

S. T. Harris

VOL. 2.

NUMBER 6.

THE
REFLECTOR,

PUBLISHED BY

The Laurean and Eutaxian Societies

OF THE

UNIVERSITY OF OREGON.

DECEMBER, 1892.



EUGENE, OREGON.

Entered at the Postoffice at Eugene, Oregon, as Second Class Matter.

PRESS OF THE
EUGENE REGISTER

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THE REFLECTOR

DECEMBER, 1892.

EDUCATIONAL TOPICS.

One question with which we have been confronted is whether we should permit foreigners to cluster together in our large cities, teaching their children a foreign language, organizing foreign institutions and orders, and raising a community inimical to the interests of the United States. This spirit, so alienated from our government, has gone so far as to ask, or even insist, that these foreign languages should be used in some of our public schools where the pupils of some one foreign country are in predominance. In such institutions as these the germ of anarchism would be fostered and the spark of rebellion be ready to be fanned into a flame. Hence would issue forth the unruly mobs, strikers and bomb-throwers; men of no use in peace and a detriment in war. The children in the public schools should be taught not only the English language, but also, as far as possible, the principles of this government, that when they become men they may be both intelligent voters and law-abiding citizens.

For the benefit of those who look only at the practical side of life, we quote the following from *Education*: On the arrow that robbed the king of Macedon of one-half of his sight, these words were written: "Astor, to Philip's right eye." Astor's services had been rejected. The archer, who had asserted that he could kill a small bird on the wing, received from Philip the scornful reply: "I shall make use of thee when I go to war with the starlings." Astor verified his assertions "in a way never to be forgotten."

Philip's line of descendants has not yet become extinct; nor yet Astor's. In every art these two characters are present: the utilitarian

spirit of Philip; the exact, artistic spirit of Astor. Liberal education has always been assailed by a narrow, practical spirit. Why study what we shall not directly use in life? Why this shooting of starlings when there is never to be a war with starlings? Who thus argues will some day draw the arrow of the starling marksman from his eye, and know that the lofty aim made keen the eye and steady the hand. The utilitarian is one-eyed; it is the penalty that he pays for his scorn of what he calls useless, but what is, in truth, the master's skill.

One thing, which is attracting much attention in Eastern schools, is the question of manual training in connection with the regular high school work. This branch of instruction is growing in popular favor, and when it has become thoroughly instituted as a course of study, will undoubtedly prove beneficial. Thus far it has been only an experiment. A course of teaching in the mechanical arts would prepare the student for higher work in scientific and polytechnic schools and also discipline the mind for intelligent artisanship and develop an intellectual power for general purposes. The time is not far distant when manual training will be an important feature in public instruction.

During the present century the world has made remarkable advancement in the promotion of educational interests. The strides taken mark the march of an enlightened, progressive, ambitious people, and this improvement is nowhere so manifestly evident as in America. Two hundred years ago Harvard

was the only university in the United States, while at the close of the last century twenty-one colleges were distributed among the states east of the Mississippi river, and now there are scattered from Atlantic to Pacific about four hundred institutions of learning, attended by over one hundred and fifty thousand students, and there are nearly four million volumes in college libraries. There are over thirteen million pupils enrolled in the public schools of the United States, with more than three hundred and fifty thousand teachers, which fact indicates a decided increase in the attendance of the universities and colleges for the future.

THE COLLEGE SONG IN MIDDLE "C."

Again we hear the oft-repeated utterance, "We are behind the times." Like the bee that is buzzing around after election, it fills the college air with a something the sound of which lacks harmony, pitch and position; like the voices of many waters, it sounds through the gamut from "A" flat to high "G," yet the fact that it is producing a noise indicates that there is some cause for the sound.

In the shrillest keys and loudest tones, we continually hear the combined chorus, "We want baseball and class yells, too. Ta-ra-ra; Boom-de-ay."

But the loudest music is not always the best. While glee clubs and all sorts of healthful sports are necessary to complete the college drill, there is still a part which in our college, compared with the older Eastern schools, is also quite lacking, yet which, like most of the college environments, can be introduced by the students themselves. And we may look in vain for the highest results until it is introduced, or at least until the spirit of enthusiasm shakes off all feelings of indifference and awakens in every one a desire to swell the grand chorus of education.

Let us insert the part in middle "C." Instead of hearing "more fun," we see application. The same spirit that goes into sport enters also into study. The student goes in to win. His watch-word is culture; his means, application. He puts principle above policy, right above expediency, and morals above popularity. He counts all other considerations as secondary and subordinate. He foregoes immediate results for the hope of ultimate achievements. He suffers loss here to make gains there. He does a week's work every week and a day's work every day. And finally, though at first he is placed at a disadvantage, such a

course unites the hard working student to his fellows, to society and to the world; to his fellows, because they are lifted to a higher plane; to society, because it admires ability; and to the world, because it demands the highest proof of manhood. Meanwhile he is a MAN.

"Nor numbers nor example with him wrought,
To swerve from truth or change his constant mind,
Though single."

This is rightly a subject of great importance to the student long before he has passed faithfully and patiently through one and another of the severe trials that lead him up to the degree of graduation. It goes much against the grain at times to do all that is required and do it well. But as he strives, so he conquers. Never after graduation is he as those who have not been tried. Never does he regret the severe exertions and the great sacrifices that have been required. Behind him on commencement day is a long course of laborious and honorable study and achievement; before him is a world that may make a still severer demand than has been already successfully met. Is he not, then, glad that he has taken an early start in the cool of the day, and made a long march in the morning of life, and is he not happy to find himself so far on the way to personal and professional success, while sluggards are still droning and dozing away in the calm hours when the sun is low and the air is fresh and sweet? When a student has properly gone through college, he does not indulge in vain regrets as to hours that have been misspent, opportunities that have been neglected, and time that has been wasted in folly and in vice. He is not obliged to change his course and turn over a new leaf to redeem, if possible, the errors of the past. No such miserable thoughts occupy his mind on the day of graduation; but, with the rightful pride of those who have "fought the good fight, have kept the faith and finished their course," he stands upon the very threshold of a great world, in the consciousness of duty well performed, of preparation for the labors of life carefully and thoroughly made, and of suitable and ample equipment for all the responsibilities of professional practice in the life he has chosen to follow. Let us have more of the college song in middle "C."

THE ADVANTAGES OF THE EUTAXIAN SOCIETY.

That our Society offers many advantages to the young ladies of the University, we firmly believe. The present plan adopted by it affords not only intellectual advancement, but a drill-

ing and training which we will ever prize the more as the years go by.

The busy girl student, with her many tasks, has but little time in which to make herself familiar with the different poets and with current events, and those things are of inestimable value. The young lady who wishes to grace society, must, in this advanced age of civilization, have a cultured mind and a wide knowledge of current affairs. Times are changed since the uneducated had an equal chance with the educated. In the latter part of the nineteenth century, one, to advance, must have mind training. And while we do not claim that our Society offers all things requisite for the gaining of this point, we do claim that its work is a step in the right direction.

Besides the intellectual, our Society offers many social advantages. It is when we enter our hall that we can lay aside the harrowing cares of student life, and with our sister Eutaxians spend a social afternoon, all entering into the business of the day with joyful spirits and good will.

Ask the alumni where they spent their happiest hours during their college life? Our sisters will invariably answer, "In the old Society hall." Among the fond memories that cluster around their Alma Mater, the one the most cherished is that which takes them back into the dear old Society hall, in social converse, in friendly argument with their sister Eutaxians.

Young ladies of the University, those of you who are not members, come and join us, and we pledge you a cordial welcome, and assert that you will never regret becoming one of our number.

COLLEGE ATHLETICS.

In almost every college, university and academy in the United States, will be found some athletic organization. In the great universities of the East there are many such associations, whose yearly contests attract national attention. They are undoubtedly beneficial to the students, unless carried to an extreme.

In some colleges it is considered a much greater honor to attain distinction in the athletic than in the mental fields. Of course, if students take this view of the matter and spend more time on the body than on the mind, such associations become detrimental. But if put to a right use, they are beneficial alike to the student, the institution and the commonwealth.

The student is benefited by gaining strength and good health with which to pursue his stu-

dies, as a result of his attention to athletics. If students would give more notice to field sports our colleges would not graduate so many broken-down young men and women, and they themselves would really learn more, and come out of college better equipped for the battle of life.

A good athletic organization is one of the best advertisements that a college can have. One reason why Yale is attracting a larger percentage of young men than Harvard and some of the other great American colleges, is its supremacy in almost every branch of athletic sports.

An incorporated athletic association is one of our greatest needs. We have organized some baseball clubs, but they have died from a lack of interest. We play games among ourselves, but we need a larger field.

Why not organize an amateur athletic association?

Ours is the only college of any importance in the state which does not have such an organization. We are ten or fifteen years behind the times in the matter of athletics. We could have football games during the fall and a field day during the commencement exercises. We have the material for some good football clubs among our number.

But the whole matter rests with the students themselves. If we have the spirit and energy we can make athletic sports a success. By all means let us get the moss off our backs and organize an athletic club in which we can all take pride.

THANKSGIVING.

Again the day has passed upon which a general thanksgiving has been celebrated throughout the whole land. This time-honored custom was inaugurated by the Pilgrim fathers at the close of the first harvest which they made in this land. The cause of the first appointment of this day was the rejoicing over the fact that enough corn and provisions had been laid up to last till the next harvest.

How different are the circumstances under which we have recently celebrated! Little did we think of being thankful for food necessary to sustain life from one year to the other. We have now grown to a mighty nation extending from the Atlantic to the Pacific, from the Gulf to the Arctic, and our blessings have increased in proportion to our size.

It is a great blessing and a cause for which we may be truly thankful, that the material prosperity of our country has increased at the rate noted during the last year. We never no-

tice our prosperity until there is a period of depression, as we compare our own with another nation; but when, today, we look abroad to Russia and see her impoverished and smitten by famine, we can look home again and congratulate ourselves that "we are not as other people are."

Among other causes for thankfulness, that of escaping from an epidemic of cholera is prominent. Although at the first glance this does not seem of especial importance, nevertheless, when we consider the ravages which it commit-

ted in Hamburg, the terrible destruction in Berlin and its desolating effect in all Europe, we may well be thankful that by the vigilance of our authorities we have escaped so great a pestilence.

We might give many more reasons why we should be especially thankful. But suffice it to say that there has never before been a Thanksgiving day, into the spirit of which so many have entered, and upon which there have been so many causes for thankfulness.

The Literary Societies.

Laurean Notes.

A. M. Smith, an ex-member of the present senior class, is practicing law in Mexico.

Mr. O. B. Prael, who left us last year, is keeping books for the iron works company at Astoria.

Charles McDaniel is deputy county clerk of Union county, under Mr. Oliver. The latter gentleman has recently paid Eugene a visit.

The following gentlemen have entered the Society since the last issue: Claud Straton, B. B. Rickards, C. Heilborn, C. T. Crosby, O. B. Mount, A. G. Osburn, J. B. Ferree, F. L. Wilkins and C. H. Meussdorffer.

The fourth meeting of the Society was called to order by President Martin. The attendance was as large as usual. After the accustomed amount of routine business had been transacted, the Society was favored with an essay by John Edmundson and a recitation by Owen Vanduyn. The question for the evening was, "Have trades unions been detrimental to civilization?" It was discussed by J. Grant Miller, C. W. Keene and Charles Henderson on the affirmative, while the negative was supported by H. S. Templeton and H. L. Robe. The President rendered his decision in favor of the affirmative.

A pleasing feature of the evening, and one which the Laureans who were present will not soon forget, was an address by Mr. Turner Oliver, an ex-Laurean, now county clerk of Union county.

The meeting of October 21st was called to order by President Martin. After the usual amount of routine business the Society proceeded to debate the question, "Should our national banks be abolished?" The supporters

of the affirmative, E. R. Bryson, K. K. Kubli, John Edmundson and L. T. Harris, contended that the money invested in national banks is exempt from taxation; that the act establishing these banks was passed in a time of emergency, and would not have been passed in a time of peace; that they tend to concentrate wealth in cities and to take it away from the masses, hence they oppress the country; that these banks are monopolies and there is no competition with them. The supporters of the negative, F. W. Walkey, J. G. Miller, C. E. Henderson, T. M. Roberts, Charles Eastland and C. W. Keene, contended that there must be some substitute other than state banks, since each state would have a different kind of bank; that private banks pay better than national; that national banks deposit money in the treasury to secure notes issued, and therefore is no loss to the government in case of failure. After giving a careful summary of the argument the President decided in favor of the affirmative. The Society then adjourned.

The meeting of November 4th was called to order by President Martin. After transacting the usual business the Society was favored with a declamation by Owen Vanduyn and an essay by Frank Taylor. The debate for the evening was, "Has reciprocity been beneficial to the United?" It was discussed on the affirmative by H. R. Hanna, T. M. Roberts, A. P. McKinley, H. K. Hopkins, L. T. Harris and C. B. Stevens, who made the following points: That reciprocity increases trade by giving farmers a market for produce and manufacturers for their goods; that it equalizes the flow of money between countries; that the United States has increased her trade with South American countries \$51,000,000 on sugar alone; that by it we get commodities free of duty

which we cannot produce; that it is not a retaliatory measure, but a co-beneficiary scheme. The supporters of the negative, V. V. Johnson, C. Eastland, F. Mattison and John Edmundson, contended that reciprocity tends to restrict trade; that statistics show there is a falling off in the wheat trade with South American countries; that it has no effect on the increase in the trade of flour and machinery; than the percent of increase is not so great under reciprocity as before. The President, after giving a summary of the debate, rendered his decision in the affirmative.

The meeting of November 11th was called to order by P. J. Bra'tain. The Society then elected C. E. Henderson President pro tem. After the accustomed business had been transacted the Society was favored with an essay by Mr. Hopkins and a declamation by Mr. Welch. The Society then debated the question, "Resolved, That the United States should own and control the Nicaragua Canal." The supporters of the affirmative, C. Stevens, J. A. Laurie, A. McKauley, H. L. Hopkins, J. G. Miller, J. Edmundson, H. Robe, T. M. Roberts and L. T. Harris, asserted that its construction is possible, as it can be easily built, and a treaty has been made with the country in which it lies; that it would cheapen trade by shortening the distance to market and on account of the inexpensiveness of water transportation; that if it is not built by the United States it will be built by some foreign nation, and like the Suez Canal, will fall into the hands of a monopoly; that in case of war the lake would furnish a harbor and coaling station for the navy; that it is in accordance with the policy of the United States to build this canal; that by building it we would keep shipping trade out of the hands of foreign nations. The negative, J. Pipes, C. Eastland and V. V. Johnson, maintained that the increase in trade would not warrant the expenditure, and that there is a possibility of failure; that it is not the policy of this government to hold land in other countries; that in time of war it would necessitate keeping a fleet there all the time; that the United States would get just as much trade if it were owned by a private company. The President decided the debate in the affirmative. The Society then adjourned.

Eutaxian Notes.

The Society was thrown into a state bordering on consternation Friday, November 11th, by the resignation of Miss Daisy Loomis as Eutaxian editor. And we were equally appalled on being chosen to fill her place. We are painful-

ly conscious of our inefficiency, but we will do the best we can, and hope that our poor efforts may be appreciated. The Society regrets extremely the fact that necessitated Miss Loomis' withdrawal.

The work of the Society this month consisted of the reading of Whittier's poems, "Songs of Labor," and "Snow Bound," and the weekly reporting of current events. This plan, adopted by the Society at the beginning of the year, has proved successful beyond our expectations. The great interest taken in our meetings by the members proves this beyond a doubt. We are now ready to lay aside Whittier, having made ourselves familiar with his greatest works, and we feel that the good we have derived from these beautiful, soul-stirring poems, is untold.

At the last meeting a change was made in our plan, for the better, we think. We decided to debate once a month a leading question of the day, instead of some question arising from our reading. We also decided to read Tennyson's "In Memoriam" at the next two meetings.

November 18th, in accordance with the plan first adopted, we held our debate. The question was, "Resolved, that the poems of Whittier touch the home life more closely than those of Tennyson." The affirmative was supported by Willa Hanna, Myra Norris and Alice Roberts, who adduced the following arguments: That Whittier's surroundings induced him to write poems of home life; that nearly all his poems became household poems, in fact that everything he wrote comes directly home to the reader; that he wished to reach the hearts of the people and did so through his poems; that Tennyson's works are historical and mythical; that most of them are of love and not of home life; that he was too far above everyday life to reach the hearts as Whittier did. The negative was sustained by Daisy Loomis, Jennie Beattie and Emma Roberts, who argued that Tennyson, as laureate, was called upon to write on all things, so could not touch home life in all his poems, but that his "May Queen," "Locksley Hall," "St. Agnes' Eve," "In Memoriam" and "Dora" all treat of home life; that Whittier's poems touch only the home life of New England; that his poems on slavery do not touch home life; that a home without love would not be very pleasant; that Tennyson's "In Memoriam" teaches immortality. The President, after carefully summarizing the arguments, rendered her decision in favor of the affirmative.

Miss Agnes Greene is professor of Greek in a young ladies' seminary at Seattle.

Miss Willa Hanna is our librarian now.

Since the last issue of THE REFLECTOR Misses Eva Adair, Sybil Thurston, Edith Denney, Meroy Applegate and Maud Taylor have joined us, and we would gladly welcome many more.

Mrs. Carrie Mount, *nee* Walker, class of '83, and a former Eutaxian, visited relatives in Eugene several weeks, but returned to her home at Sprague, Washington, last Thursday,

A book was returned to the library last Friday, that has been out since 1885.

Miss Emma Dorris has organized a class in stenography and typewriting. Miss Dorris is proficient in these branches, and no doubt her class will advance rapidly.

Three members of the Alumni, Miss Anna Whiteaker, Miss Ida Patterson and Miss Jennie McClure, are teachers in the public schools of Eugene.

Miss Alberta Shelton has been visiting friends in Portland.

† The College Classes.

Senior Items.

We have met the enemy and we are theirs.

Subjects for orations were handed to the Seniors on the 15th ultimo.

Mr. K. K. Kubli made a visit to Portland during Thanksgiving week.

Prof. Bailey has been giving us some very interesting talks of late on the "Conservation of Energy."

The class held a meeting on the 12th at the at the home of Miss Dorris. Senior officers were elected, among them E. H. Lauer, president, and J. G. Miller, editor.

Astronomy is so intensely interesting to a member of our class, that, in his enthusiasm to discover a new comet in the dark unknown, he turned a transit too suddenly and fractured his proboscis.

Of all the sciences, the Seniors find Psychology, perhaps, the most difficult. It covers the most ground, yet there is no main channel. This is evident from the want of agreement among psychologists as compared with writers on other sciences. However, for training the analytical faculty and developing abstract thinking, nothing is equal to Psychology, and to gain a knowledge of it is to follow the supreme advice, "Know thyself."

The members of '93 have been pursuing their study of Guizot's "History of Civilization" with a determination to make some of his leading thoughts their own. Probably no study in our college course opens a wider range of thought than the philosophy of history. Studied in its details alone, history becomes cumulative knowledge merely, indispensable in itself, yet if no comparison is made, there is a tendency toward acquiescence without insight. But in comprehending the main events of some his-

torical epoch, in their connection, meaning and consequence—in the relation of cause and effect—living principles, both moral and political are grasped in all their import; and these become as practical in everyday life, as to the teacher, journalist, lawyer or statesman. Guizot follows very carefully the growth of modern civilization, the progress of society and its individuals—and through all the political and religious revolutions, he shows that there were working out two great final results, the emancipation of the human mind and the centralization of political power. That power, he very deftly argues, should rest in a limited monarchy, as the most stable form of government. His views would have been different, probably, if he had lived until now and could have witnessed such a grand spectacle as is to come to pass within the next three months here in the United States, when the representative of an unparalleled administration will quietly retire to private life, and the elect of sixty-five millions of people will take charge of the ship of state; certainly, if the great historian had lived among such convincing events as these, he would have thrown his weight in favor of a representative system, the will of the majority, written constitutions, and a government of the people.

And when some jolly political rover
Said what's the matter with Grover,
The voters replied far up the height,
He's all right.

Junior Items.

With the exception of one member, we are a republican class. We have, however, only six voters.

We say with our predecessors, "Well, the Junior year is the pleasantest after all." At least this term seems so.

Review in *Mechanics* began on Thursday, November 17.

Mr. Underwood, who has been unwell for some time past, is now able to resume work.

Miss Anna Roberts, a former classmate of many of the Juniors, is teaching in Fulton Park school, Portland.

Professor in Botany class (holding up a large mushroom)—Class! What is this? Soph, excitedly—A fossil, sir! A fossil!

Some of our number are taking an active part in the Society work. We wish all might realize the advantages they are missing by not improving the opportunities which the Societies afford.

It is regretted by all that Miss Shelton and Mr. Fisher have been obliged to leave us. Mr. Cheshire, also, who was with us in Chemistry, has been compelled to leave college, as his eyes were failing him.

We were represented in the last rhetorical exercises by Misses Collier and Hill and Messrs. Brattain, Glen, Laurie and Welch. This is positively their last appearance before the public until March 21st.

Mr. Connell writes that he is one of three hundred whose class yell is: "MDCXXV U. P. Medical, XCV, Rah! Rah! Rah!" Mr. Connell is the only student from Oregon attending the University of Pennsylvania.

The members of the Chemistry class, by means of some hydro-fluoric acid, etched their names on a strip of glass and then balloted to decide who should keep the souvenir. Miss Powell, receiving the highest number of votes, bore off the prize.

The second essay of the term has just been returned to each student. The papers in every class were exceptionally good this time, and the Juniors succeeded in "sticking to the text," a feature which some of us find rather difficult. Our next essays will be brief and very spirited narratives.

The Juniors expect the subjects for Junior orations soon. Some have expressed the fear that we will have no books left after the Seniors are through ransacking the library. Never fear; they have agreed to leave us each one volume of Congressional Records, all the old Webster's Dictionaries and the old University catalogues for fourteen years back. Juniors, be sure to remember this on Thanksgiving day.

We have lately received a letter from our old classmate, Roger Greene, who is attending the University of Washington. He is president of one of the literary societies, vice-president of

an athletic association, captain of a military company, and a hard kicker in the college football club. Mr. Greene still thinks some of coming back and graduating with his old class. We hope that he will do so.

We have heard that Mr. Dummet, the State Secretary of the Y. M. C. A., will visit our institution. We wish that he might find more members from the Junior Class at work in our Association here. The Sabbath afternoon meetings are quite well attended and are very interesting and profitable, but the attendance is made up mostly from other classes. This Association is a college organization, and we should take as much pride in being well represented in this as in other departments of our college work.

Nothing has been heard of any class meetings this term. Class spirit must be at a low ebb; or perhaps interest in the recent presidential campaign has taken up all of our spare time. As an organization our class is badly demoralized. Our President is in Philadelphia attending a medical school. Our Vice-President has joined the Sophs and our Secretary has gone East to a law school and taken our constitution with him. Hadn't we better take some steps in the near future toward reorganization?

Professor Collier took the Chemistry class down to the ice factory on Friday, the 18th, where the process of manufacturing ice was carefully explained by Mr. Hoffman, the manager. Among many other things we learned that the ice is made from distilled water, and so is the purest obtainable. We were sorry that the ice plant was not in operation, as in that case the process would have been much more easily explained; but the visit was a very interesting and profitable one to the class, and we all join in thanking Professor Collier and Mr. Hoffman for their kindness.

The class in Botany is reviewing. We realize now as never before the beauty and truth in those thoughtful lines from Tennyson:

"Flower in the crannied wall,
I pluck you out of the crannies;
Hold you here, root and all, in my hand,
Little flower; but if I could understand
What you are, root and all, and all in all,
I should know what God and man is."

Sophomore Notes.

Thirteen Lucky Sophs.

When do shores become horses? When they are strahaned.

Mr. Robe spent his Thanksgiving at his home in Brownsville.

The library is no longer a retreat. Places of refuge must be found elsewhere.

Six of the young ladies of the Sophomore Class are deep in the mysteries of French.

The subjects for the next essays have been assigned. The general topic is, "Specific Literary Style."

Wiley's mule has a tender spot in his heart for Mr. Robe. Mr. Robe believes in helping a faithful fallen creature to arise.

One of the Sophomores no doubt is glad election does not come off every day, especially when a democratic president and a wheelbarrow are involved.

Miss Agnes Milligan paid each of her old classes a flying visit. She returned to her home up on the McKenzie, but expects to enter the University after Christmas and resume her studies.

The Sophomores held their first business meeting on Friday. The following officers were duly elected and installed: Mr. Robe, President; Miss Benetta Dorris, Vice-President; Miss Julia Veazie, Secretary; and Miss Ruth Eaves, Editor.

The students of Leland Stanford had a grand ratification after the election. One of the features was a reception tendered by the democratic girls to the democratic boys. The only difficulty encountered was in preserving the refreshments from the onslaughts of the republicans. But the democrats came out ahead in the end.

Freshman Items.

Herbert C. Thompson is now attending the Leland Stanford University.

Lincoln Farrington entered the University on Wednesday, October 19th.

The present class in Homer's Iliad is the largest one for eight or ten years.

Miss Verna Sharpe was absent several days on account of sickness, about the middle of the month.

The Greek class is now reading the third book of Homer's Iliad, and will commence the Memorabilia about a week after Thanksgiving day.

Among the additions to the Freshman Class are: W. C. Smith, late of Willamette University, and Will and Charles McClure, who did not attend college last year.

Mr. Fred M. Templeton, who left the University last April, is in business with E. Meeker

& Co., of Puyallup, Wash., the leading hop growers and buyers of the Pacific Northwest.

Miss Maud Wilkins entertained a large number of her friends at the residence of Mr. and Mrs. F. M. Wilkins, on the evening of October 22d. The evening was very much enjoyed by all present.

Our next compositions are to be narrations, due December 12th. The subjects are as follows: "The Growth of Foreign Missions," "The Painting of a Picture," "The Battle of Waterloo," "A Thunderstorm," "The March Westward to the Pacific Slope," "Musings of a Maple Tree."

Deep was the gloom cast over the greater part of the Freshman Class by the result of the presidential election. Clarence Keene had to wheel K. K. Kubli in a wheelbarrow from the depot to the University and back, a distance of two and one-half miles. Jay Ferree wheeled Albert Osburn up to the University the same morning.

A square package addressed to the "President of the Freshman Class" found its way into the postoffice box of Will McClure. Fearing that it might contain some infernal machine, or something of the kind, he opened it very cautiously and found inside a package of salt and a card with this inscription: "Salt from Garfield Beach, Great Salt Lake, Utah, U. S. A. Compliments of H. T. Condon, L. L. Stevens and E. DeWitt Connell. Respectfully dedicated to the Freshmen and Freshwomen of the University of Oregon." At the last meeting of our Class a vote of thanks was given to the gentlemen, and the Secretary was instructed to write and ask them for some more salt.

A meeting for the temporary organization of the Freshman Class was held October 14, in the Society hall. A committee on constitution was appointed, consisting of Lulu Yoran, Maud Wilkins, H. S. Templeton, C. W. Keene and V. V. Johnson. Permanent organization was effected on the next Wednesday at 1 o'clock. The following officers were elected for the ensuing year: President, Harry Templeton; Vice-President, Daisy Loomis; Secretary, Lulu Yoran; Assistant Secretary, Clarence Keene; Treasurer, Maud Wilkins; Editor, Virgil V. Johnson. A committee on class colors was appointed by the chair, consisting of C. W. Keene, Jennie Beatie and Daisy Loomis. The second Saturday in each month during the school year was chosen as the day for class meeting.

Local and General.

Mr. Haskell Marsh, '90, is now clerk of the United States court at Portland.

Miss Lennah Bain, '90, spent a few days in Eugene last month attending the Endeavor Convention and visiting her many friends.

We note that Miss Grace Hunter was among those that passed the last county examination for a certificate to teach. She is attending college.

Mr. Charles Chambers is still attending the Polytechnic Institute at Worcester, Massachusetts. The greater part of his time is given to science.

Wiley A. Chrisman and Miss Lizzie Walters, both of Lakeview, were married November 15th. They will be remembered as former students of the University.

Mrs. Thomas Condon recently returned from Denver, Colorado. She was a delegate to a W. C. T. U. convention, at which Miss Frances Willard and Lady Somerset were present.

We take pleasure in publishing in this issue, the Senior oration of George W. Norris, '92. It is a production that is worthy of the careful attention of all readers of THE REFLECTOR.

Mr. Alvin Curtis, a former student here, is an officer on his father's steamboat on Lake Washington, near Seattle. He is studying German and mathematics under a private instructor.

After some weeks' absence, the familiar face of Miss Alberta Shelton is again seen on the streets of Eugene. She attempted to continue her studies this year, but health would not permit.

Attention is called to the fact that J. G. Miller is Senior Editor, but was elected too late to work on this issue; hence the work from that class is done by their former editor, T. M. Roberts.

We take pleasure in noting the lectures on Japan by Dr. McInturff and wife. Two of these lectures were delivered by the former and one by the latter. They were closely followed by many students and people of the town.

A large circle of friends and schoolmates is pleased to hear that A. E. Mingus has accepted the chair of Histology in the Willamette University. He recently graduated from the Medical Department of the University of Pennsylvania.

James R. Greenfield, '90, has gone to his home at Echo to spend the winter. Having been admitted to the bar of Oregon last spring, it might be safe to conclude that he is in search of some quarrelsome community that much needs the good legal advice "Jim" would give.

All readers of THE REFLECTOR will notice that the paper will be mailed on the first of each month hereafter. But, says one, where is our November number? It will be omitted and a number published the first of July, which will more than take its place, as Commencement news can then be published.

Since the last issue of THE REFLECTOR, J. E. Bronaugh, an ex-editor-in-chief, has made Eugene two visits. He reports a busy and prosperous life in the metropolis. Besides attending the Law School, he spends a portion of his time at work in the office of Bronaugh, McArthur and Fenton, a prominent law firm of the Pacific coast.

Frederick S. Dunn, valedictorian of the Class of '92, is now deeply involved in the mysteries of education at Harvard. At first this great seat of learning and "Boston beans" had not so much attraction as his home in the West, and possibly they have not yet; but with time and New England influences, that feeling of homesickness gradually wears away. THE REFLECTOR wishes him success in his undertaking and takes pride in the mention of his name in connection with the University of Oregon.

For a week or longer could be seen at all hours of the day, a dozen or more students grouped around the flag-pole, all eager to suggest methods for obtaining that "Lost Chord." It was the common verdict that the one who fixed that rope ought to be compelled to climb the pole and get it. But, strange to say, no one knew anything about it, and the more the subject was investigated, the more mysterious it became. However, it can not be denied that patriotism exists in the college and that a portion of the Harrison banner was seen floating from the University flag-pole.

In accordance with the proclamation of President Harrison and Governor Penoyer, the 21st of October was observed by the University as a grand national holiday. Efforts were put forth to make the occasion one of honor to the

day. Long before 3 o'clock people were seen on their way to the University, and by the appointed hour Villard Hall was nearly, if not entirely, filled. Fully a thousand people must have been present. The exercises were opened by "America," sung by a double quartette. The two proclamations were then read by Mr. Wilkes, principal of Geary school. Prayer was offered by Dr. McInturff. An essay entitled "Life of Columbus" was then rendered by Miss Maud Wilkins, representing the Freshman Class. Immediately following was an oration, "Columbus and His Gift to the World," by Frank Matthews, of the Sophomore Class. The audience was then favored by a vocal solo by I. M. Glen, of the Junior Class, and lastly by a recitation entitled "Three Days in the Life of Columbus," by Miss May Dorris, representing the class of honor. Rev. Bates then delivered an address that was appreciated by all, and Hon. E. B. McElroy, State Superintendent of Public Instruction, greatly increased the enthusiasm already aroused by a three minutes' speech. "Columbia" was then sung, Mrs. McAlister singing the solo, with the assistance of the quartette on the chorus. After the benediction, pronounced by Dr. McInturff, the people gradually filed out of the decorated halls, having honored to the best of their ability a name that will never die.

Conservatory Notes.

The advanced Harmony Class is now approaching another examination, the previous one having been successfully encountered.

What has become of the "Glee Clubs" of yore? Their lives seem to have been quite short, but what we heard of them was exceptionally sweet.

A musical "question box" has been introduced. All questions pertaining to music may be handed to the Conservatory teachers; which questions will be answered in these notes from time to time.

An operetta is to be given some time this season. We have heard just enough concerning this operetta to cause us to hope, and to wait patiently for its production. The full cast of characters is unknown to the writer.

So often is this, or a similar, question asked: "Who is the greater composer, Beethoven or Chopin?" These composers can scarcely be compared at all, so wholly unlike are they in almost every way. Let it suffice to say, Beethoven is the king of orchestral composers; Chopin is the king of pianoforte composers. Beethoven's compositions (that is his Beet-

hovenish ones) are grand, are awe-inspiring in their effect. Chopin is highly original in his musical productions. His creations are exquisitely beautiful, being charming, restful in their effect. A tired musician should never attempt to play Beethoven's music to find relief for his weary soul. It is Chopin to whom we turn to seek and receive this desired calm, through his sweet, soothing melodies. Only one who is alive to the grandeur, the sublimity of musical effects, should attempt Beethoven's music. Beethoven's greater works are for the orchestra. His mind was too broad, too grand, for the pianoforte. Even in his pianoforte compositions he heard with orchestral ears. On the other hand, all the delicate brilliancy, all the pathos, all joyousness of the heart, all the anguish, all the mad dejection, even the silly, giddy ways of the coquette, has Chopin expressed in his marvelous works.

Some peculiar uses of instruments: The triangle, cymbals and bass drum are sometimes called "Turkish music." The tambourine and castagnettes are Gypsy instruments. The triangle, guitar, banjo and such instruments are used by Gypsies. The tamtam comes from China. The zither is the national instrument of Switzerland. The guitar is the national instrument of Spain. Few know what is the national instrument of own country. The banjo is conceded this honor. The triangle seems to be a trivial instrument, but it is used by Schumann in one of his symphonies, to imitate the tinkle of sheep-bells. The xylophone, that instrument made of bars of wood, each bar having a definite pitch, is used by St. Saens to represent the bones of skeletons knocking together. The glockenspiel (chime of bells) is similar to the xylophone, differing in respect to the bars, which are of steel instead of wood, therefore clearer and more penetrating in its tone quality. This is a very pretty sounding instrument when well played. It is used by Mozart in his "Magic Flute." Mendelssohn used a certain instrument in a very droll manner in his "Midsummer Night's Dream." It was the ophicleide, used to imitate the snoring of Bottom, the drunken weaver. Instances of peculiar uses of instruments could be cited without end. It is a study in itself—one which is as fascinating as that of Mythology.

EXCHANGE NOTES.

Education is an ornament in prosperity, a refuge in adversity.—*Ex.*

Williams, Dartmouth and Columbia colleges have dispensed with commencement exercises.—*Ex.*

Every noble crown is, and on earth will be, a crown of thorns.

Thirty students have been expelled from Heidelberg University for being identified with Greek letter fraternities.—*Ex.*

Newton *High School Review*, your paper is among the neatest of our exchanges, and certainly reflects credit upon its editors.

The *High School Orb*, of Minneapolis, Minn., is among our exchanges. It is a neat little paper and has an able corps of editors.

Chicago University will have a telescope forty-five inches in diameter, or eleven inches larger than the one at Lick Observatory.

Student reading Virgil—"And thrice I tried to throw my arms around her"—that was as far as I got, professor. Prof.—That was quite far enough.—*Ex.*

Benjamin Harrison, Whitelaw Reid and William McKinley are all graduates of Miami University. European text books were probably not in use in this college.

Scholar: "Those are the boys he was hurt by." Teacher, (severely): "A proposition is

the wrong thing to end a sentence with." (And she didn't see why they all laughed.)

A Freshman knows everything; he has explored the universe and has proved all things. A Sophomore has the wisdom of an owl, but like that sedate bird, keeps still about it. A Junior knows little, but begins to be a little doubtful about it. A Senior knows nothing.—*Advance.*

Mr. Chauncy M. Depew says: "It is a misfortune, and has been, of a university career, that for a quarter of a century the debate has fallen into abeyance. The effect of the dissolution of this old system is to be seen in the pulpit, at the bar, on the platform and in the legislative halls all over the country.

The *Daily Palo Alto*, published by the students of Stanford University, is among our exchanges. This, we believe, is the only daily college paper published on this coast, and one of about seven dailies published in the United States. We are pleased to note also that our townsman, Carl Smith, holds the highest position on the editorial staff.

Contributed Articles.

THE GREATNESS OF A NATION IS THE PRODUCT OF ITS INSTI- TUTIONS OF LEARNING.

IN all ages and among all nations we find some kind of human culture, though always defective, usually laying stress upon some particular phase to the neglect of others. Sometimes the physical was emphasized, sometimes the intellectual, the moral or the religious; but never were all these developed together in perfect symmetry. It has been reserved for the nineteenth century to realize an education which leaves no part of man's nature neglected. Just in proportion as a nature has become enlightened, has it advanced upon the line of human progress; as it has approached complete human development, so has it gained the admiration and become the example and guiding star of the race. It becomes great from its noble type of manhood; for every great and memorable community has possessed formidable individuals, who by their own spirits made it great. The greatness of a nation does not depend on large extent of territory, population and material resources, but on the character of its people. Russia and China both are

large in territory and population, yet neither of these can be called truly great. The people of Israel were a small people, yet what a grand life they developed, and how powerful the influence they have exercised on the destinies of mankind! Greece had an area only about three times that of our Willamette valley; Athens was less populous than the city of New York, and yet how illustrious it was in learning, in art, in literature and in patriotism. To be great in the noblest sense, a nation should use the utmost possible effort for the moral and intellectual development of the whole population. Human progress and excellence of character are best promoted by the discipline and general culture obtained at institutions of learning; and by these we mean any institutions where higher instruction is given, yet which in the broadest sense include elementary instruction as well. It is by the training and discipline of the colleges that the intelligence and ability of a nation are developed and strengthened.

Whatever may be said in derision of these institutions, they have been instruments of incalculable good in forwarding the intellectual development of the people. Aside from the

fact that a large number of the most influential men of every nation have been directly benefited by their instruction, they have been centers of influence, whence have emanated rays of intelligence enlightening entire communities, and through them exerting a powerful force in the formation of the moral and social character of the people at large.

Able and wise men may indeed sometimes be found who have had no advantages of a formal education, but whose faculties have been disciplined by the hard experience of life and by the culture which their own genius has supplied. Yet such endowment is as rare as it is precious and it would be as wise to trust to a chance scattering of the seed to produce an abundant harvest as to rely on the happy conjunction of favoring elements for the supply of strong, wise men, the leaders and helpers of their kind.

A brief consideration of the history and the leaders of the most advanced nations impels to the conclusion that the ability and directive power of nations have come through a course of special training. Among the Greeks and Romans they who were to control public affairs were given a special training therefor. Louis XIV., of France, selected for his ministers the ablest and best trained men his kingdom afforded.

The illustrious statesmen, Bismarck and Stein, of Germany, Gladstone and Disraeli, of England, were men, each of whom received a thorough course of training at an institution of learning. The premiers of England, for the last fifty years or more, have all been college men, and a recent writer on the English House of Commons says: "The instances are few, and I believe will long continue so, in which any but men of university training can attain great pre-eminence in the government of the British Empire."

Nor is our own country lacking in the supply of able men whom our colleges have trained. Many of the founders of this republic came from the universities of the Old World, and here put forth constant efforts to establish schools and colleges for the education of those who were to enjoy the rights of citizenship. Our revolution was the outgrowth of the school, the college, and the free worship of God.

The author of the Declaration of Independence was himself a finished scholar, and sixty-nine per cent of its signers were college men.

Our constitution has a like source, as is evident from the words of the great historian, Bancroft, who says of the men who framed it: "Of the fifty-five men in the convention, nine were graduates of Princeton, four of Yale,

three of Harvard, two of Columbia, one of Pennsylvania, five, six or seven had been connected with William and Mary's. Scotland sent one of her sons, a jurist who had been taught at three of her universities, and Glasgow had assisted to train another; one had been a student at Oxford, and he and three others had been students of law in the Temple. Altogether they formed the goodliest fellowship of law-givers whereof this world holds record."

And it was these men who framed the constitution, of which Mr. Gladstone, "the grand old man of England," said: "The American constitution is the most wonderful work ever struck off at a given time by the brain and purpose of man."

In securing the adoption of this constitution, nine men were most prominent, and of these nine, seven were college men.

Of our presidents sixty-five per cent were graduates, also sixty-five per cent of the speakers of the House of Representatives were college-trained men.

The ablest public financier our country has ever known, spent his student life at King's College in New York. Nor is it difficult to point out other instances of the power of university men in public finance. One of the greatest business operations of the country—the conversion of the English debt, a few years since—was effected by one who graduated at Oxford—Mr. Goschen, the Chancellor of the Exchequer. A politico-financial problem, one that concerns all the powers of Europe, and is an ever-threatening source of diplomatic dispute—the Egyptian debt—is being rapidly solved under the administration of a frail young Oxford graduate—Mr. Alfred Milner, the Under-Secretary of Finance in Egypt.

Where is there one, who would refuse to give due honor to institutions, which have equipped such men as Otis, Henry, Webster, Clay, Everett and Sumner? for the worth and grandeur of institutions does not consist in the number and magnificence of their buildings, or on the largeness of their endowment funds—but in the men they send forth.

What has given New England her marvellous ascendancy in our nation, and made her the very brains of our body politic? Find the answer in Harvard, Yale, Brown, Dartmouth, Williams, Rutgers, Middlebury, Amherst and many others of equal merit.

No more noble tribute of gratitude to higher education was ever given than the closing words of Daniel Webster, when pleading for the life of Dartmouth college. With Chief Justice Marshall in tears, and the rest of the Court moved as it has never been before or since, Mr.

Webster closed his argument with these words: "It is, as I have said, a small college, and yet there are those who love it. I know not how others may feel, but when I see my alma mater surrounded, like Cæsar in the senate house, by those who are reiterating stab after stab, I would not for this right hand have her turn to me and say, '*Et tu quoque, mi fili!*' And thou too, my son."

It is these institutions, great and small, scattered throughout a country, that strengthen, develop and elevate the individual and prepare for society vigorous, enlightened and honest men and women, whose intelligence molds the character of nations and leads mankind.

Their influence gives dignity and moral power to a nation. The training they afford lays a broad and firm foundation upon which to build a noble, manly, individual, and national character.

Culture and intellectual activity enter deeply into the formation of individual character, upon which depend the strength, the industry and civilization of nations.

Character is the crown and glory of a nation, as well as of an individual, and how true the thought, "that which raises a country, that which strengthens a country, and that which dignifies a country—that which spreads her power—creates her moral influence, and makes her respected and submitted to, bends the hearts of millions and bows down the pride of nations to her—the instrument of obedience, the foundation of power, the true throne, crown, and scepter of a nation; this is not an aristocracy of blood, not of fashion, not of talent only;

it is an aristocracy of character, the true heraldry of man." Men of culture and character become not only the conscience of a nation, but also its best motive power. Happy and wise the people that see and know that the spiritual is stronger than any material force; that thoughts rule the world; that intelligence will ever govern ignorance.

Honor, then, and cherish the institutions that build up character, furnish the directive power, develop and strengthen the intelligence and ability, and produce the great and noble men of a nation. For the greatest glory of any nation, country, or time, is its great men—men who are great, not alone by talents or by deeds of daring, but by excellence of character and nobleness of purposes and acts.

As we look abroad we behold the human race astir. A single nation is no longer the exclusive custodian of the elements of progress; many nations are in close competition for the highest rank as an intelligent people. No nation can maintain its position and influence with mankind except by the culture and development of its individual citizens.

Whatever of eminence or greatness nations have attained, they hold by reason of their culture and development of the individual, and what they hold for themselves they hold for all mankind, and on the same conditions by which it was gained—the continued development of the people.

To institutions of learning not only the best interests of a nation, but the highest interests of mankind are entrusted.

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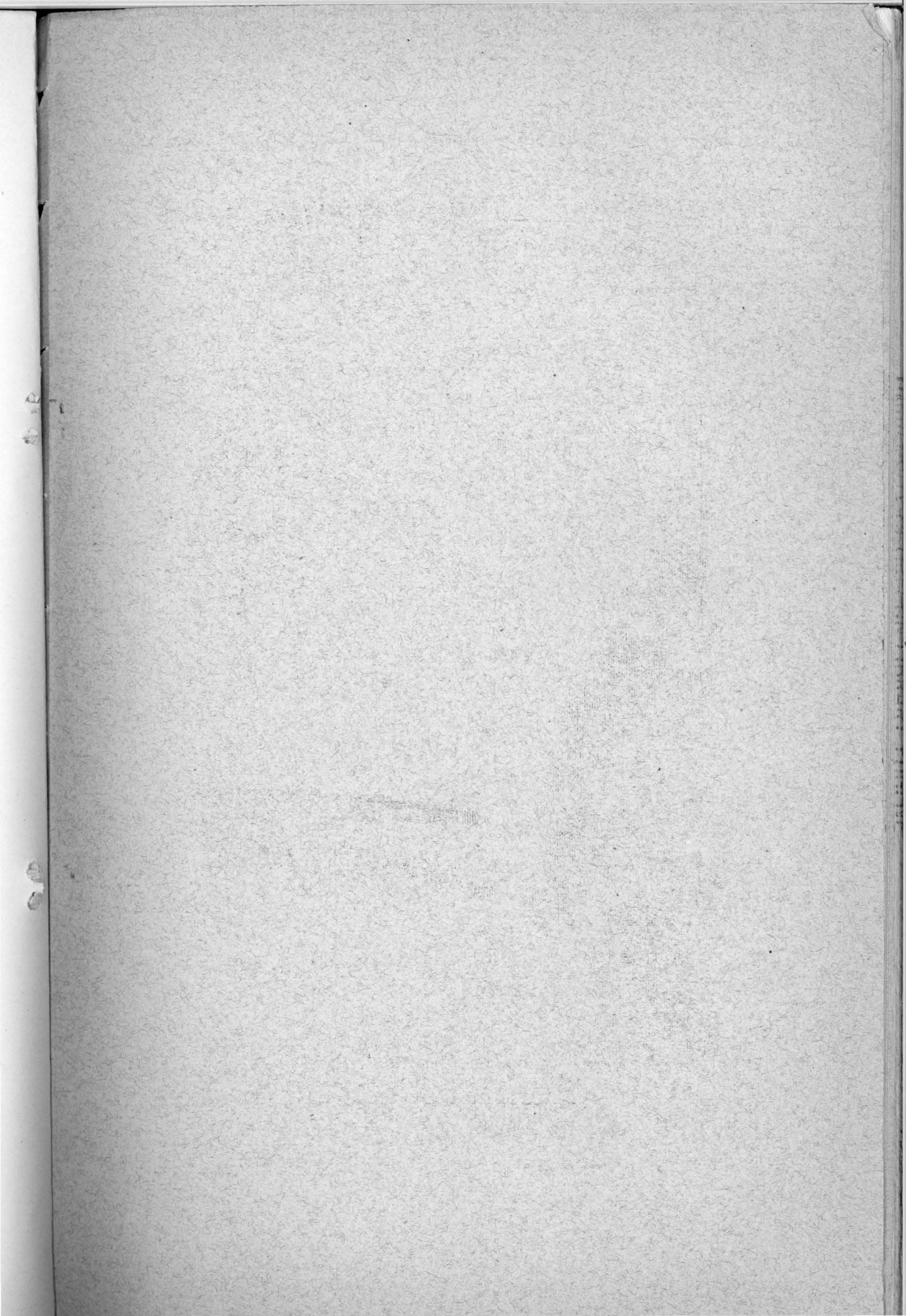
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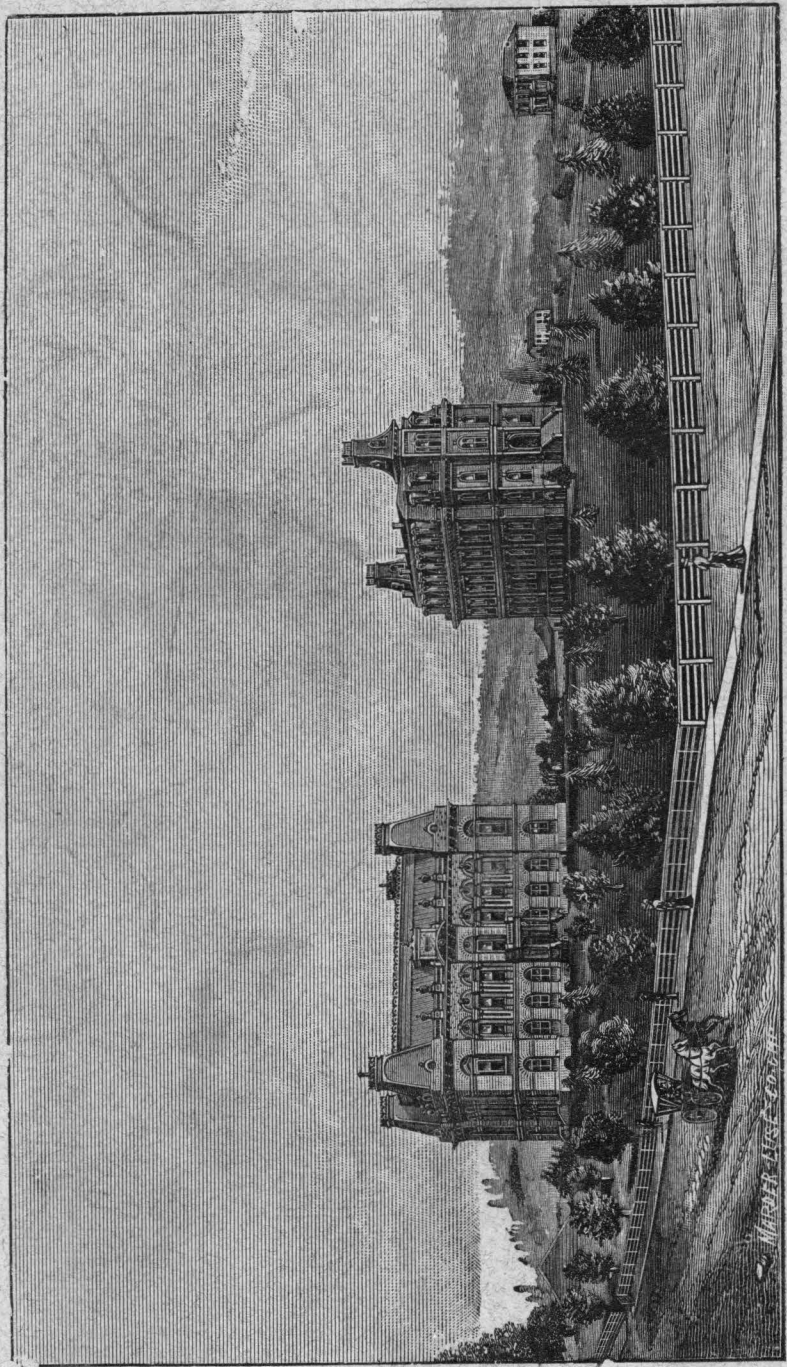
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