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THE REFLECTOR

VOL. III.

MARCH, 1894.

No. 9.

THE UNIVERSITY OF OREGON.

THE LECTURES.

ON February 9, a large and appreciative audience gathered in Villard Hall to listen to the third of the lecture series, delivered by Hon. C. B. Bellinger, U. S. district judge for Oregon. The subject of this lecture was "The Provincial Government of Oregon." Judge Bellinger said that laws were the boast of all people, because we live by law. In the beginning government, so called, was a matter of policy. Hence, government arose out of a desire for self preservation. The early inhabitants of Oregon were hunters and traders, with a mixture of aborigines, hence there was no society. The missionaries came and with them the civilization that emanates from intelligent people. These missionaries introduced agriculture, which brought a changed condition in society. This change was according to the law of necessity. This period might be called the feudal or transition state of Oregon. Members of the Hudson Bay Company married Indian wives and settled in the territory. Oregon was strongly under the influence of these British subjects, and Dr. Whitman saw that something must be done to save Oregon to the United States. Accordingly he took his famous ride. Oregon was not traded to England. The 200 wagons of emigrants that came, owing to his influence, were but the vanguard of the stream of missionaries and pioneers that came later. The first meeting ever held in the Northwest territory for the purpose of organizing a government was held at the Salem Mission, in 1841. This was called to decide what to do with property, left by the death of a Mr. Young, to be disposed of according to probate law. This meeting

proved a failure because the people were too undecided in their movements. Another meeting was called and Mr. Babcock was elected judge according to the laws of New York. All persons were invited to take part in the organization except the Hudson Bay Co.; afterwards they were admitted. In 1843 another meeting was called at the home of Mr. Gervais, near Salem. This was known as the "wolf meeting," being called primarily to formulate laws for protection against wild animals. Bounties on the skins of bears, wolves and panthers were given. This was a most enthusiastic meeting; speeches were made and stories told. One good brother had been treed by a wild animal, and it was decided that a government must be formed or the people must climb trees. A committee of twelve was appointed to take into consideration the protection of the settlers. On March 4, this committee reported in favor of a provincial government, which report was adopted. Dr. Wilson was elected Supreme Judge and Treasurer. The first legislature met at Oregon City, in July, 1843. The country was divided into four districts. The laws adopted were in substance the same as they are now, being modeled from the laws of Iowa. The expense of government for the first year was \$917 96. A model government, yet not useful because it is not copied. The government organized consisted of the executive, legislative and judicial departments. George Abernathy was first Provincial Governor. The massacre of Dr. Whitman, in 1847, plunged the provincial government into an Indian war. Joe Meek was hero of this war. In 1848 the Territorial Government was organized and General Lane was made the first Territorial Governor for Oregon.

Having lived in Oregon from childhood the speaker gave many personal reminiscences of pioneer times, which made the lecture very entertaining and instructive. His tribute to the memory of such men as Dr. Whitman and Dr. McLaughlin was full of feeling. In closing Judge Bellinger quoted the following from Sir William Jones:

"What constitutes a state?
 Not high raised battlements or labored mound;
 Thick wall or moated gate;
 Not cities proud, with spires and turrets crowned;
 Not bays and broad-armed ports,
 Where, laughing at the storm, rich navies ride.
 Not starred and spangled courts,
 Where low-browed baseness wafts perfume to pride.
 No! Men, high-minded men,
 With powers as far above dull brutes endued,
 In forest brake or den,
 As beasts excel cold rocks and brambles rude;
 Men, who their duties know,
 But know their rights, and, knowing, dare main-
 Prevent the long and blow, [tain;
 And crush the tyrant while they rend the chain.
 These constitute a state;
 And Sovereign Law, that state's collected will,
 O'er thrones and globes elate
 Sits empress, crowning good, repressing ill."

The subject of Dr. I. D. Driver's lecture on Feb. 16 was "Miracles; Their Relation to Science and Religion." He began by giving an account of a meeting of the leading literary and scientific men of California, held this fall. There were present over one hundred men representing Stanford, Berkeley and the leading colleges of California. They discussed various subjects, besides the scientific aspect of miracles. In this conference Prof. La Coute gave as his definition of evolution: "Evolution is a continuous and progressive change resulting from the development of universal energy in resident forces." Science is a correct and comprehensive understanding of nature. Before we can tell the relations between natural laws we have to know what natural law is. It is a most misleading term. Law is a rule of action. Natural laws are but modes of building. Miracle is synonymous with sign or token. Although miracles are beyond the power of man to perform, they have been explained by the human intellect. These explanations are not always correct. All the mistakes ever made by mankind were founded on conclusions drawn from facts; yet this does not prove that the facts were wrong. What would be a miracle in one century is easily explained in a succeeding one. Facts are always the same; it is only the evolution of ignorance to enlightenment. The speaker illustrated this in various ways. Dr. Arnold said a steamer could never cross the ocean, yet look at the number now that cross it daily.

People said the world was flat and when one reached the edge they would fall off; yet Columbus went beyond the known limit and returned safely. Was this a miracle? The conclusions of one age are swallowed up by those of the next. It is said that science is only 10 years old. Progressive science is based on ignorance; without ignorance there can be no progress. The speaker showed that many miracles were written by men who interpreted the thoughts of God from a human standpoint. By some it is believed that the only way to interpret miracles is to abrogate or suspend natural law. Natural law is controlled by the "universal energy of the resilient forces" of nature. Hence "to abrogate" natural law would throw the world into a chaotic mass. "To suspend" natural law would produce the same result. Indeed all the miracles that have not been scientifically explained will probably be in a few years. "Man's task will never be completed until every part of nature is made subservient to his uses or grasped by the power of his intellect."

THE STATE ORATORICAL CONTEST.

THE inter-collegiate oratorical contest held here February 23rd, was an event in the history of this university which will long be remembered. The students had looked forward to it ever since last June and preparations for it began with plans for the local contest.

As some of the guests were expected the night of the 22nd, the gentlemen of the university organized in the evening, marched to the depot and welcomed the delegation from Pacific University in true college fashion, both institutions showing college enthusiasm never before witnessed here. On Friday all was excitement. The delegates were again met at the train and with "banners waving and flags flying" all proceeded to the university where the convention was held. Here as the delegates filed through open ranks, which the students formed from the car line to Villard Hall, each college was cheered as its delegates approached.

THE BUSINESS MEETING.

The business meeting held in the hall of the Laurean and Eutaxian Societies was called to order by President E. M. Underwood. A committee appointed on credentials reported eight colleges represented by thirty-seven delegates. Mr. L. T. Reynolds, of Salem, Miss Ora Flinn, of Albany, and Mr. J. A. Laurie were appointed a committee on resolutions.

The officers elected for the ensuing year were president, J. W. Macrum, of the Pacific Uni-

versity; secretary, A. O. Foshay, of Albany Collegiate Institute; treasurer, Miss Lora Butler, of the Normal School.

The report of retiring treasurer J. W. Reynolds showed a balance of \$34.70.

The retiring executive committee smoothed the path of the present incumbents by some pointed remarks on the necessity and the convenience of local organizations.

On motion a committee was appointed to report on what is included in the term "college," with reference to representation at the state contests. The president appointed the chairman of each delegation on this committee. The general opinion of those present was that a full college course should be adopted as a basis and schools having less than this should be allowed representation only in just proportion. This committee will examine carefully the catalogues from the different colleges and report their decision, which shall be final, to the state executive committee.

THE CONTEST.

In the evening Villard Hall was filled to the utmost. The visiting delegates sat in the center of the hall holding aloft their banners till the exercises began. The program opened with a few words of explanation and welcome by President Underwood, followed by a beautiful selection by the Eugene Band Mandolin Club. Prayer was then offered by Rev. H. L. Boardman. The formal address of welcome was given by Dr. C. H. Chapman.

After a solo by Miss Linnia Holt, the contest began with an oration "Mount Moriah and the Acropolis," by T. H. Adams, of Pacific University. Mr. Adams showed that culture alone does not advance civilization, but Christianity offers the highest incentive to truth and righteousness, and has ever advanced culture; it is the power which gives present civilization its superiority. Mr. C. J. Atwood, of Willamette University followed with an oration on "Conditional Citizenship." We do not give synopsis of this oration as Mr. Atwood has kindly permitted us to publish it in this issue. Mr. Perry F. Chandler, of Portland University, took for his subject "Sunrise or Sunset." His introduction was an interesting description of a picture which hung in Faneuil Hall when the Declaration of Independence was signed. By looking at the picture none could tell whether it represented sunrise or sunset. The signers of the Declaration drew an analogy between the picture and the thirteen colonies. The speaker proceeded to show that the sun of truth and righteousness was only in the ascendancy and that this republic, the hope of the world, had not yet reached its zenith.

After a solo by Miss Lulu Renshaw, Mr. G. W. Jones, of the University of Oregon, delivered his oration, a synopsis of which was given in the last REFLECTOR. The next orator was Miss Gertrude Lamb, of Pacific College, who spoke on the subject, "A Nineteenth Century Possibility." In unfolding the theme Miss Lamb showed this possibility to be an educated woman. Heretofore educational efforts were directed toward making an intelligent man, but now the necessity of a physical, intellectually and morally educated woman, is apparent. Following this Mr. L. F. Latourette, of McMinnville College spoke on "Popular Education the Palladium of Democracy." Education has advanced *pari passu* with liberty. It is lack of education which has kept many nations from progressing. Indiscriminate foreign immigration and the employing of children in factories, tend to keep the masses of American people below the plane of intelligence necessary for the successful administration of a democratic form of government.

The rendition of a baritone solo by Mr. Irving M. Glen, was followed by an oration on "Our Republic," by Mrs. Angeline E. Watson, of the Normal School. Mrs. Watson, after paying a glowing tribute to the republic said, that it was our duty to preserve and transmit the government unblemished; this can be done by education, Christianity and the promotion of truth and honesty in public positions. The last oration was delivered by Mr. A. Melvin Williams, of Albany Collegiate Institute on the subject "What Rearest Thou in Nature?" In the creation of earth with all its beauties, from chaos, we behold a tribute to the greatness and goodness of God. In all our studies, of nature, of chemistry, of botany, in any contemplation whatever, God is there.

While several pieces of music were given, the executive committee, assisted by Hon. S. W. Condon, averaged the marks made by the judges, Mr. A. L. Frazer and Dr. J. R. Wilson, of Portland and Rev. M. L. Rugg, of Salem. While awaiting this report Mr. L. T. Reynolds read the report of the committee on resolutions, thanking the railroad for reduced fare, those who had acted as judges, the newspapers for their notices of the contest, those who assisted in the preparation and rendition of the program, the officers of the state association, the colleges represented for their co-operation, the faculty and students of this university for their welcome and the citizens of Eugene for their hospitality.

President Underwood then came out and announced that on averaging the marks it was found that Mr. C. J. Atwood stood first and Miss Gertrude Lamb second. With a few appropriate words, Mr. Underwood then presented the medal to Mr. Atwood.

THE LITERARY SOCIETIES.

LAUREAN NOTES.

The Laurean Society held its regular meeting on February 10. After the regular business was dispensed with, the Society passed over the order of debate, and proceeded at once to the election of officers. As this required considerable time, the assembly did not return to the debate, but adjourned. The following officers were elected for the present term, and were inaugurated February 17: President, G. F. Welch; Vice-President, C. W. Keene; Secretary, R. Brown; Assistant Secretary, B. B. Richards; Treasurer, H. Davis; Sergeant-at-Arms, L. Travis; Censor, F. W. Mulkey; Historian, L. T. Harris.

The question for debate on February 17th was "Should this Free Country Restrict Immigration?" The affirmative, supported by Messrs. C. Eastland, J. Edmunson, O. Vanduyn, F. Wilkins, and Curtis Harris, maintained: That as a class, the immigrants are undesirable; that they generally consist of paupers and criminals; that they form secret societies; that they lower wages in this country; that our citizens are sufficient to occupy all of the public lands now vacant; that corruption in politics is due to the foreign element. The negative was supported by Messrs. L. T. Harris and C. W. Keene, who brought forth the following points: That the class of immigrants is desirable; that all paupers are at present restricted; that the resources of our country are ample to sustain all who desire to come; that they are a good class of citizens, as was shown in the late civil war, as many of the best soldiers could not speak English; that the type of civilization is so high in the United States that the foreigners cannot drive out American labor by being better experienced. After a careful summary of the points adduced, President Welch rendered his decision in favor of the affirmative.

The meeting of February 24th was most promising in its results. Although most of the Laureans had participated freely in the "college yell" for the two previous nights, still Saturday evening saw the Society Hall filled with the usual number of Laureans. President Welch called the meeting to order at the usual hour, and after the usual reports were disposed of the Society discussed the question, "Will the Teachings of Romanism Imperil the Liberties of the

People of the United States?" Those in support of the affirmative were Messrs. W. C. Smith, P. J. Brattain, L. Travis, J. Lurch, C. Harris, and L. T. Harris. Those favoring the negative were Messrs. C. Eastland, J. Edmunson, and C. W. Keene. After a summary, President Welch decided in favor of the affirmative.

Since there have been various phases attached to the record made by the Laureans, we feel that it is just and right that we should inform the readers of the REFLECTOR what is working for our improvement. Our library is being freely used by many of our members. Here the authorities on all the principal topics of the day can be found in vast numbers. As we have shown that this has been appreciated, there is no need to dwell upon the effect it has had on the debates. More skill is exhibited in parliamentary law. A person with an erroneous point of order very quickly yields the floor. There seems to be harmony throughout the Society on all important matters. Considering this state of affairs, and the prospects of it not being changed, we can predict only a bright future for the Laurean Society.

THE ADDRESS OF MR. WELCH.

Fellow Laureans and Gentleman:

Another period has rolled around; one quarter is in its evening glory, another is about to be ushered in with the splendor of morning.

It is with a feeling of both pleasure and pain that I assume the duties of this high office, the highest which it is in your power to confer. Pleasure, that you should think me worthy of this honor; pain that I may not be able to sustain the dignity and integrity which have been possessed by my predecessors.

If I would relate the work the Laurean Society has done in the past, I would relate some of the brightest and most brilliant pages of the history of the University of Oregon; of men trained to speak fluently, to think quickly and strongly on any subject at a moment's notice, and endowed with a comprehensive knowledge of parliamentary law which enables them to go into any convention or assembly and conduct themselves in a proper manner.

As we look over the pages of Laurean history we find them graced by the names of many men who occupy places of trust and honor in

our fair State. The Laurean Society has furnished her quota of men to all professions; they are to be found at the bar, on the bench, in the legislative halls, and in fact they are to be found among the promotors of every good project in the Pacific Northwest.

Gentlemen, it rests with you to make the Laurean Society maintain the high standing which it has enjoyed in the past. Whether the Laurean Society is to move forward under that banner of progress which has made it successful, I repeat it, gentlemen, it remains for you to decide.

You are the custodians of that grand heritage which has been handed down by those who have gone. Will you preserve your trust? Fortunate is that young man who is granted the privilege of improving his mental faculties. A thousand fold more fortunate is the man who has that happy faculty of being able to express his thoughts in a fluent and logical manner. This is the prize the Laurean Society offers. Let us make the best of these privileges and inscribe on our walls the motto, "Forever, tomorrow, and tomorrow shall be a grand advance from yesterday."

Gentlemen, again I thank you.

EUTAXIAN NOTES.

Please pronounce so-met-i-mes.

Misses Clara Pengra and Blanche Taylor signed the constitution.

Misses Jennie Beatie, Willa Hanna, and Lotta Johnston were appointed as a reunion committee.

There was no meeting of the Society on February 23, owing to the fact that the business meeting of the Oratorical Contest was held in the Society Hall.

The Eutaxians are proud of their Sergeant-at-Arms, for it was through her skill and taste that the hall was in such good order to receive the visiting delegates.

February 16, current events were read by Misses Laura Beatie, Alice Roberts, and Melissa Hill. The events were interesting, and dealt with affairs of the day in Europe and America. The Society read the commemoration Ode, by Lowell.

The Laureans are very busy at their sessions now deciding the political issues that are before the people of the United States. Messrs. Mulkey and Edmunson are the champion orators. If any one is doubtful which side of the administration each is on, he had better listen to Fred plead the Nation's cause and he will no longer doubt. Rumor has it that he draws tears to the eyes of his fellow Laureans when he begins his "tale of woe."

March 2, Misses Hill and Hanna read current events on the following: Death of the German musician, Guido Hans Von Bulow, who was a brother-in-law of Wagner, the composer, and was himself an artist of high rank; the decision of Judge Ricks of Ohio in regard to business men giving facts concerning their business for the census; also the latest news from Honolulu. Miss Kate Hopkins read an interesting paper on "The Dismemberment of Poland."

Not long since one of our members was asked to explain the cause of the "blush." She did not seem to be well versed upon the subject at the time, but what was our astonishment when a few days later we heard the same young lady giving the following definition: "A blush is a temporary erythema and calorific effulgence of the physiognomy, ætiologized by the perceptiveness of the sensorium when in a predicament of unequilibrium from a sense of shame, anger, or other cause, eventuating in a paresis, of the vasomotor nervous filaments of the facial capillaries, whereby, being divested of their elasticity, they are suffused with radiance emanating from an intimidated præcordia."

February 9. The Society finds much pleasure each week on the Current Event programme. On this day Misses Jean Wold, Maud Ranney, and Anna Roberts read articles on various topics of interest; among which were considered Recent Arctic Exploration; Death of Constance Fennimore Cooper Woolson, who is called the George Eliot of America; admission of women to Heidelberg University; the building of canals in Europe and America. The "question box" was opened for the first time, and it proved a very instructive part of the programme. Some of the questions discussed were: Is man the product of society, or society the product of man? Is a man's conscience his infallible guide? Most of the members of the Society took part in these discussions, making it a very interesting hour.

THE COLLEGE CLASSES.

SENIOR NOTES.

Lab-o-ra to-ry. Please pronounce correctly.

Mr. Paul Brattain is having rather a serious time with weak eyes this term. Several others are also complaining of some difficulty with their eyesight.

Whew! Do the Subs, Freshs, Sophs and Juniors think they can excel the mighty, time-honored Seniors? Impossible. Why '94 has two genuine, animated, responsive St. Valentines—not to mention a George Washington. Is'n't a Saint a *rarior specimen* than a poet or artist? Come, now, what have you, O idle boasters, that can surpass our Valentines?

Every member of the class but one is taking an active part in Society drill this term, and not a few of the offices are held by Seniors. Miss Friendly is Vice President of the Eutaxian Society; Mr. Underwood is President of the Philologian Society; Mr. Laurie holds the second officer's chair in the same society; Mr. Welch is President of the Laurean Society, and Mr. Brattain is Laurean editor.

At the meeting of the 15th, Messrs James Laurie and E. M. Underwood were elected delegates to the Intercollegiate Oratorical Association. At the regular business meeting of the 24th, the following officers were elected: President, Mr. James A. Laurie; Vice President, Miss Carrie Friendly; Secretary, Mr. George W. Jones; Treasurer, Amy Grace Powell; Editor, Mr. Irving M. Glen. The President, Vice President and Ex-President each responded to a call for a speech with a few appropriate words and earnest wishes for the future welfare of '94.

Dr. Wilson gave a short but very helpful talk on "Duties to our Fellow Men," the subject under discussion when he visited the class in Moral Science. He said it was a hard question to decide how much we owe to others. From experience and observation he thought the first thing was to come to a question of this kind prepared to abide by the law, by what seemed morally right. He used as an illustration a question which troubled students in his academy days. Some come to the question with principles firmly established and a clear intention to do what was right no matter what the cost; others with an unwillingness to give up self, and would decide that or any question

of duty to others with prejudiced judgment. Only those who are loyal subjects to law can appreciate the delightful feeling which comes from a decision made in accordance to moral right. "If I ought to do so, I am going to do so." That principle your own, the difficulty is half overcome. In conclusion Dr. Wilson said he would like to leave this thought with the class: "In the interest of clear vision settle beforehand that you are willing to submit to the law in the case."

JUNIOR JOLLITIES.

"Vestigia nulla retrorsum" is our motto.

Frank Matthews is President of the Athletic club.

Miss Julia Veazie and Roslyn McKinlay are delegates to the intercollegiate contest.

"Take the odor cautiously" is a necessary direction in the laboratory manual, as most of the Juniors can testify from experience.

The class in geology, *qua sumus magna pars*, recently spent the recitation hour in examining the cases of specimens representing the geological history of Oregon.

A called meeting of the class was held in the ladies' parlor of the dormitory February 17. After electing delegates to the state oratorical contest, the question of adopting new class colors was discussed. It was finally agreed to allow the gentlemen of the class to select colors and report for approval. The gentlemen, having discussed the merits of dapple, roan, black, tan, etc., brought in a report favoring St. Patrick's green as affording a striking contrast with the Juniors as a background. The report and the color were adopted unanimously.

Three brothers, Soph., Fresh. and Sub, borrowed a boat and went out to row, provided with guns and provisions for three days. And as they rowed on the swift mill race; lo, a little water bird stood on the shore bowing and making obeisance manifold. Now the Freshman being hard of heart and terrible to look upon, drove the boat to land, thinking to leap out and stay the little bird. And 't came to pass that as he lay hold on a dry branch to draw himself up withal, behold it broke in his hand. Now the mill race was exceeding deep and

could beyond all the rivers of Assyria as thou goest toward the north. Therefore as he went in he shouted with a loud voice. And when he was come safe to land it grieved him sore that he had lost his gun, "and alas, for it was borrowed." And he sail unto his brethren, "let us not tar y, but let us make haste to return home again, lest peradventure some mighty Senior or Junior may pass by." So they returned to their own place, and, although they made a compact and bound themselves with an oath that they should tell no man, yet was not the thing hid from the Junior editor.

SOPHOMORE SAYINGS.

Lost. On the night of the 22nd, some beautiful falsetto, tenor and baritone voices. The finder will please return to Messrs. Travis, Keene, Edmunson and Wintermeier. A suitable reward will be given.

That Shakespeare's heroes are very worthy people is granted, but that a young lady should in class publicly declare her love for Orlando is contrary to one's preconceived ideas of the propriety of things. Nevertheless such a thing happened, and we will have to admit that it is one of our number who has proved treacherous, for Sophomores are supposed to be above sentiment of any kind.

The most dazzling spectacle that has met our gaze for many a day is the new Junior class colors, chosen by the young gentlemen of that class. Just why these young gentlemen should be victims of the green-eyed monster, or why they should consider themselves forsaken, is as yet a mystery to the Sophomore mind. But we suppose they are jealous of our colors, and consider themselves forsaken because the young ladies of their class positively refused to assist them in their choice.

Contrary to the advice given in assembly, the Sophomores are consumed with a burning desire to distinguish themselves. They feel that it is within their power to do this if they only had an opportunity. We have read in Eastern college papers glowing descriptions of Sophomore entertainments; how in oratory Sophs were unexcelled, and how in everything they undertook their enthusiasm knew no bounds. We are certain that anything they might have done there would be very inferior indeed beside what we could do, consequently it is thought that we will have to petition the faculty for an evening in which to give the public the benefit of our Sophomore wisdom.

FRESHMAN ITEMS.

Miss Maude Cooper was in Eugene a few days visiting her sister.

Mr. E. R. Bryson has been absent from classes several weeks at his home in Corvallis on account of sickness.

President Chapman's talks on Switzerland are of special interest to the Freshman German class, who are just reading Wilhelm Tell.

Our hearts were filled with pride when we noticed that our beautiful class colors were used in the recent decorations of the town.

Drawing trees with mountains on them is indeed a thing which compels admiration, however reluctantly given. But trees will die in time, the mountains will roll off and all will be desolation. So the immortal verses of our poet will just be hidden under bushels, and in other convenient places, until the first blaze of glory of the new star has passed away; then they will be brought forth in triumph, for their youth is eternal.

There appeared upon the campus one day a tall, glistening, white apparition, which was not distinguishable from the falling snowflakes till it revealed itself in its majesty. It was cool and collected. This image was called the Freshman class tree, nay even the Freshman tombstone. There seemed to be no doubt of its pertaining to the Freshmen, whether on account of its recent descent from the skies, or its purity and grandeur is unknown; but it certainly did not possess their firmness, for at the first signs of heat from its antagonist it lost its assurance and melted, with a frightened promise to return under favorable circumstances.

"See, the conquering Freshman comes," is now our battle cry. Three Freshmen won in the local oratorical contests of the different schools, and the first and second places in the state oratorical contest were taken by two of these. We are indeed advancing beyond our ancient predecessors, Seniors, Juniors and Sophomores, as is right considering the advantages we enjoy over the ignorance and superstition which were prevalent in past ages. In the enlightenment of this age Freshmen should think of them with sympathy, and treat them kindly, since old age will come to us all, and our bright badges of purple and gold may fade to pale lavender and cream.

LOCAL AND GENERAL.

Mr. Albert Jessup's mother, Mrs. Dr. Jessup, of Salem, visited in Eugene for about a week after the contest.

Mr. Ernest Bross, exchange editor of the *Oregonian*, and formerly a student here, spent a day or two in Eugene the last of February.

The Sophomores and Freshmen have done so well at the last two rhetorical that not only are they to be congratulated, but some of the alumni have been compelled to admit that when they were Sophs and Freshmen they did not do so well.

Mr. Gifford W. Nash, who has for several years been in Europe studying music, has returned to America. Mr. Nash, though personally known to only a few of the present students, will be remembered by others through his "Leipsig Letters" in the REFLECTOR February and March, 1892.

When the delegation from Williamette University returned triumphant to Salem after the state contest, they were met at the train by the band and a large number of students. Some of the gentlemen students carried Mr. Atwood on their shoulders from the depot to the business portion of the town. In the evening he was given a reception at the ladies' college.

The many friends of Mr. C. F. Martin, of '93, were very much grieved not long since to hear of the injury he had sustained. To some people a fractured skull would have meant a long and serious illness, but Mr. Martin's hardiness and determination have won the victory and all are delighted to see him again on the streets of Eugene. There are prospects of his locating here. The REFLECTOR joins in wishing him success in whatever he may undertake.

On Saturday evening, February 17th, the Misses Condon gave a very enjoyable "At Home," which was attended by quite a number of students. It soon became apparent who were posted on literature. There were two subjects on which all seemed to be well informed; one was satisfying the wants of the inner man, and the other was tracing the similarity between the name of a certain book and the picture of a member of the alumni. If further information is wanted on the latter inquire for it at the post office.

On February 22nd the students were addressed in assembly by Dr. J. R. Wilson, who had come to act as judge at the contest on the 23rd. Dr. Wilson took for his subject "The Study we no not Like." The two arguments he gave for taking this study were that it had been prescribed by a faculty who knew its value better than the student did, and that much good comes from such discipline as we have to give ourselves by learning this study promptly and thoroughly. On March 2nd Prof. Carson addressed the students in assembly. Knowing the interest many of them take in the Hawaiian question, she gave a short discourse on the rulers of the Hawaiian kingdom. When Capt. Cook accidentally found these islands in 1778 each was governed by a chief. Soon after the chief of Hawaii made himself, by conquest, king of all the islands under title Kamehameha I. His two sons followed him as Kamehameha II and III. Then came two grandsons, Kamehameha IV and V. At the death of the last the Hawaiians found themselves without a ruler. They therefore determined to hold an election. Lunalilo, the well-beloved was elected. He died in a year and another election was made, Kalakaua being elected king. Kalakaua ruled from the year 1874 until about two years ago when he died in San Francisco. He was succeeded by his half-sister, Lilioukalina, who was deposed about a year ago. The native line of kings has ended.

EXCHANGES.

When there is a will there is a way—to break it.

The wise men in the East have decided that football is a rough game and must be abolished. Life seems to be no sinecure for the majority of the people; why not do away with it also?

No college in England publishes a college paper. This is another illustration of the superior energy of America. About two hundred American colleges publish journals.—*Ex.*

It is a satisfaction to know, and reassuring, too, in a free nation, that the youngest country in the world is the foremost in education.

England, with 30,000,000 population, has 7,000 students in the universities; Germany, with 58,000,000 population, has 25,000 college students; America, with 65,000,000 population, has 70,000 collegians, with 5,000 theological and 25,000 medical students—a total of 100,000—*Depauw Weekly*.

At Boston University the faculty has voted to permit work on the University paper to count as work in the course, allowing seven hours a week to the managing editor and two to his assistants. The thousands of toilworn, care-laden collegiate editors would rise up and call their respective faculties blessed, were they to take such philanthropic action.—*Ex.*

We are compelled to disagree with author of a sketch on "Laziness," in the *High School Herald*, Westfield, Massachusetts. He attributes the invention of the labor-saving machine to laziness. The object of these inventions is not to avoid labor, but to accomplish more labor in less time.—*High School Times*.

Another case of trying to make a coat fit too many persons. Some inventions can be traced to the laziness of the originators. Others resulted from the desire to increase production. Not a few were studied out because they could be sold for money. And many were the products of minds richly endowed by nature, and with no other motive than to work out their ideas.

THE CONSERVATORY OF MUSIC.

Advice to the Uninitiated.

Always in playing a composition for the first time play up to tempo, or even faster if possible. In a rapid execution one may escape seeing the huge chords or the far distant bass notes which are really too unimportant to bring into prominence. By hurried practice one attains an exquisitely superficial style of performance.

The uses of the damper, or loud pedal, may

be practically touched upon. The pedal should be held down through a series of runs, especially chromatic passages. The effect is delicious. In changes of harmony, render the connection of the chords more decided by holding the pedal through the different chords.

Always improve on a composition by embellishing it with notes utterly foreign to the key.

The left hand is indeed an "unruly member." If one will improvise the part for the left hand, he will see that the effect is many times surprising.

It is excellent exercise to practice wholly regardless of *signature* or *accidentals*.

Time, rhythm, is one of the monstrous evils of music. It should be ignored as much as possible.

"Always to go a party or reception with a determination to be angry if you are not asked to sing or play; but when you are invited, say you do not remember anything, and then sing some difficult aria, or play a Liszt etude.

"After your rival has sung, say to her with smiling amiability "I am so glad your throat is a *little* better."

Never play or sing anything within your capacity; aim for the gigantic, even though you never rise above the ridiculous. When you make a mistake, frown at the piano, blow imaginary dust off the keys and wipe your fingers on your handkerchief. When you have finished say the action of the piano is so different from yours at home; that you are used to playing on a ——— piano.

"Imitations on the piano of the music box or guitar are always in order and always attractive.

"If you are accompanying yourself, sing in one key and play in another. The effect is striking and often irresistible.

Lastly, "Always have a musical idol and ostentatiously worship it in public; that is, if you are a woman; but if you are a man be your own idol and expect people to ostentatiously worship you."

CONTRIBUTED ARTICLES.

JUDICIAL DECISIONS OF GREATER IMPORTANCE THAN LEGAL TREATISES.

THE "case system" or inductive method of teaching and studying law as employed at Harvard University has been and is exciting much comment among the legal fraternity of the American bar.

This method, which is known as the "Langdell system," was first introduced by Prof. Langdell, Dean of the Harvard Law School, and to him is due the honor of having revolutionized legal education. The importance of overhauling methods in law, and all professional schools, being obvious of the light of the marked change everywhere made in education,

was the great fact which led Prof. Langdell to advocate his reform in the study of judicial law. Legal Treatises are of growing importance in the development of the law, and are of great value as books of reference; yet as a basis of legal study they do not aid and broaden the practical operation of contemporary jurisprudence.

A system in which principles are studied in their application to facts, would seem to combine in the highest possible degree the theoretical and the practical. To explain the method of procedure used in applying this system: The exercises in the lecture room consist of a statement and discussion, by the students, of the cases studied by them in advance. This discussion is under the direction of the instructor, who makes such suggestions and expresses such opinions as may seem necessary. The student is required to analyze each case, discriminating between the relevant and irrelevant, between the actual and possible grounds of decision. And having thus discussed the case he is prepared and required to deal with it, in its relation to other cases. In other words, the student is practically doing as a student what he will constantly be doing as a lawyer. By this method the student's reasoning powers are constantly developed, and while he is gaining the power of legal analysis and synthesis he is also gaining the other object of legal education, namely: A knowledge of what the law actually is.

Let it be borne in mind that this method does not consist in the study of isolated propositions. To admit such a statement is to deny that the law has been developed through cases. To say that this system proceeds upon the theory that the law consists of an aggregation of cases would be unfair. While the number of judicial decisions are numerous, the principles controlling these adjudged cases are few.

This method of study does not claim that to learn law one must memorize cases. The principle is sought and, although overruled at times is laid down as law; regard is not held for the decision, but for the principle. Nor does this system proceed on the theory that law is to be taught or learned in a law school by the mere reading of cases; before the discussion of the case at hand or the suggestions of the class room the student has the benefit of the opinion of the court, and many times the aid of the argument advanced by opposing counsels to assist him in his first impressions. This system does not leave the student to deduce the principle of law from the cases by himself. The student has the help of the instructor, the suggestions of the class-room, the criticisms of the

decisions and the formal statement of the law to aid him in obtaining the true question at issue and the fundamental principle sought.

The "case system" of acquiring principles recognizes the law as a science and proceeds on the theory that as a science it should be studied in the original sources, and that the original sources are the adjudged cases and not the opinions of text-writers based upon decisions.

The best material for legal education undoubtedly would be "real cases," and the fact that a student in a law office has real cases to deal with is a great compensation, yet a very inadequate one, because of the unsystematic instruction and consequent frightful waste of time which is usually the lot of a student in an office. Since it is impossible for a student to have a series of real cases following in logical sequence, the next best thing is to have an orderly sequence of cases that have been decided.

Mr. J. C. Carter, one of the greatest, if not the greatest, lawyer in America, says of this system: "I think the result of all investigations concerning this method, by which any science may be acquired and cultivated, has been to teach us to go to the 'original sources' and not to take anything at second hand."

Mr. Pollock says: "One of the first and greatest fallacies besetting law students is to suppose that law can be learned by reading about 'the authorities.'"

Mr. Dicey says: The lawyer who really enters into the results of a line of leading cases learns more than a few verbal maxims which may be committed to memory. He sees what is the true meaning of legal doctrines when applied to facts; he becomes familiar with the tone of thought, the attitude of mind, which prevails in our country; he gets a touch of the genius of English law. While this method of studying law by going to the original sources is interesting, it is no royal road, no primrose path; it is full of difficulties. It requires struggle. If there is anything which is calculated to try the human faculties in the highest degree it is to take up the complicated facts of different cases; to separate the material from the immaterial; the relevant from the irrelevant; to assign to each element its due weight and limitation, and to give to different competing principles and rules of law their due places in the conclusion that is to be formed.

CONDITIONAL CITIZENSHIP.

IT is a grave thing when one nation destroys another; a sad thing when it is the cause of its own ruin. Barbarous nations usually fall by violence from without, civilized nations by insidious forces within.

Republics are no exception to the law. Already thoughtful men are beginning to see in our republic influences which threaten the integrity and life of the nation. They see the South disturbed by the race problem; the country convulsed with labor agitations; they hear the open threats of anarchy; they watch the infamous doings of the Clan-na-gael and the Mafia; they see our public schools a target for the angry darts of Romanism; they see the polls the seat of bribery, of fraud, of bloodshed.

Legislators have sought remedies, but the situation remains unchanged. Men seem powerless in the presence of the fact that there has set in toward the shores of America a most dangerous tide of ignorance.

James A. Garfield uttered a significant fact when he said "In the old world among the despotic governments of Europe, the great disfranchised class, the pariahs of social and political life, are indeed ignorant, mere inert masses, moved upon and controlled by the intelligent and cultivated aristocracy."

Of these inert masses, yet not inert, of these for whom a monarchic government is a necessity, are made up the shiploads of immigrants who yearly constitute an army of invasion, a half million strong.

In a short time they appear at the polls, in their hands, as a weapon, a vicious foreign vote in the guise of an American ballot. And they, who are driving the Bible from our public schools, who are waving the red flag of anarchy over our cities, knowing little of the issues at stake, caring nothing for party or principle; with votes ready for the highest bidder, they form the balance of power that carries elections for the party or the office-seeker most willing and able to purchase their votes.

The masses of the unintelligent, with which our cities have to contend, are chiefly foreign born and of adult years. What import has this to the thoughtful citizen? It means that the illiterate and unthinking whites of the United States are largely of foreign birth and of voting age, and wield the same individual power at the ballot box as the most enlightened American.

Is it the part of prudence to arm an adversary, or to intrust a great interest to childish ignorance? Yet we have placed the American ballot, our mightiest defense, in the hands of men ignorant of our institutions and hostile to their purpose.

What are the electoral conditions of the South? Sixty-nine per cent. of the colored male population are unable to read or write. Yet they have been given, without discrimination, the power of the ballot. Consider: More

than two-thirds of the colored voters are unable to read the names upon the tickets. Is it surprising that the white voters of the South some times resort to violence at the polls, where they are frequently outnumbered by their colored brothers, who are the embodiment of that ignorance and vice which long servitude imposes.

These facts, these threatening conditions, are becoming more and more apparent every year. The intelligent population of the South are resenting the dominance of vice and ignorance, as the respectable voters at the North are beginning to tremble at the nefarious misrule which is fostered by an ignorant and un-American vote.

We would not say disfranchise the negro; we would not assert that the right to vote should be withheld from the foreigner; we do say under all principles of justice and true liberty,—for wiser legislation; for the purification of politics; for the promotion of morality and patriotism; for the preservation of our dearest institutions; for the safety of our common Republic;—grant the right to vote to no man who cannot cast an intelligent ballot, who is not a loyal American citizen, true to the broad principles upon which rests the entire fabric of our government, and faithful to the individual trust reposed in him by the nation.

I say "true to those foundation principles of our government," for there are thousands of men within our borders, thousands of men coming to our shores every year, who are pledged to that papal authority, the un-American Romish church, which has declared war upon our public schools, upon the free school system by which alone a free government can stand; which is a pronounced enemy to every American idea intended to promote freedom of conscience and freedom of thought.

We now have an unconditional citizenship. All are included, be they ever so hostile to our laws, all except, perhaps, children, idiots, lunatics, felons, and—women. Yes, intelligent woman must not exercise the privilege awarded to man, though he be as ignorant as a slave or as treacherous as an Arnold, but she must be classed with felons and lunatics.

I repeat, we have an unconditional citizenship, but the public safety demands that conditions be imposed.

To the end that "Government of the people, by the people, and for the people, perish not from the earth," let us by our influence, by our votes, hasten the day of the conscientious and thoughtful ballot.

Let us vote down the foreign priest who interferes in our politics, vote down the saloon,

vote down whatever promotes superstition, ignorance, vice and crime, but let us vote to defend the home, vote to protect the free public school, vote to maintain our free speech and our free ballot.

Then will be realized the desire of America's profoundest statesman "that our country may become a vast and splendid monument, not of oppression and terror, but of Wisdom, of Peace and of Liberty, upon which the world may gaze with admiration forever.

THE BRIDGE OF THE GODS.

This decidedly sombre story is one of the very few which belongs entirely to Oregon, and is quite interesting to those having a knowledge of either the Columbia or Willamette.

The story is founded upon Indian traditions. The plot centers upon the destruction of a natural bridge, supposed to have once spanned the upper Columbia, and its destined result to the Indian tribes of Oregon. There is throughout the whole book a deep note of fatalism as strong as and similar to that in *Beowulf*.

The mighty Multnomah, of iron will, pits himself against the destruction of his race, only to realize in the end the futility of striving against his invincible enemy and inevitable conqueror.

The councils held on Sauvie's Island, with their characteristic orations, are thoroughly impressive.

The lovely Asiatic-Indian daughter of Multnomah as quickly wins the affection of the reader as she does that of Cecil Grey; but her surroundings are so incongruous that only relief is felt when she is swept into the cold but protecting waters of Cascade Falls.

Cecil Grey, an imaginative enthusiast, awakened to his missionary work in the far West by means of a dream, spends his life hunting for the Great Bridge, and lives, after finding it, just long enough to deliver his message of love to the Indians whose fate is involved in the Bridge.

The story is extremely fanciful and has some improbabilities so striking as to detract a little from the beauty of the whole, yet in spite of impossibilities the story is so full of beautiful and vivid descriptions of home scenes, and interesting analysis of Indian character that it is fascinating to most Oregonians.

Still another charm is added to the many surrounding this book by the fact that some of the students were personally acquainted with the author. From the descriptions given of him, "The Bridge of the Gods" is a good key to the author's remarkable personality. Mr. Balch is remembered as a tall man, slightly stooped, and of an exceedingly sombre appearance. He could rarely be induced to talk, but when he did enter into a conversation his companions always became most intent listeners, for he was an unusually good conversationalist. Though full of quaint humor, he was seldom known to smile, but his intensely melancholy disposition was brightened by a great tenderness and reverence for every form of life. It is said that his sensitive soul could not brook the destruction of even a tiny flower for present gratification. He probably derived his peculiar sympathy for nature from the hills of Eastern Oregon, where he passed his youth.

He died in Portland in 1891, and was buried at Lyle, just across the Columbia from Hood river, where he spent many years doing the work of a pastor and gathering Indian lore for "The Bridge of the Gods."

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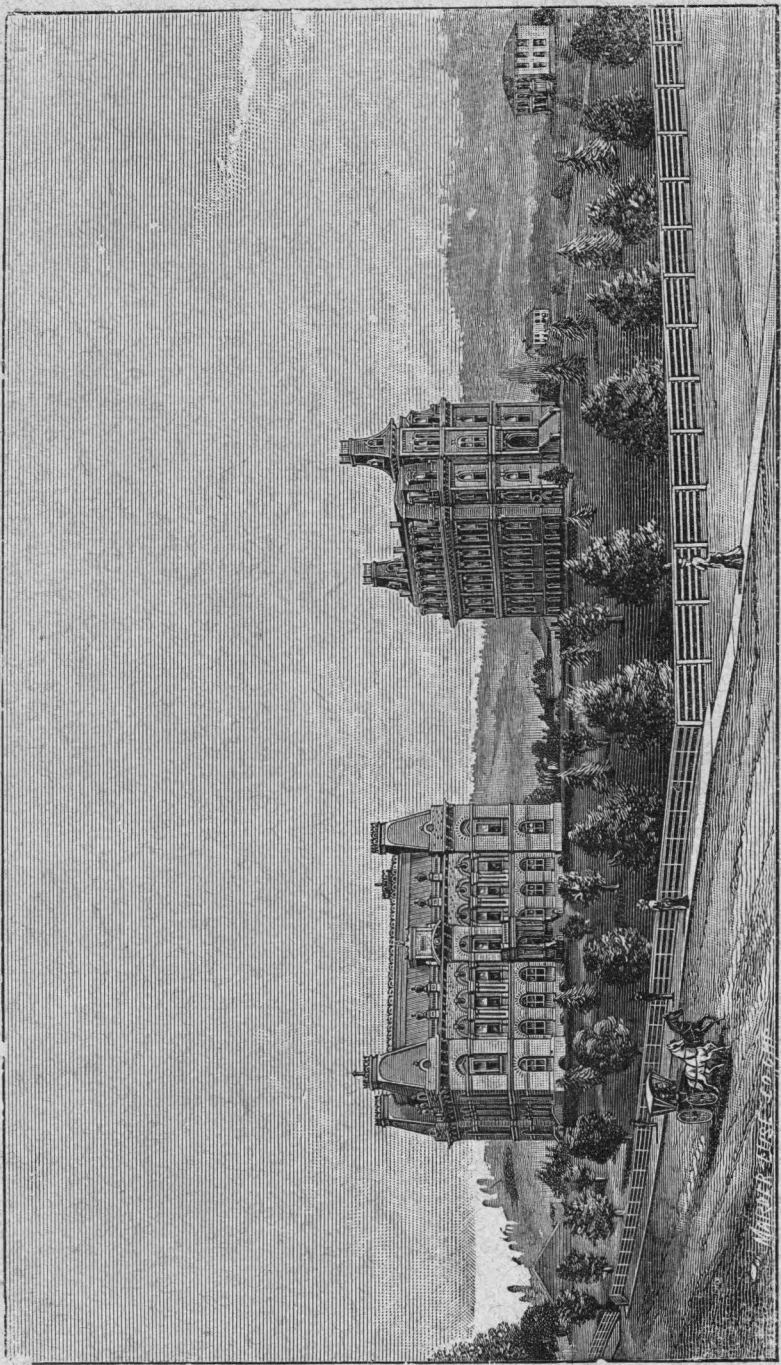
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