

CHAPTER XIX

EVENTS LEADING UP TO THE ONE-BOARD LAW OF 1929

This chapter reviews briefly the events, chiefly controversial, that led up to the passage by the 1929 legislature of the single-board higher education law. The critical and aggressive attitude of the University toward the State College in this decade, including three unwarranted attacks on State College courses of study before the State Board of Higher Curricula, included also charges of its chief executive that the College had not provided financial and other reports in conformity to state law; that the admission requirements at the College were low and laxly enforced; and similar unjustifiable charges, all of which necessarily demanded a categorical reply by the State College. As a result of the unreasonable attack in 1925 by University professors on State College curricula, Dr. Hector Macpherson, professor of Economics, who had successfully defended the position of the College before the Curricula board, sent his resignation to President Kerr, and announced his determination to promote the unification of higher education under a single board of regents. Three bills designed to effect this objective were introduced into the legislature of 1929. The first, by Senator Bell of Eugene,¹ was "loaded with dynamite." The one that finally "went a flying through both houses" was drafted by Dr. Macpherson, who engineered its passage through the house.

In the decade between 1919-20 and 1929-30 the state College began to realize the full benefits of a long administration under a single executive. The Survey of Land-Grant Colleges and Universities, edited by Dr. Arthur J. Klein, chief of the division of collegiate and professional education of the United States Bureau of Education, emphasized length of service of a president as of vital significance to the land-grant institutions. "Permanent and constructive policies for the development of the institutions," the report affirmed, "can not be effectively pursued, if frequent changes are made in their executive officers." The Oregon Survey of Higher Education, published in 1931, also emphasized the importance of a long administration under a single competent executive head. In 1927 the faculty of Oregon State College

¹This seems to have been the bill referred to by the Resolutions adopted by the University Faculty on November 6, 1933, when they claimed that the unification idea for higher education originated on the University campus.



In the Men's Gymnasium, with
the Administrative Council
seated on the platform, Dr.
Kerr presided at Convocations.

celebrated the twentieth anniversary of Dr. Kerr's presidency by giving a reception in his honor and that of Mrs. Kerr, at which grateful appreciation was expressed that the president's health had been fully restored, that he had not only achieved great things for the College and for Oregon in the past but might continue to do so for another decade. Attention was called to the fact that at that time he had held his presidency of a land-grant college longer than any other man at the head of a similar institution in the several states. Dean A. B. Cordley, on behalf of the faculty, presented Mrs. Kerr with a white gold wristwatch on a diamond-set bracelet; and Dr. Kerr with an open-face white gold pocket watch, with a master 23-jewelled movement. On Mrs. Kerr's watch was engraved, "From the faculty of Oregon State College, to Mrs. W. J. Kerr, for twenty years first lady of the college family"; on President Kerr's, the legend, "To Dr. William Jasper Kerr, president, from the faculty of Oregon State Agricultural College in recognition of his twenty years of dynamic leadership."

Coincident with this tribute on the campus, January 4, 1928, THE OREGONIAN published an editorial entitled "Annals of an Educator", in which, to quote only certain sections of the handsome compliment paid the President, the following carefully measured statements were made:

It will help toward appreciation of the services to Oregon of Dr. William Jasper Kerr, whom the OREGONIAN wishes heartily to felicitate on the twentieth anniversary of his presidency of Oregon Agricultural College, to sketch in brief outline the status of the institution at the time he took his present position. Twenty years ago there were but four high schools in Oregon, so that the college was of necessity admitting students on credentials showing only the equivalent of an eighth-grade education. . . . The student body numbered but 833, including those enrolled for short courses only. No one who is familiar with the present institution will fail to be impressed with the amazing story of its progress in twenty years.

Dr. Kerr's immediate part in that which has come to pass is undeniable, and suggestive. Under his administration the institution has been advanced to high collegiate grade. . . . It is significant

that entrance requirements were increased to the full four-year course in 1915 and nearly as noteworthy that final fulfillment of the ideal was deferred until then. The point is worth making because it is an indication of the singular sense of fitness and proportion that has marked Dr. Kerr's work.

We will not omit credit for the interest he has given to the basic science of agriculture, singularly shown in the annals of two decades. . . . For agricultural research there were only two stations--that at the central plant and the branch station at Union--when Dr. Kerr came. One of his first major projects was a survey of the needs of the college and of the state, followed by fruitful appeals to federal, state, and county authorities for a dry-farming station at Moro, for irrigation experiments and demonstrations at Hermiston, high plateau farming at Burns, horticultural investigations at Hood River and Talent, and farming under coastal conditions at Astoria. It is due to an accurate appraisal of his foresight and his comprehension of the problem of agriculture as a whole to remind Oregonians who may not be fully aware of their own resources that there are few if any states of the Union presenting so wide a variety of phenomena as does Oregon, where husbandry flourishes at altitudes ranging from sea level to 5000 feet, with rainfall varying from seven inches annually to more than 100, and temperatures sometimes with a spread of 150 degrees. But these serious and exceedingly intricate problems have since been attacked with vigor and enterprise, with the addition of extension work in numerous aspects of farming taken to farmers who formerly had recourse only to the campus. / . . .

A brief itemized summary of achievements for the decade under consideration, 1919-20 to 1929-30, indicating the efficiency of Dr. Kerr's leadership of the State College, was published rather widely in 1929 as follows:

Income from all sources has increased from about \$800,000 to considerably more than \$2,000,000.

Student enrollment has increased by 1379 students, from 4086 to 5462 in all sessions.

The College staff, including experiment station and extension service members, has increased from 262 to 491.

Seventeen college buildings have been acquired or built through institutional funds or through donations at a cost of \$2,313,916.

Land aggregating 3552 acres has been donated to the College and 175 acres have been purchased, making a total acquired during the decade of 3709 acres.

The scope of College instruction has been enlarged and standards of scholarship advanced.

The College has been officially accredited by the Association of American Universities and other leading national rating organizations.

Oregon State football teams won intersectional games with Marquette, Detroit, and New York Universities.

A fee of \$150 a year for non-resident students was imposed in 1923.

Sabbatical year privileges for the improvement of faculty scholarship and morale were established.

The Agricultural Experiment Station has enlarged its service, greatly adding to the wealth of Oregon thereby. One additional branch station has been established (Pendleton). Many new cooperative projects have been arranged with the U. S. Department of Agriculture, thus bringing additional federal funds to Oregon. Federation wheat has been developed, Grim alfalfa extended, and alfalfa introduced into western Oregon. The spray-residue problem has been mastered, the bulb industry encouraged, the recirculation prune dryer developed and the new prune grader invented. The soil survey of the Willamette Valley has been completed, and means of controlling diseases of cattle and poultry demonstrated. Valuable research studies have been made of the taxation and other agricultural problems.

The engineering Experiment Station has been established and valuable engineering research work has been initiated, chiefly in cooperation with Oregon industries.

The Agricultural and Home Economics Extension Service has been greatly extended and its benefits enlarged. Three national champion Four H Club members have been developed in Oregon by the Club department. Agricultural Economic Conferences, state-wide and county, have helped to build an agricultural program for Oregon on a sound economic basis.

KOAC has been established and a radio service developed including daily broadcasts of market reports and farm and home information.

All these indications of progress at Oregon State College, reassuring to most citizens of the state, had nevertheless their repercussions. Old alarms on the part of the University and new ambitions of its faculty leaders and alumni for "dominance" throughout the state began to emerge and take the center of the stage. In mid-December, 1926, Dr. J. H. Gilbert, Dean of the College of Literature, Science and the Arts at the University of Oregon, sent a letter to members-elect of the 1927 legislature in which he sought to show, along with certain constructive elements, that costs per student at

the State College were excessively high as compared with those of the University. He gave the cost per student for each of the years 1923-24, 1924-25, and 1925-26 as \$544, \$569, and \$603, respectively, as compared with corresponding costs of \$426, \$393, and \$388 at the University. President Kerr, objecting to these figures, since they were widely at variance with the facts, which had been stated in his biennial report, addressed a letter to Dean Gilbert in which he wrote:

I am unable to understand the basis upon which you make this statement. The fact is that the cost per student at the College for the years mentioned ranged from about \$300 to less than \$350 per year. Besides, these amounts include the expenditures for the summer school, the cost of which is charged against regular term students.¹

Dr. Gilbert explained that he obtained his figures from the reports of the United States Bureau of Education; but a wire to the Bureau for such per student costs brought the prompt reply that the "Bureau has made no general calculations cost per student state colleges and universities."

Dr. Gilbert, it appeared, had calculated per student costs by dividing total expenditures for all purposes--resident instruction, research, and extension--by the number of resident students. That this unique device for calculating per student costs was not approved by institutions of higher education generally was clearly shown by answers to telegrams sent to Purdue University, Iowa State College, Pennsylvania State College, Michigan State College, and the University of Illinois, all of which stated that they calculated per student costs on a basis of resident instruction funds only, excluding extension and experiment station funds.

A further source of injustice to the State College in Dr. Gilbert's letter was the fact that he compared the costs of the University of Oregon,

¹Dr. Kerr's biennial report compiled in October had given the costs as follows: 1923-24, \$355; 1924-25, \$346; 1925-26, \$308.

where engineering and other expensive types of technical work were not offered, to "combined" institutions, where all types of technical work, such as engineering, forestry, home economics, and pharmacy were included in the curricula, as at Oregon State College. Hence he ignored the fundamental fact that the average cost of technical work in state institutions of higher learning has been shown by scientifically prepared data to be considerably higher than the cost of academic studies. His figures, in fact, were not only misleading, but worthless as a scientific basis for comparative per-student costs.

Commenting on Dr. Gilbert's figures concerning student costs, and on other problems, including total enrollment, that had arisen during the 1927 legislative session calling for statistical information from the State College, the O.A.C. Alumnus, issued in May, which devoted considerable attention to legislative matters, presented the following facts under a caption "Fair Analysis Given":

During the seven-year period 1920-27 the average student enrollment at Oregon State College was 3,480, while that at the University of Oregon was 2,360. This is an average enrollment of 1,120 persons at the college over and above that at the University. The very latest 1927 statistics are given elsewhere in this issue as 3764.

Questions accompanying the inquiry on enrollment generally had to do with finances at the two institutions, particularly the millage tax income. ... For the University of Oregon the average annual income from the millage tax for the seven-year period is \$857,053 and for the College \$1,142,737. This is an average per year of \$363 per student for the U. of O. and \$328 for O.A.C.

Such a comparison of figures leads one to speculate. For instance, if the College had received the same amount per student as the University (\$363) for this seven-year period, the increased income of the College would have been \$852,600.

Another interesting set of figures tells the whole story on cost per student at each institution. Capital investments are as follows, including buildings and lands, equipment and books-- U. of O. \$1,062,212; O.A.C. \$1,285,015. Thus, over the seven-year

period, 1920-27, on the basis of average enrollment, the total capital investment per student was \$450 for the University and \$396 for the College, a difference of \$54 per student in favor of the University. And this \$54 in favor of the University stands even though it is known that cost per student in technical institutions is higher than in non-technical. (34.8 per cent)

But this was only a beginning of the campaign whereby the University, by discrediting the State College, misrepresenting its requirements for admission, and in general attempting to bring its standards of scholarship under suspicion, hoped to incite the legislature to take steps to divide the millage income on a fifty-fifty basis between the two institutions. Using the newspapers and magazines of the state to promote interest in the measure, the friends of the University proposed a bill to require all out-of-state students to be eligible to enter their own state university in order to qualify for entrance to an Oregon state-supported institution.

This so-called "Flunkers' Bill" introduced by Senator Norblad, but reported upon unfavorably by the Committee on Education, was designed to prevent students from California from being admitted to Oregon institutions of higher learning who were not eligible to enter the State University of California. The only requirement that California demanded in addition to the regular established scholarship requirements adopted by action of all the institutions of higher education in Oregon in 1921 was the recommendation of the high school principal. Indeed, a California student who had completed a high school course, though not balanced as under the Oregon admission standards, might be admitted to the University of California and yet not be eligible for entrance to an Oregon college or university. This situation led to vigorous opposition to the Norblad bill by State College supporters. A parallel bill introduced into the legislature of Ohio was similarly opposed by Dr. O. W. Thompson, President Emeritus of Ohio State University, and by all friends of that institution, as "not in accord with

the fundamental conception of a state university. . . ." As explained by E. B. Lemon, Registrar of the State College, in a communication to THE SPECTATOR, which had criticized the College for opposing the bill:

The so-called Flunkers Bill is apparently directed at certain students coming from the state of California who in no sense can be properly designated as flunkers, since they have been graduated from the standard high schools of the state of California. The University of California admits California high school graduates upon the principal's recommendation. In other words, if the principal recommends the graduate he is admitted to the University without the university making an official inspection of the applicant's credits.

Frequently graduates of California preparatory schools obtaining a principal's recommendation can not meet the requirements to Oregon State College. Admission is refused to a number of such students each year. This is due to the fact that California students are sometimes recommended if they receive fifteen units of high school work regardless of subjects completed. The Oregon requirements demand that ten of the fifteen units be in certain prescribed groups. In other words ... fundamentals.

As an example of how the admission of California students worked out in the course of their college careers, Registrar Lemon added the following data:

The graduating class of 1926 numbered 476. Of these, 24 completed their preparatory work in California schools, 16 being eligible to enter the University of California and eight not possessing the required principal's recommendation. The sixteen recommended graduates made an average during the four years in college of 88 percent. The eight unrecommended graduates made an average of 85 percent. In other words, the unrecommended graduates made a record fully as good as the class average. (The student body average for 1926 was 83 percent.)

The upshot of the Flunkers Bill, in spite of all the furor it created, and the mistaken criticisms of the State College for opposing it, was that it went down to deserved defeat, being recalled by its author.

Governor Patterson had sought earnestly for additional means of raising revenues for the state to wipe out the million-dollar deficit that had been accumulating for several years. His tithing bill and other means recommended to the legislature all failed of being adopted, however, and with student

enrollments decisively increased and housing facilities inadequate to meet essential needs, the Regents of the State College almost desperately sought some means of relief. At their meeting in March 1927 they decided to collect a moderate sum of tuition from resident as well as non-resident students, beginning at the opening of the fall term 1927. The amount was fixed at twelve dollars a term or \$36 a year. Since the ten-dollar registration fee was eliminated, however, in order to simplify the levying of fees, the resident student's actual increase in fees was but \$26 a year.

In presenting the plan to the board of regents, President Kerr declared that because of the difficulty already experienced by self-supporting students in obtaining an education, he had always opposed additional student costs. "In the present emergency, however," he said, "I see no other way than to require a moderate tuition fee, as is done in Washington, where such a charge of \$15 is made. . . . Even the assessment of twelve dollars a term will not meet the immediate requirements, but will afford some relief."

The student body not only accepted the situation in a spirit of cooperation, but on the initiative of the Student Council held a mass meeting for consideration of the proposal, and following a general discussion, took a vote on it. The result was an overwhelming majority in favor of the additional fee. This evidence of the willingness of the students to bear a moderate share of the cost of their college education was the occasion of general commendation in the press. The OREGON VOTER, voicing the general acclaim, made the following comment. Referring to the general belief that students enjoying a higher education should be disposed to bear some part of the cost of this education, the VOTER said: "...this disposition is splendidly exemplified by the spirit in which Oregon State College students have accepted this financial obligation, and ... they are entitled to public commendation for

their attitude." In this connection the VOTER called attention to the fact that in the year 1928 the income of the College from non-resident tuition fees, which had been in effect since 1923, amounted to \$58,880. In the same year the combined fees, resident and non-resident, amounted to \$150,442.¹

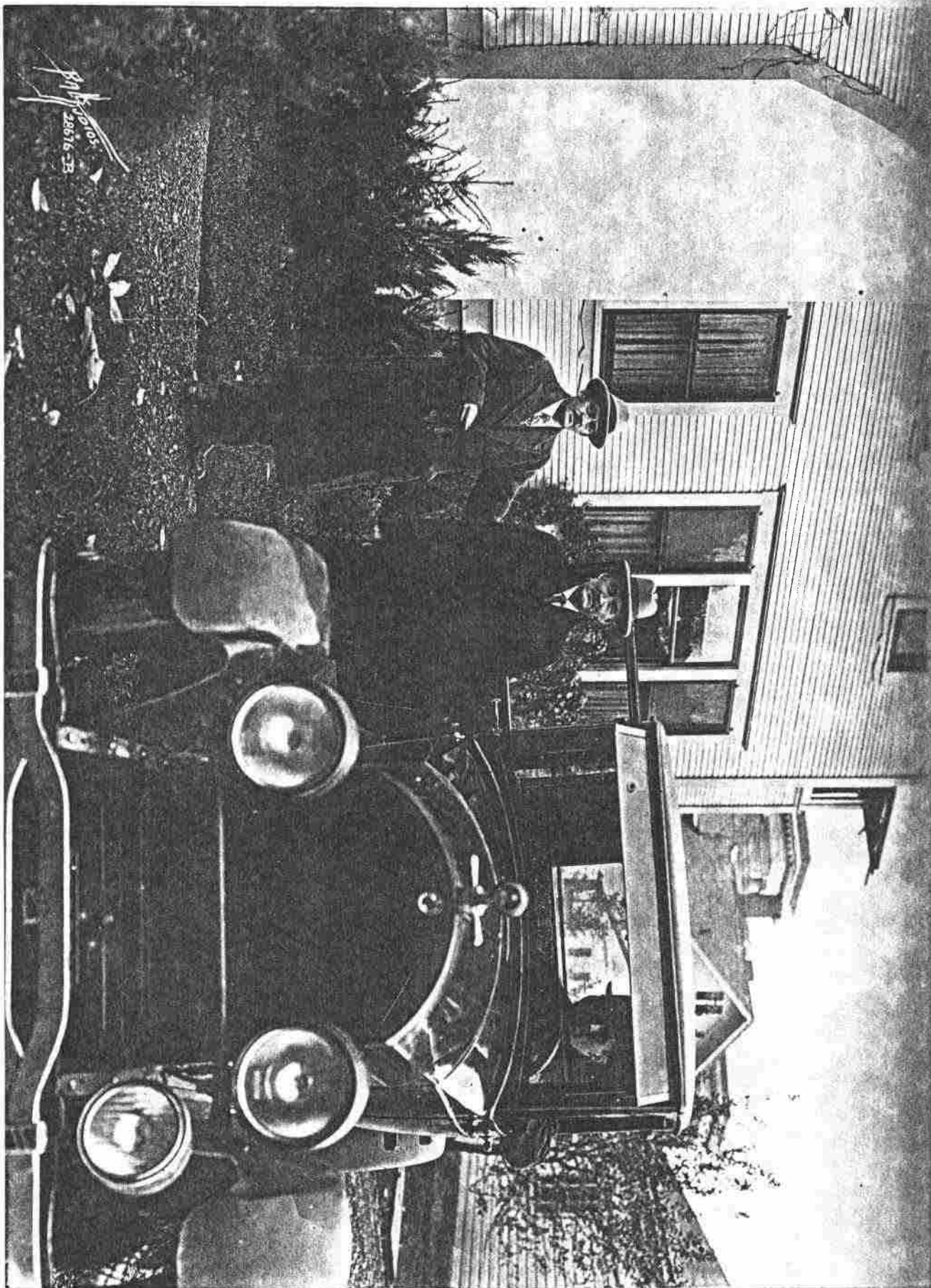
Prior to the organization of the service departments at the State College into a unified administration called the School of Basic Arts and Sciences, deans of the University of Oregon and other faculty and student representatives visiting high schools told prospective students of higher education that Oregon State College had no cultural studies. Only vocational courses, and these of an elementary nature, they contended, were to be pursued at the "cow college." Following the establishment of the School of Basic Arts and Sciences, however, the University began immediately a series of critical attacks on this organization before the State Board of Higher Curricula. The charges of duplication of University curricula, however, were never sustained, and the Board invariably, on the basis of the evidence presented, supported the State College in retaining the courses alleged to be in duplication of the University's assigned field.

Between 1920 and 1929, however, these recurring attacks, which necessarily involved a reply by the College, aroused considerable impatience on the part of all constructive citizens, who felt that this sort of controversy was particularly unseemly on the part of institutions that were supposed to be free from pettiness and devoted to high-minded activities and ideals.

The attack sprung on the College by University faculty leaders in 1925, when President Campbell was incapacitated and President Kerr was too ill to take the brunt of leading the defense, had the effect of provoking the

¹Oregon Voter, March 10, 1928.

Executive Secretary William A. Jensen (left) and Dr. Kerr on the north side of the President's residence looking toward Commerce Hall about December 1925. The automobile is identified as a 1923 or 1924 Cole 8 Sedan. The drive may be Dean Peavy, the passenger Dean Cordley.



resignation from the College faculty of one of its most efficient members. This was Dr. Hector Macpherson, who, as leader of the defense for the College had effectually turned the tables on the University aggressors, and put them decisively on the defensive. In this situation, when it became quite clear that the decision of the Board was likely to sustain the College requests and its position generally, the University supporters called for a conference with the College representatives and at the conference proposed certain compromises, which were agreed to.

The situation of the College before the Board in this particular stage of development is effectively summarized in a letter written by Dr. Macpherson to Dr. J. K. Weatherford, President of the College Board of Regents, on May 19, protesting against the compromises entered into between representatives of the College and those of the University a day or so before. Said Dr. Macpherson:

Certain courses asked for by the College were protested by the faculty of the University of Oregon before the Board of Higher Curricula at its meeting March 21. The College answered by presenting, more fully than it had in the beginning, its reasons for requesting these courses. Our list of courses, in the first place, and our answers to the protest of the University, as I understand it, were all made with the knowledge of the Executive Office and of the Board of Regents of the College.

Without any warning, and without any opportunity to know of their purpose before the meeting of the Board of Higher Curricula at the College on April 28, at which we answered the protest of the University, certain members of the faculty of that institution filed a brief, not only protesting the courses originally applied for, but further calling in question the policy and entire course of development of the College, and proposing far-reaching changes in its organization and its courses of instruction. It repeatedly charged the College with duplicity and bad faith, and with a conspiracy extending over many years deliberately to violate the rulings of the Board of Higher Curricula and to invade the field of the University.

Dr. Macpherson then arrived at the crucial protest that he felt compelled, in justice, to make to the Board, which was essentially contained in the following statement:

I maintain that the last moment when the College and its Board of Regents could honorably and with justice to the State have entered into private conferences with a view to settlement, expired at the moment when the University brief was given to the public press.

He recommended that the Board of Regents repudiate all compromises or agreements entered into at the conference which, he claimed, had the implication of making the College equally responsible with the University for the controversy before the Curricula Board and leave the case for final decision entirely in the hands of the Board of Higher Curricula. Dr. Weatherford and the College regents took no further action in the case, however, and though the Board of Higher Curricula in its rulings sustained the position of the College in all essential issues, Dr. Macpherson's patience in defending the State College against the aggressions of the University was exhausted. In April, 1926, he submitted his resignation by letter to the President of the College, to become effective July 31, and definitely stepped out of the academic sphere into that of a citizen farmer of Oregon.

In his letter of resignation he dwelt at some length on the waste and inefficiency in the state's system of higher education and ~~the~~ ^{the} reasons for these defects. "I have arrived at the conclusion," he wrote, "that there is one fundamental cause of it all. It is the fact that the two institutions, located forty miles apart on a hard surface road, are separately managed and in competition and rivalry with each other when they should be united in their service to the state. . . . The general feeling of dissatisfaction which has existed regarding the relationship of the College and the University has led to many suggestions, from different sources, that they be united under one board of regents and a single president. I believe that these suggestions contain the only feasible and certain solution of our higher educational problems."

To foster both this program and his cherished idea of a cabinet form of government, projects concerning which he felt that he could not express his convictions while remaining a member of the College staff, he stated that he was resolved to enter private life. This resolution he had often and earnestly expressed to his colleagues on the College staff and to key people throughout the state whom he believed to be most seriously concerned with the problems involved, and hence his resignation was no surprise to his friends and intimate acquaintances. In 1913, on his return from Europe, where he had served on the commission initiated by President Theodore Roosevelt to study cooperative marketing and rural credit systems in Europe, he was so incensed at what he believed to be an unwarranted and injurious campaign of the University for additional legislative appropriations that he had been on the point of resigning his position at that time in order to promote consolidation of the two institutions. This he was dissuaded from doing, partly because of circumstances, but partly because he was unable to persuade men of outstanding ability, who readily concurred in the wisdom of his purpose, to come out openly in support of an initiative measure to bring it about. "Complete union would then have been feasible and comparatively simple," he wrote in his resignation. "I have always felt that I was considerable of a coward in not having done what I could at that time."

Dr. Macpherson might have had a much more prolonged and up-hill struggle to get his unification plan for higher education accepted if the University had not inaugurated a new administration that adopted a policy even more aggressive than had formerly prevailed. When Dr. Arnold Bennett Hall became president of the University in the summer of 1926, he announced a determination to make the institution first among the several colleges and universities of the state. This was welcome news to all Oregonians. The device that he relied

upon to accomplish his purpose, however, as revealed by a succession of events he soon initiated directly or indirectly—namely, a campaign of criticism and detraction against Oregon State College—was not so welcome.

Since these events, with the evidence involved, are quite adequately treated in the History of Oregon State College dealing with this period, only a brief itemized summary is given here to show the character of the campaign.

The University claimed that the standards of admission to the State College were low and laxly enforced. The facts showed that the College standards were actually higher than those of the University and were more strictly enforced. Students whose scholarship records were rejected at the College, in fact, were shown to have been accepted at the University.

The University claimed that its enrollment was equal to that of the State College, and that the University should therefore have an equal share of the millage income. The equal enrollment was arrived at by an unwarranted method of including correspondence study. Actually the University enrollment for the preceding ten years had averaged 1,000 students less than the College.

The University contended that student costs at the College were high as compared with those at the University. On the usual basis of computing student costs, the reverse was shown to be true, in spite of the fact that technical courses such as those given at the College are recognized as more costly than general courses such as those prevailing at the University.

Partisans of the University in the Legislature recommended the discontinuance of continuing appropriations for agricultural research, on the pretext that detailed reports were not available to show what the experiment stations had done during the biennium. Facts revealed that direct reports comprising 300 pages were in the hands of the legislators, and that in addition bulletins numbering more than 500 pages reported the work of the stations by projects.

The News Bureau of the University mimeographed and circulated to the newspapers throughout the state certain editorials of an Oregon daily criticising the College for diminished enrollment in agriculture. The enrollment in agriculture, however, was shown to have decreased less than the average throughout the United States.

Printed circulars by the hundreds were issued by the University (April, 1929) and distributed to high school students attempting to discredit the work of the College and the three normal schools in an effort to increase its own enrollment.

To provide funds for unspecified types of research at the University, the Ways and Means Committee of the Legislature, headed by a graduate of the University, attached to the State College appropriation of \$140,000 for agricultural research, recommended by the budget committee, an equal sum for the University. The Governor could not veto one without killing the other.

In a letter of transmittal accompanying his biennial report of 1926-28 President Hall of the University complained that, "We are somewhat handicapped in issuing this statement by the fact that a similar detailed statement is not issued by the Oregon State Agricultural College. For instance, from our report can be learned the salaries of our teachers, the expenditures in the various departments of the University and the detailed receipts and expenditures of local funds. ... We feel that we are greatly handicapped by giving this full information when there is no statement from the College as a basis of comparison."

In replying to this statement, President Kerr gave a somewhat detailed report of the invariable practice of the State College in making complete reports to the Governor, the Legislature, and the public. Abstracting some of the longer sections of his letter to THE OREGON VOTER, published January 5, 1929, covering the situation, we quote from Dr. Kerr's letter as follows:

"I am entirely at loss to understand the basis for these statements; the facts are as follows:

"1. The College for a period of at least twenty years has invariably published a biennial report, giving complete information about the entire institution, including a detailed report of finances.

"2. The report for the biennium 1926 to 1928, recently published and mailed to members of the Legislature and others during the past week, has been prepared in strict compliance with the law, and contains, it is believed, all essential information about the institution, including the treasurer's report and the individual expenditures of the college arranged by schools and departments, so that the reader may ascertain accurately the cost of any activity.

"3. Far from declining to publish a report of its income and expenditures, its work and the results thereof, the College welcomes every opportunity to furnish complete information to the public.

"I cannot understand President Hall's statement that "we are greatly handicapped in giving this full information when there is no statement from the College as a basis of detailed comparison." The University received our published reports. In response to his suggestion, moreover, I supplied him directly with a copy of the mimeographed pay roll of last year,

receipt of which he acknowledged with the statement that "This will be very helpful in trying to adjust our own salary list." Subsequently, he acknowledged also further information furnished him regarding the range of salaries of secretaries and stenographers at the College, with the additional statement, "This information will be very helpful to me." Finally, on December 20, at his invitation, I met him for conference at his office at the University prior to his departure for California, but he made no allusion to the biennial report or to any desire for information about the College which it contains.

"In any event, the report of the College is available for any comparisons that may be desired. This communication is offered simply to make clear the fact that the College has always issued such a report, and that it has no more earnest purpose than to have the public informed completely regarding all matters, including finances, pertaining to the institution."

In view of the various aggressions that had been launched by the University during 1926-27, which had necessarily involved replies by the College, and as a step toward harmony between the institutions, Governor Patterson called a joint meeting of the two boards of regents for June 7, 1927, when he outlined a program that he recommended the boards should pursue jointly. Preliminary to the recommendations he pointed out the dire straits in which the state treasury found itself, with a large deficit, increasing yearly. He explained that he had a program for raising more state revenues, but in view of the economic conditions throughout the Northwest he was not too sanguine that his plans for raising more funds would succeed. If they did not, prospects for appropriations for higher education would be desperate. His suggestions for joint action by the regents were (1) Non-resident tuition fees, (2) Joint recommendations by the two presidents formulating requests to the legislature for institutional appropriations, (3) Agreement as to advertising and student recruiting. Calling another meeting on October 29, 1928, he expressed his disappointment that practically the only evidence of joint action by the regents in the direction of cooperation and harmony had been the double-page announcement of curricula carried in the catalogs of the two institutions. Reporting for the committee

headed by Judge Skipworth to which had been assigned the task of suggesting a joint non-resident tuition fee, President Kerr stated that the committee's recommendation was that a fee of fifty dollars a term, or \$150 a year, be levied by action of the respective boards.¹ This report was adopted by the joint boards as a recommendation to the individual boards. Later, agreements were effected with respect to advertising and high school visitation by institutional "inspectors" or other faculty or student representatives. In view of Governor Patterson's emphasis on the restricted condition of state funds, the regents of the State College, following this meeting, adopted a resolution that Oregon State College would not make request of the legislature for funds for buildings if the University would agree to follow the same course. As indicated by news reports in the OREGONIAN of November 4, 1928, the University accepted this agreement. In doing so, each of the institutions exercised genuine restraint and self-denial; for the College was in serious need of a dairy-animal husbandry building, a fire-proof building for industrial chemistry, and an infirmary for the college health service; and the University in equally serious need of a new library and an infirmary, with other lesser needs.

The situation in the 1929 legislature, so far as academic affiliations of members was concerned, was dominantly in favor of the University. In the senate, for instance, four members had attended the University of Oregon and only one Oregon State College. In the house 16 members had attended the University and only one Oregon State College. Naturally this gave President Hall, with his keen sense of political strategy, a definitely confident outlook. The OREGON VOTER of February 19, reported Virgil B. Staples, veteran representative from Ontario, who was a member of the Ways and Means Committee,

¹The College had adopted such a regulation in 1923.

as saying, "I don't claim that Dr. Hall connived at the formation of the Ways and Means Committee, but if he had he couldn't have done a better job." Concerning the situation regarding appropriations in general, Mr. Staples was reported as saying, "Dr. Kerr told me that since the University wasn't going to make requests, Oregon Agricultural College wouldn't. He said if extra revenues were forthcoming, however, he would ask for some buildings."¹ The Ways and Means Committee recommended an appropriation of \$400,000 for a first unit of the University library. Since his measures for raising revenue, as proposed to the legislature, failed to pass, however, Governor Patterson felt compelled to veto the appropriation rather than add to the state deficit that already amounted to a million and a half.

It has been customary to refer to controversy between the State University and the State College as if both institutions were equally responsible for the clashes that have taken place between them. Realizing this fact, and disturbed by the injustice of the implications involved, the Oregon State Monthly, reviewing the events of the 1929 legislature, introduced a somewhat extended section of the May 1929 issue, entitled "Facts That May Have Been Overlooked" by the following paragraph--which was never challenged, since the facts were incontrovertible:

The first (fact) is that the Oregon State Agricultural College has never by word or deed attacked the University of Oregon or endeavored in any way to limit its development or impair its efficiency or prestige. On the contrary, it has strictly confined its energies, as all unprejudiced people know, to developing the distinctive field belonging to it as a land-grant college. This field has been definitely approved as its proper function by the state legislature, the State Board of Higher Curricula, the State Board of Vocational Education, and other legally constituted authorities. The College, in short, has confined its attention to its own business, in the service of its students and the commonwealth, in the

¹Oregon Voter, February 19, 1929.

faith that honest and intelligent effort productive of substantial results, is the best evidence of efficiency. It has believed, moreover, that the successes of the University, bringing recognition and credit to the cause of higher education, are a benefit to the College in the full measure that they benefit the state. The College has never opposed the efforts of the University to increase its funds. It has offered no opposition to projects of the University for enlarging its resources or its field of work unless these projects have encroached upon the distinctive field of work or the funds of the College, or the methods employed to support them have been unjustly derogatory to the College.

But the alumni of the College cannot suffer their alma mater to be misrepresented by the University and its partisans without replying by giving the facts.

This attitude was the invariable reflection of the State College during the entire time that Dr. Kerr was President or had anything to do, directly or indirectly, with shaping the policies of the institution. Those who accuse him of being "involved in controversy" have a tremendous burden to shoulder in trying to find a single instance in which he initiated a controversy or gave adequate provocation for starting one.

In reply to statements in the daily EMERALD, University of Oregon Student newspaper, that the College did "not particularly approve the idea" of legislative investigation concerning out-of-state students, and the insinuation that standards of admission at the College were lower and less rigidly enforced than at the University, the Oregon State BAROMETER, had the following categorical comment in its issue of February 12, 1929, by way of reply, which was never challenged:

1. The reports of the two institutions--University of Oregon and Oregon State College--which were filed with the legislative committee show that the College is collecting the non-resident fee from 50.5 percent of the non-Oregon high school group while the University of Oregon is collecting the fee from but 24.4 percent of the non-Oregon high school group.

2. Also it is definitely known that California graduates not eligible in California state institutions are admitted to the University of Oregon.

3. It is further known that graduates from high schools of other states who have been denied admittance at Oregon State College are admitted and are now enrolled at the University of Oregon.

4. It is further known that other students who have been suspended from Oregon State College for low grades have been admitted and are now enrolled at the University of Oregon.

Such aggressions as those itemized above, accompanied by lack of candor and evasion of the fundamental principle of service to the state rather than institutional prestige, played directly into the hands of those who had already been seeking some means of halting, or at least abating, controversy between the institutions. These legislators were not limited to Dr. Macpherson and his followers, but included such seasoned statesmen as Senator Schulmerich and Senator Eddy.

The upshot of all this evidence of upheaval was the introduction into the legislature of three bills directed toward the consolidation of the administrative functions of the University and the College. The first, which originated in the senate, called for a single board of governors, all of whom were named in the bill. Analysis of the group named indicated that all but one member of the proposed board was more or less a university partisan; the exception, Editor C. E. Ingalls of the Corvallis Gazette-Times, was known to be opposed on principle, because of his experiences in Kansas, to the idea of a joint board. Said the OREGON VOTER of February 23, 1929, regarding this bill: "Senator John B. Bell, Eugene, set the match to the fuse by introducing the first of the consolidation bills. The magazine was loaded with dynamite." While the second bill was getting under way, Senator Schulmerich, banker of Hillsboro, with whom, as the VOTER remarked, "consolidation has been a purpose long cherished" called into consultation Dr. Macpherson from the House, and drafted a third bill. "And the bill," observed the VOTER, "conceived by Bell, aired by Schulmerich, sponsored

by Governor Patterson...is now a law, emergency clause and all." Continuing its comment, the VOTER remarked, "Representative Hector Macpherson, ex-professor of O.A.C. and now a Linn County livestock breeder, is the technician who furnished the data upon which the act is based and the language in which it is expressed. ... Macpherson is an 'expert' ... without whose aid on detail the new law might not have been whipped into shape to pass the legislature. ... If elected executive secretary under the new law, nothing would escape him." In its issue of March 2, 1929, the VOTER resumed its comment on the new law by stating, "What brought the legislation to a head at this legislative session was the approach of University partisans for more taxpayer money for research, pensions, and much-needed new buildings. ... The revolt of the taxpayer, long rumbling, took form in the demand for consolidation under one board. It was as a taxpayer protective measure that the new bill won state-wide support so stout that it went a-flying through both houses."

CHAPTER XX

THE UNIFICATION LAW OF 1929

Provisions of the higher education law of 1929 summarized. Governor Patterson's appointees on the Board of Higher Education were all recognized as men of ability and leadership. The constitutionality of the new law having been challenged, the Supreme Court in due time declared it constitutional. Contentions between institutions did not cease with the passage of the unification law. Instead they were extended to the normal schools by reason of the University's proposed intrusion on their special field. In response to President Starr's telegram, Commissioner Cooper of the U. S. Office of Education agreed to undertake the Oregon Survey, and designated Dr. Arthur J. Klein to arrange and conduct the Survey, which was initiated in January, 1930. The Survey Report was published May 13, 1931. Dr. Macpherson made suggestions for consideration of the Board and the Commission. Economic data in the Survey Report were shown by President Kerr to be grossly in error. Hence the conclusions and recommendations based on these data were also in error.

The provisions of the higher education law of 1929 are best summarized by reference to the several sections of the law itself. The law created a department of the government of the State to be known as the department of higher education. The directors or members of the board, nine in number, were to be appointed by the Governor, with the approval of the senate, and were to hold office for nine years. In the interim between legislative sessions approval of the Governor's appointments was to be the responsibility of an interim committee consisting of six senators. A two-thirds vote of the senate was necessary to confirm the Governor's appointments. No director was to be connected in any way with any one of the institutions, and not more than one alumnus of the two major institutions or more than three alumni of all the institutions could be members of the board; no member of the board could be selected from the citizens of the towns where the institutions were located. The Governor was to make his appointments while the legislature of 1929 was still in session, making the appointments for one to nine years, so that the successor to each of the original



From the Beaver, 1927.

appointees might be appointed for the full term of nine years. The board was directed to meet in regular session once each quarter, and to hold special meetings at the call of its president or on request of any five members. A quorum was to consist of five members. On and after July 1, 1929, the board was to succeed to all the powers and duties of the former boards of regents and the board of higher curricula.

The funds provided for the several institutions by legislative acts were to be available to those institutions for the biennium 1929-1930. As soon as practicable the board was directed to obtain the services of some nationally recognized, impartial authority in making a complete survey covering the conditions and needs of all branches of state-supported higher education and scientific research in Oregon, including a study of the experience of other states in dealing with similar higher education problems as those confronting this state. On the basis of the report of this survey the board was directed to proceed to draft a program of higher education adapted to the needs of the State, taking into consideration its population, resources, and tax-paying ability. The board was to inaugurate its program beginning July 1, 1931, and was given full authority to reorganize the work of each and all of the institutions under its control so as to eliminate unnecessary duplication of equipment, courses, departments, schools, summer schools, extension activities, offices, laboratories, and publications.

A standardized system of accounts and records was to be established for all the institutions, and the Board, which was directed to present to the governor each biennium a report containing a budget for the System for the coming biennium, was authorized to allocate funds to the several institutions. The board was directed to engage an executive secretary who was qualified by educational training, ability, and experience to keep the

board fully informed of the progress of the work of the department of higher education. His office was designated as the State Capitol Building in Salem. All advertising and publicity on behalf of all branches of state-supported higher education must emanate from and bear the name of the department of higher education, and must be conducted in such a way as to present to the citizens of the state and prospective students a fair and impartial view of the higher educational facilities, and the prospects for useful employment in the various fields for which those facilities afford training. All relationships between the state and its various committees, on the one hand, and the institutions of higher education on the other hand, must be carried on through the department of higher education, and no subordinate official of any of the institutions could appear before the legislature or its committees except on the written authority of the board. The law indicated that there must be included in the state levy of taxes each year an amount equal to 2.04 mills on the dollar of the total value of all taxable property of the state for the use of the several institutions. This was a continuation of the millage tax laws already on the statute books. All laws inconsistent with this general law as applied to higher education were repealed, and an emergency was declared whereby the new law went into effect immediately.

The men whom Governor Patterson appointed to the new Board of Higher Education were all men of conspicuous ability, citizens whose public spirit was a demonstrated fact, and whose integrity, judgment, and impartiality were widely recognized. The first three appointed were former members of the boards of regents of the University, State College and the Normal Schools, with a view of preserving understanding as well as continuity of the institutions as they had been developed under the former governing

boards. The first man named by the Governor was C. C. Colt, for nearly twenty years a member of the Board of Regents of the University of Oregon, senior vice president of the First National Bank of Portland, director of many important industrial organizations, president of such civic activities as the Portland Chamber of Commerce, Rose Festival Association, Boy Scouts of America, etc. He was known for his judicial attitude, fairness, and executive ability. The Governor's next appointee, for the eight-year period, was B. F. Irvine, veteran member of the Oregon State College Board of Regents, having served continuously since 1898, editor of the Oregon Journal, and a man of high humanitarian principles, devoted to education and civic ideals. He had been publicized as a leading newspaper man in the November, 1927, issue of the American Magazine. As the representative of the former normal school board, the Governor appointed for the seven-year term C. L. Starr; "An outstanding example of the normal school idea," said the Oregonian editorially. "A leading Portland lawyer, the education of youth," said the Oregon Journal, "is a passion with him. His life has been dedicated to it." The very fact of his long service on the Normal School board, where he had opportunity to note the successive encroachments of the University upon the field of the teacher-training institutions, seems to have made him persona non grata to that institution, whose friends in the senate sought vigorously to block the confirmation of his appointment. Following a thorough investigation, however, Governor Patterson refused to withdraw the recommendation, and the senate finally gave its approval. E. C. Sammons, vice-president of the Iron Fireman Manufacturing Company and a director of the United States National Bank, one of Portland's most prominent younger executives, was the appointee for the six-year term of service. Recognized as one of the most effective

public relations leaders in Oregon, and widely known for initiative, organizing ability, and high character, he was enthusiastically approved by the senate. Albert Burch of Medford, mining engineer, manager of many important mining and metallurgical projects, director of the Oregon Section of the American Institute of Mining and Metallurgical Engineers, a long-time personal friend of Herbert Hoover, and a man recognized for judicial characteristics and absolute candor, was the appointee for the five-year term. Edward C. Pease, a pioneer businessman of The Dalles, where he was proprietor of a large department store, director of the Portland branch of the San Francisco federal reserve bank, and a trustee of Whitman College, was the four-year appointee of Governor Patterson. Said the Oregon Voter, referring to his appointment, "E. C. Pease,..... long recognized as one of the big men of Oregon, likewise has a background of culture, experience and achievement that augurs well for what he can do for Oregon in this splendid opportunity." F. E. Callister, Vice President and Manager of the First National Bank and the First Savings Bank of Albany, and Vice President of the Board of Trustees of Albany College, was the three-year appointee. With wide experience as a banker and bank executive, and a recognized supporter of education and parallel civic enterprises, Mr. Callister was known also for conspicuous characteristics of cooperation, enterprise, and fair judgment. Aubrey R. Watzek, like Mr. Sammons a notable figure among Portland's younger executives, a lawyer by profession, but distinguished as a financier and industrial director, was the two-year appointee. His varied public interests were indicated by his membership as Director of the United States National Bank of Portland, Director of Strong & McNaughton Trust Company, Treasurer of the Symphony Society and of the Library Association, President of the Portland Community Chest, Director of the Old Peoples' Home, Director of Doernbecher Children's

Hospital Guild, etc. A graduate of Yale and the Harvard law school, he had the culture that broad contacts insure, and was distinguished for a spirit of true public service. Herman Oliver, one of Eastern Oregon's leading livestock breeders, reluctantly accepted appointment on the board--for the one year term. He insisted that he would not be needed longer than the one year. His solid reputation for business ability, open mindedness, and fair play, together with his steadfast adherence to fundamental principles of integrity and constructive progress, made him, however, one of the staunchest factors on the Board, and he was promptly reappointed for the nine-year term on the expiration of his first year of service. When, a few years later, the membership of the Board changed quite frequently, and the new members were sometimes inclined to start immediate revolution in the policies of the Board, Mr. Oliver made the remark that "whatever the preconceived ideas of these new members may be, and whatever helpful contribution they have to make toward the administration of higher education, if they will only sit patiently through a few regular sessions of the Board and watch it function under the direction of the Chancellor, they will be completely disillusioned of any real fears for the sound development of Oregon higher education."

By the time Dr. Kerr had relinquished the office and Dr. Hunter was elected to the chancellorship in the summer of 1935, five of these Board members, who had gone through the exacting experiences of organizing and establishing the new unified State System of Higher Education, and had faced and solved the agonizing problems of the depression, which arbitrarily reduced the income of the several institutions by forty-two per cent, were still members of the Board. These were B. F. Irvine, Herman Oliver, Edward C. Pease, F. E. Callister, and E. C. Sammons. Later Mr. Watzek was also restored to membership on the Board. The stability of policy inherent in

this group of men, who had gone through the pangs of the birth hour of the Unified System, formed a bulwark against outside interference on the one hand and inside treachery on the other hand. They made mistakes as a group, and acknowledged them. Occasionally an individual, instigated by some clandestine report or whispering campaign, expended an immense amount of initiative on windmills, but once in possession of all the facts, turned directly round and straightened out the difficulty.

The interim committee, as well as the board of higher education, was composed of men of conspicuous ability, high character, and progressive outlook. Very few people, either within or without the several institutions of the new unified system, had any practical conception of the enormous problems involved in the reorganization of the institutions, the establishment of a centralized administration, the adoption of a code of procedures, and the adaptation of the budgets to the stringent reductions in income imposed by the conditions of the depression.

The new law was promptly called into question on the basis of its constitutionality. This was contested on eight counts through a suit instituted by Fred W. Packwood, Portland attorney, acting for L. B. Smith, secretary and counsel for the "Greater Oregon Association". Though the Governor, in consultation with other state officials, was convinced that the law was constitutional, the suit was regularly conducted, and in due time a decision was handed down by the Supreme Court denying the suit and declaring the new law constitutional. In making a formal report to his Board of Regents on June 8, 1929, President Hall introduced his typescript with the statement, "Unless the Supreme Court should hold void the law providing for the new State Board of Education, this will probably be my last opportunity to present to this Board a report of my activities as president of the University of Oregon."

As has been indicated in a preceding chapter (Chapter XIX), the contentions between the two major institutions in the legislative sessions of 1927 and 1929 were among the major causes of the legislative action placing all six institutions under one governing board. These contentions, however, did not cease with the passage of the new law. Indeed they were broadened to include the three normal schools, all of which objected quite vigorously to the proposal of the University administration to establish in that institution regular four-year teacher-training courses for elementary school teachers, with practice teaching in the public schools and all other instructional facilities of the normal schools themselves. Though the State Board for the Standardization of Universities, Colleges, and Normal Schools in Oregon made positive and straight-forward objection to the proposal of the University administration to encroach upon the field of the three normal schools, President Hall persisted in his announcement of the new course of study. The Eugene Register of July 19th stated that the new four-year course for elementary teacher training, to be instituted in the fall, would be in charge of Dr. Thomas A. Gentle, "noted Oregon educator and former director of the training school at Monmouth ... one of the outstanding teacher training experts of the west." Mr. Gentle's picture accompanied the news article. The State Board of Higher Education, as it had a complete right to do under the new law, finally had to intervene to safeguard the distinctive field of the normal schools, and the proposed course, not being authorized, was not offered.¹

¹Though the Oregon Normal School at Monmouth had for years been offering courses in commerce, home economics, and teacher-training for commercial subjects, all of which were ordered eliminated by the Board of Higher Education in 1932, the State College had never made objection to this infringement of its field.

It was not until November 3, 1929, that Mr. Starr, President of the State Board of Higher Education, sent a telegram to William John Cooper, United States Commissioner of Education, asking if the Bureau of Education would undertake the survey of Oregon higher education during 1929 and 1930. Commissioner Cooper promptly replied in the affirmative, and referred the matter to Dr. Arthur J. Klein, chief of the Division of Collegiate and Professional Education in the United States Office of Education.

Dr. Klein made arrangements with President Starr to hold a preliminary conference with the Board at Portland on January 10, 1930. In the meantime, in November, he also conferred with Arnold Bennet Hall, President of the University of Oregon, and William Jasper Kerr, President of Oregon State College, at Chicago, concerning the situation in Oregon and the proposed survey. Both expressed most cordially their desire that the Office of Education undertake the study, and their willingness to cooperate in the work of the survey.

On January 10, 1930, at the conference in Portland, attended by all members of the Board, a tentative memorandum of agreement was prepared by Dr. Klein, in cooperation with the Board, outlining the conditions under which the Office of Education would conduct the work, the scope of the survey, and the terms of cooperation for the selection of the survey staff. This agreement, which was made binding by the signatures of Commissioner Cooper and President Starr on January 25, 1930, provided among other things that --

- 1) The personnel of the staff of the United States Office of Education would be available without salary compensation by the State of Oregon;
- 2) That the Office of Education would print the report and provide the Board with 500 copies;
- 3) That the State Board of Higher Education would pay the traveling expenses and subsistence of all members of the Survey staff while engaged in the Survey;
- 4) That a commission of three members, assisted by such technical assistants as might be required, would carry on the Survey;
- 5) That Dr. Klein should serve as director and a member of the Commission, the other members to be selected by agreement between the State Board of Higher Education and the director.

* * * *

- 8) That the field work of the Survey should be carried on during the month of May to be followed immediately by a confidential conference with the Board in regard to the progress of the work.
- 9) That the director of the Survey should spend the month of October, 1930, in the state and present to the Board an oral report on the major conclusions of the Commission.
- 10) ... A summary statement of the long-time flexible program of organization and development of higher education in Oregon was to be suggested.
- 11) The Survey Commission was to have entire freedom of inquiry and judgment, and the Office of Education was to be free to publish the facts as found, and to publish also such conclusions and recommendations as might be reached by the commission.

Following this January meeting, Dr. Klein spent two weeks visiting the several institutions of higher education, collecting printed and typed information, and in arranging for a series of questionnaires. The three members of the Commission agreed upon by the director and

the Board, and approved also by the several institutions, were: Dr. Arthur J. Klein, formerly Chief of the Division of Collegiate and Professional Education, United States Office of Education, who had in the meantime become professor of higher education in the Ohio State University; Dr. George A. Works, formerly president of the State College of Connecticut and now professor of higher education, University of Chicago; and Dr. F. J. Kelly, formerly dean of administration, University of Minnesota, subsequently president of the University of Idaho, and now lecturer in higher education, University of Chicago. A corps of seven special assistants participated in the work of the Survey.

The field work was carried on in the spring of 1930, by means of individual and group interviews with institutional and state officers, and was harmonized by frequent conferences of the Survey staff. By May 22, the commission had arrived at a plan of procedure that warranted a confidential conference with the Board of Higher Education to give them an opportunity to approve or to modify the trends of the Survey report as they had developed up to this point. Work on details of the report continued during the summer, and in October, Dr. Klein spent a month or more in Oregon writing the report and conferring with members of the Board. The report thus evolved was then reviewed by the three commissioners, and having been unanimously approved by them, was transmitted to the Commissioner of Education as their authoritative report and recommendations. In mimeographed form the report was circulated to Board members late in the winter of 1931, and finally

published as a printed report on May 13, 1931. The presidents of the several institutions had little or no opportunity to know what the report contained, or the recommendations it proposed, until the mimeographed report was received in March.

In the meantime, President Kerr had received from Dr. Hector Macpherson, for analysis and review, a document intended for the Board of Higher Education, and, through their intervention, for the Survey Commission. It contained constructive suggestions, indicating what the authors of the law of 1929 had in mind to achieve. Three things about the document impressed one as significant. The first was its recommendation that an economic and industrial survey of Oregon be carried out by the specialists of the several institutions and the State's technicians to establish the fundamental facts concerning the natural resources, industries, wealth, population, and taxpaying ability of the State, the report summarizing these data to be ready for the commission when it came to undertake the field work in the spring of 1930. That this course was not followed, employing the state's own technicians, proved to be a lamentable error. Chapter I of the Survey Report, called the "Introduction," in spite of many authentic and constructive observations, was replete with errors of fact that led to at least two conclusions, as stated in the Summary, that were not in conformity with actual conditions in the state; namely,

That the higher educational program is incoordinated with the State's needs as measured by the distribution of occupations and economic interests of the people;

That the primary task of the survey is to study the causes of such incoordination and to suggest the necessary remedies.

On the basis of this type of misinformation, therefore, the Commission found the State's higher education program "distorted" and in need of "amputations."

President Kerr in his first brief to the Board of Higher Education on the Survey Report, prepared at their request on April 3, and delivered April 18, 1931, felt impelled, on evidence presented to him by his specialists in statistics, to protest against errors of fact in the Survey Report. Both in the Introduction to his brief, under the heading "Inaccuracies Regretted", and in the Analysis of the Report, under the heading "Unreliable Data and Conclusions in the Survey Report" he presented evidence to show that gross errors in the statistics of the report were used as foundations for conclusions and recommendations that must inevitably be in error also. He wrote:

Inaccuracies Regretted. It is a matter of profound regret that no opportunity was given the several institutions for conference with the Commission before the final preparation of the Report, especially in respect to fundamental economic data regarding production, occupations, manufacturing, etc.... and various other matters of fact that, if clarified, could have obviated many errors and misconceptions in the report. Such inaccuracies as appear may have been due in the main to inadequate information furnished the Commission. When basic data regarding agricultural production and manufacturing are at variance with the facts by millions and even hundreds of millions of dollars, however, the situation is not reassuring. While the result of these inaccuracies may or may not be significant or harmful, the newspapers and the public have already derived misinformation from them, which cannot be readily corrected. Because of the publication of the report in book form, moreover, their elimination would have added correspondingly to the value of the report as a basis of information about Oregon. More significant, however, than these considerations is the fact that these confused and mistaken data constitute the foundation on which the Commission assumes "the future educational program of the state should be predicated. (p. 574)

In this statement, President Kerr referred particularly to the statistical data and the conclusions based on them in the first ninety-three pages of the report. The erroneous figures and their applications in this section led to the mistaken conclusion, for instance, that manufacturing industries in Oregon are more important than productive agricultural industries. The data and their conclusions, on the authority of the Commission's Report, had circulated widely in the public press, including a special full-page article with illustrations in the Oregonian, Sunday, April 12, page 4.

Resuming the consideration of these statistical data in his main analysis of the Survey Report, President Kerr called attention to the fact that these summarized figures concerning population, agricultural production, manufactures, income, etc., constituted the basis on which the Commission proposed that "the future educational program of the State should be predicated." He then proceeded to discuss these figures under the heading "Unreliable Data and Conclusions in Survey Report", as follows:

The data, according to a supplementary brief prepared by Professor L. R. Breithaupt, Extension Economist at the College, are shown to be in many instances inaccurate, carelessly compiled, used in misleading combinations and employed as a basis of conclusions which are not in accordance with basic facts. No references are given for the figures. Gross errors running from tens of millions to hundreds of millions of dollars are disclosed in the report.

... the value of farm products as given in Table XII, page 44, a basic source of figures from which several important, conclusions are drawn, is in error by approximately \$30,000,000. In comparing agricultural production with manufacturing, the Commission states that "The value of the state's farm products is \$255,384,000 less than its manufactured products." This, Professor Breithaupt shows, is a misleading statement, and that as a matter of fact the value added by manufacture by all Oregon industries in 1927 exceeded the cash income from farm products of that year by \$31,221,000--a sum quite different from the \$255,000,000 published in the Survey Report. (See Appendices p. 41-42.)

Similar errors and misinterpretations are pointed out and corrected by Professor Breithaupt's brief in the appendix to this report.

On data of this doubtful character the Survey Report builds up the conclusion that agricultural education in Oregon is excessively overdeveloped and that liberal arts and law are in need of further development.

Professor Breithaupt's brief clearly shows, on the basis of data properly authenticated, the results of the Commission's proposals as follows:

"The proposed enrollment in liberal arts would result in over 500 liberal arts students per 1,000 persons engaged in architecture, music, law, medicine, nursing, as clergymen, and in journalism, compared to

a proposed ratio of less than 5 students in agriculture per 1,000 persons engaged in agricultural production."

Following the proposals of the Commission for the increase of law students, the results are indicated as follows:

"The proposed increase in Law students from 85 to 299 would result in a ratio of over 200 Law students per 1,000 people engaged in the practice of Law in Oregon, or 50 times as many as proposed for agriculture in relation to persons engaged in agriculture, not including the manufacture of agricultural products."

Concluding his comment on these statistical figures, President Kerr pointed out that on a foundation of data that revealed many inaccuracies, the Commission had attempted to show that "Oregon's higher educational program is considerably distorted(9) and that because of the higher proportion of students in agriculture, engineering, commerce, etc., there existed "incoordination with the State's needs." As a matter of fact, President Kerr pointed out, the common sense view, almost universally entertained, that Oregon's economic interests rest chiefly upon land products, with agriculture and forestry leading, is thoroughly sound. It is irrefutably supported by the facts, as set forth specifically by Professor Breithaupt. This economist, a careful and conservative specialist in farm and industrial statistics, though not inclined to make extreme statements, nevertheless affirmed, after analyzing the several tables, and the conclusions drawn from them and other inaccurate and misleading data, that "The whole procedure is enough to raise the question of the accuracy and reliability of the entire Report." (p. 42)

The second of Dr. Macpherson's proposals that challenged attention in his document prepared for the Board and the Commissioners was his recommendation for effecting coordination of curricula and personnel functions among the several institutions. It was to be carried out by a group of deans and directors whose functions were to be exercised on a horizontal basis across the several units of the system. There was to be a dean and director of Arts and

Letters, Social Science, Music, Agriculture, Business Administration, Home Economics, etc. There were also to be various directors of service functions-- personnel, dormitories, business offices, registrars, etc. Since nothing of this nature ever appeared in the Survey Report itself, or elsewhere, so far as known, it is natural to assume that the Curricula Committee of the Board of Higher Education, which made its report on March 7, 1932, derived its scheme for interinstitutional deans and directors, which was the committee's plan for coordinating curricula, from this document of Dr. Macpherson's.

The third consideration in his report that impressed one was his evident willingness to be of help to the Board and the Commission without obtruding his own personality or assuming any prerogatives except those of a citizen of Oregon desirous of being of service to any extent possible.

CHAPTER XXI

THE REPORT OF THE SURVEY OF HIGHER EDUCATION IN OREGON

Recommendations made by the Survey Commission, which issued its published report May 13, 1931, were so drastic that they were not expected to be accepted by the Board. Yet educational authorities rated the Oregon survey among the most outstanding of all those conducted in the several states. Six guiding principles were established as the basis of the reorganized program of the several institutions under the one-board administration. On the foundation of these six guiding principles, six definite inclusive recommendations were made by the Commission. While agreeing with the six guiding principles, President Kerr, in his brief to the Board, gave reasons for objecting to their application as embodied in the Commission's recommendations. Many general and specific statements made in the Survey Report effectually refuted the accusations of the University against the State College in respect to encroachment in the field of liberal studies; ~~the~~ low admission requirements, especially for out-of-state students; and low standards of scholarship and requirements for graduation. Certain recommendations of the commission for joint curricula between the University and the State College for health and physical education, training of athletic coaches, etc., while not adopted by the Board, indicated the Commission's purpose of utilizing all the facilities of the several institutions for serving the students and the state. Certain interinstitutional councils were proposed to meet parallel purposes.

The "Survey of Public Higher Education in Oregon," authorized by the Higher Education law of 1929, as the basis for the reorganized program that was to unify all the State's institutions of higher learning, was issued in mimeograph form in April 1931, the formal published report, slightly abridged, appearing May 13, 1931. The recommendations made by the Survey Commission in this report were characterized by Dr. Charles H. Judd of the University of Chicago as "so revolutionary that they were received by the state and by the country at large without expectation of their acceptance."¹ Even so, an authoritative group of educators, serious students of the problems of higher education, endorsed the survey and its recommendations as one among thirty distinguished surveys of higher education.² Among the eleven state-wide

¹Charles H. Judd, "Problems of Education in the United States," 1933, p. 202.

²W. C. Eells, "Surveys of American Higher Education," 1937.



The last Board of Regents of Oregon State Agricultural College as pictured in the 1929 Beaver: (left to right) Dr. Kerr; H. J. Elliott, Perrydale; Isaac L. Patterson, Governor of Oregon; George A. Palmiter, Master of the State Grange; James K. Weatherford, Albany; Harry Bailey, Lakeview; Hal . Hoss, Secretary of State; J. Fred Yates, Corvallis; and Charles A. Howard, State Superintendent of Public Instruction.

surveys selected as superior by a jury of twenty-eight men most experienced in higher educational survey work, the Oregon survey tied for first place with the California survey, conducted by the Carnegie foundation, and the Texas survey.¹

The commission laid down six "guiding principles" as the foundation on which it recommended that the reorganized state system of higher education be established. These principles as summarized in Dr. Kerr's first brief to the Board, were as follows:

1. High school contacts, advertising, educational guidance, etc., should be coordinated through a central office, that of the board of higher education.

2. Past rulings of the board of higher curricula should not be binding. ... "Only the arguments of efficiency, economy, and better state service should weigh in the decisions of the future."

3. Assignment of functions to several campuses should be determined by the "major services" required by the state.

4. Distribution of functions should be on the "basis of life careers."

5. Assignment of functions on the career basis should recognize that a successful career calls, first, for a wide cultural training for citizenship, and second, specialized training for occupational careers.

6. The central purpose of arrangement will be to provide the "greatest educational service," to "avoid competition" and to "develop cooperation among the several units of the state system."

While agreeing fully with these principles, Dr. Kerr made plain the fact that in their application there were instances in which he distinctly differed with the commissioners, specifying these instances and giving his reasons for not approving them. On the foundation of the six guiding principles the commission made the following recommendations:

¹C. D. Byrne, "Coordinated Control of Higher Education in Oregon," 1940.

1. The training of teachers for the elementary schools should be done at the three normal schools.

2. Unspecialized freshmen and sophomore work, referred to as lower division work, in all the arts and sciences should be available upon essentially identical terms at Eugene and Corvallis. It is the purpose of lower division work to provide the broad general education needed by men and women without respect to the careers that 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 State College. This school of science should provide curricula leading to undergraduate and graduate degrees in the various sciences including botany, sociology, geology, chemistry, physics, astronomy, mathematics, and statistics.

4. A great school of arts, literatures, and social sciences should be developed at Eugene, based upon lower division courses that may be pursued at either the State College or the University. This school of arts, literatures and social sciences should provide curricula leading to graduate and undergraduate degrees in the arts, English language and literature, foreign languages and literature, speech, history, economics, political science, sociology and psychology.

5. The professional schools based 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 applications.

6. The professional schools resting essentially upon the arts, literatures, 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), and teacher training in the arts, literatures, and social sciences and their applications.¹

Applying the principle that distribution of functions should be on the basis of life careers, the Survey Report gave its judgement as follows:

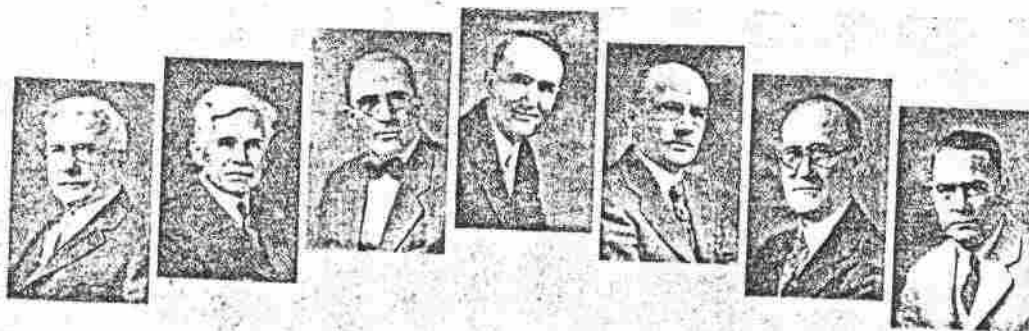
Schools preparing for the vocations and professions divide themselves naturally into two groups, namely, (1) those dealing essentially with material things, and the laws of the material universe as disclosed in the natural sciences; and (2) those dealing with human beings and the principles governing their actions as disclosed in the arts, literatures, and the social sciences. This is evident in Oregon in the general emphasis now given in the work of the institutions. It is in

¹"Survey of Public Higher Education in Oregon," p. 276-277.

harmony with the popular conception of the functions of Eugene and Corvallis and was recognized by the old State board of higher curricula. This natural grouping suggests for one campus engineering, agriculture, mines, forestry, and those professions for women which rest essentially upon the natural sciences; and for the other campus painting, sculpture, architecture, music, medicine, law, social service, journalism, business administration, and those professions for women which rest essentially upon the arts, literatures, and the social sciences. Of course, preparation for the teaching of any subject must be given where the subject itself is studied.

Definitely objecting to the implied division of the functions of home economics education by assigning to one institution "those professions for women which rest essentially upon the natural sciences," and to another institution "those professions for women which rest essentially upon the arts, literatures, and the social sciences," President Kerr pointed out that "Home economics has a well defined life-career objective, meeting the needs of the great majority of women students, whose ultimate career is homemaking regardless of whatever other career they may temporarily follow. But to a plan of theoretical distinctions between the several branches of human knowledge, home economics does not readily adapt itself. As pointed out by Dean Milam, home economics has a recognized program of professional training consisting of applications of various arts and sciences. Its courses are interrelated and are taught from the point of view of the home and the family. Its curricula are so planned as to give adequate preparation for the profession of homemaking and allied fields, including training for the homemaker's task, and at the same time giving opportunity for a broad, general education, essential for the homemaker both as a professional and an individual.

"Home Economics has long been recognized as a distinctive part of the functions of a land-grant college. There are 42 land-grant colleges maintaining divisions of home economics. In all of these institutions a unified program of home economics is offered. Nowhere is there a divided program



Kerr's lieutenants, key members of his staff as they appeared in 1930.
Top row:

John A. Bexell, Dean of the School of Commerce
Arthur B. Cordley, Dean of the School of Agriculture
James H. Hance, Dean of the School of Mines
James T. Jardine, Director of the Agricultural Experiment Station
William A. Jensen, Executive Secretary
James Ralph Jewell, Dean of the School of Vocational Education
Clair V. Langton, Dean of the School of Health and Physical Education

Lower row:

E. B. Lemon, Registrar
Paul V. Maris, Director of Extension Service
Ava B. Milam, Dean of the School of Home Economics
George W. Peavy, Dean of the School of Forestry
Col. Henry R. Richmond, Commandant of Cadets
Harry S. Rogers, Dean of the School of Engineering and Mechanical Arts
M. Ellwood Smith, Dean of the School of Basic Arts and Sciences
Adolph Ziefle, Dean of the School of Pharmacy

between natural sciences on the one hand and arts and social sciences on the other, such as the Commission seems to suggest. In the new reorganization of the curricula of the University of Chicago, home economics in all its phases--foods, nutrition, clothing, textiles, home management, institution economics, child care--is a unified curriculum in the division of biological sciences."

In view of the many complaints the University of Oregon had made from time to time before the State Board of Higher curricula, especially in the decade just preceding the unification law of 1929, of an overdevelopment of liberal arts studies at the College, it was greatly reassuring to that institution to find that in recommending a lower division on a parallel basis for both institutions, the College would have vastly more work to offer its students in the field of liberal studies than it had ever offered or hoped to offer. In the same way it was reassuring also to find in the Commission's report definite refutation of the accusations made by President Hall in his official reports to the Governor of the State and even in his briefs to the new State Board of Higher Education casting suspicion on the State College regulations for admission of out-of-state students, its standards of scholarship, its requirements for graduation, etc. As an example of this sort of criticism by the University and the reply of the College, in terms of the Survey Report, the following instance will suggest the type. The University boasted that its basis for admitting out-of-state students was their eligibility to enter the university in their own state and then added the invidious statement, "The impression has prevailed that the standard for admission of out-of-state students is not uniformly high at other Oregon institutions" (p. 6). President Kerr replied, "So far as the College is concerned the impression referred to is unwarranted. The College has developed standards and procedures by which only well-qualified out-of-state students are admitted. Standards at the College for the admission of

non-resident students are more exacting than for residents of Oregon. On the other hand ... the College knows of at least seven out-of-state students who were this year refused admission to the College because of low grades in high school preparation, but who were subsequently registered at the University of Oregon." This was followed by a quotation from the Survey Report, which, after calling attention to the procedures at the College, and ~~stating~~ ^{stating} that "the rule that only students shall be admitted who are eligible for admission to the universities of their own States presents serious difficulties in administration," continued: "It is recommended, therefore, that the rules now in force at Oregon State College be applied to both institutions."

President Hall's brief having definitely implied that State College standards of scholarship and requirements for graduation were below those of the University, the College made reply by calling attention to the following statements quoted from the Commission's Report.

The percentage of those graduated at the end of four years and of those staying on beyond the four-year period are both slightly higher in the Oregon State College than at the University of Oregon. (p. 338.)

Even assuming that all who stay on beyond the fourth year graduate eventually, the total percentage of graduates for the two institutions would be 38% at Oregon State College and 30% at the University. (p. 339.)

Graduation. In other words a student (at the University) may have an average grade decidedly below the average or middle grade and still graduate. (p. 361.)

Graduation. In addition to the requirements stated above, a student (at the College) must have grade points equal to the number of credits earned in order to graduate. This corresponds to an average of C.

The Survey Commission's judgment with regard to health and physical functions and their allocation, was as follows:

Health and physical education.--Both the university and the state college are to be commended for the development of divisions of health

and physical education. To maintain the student body at the highest level of physical fitness, to train the students so that they will keep themselves well throughout life, and to inculcate in them an active interest in the problems of community health are among the primary responsibilities of any institution of higher learning. To go beyond that and prepare persons for positions as health supervisors or physical-education teachers, requires the staff and facilities provided by the schools of public health and nursing, as well as the staff and facilities of the school of science; in other words, this should be a joint curriculum, requiring attendance at both institutions.

As a corollary to this statement the Commission said further, in discussing the training of athletic coaches (p. 141) that "The Survey Commission recommends ... placing preparation of teachers of high school physical education upon the basis of a joint curriculum pursued at the two institutions." Neither of these joint curricula were adopted by the State Board of Higher Education, but the two statements indicate the intentions of the Commission to utilize the resources of all institutions to the fullest extent where duplication was not likely to add appreciably to the cost of higher education. Certain cooperative interinstitutional councils were recommended by the Commission, one in research to consist of representatives of the State Board of Higher Education, of the institutions, and of the State Department of Education; and one in education to consist of representatives of the five state institutions, the State Department of Education, and the State Teacher's Association, to work out the details of methods and procedures to be followed in coordinating the teacher-training work of the State in accordance with the fundamental recommendations of the Commission.

The newspapers of Oregon, though in general rather critical of the more drastic recommendations of the Survey Commission, seemed inclined to await action by the State Board of Higher Education in formulating its program on the basis of the report. When this had been done in the spring of 1932, through the adoption by the Board of its Curricula Committee report, which



Dr. Kerr at his office in Commerce Hall.
Photo from the Beaver, 1931.



Dr. Kerr at his office in Commerce Hall.
Photo from the Beaver, 1931.

followed the essential program outlined by the Survey Commission, the Oregon Statesman, edited and published by Charles A. Sprague, who was formerly assistant superintendent of public instruction in the state of Washington, wrote an extended analysis and criticism of the unified program as announced by the board, accompanied by two charts giving a graphic representation of the administrative organization established by the board and a third chart explaining the more simplified organization that he recommended to replace it. In a signed article entitled "Frankenstein System," Editor Sprague had the following to say in the course of more than a page of comment in the issue of August 31, 1932.

The writer agrees with the sponsors of the PLAN that we should look upon higher education as a whole, and not in terms of separate schools; that we should contemplate a well-rounded and properly articulated organization of schools for Oregon, and that we should not let loyalties to localities or to traditions impede us in erecting in Oregon the finest system of higher education which our resources will permit.

Continuing, however, he said:

Educational institutions are not a system of branch factories or chain stores. Education is peculiarly intimate and personal. Above all it deals almost entirely with human elements. As a result we join issue immediately with the organization laid out for administration of the SYSTEM. We believe in a single governing board which by legislation and regulation shall effect the coordinations required; but the administration should be local, direct, and proximate, rather than remote, indirect and impersonal. Entertaining these views, the Statesman has consistently opposed the creation of elaborate super-offices in Salem, has opposed making the executive secretary an administrative agency over individual schools, has opposed the creation of the office of super-chancellor....

Not satisfied, of course, with merely criticising the educational plan and program as evolved by the board in conformity with their interpretations of the Survey Report, Editor Sprague presented his own conception of what the new reorganization should be. Not as a self-appointed autocrat or an educational specialist, but as a serious student of the problem confronting the citizens of Oregon as they viewed the consolidation measure advocated by the

supporters of the Tom-Macpherson bill to be voted on in November. In introducing his proposal, outlined graphically in a chart, (Chart III), he said:

With no presumptions to being an "expert" either in education or in administration, this writer would like to submit a substitute form of organization for higher education in Oregon which would save the university at Eugene and the state college at Corvallis, yet would avoid the administrative complexity and educational deficiencies of the plan of the state board. We would first wipe out the overhead offices of chancellor and executive secretary, reducing costs and simplifying administration, bringing control back to the campuses yet assuring through the state board the coordination which is its objective. This substitute form of organization is submitted in Chart III.

(Follow with reproduction of Chart III).

The chart is completely self-explanatory. Though considerable comment by way of elucidation followed the presentation of the chart in the Statesman's extended editorial, two brief passages will be sufficient, it is believed, to show the intent and purpose of the proposal. The first is an exposition of the functions of the President of the two major institutions as follows:

While the president should be made responsible for organizing the administration and the educational program on both campuses, it is urged that the university be preserved and maintained as a university of liberal culture and professional training; and the state college preserved as a vocational, practical institution. It would be the job of the president to organize the programs at both schools so as to eliminate all duplication possible, consistent with maintaining each institution as an efficient working unit; and to operate on lowest budgets that are reasonable.

In conclusion, the Statesman disavowed any selfish, partisan, or interested motive in presenting its proposed simplified plan of organization as follows:

In this analysis of the higher educational system of Oregon the writer and the newspaper he edits have endeavored to view the problem as a whole. There is no effort to help one institution or another except to fulfill its highest destiny. There is no desire to build up one locality at the expense of any other. There is no purpose to promote or to injure any individual connected with the educational system of the state. And there is no desire to commit sabotage on the work of the fine body of individuals making up the state board.

CHAPTER XXII

BRIEFS ON THE SURVEY REPORT

In his first brief, April 10, 1931, in response to the Board's request for analysis and comment on the Survey Report and its recommendations, President Kerr made no effort to obtain any curricula not already maintained at the State College. He made a vigorous defense of all work established at the institution, especially commerce, as elements of a land-grant college, duly authorized by Federal and State agencies. He advocated maintaining the integrity and distinctive character of each institution. He agreed with the six "guiding principles" of the Survey Commission, but questioned their application in certain instances. The University's twelve initial briefs having made invidious charges and insinuations against the State College, President Kerr, in his supplementary brief of April 27, decisively refuted these accusations, and took a definitely more aggressive attitude in informing the Board of the essential facts involved. Using thirteen specific statements contained in the University's brief, he effectually turned the tables on the accuser, and enlightened the Board concerning the cause of past controversies. Various additional briefs, including joint statements of the two presidents and documents dealing with separate curricula, were called for and delivered during the ensuing year. With one exception the deans and executive officers of the State College believed that the acceptance of the Survey Commission's recommendations would be detrimental to the institution.

On the release of the mimeographed copies of the Survey Report, the Board of Higher Education made a request of the presidents of the several institutions on April 3 to present for each institution an analysis and comment on the report and its recommendations to be delivered to the Board for its meeting on April 20. In his brief responding to this request, President Kerr pointed out that in view of the wide range covered by the Survey Report and the importance of the recommendations, a period of scarcely more than two weeks was inadequate time for study and analysis of its essential features. "The Report," said he, "multiplies, rather than simplifies our problems by the unprecedented basis of division on which its recommendations are founded. In discussing its principles and recommendations, it seems necessary to omit all but the more important issues, and to confine discussion to the briefest possible space." His objections to the Introduction to the Report, giving statistical data regarding the State's

population, industries, etc., are noted elsewhere in this biography, and hence are not dwelt on here though they are pertinent to many other adverse comments that he felt obliged to make concerning the Commission's conclusions based on those unreliable data.

In discussing the Report, he stated, the College does so, not in a spirit of indicating "reasons why things cannot be done," but in a spirit of "finding how they can be accomplished," in a way to develop an articulated system of higher education in Oregon and at the same time to preserve the integrity and the distinctive character of each of the several institutions. Continuing, he said:

In presenting the point of view of the land-grant institutions, the College believes it is not discriminating against any other standard or ideal of education. It is actuated solely by the motive of preserving to the state of Oregon, through this institution, those elements of education peculiar to the land-grant college that have stood the test of two generations in this and other states, and have been accorded wide historical sanction. So interrelated, in fact, are the destinies of America and the land-grant colleges, that Dr. Edward C. Elliot, President of Purdue University, doubtless voices a national conviction when he speaks of them as "the most potent group of educational agencies the world has ever known" and adds that "if the land grant college fails, neither democracy's goal of education nor education's goal of democracy will be realized."

It may be argued that this is protecting a single institution rather than developing the state-wide system. But unless each institution in the system has a clear field in which to function, the system itself is bound to fail. No amount of uniform curricula, interchange of professors, transfer of students, intermingling of activities, and interlocking of functions, can help to avert conflict if the integrity of individual institutions and their purposes are not safeguarded. A state institution of higher learning is an instrument of public service. Its functions must change with the needs of the state for service. But if it cannot know its primary field of function, and be secure in that field, the system to which it belongs is destined to inefficiency and waste.

The object of the College in presenting this brief, therefore, is to provide the information and the point of view that may help the Board to act wisely in determining the important issues which the Survey presents for decision. Its attitude, in short, is not that of criticism but of helpfulness.

Concerning the fundamental question of one or more institutions, regarding which, in his first brief, Dr. Hall, president of the University, had recommended one great University of Oregon under one administrative head, designated as the "University of Oregon at Eugene, at Corvallis, at Portland, at La Grande, at Ashland and at Monmouth", Dr. Kerr had the following to say:

The real difficulty inherent in the established situation resulting from the division of work on the two campuses, instead of a concentration on one campus, must be recognized and kept in mind in any attempt to reduce or eliminate duplication of courses, or to make other adjustments, the purpose of which would be to reduce cost and insure harmony. In considering a single institution or two institutions, however, there should be no exaggerated idea regarding the cost to the state resulting from the maintenance of separate institutions -- as is the case in Indiana, Iowa, Kansas -- as compared with combined institutions -- as is the case in California, Wisconsin, Illinois. The fact is, according to statistics from the United States Office of Education, that the cost per student in the combined institutions mentioned, and in others, varies little from the cost per student in institutions in those states that maintain separate land-grant colleges and state universities.

Since the Board had demanded that the presidents, in their reports, should keep in mind "that very material savings must be made in the expense of administering the institutions," President Kerr called attention to the very notable economies that had been put into effect at Oregon State College during the several preceding months and affirmed that if further and more drastic reductions were to be made, incident to the reallocations proposed by the Survey Commission, serious consideration should be given to problems of readjustment, especially as regards staff members. In this connection he said:

If transfers of staff members are to be made, these, of course, must be a matter of adjustment between the two institutions, with the approval of the Board. Time would be required to effect satisfactory readjustments in situations demanding this exchange. Then, there are rights of faculty members that should not be disregarded. In cases where the services of

members of the faculty of either institution must be dispensed with, as a matter of fairness notice should be given such members long enough in advance to afford opportunity to obtain a position elsewhere. Faculty members who have given long service to the institution are entitled to special consideration. This is particularly true in cases of senior staff members whose devoted and efficient work has involved reciprocal obligations upon the State.

Concerning unified administration, which the Board had referred to in its request to the presidents, Dr. Kerr indicated that two plans might be considered for the accomplishment of such unification: (1) The physical union of the College and the University on one site; (2) the organization of the work as maintained on the present campuses, but under one administrative head instead of the two presidents as at present. "From the references to administrative unification at the time the resolution was under consideration by the Board," he continued, "it is inferred that the second of these alternatives is the plan contemplated. This is a question of great magnitude and importance, affecting as it would the entire future of higher education in Oregon, particularly of the College and the University. It involves many different factors which should receive most careful consideration. ... Undoubtedly, if desired by the Board, some such plan can be worked out in a way to eliminate many difficulties of the past and to insure harmony and cooperation for the future, with a maximum of efficiency at a minimum of cost."

Concerning the six fundamental "guiding principles" set up by the Survey Commission, Dr. Kerr agreed that they were sound and broad, but remarked that the value of a state program conceived upon them depends upon the wisdom of their application. To develop a program based on these principles that should be better than "the typical American organization of education," as proposed by the Commission, he deemed to be a grave responsibility.

hardly do otherwise than give some attention to these criticisms and implications as well as to the arguments of the briefs."

He continued his comment as follows:

In reading the Introduction to the University's brief in particular, one is struck with the sweeping character of the statements made, and with the apparent inclusiveness with which almost all of the recommendations of the Survey are therein accepted, only to be modified or annulled in the more specific terms of the separate briefs. One is struck also with the facility with which the Introduction applies to the College and its work, or to the relations between the College and the University, such invidious terms as "pretext", "disguised", "smuggled", "forbidden fields", "undue expansion", "exaggerated development", "feverish rivalry", and "irritating situation". Without exception, too, these implications are flung out with no supporting evidence whatsoever.

Much of the material presented in the University briefs concerning Commerce, Vocational Education, Physical Education, Industrial Journalism, Music, etc., is similar to statements submitted to the Board of Higher Curricula from year to year up to 1925. At that time, after hearings by the Board extending over a period of about a week, the College was completely sustained by order of the Board of Higher Curricula, which found no occasion for reducing the courses of study at the College. Taking occasion of the Survey recommendations to revive these old complaints, most of them passed upon more than once by the Board of Higher Curricula, justifying the position of the College, the University now presents them to the Board of Higher Education as if they were present issues in which the College was the aggressor.

As stated in its brief of April 18 (page 6) the College has always conformed to the rulings of the Board of Higher Curricula and the State Board of Higher Education in a spirit of absolute fidelity. It has had definite authorization for all work announced or offered. It has sought to develop its work only in the peculiar field of the land-grant college, and only to the extent that the governing boards have recognized its right to develop this field. Completely occupied in developing its work in those assigned fields, moreover, it has not been aware of either "outside acrimony" or of the "irritating situation" that the University complains of, except as these have been thrust into view by action of the University itself.

Following this general statement, by way of introduction, thirteen specific statements quoted from the University series of briefs were categorically analyzed and refuted in the ensuing ten pages. It is not deemed

opportune to review these items here, nor to attempt even to give the essence of the substantial arguments contained in this second brief, which devoted 113 pages to informing the Board of the significant facts deemed necessary to an impartial and constructive decision regarding the problems broached by the Survey Report. Since the question of consolidating all work on one campus had not only been raised by the Commission but also brought more closely into the foreground by arguments in the University briefs, President Kerr deemed it necessary to present the facts, as they appeared to him, in connection with this problem. In doing so, however, under the caption "The College Not Advocating Consolidation on One Campus," he made the positive statement that, "In discussing the possibility or the advantages of consolidating different types of higher educational work on the campus at Corvallis, the College does not wish to be understood as advocating either a complete union of the two institutions on one campus or as endorsing the recommendation of the Survey Commission that all science work be concentrated at Corvallis and all arts and social science work be concentrated at Eugene."

While an elaborate defense of the School of Commerce was presented in a special section of this Supplementary Brief of April 27, comprising 30 pages, and a preliminary argument, comprising 23 pages had been given in the initial brief of April 16, President Kerr's own argument for retaining commerce as an essential element of a land-grant college, as embodied in his initial brief, was as follows:

That Commerce was intended from the beginning to be one of the four corner stones of the land-grant colleges, along with agriculture, engineering, and home economics, is unmistakable from the language of the Morrill Act and the supporting statements of its author. The purpose of this new type of college, according to the Morrill Act, was to "promote the liberal and practical education of the industrial classes in the several

pursuits and professions in life." They were to be "national colleges for the advancement of general scientific and industrial education," according to the definition of the author of the Congressional act. Their function, to quote again from the addresses of Senator Morrill, was to afford "a liberal and larger education to those much needing higher instruction for the world's business, for the industrial pursuits and professions of life."

The Supplementary Morrill Act of 1890, "for the more complete endowment and support of the land-grant colleges," provides an annual appropriation of \$25,000 (increased to \$50,000 by the Nelson Amendment in 1907) to "be applied to instruction in agriculture, the mechanic arts, the English language, and the various branches of Mathematical, Physical, Natural and Economic Science, with special reference to their applications in the industries of life."

As early as 1890, also, the extent and character of the work for which the Federal appropriations are available were clearly specified in an official communication of the United States Commissioner of Education, approved by the Secretary of the Interior on December 7 of that year. In this communication an outline, after listing the elements of agriculture, proceeds to "Instruction in Mechanic Arts" and following a list of engineering subjects, lists also "(14) Stenography, (15) Typewriting." "Instruction in Mathematical Sciences" includes "(2) Bookkeeping." Finally under "Instruction in Economic Sciences" are included "(1) Political Economy..... (3) Commercial Geography."

These specific assignments of the field of Commerce, as it was interpreted in those days, to the land-grant colleges are unmistakable evidence that the field was regarded as an indispensable element of their curricula. It must be remembered, moreover, that this was more than forty years ago when the fundamental interrelations of business and agriculture, business and engineering, business and industry were not realized as they are today. Since then the principle of the interdependence between economics, marketing, finance and accounting, on the one hand, and agriculture, engineering and other productive pursuits on the other, has become universally established. As a consequence, curricula in the land-grant colleges have been extended and strengthened until today they constitute one of the major blocks of instruction, attracting large numbers of thoroughly competent students. A prominent feature of the newer instructional tendencies in the land-grant colleges is the combination of commercial and technical curricula, specialized training programs being offered on the one hand, with major emphasis on the technical aspects and minor emphasis on the business aspects; and on the other hand, with major emphasis on the business aspects and minor emphasis on the technical aspects.

The recent Survey of Land-Grant Colleges and Universities, which devotes 74 pages to Commerce and Business as exemplified in these institutions, gives attention to all phases of major curricula, including these specialized training programs linking commerce with agriculture, commerce with engineering, etc.

The two briefs referred to thus far were only the beginning of the long series of official reports requested by the Board. A second Supplementary Brief was presented by the College May 13, 1931. A Joint Statement by the President of the University and the President of the State College was presented to the Board May 27, and following that^a series of separate joint briefs dealing with individual curricula--Art and Architecture, Commerce and Business Administration, Journalism and Industrial Journalism, Lower Division Organization, Music, Physical Education, Upper Division Science, Vocational Education, Teacher Training, and Summary Observations--comprised the principal documents prepared by the State College, extending well into the beginning of 1932.

In the rather compact document of only seventeen pages entitled "Summary Observations", the State College made a concluding statement of its position on May 27, 1931, in which it endeavored to show the essential services the institution should be assigned in order to fulfill its mission as the land-grant institution of Oregon, supplementing the functions of the other state institutions in the unified system. While this summary statement necessarily repeated some of the elements presented in the earlier briefs, its emphasis on fundamental considerations gave it a certain significance worthy of attention here. Accordingly a few of its statements are presented, as follows:

Throughout the entire discussion regarding the recommendations of the Oregon Survey Commission, the College has endeavored to present the point of view of the land-grant colleges. These institutions are characteristic of every state in the Union. To the extent that a state has distinguished itself in agriculture and

the industries dependent upon natural resources, its land-grant college has exercised initiative and leadership. Concerning this leadership and its development Dr. Samuel P. Capen, formerly Specialist in Higher Education of the United States Office of Education ... had this to say in an address published in the January 1930 issue of "The Educational Record": "... the distinctive contributions of America to higher education, the contributions that are recognized throughout the world, have been made in ... technical education...."

To this he adds the prophetic utterance, "Education for the professions that are based on the applications of science has just begun its upward movement."

It is in support of this type of education--represented by the land-grant colleges, recognized after sixty years of constructive service, as "The most potent group of educational agencies the world has ever known"¹ -- that the College briefs have been prepared. Oregon with her abundant and diversified natural resources and her varied climate, and with her industrial interests practically all built upon these natural resources, is peculiarly a state in which the land-grant college serves a large and wide constituency. No untried scheme for a state system of higher education should betray us into impairing the integrity of this established and universally recognized type of state and national education. If we expect it to function as it does in other states, and as it has functioned in Oregon up to the present time, we should not take away from it business training, one of the four cornerstones of its very foundation, nor split asunder a major division of its work like home economics, nor deprive it of those elements of pure and applied science that are the life-blood of its curricula and its service, nor restrict its supplementary use of literature and the arts so rigorously as to impoverish the citizenship of its graduates.

In supporting this recognized principle in higher education, the College believes, as stated in the opening paragraphs of its brief of April 18, that it is not discriminating in any way against any other institution of higher learning in the state, or any other standard or ideal of education. The College has had a distinctive field, and has endeavored to render as complete a service as possible within that field. It has implicitly respected the boundaries of the wide province of the University--the fine arts, the humanities, the social sciences, the professions of law, medicine, music, architecture, journalism, etc. It has never given or sought to give major work for the bachelor of arts degree as other leading separate land-grant colleges do.² In fact, out

¹Dr. Edward C. Elliott, President of Purdue University.

²Michigan State College, Pennsylvania State College, Texas A & M College, Washington State College.

of the 49 land-grant institutions in continental United States, Oregon State College is the only one not giving advanced degrees in either arts or pure science, and one of three (with Connecticut and Massachusetts) not giving the bachelor's degree in pure science. The College has devoted all its efforts to its peculiar and definitely authorized field. It has encroached in no way upon any other field. It has never initiated an attack or complaint against another institution before the governing boards. In a word, it has sought to give all its energies to constructive service in its own field, and leave other state institutions free to do likewise in their respective fields. This, it would appear from the experience of other states, is the only sound basis of developing a state system of higher education composed of separate educational units. If the system is to succeed, each institution must have a distinct field in which to function and be secure in developing its major curricula in that field from the bottom to the top..

There was very general apprehension on the State College campus lest the recommendations of the Survey Report should be put into effect. President Kerr was not alone among officers of the institution who feared that the program of the College, consistently developed through twenty-five years of faithful service, would be disrupted. Almost without exception the deans and leading executives looked upon the recommendations, especially the possibility of losing Commerce, as a very gloomy prospect. The one exception was James T. Jardine, Director of the Agricultural Experiment Station. Discussing the Survey Report in the Publications Office, Director Jardine said to me, with a smile of anticipation, "The Survey Report may be a bitter pill; but if we were to swallow it whole, within ten years the results of the concentration of science on this campus would so enrich our service to the students and the State that the leadership of the institution would be absolutely assured."

CHAPTER XXIII

REPORT OF THE CURRICULA COMMITTEE, MARCH 7, 1932

First draft of the Curricula Committee's Report reviewed February 28, 29, 1932. Demand for economies not anticipated by Survey Commission led to proposals for elimination of schools and departments not questioned by the Commission. A President recommended for the System but not for individual institutions. Deans and directors to control curricula, personnel, and budgets throughout the System. Unified and centralized activities--business, information, student welfare, libraries, etc. Revised and condensed report adopted March 7. Unified Administration Committee recommended chancellor for the System and presidents for individual institutions, thus modifying Curricula Committee's recommendations. Radical eliminations and shifts of curricula in major institutions "stunned" both Eugene and Corvallis. Oregon State College campus, following the example and leadership of President Kerr, resolved to support the Board's program.

On February 28, 1932, President Kerr called me into his office to tell me that Dr. Lindsay, Executive Secretary of the Board, had directed that I and Mr. ^{Delmer} Goode, as Editors of Publications, report to the Board's office with a stenographer the next morning, to assist Mrs. Pierce, Chairman of the Curricula Committee, in the forenoon and then to report to the Executive Secretary at two o'clock for a further assignment. With Miss Allen, Assistant Editor, and a Royal typewriter, we met Mrs. Pierce at the Capitol building and worked with her on two special reports which she was preparing, one of which, an introduction to the Curricula Committee's Report, was to be used the following day. She explained that at the various meetings of the Committee, there seemed to be complete agreement between herself and Mr. Colt, the other Board member on the Committee, regarding the development of the program and the changes to be made from time to time in the report; but when the Executive Secretary, who was ex-officio a member of the committee, returned the document to the Committee, the changes were rarely if ever satisfactory. The implication seemed to be that either the Executive Secretary had his own inflexible ideas regarding what the report should

contain or ~~that~~ in the interval between meetings he was subject to influences not in harmony with the Committee's program.

At the lunch hour, following completion of work on the reports, Mrs. Pierce, with her usual abounding enthusiasm, regaled the three of us with accounts of exciting Board meetings. As Oregon's State Librarian for many years, one of the best in the entire country, she had occupied a position of wide influence and associated with the State's leading executives on terms of cordial comradeship. On the Board of Higher Education she evidently exercised conspicuous initiative. She had vigorously opposed the continuation in the State System of a major school of Journalism, and was gradually bringing the Board around to her view. One weapon that she used effectively was the fact that the University News Bureau, an accessory of the School of Journalism, persisted in circulating throughout the State news about the University in contravention of the state law and the Board's ruling that all publicity must emanate from and bear the name of the State Board of Higher Education. At one of the meetings of the Board, she related, she gathered a fistfull of these news items bearing the University date line that had appeared in various newspapers throughout the state, and, when President Hall appeared at the meeting, flourished them in his face, demanding what he meant by such defiance of Board regulations.

Familiar as we had all become with the surprises and "amputations" of the Survey Report, Mrs. Pierce's exposition of the Report of the Curricula Committee confronted us with fresh and potent shocks. Elimination of schools and departments in no way questioned by the Survey Commission, and insistence on economies not dreamed of by the Commission, involved jolts that made it very difficult for us not to betray our astonishment and chagrin. Conditions that the Survey Commission could not foresee, as frankly acknowledged by

Dr. Klein himself, had intervened to make it imperative that the Board effect rigorous economies throughout the entire system. "The general program of drastic reductions in state expenditures reported in the newspapers," wrote Dr. Klein in a letter to the Board, "is therefore a condition in addition to and quite separate from the economies that were expected by the Survey Commission to result from its recommendations."

That Mrs. Pierce was fully conscious of the serious nature of the recommendations for economy that the Committee was presenting to the Board for adoption, as well as the limitations of Board members as authorities to master academic problems, is clearly indicated in certain paragraphs of her report. Under the heading "Curricula Committee has Difficult and Stern Duty", for instance, she wrote:

It is clear to the Committee that "Trustees know far too little of academic life to be usefully entrusted with the right to shape its contours", but the Committee is forced to make certain decisions. It has left for the incoming president /chancellor/ all questions of policy which can be postponed beyond the budget-making period. In making its decisions, the Committee has felt almost overwhelmed with the responsibility of taking action looking toward the consolidation and unification of the program of higher education with consequent elimination of schools and courses....

The Board will find, as the Committee has found, that it is a painful duty to contemplate the changes in personnel that must follow some decisions. It regrets the necessity of dropping members of the faculties and other employees, but in justification for its action it would like to impress upon the faculties, Board members and citizens alike that such measures are brought about by stern necessity, imposed by reduced income, and inability of the state to pay more for higher education.

Concluding her exposition of the Curricula Committee's Report, Mrs. Pierce gave a final summary in the paragraph that follows:

The educational offerings of all the institutions will be shown in one series of publications comprising the catalog of the schools under the control of the Board. The report of the Committee assumes and visualizes one complete system of higher education for the State of Oregon with one president directing the work on the five campuses, with one unified faculty serving under that president, with a school organization headed by a dean for each major division of work, each

dean supervising all the work in his particular field throughout the system, providing adequate courses of instruction but eliminating unnecessary duplication. Back of all this has been the conviction that the state need not undertake every known type of academic work but rather should unite with other states in this geographical region in an understanding of comity, so that types of professional education for all students will be available within easy range, considering present day facilities for quick and cheap transportation.

Reporting at two o'clock to Dr. Lindsay, we were handed three hectograph copies of the Report of the Curricula Committee with instructions to analyze the document, reorganize it to any extent necessary, improve it rhetorically as deemed advisable, and return the reports, with our comments and recommendations at nine o'clock the next morning. Observing that the report comprised between seventy-five and one hundred pages, we explained that in the time available we could not hope to make a detailed revision or do more than present a rather general commentary along with an outline indicating our idea of an effective organization.

"Remember," said Dr. Lindsay, "this is the fundamental charter of higher education in Oregon, designed to serve not for the next ten or the next twenty years, but for the next one hundred years. You are not to modify any pronouncement or fundamental ruling it contains; but your suggestions for revision as well as for organization will be welcome."

In our hotel rooms we worked all night on the report. Since Mr. Goode had a special talent for organization, I suggested that he concentrate on this assignment while I studied the report in detail for possible condensations and improvements. The first thing that struck both of us was the fact that for a fundamental charter there was far too much emphasis on temporary considerations and transitory conditions that would be outdated in a very short time. This was especially true with respect to economies demanded by the emergency of the depression. The phrase "present economic conditions" appeared repeatedly as a determining factor in the basic

recommendations of the report. Another element that appeared to betray favoritism for certain types of work authorized and prejudice against certain other types was the fact that epithets such as "nationally recognized school", "fine school", "strong school", "highly developed organization" etc. were used to qualify certain schools and divisions while others were left with no such indication of approval. This first draft of the report, in fact, seemed to us strongly to indicate an intrigue to dismantle the State Agricultural College, not only by giving important major work to the University outright or placing it under the direction of University deans, but also by abolishing other major curricula and by recommending a fifty per cent reduction in the support of agriculture. The report not only recommended the transfer to the University of the School of Commerce, the largest at the State College, but the absolute elimination on both campuses of schools and departments never questioned by the Survey Commission.

The following notations, used as a basis of discussion with Dr. Lindsay, indicate the essential effect the report had upon us:

Shocks in the Report. Out of a clear sky to have a thunderbolt obliterate Pharmacy and Applied Social Science, neither one questioned by the Survey Commission.

To be assigned science, and yet in the same breath to be deprived of pharmacy, health and physical education, and veterinary medicine, and not to be assigned public health, and medicine, all of which have their foundations in science and ought naturally to follow this assignment.

To be deprived of majors in mining, never questioned in the Survey Report.

To hear a policy announced of deliberately planning to break down agricultural research and agricultural extension¹ in order to provide

¹"The Commission is thoroughly convinced that Oregon has received from work of this kind a return in material resources and the enrichment of the lives of its citizens that is worth many times the value of the money expended." Survey Report p. 145.

for other types of research and extension, not definitely specified nor explained as of equal or comparable importance. Does this not violate a fundamental principle already adopted by the Board, that one institution shall not be built up at the expense of another?

The position of president of the institutions is minimized, not to say belittled by the overshadowing dominance of more than a score of directors with interinstitutional prerogatives. Here are being sown the seeds of endless rivalry and discord. The director of personnel, for instance, is not merely a super-dean, having deans under him, but a quasi-president with prodigious power--for good or mischief depending on the man. Is it easier to pick a director of personnel than a president?

To abolish highly practical courses such as journalism and industrial journalism (with their news services) and assign students who are now seeking these courses to the academic subject of English. We will go as far as members of the Board in supporting English training, but the students will not follow us if we displace news writing and public speaking with English composition. The academic (unpractical) character of English teaching is the reason.

The University, as compared with the College, already had the curricula that attract the great majority of students to state colleges and universities throughout the country; the new setup as proposed greatly exaggerates this advantage of the University in attracting students.

The Curricula Committee's Report used an unwarranted method of arriving at student costs, and thereby grossly exaggerated the cost per student in agriculture, obviously with the view of exciting prejudice against this type of instruction. No division of work in any of the institutions, in fact, was singled out for such destructive criticism as agriculture. It seemed evident, moreover, that the influences responsible for such devastating recommendations concerning agriculture had fallen back on the erroneous data and pronouncements that the Survey Commission summarized in the Introduction to its Report. These data and the conclusions derived from them were definitely proved to be radically at variance with established facts by President Kerr in his first brief to the Board on April 18, 1931.

On arriving at Dr. Lindsay's office the next morning at nine o'clock, with our outline for the reorganization of the Report and our typed notes

as a basis for oral comment on the document, Mr. Goode and I discovered we had only two copies of the Report to return to the Secretary. This fact, however, attracted no attention. As each item from the typescript was presented, Dr. Lindsay made a hasty note on a tablet and remarked briskly, "I've got that!" indicating that the next item was in order. Proceeding thus, with this staccato remark punctuating each item as it was concluded, we progressed through our series of notations, and left the typescript, along with the organization outline and the two original reports, with the Secretary for any further attention he might care to give them.

Having retained the forgotten copy of the original draft of the Report we had opportunity later on to compare the final draft, as adopted by the Board on March 7, with the original. The plan of organization suggested and at least some of our suggestions for improvement of the original draft had been followed in the revision thus adopted. Some significant elisions had been made. The eighty-five pages of the original draft had been reduced to fifty-three pages in the final report adopted. Some of the more drastic amputations recommended had been omitted, and the rigorous restrictions on agriculture had been somewhat modified. But as a fundamental charter, which the Committee as well as the entire Board had doubtless scrutinized with the keenest anxiety during the week preceding its adoption, the Report still had its blemishes.

There was no question, however, regarding the principal eliminations the Board had agreed upon or the two shifts of major curricula from one institution to the other. The academic divisions discontinued were as follows: At the College, (1) the School of Mines and (2) the department of Industrial Journalism; at the University, (3) the School of Journalism and (4) the School of Applied Social Science; at both institutions, (5) the

degree-granting curricula in Military Science and Tactics. These eliminations, drastic enough, were far less sweeping than those proposed in the original draft of the Report. The transfer of Commerce from the State College to the University, and of Science from the University to the College, was in strict conformity to the recommendations of the Survey Commission.

Among the four main objectives of the Curricula Committee's Report was one which attempted to "Unify and coordinate the curricular structure so that it will be in itself a solution of future budgetary problems." As the committee explained immediately, this meant that "all budgets in the future will be built around the curricula of the system as a whole without any regard to the particular geographical location in which any curriculum unit may be offered." It followed, of course, that about twenty directors would be responsible for initiating and controlling budgets throughout the System. The effect of this regulation, along with the prerogatives of the directors in matters of personnel, was soon manifest in conditions so chaotic that the Board had to call to its aid the presidents of the several institutions, who were fortunately still functioning, in order to straighten out the hopeless muddle into which the new directors had precipitated the several institutions.

As a matter of fact, the Curricula Committee, in adopting the scheme of interinstitutional directors to control curricula offerings throughout the several institutions, assuming that there would be no presidents in charge of individual institutions, but one chief executive in charge of the system as a whole, really infringed somewhat on the prerogatives of the Board's committee on Unified Administration, as the chairman of the Curricula Committee frankly admitted. The Board, however, had already definitely recorded and made public a policy "to organize a single, unified and

coordinated system of higher education under one administrative head," and this fact gave the Curricula Committee assurance that its assumption of a single executive in charge of all institutions was authentic. This committee, being the first to report, naturally had to take certain things for granted.

Early in the spring of 1932 Mr. Burch, chairman of the Board's Committee on Unified Administration, telephoned President Kerr that he was driving from Medford to Portland to attend a Board meeting and would like to stop at Corvallis so that he might have the President's company for the rest of the trip. This was thoroughly agreeable to President Kerr. On the way, Mr. Burch asked his passenger what he thought of the idea of having a chief executive for the system as a whole but no executive officer responsible for each institution. President Kerr explained that in his judgment there should be a president in charge of each institution in order to preserve its distinctive character and conserve the traditions and ideals that had given it individuality in the past. He did not believe, he said, that a chief executive in charge of all the institutions could hope to maintain the distinctive traditions and ideals of each institution or establish new ones of equal value. Since each institution should have a president, therefore, he concluded that the executive in charge of all the institutions should be called the chancellor. This view seemed to meet Mr. Burch's approval; he expressed some doubt as to the value of the interinstitutional directors to the individual institutions as such and indicated that while he was still open to conviction, he was inclined to recommend that each institution, in spite of the need for economy, should have a president to execute the Board's directions through the chancellor and safeguard the integrity of the institution.

When Mr. Burch, on March 18, reported for his committee, which included in its membership B. F. Irvine, Edward C. Pease, and C. L. Starr, he recommended that wherever in the Curricula Committee's Report the term president was used to designate the chief executive of the system, this should be changed to chancellor and that since his committee was convinced that "no one of the institutions can be properly managed without the presence of an executive officer on the campus", those institutional executives be given the title of president. This policy, he explained, was in conformity to the Board's announced policy "not to destroy the identity of any institution."

Later action taken on the initiative of the Finance Committee, and concurred in by the Curricula Committee, required that "all budgetary matters be submitted by directors and deans through their respective presidents, whose approval must first be obtained." This situation applied also to matters of personnel and salaries at the several institutions. Within the next few weeks approximately seventy-five members of the several faculties, ranging from deans to graduate assistants, were dropped from the pay rolls, either permanently or for specified periods of time. This number was increased from month to month for the next year or more.

In its April, 1932 issue, The Oregon State Monthly, commenting on the assignments made by the Curricula Committee's report as announced in the newspapers, had the following to say in a three-page article entitled, "The Blow Falls":

At Eugene will be: (1) law; (2) social science; (3) fine arts; (4) physical education; (5) business administration and commerce; and (6) literature, languages, and art.

At Corvallis will be: (1) home economics; (2) agriculture; (3) science; (4) engineering; (5) pharmacy; and (6) forestry.

This is about the way the newspapers announced the reorganization of higher education following the adoption by the State Board of

Higher Education on March 7 of the report of its Curricula Committee, which had been at work on the problem since June, 1931.

But where was vocational education, where was chemical engineering, where was military science and tactics, and where--where was Mines?..... And where was that hard-working service department, Industrial Journalism? Smile, if you dare, dear old Alma Mater, and show how many front teeth you've lost! But look at your beloved sister up the river, and count the gaps also in her dental furniture!

Referring to "Important Elements Missing From Both Schools", the article indicated that vocational education at the College and Education at the University were simply left out of the six-six scheme of the new setup as announced, but they were both to be continued, and under Dean Jewell's direction, but his residence was to be at Eugene rather than at Corvallis. Chemical engineering, it was explained, had merely been moved into the school of engineering. At both the State College and the University certain old friends were reported as having gone to the guillotine. "The Survey had a surgical term for this sort of operation", said the article, "but 'discontinued' or 'eliminated' has the effect of doing the job with a local anaesthetic."

Continuing its comment, the alumni publication, referring to the frequent use of the economic slump as the Board's reason for drastic eliminations, said:

This economic situation is doubtless the compelling force that prompted the Board to go far beyond the Survey recommendations in dismantling the College and the University. The Survey was a shock. Its "ruthless amputations" ...dazed not only the institutions concerned but the public. The Report of the Board, however, was not merely a shock, it was a knockout blow. When the news broke, in spite of rumors of what was impending, both Corvallis and Eugene were stunned. Neither recovered for days.

At Corvallis where the example of the President in maintaining poise has become so deeply impressed upon both students and faculty that nothing short of an earthquake could blanch even a co-ed's cheek, the Barometer spoke in even tones, and nobody made an excited gesture. But the internal tumult was prodigious. It continued even after the President returned to the campus, and with imperial conviction assured the faculty and students that the Board of Higher Education was sincere, fair-minded and altogether constructive in its attitude toward

the two schools. The president said little, as usual, and touched only on the larger aspects of the situation. But his directness of statement, his evident trust in the good intentions and judgment of the Board, and his disinterested emphasis on making the best of the situation, looking fearlessly to the future and forgetting one's own point of view in the larger interests of state-wide higher education, had the usual effect; it kept everybody in the harness, heads up and manes tossing.

Under the heading "The Board's Program Should be Supported", the alumni publication, ^{saying} ~~says~~ that ~~while~~ the students and alumni knew little about the members of the Board except that they were "all outstanding business and professional leaders of the state", continued:

But the President evidently has faith in their sincerity and purpose. In spite of his disappointment at the way the great institution he has built up is being dismembered, and of his undoubted misgivings over the prospect of united and concerted progress for higher education in the immediate future, he speaks in the most convincing terms of the earnest, penetrating and fair-minded attitude of the Board members. He believes they are not only honest and devoted in the performance of their tremendous task, but that they are open to conviction as experience and wise counsel may reveal results. The Board definitely states, in fact, that the program it has announced "must be understood as flexible so as to provide for conditions as they may arise."

Toward the Board and its program, at any rate, the President has announced to the campus an attitude of complete cooperation. He has indicated to his friends that he is willing to stand by and help the Board so long as he can do so in self-respect and real service to the cause of higher education in Oregon; he is ready to step out promptly as this institution and the system in general are under impartial and competent administrative control. If he can do this, after twenty-five years of ascendant and truly patriotic work for the College and the State, with no thought, apparently, of his own personal feelings or position, the rest of us can surely take our cue from him and do likewise. At least we can refrain from opposition.

CHAPTER XXIV

HONORING PRESIDENT KERR'S TWENTY-FIVE YEARS OF SERVICE

The alumni association arranged a banquet at commencement time, 1932, to honor President Kerr's twenty-five years of service as head of the State College, and devoted the June issue of the Oregon State Monthly to this purpose. A review of Dr. Kerr's administration was accompanied by approximately a dozen complimentary telegrams from prominent educational executives throughout the country and by scores of tributes from citizens of Oregon and alumni representatives of the classes that had graduated during Dr. Kerr's presidency.

The spring of 1932 marked the twenty-fifth year of President Kerr's service as chief executive of Oregon State College. The faculty naturally were inclined to celebrate the occasion even more elaborately than they had the twentieth anniversary of his presidency. When President Kerr learned of the potential plans, however, he definitely discouraged any such celebration. It would be misinterpreted, he feared, and under the circumstances might be regarded as propaganda to bring him obtrusively before the public when the Board was seeking a chancellor for the System. The Board, however, had already, on March 18, voted to authorize the President of the Board to appoint a committee to go East to interview a dozen or more of the fifty college executives that had been suggested as suitable for the office and on April 26 had designated Mr. Sammons and Mr. Starr as the Board members to carry out this mission. Alumni members of the faculty, moreover, felt that it would be downright infringement on the privileges of graduates of the college not to be allowed to express in a spontaneous and wholehearted way their admiration and love for the President on the occasion of their annual reunion at Commencement time. Accordingly the officers of the Alumni Association went quietly ahead with their plans for honoring the President at their annual banquet during commencement week, with the venerable and eloquent Dr. Irvine as the chief speaker of the occasion.

ALUMNI BANQUET

Honoring Dr. W. J. Kerr on the
completion of twenty-five years
as President of the College

MEMORIAL UNION

6:15 p. m.

Saturday, June 4, 1932

Menu

ROAST TURKEY
CELERY DRESSING PARSLEY NEW POTATOES
BUTTERED PEAS
COMBINATION FRUIT SALAD
HOT ROLLS ASSORTED OLIVES AND PICKLES

BRICK ICE CREAM WITH CRUSHED STRAWBERRIES
WHITE CAKE COFFEE

DINNER ORCHESTRA - CAMPUS CHORDS

In the meantime, the Editor of the Oregon State Monthly invited me to prepare a review of Dr. Kerr's life and achievements as President of the College for the preceding quarter of a century. My article, prepared and published in the June issue of the magazine, in response to this request, was as follows:

O.S.C. President for 25 Years

College president at 31 years of age, for thirty-eight years continuously holding such a position; for thirty-two years president of land-grant colleges, and for twenty-five years president of one such institution--this is the record of Dr. W. J. Kerr, President of Oregon State College, a record scarcely paralleled in the history of higher education in America. And the record, so far as the powers of the president are concerned, is far from finished.

Only nine presidents of land-grant colleges have served for as long a period as twenty to twenty-five years; only three for twenty-five to thirty years and only one for more than thirty years. This is the authoritative statement of the Federal Survey of Land-Grant Colleges and Universities, issued in 1930-31 by the United States Office of Education. Yet length of service, according to this authority, is a matter of vital significance to a college or university in determining substantial progress. "Frequent changes in the chief executive office tend to retard the orderly and progressive advancement of the institution," says the Survey Report. And to the same intent, "permanent and constructive policies for the development of the institution," the report asserts "can not be effectively pursued, if frequent changes are made in the chief executive officer."

Emphasizing the value of a long administration in its particular effect on buildings and equipment, the Oregon Survey of Higher Education, issued in 1931 under the same auspices as the Federal Survey, ascribed the substantial and consistent development of the institutional plant of Oregon State College "to the long period during which the institution has been developed under the direction of a single administration."

It is taken for granted, of course, that the administration is not only long but competent, which is peculiarly true in this instance. For the cumulative results of Dr. Kerr's administration are evident not only in the institutional plant that he has developed, the genius for organization that he has demonstrated, and the high standard of institutional attainments that he has established, but also in the breadth and value of the service the College renders to the commonwealth, the scope and integrity of its curricula, the loyalty of its students and alumni, and the high regard in which he himself is held among his fellow educators in the land-grant colleges and universities.

Capital Investment Increased Fifteen Fold

The College campus, with its efficient organization and its fundamental plan for future development, is substantial evidence of Dr. Kerr's genius as an educational architect. Modern education demands buildings and equipment. "Mark Hopkins on one end of a log and a student on the other," is a quaint and apt figure of speech describing the ideal personal relation between teacher and learner. But when Garfield uttered the words that gave rise to this

tradition, the scientific method had barely started in America. Laboratories, studios, shops, specialized libraries and scientific apparatus were not the necessities in 1877 that they have become with the universal introduction of science. Hence a modern university strives to reinforce the work of a fine faculty by providing fine buildings and equipment. This Dr. Kerr has done for the College, step by step, as funds became available for the purpose.

All the dominant buildings of the present campus except Waldo Hall are essentially his creations. And yet, by careful maintenance, improvement, and remodeling he has preserved all the original buildings that could profitably be retained. By convenient groupings, by far-sighted arrangement of key buildings, and by a campus plan evolved by experts, he has laid the foundations of a great institutional plant, capable of easy and wide expansion to meet future needs. The investment itself is large, but the value is larger still. The entire institutional plant was valued at less than half a million dollars in 1907-08, when Dr. Kerr became president. Its present value is seven and half millions.* Yet eastern visitors to the campus marvel at the massive results obtained for even this amount of money.

Other significant facts that parallel this striking development, and show the progress of the institution in the quarter of a century during which President Kerr has shaped its destinies, are the following: When he arrived in 1907 student enrollment totaled 833; last year it totaled 5,570; the year he came the College graduated 67 students; this year it grants 560 degrees at commencement; the College lands aggregated 224 acres in 1907-08, now they comprise at Corvallis 555 acres and throughout the state a total of 5,000 acres, a magnificent reserve for the use of future generations.

Organization Improves Service

Organization is essential to efficient direction of any progressive, state-wide type of service. When Dr. Kerr became president of the College its activities were distributed among many coordinate departments. The contacts of these departments with the industries of the state were more or less incidental. But he visioned a commonwealth, the natural resources and industries of which would experience a tremendous development within a decade or two--a development in which the College, if properly organized to render scientific service, could play a constructive and dynamic part.

Production, manufacture, distribution, communication--these were the distinctive fields of a land-grant college, as President Kerr conceived it. He organized almost immediately the schools of agriculture, engineering, commerce, home economics; later, the schools of forestry, mines, pharmacy, vocational education. His principle of administration is to centralize authority and direction in a group of people who will be directly responsible to him and will in turn distribute responsibility to others as the needs of their divisions require. In this way he deals chiefly with key people on the campus. These he organized into the administrative council.

In his administration he has shown that centralized authority is not incompatible with a high degree of staff morale. The simplified organization

*

\$7,582,367.

provides definite channels by which faculty members and faculty groups receive a ready hearing in all academic matters. Constructive faculty initiative and a high type of staff loyalty have thus been regularly maintained under President Kerr.

To give direction and fix responsibility in all essential types of institutional service he organized not only the three main divisions of Experiment Station, Extension Service, and the degree-granting schools, but organized into separate administrative units also the dozen or more service departments, the clerical exchange, the physical education and health work, the publications, and such functions as superintendent of buildings, light and power, campus maintenance, etc. In this way he has kept in touch with all the major activities of the College, promoting efficiency, encouraging economy, and on occasions intensifying effort to meet emergencies.

Other types of organization inherent in Dr. Kerr's educational program pertain to relations between state institutions of higher learning themselves. As a guide to all his activities he seeks underlying principles. Before starting to build any project he looks for a solid foundation. Hence even before he came to Oregon, and consistently during the twenty-five years he has labored here, he has supported three fundamental principles affecting the relationships between a state university and a land-grant college. These are: (1) No unnecessary duplication of work. (2) A disinterested State Board to determine curricula. (3) A millage tax as a basis of support, to insure stable maintenance and make possible safer planning for the future. All these principles have undoubtedly worked to the benefit of the several institutions and to the educational progress of the state.

High Standards of Institutional Attainment

Sterling worth is the criterion by which President Kerr measures values. Regarding a course of study, a type of service, he does not ask, "Is it popular?" but "Is it worth while?". The standards of entrance and hence the standards of graduation were low when he took charge of the College. He advanced them as rapidly as the development of the secondary schools would permit. Only a few Oregon high schools had complete four-year curricula at that time, especially in rural districts. Almost none of them offered vocational training. Hence he would not, merely for the sake of a fixed academic standard, break contact with the secondary schools, by shutting out their graduates when they could go no further at home. As rapidly as the high schools could follow his lead, however, he advanced entrance and graduation standards, until, in 1915, the College was on a strictly standard collegiate basis. Every resource for promoting scholarship has been earnestly fostered. The junior certificate, the grade-point system and similar progressive devices for rewarding high scholarship and weeding out the loafer and the unfit, have helped give distinction to the scholastic standing of both students and graduates of the College. Fellowships, scholarships and similar honors and prizes are won by its graduates each year in the leading graduate schools.

Standards of instruction, faculty training, library facilities, laboratory resources, and all the essential factors of college and university organization and support have been established on so sound and progressive a basis under President Kerr's administration that the College has won unqualified recognition from all the authoritative national collegiate rating organizations, including the Association of American Universities and the American Association of University Women.

Service to the Commonwealth

Chief of all the objectives of a college in President Kerr's educational program is service to the state. Educating students is the primary service. Research in the fundamental problems of agriculture, industry, natural resources and the home, is another major service. Carrying the help of the College directly to the farms, homes, and industrial enterprises of the state through the application of science, is a third. And through and above all these services is that of maintaining a high type of civic honor--clean living, alert thinking, tolerant judgement, and a spirit of responsibility and helpfulness.

The material gains from certain types of agricultural research in this state are little short of miracles. Introducing Federation wheat, is an example. Sulfur as a fertilizer for alfalfa is another. Pioneer work in dairy and poultry breeding for high production are still others. Instances run to ten or a dozen such revolutionary changes. "At Moro I saw the most wonderful thing," said W. J. Spillman, Consulting Economist of the United States Department of Agriculture, "namely, with only eleven inches of rainfall producing 50 to 55 bushels of wheat an acre. With his knowledge of dry farming, Stephens has taught the United States to grow wheat on fifteen million acres of dry land."

D. E. Stephens, superintendent of the Moro Branch Experiment Station, is one of the group of men President Kerr brought with him on coming to Oregon, former associates whose worth he had proved. All these men, and scores of other men and women who have functioned in various fields under Dr. Kerr's direction, have been the instruments of carrying on great instructional and research agencies, unceasing administrative duties, and vital channels of service that have injected into the veins of Oregon industry the quickening life-blood of science, to put the state foremost in the production per acre of cereals, foremost in dairy-production records of the Jersey breed, foremost in the production and marketing of choice fruits and nuts; a world leader in the poultry industry, a pioneer among all the states in the formulation of a state-wide agricultural-economic program, a leader in progressive forest policies, in engineering and home-economics education, in vocational guidance, and in cooperative agricultural research.

Maintaining the Integrity of Curricula

Educating the student has always been uppermost in Dr. Kerr's program. Curricula have come first; other functions, and buildings to house them, have followed after. As president of a land-grant college he has consistently limited major curricula to the subjects distinctive of this type of institution. Within that field he had endeavored to render as complete a type of service as possible. That field in itself is large and distinguished. He has never given, nor sought to give, degree work in liberal arts, as many others of the leading separate land-grant colleges have done. Throughout his administration he has made no effort to obtain for the College superior degrees in pure science, though the Report of the Land-Grant Colleges and Universities showed that out of the forty-nine land-grant institutions in continental United States, Oregon State College is the only one not giving advanced degrees in either arts or pure science, and one of three only not giving the bachelor's degree in pure science. He refrained from seeking these or other similar advantages, common to most institutions such as the College, because he has

had an implicit respect for the line of demarcation between the university field on the one hand and the land-grant college field on the other. He has sought, in a word, to devote all the energies of the College to constructive service in its own field and leave other institutions free to do likewise in their respective fields. That field has been wide enough. It has sent his graduates, with help and healing, to the ends of the earth.

Faithful to this principle of confining curricula to a distinctive field, he has nevertheless insisted that students pursuing technical and professional curricula shall not be deprived of the opportunities to fit themselves to become intelligent, broad-minded citizens. As early as 1905, in addressing the American Association of Land-Grant Colleges and Universities 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." In this principle he asks nothing for his own institution that he does not grant to another.

Writing on the value of specialized training nearly twenty years later, he referred as follows to the difficulties encountered in maintaining a balance between broad scholarship and technical specialization:

"The danger in specialization is the failure to lay broad and deep the foundations that must support the superstructure of special training. Educators have had a real problem in defending this principle against the demands of the public, on the one hand, which expects the colleges to turn out ready-made experts; and against the protests of the guardians of the old classical schools, on the other hand, who at first were determined to make trade schools out of the agricultural and mechanical colleges and all similar institutions offering specialized training, denying to them the elements of liberal culture. The latter struggle is happily past. But twenty to twenty-five years ago it was a real issue in American education, and was settled only after the most determined stand of those who had at heart not simply the future of the land-grant colleges, but the destinies of America as a true democracy."*

The function of guaranteeing the integrity of higher curricula in Oregon has now fallen upon the State Board of Higher Education. The Board has shown every evidence of following the educational philosophy that would not confine a major curriculum "to a narrowly prescribed course of instruction." It has sought, in fact, to place every major curriculum in a setting of liberalized general training. At both the College and the University, on a parallel basis, full junior college or lower division work in all the arts and sciences is now provided. Supplementing the technical and professional curricula, a fund of liberal studies--in literature, languages, art and music, social sciences, as well as natural science--is thus made available to the students of the College, at least as varied and extensive as ever before. President Kerr's principle that technical education must also be liberal seems therefore to be fully safeguarded.

* Oregon Business, special Higher Education issue, April, 1924.

In advanced or upper division work each campus, as in the past, occupies a distinctive field. From the standpoint of major curricula the University has been given the field of the humanities--art, letters, and social sciences; the College has been given the field of science--biological, physical, mathematical--with the various technical applications, agriculture, engineering, home economics, etc. Each campus supplements the other; each major school is in control of all work in its field wherever offered throughout the system. By this principle an element of mutual dependence has been introduced, whereby just as the College will be dependent upon the University for service work in the humanities, the University in turn will be dependent upon the College for service work in science.

In exchanging the School of Commerce for the School of Science, the Board of Higher Education, following the Survey recommendations, took steps toward building, on foundations already laid at the College because of the character of its work, a "great school of science." This may in time compensate for the loss of a great School of Commerce. This school was the exchange price paid for Science. For it is the irony of fate that in the examination of the facts, the evidence pointed inevitably to the centralization of science on the Corvallis campus. This being true, no matter how valid the argument for retaining Commerce also, the centralization of both on one campus was not in the educational horoscope.

Business training as an adjunct to the technical schools, is one of the corner stones of a land-grant college, as President Kerr has always conceived it. A wise educational policy--such as has been manifest in enriching the Lower Division courses as indicated above, a reciprocal exchange of essential courses by both institutions--should not handicap the College by lack of service courses in commerce any more than it would handicap the University by lack of service courses in science.

Discipleship Is the Truest Praise

The students on the campus follow implicitly the leadership of Dr. Kerr. The Corvallis campus, in fact, for twenty-five years has had characteristics of moral cleanliness that no other man could have maintained. What President Eliot was to Harvard in establishing standards of restraint and elemental dignity, President Kerr has been to Oregon State.

Thoughtful and affectionate words of alumni, grouped elsewhere in this issue of the Monthly, are impressive evidence of the love and gratitude they bear him. The perspective of years and distance brings to them a true and exalted sense of his influence upon their lives.

If the faculty were to speak, theirs would be a unanimous voice of gratitude for his example of energy, dignity, tolerance, and an imperial poise and resignation in the face of any reverses. But let a former member of the faculty, who has since sat in academic circles the most acclaimed in America, and who recognizes the fact that "time, distance, other scenes have a way of permitting realities to emerge," speak the simple word of appreciation. Here it is: "I see President Kerr etched clearly against the background of his environment, a figure who has achieved real greatness. These past ten years have shown me so plainly the littleness of much that passes for greatness that, as I regard him--what he has won in the face of genuine odds--I cannot fail of sincerest admiration, of genuine loyalty and affection."

His Associates Salute Him

But the truest measure of any man is the judgment of his associates. Those with whom one works on terms of fellowship and equality take notes on the tablets of memory that form the basis of all subsequent judgments. Believing that the estimates of such men would be the best way to inform the readers of the Oregon State Monthly of the sterling worth of their chief, I sent a message to a few of Dr. Kerr's acquaintances in the educational world, requesting that they send me for use in this issue of the Monthly, commemorating his twenty-five years of service, a brief estimate of him as a man and college executive. Following are the replies to that message:

The first is from a man, Dr. Melvin C. Merrill, who knew Dr. Kerr first as a youth, and throughout a varied and ascendant educational career has kept in touch with him and his work. Now an administrator in Washington, D. C., in a strategic position, Dr. Merrill has exceptional opportunities for forming sane judgments of men.

"Enthusiastically I pay tribute to President Kerr who as a boy lived on a farm adjoining my father's. For thirty-five years I have greatly admired his outstanding personality, ability and accomplishments. As president of my alma mater he was inspirational in his splendid executive qualities, earnestness, effectiveness and vision. A natural leader, he has grown in capacity for enlarged service with the years. I proudly regard him as one of the very ablest college presidents in America."

Melvin C. Merrill, Editorial Chief of
Publications, United States Department
of Agriculture, Washington, D. C.

Dr. Lory's comment in a letter, which followed his telegram, explains that he has been associated with Dr. Kerr in educational activities since 1909. "I counted it a privilege to answer your telegram," he said. "We look upon President Kerr as the outstanding President of our western land grant colleges and a great national leader in education."

"Regarding your wire, we admire Dr. Kerr for his outstanding ability, his splendid personality and noble character. He is one of the outstanding college presidents of our nation. Few men have done as much in developing the land grant ideal in education and in building a great state institution. He is a statesman in education."

Chas. A. Lory, President Colorado State
College

Dr. Hetzel, formerly a member of the College staff, subsequently president of the University of New Hampshire, and now of Pennsylvania State College, is well known in Oregon, where he inaugurated and developed the Extension Service. He has become a very successful exponent of the land-grant college idea in a section of the country where it has been little appreciated.

"Happy to join in tribute to Dr. Kerr on the completion of his quarter century of unusually loyal and constructive service to Oregon and to education. Consider him one of small company of great administrators in field of higher education in America. His sterling character has made possible his great work."

R. D. Hetzel, President Pennsylvania State College.

Dr. F. D. Farrell, a former student of Dr. Kerr's, has had a versatile career as a scientist and educator, with wide contacts in financial and administrative circles, including membership on the Kansas State Board of Higher Education. He has been president of Kansas State College since 1925.

"As a man and as a college executive Dr. Kerr has few equals. His strong character, his practical idealism and his extraordinary ability have been of incalculable value to a distinctively American type of higher education and an inspiration to tens of thousands of young Americans."

F. D. Farrell, President Kansas State College.

Dr. Atkinson, an executive in Montana's state system of higher education, has had acquaintance with President Kerr not only through the American Association of Land-Grant Colleges and Universities, but by actual contact with the Corvallis campus, where he led the vocational conferences of the Educational Exposition in 1930.

"Through your alumni monthly may I extend congratulations to President Kerr on long years of conspicuous service in educational leadership. Higher education in America has attained its high place under the guidance of a group of far seeing educational statesmen and President Kerr is a dominant member of this group. Modern education throughout the world is indebted to his vision, courage, untiring industry and attractive personality."

Alfred Atkinson, President Montana State College.

Dr. Peterson, another of Dr. Kerr's former students, who afterward took advanced degrees at Chicago and Cornell, and served as professor of bacteriology at the latter institution, held a similar position at the College under Dr. Kerr before he was called to Utah to take charge of the Extension Division, and then stepped into the presidency of Utah State Agricultural College in 1916.

"Please extend to Dr. Kerr my hearty congratulations on the twenty-fifth anniversary of his presidency of Oregon State College, which has been built during his administration into one of the two or three greatest institutions of its kind in America. Dr. Kerr is among the foremost as an American executive. Deeply respected for his national leadership in a great movement, he has equally endeared himself as a friend to the thousands throughout America who know him."

E. G. Peterson, President Utah State College.

Dr. Kraus, whose discoveries in plant nutrition and similar fields of research gave him wide recognition in scientific circles while he was Professor of Horticultural Research at the College, has since held important administrative and research positions at the University of Wisconsin and Chicago University. While at the College he organized the non-degree departments into an administrative unit for the more effective service of the students in the major schools.

"My ten years of association with Dr. Kerr stand out brilliantly because of my stimulating and helpful contacts. The past dozen years have increased and intensified my admiration for him as a man and as a most capable executive. I appreciate him most because he has sincerely labored, often under most exacting conditions, for the upbuilding of a splendid institution instead of seeking self advancement which could have been his for the taking. His labors for a greater state and above all the development of men and women out of the hundreds of students at O.S.C. are a finer monument to him than any other possible to give. I congratulate him and Oregon on twenty-five years of truest service."

E. J. Kraus, Professor of Botany, University of Chicago.

Dr. Elliott, who was the first Chancellor of the University of Montana, organizing the consolidated system of higher education in that state, who has been President of Purdue University since 1922, and who has had educational contacts throughout the entire country, knows President Kerr and the College as few men do. He uses words with such understanding that the following message may be accepted as the exact truth:

"The Oregon State Agricultural College has been long and easily recognized, by those who know, as one of the outstanding land grant colleges. This institution has made a distinctive contribution in each phase of educational and scientific activity in which it has engaged.

"In the minds of many of us the institutional leadership of the Oregon State Agricultural College has been for a generation synonymous with the personal leadership of President William J. Kerr. The College symbolizes his skillful and constructive administration and gives ample proof that he has been a prophet who had the power to give reality to his own prophecies. He has been a stimulating influence for the whole of American higher education. Oregon should feel proud to claim such a man as its own."

Edward C. Elliott, President of Purdue University.

Stephen B. L. Penrose, the veteran president of Whitman College, who helped so significantly to give that institution its high prestige as a liberal arts college, knew the Northwest and its colleges as few men could. He wrote as follows:

"I have known President Kerr during his entire administration and have always respected his integrity, his strength of character, and his intellectual clarity. He is one of the great college presidents, and the State College of Oregon has been most fortunate in having him at its head for so long a time."

Dr. W. O. Thompson, the outstanding living exponent of the functions of a land-grant university in the service of the state and nation, a great humanitarian, a wise administrator, and a courageous champion of sound principles of education, has built up in Ohio State University, against great obstacles, an institution that represents in almost every respect the ideal state institution of higher learning. He knows the presidents of the state universities and colleges as no other man could know them. His estimate of President Kerr, therefore, as a fellow administrator and educational leader, has the authority of both acquaintanceship and wisdom.

"College presidents constitute such a delightful and cordial fellowship that it is easy to speak kindly of one another, not only for the affection produced through the years but for the quality of public service rendered. President Kerr has been an outstanding companion among the land grant college presidents for the qualities above named, but also for his clear and vigorous grasp of the place of agricultural and all forms of technical and vocational education in our national life. He has seen the merits of the land grant college, while an ardent advocate of public education in all its ranges, as the bulwark of our citizenship. No president among us in the past thirty years has sustained himself better than Doctor Kerr. His papers and addresses at the annual meetings of the land-grant colleges would put him in the first rank in any group. Quite naturally he grew in favor among us from year to year. In addition to his academic excellence, Doctor Kerr has been a fair-minded, congenial colleague, enjoying the esteem and confidence of the land grant college men all these years. We recognize his high personal character, his integrity of life and that fine sense of honor characteristic of the scholastic gentleman. We recognize with appreciation the great service he has rendered to the state of Oregon in the inspiring leadership he has shown. We have trusted him, we have honored him, we have loved him. We congratulate the students, the faculty and the state upon the long administration, honorable both to the people of Oregon and to President Kerr. Long live President William Jasper Kerr!"

W. O. Thompson, President Emeritus "Ohio State."

Tributes of a State

In addition to the tributes received in response to the messages sent to college and university executives who were recognized as most fully acquainted with Dr. Kerr, many messages were received from prominent citizens of Oregon who were eager to add their testimony of appreciation. Following are some of these.

"The outstanding figure in higher education in the state of Oregon for two and a half decades has been William Jasper Kerr.

"To him the state owes more than it can ever pay. Pioneer in vocational education, Dr. Kerr has built the Oregon State College to the point where it is one of the outstanding prides of the state. Though equalled by but few similar state colleges and excelled but by probably three in the entire country--and these only because of their huge funds

and endowments which Oregon could never provide--O.S.C. stands out conspicuously in the educational world.

"Dr. Kerr's wisdom, resourcefulness and executive ability have been universally displayed in the consistent choice of an excellent faculty; in the raising of high standards and of fine spirit in the undergraduate student group; in the organization of a loyal alumni body; in the modest but effectively planned building program carried on during these 25 years.

"We should felicitate Dr. Kerr on his fine long fruitful service--and we do--but it is to the youth and to the citizens of Oregon that we should offer our sincere and grateful congratulations."

Walter Taylor Sumner, Bishop of Oregon

"I have known President W. J. Kerr of Oregon State Agricultural college for twenty-five years, and having been a member of the state board of higher curricula for twenty years, I have had abundant opportunity to form an opinion as to his ability and character. These years of intimate relationship cause me to cherish his acquaintance as one of the finest experiences of my life. The deep impress of his estimable example and his priceless counsel is stamped upon the lives of the thousands of students who have had the good fortune to come under his beneficent influence. The force of his influence has been and will be an increasingly potent factor in Oregon progress. His record of service will ever adorn the pages of Oregon history because it has embodied, in principle and practice, the ideals of those great minds who in wisdom and patriotism conceived and initiated our splendid educational system."

A. G. Beals, Former member, State Board of Higher Curricula

"Several years ago, at a banquet tendered by the College to the Merchants' Association, I expressed as my opinion that Dr. Kerr was one of the greatest assets of our state. This month, as we celebrate the anniversary of his arrival in Corvallis, I can but emphasize that fact. That an institution is but the lengthened shadow of a great man is illustrated when we think of Oregon State College.

"Oregon State College is Dr. Kerr and Dr. Kerr is Oregon State College.

"Indeed, to be accurate to a sense of dimension, there is one variation, because here the thought is three fold, 'Oregon State--Dr. Kerr--State of Oregon.'"

"It would be impossible to compress in an ordinary volume an adequate account of Dr. Kerr's achievements in the face of handicaps, difficulties and discouragements--it is utterly hopeless, in this brief outline, even to give the barest idea of his spirit, which has sent forth from the precincts of Oregon State thousands of young men and women, enriched by his wise counsel and foresight, a spirit which has developed along intelligently systematic lines the steady growth, under a consistent and wisely directed policy, of a great institution, endowed with the attribute of character and maintained under a loyal teaching faculty.

"Again, may I ask what man in the history of Oregon has rendered such an account of stewardship?"

"I do not wish to tread on forbidden ground but as I contemplate the splendid task which this devoted man has so nobly performed through a quarter of a century, I cannot imagine that the state should decide upon any plan which involves the limitation of his sphere of usefulness."

Adolphe Wolfe, Merchant

"Oregon owes much to its pioneers--sturdy men who toiled with sacrifice and effort--devoted women, wives and mothers, who from their very life blood have given this commonwealth its outstanding position and not the least among these should be ranked those who through their efforts toward the training of our youth have won for themselves the affection and gratitude of thousands.

"Outstanding among these is William Jasper Kerr, whose life history is so indissolubly bound up in that of our state college that we speak of them as interchangeable terms.

"Dr. Kerr's devoted service to the cause of education, his life sacrifice knowing no limit in behalf of his chosen profession, will ever mark him as a leader in our nation.

"Generations of young men and women to whom he has been counselor and friend will largely attribute their successes to the service he so freely, fully and unselfishly rendered. It is difficult properly to appraise the life of such a man. There are tributes so intimate that words cannot fully express them. There are debts a commonwealth owes its citizens never to be measured in material things. Dr. Kerr is one of the chief creditors of our state. The only compensation we can render and the least, the only reward he has ever sought, is the affection and respect in which he is held by the citizens of Oregon."

William F. Woodward, State Senator

"For a quarter-century Dr. Kerr has guided the destinies of Oregon State College, and its wonderful accomplishments are largely due to his constant and consistent efforts. As an agricultural institution, it was remarkable in work performed, and as a leader in the West Dr. Kerr was constantly referred to as an outstanding authority on all agricultural problems.

"The physical plant is an honor to this state, and a tribute to Dr. Kerr, and the future of the college is assured. Hail to the Chief!"

J. C. Ainsworth, Chairman, U. S. National Bank,
Portland

"My first acquaintance with Dr. W. J. Kerr was in 1923, when I became Master of the Oregon State Grange, this position automatically making me a member of the Board of Regents of Oregon State college.

"It was my privilege to serve on the Board of Regents of the college for a period of six years and during that time I learned greatly to appreciate and respect the outstanding ability of Dr. Kerr in making of the college an educational institution that is favorably known in all parts of the world.

"It took real ability and perseverance to envision and carry out a plan such as Dr. Kerr has had in mind during his entire connection with Oregon State college. The great store of information, facts and figures which Dr. Kerr has at his finger tips covering every department and activity of the College could only be assembled and retained by a man who had his heart and soul in the work he was doing.

"The best part of President Kerr's life has been spent in building Oregon State college to its present degree of usefulness to the citizens of Oregon and it was a privilege to have had the opportunity to work with him and in a small way assist him in carrying out his ideals for the ultimate success of the college.

"Oregon has indeed been fortunate in securing and retaining the services of President Kerr for the past twenty-five years."

George A. Palmiter, Former Master, Oregon State Grange

"Among the characteristics of President Kerr which have made possible his extraordinary contribution to the development of the state is a remarkable ability to look into the future and to keep his plans laid out far in advance of accomplishment. In his institution there has been none of the disorder, confusion and uncertainty that are bound to arise when there are no designs upon the trestle-board. The fine spirit of his working staff has come in considerable measure from the fact that there has always been a well planned and alluring future of institutional growth and development clearly laid out before them. Association with Dr. Kerr through a period of two years as a member of the Board of Regents of Oregon State College is among the most highly prized experiences that have come to me."

C. A. Howard, State Superintendent of Schools.

"President Kerr has been a personal friend of mine for many years. During the time I served as regent of the college I grew to know President Kerr intimately in a business way. From this close contact with the administration of the college, as was my privilege, I gained only admiration and respect for the able manner in which Dr. Kerr guided the affairs of the College."

"A large share of the credit for developing Oregon State college as it is today, from the small and nationally unknown institution, as it was a few years past, I attribute to the tireless energy, the executive ability and unswerving devotion of President Kerr."

"This is my opinion as formed from my work with Dr. Kerr. My admiration of his effort and success has endeared him to me as I think it must every one who becomes fully acquainted with the problems of the institution."

"President Kerr keenly realizes the importance of agriculture to our state and has been anxious at all times to have his efficient staff help work out the problems that confront the industry."

"I have the highest regard for Dr. Kerr both as an executive and a gentleman."

Sam Brown, State Senator

The Classes Pay Their Respects

"As members of your first senior class we greeted you with enthusiasm when, with courage and vision, you undertook the rebuilding of Oregon State. The passing years have served only to increase our admiration of your wise and skillful leadership."

"May our respect and affection, with that of every other alumnus, be a source of satisfaction to you for at least another quarter century."

F. L. Griffin, 1908."

"The class of '09 welcomed President W. J. Kerr to O.A.C. at the beginning of their junior year in the fall of 1907. We immediately had a friendly contact with him and from that opening day of school until our graduation day he was our leader and true friend. Now on the twenty-fifth

anniversary of his successful leadership of Oregon State, we the Class of '09 extend our sincere hope that he may continue his services to our Alma Mater."

Thos. Autzen, 1909.

"We were sophomores when first we greeted you. A quarter century has passed since then, and now we greet you again. We are proud of you and with just pride have watched through the years the splendid development of our institution under your fine leadership. It is our wish that we may have the joy of your presence with us through many years to come."

John C. Plankinton, 1910.

"The class of 1911 at Oregon State College was one of those fortunate to witness the beginning of the work of President Kerr and, probably to a greater extent than other classes that have followed, we have had the pleasure of noting the accelerated growth of the college under the able leadership of this great educator and organizer."

C. A. Dunn, 1911.

"In the two decades since our graduation we have watched, from locations both near and far, the growth of a bigger and finer Oregon State. We have watched new and splendid traditions take their places among the splendid old ones. We have watched the growth of an able faculty and the wise and forward-looking development of a beautiful campus."

"And, watching, we recognize in you the moving spirit behind it all."

Vane Gibson, 1912.

"This year we congratulate ourselves that you have directed our alma mater for 25 years. You were blazing the trail when the 1913 class arrived. Later you dignified the industries and then established science for service. Always there has been a definite goal at least one step ahead."

"We are fortunate to have had our training under the leadership of such definite organization and purpose. May you continue to inspire and direct Oregon State college."

R. B. Thompson, 1913.

"Though eighteen years have passed, the fond memory of our graduation, and your careful guidance during the years preceding, will always remain with us."

Paul E. Freyding, 1914.

"Oregon State college, the outstanding Land Grant institution of the west, a distinct honor to the state, is a monument to your long and faithful service to higher education."

W. J. Chamberlin, 1915.

"An able instructional staff teaching well a broad curriculum, on a beautiful campus with the whole well-supported by a strong and co-operative alumni organization: these are the things that make a college great and these things you have given to Oregon State in 25 years of unceasing and conscientious labor."

F. L. Ballard, 1916.

"Your life and ideals have been an inspiration to all of us and we are indeed indebted to you. Please accept our sincere best wishes for your continued success and happiness."

Douglas McKay, 1917.

"During our senior year, we celebrated the 10th year of President Kerr's administration at the college. On this, the 25th anniversary, we can only express again the love and admiration, intensified by the years, that we made known on the former occasion. The intervening time has further demonstrated that Doctor Kerr is both our president, and our friend. In each capacity we greet him on this occasion."

Ted Cramer, 1918.

"We, of the 1919 class, are so grateful that we were in the line of your 25 year march of progress, that we were marching with you for four wonderful years. We shall feel the influence of your guidance and inspiring friendship all along our way."

"Every wish for your success and happiness."

Peggy Walker Allworth, 1919.

"The class of 1920 extends to you greetings and congratulations. We are proud and grateful that our college generation is one that came under your influence. There is not one of us but who has benefited by the spirit of service, good citizenship, and the nobility of Christian conduct which you have so staunchly exemplified."

Wm. L. Teutsch, Lynn P. Sabin, 1920.

"Proud are we to count ourselves among the alumni from Oregon State college which, through the untiring efforts and leadership of Dr. Kerr, has become the outstanding institution of Oregon and one of the leading institutions of the country. We only hope that his great work may continue for years to come."

R. S. Keene, 1921.

"The class of 1922, beginning its work during eventful S.A.T.C. days, was augmented later by those returning from foreign service. That members of this class found themselves during their four years was due in no small measure to the firm and friendly guidance of Dr. Kerr. Returning now for our own tenth anniversary we greet him with loving esteem."

Jeanette Cramer, 1922.

"We have witnessed the development of our college for the past thirteen years and fully appreciate the debt of gratitude we owe to you for placing our Alma Mater upon the high plane which it now occupies."

John E. Alexander, 1923.

"As a loving husband and father, a warm and devoted champion of student interests, and a conscientious servant of Oregon State College, we greet you."

Your wise judgment, clear vision and untiring energy, are typified in the college today as a lasting monument to your efforts."

Percy P. Locey, 1924.

"It was a real joy and an inspiration to have known President Kerr and to have worked with him during college days at O.S.C. It is my sincere belief that any member of the class of 1925 never reflects on happy school days without having a mental image of our president flash through their mind with its attendant thoughts of deep admiration and respect."

Waldo Stoddard, 1925.

"I consider it a great honor to speak for the Class of '26 in bringing greetings to our beloved president on this his 25th year of service at our Alma Mater.

"Growth and recognition has come to the college as a result of the program carefully planned and directed."

Vernon P. Jenkins, 1926.

"The most heartfelt wishes for continued success go out from each member of the class of 1927 to the finest character and the staunchest leader we have ever known--President Kerr. Twenty-five years of inimitable progress are his--and ours. We admire, revere and salute the builder of a great institution."

R. B. Fehren, 1927.

"Greetings from the class of '28. One of the outstanding memories or our undergraduate days is your inspiring character. The purposeful direction you gave us, your genuine understanding and interest in student welfare were an inspiration to us. May many more students be influenced by your capable guidance."

Ursel C. Narver, 1928.

"You have guided the destiny of our institution from the cradle of infancy to the present heights of success. Every alumnus appreciates your efforts and particularly in behalf of the class of 1929 let me assure you that our respect and admiration of your efforts grows firmer each succeeding year."

Grant McMillan, 1929.

"It was but two years ago that we received from your hand the diplomas that symbolized our departure from Oregon State college. At that time we recognized in you the college president and the friend."

"Since that time many strange things have happened. The school you labored for 25 years to build has been threatened from unexpected sources. Vigorously and with determination, but at all times fairly, you have fought to preserve the name of Oregon State and its welfare as an institution which has as its purpose the creation of opportunity for the youth of the state."

"To the college president and the friend has been added the compelling figure of the champion of a great cause."

Ella Day, 1930.

"It is with deep respect that the class of '31 joins a quarter century of Oregon State graduates in congratulating their president on the completion of twenty-five years service to the college and to the state. Dr. Kerr's earnest efforts, unselfish motives, and perseverance throughout

these years of service have built an Oregon State college that is second to none in the country. We are proud of this institution, Dr. Kerr, and will try to show our appreciation for your great work by carrying out those ideals and those principles on which Oregon State is founded."

Sid Hammond, 1931.

"In commemoration of your 25 years of service to Oregon State college and the wonderful influence which you have had upon our college careers, we the class of '32 at the end of our four years here, extend to you our high regards. The value of our associations with you is immeasurable.

"Although Oregon State may change in the years to come the effects of your labors will never be lost.

"In departing we thank you, Dr. Kerr, for four happy, well-spent years and for your help and friendship."

Milton Leishman, 1932.

CHAPTER XXV

THE CONSOLIDATION BILL, INITIATED 1932

Unable, because of the press of routine duties, to inaugurate the new unified program on July 1, 1931, as authorized by the law of 1929, the Board of Higher Education was subjected to pressure by the Governor and criticism by the public. Eager to avoid drastic changes, the Board declared it would not build up one institution by tearing down another, and made certain allocations in conformity to this principle. Further criticism led the Board to rescind all its previous allocations, to order all institutions to continue their established programs, and to appoint a curricula committee to study the problem and make a report. Resisting reduction of its funds, the Board was accused of not sharing in the economies demanded by the depression, and its appropriations were challenged by referendum. In addition, the taxpayers' associations initiated a consolidation measure known as the Horn-Macpherson bill. The Board vigorously opposed this measure and asked that the unified program be given a fair trial. Bitter controversies and dramatic maneuvers characterized the campaign. It ended in the November election, however, in an overwhelming vote against the consolidation bill.

The higher education law authorized the Board to inaugurate its reorganized program beginning July 1, 1931. So many routine obligations fell upon the Board, however, that it was not ready to initiate the new program at that time. Spurred by the admonitions of Governor Heier, in the meantime, the Board made tentative efforts toward arriving at a unified program. There was genuine reluctance, however, to carry out the drastic recommendations of the Survey Commission. One of the earliest policies announced by the Board, in fact, was a principle that it would not build up one institution by tearing down another. As a consequence, in the late spring of 1931 the Board published its determination not to transfer science from the University to the State College, but at the same time appointed a committee of its members to arrange for the transfer of business administration from the University to the College. The plan proposed for this transfer, however, a kind of vertical division of all work in commerce between the University and the College, was so obviously designed to vitiate the program assigned to the College that President Kerr, in his most incisive manner, denounced the plan as an affront to intelligent students of education.

Accordingly, in spite of further pressure on the part of the Governor, the Board took a sweeping action rescinding all its previous allocations of function and declaring that for the ensuing year all institutions in the system should continue their established programs. At the same time it appointed a committee on curricula to study the whole problem of the allocation of courses of study, and to report to the Board when it had arrived at a mature determination on the subject.

In the meantime the sag in economic conditions in the state and throughout the country, incident to the depression, excited determined and even frenzied demands for financial retrenchment. Aware that one of the first and most helpless of public service victims in such a crisis was always education, the Board of Higher Education took a decisive stand in defence of its assigned income. This was misinterpreted and even resented, not only by the Governor but by the taxpayers. It was branded as a selfish, pig-in-the-manger attitude. The Governor promptly vetoed a half million dollars of the higher educational appropriation, to be diverted to the general fund of the State. The taxpayers, moreover, initiated a referendum against the entire appropriation made by the legislature for the several institutions in the state system, ~~amounting~~ ^{amounting} to \$1,181,173. Of this amount, the University and the Medical School were to receive \$560,362; the normal schools, \$366,542; and the State College, \$254,269. Since the vote on this initiated measure would not be taken until the regular election in November, 1932, when the biennium for which it was voted would be almost completed, the entire sum was as good as lost with the filing of the petition. Thus the Board was faced with the necessity of making tremendous retrenchments in its operating budget. Commenting, later on, regarding the favorable attitude of the taxpayers concerning Governor Meier's economies, The Oregon

Woter remarked (September 30, 1933), "The notable economy name he has won for himself would seem to be largely at the expense of higher education." This quite clearly confirmed the Board's original apprehensions that in any program of economy higher education would suffer much more drastically than other departments of public service. The summarized statistics ultimately proved this to be distinctly true.

This fact, however, whether it was realized or not, did not mollify the aggressive and alert taxpayer organizations of the state that were looking for future guarantees of economy. Along with this salient factor, moreover, the public got an impression from the hesitant attitude of the Board and its frequent reversals of policy that the members were not fulfilling the stern duty imposed upon them by the law of 1929. Accordingly, early in May the Marion County Unit of the Taxpayers' Equalization League, headed by Henry Zorn as President, and Willard H. Stevens as Secretary, invited Dr. Hector Macpherson to help them draft a bill for the physical consolidation of the University and the State College at Corvallis. Other organizations supporting the measure were the Tax Reduction Associations of Multnomah County and Benton County. Petitions for the measure were soon in circulation, and the Board and the State in general were thrown into the midst of a political campaign fraught with the most turbulent and bitter contentions. On May 23, 1932, the Board went on record as definitely opposed to the consolidation measure, and appointed C. C. Colt to present to the public a statement in opposition to it.

This attitude of the Board almost automatically determined the attitude of the State College toward the measure; since the institution had made it a practice for more than twenty years never to go counter to the rulings of the governing boards. Aside from this fact, moreover, the

faculty, at least, and most friends of the institution also were familiar with President Kerr's policy of never taking sides on a political issue involving another institution of higher learning, unless the proposal would definitely injure or threaten the State College itself. In this case, since one of the provisions of the measure called for the consolidation of the University with the State College at Corvallis, the obviously selfish motive in supporting the bill would instantly discredit the institution. No declaration was made, however, one way or another. Hence the inference prevailed that the College was neutral. There was no inclination on the part of either the administration of the College or the Board of Higher Education, however, to dictate the policy of the students or the alumni. The executive officers of the Alumni Association, following deliberate consideration of the situation, took action indicating that individual alumni or individual groups of alumni, could shape their courses to suit their convictions, but that the association as such would take no stand in the matter. The friends of the initiated measure objected that this was equivalent to actually opposing the consolidation idea; but the association took no further action. The student publication, the Barometer, quite regularly and consistently supported the consolidation project.

Through the Executive Secretary of the Board and the Director of Information, Charles D. Byrne, the Publications Office was promptly called upon to assist the Board in preparing its defense against the measure. While J. Goode assisted Director Byrne in preparing a general statement to be embodied in a circular stating the Board's position, I was assigned the preparation of an address to meet the needs of the Board. Both documents were soon dispatched to the Executive Secretary and were used by the Board with no essential changes. Thus, paradoxically enough, the institution

that was supposed to benefit most from the success of the consolidation measure furnished the sinews for opposing it. For we contributed also to other projects directed against the measure, though not, I am glad to reflect, to certain sensational cartoons and wild counterclaims that quite overshadowed any of the extravagancies of the proponents of the consolidation measure, which were often far from being understatements.

An outline of the address prepared for the Board gave quite an adequate picture of the setup as evolved by Board action up to that time--the latter half of May, 1932. Thus, under "Present Status of Reorganization", emphasis was placed on the fact that there would be a single administrative head in charge of the entire system; that there was already established a single centralized business organization, a single statistical and information service, a centralized library organization, etc; that the academic field was divided on a basis of subject matter rather than geographical location; that the budget was built on a subject-matter basis rather than an institutional basis;¹ and that as a result of the various achievements toward unification the Board would be saving approximately a million dollars a year. The reply made to this latter claim of saving a million dollars was that these savings were not made voluntarily on the part of the Board but were imposed by loss of funds due to the initiative of the voters.

The claim was circulated by the proponents of the consolidation bill that the Survey Commission had advocated consolidation of the two major institutions at Corvallis and had so recommended to the Board; but that the Board would not support consolidation. That this surprising claim was really a fact was subsequently confirmed by Dr. George A. Works, one of the

¹This feature of the Board's program was modified later.

survey commissioners, in a conference I had with him in Portland on the occasion of a professional visit he paid to Seattle in the summer of 1933. He explained that the commission had arrived at this conclusion on the occasion of one of their weekly conferences. "I had been studying conditions at Corvallis," he said, "and definitely decided that consolidation on the State College campus was thoroughly feasible. Singularly enough, when Dr. Klein and Dr. Kelly returned from their week's investigation at Eugene, following a similar investigation at Corvallis, they had agreed between them that consolidation at Corvallis was the ultimate right solution." Dr. Klein, in behalf of the Commission, added Dr. Works, made a clear-cut recommendation to this effect at the Board meeting on May 22, 1931, with a complete exposition of the reasons for the Commission's conclusion. The Board, however, after studying the stenographic report of the Commission's recommendation, expressed the conviction that this action probably went beyond the authority granted by the law of 1929, and requested the commission to omit from its report any direct recommendation for physical consolidation of the institutions.

Internal evidence in the published report of the commissioners clearly revealed their preference for physical consolidation of the two major institutions. This is indicated in many general statements and also in the discussion of the relative merits of the physical plants of the two institutions. To select only a few of the general statements, the following are typical: "...if all the work of the two institutions was offered upon one campus, it would be possible to reduce the number of upper division classes to a very considerable extent..." (p. 61) "...it is perfectly obvious that if the two units were combined upon one campus, no administration would fail to make the fullest possible use of its lower division teachers in upper

division work that was needed." (p. 72) "Separation of the functions of its higher educational units will complicate and not solve the State's problems of social and scientific research." (p. 76) "Oregon with its separate institutions is spending a larger proportion of the total institutional funds for overhead and business than any of these other states where the land-grant institution is also the State University." (p. 198) "Thus concentration of work at one place is likely to result in economy of capital investment even in the cases when such concentration would be accompanied by no corresponding saving in the direct cost of instruction." (p. 201) "Further, provision of facilities that must be made in the future could be done more economically in one plant than two." (p. 209) "...the problem is to obtain, in so far as possible, the advantages that would be derived if the institution at Eugene and the institution at Corvallis had been, or could in the future become, a single institution..." (p. 209) In its discussion of the relative value of the institutional plants at Eugene and Corvallis, the commission quite obviously disclosed its effort to build up a background that would indicate the wisdom of concentrating all the major functions of the State's university organization in one establishment at Corvallis. To take only a single reference from the several devoted to each campus, the following are typical of the characterizations of the two campus plants:

The survey staff inspected the entire plant of the university and was deeply impressed with the waste that has resulted from investing capital in small, cheaply constructed buildings that have a high rate of depreciation, involve great fire risks, and display practically no elements of the dignity and beauty that should characterize a great center of learning and culture. In the opinion of the survey commission, practically the entire plant of the university should be rebuilt by replacing obsolete and flimsy structures by fire-proof, well-designed buildings. The great number of small, make-shift sheds, transformed dwellings, and wooden barracks scattered over the campus should be razed and replaced by substantial buildings in relatively

larger units that will constitute a part of a harmonious campus plan. The cheap construction that characterizes even the newer buildings, such as the commerce building, the journalism building, and Condon Hall, should be abandoned.....

The plant at Corvallis has been developed more substantially and consistently than that at Eugene. In part this is due to the long period during which the institution has been developed under the direction of a single administration. In part this may be due to the fact that the professional schools of engineering, agriculture, and home economics, carrying a definite occupational appeal, are located upon the single campus..... (p. 212)

Still a third reason for the better development of the plant at Corvallis is to be found in the extraordinarily detailed and exact methods adopted to maintain complete knowledge of the condition and uses made of the physical plant. The system of maps, charts, diagrams, and records of use of plant is much more complete and precise than will be found in most higher educational institutions in the United States. It is a model of control of physical facilities by means of up-to-date records. The Commission recommends it for adoption by the State board of higher education in all the institutions under its control. (p. 213)

The initiated measure experienced some of the most dramatic and insidious difficulties ever encountered by an initiated proposal. First, legal tactics were resorted to after 15,000 names had been affixed to the petitions. The title of the bill, as a result, was changed from a "consolidation" measure to a "moving" measure for the higher educational institutions. Next, on July 4, the ballots or signed petitions were stolen from the safe in Portland where they were stored. This theft of the petitions was promptly branded as a hoax on the part of the supporters of the measure in order to cover up an alleged lack of sufficient signers. County clerks, however, certified that 26,000 names had been signed to petitions recorded, while only 17,900 names were necessary. But a whirlwind campaign was now necessary, of course, to provide practically this entire quota, since only 4,000 names were available after the theft of the main body of the petitions. Finally an objection suit was filed at Salem against the measure, on the plea that "signers were being duped by circulators." Had the court accepted

the objection as a valid suit at law, the measure would have been doomed outright, since the suit could not be determined until after election time. Judge McMahon, however, denied the suit, and the moving bill, having acquired for the third time the necessary number of signers by a wide margin, finally struggled through toward a decision on November 4.

In the meantime the Publications Office was not only occupied with helping to meet the Board's needs in respect to opposing the consolidation measure, but even more urgently in preparing the publications that were to inform high school graduates and the public in general of the opportunities for a higher education available at the several state institutions in the new reorganized plan of operation. Our first duty was to launch a campaign to make clear to the high school graduate what he could obtain in the way of training for a life career in each of the several institutions, since this was an objective of the law of 1929. In accordance with the report of the curricula committee, which had been adopted by the Board in March, 1932, this involved not only the monstrosity of a unified catalog for all six institutions, a circular covering entrance information, etc., but also an illustrated booklet outlining the work of each institution. As an initial source of help to high school students, Dean James H. Gilbert, director of literature, languages and arts in the new State System program, suggested a poster to be displayed on bulletin boards and sent to libraries and the press. This suggestion met with instant approval by the presidents of the institutions and by the Board, and the poster was prepared and circulated ¹² ~~by the Board~~. Even as brief and basic an outline as this poster involved academic problems that could not be settled without conferences with the Board, the presidents of the two major institutions, and certain deans. No items in particular will illustrate the problems involved. The Curricula

committee's report directed that "work offered in Secretarial Training be given at Corvallis under the control of the Dean of the School of Business Administration and Commerce." In the original draft of the committee's report this sentence was continued as follows, "and that the director of high school teacher training utilize all advantages that may be offered in this field in order to prepare teachers in the secretarial field." This plainly indicated that the Board intended to establish at Corvallis a full four-year curriculum in Secretarial Training. The University making objection to this, the College, for the sake of avoiding delay in issuing the poster, consented to a statement as follows: "Secretarial training; two-year certificate; minor applicable as elective toward a degree in a school of the student's choice on either campus." Another problem, typical of others, was the question of pre-medical training. The Survey Commission had insisted that with the transfer of science to the State College, the University could no longer prepare students for direct entrance into the medical school. Dr. Dillehunt, Dean of the Medical School, contended, however, that a student having three years of intensive social science preparation at the University could obtain the necessary credits in upper division science at the Medical School itself. In the interest of harmony and dispatch, President Kerr approved this principle, and the poster carried the simple statement, "Approved work for admission to the Medical School at both Eugene and Corvallis."

The illustrated booklet covering all six institutions was published and circulated in early July. The entrance information circular was issued in the late summer. But the common catalogue, with its almost countless problems of reducing to concrete statements the general principles ~~as~~ established by the Board, did not get off the press until after the institutions

opened in the fall term, with reductions in enrollment varying from 25 to 50 per cent. Deans and other officers concerned with registration of students were provided with proof sheets of the various sections of the catalog. It became apparent, both from the standpoint of convenience in seeking information, and from that of economy, that the single catalog was a mistake. It was abandoned after that first issue, and institutional catalogs, uniform in typography, format, cover and page stock, etc., have since been regularly issued under the general supervision of the Director of Information, in the central office.

Along with these evidences of progress in interpreting the new unified and coordinated system, many other achievements had already been attained through the decisions of the Board of Higher Education and the cooperation of the several institutions. Among these were uniform entrance requirements and established schedule of student and laboratory fees, including uniform fees for out-of-state students, coordinated dormitory charges, centralized accounts and business procedures, centralized library cataloging, ordering, etc.

It is doubtful if any of the achievements of the Board in the direction of unification and harmony had any appreciable effect on the campaign for or against consolidation. The emotional factors had become so dominant that facts involving immediate or future economies and questions of ultimate unity and harmony in the operation of the State's higher educational facilities had quite drifted into the background. The newspapers of the State were almost unanimous in opposing the measure. The Oregon Taxpayer, a periodical that Mr. Macpherson sponsored and edited, made desperate efforts to keep alive the causes that aroused the taxpayers to initiate the consolidation bill. But it was like a voice crying in the wilderness and found itself involved in a maze of distractions trying to reply to countless criticisms. Long before

lection it seemed quite obvious that the organized forces backing the initiative were petering out. Even so, there was no relaxation on the part of the opposition, and the suspense prevailed up to the final counting of the votes. It was a surprise, as well as a vast relief, to the friends of the University and the Monmouth Normal School to find that the consolidation measure had been defeated by a vote of eight to one.

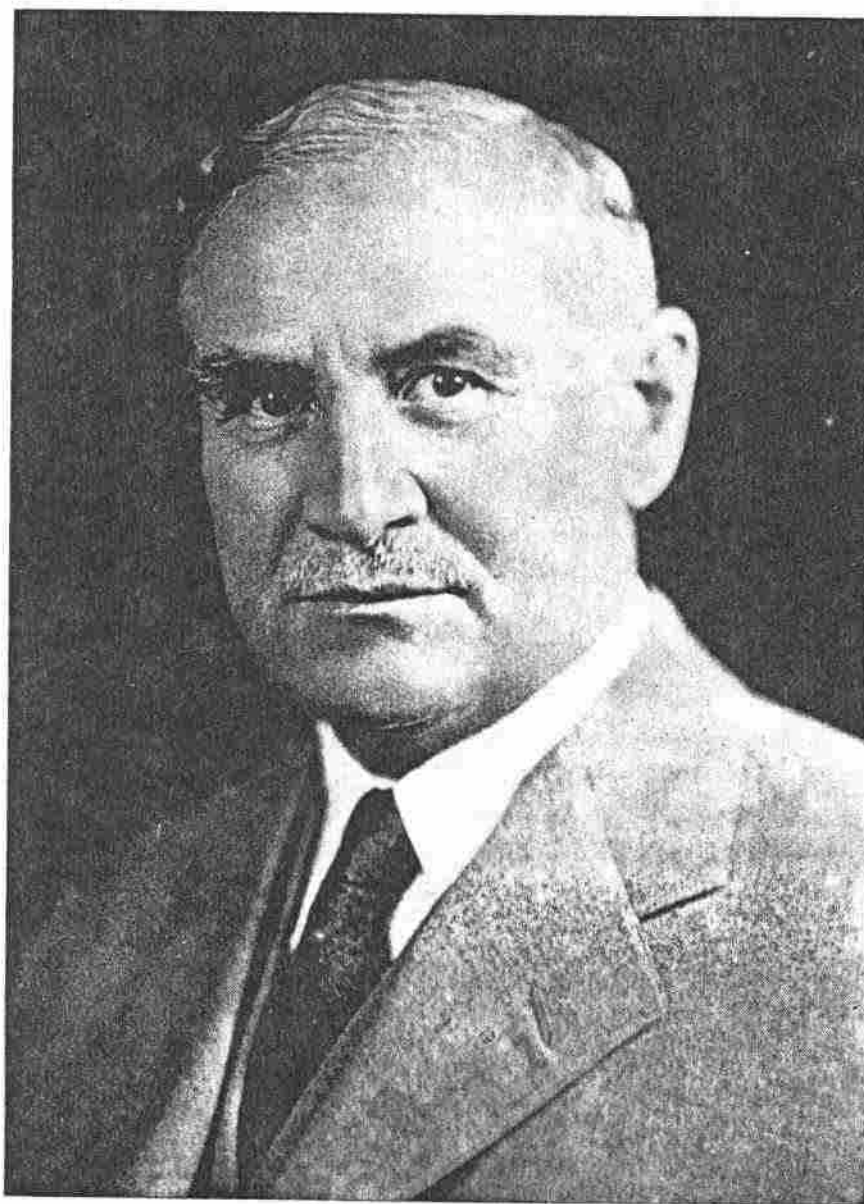
CHAPTER XXVI

PRESIDENT KERR AND THE CHANCELLORSHIP

The movement started by alumni of Oregon State College to induce the Board of Higher Education to elect President Kerr as Chancellor spread rapidly throughout the State. The Newspapers in general gave it vigorous support. The Board, however, invited Dr. George F. Zook to come to Oregon to consider the chancellorship. Early in September he stated the conditions under which he would accept the position, one of which was unanimous election by the Board. On September 6 the Board notified him that this condition could not be met and proceeded to elect Dr. Kerr by a vote of 5 to 3. He immediately took in hand the primary problems facing the Board, preparing the biennial budget and the report for the preceding biennium; defining the functions and relations of the Board, Chancellor and ~~the~~ staffs; and giving sympathetic attention to student welfare, faculty interests, and the improvement of the physical facilities of the several institutions, chiefly through Federal aid. The Board's office in Salem, having proved to be a fifth wheel, its functions were assigned to the several institutions, and the office of Executive Secretary was discontinued by the legislature.

Following the celebration in honor of Dr. Kerr at commencement time, 1932, the alumni and friends of the College, realizing as a result of the overwhelming testimony to his educational leadership and his executive genius that he was peculiarly fitted to carry the responsibilities of organizing and directing the new plan of unification in Oregon, began an open and enthusiastic campaign to bring about his election to the chancellorship. The Board, however, had made some announcement to the effect that it would go fast for a chancellor. The newspapers of the State quite generally supported the idea that Dr. Kerr was the most completely qualified man for the office. The August, 1932, issue of the Oregon State Monthly, on its page devoted to higher education, had the following to say concerning the situation in mid-summer:

The much anticipated "Chancellor" meeting of the state board of higher education scheduled for July 16 has passed into history without the selection of a chancellor. After two days of continuous work ... the board adjourned late at night with no comment other than the following brief statement handed to the press: "The board this evening has directed that certain eastern educators be invited to visit Oregon in the near future with regard to the position of chancellor of the Oregon State System of Higher Education...."



William Jasper Kerr, first Chancellor of the Oregon State System of Higher Education. From the Beaver, 1936.

According to news releases from Akron University, Akron, Ohio, the board's invitation had been dispatched to George F. Zook, president of that institution and former head of the office of higher education in the Department of the Interior, at Washington, D. C.

Continuing its comment on the chancellorship the Oregon State Monthly said further:

It was generally known that many prominent University of Oregon alumni had recently joined in advocating Dr. Kerr's appointment; in fact, an editorial in the Oregon Journal three days after the adjournment of the board meeting, and presumably written by B. F. Irvine, a member of the board, named the following prominent University alumni as having advocated the appointment of President Kerr: Leslie Scott, Clarence Bishop and Edgar Smith, Portland; Judge Lawrence Harris, E. R. Bryson, Richard Smith and Carl Washburne, Eugene; Merle Chessman, Astoria; and Eugene Kelty, Klamath Falls.

Commenting on the results of the same board meeting, the Salem Statesman for July 21, published an editorial entitled "Bring on the Wrecking Crew", written by Charles A. Sprague, in which the following statements occurred:

The state board of higher education had the chance by one stroke to end turmoil in higher education in this state, to launch its program of unification with some prospect of success, and to consolidate back of the board and its program the vast majority of the thinking citizenship of the state. That chance lay in the appointment of Dr. William J. Kerr to the position of chancellor. The urging of Dr. Kerr was essentially non-partisan and was prompted by recognition of his supreme fitness for the position, his capacity as an executive in education, and his comprehensive knowledge of Oregon's conditions and needs gained through 25 years of constructive leadership in this state. The movement on behalf of Dr. Kerr, first started by friends who appreciated his ability and his service, spread over the state and finally was supported by eminent university alumni and business men of Eugene.....

Now it is announced that the board will go east. Go east indeed! They went east and got a secretary, Dr. Lindsay, for \$7500 a year. The university went east a few years ago and got a coach--Doc Spears at \$11,000 a year; and look what they got! Go east indeed, and bring out some innocent, plastered over with Ph.D.'s and turn him loose out here to experiment further on the higher educational system of Oregon.

.....One reason advanced for not engaging Dr. Kerr was because previous announcement had been made that the board would not consider an Oregon man. But the board has backtracked on every major decision

it has ever made. ... The board abolished compulsory military training; then restored it. The board forbade autos on the campus and Tuesday virtually reversed its stand by passing the buck. The board lobbied for maximum appropriations at the last session of the legislature, claimed it needed the money; and now that over a million was lopped off by veto and referendum, the board claims credit for great economies.

....The editor has felt that it would be better under leadership such as that obtainable under Dr. Kerr, to go ahead with two institutions at Eugene and Corvallis, rather than to destroy the university at Eugene. But the narrow mindedness of the board in rejecting the fine services of Dr. Kerr, recognized as one of the greatest educational executives in the United States, virtually forces the conclusion that the board is impotent to make its plan succeed; and that educational turmoil in Oregon will not abate.... It has effectually paved the way for the wrecking crew to complete the job of demoralization of higher education in Oregon.

In somewhat the same vein, the Baker Democrat-Herald said that the Board's decision not to appoint President Kerr as chancellor of the five institutions was made in the worst possible way. "As a result," the editorial added, "the educational atmosphere is charged with suspicion, controversy and uncertainty...." The Astoria Budget, admitting that it had originally thought that the selection of either President Kerr or President Hall would be a mistake, while admitting the qualifications of both, reported that it had changed its mind. "Lately," the editorial continued, "we have inclined strongly to the view that the appointment of Dr. Kerr would help, rather than hinder, the movement to reduce the turmoil in educational circles and get the various schools functioning in a co-ordinated program." The Medford Mail-Tribune, stated its position editorially thus:

True he is not only identified with, but has been the moving spirit of O.S.C. these many years, but we believe he is big enough to drop all prejudices and partisanship, and able enough to handle the administration of the unified state system, successfully, during this trying reconstruction period.

His appointment, as we see it, would offer the best chance--perhaps the only chance--of ending this destructive and absurd educational civil war. And until that is ended, there can be no hope of educational harmony or progress in this state.

In due time Dr. Zook came to Oregon to confer with the Board, visit the institutions, and make himself acquainted with the situation in general. He visited Dr. Kerr and talked freely about the higher educational conditions in the state. While he recognized the opportunities offered by the chancellorship, he also was clearly aware of the tremendous problems involved and was not inclined to jump into a new situation that did not offer reasonable security for the future. His position at Akron was thoroughly congenial, his relations with his governing board entirely friendly and encouraging. Hence he was making a critical analysis of all phases of the situation. On September ~~first~~ he sent a letter to President Starr stating the terms on which he would accept the chancellorship if it were formally offered him. One of the two primary conditions was unanimous election by the Board. The other concerned salary and term of contract. A third condition, almost inevitable under the circumstances, was delay in his assumption of the duties of the office until at least the month of October. At the meeting on September 6, ~~the~~ the Board directed the Secretary to advise Dr. Zook that "it appears impossible to comply with his terms as set forth in his communication.... of September 1, 1932, in electing him unanimously as Chancellor of the Oregon State System of Higher Education..." In lieu of expenses promised him, Dr. Zook was provided with an honorarium.

At this meeting the name of Dr. Kerr was formally presented to the Board by one of the members, for the first time it is said, and a vote, promptly taken, resulted in five voting yes, and three voting no. One member, Mr. Church, did not vote. He made the following explanation of his reason for not doing so. "I refrained from voting. I will tell you why. I think that the election of Dr. Kerr will cause a great deal of damage to the higher educational institutions of the state. I also think that postponement of

the election of a Chancellor would cause damage, cause injury; and, therefore, not being favorable to the election of Dr. Kerr as Chancellor, I could not vote for him. At the same time, I had to refrain from voting because I think we would be in a muddle if we attempted to get someone else. We would invite in some other man, and possibly secure a Chancellor that would be satisfactory in six months or such a matter, but the time for one is now."

At this meeting the Board received a communication dated August 30 from President Hall of the University of Oregon in which he tendered his resignation, to take effect December 31, with the request that he be granted leave of absence in the meantime to continue his efforts to obtain eastern capital in assistance of the University's research program. In this communication he repeated his opinion favoring a single administration for Oregon's system of Higher Education and endorsing the fundamental plan of unification. "Motives for destructive competition," said he, "have been removed, while the incentives for constructive rivalry have been increased and stimulated." In granting the resignation, the Board appointed a committee to draw up and present to that body an appreciation of Dr. Hall's services.

Dr. Kerr, in accepting the office of chancellor, which was offered on indefinite tenure, expressed the hope that with the cooperation of the Board, the faculties, and the citizens of the State, the new unified system of higher education could be set in order and given an assured start in a reasonable length of time. "I realize the great responsibility of the chancellorship", he said, "and I am laboring under no delusion regarding the task confronting the one who takes that position. To succeed in the position, the chancellor must have the full support of the people of the state generally, and of the Board, for otherwise there can be no success."

Dr. Kerr stated that he believed it advisable that he live on the campus of the University of Oregon at Eugene. He said ^{that} ~~it~~ would be ~~an~~ some personal sacrifice to himself and family, leaving their many friends at Corvallis, but that he believed such a move would be in the interest of efficiency. He submitted that he already knew Oregon State College conditions thoroughly, and that residence upon the campus at Eugene would give him fuller and quicker insight into the situation there. It would insure, he believed, better functioning of the System as a whole.

In the interest of economy, primarily, he suggested to the Board that no new presidents be engaged for the University and the College to succeed Dr. Hall and himself until conditions were such that he could make definite recommendations, believing that for a year or so, because of economic problems, an organization could be effected that would serve each institution satisfactorily. Calling attention to the fact that the institutions would open within a week and that Board budgets for the ensuing biennium would be due in the Governor's office within a month, Dr. Kerr asked that before the Board meeting finally adjourned he be given opportunity to outline his policies and seek authorization for them. "We should know and definitely define the relations that will exist between the chancellor and the presidents of the institutions when they are elected, the faculties and the Board," said he, as justification for prolonging the session of the Board. A Board member, commenting on this foresight of the new chancellor, remarked with significance, "Every bit of Dr. Kerr's executive ability will be needed for the task in hand. Problems are imminent and pressing."

Immediately following the announcement through the press and the radio that the Board had elected Dr. Kerr as chancellor, literally hundreds of messages of congratulation and assurance of hearty support poured into the

executive office of the State College and appeared in the press of the state. These messages came from the widest possible sources: from presidents of educational institutions in the Far West and throughout the country as a whole, from state officials and heads of statewide organizations such as the Grange, From the former boards of regents of the several institutions, ^{from} the board of higher curricula, and from executive officers of the railroads. Among the first and most enthusiastic messages received were those from prominent alumni of the University. Said Edgar W. Smith, President of the Portland alumni association of the University of Oregon, "I am very happy that the Board of Higher Education has selected you to be the new chancellor, and I am gratified to note the very favorable comment in the press...." Said Dr. W. B. Holden, member of the faculty of the University of Oregon Medical School, "The Board of Higher Education is to be congratulated for their wisdom and judgment in electing to this office the foremost educator in the state, and in my judgment, Oregon's greatest citizen." It is impossible in this limited space to give even a fair sampling of these messages; but they gave ample assurance that the citizenry of Oregon, as well as the educational leaders of the country at large, heartily approved the appointment of Dr. Kerr as chancellor.

The October issue of the Oregon State Monthly quoted statements from twenty-six Oregon newspapers as indicative of the attitude of the press in general toward the new chancellor. They were uniformly hopeful for future progress of the new unified program of the Board. Following are typical comments:

Portland Oregonian: Election of Dr. Kerr as chancellor is the final step in the unification of higher education in Oregon. More important than that, it is a step that points the plain way to restoration of harmony and progress. Dr. Kerr is able, energetic and completely informed. He is deserving of the united support of every interest. Given that, he will, we are fully confident, carry all the schools of higher education forward toward a higher destiny.

Eugene News: One of the principles upon which our nation is built is that every man is entitled to a fair trial. There is no reason why an exception should be made in the case of Dr. Kerr. He has shown great ability in administering the affairs of the College. No one questions his fitness for the post of chancellor except on the ground of natural loyalty to the College. The least we can do is to give him a chance to prove the fairness which he will undoubtedly try to show.

Salem Capitol Journal: He has proved his executive capacity, organizing ability and political sagacity. If he puts the same energy and vision into reorganizing the entire educational system that he did into building up the state college, there will be no question of his success.

Hillsboro Argus: The new chancellor is eminently qualified for the position and the Board is to be commended on selecting an Oregon man, tried and proven by years of experience in this state as president of the college. He has a real knowledge of the higher educational system in Oregon and is acquainted with the people and their problems. If anyone can iron out the higher education question here, it is Dr. Kerr.

Oregon Voter: The standing of Dr. Kerr through the state, and his capacity as an administrator, will command general support for the new order. Time may prove that the selection of Dr. Kerr as Chancellor was the placing of the keystone of an arch which without him might have tumbled and which with him may endure until it becomes so firmly established it will withstand the storms of politics and serve the youth of the Oregon of the future for generations.

At the first meeting of the Board following his election on September 6, ~~and~~ the regular meeting of October 17, Dr. Kerr had ready for the Board the biennial budget required by law, outlining the financial policy and asking for the coming biennium, and also the biennial report to the Governor covering the activities of the Board and its institutions for the two years 1931-32. The fiscal plans proposed for the ensuing biennium by the Chancellor and approved by the Board showed that there would be no requests from the Legislature for such appropriations as had been held up by the referendum of 1932. In absorbing the losses involved in the referendum of \$1,181,173, the University, which was to have received \$560,362 of the appropriations, assumed, through budget reductions and through balances saved, a total of \$25,108; the normal schools, which would have received \$366,542, assumed

one of the losses; and the College, which would have received \$254,269, assumed a total of \$656,065. This did not look as though the State College was inclined to push its fellow members of the unified State System into tight corners. It should have served, indeed, as an indication of the will of the institution and of the Chancellor to share generously in all the burdens and responsibilities of the institutions as a whole in meeting the necessary economies imposed by the conditions confronting the state. Still further economies were inevitable, however, if all the institutions were to be continued in operation on a basis of decent efficiency. This fact the Chancellor pointed out with clear-cut references to specific facts in outlining his three-point financial policy as follows, which was adopted by the Board: (1) No increase in student fees, (2) No requests from the legislature for additional appropriations, and (3) Adjustment of budgets on the basis of income available from present legislation.

By recommendation of the finance committee of the Board, all executive functions were placed under the immediate control of the Chancellor, including the administration of the business office, the physical plants, and the records and information service, which had theretofore been administered by the Executive Secretary in Salem. As an example of the definitive preferences of the Chancellor, who had always sought to make clear and unmistakable all relations between different elements of institutional administrations, the Board, with the cooperation of its standing committee on this subject, adopted a series of new regulations defining the field and functions of the Chancellor, his duties, his authority, and his relations with the Board and the institutional officers and staffs. As a means of insuring unity of action, complete understanding, and coordination between the Board and its faculties, and of avoiding subversive tactics, the following brief regulation was among others adopted by the Board:

All relations between the State Board of Higher Education and the members of the faculties or other officers or staff members of the Oregon State System of Higher Education and its component divisions shall be through the Chancellor.

This principle, emphasized by the great survey of the land-grant institutions of the United States published in 1930, has been generally recognized as absolutely essential to the proper functioning of any institution of higher education or group of such institutions. Wherever such fundamental principles have been disregarded or ignored, not only in Oregon but in other situations, mistakes have been made, and chaos has frequently ensued.

Aside from financial problems, which were acute, student welfare, and faculty interests, which received his first consideration and constant attention, Chancellor Kerr early in his administration began to exercise his initiative in trying to improve the condition of the physical facilities of the several institutions and in obtaining additional buildings that were recognized as seriously needed. Fortunately the Federal Government, as a means of providing employment during the depression and encouraging local institutions to put forth constructive efforts to help themselves, instituted the Civil Works Administration and the Federal Emergency Relief Administration, which provided labor for various types of improvements, such as roads and walks, landscaping, etc., that could utilize unskilled labor. Thus many improvements were made on the several campuses, the Federal Government often carrying as high as seven-eighths of the total cost.

As soon as the Public Works Administration began to function, providing both outright grants and long-time loans to communities and institutions for the construction of public buildings, the Chancellor took steps to seek the cooperation of the Federal Government in providing new buildings for the several institutions. Fortunately, at the University Bruce Brown Barker,

who had held the position of vice-president during Dr. Hall's administration, had taken an interest in soliciting Federal aid in prompting building projects on the University campus. His acquaintance with proper procedures enabled him to offer helpful services to all the institutions in their applications for aid. Taking advantage of these preliminary efforts, the Chancellor and his assistant, Charles D. Byrne, formally initiated three projects at the University, one at the State College, and four at the normal schools, distributed over a period of a year or more. At the University these projects included the long-sought new library building, at a cost of nearly half a million dollars, the student health service building, at a cost of \$130,200, and the physical education building at a cost of \$356,850. For all these projects, the grants from the Federal Government, through the Public Works Administration, amounted to \$342,500, and the loans, to be paid back over a term of years from fees, amounted to \$510,000. Of the total amount of these buildings, aggregating \$950,350, only \$50,000, the amount voted by the legislature as part of the cost of the student health service building, came from state taxes.

At the State College the single building project initiated by Chancellor Kerr was for the student health service, costing \$100,000, of which \$30,000 was an outright grant, while \$70,000 was a loan.

At the Oregon Normal School at Monmouth a new health and physical education building was projected, at a cost of \$67,476.50, and an administration building at a cost of \$100,000. At the Southern Oregon Normal School at Ashland, a health and physical education building was constructed, at a cost of \$54,800; and at the Eastern Oregon Normal School at La Grande an elementary teacher training school building, at a cost of \$160,000.

On July 11, 1933, the formal records of the Board show that ~~Chancellor Kerr~~ presented to the Board for final ratification the

following proposed building projects that had been quite fully prepared at that time; ~~and~~, (1) At the Normal Schools, (a) a physical education and health building at Monmouth, (b) a physical education and health building at Ashland, (c) a Training School building at La Grande, all aggregating \$216,000. (2) At the University, (a) an infirmary, (b) a library, (c) at the Medical School, a psychopathic ward, all aggregating \$65,000; (3) at the College, (a) an infirmary, to cost \$100,000. These projects were all approved by the Board at that time except the psychopathic ward at the Medical School to cost \$300,000.

As usual in the conduct of Federal cooperative projects that have not become regularly established, there was a great deal of red tape, much correspondence back and forth, and delays that were often discouraging, not to say exasperating, in the progress of the negotiations involving the several building projects. As a consequence, the Chancellor was often subjected to criticism and charged with obstructive tactics, especially with reference to the building projects on the University campus. One of the most extreme and ridiculous of these criticisms, which appeared in the Emerald with all seriousness, was one charging that the Chancellor had deliberately expedited the project to provide a new high school building in Corvallis, which would be used for practice teaching by the education department at the College, while he allowed the library project at the University to languish. As a matter of fact, the Chancellor did not have the remotest contact with the Corvallis high school project, while he gave every possible assistance toward furthering the interests of the University library. Regardless of the lack of recognition of his efforts to provide the University with the physical facilities it needed, Chancellor Kerr nevertheless was instrumental in initiating the building program, through the Public Works Administration,

that ultimately resulted in revolutionizing the University of Oregon campus. So far as the State College was concerned, it remained for Dr. Frederick M. Hunter, who succeeded Dr. Kerr as Chancellor in the fall of 1935, to initiate the project that provided that institution with its magnificent new chemistry building, costing \$425,000. He also initiated other projects that added further facilities to other institutions in the System.

To meet the reductions in income, it was found necessary in January, 1933, to change the former salary reduction rates, ranging from 5 to 15 per cent, to new levels, ranging from 9 to 27 per cent. The legislature, however, made a further change in these rates to go into effect March 1, with a range of 5 to 30 per cent. At the Board meeting on January 23, further changes were made in moving from Salem to the University and the State College the centralized activities of the Board's office. The division of Information, including statistics and records, was concentrated at the University in connection with the Chancellor's office; the Business Office was transferred to the State College campus, where fifty-five per cent of the business transactions, including Federal cooperative projects, originated. On the initiative of the Chancellor and the Board, the legislature discontinued the office of executive secretary established by the law of 1929, to take effect July 1, and the office at Salem was abandoned as an unnecessary fifth wheel.

In May, after several weeks of intensive study, the Board, on recommendation of the Finance Committee, adopted the budgets for the several institutions, as recommended by the Chancellor, involving reductions for the entire group of budgets of twenty per cent. In some of the institutions, notably the Eastern Oregon Normal School, a larger proportion of reduction was possible because of reduction in enrollment of students. The reductions for individual institutions were as follows: University of Oregon, 18.5

per cent; Oregon State College, 20 per cent; Medical School, 8.1 per cent; Oregon Normal School, 20.8 per cent; Southern Oregon Normal School, 15.5 per cent; Eastern Oregon Normal School, 22.2 per cent; Centralized activities, including the Chancellor's office, 12.5 per cent.

The unified system, in spite of hardships involved in these drastic reductions in income, was definitely winning general support throughout the state, and receiving recognition by educational authorities of national distinction. In a new book, Economy in Higher Education, issued under the auspices of the Carnegie Foundation for the Advancement of Teaching in cooperation with the United States Office of Education, the organization that had been established in this state was given considerable attention. A summary statement referred to the new setup as follows: "In Oregon the new organization of work on six campuses under a single chancellor seems to represent complete coordination." The movement from the almost chaotic conditions of the late spring of 1932 to this new stabilized situation of 1933, re-established the Board in the good will of the public, and gave assurance that its choice of a chancellor was amply justified. Had the Board been able or willing to continue to act as a unit, the lamentable disturbances of the next few months might have been completely avoided, and the new unified system given an impetus that would have carried it to prompt and decisive solidarity.

steadily developed in the direction of economy and efficiency. The new curricular allocations were gradually adjusted and put into effective operation. Unified procedures were adopted for all institutions in certain fields where uniformity was feasible; coordinated methods were established in other fields where uniformity was not advisable. The Board was prompt to make readjustments in even its primary allocation of functions when evidence became available that original assignments or eliminations were in error. It was cautious, on the other hand, not to react too readily or too early to the counsel of certain organizations that had a right to speak with authority concerning special fields of instruction. In response to concerted action on the part of the newspapers of the State and the organized representatives of the journalism profession, the School of Journalism at the University, abolished by action of the Board on March 7, 1932, was restored at the Board meeting of April 30, 1932. The School of Music at the University, consolidated with other schools to form the School of Fine Arts in the original setup, was subsequently reassigned its former status and name. As a result of reviewing all the facts in the case, the work in Secretarial Science at the State College, which the Board had always regarded as a type of technical work peculiarly suited to the functions of a land grant institution, was reinstated as a degree-granting department, but under the direction of the Dean of Business Administration located at the University.¹ On the other hand, though the Oregon Mining Congress, in a direct and forceful recommendation, advocated that the Board

¹Interior Design at the University, abolished March 7, 1932, was reinstated. A two-year course in Nursing Education, preparing for upper division work at the Medical School, was authorized at both the University and State College.

CHAPTER XXVII

THE CHANCELLOR'S FIRST YEAR ACCOMPLISHED MUCH

Just as under normal conditions real progress in higher education attracts little public attention, while disturbances loom large in the press, so much that was accomplished in Dr. Kerr's first year as Chancellor was given little publicity, but actually laid solid foundations for the unified program of higher education. In the face of drastic reductions in income all institutions were maintained, each developing in harmony with its past traditions and ideals. Errors in the original allocation of curricula were corrected, important building projects were initiated with Federal aid, student fees were reduced, interinstitutional cooperation was developed, the normal schools were strengthened and standardized, and the newspapers were uniformly pleased by the fact the budgets for 1933-34 were approximately 40 per cent below those of 1930-31.

The Survey Report, discussing "Fundamental Coordinations," had the following to say with regard to the two major institutions in the Oregon State System of Higher Education:

The character of the University and of the Oregon State college as reflected in their spirit and educational offerings are not identical Each is devoted to large areas of educational endeavor that are peculiarly its own and within which it has no competition from the other state institutions. One of the problems of the commission is to suggest measures that will in the future prevent new and hitherto unheard of invasions of these areas. No fact stands out more clearly, however, than that the distinctive characteristics and purposes of the institutions as they have developed and as they are understood by the people of the State have occupied a larger part of the field of vision and effort of the University and the Oregon State College than do the areas of conflict. Naturally, the points of clashing cause irritation and bulk large in the consciousness of the institutions of the State. ...¹

This statement is conspicuously true of the first year of Dr. Kerr's administration as Chancellor of the State System of Higher Education, and, indeed, of the entire period of his service in that important office. Much constructive progress was made in every phase of endeavor in the higher education program. The new unified administrative organization was

¹Survey of Public Higher Education in Oregon, p. 47.

re-establish a degree curriculum in Mining Engineering, the Board took action only to the extent of continuing certain mining engineering courses in the School of Engineering, and providing the services of a mining specialist for consultation. All these constructive developments and scores of others that were vital to the functioning of the several institutions received very little if any attention in the public press, while every criticism, whether by an individual or a group, and every indication of dissatisfaction was publicized with an emphasis out of all proportion to its importance to the institutions and the State.

This being the case, in general as well as in this particular educational situation, it may be worthwhile to itemize briefly some of the evidences of substantial progress in this first year of the reorganized institutions. In the late spring the Board of Higher Education had launched the following FWA projects--an infirmary at the University and an infirmary at the State College, a physical education building at the Oregon Normal School and another at the Southern Oregon Normal School, a training school building at the Eastern Oregon Normal School, and the library at the University of Oregon. Later in the year, at the October meeting of the Board, when the site of the University library was under discussion, Chancellor Ferr proposed, in the interest of dispatch in getting the plans and specifications of the library approved and filed with the federal authorities, that the building committee of the Board be granted authority to act in the selection of the site and in completing all necessary plans. As a further means of expediting this and other building projects under federal aid, he recommended that Estes Snedcor, Portland attorney, be engaged to prepare the essential legal steps to meet federal requirements. Both recommendations were approved by Board action.

The centralized business office having reported that on July first the funds of the Board showed a balance of \$115,000 more than the estimates at the time the budgets were voted, Chancellor Kerr recommended that student fees at all institutions be reduced in order to enable students to share in the lower costs demanded by the depression. Thus, following previous Board action in reducing dormitory costs, a further reduction in student expense was effected, students at the University and the State College being relieved of paying \$6 a term in fees and students at the normal schools \$3 a term in their somewhat lower fees.

As an example of cooperation between institutions, a Graduate Council was organized with representatives from both the University and the State College, headed by Dr. George Rebec of the University, with Dr. W. Weniger of the State College as assistant. Professor Paul Petri, head of the music department at the College, was by common agreement designated as director of voice instruction in both the University and the State College, while Professor Rex Underwood of the University School of Music was given similar direction of the orchestra instruction on both campuses. Some very excellent joint concerts, both vocal and instrumental, resulted from this notable example of cooperation. At the annual meeting in July, when the Board reelected C. L. Starr as president of the Board, he took occasion to review with deserved pride some of the accomplishments thus far attained. He expressed the conviction that the Board was definitely headed toward a solution of its many problems under the leadership of Chancellor Kerr, and concluded that with the wholehearted cooperation of all institutions, and all citizens genuinely interested in the sound development of higher education in Oregon, brighter days were definitely in prospect for the new unified organization. Student enrollment had dropped very decisively at all

institutions except the Eastern Oregon Normal School, which showed an increase of only 1.7 per cent. The Oregon Normal School experienced a drop of 15.9 per cent; the Southern Oregon Normal School 21.9 per cent; and the Medical School 7.6 per cent. The University suffered a reduction of only 7.2 per cent while the State College had a decrease of 13 per cent. Since the College, in the decade between 1919 and 1929 had an average enrollment each year of about a thousand students more than the University, the fact that the University actually exceeded the College in enrollment was a rather disturbing experience for students and alumni of that institution. They attributed the change to the reallocation of curricula, particularly the transfer of commerce, and were inclined to be gloomy over the prospects for the future. As a consequence of this spirit of discouragement, not to say ~~for~~ ^{fo}oding, on the part of the students at the College, both the Chancellor and the Board made an effort to inject a new spirit into the student body.

Chancellor W. J. Kerr took occasion at the annual campus weekend in May, 1933, to counsel an end of gloom and uncertainty and a confident facing of the future in higher education. Climaxing a program that had reviewed Oregon State's accomplishments for the year, the Chancellor stated in direct and forceful words that he desired "constructive loyalty" at every institution in the System, with assurance that the identity of each would never be submerged in the "system" as long as he was in charge.

"Harmony, cooperation, and economy sought under the unified administration does not mean that students, alumni, or parents need be a bit less loyal, nor have less pride in their own institution than before," said Dr. Kerr. "In many ways opportunities are greater in the individual institutions than ever before."

"I say to you today, the same as I would if I were talking to the students of the University of Oregon, do all you can constructively for this institution, but don't disparage any other institution. Let's make an end of the period of gloom and discouragement, begin to realize what we have instead of what we have lost, and bring in again the students who can profit by the educational opportunities offered here."

Doubtless taking his cue from the Chancellor, Mr. F. E. Callister, the Board's representative on the Board of Governors of the Memorial Union, who had been invited to speak at the annual Mothers' Weekend banquet, made a brief address that quite electrified the students and visitors at that gathering, and was reviewed with editorial approval by both the Barometer and the Oregon State Monthly. The essence of his message was given in the alumni publication as follows:

Do you want to know what the State Board of Higher Education would most like to see in the several institutions of higher learning in this state? It is a very simple thing. It is entirely within reach. It will not take a single dollar out of the precious store in custody of the board to carry these several schools through the year. It will not even take a dollar or a dime out of the purses of any of you thrifty mothers and daughters. But it will add immensely to the value of every one of the campuses of the six state institutions of higher learning. It will be like paying off the mortgage on the farm or burning the paid-up bond on the city library.

It is just this: lift the cloud of doubt and disappointment from off the face of this campus and flood it with the sunshine of faith and confidence. Quit brooding over what you have lost, and take stock lovingly of what you have gained. What you have lost is NOT lost to Oregon. What you have gained, will be precious to Oregon in years to come only as you make it precious through your use of it, your pride in it, and your devotion of it to the good of yourselves and the state that gave it to you. Let's be done with the winter of our discontent, with all its storm and shadow, and bring in the sunshine and clear skies of a hopeful summer.

The Oregon Journal, summarizing the accomplishments of this first year, emphasized the fact that in spite of drastic economies demanded by the depression, no institution and no essential division of work authorized by

the original reorganization had been eliminated. Great strides had been made in smoothing out problems involved in the new setup. Common functions had been centralized or coordinated. The normal school curriculum had been standardized for all three schools, much excess material had been eliminated, and cultural studies were amplified. Centralization of administrative authority had made for dispatch and efficiency. Each institution was being developed in its own field in accordance with its established traditions and ideals. Institutions had been regularly cooperating and respecting one another's functions as never before. Concluding its summary on this note of cooperation and comity, the Journal said regarding the several institutions, "They are co-workers in a great cause, colleagues and associates in building a nation's citizenry."

The press in general was much impressed by the economies that the Board had effected under Dr. Kerr's leadership, and approval of this phase of higher education was becoming almost universal. The fact that the budgets for 1933-34 could be reduced by nearly ten per cent below the budgets for 1932-33, and that this amounted to a reduction of nearly 40 per cent below that of 1930-31, the first year of the Board's complete control, was the subject of much favorable comment.

That Dr. Kerr's efforts at economy throughout the State System of Higher Education during this period of the depression were not prompted by a merely perfunctory compliance with the desires of the legislature and the Board but by a deep-seated sympathy for the people of the state and nation, is evidenced by a statement he prepared for the Beaver, which was published in the 1933 issue. It was as follows:

We are passing through a period that is testing the mettle of men in much the same way as did the World War. Lacking the spectacular elements of the war, the wide-spread business depression, with its consequent unemployment and human distress, is

making its appeal to us as directly as did the dire necessities of war. As members of a state and national college we cannot, if we have a Christian philosophy of life, be oblivious to fore-closed mortgages and abandoned farms, to inactive saw mills and silent foundries, and above all to bread lines and famished children. We can do something, both directly and indirectly, in response to the sympathy and comradeship the situation demands of us. We can share from day to day what we have, however limited it may be, with others who have less; and we can make resolute preparation, here and now, to master those principles of science and economics that will enable us in the future to help solve our industrial and financial problems as in the past we have helped solve problems of production, plant and animal disease, pest control, nutrition, engineering and human health. Just as during the early period of the war youths were admonished to continue in college as a patriotic duty, in preparation for improved service, so in the present situation they are advised, by both scientists and statesmen, to pursue their studies to as advanced a stage as possible. By the hands and brains of penetrating and consecrated students of today will the burdens of tomorrow be lightened and the benefits enriched and broadcast.

Thus, in spite of the Governor's interference with the policies of the Board and his arbitrary objection to an individual member, which led to the resignation of another thoroughly competent and devoted member, the early fall of 1933 was reached with only slight public disturbances. Conditions appeared so definitely promising, indeed, that the November issue of the Oregon State Monthly magazine could tell the alumni, with real conviction, that the Board evidently had adopted a new policy of acting together in the interest of progress. The essence of this message was as follows:

Harmony at last seems to prevail on the Oregon State Board of Higher Education, with the announcement of a policy that is wholeheartedly behind the chancellor. It seems that higher education in Oregon is at last squared away for a period of advancement and worthwhile accomplishment. Putting an end to bickering and wrangling within the board should do much to restore the confidence of the people of Oregon in their institutions of higher learning. ... No longer should it be a fact that Oregon students go outside the state to obtain their advanced training.

CHAPTER XXVIII

INCENDIARY CONDITIONS OF 1933

Political interference of the Governor and lack of harmony among Board members, three of whom were recognized as "the Chancellor's implacable foes", tended to produce conditions for higher education in 1933, in the midst of the depression, that were highly incendiary. Conniving of Board members with dissatisfied elements within and without the several institutions produced a tension that needed only a stray spark to set off an explosion. In the midst of this situation, Roscoe C. Nelson, a prominent Portland attorney, a man of unusual culture, was elected to the Presidency of the Board. Believing that straightforward denunciation of intrigues and subversive tactics, together with an appeal for harmony and cooperation, ~~was~~ the sole means of assuring the progress of the State System and its several institutions, he prepared an address, warning against "Catalines" and emphasizing "magnanimitas". Delivered in the forenoon at the University and immediately thereafter at the State College, first impressions were that the address had produced genuinely constructive results.

Any new organization has its growing pains. The reorganization of Higher Education in Oregon, disrupting the results of more than sixty years of development, could hardly escape some twinges due to readjustment and change of habit. This was inevitable. The reduction in income by more than forty per cent necessarily added to the inherent distress. But the violent agitations that shook the new system in the spring and fall of 1933 had their origin not in mere growing pains or the pinched income of the depression, but in internal maladjustments in the supreme authority of the one-board organization. To understand the fundamental causes and results--or lack of results--of certain upheavals in higher education that occurred in the spring and fall terms of 1933, one needs to know something of the internal situation in the State Board of Higher Education. That situation had become so manifest that the press of the state was quite generally aware of it. Said the Baker Democrat-Herald, "A majority of the Board are now the Governor's appointees; as he has assumed authority to remove any whose policies do not meet with his approval, he will be held accountable for results." Said the Ontario Argus, editorially, "Warplots, not all of Eugene,

will probably succeed in removing Dr. Kerr. It is a poor omen for his successor; no man of real standing will accept a position under a board that acts like nine chancellors instead of one, and over-rules its appointed administrator's minor decisions."

This unfortunate situation was somewhat more definitely sketched in an editorial in the Oregonian under the title, "The Bell-Schulmerich Bill", published in the issue of October 3, 1933. Referring to this bill as intended "to put an end to high-powered competition among Oregon schools of higher education," the editorial continues, "It did not work. Competition between the University and College is as keen as ever and much more bitter and acrimonious than under the old plan of separate control." The editorial insists that "depression conditions cannot be held the sole cause" of the shrinkage in enrollment of students at the two institutions. It then continues to give the real reason for the lack of confidence in the new State System as follows:

The prime cause of shrinking attendance at the University and College is strife in the board of higher education. The majority of the board are now appointees of the present governor. That being the case, the governor ought to be able to see to it that the board shall function for the good of higher education and cease its bickerings. The board needs to give whole-hearted support to the chancellor, or else discharge him and get somebody it can support. Even the chancellor's three implacable foes on the board ought to be able to see that it is unsound and unfair, as long as he remains chancellor, to give public reversal and rebuke to his policies and thus ruin his usefulness. ... As this newspaper has often remarked, the great need of higher education in Oregon is to get settled down.

As a corollary to this "implacable" attitude toward the chancellor on the part of certain members of the board, it is easy to infer the stream of complaining faculty members headed in the direction of these board members seeking to promote their own or departmental interests, and the ensuing encouragement to rebellious or meddling individuals and groups actuated by prejudice or suspicion against the chancellor. These underground maneuvers,

Moreover, could not be kept indefinitely out of sight. As a consequence, the eruption presently began; and when it came to the final showdown, with the newspapers and the public pretty well agreed that drastic disciplinary action should be taken by the Board to sustain its authority as the governing body, that organization was caught in its own trap. It could not, consistently, discipline impertinent and insurgent staff members, however violent and unwarranted their behavior, without betraying its own conniving and its disregard for the established regulations and procedures formally adopted by the Board.

Just preceding the publication of this editorial in the Oregonian, President Starr, whom University partisans had vigorously opposed when his appointment was presented to the Senate for ratification by Governor Patterson in 1929, was forced to resign by request of Governor Meier, under the pretext that he had been remiss in his duty on the Board because of alleged suppression of the report of an investigation of the Superintendent of Buildings on the State College campus. Mr. Colt, the sole representative on the Board of the former Regents of the University of Oregon, promptly resigned from the Board in protest against the dismissal of President Starr. "False and Grotesque, respectively, were the charges which Governor Meier published against Starr", said the OREGON VOTER,¹ which added that "C.C. Colt's resignation occasioned no surprise. This princely gentleman gave heavily of his time and energy over a long term of years, as a University regent and state board member." When all the facts involved in the charges against the Superintendent of Buildings at the State College had been gathered and analyzed, in a formal report to the Board and the Secretary of State, the latter, Hon. Hal Hoss, characterized the whole affair as an attempt to make a mountain out of a mole hill.

¹Oregon Voter, September 23, 1933.

Throughout the fall term of 1933 the Barometer, Oregon State student publication, was making a quite sustained effort to carry out Mr. Callister's counsel of spreading the sunshine of good cheer over the campus. In an editorial of October 3 it referred to the "pessimistic attitude" of the past two years due to drastically reduced budgets and low enrollments, but continued that "the Barometer believes, however, that this crisis has been met and overcome ... Furthermore, it believes that Oregon State is now turned about, anticipating a new day. ... the state is gradually recovering from the recent flare-up on the State Board of Higher Education. ..." The editor, therefore, recommended a proper attitude "in restoring permanently a better feeling on the campus." On October 14th, however, in commenting with approval on the Emerald's editorial defending the action of the Associated Friends of the University, in their campaign to get students for the University, suffering, like the College, though in lesser degree, from the fact that, as the Emerald put it, "the present situation ... is forcing students out of the state," ~~the~~ Barometer confessed that "The present set-up in higher education provides no adequate means of spreading publicity for the Oregon System, while all the shady doings of the Board of Higher Education and various officers of the institutions receive front-page notoriety in the papers throughout the state."

Events soon proved that this sort of notoriety smouldering as incipient fires, was about to break out in lurid flares. As often as the Board or its executive officers took any decisive action the University Advisory Council or some one of its spokesmen met it with a protest. This had been the case in the spring of 1933 when the institutional budgets were prepared and announced by the Board. A more immediate and flagrant example of defiance, however, occurred on University Dad's Day, following the election of

Roscoe C. Nelson as President of the Board on October 16, and his declaration of policy, in which he said, among other things of significance:

The people of Oregon have dowered the Board with plenary powers in the field of higher education and the Board must honorably and courageously execute this sacred and important trust.

In the exercise of that trust the Board has selected a Chancellor who is at all times amenable to the Board, but who is the Board's chosen and trusted chief administrative officer. The Board has a right to ask and, as far as I am concerned, will demand full and unequivocal loyalty from those who in turn serve under the Chancellor's direction. This does not involve the loss of cherished academic freedom; it does not limit or abolish open and fair discussion; but it does mean the elimination of subversive tactics. ...

... Unreasoning and irreconcilable feudists should, accordingly, be relegated to theatres of combat beyond the walls of the institutions whose permanency and growth are matters of such vital concern to the commonwealth.

The Board promptly declared this to be "a memorable and historic utterance regarding higher education", and immediately announced it to be "the policy of the Board unescapable and inviolable," and the Portland newspapers published it with approving editorial comment.

The first public outbreak at the University, a kind of prologue to the main performance to be staged later, was that of October 21. Dean Wayne Morse of the Law School harangued the assembled dads and faculty members on the prerogatives of the "present faculty governmental organization and powers" and warned the chancellor and the Board not to trespass on that sanctified precinct. Two specimen gems in this tirade were the following: "And should any attempt be made to destroy by legislative enactment the horizontal organization of the University of Oregon, I trust that you men and women will rally to the cause of academic freedom"--a plea for outside intervention by partisan groups that any code of institutional regulations would unequivocally condemn. "The best interests of the educational program

of any state demand not an administrative oligarchy, not an employer-employee administration," continued the spokesman. Yet Dean Morse demanded that the Chancellor and the Board must accept the dictates of the Advisory Council of the University faculty, composed of three deans and three professors. As for the Chancellor's office representing an Administrative oligarchy, the A. A. U. P. committee,* invited to the state on Dean Morse's initiative, reported that the University faculty's charges against the Chancellor had little weight, and that his attitude, instead of being arbitrary and dictatorial, was "sympathetic, understanding and constructive."

When in late October it was announced that Mr. Nelson would come to the University campus on November 2 to give an address at convocation, a similar inflammatory outbreak occurred. As a side-show to the main circus, the University student publication, The Emerald, published the following communication, without comment:

To the Editor:

The faculty of the University of Oregon recently made a written plea urging President Roosevelt to relax immigration laws in order to provide asylum for Nazi victims. (Roscoe C. Nelson, in spite of his misleading name, a Jew, newly elected chairman of the Oregon State Board of higher education, will cheer brave professors, as he appears on the campus Thursday.) Senate investigations have disclosed the Wall Street financiers (Jews) have evaded income tax payments the last several years, accordingly, an open door for German refugees would seem only a trivial matter, with such splendid help as a unanimous recommendation by the University of Oregon chapter of the American Association of University Professors, and signed by such eminents as Wayne L. Morse, president (dean, school of law) and Harold J. Noble, secretary, (associate professor of history). The faculty acted according to true Wilsonian theory, setting down four points (not fourteen) in eliminating the immigration ban.

The Jews have a "National Home" in Palestine, but the Arabs have always been hostile; only recently serious clashes resulted. Then, too, Palestine offers pretty poor picking. ... America has always been eyed by the Shylocks.

*See Chapter XXXII

The humanitarian faculty has never given thought that there are many millions without work in this country, and should a semitic influx be allowed, (a thing which will fortunately never happen) they (the faculty) would be the recipients of their own folly.

--Von Braunes Haus.

Very naturally, this confirmed Mr. Nelson in his conviction that "devious undermining and sapping" tactics were practiced by certain elements on the university campus and that something needed to be done to disclose the perpetrators. In his address at convocation, however, Mr. Nelson betrayed neither resentment nor rancor, but with his characteristic good humor and genuine eloquence won the hearty appreciation of his audience. The address should be read in full in order to appreciate its high quality, but certain passages from it will serve to show its constructive temper.

The average American, thank God, has an inherent love of fair play. Now truth is a dangerous thing to handle, so I ask that you do not too hastily react from or condemn any isolated statement I may make. Hear me through and then reach a decision which will be momentous, not to me, but I am persuaded, to you and the future of your beloved institution. Maybe the gods may be so kind to me that after you have heard consecutively all that I have to say, you will not condemn at all.

A member of the Board, who was in Eugene on the occasion of the Dads' Dinner recently, told me that conditions here are such as to constitute a cause of grave concern. Perhaps this report would worry me more if our sensibilities had not, to an extent, been rendered callous by reason of the fact that a similar observation might be made of every locality and activity in the world today. It would certainly worry me more but for the abysmal confidence I have in the calibre of the overwhelming majority of men on the Faculty and in the basic fairness and sportsmanship of University students when those instincts are aroused and challenged.

...I have been warned that it is hopeless to try to allay ancient grudges that have waxed fat for 25 years. I realize fully the futility which ordinarily attaches to the use of either logical or moral suasion where the emotions are involved. ... Tolerance is a purely mythical virtue. Theoretically, however, we ought to find at least a trace of it in a great University.

In other words, if it were possible for us to indulge in a rigid species of introspection, we would be surprised to find how few of our opinions are based upon logical syllogisms. It isn't a matter of intelligence at all; it's a matter of prejudice or predisposition. ... The explanation is that we are simply out of the domain of reason and many of our pet beliefs and grievances are not a matter of intelligence but are a product of the times, environment, in brief, preconceptions and prejudices. ...

You don't want to be unjust; you would probably hate to realize that you are ungenerous. It behooves us, therefore, to beware of the symptoms. What are they? Well, one of the most easily recognizable is a certain carping, critical, censoriousness. You are looking for trouble; your attention is focused on non-essentials; you see in the change of location of an office for purposes of convenience a deliberate premeditated and malicious assault upon the best traditions of the University. When you find yourself drifting in such a direction it is time for a mental and moral halt - it is time to take counsel with yourself. It doesn't require any extreme gift of intelligence to tear down or to nag or to be petty. I have no doubt Kantippe was a virtuous housewife but, frankly, I prefer Mae West. Now don't, for heaven's sake, imply that I am deprecating intelligent and generous criticism and suggestion. The thing I have in mind starts from the hole of hypocrisy; it nurtures the poison of thwarted ambition or insensate hate. Sooner or later it spews its venom at anything within reach.

Now and then some self-anointed Jeromiah, endowed with bravado, takes himself seriously, deludes himself into the belief that this manifestation of vapid egotism and megalomania is high courage. He constitutes himself a tribune and begins to look with dismay on the tottering ruins of everything that is worth while. It may be indigestion; it may be unfulfilled desires; it may be pure cussedness. He can burrow faster than other men can build. He stirs up and promotes dissatisfaction, unrest, suspicion and confusion. No campus is wholly free from men of this type. Perhaps you're fortunate that your quota is less than 5 per cent. No Board and no Chancellor can hope to please him. If given his way, in 24 hours he'd begin to sneer at his own handiwork. His horizon constitutes for him the boundary of the world. He alone is right, he alone is virtuous. Orthodoxy is his doxy and heterodoxy is the other fellow's doxy. His egotism is boundless, his mind a cynical incoherence, wind-swept by gusts of unsated and insatiate ambition. He secures a few disciples or dupes and soon we have a group of the self-anointed and self-righteous apostles "shouting question after question into the Sibyl Cave of Destiny and receiving no answer save an Echo. ..."

I hope I am speaking plainly. I uttered a few paragraphs when I assumed the office of President of the Board, and I had a sneaking notion that I had sufficient facility of expression to be able to make myself understood, but when various expounders finished with their several exegeses, I began to wonder what the deuce I had meant. I will tell you exactly what I meant, but first bear with me a moment, for a personal reminiscence. My own Alma Mater is the University of Virginia. It is hard for me to keep from bursting when I think about it.

... Now does anybody think that with such a background I want to see a great University become an articulated skeleton of symmetrical bones, devoid of living flesh and minus a soul which has expired through inanition? Do you think my ideal of a University graduate is a mechanized robot? When art is obvious it ceases to be art. When a University which ought to teach men to think becomes an efficiency mold, turning out stereotyped automatons marching with a mental goose step, it is no longer worthy of the name of University. ... Do you

think I want to see spontaneity destroyed and a level of uniformity and static regulation reached? I would hate to be so misunderstood.

... In other words, I am for academic freedom, without any reservations, but by the same token I am, I hope, a loyal citizen and now officer of this State and I am for carrying out the will which its people has expressed.

... The Professor of Greek here has a right to insist on his academic freedom; he should and must be consulted about the nature of courses offered and about his departmental budget; but the power must rest somewhere, when the total available fund is limited, to coordinate and correlate these estimates, and when that is done the Professor of Greek cannot and should not assume to tell the Board what is necessary at the School of Forestry at Corvallis.

... The Chancellor, and I'm talking of an officer and not a particular individual, represents the Board and is responsible to the Board for a certain orderly administrative system, and those who are spending every waking hour in the effort to undermine the Chancellor, in obedience to the dictates of some vendetta, are seeking to frustrate achievement of the aims of the Board, to defeat the will of the people, and their efforts will inevitably injure this great institution. ... A little coterie has leaned back and figuratively challenged: "We're going to show that we are right --we'll not permit you to succeed. We'll break the fabric as fast as you weave it." ... and so I urge the fine body constituting the faculty; the fine elements of the student body; the gifted men entrusted with direction of your organs of publicity - Beware of Catilines.

... Don't let the Catilines make you believe anyone is threatening the integrity of this institution. Face the real enemies and leave windmills to Don Quixotes.

... I wish there would sink deep into your consciousness, to be remembered by you both as students and later as alumni, a wonderful thought which was phrased by Dr. Alderman of Virginia. Mark it and remember it-- "There is no competition between lighthouses." I repeat "There is no competition between lighthouses". Amplification or explication would weaken the text. I leave the thought with you.

And in that regard I want to bring you another message that originated in the great soul of Dr. Alderman. He was wont to tell us that the greatest single word in the Latin language is "magnanimitas". Our derivative-- magnanimity-- loses something of the majesty of magnanimitas-- greatness of spirit. The traditions of a great University must center around magnanimitas.

A man may be powerful or brilliant or commanding but he cannot be great without magnanimitas, and what is true of a man is true of an aggregation of men. A magnanimous soul does not collect resentments and catalogue grudges or clothe himself in a mantle shirt of remembered grievances.

Concerning the screed in the Emerald referring to him and other Jews in terms that amounted to a direct affront, he said:

I am not fool enough to try to censor or control your college paper. ... If the editorial staff, for instance, consider that it is consistent with their ethical ideals to publish, as they did Tuesday, a letter insulting to me personally, from some gutter-snipe who is neither a student nor an alumnus, that is a matter which subjectively concerns me little, whatever I may think of it as a matter of good taste. As to whether the publication of an anonymous screed containing a scurrilous reference to me, a sneer at Woodrow Wilson and a contemptuous fling at the faculty of this institution, is consistent with the ethics of decent journalism I leave to you.

... I find it hard to believe that the student body of this university gives its approval to such treatment of one who seeks only to serve it with whatever zeal, industry and ability God may vouch safe unto him. If the voice is not your voice, why isn't there some organization, some group on this campus with manhood enough to resent a policy as discourteous as it is ignominious?

Why should there be enmity to me? I came on the Board with naught save affection and respect for this institution. ... What inference am I to draw then from this gratuitous insult, save that it is part and parcel of what seems to be a merciless and unrelenting effort to promote confusion, to destroy confidence and wreck the educational system? Isn't there somebody on this campus with vision enough to see whither such a course is leading?

... I appeal to lovers of the University, its splendid faculty, its proud student body, the able men who edit its publications, to disavow in word and deed responsibility for or sympathy with these voices from the Cave of Adullam. I adjure you, if you love your University, see that the State at large is not permitted to consider these misguided men who I am persuaded are a negligible minority as your chosen spokesmen.

... No man and no group of men from the outside can destroy your tradition, but you yourselves may become unworthy of your heritage and of traditions which go to create that sublime concept men call a University.

... I know that I shall be misquoted, misjudged and misunderstood, but I am willing to risk the slings and arrows if I can arrest the attention of some saving remnant of the fine group which sleeps while the Catilines destroy. Somewhere, sometime, I hope before too great damage has been done, I shall have allies who realize that I have used whips in behalf of the cause they love and they will raise from the dust of hate and scorn and unworthiness the standard of this University.

I have said that the Board is determined that there be an end of sabotage. I am going to fight it if it shows its head in the Board because the Board, too, must be loyal to the people and personalities must be forgotten. I expect the Chancellor to respect to the fullest and perceive as a sacred trust the fine traditions of this institution, as he must those of the College. I expect him to do so by conference with the Faculty or the Chairman of the Faculty, or Committee of the Faculty. It is whispered that the Board intends to get rid of certain malcontents. I hope you do not think that I am cheap enough to lower myself or demean a man who follows the noble profession of teaching, by any such threat. But I do expect of the Faculty of this institution support of the Board and support of the Chancellor in our efforts. Support does not mean sycophancy; it does not mean unctuous concurrence. Dean Morse wasn't afraid to express himself. I glory in valiant and honest figures like that of Dean Morse. ✓

The effect produced by this address was probably most truthfully presented in an editorial appearing in the Eugene News the next day, which was headed "No Competition Between Lighthouses" and read as follows:

Roscoe Nelson, new chairman of the state board of higher education, came down from Portland and talked to University students and faculty and a handful of townspeople yesterday.

Because his arguments were sound, because he had a sense of humor and because the crowd as a whole responded to his plea for good sportsmanship in its attitude toward Oregon's higher education problem, Mr. Nelson found himself surrounded with friends after the address.

Even the few he had scored personally came with rueful grins, like reproved children who recognized the justice of their punishment. There was no need of his opening greeting: "My friends--perhaps I should say, for the nonce."

No opposition will be directed toward the Board chairman because he spoke frankly. Students appreciate a man who says, anent shrewishness, "Xantippe was doubtless a virtuous wife, but give me Mae West." And no one will malign the man by believing that because he visited a brisk cuffing to the ears of malcontents that he will hold a grudge against the University or Eugene. Nelson showed his attitude toward higher education that of a sternly just parent.

To sum up his philosophy toward higher education, the speaker quoted the president of his alma mater, the University of Virginia: "There is no competition between lighthouses." The University might well engrave that motto on its seal. Oregon is large enough to accommodate five lighthouses of higher education. Each has its purpose. Kicking bricks out of the foundation of any one of them brightens the light of none of the others.

Later on, having had occasion to take a proof to Mr. Nelson for his review and judgment, as a representative of the Information Service of the State System, I had the privilege of hearing his own account of his reception at Eugene. It was an agreeable reaction that confirmed him in his conviction that the spirit of the University community was sound and constructive. He felt at the time that his mission had been successful and that his address, which was frequently greeted with applause, had been received in the spirit in which he had hoped it might be--hopefully and happily. "Many people came up to greet me," he said, reviewing the event, "students, citizens, members of the faculty. All seemed to be in a mood of friendly cooperation. Finally a tall, clean-cut man with a rather pale, almost cadaverous complexion, stepped quietly toward me, extended his hand, and said, 'I am Cataline'. I had never seen the man before, but I grasped his hand promptly and said, 'How do you do, Dr. Gilbert'."

It was only later, following Dean Morse's Homecoming assault, that President Nelson became aware of the upheaval his fatherly counsel had caused. This fact, which became more and more obvious as time went on, gave further strength to his conviction that it was the agitators, not the University community as a whole, that were responsible for the disturbances that prevailed. The agitators had to have time to foment the revolts, which were not inherent in either the conditions or the natural inclinations of the community.

CHAPTER XXIX

THE EXPLOSION

Mr. Nelson, delivering essentially the same address at Corvallis that he had given at Eugene, made it plain that in his judgment the "Catalines" were not all confined to any one institution. He was roundly applauded when he expressed his complete confidence in the University faculty and student body as a whole. The Barometer emphasized his appeal for loyalty to the unified State System, and editorially rejoiced at "The Promise of Peace." But two days later, at the annual homecoming celebration in Eugene on November 4, Dean Wayne Morse, in an inflammatory speech, referred to "corruption in Oregon's System of Higher Education," declared that Mr. Nelson went to Corvallis and there "Amidst much applause ... flayed the University." He claimed that "the present budgets of the two major institutions reek with partiality for the College", and demanded that Mr. Nelson resign from the Board. Finally he accused Dr. Kerr of being elected "chancellor by a plot so rotten that it stinks to heaven." All these monstrous charges were made without a shred of supporting evidence or a syllable of testimony.

Having spoken at the University in the forenoon, Mr. Nelson, as had been planned and announced, went to Oregon State College and addressed the convocation immediately following the luncheon hour. As usual on occasions when an address was announced by a Board member, the auditorium was thronged with students, faculty, and townsfolk. Mr. Nelson gave essentially the same address that he had given at Eugene, for he made it plain that the Catalines were not confined to the University and that what was good medicine for one institution might be equally good for any of the other units of the State System. At the banquet given in his honor in the evening by the Men's Faculty Club, he made so direct and pointed a reference to Catalines on the Oregon State College campus that one of my colleagues, observing that a member of our staff left the room while Mr. Nelson was still speaking, leaned over to me and inquired, "Is that the man?" I shook my head; for I was aware that in this instance the man was leaving to catch a late train to Portland, where he had extension appointments for the following morning.

The convocation address was thoroughly enjoyed, not only for its frankness and humor, but also for its classical allusions indicating a liberal

education. Sudden flurries of applause greeted his occasional flashes of wit. But the most spontaneous and prolonged applause greeted his honest declaration of faith in the integrity and high purpose of the University faculty and student body as a whole. In spite of his reference to "belligerence and defiance", insensate hate", etc., as applied to individuals or groups, this spirit of confidence in the fairness and sportsmanship of the University as an institution dominated his address.

The O. S. C. Barometer of November 3 carried a front-page news article with the heading "Nelson Deplores Campus Conflict", and in subheads carried further the central theme "Education Board President Claims No Reason for Friction between Oregon State, Oregon; Traditions must have spirit worthy of Heritage." The text of the news story contained such items as "He stated traditions of great universities or colleges must center around magnanimity, and they are unworthy of their heritage unless they have this magnanimity. ... Mr. Nelson applauded ... the constructive policies of the Barometer." On the editorial page the student editor emphasized Mr. Nelson's appeal to the students by quoting his words, "be loyal to the State System of Higher Education. ... Do not betray it in either word or deed, but give it your undivided support. ... With all sincerity I ask for the help of the students of this institutionI promise that the ideals and traditions not only of Oregon State but of all Oregon's institutions ... will be strengthened in so far as it lies in the hands of the State Board and the people of Oregon." The editorial continued, "That Mr. Nelson, and for that matter the entire membership of the Board will continue to receive the sustained good-will, cooperation, and encouragement this student body has always prided itself in offering in the past, is certain."

On November 4, the Barometer carried another editorial "The Promise of peace" and reprinted on the editorial page the editorial from the Eugene News, "No Competition Between Light Houses." Thus for approximately two days the impression seemed generally to prevail that Nelson's mission to the two major campuses of the System had produced some constructive results. But this impression, along with "the promise of peace", was about to be ruthlessly shattered; and by the time November ~~4~~⁴ was over, Mr. Nelson doubtless concluded that at least one small element of his address had been a mistake. This was the following comment, incident to his reference to academic freedom. "Dean Morse wasn't afraid to express himself. I glory in valiant and honest figures like that of Dean Morse." This evidently reacted upon the Dean like a shot in the arm. He immediately cast himself in the heroic role of Jack-The-Giant-Killer. Why not really demonstrate the histrionic powers of the Boy Orator of Wisconsin? Not by trifling with any minor issues but by bowling over the big birds. He would begin at once on the top figure himself, Roscoe C. Nelson.

Hence, the second public demonstration staged by Dean Morse which occurred at the annual homecoming celebration of the University on November 4. At the luncheon program Dean Morse, reading from a typescript, declared that he would not dwell upon "corruption in Oregon's System of Higher Education." "But I shall dwell," he continued, "upon Mr. Nelson's insulting, insinuating, unfair and vicious attack upon the faculty of the University of Oregon." "Roscoe Nelson," he continued, "stands today before the people of Oregon as a man who has been duped." "Mr. Nelson went to Corvallis, following his address at the University," he asserted, "and there he directed criticism after criticism at the faculty of the University. Amidst much applause, he flayed the University." Referring to the

University Advisory Council, composed of three deans and three professors, he declared, "not once last year did Mr. Kerr consult with that council."¹ Is that cooperation?" He predicted next that "henceforth all questions of curricula shall be referred to the faculty for advice." "Does Mr. Nelson know," he interrogated rhetorically, "that the present budgets of the two major institutions reek with partiality for the College?" "The University," he declaimed, "should have had a voice in the selection of the chancellor." He demanded that Mr. Nelson prove his case against the Catalines or resign. Referring to five of the most prominent citizens of Eugene who had advocated the election of Dr. Kerr as Chancellor, and whose influence was one of the determining factors that led the Board to choose him, and that induced Dr. Kerr to accept the office, Dean Morse, assuming to speak for the entire faculty, cried, "We have stood by and witnessed the selection of a chancellor by a plot so rotten that it stinks to heaven." As his final plea to his aroused audience, he spoke of the need for impartial leadership in higher education and concluded, "My friends, if you want to save your alma mater, I charge you go forth and provide us with that leadership."

Not a shred of evidence, not a syllable of testimony was presented by Dean Morse in support of these monstrous charges. Not at that time, or ever thereafter, did he, in public or private, offer any facts that could sustain his contentions--so far as the Oregon citizenry has ever been informed.

As for the five Eugene citizens whom Dean Morse charged with "unjustifiably purporting to speak for this faculty" and engaging in a plot to make Dr. Kerr chancellor, they were men of such recognized probity and constructive

¹In reply to this charge, the Chancellor published a statement in which he said, "Throughout this entire period the Chancellor was available to all deans and other officers for consultation on their budget problems."

purposes that the extravagant charge against them had little if any effect upon the public. Carl G. Washburn, for many years co-partner and owner of McMorran & Washburn, Eugene's leading department store; Cambell Church, capitalist, who subsequently gave to the Board of Higher Education, as a home for the Chancellor, a handsome residence property on Spring Drive; Richard Shore Smith, a graduate of the University of Oregon and President of the First National Bank of Eugene, all refrained from making any reply to Dean Morse. Attorney Edwin R. Bryson, educated at the University of Oregon and Columbia, director of the First National Bank of Eugene, of the Booth Lumber Company, and of the Mountain States Power Company, made a brief public statement in which he denied, point blank, that the group had acted as spokesmen for the faculty, but rather for the Eugene community, which expressed a general demand for Dr. Kerr as Chancellor. "Dean Morse does not reflect the attitude of most of the deans and many of the older faculty members," said Attorney Bryson. "He certainly does not reflect that of the major portion of the citizens of Eugene." In defense of these citizens in general and in particular of Judge Lawrence T. Harris, who had served as a Justice of the Supreme Court of Oregon from 1914 to 1924, Mr. Nelson himself took up the cudgel in his characteristic direct style of attack. As reported in the Oregonian of November 7, he said, referring to the Homecoming celebration and Dean Morse's tirade:

The stage was set for a Roman holiday. I was too insignificant alone to furnish an adequate spectacle, so Judge Harris, Mr. Washburn, Dr. Kerr and others had to be utilized; but there I am afraid Mr. Morse fell into a gross tactical error. He proved my case. He disclosed to the state at large the refinement of cruelty to which the chancellor is subjected, and in doing so accused Lawrence T. Harris and other sterling and honorable men of participating in an ignoble deal.

It is this type of scandal mongering and insensate hate which I have declared and again declare to be unworthy of Oregon's great

University. At least the fester is now uncovered, and I predict that the people of this state will be able to see Judge Harris and Mr. Morse in their proper proportions. Unless a life of signal purity and devotion to the service of the people means nothing to Oregon Mr. Morse's brutality in this regard will react on his own head and Oregon will still believe in the integrity and high-mindedness of Lawrence Harris.

Concerning Dean Morse's declaration that "Mr. Nelson stands today before the people of Oregon as a man who has been duped," Mr. Nelson said in the Oregonian, "Mr. Morse did see one extenuating circumstance in my favor. I have been duped by Dr. Kerr." He then continued:

I hazard the conjecture that Mr. Morse will find thousands of others similarly gullible. They have seen at Corvallis evidences of phenomenal industry, genius, vision, and efficiency extending over a period of 25 years. They know that over a million dollars in value of buildings there were erected without any state appropriations. They wonder why Eugene should be so frenzied, and why passion should be torn to tatters at the prospect of a similar service so sorely needed there.

His Mr. Morse's residence in Oregon, however, has been of short duration and should have made him hesitate to pronounce wholesale condemnation on the strength of a malodorous whispering campaign, impugning the integrity and assailing the character of a man grown gray in the service of the State.

Ever since my accession I have had to listen to accounts of plots so weird, so incredible, and so silly that they would have been rejected on intrinsic evidence by the veriest tyro of the law school in which Mr. Morse presides. I am frankly weary of these gusts of hate and am willing to step out for the type of executioner Mr. Morse and those who cheered him desire.

Cloistered groups inevitably, perhaps, grow to consider it an impertinence for outsiders to impinge upon their autonomy. The fact that these outsiders pay the bills, is, as lawyer Morse would say, irrelevant, incompetent and immaterial.

This hint that he might really resign his position on the Board elicited a storm of protest. Both Mr. Nelson himself and Governor Meier were deluged with phone calls and communications urging that the President of the Board remain on the job and finish the good work he had begun so conscientiously. "I can never express my gratitude and appreciation to the legion of persons,"

wrote Mr. Nelson in the Oregonian of November 8, "who have called, written, or telephoned to plead with me, for the interest of the state and the University itself, for that matter, not to resign. Among these are scores of University of Oregon alumni."

Said President Nelson in presenting his resignation to the Governor, "I do not intend to deny or argue about any of the statements I made in either of my talks. It is unfortunate that factions on the University campus misconstrued my statements and failed to accept them as I intended them to be accepted. In setting forth my views on both campuses, I had in mind only the interest and welfare of higher education in Oregon."

Said Governor Meier in accepting Nelson's resignation, referring to the address he made at Eugene, "I wish to voice my greatest admiration of the sincere and high minded sentiments expressed therein....Your courage and conviction have vindicated completely my choice in placing you upon the Board of Higher Education. I have been besieged with requests to refuse your resignation, should it come, and, knowing your high qualities of leadership, it is with the greatest regret that I close my ears to the urgent petitions that are pouring in from all over the State. My knowledge of the facts as to the condition of your health convinces me that your continuance would involve too great a drain on your physical resources." In conclusion, he wrote that he was thus "not at liberty to ask you to jeopardize your health in the service of the state; and upon that condition alone do I reluctantly accede to your request."¹

¹Mr. Nelson, otherwise vigorous and energetic, was known to have high blood pressure. Both his wife and his physician were alarmed at the prospect of his being subjected to further ordeals such as he had just endured, and pleaded with him to resign. Four years later, on November 22, at a banquet in his honor given by a large company of prominent Portland citizens, as he completed a brilliant reply to the compliments that had just been paid him, he sank into his chair and died of heart failure.

The Oregonian for November 9 carried a news story stating that "Dean Morse, of the University School of Law, today called for the resignation of Chancellor W. J. Kerr, immediately after he had been informed of the resignation of Roscoe C. Nelson." He ^{was} ~~is~~ reported to have said in this connection, "In view of the fact that I have become involved in a vital controversy, I felt under obligation to all friends of higher education to state the real issue frankly. I have no intentions of embarrassing the Board." The following statement from an Oregonian editorial on November 30 stated the exact truth:

If a dean in any one of the schools may demand publicly the removal of the chancellor, his highest superior, then any member of any of the faculties may make with impunity similar demand against any of his superiors ~~or~~ any member of the Board itself. Such a trend is toward chaos.¹

The Oregon Voter of December 2, referring to Dean Morse's open attack and comparing it with the type of orderly procedure provided in the System Code for handling complaints, had the following comment:

It is difficult for us to conceive that language and statements such as used by Dean Morse are in consonance with any such rule of orderly procedure. We admire the courage of Dean Morse, but feel he did wrong, a grievous, damaging wrong, in the language he used, a wrong which will be difficult to repair, a needless, thoughtless wrong, perpetrated under emotional strain.

It is a task of statesmanship to work out the problem; if it cannot be worked out, we believe it is more important to uphold the integrity and authority of the State than to uphold a denunciatory faculty and a defiant dean.

Other publications in the state were equally positive in their condemnation of Dean Morse's assaults on the President of the Board and the Chancellor. They agreed in general with the Oregon Voter's conclusion expressed in its issue of December 16 concerning Morse's action that "it

¹In the same editorial the Oregonian made the pronouncement that "His offending has been so open that it is difficult to see how he can escape condign punishment."

is subversive of order in public administration, and coming from one who is part of an administration, it should have been preceded by his resignation."

On November 6, by initiative of the Advisory Council, a meeting of the University Faculty was called, and under the direction of Dean Gilbert,¹ as presiding officer, a set of resolutions condemning President Nelson, and demanding his removal from office, was presented and without discussion promptly adopted, no votes being offered against the resolutions, though "Many refrained from voting," the news reports indicated. In these resolutions, which reviewed all the "tactless, discourteous and unfounded aspersions cast upon the University of Oregon, its students, and the members of its faculty both collectively and individually," the faculty supported Dean Morse in his assault on President Nelson, and declared that "Political forces operated to install Dr. Kerr as Chancellor." Among a long list of inflammatory accusations against Mr. Nelson, the resolutions declared, "...immediately following the defanation of his hosts at Eugene, Mr. Nelson proceeded to Corvallis and there ... after boasting of having humiliated a sister institution ... he depicted the University in a shameful light. ..." As a pertinent comment on this charge, the State College Barometer, in an editorial discussing a letter sent to the press by Dean Eric Allen, head of the System work in Journalism, commending the Emerald and the Barometer for their fairness and restraint in handling the critical affairs incident to President Nelson's visit to the two campuses, made the following statement:

The Barometer appreciates the kind words of Dean Eric Allen contained in the letter from him presented in another column of this page. These are indeed stormy times, and the Barometer hopes it

¹Following this meeting, in an interview published in the Oregonian of November 7, Dean Gilbert, without giving any supporting evidence whatever to warrant so gross a charge, said that "The faculty are opposed to the program of Hitlerizing higher education in Oregon."

may continue to merit the confidence expressed in it by Dean Allen and others. One statement of Dean Allen's letter, however, we feel is in error. We listened carefully to the address of President Nelson here and heard no "attack on the University," as such. The speaker was careful to say repeatedly that he was not directing his criticism at the University as a whole or at the main body of students or faculty. That the Oregon State students shared in this good feeling was shown by the instant applause that greeted the speaker's first such reference.

The resolutions adopted by the University faculty laid emphasis on their objections to Dr. Kerr as Chancellor because in the course of his direction of the State College for the preceding twenty-five years he had been "involved in controversy", overlooking the fact that in every instance the University initiated the controversy.

Commenting on this situation in the Oregon Statesman of November 15, Charles A. Sprague, in his usual scholarly and discerning style, had an editorial entitled "Cato, Revised Version", in which occurred the following comments concerning the charge that Dr. Kerr was "involved in controversy":

Socrates: What is academic freedom?

Cato: It is the sign of the cross which a professor makes before entering controversy. It is a guarantee of immunity.

Socrates: But what if Dr. Kerr...refuses to resign?

Cato: The executioners are in the wings. They have not settled yet just what form of torture will be applied. Dr. Kerr will have to go.

Socrates: Let us go in Cato, the hour is getting late, and the heavy fog irritates my throat. Lay a fire in the grate of the south chamber and make it ready for Dr. Kerr when he arrives. By the way, Cato, do you ever stop to realize that among living men virtually none knows the names of my accusers?

Cato: That is true, Socrates, nor the judges. What were their names?

Socrates: Really, Cato, I confess I have forgotten myself.

That the student bodies of both institutions, the University and the State College, maintained their spirit of sportsmanship throughout this

multituous period is indicated quite clearly by the atmosphere that prevailed at the annual football game of November 11, which was played on Multnomah field in Portland. The daily papers all commented favorably on the fine spirit of fellowship that characterized the occasion. The situation as a whole was perhaps most succinctly described by the Oregon Voter in the single sentence, "An occasion portentous with possibilities for ill will, was transformed into a vast demonstration of good will." The University won the game by a score of 13 to 3. This was, of course, a great disappointment to the Oregon State team, which up to that time had not been defeated--even by the great ~~Oregon~~ ^{U.S.C.} team that failed to win its twenty-sixth consecutive victory when faced by the Beavers in Portland earlier in the season. In its issue of November 18, the Voter made further reference to the game by saying, "True sportsmanship demonstrated in an organized way by the student bodies, inspiringlly impressed the vast assemblage at the football game a week ago." Referring to Dr. Kerr, the Voter continued, "He must have felt proud of the part he played for 25 years in fostering true sportsmanship and a cooperative spirit in the institution he so ably served as president and which he built to international prestige."

The persistence with which Dean Morse and his fellow members of the Advisory Council attacked the allocation of funds to the two major institutions as embodied in the Board's budget, is a striking example of the utterly blind and frenzied prejudice with which they refused to accept established facts, authoritatively summarized by a group of System technicians, headed by University specialists.

As refutation of Dean Morse's charge that the budgets of the two major institutions "reeked with partiality for the College," the Chancellor published certain facts showing that these budgets had been prepared at each institution

in the usual way, the deans taking the initiative and being called in for conference if revisions were needed. The budget adopted by final action of the Board on May 8, he stated, showed reductions as compared with corresponding budgets for former years in which the State College suffered a deeper percentage cut than the University, while the average reduction of the three normal schools was also greater than that of the University and the reduction of Central Activities, including the Chancellor's Office, was more than twice that of the University.

The fallacy of any discrimination against the University in the System budgets had been demonstrated by statistical summaries worked out under the direction of Mr. R. L. Collins, Statistician for the State System; Mr. C. L. Constance, Assistant Registrar at the University, and Mr. E. B. Lemon, Registrar at the State College. Mr. C. D. Byrne, acting secretary of the Board of Higher Education, and Dr. W. H. Dreesen, economist at the State College, assisted in the study. They directed a scientific study to determine costs of instruction of the various courses pursued by students. On the basis of this study, institutional budgets could be compared in any particular field of instruction, and as a whole. The study showed--what is commonly understood in academic circles--that liberal arts and allied subjects of a general nature in whatever institution are less expensive to teach than technical and scientific subjects. These data were a convincing tool in analyzing such protests as that of the Report of the University Advisory Council of April 10, which criticised the Board's budget, and presumed to tell the Board how to save money at the other institutions. The Report was one of the early evidences of the conniving of Board members with insurgent faculty members. The Analysis of the Report, presented to the Board through the Chancellor on April 20, showed conclusively that the University's complaints against the budget were without foundation, and its suggestions for changes were selfish and irrational.

Since the income of higher education, through one cause or another, had been reduced by approximately forty per cent, it was inevitable that the several institutional budgets be reduced in order that all the six institutions could continue to operate. Following the adoption of the budgets, however, all of which had been prepared and reviewed according to established customs of the respective institutions, the Advisory Council of the University prepared and circulated to Board members, without conferring with the Chancellor, a report making certain proposals for budgetary curtailments. While the Report claimed that "No one can doubt that the proposals were made in good faith," a careful analysis of the Report showed that (1) All the charts were designed to show that the University should get more money and the State College less; (2) The direct recommendations all sought to lessen the College income or to augment that of the University. In other words, one institution in the System, or rather certain faculty members in that institution, presumed to tell the Board how to save money at the other institutions. Consciously or unconsciously the document not only failed to contribute anything to confidence or cooperation between institutions, but betrayed the fact that in practically every instance where specific figures were used or direct and unequivocal statements were made, such figures and statements, examined in the light of all the facts, were erroneous and sometimes even absurd.

The Advisory Council's Report, for instance, objected to the large amount of "personal savings" in the budget. Since the payrolls of the System naturally involved a large proportion of the total expenditures of the institutions, and since expenditures for capital investment, etc., had already been practically eliminated, it was inevitable that savings in salaries and wages must be considerable. Evidence of contemporary practice

in institutions in other states, moreover, showed that salary reductions ranging from 5 to 30 per cent, such as had been imposed in Oregon by act of the state legislature, were common throughout the country. The proportion of money spent for salaries in Oregon, \$3,039,502.05, in comparison with total expenditures, \$3,857,099.72, indicates clearly that in 1932-33 no considerable savings could be made without reducing this item, which amounted to 78.8 per cent of total expenditures. At Ohio State University, for instance, this percentage was only 52.6 per cent for the statistical period then available, and at the University of Illinois the percentage was only 64.7 per cent. Inquiry of other institutions in 14 western states showed that staff members of Oregon institutions of higher learning had not as a whole suffered excessive or disproportionate reductions. Evidence showed clearly that they had taken about an average cut.

Regardless of the demonstrated difference in costs of instruction of technical and scientific courses, as compared with similar costs for liberal arts subjects and business administration, the Report recommended that "any further reductions in instruction costs should be in the direction of equalizing costs." This of course was designed to reduce funds available for the State College and transfer them to the University. In spite of the fact that science was transferred in 1932 from the University to the State College, and that Commerce, one of the less expensive courses, was transferred to the University, thus emphasizing the concentration of expensive types of Curricula at the College, the University took only a 32 per cent reduction in instruction, while the College took a 37 per cent cut.

The Report recommended "that no unassigned State funds be expended during the next biennium for agricultural research," though such a reduction would result in a loss to the State of \$4.65 of other than State funds for

every dollar invested by the State in agricultural research. This plea for reduction of funds for agricultural research as compared with funds for general research, however valid might be the need for more support for general research, is nowhere followed by state institutions throughout the country. Bulletin No. 28 United States Office of Education, published in 1930, gave statistics showing that for all the land-grant institutions of the country eight times as much money is spent for agricultural research as for all other types of research, including engineering, and that nearly eight times as much money is spent by the states themselves for agricultural and home economics extension as for general extension.

These several items, fair examples of all that were included in the Advisory Council's Report, are a pretty clear indication of the chaotic conditions the budgets of the several institutions would fall into if this select body of University deans and professors had a controlling hand in building them.

A special meeting of the State Board of Higher Education was summoned for November 24, at the call of Vice-President Willard L. Marks, for "consideration of recent disturbances affecting the higher educational institutions" and adopted unanimously the following resolutions:

WHEREAS, This Board, taking cognizance of recent happenings in connection with the institutions under its control, and particularly a reported demand by the Dean of the Law School at the University of Oregon, WAYNE L. MORSE, that Chancellor W. J. Kerr, the executive officer of this Board, should resign and

WHEREAS, This board will not countenance disregard of its authority or insubordination, and

WHEREAS, There is a well-defined and orderly method for any faculty member, being dissatisfied or having complaints, to present the same to this body through constituted channels and procedure,

NOW THEREFORE, BE IT RESOLVED, That this Board, not wishing to take action without a hearing, directs the Vice President to appoint a committee of three to investigate hereupon and report to this Board with all expedition possible.

This action on the part of the Board, followed by the announcement of the personnel of the committee, Messrs. McLeod, Oliver, and Brand, prompted Dean Morse, President of the University chapter of the American Association of University Professors, to wire the Association requesting immediate investigation of what he interpreted as a threat to his tenure as Dean of the Law School. He also wired an S.O.S. to the American Association of Law Schools, both organizations responding with alacrity. Whatever the System "Oligarchy" might be doing, the University oligarchy was functioning with dramatic dispatch. The Committee of the A.A.U.P., consisting of Dr. F. M. Padelford, University of Washington; Dr. G. P. Adams, University of California; and Dr. A. E. Taylor, Stanford University, arrived in Eugene November 28. They spent a week in Eugene, interviewed sixty-five members of the University faculty and held a conference with the faculty organization. Through Mr. A. M. Kidd of the University of California, a member of the investigating committee of the Association of Law Schools, the committee was provided with a list of the charges drawn up by the executive committee of the University chapter of A.A.U.P. against Dr. Kerr as Chancellor. On Saturday, December 2, the Committee went to Corvallis and conferred with a group of about twenty-five members of the State College faculty, including, of course, members of the local chapter of the A.A.U.P. That same evening the committee proceeded to Portland, and on the following day, Sunday, had conferences with Board members Sammons, McLeod, and Irvine, and with former members Starr, Colt, and Nelson, and also with Mr. Schulmerich, legislator who initiated the higher education bill of 1929.

On Monday the committee returned to Eugene, where they conferred briefly with Mr. Callister, and also, at some length, with Chancellor Kerr. In the evening they met with the University faculty in a somewhat prolonged session, which Dean Morse is reported to have left in a violent dudgeon. For the next few days, in fact, his mood is reported to have been so bitter, resentful, and despondent that his family and close friends had some concern for his mental health. On the day following the evening faculty meeting, Tuesday, after holding a final conference with the Chancellor, the committee dictated to his stenographer a letter to be dispatched to Board members interviewed. In this letter, which recommended that an understanding be arranged whereby Dr. Kerr would retire as Chancellor when he could do so in a proper manner, the Committee nevertheless declared that "We found the Chancellor most sympathetic and understanding, and anxious to recommend a constructive program." It stated further that "The faculty were very much disappointed that we placed so little weight upon their charges..." The Committee later referred to Dean Morse's "questionable attack on the budget" and insisted that the Chancellor could not be expected to withdraw under fire, since there was no evidence of his having infringed academic freedom or other essential principles of administrative procedure. The letter recommended a dean of administration for both the University and the College. It emphasized the need for Board members to cease maintaining contact with faculty members regarding Board policies.

The A. A.U.P. Committee was undoubtedly actuated by the most sincere and constructive motives. A single week of contacts at Eugene, however, the one center of discord in the entire State System, a very casual contact with the faculty members of the State College, and only brief conferences with Board members, past and present, constituted the sole basis of the

Committee's information about the higher educational situation in Oregon, except for the mass of charges drawn up by initiative of the "Catalines" themselves and never brought out openly where they could be analyzed impartially and refuted. As a basis for the report subsequently published in the Bulletin of the American Association of University Professors, therefore, the committee's information was obviously inadequate and misleading. A characteristic item in the final report which shows clearly the superficiality of the committee's grasp of the historical background involved in the issues they were investigating was the following statement: "Moreover there was a controversy over the school of science, until it was transferred from Eugene to Corvallis."¹ In all the twenty years of the history of the State Board of Higher Curricula no controversy ever arose over the subject of science. The State College never objected in any way to the University's having all privileges of granting baccalaureate and higher degrees in science, and the University had the discretion not to oppose the requests of the college for such science courses as were essential to its technical curricula. Not till the Survey Report came out in the spring of 1931, definitely recommending the transfer of Science from the University to the State College, and the corresponding transfer of Commerce from the College to the University, did science enter into the controversial issues between the two institutions. The published report of the A.A.U.P. is considered later on.

The Board of Higher Education did not meet again until January 15, 1934. In the meantime, the press of the state had been quite generally united in its denunciation of the effrontery of Dean Morse in making his public attack

¹Bulletin of the A.A.U.P. May, 1933, p. 391.

on the President of the Board and the Chancellor. For every newspaper that defended or excused Morse's action, such as the Eugene Guard, a score or more criticized his performance, and indicated their conviction that the Board must discipline him in one way or another or abdicate its authority over the institutions.

In the interval between November 24, when the Board decisively rebuked Dean Morse, and ordered an investigation and report on his conduct, as a preliminary to passing judgment, and this regular quarterly meeting in January, Vice President Marks had been busy at his well-known specialty of removing friction and promoting harmony. In commenting on his special fitness for membership on the Board, the Oregon Voter of September 23 called attention to his diplomacy as a member of the State Senate and as a president of that body, and to his natural inclination for congenial relationships, adding the significant remark that "politically he is a respectable smoothie." To smooth out the lack of harmony among Board members themselves, and to receive the pledged cooperation of the faculties, to say nothing of obtaining "voluntary assurances" of cooperation "in a spirit of harmony" with the Board and the administration, was undoubtedly an achievement involving real statesmanship. But this is what the Vice President seems to have accomplished, as clearly indicated in the set of resolutions adopted by the Board and given to the press as the final disposition of the Wayne Morse episode. The Resolutions were as follows:

WHEREAS, The Board heretofore ordered an investigation of alleged statements of a member of the faculty of the University wherein he was said to have publicly challenged the authority and action of this Board by attacking its official budget and stating that the Chancellor should resign; and

WHEREAS, The Board realizes that many things were said and done under conditions of stress and misunderstanding and that these conditions resulted in part at least from statements of members of the Board; and

WHEREAS, Voluntary assurances have been given the Board that members of the faculties of the various institutions under its control will hereafter cooperate with the Board and the administration in a spirit of harmony; and

WHEREAS, The imperative need of the present in higher education in this state is an end of controversy and the promotion of harmonious action on the Board and in the administration and work of the institutions; and

WHEREAS, An understanding has been reached in which members of the Board of Higher Education will work together in a spirit of good will and high purpose, recognizing, of course, that the Chancellor is the official representative of the Board and also of the institutions; now, therefore, be it

Resolved, That the investigation ordered by this Board hereinabove mentioned be abandoned with the definite understanding that should the same or like occurrences appear at any of the institutions hereafter, the Board will take such action as the facts warrant.

Note that there is nothing in these resolutions that carries any inference that Roscoe C. Nelson was responsible for the upheaval that occurred. Such an implication would have been vigorously resented by most Board members themselves, as well as by responsible citizens of the State. The "conditions of stress and misunderstanding" arose in part at least "from statements of members of the Board." "The imperative need of the present in higher education" is the "promotion of harmonious action on the Board." "An understanding has been reached in which members of the Board of Higher Education will work together in a spirit of good will ..." The Resolutions, in short, are an implied admission that the conniving of Board members at faculty sabotage and sniping at the Chancellor was a contributing, if not a primary, cause of the incendiary outbreaks of 1933.

The effect of the resolutions, of course, in the eyes of partisans of the University, was to set Dean Morse on a pedestal. As Jack-The-Giant-Killer he had got away bumptiously with his histrionic exploits. In spite of the fact that he was generally, if regretfully, conceded to have outlived his usefulness as an administrator in the State System of Higher Education, he was still riding high and handsome--the man on horseback!

CHAPTER XXX

WITH REORGANIZATION ESTABLISHED, DR. KERR RESIGNS AS CHANCELLOR

Dr. Kerr's second year as Chancellor resulted in definite progress in the establishment of the unified administration sought by the law of 1929. A comptroller was appointed to have charge of the central business office. The director of information became assistant to the chancellor. State scholarships were established for needy students. A new high-school contacts organization succeeded the former committee, with an official visitor acting for the unified system. Acting presidents were named for the University and the College. Lief Finseth was appointed to the vacancy created on the Board by Roscoe C. Nelson's resignation. Budgets, the Board warned, could not be further reduced without impairing efficiency. Dr. Kerr, believing that the unified and reorganized program of higher education had become firmly established, presented his resignation, to take effect as soon as the Board could obtain a successor to the office.

The academic year 1933-34, the second of Dr. Kerr's period of service as chancellor, in spite of the fact that it began in turmoil and sensational attacks by University belligerents against the president of the Board and the chancellor, soon settled down to a constructive program and added definitely to the sum of achievements for unification in the reorganization project. Whatever the specific recommendation of the A.A.U.P. committee may have been, following Dean Morse's public accusations, they were obviously not satisfactory to him and his supporters. The political writer, for the Oregonian stated in the December sixteenth issue that "Gossip has it that the report of the American Association of University Professors, ... exonerates Chancellor Kerr in the embroglio and slaps Dean Morse on the wrist." Commenting on this situation, the Oregon State Monthly for January 1934 remarked, "The unusual silence at the University following the confidential report would seem to substantiate such a deduction."

A further step in the organization of the central business office of the Board was the authorization given the Chancellor to seek a competent technician to serve as comptroller. Following a careful survey of suitable

specialists, Dr. Kerr finally recommended H. A. Bork, M.S., C.P.A., a member of the business staff of the University of Wisconsin, for this important office, and the Board promptly approved the appointment.

Another step toward closer integration of unified administration was taken by the Board when Charles D. Byrne, who had been serving as acting secretary to the Board, was made secretary, and, on Dr. Kerr's recommendation, was also designated as assistant to the Chancellor, in addition to his position as Director of Information.

As a recognition of the problems that students were facing, as a result of the depression, fees for resident students were lowered from \$38 to \$32 a term, and living costs at the dormitories of the institutions were reduced from \$96 to \$75 a term. To serve a similar purpose of encouraging needy and worthy students to pursue a course at college, scholarships were granted to both resident and nonresident students. Two per cent of the graduating class of a first-class high school could thus benefit by having a certain portion of their fees remitted; namely, \$18 a term at the two major institutions and \$6 a term at the colleges of education. In addition to these concessions, a federally financed plan of student employment provided \$15 a month to 196 students at the University, 167 at Oregon State College, 23 at the Medical School, 40 at the Monmouth College of Education, 25 at Ashland, and 24 at La Grande.

On recommendation of the High School Contacts Committee, which had functioned for a number of years under the chairmanship of C. A. Howard, State Superintendent of Public Instruction, a new inter-institutional organization for contacting high school seniors was inaugurated, composed of representatives of the several institutions; and Dr. D. V. Poling was engaged to make regular visits to the high schools and present the offerings

of the System in such a way as to lead the students to select the institution best suited to their educational and vocational objectives. At the annual meeting of the State High School Principals Association, held at Salem in October, the association approved the new interinstitutional organization for making contacts with high schools, and passed a voluntary vote of confidence in the new committee and in Dr. D. V. Poling, its contact counselor, and in Dr. H. R. Taylor, chairman of the committee on counseling.

In spite of the need for economy in administration, which at the beginning of Dr. Kerr's service as chancellor had induced him to suggest that presidents for the University and the College should not be selected immediately, it was his expressed conviction that a president for each institution was essential for the preservation of the integrity and individuality of the several institutions. Hence the suggestion of the visiting A.A.U.P. Committee that a dean of administration for the University and the College be established to assist the Chancellor in administering the State System, was thoroughly in harmony with his policies. Since the Board's Committee on Unified Administration had recommended presidents for the institutions, moreover, the time seemed opportune for carrying out this recommendation. Accordingly at the January 15 meeting of the Board, the first since the eruption resulting from the mission of President Roscoe C. Nelson to the University and the College, Chancellor Kerr recommended, and the Board confirmed, the election of Dean C. V. Boyer as Acting President of the University and Dean George W. Peavy as Acting President of the State College. This completed the interlocking or federation of the several institutions with the central administration as Dr. Kerr had conceived it when he conferred with Chairman Burch of the Unified Administration Committee in the spring of 1932. The two new presidents, of course, like those of the Normal Schools, attended Board meetings and shared in shaping the policies of the unified system.

On the recommendation of Dean Dillehunt, head of the Medical School and Director of the health services of the several institutions, the Board elected Dr. D. C. Reynolds of the State College assistant director of the health services.

A considerable number of C.W.A. projects, financed by the Federal Government, were instituted at the several institutions for permanent improvement of the physical plants, the State College receiving an aggregate of \$24,582.91 for improvements on experiment station lands, the forest arboretum, and the campus. Other institutions shared in these benefits as their needs appeared to warrant attention of the Government.

On the recommendation of Dr. E. L. Packard, dean of the School of Science, the Board established a new organization as part of the School of Science; namely, the Oregon Marine Biological laboratory, for undergraduate and graduate study and research in marine biology.

A survey of the three Oregon Normal Schools, recommended by Director J. A. Churchill as an initial step toward the recognition and further development of the teacher-training institutions of the System, was authorized by the Board. Subsequently the three normal schools were developed by legislative action into four-year teachers' colleges and designated as colleges of education.

It was not until late in the winter of 1934 that the vacancy on the Board occasioned by the resignation of Roscoe C. Nelson in November was filled by Governor Meier's appointment of Lief Finseth, a prominent business man of Dallas who had exercised civic leadership in a wide field of service. On completion of Mr. Finseth's term of service, he was reappointed by Governor Snell in 1943.

Following the appointment of acting presidents for the University and State College on January 15, 1934, at a special meeting of the Board of January 29 the Chancellor presented a series of definitive statements to be added to the Board's administrative code carefully indicating the functions of the various officers of the system and their relations with one another, the chancellor, and the Board. These regulations, formally adopted as elements of the administrative code, were embodied in the official publication of the unified system.

At the regular spring meeting of the Board on April 16, when budgets for the ensuing year were being considered, it became evident to the Chancellor and the Board that the institutions had reached the bottom of the barrel in the matter of economy. Any further reduction obviously must mean inefficient service or actual elimination of essential functions. Reporting for the finance committee, Chairman Sammons made very positive the judgment of his committee that the State would have to provide more money for higher education if its standards were to be maintained after the ensuing year.

The most significant and impressive element of this April meeting, however, was the fact that Dr. Kerr presented his resignation as Chancellor, to take effect as soon as the Board could obtain a successor to the office. Preceding his request to be retired of the Chancellorship, he reviewed the preceding five-years of the Board's administration of Oregon Higher Education. His statement was as follows:

When the budget adopted at this meeting goes into effect July 1 next, the State Board of Higher Education will have completed five years in active control of Oregon's institutions of higher learning. It is fitting, therefore, to review briefly some of the steps in the development of the program designed to give the state a unified system of higher education.

The first steps of the reorganization program began with the creation of the single Board by the legislature in March, 1929, and the detailed survey of the institutions that followed, the report of which was submitted to the Board in April, 1931.

The next steps involved study and conferences regarding the survey recommendations, and the ultimate decision of the Board to proceed with a reorganization plan based upon the general concepts developed by the survey commission. There followed the adoption of the detailed program calling for wide distribution of general studies throughout the system, with allocation of specialized, technical and professional training to particular institutions. Though some of the elements in this program were considered drastic in their effects, the program as a whole followed in general that proposed by the survey commission. The Board assumed from the beginning, however, that the program would be subject to later modification in the light of experience.

The administrative organization of the initial program disregarded the identity of individual institutions, considering all as merely parts of one institution. The Board early modified this phase of organization, however, and provided instead that each of the institutions should be maintained as a separate entity with its own president; but all under a single executive head, the Chancellor. A system of interinstitutional deans and directors was created as a means of insuring coordination of work and avoiding unnecessary duplication of functions among the institutions.

It was not until September 6, 1932, however, that the unified administrative organization was carried to its logical completion by the appointment of a Chancellor. From that time until January, 1934, the system was operated without the appointment of presidents for the two major institutions. With the designation of acting presidents, it became necessary to define the functions and responsibilities of the interinstitutional deans and directors established under a plan that disregarded individual institutions and hence made no provision for separate institutional executives. Definitive statements were therefore formulated setting forth the prerogatives and functional relationships of the acting presidents, the interinstitutional directors, and the Chancellor, as a basis for efficient procedure.

As another phase of the reorganization program, the Board in January, 1933, created the office of Comptroller and in March of the present year established a specialist in this office, having general charge, under the Chancellor, of the business organization throughout the entire system.

In evolving and putting into practical operation its unified program, Oregon has been engaged in a pioneer venture in the field of state-supported higher education, complicated, moreover, by the most unsettled economic conditions that the state and nation

have known in modern times. This was a situation not anticipated by the survey commission, which based its recommendations for reorganization on the assumption that normal economic conditions would continue. Instead, however, the reorganized program had to be shaped to a greatly reduced income at the start, and since its inauguration has suffered a progressively diminished income until the funds for the current fiscal year are actually 42 per cent below the standard when the Board assumed control.

In spite of these financial difficulties, all of the institutions have been kept in operation and their essential functions maintained without serious impairment. With such severe reductions in income, however, coupled with the demand for even greater service than usual, all reserves have been depleted, and normal and much needed development has necessarily been deferred. Unless additional income can be provided for the succeeding biennium, Oregon higher education cannot expect to sustain its efficiency as in the past.

Notwithstanding the combined handicaps involved in a new undertaking and in reduced income, real progress has been made in the program of unification and coordination. A central business office has been established for handling the finances of the entire state system of higher education. The division of information, the statistician's office and the secretaryship of the Board, have all been concentrated with the Chancellor's office in the service of all the institutions.

A unified organization to administer graduate study has been evolved with the creation of a single graduate council on which all institutions giving graduate work are represented. On the same principle of unity and cooperation, general research has been coordinated under an interinstitutional council.

In accordance with the principle that the reorganization program should be flexible rather than fixed, subject to modification and improvement as experience should suggest, certain changes and adjustments have been made. The School of Journalism, abolished with the adoption of the first curricula committee plan, was soon thereafter restored as a full degree-granting school. Mining Engineering, abolished as a school at the same time, was later restored on a limited basis with the organization of a service department in the School of Engineering. Secretarial Science, originally assigned to the College without specific definition of scope, was later established as a degree-granting department.

The School of Agriculture has been reorganized administratively with all work in extension, research and instruction coordinated under a single head, with resultant economy and efficiency.

Junior College work has been developed at the Eastern Oregon and Southern Oregon Normal schools, and the curricula at all three have been standardized and improved. The Medical School

has enlarged its cooperative relationships with the various institutions through direction of the health services and through nursing education curricula, and continues to meet increasing demands upon it for service as a medical center.

Finally as a result of Board action at today's meeting, further reorganization has been effected in two fields of work, in conformity with the principle of unification. In the same way that departments in the School of Agriculture were consolidated for purposes of economy in administration, four departments in the School of Engineering have been merged into two, effective at the beginning of the next fiscal year. As a recognition of the essential unity of functional divisions, moreover, the School of Music, which in the original allocations was linked with the School of Architecture and Allied Arts to form the School of Fine Arts, has been restored, in fact and in name, to its former status, while the School of Architecture and Allied Arts also resumes its former name.

These various developments, together with many others of less importance, are indications of the substantial progress that has already been made. They are assurances of a constructive and progressive policy. Certainly they are such as to warrant continued sacrifice and devotion in the interest of state-wide solidarity in higher education.

When on September 6, 1932, in a period of emergency, I accepted the responsibilities of the Chancellorship, it was with no thought of continuing in the office indefinitely. It was assumed that with the cooperation of the faculties and the support of the Board, the unified organization could be effected within a reasonable time and a stable policy established, insuring to future higher education in Oregon coordination, harmony, and a sound basis for further development. Since these conditions now prevail, with prospects for steady and continued advancement, I now feel justified in announcing to the Board, in accordance with my original intention, my desire to retire from the chancellorship when a successor to the office may be obtained.

On behalf of the Board, F. E. Callister presented the following reply

to Chancellor Kerr's statement:

While the members of the State Board of Higher Education have been aware for some time of your desire to relinquish the office of Chancellor as soon as conditions would permit, your request comes as an unexpected problem for the Board at this meeting.

The Board has realized keenly that during the period of initiating the newly reorganized program the chancellorship has involved unusual responsibilities. Since you became Chancellor in the Fall of 1932, the institutions of higher learning have had to face some of the most serious problems in their entire history.

Among these problems are an income greatly reduced; a reorganization program involving extensive changes in curricula, in administrative organization, in personnel and in executive procedure; and the need to meet emergencies not only from within the system itself, but from the outside, at a time of stress and change throughout the entire country and the world.

These problems have been of primary importance to the State educationally, economically, and socially. They have had their significance also for other commonwealths; for the problems that Oregon's institutions have been facing are the problems that have been agitating many other states. As you have indicated in your reports to the Board at this session, Oregon is pioneering in the solution of these problems. You have dealt with them in a spirit of tolerance and justice; and by taking the far view as well as the near view, have shaped the course of higher education toward objectives that bear the stamp of educational statesmanship.

The Board, in a word, appreciates what you have helped it to accomplish in the reorganization and unification of the various divisions of higher education in the state. It is gratified by the increasingly harmonious relationships of the several institutions under unified control, and the steady progress that is being made toward coordination, institutional morale, and the restoration of public confidence in the work of higher education in Oregon that prevailed before the difficulties of reorganization and the depression combined to shake it.

The Board receives with regret your request for retirement from the chancellorship; but depends upon your loyalty to higher education and your spirit of service to the State not to contemplate release until a suitable successor is obtained--a man broad enough in educational training and experience to comprehend in his understanding and his sympathies the entire scope of higher education in Oregon.

In adopting, as part of the Board's official proceedings the Chancellor's statement and the Board's reply, the minutes of the meeting concluded with the specific request that the Chancellor should "not contemplate release until a suitable successor is found."

CHAPTER XXXI

SELECTING A NEW CHANCELLOR TO SUCCEED DR. KERR

The Board's Committee on the election of a Chancellor to succeed Dr. Kerr made occasional reports in the course of the next year indicating the difficulties involved in their task and requesting further time in which to make a recommendation. Impatient of the delay, the "Catalines" at the University used as "cats-paws" the Dad^s and Mother^s organizations of that institution in an effort to have the office of Chancellor abolished. The Board, however, in an explicit statement, widely publicised, denied the requests of these organizations and declared that the chancellorship would "be continued as a fundamental factor in the operation of Oregon's State System of Higher Education." At the Board meeting on June 10, an invitation was extended to Dr. Frederick M. Hunter, Chancellor of the University of Denver, to become Dr. Kerr's successor on September 1, 1935. When Dr. Hunter accepted the appointment Dr. Kerr was made Chancellor Emeritus.

Evidently disturbed by the fact that the reorganized program of higher education under Dr. Kerr's leadership was progressing satisfactorily, the "Catalines" at the University, having subdued their belligerence through nearly two years in conformity to the counsels of the A.A.U.P. visiting committee, became restless again in the spring of 1935, and instigated a new attack upon the Chancellor by inciting the Dad^s and Mother^s clubs of the University of Oregon to advocate the elimination of the office of chancellor itself, the keystone of the centralized and unified system.

Following Dr. Kerr's presentation of his resignation as chancellor in April, 1934, a special committee of the Board, headed by Mr. Sammons as chairman, had been making a vigorous search for a successor to Dr. Kerr. In the late summer of 1934, Mr. Sammons made a progress report for his committee, stating that two meetings had been held and that members of the committee had interviewed possible candidates and examined the records of several leading educators, but had not yet reached any decision. "We are moving as fast as possible under the circumstances," said Mr. Sammons, "realizing of course, that we want to get a good man... You appreciate

the fact, also, that the University of Washington took two years to find a president; Reed College, a year.... Dr. Kerr is carrying on, but he assured me as late as Saturday that he desired to retire as soon as we can find a suitable man." Reporting progress again at the January 28, 1935, meeting of the Board, Chairman Sammons explained that the committee was proceeding with caution, with the objective of obtaining an educator "who can serve successfully, and for the best interests of higher education in Oregon for many years." Explaining further that the committee had faced problems, financial and otherwise, that could not be generally realized, he asked the Board for further time in which to pursue its search.

That Dr. Frederick M. Hunter, Chancellor of the University of Denver, had for some time been foremost in the consideration of Dr. Kerr, and through him had been brought to the attention of the Board, I had occasion to know in the early spring of 1935, through personal conferences with Chancellor Kerr. By more or less intimate information which came to him through his daughter-in-law, Mrs. William Horace Kerr of Denver, and indirectly through Percy P. Locey, a graduate of Oregon State College who was a member of the staff of Denver University, as well as through the more formal types of questionnaires filled out by prominent leaders of Denver, Dr. Kerr had formed a very favorable opinion of Dr. Hunter. His educational background, which included the superintendence of city schools of Lincoln, Nebraska, and Oakland, California, as well as the principalship of the University of Nebraska School of Agriculture, and the chancellorship of the University of Denver, along with high honors in educational associations, impressed Dr. Kerr as evidence that he had the breadth of view and executive experience that amply qualified him for leadership of the Oregon

institutions. In the midst of conditions that were thus gradually shaping up toward the appointment of Dr. Kerr's successor in the chancellorship, the Dad's and Mother's clubs of the University launched their attack on the office. At the board meeting of May 27, Earle Wellington, President of ~~the~~ University of Oregon Dads, presented resolutions, passed by this organization on May 9, calling for the abolishing of the office of chancellor. Simultaneously, Mrs. George F. Brice, President of the Oregon Mothers, presented a parallel resolution, passed by that body on May 11, calling for a vacation of the chancellorship.

In response to these resolutions, which the Board accepted for consideration, a formal statement, carefully prepared and given out for wide circulation, emphatically, though courteously, denied the requests, and very positively asserted its confidence in the office of chancellor and its determination to continue it, "as a fundamental factor in the operation of Oregon's state system of higher education." Replying to the University resolutions grouped under three headings—unnecessary expense in administration, insufficient authority of presidents, and resultant lack of satisfactory progress on the part of the University—the Board's statement showed conclusively that the chancellorship had actually saved thousands of dollars for the System ~~and~~ that presidents of institutions had the same functions as before the office of chancellor was established, "the only difference being that the presidents report to the Board through the Chancellor, except in the case of direct appeal." As to the third point, the Board stated that "each institution cannot be assigned all the functions that might be desired," since the State, because of limited population and wealth, could not support separate institutions, each complete in itself.

The Board's statement then added the significant comment, "If under such necessary limitations, common to all the institutions, the University is not making progress satisfactory to the organizations submitting the resolutions, the reason must be sought apart from the operation of the present administrative plan."

Commenting on this situation, and referring incidentally to the fact that Dr. Hunter was in Oregon at the invitation of the Board to consider the Chancellorship, the Oregon Voter for June 1, 1935, had the following to say in the course of a rather extended article beginning on page twelve:

"We will keep on throwing mud until we knock that baby over," is the way an inside leader of the anti-Kerr junta smilingly indicates its undying purpose. His smile betrayed more of grisly determination than could the menacing mien of an enraged gorilla.

Earle Wellington, who was put forward as spokesman for both groups of parents, was made the scapegoat. The real leaders of the junta do not appear at the front. With the good names of leading citizens as window dressing, and a cats-paw for whose reputation they have not the slightest protective interest, the insiders let others bear the brunt of public humiliation. The humiliation was felt by Wellington and by the mothers who attended the meeting at which their resolution was presented.

Continuing its comment the Voter referred to the "implacable hatred" of certain University partisans against Dr. Kerr, and the fact that, even though as Chancellor he had "leaned over backward" to favor the University as compared with the State College, "prejudice so deep as that felt in Eugene cannot be allayed by good behavior." The Voter predicted that unless the successor to Dr. Kerr conformed to the demands of the University junta, he would doubtless be assailed by the same sort of intrigues that had been directed against Dr. Kerr. Concluding its comment, the Voter said: "Considering its difficulties, the Board is doing a good job; it has learned much; the appointment of Beatrice Walton Sackett, and the reappointment of Edward C. Pease are excellent; the Board should be upheld."

At the regular meeting of the Board on June 10, 1935, acting upon the unanimous recommendation of its chancellorship committee, the Board extended a unanimous invitation to Dr. Frederick M. Hunter, Chancellor of the University of Denver, to become chancellor of the Oregon State System of Higher Education, beginning September 1, 1935, at a salary of \$10,000 net per annum, the Board in addition to pay to the Teachers Insurance Annuity Association of New York the sum of \$1,350 per annum to continue payment for his retirement in accordance with arrangements he had enjoyed at other institutions theretofore. Dr. Hunter was also to be provided with an official residence and an automobile for his use as Chancellor, and was made professor of education at the University of Oregon and at Oregon State College. Following this action, the Board unanimously voted that if Dr. Hunter accepted this offer, when his official service should begin, Dr. Kerr would be retired as Chancellor Emeritus, at an annual salary of one-half his present base rate, or \$6,000, subject to the prevailing legislative cut, and that he render such services as the Board might determine.

Incident to a resolution submitted to the Board meeting of July 22, by Chairman E. C. Sammons of the Committee on Selection of a Chancellor, which the Board adopted by a unanimous vote, a very convincing series of statements recognizing Dr. Kerr's contribution to Oregon higher education was presented as follows:

WHEREAS, Dr. Kerr is completing a period of fifty years of service in the field of public education, including twenty-eight years of distinguished service to higher education in Oregon, three years of which have been devoted to the inauguration of the unified State System of Higher Education established by the law of 1929; and

WHEREAS, During the twenty-five years of his service as President of Oregon State College his vision and educational principles not only brought to that institution recognition as one of the leading land-grant colleges of the country, but also resulted in establishing state-wide policies for stabilizing financial support and for

developing curricular functions that have assisted in the progressive advancement of all fields of Oregon higher education; and

WHEREAS, In his administration of the unified State System of Higher Education, a pioneering enterprise inaugurated in the face of most adverse economic conditions, he has developed into a practical working organization the administrative and educational program set up by the Board, and has assisted in handling the depleted income of higher education so effectively that all the institutions have been enabled to carry on during the depression, each maintaining its most essential services to the commonwealth; and

WHEREAS, He has always stood high among his colleagues in the national associations concerned with public higher education, and has served in various capacities as an acknowledged leader among them; and

WHEREAS, His example of personal integrity, his fine sense of honor, his breadth of character, his industry and devotion to duty, and his unfaltering faith in humanity, have challenged his faculties and his students to superior achievements and high ideals; and

WHEREAS, Large benefits have accrued to the homes, industries, institutions, and citizenship of the commonwealth through the spirit of service with which he has imbued the various phases of higher education that he has directed; and

WHEREAS, We appreciate the debt that higher education and the State of Oregon owe to Dr. Kerr, now, therefore, be it

Resolved, That, having accepted his retirement from the Chancellorship, as of August 31, we extend to him, as Chancellor Emeritus, our sincere gratitude as one of the principal benefactors of the commonwealth; that we express for him on behalf of the State the high sense of honor in which we hold him; and that we wish for him, in his retirement, many years of continued usefulness crowned by the personal satisfactions and the response of public recognition that his record so abundantly deserves.

In acknowledgment of these resolutions, Chancellor Kerr indicated that he would make a formal reply at a later date. This he did at the meeting of August 19, 1935 in the following items:

When action was taken by the Board at the July 22 meeting establishing the office of chancellor emeritus, I indicated that written response would be made at the next meeting of the Board.

The generous expressions toward me contained in the resolution adopted in connection with the Board action are greatly appreciated. It is but fair to add that the success of any educational administrator is dependent upon the intelligent interest, cooperation and sound

judgment of the governing board and the loyal counsel and support of the faculties. Whatever progress may have been made during my twenty-five years as president of the State College, and the three succeeding years as chancellor of the State System of Higher Education, has been due in no small measure to the devoted efforts of members of the present Board of Higher Education and the former Board of Regents of the College, some of whom have served during the entire period of my administration--to all of whom I take advantage of this opportunity to make public acknowledgment of my grateful appreciation.

In this connection, also, official record should be made in tribute to the consistent interest in higher education shown by the citizens of Oregon, and especially by the state officers with whom I have worked through the past twenty-eight years. Their loyalty and support have been essential elements in the development of state-supported higher education.

The law of 1929 provided for a State Board of Higher Education, having complete control of all public-supported institutions, and for the reorganization and unification of higher education based on the recommendations of an impartial survey by educational experts. The reorganized program was to have three principal objectives: economy of operation, elimination of undesirable duplication, and unity and harmony of purpose. Recognizing the fact that in Oregon, differentiation of function among institutions was already better provided for than in most states, the Survey Commission, building on this foundation, recommended a program that should emphasize the distinctive functions of the several institutions, and give each a clear field in which to develop, free from competition from the others. To the extent that this large objective might involve a departure from the traditional American organization of higher education, the commission recommended that the State should not hesitate at such a departure. The Board, however, in embodying the fundamental recommendations of the Survey report in its reorganized program, had to meet not only this problem of resistance to change, but another serious problem, not anticipated by either the Survey Commission or those that made the law. Coincident with pioneering a unified State system of higher education, and throughout the three years of inaugurating the reorganized program, there were unprecedented financial problems resulting from reductions in annual income as great as forty-two per cent. Despite these handicaps, however, the reorganized program with the advantages of unification has made it possible to maintain all essential functions of all the institutions and to meet an unusual demand for emergency service.

Experience in Oregon as compared with other states has shown that the program recommended by the Survey Commission and adopted by the Board, has made possible to an unusual degree the attainment of the large objectives of unity, cooperation and economy throughout the entire system while preserving the individuality and autonomy of the component institutions. Discussing this program in its last biennial report, the Board, through its President, declared its conviction that the fundamental allocations of function are sound,

educationally and economically, and should therefore be maintained. Particularly pertinent in this connection is President Marks' statement that, "With a population of less than a million people and an assessed valuation of approximately nine hundred million dollars, Oregon cannot support separate institutions each complete in itself according to the traditions of the more populous and wealthy states; rather, each institution must occupy a distinctive field as a part of the State system, all the institutions together constituting a complete unity of curricular offerings and other functions required to meet the higher educational needs of the State."

The success of any program of higher education, while determined largely by the governing board, the faculties, and the students, must ultimately rest upon the confident support of the alumni and of the citizens of the State as a whole. As alumni and friends of separate institutions, we need to school ourselves to a larger loyalty. Not that loyalty to particular institutions should be less but to the cause of higher education more. The primary motive that should lead a student to enter any one of the state institutions as compared with another is what it offers as major curricula. Students should make their choice of an institution, as I have tried to emphasize on other occasions in the past, not on a basis of sentiment, because relatives or friends attended one or another of the institutions, but on the basis of opportunities for developing their own individual aptitudes and interests. It may be difficult for alumni, and others thus to disregard institutional preferences; but only by acquiring this point of view can the best interests of the youths of Oregon be served, and the success of unified higher education assured.

In spite of the fundamental difficulties of initiating a new system and meeting drastic reductions in income, the past three years of unified administration have shown definite progress toward the goals sought by the people of Oregon in inaugurating the state-wide system. The reorganized program, now definitely established, rests upon a valid and thoroughly tested foundation, and in its fundamentals should be maintained.

Though my election to the chancellorship at the board meeting of September, 1932, as announced by the President of the Board on that occasion, was on 'indefinite tenure,' I accepted the position, in the emergency confronting higher education, with no thought of remaining in the office indefinitely. With the accomplishments of the past three years and the election of the new chancellor, who is well qualified by training and experience for the position, we may look forward with confident assurance to the continued success of the unified administration. It is with anticipated satisfaction, therefore, that I relinquish the responsibilities of the chancellorship, and with appreciation accept the status of chancellor emeritus. To Dr. Hunter, the new chancellor soon to assume the duties of the office, I extend my hearty cooperation and support. I wish for the new administration the greatest possible success.

The attitude of the press in general and of the public, in response to the Board's declaration that it would continue the office of the chancellor was expressed by an editorial in the Oregonian on May 28 entitled "Board decides Wisely," in which it said:

The State Board of Higher Education wisely decides to continue a unified and coordinated administration of the various schools under its control through a chancellor. Anything less, as a settled or permanent policy, would have been a step backwards.

It is unfortunate that the recommendation for abolishment of the office of chancellor...should have come just at a time when there was prospect for fruition of the effort to select a successor to Dr. Kerr, who more than a year ago signified his desire to retire, after a long and honorable career in building for higher education in Oregon. Such actions, however motivated, cannot but embarrass the board in its efforts.

The Board's stand ought to have the effect in clearing the air and it ought to be accepted and regarded by all as settling a policy.

CHAPTER XXXII

THE PUBLISHED REPORT OF THE A.A.U.P., 1935

In the midst of events that have been narrated, indicating the Board's clear-cut policy of continuing the office of chancellor, and the actual conferences the Board was conducting with Dr. Frederick M. Hunter, who had come to Oregon at the Board's invitation to consider the chancellorship, dispatches to the newspapers announced the publication of a formal report by the committee that had visited the state in response to Dean Morse's S.O.S. in 1933. The publication of the report was widely criticized by the newspapers of Oregon, headed by the Portland dailies, and characterized by Time as a "monstrous piece of impertinence." The State College chapter of the A.A.U.P. prepared and mimeographed a reply to the report and a supplementary document giving "Notable Opinions in Direct Variance with the Committee's Premises and Conclusions." While this reply was not circulated, as intended, Dr. Kerr himself made a statement of the essential facts as a means of giving correct information to the public.

In preceding chapters incidental reference has been made to the visit of investigation made by a committee of three professors representing the American Association of University Professors at the invitation of the University chapter of that organization, which, at the time, was directed by Dean Wayne L. Morse as president, who was alarmed lest the Board, following a committee inquiry which it had ordered, should dismiss him as dean of the law school. The Committee, while in Oregon in the fall of 1933, had addressed to the Board of Higher Education a letter making certain recommendations but quite clearly exonerating Dr. Kerr from any infringement of academic freedom in his administration as chancellor. In outlining its policy in this respect to the University faculty before sending the letter to the Board, it is reliably reported that certain members of the faculty expressed bitter disappointment with the committee's attitude. Dean Morse, for instance, is said to have declared that the Committee was trying to whitewash the chancellor, and he wouldn't stand for it, rushing indignantly from the council room. Another member of the faculty is reported to have exclaimed, "You place us in a devil of a fix. We sent for you to come and help us, and you

leave us in the lurch," a remark to which Professor Adams is said to have made reply, "We did not come here to pull your chestnuts out of the fire, but to obtain the facts and pass judgment on them."

On May 29, 1935, when negotiations were under way with Chancellor Frederick M. Hunter of the University of Denver to interest him in succeeding Dr. Kerr as Chancellor of the Oregon institutions, a dispatch from Washington D. C. announced that the A.A.U.P. committee had issued a report, which was being published in the May Bulletin of the Association, declaring that the University of Oregon could not have a healthy and normal life until Dr. Kerr resigned as chancellor.

Though the Association announces a policy of providing the principals involved in such a report with proof sheets of the proposed statement before publication, no such proof was provided for either Chancellor Kerr or President Nelson of the Board of Higher Education, both of whom were involved as principal figures in the report. The University chapter of the Association, in advance of the appearance of the Bulletin in Oregon, circulated mimeographed copies of the report throughout Oregon.

The attitude of the newspapers of the state was indicated quite pointedly by an editorial that appeared in the Oregonian of May 31, entitled "Serves No Good Purpose."

The Capitol Journal of Salem, the Marshfield Times, the East Oregonian of Pendelton, the Democrat Herald of Albany, the Hillsboro Argus, the Oregon City Enterprise, the Baker Democrat-Herald, The Dalles Chronicle, the Portland News-Telegram, and the Portland Oregon Journal all considered the publication of the Report as an "unfortunate release." The Oregon Journal's comment, briefly stating the essential facts, is worth quoting as a sample of these editorials. Said the Journal on June 20:

A so-called committee of educators from distant states was brought to Oregon, and after a hurried and alleged investigation, went away and issued a report attacking the board of higher education, charging politics and other unworthy motives against the board in the selection of a chancellor. The report was a misrepresentation of facts, a libel on the Oregon Board, and a wholly unwarranted intrusion on Oregon education.

The attitude of the public toward the report was probably best indicated by a series of personal communications sent to the Oregonian and published by that newspaper in the interval between June 4th and 7th commending its editorial of May 31. A representative sample of these communications was that of L. G. Millard, Portland, who wrote as follows:

To the Editor: Permit me to express my hearty approval of the editorial appearing in The Oregonian on the subject of the report of the American Association of University Professors regarding Dr. Kerr.

Having a son at the University of Oregon and a daughter at Oregon State College, I have been greatly interested in the welfare of both institutions and have followed closely the activities of the board of higher education for the past several years. I have had great admiration for Dr. Kerr both as a man and as an educator and particularly for the manner in which he has acted during this unpleasant controversy.

In view of the fact that matters now seem to be harmonious and there is prospect of appointment of a new chancellor, it is most unfortunate to stir up all this old rancor by the publication of this report. Your editorial is most appropriate and I appreciate its spirit of fairness.

A characteristic analysis of the Report by Time was published in its issue of June 10, page 46, under its usual discussion of Education. "This blast," said Time, "a monstrous piece of impertinence on its face, was delivered by the three professors as representatives of that extraordinary organization, the American Association of University Professors."

The chapter of the Association located at Oregon State College, resentful concerning many unfair and unwarranted criticisms of Dr. Kerr in the report, but especially of the statement that, "The one central and outstanding fact was that the election of Dr. Kerr as chancellor was a

stupendous blunder," prepared and mimeographed an exhaustive reply to the report, supplemented by a summary of newspaper editorials that had been published in Oregon expressing their confidence in Dr. Kerr as the best qualified educator for the chancellorship and urging the Board to elect him. These editorials represented fifteen newspapers, widely distributed throughout the State. It was the contention of the Oregon State College chapter of the A.A.U.P. that the editors of these newspapers, knowing Dr. Kerr and the conditions in the State, were better qualified to pass judgment on the situation than three visiting professors could possibly be after less than a fortnight of personal observation.

The Eugene Register-Guard, in presenting the Committee's Report to the public, having gone so far as to question the good faith of the Board of Higher Education, Mr. Paul R. Kelty, Editor of the Oregonian, in an editorial entitled "There Was Good Faith," took very positive exception to the charge. Referring to the Register-Guard, the editorial affirmed, "Just now it says of the university professors' monkey-wrench report that 'The report never would have been published had there been a convincing effort to keep good faith' in the search for a chancellor." The Oregonian continued:

That is a blow below the belt for the state board of higher education...no facts will support the charge that the board has not sought in good faith to find a successor to Dr. Kerr....What about the visit to the state of Dr. Zook and the later visit of Dr. Hunter, which seemed just about to come to successful fruition as the professors threw their monkey wrench?

On the face of these and other facts, no charge can lie against the board of lack of good faith....

While Dr. Kerr, when informed that the Oregon State College chapter of the A.A.U.P. had mimeographed a reply to the published report of the Association, with the view to circulating it widely throughout the State, had suggested that the reply be withheld, lest it seem to prolong interinstitutional controversy, he felt obliged, in response to insistent inquiry, to

make a personal statement for the general information of the public. This statement, temperate and factual in the face of extreme provocation, is deemed essential to the history of this situation, and is given here in full as follows:

Since the publication on Wednesday of news accounts of the report by a committee of the American Association of University Professors dealing with the higher educational situation in Oregon, I have been requested by newspapers to make a statement regarding my position. While I am informed that it is the customary procedure of the A.A.U.P. to supply advance proof copies of impending reports to principals concerned, I have not been supplied with such a copy either by the committee or by the national body, though I note in the press that mimeographed copies have been circulated by the association chapter at Eugene. In preparing this statement, therefore, I am dependent upon the press for information on the contents of the report.

It is to be observed that the report is filled largely with the repetition of old charges against the Chancellor, unsupported by evidence or accompanied by findings of fact, though numerous recommendations are included for the guidance of the State Board of Higher Education. Charges against the Board are repeated to the effect that bad judgment and breach of faith was shown by former as well as present members of that body.

To acquaint the public with the issues involved in the report and to reassure the people as to the fundamental soundness of higher education in the state, it is necessary to review briefly some events of the past three years.

As stated, when elected to the chancellorship in September, 1932, I had no illusions regarding the responsibilities to be carried or the difficulties to be surmounted. The position was accepted with a view of helping develop the program established by the Board, but with no thought of continuing in office beyond the period when the organization could be stabilized and conditions become such that a successor suitable to the Board could be obtained.

The Board left the matter of my headquarters to me, and I chose the University in order to become better acquainted with its organization and procedures, its campus traditions and ideals. Personal contact was necessarily limited from the start by my being plunged immediately into the preparation of biennial budgets and reports then due for the entire system.

Financial affairs of the system were in a critical condition because of heavy loss of income; the legislative session was in the immediate future, yet the administrative program had to be developed at once into a practical, working organization. In the solution of these difficulties and throughout the critical period

of that first year, the Chancellor was conscious of a sound and growing spirit of cooperation and good will among the University faculty as a whole.

First difficulties developed in April, 1933, when the advisory Council of the University faculty, in the name of several of its leaders, took exception to the budget and submitted to the Board, without consulting the Chancellor, statements as to how money could be saved at other institutions for use at the University.

This statement, involving fundamental problems such as the relative cost of different types of instruction, and hence involving the whole question of the division of millage income, was the beginning of a series of events that led to the crisis in the fall of 1933.

In the months that have followed, filled with surface events with which the public is familiar, it should be understood that the faculties of all institutions have, as a whole, cooperated effectively with the presidents and the Chancellor in meeting the exceedingly difficult conditions occasioned partly by the depression, and partly by the problems of reorganization. As a result, the unified state system is today organized and functioning on a practical working basis that has evoked the wide admiration of educators.

To charge, as is done in the supplement to the A.A.U.P. report, that any considerable number of any faculty in the system have an attitude of "distrust and even despair" toward the Chancellor the board or other executive officers, is to mislead the public. There is a genuine desire to be free from controversies and to be let alone for constructive and consecrated service..

Many of the charges recorded in the report, unaccompanied by any substantiating facts whatever, might be grouped as alleged infringement of academic freedom. These charges are absurd, and were characterized by committee members while here as inconsequential. Though they were ostensibly the basis for bringing the committee to the State, even the report gives no support to these charges. The matter of appeal by faculty members to the state board was provided for long before the chancellorship post was filled. Later modifications to meet the new administrative arrangement strengthened this right rather than weakened it.

While the committee was in Oregon eighteen months ago, I had a number of conferences with members, giving them all the information requested that I could supply. I have both a vivid recollection and accurate notes made at the time regarding these conferences. Whatever influences the members have encountered in the past eighteen months, it is obvious that their attitude as now reported has changed markedly since leaving Oregon.

Although I have no desire to consider publicly the mass of material which appears to have been taken before the committee, and which it now makes public, there are some charges of such a

nature as to impugn my personal integrity as a state educational official. To these I wish to give specific reply, since the public is entitled to the facts.

1. Statements repeated in the report that there was a direct or implied "deal" made with me in connection with my appointment to the chancellorship are entirely unfounded. At no time when I was approached regarding accepting the chancellorship was the Zorn-Macpherson bill ever mentioned directly or indirectly, nor was there any reference to the location of the chancellor's office. I made no commitments of any kind in connection with these or any other matters that could under any circumstances be construed as a deal.

2. Any statement that I "incited," induced, urged, or otherwise had any responsibility for anyone making any "attack" upon any faculty in any public address or elsewhere is wholly untrue, and hence cannot be substantiated. While this is recorded in the report as only a rumor, its repetition without accompanying findings of fact, gives new impetus, as in other instances, to unfounded gossip.

3. Why there should be any question over any degree that I hold is quite obscure, though it appears to loom large in the report. Though not mentioned personally by committee members while in Oregon, the matter was the subject of inquiry addressed to me by a member of the committee since that time. In response to such inquiry, I had information compiled as to past and present practice of leading institutions regarding the degree of Doctor of Science. As shown in the information supplied the committee member, it has been and is the practice to use this as an honorary degree at leading institutions such as Harvard, Yale, Princeton, Columbia, University of Illinois, Wisconsin University, and others. Only one instance was found where this degree is used otherwise. I informed the committee that my degree was given and received as an honorary degree, and that it has never been represented or thought of as other than an honorary degree.

4. The matter of my retirement from the chancellorship has been in the hands of the Board for more than a year, and is doubtless better understood by its members and the people of Oregon than it appears to be by the members of the committee from Washington and California. There was no agreement, so far as I was concerned, as to exactly when such retirement would take place, as there could be none. As mentioned previously in this statement, I announced when appointed that I had no thought of remaining in the office indefinitely. I repeated the fact when, more than a year ago, I announced my desire to retire, and I have assisted the Board since then in every way possible in seeking a successor. My responsibilities are to the Board of higher education, to all of the institutions in the state system and to the people of the entire State. It should be easily apparent that it is not incumbent upon me to step out summarily whenever called upon by some individual or group to do so.

An element in the Committee report as published in the Bulletin that Dr. Kerr objected to particularly was the claim that there was lack of confidence on the part of the faculty of the University and the implication that faculty members were in virtual rebellion against him and the Board. He was convinced that there was no evidence on the University campus of the existence of any such conditior, that for the most part the members of the faculty were cooperative in their spirit, devoted to their work, and desirous of being let alone by the agitators in order to enjoy the opportunity peacefully to pursue their normal activities in rendering the high service for which they were engaged. As definitely expressed to him by friends of the University, the evidence seemed to be clear that the elimination of a few agitators was the price the University would have to pay to achieve peaceful progress.

As an example both of Chancellor Kerr's faith in his faculties, at the University as well as at the other institutions, and of the tactics of the agitators, it is pertinent to refer to the Chancellor's holiday message of 1932, as published in the Faculty Bulletin, and the ensuing response to it. The two concluding paragraphs of the holiday message of the Chancellor and Mrs. Kerr were as follows:

The spirit of service that has been so constantly exemplified by the faculties of the institutions of higher education in Oregon has never been more manifest or more helpful than in these trying years. The same spirit, combining the intelligence, the cooperation, and the initiative of all our faculties not only will help to preserve to Oregon the leadership of higher education which has distinguished her in the past, but will guide her forward to new and nobler achievements in the future.

That the holiday season of 1932 may be for all of you the occasion of reassuring reflections on worthy service well performed, and of a forward-looking sense of hope and confidence, is our earnest wish.

This was circulated about December 13. On the sixteenth the Chancellor received from Dean Wayne Morse of the Law School a letter as follows:

It is a pleasure to respond to the inspirational greetings which you and Mrs. Kerr extended to the faculty in the last faculty bulletin. At a time which must be trying to you, I am sure that you will not misunderstand my telling you that I am convinced that the members of the University faculty have gained great confidence in your administrative fairness and determination to cooperate in promoting the best interests of the Oregon System of Higher Education. Such leadership has instilled "a forwardlooking sense of hope and confidence."

Mrs. Morse joins with me in extending to you and Mrs. Kerr sincere holiday greetings.

Yours respectfully,

(Signed) Wayne L. Morse

In spite of this "great confidence in your administrative fairness and determination to cooperate in promoting the best interests of the Oregon System of Higher Education," in less than six months Dean Morse, without any attempt to confer with the chancellor regarding the matter, joined with other members of the Advisory Council of the University in sending to the Board of Higher Education, without the knowledge of the Chancellor, a report criticizing the System budgets, and presuming to advise the Board how money could be saved at other institutions in order to increase the income of the University. In less than a year from the date of this letter expressing confidence in the Chancellor, moreover, Dean Morse, still without any consultation whatever with the Chancellor, made a public declaration demanding the resignation of the President of the Board of Higher Education, and hurling at the Chancellor and five of the most influential citizens of Eugene the charge of an ignoble deal in promoting the movement to make Dr. Kerr chancellor.

While there are many elements in the Reply of the Oregon State College Chapter of the A.A.U.P. to the Report published in the Bulletin of the

Association that help to correct the wrong impressions circulated by the Report, it will suffice, perhaps, to refer to only two or three paragraphs in this reply. Said the State College chapter in its introduction to its statement:

We realize the impatience of those opposed to Chancellor Kerr to have their charges against him broadcast throughout the country by the Bulletin of the American Association of University Professors, and can fully appreciate the significance of Dr. Padelford's statement that you have been "under strong pressure to publish in May"; but we condemn as both injudicious and unworthy the publication by our association of a report that ignores essential facts, and that bases its conclusions upon conditions that have been superseded and premises that were never sound.

Discussing the "convictions" expressed by the investigating committee as embodied in the published Report, the State College reply characterized number six of these itemized convictions "as involving an element of sham and cheap expediency." The reply continued:

Among the several "convictions" which your Committee arrived at as a result of its investigation the following is listed:

The only possible hope appeared to the committee to lie in:

"(a) bringing about a reasonable measure of, at least outward tranquility, so that the Chancellor might retire in keeping with his pride and the dignity of his office, and

"(b) in persuading the Chancellor and the Board to come to a speedy understanding that he would retire as soon as this condition was realized."

As a means of preserving and developing the state system of higher education, this strikes us as very specious counsel. Only unquestioned evidence that the Chancellor was unworthy of the office, or obtained it by ignoble means, could justify such a course of action. It requires of the University faculty nothing but a cheap and parsimonious show of respect for authority--no real or sustained loyalty or devotion to duty. It imposes upon the Board, regardless of the needs of higher education or the interests of the State, the obligation to release Dr. Kerr "as soon as this condition was realized," whether a successor is available or not.

Two editorials, one by way of retrospect expressing the judgment of Editor George Putnam, whose constructive view of state-wide problems has made the Salem Capitol Journal a vital factor in civic affairs since he took

over the publication in 1919, and another by Editor Paul R. Kelty, whose editorship of the Oregonian during the decade of the 1930's maintained the high traditions established for that publication by such former editors as Edgar B. Piper and Harvey W. Scott, by way of welcome to the new chancellor, will help to round out the record of this last dramatic situation before Dr. Kerr entirely relinquished the administration of the unified system to his successor, Dr. Hunter.

Said the Salem Capitol Journal in its issue of May 24, 1935:

THE WAR ON KERR

The war on Chancellor W. J. Kerr of the unified state higher educational institutions, instigated by a coterie of disgruntled university professors and the Eugene clique supporting them, goes merrily on. The university "dads" and "mothers" revived it with resolutions declaring the position of chancellor was unnecessary and should be abolished, asserting the university had not made as much progress as it should.

Portland chapters of alumni of both the university and college, however, have gone on record as favoring the continuation of the present system in which the chancellor heads the two groups as well as other Oregon schools of higher learning. They favor a thorough trial and further tests of the system.

The university opposition to Dr. Kerr, who resigned a year ago and merely continues in office by request of the board until a suitable successor is selected, is purely personal, and originates in the fact that Dr. Kerr was formerly president of the rival college. As to his capacity and ability there is no question.

The state higher educational institutions are in charge of the admirably qualified state board, which has made a thorough study of the problems and is in a position to know what it is all about. What do the "dads" and "mothers" know about it, except from prejudiced hearsay? Their action in telling the board what should be done is highly presumptuous. They have been used as catspaws by the soreheads to pull chestnuts of reprisal out of the fire by fomenting discord when harmony is essential.

Said the Portland Oregonian in its issue of June 18, 1935:

A NEW CHANCELLOR

Action of the state board of higher education is timely in obtaining the services of a new chancellor, to begin his duties September 1. Dr. Hunter, the choice of the board, is a man with a

record and attainments that augur well for his success in the Oregon field. With due support, he should be able to carry our higher educational institutions on to their right destiny.

W. J. Kerr, the retiring chancellor, has given to the administration of that office the best that was in him, just as he had given it previously through a quarter of a century to his administration of the state college. And his best is a very efficient best. He is entitled now to retirement with full honors and with suitable retirement pay for the remainder of his life. The board will not have completed its present transaction equitably until it takes care of this plain duty.

A concluding comment by Charles A. Sprague, whose observations on the higher educational situation always revealed a thoughtful and discerning attitude, perhaps quite adequately disclosed the nature judgment of the Oregon public. Under the heading "Post-dated Post Mortem" he said editorially in the Salem Statesman that:

The publication of the report will do little but rake over old fires.... It deals with past history. It is rather an unfortunate post-mortem at a time when the state is looking for peace and not renewal of feudism, and when the state board is about to engage a new man for chancellor. It deserves and will receive little attention.

CHAPTER XXXIII

DIRECTOR OF RESEARCH IN PRODUCTION AND MARKETING

As a corollary to its action of August 1935 designating Dr. Kerr Chancellor Emeritus, at a base salary of \$6,000 (net \$4,596), the State Board assigned to him the directorship of a new department of work in the unified system, namely, that of Research in Production and Marketing. Mr. Sammons and other Board members expressed great faith in the new undertaking. After approximately three years of investigation, Dr. Kerr issued a report, with a summary of his conclusions and recommendations. The report met with wide approval in the press and among progressive organizations of the state. The issue of continuing the office, however, as recommended by Dr. Kerr, with a trained technician in charge, was projected into politics by action of the legislature of 1937, and "star chamber" tactics in handling the situation so blurred the real economic issues involved that the project was abandoned in 1939. Since that date, in spite of the wide-spread approval that greeted the Board's action in granting half salary to Dr. Kerr in his retirement, no salary compensation whatever has been paid to Dr. Kerr.

When Dr. Kerr in August 1935 was designated Chancellor Emeritus, the Board indicated that certain functions would be assigned for him to perform, the nature of which would be determined by mutual conference. As a business man of wide contacts and broad outlook, Mr. Sammons had a high appreciation of research as applied to commercial projects. With other members of the Board he believed that the problems of farmers, in particular, and other producers in general, were centered largely in distribution, transportation, and marketing. Accordingly, in conference with Dr. Kerr, he proposed a new department of the State System of Higher Education, with an office in connection with the General Extension Division in Portland, to be known as the Department of Research in Production and Marketing, with Dr. Kerr at its head. This the Board unanimously approved at a meeting on October 28, 1935.

Commenting on the new agency for the assistance of agriculture, the Oregon Journal of October 30 referred to the vast achievements of the Oregon Agricultural Experiment Station in research that gave our farmers such new and improved crops as Federation wheat, Ladino clover, new varieties of pears, and other fruits. The editorial then continued:



Oregon State College honored itself on the occasion of its 75th anniversary by inaugurating a new president, Dr. August Leroy Strand, and granting an honorary Doctor of Laws degree to W. J. Kerr, Chancellor ^{Emeritus} of the Oregon System of Higher Education. Dean of Administration E. B. Lemon (center) assists at this 74th Annual Commencement on May 29, 1943.

That the same character of research can likewise extend Oregon markets is undeniable. It is in that great field to which Dr. Kerr has been assigned. As leader, administrator, and director of Oregon's vast production development, Dr. Kerr is especially fitted for the new duty as to markets. E. C. Sammons, particularly qualified by his own marketing extension of the products of the Iron Fireman, gives valuable testimony about the new arrangement, in an article on this page.

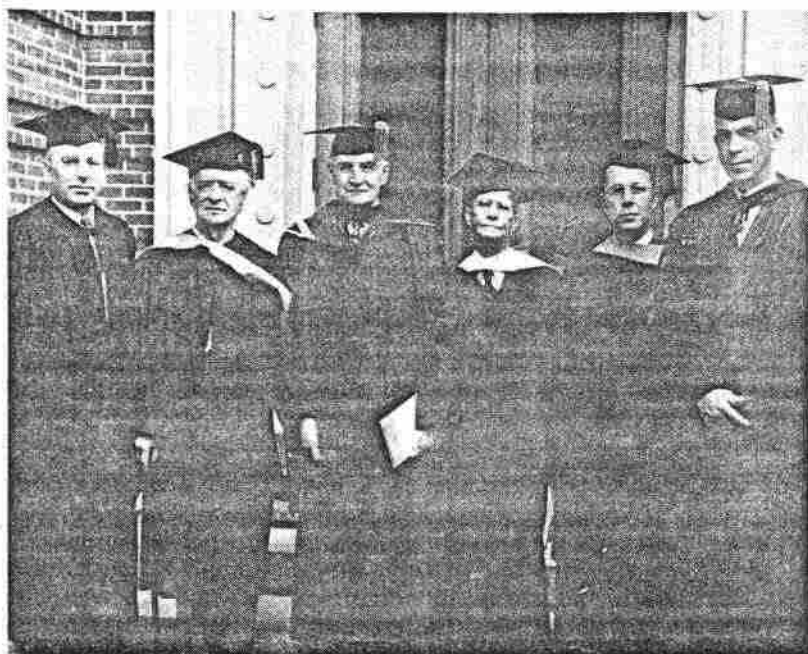
Mr. Sammon's article was an enthusiastic forecast of what might be expected from a state-supported program of research in marketing to match the accumulated returns that had resulted from the State College program of research in production, a superb contribution to the annual income of Oregon. Continuing, he said:

Now the state system of higher education is going to carry this magnificent work farther forward by searching out new and unexploited markets for Oregon products. There are three well known Portland companies; namely, Jantzen Knitting mills, the Iron Fireman Manufacturing Company and the L. R. Teeple Company, which, through sales research departments, have found it practicable to market almost all their entire output of products outside the borders of Oregon. It has been authoritatively stated that these three companies, on the average, sell less than one-half of one per cent of their products to residents of Oregon. Note what that means to the state. Millions of dollars are annually brought into the state by these three companies alone. Note what private initiative has been able to accomplish.

Continuing his comment on the new research project contemplated to result from Dr. Kerr's assignment, he said, "Given the assistance of marketing counsel, such as has been given the citrus producers of California, or the poultry producers of the great Petaluma section in California, or the dairymen of Wisconsin, and we shall see an undreamed-of prosperity for the agricultural regions of Oregon."

Other publications in the state, following the lead of the metropolitan dailies of Portland, carried news articles and editorials approving the new project.

The ultimate objective, briefly formulated at that time, was the development of a long-range research project to find new markets for Oregon's



Between Governor Earl Snell (left) and newly inaugurated President A. L. Strand (right) are the recipients of honorary degrees awarded by Oregon State College in 1943: William H. Galvani, Doctor of Engineering; William Jasper Kerr, Doctor of Laws; Edwin Thomas Reed, Doctor of Literature; and Zed Jarvis Atlee, Doctor of Engineering. Dr. Reed is author of this biography.

products and to determine methods of adapting production to marketing requirements. A further purpose, as experience and resources, economic and otherwise, could be relied upon, was to provide expert marketing counsel and assistance, in cooperation with established agencies, such as is afforded producers in other progressive states, particularly in the field of agriculture.

Before such a program could be put into operation, it was apparent to Dr. Kerr that it would be necessary, from a study of all available facts bearing on the situation, to determine the nature and extent of the problems involved, the degree in which these problems remained unsolved, the agencies already engaged in their solution, and the service in this field that the State Board of Higher Education might consistently render, within the limits of its funds and personnel. A preliminary study soon revealed to Dr. Kerr that the field was so extensive, the problems so complex and difficult, the interests involved so important, and the available resources for making a thorough survey so limited that a considerable period of time would be required to arrive at a clear-cut program for consideration of the Board.

Need for the proposed marketing research and service in Oregon, however, was confirmed very promptly by the numerous communications, including requests for assistance, that came to the office in response to the announcement that it had been established.

Inquiry revealed the fact that the purpose of ^{the} Production and Marketing ~~Department~~ in Oregon was similar to that of the Giannini Foundation of California and had comparable value in the conservation and development of Oregon industries. The Giannini Foundation has income from an endowment of \$50,000 and supplemental amounts that provide an annual fund of \$117,000. This made

possible the employment of a large staff of varied specialists, who serve the various phases of production and marketing in that state.

Sources of information used by Dr. Kerr in his investigations included personal conferences in Oregon and in Washington, D.C., with officials of the U. S. Departments of Agriculture and Commerce; specialists and other officers of the land-grant colleges and universities; research specialists of chambers of commerce and State Planning Boards; representatives of different agricultural and industrial organizations in the states of California, Washington, and Oregon; producers; dealers; and consumers, ^{as well as} official printed bulletins and reports and special reports from representatives of the various organizations and institutions.

Dr. Kerr's quite extensive study of foreign trade problems disclosed the fact that Federal agencies, which have comparatively unlimited funds, are best able to cope with these problems. In the same way, thorough inquiry into the industries connected with timber manufacture, lumber, and wood products, indicated that these industries are for the most part adequately organized and successfully functioning. Such organizations as the West Coast Lumbermen's Association, Western Pine Association, comprising mills in eleven western states and part of Texas, and the Western Red Cedar Association, all carry on intensive types of research and render effective service to their respective industries.

As was found true in the case of the Giannini Foundation in California, so the facts clearly indicated in Oregon that the great need for the research assistance of the Office of Production and Marketing was in the field of agriculture. While different cooperative associations and agricultural product organizations, such as the Hood River Apple Growers, Interstate Creamery Association, Eugene Fruit Growers Association, and others, have achieved

notable success, unsolved problems still remain that have far-reaching importance in stabilizing certain divisions of agriculture and putting them on a successful paying basis.

Following extensive studies made of conditions in California, Washington, and Oregon, particularly, and considering also reports of conditions in other states, Dr. Kerr discovered that the most difficult problems of agricultural production and marketing were regional in their scope and could not be solved by Oregon working alone. Hence he sought, and gradually approached conclusions for a means of evolving a federation of production organizations of the Pacific Northwest, such that they might function as units after the pattern of the different citrus fruit organizations handling products of California and Arizona.

With the aid of a secretary, but otherwise working alone, though in close cooperation with others in the State System of Higher Education who were concerned with parallel problems, Dr. Kerr worked steadily for nearly two years toward the goal of working out a program that he could recommend to the Board of Higher Education as the conclusion of his investigations. At first, his objective was to find some department of the existing State system that could take on such functions of production and marketing not already cared for that his research work clearly indicated should be undertaken as a responsibility of higher education. Gradually, however, as the scope of the field seemed to demand a breadth of outlook not comprehended or fully appreciated by any department already established, he reached the conclusion, embodied in his report of March 6, 1938, "Oregon's Problem in Marketing Agricultural and Industrial Products," as recommendation to the Board that a System agency be maintained as a separate office, located at the State College, to be designated "Division of Agricultural and Industrial

Marketing," employing a man as Director "with successful practical experience and proved ability in marketing, capable of effective and aggressive leadership." Since such a specialist would necessarily be a trained technician, Dr. Kerr thus quite effectually eliminated himself from the office of director.

This report of Dr. Kerr's, a printed bulletin of 76 pages, widely circulated throughout the state and to land-grant institutions generally, met with very general approval in the press and among industrial leaders. The Oregonian, in the course of a half-column editorial on April 27, 1938, entitled "Dr. Kerr's Marketing Report," characterized the report as "an inclusive and precise survey of the field, which should serve as a basis for future attempts to improve marketing...." Continuing, the editorial said:

It has long been understood that Oregon lagged behind California and Washington in standardization, in cooperative research for markets, in advertising....What is needed most is proof that Oregon producers, in spite of their comparative fewness, can break the monopoly enjoyed by the neighboring states by plunging on advertising of Oregon's high and unique quality.....

There is reassurance for such plunging when one considers the improvement made during recent years in the marketing of Oregon's turkeys, wheat, wool, butter and cheese. Dr. Kerr brings out the marketing victories in these fields, mentioning in particular the advances of the Bosc pear.

But the case should be so apparent that the growers who fail to organize and attack the market with daring, will realize that they are stupidly keeping themselves in poverty...Here high standardization and quality production are the logical--indeed, the inevitable--approach to the market. Dr. Kerr says all this, scientifically and overpoweringly.....

THE OREGON JOURNAL consistently and aggressively supported Mr. Sammons and his fellow members on the Board of Higher Education who advocated the adoption of the recommendations made by Dr. Kerr in his report. The JOURNAL'S attitude was determined not solely by Dr. B. F. Irvine, Editor of that publication and a member of the Board of Higher Education, but

by Dr. Marshall Dana, Associate Editor and far-seeing champion of North-western development. Commenting on Dr. Kerr's Report editorially in its issue of April 30, 1938, the JOURNAL quoted certain sections from the publication and concluded with the following paragraph, after giving evidence that it favored the project:

Oregon has made marvelous progress in production science through Oregon State College leadership. But we are still a producer's state going hat in hand to a buyer's market. What a miserable, puerile, quibbling, stupid offense against sense it would be to continue the present situation when literally hundreds of millions of dollars are to be made by waking up to the place that efficient marketing should do for Oregon.

The Sunday OREGONIAN of May 22, 1938, carried a full-page illustrated article, giving the essential message of the Report, by Duane Hennesy, staff writer of that publication.

It is impractical, of course, to attempt to give an adequate review of Dr. Kerr's report in this biography. An abstract, with quotations, of a single section of one of the main divisions of his publication, however, will help to indicate the substantial character of his information; and the presentation, in full, of his conclusions and recommendations will show how definite were the results of his intensive studies. It should be remembered, of course, that except for his secretary, Geraldine H. Rist, he had no immediate assistance in either his investigations or the composition of his report. Sampling the information he compiled, under the general heading of "Problems of Production in Relation to Marketing," the section devoted to "Increased production by irrigation" will illustrate both the comprehensive scope and the concrete character of his informational material. An abstract of this section follows:

The efficiency of production can be furthered also by the development of supplemental irrigation. The possibilities of increased returns to growers, particularly in Western Oregon, through high yields and

superior quality as a result of the use of supplemental irrigation are so important as to warrant special consideration. Prior to 1929, there had been 2,600 acres in the Willamette Valley placed under irrigation.

In a statistical table he pointed out that between 1929 and 1937 nearly 20,000 acres had been added to the irrigated areas in the state.

It is estimated that two thirds of the total acreage under irrigation in the Willamette Valley at present is devoted to irrigated pasture and field crops. The remaining area is devoted to specialized crops such as fruit, vegetables, mint, and hops.

Extensive field experiments of irrigation on growing crops, conducted by the Oregon State College over periods of 6 to 26 years, and including crops commonly raised in the Willamette Valley, indicate a general increase in crop yield due to irrigation of 51.7 per cent.

A ten-year experiment carried on by the State College indicated that many of the cane fruits bring greater profits if irrigated. Irrigated strawberries averaged from 25 to 100 per cent larger in size, with an increase of from 5 to 36 per cent in No. 1's and a corresponding decrease in culls. Irrigation has been found profitable also with other berries. As reported in a recent bulletin, "Contrasts between the extremes of short-pruned unirrigated and full-length irrigated loganberry canes showed an increase per acre in gross income of approximately \$100 in favor of the latter method. This represents what growers may expect to gain in many instances by a change in their production methods. ... Red raspberries more than doubled their net income by the use of irrigation and made very satisfactory returns when prices were good."

The superior quality resulting from supplemental irrigation is generally recognized. For instance, the Eugene Fruit Growers Association accepts beans and beets only if grown under irrigation. The fact that "Blue Lake" beans sell at a premium is justification of this policy. Within the past few years there has developed around Eugene an industry which brings millions of dollars annually into the community. Vegetable crops returning as much as \$400 an acre and a cannery employing 1,900 persons, with 3,000 more workers harvesting beans have resulted almost solely from irrigation. The phenomenal growth of green beans and other vegetables in the Santiam district near Stayton further emphasizes the value of supplemental irrigation.

In the past ten years on the Oregon State College farm, supplemental irrigation has increased the production of potatoes 115 bushels an acre. A grower near Forest Grove who produced 69 sacks of potatoes per acre on unirrigated land was able, with irrigation, to produce 234 sacks per acre, which sold on grade yield at more than 200 per cent above the price received for unirrigated potatoes. Another grower through the use of supplemental irrigation, increased his clover-seed yield from 55 pounds to 335 pounds per acre.

In Polk County, the development of supplemental irrigation has been outstanding. Alfalfa acreage has increased from 70 acres in 1926 to 5,000 acres in 1936, with record-breaking yields. Ten years ago only one hop yard in Polk County used irrigation. Now, approximately fifty yards have irrigation projects of various kinds. Near West Salem, production of Evergreen blackberries was quadrupled, so that, for example, from $9\frac{1}{2}$ acres 50 tons of berries were harvested, selling at \$80 a ton.

... There is every indication that future expansion of acreage under supplemental irrigation in Western Oregon will be even more rapid than during the past decade, with a corresponding increase in the production of specialized crops, and with a consequent increase in population and smaller farm units.

Referring to the increased immigration due to drouth and other difficulties faced by farmers in the middle west, Dr. Kerr called attention to the fact that many of these immigrants would need very considerable assistance in their new undertaking in Oregon because of the wide differences in climate, tillage methods, ^{and} adaptability of certain crops to local conditions. Assistance from established agencies, such as the extension service, would be necessary, he pointed out, to assure their initial success as farmers in Oregon. He then concluded this section on irrigation as follows:

These developments add materially to the complexity and magnitude of the problems in production and marketing. In addition to the service rendered by established agencies in connection with these problems, there is increasing need for a coordinating agency which can assist growers with problems of distribution and aid them in planning production in relation to existing market demands and in finding new and larger market outlets.

The "Conclusions and Recommendations" arrived at by Dr. Kerr, and presented to the Board of Higher Education for action were embodied in the following quotation with which he concluded his report:

From the foregoing, it is evident that notwithstanding all that has been and is now being accomplished in production and marketing, many problems remain unsolved. There is outstanding need for an agency capable of analyzing Oregon marketing problems, of formulating a program adequate for their solution, of coordinating the activities and enlisting the cooperation of all agencies and individuals concerned in the successful functioning of a definite program.

Such an agency must concentrate on immediate problems involving large interests; must utilize the available information and leadership for emergency action, with a view toward permanent benefits; must be in a position to take the initiative in support of Oregon interests in matters affecting the marketing of Oregon commodities, such as foreign trade agreements and regulations, Federal and State legislation, and Interstate Commerce Commission regulations; and finally must exert aggressive leadership that will inspire the confidence of producers, private and cooperative organizations, and public agencies.

The investigations of this Office definitely indicate both opportunity and responsibility for the Oregon State System of Higher Education to render valuable service through the maintenance of such an agency.

IT IS THEREFORE RECOMMENDED:

1. That provision be made for a continuation of the marketing work on the basis of the investigations during the past two years, but that, consistent with the functioning of this agency, the name "Office of Production and Marketing" be changed to "Division of Agricultural and Industrial Marketing."
2. That the personnel of the Division consist, for the present, of a Director and a secretary, with an added specialist when conditions warrant and funds are available. The Director should be a man with successful, practical experience and proved ability in marketing, capable of effective and aggressive leadership.
3. That the office of the Director be located on the campus of Oregon State College, thus affording opportunity for close contact with the large staff of specialists engaged directly or indirectly in work of production and marketing in the fields of agriculture and industry. Administrative functions should be so defined as to recognize the close interdependence of production and marketing to the end that the Director may maintain constant and mutually beneficial relationships with other divisions of the State System of Higher Education.
4. That a budget of from \$9,000 to \$11,000 be provided from unrestricted funds for the fiscal year 1938-39. Additional grants from private sources may be provided from time to time for special studies in specific marketing problems.
5. That there be appointed a Committee of from seven to nine members to serve in an advisory capacity in directing the policies and activities of the Division. This Committee should include representatives of the State University, the State College, the State Department of Agriculture, and the state at large.

Through the initiative of ill-informed or prejudiced groups here and there the legislature of 1937 was incited to make a political issue of the maintenance of the Office of Research in Production and Marketing, and in spite of

Chancellor Hunter's vigorous defense of the work and the Board's support of the project, the House of Representatives passed a bill abolishing the office. The Senate, however, refused to concur, and the office was continued, with Dr. Kerr still functioning until 1939. In discussing the situation, the Oregonian of February 2, 1937, carried an editorial entitled, "Rebuke to the Star Chamber," as follows:

The Salem Capital Journal thinks that a main factor in bringing about passage of a bill in the house to abolish the position of W. J. Kerr in the higher educational establishment was the action of the committee on education in holding its deliberations on the measure in secret. The Salem newspaper is probably right.

There could be no possible legitimate excuse for making a secret of what was a matter of public business and public concern. Promoters of the bill, as the Capital Journal points out, capitalized on resentment among members at the committee's high handedness. The house wanted to administer a rebuke to the committee and it did so by reversing the committee's recommendation and passing the bill.

The matter ought not to be carried through on any such basis as that in the senate. There should be no humiliation of so faithful and efficient a public servant as Dr. Kerr nor any affront by the legislature to the state board of higher education merely because a committee blundered or was highhanded in its method. Any impartial study of the work that Dr. Kerr is doing will demonstrate its potential great value. If the senate will look into this issue judicially and act on the merits of the case it will hardly follow the course of the house.

The 1938 Minutes of the Board of Higher Education record the fact that the Board took initial steps to carry out Dr. Kerr's recommendations. An advisory committee, comprising nine of the State's leading citizens, was appointed, and initiated its functions by recommending a man, experienced in both research and marketing, for the position of Director to succeed Dr. Kerr, the Board having already set aside a budget of eleven thousand dollars to care for the first year's operation of the division. The Board passed a formal vote approving the nomination of the Committee, with the Director's salary fixed at \$5750. For some time, however, there had been a division of opinion on the Board, varying from 5 to 3 in the earlier votes to 5 to 4

in some of the later decisions, regarding the whole question of the continuation of the Division of Research and Marketing, and the alleged "star chamber" methods of the legislature seem ultimately to have invaded the deliberations of the State Board of Higher Education. The upshot of the whole matter was that before the newly elected Director was ready to take office, the Division itself was discontinued. Dr. Kerr relinquished his title of Director of Research and Marketing. The Board took action, however, reaffirming its earlier vote, by which Dr. Kerr retained his title of Chancellor Emeritus. In spite of Dr. Kerr's thirty-two years of service to higher education in the State, no salary was attached to this position, and since 1939 he has received no retirement pay whatsoever.

CHAPTER XXXIV

NOTABLE ADDRESSES OF DR. KERR

Incidental mention has been made, here and there throughout the biography, of addresses that Dr. Kerr delivered on various occasions, chiefly at educational conventions. Several of these addresses were published in the official proceedings of associations, and some in educational periodicals. While no attempt is made in this chapter to review all the addresses, certain ones, covering a wide range of time and topics, are selected for abstract or summary purposes. Included, as representative and significant are the following: "The Relations of the Land-Grant Colleges to State Universities" (1905); "Education and The World War" (1917); "Greetings on Behalf of the Oregon State Agricultural College at the Inauguration ceremonies of Dr. Arnold Bennett Hall as President of the University of Oregon" (1926); "The Spirit of the Land-Grant Institutions" (1931); "Recent Experiences in Centralized Control of Higher Education" (1933); "Commencement Address, University of Oregon" (1934).

In the course of his fifty years as an active factor in the field of public education Dr. Kerr had many demands for addresses on various occasions, involving more or less serious preparation, and usually a definitely organized manuscript to be followed. In addition, many other occasions called for impromptu expression that in many instances was taken down by a stenographer, and filed for reference. Hence, a very large fund of both typescript and published material has been available for consideration in connection with this biography. Incidental mention has been made, here and there in the various chapters of the study, as material in the addresses seemed pertinent to the subject. But even in this chapter, devoted directly to summaries of selected addresses, no attempt is made to cover all the field, or even to mention many of the addresses that had striking significance at the time they were delivered. Only a few of the most notable compositions, memorable either because of the occasion or the importance of the subject, as an interpretation of Dr. Kerr's educational objectives and ideals, are given attention here. To do more would overburden this particular section of the biography as an element in the life and work of an educator

whose contribution to his profession covered a wide range of achievement in both material and spiritual fields.

In the Executive Office files there were fifty-eight typescripts of addresses that Dr. Kerr delivered between 1906 and 1920. These were all neatly bound, dated, and titled. Mention of the subjects of some of these addresses indicates the scope of his thinking during that period. Mention of some of the audiences addressed indicates the range of occasions where Dr. Kerr's ideas were in demand. The subjects included: "The Function of the Common Schools," "Educational Agriculture," "The New Education," "Education for the Masses," "Irrigation," "Country Life Problems," "Horticultural Education," "Equality of Opportunity in Education," "The Ideal Public School," "The New Idea In Education," "Marks of Manhood in America," "Relations of Eugenics and Sex Education," "Agriculture's Forward Movement," "Harmonizing of Vocational and Cultural Education," "Education Adapted to Life," "Agricultural Economics or The Business of Farming," "Addresses to the Faculty" (annual), "Modern Demands of Education."

Among the various audiences addressed during this fourteen year period, the following are typical: Convention of National Educational Association, Oregon Medical Society Convention, Oregon Irrigation Congress, Oregon Convention of Women's Christian Temperance Union, Meeting of Federal Land Bank Board, State Banker's Association, Business Men's Conference with McAdoo and Houston, Convention of State Horticultural Society, Klamath County Teacher's Institute, State Teachers' Association, Older Boys Conference, Social Hygiene Society, Educational Congress Alaska Yukon Exposition, Convention of Farmers' Union, State Association of County Superintendents, Convention of State Grange, American Association of Land-Grant Colleges and Universities.

Typical of the counsel given by the President in his addresses to the faculty are the following excerpts from his 1913 talk of September 18, as reported by Mary Bowmar stenographically:

If there should be any regulation regarding the work of faculty members or the students that could be improved to advantage, any member of the faculty should feel free to suggest changes that might be thought desirable. They can be brought to the attention of the faculty or the council or the president, as the case may be, and receive proper consideration. If, after consideration, it should be deemed expedient that the suggested change be made, it may be made and then put into effect, but until it be made, it is not a question of opinion on the part of the individuals, but a question of a conscientious observance of the regulations by every member of the faculty.

This is a distinctly characteristic way that President Kerr always employed to show the reasonableness of insisting on the observance of institutional regulations, which were the result of conference and agreement on the part of all concerned when adopted.

Concerning the responsibility of the instructor in his relations with his students, President Kerr's judgment is indicated clearly in another excerpt from this informal address, as follows:

The instructor who is cold and calculating, who thinks his whole duty is discharged when the lesson is assigned and the student is instructed in the classroom, does not do the best thing by the student. The gong sounds, the class is dismissed, and the report goes to the Registrar that A, B, and C are deficient, D was absent today, etc. Now, what does that really mean? Not much in the development of character. More than that, it does not mean much in constructive education. On the other hand, the instructor who is enthusiastic, who is interested as much in the person as in the subject, is the instructor who gets real results; he is the instructor who will be remembered long after that school room is closed to the youth who goes out into the world, and who remembers the good that has been done....

Typical of the emphasis President Kerr always put upon breadth of mind, public service, and character development as objectives he prized in the members of his faculty was the following brief reference to the subject in this 1913 address:

Do you know that one criticism that is directed at our profession is that its tendency is narrowing, that we withdraw ourselves from the things of life; confine our interests too much to the work of the classroom; that we attach undue importance to mere schoolroom and laboratory work and forget our duties in citizenship? The complaint is made that academic interests shut out all participation in community life and responsibility; that we do not exercise our influence in an uplifting, helpful way in shaping the policies of our city, our county and our state. While that criticism is less true, I believe, of faculty members in a land-grant institution than in other types of colleges and universities, because of the vocational character of the work, yet we can all afford to keep in mind the fact that our strength in the institution may be definitely improved if we give attention, as we may, to the affairs of the community and the state, with the aim of being helpful. We thus have more influence not only with the people generally, who support the institution, but also with our students, who recognize the fact that, important as is scholarship and technical training for skill and leadership, fundamental character counts most.

Reviewing six selected addresses ranging in time from 1905 to 1934, we have a cross section at least of Dr. Kerr's thinking on educational subjects as he presented it to the public. These six addresses include none of the stimulating talks he made to his own faculty and students, the analytical lectures he delivered as Grand Master of the Masonic Lodge, or as a member of the Grand Council and later as Grand Master of the Order of DeMolay, or his addresses as special lecturer in the Ford Conservation Campaign representing the United States Department of Agriculture in World War I. The six addresses included, however, are regarded as representative.

Relations of Land-Grant Colleges to State Universities

One of Dr. Kerr's most notable published addresses, because it represented pioneering in the field explored and proved to be a remarkable forecast of future developments in that field, was his discussion of "The Relations of the Land Grant Colleges to the State Universities," delivered before the 19th annual convention of the American Association of Agricultural Colleges and Experiment Stations, held at Washington D.C. on November 14-16, 1905, when he was President of the Agricultural College of Utah. Reviewing, first, the "widespread agitation" of this question in the various states at that

time, with particular reference to Montana, Idaho, Wyoming, California, Iowa, North Dakota, Colorado, and Utah, where proposals either of consolidation or separation of functions were being considered, he continued by reviewing the conditions in higher education that had led to the demand for the land-grant colleges, and then sketched the current scope of the universities, on the one hand, and the agricultural and mechanical colleges, on the other.

Emphasizing the need for recognizing the parity of functions of agriculture and engineering and the liberal arts, even in institutions which combined all the higher education curricula, as in Illinois, Wisconsin, Minnesota, and California, Dr. Kerr gave his judgment regarding the relations of the university and the land-grant college, in states where two institutions were maintained, as follows:

In the states where the agricultural and mechanical colleges and the state universities are maintained separately, particularly in the newer states with small population and limited revenues, it is important that the respective functions of these institutions should be clearly defined in such way as to avoid, as far as practicable, the duplication of expensive courses, and to prevent either institution from encroaching unnecessarily upon the distinctive field of the other.

Elaborating this point, he conceded that in the older and more populous states, such as Michigan, Iowa, Indiana, and possibly Kansas, certain duplications, "particularly in engineering," might be justified, but continued:

In any event, however, whatever the final division of work between these two institutions, and to whatever extent certain courses might be paralleled, even in the wealthiest states, each institution should still occupy a distinctive field, to the extent at least (1) that the state university should not offer courses along any of the different lines of agriculture; and (2) that the agricultural and mechanical college should leave the field in the liberal arts and in the professions of law and medicine exclusively to the university.

Finally, under the heading "Demand for Liberal Training," he insisted that "it is impossible that a large part of the general work of these insti-

tutions should not be the same." Referring to mathematics and the physical and natural sciences, as inherently belonging to the land-grant colleges, he continued:

...These sciences must also be taught in the state universities. Moreover, both institutions should afford the general training in language, literature, history, civics, etc., required in a liberal education. 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. In the language of Dr. Jordan, "education in literature, philosophy and the sciences is now more than a luxury, more than the possession of the recluse, more than the necessary equipment of the old-time professions; it has become essential to modern industrial life and a potent factor in industrial progress."

Education and the World-War

An address entitled "Education and the World-War," delivered at the general session of the National Education Association at the annual convention on July 13, 1917, and published in The Journal of the Association in October 1917, pages 109 to 117, may be abstracted by giving a few quotations from the Journal, as follows:

The great war in which most civilized nations are now involved is a challenge to modern civilization. On the hypothesis that education is the concomitant of civilization, it is alleged that therefore, as evidenced by the great world-cataclysm, education has failed; that instead of school work being a vital controlling factor in individual and national life, it has been, for the most part, remote, isolated, not adapted in a real, practical way to the needs of the people. But education has not failed. Of this there is ample evidence on every hand, even in the war itself. The achievements of European nations in the mobilization and equipment of the greatest armies in the history of warfare attest the real value of the educational work of these countries. The facilities provided for the rapid and certain movement of millions of men, under the most adverse conditions, and of furnishing troops with the necessary munitions and other supplies as required, are all the products of modern education. As declared by an eminent European specialist, this war is an engineers' war, and if we have victory it will be an engineers' victory. The entire enginery of modern warfare--the submarine and aircraft and artillery, destructive implements of whatever kind--all are possible only thru the applications of science, development, largely at least, in the institutions of higher learning; likewise, the means of alleviating suffering and of saving life.

But educational systems generally have been worked out on the policy of peace. The aim has been the elevation of character, the discipline of mind, the applications of science in industry, the promotion of the general welfare of humanity. It is to education, indeed, that we are indebted for the great achievements in modern industry and statesmanship. Fundamentally, however, education for peace essentially must be of a character such that it may easily be adapted to meet the exigencies of war.

The vital relationship between the various industries and the war and the unprecedented demand for the products of industrial enterprise, add emphasis to the importance of the technical courses in the colleges and universities and to vocational training in the secondary and elementary schools. There is urgent need for the largest number possible of trained specialists and skilled workers in the different lines of industry. The industrial development of the United States during the past fifty years is perhaps greater than that of any other country; and yet, with all the achievements of the past, there is still enormous waste and great opportunity for improvement. For instance, it is estimated that "not over 11 per cent of the energy in coal is effectively utilized, the remainder being lost in the inefficiency of the steam boiler, the steam engine and the electric dynamo." The value of recoverable products wasted each year in the manufacture of coke is estimated at more than forty-five million dollars. The United States produces forty million tons of coke annually, and it is said that "if every ton produced came from the most modern by-product ovens, thereby saving the gas, tar, ammonia, benzol, etc., otherwise wasted, we should be almost entirely independent of Chilean nitrates for explosives as well as fertilizers." The waste products thus saved would also have made this country independent of Germany in the matter of dyestuffs. In the field of agriculture, also, there is equal necessity for eliminating waste. The annual loss from preventable animal diseases and pests, for example, is estimated at more than two hundred million dollars. The loss from smuts of wheat, barley, oats, and rye alone averages more than sixty million dollars a year. The Secretary of Agriculture announces an annual food waste in this country, as a result of bad preparation, bad cooking, improper care and handling, amounting to more than seven hundred million dollars. These, of course, are only illustrations.

On the other hand, as indicating what may be accomplished, reference may be made to the fact that the extraction of copper by hydro-gravity concentration resulted in a saving in a single year of more than fifty-one million dollars. With the advent of the steam shovel, also, and improvement in methods of concentration, three mines alone, otherwise unproductive, were made to produce more than three hundred million pounds of copper, worth, at fifteen cents, forty-five million dollars. In agriculture the saving to the country thru the applications of science is almost inestimable, amounting certainly to hundreds of millions of dollars each year.

Finally, with all its limitations, education constitutes the great democratizing agency of this country. It promotes liberty, equality, opportunity. The schools of the future must emphasize the development of practical efficiency, clear thinking, high ideals of statesmanship, in the preparation of students for the greatest service to themselves, the nation, and mankind.

- - - - -

Greetings in Behalf of the Oregon State Agricultural College

At the inaugural banquet given on Monday evening, October 18, 1926, in honor of Dr. Arnold Bennett Hall, who succeeded Dr. Prince L. Campbell as president of the University of Oregon, President Kerr gave a review of statistical data that showed the progressive character of higher education in Oregon. In view of the convincing evidence of educational development in the state, and the liberal attitude of the Oregon public toward education in general, and higher education in particular, the address is deemed of sufficient importance to be quoted in its entirety. Said Dr. Kerr:

It is with great pleasure that I bring from the State Agricultural College hearty greetings and sincere congratulations. The College and University together constitute the state agency for higher education. They are a part of the public school system.

One of the distinctions of America today is the devotion of its people to the cause of education. The growth of education during recent decades has been phenomenal. Ordinarily, educational advancement supposedly should keep pace with the increase in population and wealth. In the United States, however, the comparative development has been extraordinary, particularly during recent years. The increase in population, for example, from 1890 to 1922, was 73.5% while the increase in high school enrollment was 610%, and in college enrollment 345.8%. Especially marked has been the increase in college enrollment during the four years since 1922, the estimated total for 1925-26 being 775,000.

In this great advancement Oregon has kept pace with other states. The people of Oregon, in fact, have always been a progressive people. Even during the most adverse pioneer days, in the establishment of any settlement first consideration was given to the church and the school. Willamette University was established as early as 1842, the first, and for many years, the only institution of higher learning in the Northwest. Pacific University followed in 1849. In 1868, Corvallis College was designated by the State Legislature as the institution in Oregon to receive the benefits of the congressional Land-grant act of 1862. This institution was transferred to state control under the

government of the state board of regents, as at present, in 1885. And the State University is this week celebrating the fiftieth anniversary of its establishment.

In education Oregon ranks favorably with other states throughout the country. In 1923-24, for instance, the enrollment per thousand of population in the public high schools of Oregon was 41.6, while the average for the United States was 30. In the State College and University of Oregon, the enrollment for the same year per thousand of populations was 7.2, the greatest in the United States, excepting only Utah and Nevada. Other states ranged from 1.7 for Illinois, 4 for Iowa, to 6.2 for Nebraska. The average for the United States was 2.3. Including both public and private colleges and universities in Oregon, the average was 11.4, compared with 6.5 for the United States.

The interest in higher education in Oregon, as compared with other states, is further shown by the fact that in 1921-22, of the total school enrollment in Oregon, 3.17% was in the State College and University, the largest of any state in the Union, excepting only Nevada, with 4.79%; whereas the highest per cent in other comparable states ranged from 1.37% in Ohio, 1.41% in Kansas, 1.52% in Michigan, 1.61% in Iowa, 1.65% in California, 2.2% in Washington, and 1.83% in Nebraska. The average for the United States for the same year was .78 of one per cent.

The advancement of education in Oregon during recent years is marked by an increase in enrollment in the public high schools per thousand of population from 13.3 in 1910 to 41.8 in 1923-24, or 213%. In the colleges and universities the enrollment in 1910 per thousand of population was 2.5, and in 1923-24, 11.4, or an increase of 356%. In 1913 the number of public high schools in Oregon was 80; in 1926, 280; while the enrollment in 1913 was 8,000, and in 1923-24, 45,000, or an increase in enrollment of 462%.

Oregon is a great state, with almost unlimited potential wealth. In the development of her resources and industries, in the advancement of her economic, civic, and social interests, the State College and University must play a very important part. But whatever the other achievements of these institutions, it is in the training of the youth, after all, that their greatest opportunity lies, providing the best possible preparation for the largest measure of success, and developing, withal, the highest standard of American citizenship.

Dr. Hall, I congratulate you upon the great opportunity to which you have come as President of the State University,--an opportunity for service to the University not only, but to the entire commonwealth. And I bring assurance that in this great service, the attitude of the State College towards the State University is one of sincere cooperation and good will. I wish for the University continued prosperity, and for you, a long, a happy, and a most successful administration.

The Spirit of the Land-Grant Institutions

On the occasion of the Forty-fifth Annual Convention of the Association of Land-Grant Colleges and Universities at Chicago, on November 16-18, 1931, four venerable leaders of land-grant institutions were selected to interpret "The Spirit of the Land-Grant Institutions," Dr. Eugene Davenport, Dean Emeritus of the College of Agriculture, University of Illinois; Dr. E. A. Bryan, President Emeritus of the State College of Washington; Dr. W. O. Thompson, President Emeritus of Ohio State University; and Dr. W. J. Kerr, President of Oregon State College. The addresses were published in a separate bulletin by the Association as an authoritative exponent of the spirit and ideals of the land-grant institutions.

In this address, Dr. Kerr emphasized four primary elements of the spirit of these great educational foundations: (1) the spirit of initiative--pioneering, exemplified in the experiment stations; (2) the spirit of growth--progress, through the application of science to industry; (3) the spirit of equal opportunity for all--democracy; and (4) the spirit of helpfulness--service.

In introducing the subject (he was the first of the four to speak), he said:

A college or university is an agency of public progress. Its spirit is determined largely by conditions under which it was created, and is modified by conditions under which it develops. The spirit of the land-grant institutions was chiefly the product of conditions of the first half of the nineteenth century. That spirit has been enlarged and intensified with the expansion and diversification of American ideals during the past seventy years.

The introductory statements of each of his main topics were as follows:

PIONEERING: Pioneering in new fields of effort has made constant demands on the resources of the land-grant colleges. In the beginning necessity made them resourceful. Having mastered their initial problems, they gained strength and courage to attack others as they appeared. Servants of the state and nation, in a peculiar sense, they have accepted every public emergency in peace and war, as a challenge to their initiative and resourcefulness.

PROGRESS: In keeping with the spirit of the pioneer, which has characterized the land-grant colleges from the beginning, is their spirit of progress, which inspires them to be forever alert to improve existing conditions. Unfettered by tradition, developed for the most part in the freer atmosphere of the West, they have been leaders in the progress of scientific research, in the application of science to agriculture and industry, in the organization and improvement of technical and vocational education.

DEMOCRACY: The land-grant colleges have had a far-reaching effect in the democratization of higher education. They have entertained no sympathy for the doctrine that higher education is the prerogative of an aristocracy. By their own practice and the example they have set for other institutions, they have vastly enlarged and enriched the whole field of education, not only on the college level but also in the secondary and elementary schools.

SERVICE: Finally, the spirit of the land-grant institutions is the spirit of service. A major function of any college or university is service to its constituents. In the case of the land-grant colleges this obligation is toward the entire commonwealth. Their attitude in all relationships is one of helpfulness. It would be difficult to estimate the value of their service to their respective states even in material gains. Single discoveries of experiment stations in different states have been known to add to the wealth of the state year after year more than the entire cost of the institution. Yet other values, even more important, result from the work of these institutions. The intangible benefits that enter into the thought and ideals of the people, leavening the whole lump of civic and social life, are undoubtedly the larger and loftier contribution of the land-grant institutions to the states and the nation.

In discussing the spirit of service, he cited impressive instances illustrated by such items as the following: examples abound of whole industries that owe their existence directly to the work of the land-grant colleges... Vast areas of land, originally regarded as deserts, have been made productive by modern methods and have become the seat of thriving states...Breeding for egg production in Oregon, the evolution of the trap nest by the Maine Station, and the day-old chick enterprise originated at the New Jersey Station, have revolutionized the poultry industry...All phases of their research have been close to practical problems, and animated by the spirit of service.

Greatest of all contributions of the land-grant institutions has undoubtedly been in the education of youth...The directors of many of the largest

industrial research laboratories of America and many of the leading manufacturing and public utilities companies are graduates of land-grant colleges. ...Every industry has been improved by the service and contributions of these graduates....No field of production, construction, communications, or transportation would have attained its present development without the contributions directly traceable to men trained in engineering at land-grant institutions....In the World War 100,000 graduates and former students were in service, more than 30,000 officers, many of them being cited for distinguished service.

In concluding this address, Dr. Kerr said:

The spirit that actuates this prodigious program and that arrives at such massive results, is the supreme and pervasive spirit of the land-grant institutions. It comprehends and inspires all the other elements of their spirit--the element of pioneering, of progress, of democracy. Through the exercise of this spirit they fulfill their highest function. Their success is measured by it. That land-grant institution, in fact, that most fully surrenders itself to the state and nation in a spirit of service, that institution shall truly be greatest among us.

- - - - -

Centralized Control of Higher Education

From the standpoint of interpreting the unified system of Higher Education in Oregon, against the background of its past, the most significant of Dr. Kerr's published addresses was that delivered at the 38th annual meeting of the National Association of State Universities in 1933 entitled "Recent Experiences in Centralized Control of Higher Education." Certain excerpts from this address will throw a clear light on the reorganized system.

I

Seventy Years of Uncoordinated Higher Education in Oregon, 1858-1928

For seventy years higher education in Oregon, like that of most states, had neither adequate organization nor authority for coordinating the several institutions or unifying their respective functions.

One institution after another arose, fostered by some religious denomination or promoted by some ambitious community, until successively more than a score of academies and colleges sprang up in Oregon and for a time at least claimed the patronage and support of the people of the state. Among these, at least nine were at one time or another recognized as state institutions, seven being designated as normal schools. One became the land-grant college, and from another can be traced the early beginnings of the state university.

ORIGIN AND DEVELOPMENT OF THE INSTITUTIONS

All of the present public institutions of higher education in Oregon, with one exception, were thus designated as state institutions following initial development as private or religious academies or colleges. In the legislation designating the several institutions there is no indication that a state system of higher education was contemplated or that the institutions would have complementary or co-operative relationships. No logical idea prevailed even in respect to their location. From Corvallis, the oldest and most central institutional site, Eugene is only forty miles to the south and Monmouth is twenty miles to the north. In turn, from Monmouth the distance to Portland, the state's metropolis, is sixty-five miles. Ashland, in Southern Oregon, and La Grande, in Eastern Oregon, are more remote, having tributary areas peculiar to each.

Efforts to Establish a Territorial University. In 1851 the territorial legislature founded and located the territorial university at Marysville, later named Corvallis. To provide the necessary buildings, the succeeding legislature appointed a commission which took immediate steps to obtain lands and building materials. In 1855, however, the state capital having been moved from Salem to Corvallis by act of the legislature, the university was relocated at Jacksonville in Southern Oregon, and the property of the institution at Corvallis ordered sold at public auction. No effort seems to have been made to build the university at Jacksonville; the State Capital was soon restored to Salem; and Corvallis was left with only the memory of its territorial university.

Oregon State Agricultural College. The next year, 1856, however, private initiative established Corvallis College, a community enterprise which was soon taken under the auspices of the Methodist Episcopal Church South. It was chartered by the legislature in 1858; ten years later it was "designated" by the legislature as the land-grant institution of the state. In 1865 the church voluntarily relinquished its authority over the institution and the state assumed entire control as well as responsibility for it..

The University of Oregon. In the same year that Corvallis College was chartered by the territorial legislature, 1858, that body gave a charter also to The Union University Association of Eugene. Largely through the efforts of this organization the legislature in 1872 designated Eugene as the location of the State University. The Eugene community provided for the University both land and a suitable building, as did the Corvallis community also for the State College.

The State Normal Schools. As already indicated, at different times the State Legislature has designated as state normal schools seven different institutions. Only three exist today. The one at Monmouth, founded as Christian College in 1865, was designated the Oregon Normal School in 1882. The one at Ashland, founded originally in 1879 by the Methodist Episcopal Church, was adopted as a state normal school in 1882, discontinued in 1910, but reestablished in 1926 as the Southern Oregon Normal School. The Eastern Oregon Normal, third of the existing normal schools, was opened at La Grande in 1929.

GROPINGS TOWARD CENTRALIZED CONTROL

In the early days, provincial and immediate objectives naturally dominated. It took many years of competition and rivalry among the several institutions to disclose the need for some kind of governmental control that would promote the long-time, state-wide view of the services to be rendered by state institutions of higher learning.

In 1907 the four rival normal schools then in existence were by law placed under one board of normal school regents, which superseded four separate boards. Two years later all four schools, still contending with each other even under the same board, were stripped entirely of state support. As stated in 1923 by Dr. R. J. Leonard* in discussing Relations Among Institutions in Oregon, "This was the closing chapter of the years of rivalry and conflict among these schools. It may be said literally that the normal schools exterminated each other."

In 1915 a legislative committee, acting jointly for the Senate and House of Representatives in investigating higher education, was so impressed by the rivalry between the University and the State College and the duplication of functions, that it reported to the legislature in 1917 that it would be better for the institutions as well as the taxpayers if both were under one board of regents.†

In recent years, certain significant evidences of interinstitutional cooperation are to be noted. These include the millage tax campaign of 1920 conducted on a cooperative basis by all three state institutions of that time; a joint agreement in 1921 among all the institutions of higher learning in the state, private and endowed as well as state-supported, in providing uniform entrance requirements for students; and the practice begun in 1928-29, whereby the University and the State College include in their official catalogs a two-page outline of the curricular offerings and institutional services of both institutions.

* The Coordination of State Institutions for Higher Education through Supplementary Curricular Boards, p. 98, University of California, Bureau of Research in Education, 1923, Study No. 13.

† Senate and House Journals, 1917, pp. 141-142.

OREGON STATE BOARD OF HIGHER CURRICULA

Of all the steps toward centralized control, the most effective was the Oregon State Board of Higher Curricula, created in 1909. The Board was composed of five members each serving for five years, their terms expiring in rotation. The functions of the Board were "... to determine what courses of study, if any, shall not be duplicated... and to determine and define the courses of study and departments to be offered and conducted by each...institution..." This Board served over a period of twenty years and did much to solve the problems of duplication and improve the relations between the University and the State College.

Competent opinion from outside the State that the Board of Higher Curricula had done as much for Oregon as similar state agencies had been able to do for other states, is contained in two official reports of two specialists in higher education for the United States Office of Education who made reports in 1915 and 1922 respectively. The 1915 report stated that--

"The establishment of the Board of Higher Curricula, its division of the work of the two institutions to prevent duplication, and finally the measure placing both upon a continuing mill tax basis, have removed the principal causes of friction."*

The 1922 Report stated that--

"Considering the fact that in Oregon, as much, if not more, has been done through the Board of Higher Curricula toward the elimination of unnecessary duplication between the two institutions, it is difficult to see how it would be possible to reduce state expenditures for higher education--without eliminating, or very seriously crippling, activities that are vital to the prosperity and welfare of the state."†

DEFINITION OF RECOGNIZED FIELDS OF SERVICE

When the institutions were founded, as already indicated, no attention was given to differentiating them. The State College, originally a private classical institution, was made a land-grant college by adding agriculture, engineering, and home economics to its curriculum. The University, on authority of the act establishing the institution, assumed all knowledge to be its province.

The existence of the State Board of Higher Curricula, however, functioning for twenty years, had much to do in differentiating the two institutions, emphasizing the distinctive characteristics of each and restraining each from encroaching upon the peculiar field of the other. Thus by 1929, when the legislature established the single board of regents, the general lines of demarcation between the two

*University Of Oregon Bulletin, December, 1915, "Report of A Survey of the University of Oregon made by the United States Bureau of Education."

†Report on Oregon Colleges by the Specialist in Higher Education of the United States Bureau of Education, "addressed to the State Superintendent of Public Instruction, April 6, 1922.

institutions were definitely recognizable. The following paragraph from the report of the Oregon Survey Commission shows clearly that the Commission and the new state board of higher education had a substantial foundation on which to build their reorganized state system of higher education:

"The character of the University and of the Oregon State College as reflected in their spirit and educational offerings are not identical...Each is devoted to large areas of educational endeavor that are peculiarly its own and within which it has no competition from the other State institution...Naturally, the points of clashing...bulk large in the consciousness of the...State. Yet, essentially the University's major attention is given to the humanities and the social sciences and to their applications in various professions, while the major activities of the Oregon State College are directed to the sciences and their technical application in a wide range of occupations."--p. 47.

SENTIMENT CRYSTALIZED IN FAVOR OF COORDINATION

Controversies arose, however, particularly during recent years, over curricular and other matters accompanied by a good deal of activity on the part of partisans of the respective institutions; wherever such partisanship took the form of conflict, as in many instances it did, adverse sentiment developed among the people of the state in respect to competition for students and for larger appropriations. Sentiment crystalized in support of the idea that together these institutions constitute the state agency for higher education, and that between the institutions, their staffs and students, a spirit of harmony and cooperation should be manifest rather than unfriendly competition and institutional antagonism.

II

Single Board and Reorganization Ordered by Law, 1929

In 1929 the State legislature created the State Department of Higher Education. The bill provided for a board of nine members, appointed for terms of nine years. It directed that the Board arrange for a survey of Oregon higher education, on the basis of which it should reorganize the work of the several institutions and draft a program for their future development. The primary objective of the reorganization was to eliminate unnecessary duplication and to provide a state program of higher education in harmony with the State's needs and tax-paying ability.

NEW BOARD GIVEN FULL POWERS

The Board was given all the combined powers of the former boards of regents of the University, the State College, and the State Normal Schools, and of the State Board of Higher Curricula. It alone had authority to deal with the state legislature on matters of higher education, all institutional contacts being limited to officers of institutions authorized by written order of the Board to appear as its representatives.

FLEXIBLE POLICY HAS FACILITATED DESIRABLE REVISIONS

In announcing its original program of reorganization the Board made very clear the fact that it was not assuming to promulgate a fixed or finished product. On the contrary it recognized that progressive changes would be necessary in the light of experience. As a consequence of this receptive attitude, while some few modifications have perhaps resulted from urgency of petition, in most instances its decisions have been in the direction of greater economy, better coordination, or wider service to the state.

ADMINISTRATION FOR UNITED SYSTEM PROVIDED

The obvious purpose of the Committee and the Board was to emphasize the system rather than institutions, the functions to be performed rather than the agencies performing them. Provision was made in this report for the centralization of business operations, physical plant maintenance, registrar's offices, and information, including publications and news. The recommendation provided that "budgets...be built around the curricula of the system as a whole without any regard to the particular geographical location in which any curriculum may be offered"--in other words, ignoring institutions. The budget for business administration, science, or journalism would thus be made up on an interinstitutional basis rather than as an element of the budget of the University, the State College or a normal school.

DIRECTORATES WITHOUT COORDINATING HEAD

A unique element in the administrative organization that was set up was the provision for interinstitutional directors. Functional deans were provided to serve as directors of all types of work offered throughout the system in the particular field of their specialty. The fundamental purpose in designating as "director" on all campuses the dean of a major division of work at a given institution was to provide each campus with all the basic and service work in that particular field that is really necessary and vital to the major curricula on that campus and yet to avoid any excess of duplication of courses. The arrangement was designed to make provision for ample work of a basic and service nature on all campuses, as well as a strong major department on one campus, and to avoid occasion for any criticism of unnecessary duplication. These directorates, which were not provided for by the Survey Commission, are in harmony with the principle by which emphasis was to be on the System rather than the institutions.

Following the appointment of directors on March 18, 1932, the state-wide system was assumed to be operative. Institutions were no longer regarded to have separate identity. All were resolved into various interinstitutional functions operative on the several campuses. Institutional presidents were relegated to the initial stages of a complete fade-out. Directors set about reorganizing their several functional divisions in the two institutions. This involved both personnel and budgets, as well as the detailed adjustment of curricular offerings as allocated by the board's program of reorganization. Personnel problems were complicated and difficult, and

budget problems were even more so. The group of new executives, some of them inexperienced in the exacting tasks of evaluating departmental costs and coordinating financial data, even on a single campus, faced the forbidding problem of dealing with two campuses and of saving nearly three-quarters of a million dollars, necessitated by reduced income, in addition to inaugurating their respective programs of work. The task was overwhelming, and insistence upon prompt action aggravated its difficulties. Personnel problems in some instances became acute. Initial budget reports were hopelessly inadequate and gave no prospect of balancing the budgets.

AUTHORITY OF INSTITUTIONAL EXECUTIVES RECOGNIZED

Obviously the directorates, functioning without a coordinating head, were not making for harmony in the educational system. In this dilemma the Board promptly modified its former action by restoring the identity of institutions, as essential factors in the State system of higher education, and requiring that directors should be responsible to the president of each institution at which any work in their field was to be offered. Budgets were explicitly referred back to the respective presidents for review and reorganization. By this means steps were taken to restore peace and a comparative degree of confidence to the faculties of the University and the State College; and the necessary reductions in budgets were accomplished without seriously disrupting the work of any of the institutions. This arrangement, restoring institutions to the control of their respective presidents, continued up to the time of the appointment of the Chancellor.

CHANCELLOR APPOINTED

In fulfillment of its policy expressed May 21, 1931, to organize the State System of Higher Education "under one administrative head," the Board appointed the Chancellor September 6, 1932, more than a year after it had been given complete charge of all functions of the several institutions.

- - - - -

MACHINERY OF UNIFIED CONTROL DEVELOPED GRADUALLY

In all fundamental matters of organization the Board has maintained both a constructive and a progressive policy. Unification of administration has evolved step by step as experience and wise educational policies have shown the way. The Board has manifested a statesmanlike and patient consideration for established functions that have played a significant part in the development of any institution, with a view to conserving such functions for the good of the System as a whole. In spite of drastic reduction in income, no institution has been eliminated or seriously limited in function. The Board has kept clearly in view the ultimate objective of a unified and coordinated higher educational system for Oregon, and has made steady and consistent progress toward that goal.

PARITY OF FUNCTIONS ESSENTIAL TO HARMONY

Experience with unified control in Oregon has undoubtedly fostered a better appreciation of the parity of functions between institutions. This has long been recognized as a fundamental condition in the development of a state system of higher education.* Without the acceptance of all types of instruction and public service as coordinate elements in the state-wide program, cooperation between institutions is impossible. Against this fundamental principle neither original designation, tradition, nor statute should prevail to give superior position to one type of service as compared with another, or to set it off in a class by itself. Having determined its program and made its allocation of functions, State authority must define the field of each institution, and give it a clear opportunity to develop that field. Without this assurance there can be no real harmony in any state.

SPIRIT, NOT MECHANICS, MAKES FOR UNITY

Out of all the experience of higher education in Oregon during recent years--both the long period when the institutions were under separate boards and since they were all legally placed under the control of the single State Board of Higher Education,--it becomes increasingly clear that the outstanding element determining unity of action and coordination of function is not the form of administrative organization, but the spirit that animates that organization. This principle was recognized more than twenty years ago by Dr. George E. Vincent and clearly enunciated as follows in his inaugural address as President of the University of Minnesota:

"The true unity of the state educational system consists not in official machinery, but in a spirit of mutual understanding, respect and good will among the men and women to whom the educational interests of the state are entrusted."

(Published in the Proceedings of the National Association of State Universities and also in the Phi Kappa Phi Journal, December, 1934)

Commencement Address, University of Oregon, 1934

As an indication of the principles of cooperation and harmony that Dr. Kerr maintained with fidelity during the period he was chancellor of the State System of Higher Education in Oregon, his address at the June commencement of the University of Oregon in 1934 is significant. Since the address is brief, moreover, it is quoted in full, as follows:

*Bulletin 19, 1916, United States Office of Education, "State Higher Educational Institutions of Iowa," p. 49.

First, I desire to address a word of greeting to the graduating class--the fifty-seventh such class at the University. This great company of people is here primarily to witness your triumph in the completion of your purpose in entering the University; to rejoice with you in the honors and distinctions you have earned, and to join with the University, its faculty and students, in wishing you future success, honor and happiness.

This is one of the earliest classes graduating under the unified state system of higher education. The four years of your residence at the University have been years of pioneering in an educational movement that is becoming nation-wide. For there is a general trend throughout the entire country toward better coordination among state institutions of higher learning in the interest of harmony, economy, and efficiency.

The people in many states, as in Oregon, are coming to realize that excessive costs in higher education, resulting from unnecessary duplication of functions and unwholesome competition among institutions, may best be eliminated through a unified system under the control of a single board devoted to the interests of all the institutions.

The principle established by law in Oregon, and put into operation by the State Board of Higher Education, is a state-wide service through the cooperative work of all institutions. No institution is to be built up at the expense of another. Each will progress as all progress. To fulfill the function of the entire state system, each institution will contribute to the fullest possible extent the particular functions assigned to it.

As the departments, schools, or other divisions of each institution comprise the elements of that institution, so the several institutions distributed throughout the state are the component elements of the State System of Higher Education. The different institutions are thus bound together as coordinated units in a solidarity of state-wide service. Each is a contributing entity to the larger and more comprehensive entity or system.

To paraphrase an epigram used by Chief Justice Salmon P. Chase, in 1868, in defining the national government, they are an indissoluble union of indestructible institutions. But, as Judge Chase said of the government, the perpetuity and indestructibility of the Union by no means implies loss of distinct and individual existence by the states. The parallel between the relations of the states to the national government, and the relation of the institutions to the Oregon State System of Higher Education, both in organization and purpose, is so complete that we may take as our criterion and guide for the future, the slogan an indissoluble union of indestructible institutions.

The several institutions, through appreciation earned by faithful service, through traditions and ideals accumulated by years of such service--three of them over a period of more than fifty years--the University, State College, Medical School, and normal schools

have established themselves in the confidence of the commonwealth. By pursuing a policy of harmony and cooperation, maintaining high standards of scholarship, and making the best possible use of all available resources in advancing the welfare of the State; and with the united support of alumni and friends, the perpetuity and prosperity of the state institutions of higher learning in Oregon should be assured.

CHAPTER XXIV

CHARACTERIZATIONS OF DR. KERR

Delineations of Dr. Kerr, as an educational executive and as a man, have been voluntarily recorded on various occasions by his colleagues in educational administration, by members of the faculties that have served under him, by citizens of Oregon and other states, and by newspapers, periodicals, and other publications. Never consciously seeking advancement in position or personal aggrandizement, his rapid rise in positions of educational leadership seems to have been due to the complete degree with which he became immersed in whatever task he accepted as an obligation. Offers of advancement came to him not only unsolicited but unexpected. "His high personal character," "his integrity of life," his "fine sense of honor," his "capacity as a builder and an organizer," "his exacting and austere self-discipline," his personality "physically fit, mentally alert, and spiritually aspiring," his "broad vision, coupled with skill in analyzing details," "his consistent success as an educational administrator," his invariable policy of "standing by his help," and his "magnanimous attitude" toward those who opposed him or his policies, all combined to give him an exalted place in the esteem of those who knew him best.

From the fact that Dr. Kerr made rapid and consistent advance in position and influence after he entered upon an educational career, it would naturally be inferred that he was ambitious for advancement. Just as the recognition he received while working in the mercantile business astonished and even embarrassed him, however, so each successive step upward in the educational field took him by surprise. He never planned his work with any deliberate effort to make it a stepping stone to a higher job. In whatever task he found himself engaged, he became immersed in it. In order to give it the best possible attention, he tried to know whatever there was to be known about it. From day to day he made the most thorough preparation for the immediate task ahead of him. His chief concern was always to put his best effort into the work at hand, and never to be satisfied with anything less than his full power applied to handling a particular situation. Step by step he thus built up the habit of mastering a particular job and of projecting his thought regarding that job to its ultimate conclusion. Thinking a plan through, not merely starting it, gave him a capacity for foresight,

and a definite control over his projected program. But he never seems to have had a conscious ambition to attain any particular eminence. Wherever he was, and whatever he did, he simply strove for "the things that are more excellent." Reflecting upon his entire career, as we were preparing sections of this biography, he said to me as if thinking it out for the first time, "From the beginning of my teaching in Utah, when I accepted the position as superintendent of schools of Smithfield, and later that of an instructor and professor in the Brigham Young College, or as an advanced student at Cornell University, or as Professor in the State University of Utah, at no time was my work planned with any conscious effort to advance to a higher position. As a college instructor, for instance, I did not aspire to become head of a department in the State University. I had not worked to that end. And later, as professor at the University I had not thought of attempting to obtain the presidency of that institution or of any other. The offers came to me not only unsolicited, but entirely unexpected."

Opinions of Individual Leaders

Tributes in recognition of Dr. Kerr's leadership in education and his character as a man are so numerous and their sources so varied that it is impossible to give more than a mere sampling of such characterizations. A few such voluntary estimates, however, may be presented, in their essentials, to illustrate how widely and how earnestly the salient qualities of his leadership and his character have left their impression on his contemporaries.

Tributes such as the following, in an informal letter written November 24, 1943, by Paul R. Kelty, who was Editor of the Oregonian during the difficult years when the unified system was being evolved and organized, are indicative of the confidence that the responsible leaders in Oregon have regularly entertained for Dr. Kerr. Said Mr. Kelty:

It was a matter of sincere regret to me that I was unable to attend the dinner given in your honor. There is no man in Oregon I would more desire to join in honoring than yourself. I consider the job you did for higher education in this state to be outstanding and I am glad to reflect that I did what I could in my small way as an outsider to give you support in your efforts.

There at Corvallis stands that truly great school, made so by you. It is your handiwork and your monument. It is at its place in the sun now, and it was you who brought it there. Had your tenure as chancellor been longer, I think a similar story would have been written for higher education as a whole.

In addition to his beautiful tribute of 1932, on the occasion of the celebration of Dr. Kerr's twenty-five years of service as president of Oregon State College, Dr. O. W. Thompson, President Emeritus of Ohio State University, who on that occasion recognized "his high personal character, his integrity of life and that fine sense of honor characteristic of the scholastic gentleman," said of his visit to Corvallis five years earlier, in 1927, as published in the Ohio State University Monthly, "An acquaintance of more than twenty-five years made another visit most welcome. I have rarely spoken to a more enthusiastic body of students. The physical plant is in many ways superior.... The architects and landscape artists have done their work admirably in the arrangement of buildings, the color scheme, the style of buildings, and in general their practical character. I have not seen a more attractive campus."

Dr. Ray Lyman Wilbur, President of Stanford University, writing to Dr. Kerr on the occasion of his retirement, when Dr. Hunter came to assume the duties of the chancellorship, said among other things:

You have done an outstanding piece of work in higher education in this country. I have always admired your capacity as a builder and as an organizer, and the skill with which you were able to get results in the face of great difficulty. You have my hearty congratulations. I know that you can look back upon many satisfactions.

In 1934, on the occasion of Dr. Kerr's resignation being presented to the Board, Mr. Kelty had said, in the course of a half column editorial:

No man in the United States has done more for the land-grant college system than Dr. Kerr. For seven years [1900 to 1907] he held the presidency of the Utah State Agricultural College, with a success so conspicuous that he was drafted to Oregon to take charge of our own agricultural college. He found it a small and struggling school, inadequately staffed and with a nondescript plant. By a quarter of a century of unrelenting and intelligent toil and direction he developed it into one of the really great state-operated colleges in the nation.

He was elected to the chancellorship in trying times and under untoward conditions....Nevertheless his record shows that Dr. Kerr has been chancellor equally for all the schools, without manifestation of favoritism. His has been an administration that reflects credit upon himself, upon the state board of higher education and upon the schools.

In an editorial entitled "After Fifty Years," B. F. Irvine, the veteran Editor of the Oregon Journal, who had for more than twenty-five years been closely associated with Dr. Kerr as a member of his governing boards, said in connection with Dr. Kerr's retirement in 1935, immediately following a reference to the new educational state system of higher education that had been so firmly established:

It is in such a life that the new chancellor emeritus in Oregon has toiled and spun for 50 years. It has been a life dedicated to building men and women. It has been a half century devoted to fashioning and forming manhood and womanhood for broad endeavor in justice, temperance, and all kinds of intelligent and worthy action. What nobler endeavor than this--leading minds and souls into approved fields, where impulses are high and motives the best!

The Salt Lake City Telegram of Saturday, May 4, 1907, said on the occasion of Dr. Kerr's election to the presidency of the Oregon State Agricultural College:

The professor has performed a superb work in Logan; he has brought the college up from an humble station, without much organization, into a splendidly equipped and thoroughly organized institution, and has given it such a standing that it has students from a dozen outside states....Professor Kerr is not only an eminent educator, but he has the sagacity and administrative ability which would make him famous at the head of any industrial enterprise.

At a meeting of the Board of Higher Education on September 2, 1935, Chancellor Hunter addressed the Board informally as follows:

It would be ungracious if I did not express the great pleasure I feel at being among you and being a part of the policy-making organization of the institutions of higher education at a time when education means so much to the public and to the theory of democracy in world government. I can conceive of no more thrilling occupation than attempting to meet the problems confronting higher education. Goals of higher education have been defined in general terms but need redefining constantly in terms of problems that have to be met instantly--problems that are vital not only to the institutions but to the future of the state--and the making of policies for institutions in an experiment such as this one in Oregon is one of the most challenging things I know.

I want to say that it is amazing to me in studying this program, studying the survey, studying what you have done in response to that survey, to note the progress you have made in such trying times and difficult conditions. It seems to me that the work this Board and Dr. Kerr have done in a period of four years of the greatest difficulty cannot be measured. Future generations will know what you have done, what Dr. Kerr and his associates have done, in laying the foundations for a united program here in Oregon. It is going to have a very great effect on higher education in America and on future generations.

Let me reiterate my pleasure at being with you and in coming at a time when a constructive program is in progress as it is here today.

The following report quoted from the Oregon State Monthly, October, 1935, page 3, interprets Dr. Kerr's idea regarding faculty leadership:

On his return from a summer in Europe in 1926, in company with Mrs. Kerr and his son Robert, Dr. Kerr, addressing the faculty at the opening of the academic year, had the following to say, among other pertinent things:

"We recognize the fact that this campus and all its business are merely tools. It is the work of the institution that counts and its work and standards depend, first of all upon the staff. With buildings inadequate and equipment not elaborate, yet men and women who are real teachers may gain a reputation for work of high standard in this country and elsewhere.

"Institutions have individuality as well as persons, and we expect the newcomers to adapt themselves to the general policies and customs of the campus. I like to think of the staff of a college as an institutional family, always assuming an attitude of helpfulness, harmony, and cooperation, and I have been proud to receive compliments on the loyalty of the College faculty. I believe that there is opportunity for a staff member, without trespassing on the field of another, to use his ability to the fullest limit of his physical and mental endurance. If a person has real ability, strength and force of character, and leadership, he will be found out and will get his promotion....

Our responsibility does not end with research and scholarship; we are responsible to the utmost of our ability to influence for good the students who come here.

Periodical Publications Express Confidence in Dr. Kerr

Various periodicals, local to the campus on the one hand, and extending throughout Oregon and the country at large on the other, have carried editorials or character delineations of Dr. Kerr in which they have expressed not only their admiration of his leadership as a builder and educational executive but also their complete confidence in his character as a citizen and Christian gentleman.

The Oregonian, commenting editorially on the twenty-fifth anniversary of Dr. Kerr's service to Oregon higher education, said on May 7, 1932:

Oregon is given to periodic change and experiment in matters educational, which makes it all the more extraordinary that Dr. William Jasper Kerr of Oregon State College should be the dean of land-grant college presidents in the United States. In the occasional flurries that have swept over higher education in Oregon, Dr. Kerr, urbane and unmoved, has stood like the proverbial rock. This week, as we are told in the "years ago" column, we celebrate the twenty-fifth anniversary of his arrival in Oregon....For a quarter of a century he has guided the emergence of the Corvallis institution from obscurity to prominence. That is longer than any other land-grant college head in the country, now in office, has held his position.

Corvallis shows the benefits of the singleness of policy this has made possible. The campus is a place of unusual beauty, due to the fact that since Dr. Kerr took charge one style of architecture has been followed consistently--a style outwardly attractive and yet giving the most space and light internally that money could buy. One cannot inspect the Corvallis plant without being convinced that here a consistent business plan has been followed out over a long period of time....And meantime, while the physical plant was being enlarged and modernized, Dr. Kerr did not forget the duty of the institution to agriculture, forestry, mining, fisheries, commerce, and engineering. Research work and extension courses expanded along with the resident teaching work, and Oregon State College stands today a well-rounded institution--a place of which the state is proud and with which it can be well satisfied as it confronts the future.

The Christian Advocate of September 19, 1935, commenting with approval on the resolution published by the Board of Higher Education in appreciation of Dr. Kerr's services to higher education, concluded an editorial as follows:

To The Advocate it seems that his chief claim to distinction lies in his unusual perception of a fact so often unrecognized; namely, that educational institutions, both state and private, must concern themselves not only with giving knowledge to the students under their care, but also and more importantly, with developing a certain attitude and disposition toward life which fits them for civic and social responsibility in later years. That cannot be done apart from religion. Hence the need for a friendly recognition of the church and church activities in the lives of the students. This should regard religious organizations as a normal part of human life. More so-called "secular" educators do this than is generally thought, but Chancellor Kerr's example is outstanding, and is worthy of emulation by many others.

The June 1927, issue of Oregon, the State Magazine, in an article entitled "Twenty Years of State-Wide Service," gave a quite extended characterization of Dr. Kerr, along with a review of the two decades he had completed at that time as president of the State College. The Introductory paragraph gave the key note of the article, as follows:

The greatness of any institution, observed a discerning philosopher, is but the lengthening shadow of one man. This is but another way of saying that Mark Hopkins on one end of a log and James Garfield on the other constitute a university. For it emphasizes the value of leadership in much the same way. A modern college or university, however, needs a material plant--laboratories, libraries, and equipment--much more than did the college of one hundred years ago. Scholarship, ideals and personality are just as essential today as in generations past, but scientific training, research, physical education and all the things that go to the making of a great modern center of higher learning, demand an institutional plant as well as scholars to man it. Hence it is doing violence to the facts to try to dissociate the college plant from the college people, like trying to isolate the soul from the body. It is so at Oregon Agricultural College. For every building that has gone up on the campus has had behind it the incentive not only of the presiding genius on the campus, but of some scholar who has for years visioned its use and its form, and some thousands of students, backed by the homes of Oregon, who have realized its need while they themselves were working on the campus.

So in reviewing the past twenty years of the Oregon State Agricultural College, the period of administration of Dr. W. J. Kerr as president, we shall not be much concerned to differentiate his work as a builder of college halls, a builder of curricula and scholarship, and a builder of institutional policies, educational ideals, and campus traditions. They all go together. They all make up the College community. They all have a part in the great task of serving the commonwealth and in building the "Beaver Spirit."

Reviewing briefly the constructive work of various former members of the Oregon State faculty and of graduates of the institution who had come immediately under Dr. Kerr's dynamic influence, the article continued:

Thus is President Kerr's influence, through men and women whom he has helped to direct and educate, spread throughout the country and the world. They carry with them some reflection of his alert and energizing personality, some incentive from his exacting and austere self-discipline, some understanding of his constructive principles and ideals. A further word of characterization, touching more directly upon the man and the administrator, may help to show why O.A.C. as the years advance, bears more and more distinctly the stamp of the personality of its president.

A penetrating zeal for accuracy in detail is combined in Dr. Kerr with a masterly grasp of principles. He has a keen ability in handling figures, especially in connection with finance, a consequence, no doubt, of his early teaching of mathematics. He can glance over a batch of proof with great rapidity and pick out errors on the run. But his mind naturally seeks for basic principles. He looks for fixed foundations on which definite superstructures can be built. Long before he came to O.A.C. he had been urgently advocating many of the points in the educational program that has since been established in Oregon.....

Though he has not yet reached the years when reverence comes as a matter of course to the capable college president, the students revere him, and have done so for years. He has an inherent dignity that commands respect. He does not consciously hold aloof from any human contact or comradeship. Yet there is a certain isolation in his absorbed interest in administrative projects. His friendship for students is genuine and deep. He is always accessible to the boy or girl on the campus who needs him. They know, even the humblest of them, that as the final judgment in matters of discipline is determined on appeal to him, so his friendly counsel on a personal issue will be kindly and wise. And while they would not intrude upon his time with any but critical issues, they do not hesitate to bring these to his attention. The leaders of student activities have always consulted him freely. One of the salient factors in the success of student self-government on the campus, in fact, is recognized to be the intimate personal counsel that the President has given to student leaders of activities.

President Kerr has a robust appreciation for direct and rugged honesty. He despises meanness and duplicity of all kinds. His scorn of obscenity is utterly destructive. A complete house cleaning is the only remedy that satisfies him. There are traditions that tell of the obliteration of college customs and men's clubs, like pools in sea sand, because some occasion of hilarity lost its due sense of the demarcation between conviviality and decency.

He never makes a decision until he has the facts, and he insists on all the facts available. Once he has these in hand, he quickly makes his decision. There is no wavering when the truth is known, and no weakening when the decision is made. He aims always to be kind, if kindness squares with justice; but he is inherently bent on being just.....

So the influence of Dr. W. J. Kerr, like an imposing shadow falls across the campus of Oregon State Agricultural College. Order, simplicity and dignity mark that shadow. As the separate buildings take form and fit into their several niches in the quadrangles and as the shrubbery and the trees reach up and bind them to the earth, and the ivy covers the walls with beauty, that shadow--reaching from the fountain at the east entrance of the campus, in the very heart of the city, out over the wide knoll that looms with college halls, and on past the farm buildings and the farm plots to the foot-hills of the Coast range--lengthens westward with the years. It bulks largest to the objective eye, of course, in the material growth of the campus. But it is just as real and enveloping in the expansion of college curricula, in the advancement of standards of scholarship, and in the development of an organized college service extending over the entire commonwealth. It is a shadow, in fact, that brings light instead of darkness, and radiates throughout the veins of Oregon industries the health and sunshine of applied science.

The Spectator, edited and published by Sidney Z. Bartley, included in its series of "Men of Note" in the February 1942 issue, a two-page review of Dr. Kerr's educational career and a running commentary on his achievements and character. Some of these comments so completely sum up the essence of various elements in his career that they should not be omitted from any record that interprets his contribution to Oregon education. The article began as follows:

Active educational leader for fifty years, college executive for forty-one years, president of Oregon State College for twenty-five years, first Chancellor of the Oregon State System of Higher Education for three years, and since September first, 1935, Chancellor Emeritus, Dr. W. J. Kerr, now seventy-eight years of age, is one of Oregon's outstanding citizens--physically fit, mentally alert, and spiritually aspiring. Resident in Portland since his retirement from active duty, he still maintains nation-wide functions as a member of the Grand Council of De Molay¹ and has wide responsibilities as a consultant for certain industrial and civic associations.

¹He became Grand Master of the Grand Council of De Molay in 1943.

Referring to the constructive type of work he did in Utah, especially as President of the State Agricultural College, the article continued:

In the 1940 report publishing the findings of the Commission on the Survey of Public Higher Education in Utah, conducted by the American Council on Education, under the presidency of Dr. George F. Zook, with the active participation of Dr. S. P. Capen, Dr. Fred J. Kelly, and other notable educators, many of the recommendations and principles proposed as the basis for future development are essentially parallel with those advocated by Dr. Kerr before the constitutional convention in 1895. In discussing duplication of curricula, for instance, the report commends the state of Utah for its handling of engineering, which is a survival of Dr. Kerr's proposals; the report further declared that it was "not inclined to be critical" of the duplication of curricula in business administration and economics, though "well over half of the specific courses in each institution are offered at its sister institution," but recommended that the School of Social Work be discontinued at the Agricultural College, and that home economics work be reduced in scope at the University. All these ideas conform to principles Dr. Kerr advocated and followed while he was in Utah.

Referring to the period that Dr. Kerr served as Chancellor of the newly established State System of Higher Education, the Spectator summed up the situation, ten years after the initial steps were taken in the new organization, as follows:

Whatever the ultimate verdict may be--and it is probable that future perspective will exalt rather than diminish present estimates--the fact remains that surprising progress was made during the three years that Dr. Kerr directed the destinies of the unified program. In four large fields--curricula, organization, finances, and educational procedures--much was done to put into practical operation the program adopted by the Board in conformity to the Survey Report and the law of 1929. A better understanding among the institutions was developed. The principle of parity was securely established. A clearer knowledge was evolved of the work and purpose of each institution, and the value of that work in coordinated service to the state. The Chancellor and the Board clearly recognized the fact that only the first steps in unification had been taken. "But," said the Board, with confidence, in its first biennial report, "the basic sills of the new structure of coordinated higher education in the state are already so securely fixed in the educational soil of Oregon that they may not be easily uprooted. The essential benefits can never be lost. Something fundamental and permanent has been achieved."

In concluding its character sketch, after reviewing certain principles of the Chancellor in respect to preserving the identity and individuality of

institutions, while giving loyal support to the cause of higher education as a whole in the state, the Spectator emphasized his plea for cooperation and harmony among the several institutions by the following final paragraph:

If he were to speak today (he is scrupulously careful not to meddle in the affairs of higher education) he would doubtless be inclined to say, from the disinterested point of view of an Oregon citizen, that only in so far as the faculties of the several institutions and the Chancellor and members of the Board of Higher Education are ready to cooperate on a mutual basis of confidence and self respect, will harmonious progress in higher education prevail.

The Journal of Electricity, edited by Norman S. Gallison, published in San Francisco, carried an article and an editorial in its issue of July 15, 1922 (Vol. 49, No. 2), in which Dr. Kerr was characterized, both as a man and an executive. Following are the concluding paragraphs of that biographical article:

President Kerr has the rare gift of broad vision coupled with skill in analyzing details. His command of financial problems is remarkable. At a glance, apparently, he can grasp the significance of a complete financial report of all the seven branch stations. Quietly but swiftly reviewing the proof of an entire publication, he can pick out its weak as well as its strong points. He is never idle. Scarcely is one interview closed, one matter disposed of, before another is promptly under way.

As a speaker Dr. Kerr has both power and conviction. His voice carries admirably. He often uses statistics, usually with remarkable effect, and in recent years has developed a vein of playful humor that is peculiarly effective in contrast to the vigor and directness of his usual address.

The Commission on Agricultural Education of California, on visiting the Oregon Agricultural College recently, asked one of the chief executives of the College what qualities made Dr. Kerr so successful as an administrator. "How can he get and hold good men at comparatively low salaries?" asked one of the Commissioners, "and build up on a very limited income an institution known all over the nation?"

"First," replied the departmental head, who had been a man of wide experience with business before joining the College faculty, "because he is dynamic, and second because he is fair. With his own energy and competence he inspires the entire staff. He works tirelessly, and he is never beaten. Then, though he makes decisions promptly, he makes them only after knowing the facts. Even the man against whom he is obliged to make a decision, usually admits that the decision was fair and was made in a spirit of kindness."

President Kerr has poise, but never poses. There is a distinction here that many men of imposing presence fail to recognize. But with Dr. Kerr, even in his most abandoned moods--in the hills on a picnic, taking a swim, or enjoying a story with his most intimate companions--there is an imperial uprightness, a smiling ease, and a congenial self-possession that never deserts him. No man ever tells a shady story in his presence--without regretting it and never repeating the offense. And no matter what the provocation, no one has ever known him to use profane or abusive language, or to lose control of his temper.

Yet President Kerr is not cold by nature or unmoved by human attachments. Many of the students, especially those most immediately responsible for college leadership, have come to know him intimately, and have held his friendship enduringly. With the members of his family he is playfully familiar. In spite of his strenuous hours, he is a comrade in many respects to his younger son. In his home he has always been a companion to his wife, now happily recovered from several years of partial disability due to a fall, and to his daughters, whose musical accomplishments he especially enjoys.

An incident that occurred at the marriage of his eldest daughter suggests his tenderness as well as his self control. She had always been fortunate, especially in times of stress in distracting his mind from business cares and in provoking him to frolicsome and even hilarious fun making. At her wedding he seemed particularly happy, though quiet. He was last to bid her good-bye as she left the residence with her husband to take a late train, and he saluted her gaily at parting. Ten minutes later his wife found him face down upon his bed, convulsed by grief.

A prominent State official who has long been associated with President Kerr in his work with the State Legislature,¹ tells this incident to show his unflagging cheerfulness under difficulties. Ten or twelve years ago, when the Extension Service was new and the Experiment Station was still struggling for a place in the sun, all the leading College executive officers had to be on the job at Salem to protect the interests of their departments. Toward the end of one stormy session this official's office was headquarters for all the O.A.C. lobbyists. One evening when the legislature seemed on the point of scuttling the Experiment Station and forgetting the Extension Service entirely, one after another the O.A.C. men came filing through the office on their way home. All were plainly depressed and discouraged. At length the President came in, brisk of step and alert of eye.

"How are things going, Dr. Kerr?" asked the state official, repeating the questions he had already asked of deans and directors, whose replies were uniformly gloomy.

¹The late Dr. J. A. Churchill, at that time State Superintendent of Public Instruction in Oregon.

"Oh, very nicely, thank you. Very nicely," replied the President. "We'll be taken care of all right." And in the end they were.

"He is the most resourceful executive that Oregon has ever had," recently declared a pioneer newspaper man of Portland who has known the State and her strong men almost from the beginning. "He has the confidence of the leaders in all walks of life. They respect him not simply because of what he has done for Oregon's industries, but because of his personal power and integrity."

The most extended and penetrating analysis of Dr. Kerr, as a man and an administrator, was made by C. C. Chapman, since 1915 publisher and editor of the Oregon Voter. His regular practice of characterizing legislators and other public officers in his weekly magazine "devoted to the advancement of every material interest that tends to promote the general welfare of the state"¹ had given him a capacity for veracious observation of character that was, and still is, quite unique. In an editorial entitled "Storm Center," which was published in the September 16 issue of the Voter in 1933, just ahead of the explosive events that marked the beginning of that second academic year of Dr. Kerr's administration as Chancellor, he devoted more than three pages to delineating his character, including a summary of the "prejudice of long standing against Dr. Kerr." This gave rise, he indicated, to the mistaken conviction that "Dr. Kerr became a practitioner of black magic, a scheming villain, in whom ... were concentrated all the evil elements of an unprincipled Machiavelli." Elaborating this prejudice as it developed when Dr. Kerr became Chancellor, Mr. Chapman continued his comment thus:

As against this accumulated prejudice and disbelief, there stands Dr. Kerr himself, with his 30-year record of consistent success as an educational administrator; with his international prestige for having built Oregon state college up from a tiny institution, little better than an agricultural high school, to what a few years ago was recognized throughout the world as one of America's great institutions of university standing in agricultural and higher technical learning.

¹ Oregon Supreme Court Pronouncement.

Through these years Dr. Kerr has won the loyal devotion of hundreds of faculty members and administrators, to whose minds it is inconceivable that he could be guilty of duplicity. He also has made friendships throughout Oregon and throughout the United States of educators and lay citizens who have the utmost confidence in his integrity. We count ourselves among the latter. We have known him well for more than thirty years, and never have known of his engaging in the slightest misrepresentation; we have entire belief in his integrity, not only as to its firmness, but as to its extraordinary fineness.

Reflecting on the fundamental causes in human nature that account for such extremes of suspicion and distrust on the one hand and confidence and devotion on the other, Mr. Chapman continued his analysis through the paragraph that follows:

Long experience in public life has proven to us that the best of people can differ honestly in thinking each other villains. We are not surprised that men of large caliber on and off the board and faculties believe each other to be untrustworthy and unprincipled. We have seen so much of that. Dr. Kerr's very perfection of manner, the caution of his utterance, the ever-present atmosphere of responsibility that goes with his personal bearing, are of themselves enough to provoke suspicion of people of impulsive nature. Dr. Kerr through the years has felt that he must set an example of behavior to youth. The "ought" of this loomed so large in his mind that he could not be induced to smoke, to use profanity or to permit himself to indulge in any of the petty vices. He was always dressed up, physically and spiritually, when he stepped forth from the privacy of his bedchamber; nothing was amiss in the adjustment of his attire or his utterance; his habiliments and his speech were appropriately correct to each occasion and he habituated himself to wear them with precision if not with histrionic grace. In the same way he governed his behavior. He held himself rigidly to account, that he permit himself to commit no indiscretion whatsoever. This severe self discipline, for the sake of being consistent as an example to youth, ingrained him into an impeccability of smooth circumspection that smacked of the ostentation of the Pharisee. The complete perfection of his behavior was looked upon as a cloak which covered up his true character, which became what people construed it to be in their own minds as they reacted to what Dr. Kerr did or was reputed to have done, or as they contemplated results that they regarded as contrary to their desires.

Referring to Dr. Kerr's appreciative attitude toward members of his staff, and their almost universal response of loyalty and devotion to him as a leader, Mr. Chapman continued:

One of the policies to which Dr. Kerr has adhered consistently as an administrator is that of standing by his help. Everyone makes mistakes--even Dr. Kerr. Dr. Kerr knew this about his help, even if

he was exacting of himself, and he constantly saved them from the consequences of their indiscretions. He tried to develop them away from their mistakes, not by criticism, but by reasoning with them while standing loyally by them. Many a man on his staff, one guilty of a serious indiscretion, succeeded in outliving it because Dr. Kerr stayed by him through his fault and helped him establish himself in permanent good standing.

On the other hand, Dr. Kerr had no tolerance for disloyalty. Slow to believe that a helper was disloyal, he was stern towards it when he finally became convinced of it. Even so, Dr. Kerr was careful not to parade or publicize a dismissal. He believed in giving everybody a chance for a new start, elsewhere if impossible with his college.

* * * *

We do not attempt to convert any who feel they have been injured by Dr. Kerr into exonerating his motives, for we well know the futility of admonition as a substitute for healing or for food. All we can do is to attempt to inform our readers as to what we believe is truth; among the college faculty will be found many who eagerly attest, in the privacy of intimate confidence, that our belief in Dr. Kerr's integrity is richly justified by their close contacts with him as members of his college family through the years. They admit his temperamental faults and peculiarities; they differ with him in judgment in many matters; but they swear by his character as upright.

Remarking that consequences of great moment might grow out of the implacable campaign against Dr. Kerr as chancellor, he continued that "Consolidation proposals, board reorganizations, administrative changes, will be rife," but expressed the hope of those "whose instincts are constructive, and whose passion it is to have Oregon develop spiritually and culturally as well as materially" that policies could be evolved that would preserve not only the now unified state system of higher education but the separate identities of the several institutions and their specialized contributions to the commonwealth. In conclusion he said:

These major considerations dwarf personal considerations. We have no hope of curing prejudice by ruthlessly riding over it. Dr. Kerr, we are confident, will sacrifice himself and resign if he finds he cannot cure the situation. He is not the man to despair, however; he is not a defeatist; and in spite of the difficulties, which appear to be so great, it may be hoped that he feels he can straighten out the difficulties and that his character and skill, confirmed by thirty years of notable success, will enable him to compass this supreme problem of his notable career,--for the sake of Oregon's oncoming generations of youth.



HARRIS & Ewing
WASHINGTON, D.C.