

THE EUGENE CITY GUARD.

ESTABLISHED FOR THE DISSEMINATION OF DEMOCRATIC PRINCIPLES, AND TO EARN AN HONEST LIVING BY THE SWEAT OF OUR BROW.

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SUPPLEMENT.

University of Oregon.

Commencement Exercise, 1888—
Another Class Graduated—Exercises of the Day.

The Commencement exercises of the State University of Oregon for the year 1888 have passed and gone. Another class has gone forth from the portals of that institution of learning to take their places in the busy turmoil of life.

The exercises began Sunday morning with the Baccalaureate sermon delivered by Prof. Van Scoy, President of the Willamette University of Salem. The reverend gentleman took for his text: "Every one shall give an account of himself unto God." Romans 14-12. The sermon was of a practical order and was replete with advice particularly directed to the class about to graduate. It was attentively listened to by the large audience assembled in Willard Hall. The other exercises were as follows: Invocation, Rev. C. A. Wooley; music, "O, be Joyful"; reading, Rev. C. M. Hill; music, "Thou art All"; prayer, Rev. C. M. Wiro; chant, "The Lord's Prayer." The music was led by Prof. Coolidge and consisted of Messrs. Bailey, Straight, Woodworth and Williams and Misses Nellie and Mabel Straight, Kate Dorris, Emma and May Test and Mary Watts.

Monday.

The music department of the University, under the direction of Prof. Coolidge, graduated a class of two, Misses Alberta Shelton and Rose Migley, both of Eugene. The graduating exercises took place Monday evening at the University Hall, an exclusive musical programme being rendered. The young graduates acquitted themselves creditably, showing by their manipulations of the ivory keys that they had been well grounded in the art of music. This is the first class graduated from this department of the University. The music department was added to it the first of the present school year, and 1888 auspiciously sends forth its first class, showing that the University of the State of Oregon has facilities for imparting a thorough musical education.

Tuesday.

RE-UNION OF THE LITERARY SOCIETIES.

The annual reunion of the Laurean and Etaxian Literary Societies were held in the chapel Tuesday evening at 8.30 p. m. The exercises consisted of, music by the orchestra; address of welcome by Miss Sue Dorris; quartet by Misses Dorris, Moore and Miss Etta Moore and Mr. E. F. Mulkey; duet by Miss Dora Scott; solo by Miss Emma Test. The address of welcome and the annual were both good and showed much literary merit. The vocal and instrumental music were excellent. A pleasant social time was had after the rendering of the regular programme.

Wednesday.

The opening exercises for Wednesday was an address before the Laurean and Etaxian Literary Societies at 10 a. m., by Geo. H. Burnett of Salem, his subject "Practical Training in Education." Mr. Burnett is a fluent speaker and his address was replete with excellent advice to the student, showing that he had thoroughly studied and mastered his subject.

A 2 p. m. the class tree was planted by the graduating class. The tree is a Latin European, the European larch. Hazen A. Brattain delivered the address, from which we take the following extracts: "From the time man was cradled upon the southern slopes of Asia till he came to quarters on the edge of the Pacific breakers every term of his journey can be noted from the monuments of his hand. At the grave of some fallen hero whose spirit has added another star to the intellectual firmament—to commemorate the triumph of an imperial Caesar—to mark the spot where the armies of men have pitched their tents for a few generations, man has placed monuments symbolical of that which has passed beyond recall. Thus antiquity transmits to us this custom. To-day we leave an emblem for no such purpose. Ours to commemorate the present and unknown future. Much more befitting it is, that we place here as our emblem, a young and growing tree symbolical of no dead and buried past but a golden future ever pointing to the unknown future which seems to connect within its hidden vaults rewards for which a class just treading the threshold of life's great work should be ever striving. At this place we must change our journey. Now upon this hallowed spot where our college journey ended and our college class disbanded we plant this beautiful little larch. Instead of erecting here some proud monument of stone or costly marble which would mould and crumble to dust when left alone to nature's keeping we plant this young and healthy tree and dedicate it to the sun who sails through his brilliant orb and causes spray to rise in the silvery cloud and fall as a gentle dew from heaven; to the mild breezes that in years to come shall cause its tall and waving plumes to move in gentle harmony and low in graceful courtesy to its sister class trees. This young tree transplanted from the home of its ancestors who rearing their proud and lofty heads have stood for ages upon the rugged peaks of the snow-capped Alps and piercing Apennines, to-day begins its treehood side by side with the class of '88. Day by day this little tree constantly growing, never stopping to rest or play, each day rearing its head higher and higher, year by year, adding layer upon layer to its little trunk, finally shall stand upon this campus a proud, majestic forest tree. Now, classmates, when in the unknown future we are contending against the storms of life's perilous journey; when, perhaps, we are wandering in foreign lands afar from the walls of our alma mater; when doubt and despair are hovering above our brow; when time shall have turned our hair to a silver grey, and our stately tread and youthful countenance, to a faltering step and grim old age; when we are about to bow unto death, and our journey and lay down upon life's highway with our burden for a pillow, then may we turn about and through fond memory's eye take a glancing review of the scenes of this day and the green shade ever pointing to the skies.

The class tree poem was composed and read by Arthur J. Collier.

At 3 p. m. the literary exercises of the Alumni Association were held in Willard Hall. Rev. Thomas Condon opened with prayer. Henry F. McClure of the class of '85, President of the Association, made a short address welcoming the alumni back to their alma mater. The oration was delivered by Claiborne A. Wooley of the class of '81, Mr. Wooley taking as his subject "English Poetry and Robert Browning." The address was attentively listened to by the large audience. Mrs. S. W. Condon and Kate Dorris rendered "A Night in Venice" in an excellent manner winning applause. The annalist, D. W. Bass of the class of '85, failed to make his appearance and that part of the programme was dispensed with.

In the evening Hon. H. W. Scott, the talented editor of the Oregonian, delivered the address before the University taking as a subject, "Moral Law." The address was well received by the large audience, and many complimentary remarks were made concerning the logical manner in which Mr. Scott handled his subject.

Thursday, 10 A. M.

The auditorium of Willard Hall presented a gala appearance with festoons of evergreens, many beautiful flowers and plants, while on the ample stage were seated the Regents, Faculty of the University, and the graduating class. The body of the hall was filled with a large audience to witness the final exercises of the week. All seemed to take just pride in encouraging by their presence the men and women who would that day pass the portals of their alma mater and go forth to do life's battle. The opening prayer was made by Rev. C. M. Wiro. The graduating class is composed of the following members taking the degree of A. B.: Mark J. Bailey, Jr., Arthur J. Collier, Hazen A. Brattain, Leaths C. McCormack, Etta E. Moore and John R. Pattison. The addresses of the graduates were attentively listened to, and rare bouquets of flowers were presented each at the close of their orations. A chorus rendered several selections of music. Miss Mae Huff on the piano gave "Le Torrent de Montagne," the Misses Straight vocal duet, "Venit Meco"; Miss Mary Cleaver a piano solo, "La Harpe Eolienne."

H. A. Brattain chose for the subject of his oration "The Lever that Moves the World." In an instant an ideal flashes through the mind of a man. This attracts his attention, becomes the end of his desire, the goal of his perfection; to reach this he is ever striving, but at this fate has forbidden that he shall ever stand. On reaching the supposed goal, man sees his faint ideal again lurking in the distance, gradually growing brighter, suggesting and magnifying new avenues of thought, yet ever withdrawing from his native imperfection. Thus through the past comes and into the future goes the army of civilization, and so man shall name the limits of its conquests. As we glance back through nineteen hundred years we note that in whatever direction the pioneers have led the way, prompted by their ideas, the columns of men have invariably followed, leaving at every turn of this long and perilous journey a golden mile-stone commemorating the sudden uprising of some new and powerful idea. The history of the world is found in the volume which records the birth and direction of man's ideas. Long ago man's mind conceived an idea that he should utilize and control the forces of nature. He burned silently to wage this mighty contest, and on every hand, and in every age and clime, do we witness the wonderful power of this simple idea. On every hand do we observe these forces of nature, from the lightning of the universe to the mighty waters of earth, follow before the piercing investigations of man's ideas. These magnificent results are not the work of a day, a life-time or even a century. They stand representing the supreme culmination to which man's ideas have risen during his long and eventful career. This ever present idea, to control the forces of nature, teaches man to investigate her principles. This investigation of her principles leads on to practical inventions. Practical inventions are the sinews of war, with which man is waging this great contest against nature. His first attack was through the medium of human slavery. Soon came an idea, that physical agents and mechanical combinations could be employed to a far greater advantage. Public policy underwent a change. Human slavery went down like an avalanche. The germinal idea never dies. It stands to the perpetual memory of its originator, renovated, polished and refined by all succeeding ages. In the museum of Alexandria stood the nucleus of the modern steam engine, seventeen hundred years ago. It remained a mere idea until the middle of the eighteenth century, which was made forever illustrious by James Watt, who became a master of the properties of steam and announced to the world an idea, which in the form of the modern steam engine is moving the wheels of industry in every civilized land. The first duties it performed were rude and simple as the original ideal. Soon it vindicated its delicacy of touch to the fine arts, rivers and continents. Who are seeing Tamerlans standing at the gates of Damascus, having finished his pyramid of 70,000 human skulls, would have dreamed that perhaps on that very day there was a little boy playing sine-pins in the streets of Mentz whose history was of far more importance than the history of twenty Tamerlans? What are the conquests of the whole corporation of captains from Walter the Pennycuik to Napoleon Bonaparte compared with "the movable printing types of Johannes Faust?" He gave us an idea by which we can converse with the dead and living kings of the human race. He made it possible to enjoy all there is of past elegance, beauty and refinement. From the most humble office in the land we see wires leading out into the air. Upon these we can send a messenger to every quarter of the civilized earth. The President of the United States sends a message to Congress. Before the sun goes down on the third day following we read in the columns of our local newspapers comments from a statesman travelling in Europe. Such is the "power of that idea," which leaped from the magic brain of Samuel B. Morse. Such is the work of Thomas A. Edison. In centuries to come whose name and fame shall stand the brightest? America's statesmen and warriors or her inventors? Ideas inscribed on paper have moved the minds of men who move the world.

Miss Lethe McCormack's subject was "Education and Self-Reliance." Education is of

great importance in teaching one how to work methodically and to the best advantage, but without will power and a fixed purpose mere learning is of but little profit. Many gifted and highly educated men's lives have been wrecked by a lack of will power. The will is the rudder that keeps the mind firmly to its fixed course. To be educated in the true sense one must be self-educated. Gibbon says, "Every man who rises above the common level receives two educations—the first from his instructors, the second, the most personal and important, from himself." Self-reliance is the secret of all true success. The self-made man knows the strength of the foundation upon which he is standing. He has built it for himself, stone by stone, and has tested each one as he planted it. Look at the leading men of the age. It is their originality that gives them their prominence. The self-reliant man gains strength in overcoming obstacles. Poverty is regarded by many as a curse and a serious impediment to success, yet seventy-three per cent of the successful men of to-day have arisen from poverty. Elihu Burritt, the learned blacksmith, contended against poverty and many disadvantages, but educated himself without money or instructors. Dr. John Kith, the eminent biblical scholar, Hugh Miller, the celebrated geologist, and many other eminent men, were self-taught. Cicero, Horace, Tacitus and Virgil are cited as examples of self-reliance and originality. Charlotte Bronte acquired her education under great difficulties. In the dreary old kitchen of her father's house she sat and wrote, rising above her surroundings and living in a world created by her own imagination. Wealth and friends can help us over many hard places in life, but if we depend on these and have no self-reliance we will find ourselves deserted and alone in the supreme moment of life, for there is no power, no friend who can act our part for us. To be self-reliant one must have that within himself upon which he can rely. David, the shepherd boy, when he went out to fight Goliath would not take the borrowed armor or the spear which he was not accustomed to wield, but chose his own sling, and, relying upon the skill which he knew he possessed, he went forth to meet the enemy of his people and was victorious. When a man has achieved some great work, be assured he did not accomplish it by a single stroke of genius. He has been striving all his life and looking forward to this goal of all his efforts.

The subject of A. J. Collier's oration was "National Progress." All great nations have great wealth, great power, extended domain and great population. Without these we cannot conceive of a great nation. Without wealth, she cannot be supported; without power, she may be crushed from without or broken from within; deprived of her extended domain, she is crowded into narrowness; and without a great population, she is a head without a body. Thus Russia is hampered by her lack of funds; Turkey has not the power to hold her own against her neighbors; France has not room to extend her full powers; and Brazil has too small a population. A great nation must also have permanence. Alexander conquered the world but his influence was slight, compared with that of the Romans. The great nation like the great man must exert an influence that impels men and nations to a better condition. Ancient Egypt's chief glory is not in her pyramids but in the fact that she led on to the civilization of Greece and Rome. This progressive influence is for all nations a true measure of their greatness. But the achievements of nations, like individuals, are largely dependent on their circumstances. The first advantage which some nations have over others arises from their geographical position and climate. Thus England was separated from her rivals by the sea and saved the expense which the other nations of Europe incur in defending their frontiers. And being also very near the center of the land hemisphere, she has greatly profited by her position. In the sixteenth century Spain, with a better location and already a more extended domain, came into possession of lands on this side of the ocean which made her by far the wealthiest nation of her time. But she knew not how to profit by her advantages, and so after a flash of meteoric brightness she has fallen to a condition lower than before. Hence great opportunities are not the cause of national greatness. The character of a nation depends on that of the individual men who compose it. In the warfare nation the education is all for war. In a great nation of another sort we find men educated for peaceful pursuits. Their religion and ethics are adapted to peace and quiet. Great nations represent great principles. Ancient nations were great in another sense than the modern. What in one age has been considered the true greatness of nations has in the next been considered their scourge. America, like other nations and like all her citizens, has sometimes made mistakes and for them she has dearly paid. Once already division and error has almost overthrown her. If like all things temporal she must come to an end, then shall the world see the truth of her great principles, and her great example shall mould the character of the nations which are to follow.

J. R. Pattison chose "Unity of Nature" as the subject of his oration. To the superficial observer nothing appears more complicated than the subtle processes of nature. Its aspect is perpetually varying under our eyes. Still more gradually has it varied in the past. In view of this endless diversity the unscientific ancients were wont to ascribe the control of the different departments of nature to innumerable deities. But the momentous intellectual conquests have disclosed a marvelous unity running through the different departments of creation, as though superintended by a single intelligence, the product of one master purpose, the coherent result of one mind. A cloud is formed by natural laws. How marvelous and wonderful a conception do we find in this globe, hanging on nothing, poised in the air by its own weight, and performing its annual and diurnal revolutions, carrying in its mysterious flight all its vast oceans and mountains, and occupied by innumerable inhabitants. But in the light of modern science the successive steps in its evolution are traceable throughout the entire progress of its creation. Its solid state, as found at present, enveloped by a restless ocean, hkered with continents and islands, clothed with verdure and diversified with mountains, hills and dales, was preceded by one of fluidity. Farther back in its history there is strong ground for believing it existed in a gaseous state. Scattered through the universe are other gaseous masses, exhibiting all the stages of gradual development into solid bodies. From this primordial incandescent substance

the Creator has evolved the solar system, according to method and by the use of laws, as a tree is evolved from the seed. The universe is a vast cloud of suns and worlds. The infinitely diversified features of the earth's surface have been wrought out by the operation of a few principles working through all ages in definite modes. Continents, like organisms, have been developed from primal germs. Geologic force has always operated toward the accomplishment of some definite end. Though incalculable ages have elapsed since the American continent was lifted above the waves, we find the announcement thus made to have been faithfully adhered to throughout. The throes of nature successively heaved higher and higher the germinal ridges, robbed the ocean of another strip of its domain and added another belt to the land. It was not a simple upheaval of volcanic force but a gradual growth. The place of the continent was marked out in the earliest times. Every step in its evolution and in the establishment of a home for man was a movement in a definite direction, effected by forces chosen from the first. How amazing the endless variety of animal forms existing on the earth. Some are adapted to every climate and condition. They have gradually changed from the dawn of creation to the present time, yet preserving a resemblance to their earliest ancestors. In the development of these innumerable forms creative power has pursued an undeviating course. There are no experiments. The end has been contemplated from the beginning.

Miss Etta E. Moore chose for her subject "The Language We Speak." Long before the beginning of recorded annals the people who used the languages of Europe dwelt together in the same pastoral tents. In the land between the Indus and the Euphrates rivers lived the mother race—parent of the speculative subtlety of Germany, the vivid intelligence of France, the imperial energy of England, the glory that was Athens, and the grandeur that was Rome. To the bleak coasts of the North, to the sun-drenched hills of the South, to the sunless woods of the East, to the sea-girtled isles of the west, scattered bands pressed their way. The Celt crossed the stormy waters of the English channel and became the ancient Britons, who resisted the brass-armed legions of Julius Caesar. After four hundred years of Roman rule the imperial armies were withdrawn to defend the "Eternal City." Unable to defend himself against the barbarians of the North, the enervated Briton asked help of his German neighbor, the Angles and Saxons, who poured in and took possession of the fruitful land they had come to protect. The character of these sturdy, reflective, independent Teutons impressed itself on their language—the richest legacy bequeathed to England. The strong, impressive speech, which the Anglo-Saxon made paramount, received culture and refinement through the Latin and Greek of the schools and clergy, and melody and grace from the hybrid language of the Norman conquerors. For many reigns Norman French and Latin were the languages of the court and universities. Banned from the palace and the mansion to the cottage and the hovel, English became the badge of inferiority and dependence. In the field the knight shouted a Norman watch-word to his Saxon followers, while at home his wife sang to his children Saxon lullabies. Gradually the elements became amalgamated, and in the thirteenth century the English language attained a distinct and recognizable existence. Though saturated with Norman-French, and permeated with Celtic, Danish, Latin and Greek, Anglo-Saxon forms the root and branch of our modern English and furnishes it with its strength, stability and vitality. Chaucer did more to extricate his native tongue from confusion than any other single human being. Bacon, Milton, Burke and Ruskin have thrown a flood of light on the silvery waters and left gilded monuments along its shining course. The most efficient instrumentality in producing uniformity of speech as well as multiplicity of words, is the art of printing. English is the speech not merely of a greater number, but of a greater variety of persons, than any language ever used by men. To-day we are the proud possessors of a language belonging to a land of liberty—a land bounded by the seas, walled by the high air, domed by the blue sky and lit by the eternal luminaries.

Mark Bailey, Jr., took for his subject "Materialism of Education." Education should have for its object the fitting of the mind for the highest and noblest manhood. Knowledge is to the mind what food is to the body. Knowledge must be pure and elevating and must be fully comprehended and so digested as to nurture and elevate the mind. This knowledge must be arranged in a classified and systematic manner, so that each faculty may always have its respective knowledge at its command, and by thus training the faculties we are enabled to use them in all their matchless power. The body, intellect, conscience, affections, will, in short, the whole man is to be disciplined and cultured to labor in and for the world. Yet, while education aims to qualify man to use his powers, the kind of power which he wields is of the greatest importance. Every man is either a blessing or a curse to his generation and to the world, according as his character is good or bad. The moral element determines the quality of his power. Knowledge and culture are in the man, but character is the man. Learning is good, literary culture is good, but character is more important than both. Knowledge, discipline and culture may be acquired from the sciences, but science has no authority whereby to enforce those moral ideas that qualify the student to take his place in the ranks of the greatest of the great. France affords as a living example of this, for during the last thirty years education in Paris has been chiefly scientific. Religion and philosophy have fallen under the ban of the leaders in social life, and has the result been satisfactory? Has their system of education produced a moral atmosphere? Counts began the gigantic labors of his life with the lofty purpose to find exact processes of thought leading to absolute truth. He banished religion and metaphysics from the realm of knowledge and he claimed to have achieved success. What is the verdict of our age on his work? Herschel, Huxley and John Stewart Mill are quoted against him. The education of the Greeks and Romans was pre-eminently scientific. They all lacked that religious teaching which constitutes the essential element of effective philosophy. Morality does not find any life in philosophy or science, or in the world at all without Christianity. Christian doctrines form the basis of our common law.

At the close of his oration he delivered the valedictory in substance as follows:

Once again our planet has completed her cycle around the sun; old father time is slowly but surely advancing the hour-hand to that moment when with one broad sweep of his scythe he will cut short another school year. The season of beauty and gaiety is on us; the earth has decked herself in a robe of green, interspersed with the resplendent hues of myriads of beautiful flowers; all nature is vivified anew and exults in her new-born life and strength. So we to-day, as we stand here full of mental strength united with manly and womanly vigor, rejoice to meet the responsibilities of life. But a cloud of sadness overshadows our joy when we remember that, as students of this institution, our race is run. The years, which we have spent in attending this goal of our University course, have been the pleasantest of our life. We have here vied with each other in friendly rivalry. These competitions have been so earnestly and lovingly conducted by our instructors that throughout our future careers they will be recalled with the kindest and fondest recollections. But now, as the enchanted "sesame" is being spoken, which will fling wide open the gates of this life's arena, while we are still on its threshold, let us pause for a moment and investigate our condition. The reward of our labor here is an education. We have acquired knowledge, discipline and culture, but these are not all that an education should give us. These elements do but form the timbers of our bark, which we are to launch on the stream of time. The pilot of each one's bark is his character. If our pilot is neglected or unskilled he may pilot us to the fatal shore, whence none ever return. But if our pilot is firm, strong and skilled, he will guide us safely through all storms, through the still waters, until finally we shall reach our haven, blessed and esteemed of all men, and shall bear those joyous words, "Well done! good and faithful servant, enter thou into the joy of thy Lord." Members of the faculty, we bid you the kindest farewell.

At the close of the valedictory President Johnson in a short address replete with good advice conferred degrees as follows: The degree of A. B. on Mark J. Bailey, Jr., Hazen A. Brattain, Arthur J. Collier, Leaths C. McCormack, Etta E. Moore and John R. Pattison. Law Department, J. F. Boothe, Henry F. McClure, Gilbert J. McGinn, Harold Pilkington, Sanderson Reed, Geo. W. Brown, Silas M. Shipley, and Solomon Watson. Music department, Rose Migley and Alberta Shelton.

A benediction was pronounced by Rev. W. D. Humphrey, and thus closed the Commencement exercises of the University of the State of Oregon for the year 1888.

Orders for Spencer Butte fruit trees may be left at the Grange store; also Mr. Brown, on Eighth street will have them for sale. Three year old barlett pear trees will be \$12 a hundred, smaller ones \$8. Other trees cheap. OUVILLE FRUITERS, Prop.

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