

APPENDIX

I came to Oregon State College in 1911, which is a little more than 45 years ago, and I came from Clark County, Washington. I had had a year at Tualatin Academy, which, at that time, was the prep school to Pacific University in Forest Grove. Many sections in the Northwest had no high schools in those days so I had no opportunity to attend a high school. When I came here, I registered at what they called "sub-freshman" level and entered in mechanical engineering. After studying in this field for this year, I discovered that that was not my field. Then I changed to commerce, which was one of the major schools on the campus at that time.

My first impressions of Oregon State College were not very noteworthy. The school was not very far developed. President Kerr had only been here a short time, but you could see that there were expanding pains starting; new buildings were started. There were no paved streets in the city; all the sidewalks of course were boards, and there were only a few campus buildings. As I recall, I think there were around 1,400 students. At that time, Kidder Hall was used as a men's cooperative house, and I lived there for the first two or three years. This probably was the first coop house on the campus. About 80 men lived at Kidder Hall, and we elected our own officers and hired our own cooks. Mother and Dad Hunter were the cooks as long as I was there, and they were kind of a mother and father to the whole group. We ate well, and I believe our total monthly bill was about \$18. Later on, we were evicted from Kidder Hall so that the girls could take over, and it then

became a girls' dormitory. Then the men were scattered where they could find places. This, of course, was logical because the girls must be taken care of.

Around that time, the most outstanding faculty people, as I recall, were President Kerr, who was just getting his feet on the ground to build the institution; Dean Bexell, who was Dean of Commerce; U. G. Dubach, who later became Dean of Men; Captain Beard, who was our band leader and also professor of mathematics; Professor Berchtold, who was in English; and Professor Jackie Horner in history. R. K. Brodie, now an important official in the Proctor and Gamble concern was our main professor of chemistry, and we were all very fond of him. Mother Kidder, of course, ran the library and taught us about library practice and how to use the files. E. B. Lemon was then an instructor in bookkeeping; and one personality I particularly remember, because I worked for him, was Ellsworth Irwin, who was in charge of all the student janitors. I had a job sweeping out the lower floor of the present College Playhouse at 20¢ an hour, and this was what kept me in extra pin money and kept me in school. Hector McPherson was in agricultural economics, and Professor Comish was an important man in cooperative teaching. Then there was Major MacAlexander, in charge of the military. He later became Major General MacAlexander, the "Rock of the Marne."

A good many things seemed to start about the time that I was in college attending classes. Professor Comish, being an expert in cooperative development, helped organize the Coop Book Store, and

I remember the students were solicited for \$2.50 each in order to get the first capital funds for the book store. I was one of the 400 students who contributed \$2.50 at that time. A little later, Professor Comish was instrumental in organizing the Cooperative Managers' Association, which is the buying organization for all the living groups off campus. Professor Comish later went to the University of Oregon, but he was a key figure in establishing these cooperatives which have become famous all over the United States. Just recently, I was on the Battleship Wisconsin on a trip to Europe, and a young man from Oklahoma A. & M., when he found out I was from Oregon State, asked me about the Cooperative Managers' Association. He said that they had been studying it down there and as near as he could find out, it was the outstanding organization in the United States in this field.

A little after that, the Memorial Union was organized, and it was incorporated in 1924. I stress these auxiliary activities because I think they have been very influential on the life of the institution and its smooth running.

Now to get back to my own personal college life for a minute. I was very much interested in military and varsity sports, wrestling and football. All three of these prepared me for service in World War I. Along this line, I want to stress the importance that I feel the graduates of the College who have stayed on in employment have had on the steadying influence over the years. I would like to mention Dean E. B. Lemon, who since 1911 has been on the staff,

serving over 45 years; Frank Ballard, who graduated in my class, who has been active in extension work over all this period; F. E. Price, present Dean of Agriculture, who has been active since his graduation about 1920; Dean Gilfillan of the School of Science, who also graduated about 1920; Sam Graf, long head of the Engineering Experiment Station, who graduated about 1907; the late Fred McMillan, who for many years was head of our Electrical Engineering Department; our present Dean of Engineering, George Gleeson, who has been active here since his graduation; Professor Albert in electrical engineering; Professor Willey in mechanical engineering; Paul Irvine, who has managed the book store for over 30 years; E. E. Seibert, who has managed the Cooperative Managers' Association for over 30 years. It seems to me that the criticism that is leveled at institutions for using their own graduates can be leveled off a little when we realize what these men have done for our institution.

Now to get back to the Memorial Union which has been my life work, you might say, for over 31 years now. The Memorial Union was first conceived in about 1919 when some of our boys returned from World War I. Warren Daigh and Tony Schille were two of our graduates who had a great deal to do with organizing it. Harold Readon, who was student body president about 1921 or 1922, and Roy S. "Spec" Keene, who also was student body president about that time, had a great influence on starting it. As I mentioned before, the Memorial Union was finally incorporated as a separate body in 1924. Zelta Feike Rodenwold had a great deal of influence in getting

the organization started.

I first came with Memorial Union in May, 1925, and I found that two very important people connected with the institution helped greatly in really getting the people and everyone enthusiastic about the organization and interested in raising money for its construction. One was the College editor, E. T. Reed, who was a great orator and talked at many convocations and meetings throughout the State on the advantages of the Memorial Union. The other was B. F. Irvine, the blind editor of the Oregon Journal, who was secretary or treasurer of the Board of Regents of the College and who was also a great orator and made very fine talks encouraging support of the Memorial Union. Percy Cupper, former State engineer and graduate of 1904; E. B. Aldrich, editor of the East Oregonian, graduate of 1900; R. E. Riley, former mayor of Portland, 1912; R. R. Clark, with the U. S. Engineers in Portland, 1909; E. E. Wilson, former president of the First National Bank of Corvallis, 1889; Gus Hixson, the first M. U. president in 1924; and Lindsey Spight, second president of the Memorial Union in 1925 had a great deal to do with the early organization of the Memorial Union.

You may recall that this building was built entirely with private funds and was finally constructed and occupied in 1928. We have had many ups and downs in the way of financial troubles, but finally we have been able to pay off all the bonds and we are now on a good operating basis. The influence of the Memorial Union, as well as the influence of the Cooperative Book Store and Managers'

Cooperative Association, I believe, has given a steady influence to the effective operation of the College over the years.

I have talked quite a little about the Memorial Union, but on a national basis we have what we call the Association of College Unions. There are now over 250 college unions that are active in this organization. When the Memorial Union at Oregon State College was first organized, there were probably not more than a dozen. Now the role of the college union has developed over these years into one of inspiration, and I would like to give you the latest conception of the role of the college union.

"The union is the community center of the college for all the members of the college family--students, faculty, administration, alumni, and guests. It isn't just a building; it is also an organization and program. Together they represent a well considered plan for the community life of the college. As the living room or hearthstone of the college, the union provides the services and conveniences the members of the college family need in their daily life on the campus, and for getting to know and understand one another through informal association outside the classroom. The union is a part of the educational program of the college. As the center of college community life, it serves as a laboratory for citizenship, training students in social responsibility, and for leadership in our democracy. Through its various boards, committees, and staff, it provides a cultural, social, and recreational

program aimed to make free time activity a cooperative factor with study in education. In all its processes it encourages self-directed activity giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects. The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college."

The Oregon State College Memorial Union, in order to carry out this role, has established a system of committees. We have an art committee, which also has a branch which teaches the students to make attractive posters. This committee sponsors many important exhibits in art. We also go into exhibits in other educational fields. A short time ago we had the Leonardo de Vinci exhibit of inventions, art, and mechanical devices which was attended by over 13,000 people.

We have a music committee which tends to not only furnish educational music but recreational music. They play records over the Memorial Union quadrangle at certain hours during the day. They also furnish music in the lounges. They sponsor a listening room and a lending library of popular records. They also have a library of classical records that are not loaned out but are played over a high fidelity system into the music room or the lounge.

We have a toastmasters' club and a toastmistresses' club organized with the view of teaching students to speak who are unable

to take speech classes. These are conducted away from class hours so that any student may participate who can get off during the meal hours.

We have a hospitality committee whose responsibility it is to put on the coffee hours and act as hostesses for any event on the campus that may require such service. All of these social affairs are handled with the view of teaching students how they can handle similar affairs out in their own communities after graduation.

We have a camera club and a photographic committee which sponsors dark rooms in the Memorial Union for all those who are interested in photography. We also have a public relations committee whose duty it is to see that the events sponsored by the Memorial Union are well known to all those on the campus so they may participate.

We have a lot of coffee hours, usually sponsored by the hospitality committee, but also many other organizations on the campus sponsor coffee hours, and our student committees assist with these any way they can.

We have a radio committee (this is also branching into television) that puts on a program called "Campus Side" over a radio station once each week. This also trains the students who are in the speech classes and are interested in radio and television work.

We have a social education committee whose duty it is to fill in on social education with those organizations or groups that feel the need of social education.

There is an etiquette committee that will go into any living

organization and set up a table for dinner and demonstrate the proper use of all the table equipment. Also, this same committee sponsors a dating panel, and those organizations that wish to have this may do so by asking for it. They also sponsor a turkey carving class once a year, usually just before Thanksgiving, and a wedding etiquette class along in the spring of the year so that the graduating students who are expecting to get married can find out details which they otherwise could not receive.

Our dance committee not only conducts dancing instruction with a qualified instructor but puts on various dances during the year where students may dance. We also have a games and recreation committee which teaches students to play the various games and conducts various tournaments, has charge of the billiard room, ping pong tables, and everything of that nature.

These things, altogether, with a special program consultant, Mrs. Leone Johnson, as adviser, with her various student assistants, make a well rounded program so that any student desiring to get additional cultural education which he cannot receive in a classroom may do so here. Mrs. Johnson has an enviable record as a teacher of leadership, and we conduct a two hour class every term in leadership training. This is given credit under the School of Education, and many terms we have to have two sections of this class in order to take care of the demand. This is rather an advanced class for leaders who already have a position. We also conduct many workshops for younger students who wish to get into leadership

activities.

The Memorial Union, over the years, has filled a very wide gap in the life of the institution, not only for alumni who have been out but come back and find a home here, but for faculty and students as well. Many of the important speakers who come to our convocations will give time after the speaking engagement to consult with the students during a coffee hour. This union service is always available, and many important people have met informally with students here in the Memorial Union for a round table discussion or question and answer period. Such men as Harold Stassen, Senator Morse, Senator Neuberger, Representative Norblad, Douglas McKay, and many others have given informal interviews with students.

Along the line of conferences and round tables, I should mention that the Memorial Union also sponsors seminars of various kinds, and we are particularly fortunate, in the last two or three years, in having Dr. Warrington, professor emeritus of religious education at Oregon State College, on our staff, and he has conducted numerous seminars on the Sermon on the Mount, and various Biblical phases. This has been a very good service and much appreciated by many people in the community.

Going back to the beginning again when the Memorial Union first started, it would be interesting, of course, to realize that at that time there was very little activity. The enrollment of the student body was low, and we soon were into the very severe depression so that while there were very few students, they were also concerned

mostly with making a living and being able to stay in college. As the enrollment increased and the program developed and the people became more accustomed to it, the growth of the Memorial Union has been almost stupendous. A short time ago we took a toll of people entering the building and found that in one normal day, at least 7,000 people came through the doors, which at that time was more than the enrollment of the College.

The development of the program and the activities has continued until at the present time we are planning and making all possible efforts to enlarge the building. There isn't a bit of free space left available, and with a larger enrollment we conceive that we will be in a very distressing situation if we cannot develop more space so that we can take care of more people and more of the activities which they require. The future plans for the development of the Memorial Union have been studied recently by architects and the Board of Governors, and it seems feasible at that time to put an extension of the Memorial Union building on each end. This space available would add about 50,000 square feet to the present building and would be a much better solution than to try to go across the street and handle a separate building. The finances for this construction are, at present, not in sight, but it is the definite purpose of the board to continue along this line. Eventually we hope to add this space which would not only provide more room for our present activities but provide an ample bowling alley and games room, a space for a large commons or eating place for the campus,

also adequate space for the College book store to operate in so they can serve the increased enrollment of the College.

I arrived in Oregon in 1899 and enrolled at Oregon State College after having completed a high school course in Indiana. I came to Oregon with six months to live, but after having been here a few months, I began to improve so started my college career. My work at Oregon State College was in electrical engineering. There were eight of us who started in that course as freshmen at that time; only two graduated. We were the first to finish a complete four year course in electrical engineering.

After graduation, I had been appointed to work at the General Electric Company in Schenectady, New York, but Dean Covell thought that I probably should be a teacher. I took a position as a teacher in a high school for four years, and then came back to Oregon State College as a teacher of mathematics.

During my college years, I was very much impressed by the work of several men and one woman particularly. The man that was outstanding in my mind was Dr. Gatch, President of Oregon State College. He was probably the most noted educator on the Pacific Coast at the time he was President here, having been President of Willamette University for a number of years, at Pacific University for several years, also the University of Washington. Because of political conditions, he lost his position there and came to Oregon State College and remained here until he was about 87 years old. He had a habit of requiring all seniors to take at least one course under him. He taught three different courses each year, and one of the requirements for graduation was one of those courses. At the first meeting of

and we went out into the country where he was well acquainted to call on some people who were not at home. He knew them quite well, and he said, "Now we will just have something to eat," so he rustled up some cake and milk, and he said, "I believe I can find some wine." He went down into the basement and brought up a jug of wine, and he said, "We will just have a small drink apiece." I said, "Thanks, but I have never had a drink of wine in my life, or any other liquor"; so he partook of the wine. We came back, and he told that in his Sunday School class the following Sunday because he thought it was so outstanding that a young man would correct his teacher in that way. Some years later, when I was visiting with Dr. Gatch, he also suggested we have some wine and cake, and I told him that I had never had a drink of wine in my life. He said, "I know now why Dr. so-and-so had said that in his class."

Electrical engineering was an experiment in those days, and I might remark at that time that the gasoline engine, which is so prominent today, was just almost in its infancy. Very few people had ever seen one. Most of my work was in steam engineering, and I feel that it was just really worth-while to do that kind of work. I have had quite a lot of work in not only electrical engineering but mechanical and civil engineering; in fact, one of my students in whom I had a lot of confidence designed the bridges that will be found along the Pacific Ocean in Oregon with those famous parabolic arches which he learned in my class.

I have felt all my life that the knowledge of books is not all

the education any young man or woman needs. A few years ago at Washington, D. C. I was called on to talk to a group of about 100 men from all the different states in the Union, and the first remark I made was that the greatest asset of any nation was its youth, which made quite a hit with them because they felt that I was really interested in youth. One of the things I have tried to do all my life is to teach the youth that it pays to live a clean, decent life. I have spent 35 years working with one particular group of boys known as the Order of DeMolay. In Oregon, today, there are, in round numbers, 5,000 DeMolays and 65 chapters. A few years ago I was appointed head of the Order of DeMolay in the State of Oregon and have traveled to every chapter in the State trying to encourage boys to be real citizens. We teach citizenship in that group.

One of the peculiar things that I noticed when I was a student, and this would surely shock the staff of Oregon State College today, was that the head of the Department of Electrical Engineering got the enormous salary of \$1,080 a year and thought he was getting rich. The head of the Department of Mathematics got \$900. Mrs. Callahan, that I thought so much of, got only \$800; and Dr. Gatch told me that he was just proud to have \$3,000, when, today, he would be worth \$20,000.

Such men as I have mentioned, Dr. Gatch, Dr. Horner, Professor Johnson, Professor Fulton, have been the real builders of Oregon State College. Hundreds and thousands of men and women throughout the State of Oregon will tell you what wonderful men those men were, -

and one of the women that stands out so much among the girls was Dr. Margaret Snell, for whom Snell Hall has been named. Dr. Snell was probably the first teacher of home economics west of the Mississippi River. Her classroom and laboratory was probably about 25 by 25 feet in dimension. She taught the girls how to sew, to make buttonholes, darn stockings, and to make doughnuts. Many times some of us younger fellows would slip up in the hall and help eat those doughnuts.

When I arrived at Oregon State College, we all boasted of the fact that we had four college buildings. One was what is now Benton Hall; another, our present little theater; another was the blacksmith shop; and the fourth one was Apperson Hall. Apperson Hall housed electrical and mechanical engineering. We were not allowed to teach civil engineering at that time. The Department of Electrical Engineering was confined to two rooms. We had two dynamos and a regular laboratory containing most of the equipment that was used in those days to teach electrical engineering. During my senior year I was lab assistant and learned a whole lot about the use of the different machines and equipment. I thought of that a good many times as I watched the Department of Electrical Engineering grow and the men who are still in that work. They now have a whole building all to themselves with equipment outside of that building. The head of the Department of Electrical Engineering, who passed away within the last six months, was one of my star students. Over there, at this time, there must be at least six or seven of my former students

that took electrical engineering because I felt that they were equal to it.

I think the most outstanding student that I ever had was a young fellow by the name of Stephen Rice, who graduated in 1929. He came to Oregon State College in 1925 and after a few weeks, one of the instructors asked me if I would take him as a freshman because, he said, "I can't teach him anything; he knows more about it than I do." I really envied that boy because there was never a time that I could ask him a question that he didn't have an answer for it, and he had a correct answer. I believe he knew more about his course in mathematics than any other man that I ever met. At the time of graduation, he had about 700 credits, which was far more than was necessary for graduation at that time. He became head of the Department of Mathematics at the American Telephone and Telegraph Laboratory in New York City. He comes by frequently. One of the things that worried me most about him was that he only weighed about 115 pounds and never got enough sleep or enough to eat. I laid out a schedule for him when he had to go to bed, when he had to eat, and all the things he had to do so that he wouldn't break down his health, and many a time he has written and told me how much he appreciated that.

When I first arrived at Oregon State College, we only had three different athletic events. We had football, track, and baseball. During the four years I was here, I played baseball and became a letterman. I took part in track but wasn't quite fast enough to

the class that I took with him, he made this remark: "Friday evenings, Mrs. Gatch and I have open house, and it is open only to seniors of this class; we would be pleased to have you come." I actually believed that that was what he meant, and when I arrived there on Friday night, I was the only one there, and Dr. Gatch said, "Now don't be worried about that at all because I didn't expect very many here tonight." To me it was the most pleasant evening that I ever spent, and I missed very few of all the Friday nights that we had during my senior year. I not only took one course, but I took all three of them so that I had the opportunity of knowing that man.

There were 350 students enrolled in Oregon State College in September of 1899, and among those were a number of very outstanding men. The persons with whom I had most contact were the instructors. I would like to mention that next to Dr. Gatch, Mrs. Ida Callahan, who taught English here for possibly 30 or 40 years, was outstanding in her advice to students and in helping them in every possible way. Professor Hayward was the head of the Department of Electrical Engineering, a graduate of Stanford, and was two months younger than I was at the time that I went into his work. His method of teaching is the one I followed during the 47 years of my teaching. Outstanding among the other men were Dr. Horner, Dean Berchtold, Professor Johnson, and Professor Fulton.

I would like to tell a story about one of those men, if I may do so, without mentioning his name. One afternoon, he asked me if I would like to take a bicycle ride. In those days we rode bicycles,

keep up with the other men in that work. I felt that to get a thorough education a person should participate and not only learn the different athletic events like boxing and wrestling and baseball, and to me baseball is the most outstanding event there is in all college work.

Electricity has developed very much in my lifetime. When I was but a small boy in Indiana, my father took several of us and drove about 45 miles to see the first electric lights ever used in any city in the world. It was quite a thrill to us to see the lights come on in that city—and without anybody striking a match. As the years passed, the telephone became very important, and then in the late '90s the Graphophone and phonograph were developments. During the years that I was a student in electrical engineering, Marconi sent his first telegraphic message across the ocean, and to us it was quite a thrill. One of the men who graduated in 1902, some time before Marconi's accomplishment, attended Cornell University two terms but came back to Oregon State College to say hello to some of us. The Dean of Engineering asked him why he dropped out, and he remarked that there wasn't anything left to do since Marconi had sent that famous message across the Atlantic Ocean. I have often thought about this young man, who has since passed away, but he lived to see many other things developed. We have our freezers, we have our electric stoves, we have radio and television, and hundreds of other things that he never dreamed of or any of us dreamed of in the year 1902 when he thought there was no use trying

to do any more work in electrical engineering. There is never an end to this.

One of the things that I often think about in my work is a remark I made in class to a group of graduate students. I said that I didn't like the way we built our bridges in Oregon because they were just utility bridges and built for utility and strength only, that I felt we could make them beautiful as well as useful and still not sacrifice anything. One of the outstanding men in that class wanted to know how I would do it, and I drew a picture on the blackboard showing how to build a parabolic arch and use it as a bridge, and also called attention to the fact that you could use an elliptical arch but not for the bridges that we had along the Coast. After that class he became a State bridge builder for the highway department, and many a time he would come down and we would discuss just exactly how a bridge should be built so that the span would be a parabolic arch. If you drive along Highway 101 and stop at Newport or Waldport and various other places, you will find one or two or three of these beautiful parabolic arches. The people of the world who have seen those always remark what wonderful work it was—to think of building bridges beautiful as well as useful.

I often think of the growth of this institution, not only in the buildings but also in the number of students. When I first arrived, 352 was the largest college in the State of Oregon. One of the things that I feel proud of is in that all these years since that time, Oregon State College has had the largest enrollment of

any institution in Oregon. It shows from that that we are able to develop men and women that the State is proud of, and I feel that we should all be proud of Oregon State, to think of the things that we have had to accomplish. In 1912, we had about 1,300 students. I had an offer of a position outside of the College, and I went to Dr. Kerr and asked him what my future might be here. He wanted to know if I had another position offered me, and I told him, "Yes." He said, "How much?" "Well," I said, "that isn't what I want to know. I want to know if there is a future here for me. I have been at the institution four years." He said, "This is a small college; it will be like some of the small New England colleges. Some day we will probably have 1,800 students, and," he said, "as the years go by, you will notice that each one of you will be promoted, and the time will come when you will be a full professor." At that time I was an assistant professor. He said, "Professors who are not heads of departments get \$1,800 a year, the deans get \$2,400, and," he said, "the President of the College is very proud to say that he gets \$5,500 a year." He lived to get far more than that as the years passed. The prophecy at that time was that some day Oregon State College would have 1,800 students.

War came along and I spent most of my time working in various parts of the State because the Government had found that I had experience in some things that were needed in the war work, but I managed to stay teaching all the time. The first year after World War I was over, the registration jumped from about 1,600 to 3,300, and we

didn't know where to put them. It was one of the problems of my life. I built the schedule for most of the classes at Oregon State College for a period of 35 years, and where to put them and how to take care of them was one of the big problems. I wonder today sometimes how we are going to ever have enough room to take care of all of them, but it has been done in the past and it can be done in the future. I would like to say that the young lady who builds the schedules for classes today worked under me for some 15 or 18 years, and she says sometimes she would like to come over and say, "How do you do this?"

In the days when I was a student here, there were 24 instructors, and they knew every student in the class and were interested in all the students because it was a big family. I often feel that the service that those men rendered to us as students could never be repaid. They never felt that they had overworked. Fifteen hours was just about half a week's work. I have known instructors to teach 30 hours and have big classes, comparatively speaking in those days. Today, I feel that the group is so large, with 6,800 students, that it is almost impossible for any instructor to know all of those in his class; and to render special service to them is just almost unthought of. It is more like just giving a lecture, walking out, and hoping that they have found it, and go on to the next class.

The future of Oregon State depends on the students here. In the days when I first came, hardly a farmer in the State of Oregon, even though he might have graduated from here, used any of the

knowledge that he received because everybody raised wheat in the Willamette Valley and also raised wheat east of the mountains. Where they were unable to grow wheat, they raised sheep or cattle. It was all just one fine job that anybody could do without an education. As the years passed, the wheat began to wear out the land and so we had to develop different crops. I remember quite well talking to a man over at Condon and asking him just what the College had done for him. "Well," he said, "just this one year alone, they cleared me on one single crop of alfalfa more than \$3,000, and that is what I thought was a big year's work for me before that one event came to pass." So you see, not only do we help in crops, but we have helped in everything that you can think of to develop the State to make better citizens to make better homes. We even have men to go out among the different groups in the State and teach them how to build homes and equip them so that the wives of those men may have more time to do things that are worth-while for the community.

Oregon State College is one of the greatest things that has ever been developed in Oregon. We should all be proud of Oregon State, and we hope it will always continue to do this work for the public.

I came to Oregon State College in the spring of 1922 from the University of Wyoming where I had served as State leader of agricultural extension work. In that high country of Wyoming (we lived at Laramie at an altitude of 7,200 feet) we used to buy Hood River strawberries. They were so delicious, in an area where practically no fruit was raised at that time, that we longed to some day visit the place that could produce such a delicacy. We also bought some of those juicy, big, black cherries, and I might say, at a very high price, shipped in from The Dalles. We even bought Bartlett pears at \$4 a bushel that came in from Oregon. Now, with no reflection whatever against Wyoming, for we loved that state too, we just couldn't help but long for a glimpse at the places that supplied such luxuries to suit our appetites.

When we finally landed in Portland and rode on the red electric train to Corvallis, we felt we were in the Garden of Eden for sure—greenery, growth, flowers, beauty on every hand—and we alighted from that nice train in Corvallis in a daze. I should say here that every trip that we have taken to Portland since that first one—and there have been literally hundreds of them—has been a glamorous and exciting adventure full of the same beauty that so impressed us on our first ride.

Our first impressions of Oregon State College were equally thrilling and have grown in stature ever since. The warm welcome given us by President Kerr at our first meeting made a lasting

imprint on me as a newcomer, and that first, wholesome greeting grew into a cordial, helpful understanding and cooperative relationship that sustained me through many tough research and administrative activities for nearly 20 years. I want to say right here that but few institutions in our land have been blessed with leaders like President Kerr. The people of Oregon will be forever indebted to him for his straightforward, positive leadership that made Oregon State one of the top ranked in the United States.

Many outstanding leaders contemporary with President Kerr, and some who have come and gone since, have added much to Oregon State's leadership and influence in Oregon's development. That list, of course, is too long to name here. I cannot refrain, however, from mentioning the names of Dr. Frank Magruder, Dr. H. T. Vance, Dr. U. G. Dubach, and in agriculture, where I served, the names of Dean A. B. Cordley, Director James A. Jardine, Director Paul V. Maris, and Professor G. R. Hyslop would head everybody's list of the great leaders in that phase of the institution's activities. Those leaders, together with many others, helped develop the governing principles of Oregon State College, which is service to the people—educational service, technical, economic. On those principles Oregon State was founded, has grown and developed, and on those principles there is no doubt that it will survive and continue to aid this great State. As you know, its fields of service are many, but I should like to

mention only one with which I am the most familiar, that of agricultural research.

The Oregon Agricultural Experiment Station conducts the research on problems in agriculture and serves not only the farmers of the State but also the consumers. I had the honor of being in charge of those activities for many years prior to my retirement in 1953 as associate experiment station director. We conducted research effectively with a staff of 180 scientists on hundreds of problems affecting the success and economy of production, of processing, of marketing, and utilization of plant and animal products, including the control of diseases and pests and on quality of foods made available to consumers. During this time, I have been privileged in seeing many, many, major changes and developments in agriculture as well as developments in this institution. For example, I witnessed a complete change in the system of farming from the production of bulky crops like hay and wheat in the Willamette Valley to intensive crops like seed, small fruits, dairy, poultry, specialty crops that can be economically shipped to far away markets. I have seen the 25 million dollar apple and pear industry saved from destruction by insects and diseases, while concurrently scientists bred and developed 12 new varieties of forage seed crops that established a new 20 million dollar annual forage seed industry. While these great things were happening, other scientists at Oregon State were developing the first hen in the world to lay 300 eggs in one year

and 1,000 eggs in her lifetime; but, today, many commercial flocks, as a result of those experiments, lay 300 or more eggs per hen per year. I have seen dozens of well known wheat varieties disappear from Oregon fields to be replaced by high yielding, disease resistant varieties developed by research, adding millions of dollars of new wealth annually without increasing the cost of production. I have seen the whole dairy feeding practices of the State change and improve by the advancements made in the production of irrigated pasture which has also changed the method of beef production in Western Oregon.

These examples and many, many others that I could cite are the result of the application of science at Oregon State College to the problems of agriculture in this State, and so, today, there is probably not an animal or a fruit or a plant crop grown in this State that has not been directly affected and improved by this research program, and Oregon's entire population has benefited from this work. In addition to the direct benefit to the consumers and the great increase in labor employment for food processing and handling, this research program increases the wealth of the State more than 46 million dollars each year, which is a tidy sum for the expansion and growth of this State's economy; and this is the service of only one branch of this great institution of Oregon State College.

The services of Oregon State College scientists extend far beyond the boundaries of the State. Their reputations gained in

Oregon have attracted the attention of many other nations, and a rather sizable number of Oregon State College personnel has served many other countries in a wide range of activities by special assignment through the U. S. State Department or other Federal agencies in cooperation with the United States technical program. This in itself is a marked distinction for Oregon State College and redounds to the improved ability of scientists upon their return to their duties here.

It is my humble opinion, in looking back over 31 years of personal connection with Oregon State College in several capacities and in looking forward to the growth of this State, that the College will continue to grow and develop only to the extent that it constantly pursues its unceasing service to the people of this commonwealth. This means its standards and its ideals that have made it great are never to be compromised.

I suppose that among the faculty members in the vicinity of Corvallis, possibly Dad Potter and I are the only School of Agriculture faculty members who are remaining here. Professor Ruzek, of course, is still here, but he came as an instructor. I suppose, too, that in contrast with others who have portrayed their connections with Oregon State College over the years, my arrival in Corvallis and at Oregon State, which was then Oregon Agricultural College, took the form in fall, 1902 of an entering freshman in the institution from which I graduated later in June, 1906. I was just a young greenhorn Englishman arriving for the first time in June, 1902 on American soil when I reached New York and almost immediately thereafter headed out West for Corvallis, Oregon. I have been asked many times in the past 54 years why I had chosen Corvallis as my final landing spot only to mention that two years or so before I left England, one of my former English buddies had left the old sod and had landed in the Willamette Valley of Oregon, later to live most of his life in Portland. Thus, my early education had been completed up to 17 years in England, and, as they say over there, I had left school.

I disliked the idea of following in the family's footsteps and commuting to London each day with hundreds of thousands of other people to work in a bank, an office, or the stock exchange, and so I would say here at the outset that I am very deeply grateful for the hand that led me to the new world and to the state where it has been my privilege and fortune to live for over 50 years and to serve

its educational interests over a period of 40 years or more.

I might mention here that while I was going to a boarding school in England, I was frequently the weekend guest of a family who operated a very fine farm nearby and whose sons were day pupils in my school. Thus, I became quite interested in farming, although prior to coming to Corvallis I had studied practically nothing concerning agriculture because my education had been almost exclusively on the classical side. I might interpose here that when I went to boarding school, I had to read a page of Zenaphin in Greek every night before I went to bed; so I say, it was on the classical side.

I wonder if you can picture with me now the appearance of Corvallis and Oregon Agricultural College when I arrived here in June, 1902. It was a small town of a few thousand people; it was a typical Western town with small wooden houses with no basements, wooden sidewalks, unpaved and unlighted streets. There was no general mail delivery; there was one train a day from and to Portland; there were numerous saloons, Chinese laundries, livery stables, some greasy spoon restaurants, a few small churches, one hotel, gasoline lamps for lighting houses, small independently owned grocery stores and other stores, horse drawn vehicles, bad summer forest fires, doctors who rode bicycles to patients' houses, and a weekly freight boat from Portland to Corvallis and return. Then, of course, Oregon Agricultural College had few buildings too—just Benton Hall, the little Mines Building, maybe Apperson Hall, one men's dormitory, one girls' dormitory, in which I happened to work my second year in college,

one janitor, one business office man, one librarian. Incidentally, during the summer of 1905 and 1906 I was librarian in the afternoon, janitor in the morning, mailman, and I finished up the day by being the meteorologist.

Here was a rather interesting thing concerning my first connections with Corvallis and the school. My first meal in Benton County, the day I got off the train from Portland and New York, was in the home of a Mrs. Herzig. Later on, after I became a faculty member, I bought a lot from Mrs. Herzig, and she helped me build my first house in Corvallis. Now Mrs. Herzig had bought the land from old Saul King who was the ex-sheriff of Benton County. The first farm that I worked on--in fact, I went out there the first day that I arrived in Corvallis--belonged to old Saul King. So it was rather a strange thing that Mr. King had sold some of his land to Mrs. Herzig, that Mr. King was my first employer, and that finally I bought some land from Mrs. Herzig on which to erect my first home.

There was no difficulty on my part to decide what school I was going to enter in the fall of 1902. I made up my mind to be an agriculturist of some sort or other. In those early days there was no specialized agriculture. You just followed a straight agricultural course and graduated in agriculture with no particular trend toward the present specialization in plant and animal industries. However, my early employment, during my spare time, in the greenhouses and on the campus under Professor George Coote served to lead me into the horticultural field in which I have been ever since. By the

way, I found a picture of Professor Coote this evening when I was looking around for some old pictures. There is a small building next to the Episcopal Church named after this worthy Englishman. My pay when I first worked for Professor Coote was 10¢ an hour; later on it was raised to 12¹/₂¢.

While I was in college, the man who impressed me and helped me possibly more than any one of my teachers was Dr. James Withycombe, head of the School of Agriculture and Experiment Station, who later on became Governor of Oregon, and after whom Withycombe Hall is named and Withycombe House. This kindly man of English descent helped us young agricultural students tremendously, both in our work as well as in our finances. He frequently loaned money to needy agricultural students, including myself, and he used to do so on our word of honor without ever signing a promissory note. Later on, after I had graduated and become a junior member of the agricultural staff, I used to go with Dr. Withycombe to what were known as farmers' institutes, similar now to the extension meetings of growers. I used to have the opportunity after the big bugs had talked to the growers to talk to them a little bit about vegetable growing. I shall never forget the talks that Dr. Withycombe used to give to these farmers extolling the virtues and possibilities of Oregon farming, especially in the raising of livestock, which was his "special dish," as you might say. Mrs. Withycombe was likewise a very kind friend to us young men. We had a personal admiration and respect for her.

Another man who helped me greatly as a youth was Mr. J. M. Nolan

of Corvallis, founder of the store which still bears his name. Mr. and Mrs. Nolan and family were very near and dear to me for many years.

In the fall of 1906 I was called back from a gold mine, where I was working after graduation, to become assistant campus foreman at the salary of \$45 per month. Then came April, 1908, and I went to Massachusetts for a year and a half for work and graduate study at Massachusetts State College. In the fall of 1909 I returned to Corvallis to set up the Section of Vegetable Crops of the Department of Horticulture. Professor C. I. Lewis, a graduate of Cornell University, was the head of the department at that time. It was about this time that the beginning of apple and pear planting was taking place in Oregon very extensively in the valleys of Hood River, the Willamette Valley, and the Rogue River Valley. Lots of new people were coming to Oregon and the Northwest.

I failed to mention earlier that my graduating class of 1906 was the last class to be graduated from O.A.C. under the presidency of Thomas M. Gatch because in 1907 Dr. W. J. Kerr came to Corvallis to become President and stayed for 25 years up to 1932. Dr. Kerr and Mrs. Kerr and their family were very greatly esteemed friends of mine for many years. Three of Dr. Kerr's sons-in-law were students of mine—Ralph Reynolds from LaGrande, Robert Shinn of Salem, and Luther McGinnis of Corvallis.

In June, 1912 I was married to Grace Wilson of Corvallis whose antecedents cross The Plains in covered wagons. The dollar went

further in those days; I was married on a salary of \$125 a month.

It became my privilege to work for many years under the guidance of Dr. Kerr who was influential in building morale, both in the students and faculty, and obtaining funds for the enlargement of the College. It was a great opportunity and privilege to work here during his entire presidency. In 1916, I went back to Pennsylvania State College with a possibility of going to work there for that institution, but Dr. Kerr came to my rescue and raised the ante a little bit on my salary, and consequently I came back to Corvallis.

In my experience here at the school I have one or two "firsts," if you want to call them that, of which I am somewhat proud. For instance, I wrote the first vegetable gardening bulletin that was ever published by this State in 1910. I know I am not quite an octogenarian, but 1910 seems like a long ways away. I was in the Library yesterday, as a matter of fact, and was reading over this epic which I wrote in 1910 concerning the possibilities of growing vegetables in Oregon. I was quite interested in reading what I knew then. I don't know whether I knew more then than I do now, but anyway I was reading about this State having very favorable soil and climatic conditions suitable for production. Of course, as time has gone on and production has developed very widely with extensive acreages planted to produce crops for canning and freezing, it has been my pleasure to grow up with this tremendous increase in business, and to work as I did with such packing firms as the Eugene Fruit Growers, the California Packing Corporation, Birdseye,

General Foods, and a number of others. I was talking to Professor Frazier this evening and asked him what the value was of the commercial vegetables in the State at the present time, and he told me that it was approximately 20 million dollars per year, and that the value of those crops after they had been processed and frozen or canned would be about double that. You might say that from 1910 to 1956 business has risen from practically nothing to around 40 million dollars a year. Of course, I don't take any credit for that, but I am just happy that I have been able to live long enough to see such a humble beginning develop into such a wonderfully fine industry. As a matter of fact, a number of bulletins pertaining to crops that are processed still bear my name as the author. They have been revised from time to time, but I still am the original writer of those publications.

Now there is another "first" that I am quite proud of because it is still continuing as a very great force in the institution, and that is the 4-H Club work. I might tell you that prior to the 4-H Club work in this State, we had school gardens, lots of them, in Portland around 1910 to 1912. One of our helpers along this line was none other than Mr. George Roberts of the Roberts Stores in different towns of the State, and we had some very prominent men helping us in these school gardens. That is all changed over now to the regular State 4-H Club work. In view of the fact that I wrote the first 4-H Club publication in 1914, or thereabouts, and that they are still using the revised publication as of today, 1956, probably

a good many hundreds of kids have read that bulletin in regard to their vegetable work in their 4-H Club organizations.

There is another "first" that I am quite proud of too. I say this with all humility, but it is something to think about--someone has to start something, you know. About 1923 or 1924 radio became utilized as a means of spreading knowledge. Prior to the inauguration of KOAC, which had some other letters before KOAC, some of us used to go to Portland once a week or so and give some talks from the Oregonian Tower, KGW. I have the manuscripts in my possession in which I inaugurated the talks representing the Extension Service from KGW. I could almost reel off to you the words which I mentioned in stating that we were now initiating a Statewide extension work via the radio, and that some members of the staff would be on periodically, probably every week. As a matter of fact, we used to take the five o'clock train out of Corvallis. We would almost reach the Oregonian Tower at 10 minutes to eight; we would rush up to the Tower, and at eight o'clock we were on the air, and that lasted for 30 minutes. We stayed overnight and came back on the freight car the next morning. That is the way we started off with radio as a means of spreading knowledge, and then, of course, about 1924 or so we had our regular station operating here. I worked with all of the men here for many years. I think that most of them would tell you that I was about as frequent a visitor to the radio station as anybody on the agricultural staff; of course, I had a rather popular subject to talk about because it was applicable to both commercial

growers and to home gardeners, of which there is a very large clientele in the State that can use information. I worked with Wallace Kadderly, Cy Briggs, Burton Hutton, Earl Britton, and finally, Arnold Ebert.

During the two world wars there was quite a pronounced stimulus for home food production, and there were intensive calls for help along this line. We wrote bulletins for that purpose, and we worked as "Four Minute Men," as they called us, holding meetings. I think that no one has yet written a publication of which there have been so many copies printed, especially at one time, as there was during war time of my Extension Bulletin 614. In one edition we printed 110,000 copies. Bulletin 614 is called the "Farm and Home Vegetable Garden." This publication has been revised periodically over the years. Altogether there are about 40 of my publications which are still available and being distributed. This is quite a source of satisfaction since it is six years since I was retired.

In 1929, I had the privilege of going back to Cornell University to do some graduate work. It was a very pleasing and wonderful experience to be connected with such a fine institution. During my absence it was my privilege to have one of my ex-students take my place. This man now has a very fine job, which he has had for several years, as chief horticulturist for Birdseye, a man whom I trained and who certainly has been a credit to Oregon State College, the Department of Horticulture, and to me.

During World War II, of course, there were calls for night

classes to help in food production. We held them in different cities of the State; in Portland, we had 250 in one of our classes, and these people all used our Oregon State publication.

Over the past 10 or 15 years there has been a very marked, increased interest in home gardens. I say this because the institution here can render a very big service to these thousands of people who are interested in horticulture, not from the standpoint of their bread and butter but purely as an avocation. The widespread interest of the amateur grower and the large clientele is something that has always been on my mind as people who welcome assistance. I have had the privilege of aiding, I am sure, many thousands of people through bulletins to help them in their food production work or even their work in ornamental horticulture. This has been made a little more possible these days because since my retirement I have been privileged to work for a concern in Portland that manufactures things that we need for gardening, such as insecticides, fertilizers, and weedicides. It has been a great privilege to meet many hundreds of people in holding meetings for the company which I represent.

I would just like to say one or two things about how things have developed in the last 20 years or so. Oregon State College has made tremendous strides, I think, in experiment station activities, particularly in my previous section, the Section of Vegetable Crops of the Department of Horticulture---maybe you might say in the last 10 or 15 years. The experimental work here at the school has been greatly strengthened. We have much better land now than we used

to have—I say "we"; but there is much better land available now for experimental projects than there was some 15 or 16 years ago. As a matter of fact, the land that is now furnishing the soil for the experimental work that is carried on by Dr. Frazier I broke in the late 1940s; I mean we had land there that was full of Canada thistle and all kinds of weeds. Now you can go out to that experiment station farm and you will see land that is practically free from anything but fine crops. While I was at Oregon State College prior to my retirement, I was very, very busy with so many different things that I am sure the experiment station work more or less suffered. The point that I want to make is that since Dr. Frazier has been here and Dr. Apple, who came into the vegetable work but has since been made head of the department, the experimental work of the branch of vegetable crops in the Horticulture Department of the School of Agriculture has been greatly strengthened. This has been made possible to a great extent on account of the support of the commercial food processing companies of the State.

Here, without any question to me, is the direction of growth of which the College may well be proud and may look forward to seeing greater strength in the future because just so long as markets exist outside of the State for the products we raise here, just so long will this business increase. Oregon has comparatively few people, and we have lots of land, a good climate, plenty of water for irrigation, and therefore the expansion of crop production and money coming into the State must come from crops that are processed.

It is a great satisfaction to me that at the moment the crops which are grown for processing are worth approximately 20 million dollars a year.

It has been my privilege to work for many years with various papers of the State, both daily and weekly. I remember one of the first papers I ever worked for was the Oregon Statesman of Salem which used to put out some columns for me under the heading of the "Pacific Homestead." Writing articles of this type was not difficult for me so I liked it, and it came rather easily. I always considered it a very good means of trying to reach many hundreds of people. As the years went on, the Oregonian and the Journal of Portland have been very, very helpful in helping me to spread the gospel, you might say, of gardening in one line and another. I wish I could have brought here this evening my scrap book which I was looking at the other day which contained, I might say, hundreds of clippings from I suppose most of the papers of the State, both daily and weekly. Of course, these brief articles were sent from the Extension Service, but nevertheless they did represent a very potent means of communicating with the people of the State in trying to give them something to think about. As a matter of fact, I still do quite a bit of writing in this regard. I know in recent years I have been a little negligent about keeping up my work with the Oregonian and the Journal, but for many years they have always published in the spring the planting chart for the home gardener which appears on the two middle pages of Bulletin 614. I did want to give a lot of credit

to the press for the way in which they have helped me in publicizing the vegetable growing work.

It was a great satisfaction to me in 1950 to have some of the men with whom I worked for many years give me a rousing send off in Salem in June, 1950. I will never forget the dinner that they gave me over there and the very nice present that was given to me at that time. My old friend Dean Collins of the Journal was the toastmaster, I remember, on that evening.

It is wonderful to see the new agricultural building being started on the campus because when you come to think about it, the old agriculture building has functioned for about 50 years. I had an office in it in 1910, which was 46 years ago. The facilities which are going to be made available to the men in agriculture and biology in the new building are going to be very wonderful. While I am talking about such a matter, I would state that I don't know how many years we suffered from very, very poor conveniences in the line of greenhouses. Not until the greenhouses were built over near where the new agricultural building is now being built did we have any material improvement in our old greenhouses that used to stand south of the agriculture building. I have looked with amazement on the extension of the glass work that has been made available for the men in agriculture and other lines here at the institution. After all the years we sweat blood to work with our little, niggardly lot of help, and then to see these mammoth greenhouses being built. Well, you know what it gives you—call it a pain in the neck if you

want to, but something like it.

I was mentioning awhile ago about this man who took my place when I went to Cornell. That is rather typical of many of our students that we have had over the years. I suppose it is true always that one of the greatest satisfactions of being a teacher is to see the results of his teaching reflected in the success of his pupils, and it is always grand to see the positions which these men now occupy in different lines. That has been one of the things that I have been very, very proud of.

While I was in the department I had wonderful help from other branches of the agricultural school, soils, entomology, plant pathology, and so forth. Of course, all these things are so necessary in the production of crops; we had to have the cooperation of men in these different departments. It was made possible by the fine cooperation of men who were co-workers with me for many years; of course, this will always continue.

My little story this evening has been one somewhat of pioneering. Coming here 54 years ago, I was able to see things as a student and then to practically grow up with the institution. Maybe for that reason I had greater opportunities and more privileges than if I had just come here as an instructor from some other institution. After all, Oregon has been my state where I have lived so long, and Oregon State College has been my home and always will be as long as I am on the face of the earth.

I arrived in Corvallis October 4, 1911. It was raining. I came from Iowa State College where I had gone only six weeks before to serve as a staff member in the School of Home Economics there. I was greatly impressed with that college. I thought I would never care to change my professional job when, after a month's time on that campus, I received a telegram from my alma mater, the University of Chicago, where I received my bachelor's degree in 1910 and my master's degree in 1911. They asked, "Would you be willing to consider being released from Iowa State College and accepting an appointment at Oregon State College; if so, wire me and wire Dr. Kerr." I did neither because I had no desire to leave Iowa State; but telegrams and correspondence began to come to me from Chicago and from Oregon, and before I knew it, I was on my way to Corvallis. However, I declined to leave Iowa State until my successor was on the grounds there.

I came in about noon, October 4, 1911, and it was raining in Corvallis. There was a little bus at the station, and it brought me up to Waldo because Waldo Hall, I found from the catalog, was where home economics, or at least most of home economics, was housed. There were a few classrooms in the School of Agriculture. I had lunch at the faculty women's table because the faculty women and all the women students, except those who lived in town, lived at Waldo Hall, and the classes in home economics were there.

I found that there had been a complete turnover of the staff, which numbered five at that time, in the field of home economics.

They were all new, and there were no records except what was in the catalog. I found that the new Dean who had been appointed, Dean Henrietta W. Calvin, had an obligation with Purdue University and could not come until a year later. Mrs. Helen Brooks, later Mrs. Johnson, and I were responsible for the home economics courses and the year's work in that field for that one year, so I had the time of one and one-half teachers. Finding that on October 4 some of the students hadn't registered and some of the classes hadn't even met, I had a meeting with my teacher and the teacher who was on half time duty at 1:00 p.m.; at 2:00 I met a class; at 3:00 I met another class which hadn't been met; and at 4:00 I went to Dr. Kerr's office to meet him. Mr. W. A. Jensen was the executive secretary. I was introduced to him, and then he introduced me to Dr. Horner, who was in his office, and Mr. Jensen said, "This is Miss Milam who has come out to help us with our home economics program." "Oh," said Dr. Horner, "oh, yes, I saw your picture in the paper, and we all decided you were too young for your job." I was feeling a bit insecure and inadequate, and that didn't give me any help, though I am sure Dr. Horner didn't mean it other than a compliment. You see, I was 26 years of age, and I had been an instructor at Iowa State and I didn't feel very adequate in assuming as much responsibility as this job brought to me.

Soon I was ushered into President Kerr's office. We had a very good talk, and as I started to leave, he arose, took my hand, looked into my eyes and with a twinkle in his eye he said, "I realize, Miss

Milam, that you have a difficult job, but," he quickly added, "we have great confidence in you; make your decisions as you think best and never doubt but that you have the hearty support of this office." I went out of that office with that feeling of inadequacy partially erased. I went out with a feeling I had come in touch with a great administrator who has faith in me; I must make good; he believes I can do it; I must do it. I'll not take his time when I don't need to; I will make the decisions with my staff as we think best, and I will never doubt but that he will back me. For 25 years I had that wonderful experience in working with a big man, a great leader, who inspired me to go beyond what I thought I could do. He taught me a great lesson in administration. I tried to bring staff as our school grew, staff members that I could believe in, that I could turn over to them what Dr. Kerr turned to me, and support them and let them know I believed in them and backed them completely.

The home economics classes that I had charge of were in the basement of Waldo Hall. They were largely classes at that time in cookery and nutrition, in sewing and millinery, in crafts work, that is, weaving and basketry, and such courses. There was nothing in the way of child development or household management, so great changes came about in school later on.

The woman who had served as dean preceding my arrival had married in June, and her staff had left with her so there was a complete turnover that first year. With the lack of records, it was difficult to find what had preceded in those courses. This made~

a great impression on me that there should be records kept. I may have gone very far in keeping more records than were needed, but I assure you that my successor had records to fall back on, not only as to content of courses but as to the history of the school.

I was so pleased that Dr. Margaret Snell, who started home economics, was still in Corvallis when I arrived. She was a great soul and meant a great deal to me during those early years when I had the responsibility which I had. I could look at her lovely, calm face, with beautiful skin, rosy cheeks, snow white hair, and a twinkle in her eyes, and feel if I got into a place where I need some help, I could readily go to her.

I want to tell you a little bit about the woman who started home economics at Oregon State College because she was one of our very great pioneers in the United States. While studying diseases to which mankind falls prey, listening to lectures, and learning of the attempts to relieve human suffering through medical aid, this young woman, Margaret Snell, studying at Boston University in the late '80s, had some long thoughts about life. Her conviction was that her life should be invested in prevention as well as cure of disease. As a result, she came to a great decision which was destined to make an imprint on the people of Oregon, their homes, and others beyond the borders of Oregon. This young woman, Margaret Comstock Snell, with a broad education, ambition, and wisdom was convinced that she should complete her medical training but never practice it as a physician. As she expressed it to me early upon

my arrival in Oregon in 1911, she said, "I made up my mind that I would not so much try to cure diseased livers as to teach people how to avoid getting them." This conviction led her to seek the best avenue for such teaching. After careful study, she concluded that when you educate a man, you educate an individual; but when you educate a woman, the welfare of the family is secured.

The ambition of Margaret Snell to educate the homemaker to understand how to keep her family physically well led her into the field of education for homemaking, then known as domestic science and art. The leading institution at that time in this field was Pratt Institute in Brooklyn, New York. After receiving her medical diploma, Dr. Snell began her study at Pratt Institute.

The land-grant colleges in the United States, known as the people's colleges, began teaching domestic science and art shortly after they were established by the Morrill Act in 1862. Parents desired education adapted to the needs of their daughters as homemakers even as education in agriculture and mechanical arts was meeting the needs of their sons. While Margaret Snell was studying at Pratt Institute, some of the land-grant colleges were preparing to open departments in homemaking education for young women. A few mothers had already started this teaching. In 1889, Dr. Margaret Snell arrived in Corvallis to initiate a new department called Household Economy and Hygiene. This department, in 1908, was rechristened as the School of Home Economics by President William Jasper Kerr. Oregon State College was the fourth land-grant

college to introduce home economics, preceded only by Iowa State College, Kansas State College, and the University of Illinois. Since that time, the establishment of this field of education has followed in rapid succession in all land-grant colleges.

When she first started the department of home economics, Dr. Snell was the sole teacher of home economics, or domestic economy and hygiene. Also, she was in charge of the dormitory and of the buying and planning of meals. She often related her early experiences to me at a quiet luncheon in her home with just the two of us present, she, so experienced and wise, and I, so inexperienced and young, but eager to learn from her and capture her vision for the future. In a laboratory equipped with a small woodburning stove, a few saucepans, and a sewing machine or two, Margaret Snell taught her girls the fundamentals of good food selection, cookery, clothing, and hygiene as she knew it. She also passed on to them an appreciation of good literature and art and the importance of human relations. Some of her graduates have told me that as they would put their little saucepans on the stove for cooking and pick up their sewing, she would read good literature to them and discuss these problems. Her classes were small, and she was a Mark Hopkins to her girls. She inspired them to sense the significance of the home and the influence of the wife and mother on the quality, character, and success of the entire family. Through the years since she taught her first class, her first students have borne testimony in many ways to the imprint she left on their lives.

The growth of the school she founded bears testimony to her wisdom and forcefulness of a pioneer leader in home economics and its place in human relations. During these years, over 4,000 women have received their degrees in this field at Oregon State College, and thousands more have studied one or more years and have captured in some measure the meaning of its ideals and objectives and learned to live them. The school still holds to its original objective—education for homemaking and all this implies. As conceived by the school, this provides for each student to draw a basic general education to which is added a specific homemaking training dealing with the problems of feeding, clothing, and housing of the family as these necessities contribute to both the mental and the physical health of the family members, and the place of the homemaker in her community, and her duties to society. To attain such an objective, a study of the management of time and money and their influence on the family and community welfare is a part of the student program. In conformity with the best ideas and highest ideals relating to the stability of an individual in his social environment, the study of child development and family relationships is emphasized. In this field, the opportunity for observations in our nursery schools and of residence in our home management houses serve as a vital agency. Here, many of the topics studied in the formal courses take on clear-cut reality and point up the goal—development of the individual and improved family living.

No student's course of study is completely and rigidly

prescribed. Free electives are offered. These furnish opportunity to satisfy special or individual interest or to qualify for the vocations of teaching dietetics, management of tearooms, cafeterias, or dormitories, extension work, home economics in radio or in journalism, home service work with utility companies and foods, clothing, and equipment concerns, nursery school teaching, and home economics in social welfare. They also definitely provide for the individual to round out her own life and secure the satisfactions that come when a well integrated individual makes a significant contribution to better and happier living. As vocational opportunities increased, home economics schools throughout the nation tended to focus the main attention of the students on training for these rapidly developing earning fields. Tending to lose thereby much of the general and homemaking education formerly provided, they overlooked the fact that the great majority of these women remain in professional fields a relatively short time, then become homemakers. In either capacity they exert a profound influence on the development of society and social outlook throughout their lives. The primary responsibility of the school, therefore, is to the individual, to the home, and to the problems of living in the widest concept of that term. Its responsibility to the professional field exists in and is met by the supplying of teachers, investigators, and other workers to perpetuate its important obligations.

Never once in these years since home economics has started at Oregon State College has this College waived from its fundamental

objectives despite the many pressures from within and without. It is kept uppermost in mind—education for the home and family life, and the far reaching influence these have in the development of a nation and its outlook. This consistent policy has made Oregon State's school distinctive in providing its students a broad education as well as a means of meeting their responsibility as vital members of any community of which they become a part. Five out of six home economics graduates of Oregon State College are homemakers, and most of the others are working in the professional fields of home economics. Because marriage brings about a steady depletion in personnel in the home economics vocation, the supply of trained home economists is never greater than the demand. Many of our graduates marry immediately after graduation and many before.

Another distinctive feature of the school is its international program. When I was a student at the University of Chicago, one of my teachers, Sophinia Preston Breckenridge, a woman trained in law, made a great impression on me, not only for the courses dealing with the legal and economic position of women and the child and the state, but also for her social work at Hull House and with other immigrant groups. After I decided to come to Oregon, she said to me, "What worries me, Ava, about your teaching in Oregon, is how are you ever going to teach your students in that favored section of the United States how the other half lives?" This concern of my teacher became mine too as I came to see the need for broadened horizons.

Convinced also that education for homemaking is a basic need

in all countries, I have made four trips to the Orient and one to the Middle East for the sole purpose of helping in the establishment or advancement of this field of education in those countries. The first was in 1922 when I accepted an invitation from the Yenching University in Peking, China, one of the leading educational institutions of that country, with an 18 months' leave from Oregon State College. At that time there were no sabbatical leaves, so I went off on a missionary's salary. I took with me a graduate of Oregon State College who remained to carry the work on after my return to the United States.

When we first arrived in China, she began studying the Chinese language preparatory to years of service there while I spent nine months traveling over China, visiting schools and homes, trying to get a background so that we could adapt home economics to the needs of the Chinese homes. I also endeavored to interpret to teachers and students and groups of citizens of China the field of education for homemaking, its objectives and content. Through the aid of our home economics club, church and women's organizations, and government grants, as well as individual contributions, foreign women have come to study at Oregon State College since 1924; and upon their return to their native country, they have served as pioneer leaders in this field of education adapted to their home land. In order to make the work indigenous, the need for trained national leaders became apparent.

At the time of the sixtieth anniversary in 1949, 15 foreign

graduate students were at Oregon State College studying home economics to serve as pioneers in this field in their native country. Those students were from Finland, South Africa, Siam, India, the Philippines, and China. Others from New Zealand, South America, Japan, Sweden, and Germany have also studied here, and they continue to come. The horizons of many of our American students and staff have been broadened by these contacts, and great friendships have been formed between our American students and these students. Having these foreign students come to us has helped to break down racial prejudices and to engender in our students a far broader spirit of social consciousness in a world so in need of international friendship and freedom from racial prejudices. These foreign women along with our American graduates can be found in many sections of the world. It is my hope and belief that they are contributing to a better world through better homes.

In 1911, when I reached Oregon State College, I found this college was on a two year high school entrance basis, but very rapidly we went to a three year entrance basis and then to a four year entrance basis. Dr. Kerr was careful not to let this college go on a four year high school entrance basis until the high schools of the State had four years, and the students would not be handicapped thereby. So it was very shortly after my arrival we were on a four year high school entrance basis.

Now, something about the size of the campus when I came. There were no more students than could be seated in the building which is

now used for dramatic art and plays, what was often called the old women's gym. In addition to the students present, there was a platform which took care of the entire faculty and the band, and usually we had the band and the faculty on the platform. The students attended regularly although there was no requirement to attend, but there was a great effort to have speakers that would challenge and stimulate students. It was always a very thrilling thing to attend convocation there. In addition to this building where we had our convocations and where the girls had their gymnasium, there was the Armory for the boys to train in military during the time it was raining—and it rained a great deal at that time. I recall one time when I went into Mr. Jensen's office after I had been here about a month, I asked, "Is the rainy season almost all over," and that was November. He laughed heartily and said, "No, it won't be over until April," which was a great surprise to me. There was that little building, Benton Hall, that housed the library and the Music Department. There was the agricultural building that had just been constructed. The dairy building, which is now used for social science, was just about ready to be built. There was presently nothing west of the agricultural building; it was fields; there were a few little dotted agricultural buildings for animals out a ways. I will take it back; there was Cauthorn Hall, which is now called Kidder Hall, and that was where boys had a dormitory and, incidentally, where my husband lived when he was in college here. There was Waldo Hall, named for Mrs. Waldo, a great woman leader on the Board, a woman who

spoke often to women students and inspired them and who was a source of great inspiration to me as a young teacher. There was another building here when I arrived called Apperson Hall for the engineers. The building that is now Education Hall was used for chemistry when I came, and the very tiny building south of Benton Hall, now used for paleontology, I believe was on the campus. All of the other buildings I have seen go up. It's been a very interesting thing to watch them go.

But, of course, buildings after all are not the most important part of a college. Far more important are the staff members, not only what they know in their respective fields but what they are as individuals and their genuine interest in youth. As I look back on my college days, I know that it was the teachers themselves that stayed with me. Much of the subject matter I learned from them was forgotten or became obsolete; but their interest in me as a student, their interest in humanity, their kindness, their patience, their understanding—all of that—made a deep impression on me. When I came to Oregon State College, I meant to see that students came into my home and came to know me as a person and not as a teacher who had power only.

The first unit of our School of Home Economics came in 1913, and at that time, when we built that first unit, it was out to the west and toward the barns and in the country. Now, the complete building, with the addition of our second unit in 1922 and the third shortly after my retirement in 1951-52 (my retirement was

July 1, 1950), is in the heart, and I think rightly so, of the campus, directly across from the Memorial Union. One day, I was asked what I would think of turning over the two first units of the Home Economics Building to agriculture and moving out toward the women's dormitories, farther out in the country. I said, "No, I wouldn't like to see that. We're in the heart of the campus now and when we started, we were out on the outskirts. I'd like to have us stay in the heart of the campus"; so there we are. In addition to this large building which now houses most of the home economics work are the two home management houses where our students have a chance to test out some of their learnings in more typical family life situations than is possible in a classroom. There are also two nursery schools; one was constructed by us; the other was a residence adapted to the needs of the study of children of preschool age. So, the School of Home Economics now has facilities which are very different to the facilities that I found in 1911.

But, again I want to say, far more significant than these facilities are the staff members who have lived with and worked with each other and with students through these years. I wish time permitted me to tell you about these staff members. I can only mention a few; many of them are still living; some have retired; some have gone.

There was Helen Lee Davis, head of clothing, who came to us from Nebraska. She was a graduate of Vassar College in the field of physics and was doing work in astronomy at Columbia University. On

the side she took clothing courses and became so deeply interested in it she changed her profession to home economics and for years served Nebraska University and then came out to Oregon State College. I believe it was the first year I was teaching--and, incidentally, after Mrs. Calvin's three years, and she was preceded three years by Dean Greer--Dr. Kerr invited me to become Dean of Home Economics. I declined because I felt it was not best for either the campus or for me to take the responsibilities until I felt a little more adequate, so we carried on as a committee in the school for a year. At the end of that year, Dr. Kerr again asked me to serve as dean. I accepted providing he would let me travel for three months visiting schools of home economics and learning how to administer and how not to administer. So, in 1917, I took on the responsibilities as dean of the school. According to the records, I think I was the youngest dean to ever be appointed on this campus, and it has been my privilege to serve in that capacity for 33 years. In 1922, when I went out first to China to help in establishing the home economics program in Yenching University, Helen Lee Davis, then head of clothing, textiles and related arts, served as acting dean. She did an excellent piece of work and when I returned, she was made Assistant Dean of Home Economics. Shortly after that she went on sabbatical and traveled around the world and came back to us, but her life was cut short by a serious illness and she retired or resigned from the school.

Afterward, Miss Alma Fritchhoff, her next in rank, became

department head, and she served as head of clothing and related arts until she reached the retirement age. She is now in Omaha living with her brother, and as of quite recently helped in the development of home economics in the Middle East in Beirut Women's College and in the American Women's College in Cairo.

A. Grace Johnson was head of household management. She was in charge of our home management houses and in the various courses in home management and child development. She, too, served as acting dean of the school in 1931-32 when I was following up my earlier foreign work in the Far East. A year or two after my return, she passed away through a stroke; she was on her sabbatical leave.

Mrs. Jessamine Williams, who resides in Corvallis, served for a number of years as head of our foods and nutrition and has made a fine contribution in that field. Miss Gertrude Strickland, who also resides in Corvallis, was head of clothing and related arts following Miss Fritchhoff, and she is happily living and continuing her professional work through her textbook which has just been published by Macmillan Company.

Another staff member who has recently retired is Mrs. Sara Prentiss. Mrs. Prentiss is a graduate of Oregon State College and for many years has served as an instructor, and then a professor and a department head in the field of household management and child development. Still another is Mrs. Vera Brandon who was Acting Dean of Home Economics for a period of four years following my retirement until the appointment of Dr. Miriam Scholl who is the present Dean.

I should like to mention all staff members who have served this school because they have made their own contribution, but time won't permit me to do so. Again, I want to emphasize the fact that no school is built by an individual or two or three, but it is built by all working together for a common cause. Incidentally, our salaries all through those years were comparatively small as contrasted with the salaries of today, but somehow we didn't feel underpaid, I believe.

One of the significant events which occurred in the early years I spent at Oregon State College was in 1915 when the College was asked to conduct a tearoom at the World's Fair in San Francisco. The Oregon committee that was in charge of the Oregon building, after they got the plans all made and the building pretty well constructed, thought they'd better have some place to eat. There was one little room in which they could probably serve 36, a place that could be made into a kitchen with a storeroom down below, and another place where they could serve probably about 16 in a private dining room. So, the Oregon committee approached Dr. Kerr and asked that we conduct a tearoom at San Francisco. Dean Henrietta W. Calvin was in charge at that time (this was 1915), and she agreed that our school would conduct this tearoom. We worked out plans, and the understanding was that the committee would underwrite us up to a certain time and then if we didn't make good, we would come home. They would provide the transportation for our students--seven of them for a period of six weeks--to go down to San Francisco

with one staff member in charge, and one of our young women directing the kitchen, the other directing serving. Our students would have no expense connected with this and would receive six college credits for working in institutional management. That was a very interesting experience in introducing institutional management into a school of home economics.

About two or three months after this opened, Dean Calvin accepted a position in the Bureau of Education in Washington, D. C., and we were without a dean. Since this was in the field of foods and nutrition, it became my responsibility to assume the leadership of this project. We early decided that we would make this possible for our students according to the type of girl and the quality of work she did, so it was considered a great honor to be able to go, and the students considered it so. It was a great experience for them. Since we had no salary for a teacher, we had to divide up and each teacher would go for a month at a time. Being in charge, I had three months of it—August when they were all on vacation; April when I became responsible for it; and November to close up the tearoom.

We early sensed that we should make this project one that would be a respecter of no persons—first come, first served. Very early, the line-up was so great that our 72 (36 served at 12:00 noon and 36 at 1:00) were in line by 11:00 a.m., and the tearoom opened at 12:00 and at 1:00 to take those 72. We had most interesting people. The two Mr. Olds of Olds and King came often and stood in line to get into that tearoom. When they said goodbye to me, they said,

"If we were going to be here longer, we would continue to stay in line." A great many clubs tried to buy up the tearoom, but we decided that wasn't fair to the public. Incidentally, we were to charge 75¢ for the lunch, and the other two meals, breakfast and dinner, were open only to the women students who prepared the food and to the main guide from Oregon State and the University of Oregon and to the commissioners and the faculty in charge. To make our expenses, we had to make it on that 75¢ luncheon to 72 people. Expenses were high there; \$500 concession and so on, plus the transportation for the girls, plus the laundry, and so forth. Well, to make a long story short, we weren't sent home because we couldn't make a go of it. There was a great demand for those three course lunches, and we came through at the end of the time with not just expenses paid for staff and students and all the cost of running a tearoom, but with a great experience for staff and students and with \$2,000 clear—\$1,000 of which went to the commission, and \$1,000 we gave to the Student Loan Fund—and the beginnings of a department of institutional management.

Another very significant event that occurred at Oregon State College during my administration was the meeting of the American Home Economics Association on our campus. That was in 1922, in August. We invited the association to come here at that time when school was not in session so that we could have Waldo and Snell Hall and the sorority houses for entertaining because the Benton Hotel and the Corvallis Hotel were not in existence and there was

no possible way of taking care of these people except on our campus. Our buildings were all available for classrooms and for meetings. We had the full responsibility of planning a program of housing people, of making arrangements with railroads and with entertainment through Portland and Corvallis. I attended the Boston convention of the American Home Economics Association in 1921, and there were 450 delegates. We thought we'd do well if we had an equal number, but we got rates on the railroads; we arranged for Portland to have free trips up the Columbia River Highway and a free luncheon put on by Henry Thiele up the highway near Eagle Creek, and then dinner by the school board that night, or really a banquet. We sent out little folders, and the interest was so great that we had 750 in attendance. It was a banner year for the association, and we had not only the program to plan for and all of the entertainment, but we also had to write up the reports, and we had to do the press work.

We had an organization that was very stimulating and very fascinating, and we had some very interesting times. You will be interested perhaps to know that we charged \$2.50 per day for two to a room or \$3.00 a day in the dormitory for a private room. Our graduates came back and served as guides; they also served to press dresses for prominent speakers and so forth. Many attended the American Home Economics convention in Corvallis who never could get to a convention in New York City or in Boston, or in Chicago. Now, of course, this association is so very large, some 3,000 to 3,500, that even Portland couldn't care for them without some additional

hotels. That was a great experience and one that we recall and many of those 750 people who came here recall with great interest and appreciation. Incidentally, it helped greatly to acquaint the home economists of the country with this college and our School of Home Economics.

I cherish for this college, and in particular for the School of Home Economics which I have served for 39 years, that they should never lose sight of the fact that every student that comes here comes with a background that is brought from his or her family and from the community, that habits may have been formed which should be changed, that ideals may not be what they cherish, but that every individual is significant and that no matter who that student is that so long as the material is human, there is no such thing as finality. The students need patience, understanding, inspiring teachers, teachers who will help them strengthen their values as well as train their minds; and subject matter which teachers may give may grow obsolete in time, but the memory the students have of the kindness and understanding and interest of the teacher will never be lost. I cherish for this college and for the School of Home Economics that they may never lose sight of the fact that they must change according to the change of society and home, but they must hold to true values in that change, bearing in mind that human values go way beyond any other values.

One of the great lessons Dr. Kerr taught me was through his succinct statements in faculty meetings at times. I've heard him

say a number of times, "Poise is power." I have also heard him say to staff members, "You can never get ahead by pushing someone else down." I would be untrue to my best self not to pay tribute to the administrator who had such an influence over my own administration and my life through the 25 years he was the head of our college.

After I had reached 65, a letter came to me, an informal type of note, bearing in mind that I had reached retirement age, and that I would be expected to retire July 1, 1950. I never felt physically or mentally more adequate to go on; I never felt more eager to serve the youth of Oregon. I had had many opportunities, like all teachers, to go elsewhere but had no desire except on sabbatical leaves or on leaves to do the kind of work I have recorded. The roots had gone deep; Oregon was a big part of me; it came as a great shock to me because I wanted to continue to serve Oregon youth. But, of course, I retired.

But, you know, through the years I have found true in my own life that Biblical quotation, "I hold before thee an open door, and no man can close it." It was a very short time until the most challenging and the most difficult and most absorbing job I ever had came through a request from the United Nations, the Food and Agriculture Division, to go out to the Middle East to serve as home economics adviser to the Syrian government with headquarters in Damascus to help in advancing a program of home economics, and then to Iraq as adviser to the Iraqi government with headquarters in Baghdad. There I had the privilege of working for a period of 19

months helping that group of educators to sense the significance of education for the home adapted to the needs of those people.

When I came back and finished my report in 1952, another door opened--one of the greatest doors--and J. C. Clark, an old time friend, a graduate of Oregon State in the class of 1904 who had served in China in the Y.M.C.A. for 17 years and then conducted world tours for college students, came and we were married. Now, for a period of four years, we have been traveling and arranging and living together, and I am now practicing the things I have been preaching through the years.

I want to close with a quotation, a proverb from the Chinese, which Jason and I love: "If you would plant for a year, plant grain; if you would plant for a decade, plant trees; if you would plant for a century, plant men."

I understand that you want a little of the story of my life and especially what happened to me while I was here at college.

I was born in Iowa in 1881 and came to Oregon with my parents in 1890. We lived on a farm near Newberg and for a while in Newberg. It was while I was there, hauling wood, which my father and I had cut during the winter, into the public school building and piling it up in the basement that I stopped to eat my sandwich at noon and saw a picture on a piece of paper on the floor by the furnace. I picked it up to look at it, and it was the bulletin from Oregon State College. That resulted in my becoming interested in coming up here to school, and a year or two later, in the fall of 1900, I did come up here and entered the Agriculture College taking the agricultural course.

It was a very different school then from what it is now. My friend, a neighboring farmer boy, came with me, and we picked up a third one and batched the first year in a little house down on Second Street which we rented from an old lady who lived in a part of it. We walked back and forth for there was no other transportation; that was before the day of motor cars so we walked always.

At the close of my first year, I went home on the steamboat which then plied up and down the Willamette River. We left here about 10 o'clock at night and reached Newberg the middle of the next forenoon. That was the way many of the students traveled all up and down the Willamette River.

My second year, I boarded with a family named Belnap. They lived in the middle of an orchard which would be about Harrison and 16th Streets now, and we paid \$2.50 each for board and room, the three of us, the Shepard boys and I.

The next year, I moved to Cauthorn Hall where I handled a laundry agency to earn my way. I worked my way all through school by working in the summer and what I did here at 15¢ an hour, cutting lawns, putting in wood, and such things.

During the third and fourth year, the boys living in Cauthorn Hall dropped their laundry at my door in a big basket; the Troy Laundry in Albany came over and picked it up and returned it to me on Thursday evening. I put it on a long shelf above my bed, and the boys came in and picked up their laundry as they needed it and left the money on the table or paid it when their next check came. As far as I can remember, I never lost any laundry money, and it did provide me with enough income to carry me through my junior and senior years.

You may be interested to know that my first year here I had a total of \$110. That was the year I batched. Out of that I bought my uniform—for then they were not supplied—and paid all other expenses. There was no tuition, only a few small deposits in chemistry and other laboratories. My senior year cost about \$250.

Of course, it was a small college then, about 400 students and 37 faculty. Now the faculty is more than twice as large as the

student body was at that time. There were not more than a dozen buildings on the campus. Benton Hall was then the administration building. In it was located the library on the ground floor, the auditorium just above it in the center of the building, home economics in two rooms on the third floor, and the rest of the building was classrooms. Most of the classes were held in that building or in what was then the mechanical hall; now, I believe it is Apperson Hall. They have since then put on a third story. The little theater at that time was our armory, gymnasium for both boys and girls, the public auditorium for any big gathering like commencement. There was no other place where a crowd could get together. The junior prom was held there; we drilled there on rainy days; and everything of importance that required a big space happened in the armory.

The education building was built while I was here. It was then the Agricultural Building. They have since added many classrooms, of course.

Kidder Hall was then known as Cauthorn Hall and was the boys' dormitory. That is where I lived my junior and senior years.

The present Paleontology Building then housed all the chemical courses and laboratories that we had for the study of chemistry.

There was a girls' dormitory called Alpha Hall. It was located where the Home Economics Building now stands and housed about 30 girls.

The barns were then much closer than they are now. They stood where the women's gym is, and near that was the grape arbor where they had the experimental growing of grapes. The greenhouse stood about where KOAC is now, and the dairy building about where the library now stands.

Those were the principal and, I think, the only buildings, except some residences between the little theater and KOAC. Along the side of that road were the residences of several people; Dr. Withycombe's home was there, E. C. Wilson's home was there, and several others.

There was a big ditch across the campus that drained the water from the surroundings. It was about five feet wide and four or five feet deep, and during the rainy season it was usually full of water. That was a good place for ducking any fresh freshman who needed a little hazing; that was a quiet way of doing it.

I remember looking down the lower campus the first spring we were here. There were two new professors who had recently joined the staff from the East, and they brought with them their golf clubs—but golf was only a word to us then; there was no golf course. One nice spring day they went down to the lower campus and began practicing golf. Some of us standing up on the hill wondered what they were doing. One of the boys said, "I think they are killing gophers," so "killing gophers" was the title by which we spoke of golf for quite awhile.

At that time there was a daily chapel held in the Benton building. The faculty sat on the platform, and all the students sat down below. Dr. Gatch presided always, made the announcements, called on some member of the faculty to read a chapter of scripture and offer prayer. Then usually someone made about a five or 10 minute talk. I remember one day a Dr. Driver, an evangelist holding meetings downtown, was invited to speak. After he had talked for 15 or 20 minutes, running into the drill period, Dr. Gatch stepped forward and pulled his long coat tail, and when he looked around, Dr. Gatch said, "Dr. Driver, don't forget to pray."

We drilled five days a week for about 45 to 50 minutes, just before lunch. If it was raining, we drilled inside. The band and the Signal Corp were termed the "Sick" and "Lazy" league.

Hazing was not unusual, but it didn't become difficult or hard on any of the boys. I remember that snipe hunting was commonly practiced on some green freshman. Putting a boy on guard in front of Alpha Hall with his rifle was also a common experience for a new freshman.

Jackie Horner was then the guardian of Cauthorn Hall, and sometimes the boys would find a big round rock and carry it to their rooms and about two o'clock in the morning decide to play bowling in the hall. They would roll that stone down the hall a time or two, and Jackie would rush to the top floor in his shirt tail trying to discover the culprit, but everybody was sound asleep when he

looked in the rooms, and, of course, he never found the stone or who rolled it.

I remember one time the grapes were just ripe, and they decided to haze a young fellow by the name of Carl Smith. Carl later became a famous football player, but he was a green farm boy at that time. They put him on guard in the grape arbor. George Cathy, called "Doc" because his father was a doctor, arranged a little hazing for Carl. They dressed one of the boys up in an officer's uniform, put Carl on duty in an ordinary uniform, gave him a rifle which they told him was loaded, and told him to shoot if anyone tried to steal grapes. He was on guard just at dusk, and pretty soon he saw somebody sneaking through the grapevines. He called out, "Who goes there?" No one said anything; then Carl said, "Speak up or I will shoot," and the boy got up and started to run. Carl raised his rifle and shot. The boy gave a yell and fell over and when Carl rushed over to him, the blood was streaming out of his mouth (grape juice blood, of course). They picked him up and carried him in on a stretcher which was handy near by, put him in his bed and said, "Oh, we need a bucket of hot water." Carl rushed down to the kitchen to get the hot water. When he got back, they had the blood all wiped off, the boy was bandaged up, and they said, "Someone will have to sit with him all night." Carl begged for the privilege, so he sat there and watched all night. Next morning when the boy awoke and took off the bandages, he remarked, "Well, Carl, you will

know better next time."

I doubt that there were any Ph.D.s on the faculty at that time, yet we had a number of what I consider great teachers. Among them were Professor Berchtold, Professor Lake, Dr. Withycombe, Dr. Snell, Dean Covell, Dean Cordley, and a number of others, but these were some that I knew best. They had enthusiasm for their work; they were devoted to their students. We could see them at almost any time. They were really the ones who taught our classes; they didn't sit and administer and allow recent graduates or instructors to try to tell us what they knew. They inspired us to win honorable places as we left college and went out into the world. Much of the subject matter of that day is not valid now; that is especially true in chemistry and physics, but it wasn't so much the subject matter as their personal influence that left its mark on us. They made us believe in ourselves. They taught us how to study, and think, and grow, and keep up with the society in which we live. In examinations they didn't expect us just to tell them back what they had told us but to do some thinking on our own.

In my junior year, I became interested in the Y.M.C.A. on the campus and devoted a good deal of time to it. In my senior year, I was part time secretary of the "Y", and with Clay Shepard we started raising a fund to build what is now known as Shepard Hall. After the fund was completed, I graduated and Clay stayed on and raised the money to finish the building.

My first job was in Boise, Idaho, where I went after that summer spent in a camp at Fort Lewis. From 1904 to 1906 I started the boys' work at the Boise Y.M.C.A. Then in 1907 while on the Portland Y.M.C.A. staff, where I came after finishing at Boise, I married my college sweetheart, Julia Fuller, whose home was here in Corvallis, and we continued to live in Portland until 1911. During that time we developed the boys' department in the then new Y.M.C.A. building, which now stands on the corner of Sixth and Taylor. We started several new things there. For instance, we started children raising chickens in their own back yards. Once a year we had an exhibit or fair in the Y.M.C.A. auditorium where they could bring in their chickens and eggs and were given prizes by local merchants for the best chickens, the best egg layers, and the best eggs. We also interested a lot of boys and girls in back yard gardens, so in the fall we had an exhibit for them also, and they brought in their carrots, potatoes, apples, and other vegetables. The movement which started there later became, during World War I, an immense movement in the city of Portland. We also started trips to the coast where we would take a bunch of boys down the Columbia River and hike from Astoria to Tillamook and then back over the mountains. These were called "Hikes to the Sea."

Later, we started a camp on the slopes of Mt. St. Helens which has been continued ever since, and now several hundred boys a year from Portland go to this camp for two to four weeks.

The other thing which I hated to leave when I went to China was the boys' home. We found that there were quite a number of homeless boys in Portland who needed a place to live and also needed jobs. We rented a house that would accommodate about 25 boys, and my wife and I moved in there to supervise it. The boys did most of the work. The food was cooked in the Y.M.C.A. cafeteria and taken up there. Several of Portland's well known men of today got their start in that boys' home.

In 1911 I went to Shanghai to start boys' work there. My first job was language study and while I was on language study for two years, I planned a building which a man from Cleveland, Ohio gave us money to build. I also tried to find what was the best kind of program for a Chinese Y.M.C.A. because I knew it could not be just a transplanting of what I had done in Portland. In that building we put the first gymnasium for boys and the first swimming pool in China. We also started a camp and a free school. We already had a school for boys in the men's building, and our boys' building adjoined it, but this free school was for apprentices who were working in shops near by. The boys in the day school, who were from wealthy homes and came in private rickshas and carriages and automobiles, became the teachers of the poor boys, the apprentices. They taught them a few Chinese characters, a little book-keeping, and English. This was very important for they had many travelers stopping in the Chinese stores to buy things, and no

one could speak English, so if a boy could learn to speak English enough to deal with a foreigner, it meant a good increase in his salary.

We also started a model village where families could live near the factories in which they worked instead of in the mud huts and the mat shacks they had usually lived in. Again an American friend gave us the money to start this village which was copied not only in many parts of Shanghai but all over China.

We saw some very interesting things take place in China. For instance, when I arrived there, if I wanted a pair of shoes, I went into a little shoe shop, took my shoes off, put my feet on a piece of paper, and a man drew a line around them. Then he would measure over my instep and around my ankle, and then two or three days later I would stop in to try on my shoes. They usually fit indifferently, but that was the only way I could get a pair of shoes. We saw the first shoe factory come to Shanghai. The shoe factory eliminated all these little shoe makers, and they had to find some other kind of work unless they were willing to take a job in the shoe factory. That was true of many other industries at that time.

One very famous episode took place while we were there. The Standard Oil Company decided to put power boats on the Yangtze gorges to take their supplies of oil up the Yangtze against a very stiff current. It had always been done by men walking on a path alongside the river, pulling the boats against the current. When

the Standard Oil Company put on these powerful motor boats, it was doing away with the traffic by the trackers--that is what they called the men who pulled the ropes. Sometimes it took 100 men to pull a 10 ton boat up the rapids. These trackers saw their livelihood going so they began to fight the Standard Oil Company. The only people who knew the river were the pilots of the boats pulled by the trackers so they were employed by the Standard Oil Company to steer the boats up and down the Yangtze. The trackers first made war on these men; this forced them to stay on the boats. When they couldn't reach the pilots, they went after their families in the villages and often when a pilot who had hired himself out to a foreign company went home, he found his family had been murdered.

That was the kind of war that the introduction of foreign ideas into an old civilization like China produced. It produced many of them and is still producing that kind of difficulty because the introduction of every new gadget or way of living that uses our modern gadgets, engines, and so forth puts out of business the people who for centuries have rendered that service in a different way. Many people now are forced to give up their shoemaking, rowing of a boat, or pulling of a boat.

It used to be that the postal service in China sent its postal man by night boat. A man would sit in a very small boat and row one set of oars with his hands and another with his feet. He made very good progress through the canals. Of course, he lost his job

when they put power boats on the canals and hitched other boats behind them, so that going along the canal you would see a train of boats, just like you could see a freight train on a railroad in this country.

While I lived in Shanghai, we had three children born. Winston, who is now an orthodontist in Boston, got his education at Harvard. He has four children, and was out here to visit us this last month. Richard, who got his education at Yale, is now an assistant math professor in the University of Hawaii at Honolulu. He has three children. We went out to visit them on our wedding trip and expect to go again this fall. Imogene, our daughter, graduated from Boston University in music and married a classmate. They are now moving to Long Island where he will be director of music for the city of Hicksville, and she will teach music in the grades. They also have four children. They all earned much of their way while going through school, waiting on table, working in summer camps, and so forth.

After I came home from China, I ran, what was called by the Y.M.C.A., "World Wide Tours." Those are tours to Europe, South America, and to the Orient for student groups, principally high school boys and girls. This enabled me to get in touch with Europe where I had never visited before. We began by having one group the first year, two or three groups the second year, and after that I didn't go very much but organized 15 or 20 groups each year. These were under the leadership of teachers and ministers and people who have summers off and who could get together a group

of 15 to 20 boys and girls. Then the arrangements were made through the Y.M.C.A.s in the countries they were going to visit. That was a very effective way of getting young people from America in close personal touch with young people of other countries. It is a plan that was initiated before I came home from China. I was asked to take it over, which I did for eight years during which time we took some 2,500 boys and girls to Europe.

After I retired from the Y.M.C.A., I was invited to take charge of a big summer resort in Wisconsin; rather, I was to transform a big private estate with 40 buildings on it into a summer conference. I spent eight years there, remodeling these buildings, building 30 to 40 new buildings, and changing barns and storage buildings into conference rooms, sleeping rooms, and social rooms. It was a most interesting project, but at the end of eight years my wife passed away from a sudden stroke. I stayed on one more year and then retired.

I spent the summer visiting the children, came West to see my brother in Portland and visited many friends in Corvallis. While here I met my long time friend, Dean Milam. She had just returned from two years with the United Nations in the Near East as home economics adviser to the governments of Syria and Iraq. She rendered a fine service there, but now she had no job and I had no job, so we decided it would be much more interesting to go the rest of the journey together. We decided to do that and were

married November 1, 1952. Since then we have driven more than 50,000 miles around the U.S.A. Last year we drove to Boston, then down to Miami, then over to Los Angeles, then back home, taking five months for the trip. Now, we hope to do a little foreign travel. We have many friends in different countries around the world, and we plan to start our trip by going to Honolulu for Christmas with the family out there. We don't know just what we will do from there on; we may go around the world, or we may return home and go to Europe by a different route. However, we think that Oregon is the ideal place to live, and that Corvallis is the best spot in Oregon, so we are going to make this our home base and watch Oregon State College grow.

Dr. William Jasper Kerr had been President of our College for eight years when I joined the staff in 1915. I had received the Bachelor of Arts degree from the University of Oregon but had not yet completed all the work for a master's degree in liberal arts. Dr. Kerr offered me a yearly salary of \$900. I accepted. At that time, our College was offering courses in three foreign languages, French, German, and Spanish. We offered three years' training in each of these languages. The staff of the Department of Modern Languages consisted of two people, Professor Louis Bach and myself. That year, however, a big increase in enrollment in foreign languages made it necessary to engage another instructor after classes had begun.

President Kerr believed that along with the distinctive work in any of the technical courses, the demand for a liberal training is imperative and cannot be ignored. Consistent with his recognition that where two institutions of higher learning are maintained by a state, there must be a division of functions between them, Dr. Kerr developed the non-technical phases of the State College curriculum as supporting elements of the curricula of the degree granting schools.

For some years the departments of English, Foreign Languages, Social Sciences, and the Natural Sciences were administered either as independent departments outside the schools or in some cases as part of one of the technical schools. As the institution grew and standards were raised, efficiency demanded a plan of common

administration for these service departments. This was first accomplished by grouping 12 departments of general instruction into a unit termed the Division of Service Departments with E. J. Kraus in charge as dean in 1918 to 1919. Dr. Kraus having resigned to go to the University of Wisconsin, Dean M. Elwood Smith succeeded him in 1919. In 1922, the name of the division was officially changed to the School of Basic Arts and Sciences, but the character of the division as a non-major service organization supplementing the professional and technical schools was unchanged. All these developments in organization and curricula had been considered and officially approved by the State Board of Higher Curricula. This Board, established by law in 1909 on the initiative of State Superintendent A. J. Ackerman with the cooperation of Honorable A. C. McArthur, Speaker of the House of Representatives, was the authoritative board determining the allocation and development of curricula in the University of Oregon and Oregon State College for a period of exactly 20 years.

In 1929, it was succeeded by the State Board of Higher Education. Through the rulings of this Board between 1912 and 1917, engineering curricula were concentrated at the State College. Architecture and the fine arts, including music, were centered at the University of Oregon. Undergraduate commerce leading to the bachelor's degree was confirmed to the State College. The graduate curriculum was assigned to the University. Economics and political

science, except for work in rural sociology and agricultural economics, were centered at the University where the graduate school was also centered.

In 1913, the first millage tax measure providing continuing support for the instructional divisions of the State College, the University of Oregon, and the Oregon Normal School became a law by action of the State Legislature. Following the war, and the vast influx of new students, along with the new demands upon higher education, a campaign for increasing the millage tax was jointly undertaken by the state institutions of higher learning under the general direction of President Kerr. The new measure, which was generously supported by vote of the people, provided a total of two mills on the dollar of assessed valuation of property in the State.

Requirements for entrance to the State College were regularly advanced from year to year as the high schools in the State were developed, until in 1915 a full four-year high school course was required of all matriculants. Corresponding advances were made in requirements for graduation. Since O.A.C. was generally recognized as one of the three or four leading separate land-grant colleges in the country, little attention was paid to the matter of accreditation except as the professional and technical schools were recognized by their respective associations. In 1922, however, Dr. George F. Zook, Specialist in Higher Education of the Bureau of Education, United States Department of the Interior, after an inspection of the

institution, reported it as fulfilling each requirement of a standard college. In 1924, the American Association of University Women, having sent specialists to investigate the institution, admitted the State College to membership in that organization comprising at that time about 150 of the leading colleges and universities of the country. In 1926, the Association of American Universities placed the State College on its accredited list. Thus, within 10 years of the first requirement of the full four years of high school preparation for entrance, Oregon State College had gained full recognition of the authoritative rating associations as having standards of scholarship parallel with the best institutions of the country.

In the meantime, enrollment of students had increased to 3,371 undergraduate and graduate students in 1924-25, with a total, including summer session and short courses, of 4,551. By 1928-29 these figures had risen to 3,828 for regular degree course students and 5,462 for all students, including summer session and non-collegiate short courses. Naturally, the physical facilities for taking care of the expanded functions of the institution in resident instruction, research, and extension had to be extended as the people made use of them in the constantly increasing degree.

Before undertaking any important developments, Dr. Kerr sought expert counsel. Fortunately, John C. Olmsted, representing the distinguished Brookline, Massachusetts, firm of landscape architects, was in Seattle preparing plans for the Alaska Yukon Exposition, and

Dr. Kerr prevailed upon him to come to Corvallis to make a survey of conditions and draw up a plan of future development. This plan, which called for groups of buildings chiefly in quadrangles, was followed until 1926, when the problem of locating the Memorial Union was the occasion that demanded a new survey and an expanded plan of development. The eminent landscape architect, A. D. Taylor, of Cleveland, Ohio, was the author of the new general plan for future development of the campus, which was worked out with the most careful consideration of all factors involved.

Having prepared his plans of development, Dr. Kerr began adding, one by one, buildings most seriously needed. Often unable to build a complete structure adequate to future needs, he adopted the unit plan for obtaining adequate facilities for agriculture, home economics, physical education, and residence halls. Beginning with engineering and the industrial arts group, moving on to agriculture, he next built the Armory, the Dairy Building, Farm Mechanics, Stock Judging Pavilion, the Mines Building, Home Economics, the Men's Gymnasium (1915), the Forestry Building (1917), the Library (1918), Horticultural Products (1919), Engineering Laboratory (1920), Margaret Snell Hall (1921), Commerce Hall (1922), Pharmacy (1924), Poultry (1927), and finally the notable group including the Women's Building (1927), the Men's Dormitory, the Physics Building, and the great Memorial Union (1928).

The farmers' institutes and short courses of the old days had

developed into the Extension Service, with the counties, the State, and the United States Department of Agriculture cooperating in an all-Oregon program for the advancement of the farms, the homes, and the industries of the people. Thus the campus in a real sense had become state-wide.

In the meantime, events had occurred that were to lead in a short time to the selection of Dr. Kerr for larger and more exacting duties than those of president of a single institution. The State Legislature of 1929 passed a law providing for the unification of the several State supported institutions of higher education under a single board to be known as the State Board of Higher Education. This Board, composed of nine members appointed by the Governor, each for a normal term of nine years, displaced the three Boards of Regents of the University, Oregon State College, and the three normal schools, and also the State Board of Higher Curricula. Based on a survey to be conducted by a nationally recognized, disinterested educational commission, this Board was to effect a reorganization of higher education with the view to eliminating unnecessary duplication of equipment, courses, departments, schools, summer schools, extension activities, offices, laboratories, and publications.

Taking control July 1, 1929, the unified Board arranged for a survey under the auspices of the Office of Education, U. S. Department of the Interior, and received the report of the survey commission in the spring of 1931. Based on this report, the Board,

following a year of study and deliberation, adopted a program of reorganization on March 7, 1932, the principal elements of which involved reciprocal functions on the part of each of the State institutions of higher education in order to make up a university of the State of Oregon with units located at Ashland, Corvallis, Eugene, La Grande, Monmouth, and Portland. The training of teachers for the elementary schools was to be the exclusive function of the three normal schools. Lower division work (freshman and sophomore years) in liberal arts and sciences was to be available in equal terms at the University and State College. A great school of science was to be developed at Corvallis where all professional and technical curricula resting on the biological and physical sciences, such as agriculture, engineering, home economics, and so forth, were also to be centered. A great school of art, literature, and the social sciences was to be developed at the University.

The significant and dramatic changes involved in this plan of reorganization were the transfer to Eugene of our great School of Commerce, and the transfer to Corvallis of the major curricula in science. These changes in curricula were not effected without protest. The years between 1929 and 1935, in fact, with the problem of reorganization aggravated by drastic retrenchment in budget, which greatly reduced salaries as well as funds for materials, were years of anxiety and upheaval in Oregon higher education. Nevertheless, they were marked by more notable achievement in the direction of

unity, coordination, and establishment of solid foundations for future harmony than any equal period in the history of the several institutions. Improvements were initiated moreover that have since benefited each of the units in the system.

Dr. Kerr was elected Chancellor of the State System of Higher Education on September 6, 1932, and having developed the fundamental structure established by the Board into an efficient working organization, announced his intention, in the spring of 1934, to retire from the chancellorship whenever the Board was ready to designate a successor. It was not until the summer of 1935, however, that the Board engaged Dr. Frederick M. Hunter, Chancellor of the University of Denver, to take over the duties of the office on September 1 when Dr. Kerr, at the close of 28 years of active service in Oregon, retired as Chancellor Emeritus.

Our department had grown normally up to the time of the reorganization of education in our five institutions. At that time our enrollment fell terrifically, and it was only after several years in which the enrollment in our department was very low that we attained the number that we had had before. When the war years came and Oregon State College was among the schools selected to give intensive courses in foreign languages to a picked group of soldiers, our department grew very rapidly. This Army Student Training Program included conversation, reading, and cultural courses in Chinese, Russian, German, French, and Spanish. Our staff numbered 23. Almost

all of these instructors were natives. Our students ranked near the top in the national examination given at the end of the training period.

In the years following the war many servicemen enrolled in the language courses. We continued to offer Chinese, Russian, German, French, and Spanish and were also authorized to give two years of training in Brazilian Portuguese. Years ago our students had limited practice in conversation. Today, with the help of native instructors and assistants from France, Germany, Brazil, Mexico, Bolivia, Peru, China, and Russia, some students can converse fluently in more than one foreign language.

We have also made great strides recently in our offerings for the Ph.D. candidates. Special courses have been organized which enable them to acquire a reading knowledge of a foreign language in a relatively short period. Each year several of our students are awarded scholarships for study and travel in foreign lands.

Dr. Kerr once said, and I quote, "The College aims to bring its advantages as near to all people as possible; to provide a liberal, thorough, and practical education. Special emphasis is placed upon the importance of practical training, the application of scientific principles; yet the disciplinary value of education is kept constantly in view. It is recognized that the man and the woman come before the vocation or the profession, and in all work throughout the institution the object is to develop high ideals of manhood and

womanhood, to foster all that makes for right living and good citizenship."

In our Oregon State College Creed, our pride in the past of our college, as well as our faith in its future, is declared as we say, "I believe in her traditions, a heritage from the deeds and dreams of yesterday; in her aspirations and ideals, the assurance of a magnificent tomorrow." An institution whose yesterday can show as earnest a spirit of service and as substantial a record of accomplishment, as Oregon State College has already made a matter of history, can rest assured that, with the continuance of that splendid spirit, it is bound to realize a magnificent tomorrow.

Interviewer: When did you arrive at Oregon State College?

Davis: I didn't arrive with the idea the students have of arriving now; I just grew up in the system. The old College was a private school and consisted of a primary, a secondary, and a three year college department. I started in the primary in 1883, and in '84 went into the secondary and spent two years there. That prepared me for the college, so in the same building I went into the college course.

Interviewer: Where was the College located at that time?

Davis: The old building then was standing on the ground that the Southern Pacific depot stands now, that was sold to the city a few years ago. It consisted of seven rooms, a primary, a secondary, and five college rooms.

The faculty in the College consisted of five teachers.

B. L. Arnold was President, Professor Berchtold, who lived until a few years ago, was language and art teacher, Professor Branch was mathematics, Professor Grimm was chemistry, and Dr. Emery was more literature and religion.

The course at that time was liberal arts only; there was no choice. The boys and girls were all in the same classes.

We all went into the same things at the same time.

Interviewer: Which personalities impressed you the most?

Davis: Well, at that time, Dr. Arnold, who was President, was a southern gentleman, very well educated, and a wonderful teacher.

He was not only President of the College but taught a full time schedule. Professor Berchtold was a language and art teacher, and he gave me my first taste of a foreign language, which was two years of French. He taught us our first lessons in free hand drawing and gave us lectures on the great artists and made an impression on art that has remained in me all these years.

Interviewer: About how many people were there in the College?

Davis: I can't remember exactly, but I think there were 250 or 300 in the College.

Interviewer: Did you feel that you had enough teachers?

Davis: Well, of course, they carried a full load; they didn't teach a few hours a day like you people do now. They taught a full day and did a very good job; they were excellent teachers.

Interviewer: Did they have good equipment?

Davis: Very limited equipment. They had a laboratory with some physics equipment, a small chemistry laboratory, and I believe that is all the outside equipment they had.

Interviewer: Do you happen to know how their salary compared to the salary of other people who were living in Corvallis at the time?

Davis: I think very similar, but, of course, very small. They wouldn't do you people at all today.

Interviewer: How did the people of Corvallis regard the people who were on the College staff?

Davis: Very well. They just absorbed them, and we all became a part of one social circle.

Interviewer: What were the most significant things that happened during those early days that you remember?

Davis: My mind is just a bit hazy now. You know, it has been so many years ago I have almost forgotten a lot, but I think I can tell you some of the things.

Miss Snell came onto the campus in '88, and she was a wonderful person. She was an inspiration to all of us. She was a woman full of life and spirit; she taught the importance of health, a good mind, and a strong body, fed by proper food and outdoor exercise. I'll never forget when she taught us to make beautiful salads and desserts. Our mothers were good vegetable and meat cooks and made wonderful bread, but they were too busy rearing a family to do any fancy cooking. The interest taken in table setting reminds me that on the insistence of my sister and myself, we persuaded my mother to buy a set of silver for the table setting in place of the bone handle and steel knives and forks which we could not put in boiling water. I have some of those forks in my possession today.

Dr. Arnold died very suddenly of pneumonia in 1890.

Interviewer: Who replaced Dr. Arnold? Did President Gatch come immediately?

Davis: No, immediately following Dr. Arnold was Dr. Bloss. I was

out of College. I knew him socially, but I don't remember too much about his work. I do know that he was very much interested in athletics and organized a good athletic department. He had a son who was an athlete who had played football in the East, and he organized the first football team on the Oregon State campus. They played on the lower campus in spite of rain or sunshine, and we stood around and watched the boys play in mud, ankle deep. The interest was keen then just as it is now. Following Dr. Bloss came Mr. Miller. He was here just a couple of years, and then came Dr. Gatch. He was a wonderful scholar, but, of course, I had no student contact with him, but I was living in Corvallis and knew him and his family very well socially. They were very fine people.

Interviewer: What did these men believe in strongly for a school?

Davis: We hear a great deal about discipline today and about learning things well. Well, they were strong for scholarship and character, and they didn't have to have very much discipline because the youngsters hadn't learned all these ideas they have today. Those were the horse and buggy days, and we had very little contact with the outside world. The students of that time weren't quick to learn and pick up the things that were happening all over the country as they are today with radio, television, magazines, etc. It was a different kind of college life. We had lots of fun, but we didn't do very much.

Interviewer: Do you recall the beginning days of Dr. Kerr's presidency?

Davis: Yes, Dr. Kerr came on the campus in 1888. Before that time I hadn't done very much but play around since my graduation, but under the influence of Miss Snell, I decided I would come back to College and take my master's degree. That was in '88. When Dr. Kerr came, the first thing he proceeded to do was to organize a very full home economics department. I went to Dr. Kerr and told him some of my plans for the future and asked him to advise me. He advised me to go into household arts because it was a new field, and I was mature, and he could have a place for me right away. I went ahead and worked for my master's degree. I had to go back and take over my chemistry and physics and all those kinds of things to bring myself up to date, and it took me two years to get my master's degree. Immediately I was offered a good position in Oregon and one in Hawaii, but I was keeping house for my father--my mother had died--and I chose the one offered me from the Corvallis High School. I organized the first department of home economics in the Corvallis High School. I taught there four years when Dr. Kerr asked me to come to the campus. I was on the campus many years and taught home economics, institutional management, and all things connected with home economics until my retirement in 1941.

I was at the high school for four years. The second year

they gave me an assistant and the next year another because the girls were all interested. Then I went to the College and turned it over to Miss Keiser who was my successor, and we have been firm friends ever since.

Interviewer: What do you think of the future of Oregon State College?

Davis: I think the future is unlimited because there are so many fields now, and the College is so well organized and so steeped in agriculture, home economics, physical culture, and almost everything that pertains to the human race. Since it has the number of students it has now going out, I think there is just no limit to what they can do for the U.S.A. and the other countries. It has a place of leadership in the countries now because look at the number of professors who are being asked to go to foreign countries to teach forms of agriculture.

I came to Oregon State College in the autumn of 1914 and entered as a freshman. My college preparatory work had been in the educational department of the Y.M.C.A., Portland, Oregon, where I prepared for college by attending evening school. It was a splendid institution, and here may I digress just a little bit and quote an author to whom I shall refer later in our conversation, namely Ralph Waldo Emerson. He said that "every great institution is but a lengthened shadow of a man." That is a part of my theme. Oregon State College is a great institution; if not the lengthened shadow of a man, it is primarily the lengthened shadow of a few men and a few women who have been chiefly responsible for the leadership by which the institution has grown. Well, the lengthened shadow of which my educational experience is the extension is that of Mr. Robert Carver French, who was director of education in the Portland Y.M.C.A. He told me one time that I was going to college, and I said, "I don't have any money to go on," and he replied, "How fortunate; you are going to college, and you are going to Corvallis." On that inspiration, with his guidance, I prepared for college to come here in the autumn of 1914.

You may recall that shortly before that year, one or two—at any rate, a very few years—the institution had achieved the status of full preparatory requirement (the equivalent of four years of high school, ordinarily the equivalent not measured in years but by what you are supposed to have learned in that time). I entered among the first classes under that requirement. Dr. William Jasper Kerr,

President at that time and for many years afterwards—and his name I am happy to see on the front of the Library—was, of course, primarily responsible for that advance in entrance requirements, as indeed he was responsible for many other advances.

I was born in northern Sweden, came to England "straightaway," as we say in England, to Southwest Texas in the summer of 1907. After three years there I gained the wanderlust again and came West and to Portland, Oregon. In due course I connected with the Y.M.C.A., partly because I felt the necessity of learning English, and there I pick up the thread where I was before. Now that is perhaps enough for my personal background except this. I was almost literally born in the woods, in a very thickly wooded area, on a small farm. From that I presumably inherited some of my agricultural interest; but more important than that was the fact that education was something to be sought and cherished.

The first impression of Oregon State College at Corvallis, of course, was the impression of many freshmen, which is this: You come from perhaps a small high school or some other institution where you became known for one thing or another. When you come into an institution with large attendance, you find that you are, after all, a pretty small pebble on the beach—a much larger beach—and that seems a bit frustrating at the time for most young men and women. But it is very good because you find that repeatedly in later life as you go from one thing to another, especially if you go from one thing to another in an ascending scale of contacts with

people and affairs. It is a part of the education.

Well, my first impression beyond that, of course, was the, shall we say, dignity of the head of the institution. I remember one time in my freshman year the boys decided to say they weren't going to drill that day. Somehow the word was spread around and we gathered in front of the now Benton Hall, the whole cadet corps almost. President Kerr, in his Prince Albert coat, came out on the front steps, folded his arms, and looked at us and said in that firm but friendly voice, "This is not a holiday," and then he just stood and looked at us. By and by the crowd melted in the direction of the Armory. Also, I had the impression that he believed thoroughly in the neatness of things. One time he picked me up on the campus—our paths happened to meet—and he asked me to come into his office. I was very much impressed with this personal feature. He put his hat and coat where they belong, brushed from his shoes quickly the dust gathered in the walk from his home, brushed his hair, brushed his coat, and straightened out his tie, just like a soldier, in front of his desk where his secretary had laid very neatly a pile of papers which required his attention that morning. They were not crisscross; they were corner to corner, side to side, very neat. I took an interest in that; unfortunately, I haven't copied it fully, but I should have done so.

There is a considerable history in my personal experience here as far as the school I chose. My choice from the beginning was agriculture, but I soon became engaged in student activities, and

may we say, to an extent, student politics on a small scale, debate, oratorical contests, and so on. Well, I felt, perhaps under the guidance of my great friend, Mr. French, that there were more things to study to enrich life than merely the strictly technical subjects which then abounded in our agricultural curriculum. There was a sentiment among the public that we should be extremely practical, and sometimes it appeared that the word practical had a bit too narrow a definition, so I became interested in some other subjects. I remember I had some courses in education, one under Professor Brumbaugh in the history of education, but it really was a splendid course in the history of philosophy. As a lecturer he was very inspiring in that direction, and it gave us something to think about beyond the immediate horizon of very technical subject matter.

May I digress at this point to emphasize a bit why I think it so important that we have the technical knowledge with which we equip ourselves for the practical work ahead and also that we have something to live by in what we should call perhaps cultural education. When I later was on the staff of Kansas State College, it was my responsibility, among other things, to advise students on their course of study in the junior and senior years--students who majored in our department, the Department of Agricultural Economics. We had there a system of free electives which a student could take at his choice in addition to those that were prescribed. If he were a very good student in his chosen technical field, he had a wider latitude in the free electives. A certain young man came to me and

said that he wished to put down on his program a two semester course, three lectures a week, in the history of English literature. I said, "That is very interesting; I am very glad you are choosing that subject, but I am particularly interested in knowing why you have chosen it." He said, "My father is a sheep rancher in Western Kansas and I am the only child and expect to take over the property and operate it some day. In the winter time, on the well managed sheep ranch there is time to read, and I want to be able to read good literature intelligently." I said, "I never have heard a better reason for a free elective course than that."

Now, going back to my experience here, I decided that it would be a good thing to branch out a bit in that direction of general education. Under the guidance of Mr. French and with encouragement from here, Professor Berchtold, I believe, of the Department of English, Professor Brumbaugh, and the librarian, Mrs. Ida M. Kidder, whom I shall mention later, Dean Peavy, and no doubt many more, I was encouraged in the idea that it would be good to spend some time at Eugene at the University of Oregon where they had at that time, and no doubt now, strong courses in the cultural subjects. I went there for three summer school terms in addition to taking work here along that line. I was very happy when the University of Oregon, in 1919, decided to grant me the degree of Bachelor of Arts in American Literature. President Campbell and many others proved excellent friends.

My experience at the University of Oregon and here makes me

feel it is desirable in a state system of higher education that students should have access to not only the technical subjects of their chosen field but the more broadly educational matters that help to enrich life. I recall, for example, a course in philosophy under Professor George Rebeck, I believe, at the University. He spent seven weeks in the Book of Job, and the result of it is that I can read the Book of Job with, I think, more adequate understanding and far greater meaning to me, not only in an inspirational sense but in guidance to our thoughts and aspirations. There was a Mabel Holmes Parsons there in the short story course in English, and Professor Gilbert, affectionately known as Professor Jimmy Gilbert. My very introduction to international affairs, which I am now engaged in on the agricultural sector of our front in that field, I had under Professor Gilbert, a course in international relations. I remember well his lectures, at least the spirit of them and the contents also, to the extent that he introduced us to now Sir Norman Angell's "The Great Illusion." This was before World War I. I recall Professor Gilbert everytime I see the name in the papers of the now very venerable Sir Norman Angell, still alive, and still appearing in print now and then on international affairs.

One can always have aspirations in subject matter, and as a public we cannot afford to build all opportunities for all students in every institution, but it is encouraging to find that we now have in the System of Higher Education more avenues for these contacts with the broadening subjects than existed many years ago.

Now let me go back to a personality or two. In this connection I think it would be well to mention Mrs. Kidder, librarian at the time. The library was on the second floor of the Benton Hall. She had no office but a desk in the corner, which suited her very well because she could survey her whole domain, the reading room and many of the files, by just looking around. She saw us all as we came and went. Not far from her desk was a table on which she had a sign with large letters that said "interesting"--that is all it said. There she would put the books of a cultural, broadening character for students to pick up, and she noticed those who came to that table and browsed; others, she tried to encourage to go there. It always pleased her immensely to be asked by fraternities, sororities, and other student groups to come to their homes and read to them. It was the best entertainment for her. She loved it, and so did the students. Because of her, we became quite interested in reading to one another of Emerson. One day, the home economics practice house was snow bound, and the girls were practically all at home--we were all snow bound. Mrs. Kidder was invited there to read to them, and she read from the volume of "Society and Solitude." In my reading with her, we read fairly widely in Emerson. After I had gone East to the University of Wisconsin for graduate work, after returning from the Army, Mrs. Kidder passed away. Not long thereafter I received a letter from the executor of her estate informing me that she had willed me her set of Emerson except for the one volume she had read from at the practice house that snow bound day. "Society

and Solitude" she willed to the practice house. There is a touch of affection and inspiration in an experience of that sort, and I have that set of Emerson with me in London now. I had it with me in Stockholm when I was on assignment in the foreign service there; it has been with me since it arrived at Wisconsin and will always be with me.

That practical, robust individual, namely Dean Peavy, appreciated more fully than most the importance of a broad education. Those of you who remember him will recall that he was a very good speaker, and perhaps you were all impressed, as was I, with the excellence of his English.

Now that gives me a little clue of teaching. It isn't only what we teach (and I did some teaching for awhile, for five years at Kansas State College and some in Washington on the side) but the great gift of a teacher is not altogether in important facts and relationships in matter, but to inspire an enthusiasm for and appreciation of the subject taught. The teacher of English who inspires a deep sense of importance of correct, effective usage has given the student the equipment for self-instruction from then on, and so it is in other subjects. He or she who inspires in a student that enthusiasm is in my mind a great teacher because of the importance of self-improvement after that.

Since leaving Oregon State College in 1919, after returning from the Army, I have had the opportunity to visit the campus only three times before this. This is the fourth. My first

impression when I walked onto the campus (it is best to walk when you come to a place of dear memories and to walk early when you don't see very many people around) was, "My, how the trees have grown," and with that growth, distances seem to have shortened, but the land marks are still here. I was taken into the area which we sometimes called "back campus" in the old days and saw these new buildings, new activities, several altogether new. There is something pulsating in the growth of the institution and as, indeed, in our country as a whole when you have lived abroad for quite a long time. My wife and I have been abroad now practically all the time in foreign work for the past 10 years except for one year and a half between assignments, and you feel here at home that pulsating energy which is the life of our institutions is perhaps an important element in our way of life.

I should recall one experience I had; pardon me for overlooking it in my mention of certain great characters. I shall only go back to one of them, and that person is, in the old days, Major Ulysses G. McAlexander. He was commandant of cadets, and it is grand to see a fitting memorial to him and his record as a soldier at the student memorial. I left my assignment which the students had entrusted to me, namely as editor of the Barometer, and went into the Army and through the Fourth Officers Training Camp at Palo Alto. Fate somehow steered me in the directions which did not land me overseas. I remember one member of our debate team, Mr. Julian Lowe, who left the campus just a few days before I did. I

was sent to California; he was sent to Camp Lewis. I became a lieutenant with the 21st Infantry; he with one of the regiments of the 91st Division. He was killed in the Battle of the Argonne Forest, and I often think of him and of many others who sacrificed their lives. I never got out of the country until the war was over and some time after.

Well, now, as to the future of Oregon State College. I don't know how to forecast the future except in terms of my own optimism, perhaps, and it isn't exaggerated. There is growth ahead. I see it on every hand, and the greatest assurance of growth after all lies in the fact--and I am sure it is a fact throughout the whole country--that there is even a keener appreciation than there was before among the masses of people in all walks of life that the work is important, that these institutions are vital to the life and progress of our country. Thank God we have, and I believe shall always continue to have, that conviction which prevails here and which is the essence of a democratic way of life, that no matter where you begin as a student, a humble beginning economically, you may not have a penny in your pocket and you work your way through school, it is never held against you that you had a humble beginning; in fact, it is a point in your favor if you take advantage of the opportunities extended, and they are here for generations to come.

I want to say at the outset that I appreciate this opportunity to relate some of my experiences and impressions of Oregon State College.

I joined the horticultural staff of the College in the fall of 1919; this was shortly after I was discharged from the Army following World War I. I have been on the staff continuously, except for one year when I was in charge of the U.S.D.A. laboratory at Wenatchee, Washington, and for a period when I carried on research work for the Pacific Coast pear industry in New York City and other Eastern markets. This work occupied several months each year for a period of eight seasons.

There are a good many items that we could include in an interview of this nature, but I will try to confine my remarks largely to brief comments about the Department of Horticulture at Oregon State College and to certain personalities at the College who have left a lasting impression with me over the years.

While some instruction in horticulture was offered by the College in the early days, the Department of Horticulture was organized in 1907, under the leadership of Professor C. I. Lewis. From this date on, the department made rapid progress; and by 1915, it was generally rated among the five leading departments of horticulture in this country.

As originally conceived, the curriculum of the department consisted of a section of pomology, commonly called fruit production,

a section of vegetable crops, a section of landscape, and a section of research. Additions to this curriculum were made from time to time. In 1919, for example, a section of food technology or hort products, as it was then called, was added under the leadership of Professor E. H. Wiegand. This became the present Department of Food Technology in the School of Agriculture in 1940. In 1947, the scope of the work was again broadened by the addition of a four year degree course in floriculture and a four year degree course in nursery management. Again in 1955, a two year terminal course in nursery management was added to the department's offerings.

In the landscape field, the setup has been subject to change from time to time. As originally planned, all of the work in landscape was assigned to the Department of Horticulture. With the establishment of the State System of Higher Education, however, a degree course in landscape architecture was established at the University of Oregon. A non-degree Department of Landscape Architecture was added here in Lower Division, but the degree course in landscape construction and maintenance remained in the Department of Horticulture as before. This arrangement prevails at the present time.

In the field of graduate study, the department has granted the Master of Science degree from the date of its organization, and it has offered the Ph.D. degree since 1934.

While I do not want to boast about our horticultural curriculum

at Oregon State, I do feel that we can lay claim to a certain measure of distinction. We are now the only department in this country that offers a degree course in nursery management. Our course in floriculture is the only full-fledged course in floriculture west of the Mississippi River. Our course in landscape construction and maintenance is one of two such courses in western United States that meets the training requirements of the American Association of Landscape Nurserymen, and our two year course in nursery management is one of nine that has received national recognition and approval.

Along with its resident instruction activities, the department has also carried on over the years an extensive research program. This phase of the work has grown by leaps and bounds. When I took over the headship of the department in 1942, we had an annual research budget of about \$14,000; but when I retired from the headship in 1955, our research budget totaled over \$160,000 a year. While the research program of the department covers a wide field, its primary objective is to find solutions to the problems that confront Oregon's extensive and highly specialized horticultural industry.

By way of historical review, it might be well to mention here a few of the research accomplishments of the department over the years:

1. The concept of the carbon-nitrogen balance in horticultural plants as evolved by Kraus and Kraybill. This is considered by many to be probably the most outstanding piece of

horticultural discovery of all times.

2. The development of the chemical washing process for the removal of spray residues from fruit made it possible for growers to meet the regulations of the pure food and drug authorities at a time when their products were threatened with confiscation.
3. The discovery of the pollination requirements of sweet cherries and filbert nuts made it possible to grow these commodities successfully in western United States.
4. The extensive research work done by the department on the storage and handling of pears has made it possible to market pears in a fresh state during the entire year and adds several million dollars each year to the value of Oregon's pear crop.

Many more research accomplishments could be cited, but these, it seems to me, illustrate somewhat the nature and the character of research work that the Department of Horticulture is doing at Oregon State College.

Over the years, the department has turned out a long and impressive list of graduates. Time does not permit me to go into detail as to the accomplishments of these people; but, in passing, I want to state that nine of our graduates ultimately became heads of departments of horticulture at other institutions. Four of them now occupy top positions in the United States Department of Agriculture,

and more than 50 of them are now employed by other land-grant institutions as teachers, research and extension workers.

I now want to turn to some of the personalities who have served Oregon State, and who have left a lasting impression with me over the years. It is impossible, of course, to include all who are worthy of mention in an interview such as this. The list that I have chosen is drawn largely from among those whom I knew best and with whom I came into contact in the course of my work. For obvious reasons, I will refrain from mentioning personalities who are still on the active staff. I do want to say, however, on behalf of the active staff that in my opinion it is the finest that the institution has ever had. No matter how excellent the old staff may have been, in my opinion, it is surpassed by the present group in most respects.

Institutions of higher learning are built largely around devoted personalities. They grow and acquire stature largely because men and women are willing to dedicate their lives to a cause. Oregon State College has been blessed with many such people.

As to personalities from the Department of Horticulture, the roster contains a long list of people who were at the time, or who later became, national or international figures. Unfortunately, many of these were lost to Oregon State because of more tempting offers elsewhere. Among those who fall into this category may be mentioned people such as:

1. Dr. U. P. Hedrick, who left us to join the staff of the

New York Agricultural Experiment Station and who later became a world authority in the field of systematic pomology.

2. Dr. E. J. Kraus, who left here to become head of botany at the University of Wisconsin, and later, head of botany at the University of Chicago. This man is considered by many to be among the world's greatest living plantsmen. It is true that he came back to us after his retirement, but he was away for more than 30 years.
3. Professor C. I. Lewis, who left to become assistant manager of a large cooperative marketing organization.
4. Dr. Andrew Murneek, who became head of horticulture at the University of Missouri.
5. Professor V. R. Gardner, who became head of horticulture and also director of the experiment station at Michigan State College.
6. Dr. J. R. Magness, who now occupies one of the three top positions in the horticultural setup of the United States Department of Agriculture.
7. Dr. E. M. Harvey and Professor C. E. Schuster, who left us to become associated with U.S.D.A. Professor Schuster is generally regarded as the father of the filbert industry in the Pacific Northwest.
8. E. R. Lake, one of the old time figures in horticulture, who also left us to become associated with U.S.D.A.
9. Dr. F. E. Denny, who left our staff to take a position with

the Boyce-Thompson Institute of Plant Research at Yonkers, New York.

10. Dr. B. S. Pickett, who is now head of horticulture at the University of Tennessee.
11. F. C. Bradford, author and teacher of horticulture, who became prominent at both the University of Missouri and Michigan State College.
12. Professor C. L. Long, for many years extension horticulturist, who left to take a position with a large spray and chemical concern.

I do not want to convey the impression that all of the outstanding people at Oregon State left to assume positions elsewhere. Many of them remained on the staff, often at a sacrifice to themselves by way of remuneration and prestige.

No list of personalities who have served Oregon State College can be complete without mention of Dr. William Jasper Kerr, for many years President of the College and the first Chancellor of the State System of Higher Education. The high esteem in which Dr. Kerr was held by the staff was not the result of hero worship. It existed because of the man's integrity, his high ideals, and sterling qualities of leadership. Along with Dr. Kerr, we should mention:

1. Judge E. K. Weatherford, President of the old Board of Regents, prior to the establishment of the State Board of Higher Education. He and Dr. Kerr constituted a very

effective team.

2. Then, there was W. A. Jensen, who filled the office of executive secretary with dignity and efficiency.
3. Dean A. B. Cordley, a noted scientist before he became Dean of Agriculture. It was Dean Cordley who first discovered the fungicidal value of lime and sulphur sprays. This popular fungicide is still in wide use at the present time.
4. James T. Jardine, who was brought here by Dr. Kerr and Dean Cordley to head up the experiment station after World War I. Here was a man who had the ability to bring out talent and to get the most out of a research staff. Jardine finally left us to become head of the office of experiment stations in the United States Department of Agriculture.
5. Professor G. R. Hyslop, perhaps inclined to be overbearing, impetuous, decidedly a one horse team, but a man who left a marked impact on the agriculture of the State.
6. Professor A. L. Lovett, for many years head of the Department of Entomology. Here was a scientist who was practical and who had the happy faculty of getting along with people.
7. Professor A. L. Peck, head of landscape at Oregon State for more than a generation. The many outstanding graduates in landscape from Oregon State College attest to the quality of his teaching and efficiency of his guidance.
8. Dr. H. P. Barss, former head of botany and plant pathology,

a great organizer as well as a scientist of the first order.

9. J. B. Horner; who can forget Jackie Horner, founder of the Horner Museum, a jack-of-all trades in the teaching profession. There were those who questioned the profundity of his scholarship, but none could question his enthusiasm and his tremendous capacity for work. Here was a man of rugged pioneer stock who left a tremendous impact on the early graduates of the College.
10. Dr. U. G. Dubach, conventional in his thinking perhaps, but a man of strong convictions, a fine teacher and an outstanding speaker.
11. E. T. Reed, the College editor, classical scholar, great humanitarian, and a poet of no mean ability.
12. Professor Louis Bach, for a long time head of the Department of Modern Languages, sharp witted, critical, and cynical to the nth degree, but a man of scholarly attainment and an outstanding teacher.
13. Miss Melissa Martin, who succeeded Bach as head of modern languages, a devoted worker who was respected by all who had the opportunity to be in her classes.
14. Professor J. F. Brumbaugh, for many years head of the Psychology Department. For a long time, in fact, Professor Brumbaugh was the Psychology Department. Psychology was not overburdened with subject matter when Professor

Brumbaugh taught, but what was lacking in this respect he made up from a great store of knowledge of philosophy and logic, and from a deep personal understanding of human nature.

15. Miss Helen Holgate, who headed up the Clerical Exchange, a perfectionist whose traits were reflected in the character of the work that was turned out by the exchange.
16. Miss Lucy M. Lewis, head of the library staff for many years. She lived up to her motto which was to make the library useful to the students, the faculty, and the people of the State.
17. Captain Harry Beard, who directed the R.O.T.C. band. Who can forget the fine cadet bands?
18. Then, over in athletics there was "Dad" Butler. A recent article in a Detroit newspaper hails "Dad" Butler as a "builder of champions" and recalls the outstanding relay teams he developed at Oregon State and elsewhere.
19. F. O. McMillan, nationally known electrical engineer, civic benefactor and a Christian gentleman.
20. Dr. Leo Friedman, who not only pioneered the science of wood and paper chemistry but endeared himself to the College community.
21. Dr. F. A. Magruder, scholar, author, teacher, public benefactor.

22. Professor James H. Batcheller, and with him we should include his charming wife.

Here were people of the old school, rugged individualists, yet polished and refined. They added luster to any gathering.

My work throughout the State often brought me into contact with some of the personnel at our branch experiment stations and also with some of the county agricultural extension agents. Among the branch experiment station people, I particularly want to mention Professor LeRoy Childs, superintendent of the branch station at Hood River, and Professor F. C. Reimer, superintendent of the branch station at Talent. These two men did outstanding research work over a period of more than 30 years. Among the county agents, I want to mention particularly C. C. Cate of Jackson County, S. E. Hall of Multnomah County, O. S. Fletcher of Lane County, and B. W. Cooney of Douglas County.

Before concluding, it might be appropriate to recall a few of the events that took place during my time at the College.

Certainly one of these milestones was the passage of the millage measure in 1920. This measure, put over almost single handed by Dr. Kerr, provided much needed funds, not only for Oregon State College, but for the University of Oregon, and what was then the Normal Schools as well. It made possible raises in salaries for the faculty, and it made possible the construction of buildings and other needed facilities.

Another significant event was the creation of the State System of Higher Education. This proved to be a trying ordeal for many of the staff people, and, as first set up, the system was not entirely practical and workable. As time went on, however, most of the difficulties were ironed out, and, in my way of thinking, Oregon now has a progressive and thoroughly efficient system of higher education geared to the needs of the State.

Another episode was the economic depression of the '30s and its effect on the College. This is recalled as the period of belt tightening when the institution was held together largely by the loyalty and devotion of the faculty. I recall very vividly when the State funds for the maintenance of the Agricultural Experiment Station were lost through a referendum, leaving the station practically without support save for the meager Federal funds that it was receiving at that time.

Another episode that comes to mind was the invasion of the campus by the veterans of World War I and II. Each time we were told that we would be faced with difficult problems. We were told that many of the G.I.s would be maladjusted and would find it difficult to fit themselves into the College routine. Fortunately, none of these dire predictions came to pass. The veterans, as a whole, more than made the grade, and hundreds of them now number among our outstanding graduates.

The town of Corvallis itself has undergone significant changes

during the 37 year period. From a small complacent village, it has grown into a small city, modern in every respect yet retaining the essential aspects of a typical college town.

One of the things that impressed me most when I first came to Oregon State College was the apparent close relationship that seemed to exist between the people of the State and the institution itself. The people seemed to regard Oregon State as their institution. They came to the College for help and advice, and the College, in turn, did its utmost to be of service. This relationship has continued over the years, and therein probably lies much of the strength of Oregon State College. In my opinion, so long as it continues to serve the people of the State, its future is secure. "Keeping close to the grass roots," as we say in agriculture, is largely the key to our future in my estimation.

Interviewer: We are so pleased that we could come this afternoon and talk with you about the beginning of Oregon State College as you saw it.

Holgate: It was a long, long time ago. My first impression of Oregon State College was when it was down between Sixth and Seventh Streets.

Interviewer: Just one building?

Holgate: One building—just on that campus. I don't remember when it was moved up to the hill, but I have always been conscious of Oregon State College, although it wasn't Oregon State College at that time.

Interviewer: What was it called?

Holgate: Oregon Agricultural College.

Interviewer: Did you attend when it was on the former location?

Holgate: No, I was quite young before it was moved. One of my brothers attended and graduated at that school.

Interviewer: You told me that you knew a person by the name of Margaret Snell.

Holgate: Yes, she was the first home economist at the College, and a wonderful person. I think she exerted more influence on the students than any other teacher who has ever been at Oregon State College.

Interviewer: Well, that is a large order for one person too, isn't it?

Holgate: The curriculum wasn't comparable at all to what we have now in home economics, but what she did for the students—introductions to poetry and literature—was something that her students never forgot.

Interviewer: It could almost be a personal development rather than a profession or career.

Holgate: It was. She was so community minded too. She planted all those trees around the park down on Monroe Street, and she had the trees planted in the little park out north of Corvallis.

Interviewer: Now they are such huge trees. We think they have just been there forever, and they came through such personal effort.

When did you first join the staff at Oregon State?

Holgate: I don't remember the year. I graduated in 1895, and then I was out a year teaching in a home on a ranch up in Joseph County.

Interviewer: How many students did you have?

Holgate: Five. I was just a tutor in a home on a cattle ranch, and then I was in Holmes Business College for a year. After that, I came to Oregon State as secretary to President Gatch and also did the clerical work for the Experiment Station. When they moved to what is now Educational Hall, I went with them there.

President Gatch thought everybody should be a teacher, so he developed the first commercial work, which was the beginning

of what is now business and technology. The staff for that department, at that time, included a man by the name of Mr. Crawford, who was bookkeeper in the business office, and myself. I taught shorthand and typing. That was the beginning of the big department they have now.

Interviewer: Can you tell us about President Gatch?

Holgate: He was a marvelous man. Before he came here, he had been President of Willamette, and then he was President of the University of Washington for 10 years, and he came here and was President for 10 years. I think he is the one who gave Oregon State College its impetus to go forward and include so many of the subjects that it has now in its courses.

Interviewer: Even then, he had great breadth of viewpoint.

Holgate: He did.

Interviewer: Can you tell us about the growth of the department of secretarial science and business?

Holgate: As I said, it started with just the two of us.

Interviewer: How many students did the two of you have?

Holgate: Oh, I had about 25 or 30 in my classes, I think.

Interviewer: Did you have several classes during the day?

Holgate: Just two, shorthand and typing, because I carried that in addition to my full time work as the secretary at the Experiment Station—and got \$40 a month for it.

Interviewer: Makes our salaries sound rather big today, doesn't it?

Holgate: Immense.

Interviewer: When did you do full time teaching?

Holgate: I never did full time teaching. When President Kerr came, Dr. Withycombe, who was head of the Experiment Station and also Dean of Agriculture, became Governor of the State. At that time, Dean Cosby and Dean Bexell organized what they now call the Clerical Exchange, and they gave me the choice of taking that or going on teaching. I chose to be manager of the Clerical Exchange.

Interviewer: The Clerical Exchange today is quite an enterprising little department in the College.

Holgate: It isn't as great as it was because when we started, we did all the work for the Experiment Station, the Extension Service, and the School of Agriculture. When the Clerical Exchange began, all the stenographers and clerks were taken away from the departments and congregated in the Clerical Exchange, and all the work came there. Later, the departments gradually got their own clerical staff back. I think the larger part of the Clerical Exchange work now is the distribution of the bulletins and all the publications of the College, and also the mimeographing and multigraphing. However, I haven't been over to the department for several years so I don't know how it is being conducted now.

Interviewer: You have mentioned three outstanding personalities,

Margaret Snell, Governor Withycombe, and President Gatch. As you think back of your years with Oregon State, do other colorful personalities come to your mind?

Holgate: I think Dean Covell, who was the first Dean of Engineering, and Dean Cordley, who was Dean of Agriculture, are two outstanding people.

Interviewer: Miss Strickland, you know Dean Covell. Can you tell us something about him?

Strickland: When I first came here in 1920, I lived at their house for several years. I know that he was the first Dean of Engineering and was an outstanding man. When I left here for a couple of years in '27, there were about 38 men in his department, and it was considered one of the finest schools of engineering in the country.

Interviewer: What kind of home life did he have?

Strickland: One of the finest homes I have ever known. Dean Covell was a very religious man, and Mrs. Covell too. He never allowed any gossip in the family nor disparaging remarks about anyone; he always shut them up when they started. They were not allowed to play cards on Sunday, but they could play any other day if they wished. They all had to go to Sunday School and church as a group, and they took me along with them too, so that I went with them as I lived with them.

Interviewer: He had a great impact on the school, you would say?

Strickland: Yes, I think he did. He was very fair with everyone and very sympathetic with his students, but I think a rather stern type of man in some respects--fair, stern, and very kind to students who worked their way through school. A number of them would come to the house, and he was always so generous with them and so understanding of their problems, and would help them. He would help them find jobs sometimes, and contribute to their living with food and his help.

Interviewer: Thank you, Miss Strickland; thank you, Miss Holgate.

It is the great personalities that have made our great school.

Interviewer: It's so nice of you to allow us to have enough time to talk for a few minutes about the beginnings of Oregon State College.

Dean Lemon: Well, that's a very interesting subject to me, and it's a real pleasure to visit with you about it for awhile.

Interviewer: When did you come here?

Dean Lemon: That was a long time ago. It was the fall of 1907 that I joined the freshman class at Oregon State College. I came then from a little high school in Central Oregon in the town of Grass Valley. To indicate something of my background for going to college, I was the president of my senior class because I was the only one in the class; so coming to college in those days was quite an event. I still have some interests over in that community and now drive over whenever I care to in three and a half to four hours, but then it took me two days to get here.

Interviewer: How did you come?

Dean Lemon: Oh, I came to Portland the first day by train, and the next day----

Interviewer: By bus or train?

Dean Lemon: There wasn't any such thing as a bus; there weren't any roads that a bus could get over, so it was train or walk.

The institution at that time, of course, was very small. I suppose it might have compared favorably with a modern high school of today, but I think that's being rather generous perhaps.

It was fair sized. It was overwhelming to me. There were four or five big buildings and seven or eight hundred students. As a side light, I think there are five of those buildings still on the campus. I have seen most of them revamped considerably, but I've been here long enough to have seen all the rest of the campus develop in that time.

You might be interested to know the buildings that are still here. They are the three over in the front part of the campus, or perhaps I should say the five over there: Apperson Hall, which has had another story put on it since I first saw it; Benton Hall, which was then the Administration Building and the center of most of the activities of the institution. That building has been used for so many different purposes it's hard to keep track. Then, Education Hall, which has been completely rebuilt in the interior and has served many purposes since I came; it was at that time known as Agriculture Hall. Then the most interesting structure to me is what is now the College Playhouse. That was almost a new building and was the pride of the campus, and the auditorium in there I thought was the largest room I'd ever seen—and I suppose it was. That building which is now the little playhouse was then the college armory, the gymnasium for men, and the gymnasium for women, and the auditorium.

Interviewer: All those functions?

Dean Lemon: Well, we could go on indefinitely telling the history

of the evolution of that building. I wrote a little article at one time about the evolution of college buildings, and I constructed it around the playhouse. But, that's all beside the point now. The fourth building I think of which is still standing is what is now called the Paleontology Laboratory; it was then the Chemistry Building. I guess that is the fifth building I have mentioned; there must have been six then. The other building was Cauthorn Hall. Cauthorn Hall, which is now Kidder Hall, the art building, was then a men's dormitory. In the evolution of that building it was subsequently a women's dormitory; but it was a men's dormitory then, and I lived there for awhile. As I remember going from where I had most of my classes in Agriculture Hall or in the Administration Building, back and forth to the dormitory, there was a little farm out here and I walked around the corner of the chicken yard.

Interviewer: How would you think dormitory life in Cauthorn Hall would compare to dormitory life today?

Dean Lemon: I doubt if there is very much change. Just about as many shenanigans went on then as go on today, as far as I can find out.

Interviewer: Boys were still boys.

Dean Lemon: Boys were still boys. The fact of it is, I doubt if there was as much discipline then as there is now. Although there was an effort to be much more strict about it, it didn't work out very well.

Interviewer: Did the boys make their own rules, do you mean?

Dean Lemon: Oh no, I don't think so; it was a good place to live.

I enjoyed it, and it was an experience I prize highly. It was a good dormitory. By the way, another interesting part about dormitory life then, I lived there for \$3.50 a week for board and room.

Well, those are the things that I remember first about the institution. It really did seem big. Beside the five or six buildings I have mentioned, there were a few others that disappeared; there was the girls' dormitory, some shop buildings, some agriculture buildings, and a little greenhouse and so on that have all disappeared and made way for larger buildings. It was a pretty good institution; I prized it very highly. Of course, the fine thing about it was that you knew everybody. You got acquainted.

I have some very pleasant memories of the staff, members of the faculty that I was associated with; but I think the thing I characterize about the institution from my early days, the thing that I appreciated, was the fact that I arrived the same time William Jasper Kerr arrived. Of course, I came as a freshman and he came as President of the institution, and there was quite a gap there. But it was really the beginning of a great development in education on this campus, education in the State of Oregon, and education in the whole Northwest, when Dr. Kerr took over. The institution as it stands today, in my

mind, is almost a monument to William J. Kerr. He was so far-sighted and planned so well that we're still following pretty much the outlines that he set up for the development of this institution, both in its physical aspects and in its educational program.

Interviewer: Here was a man of tremendous vision apparently.

Dean Lemon: Yes, of tremendous vision. I have never met another man in all of my experience that I think is his equal. The general outline of the campus causes a good deal of comment from visitors today as to how well it is mapped out, and it is the plan he was responsible for. Early in his career here he could foresee what was ahead for Oregon, and he employed one of the outstanding landscape architects of the United States to set up a plan and to be the adviser in the physical development of the plant. That was Mr. Olmsted who continued as the architect until his death; and then he immediately turned to another great architect in the United States, who is also dead now. That was A. D. Taylor of Cleveland, Ohio. Mr. Taylor continued as our adviser even until after Dr. Strand came, and then he passed away.

In my second year, I was interested in the School of Commerce, which was then the business school of the campus. President Kerr brought to head up that which developed into a great school Dean J. A. Bexell, who became an outstanding campus figure. I had three years of my work with Dean Bexell

and then he surprised me by inviting me to stay on as an assistant. I took some graduate work and stayed with the School of Commerce pretty close to 10 years, in the field of accounting and business management. I think perhaps that Dean Bexell had more influence on my life in a business and educational way than any other person.

Because I was interested in forensics and debate and was on the College debating team, I came in contact with a young man whom I shall never forget and am greatly indebted to, and that was Ralph D. Hetzel. He came here from the University of Wisconsin as an instructor in public speaking and made a place for himself immediately—a man of great vision and capacity. He later organized the extension division, which was the beginning of the great Agricultural Extension Division that we now have. Later, he left here to become President of the University of New Hampshire and went from there to the Presidency of Pennsylvania State College. While still President, he passed away some four or five years ago.

Then I have another faculty character that I remember with a great deal of affection and pride, and that was Major General Eugene MacAlexander, known in World War I as "Rock of the Marne." As a young captain, he was here in charge of the Military Department, and I had four years of military training with General MacAlexander. I rate these men that I have mentioned as outstanding figures who contributed much to the campus and a very

great deal to me, I am sure.

Interviewer: As you talk about such great people who were here at Oregon State, we begin to get a vision of why we have become the kind of institution we are.

Dean Lemon: That's right. There are a number of others that should be mentioned. I didn't have work with them because they were in other fields, but I did get acquainted with them, associated with them, and later on as a young faculty man, I learned to admire them very much and had the privilege of working on some committee assignments with some of them. I'm thinking of Dean Covell who founded the School of Engineering and was a very strong character, a great influence on the institution. Another was Dean A. B. Cordley who was head of the School of Agriculture. I guess he was a botanist or zoologist—pretty much in that field—plant pathologist probably. He was a very versatile man, very interested in athletics, and a great influence with the young students. Well, there were scores of them as the years went along—great people.

Interviewer: Two or three of the pioneers I've been talking with have expressed the hope that someday a building might be named for Dean Covell.

Dean Lemon: I should like to see that very much, both for Dean Covell and Dean Cordley.

Interviewer: It seems to me it would be a very fitting thing to do.

Dean Lemon: Their memory will be here for many years whether there

is a building or not, but buildings would be very appropriate. When I think of the growth of the institution and because of my work now, I generally turn to figures and finances. Of course, that's been my field anyway, but I just went into the archives and picked up a book in which I thought I would find some figures. I noted that the year Dr. Karr came here, the income of the institution was about \$100,000. We'll not go into that, but the budget which I have spent a good many hours on in the last few months, and which is now approved for 1956-57, is a little more than \$100,000. To be exact, it is \$5,666,801.64.

Interviewer: What a tremendous enterprise.

Dean Lemon: And I'm talking about the resident instruction only; I'm not talking about off-campus affairs like the experiment station and the extension division. If we took all those things into consideration, that figure would be doubled. At that time practically all the work was here on the campus. No branch experiment stations had as yet been established. The home station was here, but we thought of that as part of the campus. That farm was right in here now, right about where we're sitting at this moment, and was part of the experiment station. Well, there have been many significant events, but the institution has grown and its services, of course, to the entire State. A land-grant college has so many interests that bring it close to the people, and the whole State is, in a sense, our campus.

The land-grant movement was founded to render service

primarily to the rural people of the country. These 52 land-grant colleges, I believe we have now spread throughout the country, have certainly carried out the mission for which they were founded. I believe Oregon State College can be properly designated as one of the half dozen real leaders in doing that. Thanks again to the type of people who worked at the institution in those early days, Dr. W. J. Kerr in particular.

To me, one of the things that has made my work with the College so interesting over all of these years is being able to recall from time to time some of the things that I remember being said by men I've already mentioned. Again I refer to Dr. W. J. Kerr. I remember he said one time that a college administrator must live entirely in the future and refer to the past only as it might be a guide as to what should be done ahead. I've always thought of that because since I've been in college administration, I find that that's true. One must always be thinking way ahead. If that isn't the case, then the institution is never ready to meet its challenge and the demands upon it.

I think perhaps now, in 1956, we're at a very critical period with reference to future planning. We all know what is ahead in the way of educational development in this country, but it seems to us, probably because we're close to the scene, that it may be hitting Oregon and Oregon State College in particular with greater force than we realize. Studies that

have been made on a national scale show that Oregon ranks third among all of the states of the nation in the percentage of young people of college age who are actually going to college. The number of students graduating from high school and going on to college is increasing everywhere. I believe it was in 1900 the percentage of young men and women of college age in college was about four per cent, and in 1950 it was around 30 per cent, and the prediction is that it may go as high as 50 per cent. Perhaps that goal will not be achieved in the lifetime of people who are directing education today, but it will come. In Oregon it's traveling quite fast so we must get ready to meet the demand in whatever way is feasible.

It is my judgment that it will be impossible for Oregon State College to accommodate all of the men and women who want to come here in the next decade regardless of what happens in education, and so there must be planning to do the very best that we can. With the assumption and the conviction that we cannot meet the situation in its entirety, we have established certain goals toward which we are working. That goal, of course, starts with how many students can be accommodated. We have tentatively said 8,500 in 1960. Now 1960 is right close, and while we are over 6,000 students now, to go to 8,500 requires quite an expansion and it's a challenge. But that's only the beginning. To jump ahead five years to 1965, we have established the goal of 10,000, and another five years

in 1970, about 13,500. No one can predict where we might go from there. I'm not using these figures to indicate that I think they're accurate. They are goals toward which we can work. Whether we can meet them or not depends pretty much on the people of the State of Oregon and their actions through the Legislature. It boils down to a question of money. If there are funds enough to provide the staff and to provide the facilities, there is no question but what that number of students will be here.

What the trend will be for an institution like this, what changes the trend will bring about is another thing that is a question for speculation. The number of youngsters will be sufficient, but all institutions will be crowded and because, as we have already emphasized in this interview, the land-grant college is so close to the people, the numbers coming here will probably continue to be larger than at any one other institution in the State, regardless of the character or type that institution may be.

But what trend is education in general going to take? Not all of these young people who want to go to college can be in institutions like Oregon State College or the University of Oregon or our other sister institutions in the community. Possibly there will have to be more trade schools, probably junior colleges in large numbers as our population increases, which may mean more emphasis on upper division and graduate

work at Oregon State College and fewer freshmen and sophomores in proportion to what we have now.

Well, that's just interesting speculation, but it all has to be a part of our thinking in developing a plan. We have committees at work now and will put other committees to work in the near future attempting, as I like to say, to blueprint our plans for the institution for the next five, 10, or 15 years. By blueprinting we mean getting down on paper what the institution must be in 1960, for example, to handle 8,500 students. We have to have more staff, more teachers if we can get them; we certainly have to have more places for students to live. That may be the bottleneck; maybe the community won't be able to take care of 8,500 students in 1960. We think at this moment we aren't going to be able to take care of the 6,800 or 7,000 that are expected this fall. There would have to be a tremendous development in the community as well as about the institution in general.

It's a tremendously interesting problem to sit here at the desk and speculate a situation which one will not live to see too much of, but which you can for certainty know is going to come; and the plans made today will determine pretty much how well it will be done tomorrow.

I wandered today to the hill and gazed on a scene below, and, as in the song, "the entire stream is changed." How much, it is hard for me to realize. I am one of the few who have been privileged to live in Corvallis for over half a century. So many changes, so much growth in that time, it is almost impossible to remember any specific scene or time since they all blend into the present.

I came to Corvallis in a covered wagon in September of 1894, not across the plains but, as they said in those days, "across the mountain." In today's vocabulary, we would say "over the McKenzie Pass." I was born in The Dalles, Oregon, and soon thereafter my parents moved to a ranch near Heppner. My most vivid recollection of that period was my mother taking me and my brother, two years younger, down to the cellar when a dust storm was coming. I can assure you that our basements are a great improvement over those old side-hill dugouts. The summer I was five, my father put our household goods in a covered wagon, and mother stocked the grub box. Father drove the wagon; mother took my brother and me in the hack, and we drove over to Athena to help my uncle harvest the wheat. I was interested to note the other day when, out of curiosity, I looked up this word "hack" in a 1949 dictionary to find that it is defined as "a carriage kept for hire." Now I can assure you that in Oregon in 1890 a hack was not a carriage. That was much more in the class of today's Cadillacs or Packards. The hack was a dependable, old,

horse drawn, one seater. Brother and I either rode in the seat with mother or on a trunk in the bed of the vehicle--and there wasn't even a fringe on the top. We stayed at my uncle's until after harvest. The main reason I got to O.A.C., as we called it in those days, at all was because my little cousin--and the folks never could figure out how she did it--pulled me out of the Boxed Springs that I had fallen into head first while lying down on my tummy to drink out of it, as I had seen men do.

The trip over the Cascades was long and hard--no drive-ins; poor roads, especially over the lava beds; stops in the lovely mountain meadows to let the horses' feet heal and to soak the vehicle wheels in streams so that the metal tires would stay on them. I recall my mother worrying whenever the wagons would get out of her sight--"wagons" because my grandparents and two others joined the caravan with a second covered wagon. I recall that they razzed my granddad when on arriving at the little town of Eugene, he drove his team almost into a lady's front door because the horses were so frightened at their first sight of a train. My grandparents stayed in the Mohawk Valley, not far, by today's measurements, from Eugene; and our family came on down to Corvallis because father had worked on farms here as a boy, and his sister and her family were living in what we then called Wilkin's Addition. The house, much enlarged and modernized, is still standing on 15th Street between Tyler and Harrison.

To me, Corvallis was beautiful--a little town of some 1,500, flowers and trees everywhere, and many of what we would now call lawns (I would call fields) covered with beautiful wild flowers, while the hills, which are rapidly becoming our suburbs, were then covered with wild strawberry patches. We picked strawberries by the gallons for mother to can because the tame ones didn't have that "good flavor." I did not miss telephones, electric lights, running water, bathrooms, sewers, paved streets, or even sidewalks, of which there were very few west of Ninth Street and then only board and plank ones at that. The first bit of concrete that I recall was a narrow walk along the east side of the Court House. Here, on the lawn, the entire town gathered with picnic lunches to celebrate 4th of July.

We bought in Job's Addition on 16th and Polk Street, just across the Cherokee Strip from auntie's. Now this strip was a parcel of land along what is now Tyler Street from 13th west several blocks, and it was owned by an Indian lady whose three children attended O.A.C. One became an architect, one a musician, the other an artist. A large ditch, which we called the Rose Bush, ran the length of this strip and afforded us children a wonderful playground. Twelfth Street and Kings Road, as I recall it, were the only streets in that section open from Polk to Monroe. There would be maybe one or two houses on the block, the woodshed, a garden plot, and often a barn and some stock. The campus had a wooden fence running down

Monroe Street with a large farm on the north side of the street, which was owned by the father of D. F. Purvine who later became one of the College Board of Regents and whose bust is in the Memorial Union Lounge.

I earned college money picking strawberries in the field along the west side of 12th Street, and those of us who lived over in the additions went along trails through this farm to get over to the College. The campus was drained by a large ditch. It ran across what we speak of now as the lower campus, across Monroe Street, along 12th Street over to 11th Street, and finally emptied into Dixon Creek. A favorite stunt was to take the rooks down on the lower campus for drill and make them march over the ditch. The lucky ones jumped over it; the others jumped in.

I recall one winter night when a sophomore, my boy friend and I were walking down 11th Street, and as we were on the sidewalk over the ditch, I looked back over my shoulder and up to see certain stars that were shining in the clear sky overhead. I was astounded when I looked back to note that Clyde had vanished from my sight, and even more astounded to hear his voice come from under the sidewalk. In his star gazing he had gotten too close to the walk's edge and fallen down. Fortunately, there was also a fence along the creek there, and he landed on it instead of in the water.

High school meant one year in addition to the eight years of grammar school. The only school building in Corvallis was on the

south half of what is now called Central Park, between Monroe and Madison Streets. The building was much the same type as Benton Hall or the Court House. It was built of wood, had eight or nine rooms, and a basement. This basement, as well as the front and back steps and the outdoor playground, was divided into two sections by a high partition or fence. The girls stayed on one side the fence, and the boys on the other. High school classes were in the forenoon only, and my report card shows that I had classes in algebra, grammar, general history, and half year courses in literature and physical biology. One of the things that has stayed with me, and, in my case, has meant more as the years have taught me their deeper meaning, were the memory gems that we always had to select and memorize from our reading. One teacher used to rotate each morning, calling on us to recite our selections. I recall one morning before classes were taken up, one of the older boys in the room got into mischief, and he was told to stand up before the class with his back to us. It so happened that he was on that morning's list to recite his gem. I can still see him as he turned those big, soulful eyes on the teacher and said, "To err is human; to forgive divine." With never a change of expression the teacher said, "You may take your seat now." Of course, none of us dared laugh until after recess.

The Valley was quite a hop growing section in those days, and many of us youngsters earned school money by picking hops. Just

before I registered at O.A.C., I went with my auntie and my cousin, who was in the same grade as I, in a wagon to the yard down near Independence. Because college began that fall a few days before the picking was finished, Fred and I came back to Corvallis on the train, and such excitement--our first train ride!

A few years ago I had a most pleasant experience. The wife of a faculty member told me that they were remodeling the house over on 16th and Polk where I had lived until my marriage in 1911, and in one of the walls they found my English notebook with three terms of essays, as we called them then, written during my first year at O.A.C., which was from September, 1904 to June, 1905. It is in surprisingly good condition and such fun to reread. Herein was the history of my first week at O.A.C. When I hear both the students and the faculty speak of the hustle, the bustle, and the activities of freshman week, it is almost impossible to believe that it was then only "registration day." Here are a few sentences from the book:

"At one o'clock, September 19, I found myself in the office of President Gatch. After a weary wait, I marched up to his desk, frightened--memory fails me; I can't remember what he said." (This was very likely a regular procedure for the President to interview each freshman, or what we called the "irregular students." The eighth grade students were admitted as sub-freshmen.) "I was then pushed up to Professor Horner's office; for what, I don't know. I

was beginning to wish that I were home when I heard someone say, 'Go to Professor Crawford's office.' Here I found myself in a room full of excited students. I sat down on a chair and heard someone say that I was to write my full name. Then back to Professor Horner's room; another wait; I received a card and was told to have my teacher sign it. By this time I found others going the same way I was, so the rest was comparatively easy until I encountered a piece of paper. Words on that paper were just like Latin to me. The paper was called a schedule, and I was told to study it out. I am sorry to say, I never did. After the second day though I began to get acquainted, and I felt more at ease. Then because of illness at home, I missed the second week; and when I returned, I found that the hours had all been changed, so it took me quite awhile to get everything arranged again. I also found out that Professor Horner was called the registrar and Professor Crawford the business manager."

Professor Horner also taught classes in Latin and history. His office was a corner of a classroom, and it was marked off by a waist high partition and referred to by us students as the "bull pen." Professor Crawford also taught classes in bookkeeping—I guess the word "accounting" hadn't been coined yet—and in commercial law, but he had a classroom separate from his office. There were no I.B.M. machines and no adding machines, and all our work was done by hand.

All of these rooms were in the Ad Building, which is now known as Benton Hall. The corner stone of this building was laid in 1887, and it was paid for by the citizens of Benton County and given to the State. In 1890, Congress provided \$15,000 to be paid to each land grant college, the amount to be increased \$1,000 each year until \$25,000 was reached, and this money was for instruction only. I can't resist quoting it: "....under no pretense to be used for building or repairs." Later, of course, special appropriations were made. At the time that I registered, the Ad Building had 14 classrooms--if some of them could be called that. The library was in the basement, and the auditorium, or the chapel as we referred to it, was where the music room is now on the second floor. Our librarian was referred to by us students as "Two-Weeks Nichols," his name being Nichols, and he got his nickname because of his habit of calling out, "Two weeks for you," as punishment for some misdemeanor, which meant that we were deprived of the library privileges for that length of time.

I registered in the literary commerce course. We had only courses then, not departments or schools. For us there was only one school, and that was, "Zip, boom, bee, zip, boom, bee, O.A., O.A., O.A.C." As for courses, we had the choice of literary commerce, household science, pharmacy, agriculture, mechanical, electrical, or mining engineering. My record shows that I had English in each of the 12 terms; physical culture, 10 terms; bookkeeping,

penmanship, and German, six terms each; mathematics, five terms; history, four; arithmetic, spelling, stenography, and typing, three terms each; elocution, political science, and commercial law, two terms each; zoology, floriculture, botany, esthetics, and mental science, one term each. My mental science was really psychology, but that word was so new that it wasn't until after I went to class that I found out it also meant mental science and was not a man's name, Cy Chology.

I graduated with the class of 1908. There were about 83 members, the largest up to that time. A period of growth began and has continued with few interruptions. Changes, yes, too many to mention-- from a population of 4,552 in 1910 to around the 20,000 now.

It would be hard to name individuals who stand out in my years of association with O.S.C., first as a student, then as an office girl, a term of substitute teaching, the mother of two students, and the wife of a faculty member. There have been and are so many who by deeds more than words have taught me the real, never changing, values of life--honesty, industry, and dependability. Our last year was Dr. Kerr's first.

So much of the growth of the campus came after I had graduated. At that time we had the Ad Building, which is now Benton Hall; two stories of Apperson Hall, then called Engineering; Agricultural Hall, now called Education; and the Armory, which is now the speech building; a dormitory for the boys, Cauthorn Hall, now Kidder;

Alpha for the girls, now moved from the campus and remodeled for apartments. Several small buildings also have been removed or given over to special work.

Convocation was then called chapel and had compulsory attendance a few minutes before noon each day. There was a platform across the west end of the room where the faculty sat, one row of seats on the north side of the room where the girls sat, one row down the center and one on the south side for the boys. The program was a song or two, the scripture lesson, announcements, and perhaps a short speech. Until 1908 each senior was required at some time during the year to give what was called the senior oration during chapel hour.

There was no whistle announcing the time of day; the janitor walked from building to building and rang a bell which indicated the class had ended.

President Gatch was a kindly, if stern, old gentleman with a great sense of humor. He wore a black skull cap, and he walked with a limp. I recall one morning during chapel when he announced, "We will now sing number (so and so), 'Whichever Way the Wind Doth Blow, My Heart Is Glad to Have It So'"; and then he added without one second's hesitation, "The man that wrote that never had inflammatory rheumatism."

Benton County, Corvallis, and Oregon State have long had an enviable reputation. I can best illustrate this by a few items I

recently came across. One is from an address made by a district attorney in the early 1900's; the population was then 1,817 people. I quote from his speech: "The high standards and character of the citizens of Benton County, home of our great educational institution...." The College then, as now, was a very important part in the community; in fact, we had a saying that when the students left for the summer, the town rolled up its sidewalks until school opened again in the fall.

The other quotation I would give is from the student Barometer of November, 1904: "A building is needed in our college, not a building for physical development, but a place where that attribute which distinguishes us from animals, our moral and social nature, may be developed. In the humdrum of daily recitations, we sometimes forget we are here primarily not to get lessons but to prepare for life. The preparation is largely obtained unconsciously through the influence of our surroundings. Obviously, then, if our surroundings are uplifting and beautiful, our development will be of the better sort. We need a center for student organizations, a place for student receptions, a headquarters for students' moral and religious life, a retreat for the individual students." The February copy of Barometer, 1905 states that the students had pledged \$5,000. Again quote: "Rarely if ever excelled by a similar body of students west of the Mississippi and perhaps never to be repeated in the history of O.A.C.; the only building of its kind in the Northwest,

and the only one west of Kansas to which students have subscribed." The building was Shepard Hall, the forerunner of our Memorial Union where the same type of development and service is still carried on though on a much larger scale.

Yes, the theme has changed, the old land marks have been removed, the old boundaries have widened and will continue to do so, many students come and go, and future enrollment prospects are almost frightening. Some of the old traditions have been forgotten; new ones have taken their place, but the spirit and purpose as expressed in the creed written years ago by E. T. Reed, "I believe in Oregon State, builder of men and women...." will be with us as long as the campus exists.

We arrived here in the fall of 1914 after spending five years at the University of Arkansas. At the University there I was connected with the Agronomy Department and came here to take over soils work, teaching, and experiment station work. At that time the department was headed by the late H. D. Scarth; others in the department were G. R. Hyslop, W. L. Powers, and W. J. Gilmore.

In coming here, we came from an area which was entirely different than this, and our first impressions were exceptionally pleasing. The thing that impressed me most about the campus was the fact that our buildings, while you would not classify them as being beautiful, were very practical. I can remember a discussion with the Director of Extension, the late R. D. Hetzel, who later on became President of Pennsylvania State College, when he remarked to me that that was one of the primary motives of Dr. Kerr in selecting the type of buildings that he did. Another thing that impressed us, and this especially did since we came from a Southern institution, was to note the large number of students that were working their way through college, some on part time and some of them almost on full time.

Many of my students in those early days were men who have since made quite a contribution to Oregon State and to Oregon. Among those that I feel proud of, of course, are former Secretary Douglas McKay, Ralph Coleman, Doug Pine, who is now down in California doing outstanding work in the way of forestation. Then in Klamath County there is Ed Geary, who was in the Legislature—I believe he was

President of the Senate; also down there doing a very fine job, of course, is Charlie Henderson.

My first few years were, of course, mainly teaching work; then later on we branched out and started the first soils survey work in 1917. This work was in Yamhill County, and at that time we got about in horse and buggy. I had quite a time the following year convincing not only our people here at Oregon State but members of the Bureau of Soils of Washington, D. C. that we perhaps could use a car, and the following year in Washington County we started out with a good old Ford car.

About two years later, the department, which was originally the Department of Agronomy, was divided, and we were then placed in the Department of Soils, Irrigation, and Drainage. At that time, it was headed by our Dr. W. L. Powers, who in turn was in charge of irrigation and drainage while I took up the soil fertility.

Along about that time, or perhaps a year or two previous, there were two outstanding events that occurred so far as Mrs. Ruzek and I were concerned. Our sons were born, Jerry in 1915, and Chuck the following year. Later on, about 1926, I took a special assignment to do special work on the Canadian border for the Consolidated Mining and Smelting Company. I was to look over land that was in litigation that was supposed to be affected by fumes from the smelter. I spent two full summers, '26, '27, and part of '28, in the area making a detailed land classification and soil map of the area. From this work I was able to make enough money so that I in turn could go back

to Wisconsin, my old alma mater, to take advanced work there during the year of 1928-29. I received my master's degree just 20 years after I received my bachelor's degree.

A short time later, about 1933, I was appointed by President Kerr to the chairmanship of the Board of Control. The Board of Control at that time included not only intercollegiate athletics but all the educational activities. The board was composed of three faculty members and four students. In addition to myself, there were Professor Charles Johnson, who was at that time head of the Mathematics Department, and Dr. B. T. Simms, who was head of the Veterinary Department. I think that the president of the student body that year, who was a member of our committee, was Fred Saling. Carl Lodell was graduate manager, and Lon Stiner (we spoke of him as "young Lon Stiner") was brought up from assistant coach to head coach, Coach Schissler preceding him. Lon had one assistant, and that assistant was Jim Dixon. After a number of years of functioning as the Board of Control, it was decided that the two activities, intercollegiate athletics and educational activities, should be divided, and two boards were formed. I was again appointed chairman of the Intercollegiate Athletic Department and Percy Locey was made head of the Educational Activities Board. Professor Paul Petri was chairman of the activities board.

We went along with our intercollegiate athletics having quite a struggle; one, of course, was finances; the other was to have the winning team. The year following, I believe in 1934, we had our

famous "iron man" team which broke the record of U.S.C. of continuous games up at Portland. At this time, our team began to function, and along about in the period of 1937-38 we had a team which was up near the top but never the winner. In 1937 our team was second in the conference, but still we didn't have a winner. This year also was outstanding for me in that both of the boys had finished college, Chuck finishing in the School of Engineering, and Jerry finishing in what is now called the School of Business and Technology--I think at that time it was called secretarial science.

A short time later, namely in 1941, we had perhaps our most outstanding athletic event in that we had won the championship of the Pacific Coast Conference, and we were selected as the team to play in the Rose Bowl. Things certainly did look rosy until the day of Pearl Harbor; it was also a bomb shell so far as our players were concerned. It was decreed that the game could not be played at Pasadena, and then Wallace Wade of Duke University, whose team we were to play in the Rose Bowl, made a wonderful contribution. He arranged to have the game played at Durham, North Carolina, and along about the end of December we picked up, went with the team to Durham, and as you all know, it ended gloriously. We won 20 to 16.

There were some rather outstanding boys on that team, and boys with whom I am still in touch. We have two in Corvallis, Don Durdan and Quentin Greenough. In addition to Durdan, there was, of course, Joe Day, and then there was a boy from up in the Hood River country who was known as Bob Dethman. It is rather difficult to recall

right offhand all of the linemen, but I know Quent was an outstanding center. George Peers was our blocking halfback. He had a brother who played end for us. We had a tackle by the name of Halvorsen. Those are the boys that I recall at this time.

Perhaps I had better wind up my conversation relative to the intercollegiate athletic program. I can remember well that some of my friends came to me and said, "Well, Bo, they are at the top now so why don't you turn in your resignation while you are at the top?" I said, "No, I will go along with the team." Part of the time it has been fun; part of the time it hasn't been fun, but it was part of my work. I continued in this until I retired in 1952 after 19 years of service.

Now a word relative to the school itself and the department that I was working with. When I came here, Dean Cordley was head of the School of Agriculture. Dean Bexell was in the School of Commerce, Dean Covell the School of Engineering, Dean Ziefle in the School of Pharmacy, and Dean Peavy in the School of Forestry. I am not certain, but I think shortly after I came Dean Ava Milam was appointed to the position of Dean of the School of Home Economics. During the time that I was connected with the Soils Department we saw it grow from a small department of two or three men where today there are in the neighborhood of 12 to 15 on the staff. I think perhaps one of the most outstanding pieces of work that was done by members of the staff was a continuation of the soil survey work that was started in '17. Now there are quite a number of counties in the

State that have had soil surveys made and reports on the same, and those that have not had them will have them in the very near future. Much of my contact in the School of Agriculture, of course, was with the various other departments. In the Department of Bacteriology I had intimate contact with Professor G. V. Copson. We did much of our cooperative work with the Department of Horticulture which was at first headed by C. I. Lewis, then Professor Brown, and later Dr. Hartman.

The campus at Oregon State College, at the time I came and since, has impressed me mainly from the standpoint of practicability. Our buildings are really arranged for service, and certainly they have accomplished that in the years that I have been here and undoubtedly will continue in the same way. As far as the future is concerned, I have always felt that the West was a country for young men and women to grow up. I feel especially proud having been connected with Oregon State College due to the fact that my contacts have been with students who have not only worked their way through school but who, after finishing school, have been a credit to their parents and to the institution. Both Mrs. Ruzek and I are staunch Oregonians; our boys are also. One boy has four children and always says that he will send those children to Oregon State College.

After having been here over a period of 40 years and after visiting many other institutions, I feel that Oregon State College has a place at the present time where it is not only putting out fine young men and women but will continue to do so. We all know that

the need for an education, especially in such lines as offered at Oregon State College, is becoming more necessary for our young folks, and these same young folks are going to take advantage, and we are going to have increasing numbers.

I came to Oregon State College in the fall of 1938 from Ohio State University. I had been at Ohio State in the Psychology Department for four years as an instructor. Before that, I was superintendent of schools in South Dakota for five years. While superintendent of schools, I wondered why parents had so many problems with their children and also, to some extent, with teachers. I wondered why teachers had so many problems with their pupils and, to some extent, with the pupils' parents. I felt the answer was in studying psychology, so I went to Ohio State University and completed the work for my doctor's degree as well as serving there on the staff.

While at Ohio State University I was in charge of what was called the remedial education for students of the College of Education, those individuals who had academic difficulties. So, I came here with the bias toward helping the individual student from the very start. However, when I arrived at Oregon State College, I found that Dr. Parr, who was on the School of Education faculty here, already had the remedial program in progress, and the work of the Psychology Department required my emphases upon teaching general psychology and mental hygiene.

My first impressions of Oregon State College are very largely in connection with the head of the department, Dr. O. R. Chambers. We drove up to his home one evening after traveling across the continent with our two boys--of course, we were loaded as cars were at that time. I found Dr. Chambers' home from the address, and knocked on the door. Finding no response, I went around the back

and Dr. Chambers was up on a ladder with Dr. Clinton, who was in the School of Education, doing some remodeling of their home on Eighth Street. Dr. Chambers was, as some of you know, a very large man-- I think that at that time he weighed over 300 pounds--so I immediately got the impression that there was plenty of weight in psychology here on this campus. Dr. Chambers and Mrs. Chambers were very gracious to Mrs. Sherburne and I and made it as comfortable as possible for us to adjust here to the situation and the town and on the campus.

One of the first events on the campus that I recall was the all-College faculty meeting. At that time it was held in what was called the old women's gym, which is now the College Playhouse. This was a beautiful Oregon fall morning. I don't remember too many of the people I met but I do remember George Cox, who is head of the Industrial Arts Department. Why I remember him distinctly, I'm not sure; at least we have been good friends ever since. The all-College faculty day was a new event for me since I came from Ohio State University. It was a surprise to me that the faculty of a college, a state land-grant college, could get together in a faculty meeting of this nature. It was difficult at Ohio State University, in that size institution in 1938, to get even the department together, let alone the college and the university faculty. The faculty was addressed at that time by President George Peavy. The registrar, now Dean Lemon, at that time Registrar Lemon, and his assistants passed out the class schedules and made introductory remarks

regarding registration procedures for that fall. I suppose there are other things that happened at the faculty meeting, but that's about as much as I remember. Since that time, I have looked forward with anticipation usually to the time when the faculty of Oregon State College would get together for their annual meeting. I wondered some why the faculty does not gather together a little oftener, but perhaps when we got into our regular academic and research programs during the year, we got too busy for faculty meetings.

The registration began, our classes started, and the Sherburnes had an introduction to Oregon that was not too pleasant. We took a ride on a Sunday afternoon down the old Peoria Road, and as we drove along, Mrs. Sherburne noticed a beautiful red foliage running along the fence rows. Coming from Ohio and the Midwest we were not aware of a beautiful red foliage that time of the year. Mrs. Sherburne stood it as long as she could and asked me to stop the car, and she got out and picked one branch. As she didn't like it, she threw it away and picked another branch, and finally she got back into the car and we drove back home. She placed the beautiful red foliage in a vase near the fireplace, and we admired the handiwork since we didn't have flowers in our own yard. On Tuesday morning when I was ready to shave, I noticed a little rash on my face; I thought maybe I had shaved too closely before, so I went ahead and shaved. Dr. Chambers had invited me to the Chamber of Commerce luncheon Tuesday noon, but by the time Tuesday noon came, my face was pretty well

swollen. Dr. Tartar, who was at the Chamber of Commerce luncheon and met me for the first time due to Dr. Chambers' introduction, looked at me and said, "You have poison oak." Well, that was something new to me, and I still wasn't aware of all the implications. I had met some of my classes once; I had met one class twice; for the next 10 days, Dr. Chambers and Mrs. Chambers filled in for Sherburne who was incapacitated with swollen face, ears, hair, neck, and walking the floor and talking about the doctors who didn't seem able to give very much relief. That was an introduction to Oregon which I shall always remember. Chancellor Hunter still calls me Poison Oak Sherburne when he meets me.

The Psychology Department, in which I was an assistant professor in 1938, had two and a half instructors. The membership of the department was made up of Dr. Chambers, head of the department, Professor Brumbaugh, who was on half time, and myself. All our instruction at that time was confined to general psychology and a freshman course in mental hygiene. We had no upper division or graduate courses in 1938. This made the teaching of psychology a challenge, particularly if you were going to be aware of the growth in the field since we didn't have graduate students or upper division students to challenge you and keep up with your reading and research. The emphasis in the Psychology Department at that time was on good instruction. We realized that we only had these students for instruction in psychology for one, two, or at the most maybe three quarters. What could we give them in the way of principles and facts of human

behavior that would help them in their professional and general living here at Oregon State College?

Our first course in upper division work came as a result of a request of the School of Education for some upper division work for students taking counselor training. This was a sequence of courses Dr. Chambers and I decided to call Psychology of Individual Differences. The University permitted us to offer one year sequence, three hours each quarter, making nine hours of upper division work. Dr. Chambers and I thought back to our own training, also in connection with the students who were taking this who were primarily education students interested in counseling and guidance. We decided that a course in Psychology in Individual Differences would provide them the best background we could think of. This was divided into three quarters; the first quarter was the viewpoints toward the individual; the second quarter was the experimental data that we had at that time on the individual; the third quarter was an introduction to the methods used in studying and helping individuals to adapt to their various situations. This course has changed little since that time; it has been brought up to date, of course, with newer facts, viewpoints, experimental data, and new methods.

The department at that time was housed with the School of Education over in old Shepard Hall. We were there until 1941. We had small offices, but we had a small staff, except perhaps in weight and to some extent in size. The classes were held in Commerce Hall; several of them were held in the basement where the College

Press is at the present time. Some of the classes were held on the first floor; I remember Commerce 110 and 108 as being two of the classrooms. Our classes varied in size from about 15 to approximately 50 to 55. I remember in 1941 I taught a class in mental hygiene primarily for freshman students in the old home economics auditorium; I had 125 students. I stood up on the platform and tried to entertain them and perhaps give them some mental hygiene that they might use; but if you know anything about mental hygiene and mental hygiene instruction, particularly as it tries to approach the positive adjustment of individuals, you realize that probably students profited little from that type of instruction.

In addition to the work in the department, some of my efforts have been directed toward committee work on the campus. This committee work has included institutional committees, college committees, the school committees, and, of course, the department. The first institutional or college committee I was appointed to was the Curriculum Council in November, 1938. President Peavy wrote me a letter asking me if I would be willing to serve as a member of that council. I remember, too, the others on the committee at that time. One of them was Dean Gilfillan, who was Dean of Science at that time, and Dean Price. Dean Price was Assistant Dean of Agriculture at that time. The other members of the committee I don't remember except I'm sure that Mr. Goode, who has been secretary of the council, was probably on the committee at that time; but for some reason or other he doesn't seem as distinct in my memory as Dean Price and Dean

Gilfillan. Dean Smith, head of Lower Division, had a committee that he called the Policies Committee, I believe, and I was appointed to this committee in 1940. Those were the institutional committees that I served on before I left for the service in October of 1942. I was gone in the service for three and a third years and upon my return was reappointed or continued on as a member of the Curriculum Council. I've been a member of the Curriculum Council since 1938 except for the three years I was gone in the service. For the last five years I have been chairman of this very important committee.

Another committee that I have served on was the Academic Deficiencies, the committee that meets at the end of the quarter and decides those students that can profit from further instruction on the campus, those students that probably had better discontinue their relationship with the College at the present time, and those students who have been on probation and have done enough satisfactory work that they can be taken off of probation and continue on as regular students. This committee, along with the Curriculum Council, has given me an insight into the working of the various schools of the College that I don't believe I would have gained through any other activities, committee or otherwise, on the campus.

Another institutional committee that I served on was the Personnel Committee, and perhaps I was one of the first ones appointed to this committee, and I acted as chairman for several years.

Another committee on which I served was the Committee on Review and Appeals which considers, studies, and makes recommendations on

faculty who feel that they should have their case considered as a special problem over and above the regular department and school.

A recent development, a committee I enjoyed very much, is a committee that helps organize the all-College faculty day. Dean Lemon was probably instrumental, along with President Strand, for starting the all-College faculty day in 1952. Dean Lemon and four faculty members gathered during the summer time to discuss the possibility of an all-College faculty day. The plans were made and the announcements were sent out after the program was prepared. The first College faculty day was a success from the point of view of those who helped organize it and many who participated in it. We learned from the experiences of the first year some of the things to continue and some of the things to avoid the second year. I also helped to plan and prepare the program for the second year. The last two years, except for giving one of the talks two years ago on the all-College faculty program, I have done in the role of an observer, which I appreciate very much because I think that the all-College faculty day has a very definite place and should be developed more than just merely one day in the fall. Perhaps half days during the winter and the spring quarter could prove very profitable to continue on some of the projects that should be initiated at the all-College faculty day in the fall.

The faculty of Oregon State College has had an opportunity from the very start to play a part in the administration--that is, the very start in my experiences here on the campus. A number of the

faculty have not been interested in the participation; they're more interested in conducting research and doing teaching. I will make this statement that those faculty members that I have served with on the committees for the most part have been very conscientious and worked diligently to perform their duties, particularly when the function of the committee was outlined quite distinctly. The committees that have failed, from my point of view, have been those committees where the problems or functions of the committee have not been quite specifically structured, and after meeting once or twice, the committee has died of its own weight. I believe in committee participation. I think that it gives the members who participate an insight into the College and its problems as no other activity can do. The students could be brought in more as active participants rather than as observers on some of these committees. The students would feel a definite part of the institution in understanding its problems and activities more, I believe, if they became active participants rather than merely consultants and observers.

Oregon State College has grown from 3,800 in 1938, when I came here, to the present enrollment of around 6,400, or this year probably around 7,000. We did see the growth go up very suddenly in 1948 to 7,600, but that was a temporary thing and we all recognized that it was temporary and tried to make the adjustments on a temporary basis. Now the growth is going to be a steady growth, and, from my point of view, Oregon State College is located in one of the most advantageous spots as far as opportunity for serving

the people of the United States that I can think of.

I took a sabbatical leave this last winter quarter for the purpose of studying what other land-grant colleges located in smaller cities and towns were doing to prepare for the growth of students. This was a very stimulating experience and I learned a great deal. A report was prepared and given to the administration of this campus as well as the Chancellor. Everywhere I went I couldn't help but think that Oregon State College was unique in several ways. We are not close to any other land-grant college; we have plenty of room as far as land is concerned to grow; we don't have to buy high priced property as in some of the Middlewestern and Eastern situations. We have a good basic faculty; our curriculum is sound, and perhaps a little too restrictive, but at the same time the curriculum is of a nature that isn't padded. It is good solid instruction that is receiving nation-wide recognition for our graduates from this institution in all of its schools. I can't see but what Oregon State College has great opportunities for a service to the people of Oregon, the education of their students. The leadership in this State and the surrounding states should come from many of our graduates. The other comment that I wanted to make as a result of my observations made on my sabbatical leave is that in every institution I visited there was something unique I found that could be adapted in some modified way for the improvement of the instruction-research program on this campus--that is from my point of view. I thought it could be utilized to the benefit of this institution.

The Psychology Department has kept pace with the growth of Oregon State College and students as well as the growth of the State. From the 1940 beginning for upper division instruction and service work, we now have 42 hours of upper division and graduate work. This has been a slow and steady growth. Most of the upper division work has been obtained in the last five years, but the ground work for obtaining this was laid over the previous 10 years. To me, this was very significant that the service work to the other schools on this campus has proved to be worth-while. The professional schools realize the importance of psychology for their students and are requiring their students to get some training in the social sciences and particularly in the field of human behavior or psychology. I can't see anything else but continued growth for psychology here on this campus. I do think that the emphasis should soon be on majors in undergraduate, and particularly on the master's level in the field of personnel, industrial, physiological, and comparative. In this last field, we have had a number of requests for serving the Animal Husbandry Department and other areas in the field of agriculture such as poultry. We have been unable for the most part, except for directing their attention to certain references, to give this service to men. Our cooperation with the School of Agriculture has been a continuous one of growth, and the extension division has requested more service than we have been able to give. Our relationship has continued excellent with the School of Education; the School of Business and Technology has required our instruction; the

School of Pharmacy requires all of its students to take at least one year of the basic instruction in psychology. This is just a sample of the service that the Psychology Department is offering to the students here on this campus at the present time. We are also helping the Counseling and Testing Bureau provide general counseling for these students on the campus and some of those in the State who avail themselves of such a service.

Oregon State College was a small school when my father brought his family to Corvallis from Eugene in September, 1882. He came because of business opportunities in this area and for 30 years carried on his various successful enterprises. One of these was a general delivery service, another was Wells-Fargo service, and still another had to do with the mail service.

My first school in Corvallis was the North School which was located at Fifth and Harrison. This school had two large rooms. The principal was Ida Burnett who later became Mrs. Tom Callahan. The next year we moved to the south part of town where I attended South School until it was destroyed by fire. The children of South School were then housed, as an emergency measure, in the old Presbyterian Church while the Central School was being built. I finished the eighth grade at Central School in 1889. I remember so well Arbor Day of my last year when our class planted a tree on the southeast corner of the school grounds. That tiny tree is now a healthy, big, old tree giving shade in the summertime.

I am proud to say that I, Christine Lenger, now Mrs. W. K. Taylor, was present at the laying of the cornerstone for Benton Hall. This was a big event for everyone who lived in our county. The members of the State Legislature came to Corvallis for this occasion. The townspeople arranged a big dinner for these important people at the Opera House at Fourth and Madison. The food was donated and prepared by the townspeople, and the girls of the town served the

meal. I was happy that I could be one of those girls.

When the meal was over, the legislators were conveyed by surreys, buggies, hacks, and the Occidental Stage, which belonged to the old Occidental Hotel, to the hill. This was August 17, 1887. There was a big crowd gathered there, all excited and pleased with this big event. It was quite interesting to see the variety of articles put into the cornerstone. Some people donated coins and trinkets and historical items. My father laid a German newspaper in it.

The big day in my school life came when I began preparatory school in 1890. This school was in the basement of the College. Then I attended the College two years.

Oregon Agricultural College had some other buildings at this time. There was Alpha Hall for girls and Cauthorn Hall for boys. Cauthorn Hall was named in honor of Mr. Thomas Cauthorn who was an eminent member of the State Legislature and had been of great help in getting aid for the College. The gymnasium had been built. It is now the College playhouse. The chemistry building was near the first building.

Some outstanding men and women at Oregon Agricultural College were Professor Tartar and Professor Berchtold; both were grand instructors. Professor Bristow was an outstanding teacher of algebra. Professor J. B. Horner, whose books are still in use, was one of the best authorities at O.A.C. and was a great inspiration to students all over our State and elsewhere, a great historian,

author, and friend never to be forgotten. President Arnold was a tall, lean man, a poor perman, and a queer personality. He didn't make friends easily.

Our dear Miss Snell was my domestic science teacher, whose ideas and standards were far in advance of her time. As an instructor in domestic science, she exemplified simplicity, thrift, order, and perfection. In the kitchen, utensils were hung on the wall, all outlined, and everything was put back in its place. The class in sewing practiced on small squares of muslin. It was difficult to do work which came up to Miss Snell's standards of perfection. During class she would be reciting poetry or reading a book or be giving us advice on living good lives. She was a wonderful teacher who inspired many a homemaker with high ideals. All of us cherish her memory.

The lower campus was always a busy place. It was used for football practice and football games, as well as military drill. Chautauquas were held here each year also. The limited space at the College was in constant use as were all the grounds. The landscape architect, Professor Coote, took great pride in the plantings on the College grounds. He took students into the mountains to get trees to plant around the buildings. He particularly worked on the winding walk from the lower campus to the hill. When I asked him why he was making the walk on a curve, he replied, "So there will always be beauty ahead."

I have watched Oregon State College grow from a very small school to a great institution. It has been a satisfaction to me to see my children get their education at this fine school of higher learning.

I came to Corvallis and the College in the fall of 1921. I think it was the 4th of November when I arrived at the College, after the College year was well under way. I came here from Roseburg where I had been for five years as pastor of the Presbyterian Church and came here as the executive secretary of the Student Y.M.C.A. I was rather reluctant, in fact, to come because I enjoyed the pastorate. I got a deep satisfaction out of working with the people and its ministry, but after being here for a year, I found myself adjusting myself to the life of the institution. As I look back now, and as I have looked back through the years, I hardly can dream of a place where I could have dropped down my life which would have been more satisfying and apparently of greater significance in my own experience than has been during these 35 years since I came to Corvallis and the College.

Before I was at Roseburg, I had a pastorate at the Federated Churches in Freewater for two and one-half years. I mention that particularly because it gave me a sense of working with various denominational groups--in this particular case, the Presbyterian and Congregational. Before going to Freewater (which meant I had three pastorates before I came to Corvallis) I was at Pilot Rock, Oregon for six years. It was my first pastorate, and I came there directly from Princeton Seminary. The interesting thing about it, and the reason it is significant here, is that in that pastorate I was the only minister in a territory some 40 miles square, in fact, the lower half of Umatilla County. It meant dealing with all kinds

of people and several different denominations, getting acquainted with Catholic and protestant and various groups and various kinds. It helped me to get more of the ecumenical concept and certainly laid the basis for the thing that was apparently to confront me here at the College in dealing with religion on the basis that would make me able to understand the various denominations and relationships.

It might be interesting, too, just to note this because it does have a bearing on the job that I undertook here. While at Roseburg I had a year's leave of absence which I spent with the armed forces in France during the first world war, and because of that experience I got something of the nature of the Y.M.C.A., its meaning, and so forth. When I came to the campus here, it was in the days just following the first world war, and the problems among the students, a great many of them, were those of men who had been in the service and who had come back from that service with the problems incident to these experiences. Also, there were many of them who had not been at all impressed with the Y.M.C.A. and the work the Y.M.C.A. had done for them in the service in France. My first headquarters here on the campus was the "Y" hut which was located at the place where the Memorial Union now stands. Across the corner from the "Y" hut was the barracks where the soldiers had been quartered during the war when they were studying at the College and where the students in those days were being dormitoried. The location of the "Y" hut at that time makes me think of the life of the College, gathering almost completely around the old bandstand over here. I sometimes

think that the old bandstand seems so lonesome after all the life that gathered about during those days, in that particular time when I came to the campus. All the rallies, all the concerts, and all took place at the bandstand. Then I recall, too, that in the previous generation or so the trysting tree, just a little farther down the campus, had been the center of student life. One gets then sort of the evolution of student life in terms of centers around which they gathered--the trysting tree down by the present Education Hall, the bandstand which the Library fronts, and then our present quadrangle by the Memorial Union.

I certainly have many impressions that have carried with me through the years. I am just trying to think of a few of them. One is a very definite sense of community that I felt when I came into this College scene, and a feeling that here was a big family. At that time, in 1921, I think there were about 3,000 students, and that went down in 1933 to about 1,800 students, and rose again by 1944 to 7,500 students. Then to feel that I was part of a struggle in those days, as the student body enlarged, to try and maintain that same sense of community which had been famous for the College, and which most of us who came into the College in those days felt very keenly. Then to sense that maybe now one of our great challenges confronting the College, as we think forward to 10,000 students in the near future, is how to gather as students and faculty even though a large school and maintain a sense of fellowship within community life and a sense of family meaning in that student body during the period

when they are developing in their minds and hearts. Then, of course, I think most folks are impressed with the campus itself. I became very much impressed especially as I visited other campuses, not only on the Coast but in other parts of the nation, and came back with a definite appreciation of our own campus here. Also as one gets acquainted, as I did in those days, with A. L. Peck, who was the campus architect, and get the thing that was lying in his mind, the plantings, and so forth about the campus, I became very much impressed with the significance. Here is a statesman-like planting, a campus that results in unity, and not only in unity, but is possible to expand and grow and still maintain the unity. And then its usability and its interesting landscape. Even though it doesn't have the big lakes and other natural scenes in which it has its setting, yet because of the statesman-like plantings and the statesman-like arrangement of buildings and the possibility of a constant growth without disturbing the unity, it makes a significant impression.

I think, however, the greatest and most significant impression of all was the stature of the men in places of leadership here on the campus in those days. President W. J. Kerr, a rare educational statesman of visioning character who surrounded himself with a group of deans and executive officers of ability, yes, but also perhaps first of personality and character. I soon found here an exhaustless source of inspiration and help as I visioned the place of religion in campus life. It is still a pleasure just to recall the names-- Kerr, Covell, Bexell, Cordley, Resler, Jewell, Peavy, Ziefle, Milam,

Elwood Smith, Dubach, Jameson, Jensen, Lemon, and many others. This experience, felt in these early years, has been continuous throughout the successive administrations of President Peavy and Strand. I think, without exaggeration, I can definitely say that the responsiveness and backing from the administrations and staff have, during all these years as well as in those early years, been far beyond anything that I had ever dared to have courage to ask for. That impression, I think, stands out strongly in my thinking as I think through the years.

Of course, my large concern here on the campus has been in the religious life of the campus and College. I spent five years here as the executive secretary of the Y.M.C.A., and a number of names stand out certainly during those days of people who were playing a part in this same program and certainly influenced my life and helped me to get it adjusted. I am thinking of such persons, for example, as John C. Burtner, who was a senior here at the College when I first came and who helped me to get adjusted in the terms of the program, and then later became a member of the staff, and then the influence of our friendship through the years. Certainly F. A. Magruder is a name that was greatly endeared in my own heart because of his fellowship with me in the interest in the Department of Religion and the Y.M.C.A. E. T. Reed, who was in charge of the publicity for the campus in those days, and C. R. Chambers, the head of the Department of Psychology, certainly worked with a great deal of meaning and significance. I am thinking particularly in those early

days of Roy Hewitt who was a member of the staff of political science, who was chairman of the advisory board of the Y.M.C.A. and how we worked together and how significant his friendship and counsel became. He afterwards went to Willamette University as Dean of the Law School. I think one, too, would not want to miss naming Mrs. Lulu Howard who was the housing and part-time employment secretary for the men students. She did her work then under the direction of the local Y.M.C.A., and was a woman who endeared herself because of her service to students in so many ways that made her name stand out in those days back in the early '20's. I think, also, one would not want to miss naming a person like Dr. Dubach who in many ways, certainly through himself and his interest and concern in the life of the students, was a source of untold strength and meaning as we attempted to interpret religion in college life.

After being here about five years, I finally had the feeling that perhaps it would be of benefit for myself and for the program itself to make a change, so I resigned my position as the Y.M.C.A. executive secretary, thinking that I might go and do a little study before I finally determined what I would do following that. I remember, and this perhaps is one of the most significant things in my whole experience here, that a committee (I remember Dean Dubach was on that committee, but don't remember the names of all of them) of three or four came and sat down with me before I had finished my last year. They wanted to know what I would think of coming back after I was ready to go to work again and organize the Department

of Religion here at Oregon State College. Well, it seemed like quite a challenge and quite an interesting thing, rather an unknown thing, especially here on the Coast, to have a department of religion in a state school. They said they would like to be thinking about it and said they would have to find some way of supporting it, raising the funds, but when I was ready to come back to let them know and they would see what they could do because they were interested in trying to make that happen. When I was ready to resume work again after two years away, they wrote me and made a proposition and said, "We are interested to go and take the risk with you if you are willing to risk a proposition of that kind." I think it is rather interesting, and I was interested, because it had to be supported, and a number of people were willing to put money into it in considerable amounts, which again was a challenge in terms of its possible meaning. Of course, it was understood that the College would not be able to support a department of religion. Under the fine administration and courage of Dr. Kerr, they were perfectly willing to make religion a part of the curriculum in every sense of the word, like history and any other subject, except that they would not be able and did not feel they should risk undertaking financing it. A number of them, (I mention names now of those who gave \$500 to start the Department of Religion—I think in a case or two even \$1,000—on a three year basis to get the department started) people like Kerr and Hansons and Milam and Magruder and others of that kind, had enough faith in it to really invest that amount of money in starting

a department of religion. Of course, that was a great encouragement and a great challenge to me in terms of that readiness to sacrifice for it. Later in 1933, however, the State Board of Higher Education took over the financing of the Department of Religion. It happened this way. During the two year period I had done teaching of religion both on the campus here and in Eugene at the University. The University wanted a department of their own, but I couldn't continue after two years because it was too much of a load, and they were not able to raise funds to support alone a department of religion. Chancellor Hunter went to the Board of Higher Education with a proposition saying that the University needed to have a department there like at Oregon State, and therefore laid it before them to do the financing. Of course, when they financed the department at the University, then they also had to finance the department at Oregon State. That accounts for the way the financing of the Department of Religion as well as the actual granting of credit and so forth became an integral part of the System of Higher Education in the State of Oregon.

Perhaps we shouldn't take time to go into the program, but some of the early courses like the Sermon on the Mount, history of religion, psychology of religion, principles of religious leadership, were the subjects with which we started. Even from the first there was a very fine response in terms of attendance of students and response of backing of the faculty in this situation. Then I soon became involved in the School of Education, also in the School of

Home Economics, and also organized the Department of Philosophy at the same time because we had no philosophy here at the College up to that time. That is just a little bit regarding the beginning of the Department of Religion which I think is perhaps the most significant thing which I was associated with in connection with the College.

I am thinking now of some other significant things that happened. I think one other is the feeling of cooperation in the name of religion which we tried to initiate and have worked with through the years; in other words, a unified approach, thus creating an atmosphere in which each religious group might make its best and fullest contribution. May I mention just a few of the organizations that were playing a part in those days. Right from the beginning in my life on the campus those persons in full-time religious service developed the habit of meeting once a week. There were three of us on the staff at that time, the Y.M.C.A. secretary, the Y.W. secretary, and Westminster House director. The Y.M. was organized in 1893, the Y.W. in 1895, Westminster was organized in 1919, and then the next one to come was Wesley in 1923, Luther House in 1926, and so forth. Starting in 1921 with three people on the staff, it is rather interesting now that we met on Friday morning, which they do still every week and find about 10 or 11 full-time employed persons with the religious life in students on the Oregon State campus, and to see that it is the unified approach in which they altogether try and look at their own problems and their own tasks and give an answer to the college life that there is a unified and not a divided approach.

Also, I think another rather interesting event that one senses here is the emergence of Round Table. In those first days we had a Y.M.C.A. and Y.W.C.A. In the period of the depression, they had difficulty in finances, and the students were very much interested and desired to unify and join those two organizations. I think the Y.M. was willing to start right at the first in 1936, but it took two years to woo before the Y.W. was willing to join with them, so in 1938 the Round Table was started. I think in many ways during those first years when I was counselor for Round Table, it was the most dynamic and most creative spiritual group that I think I ever worked with. For that reason the Round Table always occupies a large place in my life and thinking. It is always significant to meet anywhere out over the State now anyone who was a member of Round Table in those days—just like meeting one of a person's family.

I think maybe I had better skip over a number of these other events that might be spoken of and just speak of some of the convictions that have arisen and some of the things that one might hope would go on into the campus life as the College develops in size, and perhaps even greater significance. One is in the realm of philosophy. After organizing the Department of Philosophy, I found developing, especially here in a College where chemistry is almost a phase of so many of the studies, a feeling not just to give students philosophy but somehow develop a department of philosophy and bring in leadership as instructor-teacher someone who could see a way to

work out philosophy in terms of science; in other words, not just teach engineers some philosophy but teach engineers to discover and work out in terms of philosophy the full meaning and significance of science in their life and teaching, applying then that in any phase of the field in which science is used. Philosophy would not be just teaching philosophy as you teach it here and yonder across the colleges of the country, but teaching philosophy here in a way and under circumstances so that it became a vital, significant, meaningful thing for those going out into these various fields of engineering, forestry, home economics, and other branches that are especially emphasized at Oregon State College.

Another thing that I vision and have certainly been concerned about all these years is that we might give not only the impression but make it quite apparent and help people to discover that religion belongs to a college scene. It is a natural, normal part of college life and the college scene as it is a phase of all culture, not that we would give an impression that religion was something that was imposed on the life of the campus or something tagged to the life of the campus, but a vital, dynamic, meaningful part of the full campus life. This will illustrate what I mean. Dr. Kerr, just a few years before he died (we happened to meet in Portland and he was very much interested in talking to me about the Department of Religion as he was very thoroughly interested in it all through the years here) told me this story. "Just the other day a very prominent man down here in Portland in business life said, 'Dr. Kerr,

now you are out of the College and not connected with it any more, you are not responsible. I would like you to tell me how you can justify having the Department of Religion at Oregon State College.'" Dr. Kerr said, "I was very happy to say to him, 'In the first place, I would like to have you answer a question for me. How can you conceive of having a college education in which there is no possibility of religious training?'" That is the thing that I dream of through the years, that religion might become just as integral a part of college--no sense of tagged on, no sense of being imposed on--as any other subject in which one might be interested.

Then I think another thing that has concerned me, at least when it became apparent that I was coming back to Oregon State College after being away for the two years, was that in teaching religion at least we would use the finest methods known to the teaching science in the handling of religion, and that as we taught religion in the classroom, the student would discover that you can teach religion in as fine a way and as significantly, using the finest methods known to psychology and to teaching. We are very happy to have a successor at the College, Dr. Warren Hovland, who dreams in terms of the same type of thing that there will be brought to the teaching of religion and handling it at the College the finest that becomes known in teaching methods.

Perhaps we should bring this to a close. One has been ambitious though that we come to define religion in a way that is vital and meaningful, not something to be believed, but a great adventure

in aggressive goodness, to establish among students and professors alike a point of view and attitude wherein they can walk reverently in the midst of learning and college life; in other words, vision life's enlarging values in time's unfoldings.

My first glimpse of Corvallis was when I stepped down from the electric train from Portland and started toward Waldo Hall, where I was to stay while teaching courses in nutrition in the summer school of 1922. Coming from the desert country, where my husband and I were teaching in the University of Arizona, the campus looked like a park with its trees and green grass. I had had nearly nine years of teaching foods and nutrition at the University of Arizona, and five years as a charter faculty member of Sweet Briar College in Virginia, going there immediately after receiving my bachelor's degree at Columbia University. Using two sabbatical leaves from these institutions, I studied at Cornell, took my master's degree, and did some advanced work in physiological chemistry at Yale University under the famous Dr. Lafayette B. Mendel. I returned from the University of Arizona again to teach in summer school at Oregon State College in 1923 and lived in Snell Hall this time. Dean Milam was preparing to leave for a year in China developing home economics in the University of Peiping. I was a bit, shall I say, scared and also flattered because Dean Milam attended one of my courses in nutrition.

Helen Lee Davis, head of the Clothing Department, became the acting dean when Dean Milam left. It was that summer of 1923 that Dr. Kerr invited me to become head of the Department of Foods and Nutrition, then called Household Science. I remember walking the streets, it seemed for hours, trying to decide whether to accept or to take an offer of a deanship at a smaller Midwestern institution

but at a larger salary. I have never regretted my decision to come to Oregon State. By the way, Dr. Kate W. Jameson came that fall also from the University of Arizona, where I had known her very well, to become Dean of Women here.

Of course, the campus at that time did look rather bleak and unfinished compared with the present appearance. I remember there was no Memorial Union. The men's dormitory was the old barracks left from World War I; only the central part of the Library existed. There was no Physics Building. Shepard Hall was across from the Library, a sort of miniature Memorial Union then. The women's gymnasium was the old wooden building now the little theater. Many other buildings were lacking, but the green plot, which the present agricultural building faces, with the old bandstand in the center, seemed quite attractive, as did the lower campus with its winding path, the trysting tree, and, at the east gate, the Lady of the Fountain, which was truly an ornament. The long walk along by the Library, north along Shepard Hall and the engineering building was bare shade as the trees were merely saplings.

Convocations were held in the little theater building, then the gymnasium. At my first convocation I heard for the first time the College song, the alma mater, and strangely, though a very new newcomer, I was quite emotionally affected, finding myself choking back the tears and swallowing hard.

As you may guess, the faculty was small enough that we knew each

other quite well. The College Folk Club was quick to greet all women arriving on the campus, and the social life of the campus was very pleasant. The town of Corvallis occupied a very small area then, it seemed to me. The Corvallis Hotel was a low, rambling, wooden structure, like an old farm house, with what looked like a long woodshed at the back reaching to First Street. Only a few of the streets were paved. The hospital had just been built. The same S.A.E. fraternity seemed quite impressive standing at the end of Arnold Way. Professor Brumbaugh's house and the newly built Zeller home on the corners of 30th and Jackson seemed at the edge of town, west. Dean Jameson had rooms in the Zeller home for two or more years. However, people walked in those days. There were no buses, no cars; Mr. Howard's taxi took you to the red electric train across the river or the S.P. station in town. Picnics meant walking up cemetery hill and across the College field on the right to a lovely woods where poison oak abounded, or riding or walking out to a place south of town on the Willamette--I believe it is Houk's Grove--where we could swim; or on special occasions going as far as Rock Creek or Greasy Creek on the unimproved Alsea highway. If you forgot the coffee pot, you walked back one or two miles into town to get the forgotten item.

I cannot speak of personalities of the period I know, from 1922 to 1947, when I was active on the campus, without first mentioning my dean, Ava B. Milam. Though she was in China the first year I was

here, I had many years to serve under her deanship. Perhaps the most remarkable thing about the School of Home Economics to me was the cooperation, the unity of purpose, the harmony, and the friendly atmosphere that existed among the various departments in the School. Of course, there were disagreements on policies, on curriculum, on all sorts of problems, but they were discussed in either heads of departments' meetings or in an all-staff meeting, and eventually settled without rancor or breaking of the spirit of the whole group. I personally appreciated the Dean's confidence in me for she often called me in her office to discuss something on her mind, and several times I served as acting dean in her absence, once for about six months while the Dean was studying at Columbia University.

Also representing the Dean in her absence, I attended the Administrative Council meeting. Thus I came to know there, and socially also, Dean Cordley, a gentle, soft spoken gentleman, Dean of Agriculture; Dean Covell, conservative, quiet, Dean of Engineering; Dean Bexell, kind, thoughtful, cordial, considerate, always smiling, Dean of Commerce; and Dean Smith, the most scholarly, Dean of Letters, Arts, and Sciences, now Lower Division. Dean Ressler was Dean of Education. I attended Professor Berchtold's course in literature in summer school and attended his Shakespearean reading group with a group of town and college people. Professor Gaskins was head of the Music Department, but Professor Petri came in a year or two. Those who have missed seeing the latter lead the student

body in singing the alma mater with that dramatic stamp of his foot, and the shaking of his long locks, and his expressive gestures have missed something.

A personality I have been proud to know, a great scientist, a great chemist, and the discoverer of pantothenic acid, one of the vitamins, author of textbooks in chemistry and other numerous publications, is Dr. Roger Williams, now of the University of Texas. He came to our campus in 1933 after the great upheaval of the administrations of the College and the University and the System of Higher Education went into operation. We are proud to have had Dr. Williams as a highly respected member of our faculty and to have shown that by the honorary degree given him at commencement this June. Dr. Williams and I served on a committee, of which Dr. Milne, Mathematics Department, was chairman. This committee studied and evaluated research projects submitted by faculty individuals requesting grants-in-aid for such studies. Thus was research encouraged and the limited funds distributed as wisely as possible to those qualified and eager to carry on research.

We all came to know Mr. Jensen, secretary to President Kerr. He was a master of law and order, of information generally, and in minute detail. It was his organization ability that made public functions such as commencement move with such precision. He handled the budget requests, the agenda for Administrative Council meeting, and hundreds of other matters such as Dean Lemon deals with today.

He was a meticulous gentleman but friendly and kind, and his home was open to many social functions for campus people.

Mention must be made of personalities in my own Department of Foods and Nutrition, or Household Science as it was called in 1923. Ruth Kennedy, a young, ambitious woman with a delightful sense of humor, who in a year or two married the Dr. Tartar; Amelia Burns, fondly called Aby, I suppose because of her initials, A.B., immaculate, meticulous, exacting in every detail, an excellent teacher who didn't let her students get by with any foolishness; and Lillian Taylor, unruffled by anything, always the same, the one to whom students went and cried on her shoulder and told her of their troubles, all were in the department when I came in '23. Sara Prentiss was on part time in the department and part time a teacher of child care. Emma Wells was also part time in my department and part time in household administration. So now to garrison, still on the staff, and Agnes Kolshorn, now nutrition specialist in extension, and Andrea Mackey were added to the staff. Willetta Moore, now Mrs. John E. Smith, joined the staff in 1925. Her contribution is worthy of mention for she was co-author of the first college text in food marketing. Blink's and Moore's text was long a standard used by many colleges and universities. Aside, it was Willetta Moore who started the tradition of the annual salmon picnic for the department when a salmon is layed to a plank and roasted before the open fire. Dr. Beatrice Geiger, now Dean of Home Economics at Indiana University,

Eleanor Maclay, now head of foods and nutrition at the University of Cincinnati, Dr. Vivian Roberts, now Dean of Home Economics at Ohio University, Orva Bruscher, a graduate of Oregon State College now Dean of Home Economics at Rhode Island State College, all were on the foods and nutrition staff at one time and made notable contributions.

One of the woes I suffered was the loss of these and other outstanding persons who were able to secure better positions in other institutions. I remember going to the President once to ask if the salary of a staff member could not be raised in order to keep her here. The President showed me how impossible it would be and said, "But, Mrs. Williams, you wouldn't like it if no one wanted any of your staff."

Nothing seems more important, to me in my view, to the development of an institution than the contributions which the faculty can make, and I believe the School of Home Economics has contributed a goodly share by its consistently strong staff.

It is difficult to refrain from mentioning many other members who have left their marks in the progress of Oregon State College. I would like to talk at length about Dr. Kate W. Jameson, former Dean of Women, but I hope she will be asked to tell her own story.

When I came to Oregon, there was no animal nutrition work being carried on with white rats, to my knowledge. Since simple demonstrations are easily set up to show the effects of good and poor diets

with these animals, I acquired a pair of breeding rats and soon had a small colony and began demonstrations for teaching purposes in nutrition. I soon found I was asked to bring my white rats when I made talks for various groups and clubs. The effects of a diet with coffee versus milk on growth, or a high protein versus low protein diet, or sugar versus cereal as a source of carbohydrate created interest. These demonstrations were part of the home economics exhibit at the State Fair.

We began more scientific experiments using purified diets with only one deficiency perhaps, one vitamin--or so we thought until research found many parts to that one vitamin. I remember the difficulties we had with one of our first master's degree students who wanted to work on the potato as a source of Vitamin B using white rats. We also acquired guinea pigs to study Vitamin C. Soon the laboratory work in the second year of nutrition consisted of each student carrying on an animal experiment.

It was a great day when we finally got the administration to allow a person trained in nutrition research to spend half her time in research and half time in teaching. That person was Dr. Margaret Fincke, with her Ph.D. just obtained under Dr. Henry C. Sherman, head of the Chemistry Department at Columbia University. With very limited funds a nutrition laboratory was started in a foods laboratory in the southeast corner on the first floor of the Home Economics Building. As one looks in on Dr. Clara Storvick's marvelous

laboratory covering that whole corner of the building, I realize that those early, struggling, feeble efforts were not in vain, and the same is true of Dr. Andrea Mackey's food research laboratory in the southeast corner of the basement, or should one say "lower level" in present day speech.

Dr. Mackey came as an instructor in foods since she was asked to teach experimental cookery. That led to her becoming interested in food research. Finally she was granted a leave of absence twice to complete her Ph.D. degree in that field. When she came back to us, she took a little, long, narrow room, not much bigger than a closet, and went to work with meager equipment. Her progress and her equipment were greatly helped by funds from the Experiment Station. You should see her large space now and numerous pieces of equipment for carrying on food research.

There is a point I must not forget, a preliminary event in the development of the research program in home economics. In 1924 or 1925 when James Jardine was director of the Experiment Station, the Federal Pernell Act was passed. This was the first act that was so worded that the home economics research project could be benefited under the law. It stated that the fund may be used for "farm and home equipment." Director Jardine was willing to allocate sufficient funds from the Pernell money to employ a woman to undertake some research that might come under this act. It was while I was acting dean temporarily that we were able to persuade Maud Wilson to leave her extension position in Washington State College and come to Oregon

State to initiate a research program in home economics.

In my own department, the first Pernell project was on methods of cooking Bosc pears. Dr. Hartman's work on pears had created such interest over the country at that time that a study on the greater use of pears appealed to the agricultural specialists. Agnes Kolshorn, then in the department, agreed to carry on the experiments with sufficient time being allowed in her teaching schedule for this.

Maud Wilson's work in the field of functional housing became known nationwide. She was loaned to the United States Government to assist in planning low cost government housing. She received a special citation and honor from the University of Nebraska, her alma mater. She is still sought, though retired from service, for counsel and advice on housing problems.

May I now mention a few events between 1923 and 1947 that were worthwhile, or very interesting perhaps. It must have been about 1925 that a big drive for funds to build a Memorial Union building was on. A huge pep luncheon was held in the College tea room on the third floor of the Home Economics Building, and it seemed that every faculty person signed up then for a sizable contribution. The building was erected in 1926-27.

Then came another drive in Corvallis. A new hotel was greatly needed. The faculty bought bonds and shares in support of financing a Benton Hotel. Many social parties and many organization dinners were held there as soon as the hotel was opened.

In the early '20s Oregon State College was accepted as an accredited institution allowing its graduates in certain schools which met the requirements in number of credits in liberal arts and sciences to be eligible to membership in the American Association of University Women. A. Grace Johnson, head of the Household Administration Department, and Dean Kate Jameson, Dean of Women, were most active in securing this recognition.

Then there was the first Mothers Day on the campus initiated by Dean Jameson. It included a picnic luncheon under the trysting tree and an outdoor entertainment in which Betty Thompson's dancing class took part, and then an inspiring banquet in the evening in the Home Economics tea room in honor of the visiting mothers.

The College museum was started and housed in the basement of the women's gymnasium, the building next to Pharmacy, now the theater for the Speech Department. Then there was the elaborate golden wedding of the beloved Jackie Horner and Mrs. Horner here in the main lounge of the Memorial Union with all the College faculty and friends invited--an all-campus affair.

The College Catalog Committee had the duty of passing on requests for new courses, changes in credits and in curriculum material which must be submitted to the Board of Regents for decision. Dean M. Elwood Smith was chairman of that committee, whom I learned to admire for his scholarly view of education, his courtesy, and his patience in the animated discussions which we had with Professor E. P. Grant,

head of dairy husbandry, the frequent objector.

Budget making was a nerve racking business with very long, detailed forms to be filled out. The Department of Foods and Nutrition had a laboratory fee of \$5.00 to cover the cost of foods—that was, per term—and other expenses in food courses. Clothing and textiles had a fee of \$1.50, or approximately that. My department could not meet our expenses even with this fund, so—though one should not encourage eating between meals—the department opened a little corner, or a cupboard, on the main floor of the Home Economics Building and sold the food products which were made in the foods classes. That was time consuming and not conducive to following a logical sequence in instruction, and furthermore, it made our grocery bills look considerably larger than ever, which the Board of Control couldn't understand. This state of affairs finally led me to enter a campaign to establish a unified fee for all home economics courses, and eventually throughout the College, and we succeeded in getting that done.

Involved in this budget making, which the heads of the departments had to do, was the making of a detailed plan showing the teaching schedules of every teacher one year in advance for each term, with an estimate of the number of sections in each course, the number of students in each section and in each course, and the total teaching load of each teacher—pages and pages of forms to fill out. On this basis, requests for additional staff were

determined and the budget allowance justified.

In the days of the depression in the early '30s, appropriations were cut to the bone. Some staff members were asked to take a leave of absence without pay for study, and some were put on half time. I remember I went on half time for one term but worked full time in order to relieve the budget difficulty.

The radio station was established in 1922; that is, the station itself was constructed then. The first broadcast was made in January, 1923, operating as KFDJ on 50 watts. Wallace Kadderly from agricultural extension was made the active director. I served on the Radio Committee whose duty it was to allocate radio time to the different schools, which in turn were to provide talks by their staff members. We were not very popular, I can assure you, because this demand on the time of teachers with heavy teaching loads already was an added duty.

Yes, we had educational expositions, too, when the whole institution, each school, and each department put on elaborate exhibits and invited the public from all over the State to attend. In foods and nutrition, we filled six laboratories and two food serving units with exhibits and demonstrations. The white rat demonstrations drew crowds. We even wrote a little playlet in which the students took part. Much effort was put in this early affair.

The all-college honorary, Phi Kappa Phi, initiated and sponsored the annual biological colloquium bringing many science teachers and

research people from other colleges and universities to the campus for an all-day series of lectures and discussions. Some noted scientist in the field to be featured was secured as the key speaker. I believe Mr. Delmer Goode was the prime initiator of this fine educational and continuing endeavor.

There was a hot political war between Oregon State and the University of Oregon when an attempt was made to unite the two institutions on one campus, resulting in the organization of the System of Higher Education with Dr. Kerr being appointed as the first Chancellor of the System.

Now, I would like, if I may, to refer to several events of special interest to home economics. In February, 1940, the 50th anniversary at Oregon State College of home economics was celebrated. The history of this 50 years was assembled and the program for this great occasion planned, a record of which is available to anyone interested. We had many deans of home economics from the colleges and universities across the country as guests. As you may imagine, every home economics staff member worked hard to make this the great success it was.

The birth of a State Nutrition Council occurred in the very early '20s. Health education was booming in every phase, including helpful diets for children and adults, demonstrations, health bulletins, pamphlets, and much illustrative material also was developed. In order to unify or coordinate these many avenues of health education,

a State Nutrition Council was formed consisting of representatives of all organizations which included nutrition work in their program. Miss Marjorie Smith, the nutrition specialist in extension, and supported by Jessie D. McComb, director of home economics extension, and the director of health education at Monmouth State Normal School, and myself were involved in the formation of this council. At that time, New York City had the only other such organization. Oregon then was the first to form a state council. Many states wrote for information about our council, and eventually there were a large number of other state groups formed based on our plan. The history of Oregon State nutrition has been written, and there should be a copy in our library now. All will agree it served to increase interest in nutrition and to integrate efforts as well as to acquaint each member with the work and the personnel in the various health organizations in the State.

Omicron Nu, honorary in home economics, which came into existence in 1919, was one of the first of the honoraries to be found on this campus. Mabel Wood, now head of the Home Economics Department at the University of Oregon, was a senior in 1924, I believe, and president of Omicron Nu.

A development of which I am very proud was the program and training of students who wished to become hospital dietitians. The American Dietetics Association set up a requirement of certain courses in chemistry and other sciences, in foods and nutrition, and

in institutional management for students before they could enter certain designated training hospitals for one year's internship. We trained and sent many graduating seniors to hospitals all over the United States for such internship after which they became accredited hospital dietitians. Our students made a good record for Oregon State in this field.

One other item I would just like to mention; I think Oregon State was one of the first to have a baby in the home management house, or practice house as it was known in the early '20s. We withstood considerable criticism, as I remember, but today it is the accepted idea.

Again, home economics at Oregon State won considerable renown across the country through the noted professors brought here to teach in summer school. In the Department of Foods and Nutrition, we were able to secure Dr. Henry C. Sherman, head of the Chemistry Department at Columbia University and author of widely used college textbooks in nutrition and of many research studies, to teach summer school. Also, Dr. Mary Swartz Rose, also of Columbia University, known for her unique contributions in nutrition and for her books—what nutritionist hasn't known her most famous book, "Feeding a Family"—came for two summers to teach. Dr. E. B. McCollum from John Hopkins University came as a lecturer and teacher in nutrition one summer. Dr. Steenboch, University of Wisconsin, famed for his part in the discovery of Vitamin D, spent two summers teaching in

the Department of Foods and Nutrition. Summer school classes conducted by these famous specialists were very large, and faculty visitors from over the campus came to hear them. Incidentally, we earned a reputation for the department and the School by the picnics we gave as a means of showing our hospitality to these far away visitors.

These events and early endeavors had a lasting influence on the growth and development of the College, its program, and its policies. The severe, utility looking type of building, like Commerce Hall and Snell Hall, began to change perceptibly to give a little more inviting and decorative exterior, as for example, the Women's Building and the Memorial Union. Our recent buildings are more modern in appearance and certainly functional.

Gradually more time was allowed in schedules for part time research. Service to students, to the State, and to the country was bettered because of better prepared faculty. A master's degree at last was made a requirement for appointments of new faculty persons. It was found more research was needed to give the information and subject matter based on experimental data, and now recently there has been a notable increase in the number of doctorates. I remember attending one of the first final examinations given for the Ph.D. degree. It was an exciting experience for me and must have been much more so for the candidate who stood the ordeal remarkably well and now is rated high in her profession. Foods and

nutrition is the first department in home economics to meet the requirements for offering the work for the Ph.D. degree. This came as a major achievement just a short time before I retired.

This institution, long called Oregon Agricultural College, outgrew that title and has become Oregon State College because of its many technical fields other than agriculture. Now it has gone beyond that in the thinking of many. It would not be surprising if someday, not too far distant, it would be known as Oregon State University because of its breadth of educational offerings. However, will not the Board of Higher Education have to allow the development of upper division and graduate classes in liberal arts, economics, and other fields now restricted in their offerings before this broader goal can be obtained?

For one who has long been associated with the College, there is a dream that the people of Oregon will wish to appropriate the necessary funds for securing the most highly trained and the most experienced faculty by which to climb to higher heights in its educational service. Was there a master's mind at work in the development of Oregon State College? Perhaps it was President Kerr's, but it took the loyal support and the concerted effort of every school, every department, every individual to bring great things to pass. Thus, by the imaginative ideas of many who have come to Oregon State and by their contributions will the progress continue toward higher and higher goals.

Prior to the establishment of the Teacher Placement Service at Oregon State College, teachers secured their positions through the recommendations of heads of departments in the various schools. Naturally, the outstanding teachers were chosen, and no records were made of their work as teachers in the field as their work progressed, and in many ways it was very unsatisfactory. Another unsatisfactory phase of the work was that other teacher trainees were compelled to secure their teaching positions through commercial agencies, which was very expensive.

In 1918, under the direction of President W. J. Kerr, work was begun leading to the establishment of a teacher placement bureau at Oregon State College. President Kerr was very much interested in the program and gave me very generous support and help throughout the years he was here. In 1918, I wrote outstanding colleges and universities throughout the country, to the departments of teacher placement, asking for copies of their registration material and methods of procedure. In November and December of that year, I went to California and Washington, visiting the placement bureaus at the University of California in Berkeley, Stanford in Palo Alto, University of Southern California and University of California (U.C.L.A.) in Los Angeles, then went to University of Washington in Seattle, and to Western Washington College of Education in Bellingham. I discussed procedures with the placement directors, collected copies

of their registration material, and on my return to the campus began to compile this information. In the meantime, letters had come in from the institutions to which I had written. Unfortunately, none of the material collected seemed to fit our particular program here as our's was principally a vocational teacher training institution. I made use of what material I could and worked out a system of registration which met our particular needs and made it so flexible that we could use it for our academic teacher trainees.

At the beginning, there was some objection to the establishment of the bureau by the heads of the departments who had formerly done this work even though they felt that it was unsatisfactory; but as time went on, we had wonderful support from most of them. Once in awhile a new teacher coming in preferred to or wanted to place his own product.

As our's was the first placement bureau to be established in the State of Oregon, it was necessary to do a great deal of field work to present our work to the school officials in the State and in other states, and it was very necessary that we contact departments of certification in the state departments of education so that as our people were placed, we were sure they could be certified. I visited the departments of certification in Washington, Oregon, and California, and from the beginning, the support from those people was very, very fine. They were interested in the fact that we wanted our people to be certified and that after they began their teacher program, there

would be no dismissals because of lack of a certificate or the difficulties that arise from lack of certificate. In order to keep in touch with certification requirements and changes throughout the country, the placement bureau subscribed to a national magazine that contained certification requirements for each state, and this was renewed annually.

I wrote our graduates who had been placed previously who had not been registered, built up files for them, secured reports from their previous employers, and got their papers in good order, and was able to work with them as experienced teachers. Teacher trainees on the campus were registered. We had a meeting early in the year to acquaint them with the process and procedures of the placement bureau, secured their registration, and built up files for them. We made up sets of credential booklets for each teacher. This booklet contained personal information regarding the candidate, including her place of birth, year, date, size, and letters of recommendation from her instructors, including reports on her supervised teaching; a special sheet showing the credits she had earned in high school, credits she had earned in an elementary teacher training institution if she attended one, a separate column for credits earned for her Bachelor of Science or Arts degree, and another column for a record of her graduate work. Consequently, at a mere glance at those, you could tell how she stood from the standpoint of certification or major or minors. This material was all copied in credential booklets

with a blue jacket, and in a very short time these blue jackets became known in every school district in Oregon, Washington, and California; and over all these years we have never changed the color of that blue jacket. A photograph was clipped to each set of credentials, but a number of years ago, under the Fair Practices Employment Law, we were forbidden to use photographs with credentials. This worked a real hardship on our candidate, and I spent some time with the Attorney General and the Commissioner of Labor trying to get reinterpretation of the law, but had no success.

With each set of credentials that was filled out there was included a letter of recommendation which gave a summary of the teacher's accomplishments, her special fitness for the particular position for which we were recommending her, and anything that I knew about that teacher that did not appear in the credentials. As you got to working with these people, you learned so many, many things about them that could never appear in the credentials, that school men learned to rely a great deal on those letters of recommendation. It was a great deal of work, but I felt that it was very important.

Shortly after the schools opened in the autumn, a one page blank report was sent to each teacher in the field. This blank called for information that one might suppose would be on file in a placement office. We asked for their home address and their teaching address, but often those situations changed after they were placed. We asked

for a list of teaching subjects, a report on the yearly salary, and report on living costs. For years, I supplied the information regarding salaries and living costs in various parts of the country to school superintendents who used it in working with their boards on salary budgets. On this autumn report blank, the teacher was asked to indicate how she had spent her summer; if she attended summer school, where she went, what she took, and the credits she earned. This was later added to her credential booklet so that her records were completely up to date.

Late in the winter term, a two page report blank was sent each teacher in the field, and this blank called for a very complete daily report, number of students in the classes, number of sections per day, activities in the school and in the community, and information pertinent to the position. At that time, the teacher was asked to indicate whether she wished to change positions for the next year. This spring report, I thought, was a very valuable report. It was valuable from the standpoint of keeping the teacher's records up to date. Then, when that teacher left, we used that report in conferring with the teacher candidates regarding the position because that contained material the superintendents failed to give us. We furnished school superintendents a vacancy report blank on which they were to report all vacancies, and we called for specific information which many of them failed to indicate, and from this spring report we were able to get just the information we needed.

At the time we wrote our teachers in the field, we also wrote their references, sent them blanks for a report on the work of the teachers--that included superintendents, principals, supervisors, and often members of the school board. With these blanks we sent the vacancy report blanks with a letter asking school administrators to come to the campus for interviews. In the early establishment of the placement bureau, only the larger schools sent representatives to the campus for interviews. This did not include Portland. That meant that teachers were required to make personal applications, and as few of them could afford expensive trips, I spent a great deal of time carting them around in my car. We trailed all over this area of the country, and at that time, teachers were required to interview board members as well as the school superintendents and principals. We interviewed men in offices, out in the hay fields (because the placement work was done during the spring during the hay season), and one school board member was interviewed in a barn, and he interviewed the candidates one by one as he did his evening milking. When the distances were too great for me to accompany the teacher in the car, I lent my car. One lad went to northern California for an interview; and the superintendent said if I had enough confidence in him to lend him my new car, he didn't even have to look at the credentials. That boy is still in that same position.

During World War II when there was a great scarcity of teachers, placement procedures changed greatly, and gradually school boards no

longer required interviews, and more and more school officials came to the campus for interviews. Many visiting school officials were very much disconcerted because we had so few men teachers available in the fields of sciences and mathematics and seemed to feel we were holding out on them. It was an odd situation. I had typed up a list of all of our men teachers and had typed in red the men who were in service and the men who were still employed. Of course, these were the older men who were well established; some of them had been in their positions 25 years, and it was obvious why they did not wish to change. In fact, this list was so valuable that I discussed it with the placement director at the University of Oregon who copied it. She said she found it as fine to work with as I had.

The vocational program was begun at Oregon State College, I believe, in 1915. Few high schools were equipped for the work, and at first many more teachers were prepared to teach agriculture, commerce, home economics, and industrial arts than the Oregon schools could absorb. It was necessary for me to make out of state contacts, and for many years I spent my vacations in my car visiting school districts. California had a good vocational program in high school but a scarcity of teachers. Each spring, I attended the California secondary administrators' convention held one year in northern California, the alternate year in southern California. I took with me a great box of credentials and spent three very busy days

interviewing school officials at the convention making recommendations, listing vacancies, and so forth. I usually spent a week in the area after the convention was over visiting schools, principally the junior colleges. At first, the demand in California was for vocational teachers, but school administrators liked our product and gradually they turned over all their vacancies to us. As a result, we have many academic trained teachers in California. The head of the Journalism Department at Ventura Junior College is one of our graduates. Our very fine Dr. Bertram Avans, who was a very fine Shakespearean scholar and head of the Teacher Training Department in English at the University of California in Berkeley, is one of our graduates.

My vacations were spent in visiting schools in Washington, Oregon, and California, and these visits resulted in a brisk demand for our teachers. Because of illness, I went to Arizona in 1925, and during the time I was there I made contacts in southern Arizona that resulted in calls from that state. I seized every opportunity to attend educational conferences and conventions, and for a number of years was the only placement person present at the Oregon Education Association convention in Portland. I had a fine location near the registration table with my identification card and box of credentials. However, as other Oregon institutions developed teacher placement work and their representatives attended the convention, it became necessary to allocate a special room where we could hold

conferences with school officials. At the California secondary administrators' convention held the week before Easter Sunday, I worked for many years with Mrs. May Cheney of the University of California, and Mrs. Elizabeth Snell of Stanford. Mrs. Cheney had far too many teachers to place and stated that she could hope to place only about 25 percent of each year's product. Mrs. Snell was one of the finest and hardest working placement directors I have ever known, and I learned much from working with her. At the last meeting I attended in California, instead of three of us, there were 42 placement officials.

Our teaching candidates were screened very carefully, and every effort was made to fit the teacher to the particular school. School officials liked our methods and came to rely on our judgment and to appreciate the fact that a teacher secured from Oregon State College was not only well trained and carefully selected, but once she signed her contract, she kept her contract.

As the years went by, practically every college and university in the country developed placement bureaus, and branch associations of the National Association of Institutional Teacher Placement Officials were organized. I became a member of the Oregon Association and for many years served as president and later as secretary-treasurer; a member of the Western Association in California, serving for two terms as secretary-treasurer; and a member of the Northern Association, serving as president during my last year in

office.

I have no record of the number of students with whom I have worked and wish I had kept that record. At the time of my retirement, Oregon State College was represented by teachers in practically every state in the Union in high schools, colleges, and universities, and many were teaching abroad. Many teachers who followed their husbands to military camps in this country, in Europe, and in the Orient took teaching positions where there was great need. I felt that the work of teacher placement was most gratifying, and that a teacher carefully placed would make a contribution whose worth cannot be estimated; and a teacher poorly placed or unhappy in her work would be a loss to the community. I watched salaries rise from \$720 per year to the present level. During the years of the depression when it was hard to place inexperienced teachers, I placed teachers in one county in Oregon for \$40 per month. They were paid in cash but could secure room and board for \$20 per month. At the end of the year they could be moved as experienced teachers to schools paying a higher salary but paying on the warrant basis.

I am convinced that teacher placement has a definite place on a college campus, and my hope is that the department can be enlarged at Oregon State College. For years I worked with a half time secretary, then later a full time secretary, but never more than one person in the office, which meant long, hard hours; and my hope

is that the work will continue to grow in the future as the years go on.