

75 Years



1876-1951

Old Oregon  
OCTOBER 1951

The OLD OREGON departs from its usual style and appearance to commemorate the University of Oregon's seventy-fifth anniversary year. In these pages is given a picture of the University yesterday and today. Articles in this special edition were written by George Turnbull, emeritus dean of the School of Journalism.

Published bi-monthly (February, April, June, August, October, December) by the University of Oregon Alumni Association, member of the American Alumni Council. Editorial Offices: 110 Erb Memorial Union, University of Oregon, Eugene. Printed at the University of Oregon Press. Subscription \$3.00 per year. Entered as second-class matter at the post office at Eugene, Oregon under act of March 3, 1879. Advertising representatives: Duncan A. Scott & Co., Mills Building, San Francisco and 2978 Wilshire Blvd., Los Angeles; American Alumni Magazines, 100 Washington Square, N., New York.



President H. K. Newburn

## *From the* **President...**

Seventy-five years ago this fall, the University of Oregon first opened its doors to students. Today that same institution, having drawn sustenance from its many friends and supporters, is an educational asset of which the state may well be proud.

It is interesting in retrospect to consider the development of the University against the background of a young, progressive frontier state. That first student body, a quarter of a century ago, numbered 177, of whom 97 were in the college preparatory department. A faculty of five persons handled all instruction.

Today the University has a student body of 4500 in Eugene in addition to the professional enrollment in Portland. The peak enrollment on the Eugene campus was 6,148 for fall term 1948. The teaching faculty now numbers approximately 350 with an additional 75 in Portland and a like number of employees in the service areas.

During the first 10 years, the University was one building—sturdy old Deady Hall—plus a few acres of land. Today the Eugene campus alone spreads over 130 acres and includes 34 permanent buildings. In the first years of its existence, the University operated on an income of approximately \$6,700. Today the annual payroll is nearly \$3,500,000.00.

In another area, it is also interesting to note the change which seventy-five years has brought. Students entering the University in the early days had two courses of study from which to choose—a classical and a scientific program. Oregon's young men and women of today have opportunities in nine professional areas as well as an exceptionally strong program in the liberal arts and sciences.

While these changes in the physical structure of

the institution are interesting to consider, it is perhaps even more significant to note that the ideals and aims of the institution have remained virtually unchanged from the days of President Johnson and Dean Condon. The devotion to the principle of free inquiry, of respect only for the first-rate and of doing well that which is undertaken is as strong today as it was seventy-five years ago. The institution was founded to give educational leadership to the state. It retains that goal and provides in addition a myriad of other services.

The aim of the University's program is described in one of the early catalogs as follows: "To cultivate the mind in a general way by disciplining the faculties, to make the young strong in intellect, to give them acute, polished, well-balanced minds. If this disciplinary work is well-accomplished, the mind may afterwards be applied to any subject, to the study of any profession, art, or business, and it will be able to work with precision, ease, and power."

The University's program of today is built much upon the same general concept. The emphasis on a broad, well-rounded education as a foundation for professional study and for developing abler and more useful citizens is the heart of the University's program.

The achievements of the past, often completed under adverse conditions and against formidable obstacles, pose a challenge and a solemn obligation for all of us. It is fitting, therefore, that upon this occasion we not only honor those persons who have made this University what it is today, but that we reexamine our goals and rededicate ourselves to the aims and ideals which inspired and guided our predecessors.



# The University Story

**T**HREE QUARTERS of a century of service in promoting the intellectual, material, and spiritual development of our state: such is the record of the University of Oregon. The beginnings, necessarily, were small, for the young state was thinly populated and struggling; the way upward lay through mountainous difficulties that tried the courage of the tiny University's friends.

But the spirit rose above all obstacles. A little accord planted in hope and faith has become the sturdy educational oak of today. The story of the University so very briefly sketched in these pages convinces even the rapid reader that the struggle was by no means confined to the early years; it has taken a steadfast spirit to build the institution in the face of one crisis after another.

Tremendous progress is shown, from the small, struggling school of 1876 to the rapidly expanding University of 1951, whose further advance is a bright vision. Those who paved the way and laid the foundations that made this possible.

Accordingly, this number of OLD ORE-

CON is dedicated to those pioneer men and women whose foresight and hard work and devotion brought the University into being, and to those sons and daughters of Oregon who, through the years, have given of their best to build the University and to increase and improve its service to the commonwealth. Some few of them, such as those who made the losing fight in the constitutional convention to have provision made for a state university, go back close to a full century. The thinking then was not complicated by rivalry springing from the desire of any particular city to have the institution located there.

Faculty members are included in the group to whom gratitude is felt; in times of stress they gave themselves with increased devotion and sacrifice to the work to which they had consecrated their lives.

We of the University today are appreciative of the contribution of those who served in difficult days of privation. Their place in memory is lasting; for the strength of a great state must be based on the educated integrity of its people.

# The institution's history is one of an upward struggle from pioneer beginnings to effective maturity today with ever-growing service to the commonwealth

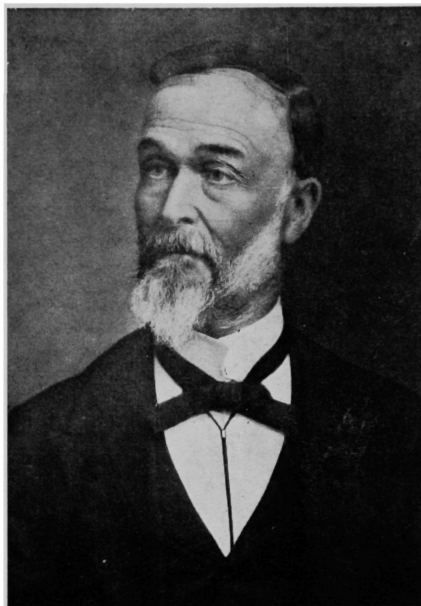
**I**N THE PIONEER days, higher education was handled entirely by small but well conducted private institutions, which are credited with having made the most of what they had to work with. With a handful of population, mostly in the Willamette valley, the need for a public institution of higher education was not strongly felt.

It was thirteen years after Oregon came in as a state before the legislature did anything about establishing a state university. In 1872, a Eugene group received assurance from the legislative assembly that the university would be established there if a site were provided free and a building costing \$50,000 were erected on it. The hard times accompanying the panic of '73 made the raising of the needed funds most difficult. Finally, all obstacles were overcome and a partly completed building was opened on the eastern outskirts of Eugene. This, roughly, was the pioneer background.

The little university opened October 16, 1876, with a faculty of five, headed by John W. Johnson, Portland high school principal, as president. The Johnson administration, lasting until 1893, was one of poverty, deprivation, sacrifice, hard work, with great emphasis on scholarship. no student extracurricular activities aside from the literary societies, but a fine esprit de corps in faculty and students. Rudimentary departments of law, music, and medicine were established in this period; but all had virtually to be reborn years later.

\* \* \*

The second period, one of determined efforts at modernization and broadening, opened with the installation of Dr. Charles H. Chapman as president, in 1893. First off-campus lectures by faculty, first real graduate work with the master's degree earned in course, first correspondence courses, first summer classes held, the first dormitory (Friendly hall) opened, first student paper launched, first football game played, first track team organized—such were some of the achievements that marked these few years in the mid-nineties. The administration of Frank Strong, 1899-1902, saw the organization of the gradu-



John Wesley Johnson, first president of the University of Oregon.

ate school; the time was too short to encompass many changes. Financial support was heavily increased to keep up with accelerated growth.

In this period three colleges were established—one of literature, one of science and the arts, and one of engineering, including a school of applied science, a school of engineering, and one of mines and mining. Collegiate courses preparatory to law, journalism and teaching were installed.

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The longest administrative regime in the history of the University was that of President Prince Lucien Campbell (1902-1925). This was the period in which the institution became, in its main outlines, what it is today. Virtually all the professional schools either were established in those years of development or were so rapidly reorganized as to amount to their beginning anew. This was at the same time a period of struggle for adequate resources and for maintenance of the integrity of the institution. Both of these aims were achieved. In the Campbell administration the University passed from the status of the small school, with its loose-jointed efficiency, a place where

everybody knew everybody else, to the size where little but within-a-group acquaintanceship was practicable. Closer relations with the people of the state and greater service through the new Extension Division characterized this period.

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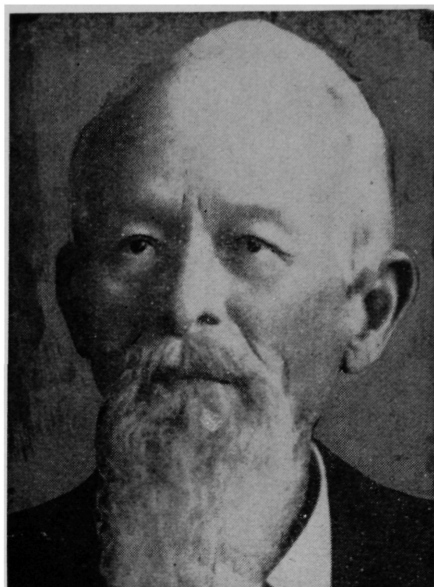
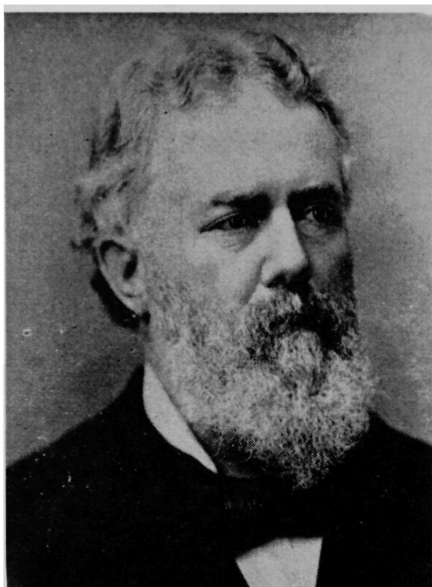
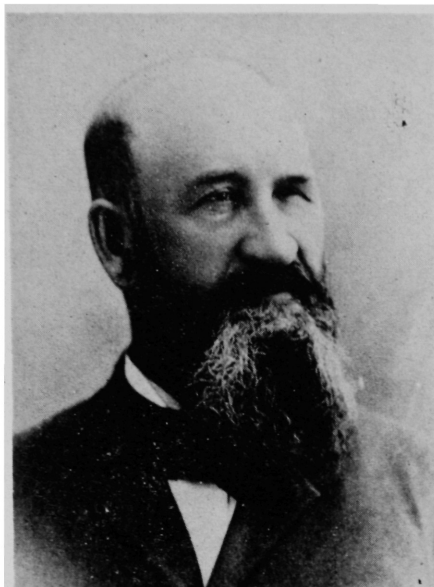
A time of reorganization, in which development was accomplished despite unfavorable conditions both within and without Oregon higher education, followed in the administrations of Presidents Arnold Bennett Hall, and C. Valentine Boyer. (1926-38). The reorganization of the state system brought the resignation of Dr. Hall. One phase of the reorganization was the removal of upper-division science from the University. An effort to combine O.S.C. and the University of Oregon on the Corvallis campus was voted down by the people.

After a year and a half, during which the new chancellor of the state system, Dr. W. J. Kerr, personally directed the administration of the University, Dr. C. Valentine Boyer was elected sixth president. Dr. Boyer steered the institution smoothly through one of its most difficult periods. A high spot and most difficult moment for President Boyer was the occasion when he had to cast the deciding vote that prevented the faculty from ending military instruction on the University campus.

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Dr. Donald Milton Erb became the third war president of the University. Pearl Harbor changed the entire tone of the institution during his administration. Virtually every able-bodied male student and many of the faculty joined the armed forces. Army and Air Force training units were stationed on the campus. President Erb was successful in his policy of persuading the state board to restore upper-division and graduate science to the University.

It is rather early for history to decide what are the main characteristics of the University under the administration of President Harry K. Newburn. Up to now, certainly, it ranks as the period of greatest development in the physical plant of the University; it is also a period of faculty reorganization.



Left to right: Judge J. J. Walton, Judge Matthew P. Deady, and B. F. Dorris, prominent Eugene citizens who joined the legislative and financial struggle for establishment of the University.

## *The First Difficult Days*

THE MOVEMENT for higher education in Oregon really began an even century ago when, in 1851, the territorial legislature began considering public education beyond the high school. In the previous year Congress, in the Donation Land act, granted the usual two townships (46,080 acres) to the territory of Oregon, then including what three years later was cut off to form the new Washington territory. (After the separation, Congress revised its action, to give two townships to each of the young commonwealths.) The Oregon legislature that year provided for the selection and location of these lands. They were inefficiently managed, and the returns proved disappointing; University funds, derived from the sale of these granted lands, had been lent on poor security. Meanwhile, in 1851, the legislature, distributing the institutions of the territory among its larger towns, handed the university to Corvallis (then known as Marysville), the penitentiary to Portland, and the state capital to Salem. Later legislation awarded the university to Jacksonville, then the most important town in southern Oregon. Of all these, Salem was the only one that finally landed its prize.

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In the constitutional convention of 1857, looking ahead to early statehood, came the expected battle over the question of providing for a state university. Judge R. P. Boise of Salem headed the

fight for the provision; and Judge Matthew P. Deady, later one of the strongest friends of the University and chairman of its board of regents, opposed it. Boise lost when his minority report from the committee that had turned down the project was defeated. Judge Deady in a letter to a friend, written in 1851, had shown his preference for private educational institutions, saying:

"... I am sorry it will not be in my power to meet you on Saturday next to expose this humbug about the university. ... You know that this university if ever built will not come into existence for fifteen or twenty years. At least, when it does commence, you also know that institutions of this kind under supervision of the state always languish while other institutions in the same neighborhood fostered and cherished by the zeal of religious bodies or private enterprise soon leave them in the shade."

This expression continued to represent substantially Judge Deady's attitude as expressed in the constitutional convention. In that gathering he favored parochial over public schools even at the elementary level. The convention, voting that way, regarded universities as for the rich only. Judge Boise's reasonable argument that a state university would favor the poor—probably because its fees would be much lower than those of private schools drawing no tax support—failed to sway the delegates. Congress

was asked to divert the university fund to public school purposes, but the convention voted that this money be not utilized until ten years after the adoption of the constitution.

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Then, in 1862, Congress passed the Morrill act giving each state 30,000 acres of land for each of its senators and representatives in Congress, to found an institution providing education for agriculture and the mechanic arts. After eight years this money was allocated to the college at Corvallis controlled by the Methodist Church South. This marked the beginning of the Oregon State Agricultural College.

Meanwhile, interest was reviving in the state university project. Governor Grover suggested that the lands earmarked for the university be relocated. Before the convening of the 1872 session of the state legislature, 10,935 acres was deeded and bonded by the general land office and the university endowment raised from \$10,055.09 to \$41,979.74. Well beyond the ten-year period provided in the constitution, the matter of locating and establishing a state university was taken up again in the early seventies.

Of Oregon's 90,923 people in 1870, two-thirds were in the Willamette valley. Even in this area the population was sparse. Obviously, any higher educational institution established in the young state was going to have to start very

small. A real problem at first, indeed, was to get it started at all.

Oddly enough, a visit of President T. F. Campbell of the Monmouth institution to Eugene to line up support for his school had the effect of arousing Eugene people to a realization previously lacking of the importance of a state university to a town, and soon Eugene itself was in the field. Eugene had had its own Columbia College, a struggling school which had come to an untimely death in Civil War days. (Poet Joaquin Miller was one of its early prep students.)

Five Eugene men, after a session to discuss plans for getting the new university located in their town, decided to organize a campaign, and the result was formation of the Union University Association. These men—B. F. Dorris, S. H. Spencer, John H. Thompson, Judge J. J. Walton, and John C. Arnold—with W. J. J. Scott, J. B. Underwood, J. J. Comstock, A. S. Patterson, E. L. Applegate, F. L. Bristow, and Dr. A. W. Patterson—incorporated the association with a capital stock of \$50,000. This group presented a bill in the legislature in September, 1872, to permit the backers of Eugene to provide a site there and to erect a building worth \$50,000, to be ready by January 7, 1874. After a stiff battle, the bill was passed.

The situation, however, was still none too promising. The Eugene group was committed to donation of the site and building, but the panic of 1873 was "just around the corner." Times were hard, and money was tight. The promoters of the university idea were to discover what a lot of money \$50,000 was in those bare pioneer days. There were already seven chartered colleges in the young state, and some of that group opposed actively all efforts to establish a non-denominational public university.

To begin with, the bill to locate the university at Eugene was opposed as unconstitutional, since no provision had been made for the institution. With that hurdle surmounted, the friends of the project ran into opposition at home. Many in the southern part of Lane (Eugene's own) county feared the effect of a university at Eugene on a county-division plan they were agitating. The county court, which had voted a \$20,000 bond issue, leaving \$30,000 to be raised by subscription, rescinded its action, leaving the friends of the enterprise to raise the entire amount by private subscription—and this at a time when the farmers' wheat prices were away down.

No individual gift to the fund was in excess of \$500, and donations ran as low as \$5. Eugene, center and backbone of

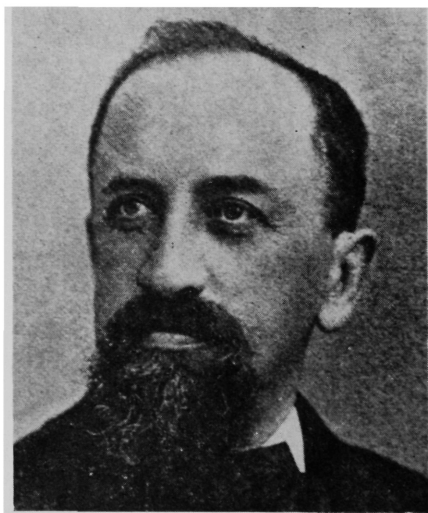
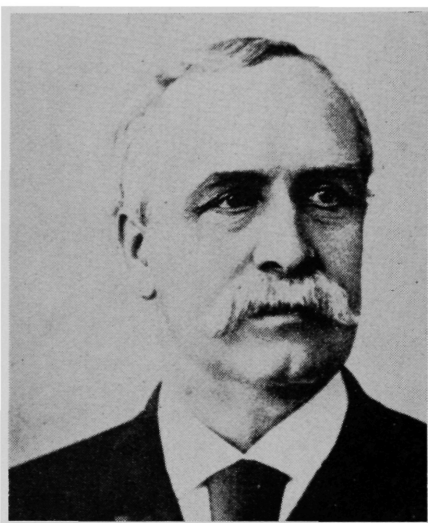
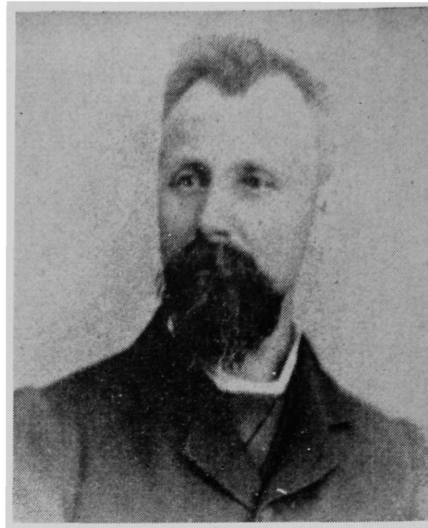
the campaign, had 1,100 population. A wide variety of fund-raising enterprises was undertaken, in addition to just passing the hat. Probably \$1,000 came in from such things as Ladies' Aid socials, a burlesque performance by a traveling troupe, strawberry festivals. Glass for the doors and windows of the University's building was provided with funds raised by school children. Names of the young donors included Dorris, Friendly, Goodpasture, Hendricks, Walter, Winter, and Young. These youngsters grew up into substantial citizens, and virtually all of them later studied in the University they had helped to launch.

The building, 122x57 feet, three stories high, with mansard roof, was started May 7, 1873, when excavation was begun for the basement. A real emergency was faced when money ran out before the roof had been put on. The same spirit that had carried the project thus far saved it in this instance.

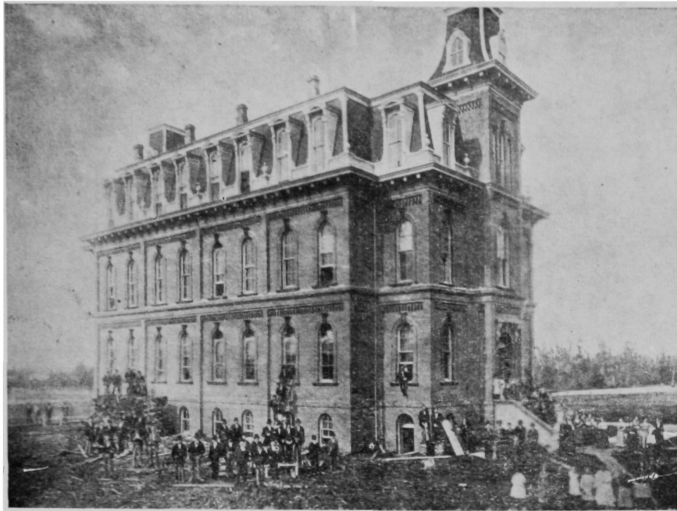
But it was still a mere shell of a building when the 1874 legislative session opened. Determined opposition was faced, but the legislators put through friendly Governor Grover's suggestion that two years more be granted the Union University Association to complete the building. Forty-six canvassers were appointed after a Eugene mass meeting; farmers donated wheat, calves, little pigs, boxes of apples, which, with the indefatigable Judge Walton doing the peddling, large and small, were sold to Mr. Hendricks and other helpful merchants. It wasn't quite enough, and county aid was sought in vain. Then Mechanics' liens were filed against the building, which was scheduled to open within a few months; the president-elect (Dr. Thomas M. Gatch) and one of the professors (Arnold) resigned. Things looked black.

Again W. J. J. Scott stepped into the breach. He and J. E. Holt assumed the remaining \$5,000 indebtedness, and the long, hard fight was won. The building, with a roof on it and six rooms ready on the first floor, was free of debt. So it was found possible to open the new University October 16, 1876.

The University of Oregon was at first, of course, strictly a one-building institution. So this one building, with its brick walls three feet thick for the basement and two feet the rest of the way—built to last if any building ever was—had no distinctive name until 1893. Then the board of regents, on motion of A. G. Hovey, christened it Deady hall, in honor of the late president of the board—who had had to be converted to the wisdom of public higher education in Oregon.



Top: Thomas G. Hendricks, prominent Eugene citizen who became a member of the first board of regents. Center: Henry Villard, railway magnate, whose financial aid prevented a University crisis. Bottom: S. H. Friendly, who joined Eugene citizens in the fight for a university.



Officials, faculty, and students of the new University gather at Deady Hall on Founder's Day, 1876.

*High standards and financial support  
occupied the administration  
of President John W. Johnson*

*Scholarship,  
rigid discipline  
mark the opening years*

THE NEW University of Oregon was informally dedicated on that 16th of October, 1876, when a small group of students crossed the threshold of that unfinished building in the old wheatfield, which many years later was to be christened Deady hall. Of the 177 students who registered in the first year, 98, or considerably more than half, were "preps" taking high school subjects, for which almost no public provision had been made in Oregon up to that time. There were six faculty members.

Two years later, in June 1878, five students received from President Johnson the first diplomas granted by the University of Oregon. The five were Robert Sharp Bean, later to be chief justice of the supreme court of Oregon and afterward federal district judge and chairman of the board of regents; Ellen Condon (who as Mrs. McCornack wrote a full-length biography of her geologist father, Dr. Thomas Condon); George S. Washburne, Matthew S. Wallis, and John C. Whiteaker, governor's son. Judge Bean and Mrs. McCornack were initiated into Phi Beta Kappa when the national honorary scholastic fraternity was installed on the Oregon campus forty-five years later.

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That June day of 1878 was a proud day for the little class, the new faculty, and the group of parents and friends gathered for the first commencement exercises.

When the University opened, Portland was the only city in the state supporting a public high school. Secondary-school subjects were taught in several private academies. Ten years later the number of students in the young University had only increased to 194, with the percent-

age of "preps" even higher than at the opening. Real growth had not yet started.

That first faculty was a highly capable group of hard, conscientious scholars. John Wesley Johnson, the president, was a Missourian who as a lad of 13 had driven his family's ox team across the plains to Oregon. Thirsting for education, he managed to get himself four years of intensive study at Yale. With his rather skimpy Oregon educational background, the lad from the far west was not quite ready for Yale; but his long trip from Oregon betokened a serious purpose that aroused the sympathetic interest of the faculty at New Haven, and young Johnson was admitted. His record at Yale was brilliant; and his Oregon students recalled his mastery of the Latin classics, which made it possible for him to teach them with a minimum of reference to a textbook. Before being called to the University he had been the first principal of Portland's first high school and instrumental in developing a high school curriculum for Oregon.

Johnson was a strict but fair disciplinarian, and he enjoyed the full respect of his students and the fear of those disposed to idleness. He was a conscientious, orthodox Baptist and an outspoken Democrat. This outspoken Democracy on the part of the head of the state University didn't particularly delight members of the board of regents, most of whom had other political ideas, and occasionally Chairman Deady would have "a good, plain talk with President Johnson"—which accomplished very little.

President Johnson's great problem was the scant financial support available.

This, indeed, has been almost equally true of all his successors; but in his case the situation really came close to the brink of disaster. Returns from the land grant were disappointing, with the earnings of the small cash endowment also far below expectations. How Henry Villard, Northern Pacific Railroad magnate, came to the rescue of the University in 1881, when, with judgments against the property, writs of execution were in the hands of the sheriff, is a story well known to all the old-timers—and one that should never be forgotten in Oregon. There should always be a Villard hall on this campus.

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Mr. Villard paid \$7,000 of the \$8,181.89 outstanding, and the citizens paid the rest. (Dr. H. D. Sheldon in his History of the University of Oregon says he believes it is perhaps not justified to say that Mr. Villard prevented the closing of the University, and that probably the local forces interested in the University would somehow have saved it; there is no certain evidence of this, and Dr. Sheldon's superb confidence is open to some question.)

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Nor should the contributions of a devoted faculty be overlooked. Judge Lawrence T. Harris '96, who himself goes back as a student to the Johnson period, writing in this magazine, January 1927, said of this: "President Johnson and all members of the faculty sacrificed by serving at a reduction of 25 per cent of their agreed salaries. . . also contributed substantial sums from their salaries." In 1881, the president in a letter to an absent faculty member informed him

(Judge Harris reports) of the \$7,606 debt. "A writ of execution is now in the hands of the sheriff against the grounds and University building," he said. We are liable to be sold out before September if the creditors are not satisfied that the money will be raised to pay off the liens." The citizens of Eugene had raised \$3,400 at a mass meeting a few days before the president wrote this letter. Of this, about \$2,000 was subscribed by members of the small University staff, the president leading off with \$600.

The whole of Johnson's administration was a period of hardship. Fewer than seventy students in all had been graduated through 1885, and no appreciable progress could be achieved.

Serious intellectual atmosphere pervaded the institution, though the range of its collegiate work was necessarily narrow. The president handled the classics. His best-known faculty member was Professor Thomas Condon, pioneer geologist, who handled, besides sciences, a wide range of other subjects as needed on the small staff from time to time. Mrs. McCornack, his daughter, member of the first graduating class, lists his subjects, in addition to geology, as mineralogy, botany, ethnology, rhetoric, history of civilization, mental philosophy, international law, constitution of the United States. "The breadth of his scholarly interests," she said in the biography of her father published in 1928, "was such that all of these studies had long been of deep interest to him, and this made their teaching a pleasure."

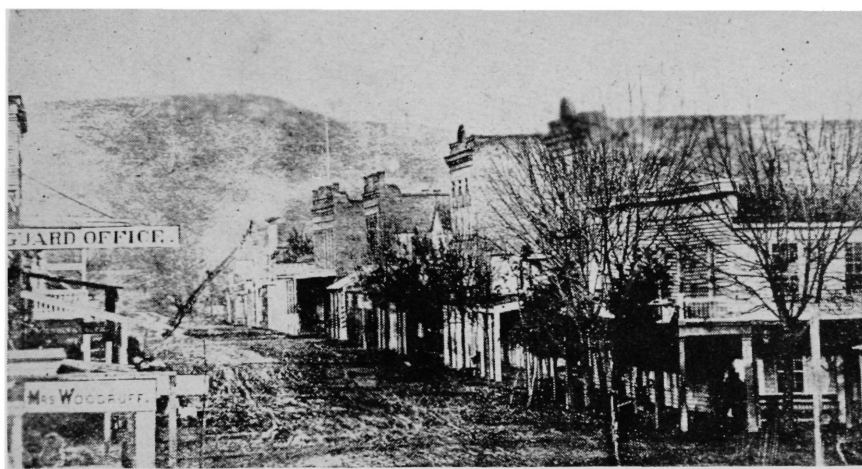
Mark Bailey, New Englander, graduate of Brown, had charge of mathematics. A tall, impressive man, he was pious and orthodox, he was as much interested in his students' spiritual welfare as in their intellectual development.

Mrs. Mary Spiller was in charge of the preparatory department, with Miss Mary Stone as assistant. Mrs. Spiller came from Pacific University, Forest Grove, where she had handled the same type of work. Her first assistant was Miss Mary Stone.

The first addition to the faculty came in 1878, when John Straub, young graduate of Mercersburg College, in Pennsylvania, came as professor of Greek. He was to remain in active connection with the University for 52 years, holding, at different times, the posts of secretary of the faculty, dean of the college of literature, science and the arts, and dean of men. The men's dormitory is named in his honor. Through the years he became the best-known member of the faculty among the alumni and the citizenry in general and one of the most popular with his unfailing memory of names and faces.

Two other outstanding educators—George H. Collier, professor of physics, and Thomas M. Gatch, professor of English, were added to the staff in 1879. Professor Collier, Oberlin graduate, had taught at Pacific and Willamette universities. He remained at the University until 1895. Professor Gatch, who had been the first selection for president of the University, was added to the staff as professor of English when President Johnson suffered an attack of ill health. The understanding was, that should the president be unable to continue, Mr. Gatch would be moved into his position. President Johnson recovered, and Professor Gatch left the staff, later becoming president of the University of Washington and, after that, of Oregon Agricultural College. He already had been president of Willamette.

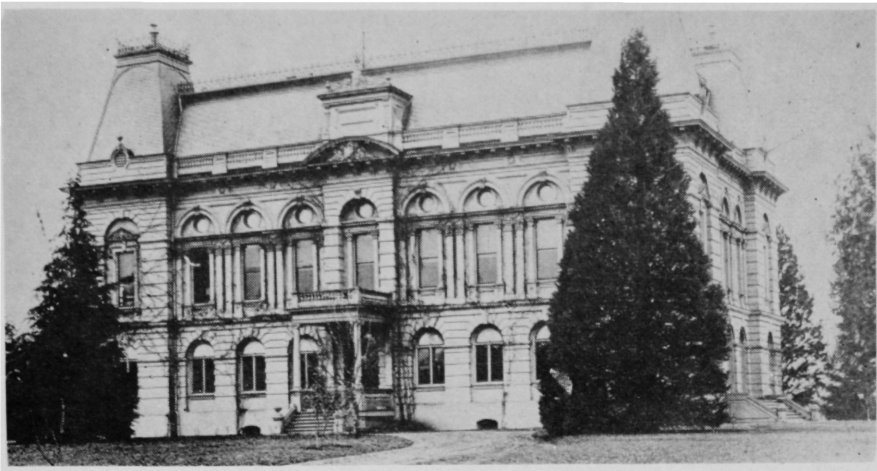
John W. Johnson continued at the head of the University until 1893. He remained on the faculty as professor of Latin for five more years, until his death in 1898. His great contribution was the upholding of high standards of scholarship and student discipline. His regime covered a period when not much promotion or expansion was possible, and for years it was a question of keeping the institution alive and doing the best possible with the meager resources at hand. Notwithstanding his strictness—perhaps, even, because of it—the first president built up an admiring respect from his students that amounted to affection. A former student whom he had suspended for misconduct, recalling the incident many years after, remarked, "He was the best friend I ever had."



The city of Eugene in 1876 when the University was founded.



The University faculty in 1891, headed by President John Wesley Johnson, (behind desk). From left to right: Mark Bailey, mathematics; E. H. McAlister, astronomy and engineering; George Collier, chemistry; Miss Luella Clay Carson, dean of women; Miss Philura Murch, assistant to Miss Carson; Edgar McClure, science; Thomas Condon, zoology; John Straub, Latin, German, Greek; President Johnson; and Benjamin J. Hawthorne, psychology.

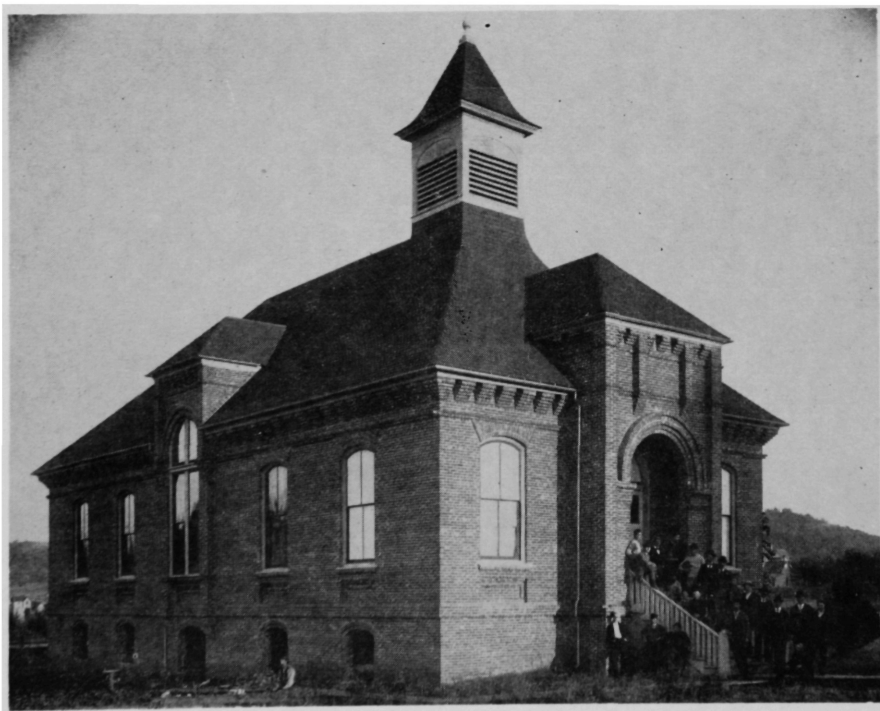


# Early Days at the University

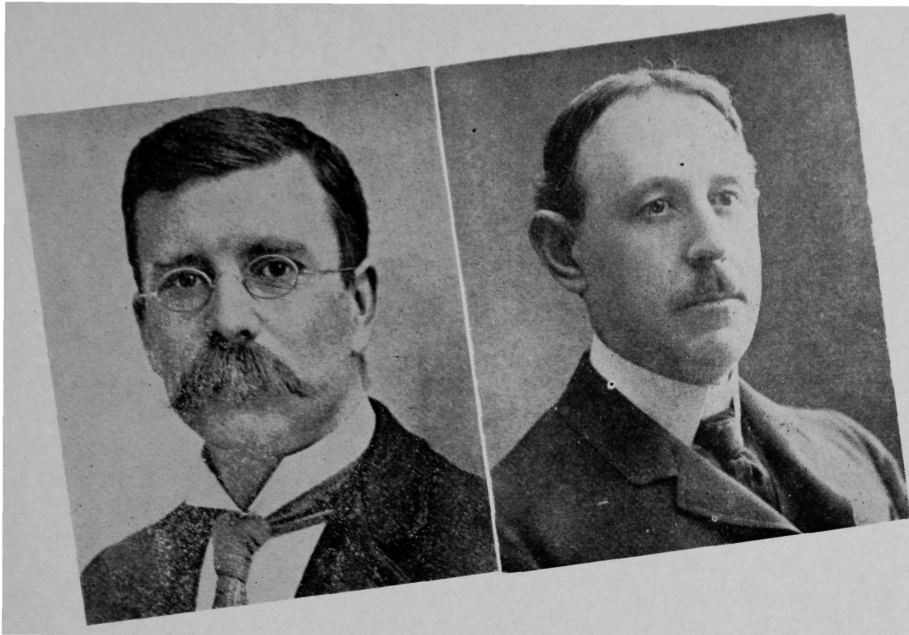
Above: Villard Hall, second University building, as it appeared in 1900. The building was completed in 1886.



Below: the first gymnasium, located on the site of the present art quadrangle, completed in 1890.



Above: Members of the graduating class of 1890. The picture was donated by Fletcher Lynn, top. Beginning with mustached George H. Marsh on the left end, the first row consists of Clara Condon, Horace McClure, Albert G. Hovey, Lloyd E. Woodworth, Agnes M. Greene, and Susan M. Dorris. Second row includes, from the left: Walter A. McClure, Joseph M. Widmer, Arthur L. Veazie, Fannie C. Condon, Lennah Bain, Edward H. McAlister, and James R. Greenfield.



Charles H. Chapman, left, whose administration was one of liberalization following that of J. W. Johnson. Right: Dr. Frank Strong, third president of the University.

## Liberal Forces Take Helm

*Elective studies are added to a rigid curriculum, a graduate school and summer classes develop*

THE ADMINISTRATION of President Charles H. Chapman (1893-1898) was a period of liberalization. A considerable list of elective studies were added to the rigid curriculum then in force. A native of Wisconsin, he had taught mathematics at Johns Hopkins for two years after receiving a doctor of philosophy degree there.

Changes were due at the University on his arrival. The institution had got out of touch with the high schools and had no definite standard of admission. In his inaugural address President Chapman urged development of the high school system in the state. Among the changes he instituted were a rule that the advanced classics should be taught as literature rather than grammar, and another that science credit could not be given unless the student spent at least two-thirds as much time in laboratory as in lectures and recitations.

To help get the University in closer touch with the people of the state he developed a lecture series which was the forerunner of the work of the Extension Division. In the field of English literature, these talks were given in Portland, Salem, Astoria, Corvallis. Most of the

lectures Dr. Chapman delivered himself, with excellent reception. The first correspondence course offered in Oregon, another reflection of the Chapman policies, was offered in 1895, and within two years courses were offered by mail also in algebra, geometry, English grammar, physical geography, ancient history, modern history, and Latin. These were given at the high school level.

Still another move to get the University better known and more serviceable to the people was the offering of the first summer classes. This precursor of the regular summer sessions was given near Seaside. In 1897 the regents announced abolition of the first two years of the preparatory course at the University. This was the first step toward abolishing the whole preparatory division of the University, which was done seven years later.

Three incidental events, not directly connected with the curriculum, were the playing of Oregon's first intercollegiate football game, in 1894; organization of the first track team, in 1895, and appointment of Luella Clay Carson as the first dean of women, also in 1895.

Resignation of Dr. Chapman in 1898

was not the result of any defect in his general policies or educational ideals. He did a great deal to increase the efficiency of the University as an educative instrument and to bring it into closer relation with the people of the state. His standards were high. On the other hand, he failed to achieve smoothness, in his public relations, not always appreciating the other fellow's point of view. In any event, however, he left the institution much stronger than he found it.

Dr. Frank Strong, third president, though he remained only three years (1899-1902), was a harmonizer and devoted his energies to strengthening phases of the University which had slipped back in the preceding two or three years. Graduate work was strengthened with the organization of a graduate school, with F. G. Young, professor of economics and sociology, newly from Johns Hopkins, as dean. Some reorganization was undertaken. Three colleges were established—one of literature, and one of science and the arts, and one of engineering, including a school of applied science, a school of engineering, and one of mines and mining. Collegiate courses preparatory to law, journalism, and teaching were installed.

The new president was more systematic than his predecessor had been. Dr. Chapman had had no regular secretarial help, writing his own letters and performing the other chores ordinarily looked after by a secretary. Dr. Strong obtained the appointment of a combined registrar and secretary to the president.

Dr. Strong inherited a divided faculty—split almost evenly on the basis of their respective attitudes toward President Chapman. Tired of faculty wrangling, he quit calling the antagonistic professors together, employing instead a picked group he called the academic council. When some of the faculty men complained, the regents directed that regular monthly meetings of the faculty be held and records kept. Opposition to some of Dr. Strong's progressive policies led to his resignation. The friction came to a head over a summer session for teachers in Eugene. The regents refused to authorize the second of these sessions, after the one had lost considerable money, unless it should pay its own way. President Strong accepted what was then a much more attractive position, as chancellor of the University of Kansas.

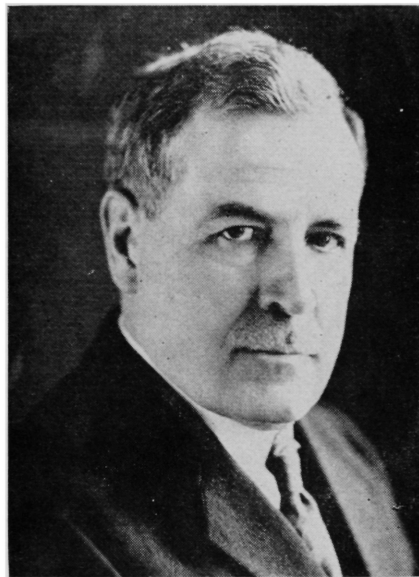
# New Optimism and Expansion

**P**RINCE LUCIEN CAMPBELL, fourth president, who was to have the longest term, twenty-three years, at the helm, was sympathetic with the aims and policies of both Dr. Chapman and Dr. Strong. President Strong, indeed, had tried to bring him to Eugene as professor of philosophy and education. In methods, however, the new president contrasted sharply with both. Dr. Strong he regarded as lacking in patience in his dealings with the regents, and Dr. Chapman's whole attitude toward faculty, board, and public lacked the smoothness that was to characterize the relations of the new executive in the face of even greater difficulties.

Prince L. Campbell, native of Missouri had come to Oregon with his father, Thomas F. Campbell, and had been graduated, at 18, from Monmouth Christian College, where his father was president. For three years he served as an instructor in the college, then took off for Harvard, where he came under the influence of some great teachers—A. S. Hill, rhetoric; Francis James Child, literature; Josiah Royce, philosophy. Here he developed still further that serene optimism which characterized his years at the University of Oregon, and he became attached to the elective system of studies installed by President Eliot. He interrupted his course for one year to do some newspaper reporting for the *Kansas City Star*. He wrote for the paper a series of articles promoting a park system and in other ways encouraging the beautifying of the city. This assignment from Colonel William Rockhill Nelson, owner of the *Star*, was particularly pleasing to one who combined a love of beauty with a penchant for planning.

While young Prince Campbell was away at Harvard, Christian College at Monmouth became a state normal school without entirely changing its academic nature. On his graduation from Harvard he returned to the Monmouth institution, then under the presidency of D. T. Stanley, to teach psychology and history of education and to lecture on pedagogy and the classics. He was later to handle Latin, English, physics, and chemistry. From 1889 he served as president of the school until 1902, when the call came to

## Prince L. Campbell guides the University of Oregon through 23 years of academic and physical growth



Prince Lucien Campbell, whose administration extended over 23 years of the University's history.

succeed Dr. Strong as head of the University of Oregon.

Meanwhile, at Monmouth, President Campbell had become an effective developer of education in Oregon, working through organization to carry out plans for improvement and helping shape legislation to bring them into being. He had also demonstrated the generous nature for which he was so much loved at the University of Oregon. The story is told of some personal loans that had his banker worried; it turned out that the money had been turned over to the college to provide for some pressing need.

The Oregon faculty were not unanimously delighted to have their new president come from a normal school. The head of the chemistry department, indeed, resigned rather than try to do research under a president with this normal school background. The new head of chemistry appointed by President Campbell, it happened, was Professor Orin F. Stafford, who, in a career of more than forty years in the institution, did some of the most useful chemical research ever conducted in Oregon. President Camp-

bell was distinctly forward-looking. When something went wrong, his big question was, "What do we do now?" He was disinclined to spend time and energy looking back for responsibility for mistakes except insofar as that might be necessary in providing for the future.

It is hard to realize how small was the University when President Campbell took hold in 1902. Enrollment was about 200, annual budget \$47,500. In his opening address to the faculty he forecast the great growth of the state and the University, saying: "Instead of our meagre 400,000 of population, we shall before many years have a million; instead of the comparatively small valuation of \$140,000,000 we shall have from \$300,000,000 to \$400,000,000. The people who are coming to us are largely from the great educational states of the Middle West, accustomed to paying well for good schools and content with nothing but the best. The work of building up our educational system, as far as material resources are concerned, should be comparatively easy from this time on."

President Campbell lived to see the population approximate the million he had predicted and the property valuation exceed a billion dollars. Enrollment in the University of Oregon increased, during his administration, nearly fifteen fold, with the faculty as large as the entire student body had been in 1902.

Mrs. George T. Gerlinger, who had opportunity for years while she was a regent of the University to observe President Campbell in action, commented on the optimism of his viewpoint and the consideration he always gave to every group with which he worked. His abiding faith in the inherent good sense and good conscience of young people, and his firm belief that they would rise to the bigness of their challenge, stimulated even the most unimaginative," she said.

The period was not only one of great growth but also of struggle for the financial support needed to sustain the growth. It seemed that the school was constantly having to fight against determined opposition. No fewer than four University

appropriations were submitted to referendum vote in President Campbell's first ten years at the helm. One of these appropriations (in 1912) was lost; the other three (in 1906, 1908, 1913) were carried.

This almost continuous battle for the funds to carry on made maintenance and planning difficult indeed, and the situation was confusing. But on the whole, the favorable popular response did much to strengthen the morale of faculty and students.

The most significant victory in the long battle for adequate support came in 1920, when an initiative measure was carried providing continuing millage taxes to obviate practically exclusive dependence on successive appropriations by the legislature. This measure was framed for the support of all the several institutions of Oregon's public higher educational system. It provided for an annual appropriation of 1.2 mills on the assessed valuation of the state for the State College and the University and an additional .06 mill for the State Normal School at Monmouth. Of the 1.2 mills, three-sevenths was to go to the University and four-sevenths to the College.

The campaign was effectively organized under the leadership of President W. J. Kerr of O.S.C. and Colin V. Dymment of the University. Printed matter was circulated over the state, speakers presented the institutions' case before every possible public assemblage. The initiative succeeded by a vote of more than two to one, and adequate maintenance and needed buildings were assured. New buildings financed in whole or in part from this increased appropriation were the women's building (Gerlinger hall), Business Administration building, Condon hall (a classroom building), a combined Education and University High School building, one for Journalism, and an Art quadrangle (the old Commerce building and the powerhouse radically remodeled). More than a million dollars from the new millage tax was spent on these new buildings in the succeeding five years.

Prior to this, a new library building (now the home of the Law School) had been completed (1907) at a cost of \$50,-

000, and a frame dormitory, known as Mary Spiller hall in honor of the first woman member of the University faculty, was opened. This dormitory was taken down just a few weeks ago. A big wooden building, at Thirteenth and University street, was erected for a men's gymnasium. The remaining half of it now houses the men's pool. The little brick structure  
(Continued on page 22)

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(Continued on page 22)



Fenton Hall, which served as the University Library until 1937 when the new library was completed.



# Foundation for Progress

*Provisions for improved research, faculty retirement characterized the administration of Arnold Bennet Hall*

**A**RNOLD BENNETT HALL, whose induction into the presidency in October 1926 coincided with the celebration of the University's semicentennial, was a man of educational vision and constructive capacity. A graduate of Franklin College, in Indiana, where his father was professor of Greek, he studied law and political science at the University of Chicago, receiving the degree of J.C.D. After a year as an instructor in Northwestern University, he became professor of political science at the University of Wisconsin. Nationally known for his promotion of social science research, he took a leading part in establishing the national conference on the science of politics, which met each summer at Dartmouth College.

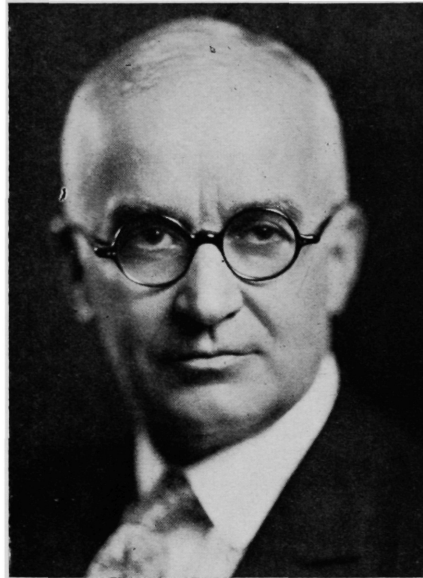
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In his inaugural address at Eugene President Hall outlined the cardinal policies of his administration—emphasis on research, departmental reorganization to break down the artificial barriers between departments and increase cooperation among faculty members in teaching and research, adoption of faculty retirement plan, and concerted efforts for the improvement of teaching. He was most successful in the research and retirement programs. Results of efforts to promote better teaching are hard to evaluate. Two of the methods undertaken for a time were the evaluation of instructors, partly by their students, and the filing with the registrar or copies of term examinations, presumably for administration inspection when desired.

A personnel research bureau, under Dr. Howard Taylor, head of the psychology department, made a series of studies aimed at the improvement of the examining process, the grading system, and the advising of students.

\* \* \*

President Hall was highly dissatisfied with the tiny provision made for research. He pointed out to his board of regents that the three-tenths of one per cent of University appropriations devoted to research work precluded any respectable accomplishment. He followed his inaugural address with many letters and speeches directing attention to the



Arnold Bennet Hall, fifth University president, who sought improvement of research and provisions for faculty retirement.

need, meanwhile working to interest big eastern foundations. This was a continuation of efforts by President Campbell and Dean R. B. Dillehunt of the medical school, and heavy contributions have been made, from time to time. Allocation of considerably more state funds to research resulted in completion of several important projects, including a crime survey in Portland by the law school and the sociology department, several economic studies, and some investigations into teacher supply and qualifications and high school costs.

\* \* \*

President Hall increased the pressure on faculty members to carry on individual research projects. Cooperation in this was well up to what could be expected from a staff barely large enough to carry on the regular teaching.

Funds needed for research were heavily cut by the years of depression following 1929. In 1932 the general research set-up was made interinstitutional, with a central research committee in charge. This arrangement was discontinued and the separate institutional graduate schools re-established in 1946.

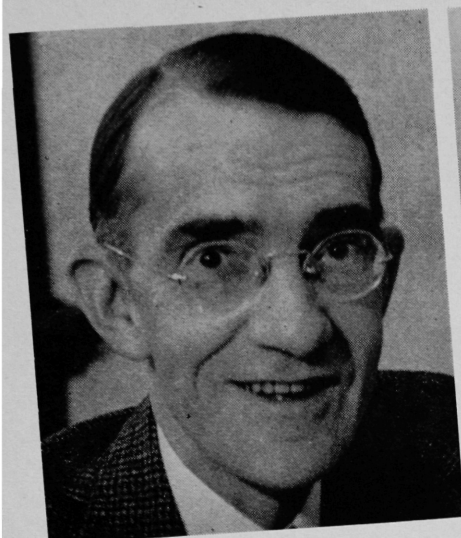
Dr. Hall lost no time in seeking action on his plans for faculty retirement and

annuities. His motivation appears to have been more heavily consideration for the student than any strong desire to do something for the faculty, though both ideas were present. This really tied in with his plans to improve teaching. He believed the students should be protected from such aging faculty members as for one reason or another were unable to keep up the quality of their teaching. In 1923 one of the last acts of the old U. of O. board of regents before it was superseded by the new state board of higher education was to establish a comprehensive system of retirement allowances. With 105 members of the faculty and administration on permanent tenure participating, salaries were raised 5 per cent by the University, and 10 per cent of the gross salary was then set aside as a special fund to purchase annuity policies in the Carnegie organization's Teachers' Insurance and Annuity Association of America. Retirement age was set at 70. Several years ago the state of Oregon passed a compulsory retirement law affecting all its non-elected employees, who were to retire at 65. This set ahead by five years the retirement of many of the teachers and other employees.

\* \* \*

President Hall took the long view on the development of the University. During his administration \$193,000 was spent on sites for future building expansion, and some of the more recently erected buildings, such as the Erb Memorial Union, Carson hall (women's dormitory), and the new science building, besides the power house and warehouses across the millrace, have been built on land acquired during Dr. Hall's regime.

Arnold Bennett Hall prided himself on being a practical man among professors. At the same time he had a strong feeling for high-level emotional expression and esthetic development, between which he saw a close relation. It used to grieve him to see an occasional student going along with his head down when there was so much beauty to be enjoyed all around and on the distant horizons. He habitually took down his old violin, late at night, when with the family asleep, he played it with what skill he had (he was no violin virtuoso) for his own esthetic enjoyment. His ideal for the University was the all-around development of the man and the woman. He did his very best for the University. Habitually he worked beyond his strength, and he did not live to see the revival of much he saw torn down during those hard years of reorganization.



Left to right: Presidents C. Valentine Boyer, Donald M. Erb, and H. K. Newburn.

## Hardship and Rehabilitation

**D**URING THE residence of Chancellor Kerr in Eugene, after President Hall's resignation in 1932, the University ran without a president until, in 1934, when Dr. C. Valentine Boyer, dean of Arts and Letters, was made acting president. A little later he was made the sixth president of the University. It was not a post he wanted, but he handled the work to the general satisfaction of University faculty and students. He had come to Oregon as head of the English department from the University of Illinois in 1905 and had made a fine record both in teaching and administration.

It was a period of great difficulty; but the new president handled the situation well, albeit at heavy cost to his health. Finally, after four years, he felt the strain too great and, at his request, was allowed to concentrate on the deanship of Arts and Letters, which he had not relinquished.

(Meanwhile Dr. Kerr had resigned as chancellor, to be succeeded by Dr. Frederick M. Hunter, chancellor of the University of Denver, who headed the state system until 1946, when Dr. Paul C. Packer, dean of the School of Education at the State University of Iowa, succeeded him. Dr. Packer resigned in 1950, and the present chancellor is Dr. Charles D. Byrne, who had been secretary of the state board of higher education under all three of the preceding chancellors.

\* \* \*

When Dr. Donald Milton Erb, New York-born, graduate of the University of Illinois, came from his post of acting

head of the department of economics at Stanford in March 1938 to be the seventh president of the University of Oregon, there was a general feeling that this young and vigorous man, then in his 38th year, would solve the University's administrative problems for many years to come.

It was not to be. His brief six-year term, terminated by a fatal attack of virus pneumonia, was characterized by the closest, friendliest co-operation between president and faculty. "Don" Erb, as he was known to his faculty, with all his friendliness, was direct and business-like, and he had set high standards for the University. His greatest battle, and most important victory, was the return of upper division science to the University. He had let it be understood that he would not consent to remain as president if this fight should be lost.

The faculty was solidly behind him on this, and he succeeded in persuading the state board of higher education that sound educational policy demanded the return of upper division science. "All the weight of educational evidence," he told the board, "shows that a great liberal university cannot be had without the sciences, so that, as I see it, the question is not to restore a portion of the sciences, or try to work out some expedient balance, but whether we shall recognize a principle which has everywhere been found correct. There I must take my stand."

A colleague paid him this sincere tribute which summed up the sentiment of a

deeply sorrowing campus on his untimely death: "He brought vigor, youth, courage, scholarship, and good judgment to a difficult task. His success was unqualified. His death is a bitter loss."

Until the coming of Dr. Harry K. Newburn from the State University of Iowa to be president, in 1945, Dean Orlando John Hollis of the School of Law, functioned as acting president. His fine administrative abilities were exhibited anew in his handling of the work of the presidency.

The six years of President Newburn's administration have been years of continued, accentuated progress, accompanied by much reorganization of personnel and the most extensive physical construction and reconstruction in the history of the University.

Administration organization was altered when the post of Dean of Administration was created at the beginning of this year. W. C. Jones, former president of Whittier College, Whittier, California, was brought to Oregon by President H. K. Newburn to fill the position.

In the field of building construction and improvement, the University has made unprecedented progress. Interior renovations of Villard, Friendly, and Deady halls supplement the construction of a new physical plant, a library addition, an addition to the Music school, the nearly-completed Science building, and an addition to Oregon and Commerce halls, recently excavated, indicating further progress in campus expansion.

# Stepping Stones of Progress

- 1850 Federal government grants two townships to each new state for establishment of university.
- 1851 Legislature allocates public institutions—capital to Salem, penitentiary to Portland, university to Marysville (old name of Corvallis).
- 1857 Constitutional convention fails to provide for university.
- 1872 Old land grants obsolete, Governor Grover has state board relocate university lands . . . 10,935 acres deeded Eugene group organizes Union University Association. Legislature passes bill giving university to Eugene; \$50,000 building on donated site to be ready by Jan. 7, 1874 . . . Bill survives fight on its constitutionality.
- 1873 Year of great panic. Farmers fear to increase tax load. County court rescinds action voting \$30,000 bond issue. Whole cost of building to be met by private citizens. . . Excavation begun for building . . . Mechanic's lien filed against it.
- 1876 Regents elect first faculty . . . W. J. J. Scott and J. E. Holt assume University's \$5,000 debt. . . State board accepts building. . . First students enter, October 16.
- 1878 First class, five members, graduated.
- 1881 Henry Villard comes to financial aid of University.
- 1884 Law school started at Portland.
- 1886 Chair of music established.
- 1887 Medical school organized in Portland.
- 1891 Reflector, first U. of O. paper, launched.
- 1893 Charles H. Chapman succeeds John W. Johnson as president; modern era begins . . . First university lectures given off campus—genesis of Extension Division . . . First dormitory (S. H. Friendly hall) opened.
- 1895 Luella Clay Carson made first dean of women . . . First correspondence course offered (in English literature). First track team organized . . . First summer classes held, near Seaside.
- 1894 First intercollegiate football game, with Albany College.
- 1899 Frank Strong becomes president . . . Graduate school organized, F. G. Young dean . . . L. H. Johnson chosen steward of the University.
- 1900 First fraternity established on campus (Sigma Nu.)
- 1901 Legislature increases University's financial support to \$47,500 a year.
- 1902 Prince Lucien Campbell begins his 23 years as president.
- 1906 First referendum on higher education appropriation fails.
- 1907 New library building (\$50,000) erected. Mary Spiller hall, first women's dormitory, opened.
- 1908 Another referendum on University appropriation fails. Thirty-two acres added to campus, on southeast. Gamma Phi Beta, first sorority, installs Oregon chapter.
- 1909 Wooden gymnasium erected, for men. . . . School of music reorganized.
- 1912 First organized University extension classes organized in Portland. . . . University building appropriation beaten in referendum.
- 1913 Appropriation for U. of O. maintenance and building approved in referendum. . . . Plan to consolidate U. O. and O.A.C. defeated. . . . College of engineering removed to O.A.C.
- 1914 Schools of education, commerce, architecture established.
- 1915 Appropriation of \$5,000 approved for University printing plant. . . . Law school definitely established in Eugene.
- 1916 School of journalism established. . . . Portland subscription of \$25,000 assures new Marquam Hill site for medical school.
- 1917 Military science and training added to University curriculum. . . . Hendricks hall and Oregon hall opened.
- 1919 Monograph series started. . . . Intensified development of research begun.
1920. School of physical education installed. . . . Gerlinger hall completed for women's building, with gymnasium. Oregon Emerald becomes daily paper. . . . Initiative carries, giving continuous building and maintenance to all the higher educational institutions.
- 1922 Fire destroys frame building housing Journalism, parts of Biology, and Architecture and Allied Arts.
- 1923 Phi Beta Kappa, national scholastic honorary, installs chapter at University of Oregon.
- 1924 New Journalism building occupied.
- 1925 President Campbell dies.
- 1924-6 Executive committee of three appointed to handle University administration.
- 1927 Burt Brown Barker made vice president, takes hold of revived gift campaign.
- 1926 Arnold Bennett Hall elected president. Research reorganized. Improvement of teaching encouraged. . . . McArthur Court basketball pavilion finished.
- 1928 Faculty retirement system worked out by President and Board of Regents.
- 1929 Reorganization puts higher educational institutions under single state board.
- 1931 John Straub hall, dormitory for men, opened. Art museum building completed.
- 1932 President Hall resigns. . . . Dr. W. J. Kerr made chancellor; takes over personal administration of University. . . . Zorn-Macpherson bill to combine institutions at Corvallis defeated.
- 1934 Dr. C. V. Boyer installed as president of University.
- 1937 New Library building completed (\$465,000).
- 1938 Dr. Donald M. Erb succeeds Dr. Boyer as president.
- 1942 University takes its part in war. . . . Army and Air Force training units stationed on campus. . . . Almost entire male student body in service.
- 1943 Upper division and graduate science restored to University after 11 years. . . . Death of President Erb. . . . Dean O. J. Hollis made acting president.
- 1944 Dr. Harry K. Newburn, Liberal Arts dean at State University of Iowa, elected president. . . . New building era opens.



## *The Student Union--Hub of Campus Life*

FOR MORE than thirty years students at the University of Oregon had been dreaming of a student union. For a long time it was hardly more than a hope, with an occasional boost in the *Oregon Emerald*. First to organize the sentiment into a tangible movement that would one day crystallize into a two-million-dollar structure with few equals in its class in the United States, was John M. MacGregor, president of the Associated Students in 1922-23. The *Oregon Daily Emerald*, then edited by Kenneth Youel, got behind the little drive, which culminated in about \$50,000 of pledges from alumni.

The movement was slowed down somewhat by the general University gift campaign, which came along almost simultaneously, and by the depression of the early and middle thirties. Successive student presidents, however, from Claude Robinson '24 on down, and successive *Emerald* editors from Arthur Rudd's time, each gave a little push to the enterprise. Ernest Haycox, famous as a writer of fiction, who was a member of MacGregor's 1923 class, gave the long-drawn-out campaign its final boost in 1947 while president of the alumni association. The drive had just been stymied again, this time by World II. Now the alumni were stirred up once more, and a building fund of five dollars a term was collected from each student for the building fund.

The site at Thirteenth and University, southeast corner, had been purchased in 1946, when the fund totaled only \$100,-

000. Bonds backed by rentals and other prospective earnings of the building were sold; and ground was broken, finally, in June 1948, with John MacGregor, veteran of two world wars, top-flight lawyer and head of the department of business law in New York University, present to see his dream unfolding into something tangible. It had been a quarter of a century since he as president of the student body had given the drive its first real momentum. He had the pleasure of inspecting the completed Erb Memorial Union at the formal dedication, Nov. 3, 1950.

This whole publication could be filled with nothing else if adequate recognition were given here to all who have helped make the Union a reality. A few names just can't be omitted. There were Leith Abbott and Harry A. D. Smith, editors of the *Emerald* in 1920 and 1921; Owen N. Bentley '21, of Portland, a wheelhorse through the years; William N. Russell '35, who put on a successful fund campaign in Eugene; Verdi Soderstrom '40, killed at Pearl Harbor, who as vice president of the student body led a student campaign. Nearly every officer of the Associated Students and nearly every editor of publications through three decades have helped promote this project, as has every president of the University from President Campbell on down. Successive University administrations have given the students the needed encouragement,

advice, and co-operation. Dr. Will Victor Norris, professor of physics, was consulting engineer, heading up the actual planning after construction was assured. Architects of this distinctive structure were Lawrence, Tucker, and Wallman of Portland.

The Union, actual cost \$2,100,000, which took two years to build, is the center for just about all the extracurricular activities on the campus except competitive sports. The alumni association offices are housed in the building, and there are a U.S. post office substation, a branch telegraph office, and a barber shop. The campus Y.M.C.A. is housed in the building, and the browsing room is administered by the University library. Everything else, including bowling, billiard, and other recreation facilities in the basement, and the huge cafeteria on the main floor, is student-managed.

Landmarks removed to make room for the building and surrounding landscaping include the residences occupied for so many years by Dr. Henry D. Sheldon (education and history) and Professor Orin F. Stafford (chemistry).

Richard C. (Dick) Williams, director of the Union, who supervised selection of the furnishings, cut his teeth in business by managing the *Oregana* three years in succession while an undergraduate. On graduation he was made manager of educational activities.

# A Look at Schools and Departments . . .

## Today and Yesterday

*Here are given brief resumes of the history, aims, and work of the College of Liberal Arts, with its various departments, and the professional schools. Further and fuller articles on this general theme are to appear in later issues.*

### College of Liberal Arts

From the founding of the University of Oregon, the liberal arts have been the central core of the educational program of the institution. In the earliest University catalogs, the several "courses" of liberal-arts instruction were rather loosely grouped under the "Collegiate Department," distinguished at first only from the "English Preparatory Department" but later also from the professional schools. In the Catalogs of the 1890s, the term "College of Letters" occurs, but only as a heading in lists of students and graduates.

As a part of the first formal organization plan for the University, inaugurated by President Strong, the College of Literature, Science and the Arts was established in 1899. The University continued to administer the liberal-arts program through this college until the reorganization of the Oregon State System of Higher Education in 1932.

In the fall of 1942, major work in sci-

ence was re-established at the University, and the separate liberal-arts divisions were merged into the College of Liberal Arts. James H. Gilbert, who was the dean of the College of Social Sciences, was named first dean of the newly organized college.

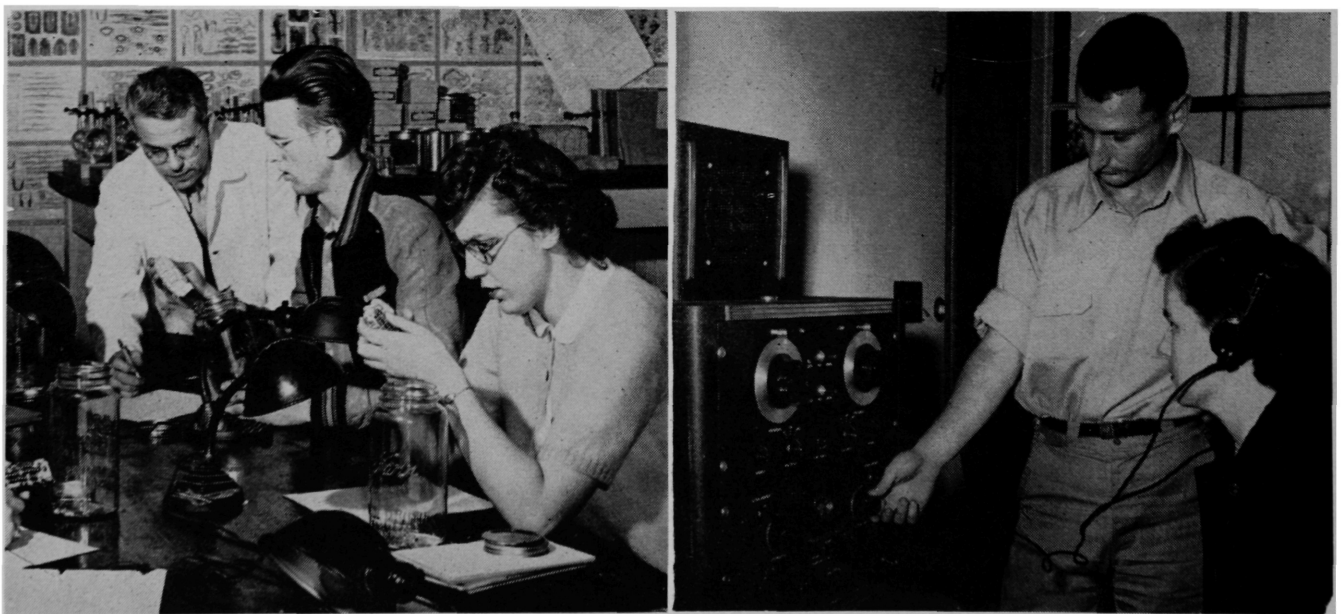
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The College has 17 instructional departments, including anthropology, biology, chemistry, economics, English, foreign languages, geography and geology, history, home economics, mathematics, philosophy, physics, political science, psychology, religion, sociology, and speech.

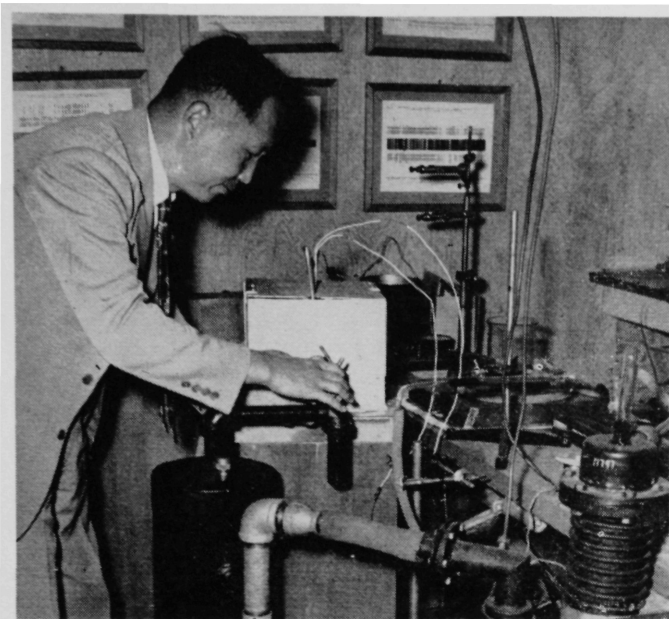
The total number of students registered in the College of Liberal Arts during the year 1950-51 was 3853, an increase of 28 per cent over the total enrollment (3003) for the preceding year. The large increase is explained by the fact that students formerly registered in the lower division of the professional schools are now (except for Physical Education) enrolled in the College. Of these, only 235 were classified as auditors, special or part-time students. Sixty-two per cent of those registered (2405) were men, 38 per cent (1448) were women.

One of the most significant recent developments in the College has been occasioned by the reorganization of all the professional schools except one (Architecture and Allied Arts, Business Administration, Law, Music—preceded the year before by Education and Journalism) on an upper-division basis. Although some of the changes were limited, since all of the professional schools except Education and Law have retained some preparatory lower-division courses, two important gains resulted: (1) the reduction of specialized or professional courses in the student's first two years and (2) a doubling of the general education or "group requirement" courses, from two year-sequences to four. This change not only improves the quality and range of the preprofessional student's general education experience, but it also provides a more defensible program for those students who, after declaring an initial interest in a profession, find that they lack either the ability or interest to continue.

The College is now proposing a number of curricular changes. The most of these changes—an effort to increase the student's general education, to provide a better balance between specialized and



Left: Students study botany under the direction of C. W. Clancy, associate professor of biology. Right: Advanced students in psychology learn to handle machines which aid in clinical testing procedures.



Upper right: High school students improve reading speed by use of a tachistoscope in regular remedial reading classes supervised by the School of Education. Upper left: Shang-Yi Ch'en, associate professor of physics, inspects a pressure tube used in experiments studying high pressure in foreign gasses. Right: Laboratory work occupies a major part of the chemistry student's time. Lower left: Kip Walton, freshman in speech, tries his hand at radio speech in a temporarily empty studio of the University radio station, KWAX. Lower right: Skeletons of a duck-bill platypus and a small kangaroo occupy Louise Henderson in the study of physical anthropology.



general education—is an increase in group requirements from four to six courses. Several upper division courses, a limited number of new interdepartmental courses will be recognized as meeting the group requirements. The College is proposing also a sophomore honors program for the student of unusual ability. Under this program students may, if they choose, meet their requirements by examination without class attendance. Still another curriculum, with courses at an elementary level, is designed for students who are deficient in their preparation.

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The College last year had a total of 159 faculty members, who were distributed about equally in the ranks from instructor to full professor.

Members of the staff have earned many honors in the academic field. In the years since the war they have published twenty-one books, thirteen of which are textbooks in their respective fields, and the rest of which represent writing either of more general or more scholarly interest. Among volumes published are a study of the post-war French government, American strategy in Guam and Micronesia, railroads and sternwheelers in Oregon, a philosophical consideration of the directive in history, two volumes of poetry, and textbooks in English composition, mathematics, foreign languages, psychology, chemistry, philosophy, geography, and speech.

A number of professors have had sabbatical leaves for study and research; several have research grants for laboratory studies on the campus, others have

received fellowships from the Social Science Research Council, the Guggenheim Foundation, and the Ford Foundation. Members of the department of anthropology have carried on extensive investigations of the cultures of the Indians in Oregon, the Aleuts in Alaska, and the peoples of the Pacific Islands.

A nationwide survey of liberal arts colleges made by Kathryn McHale in the thirties under the auspices of the American Association of University Women, listed the number of progressive movements affecting curricula, methods of teaching, orientation, and personnel work, that had been initiated in some two hundred colleges and universities. In the number of progressive departures the liberal arts college of the University of Oregon ranked among the upper seven, i.e., in the upper three or four per cent. Only two other liberal arts institutions in the Pacific area (Reed College and Scripps College) had an equally high rating.

Of 462 members of the University faculty of all ranks from instructor up listed in last year's catalog, 182, or approximately 40 per cent, have one or another of the various doctorates (Ph.D., J.D., M.D., LL.D., Litt.D., Sc.D., Ed.D.).

Prior to the reorganization in 1932 the three main divisions of a liberal arts college—science, social science, and languages and literature,—were organized as a unit as the College of Literature, Science, and the Arts. With the removal of upper-division science, the remainder of the field was divided into a College of Social Science and a College of Arts and Letters. When science was returned to the

University ten years later, a further reorganization took place, and the three divisions are now included in the College of Liberal Arts. With the retirement of Dr. James H. Gilbert as dean in 1947, the College was put under the direction of Dr. Eldon Johnson, then head of the department of political science.

## Architecture

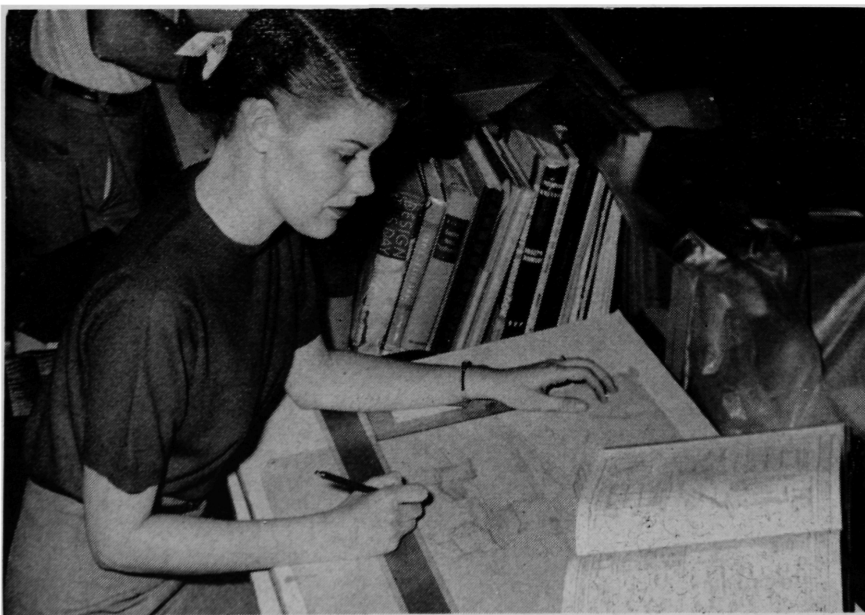
The president of the American Institute of Architects, A. Glenn Stanton of Portland, is a graduate of the School of Architecture of the University of Oregon. This is the latest of many distinctions conferred on graduates and staff of this school since it was founded.

Ellis F. Lawrence, Portland architect, graduate of Massachusetts Institute of Technology, was the first director, taking the title of dean two years later. Dean Lawrence maintained his private professional office in Portland, splitting the week for many years between practicing his profession and directing the teaching of it. Professor Percy P. Adams and Professor E. H. McAlister, former dean of the old School of Engineering, were Dean Lawrence's first associates on the staff. Allen H. Eaton, added to the faculty in 1915, gave the initial impetus to the fine arts side of the school, since strengthened by professors of sculpture, painting, interior design, ceramics, applied design, art history, art education. A three-year program is given also in landscape architecture.

The school has shown remarkable growth and development. Since 1920 it has been a member of the Association of Collegiate Schools of Architecture. The methods, objectives, spirit, and organization of the Oregon school have drawn favorable comment from architecture educators all over the country, and the school has exerted a wide influence on other such institutions, even in the older centers. Dean Lawrence was called on by institutional heads for advice on reorganization of their architectural departments.

C. Grant La Farge, eminent New York architect, was once quoted as calling an ideal school of architecture "a happy home in which the students will be encouraged to develop themselves" and explained, "The idea is . . . no pipe dream, for such already exists. Witness, for example, the University of Oregon." Praise came also from many other leaders in the field. Graduates of the school have attained recognition among the outstanding architects of America.

For many years the University of Oregon was the only western school design-



Long hours at the drawing board are common to students in the School of Architecture and Allied Arts. Barbara Bates, fifth-year student studies the problems of interior design.

nated as a center for the training of art teachers.

Progress continues under the direction of Sidney Wahl Little, who became dean in 1946 on the death of Dean Lawrence.

The school has always been noted as a burner of midnight oil, with students working devotedly on their projects with little thought of time.

Robert K. Kohn of New York, director and president of the American Institute of Architects, once after a visit paid the school the tribute of saying, "The undergraduate work is equal to the undergraduate work done in the East today," while Dean Bosworth of Cornell commented that "personally I should not be surprised if in some ways you are ahead of us."

## Business Administration

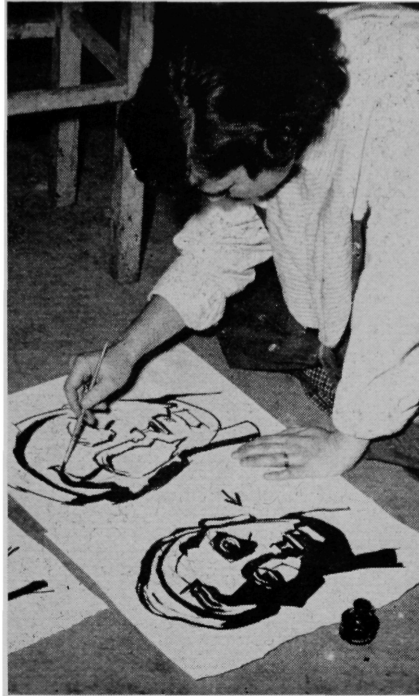
In the last three years the School of Business Administration has graduated 1,283 students—an impressive number yet still inadequate to meet the demands of the economic life of the state.

These students, many of them of exceptional quality, were distributed among the several major areas of subject matter covered in the school, including accounting, finance, foreign trade, traffic management, merchandising, and marketing.

The school enters the 75th anniversary year with a well-balanced course of study and a staff well able to prepare men and women for business leadership in the state. An important recent development has been the emphasis on courses in real estate and insurance, in both of which a surprising number of students enrolled and made important progress.

An important development in the last three years has been the shift to upper-division status. The students now concentrate their liberal arts work in the first two years and reserve their major business courses for the upper division. Thus the student gets a better, broader general education, and his professional work is definitely on upper division standards. An accompanying development of importance is the growth of the work in the graduate field. This will at once stimulate overall scholarship and improve still further the standing of the school in the American Association of Collegiate Schools of Business.

Off the campus, important field work of an educational nature was carried on through the program of business clinics, held in several communities throughout the state, with the co-operation of chambers of commerce, service clubs, retail merchants' associations, and business



Informality keynotes art classes in the school of Architecture and Allied Arts.

and professional women. These clinics, contributing importantly to the practical, side of the classroom as well as helping local business units, will be increased in number in this seventy-fifth anniversary year.

The *Oregon Business Review* analytical business monthly, has developed and continued a valuable research program which has been carried to every section of the state. Besides this, the school has under way research projects for both the Bonneville Power Administration and the National Park Service.

Graduates of the school have been making excellent progress in the business world, thus supporting the contention that training in business administration enables a graduate to win recognition and promotion more speedily than the untrained recruit who depends solely on an "apprenticeship" to master the business.

## Dental School

A wise man once advised that no one try to write about the elephant's tusks without knowing anything about the elephant. Modern dental educators have this principle well in mind, with the result that the leaders in the are all grounded in medicine as well as dentistry.

The Dental School, youngest member of the University of Oregon family, was established, in Portland, by an act of the 1945 legislature, taking over the prop-

erty of the North Pacific College of Oregon, which, with its various mergers, goes back to the old Oregon College of Dentistry, founded in 1898.

The University was fortunate in enlisting Dr. Harold Judd Noyes, D.D.S., M.D., from Illinois, to head the new school. Dr. Noyes is a leader among dental educators, and plans already made for widening and improving curriculum and facilities will go forward as resources are made available.

## Education

Offerings in education were made in the University as far back as the administration of Dr. Frank Strong, third president, who served from 1899 to 1902. A school was organized with Dr. Henry D. Sheldon as dean, in 1901. He resigned in 1911 but as back two years later after serving on the faculty of the University of Pittsburgh.

Under Dr. Sheldon's direction the school was expanded and developed. A new building (Oregon hall) was erected and what is now the University high school was opened there in 1916. The school now operates as a six-year high school, with abundant opportunity for practice teaching.

When Dr. Sheldon gave up the deanship and moved into the history department as a professor, in 1932, his work was taken over by Dr. J. R. Jewell, who had been in charge of the education courses in Oregon State College. Dean Jewell retired in 1947 and was succeeded by Dr. Paul B. Jacobson. Under the new dean the offerings have undergone considerable revision and simplification.

The latest development is the launching of a large project aimed at the improvement of school administration in the Pacific Northwest states. The work will be done with \$265,000 just contributed by the Kellogg Foundation.

It is planned to use co-operating institutions in the various states and to develop in-service training programs throughout the region. These programs are to be developed for elementary and high school principals, county superintendents, and persons in state departments of education. Under the program, conferences will be held, three or four days in length, with specialists both from within and from without the region. Workshops for various types of administrative personnel are planned, one such to be held in Eugene next June for elementary principals, from Washington, Idaho, Montana, Utah, and Oregon.

One of the features of this program is its close articulation with the entire cam-

pus and particularly with persons in the social sciences. An associate director who is a social scientist will be selected to spend his time in developing seminars and preparing material to bring out the importance of social backgrounds in education.

The program will continue for five years in various pilot communities, not to exceed twenty, throughout the states concerned. In these pilot communities, Dean Jacobson explains, surveys utilizing the entire resources of the University will be undertaken, and as material is produced it will be plowed back into the in-service training program. It is proposed to make careful evaluation of the program, and pertinent parts will be assumed by the various institutions and state departments of education in the region at the end of the five-year period.

## English

The Department of English, of course, is one of the standard liberal arts departments that go back to the very beginning. Someone always has been teaching one or more courses in English. The Department is, year after year, the largest in the University.

In the last six years, under Dr. Philip W. Souers, department head, some radical changes have been made, including the offering, for the first time, of a major in writing. This enhances the usefulness of the department to students wishing to undertake writing as a career, through, for example, the medium of the various forms of fiction. This work is under the direction of Professor Robeson Bailey, who came to Oregon in 1949.

A series of courses has been introduced in major literary expressions. Conceived in the spirit of general education, these deal with epic, tragedy, comedy, and satire, not as types but as ways of looking at life, and they include both the older and the modern literature.

Another change made was the revision of the courses in American literature, with Professor Hubert H. Hoeltje in general charge of a wide range of upper-division courses.

Graduate work in English is showing steady increase from year to year.

## Journalism

Latest recognition for the Oregon School of Journalism is the selection of the school as the center of a year of study of American life and the American press by a group of ten German newspaper editors. The program is under the direction of the state department. The

group arrived the other day and have settled down to work.

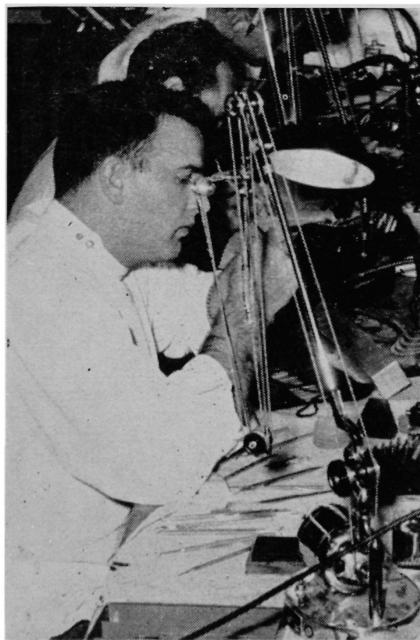
The school, begun as a department in 1912 under the direction of Eric W. Allen, experienced newspaperman, was made a school four years later. Its growth and development have kept well up with the advancement of the University.

From two little rooms in the basement of McClure, which were ample for the first year, the school has grown until it now is bulging out of its quarters in the three-story Journalism building.

After the first few years the school has been rated among the leading institutions of its type in the country. The staff is made up of men who have had years of practical experience in the various fields in addition to high academic standing. Practical training is given in all the important fields of journalism, in which the strict requirements of the American Council for Education in Journalism have been met as regards curriculum, faculty personnel, equipment, and backing by the general University administration to insure its keeping up with the developing needs of the field.

The present dean is Dr. Gordon A. Sabine, newspaperman and teacher with a doctor's degree from the University of Minnesota.

Every effort is made to fit students for work on the various media, from the smaller weeklies to the metropolitan dailies, the magazines and the radio. Graduates of the school are found on a high percentage of Oregon newspapers. Other graduates have moved out into top positions on metropolitan dailies, advertising



Prospective dentists learn careful and precise handling of dentistry tools.

agencies, radio newswriting, and other types of journalistic positions in other parts of the country. The staff is hoping that the next University building project will give the school a housing adequate to its needs.

The University Press, from a few cases of type, two little slow presses and a basement corner for quarters in 1917, has expanded to a three-linotype plant with a growing battery of automatic presses. It now fills every corner of its own concrete building. Virtually all the University printing and the students' newspaper are produced in the plant. Superintendent Fred Beard, in charge since the retirement of Robert C. Hall, who supervised expansion from the little basement days, is continuing the development, steadily increasing the automatic press capacity of the plant.

## Foreign Languages

The founder of the Department of Foreign Languages at the University of Oregon was Dean John Straub, who taught French and German, as well as Latin and Greek, in which he specialized. Professor Straub became a member of the faculty in 1878 and from 1899 to 1920 was Dean of the College of Literature, Science and the Arts.

Dean Straub's successor as head of the department of classical languages was Professor Frederic S. Dunn, an Oregon alumnus of 1892 who became a member of the faculty in 1898. In 1897 Professor F. G. G. Schmidt was appointed head of the department of modern languages. In 1905, with the appointment of Professor Timothy Cloran as its head, a separate department of romance languages was founded. Professor Schmidt continued as Head of the German department until he was succeeded by Professor George F. Lussky in 1939.

In 1925 Professor Cloran, who remained as professor of Romance languages until his death in 1933, was succeeded as head of the department by Professor Ray P. Bowen, who continued in that position until his retirement in 1947. Professor Edna Landros, who succeeded Professor Dunn as Head of the department of classics, remained in that position until 1947.

Significant publications of members of the Department comprise "The Dramatic Construction of Balzac's Novels" by Professor Bowen, "La Fortune du Tasse en France" and "Chateaubri et le Tasse" by Dr. C. B. Beall, professor of Romance languages since 1929, "The German-American Handbook" by Dr. E. P. Kremer, professor of Germanic lan-

guages since 1928, and "The *ra* Verb Form in Spain" by Dr. L. O. Wright, professor of Romance languages since 1926 and former president of the American Association of Teachers of Spanish and Portuguese, and "Professor Longfellow of Harvard" by Dr. C. L. Johnson, associate professor of Romance languages since 1935.

Books currently being prepared for publication are Professor Kremer's "The German Proverb," "Homer and his Audience" by Dr. F. M. Combellack, associate professor of classical languages since 1937, "First Year French" by Professor Johnson and Mrs. Huguette Sponenburgh, and "Year Abroad" by Professors Dougherty and Picard and Miss Loretta A. Wawrzyniak.

In 1947 when the departments of classical, Germanic, and Romance languages were merged, Dr. David M. Dougherty was called from Clark University in Worcester, Massachusetts, to head the new department of foreign languages.

Eleven foreign languages are now offered and the average enrollment during the past four years has been well over 1,000 students per term.

A great expansion in the Far Eastern languages should be noted. Japanese, Chinese, and Russian are getting increased attention since the war, which apparently called the attention of many students to the growing importance of these languages as a part of the program in Far Eastern Studies.

A number of holders of Oregon's higher degrees in Romance languages, classics, and German are now teaching in major universities in many parts of the United States. Perhaps we should mention the names of S. L. Robe and Leland Thielman at the University of California at Los Angeles, Edna Landros and Christina A. Crane at Oregon, Walter Kraft at Oregon State College, W. T. Starr at the University of Maine, J. Mathews at the University of Washington, L. B. Ellis at Western Reserve University, M. E. Erickson at Louisiana State University, D. G. Castanian at Northwestern University, Robert Knox at Washington State College, and L. E. Richter at Linfield College.

In 1948 the quarterly review, *Comparative Literature*, was founded under the sponsorship of the University of Oregon and the editorship of Professor Beall. This journal, which "provides a forum for those scholars and critics who are engaged in the study of literature from an international point of view," has become truly international in both scope and circulation and has attracted considerable



Body development and muscular control are important factors in tumbling classes offered by the school of Health and Physical Education.

attention in centers of scholarship all over the world.

At the graduate level in Romance languages there has been a steady increase in the number of candidates for advanced degrees, particularly at the master's level. A program of studies leading to the doctorate in Romance languages has been reestablished and a small number of graduate students are currently candidates for this degree.

### School of Law

The School of Law is an outgrowth of a night law school established in Portland in 1884 and moved to the Eugene campus in 1915. It has been a member of the Association of American Law Schools since 1919 and its standards were approved by the American Bar Association in 1923.

The school has a library of 33,350 volumes, a gain of more than 10,000 in the last ten years. Many of these came as donations from the private libraries of noted Oregon lawyers, such as Matthew P. Deady and Robert Sharp Bean, both of whom were judges of the U.S. district court, and W. D. Fenton of Portland.

In most years as high as ninety per

cent of the school's graduates taking the examinations of the State Bar Association succeed in passing, and its graduates have been highly successful also in passing the examination in other western states. In some recent years 100 per cent success has been achieved.

Staff members through the years have written some standard textbooks. "The Law of the Press," written nearly thirty years ago by William G. Hale, then dean, was the first full-sized volume on the subject written for classroom use. Now in its second revision, it is used as a textbook in many schools and departments of journalism. Wayne Morse, former dean, now United States senator, contributed heavily to the U.S. Attorney General's Survey of Release Procedures, and his volumes on Parole, Probation, and Pardons are standard on the subject. Professor Howard's textbook on business law continues popular in that field.

Through his service on the staff, Dean Morse won a reputation in the settlement of labor disputes was a for a time a member of the National Labor Relations Board. Dean Hollis served for years on the local selective service board, and he and other staff members worked on important committees of the State Bar Association.

Mr. Hollis has been dean of the school since 1946; Dean Morse resigned, six years ago, to make his successful race for the United States senate. Deans since the school was moved from Portland and reorganized have been the late Edward W. Hope, William G. Hale, the late Charles E. Carpenter, Wayne Morse and O. J. Hollis.

### School of Music

Initiated in 1886, courses in music were the first outside the regular liberal arts to be offered in the University of Oregon. D. W. Coolidge, first to head up the work, remained only two years, having tired of the fee system of paying salaries, which, however, was to go on and on. Gifford Nash, who handled the work from 1897 to 1902, is still well remembered by the old-timers. Ralph H. Lyman, from Grinnell, following the successful Irving M. Glen, took the title of dean under a reorganization in 1913. Longest to direct the music school was Dr. John J. Landsbury, who was dean from 1917 to 1939, when he was succeeded by Dr. Theodore Kratt, the present head.

During the Landsbury regime the present building was erected, enabling the school to get out of the old two-story frame structure which was to serve the Extension Division and the radio classes

for many years. The old building was close to the Southern Pacific railroad tracks before they were moved north across the millrace, and the combination of the steam locomotives' frequent high, shrill whistle with the coloratura notes of an ambitious voice student, produced a cacophony no one particularly enjoyed. The school was moved as far from the tracks as was possible.

Courses in theory and practice in the school cover a wide range. With its faculty of talented specialists, the school stands high among the music schools of the country. Musical organizations of high standard organized among the students include symphony orchestra, choruses, and bands.

## Health and Physical Education

Fourteen years after physical education was introduced as an adjunct of student life in the University, the first major, so-called, in physical education was organized, in 1914. Emphasis was placed, from the start, on corrective and remedial work, and this has continued to be a characteristic of the curriculum ever since.

The classes were organized into a School of Physical Education in 1920, one of the first in the United States. First dean was Dr. John F. Bovard, head of the department of zoology. The school has had high professional recognition throughout its history.

Graduate courses, preceding this development in most other institutions, were instituted about 1929. For the last eleven years the school has developed its graduate work until now it has more comprehensive graduate offerings than any other school west of the Mississippi river. Doctors' and masters' degrees are awarded every year.

A division of health education was organized in 1947, which, under the planning and teaching of H. S. Hoyman, became one of the best-recognized programs of the sort in the country.

Teachers are prepared to handle health education and physical education. Studies are made of posture and posture improvement, fatigue, and new types of tests have been developed in the physical performance field. The school's approach to physical education is concerned basically with scientific investigation of the effects of exercise on growth, development and physical improvement of the individual.

Graduates of the University of Oregon School of Health and Physical Education

are holding key positions in Western and Middle Western higher educational institutions.

The present dean of the school, who succeeded Dr. Bovard in 1931, is Dr. Ralph W. Leighton, has his doctor's degree from the University of Oregon.

## Optimism, Expansion

*(Continued from page 11)*

built at the northeast end of the campus in 1889 was now turned over to the women, who used it until the completion of their new quarters in Gerlinger hall in 1920.

Definitely organized schools of education, architecture, commerce were established in 1914, the School of Law reorganized, was placed on the campus in 1915. The next year the School of Journalism was organized and the new site of the medical school on Marquam hill was assured by a Portland subscription of \$25,000. Military science and training was added in 1917 as America entered World War I.

Establishment of the School of Physical Education in 1920 was one of the developments dearest to President Campbell's heart. Keenly interested in raising athletic competition to the highest possible plane and in bettering play facilities in Oregon cities, he placed Dr. John F. Bovard, head of the department of zoology, in charge of the new school, under which also was included at that time the University health service.

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With no American officers available to train the students in the rudiments of military science in preparation for service as officers, the War Department managed to obtain the services of an officer of the British army who had been wounded in the fighting on the Somme and invalided home. Lieut. Col. John Leader, picturesque, dynamic Irishman, reached Eugene about Christmas time and soon had things moving. In addition to training students and faculty he got about the state awakening the people to the war emergency with such stories as that of the possibility of the Germans' landing troops at the mouth of the Siuslaw and overrunning Oregon. He proceeded to put a note of realism into the situation. Soon men, in practice warfare, were digging trenches and putting up barbed-wire entanglements on what is now the University athletic field area. The war department came through with 400 old Springfield rifles which replaced the wooden guns used by the makeshift battalion organized under faculty leadership before the Colonel's arrival. He also or-

ganized a summer camp in which many prominent Oregon men were trained for officers.

Months before University personnel took any active part in the fighting in Europe, a University ambulance company was organized and, after some confusion finally got to France and participated in the last months of the war. More than two thousand graduates, students and former students of the University participated in the fighting. The 91st division, including the greater number of the Oregon men, saw active service in the Argonne. Others were members of the Rainbow division, and still others were found in the navy and the marine corps. Among the thirty-nine University of Oregon men who lost their lives in this war were Captain Elberle Kuykendall, of the ambulance unit, Lieut. Leslie O. Tooze, and George Cook, vice president of the Oregon student body.

Besides those who participated in the actual fighting, many University of Oregon people interrupted their university work to contribute to military success and other phases of the public welfare.

With the definite establishment of military training in the University curriculum, the war department sent Col. W. H. C. Bowen, retired Indian fighter, as the first commandant of the new Reserve Officers' Training Corps.

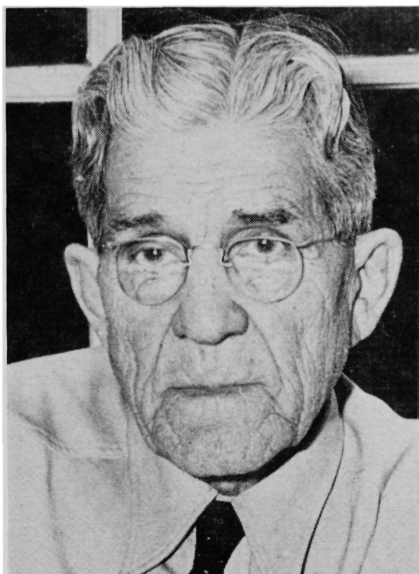
World War I marked the end of the University's days as a small institution. Just prior to the entrance of the United States into the conflict, the enrollment of students passed one thousand for the first time. The next ten-year period was to see the three thousand mark exceeded, with a cumulative enrollment of 3054 in 1926-27. Most of this growth had come during the Campbell administration.

For the last year of his administration President Campbell was virtually incapacitated by the illness that terminated his career August 14, 1925. To handle the administrative work the regents appointed a committee of three. Dr. H. D. Sheldon, dean of education, was chairman, handling faculty matters; Karl W. Onthank, executive secretary, questions of discipline and student affairs, and Louis H. Johnson, comptroller, business details. Pending the election of a new president, the administrative committee continued to function through the 1925-26 academic year. Dr. Arnold Bennett Hall, professor of political science at the University of Wisconsin, recommended by a committee made up of Judge G. F. Skipworth of Eugene, Vernon Vawter of Medford, and Dean Sheldon, was elected by the regents and began his work with the opening of the Fall term in 1926.

# Looking Back on the Webfoot Record

OREGON has crowded in a whole lot of football—one might even say, all kinds of football—in the fifty-seven years between Coaches Cal M. Young and Len Casanova. We've had several thousand players and twenty-four coaches to date. A total of 418 games have been played, up to the opening of the 1951 season; and of these the Webfoots have won 229, lost 157, and tied 32, according to Art Litchman's current bucket of "Duck Dope." In intersectional games the record has been 13 wins, 11 losses, and 1 tie. Oregon took its first Rose Bowl contest, 14 to 0, from the University of Pennsylvania in 1917, lost to Harvard, 6 to 7, and was edged out in the 1949 Cotton Bowl at Dallas by Southern Methodist, 21 to 13. That was after Oregon's great 1948 season, when Coach Jim Aiken's team was unbeaten and untied in the Pacific Coast Conference. (Incidentally, though California went to the Rose Bowl, the World Almanac for that year, listed Oregon as Conference champion.)

A total of 25 coaches have guided the Webfoot gridders in the 57 years. That's an average of two plus years to the coach. No one of the first ten mentors stayed longer than two years; in those days the coaching was much more nearly a labor of love than it is just now, and one season was about as much as the average grid



William L. Hayward, Oregon's grand old man of athletics, coached track at Oregon for 43 years.

mentor felt he could be expected to give to the cause.

Oregon's four most durable coaches lasted six seasons each—Hugo Bezdeck, who had learned his football at Chicago from "Old Man" Stagg in the early 1900's; Charles A. (Shy) Huntington, a Bezdeck product; Prince L. Callison, a Huntington product; and Gerald A. (Tex) Oliver, Phi Beta Kappa, who

learned his football at the University of Southern California and at West Point. Most successful over more than one season were Bezdek and Huntington; Bez's boys captured 28 games, lost 10, tied 4; Huntington's proteges won 26, lost 12, and amassed the top record of 6 ties. "Prink" Callison's mark was 33 won, 23 lost, and 2 tied.

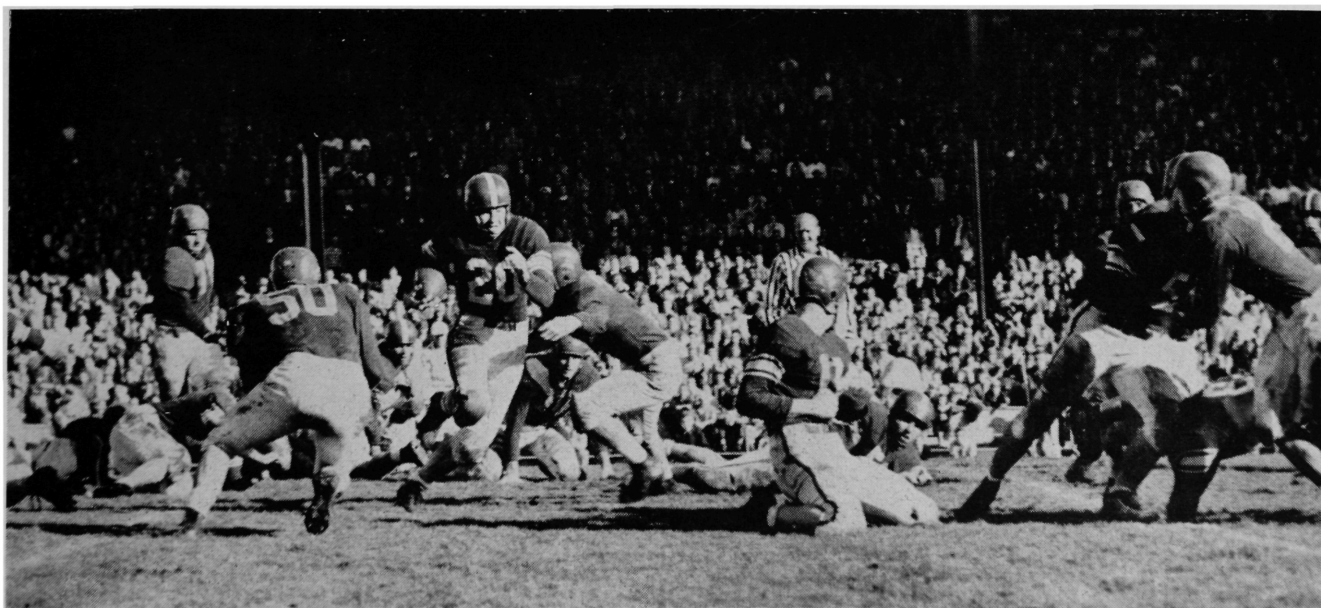
Richard Shore (Dick) Smith, who made Walter Camp's "All America" at Columbia after leaving Oregon, beat all records here by being elected captain three years in succession.

Basketball, pretty much a stepchild in the University of Oregon in its earlier years, made but slow progress. Football was a strong first in student and fan popularity, with track and field sports second, baseball a weak third. For several years the hoop sport was coached by men with little or no actual experience playing the game.

The first big year in basketball was 1919, when the Oregon five, coached by Dean H. Walker '13, who later became dean of men, and sparked by Deadeye Eddie Durno, demon forward, won the Pacific Coast championship. Under Howard Hobson '26, former Oregon player, the Webfoots won the national collegiate title on top of the Coast championship in 1938.

Hobson, with a doctor's degree in phy-

Throughout the 1950 football season with one win and nine losses, Oregon students jammed the Hayward field stadium for home games.





Apparently unimpressed by the fact that these were the "Gay Nineties", the University of Oregon athletic team, college champions of Oregon in 1895, seem to view the matter seriously. Members of the team are: back row, left to right: J. R. Wetherbee, J. Newsome, R. Hardy, H. Templeton, E. Shattuck, and C. Griffin. Second row: J. Robertson, F. Templeton, C. Keene, W. A. Kuykendall, and B. Burnett. Front row: F. Matthews, E. Bryson, and M. Davis.

sical education and several instruction books on basketball to his credit, is now head coach at Yale. Another of Bill Reinhart's pupils, Gordon Ridings, has had excellent success coaching the sport at Columbia. He is now a member of Columbia's faculty in physical education, having retired, at least temporarily, from coaching after a heart attack last year. Many players schooled in the Reinhart and Hobson systems are coaching secondary-school teams, not only in Oregon but also in several other states.

One year while Hobson was on leave, John Warren carried a team right up to the national tournament at Kansas City. Oregon teams, now coached by Bill Borchert, were close contenders for the Northwest title last season.

\* \* \*

William L. Hayward, Oregon's grand old man of athletics, coached track at Oregon for 43 years, developing many national champions and record-holders in spite of Oregon's relative shortage of manpower. Bill came to the University from old Albany College, where he had coached a team that defeated Oregon in 1903. Virgil Earl, star football tackle, later dean of men, was manager of ath-

when he saw one, he realized that Oregon's chances for future success on the track, at least against Albany, probably depended on acquiring Bill. So he signed

him up for Oregon; and how well old Bill produced is the kind of history Oregon sport-followers like to think about. Champions he developed include Dan J.

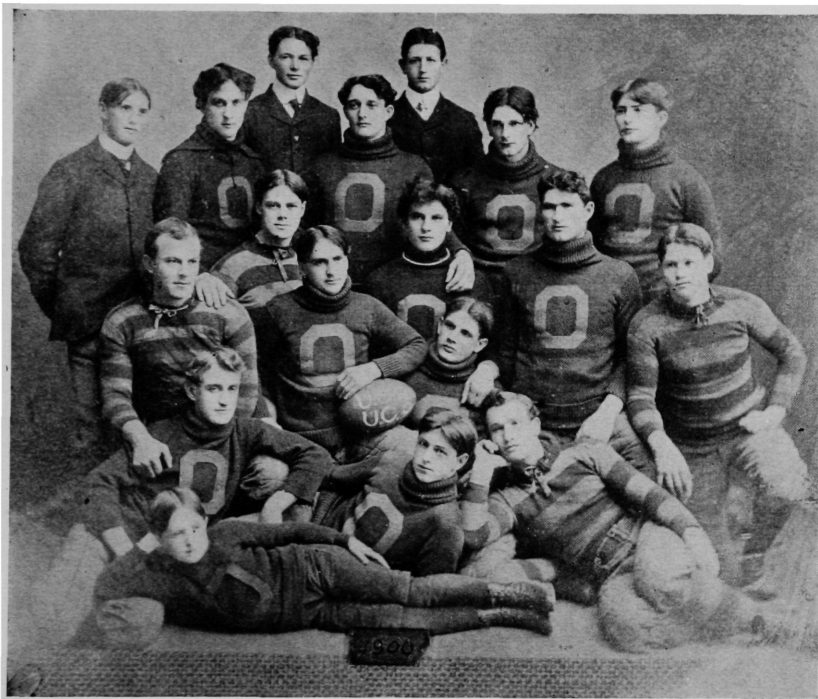
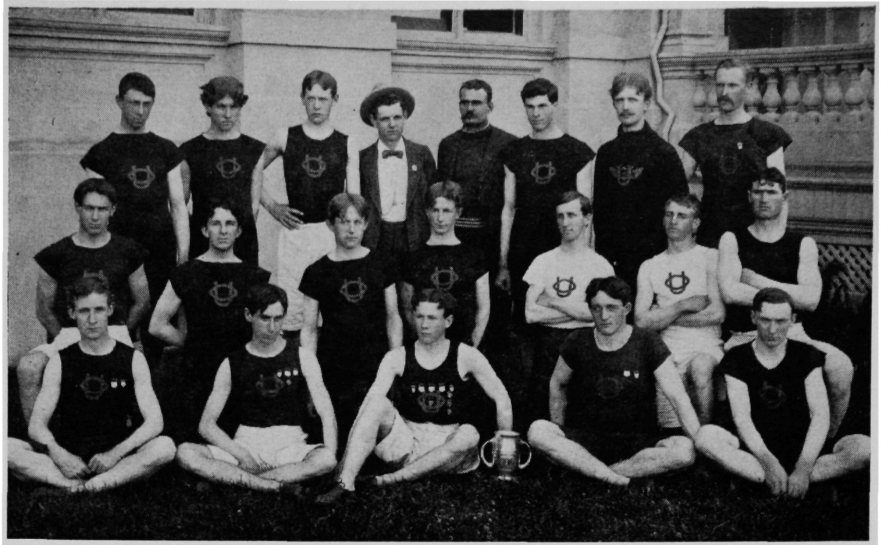
## Oregon Football Coaches . . .

Coch	Year	Played at	Won	Lost	Tied
Cal M. Young	1894	Oregon	1	2	1
Perry Benson	1895	California	4	0	0
J. F. Frick	1896	Stanford	2	1	0
Joe Smith	1897	California	1	1	0
Frank Simpson	1898-99	California	6	3	1
Lawrence Karberg	1900	California	3	3	1
Warren Smith	1901, 1903	California	7	6	2
Marion Dolph	1902	Bucknell	3	1	3
R. S. Smith	1904, 1925	Oregon	6	8	1
Bruce Shorts	1905	Michigan	4	2	2
Hugo Bezdek	1906, 1913-17	Chicago	28	10	4
Gordon Frost	1907		5	1	1
R. W. Forbes	1908-09	Yale	8	4	0
Bill Warner	1919-11	Cornell	7	3	0
Lewis Pinkham	1912	Oregon	3	4	0
Shy Huntington	1918-23	Oregon	26	12	6
Joe Maddock	1924	Michigan	4	3	2
John J. McEwan	1926-29	Army	20	13	2
C. W. Spears	1930-31	Dartmouth	3	4	2
Prink Callison	1932-37	Oregon	33	23	2
G. A. (Tex) Oliver	1938-41	Army	23	28	3
John Warren	1942	Oregon	2	6	0
Jim Aiken	1947-50	Wash. & Jeff.	21	20	0

Kelly, first man in the world to run the hundred in 9.6 seconds; George Varoff, a 14-foot-4-inch pole-vaulter who held a pre-Warmerdam world's record for a time; Bob Parke and Boyd Brown in the javelin; and Les Steers, whose 6 feet 11 in the high jump is still the world's top mark. Numerous Northwest and Coast records were crashed along the way. Bill helped coach several American Olympic track teams. Through many years he acted as football trainer.

Hayward's successor, William J. Bow-

Right: Oregon gained an early start in championship athletics when the nineteen-man track team of 1898 copped an inter-collegiate championship.



seems to be headed Oregon's way from the high schools these days, young Bill's teams are a fine bet to please the Webfoots' friends for years and years.

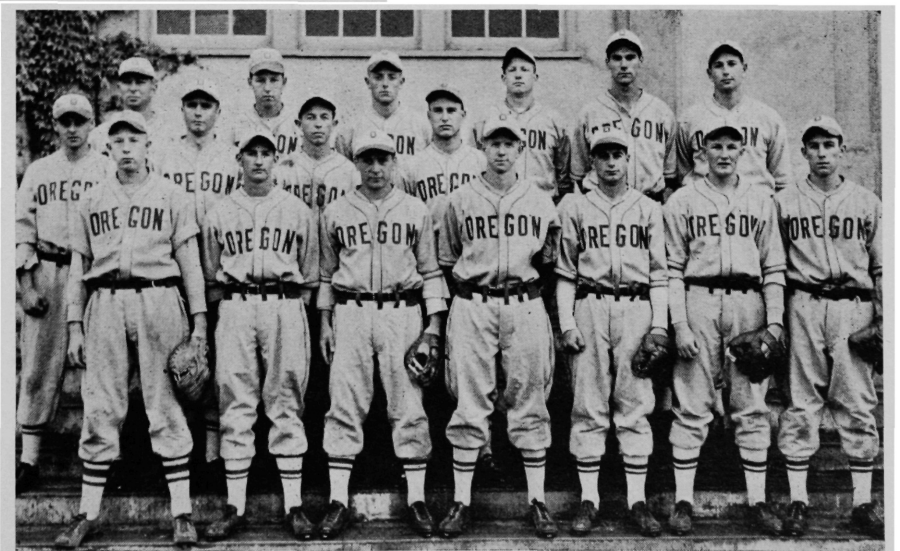
In baseball, good records have been racked up by Oregon teams. Coaches Reinhart and Hobson took their share of Northern Division honors. Don Kirsch, apt Hobson pupil, is keeping the team well up in the standings since taking over.

Oregon has achieved creditable records in the minor sports—fair in tennis, fine in swimming and golf, with frequent Northwest champions in the latter two sports. Howard Hoyman's record with the swimming teams a few years back was outstanding.

Left: The famous football team of 1900, captained by Dick Smith (standing in center of back row) who returned to Oregon in 1925 as head football coach.

erman '35, is the kind of athlete the old master liked to teach. After a phenomenal record at Medford High School, where his track teams won sixty-four meets in seven seasons while losing eight and tying three, Bowerman was brought to the University to succeed his famous mentor. In the last three seasons, Bowerman's teams have won all but three of their dual meets, taking the Northern Division title once and finishing second twice. Given the type of material that

Right: Oregon's three-year baseball champions of 1943, which editors of the time proclaimed to be the "greatest diamond aggregation in Webfoot history. The team was coached by Howard Hobson (back row, extreme left).



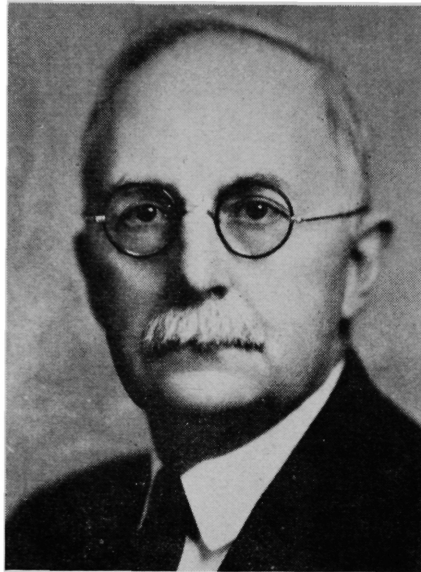
# A State-Wide Service

*Extension work has become a major University project, expanding the realm of higher education throughout Oregon*

**M**ORE ACUTELY than any of his predecessors, President Prince L. Campbell came to feel conditions demanding that the University be brought closer to the people of the state. So in 1912 he settled on Dr. George Rebec, then living on a fruit ranch near Medford, as the man to help him with this problem. Dr. Rebec, professor of philosophy in the University of Michigan, was on leave for health reasons. President Campbell eased him into the work by sending him around the state to see what the people wanted of the University and what the institution might best do to meet the demand.

Dr. Rebec found that one of the best ways to win the good will of the Oregon democracy was to develop extension work. Already a small approach had been made through regular correspondence courses. President Chapman had started lecture courses back in 1894, but these were allowed to fade out within the next ten years. This work, it was decided, needed to be revived.

So the Extension Division was established that year of 1912, with Dr. Joseph Schafer, head of the history department, as director. Dr. Rebec, a most fluent speaker, was engaged to go about the



Dr. George Rebec, who laid groundwork for University extension activities and the establishment of the Extension Division in 1912.

state delivering lectures, arranging for lectures by other faculty members, and providing other helpful contacts with the people. Dr. Schafer got out a bulletin entitled "University Extension and Com-

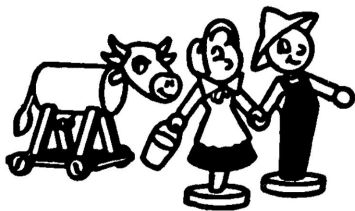
monwealth Service," announcing this development in University instruction in Oregon. Dr. Rebec then joined the faculty as a regular extension lecturer. Soon he organized courses in Portland for the employees of the Portland Railway, Light & Power Co., with classes in English, mathematics, and drawing, to fit in with the needs of their work. This was the beginning of the great system of extension classes which, before it was taken over by the state system in 1932, had built up to an enrollment of 3,625, or more than the total taking work on the University of Oregon campus.

In 1913 Dr. Rebec began regular teaching in Portland, and the classes there grew apace. The Portland Center was organized in 1917, with Dr. Rebec as first residence director.

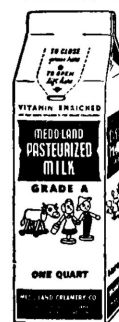
Correspondence study for University credit was started in 1907 under the School of Education, Dr. Henry D. Sheldon, dean. In 1908 and 1909 L. R. Alderman, professor of education, was in charge. Miss Mabel Cooper '07 was first secretary of correspondence study. After two years she was succeeded by Miss Mozelle Hair '09, who continued as secretary and head of the work until her retirement in 1950. The correspondence study expanded until in 1929, before the work was taken over directly by the newly organized state system, 2,948 students were registered in courses conducted by mail.

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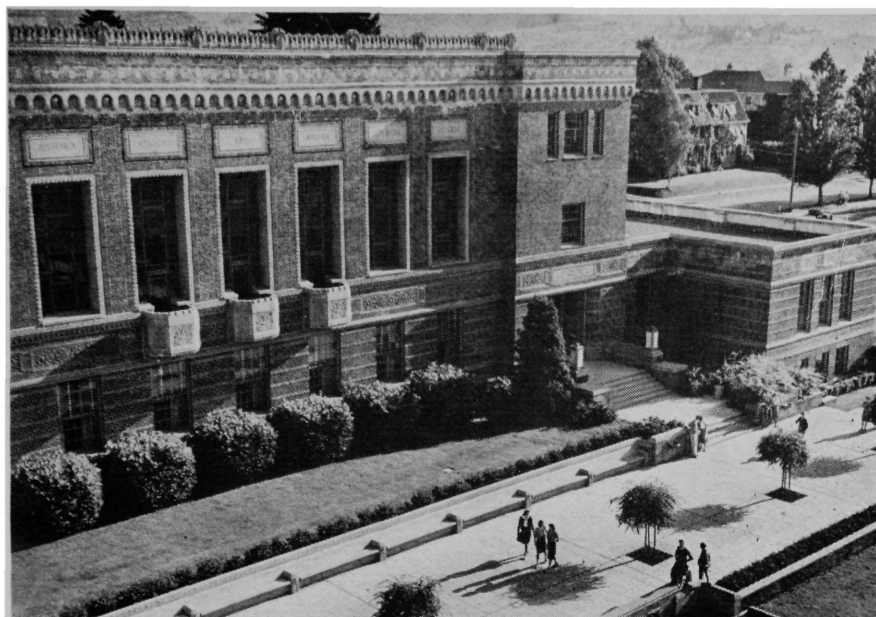
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Left, the University Library, completed in 1937, offers students open shelf privileges and improved facilities for research

## Center of Higher Learning

THE UNIVERSITY had a few books but no library worthy of the name for its first five years. Then, in 1881, from Henry Villard's timely gift, \$1,000 was allocated to the library and used mostly for the purchase of reference works. From a further Villard gift of \$50,000 a continuing fund for the purchase of books was made available. Users of the library are familiar with the stickers inside so many of the books they consult, indicating that they were purchased from funds donated by Mr. Villard. The accessions received at the library through earnings of Northern Pacific bonds contributed by the noted railroad-builder number several thousand.

The University's first little supply of

books was kept in Professor Mark Bailey's room, "greatly to his inconvenience," as reported in the *Oregon State Journal* of January 17, 1885.

The first building on the campus devoted principally to library purpose, though housing several academic departments, was erected in 1907 at a cost, in those days of low prices, of \$25,000. This provided a three-story building; a steel-frame fireproof addition to house the stacks was erected later. This structure, now the home of the Law School, was used as the University library for thirty years.

The present home of the library, a fine-looking, capacious structure of three stories and basement, was provided by

the federal government and built by the Works Progress Administration; it was occupied in the spring of 1937. A year ago, the floor space was nearly doubled by an addition on its south side, which, while lacking the architectural attractiveness of the main building, has added greatly to its usefulness. With the stack-room space so greatly increased, a new librarian (Carl W. Hintz, educated at DePauw and Michigan) has relaxed the rules to make the library even more servicable to the students. Formerly it took a special permit to get an undergraduate into the stacks, where he could pick out his own books. Now direct access to the stacks is permitted to all students, greatly to the convenience of the undergraduates.

The total number of books in the main library is now more than 400,000. Volumes kept in the subsidiary libraries—law, art and architecture, municipal reference, University High, dental and medical schools—expand this total to 512,000. Added to this are 35,000 maps, 23,000 photographs, 3,000 sound recordings, and 34,000 film strips and slides.

The library can now seat nearly one-fourth of the entire student body of the institution.

The usefulness of the library to researchers and advanced students as well as to the undergraduates is enhanced by numerous collections donated by friends of the University. The collections include incunabula and rare books, reference works and phonograph records in music; there is also, in the Museum of Art, an extensive collection of works on the art of the Orient.

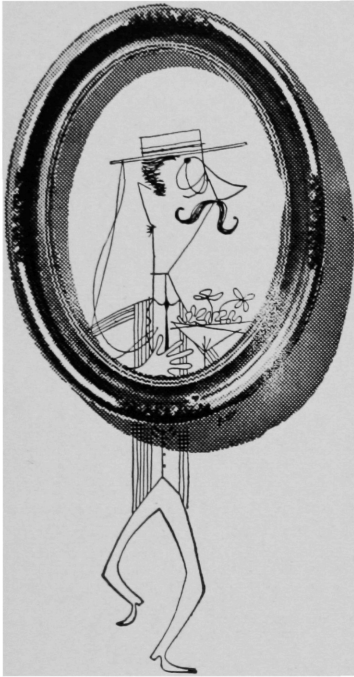
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## Collection from the Orient

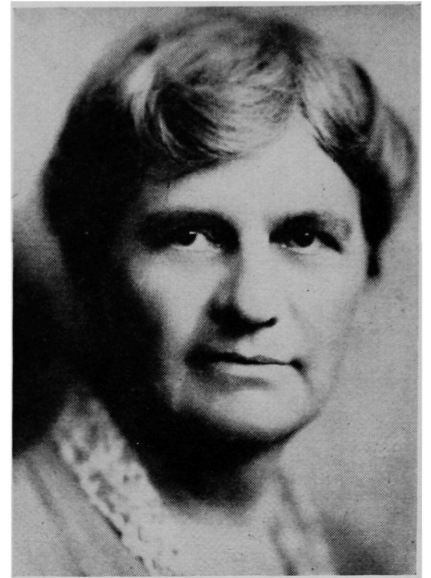
**G**ERTRUDE BASS (Mrs. Murray) Warner, whose death at 88 occurred a few weeks ago, brought the famous Murray Warner collection of Oriental art to the Oregon campus in 1921. This famous collection, believed to be one of the best in the world, was started while Major and Mrs. Warner were living in Shanghai. After her husband's death Mrs. Warner made several trips back to the Orient to add to the collection and to replace some specimens not up to museum standards. Included in the Chinese display are many paintings by old masters; tapestries and embroideries; fine specimens of cinnabar lacquer; jade; porcelains, including some of the blue and white of the Ming period; ancient bronzes.

In the Japanese collection are old prints, brocades, temple hangings, altar cloths, embroideries, old gold lacquer, porcelain, jewelry, also collections of silver, pewter, copper, bronze armor, wood carvings.

Mongolia, Korea, and Cambodia also are represented among the collections. Recently acquired from Russia are icons dating back from the fifteenth to the eighteenth century, a bronze cross, and an enamel and marble chalice.

Many modern water colors, woodblock prints, and oil paintings on Oriental subjects also are on view in the museum. Among the painters represented are Ore-

The Murray Warner Oriental Art Museum, windowless structure on the new campus houses one of the finest collections of specimens from the Orient.

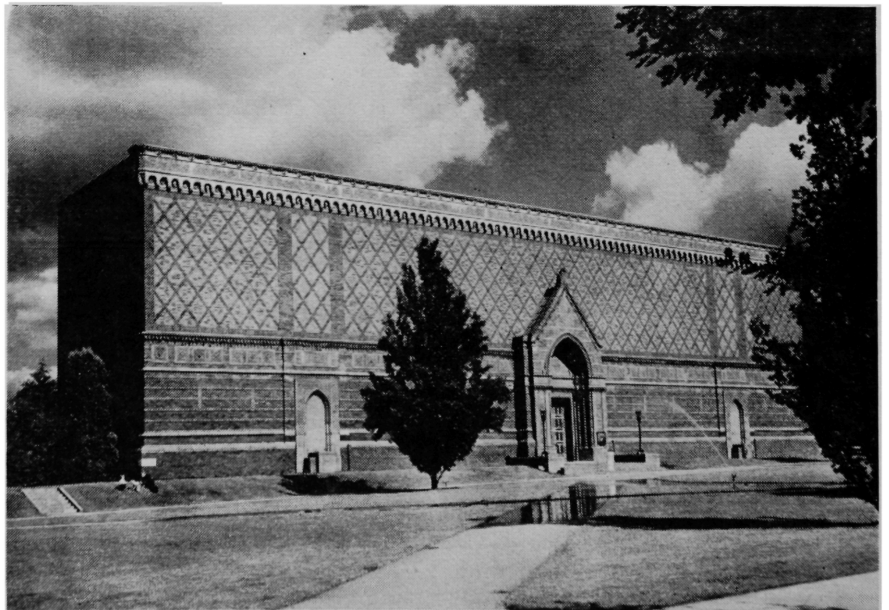


Mrs. Gertrude Warner brought the famous oriental art collection to the Oregon campus in 1921.

gon's own Maude I. Kerns, also Helen Hyde, Elizabeth Keith, Charles Bartlett, Bertha Lum.

Valuable shelves of books descriptive of the art and life of the Orient are available in the museum library; and periodicals dealing with these general subjects are kept in the reading-room.

The collection, in which President Campbell was deeply interested, is housed in the Art Museum building, erected in 1930 at a cost of \$200,000. It was planned that this should be the first unit of "a temple of things beautiful."



# Toward Social Development

MRS. MARY SPILLER, first woman member of the University of Oregon teaching staff, who came in 1876 as tutor in the preparatory department, never had the title of dean of women. She did, however, have an important part in laying the foundations of social life in the little institution. First organizations, formed immediately on the opening, were the Laureans, men's debating, and Eutaxian women's literary society. There were no dormitories and no fraternity or sorority houses to encourage the social life of the young men and women. Students from out of town boarded in private families, and about the only thing approaching a social function during the academic year was the occasional joint open meetings of the two societies. There was no objection to fraternizing in the hall and on the campus; but dancing was forbidden. Mrs. Spiller succeeded in getting dancing permitted under strict chaperonage.

The first dormitory erected on the campus, S. H. Friendly Hall, three-story brick building named for a Eugene merchant who later served as a member

of the board of regents, was opened in 1893. (The building cost only \$25,000; but it must be remembered that this was not much more than half of the present Friendly Hall structure, which was erected in at least a half dozen installments without, apparently, doing any tremendous violence to its architectural attractiveness). No dormitory was erected for the women until 1907, when the two-story frame building at the southeast edge of the campus of that day was completed, named Mary Spiller hall in honor of the tutor and women's adviser of pioneer days.

The first fraternity didn't come until December 1900, when a charter was given to a group by Sigma Nu. Of the nine charter members, the five still living, all well and hearty, assembled on the campus last December to celebrate its semi-centennial. Surviving members are Clarence M. Bishop, Edward N. Blythe, Luke L. Goodrich, Richard Shore Smith, and Frederick J. Zeigler.

The first sorority was Gamma Phi Beta, installed on the Oregon campus in 1908.

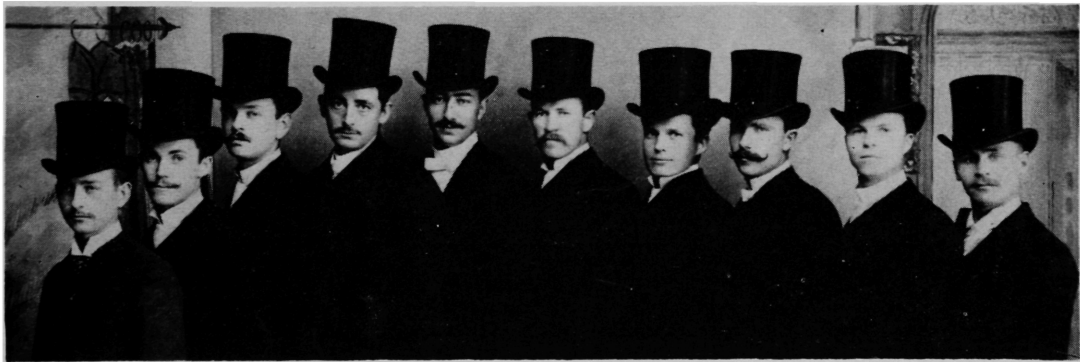
There are now 21 fraternities and 16 women's fraternities (sororities) on the Oregon campus.

Through the years these organizations, encouraged by the University to enter this institution, have co-operated effectively in helping solve what often has been a difficult housing situation.

An extensive and helpful social program has been worked out, in marked contrast with the unavoidable dearth of activity in the first fifteen or twenty years.

The Greek-letter groups are paralleled by large dormitories for men (John Straub hall) and women (Carson hall) and by the several co-ops and the pre-fab dormitories installed on the campus during the crowded post-war years. Hendricks and Susan Campbell halls remain open for women.

First dean of women was Luella Clay Carson, who took over the disciplinary chore in 1895 in addition to her duties as professor of English. Later deans were Miss M. Ruth Guppy, Miss Elizabeth Fox (Mrs. E. E. DeCou), Miss Louise Ehrmann (acting), Miss Grace Edgington (acting), Mrs. Virginia Judy Esterly, Miss Hazel Prutsman (Mrs. C. L. Schwerling), Mrs. N. F. Macduff (acting), Mrs. Golda P. Wickham (now associate director of student affairs).



- |                   |                    |                    |
|-------------------|--------------------|--------------------|
| 1. Guy Hovey      | 5. Fletcher Linn   | 8. Jein Greenfield |
| 2. Horace McClure | 6. Loyal Woodworth | 9. Ed McCalister   |
| 4. Joe Widmer     | 7. Walter McClure  | 10. Auther Veannie |
|                   | 11. Haskell Marsh  |                    |

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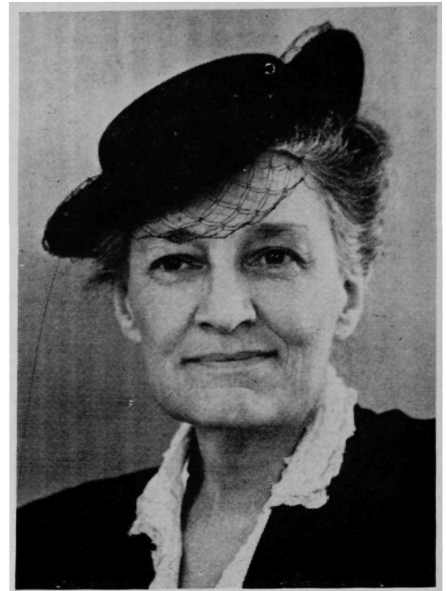
## Lower Cost, Greater Service

MISS JANET SMITH, employment secretary for many years, made a memorable contribution to the University in establishing, with the hearty cooperation of President Boyer, the system of women's co-operative houses. Miss Smith, who devoted herself whole-heartedly to the welfare of the girls, getting summer employment for them, fixing them up with needed odd jobs during the school year, advising them, mothering them, saw so many who had a constant, and sometimes a losing struggle to keep themselves in school.

She gathered together a group of girls who would fit into such a system and started the first of four women's cooperatives on the Oregon campus in 1936.

The rent of the first house was \$90 a month, and forty girls met it with \$2.25 each. Before her death, in March 1945, Miss Smith had seen her plan help many girls go through the University.

"Lower house bills, higher scholastic achievements" was the motto guiding the girls to an enjoyable, fruitful four years



Miss Janet Smith, former employment secretary of the University, established the system of women's co-operative houses on the campus.

as they went through college "on a shoestring."

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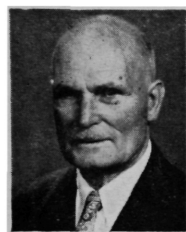
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# A Quarter-Century of Service

Many of the present faculty group of the University, active and emeritus, were serving the institution when the golden anniversary of its founding was observed in 1926. These, who make up the "quarter century or more" group, are the subject of the illustrated "thumbnail" sketches given here.

## James H. Gilbert

You certainly wouldn't know it to look at him, but Dean James Henry Gilbert '03, is the oldest member of the Oregon faculty group in point of service. Dean Gilbert, who headed the College of Literature, Science and the Arts (now the College of Liberal Arts) from 1925 to his retirement in 1947, has spent all but a few years of his life in Oregon.



For many years his lectures reverberated across the campus as he gave his students and other listeners a sound foundation in the principles of economics. His lectures scintillated with salty illustrative stories, and he had a way of clinching a point with an apt quotation from the Bible. Probably the outstanding expert in Oregon taxation, Dean Gilbert, known to a wide range of friends as "Jim," has written widely on economic subjects: one recent book, based on first-hand observation and extended research, was titled "Tax Systems of Australasia." In his spare time Dr. Gilbert keeps fit by raising fruits and vegetables on some deep, black river-bottom land about three miles from the campus. He is never too busy to do something for the University of Oregon, to which he has devoted his energies for close to half a century.

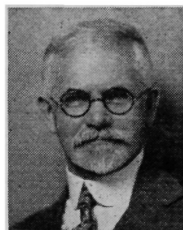
## James D. Barnett

Only one member of the present faculty group (Dr. James H. Gilbert) dates back farther than Dr. James Duff Barnett, who came to the University in 1908, having taken his doctorate at Wisconsin three years before. Dr. Barnett, whose unyielding standards of scholarship combined with his straight unbending posture to give him the nickname (only occasionally applied) of "Stiffy," is and has been for many years one of the busiest

and most productive researchers in the faculty group. His emeritus status has made little difference, apparently, in the length of his work day.

## William P. Boynton

William Pingry Boynton, headed the physics department from 1903 to 1932, when he was transferred to Oregon State College at the time upper division science was moved from the University. Dr. Boynton, Dartmouth graduate, with the Ph.D. degree from Southern California, came to the University when equipment for graduate work and research was at a minimum, and he grew up with it. By the time science was restored to the Eugene campus, Dr. Boynton had retired. He is remembered not only for his teaching but for his fund of



Dartmouth stories and the picturesque old car in which he got around.

## Robert C. Hall

Robert Charles (Bob) Hall came to the University of Oregon in 1917 after running his own country newspaper in southern Oregon to become head of the University Press, under the general direction of Dean Eric W. Allen. As his responsibilities increased, Dean Allen let Bob as superintendent look after the problems of the Press, large and small, as it grew from a little handset plant in a basement corner to a three-machine factory in its own concrete building with automatic power presses. He directed the typographical laboratory of the School of Journalism for thirty years. Most memorable experience came the year before his retirement in 1948, when a fire that gutted the Press building made it necessary to take the machinery apart, piece by piece, remove the ashes and soot, oil it up and put it together

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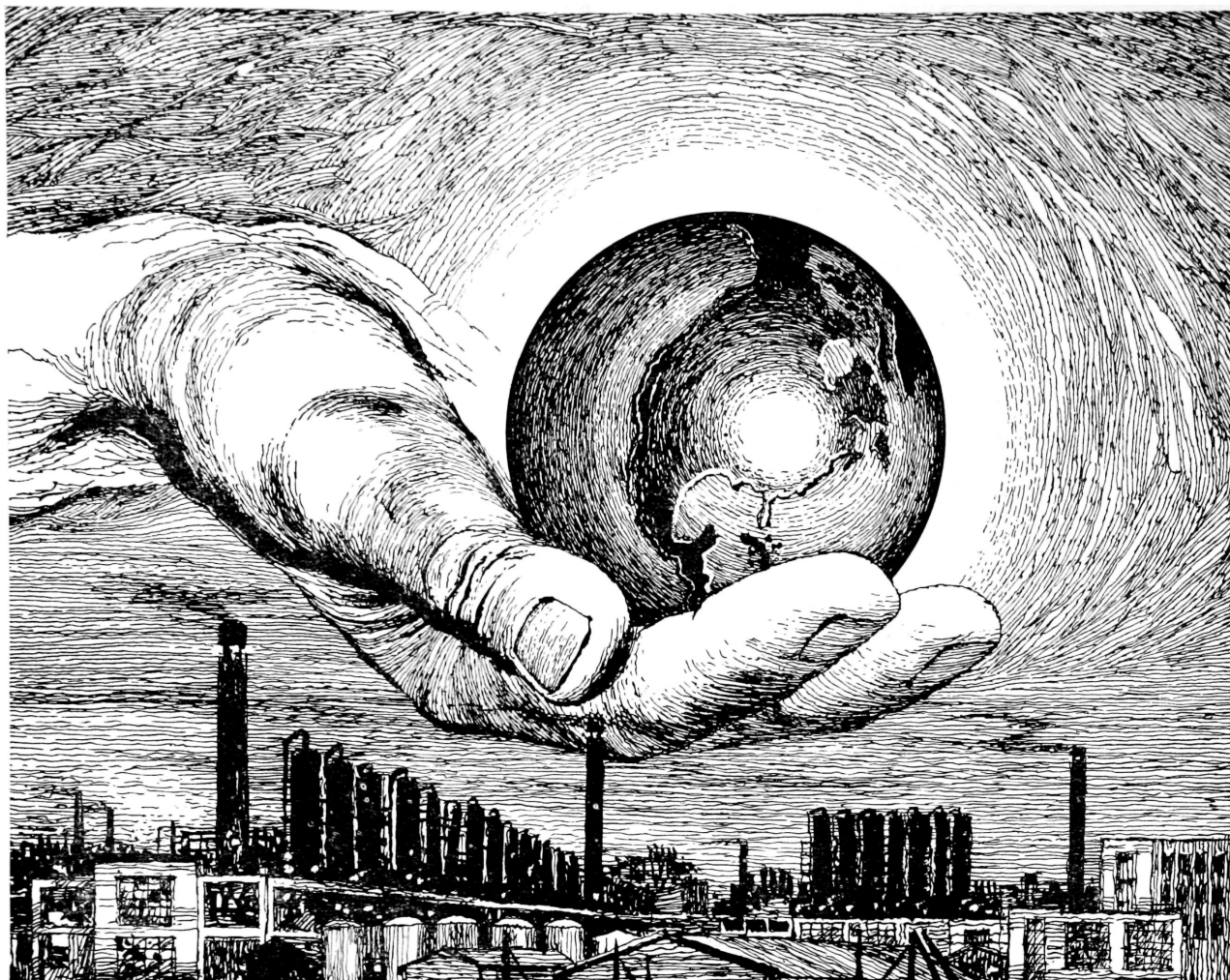
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### *Vision—75 Years Ago*

Though the greatest advances have been made within three decades, the foundation for this progress was laid by the pioneering American chemists who 75 years ago had the vision to form the American Chemical Society. Their society has grown from a handful of members to well over 60,000—the world's largest professional scientific organization. The people of Union Carbide are glad to pay tribute

to the American Chemical Society on its Diamond Jubilee, and on the occasion of the World Chemical Conclave.


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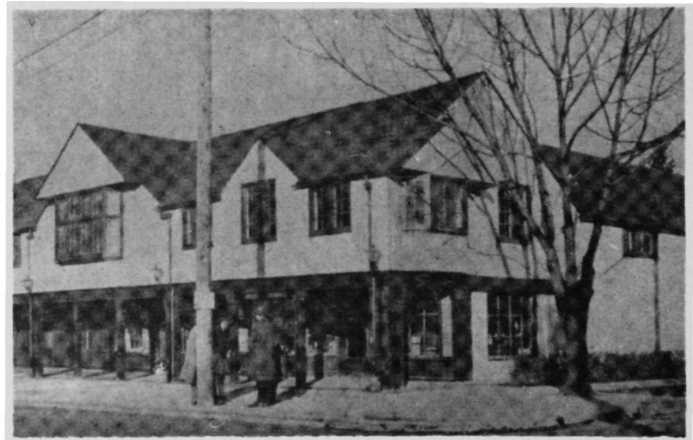




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which he spent as assistant director of the Extension Division. He directed many Eugene summer sessions. He has enough writing projects planned out to keep him every bit as busy as he wants to be.

### George Hopkins

George Hopkins '21 already had a teachers' certificate from Peabody conservatory before attaining standing as a junior in the University. He has real "triple threat" versatility in music—a concert pianist with many successful tours to his credit, author of many compositions which have been well received,



and teacher in the University of Oregon School of Music for thirty years.

### Cardinal L. Kelly

Cardinal Lyle Kelly, who was on the University faculty for almost thirty years before retiring in 1951, had for many years one of the most exacting extra-curricular jobs of any member of the teaching staff. He managed the Miner building, which its builders had willed to the University. After long and profitable operation, the building was sold and the University got out of the field of competitive business. Professor Kelly frequently was called on for business advice and since retirement has returned to the practice of public accounting.



### Eyler Brown

Eyler Brown, associate professor of architecture, is an Oregon product who obtained his baccalaureate degree in his home town of Eugene and his master's degree from the Massachusetts Institute

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# The Envelope

WE were sitting around after lunch the other day—Bill Howell, Frank Parsons and I—having our coffee and talking about this and that, and the subject got around to how we all got started in the work we were doing.

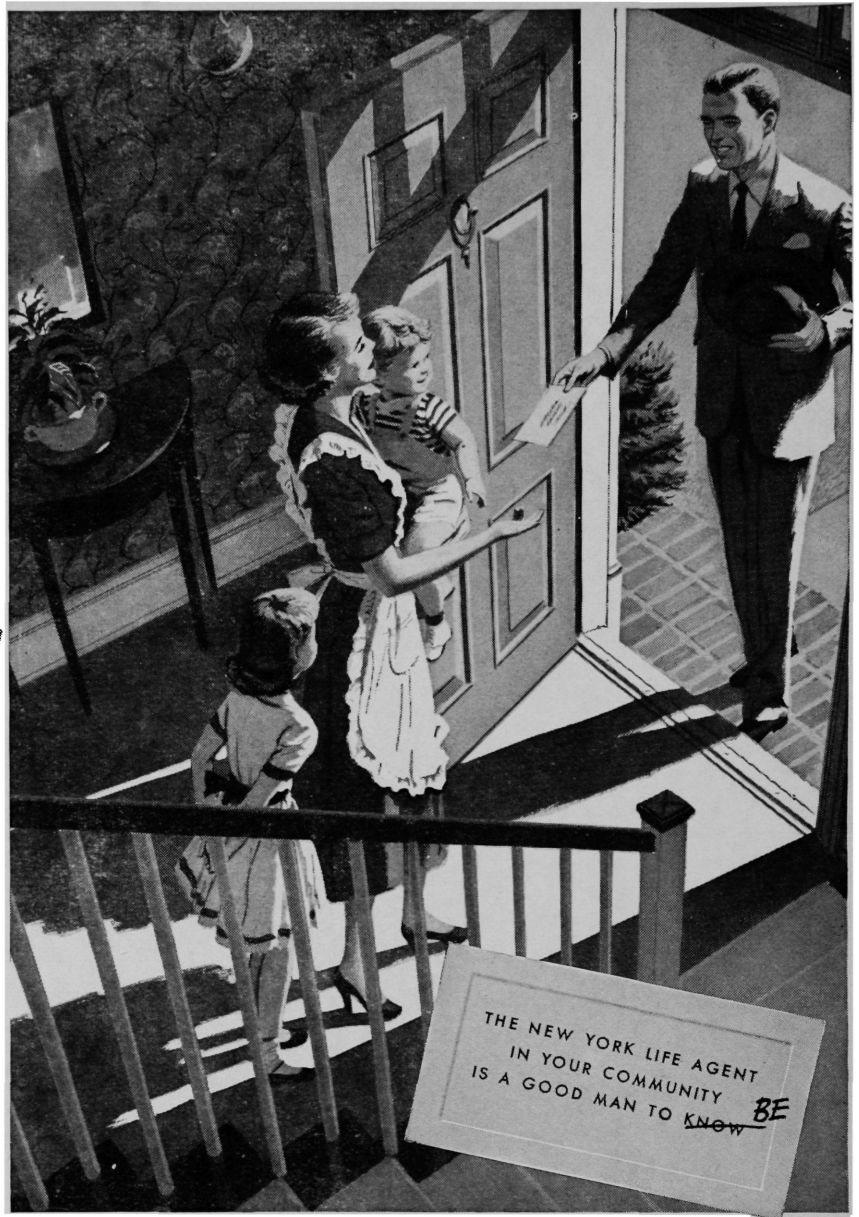
I'd told them how winning an essay contest in school had put me on the road to being a writer of sorts instead of the engineer I thought I was going to be, and then Bill Howell explained how, as a young lad, he had become interested in architecture through watching them remodel his father's grocery store.

I turned to Frank Parsons and said, "Looks as if you're the only one here who followed his father's footsteps, Frank. Was that by accident, or by choice, or what?"

Frank tamped some tobacco in his pipe and grinned. "Well, it's quite a story, but if you're really interested, I'll tell you..."

He held a match to his pipe and puffed thoughtfully for a moment and then went on. "My dad always wanted me to go into the same business he was in, but he never tried to talk me into it. He wanted me to do whatever I thought I could do best, and let me have my own way about choosing a career.

"One day after I got out of college back in 1920, I stopped at Dad's office to tell him I was going across town to see about a job I'd heard was open at the mill. Dad said that was fine and wished me luck. Then he picked up a couple of envelopes from his desk and said, 'As long as you're going over that way, Frank, would you mind dropping this off for me?' He handed me one of the envelopes, shoved the other in his coat pocket and said, 'I want to de-



liver this one myself because it's pretty important—and it will save me some time if you take the other.'"

Frank Parsons put down his pipe and said, "I never did get to the mill that day—or any other. After I delivered the envelope I went back to Dad's office and asked him how soon I could start working for him."

Bill Howell leaned across the table and said, "What happened that made you change your mind?"

Frank Parsons smiled and said, "It was that envelope. It was addressed to a woman who lived on the way to the mill, and she opened it while I was standing there. Inside it was a check from New York Life. Her husband had died just a short while before and left her with four small children, and—well, I guess you just never know what life insurance is all about until you see what it means to people..."

Bill Howell nodded. "That was a pretty smart stunt of your father's—sending you on an errand like that, knowing that it

might be the one thing that would swing you over to being a New York Life agent like himself."

We pushed back our chairs, and as we were leaving the table Frank Parsons said, "That's the funny part of the whole thing. Dad was in such a hurry and the envelopes looked so much alike that he gave me the wrong one! He thought he'd sent me over to pay the gas bill!"

**NEW YORK LIFE INSURANCE COMPANY**  
51 Madison Avenue, New York 10, N. Y.

*Naturally, names used in this story are fictitious.*

FEW OCCUPATIONS offer a man so much in the way of personal reward as life underwriting. Many New York Life agents are building very substantial futures for themselves by helping others plan ahead for theirs. If you would like to know more about a life insurance career, talk it over with the New York Life manager in your community—or write to the Home Office at the address above.

of Technology. Professor Brown finished his work in the University with the degree of bachelor of science in architecture in 1917 and took the degree of master of architecture in 1922. He has been a member of the Oregon faculty since that time. He is a registered architect. For a hobby he etches, and his work is rated high.

**Victoria Avakian**

Victoria Avakian (Mrs. A. H. Ross) has been teaching students of all ages to fashion pottery, to weave, and to master other manual arts, for the last thirty years. Miss Avakian came to Oregon in 1920 as a talented youngster with a flair for teaching, long before she had taken her first academic degree. She is convinced of the therapeutic value to business and professional people of mastering some technique or handwork, and many an adult student has profited from the work in her studio.



**Rose E. McGrew**

Mrs. Rose Elizabeth McGrew has been emeritus professor of voice for several years, but she is well remembered in campus circles and by a long list of graduates for her inspiring work in the teaching of voice. Mrs. McGrew was brought to the University by the then dean of the School of Music, Dr. John J. Landsbury, in 1920. She had had thorough training and a brilliant career in grand opera in Germany and other parts of Europe. For many years she used to delight Oregon students, faculty, and townspeople with her interpretations of grand opera.



**Ralph R. Huestis**

Ralph R. Huestis has been guiding students through the mysteries of zoology since 1924, the year he took the Ph.D. degree at the University of California. He had taken the bachelor's degree at McGill. Dr. Huestis has written much on Oregon land vertebrates and has used many generations of white rats in his work on problems of heredity. One of his summer occupations has been to act as guide-lecturer on the life and natural

**CONGRATULATIONS**

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**UNIVERSITY OF OREGON  
1951-1952 Basketball  
Schedule**

**Home Games**

- Friday and Saturday.....Dec. 7, 8  
Utah at Eugene
- Friday and Saturday..... Dec. 21, 22  
Wyoming at Eugene
- Monday and Tuesday..... Jan. 7, 8  
WSC at Eugene
- Friday and Saturday.....Jan. 25, 26  
St. Mary's at Eugene
- Friday and Saturday ..... Feb. 1,2  
Washington at Eugene
- Friday and Saturday.....Feb. 8, 9  
Idaho at Eugene
- Saturday .....Feb. 16  
OSC at Eugene
- Friday.....Feb. 29  
OSC at Eugene

**Away Games**

- Friday and Saturday Nov. 30, Dec. 1  
Portland University at Portland
- Thursday.....Dec. 27  
Wisconsin at Cow Palace, S. F.
- Friday.....Dec. 28  
Iowa at Cow Palace, S. F.
- Saturday.....Dec. 29  
St. Mary's at Richmond
- Tuesday.....Jan. 1  
C. O. P. at Stockton
- Wednesday.....Jan. 2  
University of S. F. at Winterland, S. F.
- Thursday.....Jan. 3  
San Jose State at San Jose
- Friday and Saturday.....Jan. 18, 19  
Washington at Seattle
- Friday.....Feb. 15  
OSC at Corvallis
- Friday and Saturday.....Feb. 22, 23  
WSC at Pullman
- Monday and Tuesday....Feb. 25, 26  
Idaho at Moscow
- Saturday.....Mar. 1  
OSC at Corvallis

PCC Playoffs March 7, 8, & 10 in the South  
State High School Championship Playoff March 18 to 22, 1952

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**Joe Gordon's**

Manager—John A. Warren



## I made the right choice the first time!

I wanted to avoid a trial-and-error beginning. So in January, 1949, after I graduated from UCLA, I made a list of the four things I wanted most out of a career. (1) was a business of my own requiring no capital; (2) was an income *not* limited by slow, scheduled raises or a ceiling; (3) a sense of contributing something to society, and (4) the chance to live in the community of my choice.

The *only* career that fitted all these points, I was rather surprised to learn, was life insurance. I had liked the advertising of New England Mutual, so I stopped in at one of their Los Angeles offices. I was really sold by the caliber of the men I met there, and by their sincerity and helpful attitude. I signed up, and started in on the company's comprehensive training program.

During my second year in the business, I sold enough life insurance to bring me two or three times the income I could have expected from a salaried job, so soon out of college. And at the same time, I have the satisfaction of adding to the security and peace of mind of the families I have served.

No wonder I'm sure that, in choosing a career and a company, I made the right choice the first time!

*William M. Melton, Jr.*

If *you* would like more information about a career in which your individual ability and industry—and nothing else—determine your income, write Mr. H. C. Chaney, Director of Agencies, 501 Boylston St., Boston 17, Mass.

• • •

One reason New England Mutual agents do so well is that they have a truly fine product to sell. The New England Mutual life insurance policy is a liberal and flexible contract that can give you *just* the kind of financial help you require.

And you will be pleasantly surprised to find that the rates for many New England Mutual policies are *lower today* than they were 20 years ago!

If you are interested in having your life insurance program custom-tailored to fit your personal or business needs, get in touch with one of your own alumni listed below, or one of the other 700 college-trained men who represent New England Mutual from Maine to Hawaii.

**These University of Oregon men are New England Mutual representatives:**

Dean H. Connaway, '37, Portland  
Mortimer E. Bonime, '50, Portland

New England Mutual would like to add several qualified University of Oregon men to its sales organization which is located in the principal cities from coast to coast. If you are interested, write to Mr. Chaney as directed above.

The **New England**  
**Mutual** Life Insurance Company  
of Boston

*Old Oregon*

phenomena in Crater Lake national park. Another diversion is looking after the "farm" at his residence across the river from the university.

### Maude I. Kerns

Miss Maude I. Kerns '99 has devoted her life to art instruction besides doing a lot of painting of her own. Joining the staff of the University School of Architecture and Allied Arts in 1921, she spent close to thirty years inspiring one generation of students after another to an appreciation of art and an understanding of its fundamentals. Since retiring she has been doing a lot of the painting she couldn't get at while busy as an instructor and has gained wide recognition.



### Louis A. Wood

Dr. Louis A. Wood, Ph.D. from Heidelberg who had his earlier degrees from Canadian universities, taught economics at the U. of O. for twenty-seven years. Known as a progressive in his field, Dr. Wood had political science as a hobby. He didn't just read it from the books; he had a way of spending his spare time every two years campaigning for either the House of Representatives or the United States Senate. While not as yet successful in capturing a seat in either, he did get a fine, close, first-hand look at Oregon and lengthened greatly his already long list of acquaintances and friends. He retired in 1950.



### Rudolph H. Ernst

Dr. Rudolph H. Ernst, who has just retired as professor of English after twenty-eight years at Oregon, is a specialist in Shakespeare and the English drama. A graduate of Northwestern College, in Wisconsin, with a doctorate from Harvard, he taught several years at the University of Washington before coming to

Oregon. He is one of those professors who lectures more comfortably when he

October 1951

**Congratulations  
To The University of Oregon  
On Its 75th Anniversary**

**Eugene Farmer's Creamery**

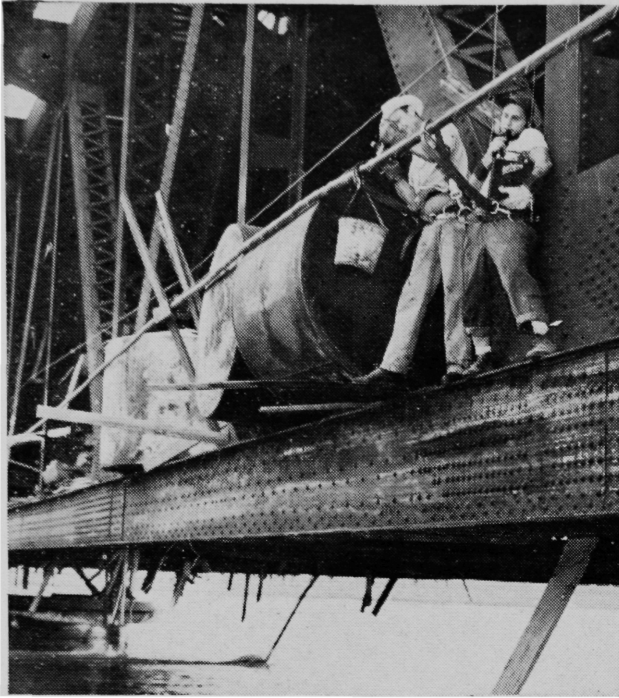
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**Above the Flooded River.** Poised a few feet above the swirling flood, a telephone repairman tests a cable on a bridge between Kansas City, Kansas, and Kansas City, Missouri, while his companion uses a walkie-talkie to co-ordinate repair work. In other places, telephone men were forced to take to boats.



**Meeting the Emergency.** Telephone people not only worked valiantly to restore service but to keep it going. Dikes were thrown around telephone offices. Switchboards raised above rising waters. Emergency power plants set up. Mobile radio telephones rushed to towns where telephone offices were washed out.

## FIGHTING THE NATION'S COSTLIEST FLOOD

From the flooded sections of Missouri, Kansas and Oklahoma have come stories of the loyalty, skill and courage of telephone people in one of the Nation's worst floods.

Many returned from vacations to help. In one town, a single radio appeal for former operators brought twice as many as were needed. Hundreds of trained telephone people from other states were rushed to the scene to help their fellow workers.

Once again the Western Electric Company — the Bell System's manufacturing and supply unit — proved its value in an emergency.

By plane, fast freight and truck it rushed millions of feet of cable and wire, telephones, switchboards and other needed equipment.

No one can tell when or where such emergencies will occur, but the Bell System has to be ready and able to handle them when they happen. That means financially able as well as physically able.

This points up again that it takes a financially strong telephone company, with a strong supply organization like Western Electric, to give the Nation the service it requires.



### Flying to the Flood Front.

Part of one hundred Long Distance operators who were flown from New York, Louisville and Chicago to Kansas City, Missouri, where a flood of calls followed the flood of waters. With traditional Bell System speed and teamwork, they pitched in to help at busy switchboards in the stricken areas.



**BELL TELEPHONE SYSTEM**

has a bit of chalk in hand to draw more or less appropriate hieroglyphics on the blackboard as his discourse flows smoothly on. He has shown thousands, very enjoyably, the way to understanding and appreciation of a wide field in the classics.

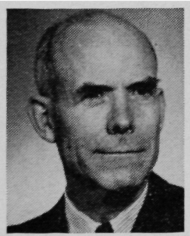
### Louis H. Johnson

Louis H. Johnson, retired business manager of the University, is another one of the few old-timers who can remember his namesake who was the first head of the University of Oregon. He served under Presidents Strong, Campbell, and Hall, and at the age of 80 is still active and interested in the progress of the institution. After President Campbell's death he served, with Dr. Henry D. Sheldon, dean of the School of Education, and Karl W. Onthank, executive secretary, on the administrative committee which served until Dr. Arnold Bennett Hall took hold. Mr. Johnson was the University steward who, along about 1915, refused to unload the whale so generously bestowed on the University by "Loganberry Jim" Fullerton—which stubbornness pleased everybody, except Mr. Fullerton.



### Karl W. Onthank

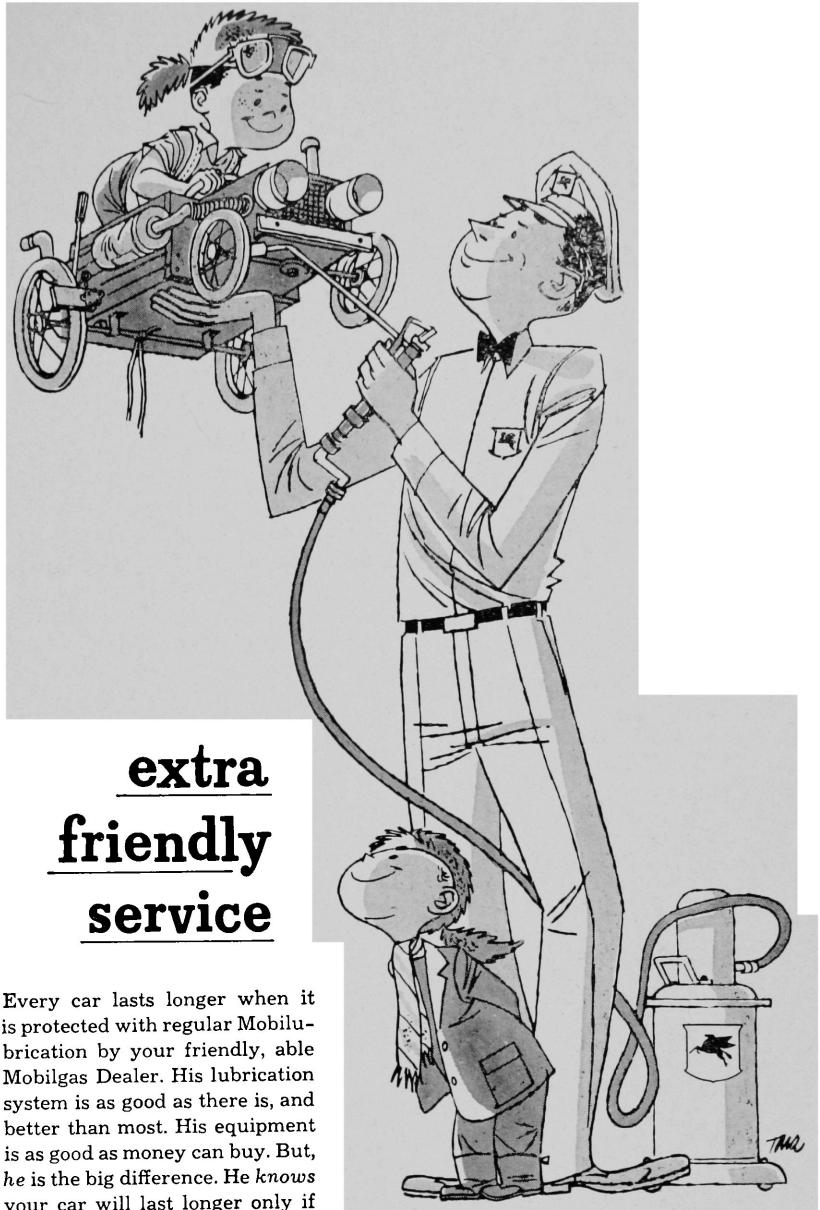
Karl W. Onthank, associate director of student affairs has been student, faculty man and administrator, for forty years. He was graduated in that famous class of 1913 and after three years in public school work returned to the University as private secretary to President Campbell and was executive secretary in the last years of that president's administration. When illness incapacitated President Campbell, Mr. Onthank was one of a committee of three that looked after the administrative routine, his part being student affairs and discipline. Another of his several positions was dean of personnel. In his student days Karl was the first editor of the *Emerald*.



### Edward H. McAlister

Professor Edward H. McAlister, whose death occurred a few weeks ago, was the last of the "old guard" who were in the

October 1951



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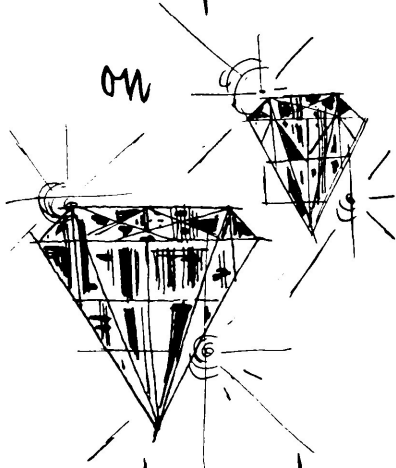
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of  
Oregon

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jubilee... 75 years

of leadership in  
the field of education!

Charles F. Berg

Portland, Oregon

University when the first president, John W. Johnson, was in charge of the school. An 1890 graduate, Professor McAlister was dean of the old College of Engineering and later head of the department of mathematics and astronomy. Among his valuable research work he made the earliest check of water power on the McKenzie and the Santiam, experimented with road-building material, tested timber strength, discovering that old fir timbers after fifty years had gained slightly, rather than lost, in tensile strength.

### Mary H. Perkins

Not so many years ago, when Miss Mary H. Perkins could spare the time she worked out with mashie and putter and for some time was the top woman golfer of Eugene. Mostly, however, she was busy with her University work as professor of English. With degrees from Bates and Radcliffe she joined the University of Oregon faculty in 1908 and continued for nearly forty years. A member of Phi Beta Kappa, she was one of the most active in bringing a chapter to Oregon in 1923.



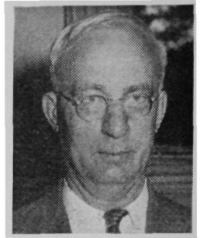
### Herbert C. Howe

A popular professor who had student outdoor sports as his hobby and took much of his recreation watching football practice was Herbert Crombie Howe, for many years head of the department of English. Coming from Cornell University in 1901, Professor Howe continued on the staff of his department for thirteen years after retiring from the headship.

He served for several years as Oregon's representative in the Pacific Coast Athletic Conference.

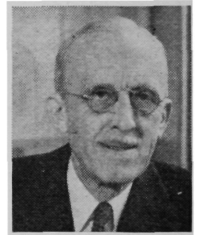
### Albert E. Caswell

Dr. Albert E. Caswell, who has been delving in "the atomic structure of energy" and related matters for many years and worked in the field of radar at the Massachusetts Institute of Technology during the late war, has been an Oregon faculty member, except for two years, since 1913. He is the author of several standard textbooks on physics, has astronomy for a hobby; headed the department of physics for several years.



### W. F. Goodwin Thacher

W. F. Goodwin Thacher, Princeton graduate, came to the English department of the University from Portland in 1914 after having served on the teaching staff of Portland Academy and also on the *Pacific Monthly*, then published in Portland. His wife, Jane, talented concert pianist, former pupil of Leschetizky, joined the faculty of the School of Music two years later, retiring in 1951. Both the Thachers developed some outstanding students. For many years, in addition to his work in the department of English, Mr. Thacher was professor of advertising in the School of Journalism.



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The UNIVERSITY OF OREGON  
On Its 75th Anniversary



*Eugene's Flower Home*

598 E. 13th

Phone 5-3112

## Fred L. Stetson

Fred Lea Stetson came to Oregon in 1913 as an assistant professor of education from the University of Washington, where he had obtained the master's degree and served as instructor. He continued his increasingly useful service until retirement thirty-seven years later. Professor Stetson, a specialist in secondary and higher educational teaching methods, served several years as director of the University's Eugene summer session. He has written numerous monographs and articles in his field, including also in-service training for teachers.

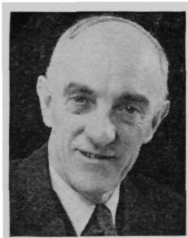
## Fredrick L. Shinn

Dr. Frederick L. Shinn, who retired ten years ago, was acting head of the department of chemistry while Professor Orin F. Stafford was absent in connection with research projects and head of the department after Professor Stafford's death. Dr. Shinn, graduate of Indiana University, came to the University chemistry staff in 1907, when McClure hall, scheduled to be torn down before long to make way for a new building, was new. (The University, incidentally, has had a lot of use of that \$25,000 building of three stories and basement.)



## George Turnbull

George Turnbull, retired in 1948, was professor of journalism in the University for 31 years. He was adviser to the Oregon Daily Emerald for more than 25 years and for fifteen years adviser to the junior class. He edited *Oregon Exchanges*, magazine for Oregon newspaper workers, from 1920 to 1932. In 1939 he published "History of Oregon Newspapers" and has written many magazine articles in the journalism field.



## Alice H. Ernst

Alice Henson Ernst (Mrs. Rudolf H.), has been on the Oregon faculty since 1924. She has the bachelor's and master's degrees from the University of Washington. Mrs. Ernst has imparted to generations of Oregon students her own enthusiasm for verse-writing and other forms of

literary creation. Her hobby is early theatrical history and Indian masques and dramatics, in which she has several books and many magazine articles.

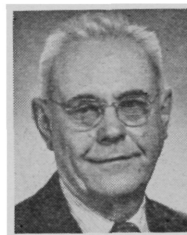
## Andrew Fish

Dr. Andrew Fish, member of the history teaching staff from 1920 to his retirement in 1947, is one of several faculty men who had years of preaching to his credit before taking up University work. Mr. Fish carried on studies in history which led to the bachelor's degree in 1920 and the master's degree one year later. He took the Ph.D. degree at Clark University in 1923. Since retiring, Dr. Fish has taught several years at the University of Washington. He is at present recovering from a serious illness, in Pasadena, Calif.



## Howard D. Taylor

Dr. Howard D. Taylor, head of the psychology department, is one year into his second quarter century at Oregon. Graduate of Pacific University, with the Ph.D. from Stanford, he has done much directly useful research here in connection with methods of teaching and factors affecting mental health. He served several years as associate dean of the graduate school under the deanship of Dr. Olof Larsell.



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celebrates its  
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COMPLETE U of O HISTORY  
told in  
"The Story of Eugene"**

co-authors Lucia Wilkins Moore, Nina Wilkins  
McCormack, Gladys Wilkins McCready

*"The authors have not pulled any punches. Especially in their chapters on the U. of O. they have been amazing (but politely) frank; have stimulated the curiosity of researchers for generations to come. Packed with facts and anecdotes, it is history and something more."*  
Eugene Register-Guard

*"The thrilling story of a community, and in a sense—of America itself, from pioneer settlement to bustling metropolis."*—L. C. Beckham.

*"The chapter on the University gives us the first—and only—clear picture of its tragedies and battles for existence. Written at a nice just clip, with a little time out for the poetry of the place."* Mrs. L. R. Faubion, alumna

*"'Tis a lovely piece of telling and of painstaking research—most unusual and satisfying."*  
—Mrs. James L. Robertson

*"I am indeed proud to have the Story of Eugene in my library; the simple pattern of life brings a song to the heart."*—Paul Clarke Stauffer

*"One of the best local histories in print in the U.S. A superb University story. I believe it the best history of a University ever written."*  
—Kent Sagendorph, author of "Michigan—The History of a University;" Stratford House Associate.

*"Most interesting and refreshing in its originality; we think the oomunity and the University owe you a debt of gratitude for gathering all the facts, telling them in such an entertaining way, and leaving them in black and white for posterity."*—Anon

*"You've given me back Miss Rankin with her boxes of plumes and beads, and Penny Gaylord, and the board walks where we lost our Sunday school money.—I imagine your desk is piled high with the memories you have evoked. Thanks again for all of it."*—Mrs. Chas. C. Bluett, alumna.

*"Its novel approach and everyday breeziness present a new and refreshing technique."*—Chas. Dickson

*"The authors have woven throughout the story their own keen insight and understanding and have changed as if by magic dry facts to a moving, fascinating history."*—The Pen Woman

*"The three authors developed a unique way of conveying the true spirit of the valley to the reader by providing atmospheric preludes to each chapter which set the scene and pace, seen thru the eyes of 'The Old Settler.'"—Register-Guard Book Review*

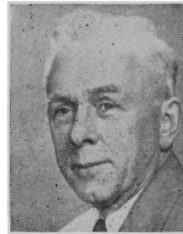
300 PAGES—32 FULL PAGE ILLUSTRATIONS; HIGHEST GRADE PAPER AND TYPE; HIGHEST GRADE BINDING STAMPED IN 24 K GOLD; BEAUTIFUL LIBRARY EDITION

FOR CHRISTMAS GIFTS:

First Editions at Russell's. Cressey's, U of O Co-op.

**Fred N. Miller**

The new penthouse apartment on the roof of the infirmary building makes Dr. Fred N. Miller, director of the University health service, and Mrs. Miller (Dr. Marian Hayes) that much handier to their work of helping keep the Oregon student body in condition to study. Dr. Miller has been on the job here for twenty-six years. He is a graduate of Lafayette, with his medical degree from Chicago.



**Robert D. Horn**

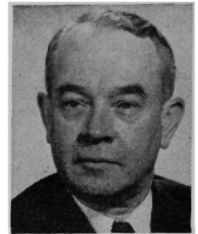
One of the standard works directing students on how to put the English language together in a way to express ideas the most understandably is Horn's "English Composition." The author is Dr. Robert D. Horn, whose three degrees were all taken at the University of Michigan. Dr. Horn came to this University in 1925. A favorite field of his is the literature of the eighteenth century.

**Leavitt O. Wright**

Dr. Leavitt O. Wright, American born in Mexico, came to the University of Oregon just 25 years ago from the University of California, where he was doing graduate work. His doctorate is dated 1928. Dr. Wright is one of those teachers whose infectious enthusiasm stimulates the student to do his utmost with the Spanish "ra" verb and related difficulties. Dr. Wright is the author of a book on that famous type of verb and has done a lot more research in the Romance languages.

**Victor P. Morris**

Another Oregon graduate to work up to a deanship is Victor P. Morris '15. He came back to Oregon as professor of economics after having taken the doctor's degree at Columbia and served on the teaching staff, in economics, of Grinnell College in his native Iowa and Oregon State College. In 1936 he was made dean of the School of Business Administration and has served fifteen years in that position. Keenly interested in foreign affairs, he has done much lecturing in that field as well as in the fields of economics and business.

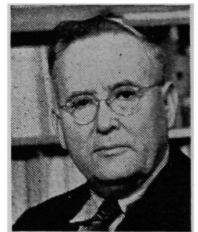


**Florence Alden**

Miss Florence Alden was head of the department of physical education for women for 25 years. Taking degrees from Smith and Wellesley, she taught at the University of Missouri and at the Central School of Physical Education in New York before coming west. On her retirement Miss Alden continued her residence in Eugene; she loves the West.

**Carl L. Huffaker**

Carl L. Huffaker, professor of education, hasn't quite reached the 25-year mark in the University but will get there this year, since he is remaining, on an emergency arrangement with the state board of higher education, past the regular age of retirement. He came to Oregon in 1925, four years after taking the Ph.D. degree at the State University of Iowa. Dr. Huffaker is a specialist in school finance, organization, and measurements, and he has helped many Oregon school districts solve problems.



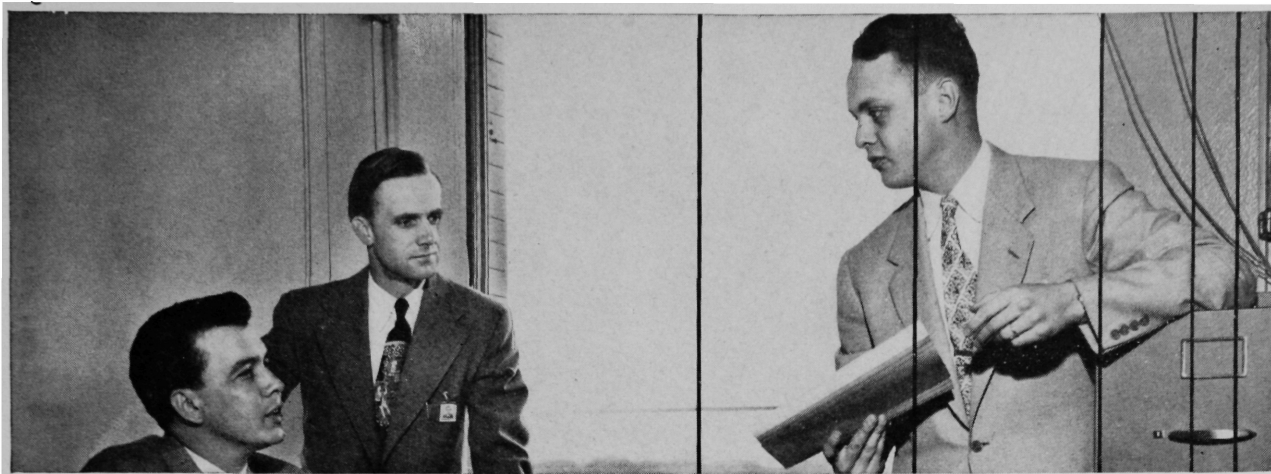
**Harry B. Yocom**

Dr. Harry B. Yocom, who came to the science faculty of the University of Oregon in 1920 after receiving the degree of Ph.D. at the University of California, was at the head of the department of zoology for many years, retiring in 1945 for reasons of health. He succeeded Dr. John F. Bovard, who moved over to become the first dean of the School of Physical Education.

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**U. of O.**  
**DIAMOND**  
**ANNIVERSARY**

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**Eugene**  
**Sand & Gravel**



Accounting, Auditing, 55%

Marketing, 17%

Admin., 15%

Other Jobs, 7%

Advt., 3%

Mfg., 3%



Research—Development, Design, Production, Application Engineering, 60%

Marketing, Sales, 20%

Other Jobs, 20%

## What happens to all the college graduates General Electric hires?

About 55 per cent of the graduates of General Electric's Business Training Course are now making their careers in accounting and auditing work. About 17 per cent are in marketing; 15 per cent in administrative and management; 3 per cent in advertising; 3 per cent in manufacturing; with 7 per cent in fields ranging from purchasing to employee relations.

Of the more than ten thousand engineers and other specialists at General Electric, about 60 per cent are in some phase of engineering or research, with 20 per cent in

marketing, and the other 20 per cent in manufacturing, purchasing, etc.

Figures like these help to prove that there are no fixed paths for college graduates at General Electric. The graduate who enters a G-E training program doesn't commit himself irrevocably to one type of work.

It's a G-E tradition to encourage the newcomer to look around, try several different assignments on for size, find the kind of job which he believes will be most satisfying and to which he can make the greatest contribution.

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