALL,
CHRIS JACKSON,
WM. H. JOHNSON,
D. D. KNOX,
FRED V. LEWIS,

J. C. McELROY,
C. A. PAYNE,
C. A. REDMOND,
J. O. RUSSELL,
A. C. SHEVIS,
FRED G. THAYER,
V. W. TOMLINSON,
CHAS. E. WAGNER,
THOMAS WILLIAMS.



ABOUT THE TRACK



WILLIAM ORA TRINE

Ten years ago, W. O. Trine was one of the fastest professional foot-racers in America. In the Caledonian games, which were held in California in the early '90's, he defeated the best men of the Pacific Coast, and when Harry Bathune, the Canadian champion, came west to meet him, the race resulted in a tie. In 1894, Trine beat Tommy Morris, champion of the Mississippi valley, in a hundred yard race. The time, 9 3-5, equals the world's record. Mr. Trine's other records are as follows: 50 yd. dash 5 3-8; 220 yd. dash 21 3-5; 440 yd. dash 48 1-5; half mile run 1 min. 58 1-5 sec.; mile run 4 min. 26 2-5 sec.

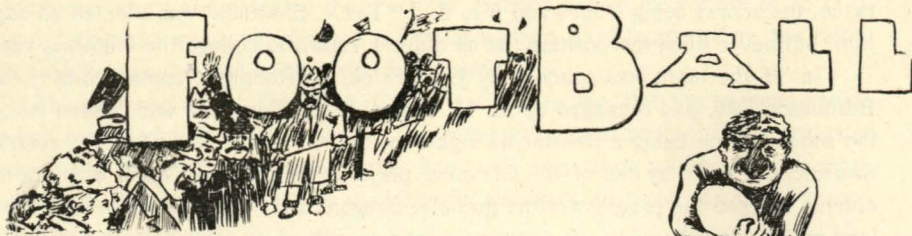
Mr. Trine began work with the University boys in the spring of 1896, and under his guidance the 'varsity won the state championship in '98, '99, '00, also winning three years ago the inter-state championship at Portland and last year the championship of the Pacific Northwest at Seattle. He has never led a team of athletes to defeat, and every man whom he puts on the track is always in the best of shape. His sterling qualities as a man and student of his work are recognized by all who know him.

Best Records of University of Oregon Men.

100-yard dash,	J. C. Higgins,	10 1-5 sec.	1897
220-yard dash,	D. V. Kuykendall,	22 2-5 sec.	1898
440-yard dash,	C. A. Redmond,	51 1-5 sec.	1900
880-yard run,	C. A. Payne,	2 m. 4 sec.	1900
Mile run,	L. A. Read,	4:50 2-5	1899
120-yard hurdle,	D. V. Kuykendall,	17 2-5 sec.	1897
220-yard hurdle,	D. V. Kuykendall,	26 1-5 sec.	1896
High jump,	D. D. Knox,	5 ft. 7 in.	1900
*Pole vault,	D. D. Knox,	10 ft. 2 in.	1900
Discus throw,	C. E. Wagner,	98 f. 83-4 i.	1900
Broad jump,	R. S. Smith,	20 ft. 10 in.	1900
Hammer throw,	R. S. Smith,	126 ft. 1 in.	1900
Shot put,	R. S. Smith,	37 ft.	1899
2-mile bicycle,	Leslie Scott,	4:52 1-5	1899
Mile walk,	I. DeLashmutt,	8:31 2-5	1896

* At the indoor meet in February Roy Heater cleared the bar at 11 ft. 1¾ in.

FOOTBALL



Foot Ball at the U. of O.

All things have a beginning, and foot-ball at the University of Oregon began in 1893. The first game was played with Albany College, on our own campus, and our men won by an overwhelming score. That was the only game of the season and the University felt quite proud of its team. Cal. Young, a popular young business man of Eugene, was the coach, and he succeeded in developing some pretty good foot-ball material for future years. In 1894, Mathews was captain, and Church, an old Princeton player, was secured as coach. The fellows were ambitious and tackled Portland University and O. A. C., and were beaten—12 to 0 and 18 to 0—for their pains. Then they played a scoreless game with Pacific University, on the old Stewart race track grounds, after which they disbanded and elected H. S. Templeton, '96, captain, and C. W. Keene, '96, manager for the season of 1895, which is memorable in U. of O. foot-ball annals.

At the beginning of the '95 season, Percy Benson, the famous Berkeley quarter-back, was secured as coach, and the team won the inter-collegiate championship of the state. The "6 to 4" game with Portland University was the best exhibition of sport ever seen in Portland. Shattuck, the "star guard of Oregon," and big John Edmunson were the prize guards of the state in those days, and Coleman, the "red demon," began to attract attention as an end rush. Bonney, Bryson and Bishop were players of unusual ability, and the U. of O. team succeeded in winning every game. Corvallis went under, 46 deep, and old Willamette was defeated

twice, the scores being 8 to 4 and 6 to 0. "Ted" Shattuck was elected as captain, but never filled the position, as he did not return to college the following year.

In '96 the team was coached by J. F. Frick, of Reliance, captained by J. M. Edmunson, '96, and managed by L. M. Travis, '97. Corvallis was beaten twice, the second game being a free-for-all fight on the O. A. C. campus. The referee was knocked down by one of the Corvallis players and numerous other exciting incidents marked the progress of the game. Oregon and Multnomah met in Portland on Thanksgiving day, on a ground frozen as stiff as an icicle. Multnomah won by a score of 12 to 6, but the 'varsity put up a splendid exhibition of foot-ball and the game was indeed a close one. Coleman, Bonny, Bishop and Smith were the star performers.

In 1897, all things went wrong, and to other mishaps was added defeat in foot-ball. Joe Smith, of M. A. A. C., was coach, and A. A. Cleveland manager. Chemawa was defeated, but we were snowed under by O. A. C., the score being 26 to 8. Smith and Kuykendall did effective work, and the former was elected captain for the season following.

In '98, Bryson was manager and he secured the services of Frank W. Simpson, of Berkeley, as coach. The men went in to win and they won from everything in sight, until Multnomah was tackled, when the score was 21 to 0, with the 0 to Oregon's credit. It was a bitter disappointment and some of the faithful "rooters" from the 'varsity were seen leaving the grounds with long faces and empty pocket books. Smith, Bishop, Wilson and Young were the best players of the season. Smith was re-elected as captain and Luke L. Goodrich '01 was chosen as manager for the succeeding year.

When the college opened in 1899, a new regime had begun and a new spirit seemed to prevail in the foot-ball ranks. Simpson was on hand again and the schedule of games was larger and embraced more territory than in any previous year. Multnomah beat us early in the season, but Chemawa was easy game for our 'varsity lads, the score being 29 to 0. Then the team went to California to tackle our big sister state university. What misgivings! Some said it would be 50 to 0, for Berkeley, while the most sanguine said 30 to 0. But what a surprise! Berkeley was forced to put up the hardest game of her season to win and it was indeed a battle royal. The score, 12 to 0, stands as the result of one of the hardest games ever played on the coast and Oregon was indeed proud of her sons. The California papers spoke in highest terms of the work done by Jakway, Bishop, Angell, and, in fact, the whole team. Edwards, the little Webfoot quarter back, ran his team like a veteran and Zeigler, with two broken ribs and a tightly closed eye, gave the southerners a few pointers about playing end. The team stopped at Ash-

land on the return and defeated the Normal School eleven by a score of 35 to 0. Then Multnomah was tackled again and, after a clean, hard-fought game, the referee's whistle sounded and neither side had scored.

Thanksgiving day! The O. A. C. came down to win, but the hayseed generals had reckoned without their host. The game was a swift procession, or series of processions, from mid-field to the goal line and when time was called, the score was 38 to 0 in our favor. It was a successful ending of the most successful season that Oregon had known.

The memory of the '00 season is still fresh in our minds.



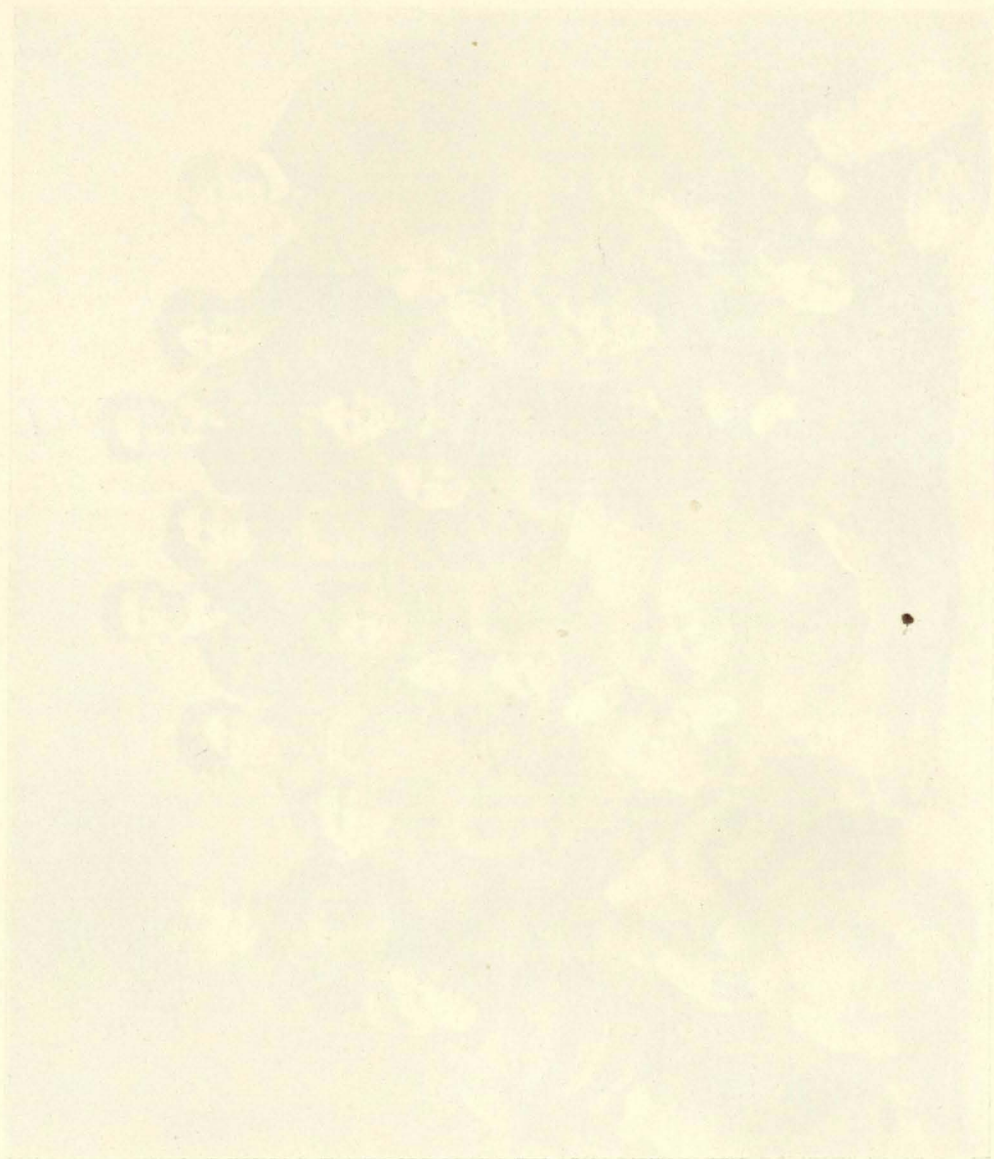
University of Oregon Foot Ball Team, 1900.

Lawrence Kaarsberg, U. C. '99,	-	-	-	-	Coach.
L. L. Goodrich, '01,	-	-	-	-	Manager.
C. A. Redmond, '02,	-	-	-	-	Assistant Manager
Fred. J. Zeigler, '02,	-	-	-	-	Captain.

C. E. Wagner, '01,	-	-	-	-	Center.
D. M. Waddell, '04, and A. C. Stubling, '02,	-	-	-	-	Right Guards.
H. I. Watts, '03, -	-	-	-	-	Left Guard.
Sam. Thurston, '04, -	-	-	-	-	Right Tackle.
B. C. Jakway, '01,	-	-	-	-	Left Tackle.
Oscar Gorrell, '02, and Theron E. Bush, '04,	-	-	-	-	Right Ends.
F. J. Zeigler, '02,	-	-	-	-	Left End.
Ralph G. Starr, '04, and Ray Goodrich, '04,	-	-	-	-	Right Half Backs.
R. S. Smith, '01, -	-	-	-	-	Left Half Back.
W. B. Scott, '03, -	-	-	-	-	Quarter Back.
Clyde A. Payne, '04,	-	-	-	-	Full Back.



VARSIITY TEAM '00-'01



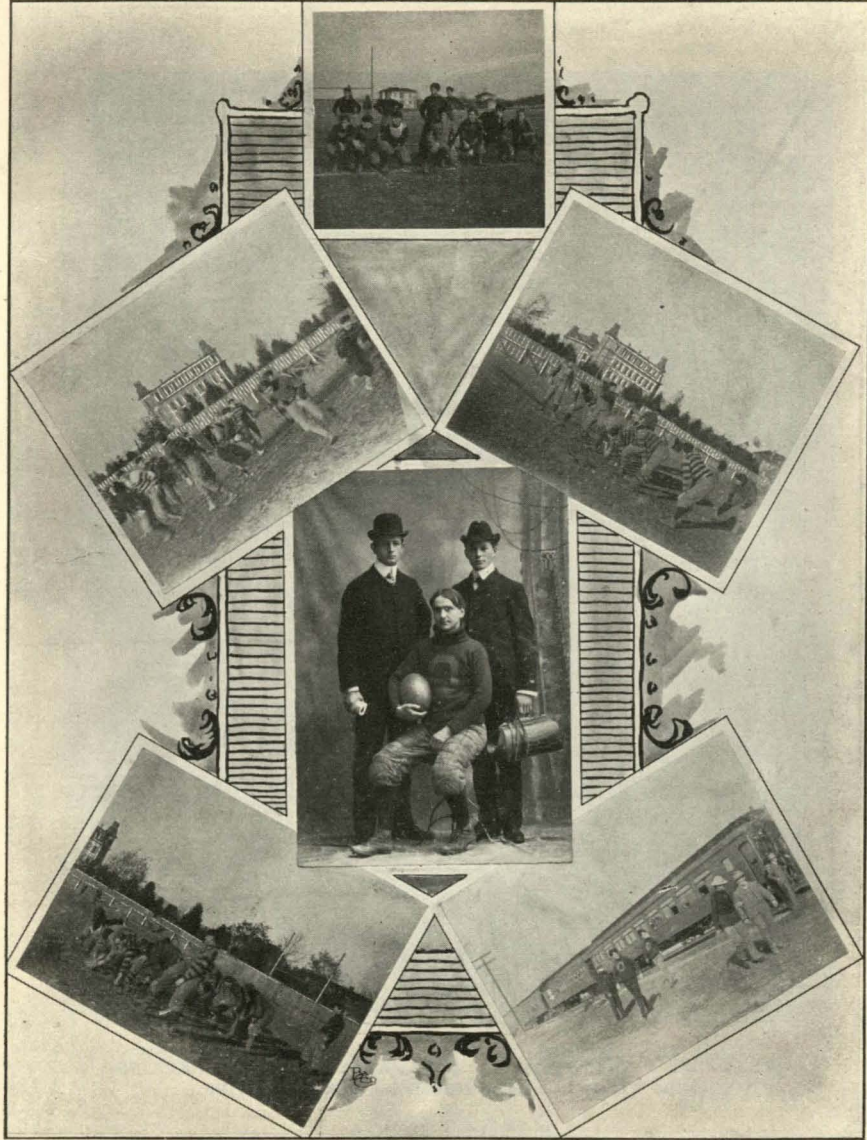
Games, 1900.

- October 27.—Oregon, 0; Salem, 5.
November 3.—Oregon, 0; Multnomah, 5.
November 10.—Oregon, 0; Stanford, 34.
November 17.—Oregon 2; California, 0.
November 19.—Oregon, 21; Ashland, 0.
November 29.—Oregon, 0; Multnomah, 0.
December 1.—Oregon, 43; Washington, 0.
November 24.—Oregon Freshmen, 33; Portland Academy, 0.

University of Oregon Freshman Team, 1900.

F. A. Edwards, '01,	-	-	-	-	-	-	-	-	Coach.
C. A. Redmond, '02,	-	-	-	-	-	-	-	-	Manager.
J. H. Raulstone, '04,	-	-	-	-	-	-	-	-	Assistant Manager
Frank Hale, '04,	-	-	-	-	-	-	-	-	Captain.

Hughes,	-	-	-	-	-	-	-	-	Center.
Sparks, Bowers, Penland,	-	-	-	-	-	-	-	-	Guards.
Hutchinson, F. Templeton,	-	-	-	-	-	-	-	-	Tackles.
Mendenhall, Klum, Mason,	-	-	-	-	-	-	-	-	Ends.
J. Templeton, Hill, Murphy,	-	-	-	-	-	-	-	-	Half Backs.
Rose,	-	-	-	-	-	-	-	-	Quarter Back.
Hale,	-	-	-	-	-	-	-	-	Full Back.
Pike, Doering, Bush,	-	-	-	-	-	-	-	-	Subs.



GRIDIRON SNAPS



MISS SEARS MISS STRAUB MISS HACKENEY MISS PERKINS
MISS TAYLOR MISS HOLMES MISS PRATHER

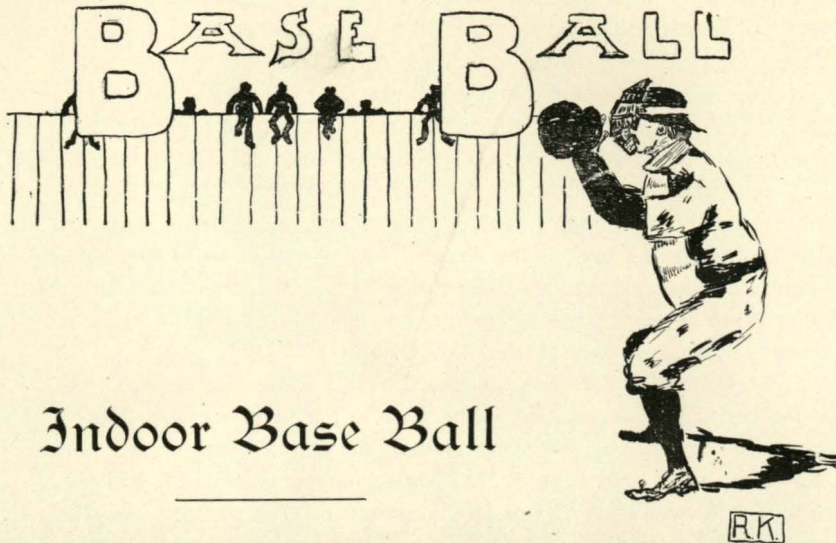
BASKET BALL



REDMOND WILLIAMS THAYER MURPHY DILLARD
BASKET BALL

Golf

The beginning of golf at the University has been humble indeed. For several years it has been suggested mildly and each spring a few students have done a little in practicing swinging the sticks. Early this spring all the room that could be used on the campus was made use of and miniature links were instituted. While this was a decided improvement and these links served well the purpose of arousing interest and affording many students an opportunity to learn something of golf, yet it was not satisfactory to those who were becoming enthusiasts in the sport. With the co-operation of experienced players in Eugene, a field was secured and links laid out on College Hill, a mile south of the post office. A more beautiful place could not be desired. While the number of holes is not large, yet the course is an excellent one. Natural bumpers are encountered and the greens may be improved with but very little expense. The links are situated on rolling pasture land, commanding a view of the whole vicinity. Golf is in the air at the University, and it is here to stay. We are fortunate in having such a suitable place for the links, and we hope in a few years to be turning out good players.



Indoor Base Ball

Joel Booth is "father of indoor base ball" in the University of Oregon, having introduced the game to the base ball enthusiasts in '97. He was elected captain of the 'Varsity for that year. After a few days practice the team met the indoor team of Albany College, in the first intercollegiate game of indoor base ball ever played in the state. The game was played in Albany, the afternoon of the state oratorical contest, which was held in that city, and was witnessed by students from all the representative colleges in the state. The game was very close and exciting throughout, and at the end of the ninth inning the score stood 7 to 6 in Albany's favor. The next evening the U. of O. team crossed bats with Salem Y. M. C. A., at Salem, and, after an exciting contest, were defeated by a score of 15 to 14. These were the only games played this year. The team was composed of the following players: Booth, catcher; Brown, pitcher; Zeigler and Sanders, short stops; Knox, first base; Smith, second base; Read, third base; Fountain and Ross, fielders.

Smith, Fountain and Zeigler, of the '97 team, are still in the University. Zeigler has played in every game of indoor base ball in which the U. of O. has been a contestant.

In '98 no effort was made to organize a team, but the next year the sport was again taken up, and Zeigler was elected captain and Edwards manager. The only game played by the '99 team was with the Oregon Agricultural College at Cor-

vallis, February 22. Again the U. of O. team met defeat by a score of 16 to 12. The team of '99 was composed of the following: Russell, catcher; Williams, pitcher; Zeigler and Edwards, short stops; Lewis, first base; Dillard, second base; Casteel, third base; Fountain and Tiffany, fielders.

As soon as the foot ball season closed last Thanksgiving, the indoor base ball players took up the game again, with a determination to bring our team out on the "larger side of the score card." Edwards was elected captain and manager. Efforts were made to meet Multnomah and the Portland Y. M. C. A., but as satisfactory financial arrangements could not be made, the games could not be played. The first practice game of the season was one of three innings with the Eugene High School, which resulted in a score of 5 to 3 in favor of the University. Another game between these two teams was played on February 22, resulting in a score of 12 to 1 in favor of the U. of O.

On March 9th the team met the Corvallis nine in the O. A. C. armory, in one of the best games ever played in the state. The score was 9 to 3 in U. of O's favor. The battery was a strong feature of our team. The first nine men, of the Corvallis players, that "came to bat" were unable to "find the ball" at all, and not until the fifth inning was a fair hit made off of Templeton. The whole U. of O. team played together as a unit, each man demonstrating his right to his position.

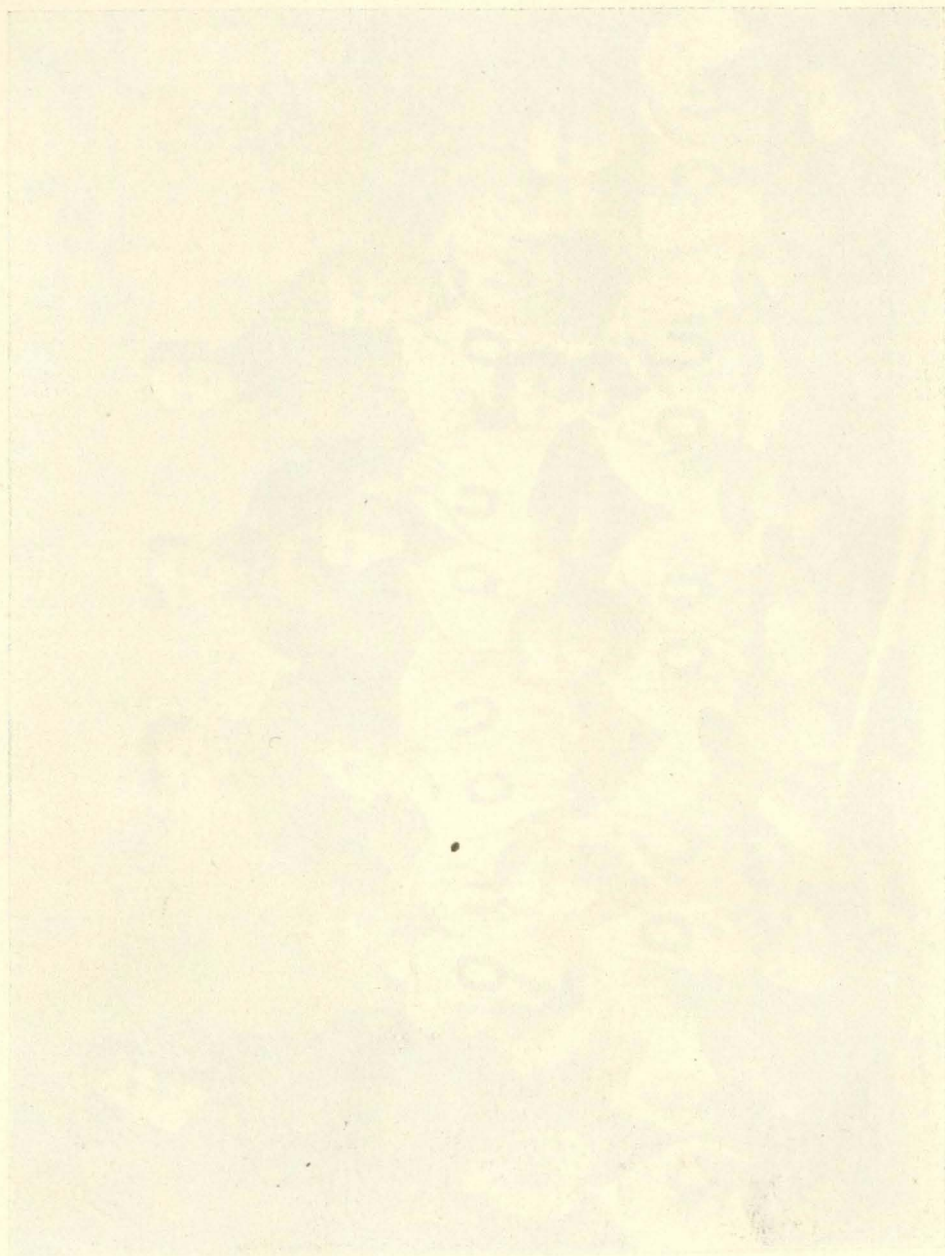
At the close of the season, Tiffany was elected captain for 1901, and as Edwards is the only player lost by graduation, the prospects for a winning indoor base ball team next season are very bright.

Indoor Base Ball Team, '00-'01

Russell,	-	-	-	-	Catcher.
J. Templeton,	-	-	-	-	Pitcher.
Zeigler, }	-	-	-	-	Short Stops.
Mason, }	-	-	-	-	
Mendenhall,	-	-	-	-	First Base.
McDaniels,	-	-	-	-	Second Base.
Heater,	-	-	-	-	Third Base.
Tiffany, }	-	-	-	-	Fielders.
Edwards, }	-	-	-	-	



INDOOR BASEBALL '00-'01



Outdoor Base Ball

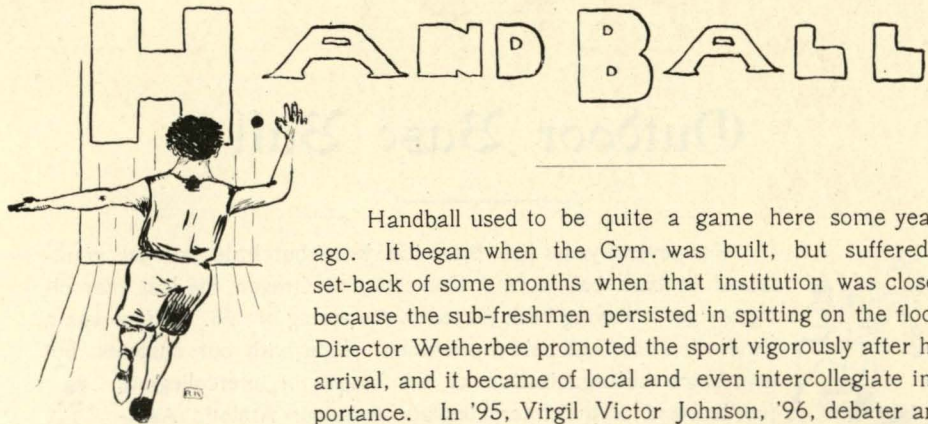


For several years past there has been but little interest manifested in base ball at the University of Oregon, the last intercollegiate game having been played in the spring of '98. There was a time when base ball held a prominent place with our students; but ever since the organization of the league of intercollegiate foot ball and of the Intercollegiate Amateur Athletic Association, base ball has been given a secondary place.



But during the present year, owing to the large increase in number of students, many who do not wish to take part in the track athletics, have returned to the old game of base ball, and accordingly preparations are being made to put out a team this year. There are at present about twenty men out practicing daily, and from all present prospects we expect to have a team of which the University may justly be proud.

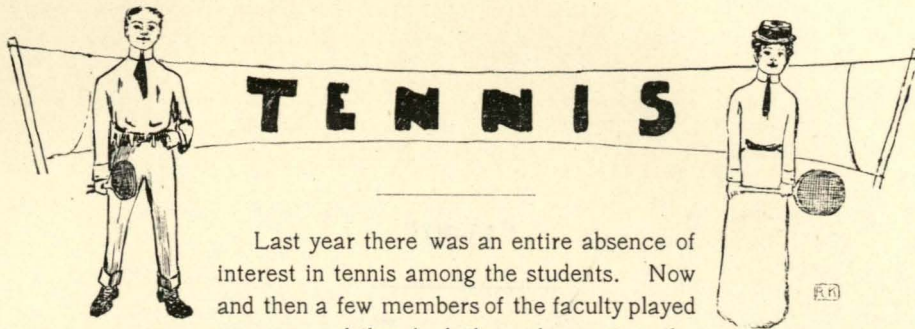




Handball used to be quite a game here some years ago. It began when the Gym. was built, but suffered a set-back of some months when that institution was closed because the sub-freshmen persisted in spitting on the floor. Director Wetherbee promoted the sport vigorously after his arrival, and it became of local and even intercollegiate importance. In '95, Virgil Victor Johnson, '96, debater and Beekman orator, won the first college championship in singles from a field of ten or a dozen. Harry Sumner Templeton, also '96, 'Varsity full-back and Failing orator, was his companion in the doubles. They were probably too intellectual for the game, as a pair from Willamette University defeated them in two three-game encounters in the spring of '95. Johnson and Templeton scored more points in each instance, but failed to distribute them properly. One of the W. U. men was Chester Griffin Murphy, who has since made a big name in Stanford football.

Next year the local championship was wrested from Johnson by Tommy Wester, of what has since become the class of 1901. It was a hard struggle, and Tommy's victory was due partly to the "rooting" qualities of his unleashed classmates. No matches were obtained elsewhere and the sport became a local affair.

Ninety-seven was our off year, athletically at least, and there was no championship contest. Since then basketball and indoor baseball have become the popular mid-winter games, as they allow the participation of larger numbers. Handball has become an occasional and informal amusement, and no one thinks of training for it any more. It is rare good sport yet, however—gives you all sorts of exercise, trains the eye and hand for quick accuracy, and imparts that ability to move easily but decisively in different directions, which is so essential if you want to make time along a crowded street.



Last year there was an entire absence of interest in tennis among the students. Now and then a few members of the faculty played a game, and they had the only court on the campus. But early this spring there began to be talk of organizing tennis clubs and of building courts. The weather, which held back all the outdoor sports, prevented the doing of any actual work until late in March, when the old faculty court was put in order, and two new courts were begun.

Before this two clubs had been organized, the "'04 Tennis Club," composed of twenty members of the Freshman class, and the "Fifteen-Forty Club," with a membership of twenty-four students, principally upperclassmen.

The "'04 Club" was the first to finish its court and begin to play. It has arranged for a tournament among the members of the club, to be played in May, at which medals will be awarded to the champions in singles and doubles.

The "Fifteen-Forty Club" has divided its membership into two teams of twelve each, and expects to arrange for a series of games between them, also to challenge the other clubs.

Members of the Faculty have organized a club and talk of building a court near the race track on the lower part of the campus. There is another club of students who have rented ground down town for their court, but it, at the present, is nameless. Organization of the "Girls' Tennis Club" has been begun and this club will also have its court off the campus, though it will probably be a branch of the "Fifteen-Forty."

The present indications are that this year will see a great advance in tennis among the students, and some very good games will be played on the campus. It is probable that a final tournament will be arranged for commencement week, in which the championship of the University will be decided. Tennis players hope that by next year we will be able to send players to the Multnomah tournaments, and by present interest and support atone for our past neglect of what should be one of the favorites among college sports.

"15-40"

B. Jakway,
P. Wold,
G. Ostrander,
K. Miller,
S. Thurston,
W. Whittlesey,
F. Zeigler,
F. Edwards,

E. Blythe,
C. McCornack,
E. Johnson,
R. Parrot,
I. Jakway,
L. Straub,
D. Ankeny,
W. Miller,

M. Auten,
N. Boyd,
G. Wold,
H. Warfield,
A. Holmes,
R. Hendricks.

"'04"

Gertrude Prather,
Lulu Currin,
Minnie Hawthorne,
Mabel Smith,
Virginia Cleaver,
Lena L. Applegate,
Clyde Payne,

Pearl Luckey,
J. F. Hutchinson,
Joe Templeton,
J. H. Raulstone,
R. E. Heater,
O. B. Tout,
G. W. Hill,

Clarence L. Poley,
J. H. Mattern,
E. E. Jackson,
Frank Hale,
H. E. Doering,
Fred Lieuallen.

Sports

For the athlete and lover of sport, each season of the year at the University has a meaning. During the first fall days boating on the race and river may take his attention until foot ball season opens, when the gridiron calls him away from the deep, clear water to dabble in the mud. For variety's sake he may take his gun into the country for a day's hunt, the open season being especially good for birds. From December to March the indoor base ball and basket-ball games, with the tournaments and athletic exhibitions in the gymnasium, make the time pass quickly enough until the first warm days of spring bring crowds of students to the hills and higher country. Training on the track begins at the earliest time and base ball quickly follows. The tennis courts are put in shape and the golf links made. The race and river are soon ready for the boats, the smaller streams for the fish line, and the roads and paths for the wheel. The hills and woods are filled with flowers and the pastures with strawberries and later the roadside teems with wild black-berries. By the time the spring track events are over commencement is here and then the vacation.

The Willamette Farmer

EVANS GAY, U. O.

Flies are pesterin' in the valley
On a sultry summer day,
But the old Willamette farmer
Jest goes on a pitchin' hay.

Dog a layin' in the shadder
Watches with his dreamy eyes;
Cows a standin' in the medder
Keeps a flecken' off the flies;

Wagons rattle on the highway,
Drivers holler out "good day"
To the old Willamette farmer,
Who goes on a pitchin' hay.

Daughter brings him out his dinner
And he pats her golden hair,
Says she looks jest like her mother,
'Fore they laid her 'way up there.

Somethin' sticks and he can't swaller
Any of his lunch today,
So the old Willamette farmer
Jest goes on a pitchin' hay.

Sense and Nonsense

Calendar

- Sept. 19.—University year begins.
- Sept. 20.—S. and D. arrive. They manifest an interest in University affairs.
- Sept. 22.—Annual reception of the Christian Associations.
- Sept. 26.—Miss C. begins her campaign.
- Sept. 27.—Zeigler chosen captain. "Featherlegs finds a new bug."
- Sept. 28.—Tryout for Glee Club positions.
Annual reception of the literary societies.
Mr. McCornack rides on the merry-go-round.
- Sept. 30.—Coach Kaarsburg arrives.
S. and D. decide to lend their aid to the president.
- Oct. 1.—Gridiron work begins.
- Oct. 2.—Treble Clef chooses officers.
- Oct. 3.—Glee Club, annual election of officers.
- Oct. 4.—Annual election of Executive Committee of Associated Students.
- Oct. 5.—Literary Societies organize for work.
- Oct. 6.—'Varsity Republican Club elects officers.
- Oct. 8.—Two Portland Freshmen learn of the bathing facilities of Eugene.
- Oct. 10.—Freshman election.
Associated Students' meeting.
- Oct. 12.—Ghost party.
Junior Class elects officers.
- Oct. 13.—The Freshmen decide to show the Juniors where the mill race is.
- Oct. 15.—Mr. Nash's piano recital.
- Oct. 17.—Math. students happy; only a six-hour lesson to get.
- Oct. 18.—First meeting of the Seminary of History.
- Oct. 19.—Football benefit.
- Oct. 22.—The Sigma Nu Frat. gets its charter.
- Oct. 23.—First assembly. Nell Boyd walks down street alone.
Seniors decide to give a reception.

- Oct. 26.—Grand rally of rooters.
Neddie howls.
- Oct. 30.—Seniors adopt caps and gowns.
- Nov. 4.—Multnomah and U. of O. game.
First meeting of the Societas Quirinalis.
- Nov. 7.—Death of Henry Villard.
- Nov. 10.—Stanford-Oregon football game.
- Nov. 11.—Barlow-Dierke concert.
- Nov. 13.—The Senior reception is postponed.
- Nov. 17.—Berkeley-U. of O. football game.
- Nov. 20.—First of season's lectures.
Junior coaching party.
- Nov. 21.—First meeting of the Biological Reading Club.
- Nov. 22.—Freshmen receive much attention from Seniors.
- Nov. 23.—Freshmen issue invitations to a reception.
- Nov. 24.—Freshmen defeat Portland Academy.
- Nov. 25.—First meeting of the Chemical Society.
- Nov. 26.—Ashland game.
Professor Carson writes a sonnet.
- Nov. 27.—Glee Club concert.
- Nov. 29.—U. of O.-Multnomah football game.
- Nov. 30.—Shakespeare class dismissed on time.
- Dec. 1.—Oregon walks over Washington.
- Dec. 3.—Ross Plummer recites in Economics.
- Dec. 5.—Debaters chosen.
- Dec. 7.—Farewell banquet to Coach Kaarsberg.
- Dec. 7-9.—Y. M. C. A. convention.
- Dec. 7.—Election of class orators.
- Dec. 10.—Special assembly for Y. M. C. A.
- Dec. 13.—Edwards elected captain of Indoor Baseball Team.
- Dec. 16.—Professor Straub remodels a joke.
- Dec. 19.—Villard memorial exercises.
- Dec. 20.—Treble Clef concert.
- Dec 21.—Glee Club rehearsal.
Christmas vacation begins.
- Dec. 26.—Glee Club tour begins.
- Jan. 4.—Y. M. C. A. Conference at Pacific Grove.
- Jan. 8.—School begins.

- Jan. 11.—Mr. and Mrs. Luckey entertain the football team.
- Jan. 14.—President Strong cuts a history recitation.
- Jan. 19.—Redmond elected manager of the football team.
Eutaxian entertainment.
- Jan. 23.—Rev. W. S. Holt addresses the assembly.
- Jan. 24.—Webfoot staff elected.
- Jan. 25.—Students' recital.
- Jan. 25.—Jakway and Redmond acquire fame as lawyers on the Wold-McArthur case.
- Jan. 28.—"The plans for the Senior Reception have been completed and this much postponed function will be held early in March."—Oregon Weekly.
- Jan. 30.—Mid-year examinations in academic colleges begin.
- Feb. 1.—Organization of the Walkers' Club.
- Feb. 5.—Senior reception postponed until after Lent.
- Feb. 6.—First meeting of Webfoot staff. Editor-in-chief announces that he has begun a box for contributions.
- Feb. 8.—Local Oratorical Contest. Miss Bannard wins.
First Semester ends.
- Feb. 12.—Students reluctantly resume work.
- Feb. 13.—Ed. VanDyke invests five cents in a valentine.
- Feb. 14.—Editor of Webfoot promises to make a box to receive literature for that publication.
- Feb. 14.—Nellie Boyd receives a five cent valentine.
- Feb. 15.—Joke filed for the Junior Annual.
- Feb. 16.—An assistant in Mathematics arrives at the home of Prof. E. H. McAlister.
- Feb. 16.—The joke was a bad one.
- Feb. 20.—Decide to erect Y. M. C. A. building.
The Senior reception is to be changed to a farce.
- Feb. 22.—Holiday.
- Feb. 23.—Editor of Webfoot says box will be finished by next Tuesday.
- Feb. 25.—"The faculty is already deeply interested and will subscribe generously."—Oregon Weekly on An Association Building.
- Feb. 25.—University granted \$25,000 for Central Heating and Lighting Station.
- Feb. 28.—Mr. Densmore almost flunks in Rhetoric.
- Mar. 1.—Luke Goodrich has a birthday party.
- Mar. 7.—Delegates depart for Corvallis.

- Mar. 8.—State Oratorical Contest. Pacific College wins.
- Mar. 9.—U. of O. Indoor Base-Ball Team defeats Corvallis.
 Editor-in-chief finds that boxes are more difficult to make than he supposed.
- Mar. 15.—Miss Pickel late to Economics. Please, Professor, I collided with Professor Lilley and fell in the mud.
- Mar. 16.—Y. M. C. A. Stag Social.
- Mar. 18.—Senior play postponed until after the spring vacation.
- Mar. 19.—Arthur Frazer has his hair cut.
- Mar. 23.—Track athletes commence training.
 "That box will be in the hall on next Tuesday."—A. E.
- Mar. 26.—Webfoot box put up.
- Mar. 29.—Spring vacation begins.
- Mar. 30.—Henrietta.
- Mar. 31.—Ross Plummer awakes and finds himself famous.
- April 1.—Freshman Day.
- April 2.—Rain.
- April 3.—Cold rain.
- April 4.—Rain colder and wetter.
- April 5.—Mr. Patrick displays wild flowers from Southern Oregon. More rain.
- April 8.—Rhetoric class resumes operations.
 Weather beautiful.
- April 9.—Freshman Tennis Club completes court.
- April 10.—Fine weather and tennis.
- April 15.—The Senior farce has been indefinitely postponed.
- April 18.—Webfoot goes to press.

Children's Department

FROM OUR LITTLE BAND.

DEAR WEBFOOT:

I am going to graduate with high honors this spring. I hope I can get both prizes. I'm a awful good bluffer, but I'm smart too. I don't belong to any church, but I go if some one wants me to. I have done lots of things. I have played football, debated, orated and studied my lessons. I think you are going to have a good annual because my picture will be in it.

Yours truly,

BERNY JAKWAY.

DEAR WEBFOOT:

I am very popular. I have been in everything in school. I was first on the Monthly, then on the Weekly, and everybody elected me president of the student body and now I'm going to be class orator. Next year I may be president of the University.

CONDON C. MCCORNACK.

P. S. I guess I'm about the most popular boy here. I get elected to everything. C. C. MCCORNACK.

DEAR WEBFOOT:

I am the naughtiest little girl. Sometimes I skip my classes and very often I write my essays in a minute in the middle of the night, but I ain't a bit ashamed. Me and Cole and S. has a little pony and we take it to Greek sometimes.

Yours in great hurry,

GRACIE I. WOLD.

P. S. It only took me a minute to write this. I forgot to tell that I am a very sarcastic little girl.

MY OWN SWEET DEAREST WEBFOOT:

I must tell you about a little girl I saw today. She is the purtiest. Did you hear about Mrs. —? It's the worst scandal, but it must be true. I must tell you about that boy that passes our place—oh, how I wish we could talk. I will write some other time. I must go tell Condie Bean about what I heard about one of his dearest friends.

Good-bye,

EDDY VANDYKE.

DEAREST WEBFOOT:

I am a nice little boy and I know how to cook. I like to cook and would cook more, but cooking is too expensive. I don't like to run with other boys, for they are all tough and noisy. I like girls better than I do boys but I don't like anybody as well as I do my own self. I am a good little boy. Can't I write my next letter on a postal card?

Yours,

COLIE STANTON.

BELoved WEBFOOT:

I am a Y. M. C. A. er. I have taken Latin, Greek and Y. M. C. A. for my last year here. I would like to see you converted. I am a prohibitionist and a Presbyterian, but I stood by McKinley this fall and I hope to stand by Hanna in four years if not sooner. I hope you will be converted.

Yours for home and every land,

WILLIE G. BEATTIE.

DEAR WEBFOOT:

I am awful smart. I am the smartest boy. I can use bigger words than anybody, some words that I don't even know what they mean. I have held lots of offices, and I would have more, but I couldn't get elected. I have made lots of good speeches.

WALTIE LINCOLN WHITTLESEY.

P. S. I am awful smart.

W. L. W.

DEAR WEBFOOT:

My papa is in the faculty. He is the department of Greek and he makes jokes. My papa is a very good papa but naughty boys say bad things about him.

Yours,

LEILA STRAUB.

DEAR WEBFOOT:

I am a Senior and a Y. W. C. A. member. Last year I was president of the Association and did good work in the Irish quarter. I have a new class pin and a new frat. pin and I wear them both.

SUSIE BANNARD.

DEAR WEBFOOT:

I am the boy that beat Berkeley. I manage the football team all by myself. I suffer very much with my health. I frequently have Pain in my heart and in my eyes. The Dr. says I shall never be free from Payne.

LUKE L. GOODRICH.

DEAR WEBFOOT:

I am a little boy. I belong to the highest class in school. I am pious. I play football and speak pieces. Once I spoke about the Strenuous Life but I wasn't quite strenuous enough. I hope I'll get more strenuous.

DICK SMITH.

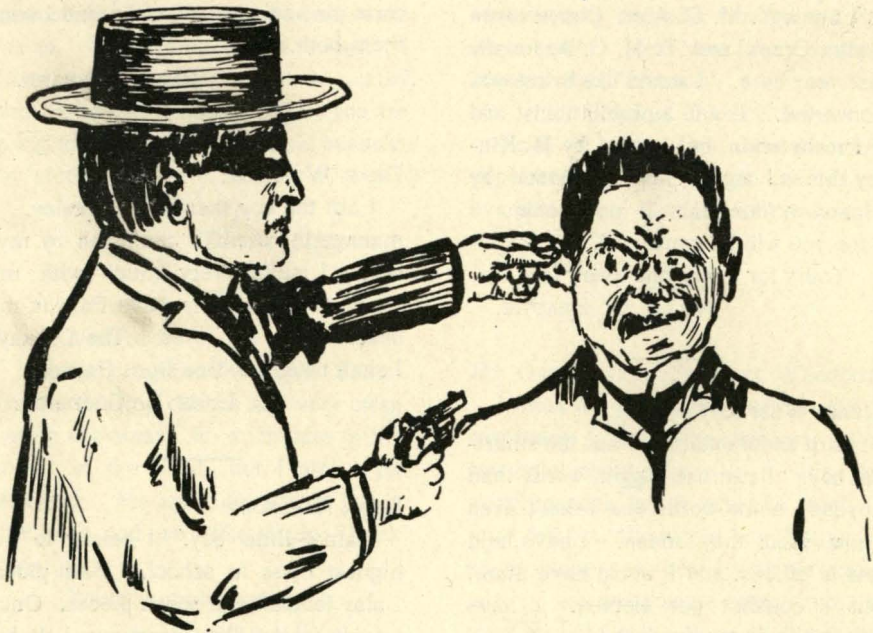
Forced Poetry

Last night I had a dreadful dream
That filled my heart with fear;
Before me rose a vision grim,
That robbed my life of cheer.

I dreamed I was a laureate,
No wonder I was sad:
And I made verse to order,
No wonder it was bad.

My subject it was Oregon,
My foot was anapest,
My verse was indescribable,
My stanza like the rest.

And when, in fear and trembling,
I set it on its feet,
There were so many run-on lines
It vanished down the street.



BUSINESSMAN.

PROFESSOR

COERCION!—A Recent Situation

Advertisements

PERSONAL.—Will the person to whom I gave a piece of my mind please return it at once. I find that I am unable to do without it.—L. L. GOODRICH.

WANTED.—A good excuse.—ROSS PLUMMER.

WANTED.—A rest.—CLASSES IN MATHEMATICS.

WANTED.—Enough naughtiness to make me interesting.—BESSIE HAMMOND.

LOST.—A little yellow dog; answers to the name of Eddie.—AMY HOLMES.

CHANCE OF A LIFETIME.—Matrimony in twelve lessons.—EUGENE DIVINITY SCHOOL.

WANTED.—A sorrow.—AMY HOLMES.

WANTED.—Senior vacation.—CLASS.

FOR SALE.—Cheap and in good repair, a strenuous life.—DICK SMITH.

WANTED.—Some one to listen to me.—EDDIE VANDYKE.

FOUND.—A pun, in bad repair, supposed to belong to E. N. Blythe. Owner will please call for it at once and pay storage.

A Sketch

There was once a young man whose greatest ambition was to have a mustache like Ray Norris's. He purchased several bottles of Ayer's Hair Vigor and with tender care applied it each night and morn. Each day he stood before the glass and eagerly scanned his upper lip. One morning he saw one tiny hair pushing its way outward. He smiled at it and said joyfully, "Thou darling, very soon thou wilt be long enough to curl and wax." And each day as the little mustache appeared this young man grew proud and stroked his lips continually. One day, the day on which the last hair had appeared and had been duly waxed, this young man sallied forth to make an impression. As he looked about to catch the glances of approval he heard one young lady say to another: "Who is that Divinity Student?" At that the young man fled—went home and seized a razor. "O, my beauties," he sighed, as the razor passed over them, "This is sad, but being taken for a 'Divinity' is sadder."

Side Talks

Tom—The cutest, latest and altogether most fetching footwear for this spring are bright red stockings, and large, yellow shoes. The brighter the colors and the larger the shoes the more stunning the effect.

Esther—Yes, the White House cook book is a very useful one for young housekeepers. I like your idea of having dotted swiss curtains for your dining room windows.

Kate—It is not customary for one young woman to accompany more than one young gentleman to an entertainment, but when the cause is good and when you are chaperoned by seven young ladies, it is permissible.

Condon—Always begin a letter, "My Dear Miss Jones."

Pat.—Yes, you are right. When at a banquet do not rest your thumbs in the armholes of your waistcoat even if you do wear a dress coat.

F. S.—Yes, there are many useful things which the faculty does not know which, if you have time, you might teach them.

Rose—It is very bad for the system to become over heated. I think you may trace your ill health to too violent exercise. My earnest advice to you is never to play tennis more than one hour at a time.

Doc.—It is certainly annoying to be so handsome that the girls fall in love with you at first sight. Your only salvation lies in being as disagreeable as possible.

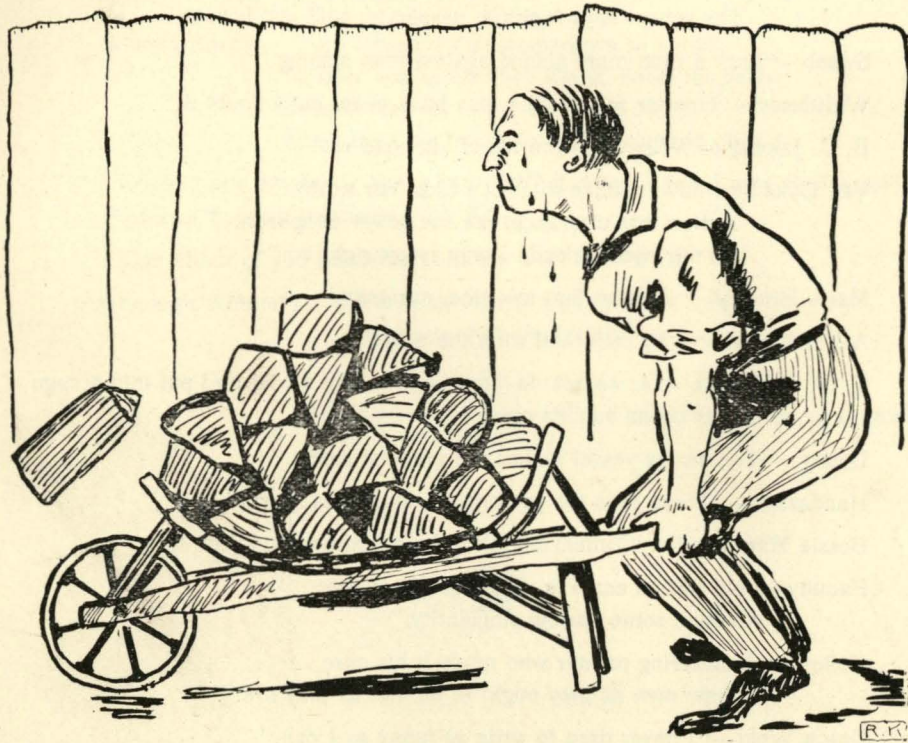
C. B.—I think you are pursuing the most effective course. Remember "the course of true love never did run smooth."

Teddie—The best spring tonic for tired people is Hood's Sarsaparilla.

In Love—There are numerous ways of showing this feeling. Wait to walk up to the 'Varsity with her every morning and back again at noon. Be sure never to allow her to go to Deady or the library unaccompanied. Never take your eyes off her during recitation. Engage her for all social functions. On every good day take her boating, or walking on the butte. Never miss an opportunity to call on her and spend what money you can save on candy.

Departed

"O, be she gone, and am she went,
And left I here alone?
O, cruel fate to take her first
And leave I 'hind."



PRACTICAL MECHANICS

Quotations

"Here are a few of the unpleasantest words that ever blotted paper."

Patterson—"Tetchy and wayward was thy infancy,
Thy school days frightful, desperate, wild and furious."

Sweet—"I am a man more sinned against than sinning."

Whittlesey—"Greater men than I may have been, but I doubt it."

B. C. Jakway—"Wise from the top of his head up."

Van Dyke—"I have neither wit, nor words, nor worth,
Action, nor utterance, nor the power of speech
To stir men's blood; I only speak right on."

Marie Bradley—"I loathe that low vice, curiosity."

A Freshman—"Why dost thou shun the salt?"

C. N. McArthur—"A secret in his mouth is like a wild bird put into a cage
whose door no sooner opens but 'tis out."

Denny—"The empty vessel makes the greatest sound."

Handsaker—"There goes the parson; oh, illustrious spark!"

Bessie Hammond—"Content thyself to be obscurely good."

Faculty—"No two on earth in all things can agree;
All have some darling singularity."

Kelley—"A flattering painter who made it his care
To draw men as they ought to be, not as they are."

Grace Wold—"I never dare to write as funny as I can."

Compilation—"A book's a book, although there's nothing in't."

Esther Johnson—"There's nothing ill can dwell in such a temple."

Seniors—"We think our fathers fools, so wise we grow."

O. B. Tout—"Let him be kept from paper, pen and ink,
So he may cease to write and learn to think."

Treble Clef—"How sour sweet music is,
When time is broke and no proportion kept."

Blythe—"With just enough of learning to misquote."

Dick Smith—"To be good is to be happy."

Prof. Lilley's Students—"What of them is left to tell
Where they lie or how they fell?"

Meserve—"Not to know me argues yourself unknown,
The lowest of your throng."

Winnie Smith—"I am asham'd that women are so simple
To offer war where they should kneel for peace;
Or seek for rule, supremacy and sway,
When they are bound to serve, love and obey."

Puzzled Latin Student (Apr. 13).—"What did you say it was, Professor?"
Professor (absent-mindedly).—"A boy."

"Can either of you gentlemen tell me what time it is?"

Genung's Rhetoric—"Within this awful volume lies
The mystery of mysteries."

Shall I go on, or have I said enough?



EUGENE, OREGON, Apreel, 1901.

DEAR FRIENDS:—I taut I wood to you ein lettur rite. I was bane gone hare to dees schule about seechs months. I like it purty gude. Dar war bane sum purty nice girls hare. Wenn I vas kom hare first und vas got off the train I sah wun fellow what luk yust like an Irishmam. Hay kum oop to may und I war purty scared. He say, "Hello." I say, "Hello." He say, "My name war Pat McArthur." I say, "My name war Yimmy Yameson." He say, "Kum with may". We valked oop der street und hay tol may I the track tame moost yoin. Hay say I vood one pig O get. I tank hay bane yoshing may. The only pig O I was got yet vas from professor Lilley in Analeetics. Pat und I ve vent oop the street until ve kum to the post offeece. I thot maybe my girl vood to may a lettur rite. So I yust go oop the veendow to und say, "Vas der bane any mail fur may?" The man say, "Vat's your name?" I say, "Oh, the name war on the lettur." Efryboty laffed und someboty say dat war a horse on may. I yumped like seexty. I didn't vant no horse on may. Ve vent oop the street und I see yust about one block away a fellow mit some purty red socks und a leetle vite hat. Ven hay was kum oop Pat hay say to heem, "Dees war my frient." Day fellow hay say, "My name war Walter L. Whittlesy. What's yours?" I tole him dot war a purty nice name. Ve kum on oop to the dormitoree und Pat hay say hay got some beesness down on thirteenth street. The poys tole may hay war gone to hold a bannar. I don't no yust vat day mane but I kess in a parade, maybe. I don't no.

Purty soon I hare somedings yust like a kow pell und den a great beeg raghet oop stairs und down—yust like a lof off kows running across a pridge. Purty soon it stopped. In a leetle vile a fellow kum to my room und say fur may to kum to supper mit heem. Hay war a purty nice pig fellow und hay war yust so nice und glean as a girl. Hay tole may hays name war Cole Stanton. I tole heem vat dot ragket war. Hay say it war the poys to sooper going.

Dot night I tuk a sweem in the bath toop. The poys they helped may but I don't see vi day wouldn't let may take off mi klothes.

I moost klose now as I sechs pagees of rhetoreec to memorise have fur tomorrow.

Yur frient,

YIM YAMESON.

Big Jokes

Figures of Speech

"Now as to this figure of yours, Mr. Randolph, 'America stands like some beneficent divinity, her left hand clasping the torch of liberty for the illumination of all the world, while her right hand scatters the blessings of free government among the oppressed peoples of the islands of the seas,'—don't you think America has her hands rather full?"

Randolph (intelligently):—"Oh, yes; but, Professor, mightn't she take the torch in her teeth?"

"It's no use talking," said the senior debater from Multnomah. And the knocker silently wondered what would become of the senior debater from Multnomah.

"That blasted freshman has worn my hat off."

"That's all right," consoled the idiot, "perhaps he will wear some of the dust off it."

The Adviser

This notice appeared in the Evening Register of March 10th: "The wedding nuptials of Miss Grace Goodness and Rev. A. D. Vinity were celebrated at the manse of Dean Manderson on Monday evening at high noon. Both young people are enrolled among the students of the divinity school and they have the best wishes of a host of friends on their assumption of the matrimonial bonds of Hymen."

Along in the middle of April Mr. Vinity was spiritually grinding away at the chest-weights, when a secular acquaintance entered the Gym. and into conversation with him:

S. A.—"They tell me matrimony is required in the sophomore year at that saints' school of yours."

Mr. V.—"Not at all."

S. A.—"Well, anyhow, there's an awful lot of 'em been coupled up there lately. Don't you think they're mighty foolish to get married when they haven't a complete education and no prospects of any kind?"

Mr. V.—"Not necessarily."

S. A.—"I tell you, Vin," (impulsively), "you've got to be dead shy or some of them will be hauling you up to the altar next."

Mr. V. (with intense calm)—"You don't seem aware that I was married last month."

A foible

(Irish for fable)

There was once a maiden who lived in a college town, who, marvellous to say, went each day to the college and studied perceptibly. For many years she strove with ponderous portions of third year lit. and freshman math. She also took gym work, weakly. At last the time came nigh when she with others whom the faculty could do no more good (not the faculty's fault), were to be turned out into the cold world where Profs. make no jokes and absences are counted in your favor. On a day, by chance, perchance, the maiden fell to thinking and thank on her approaching demise and debut. And as she thank she became exceeding sorrowful so that she wept with real tears and she cried aloud, "Woe's me! For I must soon depart and leave, and there yet remain of the boys, three whom I have not loved. Mayhap all have not known of my solicitude, but I would have gathered them under my umbrella as a hen gathereth her chickens. Orators, debaters, football men and them who do disport upon the race course, all have I loved but three. Ah! bitter capsule! to be cast out and denied my three, whom I have not yet had time to love. They have loves, but what of that; so had the others, or did soon obtain them. I only, through all these years have had no 'steady,' nor have I yet." She ceased and her graceful head drooped like an oxide daisy. Suddenly, with a glorious light on her countenance revealing her joy and freckles, she sobbed, "Saved! Saved! I'll take a p. g. course."



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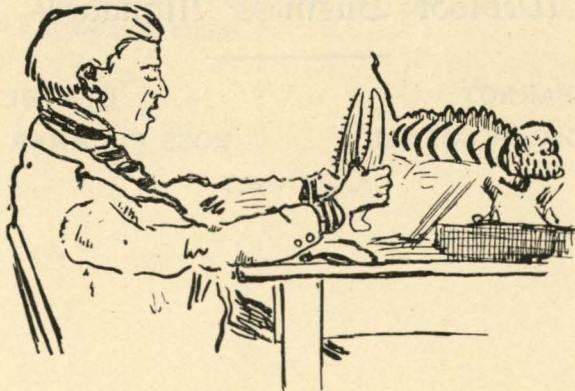
A. DENNEY

Alas! Alas! Alas!

Oh, 'twas many years ago,
In a little college town,
That I lived and loved and lost,
And my heart went down,
And all the patient action
Of your double-suction pumps
Couldn't help to raise the vessel
From its chronic state of dumps.

I declared my life was broken,
And my heart completely wrecked,
That it never could be mended,
And I wouldn't have it decked,
For I wanted all the cracks
And the stove-in holes to show;
Otherwise, of my misfortunes,
Who on earth would ever know?

But the boys, alas! they guyed me,
And the girls, alas! they frowned.
And the wretched little duffers
Kept me so completely drowned,
That I fixed me up some putty,
And I worked with might and main,
Till at last my heart was mended;
Yet it has that same old pain.



TRYING FOR A FELLOWSHIP IN BIOLOGY.



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Vox Populi

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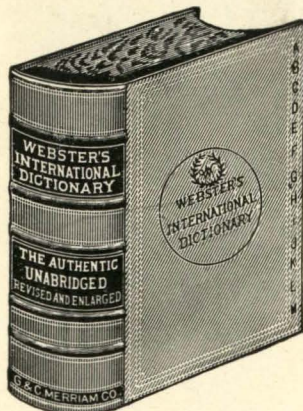
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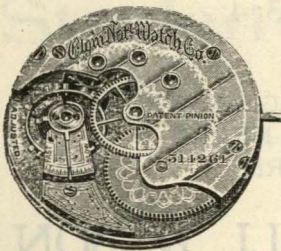
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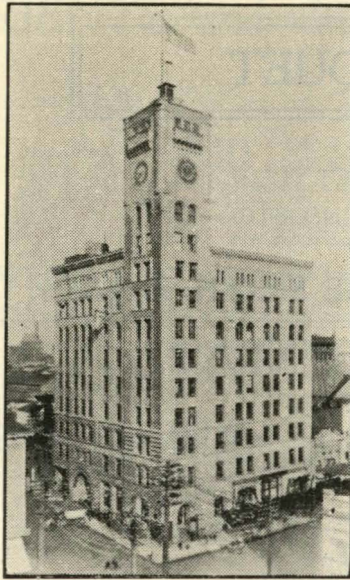
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