

HISTORICAL PERSPECTIVE OF OREGON STATE COLLEGE

by

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TABLE OF CONTENTS

	Page
Preface	1
Source of Data	4
Oregon Settlement	11
Corvallis Academy	18
Corvallis College	22
Corvallis College and the State Agricultural College . . .	39
State Agricultural College and the Board of Regents	54
Oregon State College Part of the State System of Higher Education	96
Summary	139
Chronology	142
Bibliography	166
 Appendix:	
Edward C. Allworth	171
Edward B. Beaty	183
Ralph S. Besse	194
Arthur G. B. Bouquet	199
Ava Milam Clark (Mrs. J. C.)	213
Jesse C. Clark	236
Melissa Martin Dawes	250
Bertha Davis	260
Eric Englund	266
Henry Hartman	276

Table of Contents (continued)

	Page
Helen Holgate and Gertrude Strickland	289
Erwin B. Lemon	295
Lora Lemon (Mrs. E. B.)	307
Charles V. Ruzek	319
James W. Sherburne	326
Christine Taylor (Mrs. W. K.)	338
Ernest W. Warrington	342
Jessamine Chapman Williams (Mrs. R. H.)	355
Clytie Mae Workinger	373

HISTORICAL PERSPECTIVE OF OREGON STATE COLLEGE

PREFACE

An institution such as Oregon State College evolves as a result of the conditions and needs of the people it serves. It grows within the boundaries provided by the customs, history, laws, and previous experiences of these people. To formulate sound plans for the future, it is necessary to understand the foundation upon which an institution has been built. For this reason, it is necessary that background be included in the present study.

The objectives of this dissertation may be stated as follows:

To record an accurate chronology of the significant events in the developmental history of Oregon State College.

To record in permanent form interviews from selected individuals relative to their interpretation of significant events in the development of the College.

To show by means of these recorded interviews the influence administration and faculty had in the development of the College.

To make available in the facilities of the College tape recorded interviews of living historians.

To show the dynamic interrelation of conflicts and gains in the growth of the College.

This dissertation begins with some discussions of the early history of Oregon and the people who settled in the State, particularly in Benton County. The attitudes of these early settlers toward education are briefly described. Illustrations of educational ventures are given. Included among these is the Corvallis Academy,

the school from which Oregon State College grew. These historical accounts are not exhaustive but illustrate the educational climate of the particular time.

This investigation is presented by developmental divisions which represent Oregon State College's periods of greatest struggle and growth. These divisions are (a) Corvallis Academy in its beginning, (b) Corvallis College under the supervision of the Methodist Episcopal Church South, (c) Corvallis College influenced by the Morrill Act of 1862, (d) Oregon State Agricultural College under a Board of Regents, and (e) Oregon State College as a part of the State System of Higher Education.

American education is being severely criticized by national leaders and politicians and by other variously qualified critics via newspapers, periodicals, radio, and television. These criticisms may be used constructively or may be allowed to tear down or replace what is essentially American education. It is of utmost importance that careful consideration be given any shift in emphasis in education. A study of the background of the present curricula at Oregon State College and of the philosophy that dominated the academic atmosphere during the periods of greatest conflict and greatest growth should aid in determining the plans for the future.

An exhaustive study of this educational institution which has served the State for almost one hundred years would require investigations of many minor areas that are not the objectives of this dissertation. For example, the study has not attempted to investigate

such areas as student government, the growth of sororities and fraternities, the personnel system of the College, the evaluations of the curricula, athletic activities, alumni growth and influence, or the contribution of the committee system of Oregon State College. Combinations of some of these would be fertile fields for further study.

SOURCE OF DATA

All available literature relating to the development of Oregon State College has been utilized in this investigation. The Biennial Reports of Oregon State College have been most fruitful. The minutes of the College Council (later called the Administrative Council), the minutes of the Board of Regents, the minutes of the Oregon State Board of Higher Curricula, and the minutes of the State Board of Higher Education have been utilized. All of the College catalogs have been reviewed and significant material from them has been used. Also miscellaneous publications of the College have been searched.

Two unpublished manuscripts have been very valuable. Both were written prior to 1948 by Professor E. T. Reed, formerly College Editor of Oregon State College. One is titled "A History of Oregon State College" and is an extension and amplification of material presented in The Orange and Black, published in 1938 by the Oregon State College Alumni Association. The other manuscript is a "Biography of William Jasper Kerr," the sixth president of Oregon State College. In this manuscript of nearly 500 pages, Professor Reed gives detailed accounts of the political intrigue leading to the Oregon unification bill of 1929. This legislative bill made Oregon State College an integral part of the State System of Higher Education. Professor Reed also devotes much time to an explanation of the Zorn-Macpherson bill which proposed the consolidation of the University of Oregon and Oregon State College into the "Oregon State

University" at Corvallis; this bill was defeated in popular vote eight to one in 1932.

Other unpublished materials utilized in this investigation are contained in tape-recorded interviews (verbatim in Appendix) of twenty people with twenty or more years of experience at Oregon State College.

The following people (in alphabetical order) were selected for interviewing because of their long and devoted interest in the College:

E. C. Allworth, manager of the Memorial Union at Oregon State College, has been in a position for more than forty years to observe and evaluate the students of Oregon State College. He describes in his recorded interview the impact of the thinking of the faculty leaders of Oregon State College on the students, the beginning of the College Cooperative Book Store and the Cooperative Managers' Association, and the Memorial Union's beginning growth and development. Interwoven with all of these are important small items about the students at Oregon State College from 1911 through 1957.

E. B. Beaty, whose intimate contact with Oregon State College dates back to 1899, describes the growth in numbers and in service of the College. His years of personal friendship with President Gatch, Dr. Margaret Snell, Professor J. B. Horner, and many other builders of the institution enables him to make bygone days live again.

Ralph Stephen Besse describes the development and appreciation of the principles of science to the field of agriculture from 1922 to

1957. During these years many changes have taken place in agriculture. Professor Besse tells of Oregon State College's contribution to these changes. He mentions the change in the system of farming from bulky farm crops such as hay and wheat to intensive crops, the development of a twenty-million dollar seed industry, the control of insects and disease which threatened for a time Oregon's fruit crops, and the upgrading of flocks of chickens for egg production, among the many examples of the fields of study to which Oregon State College scientists have contributed.

Arthur G. B. Bouquet's interview is replete with anecdotes of Oregon State College, some of which had their origin as far back as 1902. He traces the development of the field of horticulture from 1902 to 1957, and describes the service this part of the offerings of the College gave to the people of Oregon. Professor Bouquet is able to tell from personal experience of many "firsts". He wrote the first vegetable garden bulletin, the first 4-H Club publication, the first manuscripts which were used for radio broadcasts, among many other publications which bear his name.

Ava Milam Clark, Dean of Home Economics from 1917 to 1950, is the best authority on the growth and development of Home Economics at Oregon State College. She traces the history of this school and in so doing gives credit to those whose devotion to teaching gave the high professional status to the School of Home Economics of Oregon State College which it now enjoys.

J. C. Clark, an early graduate of Oregon State College, recorded his interview just one week prior to his death. He had devoted his life to the service of children and youth and thoroughly believed in the influence one human exerts on another. He tells of Oregon State College teachers who exerted influence upon his life.

Bertha Davis grew up knowing Oregon State College. She attended the primary department of Corvallis College and completed her education in 1883 at the same institution. She tells of the early teachers of Corvallis College.

Melissa Martin Dawes, formerly head of the Department of Modern Languages at Oregon State College, cites the outstanding historical events relating to the College from 1915 through 1956. She gives evidence of the enormity of the effect of the unification bill on the enrollment of the College.

Eric Englund is one of the many Oregon State College graduates who has used the training given at the institution to carry educational services to foreign countries. Dr. Englund describes his struggles to earn sufficient money to attend college, the inspiration afforded him by college faculty leaders, and the use to which he put his college education.

Henry Hartman relates the contribution of twenty-two outstanding faculty members who aided in securing for Oregon State College its position of importance among institutions of higher education. He also relates the growth of the department of horticulture where he served as head for more than twenty years.

Helen Holgate is one of very few living historians whose knowledge of Oregon State College begins with the College in its downtown location. She remembers the leaders whose work made possible Oregon State College, and tells of them in her recorded interview. Gertrude Strickland makes a contribution to the history of Oregon State College in this same interview, as she joins Miss Holgate in describing Dean Covell.

Lora Lemon (Mrs. E. B.) recalls intimate details of the 1907 college student's life. Registration was highly personalized with each faculty member taking a keen personal interest in the students' welfare. Fifty years of close association with Oregon State College makes Mrs. Lemon well qualified to make the "then and now" comparison that is found in her interview.

E. B. Lemon, Dean of Administration of Oregon State College, has experienced life as a student, as a teacher, and as an administrator on the Oregon State College campus. He recalls interesting anecdotes in which he participated or which he witnessed during the years between 1907 and 1957.

C. V. Ruzek gives a summary of forty years experience on a college campus. He shows the emphasis which he believes necessary to successful teaching and the balance achieved by a man who gives of himself to advance a field other than his own. For forty years Professor Ruzek aided in building the athletic program at the College, though his own salaried position was as a professor of soils.

James Wilson Sherburne, who was instrumental in establishing Faculty Day on the Oregon State College campus, relates this experience. He describes the position of the Psychology Department on the campus, its function, and the service it has given to the students during the twenty-year period he was with the College.

Christine Lenger Taylor (Mrs. Walter K.) tells of the excitement present at the laying of the cornerstone of Benton Hall. Her father placed a paper in the cornerstone as she and many others watched. She describes the day of August 17, 1887, with great vividness and gives many details heretofore unrecorded. The poor penmanship of President Arnold and the inspiration of Dr. Margaret Snell are vivid in her memories.

E. W. Warrington established the Department of Religion at Oregon State College on contributed funds. Religion was accepted as part of the curriculum in every way except that the State took no share in financing it. The growth and acceptance by the State of this department of the College is well told by Dr. Warrington.

Jessamine Chapman Williams (Mrs. Richard) portrays the struggle made by home economists to place research in foods and nutrition on a scientific basis. She illustrates the ingenuity of those early staff members whose aspirations for their work exceeded available funds. Many of the important developments in the Food and Nutrition Department are listed in this recorded interview.

Clytie Mae Workinger's interview is a graphic history of the founding and development of the Teacher Placement Service at Oregon

State College. As this was the first placement bureau of the institutions of higher education to be established in Oregon, the course was uncharted. Miss Workinger explains how the objectives were determined and how actual practice modified and refined these goals.

OREGON SETTLEMENT

Character of the People

Interest and Desire for Education

Oregon State College evolved as a result of the interaction of many factors. The type of people who settled the Oregon territory, their desire for education, their attitudes toward paying for what they wanted, the obstacles encountered in attempting to build schools, and the events in other parts of the country which influenced the stability and settlement of the Willamette Valley are but a few of the many influences present in the history of this college.

Records of the early days of settlement are inadequate, but composites of diaries, old newspapers, histories, records of laws, charters and articles of incorporation give a more or less comprehensive view of the struggles to establish educational institutions.

Fur trappers and traders were the first men who knew the land of Oregon intimately. Some of these brought missionaries with them. One of these fur traders, Nathaniel J. Wyeth of Cambridge, Massachusetts, had a notice placed in the newspapers of the Boston area telling of his return from a tour of the Rocky Mountains and stating his intention of returning to the Oregon country in 1834. Reverend Jason Lee heard of this and proceeded to Boston where he found Wyeth and made arrangements to accompany him to Oregon. (10, p. 64-78) Other missionaries were in Lee's party; among them were Reverend Jason Lee's nephew, Reverend Daniel Lee, and Messrs. Cyrus Shephard, P. L. Edwards and C. M. Walker. (9, vol. 1, p. 292-472)

In 1835 Dr. Marcus Whitman journeyed to the Oregon country with fur trappers. French Canadian fur trappers and traders who had explored the area south of the Columbia in the employ of the Hudson's Bay Company settled near the present town of Champoeg. Here they found fertile land to farm. After their decision to settle there was made, they sent for missionaries to join them. Abbé Francis N. Blanchet and Abbe Modeste Demers joined them in 1838. Thus, three groups--the explorers, the fur trappers and traders, and the missionaries--had become acquainted with the land of Oregon. (2, vol. 29, p. 104) Anecdotes and tales of the land were related by those returning to their homes in the Midwest and East. Land-hungry people heard these tales and began to dream of the vast fertile unclaimed land. Some started for the West. The trail, undefined and tortuous, gradually became well marked as wagon after wagon followed the signs of those who had traveled before them. This wagon road became the rutted Oregon trail, well defined though primitive and hazardous. (11, vol. 1, p. 245-267)

In Reverend Jason Lee's company in 1834 there were a few settlers. Others came with Congregational and Presbyterian missionaries in 1836. (61, p. 101) Another large group of settlers from Missouri arrived in Oregon in 1839. (44, vol. III, p. 33) In one group from Pennsylvania there was Joseph C. Avery to whom is given the credit of establishing Marysville (now Corvallis).

Reverend Gustavus Hines, who came to Oregon in 1840 and was one of the men chosen by the settlers to draft a constitution and code of

laws (9, vol. 1, p. 382), gives intimate descriptions of the settlers in his book. He notes particularly the sections of the country from which they came. (26, p. 412-414) His estimates of the percentage of people from each section of the country were verified nearly sixty years later by George H. Himes, who was for many years with the Oregon Historical Society. In Mr. Himes study published in Proceedings of the Fiftieth Anniversary of the Admission to Oregon is this statement:

"From information secured in person from pioneers of Oregon during the past twenty years, and now checked up for the first time, I find that out of 7,444 pioneers who came to Oregon before 1859, ninety-five per cent of whom came before 1854, 56% were born in the northern states, 33% in the southern states and 11% in 21 foreign countries."

He also found that the population of Oregon at this time was fairly evenly divided into Whigs and Democrats. (24, p. 45)

Great impetus was given the western migration by the Donation Land Claim Act of the early fifties. Some historians claim that the number of settlers has been constantly underestimated (9, vol. 1, p. 509), and as records are very inadequate, this may well be true.

Governor Lane ordered a census taken in 1849 (9, vol. 1, p. 509). This 1849 census (Territorial Census, 1849) shows a total population of 9,083, of whom 8,785 were United States citizens, 5,410 of the total were men and 3,673 were women.

The official United States Census of 1850 shows Oregon's population to be 13,294.

The peak of migration during these early years came in 1852. Estimates have been made that at least 13,000 people came to Oregon during the year 1852 in ox-drawn wagons. (18, p. 22)

Thus, it is evident that the settlers came from many parts of the United States and the world. The beliefs of these people were widely divergent; yet they had a great deal in common. They came from generally similar backgrounds. The hazardous trip across the continent gave them a common bond of experience. Their common goal, the prospects of the rewards of owning fertile land, seemed incentive sufficient to motivate men to attempt to make the difficult migration. The wealthy had no need of such a reward; so why should they endure the hardships of overland travel? The cost of equipping for the long journey was considerable; therefore, the poor could do no more than dream of the trek. Only those with health and vigor could live through such an ordeal; thus the physically unfit were left behind. (18, p. 22-25)

Thomas Condon describes the settlers who ventured on the trip in this way:

"Men in the prime of life with small families who were accustomed to the management of teams; were familiar with the dangers of desert travel and mountain climbing; were accustomed to Indian alarms; many to Indian fighting; and all of them accustomed from childhood to the use of the rifle--these were restlessly waiting the time of movement."
(44, vol. 1, p. 65)

Stout-hearted, energetic, stubborn people with a steadfast purpose, these were the settlers in 1850 of the Willamette Valley.

struggles, conflicts, and fights were well known to these men and women. (8, p. 647)

Lt. Neil M. Howison was detailed by the United States Government to visit Oregon in 1846. In his report he wrote that the people who had settled Oregon deserved "to be characterized as honest, brave, and hardy, rapidly improving in those properties and qualities which mark them for future distinction among the civilized portion of the world." (44, vol. XIV, p. 8)

Common purposes are evident among the people who came to Oregon. That they wished an orderly state and wished to be part of a law-abiding citizenry is evidenced in the rapidity with which a provisional government was formed in May 1843. (18, p. 161) This was in advance of the territorial government authorized by Congress. Oregon was the only state to establish a provisional government prior to a United States territorial government. The famous provision for financing education contained in the "Ordinance of 1787" was an integral part of the basic law of the provisional government. The people adopted the provision in the law of July 1843 reading:

"Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged."
(38, p. 81)

Thus, written into the early law was the determination to provide for education. (11, p. 574)

George Himes in his study on the History of the Evolution of Education in the Oregon Country (25, p. 1) says that education was a subject of great importance in the minds of the early pioneers.

Further he states:

"Their idea of progress was (1) a home; (2) a school house; (3) a church. Over and over, in all parts of the original Oregon, was this idea repeated."

Missionaries performed an essential role in establishing educational units in Oregon. Little schools had been formed for natives and half breeds and were open for about three months a year. As the white children came into the communities, they attended these schools.

The equipment for running these schools was meager. A section of a letter written to "Brother Hill" of the American Baptist Mission by Ezra Fischer, October 19, 1848, shows the great need of books.

"You speak of procuring and forwarding a box of school books. Next to sustaining the gospel you will render us the most essential service in work of this kind. It is very much to be desired that the present system of popular school books in the States be introduced into all our schools in Oregon, while so much effort is being made in the old states in behalf of popular education in the Mississippi valley, I trust a voice will be lifted up in behalf of the Pacific borders."
(17, p. 236)

The mission school on the banks of the Willamette near Salem was established in 1834 by Methodist Missionaries and was called the Oregon Mission Manual Labor School. In 1842 Reverend Jason Lee was dominant in establishing the Oregon Institute at Salem, now Willamette University. (37, p. 22) Various academies, seminaries, institutes, and subscription schools were set up by the early settlers. The second school which later became an institution of higher education was established at Forest Grove in 1849 as the Tualatin Academy by the Congregationalists and is now Pacific University. (2, p. 30-32)

The Catholic priests were brought to Oregon by the pleas of the Canadian fur trappers and traders and established St. Joseph College at St. Paul, near Salem. Wherever a community was established the citizens hastened to lend stability to its structure by establishing a school and a church. Some of these schools were: the Jefferson Institute at Rickreall, Clackamas County Female Seminary, Oregon City College, University of Oregon City, Portland Academy and Female Seminary, Bethel Colleges and Bethel Institute near Eugene, Sublimity College at Sublimity, La Creole Academic Institute at Dallas, Wilbur Academy in Umpqua county, Monmouth University, and several more. (11, vol. I, p. 574-679; 63, p. 1-145; 37, p. 23) Little work of the collegiate level was given before 1860; most of the school work was of elementary and secondary grade, or as it was then called "primary" and "preparatory" work.

CORVALLIS ACADEMY

Formation

Objectives

Financial Support

The settlers of Corvallis, like other pioneers of the State of Oregon, were determined to have educational opportunities for their children. In 1856 Corvallis district number 9 had 103 children of school age, more children than any other district in Benton County. (27, p. A67)

Enterprising men who were aware of the desire for education in Corvallis decided to found a private school which would serve the public interest. Community support was solicited to provide funds to erect a suitable structure which was to be known as Corvallis Academy. Balls, socials, and entertainments of many kinds were given to provide the necessary money. The site selected was near the corner of Fifth and Madison. The structure, which cost about \$5,000, consisted primarily of one large room. Building was started in 1858 and completed in 1859. The eagerness of the people for the school is shown by the many criticisms expressed because completion of the project proceeded so slowly. Among these criticisms was the one of the newspaper, the Democratic Crisis, a weekly paper of Corvallis, which demanded that the building be completed quickly. (63, p. 5-55)

The men and women who worked for Corvallis Academy did so with no thought of personal gain, but rather were motivated by the desire

to provide the community with educational services for the children. These people belonged to no particular group, either religious or political, but were united by the desire to provide their community with this cultural advantage. (44, vol. 31, p. 42-50; 71, p. 216)

The school was incorporated January 20, 1858, by the board of trustees, J. B. Congle, B. W. Wilson, J. A. Hanna, J. C. Avery, W. F. Dixon, and W. L. Cardwell. The articles of incorporation officially gave the name of Corvallis College to the institution which previously had been known as Corvallis Academy.

John Wesley Johnson, a graduate of Yale University, became the first teacher. He was later (1872) the first president of the University of Oregon.

The fall of 1858 and entire year of 1859 were replete with tales of hard times for the settlers. The Historical Sketch of Benton County quotes a letter of David B. Fagan concerning the state of affairs: "Improvements in Corvallis came to a standstill.... farms, barns, and temporary buildings fell into decay or were mortgaged for a cayuse pony or a little ready cash to assist them (the farmers) in following up some mining humbug." (27, p. A21)

In spite of the community's combined effort in building the school and their eagerness to have it open, members would not or could not contribute enough to keep it out of financial difficulty. A judgment was obtained against the school April 10, 1860, and a sheriff's sale was ordered.

Among the bidders at the sale were men bidding in the name of at least two church groups, as well as those bidding for their own interests. In the Historical Sketch of the Presbytery of Oregon prepared by Reverend E. N. Condit in April 1888, is found this paragraph:

"In September of 1860 a committee previously appointed to execute the will of the Presbytery, reported that they had attended a sale of Corvallis College and bid as high as four thousand dollars. They failed to purchase, because Reverend O. Fisher of the Methodist Episcopal Church South bid fifty dollars in advance of them." (22)

Subsequently this committee purchased land and established a college at Albany, ten miles from Corvallis. This is the Albany College, which built a campus in the southwest part of the city and then in the 1930's moved to Portland where it was renamed Lewis and Clark College.

Reverend Orencith Fisher was the successful bidder for Corvallis College at Sheriff Sheldon B. Fargo's sale. His bid was \$4,500.

The school reopened in November 1860 with Reverend W. M. Culp serving as principal. He was assisted by a local physician, Dr. E. B. Stone, and Mrs. R. J. Fisher. Tuition was charged--the minimum for the term was set at \$8 and the maximum at \$16. There is no evidence that any work beyond secondary level was given, despite the fact that the school was called Corvallis College. (44, vol. 31, p. 42)

Another sale of the school was made in January 1861 when Reverend Orencith Fisher sold the school to a board of trustees.

On the board of trustees for the school at this time were: John Kelsay, A. N. Locke, Levi Russell, A. Rhinehart, S. H. White, L. W. Doolittle, and Daniel Newcomb. Each of these men was a member of the Methodist Episcopal Church South.

The Corvallis College became officially the property of the Methodist Episcopal Church South in 1865. In August 1868 new articles of incorporation were filed. Among the names listed on the petition for incorporation were the names of the men who had purchased the school in 1861 from Reverend O. Fisher. Corvallis College, a church-sponsored school, was incorporated as a strictly literary institution.

CORVALLIS COLLEGE

Corvallis College, under the direction and control of the Methodist Episcopal Church South, continued to lead a troubled life. The principles for which the Civil War had been fought had divided the people of Oregon into opposing factions. Though the Oregon settlers who had originally come from the South had left their slaves behind them, they had brought their attitudes and firm convictions with them. (24, p. 45) Other Oregon pioneers were bitterly opposed to the practices and principles of slavery. The name Methodist Episcopal Church South indicates the stand on the slavery question of its members. They were pro-slavery, and they had many followers. The Corvallis newspaper, Democratic Crisis, which later changed its name to the Oregon Weekly Union, was outspoken in its loyalty and devotions to southern principles in regard to the Negro. This newspaper was suppressed by the Federal Government because of its pro-slavery sentiments. (64, p. 226)

Feeling ran so high in Oregon regarding the slavery issue that people living in the State were unable to maintain any semblance of neutrality during the period. (44, vol. 3, p. 1-59)

Corvallis College, 1865-1868

The first President of Corvallis College, appointed by the Methodist Episcopal Church South through their Board of Trustees for the College, was William A. Finley. He assumed this position in October 1865. He was a minister of the church, had come to Oregon

from California. He prepared for the ministry at the Pacific Methodist College of California. His already strong ties with the Methodist Church were made stronger when at the end of his first year as President of Corvallis College he returned to California to marry Miss Sarah Latimer, a member of the Methodist Episcopal Church South and daughter of a minister of the same faith.

During the fall of 1866, a meeting of the Columbia Conference of the Methodist Episcopal Church South was held in Corvallis. This proved to be the official organization date for the Methodist Episcopal Church South conference. (63, p. 7; 11, vol. 1, p. 630)

During committee reports at this meeting a progress account of Corvallis College was given by the Educational Committee. The financial troubles of the institution were brought to light by the announcement of a deficit of \$700. In spite of this deficit, the committee members expressed optimism as to the future of the school.

(35)

The Columbia Conference seemingly was confident of the ability of the college to withstand the troubles of the times. Confidence was given concreteness by the appointment of a College Agent, whose chief duty was listed as that of gaining financial support for the College. In addition to this, all officials of the Methodist Episcopal Church South were urged to contribute to the college and to solicit funds for the institution.

President Finley was assisted by Professor George Armstrong, who taught mathematics until his resignation in 1867, when he was

succeeded by Professor Joseph Emery. Another assistant was B. F. Burch, who was also a member of the Board of Trustees. The music department had one instructor, Mrs. Fannie Armstrong, and the director of the primary department was W. W. Moreland. The curriculum listed three courses: primary, music, and collegiate. (15, May 30, 1868)

The first class of collegiate standing was enrolled during the school year 1867-1868. Members of the class were Alice E. Biddle, Arnie E. Finley, Louis F. Horning and Charles J. Mulkey. There were in the institution a total of 126 persons, 50 women and 70 men. (50, 1867-1868, p. 14)

The First Morrill Act

During this time of strife and unsettled conditions affecting Corvallis College in Oregon, other issues regarding education were being debated in the eastern part of the nation. Chief among these issues was the value of "old education" as literary or classical education was being called. (66, p. 93) There were many demands for a more practical kind of education with emphasis particularly upon science.

In the House of Representatives there was a man who was extremely vocal on the subject of practical education. His leadership was recognized and many supported him in his ideas. This man was Justin S. Morrill. The first bill embodying his ideas regarding the new type of education was vetoed by President Buchanan. The veto served only as a challenge to Mr. Morrill as was evidenced by

his swift submission of another legislative act during President Lincoln's administration. Lincoln approved this federal land grant act, and it became law in 1862. (9, vol. 1, p. 736) This federal legislation provided that the income from an irreducible fund, which would be established by the sale of certain donated public lands, would go "to the several states and territories which may provide colleges for the benefit of agriculture and mechanic arts."

"And be it further enacted, that all moneys derived from the sale of lands aforesaid, by the States.... shall constitute a perpetual fund....the interest of which shall be inviolably appropriated by each state....to the endowment, support and maintenance of at least one college, where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."
(53, p. 2)

The phrase, "without excluding other scientific and classical studies" is of particular importance, as it clearly indicated that the new education was an addition to, and not in place of, the education pattern already established. (6, p. 49)

Professor W. H. Brewer of Yale University in 1895 made comments which indicate the farsightedness of the man's vision who thought of these legislative acts. Of Mr. Morrill, Professor Brewer said:

"With sagacity greater than that of most educators before and since, Mr. Morrill saw that schools grow rather than are made and he therefore only indicated the general direction in which they should grow; that is, they were to be schools of science, rather

than schools of literature....institutions where the sciences and their application to agriculture and the arts were to be studied and cherished as the leading object." (66, p. 95)

The irreducible fund mentioned was to be formed from the money derived from the sale of donated public lands. Thirty thousand acres were to be donated for each representative or senator serving in the National Congress from each state. Therefore, Oregon was entitled to 90,000 acres. There was at this time, 1862, much public land. Oregon might have received rich timber lands, barren desert land, or farm land far from any settlement. The Oregon committee appointed to select the 90,000 acres of public land selected that which was least valuable--89,907 acres, most of which was in Lake County (10,000 acres later was part of the Klamath Indian Reservation). (9, vol. 1, p. 736; 11, vol. 1, p. 628) The reasons behind the selection of this particular area are not known.

There was no intention of supplying sufficient funds to establish and support a college, but rather to provide a nucleus for support--believing that such a nest egg would stimulate the generosity of the people of the state.

The Morrill Act specifies the schools which shall be considered land-grant colleges by listing several provisions:

- (1) the leading object shall be "to teach such branches of learning as are related to agriculture and the mechanic arts....in order to promote the liberal and practical education of the industrial classes in several pursuits and professions in life."
- (2) "Other scientific and classical studies" are not to be excluded and military tactics must be included.
- (3) The colleges are to be "for the benefit of agriculture and the mechanic arts."

(4) While an amount not exceeding 10% of the land grant receipts may be expended for purchase of land for sites or experimental farms, no land grant funds may be used for the purchase, erection, preservation or repair of buildings.

(5) While the institutions must make annual reports of progress to the Federal Government and their sister land-grant institutions, they are under the control of their state legislatures." (54, p. 7)

People in influential positions in Oregon were not unmindful of the Morrill Act but repeatedly allowed other matters to take precedence. Governor Gibbs in his message to the legislature in 1864 mentioned the Act and its implications for Oregon. Governor George L. Woods again called it to the attention of the legislature in 1866. Governor Woods made a clear point that the time limit would make the legislature of 1866 the last one able to take advantage of the opportunity for Oregon. This message in addition to the interest which had been created by the alert individuals interested in education caused pressure to be exerted by many people on Oregon legislators. Some of these people were speaking as to the suitability of the institution of learning in which they happened to be interested, as the college to be named as the agricultural college of Oregon. Principal among these interested were those partisan to Willamette University and Corvallis College. Mr. B. F. Burch, agent for Corvallis College, and Mr. W. W. Moreland, a member of the faculty of Corvallis College who was serving as a clerk of the legislature, were among those most actively working for Corvallis College. Their efforts were rewarded by an act which secured the lands donated by Congress for Oregon and which designated Corvallis College as the

Agricultural College of the state. The latter provision was on a temporary basis.

This act is of major importance to Oregon State College in that it laid the groundwork for the future of the institution. It read as follows:

Be it enacted by Legislative Assembly of the State of Oregon:

Section 1. That J. F. Miller, J. H. Douthit and J. C. Avery are hereby constituted a Board of Commissioners, with power

1. To locate all the lands to which this state is entitled by act of Congress, for the purpose of establishing an Agricultural College; and as soon as such locations are made to report the same to the Secretary of State.
2. To take into consideration the further organization and perfecting of a plan for the permanent establishment of such college, in accordance with the requirement of the same to the Governor by the first day of August, 1890.
3. To fill all vacancies in the College by appointment, that may occur in any Senatorial district under the provision of this Act.

Section 2. That until other provisions are made, the Corvallis College is hereby designated and adopted as the Agricultural College, in which all students sent under the provisions of this Act shall be instructed in all the arts, sciences, and other studies, in accordance with the requirement of the Act of Congress making such donation.

Section 3. Each State Senator is hereby authorized and empowered to select one student, not less than sixteen years of age, who shall be received by the Faculty of said College, and instructed by them in the manner provided in this Act, for the space of two years, unless such student shall be discharged for misconduct: Provided, however, That this Act shall not be binding until

the Trustees of said College shall adopt a resolution and file a certified copy thereof with the Secretary of State, assenting to and agreeing on their part to faithfully carry out the provisions of this Act.

Section 4. Upon the certificate of the President of the Corvallis College that any student so appointed is in attendance at school, it shall be the duty of the Secretary of the State at the middle of each quarter to draw his warrant upon the State Treasurer in favor of said College for the sum of \$11.25 for each student so attending. And it shall be the duty of the State Treasurer to pay such warrants out of any funds in his hands not otherwise appropriated, and a separate account of such funds shall be kept and designated the "Agricultural College Funds."

Section 5. All funds paid out in accordance with the provisions of the foregoing sections with interest at 10 per cent per annum, shall be refunded to the State Treasurer from the first interest that shall accrue from the proceeds of the sale of any lands located for said College.

Whereas it appears that unless an Agricultural College is provided by law at this session of the Legislature, the grant by Congress will be lost, therefore this Act shall take effect from the date of its passage.

Approved October 27, A. D., 1868. (39, p. 40)

In accordance with Section 3 of this act, the trustees of Corvallis College met October 31, 1868, and adopted the following resolution:

Whereas, the Legislative Assembly of the State of Oregon did, on the twenty-fifth day of October, A. D., 1868, pass an Act entitled, 'An Act to secure the location of the lands donated to the State for an Agricultural College and to establish such College' the same having been approved October 27th and

Whereas, Said Legislative Assembly did designate and adopt Corvallis College as the Agricultural College, in which all students sent under the provisions of said Act shall be instructed in all the Arts, Sciences, and other studies, in accordance with the requirements

of the Act of Congress making such donations;
therefore

Be it resolved by the Trustees of Corvallis College,
That said Act, with all its privileges and require-
ments, is hereby accepted, and we promise on our
part faithfully to carry out the provisions of said
Act."

This resolution was signed by W. B. Bryan, president pro tem of
the Board of Trustees, and by B. R. Biddle, secretary of the Board.
It was filed with the Secretary of State of Oregon in November, 1868.

At this time Corvallis College was empowered to begin its
service as the Agricultural College of the state.

When the legislature met in 1870 an act was adopted permanently
designating Corvallis College as the Agricultural College. The
content of this bill follows:

An Act to permanently locate the Agricultural
College of Oregon.

Be it enacted by the Legislative Assembly of the
State of Oregon:

Section 1. That Corvallis College, in Benton County,
is hereby designated and permanently adopted as the
Agricultural College of the State of Oregon, in which
all students sent under the provisions of the law
shall be instructed in accordance with the require-
ments of the Act of Congress approved on the 2nd day
of July, 1862, granting public lands to the several
States and Territories which might provide colleges
for the benefit of agriculture and mechanic arts,
and the Acts amendatory thereof.

Section 2. The following persons to wit: J. C. Avery,
L. F. Grover and N. H. Cravor are hereby constituted a
Board of Commissioners to propose a plan for the
instruction and education of the students in said
Agricultural College, and to prepare rules, regulations
and by-laws for the government of the same, all of which
shall be submitted to the Legislative Assembly at its
next regular session for its adoption or rejection,

and in the meantime the said college shall be governed by and under the provisions of the Act of the Legislative Assembly approved the 27th day of October, 1868, in relation to said college.

Section 3. That the Board of Trustees of Corvallis College shall, by resolution, accept the provisions of this Act, and agree to be bound by the same within thirty days after its passage, and cause a copy of said resolution to be filed with the Secretary of State; and upon their failure to do so, they shall be deemed to have rejected its provisions.

Section 4. Inasmuch as there is no provision of law permanently locating the Agricultural College of Oregon, this Act shall take effect and be in force from and after its approval by the Governor.

Approved, October 21, A. D., 1870. (40, p. 17)

The Board of Trustees of Corvallis College approved this Act as provided by Section 3 on October 27, 1870.

Corvallis College, 1868-1872

New Articles of Incorporation were drawn up during 1868 designating the institution as a college and stating that it was the intent of the college to be "strictly a literary institution." (Articles of Incorporation Corvallis College, 1868-1869) These articles were filed with the Secretary of State in October 1869. At this time the college was given the power to grant three degrees: Bachelor of Science, Bachelor of Arts, and Master of Arts.

President Finley assumed all the responsibilities of the institution and taught classes all day, though his salary was but \$120.00 per month. Professor Emery of Mathematics received \$900.00 per year. While these salaries seem pitifully small perhaps by comparison with salaries of the times, they were not as bad as might be supposed.

The going rate for student labor at this time was five cents per hour.

The course of study for Corvallis College looks most imposing and almost awe-inspiring when the number of people on the entire staff is considered. Five people were to teach all of the following:

"Courses of Study 1869-70"

Primary Department

Orthography; Reading; Writing; Mental Arithmetic; First lessons in Geography; Object Lessons.

Preparatory Department

Reading, Arithmetic, English Grammar, History of the United States, Writing, Latin, Greek, Natural Philosophy, Astronomy, Latin Reader, Greek Reader, Latin (Caesar's Commentary), Greek Testament, Physiology, Elementary Algebra, Bookkeeping.

Collegiate Department

Freshman Class--

First Term: Algebra, Physiology, Composition and Rhetoric, Latin, Greek.

Second Term: Algebra, Geometry, Elocution, Latin, Greek, Classical Literature.

Third Term: Latin, Greek, Geometry, General History, Classical Literature.

Sophomore Class--

First Term: Plane Trigonometry, Mensuration of Surfaces, Heights, Distances, Latin, Greek, Zoology.

Second Term: Spherical Trigonometry, Mensuration of Solids, Latin, Greek, Political Economy.

Third Term: Surveying and Navigation, Latin, Greek, Political Science.

Junior Class--

First Term: Analytical Geometry, Rhetoric, Latin, Greek.

Second Term: Calculus, Chemistry, Logic, Latin.

Third Term: Mechanics, Botany, Physical Geography, Greek.

Senior Class--

First Term: Natural Philosophy, Moral Science, Natural Theology.

Second Term: Astronomy, English Literature, Geology and Mineralogy, Mental Philosophy.

Third Term: Analogy of Religion, Criticism, Law of Nations, Evidences of Christianity.

There will be weekly exercises in Composition, Declamation and Original Addresses.

Agricultural Course**First year--**

First term: Chemical Physics, and Inorganic Chemistry; Structural and Physiological Botany; First Five Books of Davis Legendre.

Second Term: Organic Chemistry; "How Crops Grow"; English Language.

Third Term: Qualitative Analysis, Detection of Alkalies; Alkali Earth; Systematic Botany Excursions; Collections; English Language.

Second year--

First Term: Qualitative Analysis, continued; Detection and Separation of Elements; Chain Surveying; Mensuration; Geometrical Drawing; General Principles of Geology or German.

Second Term: General Principles of Geology; Vegetable Economy, "How Plants Feed"; Typographical Drawing; Animal Physiology or German.

Third Term: Geology of Oregon; Vegetable Economy; Entomology or German. (51, 1872, p. 5)

College students of 1872 were required to observe the rules and regulations of the institution; some of these were:

1. No student will be allowed to smoke on or near the college grounds.
2. No student may suspend a study or change a recitation without permission.
3. All students over 14 will be required to sign the by-laws before entering classes.
4. To abstain from the use of all obscene and profane languages.
5. To maintain gentlemanly deportment toward their teachers and toward one another.
6. They were not to play cards or billiards or enter at any time places of gambling or drinking; or buy, keep or use in his room or elsewhere any intoxicating liquors.
7. They could not remain in college if idle or vicious, or exerting a detrimental influence on the discipline or reputation of the college.
8. Young ladies under care of the faculty, boarding in the village or vicinity, were not permitted to receive visits from young men without the written consent of parents or guardians and under such restrictions as the faculty may require.
9. All students were required to be punctual and diligent and to yield prompt and cheerful obedience to such traditional requirements as the faculty may at any time see fit to adopt.
10. All student boarding places must be approved by the faculty: parents of boys must name a member of the faculty as guardian for their son while attending college, with whom his funds shall be deposited; young women shall deposit their funds with the keeper of the boarding house. All persons are forbidden to trust a minor (sell to him on credit). No one living out of the county will be admitted to classes until the tuition fee is paid in U. S. gold coin.

11. A daily record of merits and demerits of each student is kept available for examination by parents and guardians.
12. Attendance by all students is required at daily religious exercises (Chapel), also at some place of worship on the Sabbath. (51, 1872, p. 6)

The small institution Corvallis College now had a Board of Trustees appointed by the Methodist Episcopal Conference South and a Board of Commissioners named by legislative act of the State of Oregon. According to Mrs. Finley, wife of President Finley, "The trustees knew that responsibility and power should be inseparable where harmony should prevail. Hence, the president was given a free hand." (45, p. 11)

A significant date in the history of Corvallis College is 1868. Higher education supported by the state began this year. Three documents important to Oregon State College were filed during this year: (11, p. 628-636)

The Articles of Incorporation of Corvallis College were filed August 22, 1868. This document provided that Corvallis College be a degree-granting institution of higher education.

The legislative act of October 27, 1868, temporarily designated Corvallis College as the Agricultural College, and further provided a board of commissioners to locate all the lands to which Oregon was entitled under the Morrill Act. The board of commissioners was also to take the necessary steps toward permanently establishing a land grant college.

The third document contained the acceptance by the Board of Trustees of Corvallis College of the legislative act of October 27, 1868.

The Morrill Act required that each college receiving the land-grant endowment own at least 35 acres of land. The Board of Trustees purchased a farm from George Roberts and Elizabeth Jane Roberts on April 17, 1871, to meet this requirement. This farm of 34.85 acres became the college farm. This was situated immediately west of Corvallis on a rising bit of land. On the farm were a dwelling house, barn, and orchard. Practical agriculture was begun immediately under faculty supervision; such supervision was given after regular class hours with no additional compensation. The cost of this farm, \$4,500.00, was subscribed by people interested in the college. No state money was involved in this purchase. (63, p. 13)

The college had made significant strides during President Finley's tenure of office. It had become an institution granting degrees for higher education. It had secured the agricultural college by being named the land-grant college of Oregon under the Morrill Act. It had acquired a farm which had produced a profit of approximately \$300.00 for its first year.

The Financial Report of Corvallis College
(June 29, 1871)
(Not including the college farm)

Property		
College buildings and grounds	\$5,000.00	
Chemical and philosophical apparatus	750.00	
College library	100.00	
Globes, maps and charts	50.00	
Total cash value		\$5,900.00

Assets (for year ending June 29, 1871) \$3,165.00
From tuition

Liabilities

Salaries of president and professors 2,733.33
Incidental expenses 285.82
Total liabilities \$3,019.15

Balance in favor of the college \$145.85

Liabilities

Robinson note \$ 684.82
Salem note 480.00
Balance due teachers 400.00
Balance on incidental expenses 100.00
Balance on apparatus 50.00
Balance on repair of buildings (about) 75.00 \$1,789.82

Assets

Balance on old subscriptions
probably good \$ 600.00
Balance on tuition 175.00
Reverend R. C. Martin's subscription
for apparatus 25.00 \$ 800.00

\$ 989.82

Deduct Salem note not to be paid now 480.00

Balance, liabilities requiring prompt
payment \$ 509.82

Signed B. F. Burch, B. R. Baxter, Agents
(51, 1871, p. 8)

The responsibility must have been very heavy for President Finley--a very limited faculty poorly paid, a most ambitious curriculum, inadequate financial support, and the task of serving two designated bodies of authority would give administrative heads of modern institutions too great a load.

When these burdens are considered, President Finley's resignation May 4, 1872, is not surprising.

This then was the situation as regarded Corvallis College in 1872 at the resignation of President Finley. The College had become an institution of higher education in fact as well as name. Financial troubles were ever present. The shadow of the Civil War had caused the Methodist Episcopal Church South sponsorship to be highly unpopular in some quarters. The college, though under the Columbia Conference of the Methodist Episcopal Church South, had a department of Agriculture under the State; the college had two boards of trustees--one appointed by the State and one by the church. Church related men had brought about this mutual managership. An institution incorporated as strictly literary now had a department of practical learning, namely agriculture.

CORVALLIS COLLEGE
AND THE STATE AGRICULTURAL COLLEGE

The Board of Trustees at the recommendation of the general board of Bishops of the Methodist Episcopal Church South appointed Benjamin Lee Arnold as the second president of Corvallis College.

President Arnold, a native of Virginia, was born in 1839. He graduated with highest honors from Randolph-Macon College after which he served in the Confederate Army. Following the close of the war he taught school in North Carolina and subsequently taught in a small college in Virginia. Later he accepted a position as mathematics teacher at Western Tennessee College and stepped from this position to the presidency of that college. The presidency of Corvallis College took him from Western Tennessee.

"Dr. Arnold," John B. Horner says, "was a philosopher who could easily have gained first rank in any position of school work. In chemistry, language, mathematics or metaphysics, he was equally at home. His diligence in preparation, his ability to impart and his high conception of human possibilities made President Arnold eminent among teachers as an inspiration to his students." (44, vol. 31, p. 42-50)

Dr. Arnold made systematic reports to the Governors of Oregon.* In the first of these reports (this one made to Governor Grover for

*Two reports prior to this are on file in the vault of Oregon State College Library. This was the first to be sent officially to the Governor by the President.

the period 1872-1874), President Arnold stated, "When I first took charge of this institution in the fall of 1872 I was met by three very serious embarrassments. First, the institution was in debt in every department. This I may remark has been removed. In the second place, there was no money and scarcely any resources. In the third place, there was no chemical apparatus; there was a tolerably good apparatus for physics. Of course, all was paralyzed. Nothing could be done until an appropriation was made. An appropriation of \$5,000 a year was made on the 15th of October, or rather the bill appropriating the amount was approved at that date." (51, p. 3)

John B. Horner describes the plight of the school graphically in this paragraph: "The agricultural course of two years was one of the best in the nation at that time; yet it reminds one of a course of pharmacy with no pharmacy in it, or a course of medicine which is thoroughly innocent of materia medica. It was a good strong course in science and mathematics and it made good useful scholarly men and women competent to stand before kings." (44, vol. 31, p. 42-50)

Dr. Arnold was not as optimistic as Professor Horner, for he went on to say in his report to Governor Grover:

"We could do little with only \$5,000; however, we organized and as far as possible furnished and manned two general departments: (1) A Literary, (2) A Scientific Department.

The Literary Department comprehends:

1. A school of Ancient Languages
2. A school of Modern Languages
3. A school of History and Literature.

The Scientific Department comprehends:

1. A school of Mathematics 2. A school of Engineering 3. A school of Practical Mechanics and Technology 4. A school of Physical Science in general comprehending Chemistry, Natural Philosophy, Biology and Agriculture 5. A school of Moral Science.

"We have, during the two years past, had, in the Institution, forty-four (44) State students. The most of them are of the best young men in the State, men of fine muscle and brain; men who come here to learn; who wish to learn because they feel the need of education.

"Nothing can better show the wisdom of the Act of Congress than the actual teaching of such men. I must make one remark about the State Law, providing for the appointment of students. That law renders eligible to college any youth sixteen years of age, no other qualifications being required. The consequence of this is that many young men are received here who are really in the primary studies, such as Arithmetic, Elementary Algebra, etc., and even some who could not read have been taught here. I mention this to show that we have, in the Agricultural Department, many who cannot be put in agricultural studies when they enter college; and, as they stay here only four years, they can never reach such studies. Many of them remain only one year, some two and others longer. Probably these are troubles that cannot at present be well avoided. These facts show, at least, a great need of education among the people.

"Having only three teachers, we can teach only such subjects as are conditious of others. Accordingly we have put into active operation the Schools of Mathematics, the School of Languages, the School of Physical Science, and the School of Moral Sciences. This is as far as our means allow us to go."
(51, 1872-1874, p. 4-5)

Though the equipment was meager, the staff extremely limited, the students rather ill chosen, the agricultural class began its study of soil analysis in 1874. Dr. Arnold conducted the

experiments and wrote the report on "white soil". It was published in the biennial report of 1876 and is considered the first scientific study made by the college in the field of agriculture.

The chair of agriculture was established in 1873 under the direction of Professor B. J. Hawthorne. This is said to be the beginning of the teaching of scientific agriculture on the Pacific Coast. (44, vol. 31, p. 104) This is usually interesting for Professor Hawthorne was trained to teach languages, not agriculture. Ten years later (1883) Edgar Grimm became the first professor of agriculture.

Professor B. D. Boswell who taught military science illustrated another part of the struggle of the College in this comment in the report to the Governor:

"The majority of the students in my department are the sons of farmers; hence, they are withdrawn from school during seed time and harvest, which embraces the greater portion of the scholastic year suitable for military drill out of doors." (51, 1872-1874, p. 16)

Another of Professor Boswell's difficulties in attempting to teach military science was the complete lack of equipment. Military drill became an actuality in the fall of 1872 when guns arrived at Corvallis College. (51, 1872-1874, p. 17)

The scope of the College is further described in the Treasurer's Report, included in the Governor's Report.

Treasurer's Report
From October 15, 1872, to June 15, 1874

Received from the State in warrants		\$8,333.31
Paid salary to President Arnold two years	\$3,000.00	
Paid salary to Professor Emery two years	2,400.00	
Paid salary to Professor Hawthorne one year	1,200.00	
Paid salary to Professor Finley	500.00	
Paid salary to Farmer Liggett	400.00	
Discounts on warrants	<u>833.31</u>	\$8,333.31

President Arnold employed Joseph Liggett, from near Dallas, to be the farm foreman. "Farmer" Liggett, as he was called, had been a member of the Columbia Conference of the Methodist Episcopal Church South for seven years and had served on the committee on education for the conference. In his assignment as farm foreman, he supervised all the work of the students on the College farm and gave instruction as it was needed. Accounts of the early days at Oregon State College frequently refer to "Farmer" Liggett. He was with the College only one year, starting with the fall of 1872. Beginning with the fall of 1873, the instructors giving agricultural subjects supervised the application of such subjects on the farm.

The three teachers taught eight hours daily and supervised the farm in after-school hours. This plan continued until 1883.

Corvallis College had been co-educational from the beginning, and during this time (1872-1874) agitation was begun to allow women to be admitted as appointees of Senators of Oregon. The arguments used were that other schools qualifying as land-grant schools admitted females to their colleges, women or girls could study the

culture of flowers, planning of garden grounds and the cultivation of gardens. All of this would aid women in beautifying their homes and would give them more understanding of rural economy. This seems to be the beginning of the desire which found its fulfillment in a department of household science.

The strife which had marked the life span of Corvallis College continued under President Arnold. Financial support continued to be inadequate, and the criticisms leveled at the College made its position increasingly insecure.

These criticisms were felt by the faculty, the Methodist Episcopal Church South, as well as by the officials of the State of Oregon. One criticism was that a sectarian school was receiving state money. The Oregonian, on September 10, 1884, strongly urged a separation of the State Agricultural College from Corvallis College because of this. Another criticism was given by the Grange as it reported little interest in the college among people living in its locality. The State Grange had been taking an active interest in the Agricultural College. This organization established the practice of awarding a medal to the most outstanding graduate in agriculture in 1882. It was also customary to have a committee of Grange members present during final examination of agricultural students.

Criticism had reached sufficient height in 1884 that President Arnold used part of the biennial report to the Governor to explain his viewpoint of it.

"There are and always have been, three principal classes of people in the community, formed by their several views of Agricultural College and their work. The first class regard these colleges merely as institutions of learning, differing in no respect (or in some very important matters) from other colleges. The second class holds that they are, or ought to be, wholly technical. The third considers them as mere workshops for training boys in plowing, ditching, stock raising, carpentering, blacksmithing, etc.; as mere schools to supply the place of apprenticeship. Hence it comes to pass that every man has his own ideal of an Agricultural College, and criticizes all these institutions when not managed in accordance with his own plans, not asking himself the question whether someone else may not be as wise as himself. We have been criticized here by some of these men, but in answer to them would say to the Legislature that we--the faculty--are always ready to do anything required by the State. Nor have we ever refused to obey, as far as was possible, the directions of the Board of Trustees." (51, 1884, p. 5)

It would seem that perhaps criticism was justified to a degree. Certainly state funds were essential for the operation of the school. The biennial reports to the Governor would lead to the above conclusion. Students known as agricultural students were enrolled in the classical language courses, and there is some evidence to show that all students were encouraged to register in some agricultural class, thus qualifying the college for additional state money. Interest in the Agricultural College by the faculty may have been forced by the need for state money as none of the faculty members had been trained in agriculture and further no one of them was familiar with the needs of Oregon, coming as they had from eastern states and agriculture not being their primary interest.

Members of the Methodist Episcopal Church South were also criticizing the school. These people felt that the moral tone of

the school was not fitting for a church-connected school. This is illustrated by the following anonymous letter:

"The entertainment given in Corvallis last Friday night was in part commendable and in part disgraceful, shocking the feeling of the more refined portion of the large audience. The low coarse performance of the minstrels in more than one of the scenes should be frowned upon by every lover of good society. I refer to the clog dance, stag dance and prize fight. Think of a dozen of our young men (mostly students) blacking themselves and half of them clothing themselves in female attire, and these young people coming on the stage before a refined audience, representing a Southern plantation scene of Negroes and Negro wenches on a grand jamboree and a professor's son playing the banjo.

"Has our agricultural college come to this? If so, let us correct these evils promptly and turn it over to men who can control it and the students sent here and educated through the generosity of the state."

(Signed) "A friend of the College"
(15, May 18, 1883, p. 5)

There were those citizens (also members of the Methodist Episcopal Church South) who felt that Corvallis College should not be a part of such a combined effort. These people circulated a petition asking that the two schools (church literary school and the agricultural college) be segregated. The petition was presented to the conference of the Methodist Episcopal Church South at its 18th session in 1883. The reply to the petition is included in the original journals which are written in longhand and kept at Willamette University. The reply was written by the Board of Education of the church and signed by the president, Joseph Emery, and the secretary, T. P. Haynes. The Board of Education strongly urged the

denial of the petition. Foreshadowing of the trouble soon to come was contained in this episode.

Corvallis College and the Agricultural College were taught by the same faculty, financed by money put in a common fund (money from state, from tuition, from subscription and gifts), yet were supposedly separate institutions--the former incorporated as a literary school and the latter designated to serve very practical purposes.

Frederick Berchtold, who for many years taught at Oregon State College, wrote of the standing of the school in this way:

"Even then (1872) it did not stand alone, but for support leaned heavily on the shoulders of an institution already existing, continuing in this rather precarious condition for over fifteen years or until 1885. At this period the Legislature ordered a segregation, but did not remove the institution to a new location on property belonging to the state until the fall of 1888.

"Up to this point, what should have been the typical features of the college--agriculture and mechanic arts--had played a rather sorry part. For want of proper facilities, for one, the mechanic arts was almost wholly neglected; while the other was barely able to keep alive by snatching, now and then, from the table jealously guarded but richly loaded with classic delicacies." (4, p. 7)

Thomas E. Cauthorn became a State Senator in 1882 and immediately became the sponsor of the legislation required to separate the State Agricultural College and Corvallis College. This legislation, Senate Bill 135, was approved February 11, 1885.

Contained therein is the following:

Section 1. The permanent location be and is hereby ratified and confirmed; provided, however, that the citizens of said county shall erect a

building on the college farm costing \$25,000 by January 1, 1887, free from all debt.*

Section 2. The government of said college is vested in a board of regents constituting a corporation for that purpose.

Section 3. A board of nine regents shall be appointed by the Governor of Oregon; in addition to the governor, secretary of state, state superintendent of public instruction and master of the state Grange as ex-officio members.

Section 4. At its first meeting this board shall elect officers and appoint its committees.

Section 5. The president of this board shall make an annual written report setting forth complete conditions and progress made, financially and otherwise, and make recommendations.

Section 6. The course of instruction shall be prescribed by the board harmonious with the requirements of the Morrill Act.

Section 7. Warrants are to be drawn by the Secretary of State on written request of the treasurer of the board of regents.

Section 8. Students are to be selected by the county school superintendents on the recommendations of state senators and representatives. One third of the number may be young women.

Section 9. Funds for endowment, maintenance, etc. are hereby set aside from income granted, etc.

Section 10. The board of regents shall be appointed during this session but not given charge until the building is completed and accepted.

Section 11. When informed the Governor shall inspect and accept, and the board of regents after their appointment may accept conveyance of the college farm.

*The amount was reduced to \$20,000 and the time extended two years at a special session of the legislature.

Section 12. The Board is to act with the State Agricultural College Association of Citizens of Benton County to consummate the purposes of this Act concerning the said building.

Section 13. Said Corvallis College has said it would relinquish control and management of state agricultural college; the same is hereby to take effect as provided in this Act.

Section 14. This Act shall be in force on approval by the Governor.

This Act was approved by Governor Moody and the new board appointed in 1885. This board received the college farm February 20, 1886. The members of the board were required to be in charge of this farm until it could be received by the Governor.

The challenge of providing a college building contained in this Act to the citizens of Benton County was accepted and an association formed whose duty it was to raise the necessary funds. The State Agricultural College Association of Citizens of Benton County as referred to in Section 12 was incorporated February 5, 1885. The purposes given for incorporation were listed as:

"To own and possess lands; to receive the title of lands in trust for the uses and purposes of the State Agricultural College; to contract for and take title to all lands on which to erect said building; to purchase material, contract for and do everything necessary to build such a building and complete the same in a good workmanship manner."

It is interesting to note that Thomas Cauthorn was one of those who gave liberally to the fund to build the required building. July 1, 1888, the building was ready for inspection by the Governor. Mrs. Walter Taylor describes in her recorded interview (Appendix)

the joy and ecstasy of the town people on this great day. The building became a symbol of community cooperation, success in the project was concrete proof of Benton County's ability to work as a unit and illustrated the growth which resulted from adversity.

While the non-church supporters of Corvallis College and the State Agricultural College were busy arranging the affairs to separate these two, the church supporters were also working on the problem.

In the reports of the Board of Education of the Columbia Conference of the Methodist Episcopal Church there is evidence that much thought was being given to this matter. In 1871 the report of the Agricultural Department of Corvallis College contains this paragraph:

"It is the desire and intention of the Trustees to fully organize this department of the college so as to meet all the requirements of the Act of Congress providing for the establishment of said College at the earliest practical moment."
(35, p. 240)

There is also included in the reports of the Board of Education in 1881 a summary of action taken prior to that date and this statement:

"We therefore urge the Trustees and Faculty of the College to use diligence in guarding the Trust of the State of Oregon, which has been committed to them, and see that it is used and disbursed in a manner that will keep faith with the State." (35, p. 270)

In 1883 there is contained in the records an account of the petition circulated by church members to dissolve the relationship

between Corvallis College and the State Agricultural College. A reply by the Board of Education of the Methodist Episcopal Church South is also contained therein; the latter urges that the relationship be continued.

The Board of Trustees must have tendered the farm to the State by 1884 for one part of the report of that year:

"We endorse the action of the Board of Trustees in tendering the Agricultural College Farm to the State. As a church we have never claimed this property, as has been charged."

In this same report is a resolution to raise \$25,000 for the erection of a College building and also another resolution which says:

"Resolved, Second, That in the event that amount cannot be raised the Board of Regents is hereby directed to ask the Legislature of the State at its next session to dissolve the compact now existing between the Board of Regents of Corvallis College and the State of Oregon to take effect at the close of the present scholastic year, June, 1885."

Church records which could have furnished the link between this resolution and the next given in the Conference record of 1885 were kept in the Corvallis Methodist Church; when this church was destroyed by fire in April 8, 1935, all these records were lost.

The next record in the Conference books relating to this matter is the minority report of the Board of Education:

1885 Minority Report of the Board of Education

Whereas the Columbia Conference of the Methodist Episcopal Church South at its annual meeting held in Dayton, W. T., on September 3rd, 1884, passed a resolution authorizing the Board of Trustees of Corvallis College to tender to the State of Oregon

the Agricultural Department of said College on certain specific conditions in said resolution, and whereas some of those conditions have not been complied with, and whereas the State has taken steps to build a rival institution under the shadow of Corvallis College,

Therefore, we the said conference in regular annual session in the city of Albany, County of Linn and State of Oregon, which convened on the 10th of September, 1885, hereby declare all proceedings under that resolution null and void and also rescind the said resolution and all others then adopted which were intended in any way to change the previous status of this Conference toward the Agricultural Department of said Corvallis College." (35, p. 129)

This minority report was adopted by the Conference thus showing the strong undercurrent of feeling relative to the severing of relationships between Corvallis College and the Agricultural College of Oregon.

In 1886 another report strongly urged that steps be taken to combine the school again. Part of this report is the following resolution:

Resolved

That we believe that such action was taken upon a misapprehension of the facts and that it was not the intention of the Conference held at Dayton, Washington Territory, in September 1884 and never has been the intention of the Methodist Episcopal Church, South, of Oregon to divest Corvallis College of its obligations or rights as the Agricultural College of the State."

The Board of Education gave the report of the President of the Board of Trustees of Corvallis College in the church report of 1887:

"We, your Board of Education submit the following as their report:

"We find from the report of the President of the Board of Trustees of Corvallis College, that the College is both healthy and prosperous.

"There are 103 students enrolled, and there were two graduates. From the report we find the income and expenditures to be as follows:

Income	
State Fund	\$8,836.37
Tuition	1,269.00
Rent	188.25
Diplomas	76.00
Income from all sources	<u> </u> \$10,369.62
 Expenditures	
Salaries of Teachers	\$8,200.00
Salaries of Officers	100.00
Salaries of Janitor	127.00
Interest	186.25
Supplies	234.65
Painting	89.30
Incidental	212.27
Whole amount expended	<u> </u> \$ 9,300.97
Amount on hand above expenditures	\$ 1,068.65

When the building costing approximately \$25,000 was completed July 1, 1888, it represented combined efforts of the faculty and President of Corvallis College (financial contributions as well as moral support), many of the members of the Board of Trustees and many public-spirited citizens.

A law suit had been filed by the Methodist Episcopal Church South (1887) seeking to set aside the separation of Corvallis College and the State Agricultural College. This suit continued for five years and finally was settled (but not without a great residue of bitterness) in favor of the State of Oregon.

STATE AGRICULTURAL COLLEGE
UNDER THE BOARD OF REGENTS

The struggle for bare existence was over for the Corvallis College by 1888. At that time it was cleared of the criticism of being a sectarian school supported by the state--the state was in full control. It had a solid though meager foundation of financial support through the Morrill Act and the Hatch Act. Corvallis College was on the threshold of growth. Other conflicts and struggles were ahead.

The Board of Regents could not assume control and government of the college until July 1888. The report of the Board of Regents of December 1888 would indicate that the members of the Board were ready and eager to assume their duties immediately after appointment. (51, 1888, p. 5) The members had been authorized to disburse funds from the Hatch Act which were to be used for the experiment station (\$15,000 per annum). This they were prepared to do. They also were impatient to establish a broader foundation for agriculture and the mechanic arts. To do this, they requested \$30,000 of the next legislature.

Eight professorships and a preparatory department were established. The departments of instruction were (1) English language and literature, (2) Agriculture, (3) Chemistry and Mineralogy, (4) Botany and horticulture, (5) Mathematics, surveying and engineering, (6) Modern languages, (7) Commercial law, physiology, elocution,

mechanical drawing and free hand drawing, and (8) Household economy and sanitation.

The faculty consisted of B. L. Arnold, A. M., president and professor of English language; E. Grimm, B. S., professor of agriculture; J. D. Litchner, C. E., professor of mathematics and engineering; F. Berchtold, A. M., professor of modern languages; W. N. Hull, A. M., professor of commercial law, physiology and mechanical drawing; W. W. Bristow, A. B., professor of bookkeeping and bee culture, also principal of the preparatory department; E. R. Lake, M. S., professor of botany, horticulture and entomology; P. Herbert Irish, Ph.D., professor of chemistry and a professor of household economy to be appointed.

The tuition was \$5 per term or \$15 per session for each student. Of course, students holding state appointments paid no tuition. All the men students attending the college were required to wear uniforms.

The curriculum included instruction of three years of three terms each and a post graduate year, although at an earlier time there had been a four year course of study.

President Arnold made the following comment on the curriculum:

"It is, perhaps, expedient for me to call attention of the board strongly to several difficulties in adopting any curriculum for an agricultural college. I shall not enter into detail. The first difficulty arises out of the extent of the course. If on the one hand the curriculum be less extensive than that of an ordinary college there is a loss of dignity and respectability and with it a loss of the best young men and women, precisely those most needful for the present and the future prosperity of the

college. If on the other hand the course be equally extensive with that of an ordinary college, it is claimed that students are rather trained away from the farm than to it; but in either case the cause of agricultural education suffers. The second difficulty springs out of the relation between pure and technical subjects; the technical depend on the pure for significance, and therefore come logically after the pure in order of time; hence if the technical come too early in the course they cannot be understood; if too late they are never reached by the majority of the students. For instance, the subject of soils and fertilizers belong in the course of study after the study of chemistry and should chemistry fall on the second year, the consideration of soils and fertilizers would fall on the third year; but comparatively few students reach the third year. The third difficulty arises out of the want of a rigorous definition of studies; it is required, for example, that algebra, chemistry, constitutional law, etc., be taught, but the extent to which they shall be taught is left to the teacher's discretion, and here there is ground for friction. It might appear an easy matter to settle such questions, but it is not so by any means." (51, 1888, p. 16)

President Arnold suggested that the board of regents establish some degrees for graduation. He further suggested that he be given authority to organize classes to serve as a bridge between the preparatory classes and the first year of college. He requested authority to enforce the following regulations:

"Every student who enters this school is received as a gentleman or lady; i.e., he is expected to speak the truth, be honest, be obedient to all rules expressed or implied, to be polite and respectful in his bearings toward fellow students and the faculty and to visitors and employes, to be prompt, diligent, and attentive in his work, and whenever the college life of any student does not answer to these conditions, or to this character, he shall be sent to his parents or guardian." (51, p. 17)

Farmer institutes were begun in 1888--the first being held at Corvallis, November 15 and 16. Three were planned for 1889--these were held in Salem, Roseburg, and Hillsboro. It was expected that these institutes would allow an interchange between the farmers and the college.

Though the school was without guns (they had been taken to quell an Indian uprising several years prior to this), military drill was held each day.

Every male student was required to donate one hour's practical labor for each day of college attendance. Students who worked for more than this time were paid at the rate of 15 cents an hour.

By 1890 there were twelve members on the faculty. This number included those who taught in the preparatory school. There were 152 students attending during the year (1889-1890)--81 on the college level, 71 on the preparatory level. These students came from 15 counties--the greatest number came from Benton County (88), the next largest number from Polk County (10). Of the college students, 50 were appointments. (51, 1892, p. 10)

The second Morrill Act was passed August 30, 1890, granting funds to those states with land grant colleges. This act placed \$15,000 at the disposal of the board of regents for the year ending July 1890 and \$16,000 for the year 1890-91. It provided for annual increases of \$1,000 until \$25,000 annually was reached. No part of this money could be used for buildings.

President Arnold's death in January 1892, after 20 years of untiring, devoted service, gave the board of regents the difficult task of selecting an appropriate leader for the State Agricultural College.

Professor J. D. Letcher, the senior member of the faculty, was requested to assume the administrative duties during the interim between President Arnold's death and the installation of the new president. Professor Letcher, a civil engineer by training, had been teaching mathematics and engineering for the college prior to this time. Though his health was not good, records indicate that he succeeded in completing the job assigned to him.

It might be well to survey the growth and changes of the college at this point.

The campus had moved from downtown Corvallis to the farm property owned by the State.

A building (now called Benton Hall) made possible by contributions had been constructed on the farm, and it was here that the main body of college activities was carried on.

The college had gone through a difficult transition stage from a church-dominated school to a State-operated school.

The lawsuit brought by members of the Methodist Episcopal Church South had been settled in favor of the State of Oregon.

A reorganization of curriculum had taken place.

The State had been made aware of the lack of basic education which handicapped many students upon entrance to the College.

Three Federal bills had been accepted by Oregon; the first Morrill Act establishing land grant colleges July 2, 1862--accepted by Oregon October 27, 1868; the second Morrill Act appropriating funds to land grant colleges, 1890; and the Hatch Act establishing experiment stations, 1887.

The department of household economy had been established in 1889. It was the first of its kind in the West.

The Alumni Association had been organized 1873 and was working for the College.

Engineering was established in 1889.

The young college was firmly established in the minds of the people of Oregon. At the same time Oregon was grudgingly supporting the college. Appropriations were always given at a minimum level.

Not all work offered at the College was of collegiate level.

President John M. Bloss, 1892-1896

The board of regents received forty applications for the Presidency. The applicants were distributed over the entire Union. After much deliberation, the choice was narrowed to five. Of these John M. Bloss of Topeka, Kansas, was chosen.

Mrs. Hopper of the Indiana State Library has supplied the following information on President Bloss:

"John McKnight Bloss was born in Washington County, Indiana, near New Philadelphia January 21, 1839, and died at his home in Hamilton Township, Delaware County, Indiana, April 26, 1905. He was the son of Isaac Scott and Agnes (McKnight) Bloss. In his youth John M. Bloss assisted his father on the farm, and spent a few months of each year in the early pioneer schools. He began teaching at the age of 16. In 1854 he entered upon his college course and six years of his time was spent at Hanover, teaching his way when necessary to defray expenses. He graduated in 1860 receiving the A.B. degree and became principal of the schools of Livonia, Indiana. He enlisted as a private in Co. F 27th Ind. Volunteer Infantry and was sworn in August 9, 1861. He advanced in rank and became a captain May 12, 1864. He was wounded at the Battle of Resaca--the fourth time he suffered wounds during his service and was compelled to resign and return home. He resigned October 17, 1864.

"The most noted event in the military career of Captain Bloss was the finding of the General Lee's Special Order No. 191, or Lee's Lost Dispatch, (a discussion of the finding of the orders is given and several letters are included to prove it was the then Sergeant Bloss who first noticed the orders, rather than Private Mitchell who has been credited with it).

"After Captain Bloss returned from the Army, he pursued post graduate courses (no mention as to where) and the next year taught in New Philadelphia. For four years he was principal of the academy at Orleans, Indiana, and in 1874 chosen principal of Female High School at New Albany, Indiana. While at Orleans he served for three years as county Superintendent of Orange County. In 1875 he became superintendent of the Evansville, Indiana, schools, by reason of which position he was also a member of the state board of education. In 1880 he was Republican candidate for State Superintendent of Public Instruction, was elected and served one term. He was defeated for re-election in 1882. He was superintendent of Muncie, Indiana, schools 1883-86 and of the Topeka, Kansas, schools for five years following that and was then made president of the State Agricultural College of Oregon at Corvallis. He remained there until 1896 when, on account of failing health, he resigned and returned to Delaware County, Indiana, where he spent the remainder of his days on a farm.

"In 1865 he married Miss Emma McPheeters of Livania, Indiana. They had two children. After the death of his first wife, he married Miss A. Woods, on 1893, a teacher in Topeka schools." (31, p. 899-907)

Professor Bloss took charge of the State Agricultural College in May 1892.

During the next five years plans proceeded in an orderly way to become realities. Cauthorn Hall was built to serve as the men's dormitory. The Experiment Station building was finished.

Nineteen degrees were granted in 1893: Bachelor of Science, 2; Bachelor of Literature, 1; Bachelor of Science in Agriculture, 6; Bachelor of Home Economics, 7; Bachelor of Mechanical Engineering, 3.

The teaching and research staff numbered 16. The library had a total of 1,950 volumes. The enrollment in 1892-1893 totaled 255. Of these, there were 161 men and 64 women--74 enrolled in the preparatory school and 181 in the college. In the College, agriculture had an enrollment of 39, mechanical had 69, household economy had 66, scientific had 5, and post graduate had 2. The students came from 31 counties in Oregon. Of the total number--255--121 were appointees. Professor Bloss' report (51, 1893, p. 2-9) revealed that the parents of these students were in the following occupational categories: agriculture, 69%; laborers, 6%; mechanics, 6%; merchants, 8%; physicians, 1%; ministers, 1%; lawyers, 2%; other professions, 7%.

In the board of regents report, written by the President of the board, William S. Ladd, is found a statement to the effect that if the preparatory department were abolished college staff would be

freed for more work on the college level. At the same time, Mr. Ladd said, "But, this same preparatory department serves to open the doors of the college to some of the most eager and struggling students." (51, 1893, p. 1)

All students attending the Agricultural College were still required to devote one hour of labor to the College for each day's attendance. Professor Bloss decided that the hour should be spent in labor appropriate to the department in which the student was enrolled. He, however, felt strongly that the labor should be given. In his report to the Governor in 1893 on page 12 he cites his reasons for this required labor as:

- First - Because it is the best means of testing the work of the classroom.
- Second - Because of the educative value which comes from enforced accuracy and neatness.
- Third - Because the knowledge thus gained enables the student to acquire any trade or vocation readily when he leaves school.
- Fourth - Because it stimulates within the student self reliance and a respect for physical labor. The student who looks upon physical labor as beneath his dignity, or who would show disrespect for the laborer because he is a laborer, is wholly unfitted for training in this institution.
- Fifth - Because physical labor and the practical knowledge of how to perform it, inspires the student with higher ideals of life and best fits him on graduation to compete with skilled labor.
- Sixth - Because it enables him to become a more useful member of society. (51, 1893, p. 12-13)

An innovation was successfully tried in 1894 when a farmers' short course was given on the campus from January 10 to February 7. Service to the states had been of great importance during Arnold's presidency and continued to be so under President Bloss. The experiment station had published a total of 31 bulletins up to this time, all of which were designed with service to farmers in mind.

In December 1894 the Board of Regents in their report congratulated the citizens of Oregon "that the hard times, and consequent straightened circumstances of so many, have not had more effect in keeping worthy and energetic students out of the State Agricultural College." (51, 1894, p. 5)

During this year new buildings were constructed for agriculture, horticulture, mechanical arts, and photography.

A lieutenant of the United States Army was stationed at the college to give instruction in military science and tactics--another of President Arnold's hopes had come true when Lt. Dentler assumed this position.

A first step in establishing entrance standards for the school was taken in 1894 when the Board of Regents voted not to admit to the preparatory department of the college any student from cities of 1,500 or more.

Prior to his retirement, President Bloss made his final report in June, 1896. He gave the enrollment as 397, distributed in this fashion: preparatory, 80; first year, 175; second year, 63; third year, 54; and fourth year, 9. There were 14 post graduates and two

special students. President Bloss stressed that this enrollment was all that could be cared for without more staff and more space. He urged that the preparatory department be abolished and that a reasonable fee be charged all who attended. He said, "It seems but just that a reasonable charge should be made upon students for the privileges and advantages they receive." (51, 1896, p. 5)

The library had grown to 2,300 bound volumes and 1,200 pamphlets. The experiment station had published 48 pamphlets.

The staff included 19 men and two women.

With the appointment of the man to succeed Bloss in the presidency came another conflict. This was a struggle to preserve professional standards from the political whims of those in power.

President H. B. Miller, 1896-1897

The successor to Professor John M. Bloss was a businessman of Grants Pass, Oregon, a Mr. H. B. Miller. Mr. Miller had formerly lived near Albany. He was born in Mercer County, Illinois, on October 7, 1848, of a family of 24 children. (33, p. 720) He had been interested in politics for some time, had served as a member of the board of regents (had been on the board immediately prior to his appointment) and had tried unsuccessfully for a national office.

The Corvallis Gazette was very much opposed to this appointment and stated so in no uncertain terms in an editorial dated July 16, 1896, published before Mr. Miller's appointment. Excerpts of the

editorial which was over one and one-half columns in length show the bitterness with which such an appointment was viewed.

"The College Presidency"

"A telegram from Salem in Saturday's Oregonian states that some of the regents of the State Agricultural College favor H. B. Miller for the presidency of the institution. There have been previous rumors regarding this matter but Mr. Miller's candidacy was not treated seriously, few believing that the board would contemplate such a step." (15, July 16, 1896)

Another section of this editorial seems to approve President Bloss' resignation but states no reason for not supporting H. B. Miller.

"The acceptance of President Bloss' resignation is not generally criticized but the board will make a serious mistake if it elects as his successor a man without experience in agricultural college and experiment station work. To put a man not especially fitted for the position at the head of a school of this kind would reflect upon the benefits and accomplishments of the institution. This the board cannot afford to do. There is nothing advanced in support of Mr. Miller that cannot be said of almost any good businessman."

The editorial goes on to state that Mr. Miller has no agricultural background and that his appointment would bring forth hostility from the farmers.

"His skill as a mechanic might entitle him to be chosen as an instructor in the mechanical department, but the presidency is a far different thing...."

"But besides this lack of fitness there are serious positive objections to Mr. Miller. In the first place, the selection of a member of the board seems impolitic and would subject the board to very severe criticism. Then Mr. Miller's chief reputation is as

a politician. For years he has been a prominent figure in Oregon politics and during the past winter was urged for the nomination of Congressman and doubtless would have made an able representative.... There would be accusations, however groundless, that it was the result of political jobbery. A college cannot afford to be under the imputation that it is an asylum of politicians."

A committee of three was to select the president. On the committee were Governor Lord, Benton Keller, and Captain J. T. Apperson, president of the board of regents. The two first named were in favor of H. B. Miller, while Captain Apperson favored offering the position to John M. Bloss again. Mr. Miller thus secured the appointment. The newspapers of the state were outspoken in their feelings on this matter. The Oregonian approved the choice but the Corvallis Gazette continued in its disapproval. The July 30 editorial was entitled "The July Disgrace". The topic sentence read, "Governor Lord has the unsavory distinction of being the first governor of Oregon to drag the state educational institutions down into the mire of dirty politics."

The justification for the appointment was that the college needed a good businessman at its head. (These were hard times financially in Oregon.) Of this the Corvallis Gazette said:

"They claim that the college needs a businessman at its head, yet the board proceeds after electing this 'business' president to appoint an accounting and purchasing agent."

This editorial continued with further bitter denunciations for a column and more concluding with:

"With a dean to manage the inner workings of the institution and an accountant and purchasing agent to do the outside chore, 'Professor' Miller will doubtless have plenty of time to attend to that 'business' that Governor Lord schemes about during the day and dreams about during the night." (15, July 30, 1896, p. 2)

The Roseburg Reviewer in an editorial during this same period of time had this to say, "As a political wire puller his services were well worthy of recognition." Other caustic comments were made by the Yamhill Independent, the Hepner Gazette, St. Helen's Mist, Lincoln Leader, Dufur Dispatch, etc. Voicing their approval with the Oregonian were the Albany Herald, the Eugene Register, and other newspapers of the State.

Mr. Miller remained as president less than a year. At that time he received a political appointment which took him to Munich, Germany, for the National government. Later, after his return to Oregon, he served as director of the school of commerce and industrial survey for the University of Oregon with headquarters in Portland. (62, p. 166-172)

President Thomas Gatch, 1897-1907

After the storm of protest over Mr. Miller's appointment, the board of regents must have felt gratified at the state's hearty acceptance of their appointment of Thomas Gatch as the new president in 1897. The conflict had strengthened the position of Corvallis College in the state. The voters had become far better acquainted with the work of the college through the newspapers' discussion of

H. B. Miller. They seemed pleased to have the Board of Regents select a man whose training and background fitted him so well for the position. Dr. Gatch, a native of Maryland, educated in Ohio, was well qualified for his new position. He had received his A. B. degree from Ohio Wesleyan University in 1855 and had immediately completed the advanced course at Lane Theological Seminary in Cincinnati. In recognition of his later success in educational work his alma mater, Ohio Wesleyan, conferred the A. M. degree on him in 1860. De Pauw (which was then Indiana Asbury University) conferred the Ph.D. upon him in 1874. Dr. Gatch taught the common school, served as school superintendent of Santa Cruz County, was professor of mathematics and natural science at the University of the Pacific (now College of Pacific), left this post to become principal of the Puget Sound Wesleyan University. In 1860 he was elected to a professorship of ancient languages and moral science at Willamette University. During this same year he became president of Willamette. He was elected to the presidency of the University of Oregon in 1876 but was persuaded to remain at Willamette. He later taught at the University of Oregon under President Johnson. From this position he went to The Dalles to organize Wasco Academy. The University of Washington elected him president of that institution in 1887. He was in this position when he received the invitation to become president of Oregon Agricultural College in 1898. Thus he assumed the position of leadership of this institution at 65 years of age.

(44, 1931, p. 114-122)

The Oregon Journal said of Dr. Gatch soon after his death in April 1913:

"No other educator ever typified in his own career more completely the spirit and purpose of education. No other educator ever rose more completely out of the mere person into an impersonal exemplar of the purity and sublimity of human knowledge.

"The touch of Dr. Gatch is in the mental and moral life of thousands in the great northwest....Like the historic great educators of the past, he mellowed the genius of his endeavor with the purity of his purpose, and laid on the lives of those with whom he walked the impulse for noble deeds." (44, vol. 32, p. 116)

This then was the leader chosen to replace the "business" man of the previous year. His position included the presidency of the college and the directorship of the experiment station. There were 336 students at Oregon Agricultural College in 1898, distributed as follows: first year students, 151; second year, 75; third year, 45; fourth year 26; special students, 24; and graduates, 15. Of this number the greatest share came from Benton County--130. Dr. Gatch made the comment in his biennial report to the board of regents in 1898 that many people had moved to Corvallis to put young people in school. (51, 1898, p. 10)

The druggists of the state requested this college teach pharmacy. The request was granted and a chair of pharmacy established in 1898.

Dr. Gatch was a strong believer in the theory of personal responsibility and struck from the catalog the rules which had been printed previously. He had this to say about revising the regulations, "Numerous rules relating to the conduct of students have been

stricken out during the past year and the students in response have shown a high appreciation of the faith reposed in them. A few have failed in their studies and have been conditioned or placed in lower classes, but there has not been a single case of discipline during the year. I believe that, as a class, better behaved and more refined young people are not to be found in any school." (51, 1898, p. 11)

Dr. Gatch urged those teaching at the institution to take advanced work at other institutions. In speaking of this policy he said, "We are not so willing as formerly to run in grooves and perpetuate our failings." (51, 1899, p. 11)

If only Dr. Gatch's opinion had been involved, work on advanced levels at other institutions for the members of the teaching staff would have become compulsory at this time.

The Agricultural College held its own and gained some in total enrollment and number of faculty employed during Dr. Gatch's administration. Farmer institutes continued to be held (12 in 1900 with 1,650 in attendance).

Specialists were sent out into the state to lecture on specific areas troubling Oregon farmers. In 1900 there were seven lectures given by specialists which were attended by a total of 700 people.

Building continued on the campus. Mechanical Hall, the Armory, and gymnasium were erected. A new agricultural hall was built.

The department of chemistry added a four-year mining course. Music was offered to students. This department was self-sustaining

on the basis of fees paid directly to the department by the students.

The experiment station established a branch at Union, Oregon.

Dr. Gatch indicated to the board of regents his desire to retire from active school administration early in 1907. After his successor's selection and appointment, he was invited to teach political science at the Agricultural College, but chose to retire to his home near Seattle. The Carnegie Foundation gave him a yearly grant during his years of retirement for the distinguished service he had rendered to education.

President William J. Kerr, 1907-1930

The board of regents had been looking for a successor to Dr. Gatch for several months, as Dr. Gatch had kept the board fully informed of his plans and desires for retirement. There were many applicants for the position. Listed among these is the name of William Jasper Kerr. This was an outstanding person as is seen upon examining his background.

Dr. Kerr was born at Richmond, Utah, November 17, 1863, to Robert Marion Kerr and wife, Nancy Rawlins Kerr. (68, p. 309) He was one of several children in a busy cooperative household. Although they lived on a farm, the Kerrs established high standards of living. Their home became the social center of the community even though Richmond (population 1,200) was less than two miles away. (59, p. 1-10)

Each child in this enterprising family had duties which increased with age and ability to carry responsibility. Highly regarded church and school work were as essential as the home duties. The ungraded school, of a type common at that time, provided basic instruction in elementary school subjects. In addition, the young man who served as teacher gave special instruction in bookkeeping, a subject young William enjoyed. Many years later he remarked that the basic principles of accounting which he had learned when younger than 14 proved valuable all his life.

William's father spent part time doing railway contracting; the boy worked with him beginning with his 14th summer. His father often delegated work with crews of men to William, and it became apparent that William had leadership ability. The task to which he was most often assigned, though, was the bookkeeping and payroll work. This he enjoyed and did so well that he earned a bit of a reputation as an expert in this regard. Enough of this reputation was common knowledge to cause other people to ask for his services. The summer of his 19th year he worked one day for a large outfit paying men for a contracting job. The owner of the firm was so pleased at his efficiency and accuracy that he paid William fifty dollars for that day's work. (Reported in conversation by Mrs. Wm. Jasper Kerr, 1957)

The winter of 1882 brought the necessity to William Kerr of making a decision as to his next step in life. There was a fine farm next to his father's for sale. He considered buying it and sought the advice of his uncle, who was visiting the family at the

time. The uncle, Joseph Rawlins, was a well established lawyer in Salt Lake City. He suggested that William consider getting more education instead of purchasing the farm and invited him to live at the Rawlins home and attend the University of Deseret (University of Utah).

This was the course William elected to follow. He enrolled in the subfreshman courses and thus began his education which prepared him to be known as "The Builder" at Oregon Agricultural College.

During his college days his interest in mathematics grew as did his liking for music. He enjoyed the activities of the University as well as the classroom work and made a good reputation for himself as a public speaker and debater. His uncle Joe kept him well informed concerning the opportunities in the field of law and while William lived in the Rawlins household he studied law with his uncle in his extra time.

During the summers he worked in a general store in his home town of Richmond. The general manager of the store opened a new branch store after William's graduation from college and suggested that William take over the managership of it. This he accepted. In 1885 he had graduated from the University of Utah, had a good position, and married Leonora Hamilton whom he had known for some time. (59, p. 10-35)

The mercantile business failed to offer him the challenge he was seeking. When the opportunity came to be a teacher and also the Superintendent of the Smithfield schools he accepted the post.

While he was in this position he began writing and speaking of education. He organized and taught a course for the teachers in his schools. In 1958 this would have been called in-service training for teachers; in 1887 it was a novelty but one in which those engaged were most enthusiastic. (36, p. 133-134) A man in Smithfield had a severe accident which caused him to lose one of his legs. This citizen, Mr. William G. Farrell, appealed to the new superintendent to give him something to do which would occupy his mind during the long months in which he was confined to his home. In 1958 the course of work given him would be called adult education; young Kerr called it lessons in grammar, arithmetic, and punctuation.

Following this variety of experiences Superintendent Kerr was invited to join the faculty of Brigham Young University to teach mathematics and rhetoric. This he did but he never lost interest with the common school and felt all educators should be well versed in the actual practices of all the educational steps beginning with entrance to formal schooling. Professor Kerr was a life member of the National Educational Association and took an active part in formulating policies for this organization.

He took advanced work at Cornell University after three years at Brigham Young. While attending Cornell, William Kerr was invited to be a member of a select committee to study industries of New England. It was out of this study that he gained the conviction that labor organizations were an absolute necessity if the masses of people were to be protected rather than exploited. After

approximately a year at Ithaca, New York, he returned to a teaching position at Brigham Young for one year and then moved to the University of Utah where he taught mathematics. Mr. Kerr continued while at Cornell and at Brigham Young University to write on educational subjects.

At the beginning of his first year at the University of Utah, Dr. Kerr had the opportunity to put one of his strongest beliefs into practice. This belief was that if one gathered all the facts and presented them to the right people certainly good would come of the resulting action. (Reported in conversation with Mrs. Kerr, 1957) He found practically no instructional equipment at the University of Utah, and he was told by the president of the University that no money was available to purchase equipment. Accordingly, he made a complete list of equipment together with the cost of each article and where it could be procured and listed all the reasons why such equipment was an absolute necessity. The president suggested that Kerr present this paper to the president of the board of regents of the University of Utah. This Dr. Kerr did and was granted \$1,000.00 for the equipment and further was given authority to purchase all of the equipment himself. The University was so proud of its well equipped mathematics' department that a three-page article about it was issued in the University paper, called the University Chronicle.

Later (1894) Dr. Kerr accepted a position as president of Brigham Young University. He later also served as president of the

State Agricultural College at Logan, Utah, for seven years. At these two institutions Dr. Kerr initiated many of the practices which he brought to Oregon in 1907.

In 1894 the president of the University of Utah published an article advocating the consolidation of the University of Utah and the Agricultural College. This set off a heated controversy in which Dr. Kerr played a leading part. (11, vol. 1, p. 628-636) He wrote an article called "Have One Efficient University" which was widely reproduced and quoted. The territorial legislature of 1885 introduced a bill to consolidate the two schools. The bill lost but Dr. Kerr's arguments of 1885 had far reaching effects, some of them being used in Oregon in 1932. (59, p. 36-103)

Dr. Kerr met the members of the board of regents in Portland. He admitted to them that their program was so conservative and so limited financially that he doubted that he could be interested in leaving the State Agricultural College in Utah, but that he would be willing to study Oregon and the potentialities available which would make a great school at Corvallis. He made it clear to them that he was only interested if the school had the potentials to be great. It was at this meeting that he presented in clear-cut fashion what he considered to be the duties of the president of such an institution as the Agricultural College of Oregon and what he thought the board of regents' powers were. He wanted his position to be definitely understood and wished all facts concerning the position made clear to him.

In accordance with his promise to study Oregon, he gathered material concerning agriculture, industry, mining, business, engineering possibilities, etc. When he finally made up his mind that he would accept the position if it were offered him, he sent a wire so stating to J. K. Weatherford, president of the board of regents. Immediately a wire came back to him May 2, 1907, stating that he was the unanimous choice of the board of regents, that all the stipulations he had made in conference with them were accepted and that he would receive an annual salary of \$5,000.00.

As he started with his family for Oregon he told his wife that they were embarking on a real adventure, having been given the opportunity to build the agricultural college at Corvallis into the greatest college of its kind in the West.

The great adventure started in the middle of July 1907. When the board of regents met on the 17th of this month, Dr. Kerr had a carefully written report ready for them. In this report he gave fifteen definite recommendations:

1. That definite plans be prepared for all the work throughout the institution--experimental and instructional.
2. That the expenditures for experimental work be kept within the experimental funds.
3. That the work in agriculture be segregated and professorships be established in (a) agronomy, (b) animal husbandry, (c) dairy husbandry, (d) poultry husbandry.
4. That extension work be provided in agriculture, enlarging and extending the Farmers' Institute work.

5. That a good strong man be employed as Professor of Agronomy; that work in Animal Husbandry be assigned to Dr. Withycombe; Dairy Husbandry to Professor Kent; and that Professor Dryden be employed for the extension work in agriculture and the work in poultry husbandry.
6. That a summer course in agriculture be offered.... in order that the teachers of the state may receive some preparation for the use of the agricultural book which has been introduced into the 7th and 8th grades of the public schools.
7. That the work in Mathematics and Engineering be segregated, Professor Skelton being assigned the work in Civil Engineering and Professor Johnson in Mathematics; and that the work heretofore given by Professor Skelton be given in the Mining Department.
8. That the work in Chemistry, Pharmacy, and Mining Engineering be segregated and the work distributed as follows: (a) A. L. Knisely, Professor of Agricultural Chemistry and Director of the Chemical laboratories; (b) John Fulton, Professor of General and Analytical Chemistry; (c) C. M. McKellips, Professor of Pharmacy; and (d) that a professor be employed to take charge of all the work in Mining Engineering.
9. That the work in Mechanical and Electrical Engineering be separated and a Professor of Electrical Engineering be employed.
10. That additional clerical help be provided for the Experiment Station, the Clerk's office and the Registrar's; that Miss Juanita Rosendorf be employed throughout the year and be placed on the salary list.
11. That in addition to instructors and assistants already provided for, an instructor be provided in mathematics and provision be made for some assistance in engineering and for the clerical work of the President's Office.

12. That an additional room be provided for the administrative work of the college by removing the Clerk's office into the room across the hall, heretofore used by the Young Men's Christian Association; and that the present Clerk's office be used by the President's secretary or stenographer.
13. That filing cases and the other furniture required be provided for the administrative offices.
14. That the board decided upon the permanent location of the stock barns in order that the architects may prepare plans for the buildings provided for by the act of the last legislature in time for the completion of these buildings during the present year.
15. That work should be started at once on the plans for the buildings for which appropriations will be available in 1908, in order that all the details may be completed in time to have the contracts awarded so that the buildings can be completed before the opening of the College next year.
(52, p. 464)

Dr. Kerr urged at this meeting that the work of instruction be strengthened, that salaries of faculty be increased, that the student load per instructor be lightened. He urged that all possible be done to enable the institution to be of service to the State of Oregon. All his recommendations were approved and he was given full authority to proceed to carry them out.

Thus Dr. Kerr began his Presidency of the Agricultural College of Oregon in a vigorous, positive way. He had the facts about Oregon and its schools, industries, resources, and people before he came to the State. He brought with him the vision of what the college could become. He established in his first contacts with the board of regents the firm foundation of his position. (49, 1907, p. 463)

His predecessors had made valiant beginnings. Dr. Gatch had been able to draw the State into closer unity behind its support of the college--to him should go a great deal of credit for the morale of the faculty and the first contacts with the people; but Dr. Kerr took over the institution at a strategic time--the state was ready, the board of regents was ready and willing, and Dr. Kerr had the vision to seize the opportunities as they presented themselves.

The President's biennial report for 1906-1908 is an example of changes which took place from then on. The biennial reports previous to this had been small sketchy affairs, occasionally written by the board of regents rather than the president of the College. No report had exceeded forty-five pages until Dr. Kerr's first report. It consisted of 255 pages of orderly, precise, and detailed accounting of the position and condition of the institution. In it Dr. Kerr presented to the public a clear picture of the college as it was then and a glimpse of what it could become.

The President of the board of regents in 1908, J. K. Weatherford, wrote the preface to the report. The preface was in length equal to the entire report of previous years. In it Mr. Weatherford gave a complete financial report of the college and the experiment station. He included a copy of the entire payroll, listed the improvements which had been made such as the completion of Waldo Hall, the Mechanic Arts Building, Dairy Barn, Poultry House, Agronomy Building, and Shephard Hall. The graduates of 1908 (names, addresses, and degrees given) were listed. Then the enrollment figures were broken down as

to counties and state. Mr. Weatherford also gave a brief summary of general conditions of the college, changes in the faculty and the status of Oregon educationally. After this came the report by Dr. Kerr. This report in its completeness, its simplicity, and its structure is in a sense a blueprint of the way in which Dr. Kerr thought as well as a plan of the vision he held for the college. First there was a map of the college grounds with each building located accurately and to scale.

Following this there is a concise statement as to the condition of the College as it was at the time, enrollment wise. The number of students enrolled in 1906-1907 was 833. In 1907-1908 the enrollment jumped to 1,156. (51, 1906-1908) In 1906-1907 students came from all counties of Oregon but one, 17 different states and two foreign countries. In 1907-1908 all counties in Oregon sent students to the College, 20 different states and two foreign countries. Dr. Kerr then predicted that the college enrollment in 1910-1911 would be approximately 2,300. The students attending in 1907-1908 were: children of farmers, 51%; architects, engineers, miners, 14%; merchants, druggists, bankers, hotel proprietors, 15%; lumbermen, laborers, 10%; employees, including bookkeepers and traveling salesmen, 4%; lawyers, editors, physicians, teachers, 5%. He noted that approximately 95% came from homes representing industrial occupations. Eighty-nine per cent of these students Dr. Kerr found were either wholly or partially self-supporting. Some students had been forced

to stay out of school in order to earn enough money to return the next year. (51, 1906-1908, p. 7)

Then Dr. Kerr described the character of the young men and women who were in attendance. Following this he cited material from the Alumni Association showing the occupations of the graduates of the institution. He then discussed the faculty of the institution, giving faculty statistics, division of work and the ratio of students to teachers. The ratio was one teacher to twenty-eight. He stated that it should be no more than one teacher to fifteen students and gave the ratio of other successful schools in the nation; for example, Harvard, 8.8; Princeton, 8.2; and in land-grant institutions, Cornell, 10.3; California, 11.2; Wisconsin, 11. He gave a sizeable number for comparative purposes. He discussed the kind of men and women on the staff and talked about their salaries. He stated, "No college can succeed without a strong faculty....the faculty make the college." (51, 1906-1908, p. 11; Appendix--A.M. Clark and M. M. Dawes) He discussed the need for permanency, larger financial rewards, and the importance of an adequate retirement system.

From students and faculty he then turned his attention to buildings and discussed the progress made and the need to make greater progress in the building program. He was not inclined to accept makeshift or temporary structures. His attitude in this report and subsequent ones shows his adherence to high standards in the total environment. He was dedicating his life to building a great institution, not a mediocre one.

In the next section of the report Dr. Kerr outlined in detail the segregation of the work at the college, the schools which had been established. Then he told of the organization within the school--the Administrative Council consisting of the President, the Director of the Experiment Station and the deans of the different schools. The Administrative Council, as Dr. Kerr organized it, was largely advisory and related chiefly to college policy. The College Council was made up of the President, the heads of all departments, the Registrar, and the Librarian. This was conceived as the legislative body of the school. Its function was to consider all questions relating to the educational work and policy of the college and to prescribe the requirements for admission and the requirements for graduation. The Faculty (the third organizational body) was composed of the President, the professors, the assistant professors, the Registrar, the Librarian, the instructors and the assistants. The Faculty considered questions of discipline, methods of instruction, student activities, and other matters which related to the general interest of a college community. The fourth organization was that of the Experiment Station Staff. This included the President of the College, the Director of the Experiment Station, heads of all station departments with their assistants. The duties of this organization related to all questions of method and policy in connection with the agricultural work of research and investigation. Thus were channels of authority clearly established and made known, not only to those personally involved but to the entire citizenry of the state.

This report then discussed the method of business under which the college would operate. Each department head was to know in advance exactly how much his operating budget was; then he was to live within the budget. The most minute business transaction was recorded.

The College Book Store was established in connection with the Business Office in 1908 for the purpose of providing the students with books at the lowest possible cost.

The next section of the report discussed the adaptation of the college to the needs of the people. The standard of admission was advanced one year making it necessary to have two years high school education or its equivalent before admission to degree courses. This was made possible by the increased number of high schools in the state. The courses were revised to the end that some practical work was included for each year. Thus persons compelled to withdraw at the end of one year or two would have some technical training. Dr. Kerr shows in this report that he understood the educational systems of Oregon and was making the college function as an integral part of it.

He discussed in this report the establishment of Industrial Pedagogy to assist further in raising the educational level of the state. "As these demands have increased, it has been realized more and more that the system of public education, the work of which has been arranged in the common schools as a preparation for admission to the high schools, and in the high schools for admission to college,

was not meeting the needs of the people, more than ninety per cent of whom are engaged in industrial occupation." (51, 1906-1908, p. 27) He went on to cite the demand for trained teachers and the Federal legislation (the Nelson Act) which gave additional appropriations under the Morrill Act of 1890 to those land-grant institutions training teachers. He reported on the successful summer school of 1907 and indicated the plan that summer schools would follow at Oregon Agricultural College.

In order to clear any misunderstandings as to the purpose and scope of the College he devoted a section of the report to reviewing the laws Federal and State which had brought the institution into being and promoted its life. He made it clear that a liberal education was necessary to a college educated man. He summarized the function and scope of Oregon Agricultural College as: "It is the purpose of the College to meet the needs of the people for a 'liberal and practical' education and to promote the development of the varied resources and industries of the state." (51, 1906-1908, p. 45)

When he reported on the Experiment Station work he listed various things which such an organization could do to give maximum service to a state--some Corvallis College was doing and some he hoped to see the Experiment Station do. He discussed the values of farmers' institutes and urged that they be made into what he termed "movable schools". He also urged establishment of agricultural extension work to be active eight to ten months of the year.

During 1907-1908 Dr. Kerr had made arrangements with the Southern Pacific and the Oregon Railway and Navigation companies to send demonstration cars throughout Oregon. These were the movable schools to which he referred. In one such effort the railroad provided without cost seven cars. These had been fully equipped by the Oregon Agricultural College, and College professors traveled with the train, stopping at places in the Willamette Valley where they held demonstration lectures for the benefit of the farmers and their wives. (Appendix--Bouquet, Beatty)

The biennial report of 1907-1908 was not one which was designed to make comfortable the tax-minded Oregonian--rather it would alarm him, but at the same time would instill confidence by the definiteness of the plans and the reasonableness of the requests. There was no room here to question whether Oregon could afford such an institution. Dr. Kerr had made a preliminary study of Oregon and had followed that first one with many more; he knew what the state could afford. He was in the process of building a "great institution" in light of the background which he had collected.

In this report Dr. Kerr outlined for the people of Oregon his conception of the institution services to the State. These may be summarized:

1. That the name of this institution is the Oregon Agricultural College.
2. That this institution is dedicated to serve the state.

3. That in order to do this, the needs, resources, and potentials of the state must be known.
4. That the Oregon Agricultural College should provide leadership in establishing high standards of education in Oregon.
5. That summer schools should be part of O. A. C.'s service to Oregon.
6. That liberal and technical education go hand in hand.
7. That an extension service is a great need in Oregon. That this service should conduct adult education.
8. That O. A. C. will be an expensive college to maintain but that the returns on the investment will warrant the cost.
9. That the teachers make the institution; they must be well chosen in light of preparation, background, character, and temperament.
10. That teachers should not be overloaded with classroom work.
11. That teachers should be well paid.
12. That teachers should have adequate retirement system.
13. That channels of authority and systems of organization help build a fine college.
14. That responsibility should be delegated to individuals suitable. Once given the responsibility each individual should be held accountable.
15. That O. A. C. is a growing institution and should change as the state changes.
16. That teacher training should be offered at O. A. C.
17. That veterinary medicine should be offered at O. A. C.

18. That the music department at O. A. C. was a substantial addition to the total program.
19. That he believed in laying before the voters all the facts and enlisting their support.

Certainly a careful reading of this report would leave another conclusion in the mind of the reader; such as, that the president is an ambitious, hard-working, highly intelligent leader, who expects the institution to grow to be worthy of the dedication of his life to its promotion. (51, 1907)

William Jasper Kerr believed that the college existed for the students and decried the failure of any student. (Appendix--Allworth)

When informed that a student had failed in a course, he often would remark that the College had failed the student. He illustrates this feeling in a report on student progress. (51, 1910-1912, p. 9)

"The number of regularly matriculated students whose average was below the passing grade in 1909-1910 was 19%; in 1910-1911, 11%; in 1911-1912, 6%. This great improvement is largely due to the improved facilities for the work, provided by the construction of new buildings, purchase of additional equipment, the more complete organization of the departments and the employment of additional instructors. But the superior work of the high schools in which students receive their preparation for admission to the college has undoubtedly also been an important factor."

Thus, it is seen that he lists five reasons for improvement within the scope of the college mentioning the high school preparation sixth.

It is not to be concluded from this that his standards for college performance were low for in every way possible he was elevating the level of responsibility for students and increasing standards. It was through Dr. Kerr's guidance that student government began in December 1910. The Student Council became an important administrative body on the campus. The Council was composed of seven seniors, three juniors, two sophomores and one freshman.

These were years of important innovations on the campus. One of these was the establishment of the Student Loan Fund in January, 1911, the initial amount being donated by R. A. Booth of Eugene. In an institution where such a great preponderance of the student body was totally or partially self-supporting this was a significant step. Helped by loans, many students who otherwise could not have done so were able to complete their college education.

The standard for admission to College was again advanced on November 30, 1912. At that time the decision was made to require three years work in high school or its equivalent before admitting students to the College. This went into effect September, 1914; thereby giving the people in Oregon's high school districts time to add the additional year to their high school offerings.

The winter short course consisted of work in agriculture. The popularity of this course increased each year. In 1910-11, 649 had attended, and in 1911-12, 1,583 came to the campus for this event.

of these many were graduates from other institutions of higher education. In 1911-12 there were in attendance graduates of Harvard, Yale, Cornell, Oberlin, Stanford, West Point, and the Universities of Pennsylvania, Virginia, Minnesota, Michigan, Indiana, Illinois, Oregon, and Washington. They came in spite of the fact that "standing room" was at a premium and some of the work had to be conducted in a large tent.

The faculty numbered 147 by 1912. Of these 32 were professors, 3 associate professors, 14 assistant professors, 58 instructors and 9 assistants. (51, 1910, 1912, 1914)

Following his principle of informing the people, Dr. Kerr accepted invitations to speak all over Oregon. John Schroeder of the Oregon Journal in a special article for July 19, 1908, reported that Dr. Kerr had delivered 140 addresses to various organizations within one year. Very few of these were before high school groups and none could be called recruitment talks. (59, p. 125) He was attempting to inform all the adults in Oregon of the meaning of education and its value. He encouraged all members of the faculty to accept speaking invitations to let the people know what Oregon Agricultural College was doing. (7, p. 26-46) They were also encouraged and at times prodded to keep in close contact with the industry for which they were training students.

A joint legislative committee, composed of W. H. Strayer and George M. McBride of the Senate and Charles Childs, E. V. Littlefield, and W. N. Cardwell of the House of Representatives was appointed in

1915 "to investigate the educational institutions of the state and make recommendations." The committee had this to say of Oregon

Agricultural College:

"Your committee spent several days in June and in December at Corvallis looking over the institutions and investigating the conditions, needs, and requirements. We find the institution to be in the most excellent condition, and President Kerr....one of the best organized and most thoroughly efficient managers of an educational institution that it has been our pleasure to meet. We find....abundant proof of the fact that Oregon Agricultural College is one of the very best institutions of that character in the United States. Every department of the institution is thoroughly organized, and the president has a comprehensive grasp of the activity and work in each and every department of the institution, and we believe that the taxpayers of Oregon are getting value received for the money that they are spending upon the institution."
(59, p. 130)

Many articles were written about Oregon Agricultural College.

One called "The Rise of an Agricultural College" published in School Education March, 1920, said among other things: "That the College serves its constituency, is evident by a comparison of its enrollment in proportion to the population of the State with the same data for institutions of other states. Taking statistics for the most recent year for which complete compilations are at hand, we find that in 1916 the state of Oregon sent to the Oregon Agricultural College one student out of 425 of her population." (59, p. 150) This article then gives statistics for other states and concludes this section of the article with this sentence, "The College, in short, has the most liberal representation of its constituency of any similar institution in the country." (59, p. 150)

The college was developing under definite principles, a blueprint well made in 1907 and changed to meet the needs of a growing state. Years later Dr. Kerr in an article called "Education for Reality" published in January 1927-1928 in the magazine, Oregon, the State Magazine, summarized his principles in this way: "A collegemust foster a keener sense of responsibility to the state, a greater zeal for applying learning to life, and a quickened conscience toward family and community problems. It must lead its students not to prefer the idyllic to the actual, but to welcome and grapple with reality." (47, p. 92)

In an address in 1905 called, "The Relations of the Land Grant Colleges and the State Universities," given before the Association of Land Grant Colleges and Universities, Dr. Kerr had emphasized certain fundamental principles. These were: (1) no unnecessary duplication of work, (2) a disinterested state board to determine curricula, (3) a millage tax as a basis of support, in order to insure stable maintenance and make possible safer planning for the future. In this address given while he was President of the State Agricultural College of Utah, he said, "The modern demands in education forbid that any state institution of higher learning should be confined to a narrowly prescribed course of instruction. Along with the distinctive work in any of the technical courses, the demand for a liberal training is imperative and cannot be ignored." (1, p. 189)

Such an agency as described above was established in Oregon in 1909. It was called the Board of Higher Curricula and the law

creating it defined its duty "to determine what courses of study or departments, if any, shall not be duplicated in the higher educational institutions of Oregon, and to determine and define the courses of studies and departments to be offered by each such institution." (42, p. 514)

C. N. McArthur, author of the bill, said the idea of creating the board originated in the mind of J. H. Ackerman, State Superintendent of Public Instruction. Mr. McArthur explained in a letter written April 19, 1910, that his interest in the bill was based on the hope that this would cause the agitation to consolidate the Oregon Agricultural College and the University of Oregon to cease." (59, p. 157)

The Board of Higher Curricula studied the offerings of the schools, held public hearings and on April 28, 1910, issued an order. Oregon Agricultural College was affected by the following parts of that order:

- (1) The departments of Mechanical Engineering and Mining Engineering shall be confined to the State Agricultural College.
- (2) In view of the fact that strong departments in Civil Engineering and Electrical Engineering are now established in both the State Agricultural College and the University, these departments shall continue to be a part of both institutions.
- (3) The School of Education, as such, shall be confined to the University of Oregon, but this rule shall not be construed against the maintenance by the State Agricultural College of a Department of Industrial Pedagogy, and the

provision by the institution for such work in connection therewith, or related thereto, as may be necessary in training persons to teach industrial subjects in the common and high schools, in accordance with the provisions of the Nelson Amendment of 1907 to the Morrill Act of 1890 and the interpretation thereof, and the instructions given in connection therewith, by the United States Department of the Interior.

- (5) The course in Commerce in the State Agricultural College as described and defined in the current issue of the catalog of the State Agricultural College (1909-10) on pp. 90, 91, and pp. 165-169, shall be continued in the State Agricultural College.
- (6) No new school, department or course may be established in either the State Agricultural College or the University of Oregon until the plan of such school, department, or course shall have been submitted to this Board and have received its approval." (48, 1941, p. 1-2)

Thus, no changes were made in the offerings of the College.

The board of regents of the Oregon Agricultural College at the recommendation of Dr. Kerr discontinued the work in Latin at the College on April 10, 1912.

The California Commission on Agricultural Education visited Oregon Agricultural College during these years of rapid change and growth and in the report of the visit commented on the administration of the College, "The President has great power and is the center of the faculty organization....His method of direction is not so much that of closing gates as of opening them. Every dean and every head of an independent department directly responsible to the President has full discretion in the selection of his staff and in the internal management of his department. The President looks to results and to the harmonious working of the staff." (59, p. 127)

In the biennial report of 1907 Dr. Kerr had recommended that schools be organized with deans at Oregon Agricultural College. In that report were contained the reports of the Deans of the schools of Agriculture, Domestic Science and Art, Engineering and Mechanical Arts, Commerce, and the heads of the departments of Forestry, and Pharmacy, as well as certain other reports.

OREGON STATE COLLEGE

Part of the State System of Higher Education

The struggle for adequate financial support began when Corvallis Academy first offered its services to the people of Oregon. Each administration was hampered by the lack of money for buildings, faculty, salaries, and supplies. This continuing struggle was still obvious in 1907 when Dr. Kerr became President of Oregon Agricultural College. He administered the College as a big, enterprising business establishment and was constantly at work to put the institution on a firm financial basis.

Dr. Kerr was well aware of the financial condition of Oregon. Soon after he became President he had plans underway to carry all information possible to the people of the State. The short courses and institutes for farmers gave information to those who came to the campus. Demonstration trains and the extension service took information of the College--its services as well as its severe financial needs--directly to the people of Oregon. Dr. Kerr became a familiar figure in the legislative halls in Salem. He emphasized by stating and restating what he perceived as Oregon's proper course: ascertain what Oregon taxpayers could afford for higher education, determine the proportion of this amount that each state institution of higher education would need and then levy a property tax adequate to meet the need. However, the legislature did not follow Dr. Kerr's plan. Instead, separate funds were made available for each

institution with Oregon Agricultural College receiving more. This apparently inequitable distribution of State funds increased the already aroused hostility of the supporters of the University and the Normal Schools. (62, p. 144-200) Then the leaders at these institutions attempted to emulate Dr. Kerr's strategy of propaganda. As a result of their various institutional loyalties the citizens of the State became involved in the continuing conflict between the institutions. Many people believed that consolidation of the University and the State College would put an end to the constant battle between these two institutions. So Governor West in 1912 appointed a committee to consider all aspects of State support of the institutions of higher education. Dr. Kerr and Dr. Prince L. Campbell, President of the University of Oregon, were on this committee, as was the chairman of the board of regents in addition to other outstanding citizens. As a result of the combined efforts of these men, an initiative measure was submitted to the people of Oregon at the next election. This bill provided for a common board of regents and for a property tax of six mills. This measure was decisively voted down by the people, and talk of consolidation was stilled for a time.

In the meantime the informed supporters of Oregon Agricultural College were at work. As a result of their efforts the 1913 legislature passed a tax law providing for a permanent income for Oregon Agricultural College alone. This tax could be used for resident

instruction only, and though it was a forward step, annual appropriations were still necessary for other expenses of the College. This yearly reminder prompted tax-conscious, economy-minded citizens of Oregon to bring the consolidation issue to the front several times.

There is a certain ring of victory in Dr. Kerr's statement contained in the 1912-1914 biennial report: "By far the most important matters affecting the work and policy of the College and determining the direction and extent of its future development have been...." and he named the passage of the millage bill by the legislature, the Smith-Lever Act of 1914 passed by Congress, and the work of the Board of Higher Curricula in defining the function and field of the State Agriculture College. (51, 1912-1914, p. 5)

By 1914 it was possible for students to obtain at various places in the State four years of high school education prior to attending Oregon State College. The Oregon State Board of Higher Curricula was advised of this by the administrators of the College. The latter also recommended that the requirement of four years high school preparatory work be put into effect in 1915. The recommendation was followed for all students entering a degree curricula. Vocational courses were maintained for mature individuals who had completed only the eight grades of elementary education.

All work of less than collegiate standing was abolished in 1923. This included the two-year vocational curriculum in commerce, the one-year course in forestry, and the two-year short course in pharmacy.

The administration of Oregon Agricultural College had a growing awareness of the importance of extensive and intensive education of the faculty members. Staff members were encouraged to obtain further specialization in their fields and caution was exercised in employing graduates of Oregon Agricultural College as faculty members. In 1914 the faculty had attended 149 different colleges and universities. These included nine universities of Europe and one of Canada. Sixty-three individuals had attended Oregon Agricultural College, but of this number nearly half (30) had also attended institutions of higher learning in other states. Progress was being made toward building a distinguished faculty. (51, 1918, p. 8-9)

Inroads on the strength of the faculty occurred during World War I. Sixty-six faculty members left Oregon Agricultural College to aid in the war effort in 1916-1917 and an additional 105 in 1917-1918. These years witnessed the struggle on the part of the College to hold an adequate faculty in face of world disaster and at the same time train men for the emergency war effort. A large number of men in the Students Army Training Corps were registered in engineering. Though many key men were involved in the war effort, Oregon Agricultural College was able to achieve an outstanding performance in this program.

Cessation of hostilities brought an upsurge in attendance to Oregon Agricultural College. Young men who had delayed college in favor of immediate military service came, and men who might never

have gone to college had the State not been financing part of their way also came. There was evident acceleration in other ways also. The building program which had been modified, delayed, or changed by the war-torn days, was resumed. Apperson Hall was remodeled, a new Home Economics building was erected, the Men's Gymnasium was increased in size, and Engineering Laboratory was built. The new Library had been completed in 1918.

Oregon Agricultural College was embarked upon another period of rapid growth. This growth was not only in buildings and facilities, in faculty, in numbers of students, but also prestige in the minds of the citizens of the State. The institution which in its beginning had attracted only students from Corvallis and Benton County had grown to represent every county in the State and by 1921 was attracting so many students from other states that it was deemed advisable to establish a non-resident fee to relieve the taxpayers of Oregon from educating students from other states of the Union.

Oregon Agricultural College was also recognized nationally. Dr. George F. Zook, Specialist in Higher Education, of the United States, rated Oregon Agricultural College in 1922 as a standard institution in all respects. The College was placed on the fully accredited list of the Northwest Association of Colleges and Secondary Schools in 1924 by Dean Frederick Bolton of the University of Washington. As a result of this it was also on the accredited list of the National Council on Education. Other events in 1924 bore evidence of the status of Oregon Agricultural College: The American

Association of University Women admitted it to membership; the University of Illinois gave the College an "A" rating following a careful investigation; the American Medical Association gave recognition to the School of Pharmacy at Oregon Agricultural College, and the United States War Department rated Oregon Agricultural College for the sixth consecutive year as a distinguished institution. (47, Jan., 1927, p. 92)

Following the principle of upgrading staff members, Oregon Agricultural College in 1926 invited Dr. F. J. Kelley, who was then Dean of Administration at the University of Minnesota, to the campus to give a series of lectures on various phases of college instruction. These were well received, and this may be considered the beginning of the improvement in teaching program on which the College has constantly worked since then.

Dark clouds were again gathering even as the prestige of the College and its staff was being praised. The country was suffering from an economic slump following the war. The College was affected as well as other institutions. The State of Oregon was faced with a million dollar deficit, the voters had defeated Governor Patterson's bills to raise money, the number of students at Oregon Agricultural College was still increasing and student housing was inadequate. As a measure of relief the regents of the College in 1927 decided to levy a tuition fee of \$12 per term for each student. This was done in spite of the well known fact that many of the students at Oregon Agricultural College were self-supporting. The student council

called a mass meeting of the student body and explained why this course of action was being followed. The spirit of cooperation and the high morale of the students was shown by their overwhelming vote to accept the tuition fee and thus shoulder their share of the financial obligation. (57, March, 1928, p. 14-27)

Many aspects of the differences of opinion came to a head in the appeals of the College and University to the State Board of Higher Curricula. Each was concerned with giving maximum service to the State and with the growth of their institution. Bitter competition and conflict is in evidence in the briefs as presented to this board.

Many of these briefs were lengthy. The ones presented by the University are frank in their accusations of infringement of their territory by Oregon Agricultural College. The ones prepared by Oregon Agricultural College are defensive and conclusive. While the briefs were prepared to inform the State Board of Higher Curricula members of the true situation, they succeeded only in creating greater confusion.

The situation was such that only a drastic step could remedy it. Such a step was soon forthcoming. (59, p. 162-173; 7, p. 26; Appendix--M. M. Dawes)

An influential member of the College staff, Mr. Hector MacPherson, Director of the Bureau of Organization and Markets, resigned after one of these altercations. In his letter of resignation, July 31, 1926, he made clear his reasons for resigning and stated

that only one way was open to stop such petty and bitter disputes. In his opinion this was to consolidate the two state institutions of higher education, the University and the State College.

Hector MacPherson, private citizen and farmer after his resignation from the faculty of Oregon State College, became a member of the 1929 legislature and is credited with being the organizer behind the Higher Education Bill of 1929. This bill created as a department of government of the State of Oregon the department of higher education, with the State Board of Higher Education (all members of which were to be governor's appointees) commissioned to control and unify the state institutions of higher education. This State Board took over all the duties and functions of the various boards of regents, as well as the State Board of Higher Curricula. Thus this Board had complete control of all functions of the state institutions for higher education, curricula, finances, personnel and all matters of organization and administration.

There were under the law three distinct obligations imposed upon the State Board, namely:

- (1) To arrange to have a complete survey conducted by an impartial authority.
- (2) To initiate a program of reorganization of Oregon's institutions of higher education so as to eliminate unnecessary duplication.
- (3) To base this program of reorganization on the report of the survey.
(43, p. 256-260)

The Board was further authorized to employ an executive secretary whose office was to be in Salem.

Dr. Kerr expressed the purpose of the law in this way: "The fundamental purpose of the law of 1929....was harmony and cooperation among the state institutions of higher education, coupled with economy and efficiency. Economy in a state system of higher education cannot be achieved where rivalry and institutional aggrandizement outweigh cooperation and state service. Efficiency in respect to funds, equipment, capital investment and personnel cannot result when suspicion and distrust, instead of confidence and teamwork, prevail among the several institutions comprising the units of the system." (51, 1931-1932, p. 5)

The State Board of Higher Education began its career by communicating with United States Commissioner of Education, William John Cooper, in regard to a survey of the state institution of higher education in Oregon. To the question, "Was his department in a position to conduct such a survey?" Commissioner Cooper replied in the affirmative and indicated that Dr. Arthur J. Klein, Chief of the Division of Collegiate and Professional Education in the United States, would head a survey group for Oregon. After a preliminary conference with the State Board of Higher Education, Dr. Arnold B. Hall, President of the University of Oregon, and Dr. Kerr, Dr. Klein announced that the survey party consisting of Dr. George A. Works, Professor of Higher Education at the University of Chicago, and Dr. F. J. Kelley, also University of Chicago, and himself, would

begin the task of surveying the institutions of higher education of Oregon. There were many other specialists involved in the survey before its completion. The survey was finished in December 1930 and was presented in mimeographed form March 30, 1931. (67) Chapter I of the survey gives the objectives in this paragraph:

"Analysis of the law and of the circumstances that led to its passage makes it evident that the legislature and the governor reflected the desire of the people of the State, first, to secure more effective expenditure of the public funds devoted to higher education; second, to prevent undesirable duplication of higher educational offerings; and third, to create an agency of control with responsibility and authority to conclude and to prevent in the future the institutional rivalries and bickerings that have wearied the State and excited its distrust." (67, p. 1)

Chapter I also attempts to set the stage for the survey by giving background material on Oregon. The population of the State is analyzed, its economic interests studied and the value of its manufactured products is given. The summary of this background study stated:

- (1) That the people are of a type that realize the benefits of education and want it.
- (2) That the character of the population is such as to present no serious obstacle to the task of educating them.
- (3) That the State may look forward to an expansion economically and in population which implies development of education in the future.
- (4) That Oregon as compared with other states is performing its higher educational task upon a large scale.
- (5) That it is performing this task expensively.

- (6) That the higher educational program is uncoordinated with the State's needs as measured by the distribution of occupations and economic interests of the people.
- (7) That the primary task of the survey is to study the causes of such uncoordination and to suggest the necessary remedies."
(67, p. 1-44)

In carrying out its assignment, the survey studied a vast amount of documentary evidence and held interviews and discussions with faculty, public officials, and private citizens. Dr. Hall and Dr. Kerr cooperated to the fullest extent in making available all materials of the University and the State College.

The survey came out with definite recommendations:

- (1) The training of teachers for the elementary schools should be done at the three normal schools.
- (2) Unspecialized freshmen and sophomore work (hereafter referred to as lower division work) in all the arts and sciences should be available on essentially identical terms at Eugene and Corvallis. The purpose of this lower division work shall be to afford the broad, general education needed by men and women without respect to the careers they will follow, and to provide service courses needed in the many professional curricula.
- (3) A great school of science should be developed at Corvallis, based upon lower division work that may be pursued at either the University or the Oregon State College. This school of science should provide curricula leading to undergraduate and graduate degrees in the various sciences, including botany, zoology, geology, chemistry, physics, astronomy and mathematics and statistics.

- (4) A great school of art, literature, and social sciences should be developed at Eugene, based upon the lower division work that may be pursued at either the Oregon State College or the University. This school of the arts, literature and social science should provide curricula leading to undergraduate and graduate degrees in the various arts, literature and social sciences, including art, English language and literature, the foreign languages and literatures, speech, history, economics, political science, sociology, and psychology.
- (5) The professional schools resting essentially upon the natural sciences should be located at Corvallis. These include engineering, agriculture, forestry, mines, women's careers in the realm of foods, and teacher training in the sciences and their application. Because of the presence of facilities for it, pharmacy should be continued at Corvallis, at least temporarily.
- (6) The professional schools resting essentially upon the arts, literature and social sciences should be located at Eugene or at Portland. These include architecture, music, law, medicine, public health, nursing, social service, journalism, business administration (including commerce), teacher training in the arts, literature and social sciences and their application.
(67, p. 276)

This was the suggested structural outline upon which the State Board of Higher Education could build a unified system of higher education for Oregon. There were many other suggestions and implied recommendations in the 298-page survey report.

The survey recommendations were regarded nationally as radical and extreme. Within the State the citizenry liked or disliked the report largely as their loyalties to the state institutions of higher education demanded. The University of Oregon and Oregon Agricultural College faculty were unable to reconcile their beliefs

to the recommendations. The University of Oregon officials could not comprehend a university without a school of science. The Oregon Agricultural College officials felt that a school of commerce was one of the necessary foundations of the institution.

The State Board of Higher Education had the blueprint but feared that the voters of the state would be offended if the plan were followed. This dilemma was a difficult one to resolve. After great deliberation and a little experimentation the recommendations were put into effect but not without bitter conflicts.

During this time partisan members of the citizenry were still airing grievances in regard to the allocation of different responsibilities given each of the major schools. Julius Meier, then Governor of Oregon, and the State Board of Higher Education were not in accord and the voters were aware of the disagreements. The state was increasingly tax conscious and ready to accept any plan which might relieve the tax burden. As a result the idea of consolidation once more attracted statewide attention. This time the consolidation theme was presented to the voters in the form of an initiative measure called the Zorn-Macpherson bill, named for its authors. Hector Macpherson previously of the College staff and author of the unification bill was one of the co-authors of this measure. This bill proposed to consolidate the two major institutions at Corvallis, the resulting institution to be called the Oregon State University. The campaign was a very active, bitter

one and though the measure was defeated soundly (approximately 8 to 1) the bitterness which it had engendered continued for many years. (7, p. 29-150)

Dr. E. E. Lindsay of the University of Pittsburg had been appointed executive secretary to the State Board of Higher Education July, 1930. Dr. Lindsay attempted to heal the professional wounds of the educators at the two institutions by having the deans come together for conferences and in other ways exerted his influence toward solution of problems on a high professional plane. But the wounds were deep and constantly being reopened by the prodding of the public. The office of executive secretary was abolished July 1, 1933.

The State Board of Higher Education was working conscientiously on solution of the many problems before it. By May 1931 the members had decided that one administrative head for the unified system was a necessity. (56, vol. III, p. 85-103) A committee was appointed to interview prospective candidates. The committee visited other colleges and at one time had several excellent prospects.

Progress of reorganization was well reported by the newspapers of the State. The citizens were also given to understand that neither President Hall nor President Kerr would be considered for the chief administrative head. After President Hall resigned to accept a position at Brookings Institute the Board changed its previously announced policy and offered the position of Chancellor to Dr. Kerr. He accepted September 6, 1932.

Dr. Kerr's knowledge of Oregon and the educational needs of the state was understood by all members of the Board. His efficiency had been demonstrated. The individual members of the Board had unlimited confidence in him. Dr. Hall's resignation came at the time of greatest perplexity as to the applicants from outside the state. This action seemed logical to them.

Campbell Church, a wealthy businessman of Oregon, with large holdings in Eugene, offered his palatial home on the heights of Eugene as the permanent home for the Chancellor. The home was accepted, and Dr. and Mrs. Kerr moved to Eugene. This move was a mistake; first, because the University of Oregon faculty viewed him with distrust and distaste; and secondly, because it established the Chancellor's office in the city of one of the major institutions. The spirit of the unification law was violated in that even an executive secretary was to headquarter in Salem (away from a major campus).

Confidence in Dr. Kerr's leadership was so great at Oregon State College that many fears were allayed by this move and the staff members were ready to cooperate with the rival as a test of their loyalty to their former president.

But even at Oregon State College many adjustments had to be made--the leader who had guided the institution for twenty-five years was the head of all institutions of higher education; he was no longer available for counsel. The State Board had instituted an original policy of interinstitutional deans; many faculty members

of Oregon State College had to move to Eugene; many of the University of Oregon staff members moved to Corvallis.

Oregon State College, although temporarily unbalanced due to the lack of a school of commerce, emerged a stronger institution. Public opinion was such that each school and department had been forced to examine its offerings. The courses had been justified or changed; the staff members who had been with Dr. Kerr were alert to every danger to the college and in action exhibited their belief in the autonomy of the institution.

Staff members who had come from Eugene were forced to prove their loyalty to their new assignment before acceptance by co-workers was assured. Numerically the faculties of both institutions were unchanged; the preponderance of the staff had been in each institution for some time.

Each institution wanted to preserve its autonomy; its alumni desired this, and the State Board of Higher Education soon recognized that the educational offerings of the State would be infinitely stronger if each unit were strong in its own right, as part of the whole system. Dr. Kerr expressed his view that while the process of building a coordinated state system of higher education was in the process it was necessary that the identity of the several component institutions be preserved.

The State Board of Higher Education attempted to assume that all was well in both major institutions. Large posters depicting the offerings at Corvallis and Eugene, as well as Ashland, Monmouth,

and LaGrande, were printed. These posters were placed in strategic positions around the state. This was an attempt to present to the state the offerings of Oregon's State System of Higher Education, rather than of each institution. (See reproduction of poster on pages 113, 114)

The catalog of all institutions were combined into one volume. This idea proved to be too complicated and was discarded after one year's trial.

The State Board of Higher Education was further handicapped in carrying out its reorganization policies by the economic depression of the State. In 1934 the institutions were managed on an income 41 per cent less than the previous year. To effect this, salaries had been cut drastically, positions had been left unfilled. Needed supplies were not purchased and every other possible economy was effected.

Both the University of Oregon and Oregon State College were without presidents from 1932 to 1934. January 15, 1934, George W. Peavy, dean of the school of forestry at Oregon State College, was appointed acting President and was later designated as President of Oregon State College.

George Wilcox Peavy, 1934-1940

George Wilcox Peavy was born in Howell, Michigan, November 12, 1896. He received his Bachelor of Science degree in 1895 from the University of Michigan and his Master of Science in Forestry from

The Oregon State System of Higher Education

with units at Ashland, Corvallis, Eugene, La Grande, Monmouth and Portland
offers the following opportunities

LOWER DIVISION CORVALLIS, EUGENE

UNSPECIALIZED freshman and sophomore work is offered on essentially the same basis at both Eugene and Corvallis, under the Director of Lower Division. The object is to provide the broad foundations of a general education, such as is needed by men and women regardless of the careers they may follow. These early studies serve also as preparation for upper division, professional or technical curricula in the junior or senior years. Students satisfactorily completing the lower division receive the junior certificate. An entering student who has not yet determined on his life career, may thus register on either campus and by successfully completing two years of study may prepare himself for upper division curricula at either Eugene or Corvallis. Students who have determined on their major curricula should register in the school of their choice where this work is offered. All students are responsible for the fulfillment of group requirements in the lower division. The group subjects, offered on both campuses on essentially the same basis, comprise: 1, Languages, Literature, and Art; 2, Social Science; 3, Mathematics and Physical Science; 4, Biological Science.

DEGREE-GRANTING SCHOOLS CORVALLIS, EUGENE, PORTLAND

AGRICULTURE

At Corvallis: B. S., M.S., Ph.D. degrees. Major curricula in General and Specialized Agriculture including Animal Sciences (Animal, Dairy, and Poultry Husbandry), Farm Management and Agricultural Economics, Plant and Soil Sciences (Farm Crops, Horticulture, Landscape Horticulture, Pomology, Vegetable Crops, and Soils); Agricultural Education; Agricultural Engineering; Horticultural Products.

BUSINESS ADMINISTRATION

At Eugene: B.B.A., B.A., B.S., M.B.A. degrees. Major curricula in Accounting, Advertising, Foreign Trade, General Business, Industrial Management and Personnel Management, Labor Management; Business Administration Education; combination curriculum in Business Administration and Law.

At Corvallis: Lower Division and service courses. Secretarial Training: two-year certificate; minor applicable as elective toward a degree in a School of the student's choice on either campus.

EDUCATION

See Preparation for Teaching, High School Teacher Training.

ENGINEERING AND MECHANIC ARTS

At Corvallis: B.S., M.S. degrees. Major curricula in Chemical Engineering and Industrial Chemistry, Civil Engineering (General curriculum, Highway option), Electrical Engineering (Power and Communications options), Mechanical Engineering (General curricu-

lum, Aeronautical option), Industrial Arts Education, Industrial Shop Administration. Major curriculum in Structural Design in Architecture, a joint curriculum with Fine Arts.

FINE ARTS

At Eugene: B.A., B.S., B.M., B. Arch., M.Arch., M.F.A. degrees. Major curricula in Architectural Design, Landscape Architecture (with one year at Corvallis), Painting, Sculpture, General Art, Applied Design, Normal Art; Music (Music Appreciation, Theory and Composition, Applied Music). Structural Design in Architecture, a joint curriculum with Engineering.

At Corvallis: Lower division and service courses in Art, Architecture, and Music.

FORESTRY

At Corvallis: B.S., M.S. degrees. Major curricula in Logging Engineering, Lumber Manufacture, and Technical Forestry.

HOME ECONOMICS

At Corvallis: B.S., M.S. degrees. Major curricula in Clothing and Textiles and Related Arts, Foods and Nutrition, Household Administration, Institution Economics, and Home Economics Education.

At Eugene: Lower division and service courses in Clothing, Foods, and Home Management.

JOURNALISM

At Eugene: B.A., B.S., M.A., M.S. degrees. Major curricula in journalism including advertising and publishing.

At Corvallis: Lower division and service courses for the technical schools.

Concluded on next page.

LAW

At Eugene: LL.B., J.D. degrees. A major curriculum of three years above lower division (five years in all) leading to LL.B. degree; a major curriculum of three years following three-year general curriculum (six years in all) leading to B.A. and J.D. degrees; combined curricula in Business Administration and Law or Social Science and Law comprising six years, leading to J.D. degree.

LITERATURE, LANGUAGES, AND ART

At Eugene: B.A., M.A., Ph.D. degrees. Major curricula in English Language and Literature, German, Greek, Latin, Romance Languages (French, Spanish, Italian, Portuguese).

At Corvallis: Lower division and service courses in English Language and Literature, German, French, and Spanish.

MEDICINE

At Portland: M.D., M.A., M.S., Ph.D. degrees. A four-year professional curriculum following completion of a three-year premedical curriculum; a three-year professional curriculum in combination with a regular four-year undergraduate curriculum. Approved work for admission to the Medical School at both Eugene and Corvallis. Nursing Education: B.A., B.S. degrees. Combination professional nursing and

undergraduate curriculum; Public health nursing certificate—one-year additional; Junior Certificate—three-year professional nursing curriculum.

PHARMACY

At Corvallis: B.S., M.S. degrees. A major curriculum in Pharmacy, preparing for certification as registered pharmacist.

PHYSICAL EDUCATION

At Eugene: B.S., B.A., M.S., M.A. degrees. A four-year professional curriculum preparing specialists. Major and minor norms for part-time teachers of physical education and coaches.

At Corvallis: Lower division and service courses. Minor norm for part-time teachers of physical education and coaches.

SCIENCE

At Corvallis: B.S., M.S., B.A., M.A., Ph.D. degrees. Major curricula in Bacteriology, Botany, Chemistry, Entomology, Geology, Mathematics, Physics, and Zoology.

At Eugene: Lower division and service courses.

SOCIAL SCIENCES

At Eugene: B.S., M.S., Ph.D. degrees. Major curricula in Economics, Geography, History, Philosophy, Political Science, Psychology, and Sociology.

At Corvallis: Lower division and service courses.

PREPARATION FOR TEACHING**ASHLAND, CORVALLIS, EUGENE, LA GRANDE, MONMOUTH**

The preparation of teachers for high schools is provided on a parallel basis for assigned specialties at Corvallis and Eugene under the control of the Director of High School Teacher Training at Eugene. The preparation of teachers for the elementary schools is provided on substantially the same basis at Ashland, Monmouth, and La Grande under the control of the Director of Elementary Teacher Training at Monmouth.

HIGH SCHOOL TEACHER TRAINING

At Eugene: B.A., M.A., M.Ed., D. Ed., Ph.D. degrees. General Education courses and training for educational administrators. Major curricula preparing for teaching of literature, languages, arts and music, physical education, the social sciences, business administration, and approved combinations of subjects.

At Corvallis: B.S., M.S. degrees. Major curricula preparing for teaching of biological and physical sciences, mathematics, agriculture, home economics,

industrial arts, and approved combinations of subjects; educational and vocational guidance. Secretarial Training, a two-year course leading to a certificate as stated above.

ELEMENTARY TEACHER TRAINING

At Ashland
At La Grande
At Monmouth—

Two-year curricula leading to the State Normal School Diploma are offered at all the normal schools entitling graduates to teach in elementary schools.

Issued by: The Oregon State Board of Higher Education
May 12, 1932

NOTE: Since the poster was issued, the School of Literature, Language, and Arts has been renamed the College of Arts and Letters; and the School of Social Sciences, the College of Social Science.

the same institution in 1905. He taught school and occupied administrative positions in the high schools of Michigan until he joined the United States Forest Service. He served capably in this department of the government until 1910 when he was invited to become Dean of Forestry at Oregon State College under Dr. Kerr. It was from this position that he moved into the presidency of the College. He had been a close personal friend of Dr. Kerr's from 1910 to 1934. During this time the two of them worked on policy making for Oregon Agricultural College. President Peavy had an unswerving loyalty to the College. He was insistent during his years of leadership upon strengthening the institution in every way possible.

At an Administrative Council meeting, Dr. Peavy stated, "that the President had set for himself as principal objectives for the year the more complete unification of faculty, alumni, students and friends of the College to the end of a more effective service to the College and the development of an aggressive militant Oregon State spirit in behalf of greater institutional service to the state."

(49, April 26, 1934)

Dr. Peavy was a worthy successor to Dr. Kerr during the transitional period in which Oregon State College found itself after the unification of the State System of Higher Education. He understood the objectives toward which the members of the faculty had worked for twenty-five years. He was to retire within a few years, so if he could maintain the direction of development and consolidate the

gains which he saw as a result of the unification he was content. His own words express his confidence in the faculty at Oregon State College: "Altogether, from the standpoint of continued service to the resources, industries and citizenship of the state; adaptability to new demands in time of crisis; fortitude, faculty morale, and institutional integrity, Oregon State College has never maintained its traditions and ideals with greater fidelity than during the past biennium." (51, 1933-1934, p. 112)

The gains which the conflict had brought Oregon State College were many. The field of educational endeavor was sharply defined by the State Board of Higher Education. No longer would it be necessary to use time and energy to justify these educational offerings. The leader of the State System had been the leader of Oregon State College for twenty-five years--there was no need to fear that he would injure the institution to which he had dedicated the major portion of his life. A great school of science was to be built at Corvallis. There was greater unity among the faculty, students, and alumni than ever before in Oregon State College's history.

Dr. Peavy's retirement in 1940 brought the necessity of the appointment of a new president. The faculty were pleased to have Frank Llewellyn Ballard appointed. Professor Ballard had been in Corvallis since 1923. He had been, prior to his appointment, vice-director of the Federal Extension Service and State County Agent leader for Oregon State College. He was widely known and highly respected in the state, as well as on the campus of the college.

Before President Ballard could assume his full role as the administrator of the institution, he became ill. This illness caused him to resign from the position in 1941. During this illness, Dr. Francis Archibald Gilfillan, Dean of the School of Science, was Acting President. Dr. Gilfillan made clear to the State Board of Higher Education at the outset that he was not interested in the presidency but would aid in the emergency. He occupied this position until the appointment of his successor in 1942.

During the years of Presidents Peavy and Ballard, and Acting President Gilfillan, the faculty of Oregon State College was conscious of mixed emotions regarding the position of the College. Unification was an actuality. They were by law bound to abide by it. Channels of authority were clearly established by Chancellor Kerr, and the President and the faculty respected this. However, they were well aware that their sister institution had not accepted the situation as well as they had. While the members of Oregon State College faculty were indignant about the attacks upon Dr. Kerr by faculty members of the University of Oregon, they did not allow this to cause them to leave their established course of cooperation. When, however, the rumor reached them that the University had a standing committee at work to recover the school of science, they were alarmed and began to re-examine their position. The Administrative Council minutes of October 14, 1941, has this paragraph:

"Oregon State College lost more than any other institution in the 1932 reorganization....its school of mines abolished outright, though never even questioned by the Survey Commission, its major in Landscape Architecture and its School of Commerce given to the University. Reluctantly, therefore, but faithfully, the State College accepted the legally adopted State System of Higher Education. This being the case since the Survey Commission emphasized the fact in its reorganization the State was building not for the next year or the next five years but for the next 25, the next 100 years, the State College has the fixed conviction that the program should be allowed time to root itself and demonstrate its vitality before being dug up for further experimentation or transplanting." (49, vol. III, p. 4)

Two weeks later the minutes of this same Council records this thought of action:

"If the Board decides on a re-allocation of courses, the College would feel free to make a similar request and base the same on full restoration, plus other courses as seemed necessary to complete the College set up, including Commerce and Business Administration, Physical Education, Social Sciences, Mines and Landscape Architecture." (49, vol. III, p. 7)

The State Board of Higher Education was not unaware of the feeling of the College; nevertheless, the members of the Board deemed it advisable to grant the University of Oregon a School of Science October 28, 1941. In so doing, they had abandoned their policy of non-duplication.

The Administrative Council of Oregon State College decided to file a request for a School of Commerce October 29, 1941, and requested the restoration of the School of Mines on the same date.

A new leader was being sought by the State Board of Higher Education for Oregon State College. When word reached the College that the State Board had narrowed the list of candidates, the Administrative Council of Oregon State College under the leadership of Dr. Gilfillan, Acting President, lost no time in letting it be known that the faculty wished to have a part in the selection of the new President. Wisely the State Board adopted this course of action and when Dr. A. L. Strand was selected, he represented the choice of not only the State Board but the faculty members of Oregon State College as well.

August Leroy Strand, 1942 -

Dr. August Leroy Strand was by training and experience well fitted to assume the difficult task of President of Oregon State College.

Dr. Strand was born February 12, 1894, in Victoria, Texas. Later his family moved to Montana and it was in that state that he received his elementary, secondary, and undergraduate college education. Following his graduation from Montana State College in 1917 he served as assistant state entomologist for a brief period before entering the war effort. He served in the Navy as chief quartermaster and as a naval aviator with the rank of ensign. He returned to his previous position after the Armistice and continued in this work from 1919 to 1923. In 1923 he became assistant

extension entomologist at Pennsylvania State College; he remained there only one year before leaving to work on his advanced degrees at the University of Minnesota. While doing this he was a research assistant and instructor for the University of Minnesota. He received his Master's degree in 1925 and Ph.D. in 1928. He served as assistant professor of entomology at Minnesota from 1928 to 1931.

His alma mater requested him to head the department of entomology in 1931. He accepted this assignment and served as head of the department and professor of entomology until 1937. He was elevated from the staff to the Presidency of Montana State College in 1937 and continued in this capacity until he became president of Oregon State College in 1942.

Dr. Strand was well qualified by professional training and experience for the Presidency of Oregon State College. Further he was qualified by the status and prestige which he held in industry. He served as consultant for a large milling company for a number of years. His specialty in entomology is the effect of poison on insect tissue and the application of this knowledge in control of economic pests.

Dr. John Burtner in an article describes Dr. Strand in this way: "...an able scientist with a rare grasp of human relationships, plus effective administrative ability." (47, Oct., 1942, p. 2)

Dr. Strand's inaugural address was given at the Commencement Exercises for the Class of 1943. Careful reading of this short address clearly reveals the philosophy of the scientist who had

prepared it; "The arrangement of the relative positions of the participants in this ceremony is appropriate. The faculty on whom he must depend is behind the man being inducted; and he is facing his students and facing representatives of the public from whence the institution derives its support and to whom it must never forget it is in the end responsible. As long as he can maintain himself in this relative relationship, he will not go wrong, facing squarely the great educational spirit represented by the students, facing squarely all the implied obligations to the people, and backed by a strong and capable faculty." Then Dr. Strand quoted a paragraph from Wilson's "On Being Human". "...our eyes must hold to the future. We live for our own age--an age when an old world is passing away, a new world coming in, an age of great speculation, the outcome of which no man can foresee. It is to this new world, this tremendous sweep of action before us, that our understandings must be stretched and fitted."

After this quotation Dr. Strand went on to say that objective understanding and good intentions are not enough. "There must come action out of the inquiring and gratifying intelligence that flows from such an institution as this."

His respect for the solid foundation on which the institution was built was shown by the appointment of E. B. Lemon as Dean of Administration on July, 1943. Dean Lemon had served Oregon State College from 1911.

While Dr. Strand was being chosen as the chief administrator of Oregon State College, the State Board of Higher Education reviewed the requests of Oregon State College for a new division of Business and Industry and restoration of a school of Mines. Instead of a school, however, a curricula for mining engineering was approved January 27, 1942. The request for the division of Business and Industry was granted April 28, 1942. The name was later changed, in 1945, to the school of Business and Technology. In granting the request for a division of Business and Industry the State Board emphasized that this training was of a new kind. The educational objectives were expressed as follows:

- (1) To liberalize the curricula of the entire institution to meet the needs of modern citizenship training.
- (2) To meet more adequately the needs of industry for young men and women trained in combined business and industrial courses.
- (3) To provide an economical curriculum involving the fundamental courses in business and technology, yet sufficiently liberal to train future civic and business leaders in fields related to the specific work assigned the State College under the unified system of higher education.
(51, 1943-1944, p. 24)

At the same meeting the State Board approved the request for the division of Business and Industry, a request for the Engineering Experiment Station was also approved.

The difficulties facing Oregon State College at the beginning of Dr. Strand's administration were many. The faculty was very much

aware of the advantages which their sister institution had gained from the State System of Higher Education. Their chagrin was not offset because of the knowledge that they had tried to cooperate to the fullest extent. Professor Delmer Goode's publication, "How 'Complete' is Oregon State College as a Separate Land-Grant Institution," had depicted all too clearly the lack of advantage which Oregon State College had as compared to other land-grant colleges. The faculty looked to President Strand to plan a program which would aid the institution in climbing to a better position among the land-grant colleges.

World War II had brought to Oregon State College increased responsibilities in the form of Specialized War Training Programs. There was an enrollment of 1,354 in these programs at the peak. (51, 1943-1944, p. 8)

The armed-service units at this institution were the largest in the State System, with a cumulative total of 2,175. High praise from the Federal military authorities was given to the college management.

The population growth of Oregon was such as to clearly indicate a very greatly increased enrollment in her state institutions of higher education during the post war years.

The war programs had thrown new light on teaching techniques and procedures at the college.

The years between 1929 and 1944 had passed without a realistic building program being planned. The anticipated increase in

enrollment would cause a multiplicity of problems in housing, classroom space and faculty.

There was a pressing need for an adequate retirement system for the faculty.

The war had left thinking people with a realization of their responsibility for people of other countries. One nation could not live in isolation. Scientific advancement had been so great during the war that more people were seeing science as the hub of a great institution such as Oregon State College. Emphasis upon engineering tended to throw out of perspective people's ideas of higher education. The leader had great need for a balanced viewpoint. Further, events happened so fast that there was a great need to keep abreast as far as educational institutions were concerned. There had been undreamed-of discoveries and inventions--all these had made an impact upon educational theory and practice.

Dr. Strand was aware of the tasks ahead and saw them as challenges to be met, "...a student body constantly growing in number and diversity of interests, a state and region passing into a rapid industrial development, a nation taking a place of leadership in world affairs, a future largely unpredictable. This in outline is the post-war task and it is a task which a land-grant institution should be ready to assume." (51, 1943-1944, p. 133)

President Strand stated in this same report his view on liberal education. "In serving youth in a period of readjustment, the College will have a special obligation to put into harmonious

relationship liberal and professional education. The student who in his educational plan puts a liberal goal first should nevertheless emerge with a means of livelihood; the student who puts his professional preparation foremost should emerge with at least the essentials of a liberal education. Oregon State College must steer a course directly between a futile liberalism on the one hand and an excessive vocationalism on the other." (51, 1943-1944, p. 133)

This viewpoint of the President was well received by the faculty. Mutual recognition of the dynamic nature of the educational institution coupled with the determination to maintain and raise standards of accomplishment became the foundation of the new regime. One trend, that of sharing educational skills and knowledge with people of other countries, gathered momentum during this era. Countries lacking development in particular areas such as irrigation, livestock, electrical engineering, industry, and others requested help from Colleges particularly adept in the special fields. Oregon State College was well equipped to give aid in certain of these fields. As a result, specialists were sent to many parts of the world to live with the people of the particular country and give them the benefit of educational skills, information, and knowledge. As this trickle of influence grew, other outstanding staff members were invited to serve in even more specialized capacities. Dean Ava B. Milam of the School of Home Economics was named by the Foreign Missions Conference of North America as one of a team of three to survey the schools of the Philippines in 1947. By Presidential

appointment, Dr. Strand became one of a five-man commission to study the economic conditions of the Philippines in 1950.

Graduates of the College were living in all parts of the world. (Appendix--Englund) President Strand remarked in 1950, "Alumni.... are found....almost everywhere in the world. They have won distinction in scientific, industrial, commercial and administrative pursuits." (51, 1949-1950, p. 63)

Another project of international cooperation came into being in 1951 when Oregon State College undertook a cooperative contract with Kasetsart University of Bangkok, Thailand. Careful preliminary study was undertaken by certain staff members. After the possibilities of successful cooperation were determined, a team of faculty was sent to Kasetsart. During the first five years, twelve different specialists worked there while certain selected faculty members of Kasetsart were sent to Oregon State College and other United States universities to work and study. President Strand made a personal visit to this project in 1956 and has kept in close touch with the Oregon State College specialists at Bangkok at all times. He has given personal support to make this project a significant one.

Still another project which follows this trend of international cooperation was the one undertaken by the School of Education. This project involved the visit to the Oregon State College campus of ten teachers from Germany in September, 1952. These were professional people representing various fields of specialization. They lived in American homes, took classes on the campus as planned by the Dean of

Education and in other ways fulfilled the objectives of the School of Education. These objectives were listed as:

- (1) Provide opportunities to observe teacher training both on and off campus.
- (2) Provide opportunities to understand, through seminars and regular classes, the present thinking and best practices in this field of interest.
- (3) Provide opportunities to grasp democratic practices by living in American homes.
- (4) Provide opportunities to observe business, industry, and retailing practices.
(73, p. 3)

This trend was further shown in the increased number of foreign students studying on the Oregon State College campus. By 1956, the "foreign student enrollment reached an all-time high with 143 persons from 33 foreign countries. More than half of these had crossed the Pacific from Asia; others came from Europe, Africa, South America, and other countries of North America. Since Oregon State College students of today will tomorrow engage in international scientific study, business and industry, diplomacy and travel, personal acquaintances who live in or who have accurate knowledge of foreign lands will be a help to them in many ways...." (51, 1955-1956, p. 59)

Government sponsored foreign trainees interested mostly in agriculture and related fields were sent to Oregon State College for instruction in groups of 30 to 50. A total of 168 trainees from 34 countries attended Oregon State College under this program. (51, 1953-1954, p. 96)

There were other ways in which the College gave evidence of assuming responsibility for education which was international in scope. One of these was the Institute of World Affairs and another the Model United Nations which won commendation for the College.

Important as this trend exhibits itself to be, Oregon State College is not unmindful of the needs of the people in the United States. In recognition of these needs it has strengthened its research program by adding the Science Research Institute, an integral part of the total research program which includes the work in research, the experiment station, the engineering experiment station, and projects taken on by various departments and individuals. There was continuing interest in publishing materials to add to the great body of research information.

Oregon State College participates in extension work by radio and television and by emphasizing the Federal Cooperative Extension Service and its contribution to the people of Oregon.

Oregon State College is serving the needs of the people by instruction, extension, and research and is attempting to anticipate the needs of the future.

Written records of various sorts--laws, minutes, reports, catalogs, etc.--provide one type of basic source material for historical investigations. Memories of living persons provide another type, a type that may not be quite as reliable in minute detail of facts and dates, but that, on the other hand, is more

reliable than the impersonal printed page in interpretation of the spirit of past times and of human character and personality.

Among the alumni, former faculty members, and other friends of Oregon State College interviewed to obtain source material for this study are two women whose memories go back to the administration of the second president. In addition to President Arnold, one of these women remembers especially four faculty members: Professor Berchtold, who "gave me my first taste of a foreign language....and gave us lectures on the great artists and made an impression on art that has remained in me all of these years"; Professors Branch and Grimm, and Dr. Emery. (Appendix--Davis) "The course at that time," she recalls, "was liberal arts only; there was no choice. The boys and girls were all in the same classes. We all went into the same things at the same time." She remembers Arnold as "a southern gentleman, very well educated, and a wonderful teacher." She praises him for his ability to handle the administrative affairs of the college and at the same time teach "a full schedule." The other alumna remembers him as "a tall, lean man, a poor penman, and a queer personality." She added, "He didn't make friends easily." (Taylor)

Arnold's successor, John M. Bloss, was remembered by one of the interviewees as the organizer of the first football team. This team, she said, "played on the lower campus in spite of rain or sunshine, and we stood around and watched the boys in mud, ankle deep." (Davis)

Bloss's successor, H. B. Miller, spent such a short time on the

campus in his one year in the presidency that he does not appear to be remembered by any of the interviewees.

Miller's successor, Thomas M. Gatch, was called by a former faculty member the "most noted educator on the Pacific Coast at that time." Several interviewees remember him, especially in daily compulsory chapel when the faculty sat on the platform and the students below. (Clark) He was "a kindly, if stern, old gentleman with a great sense of humor. He wore a black scull cap, and he walked with a limp." (Mrs. Lemon) He was "a wonderful scholar" and was "strong for scholarship and character." (Davis) One thing which endeared him to upper classmen was a weekly open house at his home on Friday evenings, when only seniors were welcomed. As a part of his character-shaping plans he required all seniors to take at least one of the three courses he taught each year. (Beaty) "He thought everybody should be a teacher" and added many new fields of course work. He is the one, said one of the interviewees, "who gave Oregon State College its impetus to go forward and include so many of the subjects that it has now." (Holgate)

Undoubtedly Gatch laid a firm foundation for the coming of W. J. Kerr, who has been given most of the credit for building Oregon State College. Gatch had helped assemble a faculty, many of whom fitted well into Kerr's plans for the future. He had broadened the course work to include pharmacy, forestry, and commercial subjects; he had carried on an extensive building program; he had been alert to

the needs of the people of the State. Thus an awakening campus was ready to be lead to new accomplishments by a new president.

"W. J. Kerr," said one of the former faculty members interviewed, was "a rare educational statesman of envisioning character who surrounded himself with a group of deans and executive officers of ability....personality and character." (Warrington) Some of the staff with which Kerr surrounded himself he brought in from distant parts of the country; others he found already on the staff. When he arrived on the campus these people, as they are remembered by the interviewees, were already members of the faculty:

JAMES WITHYCOMBE, director of the experiment station, who "helped us young agricultural students both in our work as well as in our finances. He frequently loaned money to needy....students.... on our word of honor without ever signing a promissory note." He is also remembered for his talks at farmers' institute at which he extolled "the virtues and possibilities of Oregon farming." (Bouquet)

FREDERICK BERCHTOLD, professor of English and Literature, remembered as a "grand instructor", (Taylor) whose accomplishments included the teaching of art and foreign languages as well as English.
(Davis)

MARGARET COMSTOCK SNELL, professor of household science and hygiene, an M.D. "with a broad education, ambition, and wisdom" who completed her medical training but never practiced as a physician.

She had made up her mind "not so much to try to cure diseased livers as to teach people how to avoid getting them." (Milam Clark) She has been called a "Mark Hopkins to the girls" and "inspired them to sense the significance of the home and influence of the wife and mother on the quality, character, and success of the entire family." (Milam Clark) She "exemplified simplicity, thrift, order, and perfection." (Taylor) She was "a wonderful person....full of life and spirit....an inspiration to all of us." (Davis)

GRANT ADELBERT COVELL, professor of mechanics and mechanical engineering, who was "a strong character, a great influence on the institution" (Lemon), and was described as "conservative, quiet". (Williams) He had impressed one interviewee as "a very religious man" who "never allowed gossip in the family nor disparaging remarks." He was "fair with everyone and very sympathetic with his students, but.....a rather stern type in some respects." (Strickland)

JOHN B. HORNER, professor of history and Latin, was famous to students as "the guardian of Cauthorn Hall" (Clark) and as a "jack-of-all-trades in the teaching profession." "None could question his enthusiasm and his tremendous capacity for work," said one, "a man of rugged pioneer stock who left a tremendous impact on the early graduates of the College." (Hartman) Another remembers him as "a great inspiration to students all

over our State and elsewhere, a great historian, author, and friend never to be forgotten." (Taylor)

ARTHUR BURTON CORDLEY, professor of zoology, "a gentle, soft spoken gentleman" (Williams) who was remembered as "a versatile man, very interested in athletics, and a great influence on the young students." (Lemon)

GEORGE COOTE, professor of floriculture and gardening, who "took great pride in the plantings on the College grounds....took students into the mountains to get trees to plant around the buildings." He particularly worked on the walk from the lower campus to the hill and made it winding "so there will always be beauty ahead." (Taylor)

JOHN FULTON, professor of mineralogy and geology, "one of the real builders of Oregon State College." (Beaty)

CLAUDE ISAAC LEWIS, professor of horticulture, under whose leadership from 1907 the department of horticulture made rapid progress and became rated "among the five leading departments of horticulture in this country." (Hartman)

IDA BURNETT CALLAHAN, dean of women and assistant professor of English, who was remembered as being "outstanding in her advice to students and in helping them in every possible way." (Beaty)

CHARLES LESLIE JOHNSON, assistant professor of mathematics, was remembered as an outstanding teacher. (Beaty)

HELEN LUCILE HOLGATE, stenography and typewriting, who was "a perfectionist whose traits were reflected in the character of the work

that was turned out." (Hartman)

NICHOLAS TARTER, instructor in mathematics, "a grand instructor."

HARRY BEARD, assistant in English, who directed the fine ROTC cadet bands. (Hartman)

RICHARD JEFFREY NICHOLS, librarian, whom the students nicknamed "Two-weeks Nichols" because of his "habit of calling out 'Two weeks for you,' as punishment for some misdemeanor, which meant that we were deprived of the library privileges for that length of time." (Mrs. Lemon)

ARTHUR GEORGE BOUQUET, assistant in floriculture, who later became the author of the first vegetable gardening bulletin in Oregon (1910), author of the first 4-H Club publication (1914), and first extension specialist to use the radio (KGW).

Each of the interviewees had words of tribute to pay to Dr. Kerr. His leadership was recognized by each of them. One said, "The institution as it stands today, in my mind, is almost a monument to William J. Kerr. He was so farsighted and planned so well that we're still following pretty much the outline that he set up for the development of this institution, both in its physical aspects and in its educational program." (Lemon) His "handling of discipline" was, to another interviewee, an outstanding characteristic. (Englund) His ability to think of future needs is shown in, "He said one time that a college administrator must live entirely in the future and to refer to the past only as it might be a guide as to what should be

done ahead." (Lemon) He "was influential in building morals, both in students and faculty." (Bouquet) "Few institutions in our land have been blessed with leaders like Dr. Kerr." (Besse)

Dr. Kerr brought other outstanding people to the College, as he added to the staff:

U. G. McALEXANDER, Commandant, and professor of military science and tactics, with the rank of Captain. "He later became Major General McAlexander, the Rock of the Marne." (Allworth) An interviewee commented: "It is grand to see a fitting memorial to him and his record." (Englund) And another said he "remembers (him) with a great deal of affection and pride. (Lemon)

WILLIAM ARTHUR JENSEN, Recorder of the Faculties and later Executive Secretary, "a master of law and order, of information generally and in minute detail....made public functions such as commencement move with such precision....a meticulous gentleman but friendly and kind." (Williams) And another interviewee commented "filled the office of executive secretary with dignity and efficiency." (Hartman)

ERWINE L. POTTER arrived on the campus as an instructor in animal husbandry and came to occupy a position of great trust and responsibility. Professor Potter was chosen as one of the faculty to investigate the proposed cooperative educational project of Kasetsart University in 1951.

RALPH D. HEITZEL, instructor in public speaking and debate, was remembered as "a man of great vision and capacity."

EDWARD B. BEATY, who came to Oregon State College in 1899 as a student, continued on as a member of the mathematics department and was one of those interviewed for this dissertation.

WILLIBALD WENIGER arrived the first year of Dr. Kerr's administration and continued to serve the institution until his retirement.

ARTHUR I. PECK joined the staff as an instructor in floriculture and landscape gardening.

GEORGE ROBERT HYSLOP was an instructor in agronomy Kerr's first year at Oregon State College.

GEORGE WILCOX PEAVY came to Oregon State College in 1910 as a professor of forestry, became dean of the School of Forestry in 1913 and president of the College in 1932. He is recalled as "a practical, robust individual....a very good speaker." (Englund) He is also remembered for the "excellence of his English." (Englund)

LOUIS BACK, professor of modern languages and later chairman of the department, "was sharp witted, critical, and cynical to the Nth degree, but a man of scholarly attainment and an outstanding teacher." (Hartman)

IDA ANGELINE KIDDER, librarian, was a dynamic force in the life of the students. "She saw us all as we came and went. Not far from her desk, from which she could survey her whole domain, was a table on which she had a sign with large letters that said, 'Interesting'....that is all it said. There she would put the books of a cultural, broadening character for students to pick

up, and she noticed those who came to that table and browsed; others, she tried to encourage to go there." (Englund)

MELISSA MARTIN DAWES, assistant professor of modern language, later associate professor and chairman of the department, is remembered as "a devoted worker who was respected by all who had the opportunity to be in her classes." (Hartman)

EDWIN T. REED, editor of publications, came to Oregon State College in 1912. He "was a classical scholar, great humanitarian, and a poet of no mean ability." (Hartman) And another said of him, "a great orator....talked at many convocations and meetings throughout the state." (Allworth)

JESSE FRANKLIN BRUMBAUGH, professor of psychology, "was the psychology department....great store of knowledge of philosophy and logica deep personal understanding of human nature." (Hartman)

ULYSSES GRANT DUBACH joined the staff as a professor and department head of political science, and was remembered as Dean of Men at Oregon State College.

AVA MILAM CLARK, first served the College as assistant professor of home economics; later became dean of the school of home economics, in which capacity she continued to serve until her retirement.

Others who came during these early years were James Dryden, professor of poultry husbandry; Henry Desborough Scudder, professor of agronomy; Henry Martin Parks, professor of Mining Engineering; Thomas Mooney Gardner, professor of electrical engineering; Charles Edward Bradley, professor of agricultural chemistry; Emmett Dunn Angell,

director of the gymnasium; William Frederick Gaskins, professor of music, and his wife, Genevieve Baum Gaskins, instructor in voice.

Many other staff members came to Oregon State College during these early years and remained until their retirement. Included among these could be Mark Clyde Phillips, who had graduated from Oregon State College in 1896; E. B. Lemon, who served his alma mater as an instructor in accounting, became the Registrar of the College and then became Dean of Administration; Gertrude Strickland; Vera Brandon; Richard Dearborn, Samuel H. Graf; Arthur L. Peck; Wilbur L. Powers; Sigurd H. Peterson; Gertrude E. McElfresh; Samuel M. P. Dolan; Bertha Herse; Godfrey V. Copson; Charles V. Ruzek; and Adolph Ziefle.

The services given Oregon State College by these staff members and the many others who joined the College later bear witness to Dr. Kerr's often repeated statement that the College is only as good as its faculty. One person interviewed said "They had enthusiasm for their work; they were devoted to their students. We could see them at almost any time. They were really the ones who taught our classes; they didn't sit and administer and allow recent graduates or instructors to try to tell us what they knew. They inspired us to win honorable places as we left college and went out into the world." (J. C. Clark)

SUMMARY

Oregon State College has grown in response to the needs of the people it serves. It came into being as Corvallis Academy, a one-room institution made possible by the public-spirited people of the community whose desire for an educated citizenry motivated them to earn and donate sufficient funds to make their desire a reality. When the Academy was later sold from the sheriff's block, it continued to have many supporters. These people aided the institution when it became the educational college for the Methodist Episcopal Church South. The growth of the institution became apparent in the extended radius from which the students were attracted and from the increase in the offerings of the College, especially after W. A. Finley became president in 1865. When Reverend Finley's poor health caused him to resign, the Board of Directors named B. L. Arnold his successor.

President Arnold enthusiastically accepted his enlarging responsibilities when the Federal Government, through the Morrill Act of 1862, brought "new" education as distinct from the traditional classical education to the Oregon Country. Though a staunch member of the Methodist Episcopal Church South, President Arnold was able to guide the College through the difficult transition period as it emerged from a church-related school to a state-supported and directed institution. John M. Bloss, appointed President after the sudden death of President Arnold, brought public school experience to the position.

The State of Oregon became aware of the meaning of the term professional leadership when many of the State's newspapers protested the appointment of H. B. Miller as the fourth president of the College upon the retirement of President Bloss. The State's voice was heard, and as a result Thomas M. Gatch was appointed within a year. President Gatch recognized the growing needs of the people of Oregon and began to make experimental departures from the former patterns of the closely knit community college.

These foundations were well laid when President Kerr became the leader of the College in 1907. The needs of the people of the State had enlarged greatly. The College met these needs by farmer institutes, movable schools, short courses for farmers, bulletins, articles, speeches, as well as ever-increasing quality and quantity of campus instruction. During the twenty-five years of Dr. Kerr's leadership, the College began to fulfill its mission of instruction, extension, and research in a realistic manner. This educator, often called "the builder", had systematic orderly plans so clear-cut as to resemble blueprints for the growth and development of the institution. These plans were changed as the needs of the people changed. Though adversity was a frequent visitor, the college increased in strength and purpose. The institution was able to become part of the State System of Higher Education yet preserve its own autonomy.

Two years after Kerr became the Chancellor of this State system, his friend and co-worker of long standing, George W. Peavy, became the president of Oregon State College. Upon Peavy's retirement, Frank L.

Ballard, who had guided the cooperative extension work for many years, became president. Illness incapacitated him before he had fully assumed his duties. F. A. Gilfillan, as acting President, performed the functions of the office while a search was begun for a candidate of sufficient stature to become the president of what had become one of the leading land-grant colleges of the nation. It was finally determined that A. L. Strand, president of Montana State College, was that man. President Strand, scientist, scholar, is esteemed by faculty and industry. His "our eyes must hold to the future" inaugural address is the keynote of his educational philosophy. He is determined that immediate demands shall not distract the policy makers of the College from the long range goals of the institution. A new trend exhibited its strength early in his regime and apparently is gathering momentum as time goes on. This is the trend to share educational advantages with peoples of other countries. His years are those of cooperative interchange of skills and knowledge. He is ever aware of the need to hold "our eyes to the future."

CHRONOLOGY

Oregon State College is now in its 90th year as a state-supported institution of higher learning. Its history is one of growth and service. Some significant mileposts in Oregon State College history are briefly outlined in the pages which follow. Also included are items of interest which for the sake of brevity were omitted from the body of this study.

- 1856 Corvallis Academy established.
- 1858 Corvallis Academy incorporated as Corvallis College.
Corvallis College building began.
- 1859 Corvallis College building completed.
- 1860 Judgment obtained against Corvallis College.
Sheriff's sale of Corvallis College.
Corvallis Academy purchased by Reverend Orencith Fisher.
- 1861 Sale of Corvallis College to board of trustees, each of
whom was a member of the Methodist Episcopal Church
South.
- 1862 First Morrill Act passed by Congress.

- 1865 Corvallis College became property of Methodist Episcopal
 Church South.
 Reverend Wm. A. Finley first president of Corvallis College.
- 1866 First annual catalog published.
- 1867 First class of collegiate standing enrolled.
- 1868 New academic calendar adopted--three terms of 14 weeks each.
 New articles of incorporation filed for Corvallis College.
 Corvallis College "designated and adopted" by Oregon legis-
 lature as the agricultural college of the State of
 Oregon.
 General Laws of Oregon, 1868, p. 40, Sec. 3 of this law
 authorized each State Senator to select one student
 for a scholarship.
 Corvallis College trustees accepted the designation under
 the terms set by the legislature.
 State supported higher education began.
 Name of institution--Corvallis College and Agricultural
 College of Oregon.
- 1869 Curriculum in Agriculture established.

- 1870 First class--two men, one woman--graduated with Bachelor of Science degree.
Professor Joseph Emery elected Librarian.
Corvallis College "permanently adopted" by Oregon legislature as the agricultural college of Oregon.
- 1871 First Bachelor of Arts degree.
Board of Trustees purchased college farm of 34.85 acres from George and Elizabeth Jane Roberts.
- 1872 President Finley's resignation accepted.
B. L. Arnold became the second president.
- 1873 Corvallis College published its first agricultural research bulletin--topic, "White Soil".
Chairmanship of Agriculture established--Professor B. J. Hawthorne appointed to it.
Name of institution as given on title page of annual catalog--Corvallis State Agricultural College and Corvallis College.
- 1874 President Arnold's report of Corvallis College to Governor Grover for period 1872-1874.
Admission requirement--"any youth 16 years of age, no other qualification being required.young men are

received here who are really in primary studies....
some who could not read have been taught here." (From
President Arnold's report.)

Faculty totaled three members, including President.

- 1875 Alumni association organized.
- 1876 First Master of Arts degree conferred.
Greenhouse (called glass house) built.
- 1878 The guns used in military drill taken away as government
used them to quell an uprising of Nez Perce Indians.
- 1879 Name of Institution--Corvallis College and State Agricultural
College.
- 1880 Professorship in Commerce established.
College received no annual appropriation--had only the
interest from land fund.
No catalog issued in an effort to cut expenses.
- 1881 Name of institution--Corvallis Agricultural College.
- 1882 State Grange began to take active interest in College.

1883 Edgar A. Grimm, trained agriculturalist, made professor of
Agriculture.

Petition presented to conference of Methodist Episcopal
Church South to separate church literary school and
agricultural college.

Name of institution (as listed by auditing and finance
committee)--Oregon State Agricultural College.

1884 Agricultural College farm tendered to the State by the
Board of Trustees of the Board of Education of the
Methodist Episcopal Church South.

1885 Corvallis College became entirely under State control.
Senate Bill 135, Section 8, provided, "Students are to be
selected by the county school superintendents on the
recommendations of state senators and representatives.
One-third of the number may be women."

Name of institution (as printed on President's letterhead)
--State Agricultural College.

The State Agricultural College Association of Citizens of
Benton County incorporated.

1886 College Farm received by Board of Regents.

- 1887 Hatch Act provided for Agricultural Experiment Stations.
Law suit filed by Methodist Episcopal Church South seeking
to set aside separation of Corvallis College and the
State Agricultural College.
Members of faculty--four.
- 1888 Board of Regents assumed control.
Administration building complete.
Agricultural Experiment Station of Corvallis issued its
first bulletin--written by Edgar Grimm.
Farmer institute held in Corvallis.
Length of class periods regulated by manual operation of
large triangle.
Faculty numbered eight.
- 1889 Farmers Institutes held in Salem, Corvallis, Roseburg,
and Hillsboro.
Second bulletin of Experiment Station written by Professor
E. R. Lake.
Administration Building erected on Campus. (Gift of
citizens of Benton County)
Engineering established.
Grant A. Covell, first professor of Engineering.
Department of Household Economy established.
Margaret C. Snell first professor of Home Economics.

- 1890 Second Morrill Act passed by Congress.
Library presented to the College.
Name of institution (by reference of editor of Corvallis Gazette)--Oregon Agricultural College.
- 1891 College and Experiment Station printing plant established.
Faculty numbered twelve.
- 1892 President Arnold's death.
Professor John D. Letcher appointed as acting president.
John M. Bloss third president.
Law suit Methodist Episcopal Church South v. State of Oregon
settled in favor of State of Oregon.
System of electric bells installed--manually operated by
janitor.
- 1893 Faculty--teaching and research--numbered sixteen.
- 1894 Farmers' Short Course offered.
Lt. Dentler, United States Army, detailed by the United
States Army to Oregon State Agricultural College.
Only students admitted to preparatory department who came
from cities of less than 1500.
Experiment Station bulletins numbered 31.
"Hayseed", forerunner of Beaver, published by senior class.

- 1895 All tuition and incidental fees abolished by Board of Regents.
- 1896 President Bloss resigned.
H. B. Miller appointed fourth president.
Professor Frederick Berchtold named Dean of the College.
Faculty numbered nineteen males, two females.
- 1897 Resignation of President Miller.
Thomas M. Gatch appointed fifth president.
Name of institution (as used by President Gatch)--
Agricultural College of State of Oregon. President Gatch also used Oregon State College as the name of the institution.
- 1898 Chairman of Pharmacy established as result of petition of the druggists of the State.
Enrollment from four counties of Oregon: Benton--130;
Linn--35; Polk--29; Clackamas--19.
Faculty numbered 20 men and six women.
- 1900 Twelve Farmer Institutes held during the year.
United States Commissioner of Education defined subjects of instruction for land-grant institutions under Morrill Act.

- 1901 Music curriculum established.
- Branch experiment station established at Union, Oregon.
- Dr. James Withycombe--Director of Experiment Stations.
- 1904 Average age of students graduated June 30th--20 years.
- 1906 Adams Act passed by Congress--further endowment of
experiment stations.
- Faculty numbered 30 men and six women.
- Forestry curriculum on four-year basis established.
- 1907 Resignation of President Gatch.
- Nelson amendment to Second Morrill Act passed by Congress.
- William Jasper Kerr appointed sixth president.
- Organization within the college:
- Administrative Council.
 - College Council (legislative body of college).
 - The Faculty.
 - Experiment Station Staff.
- Name of the College (given by Dr. Kerr)--Oregon Agricultural
College.
- Students came from all counties in Oregon except one and
from 17 other states and territories and two foreign
countries.
- Faculty numbered 40.

1908

Deans provided for first time.

Dean of Agriculture--A. B. Cordley.

Dean of Commerce--J. A. Bexell.

Dean of Engineering--G. A. Covell.

Dean of Home Economics--Juliet Greer.

Preparatory Department abolished.

Entrance requirements raised--necessary to have completed
two years of high school or equivalent.

Two-semester calendar adopted.

College Book Store established.

Movable schools organized in cooperation with the railroads.

Summer School for teachers given.

John C. Olmsted campus plan made.

Average age of students in attendance--19.77 years. Range
in ages 15 years to 50 years.

Faculty numbered 53.

1909

Industrial pedagogy curriculum established.

State Board of Higher Curricula established. Function and
field of Oregon Agricultural College defined.

1910

Committee on Advanced Degrees.

E. D. Ressler head of department of Industrial Pedagogy.

- 1911 Student self-government adopted.
Student loan fund established.
Department of College Extension organized. Ralph D.
 Hetzel, first director.
Ama Zou Crane first Dean of Women.
Head of Forestry Department--George W. Peavy.
- 1912 Henrietta Calvin appointed Dean of Home Economics.
- 1913 First millage tax law passed.
School of Forestry established.
School of Mines established.
Oregon State Board of Higher Curricula defined function and
 field of Oregon Agricultural College.
- 1914 Smith-Lever law passed.
Standards for admission raised to three years of high
 school work or its equivalent.
Dean A. B. Cordley made Director of Experiment Station.
- 1915 Standards for admission raised to four years of high school
 work or its equivalent.
Vocational courses maintained for mature persons having
 completed only 8th grade.
Mary E. Fawcett appointed Dean of Women.

- 1916 Average age of men students 19 years--women 20 years.
- 1917 Home Management house opened.
Reserve Officers' Training Corps established.
War Service called 66 staff members.
Ava B. Milam appointed Dean of Home Economics.
- 1918 School of Vocational Education established--as reorganization of department of industrial pedagogy. E. D. Ressler became Dean of School of Vocational Education.
War Service called 105 staff members.
- 1919 Three-term calendar restored.
Food Technology Department established.
- 1920 Second millage tax approved.
Great upsurge in enrollment.
James T. Jardine appointed Director of Experiment Station.
- 1921 President's house on campus.
Non-resident fee established.
Mary Rolfe appointed Dean of Women.

- 1922 Radio station built, licensed as KFDJ.
- Dr. George F. Zook, specialist in Higher Education of the Bureau of Education of the United States, rated Oregon Agricultural College a standard institution in all essentials.
- 1923 All work of less than collegiate standing abolished.
- Discontinuance of two-year vocational curriculum in Commerce, one-year in Forestry, and two-year in Pharmacy.
- Kate W. Jameson appointed Dean of Women.
- 1924 College placed on accredited list by American Association of University Women.
- Oregon Agricultural College accredited by Northwest Association of Secondary and Higher Schools.
- U. G. Dubach--first Dean of Men.
- College chapter of Phi Kappa Phi established.
- Pharmacy received recognition from American Medical Association.
- 1925 KFDJ became KOAC.
- Revision of Olmsted campus plan by A. D. Taylor.
- Purnell Act passed by Congress.
- Peavy Arboretum authorized.

Edward Allworth made manager of Memorial Union.

1926

Nursery school opened.

College placed on the accredited list of the Association
of American Universities.

Beginning of improvement of teaching program on campus.

Dr. F. J. Kelley, Dean of Administration at University
of Minnesota, gave series of lectures on various phases
of college instruction.

1927

J. R. Jewell appointed Dean of Education.

State Drug Laboratory established in School of Pharmacy
Building.

Faculty sabbatical leave plan adopted.

Engineering Experiment Station established.

Tuition fee of \$12 per term levied by Board of Regents.

H. S. Rogers appointed Dean of Engineering.

1928

School of Vocational Education offered special evening
classes for members of the faculty.

Copper-Ketchum Act passed by Congress.

1929

Memorial Union dedicated.

Oregon Unification Bill.

State Board of Higher Education in control of all Oregon institutions of higher learning.

Oregon State College became part of State System of Higher Education.

School of Pharmacy accredited.

1930

Oregon higher education survey by United States Office of Education.

Dr. E. E. Lindsay appointed executive secretary to the State Board of Higher Education.

Wm. A. Schoenfield elected Dean of Agriculture and Director of Experiment Station.

James T. Jardine, Director of Experiment Station, resigned to become Director of Cooperative Investigations with the United States Department of Agriculture, Washington, D. C.

Dean J. A. Bexell, School of Commerce, retired, appointed Dean Emeritus.

Dr. H. V. Hoyt succeeded Dean Bexell.

1931 College staff materially reduced due to finances (66 less than previous year).

Each staff member donated one day's income each month for five months for unemployment relief.

Salary cut of staff--initiated by staff.

Zorn-Macpherson Bill defeat.

1932 Reorganization Oregon State System of Higher Education.

School of Science established.

Lower Division of Liberal Arts and Sciences established.

School of Commerce transferred to University of Oregon.

School of Mines discontinued.

Name of the College changed to Oregon State College by common usage.

Dr. William Jasper Kerr named Chancellor of State System of Higher Education.

Secretarial Science reinstated to degree granting status-- under Dean of Business Administration at Eugene.

Dr. Carl Salser became Assistant to Dean of Education.

1933 Graduate division established.

Office of executive secretary to State Board of Higher Education abolished.

School of Science established--Dean Earl L. Packard.

Dean Harry S. Rogers, School of Engineering, resigned to become President of Polytechnic Institute, Brooklyn, New York.

R. H. Dearborn appointed Dean of Engineering.

1934 George W. Peavy became seventh president. College had been without a president for two years.
Institution's income 41 per cent lower than in 1933.
Mary J. L. McDonald of San Francisco gave Oregon State College 500 acres of forest land.

1935 Summer session extended to ten weeks.
School of Education established a Guidance clinic.
State tuition scholarships authorized by legislature.
First Doctor of Philosophy degrees conferred.
Chancellor Kerr became Chancellor Emeritus.
Frederick M. Hunter became second Chancellor of Higher Education.
American Association of University Professors in published report called the election of Dr. Kerr to Chancellorship a stupendous blunder.
Recognition of tenure by State Board of Higher Education.

1937 Oregon State chapter of Sigma Xi installed.
F. E. Price appointed Assistant Dean of Agriculture.

- 1939 Name of institution given as Oregon State College.
Dean Earl L. Packard, School of Science, resigned.
F. A. Gilfillan named Dean of Science.
- 1940 President Peavy retired, was succeeded by Frank L. Ballard,
eighth president.
- 1941 F. A. Gilfillan acting president during President Ballard's
illness.
Dean of Women Jameson retired, succeeded by Buena Maris
Mockmore.
President Ballard resigned September 10, 1941.
- 1942 August L. Strand became the ninth president.
Curricula for mining approved.
Engineering Experiment Station approved.
Many staff members serve on foreign soils.
Dean Dearborn of Engineering retired. George Gleeson
appointed acting head of Engineering.
State Board of Higher Education approved degree curriculum
in Business and Industry.
- 1943 Army Specialized Training Program in effect.
E. B. Lemon became Dean of Administration.
Division of Business and Industry established.

Clifford E. Maser appointed head of Division of Business and Industry.

George W. Gleeson appointed Assistant Dean of Engineering.

1944 Elmo N. Stevenson became the first student personnel coordinator.

George Gleeson made Acting Dean of Engineering.

1945 Dean of Pharmacy, Dean Adolph Ziefle, retired.

Dr. George F. Crossen appointed Dean of Pharmacy.

School of Business and Technology outgrowth of Division of Business and Industry.

Veterans Testing Bureau organized by Dr. R. R. Reichart (forerunner of Counseling and Testing Bureau).

George Gleeson appointed Dean of Engineering.

1946 Dr. F. M. Hunter resigned as Chancellor, made Chancellor Emeritus, was succeeded by Dr. Paul C. Packer.

1947 State employees retirement act became effective.

William Jasper Kerr died April 15.

State Board of Higher Education approved the establishment of the Oregon State College Foundation.

Ava B. Milam, Dean of Home Economics, named as one of three to make a survey of schools in Philippine Islands.

Dr. Franklin R. Zeran appointed Associate Dean of School
of Education.

Dean of Men U. G. Duback retired, was succeeded by Dan W.
Poling.

Dean of Women Buena Maris Mockmore resigned, succeeded by
Mary I. Bash appointed acting Dean.

1948 Division of Business and Industry named School of Business
and Technology.

1949 Summer school eight weeks.

One hundred seven foreign students from twenty-four different
foreign countries represented.

F. E. Price named Associate Dean of Agriculture.

1949-50 Dr. Willibald Weniger retired as Dean of the Graduate School.

Dr. Henry P. Hansen appointed Dean of Graduate School.

Dr. M. Ellwood Smith retired as Dean of Lower Division.

Dr. Ralph Colby appointed Dean of Lower Division.

Dean Ava B. Milam of Home Economics retired.

Vera Haskell Brandon appointed Acting Dean of Home Economics.

F. E. Price appointed Dean of Agriculture.

- 1950 Institute of Far East inaugurated as an annual affair.
Physical Education major established.
Dr. A. L. Strand appointed by President Harry Truman as
one of a five-man commission to study economic con-
ditions in the Philippines.
Dr. Paul C. Packer, Chancellor, resigned.
Dr. Charles D. Byrne appointed Chancellor.
Mary I. Bash appointed Dean of Women.
- 1951 Proposal of cooperative contract between Oregon State
College and Kasetsart University at Bangkok, Thailand.
Pharmacy curriculum made five-year instead of four.
Anderson survey of higher education and report.
Joint degree program--Oregon State College and Oregon
College of Education.
- 1952 Permanent elementary education program at Oregon State
College.
Science Research Institute established.
Franklin R. Zeran appointed Dean of Education.
Interstate cooperation in Higher Education begun.
Western Interstate Commission for Higher Education (program
for interchange of students in medicine, dentistry,
and veterinary medicine).

1953

Dr. John Richards appointed Vice-Chancellor.

Joint degree program in education--Oregon State College
and Oregon College of Education.

Committee on the functions and objectives of Oregon State
College, Dr. R. R. Reichart, chairman, presented basic
statement of aim which was adopted: "The aim of
Oregon State College is to provide opportunity for
gaining knowledge and for developing attitudes and
abilities essential to living in a democratic society.
This aim requires the development of the individual
and of society as well as the development and conserva-
tion of resources through instruction, research, and
extension." Adopted June 11, 1953.

New publications issued:

"Improving College and University Teaching," published
first issue February 1953.

"Oregon's Agricultural Progress" published first issue
October 1953.

Contract negotiated between Kasetsart University and Oregon
State College.

Mary I. Bash death--November 30, 1953 (Dean of Women).

1954

One hundred two off-campus organizations brought 14,830
visitors to the campus for annual conferences and
special meetings.

College Library named the William Jasper Kerr Library.

Forest Experiment Station established.

Miss Helen Sterling Moor appointed Dean of Women July 1.

Dr. Miriam G. Scholl appointed Dean of Home Economics
September 1954.

1955

Dean of Forestry, Paul M. Dunn, resigned.

Dr. Walter F. McCulloch appointed Dean of Forestry
January 1.

Resignation of Chancellor Charles D. Byrne July 1, 1955,
succeeded by Dr. John Richards.

Four-year program trade and industrial education established.

Ninety-six off-campus organizations held meetings on the
campus--18,000 persons in attendance.

1956

One hundred forty-three persons from thirty-eight foreign
countries enrolled.

Model United Nations presented April 4-7. Five hundred
students from seventy western colleges and universities
in attendance.

National Science Foundation designated Oregon State College
as one of the professional schools for Academic Year
Institutes.

Oregon State College staff members of Physical Education
conducted a sports clinic in Japan.

Art Department inaugurated a series of International
Print Exhibits.

1957 Thirteen per cent of Oregon State College enrollment came
from the ten western states outside of Oregon.
Fifty students attending Oregon State College came
from Alaska.

One hundred ninety-eight students attending Oregon
State College came from Hawaii.

Oregon State College invited to become one of 62 members of
National Association of State Universities.

Engineering the largest school on campus at Oregon State
College.

Grand total assets of Oregon State College--\$39,315,477.16
(June 30, 1957).

Admission requirement raised on basis of average high school
grades.

1958 School of Forestry in conjunction with the Swedish Royal
College of Forestry sponsored a Swedish-American
Forestry Conference at Stockholm June 1958.

Two hundred seven foreign students from 36 countries.

Dean of Pharmacy George F. Crossen death.

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