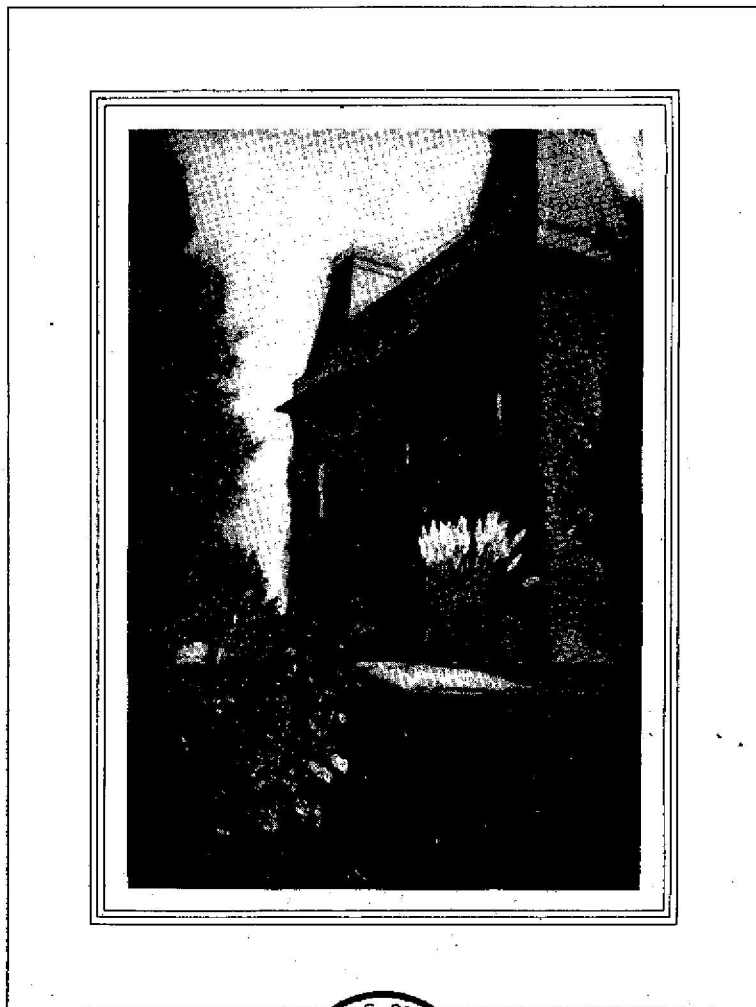


OLD OREGON



OLD OREGON

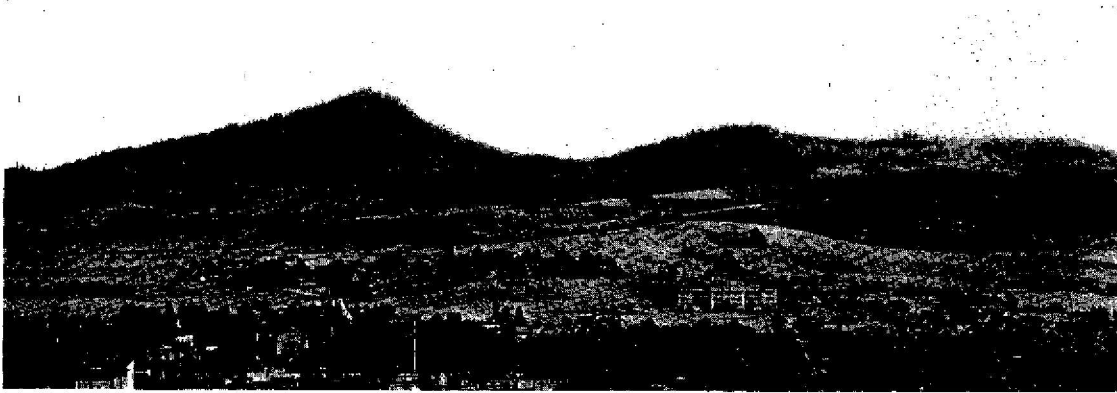


EUGENE, OREGON

1924



President Campbell with Ezra Meeker, last survivor of the Oregon Trail, at the statue of the Pioneer on the University of Oregon campus at Eugene



"In the harbor of the mountain, in the gleaming valley"

PIONEERS

THERE were two thoughts uppermost in their minds, these pioneers: The one the thought of religion, and the churches were established; the other the thought of education, and the schools were established.

"So here on the campus of the University of Oregon, representing the ambitions of this great Commonwealth in educational undertaking, most fittingly is placed this splendid memorial of all the dreams, hopes and ambitions, of all the strength, courage and self-sacrifice of the noble men and women who laid firmly in education and religion the foundations of a great future civilization."

—From President Campbell's speech at the unveiling of the Phimister Proctor bronze statue, "Pioneer," presented to the University by J. N. Teal, May 22, 1919





Johnson Hall Steps



OLD OREGON

The State's University

EARNESTLY and steadily, without noise or ostentation, a faithful servant, the University of Oregon, is performing day by day a difficult task. Working with the most costly material in the Commonwealth, human material—the University is bringing about changes invisible, yet more spectacular than that magic transmutation of elements which the old alchemists sought. By this new magic of hers she is effecting the transmutation of character; she has learned how to transmute uncultivated, immature boys and girls into the most priceless of all possessions—men and women of character and ideals, educated and trained to be good servants of the State.





Before "Old Deady's hallowed hall"

THE SPIRIT OF OLD OREGON

WHEN Oregon was a small, and as numbers go, an insignificant University, people used to wonder how the Oregon football teams could pile up such scores against stronger and heavier adversaries. How was it that this University which counted its men in scant hundreds often overwhelmed institutions that drew their teams from thousands?

And again, in those early days, how did it happen that Oregon men, working in an institution poorly equipped, undermanned, struggling for very life, could win out in contests that gave them scholarships in the great universities of the East, that carried the fame of instruction given in old Deady Hall, to the very fountain heads of American learning in Baltimore, Cambridge, New Haven, New York?



"A shady place on the old mill race"



On the walk to the Library

At study or play, the power that drove Old Oregon men and women to victory was the spirit of the University, a spirit compounded of pioneer bravery and the hardihood exacted by life on the frontier.

Happily, this spirit that every son and daughter of Old Oregon receives, even today, as by a baptism of fire, carries over into alumni life, becoming a vital force in affairs of citizenship. It represents the courageous and high-spirited determination to fight hard for a good cause whatever the obstacles, to be loyal whatever the turn of events, to be fair whatever the cost.

In a generation, even a college generation, the spirit that animates the students of the University today will be released for the service of Oregon communities far removed from the campus; it will no longer be concerned with football games and college journalism and studies and student life; it will be turned into the channels of business affairs, community enterprise and state development.



"Where canoes are softly gliding through the shadows"



The Condon Oaks guarding old Villard

THE MAKING OF OLD OREGON

UNDER the flickering light of a tallow dip in the old district school of Eugene, in September of '72, a few Lane County pioneers took the first step toward the founding of the State University. And in the hardships they later endured and overcame in the carrying out of their plan, the Old Oregon spirit, that has ever since been the pride of the University, was born.

After they had organized the Union University Association, these friends of education invited the Legislature to establish the State University in Eugene, agreeing to raise the then prodigious sum of \$50,000 to provide a building and grounds. They contended against four other towns that aspired to the honor, and after hard fighting, won out.

At first enthusiasm for the proposed State University ran high. The Lane County Court appropriated \$30,000 toward the \$50,000 required, and citizens quickly added \$10,000. Not until after contracts amounting to \$32,000 were let, did opposition develop that almost cost the embryo University its life; certain taxpayers objected with such emphasis to the subsidy of \$30,000 that the court finally withdrew it on the ground of unconstitutionality.

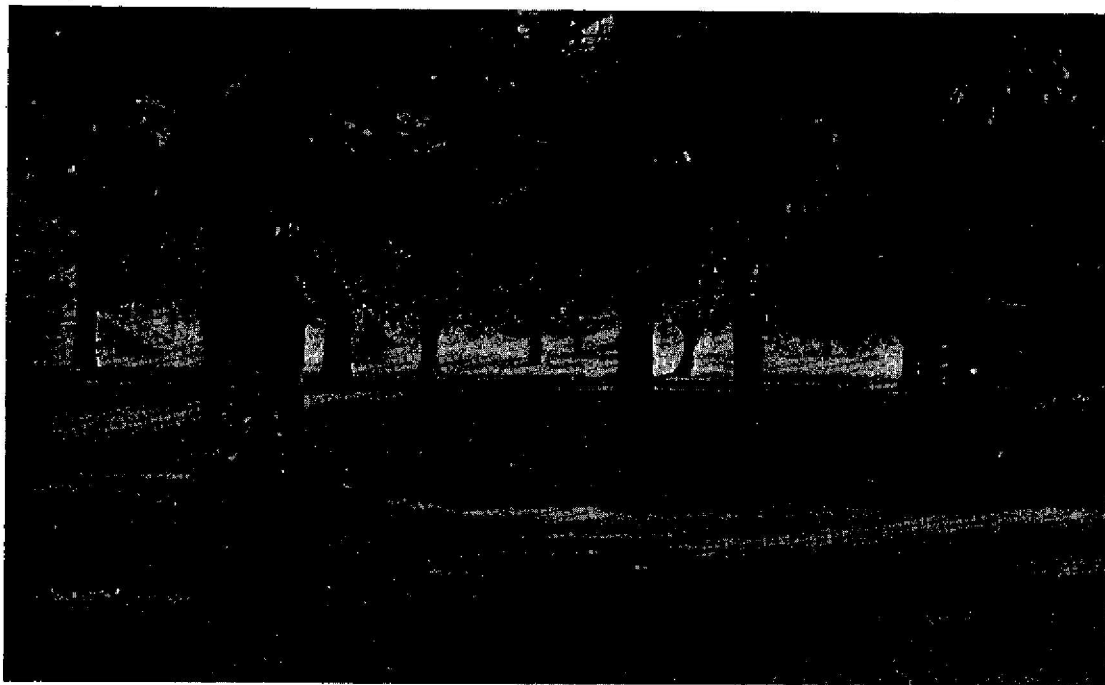
The removal of this main support was received by the directors with characteristic spirit. "By the wars," one of them is reported to have said, "we'll succeed without the big taxpayers; we'll go to the farmers and get the rest of this money."

So the raising of the additional \$30,000, a staggering sum in those days and in that community, was begun. Some donors added largely to former subscriptions and the farmers brought in "eggs, chickens, vegetables, hogs, beef, cattle, horses, and grain in abundance," as the old records have it.

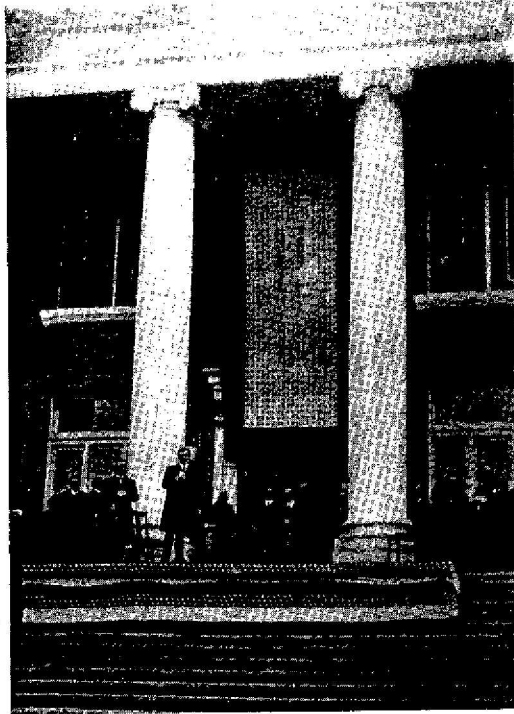
Finally, when every available source had been canvassed and there was still no money for windows, the school children of the county came to the rescue with their slender savings to the amount of one thousand dollars.

And still there was \$7,000 to pay, yet not a soul in the county who had not been approached for help. The committee did not know where to turn next. Now in this hour of extremity came unexpected help from outside. Henry Villard, builder of the Northern Pacific Railway, visited the University, and was greatly impressed with its possibilities. So strong was his belief in the University as an indispensable factor in the upbuilding of Oregon, that he personally subscribed the needed \$7,000. Later he added \$50,000 to his gift as an endowment fund, and in 1883 the regents built the second building, Villard Hall, in his honor.

Thus, at last, the University was firmly established, and the State began its appropriations—small for a long time, it is true, but gradually increasing as the value of the University became more apparent, until finally the University came to be fixed in the affections of its constituency and in the society of American institutions of higher learning.



On the shadow-chequered campus



The University service flag

SONS AND DAUGHTERS OF OLD OREGON

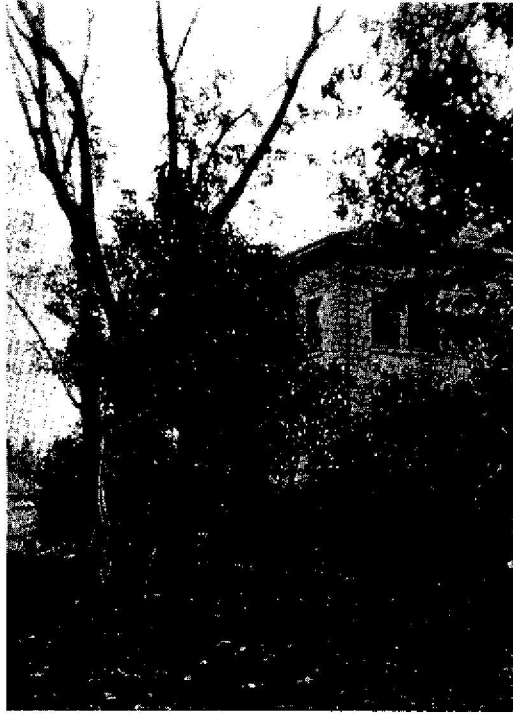
“IF the University of Oregon had done no more than produce that one man she would have justified her existence,” said an Oregon citizen in referring to the work of an Oregon alumnus distinguished for his public service.

This man was a striking example of what Oregon has done in training its students to be servants of the State. Always the University has given education that would be of personal advantage to the possessor, but always it has insisted that there be in that education a spirit looking to the welfare of the State.

So Oregon alumni in high places have served the public welfare with consecration and understanding, and Oregon alumni in less spectacular positions have filled them well, turning back to the State day by day the value of the public investment in their education.



The newer development of the campus



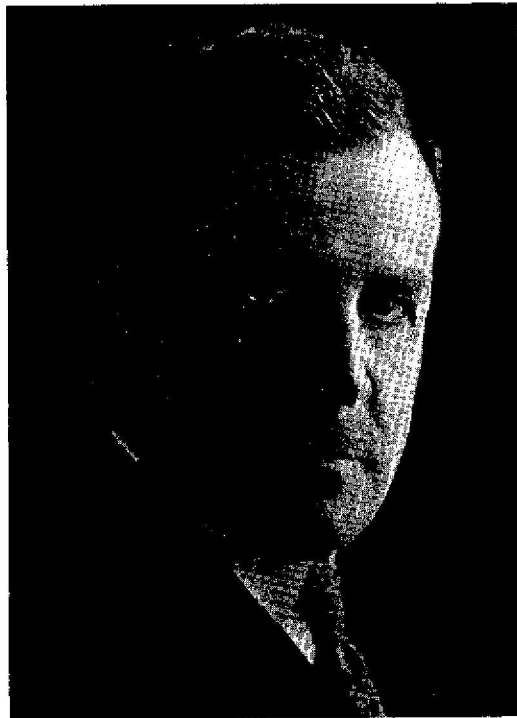
A glimpse of the Library

It is impossible to estimate the value of the service of the alumni of the University, but perhaps it is typified by the remark of one alumnus who has been mayor of his city, chairman of his city council, interested in large municipal improvements, a member of various state and local committees of importance, and the founder of a hospital that has from the outset taken patients without regard to their ability to pay. He wrote this simple tribute to the training he received at the University: "I think I owe all I have got and all I have done to the University of Oregon."

When the call to arms came and the men of America marched away to war, Old Oregon's alumni showed the quality of their training for leadership. Of the 1,983 men furnished to active service in Army and Navy, more than sixty per cent rose above the rank of private and actually twenty-seven per cent became commissioned officers.



Women's Dormitories and the Woman's Building



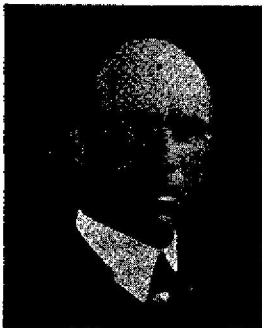
© KENNEL ELLIS

Prince L. Campbell, LL.D., President of the University

OLD OREGON TODAY

“**Y**OU students at Oregon are fortunate enough to be in a truly great school led by a truly great faculty.”

This tribute from the editor of one of the most important daily newspapers on the Pacific Coast was not a careless offhand statement; it was made by a man thoroughly in touch with the life of the University and thoroughly cognizant of the calibre of its teachers. He had watched the University rise out of its limitations to become an institution of standing, in the front rank of American universities, an honor to the State whose name it bears and a credit to those connected with its administration. And, like other Oregonians, he was proud of her.



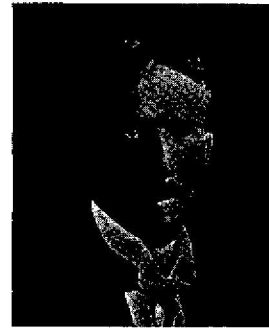
*Dean Dymert
University College*



*Dean Straub
Men*



*Dean Rebec
Graduate School*



*Dean Sheldon
Education*



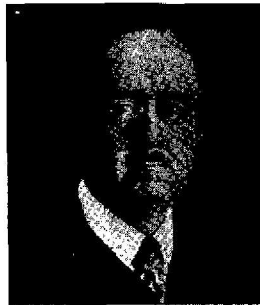
Dean Young
Sociology



Dean Robbins
Business Administration



Dean Bovard
Physical Education



Dean Allen
Journalism

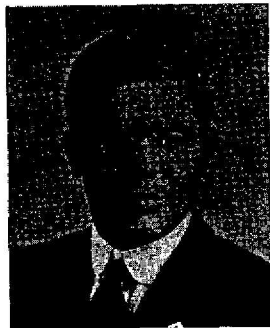
The development of the University of Oregon is the result of the determination of the president and regents and faculty that Oregon young people should be able to secure in their home State University an education the equal of that offered anywhere. That this purpose might be realized, the University has consistently, and as fast as funds became available, raised her scholastic standards, increased the size of her staff, and called to the faculty outstanding men in many fields, wherever they could be found.

It is a far cry from the early University of Oregon with a meager curriculum of Greek, Latin and mathematics, to the present University, which is organized not only to train men and women extensively in literature, science and the arts, but which includes, in addition to the Graduates' School, fully equipped professional schools of education, medicine, law, music, architecture, sociology, business administration and journalism.

But still at the heart of the University is the College of Literature, Science and the Arts, the chief end of which as expressed by Dean Dymont, is to inspire in its graduates a scholarly attitude in the quest for truth. "This scholarly attitude," says the Dean, "has as some of its attributes discipline, studiousness, patience, simplicity, the willingness to examine all evidence and the capacity to appreciate it. Usually, also, the man of scholarly attitude has a fine sense of social duty; if he be a true scholar, perhaps the Sermon on the Mount will be a part of his way of life. He is Plato's truly educated man, but with 2500 additional years of human discovery at his command."



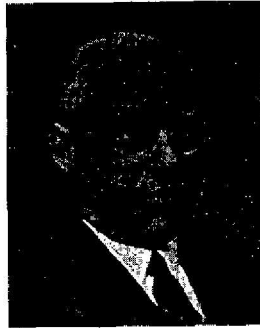
Dean Hale
Law



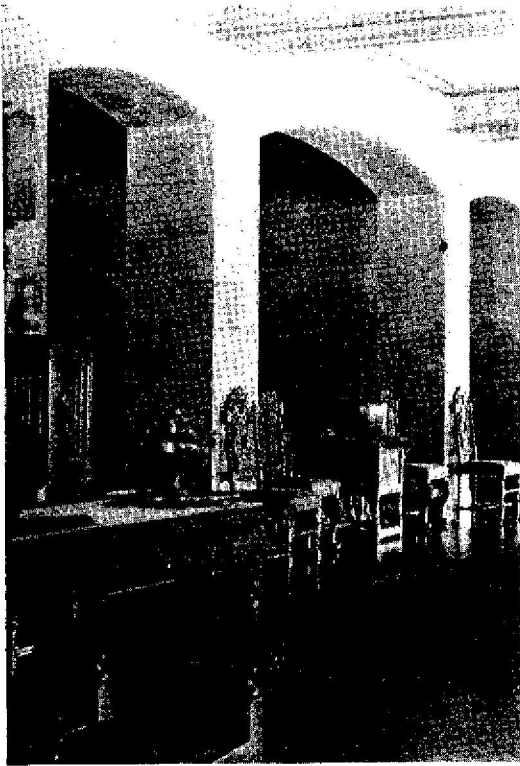
Dean Kilpatrick
Extension



Dean Dillehunt
Medicine



Dean Lawrence
Architecture



Detail of Reception Hall, Woman's Building

LEARNING TO LIVE AT OLD OREGON

EVERY fall, when hordes of new students descend upon the University from city and town and country, there is seeming confusion and disorganization on the campus. It takes time to assimilate these crowds of young people, because they have not learned the lessons of organization, cooperation, living together. But in a few months the rough edges are worn off, comradely ties are formed and the student comes to know himself, not merely as an isolated individual, but as a part of the community.

Through learning to live with groups of his fellows in the college dormitories and in other living organizations, and through association with hundreds of other young people of different background and varying interests, he comes to be a citizen of the community. Through working on the athletic teams, the newspapers, the clubs, and committees of the student body, he learns how to co-operate with groups of men and women to some practical end. In short, he learns how to live with himself and with the world.



Living room in Friendly Hall, dormitory

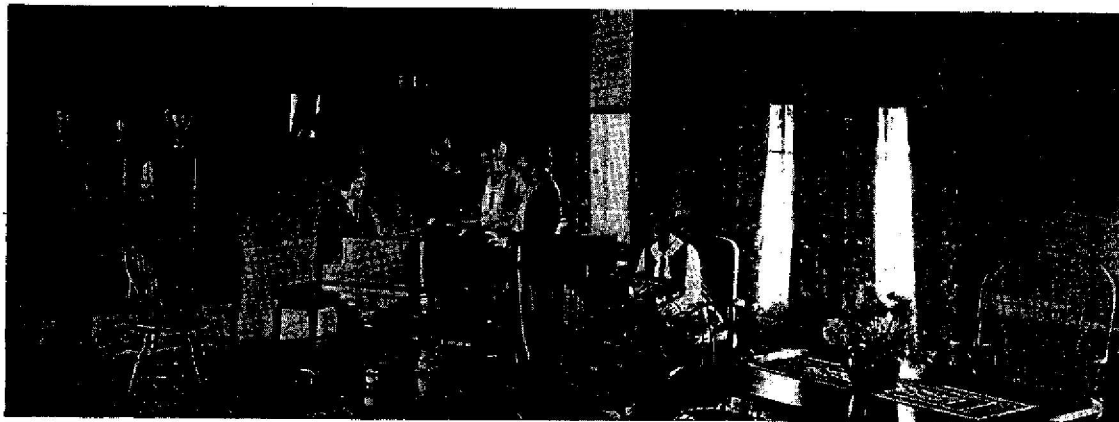
Just as the University seeks to set up sound standards of intellectual discrimination in the class room, so it strives in its buildings and dwelling halls to create an atmosphere that will foster standards of good taste. The furnishings of the Woman's Building, the money for which was donated by private citizens, are beautiful examples of the best in art and craftsmanship. This building in which women's activities center and in which most of the college social functions are held, sets up for the student the highest standards of furnishing and design.

Life at Oregon is democratic. The first thing a freshman at Oregon learns is to say "hello" to everyone he meets. This first of the Oregon commandments is the outward and visible sign of an inward and spiritual democracy that makes the Oregon campus value a man squarely for what he is worth rather than what he has in the way of wealth or family.



A stairway, Woman's Building

There are few cliques, snobbishness is tabu and there is no distinction between those who work their way and those who don't; indeed nearly everyone takes a hand at earning money to help pay for his education. Last year in a student body of 2,400, of the men 481 and of the women 139 were totally self-supporting; 142 were three-quarters self-supporting; 304 were half self-supporting, and 209 were at least partly self-supporting.



Reception room in Susan Campbell Hall, dormitory



STUDI



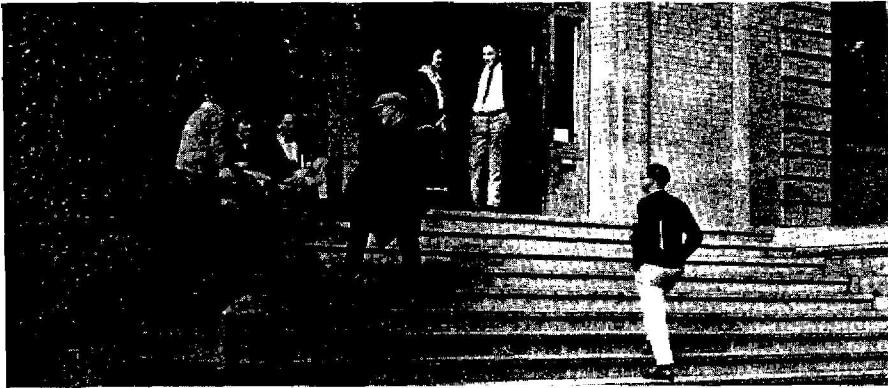
BETWEEN the day when the humble freshman in his green cap slaves to build his first bonfire and the time when he returns to the campus, an old grad, for his first Homecoming, are crowded those years during which he is said to be in process of education. Of course there are studies in those years—and hard studies—but, equally important, there are the other lessons of outside activities that teach him how to live, that form his tastes and gather to him his lifelong friends.



Perhaps in after years, when the early training has come to be a matter of course, the significant things that will stand out fadeless in his memory are the trivial incidents of “college life”—the memories through which he can again relive his youth.

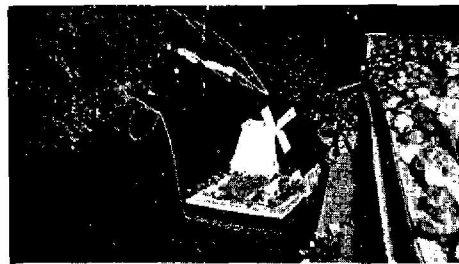
Who of Oregon would exchange for gold the memory of that “college life”: The day of the big game when every Oregon man, anxious to show loyal kinship with Alma Mater,



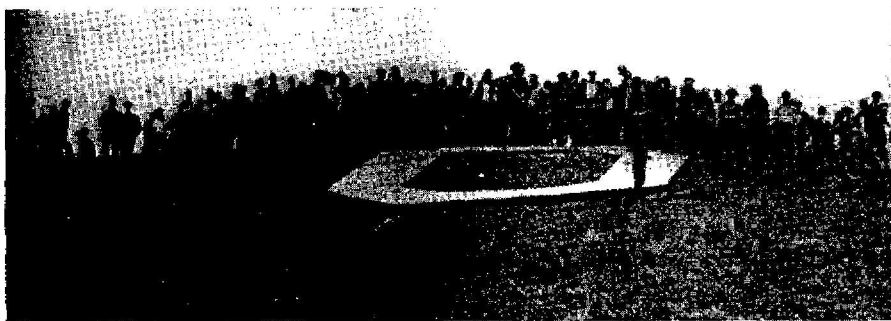


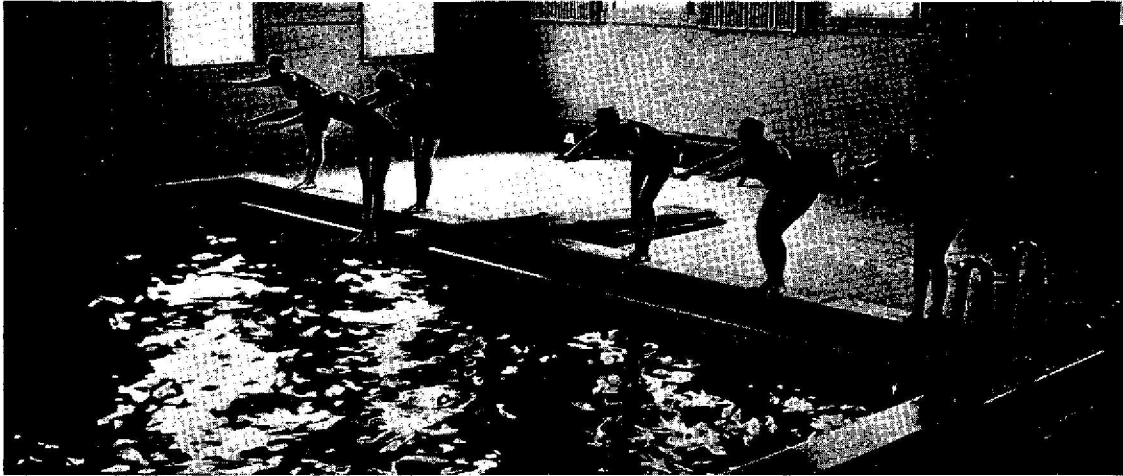
WE

the swelling chorus of "Mighty Oregon" and shouts hoarse for the home team; the long and undulating line that crawls over the field between halves; the cheering, dancing triumphal parade down the main street when Oregon wins; the quieter times of hikes to Spencer's and talks around the fireplace; and, greatest of all, the afternoons of drifting to "a shady place by the old building at dear Old Oregon."



What does it all mean, this college life? One college student tells his fellows that it means the making of men, and he lists: "Homecoming balls, Oregon versus O. A. C. or Washington, or anyone else, week-end dates, library dates, parties, bonfires, parades, exams, laboratories, regattas, disappointments and joys—kaleidoscope. You're the hero of your own drama, the author, playwright, prodded into one. The heroine is of your own choosing (and the other way round)—the story is what you make it."

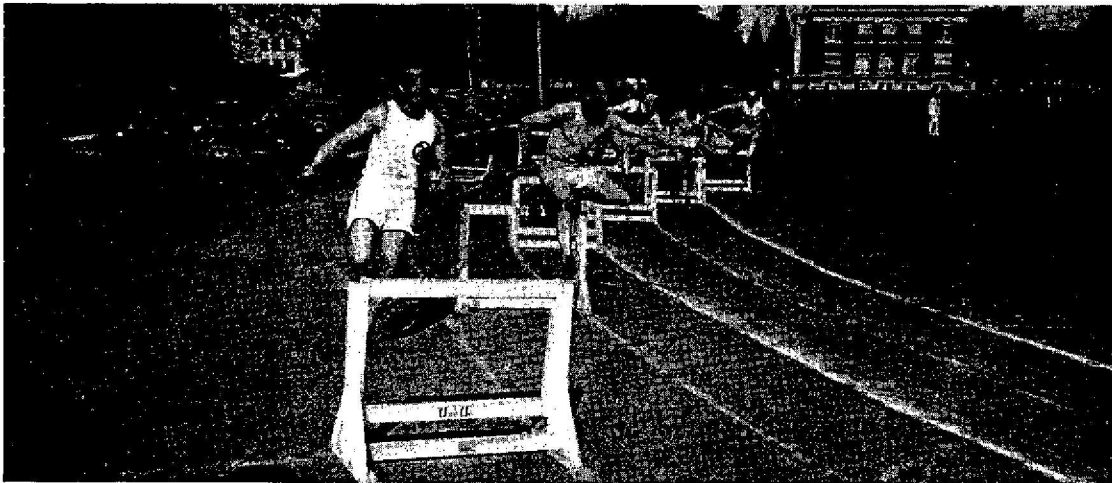




STUDENT HEALTH AND ATHLETICS

OREGON spirit shows most spectacularly on the gridiron in those great football contests that crystallize all the punch, determination and fight of Oregon men. Then it is that the whole University rises on the crest of a mighty cheer as the old Oregon team sweeps across the line, shouts in an agony of suspense as a thousand lungs cry the appeal for a touchdown.

Oregon's record in sports is her pride. Her football teams have held State and Northwest championships against heavier organizations from larger universities; in 1916 she won from Pennsylvania; in 1919 she defended the honor of the West against Harvard and lost gamely by the slight margin of 7 to 6. Her baseball and basketball teams have won many Northwestern championships, and her track men have held Northwest, coast and even world records.



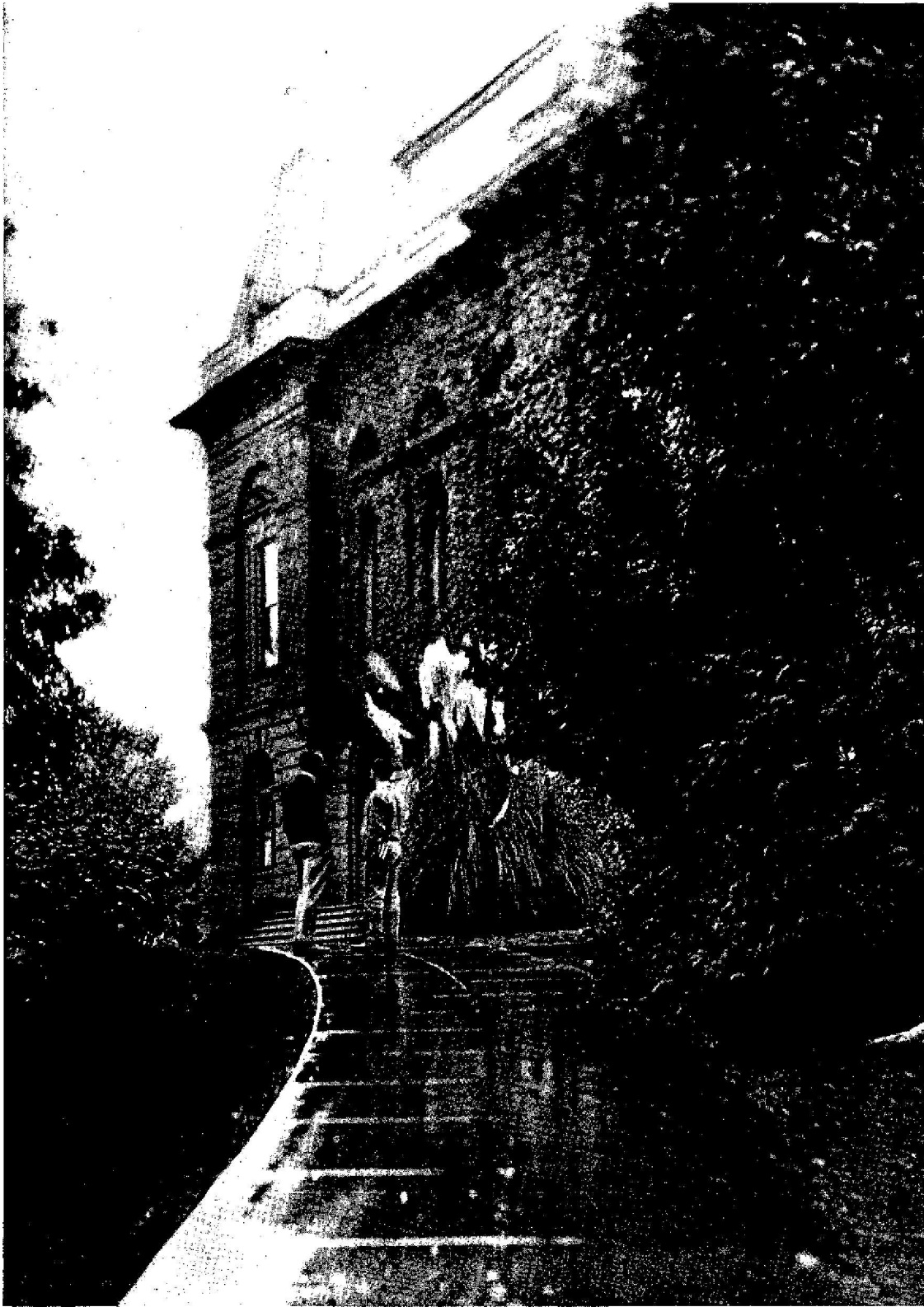


But physical education at Oregon does not consist in ninety per cent of the students sitting in the grandstand cheering while one per cent perform on the field; at Oregon athletics are for the many instead of the few.

In order that all students may build up a good physique and learn the laws of health, the curriculum includes two years of compulsory physical education for everyone. And so well are the lessons these first two years learned that a large percentage of juniors and seniors later carry on athletic work of their own accord.

Student health is guarded through the University health service that seeks by frequent examinations to prevent illness as well as to cure it. Equally important is the individual gymnastic work in which physical defects and structural weaknesses are permanently corrected; every year this service literally "makes over" several hundred students, insuring them relief from defects which, if not adjusted, would be an ever increasing burden and drag on their health. All this work is combined with the athletic and gymnastic programs under the School of Physical Education, which also prepares students to be expert directors of physical training for schools and colleges.





Villard Hall Walk



Woman's Quadrangle

HOW THE UNIVERSITY SERVES

AS early as 1877, Oregon was known as a center for the teaching of science and for scientific investigation. In that year Henry Villard, the famous railroad builder, inspected the University and was much impressed with the work of the department of geology. A chronicle of that day recounts that "he was more than pleased with Mr. Condon's geological collection, and those of us who did not know, thought his estimate of it extravagant."

In the other sciences as well as geology, Oregon has made distinct contributions in teaching and investigation. In biology, chemistry, psychology, physics—all the basic sciences, investigation is constantly going on that will contribute to the well being of Oregonians and will form a substantial addition to the scientific knowledge of the country at large.

In the other studies of the University College, the students are introduced to the broad fields of knowledge and find opportunity to decide on some specialized study which will fit them for service in a particular profession. The college trains teachers, scientists, scholars, writers; and the various professional schools prepare for journalism, law, architecture and art, medicine and education.

Whatever may be the particular subject that the student pursues, the University strives to make of them men and women who will be capable and needed servants of the Commonwealth. As Dean Dymont has well said, "The University's success will be gauged by the

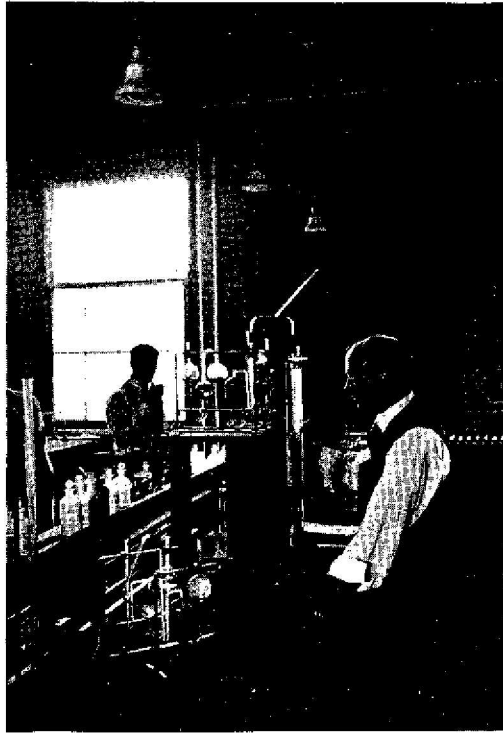


Modelling "The Doughboy"

quality of graduates. If these men and women think primarily of themselves, then the University will have been a failure. If they think primarily in terms of society, but are incapable of influencing their communities, through their ideas, then too, in whatever degree they are so incapable, the University will have failed. But if primarily their thinking is socialized, and if they are able to help toward realization of those principles of good



A crowded laboratory



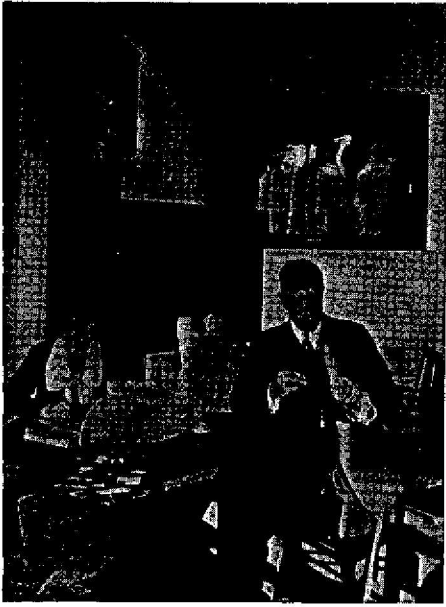
An experiment in Chemistry

that make for general happiness, then the University will have succeeded, and thereby will have justified its establishment and maintenance.

“Those who do so succeed must be exceedingly well trained and well disciplined. They must have the fervor, even the evangelization, to utilize their training and their discipline to ethical ends.”



The copy desk in the School of Journalism



Geologists at work

THE MEDICAL SCHOOL

THROUGH the Medical School in Portland, the University of Oregon strives to serve the State by investigating the cause and control of disease, carrying on important research in the various forms of disease and in anatomy, physiology, bacteriology, medicine and surgery. It sends out every year a limited number of well qualified and thoroughly trained physicians; it is more interested in high quality than large quantity in its output. The medical school is interested also through its free dispensary in helping to provide surgical and medical facilities for those who are sick and cannot pay for treatment.

The University of Oregon Medical School is the one Class A medical school west of Denver and north of San Francisco, and serves the largest territory of any medical school in the United States. Its building and equipment have been pronounced the most modern of any school in the country.

On its beautiful site on Marquam Hill, it is already building up a great hospital center which will provide, close at hand, clinical facilities for the use of its students during the last two years of their training. Adjacent to the campus is the beautiful Multnomah County Hospital costing more than a million dollars. On the campus, within another year, will be the perfectly equipped Doernbecher Memorial Hospital for Children.



A Clinic of the Medical School

THE EXTENSION DIVISION

THROUGH the extension service, the University is brought to citizens of the State who are unable to come to the campus at Eugene. Through visual instruction by lantern slides and motion pictures, through the courses offered by the correspondence division, and through the special evening and afternoon classes in the Portland Center, the University fulfills its slogan, "The State is the Campus."

During the year 1922, instruction was given in night classes and by correspondence to more than four thousand students, in 215 communities; the attendance at showings of educational lantern slides was more than 100,000, and in 105 communities an even larger number witnessed showings of educational motion picture films. Extension lectures in 120 communities drew an attendance of more than 60,000; many communities and organizations made use of the expert service of members of the University faculty; and in a variety of other ways citizens of the State found definite personal or community use for their University.

In connection with the Portland Extension Center, the University maintains in Portland a division of the School of Sociology which gives training to social service executives and public health nurses, and acts as a clearing house for Portland social welfare agencies.



Sketching at entrance to Art Building



A Physiology Laboratory.



The Medical School in Portland

THE PURPOSE OF THE UNIVERSITY

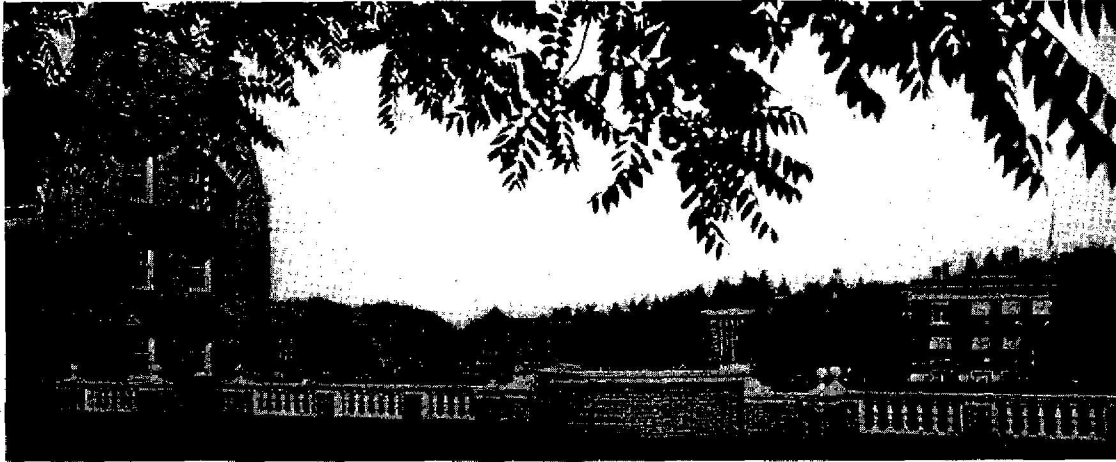
AT a time when the University of Oregon is embarking on a campaign for large gifts to supplement legislative appropriations, it is important that all should have a clear comprehension of the place and function of a state university.

The University is the organized instrumentality of the State for training its individual citizens and for developing the material and spiritual resources of the Commonwealth. Through the researches of its laboratories and the expert services of its scientific staff, it develops the raw material resources of the State into tangible wealth.

Another great contribution of a state university lies in its safeguarding democracy and culture by building up a type of civilization. This it does in numerous ways. Through the School of Education, for instance, it returns to the State trained teachers to



The School of Education



The wall in the Woman's Quadrangle

serve and better the public school system. In the School of Law, students become not only skilled in the law but also conscious of their obligation to serve the welfare of the public. Through the Schools of Medicine and Physical Education a higher health level is being achieved in the State and the tremendous economic loss due to sickness and preventable death is being reduced. In these and in many other ways the University serves as both an elevating and a conserving agency for the State.

In short, the University is, on the one hand, the means of releasing within the individual all his powers and of securing to him the maximum of happiness and contentment, which is his right; and, on the other hand, the means of elevating the standards and of increasing the wealth of the whole Commonwealth. It is civilization's greatest agency for progress and prosperity.

F. J. Campbell



A crowded Portland Extension Center Class



Woman's Building and a Dormitory

THE NEEDS OF THE UNIVERSITY

SO rapid has been the growth of the University of Oregon, and so heavy have been the demands upon it in its successful effort to become a University scholastically of first rank, that it has been impossible to provide adequate buildings.

In the last ten years the University of Oregon has increased in its student body from 645 to 2,500, nearly four hundred per cent; and the work of the Extension Department, the Portland Center and the Medical School have similarly increased.

Although the income of the University from the millage is sufficient for general maintenance, the margin left for building is altogether too small to meet the urgent immediate needs. To cut down the maintenance fund, in the face of rapidly growing numbers, would seriously impair the standard of work and reduce the University from the rank of a



Friendly and McClure Halls



The Library

first grade to that of a second grade institution. Of such a course, no intelligent citizen would approve.

Today the University is crowded to the limit. Every nook and corner has been pressed into service. And still the numbers increase. Within five years, at a rate more than probable in a rapidly growing state, the number will be doubled. The pressure on maintenance will be steadily increased year by year, until no money will be left to provide additional room. The increase in the millage can not possibly keep pace with the increase in growth.

The University is determined neither to succumb to mere numbers, and be driven to "wholesaling" its instruction, nor to crowd its students into unsightly and unwholesome quarters which will prove an additional handicap in the sufficiently hard struggle to secure an education.

Because the friends and alumni of the University have realized the danger which faces it, a campaign to raise through private gifts five million dollars to meet the needs of a five year building program has been inaugurated, and will be carried on so that every citizen of



Villard Hall

Oregon, every former student of the University, every friend of higher education will have opportunity to contribute.

The campaign will provide funds for the completion of the buildings most urgently needed within the five year period. Important amongst them are a new library, an auditorium, a science building, a general class room building, a hall to house Oregon collections, a men's gymnasium, an infirmary, a student union, an armory, journalism and law buildings and dormitories for men and for women. Endowments and additional hospitals for the Medical School, and suitable housing for the Portland Extension Center will also claim a part in the campaign.

If Oregon is to continue to rank with the leading universities of the country—if Oregon boys and girls are to be assured an education at their own state university the equal of that offered anywhere—then Oregonians must rally to the support of the University. The numbers threaten to be overwhelming, in spite of every justifiable effort at limitation; the income from taxation, although the rate is generous, is not sufficient to meet both maintenance and building charges; a double source of revenue, from taxes and from gifts, must be obtained in Oregon as it has been in other states with rapidly growing universities. Our boys and girls are too valuable to be given anything but the best. In this five year campaign, every citizen is urged to join. Everyone can help. The future of the State is tied up with its educational institutions.



Deady, the old guardian of the campus

