

# OREGON



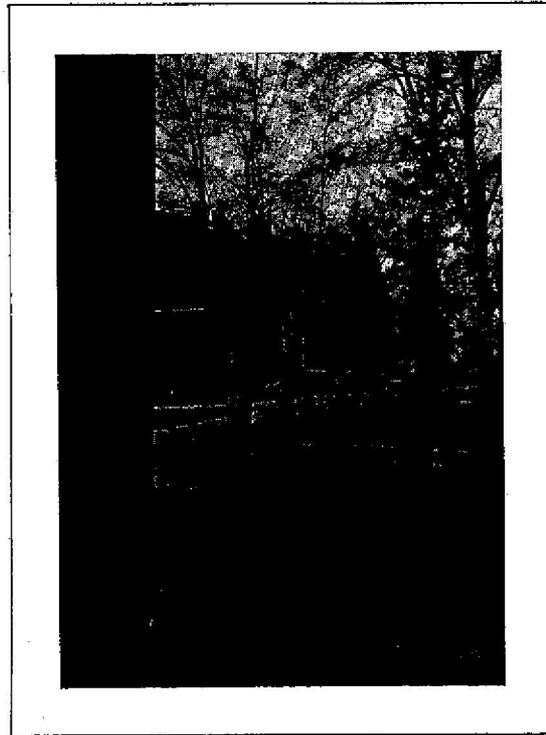
UNIVERSITY  
of OREGON



SEMI-CENTENNIAL  
1876-1926

# OREGON

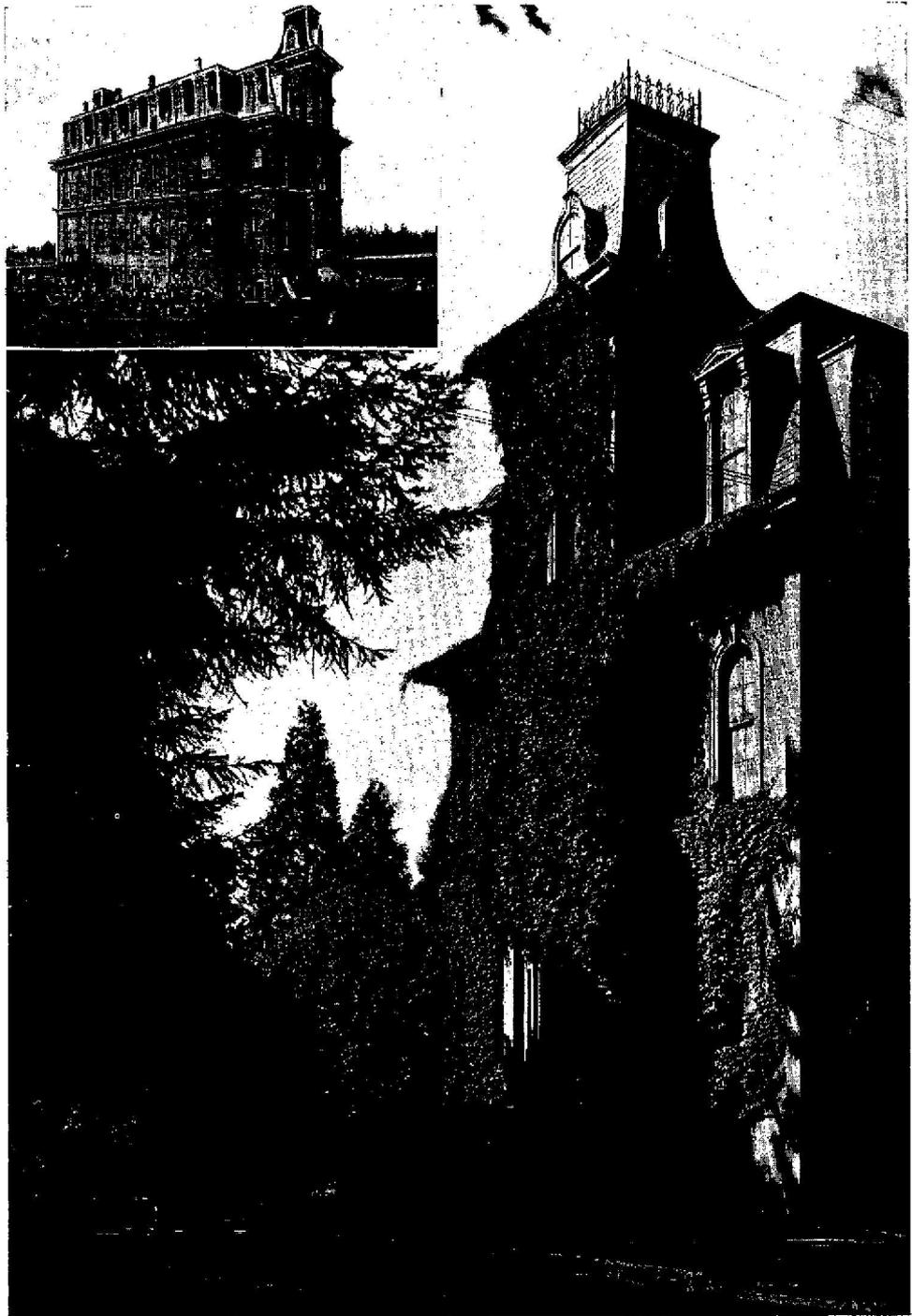
*Yesterday - - Today - - Tomorrow*



PUBLISHED UNDER THE AUSPICES OF THE  
UNIVERSITY OF OREGON ALUMNI ASSOCIATION

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UNIVERSITY PRESS



DEADY HALL, THE FIRST BUILDING, AS IT WAS AFTER ITS COMPLETION  
FIFTY YEARS AGO AND AS IT IS TODAY

[Page Two]

## The Growth of an Idea

**B**ORN of the dreams of a little group of determined Oregon pioneers, the University of Oregon opened the doors of Deady hall, the first building, fifty years ago. The struggles of these zealous founders who canvassed Lane county for enough wheat, corn or live-stock to help pay the carpenters working on Deady and who, by the aid of Henry Villard, builder of the Northern Pacific railroad, raised enough money to prevent the sheriff from foreclosing on the half-completed building, make up the romantic story of the University's conception.

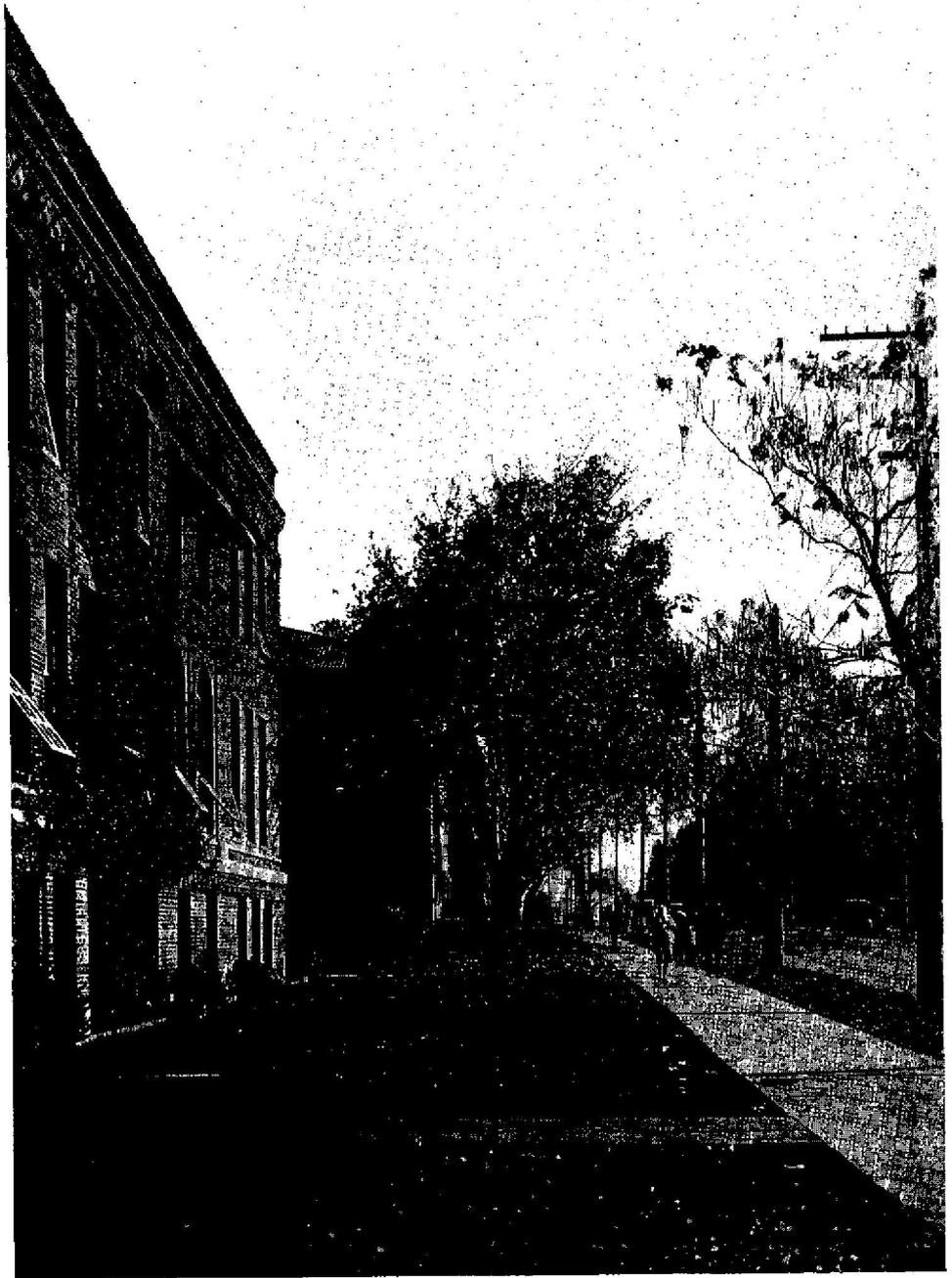
Today a great institution stands as a monument to the devoted energy of its founders.

A remarkable transformation has taken place since the fall of 1876, when William Scott, twenty years old, wrote his name on the registrar's books as the first student. Fifty years ago there were fewer than 40 students to enter the collegiate department; now there are 3,232, while the total registration, including summer session and extension students, is more than 8,000. Then, the faculty was composed of three professors; today it numbers 159. In 1876 the barren monotony of the treeless University tract was broken only by half-finished Deady hall; in 1926 a verdant campus, graced by stately firs, blooming shrubs and shaven lawns, contains some 20 buildings. Then it was doubtful if the University plant was worth more than \$50,000; today its value is placed at \$2,500,000.

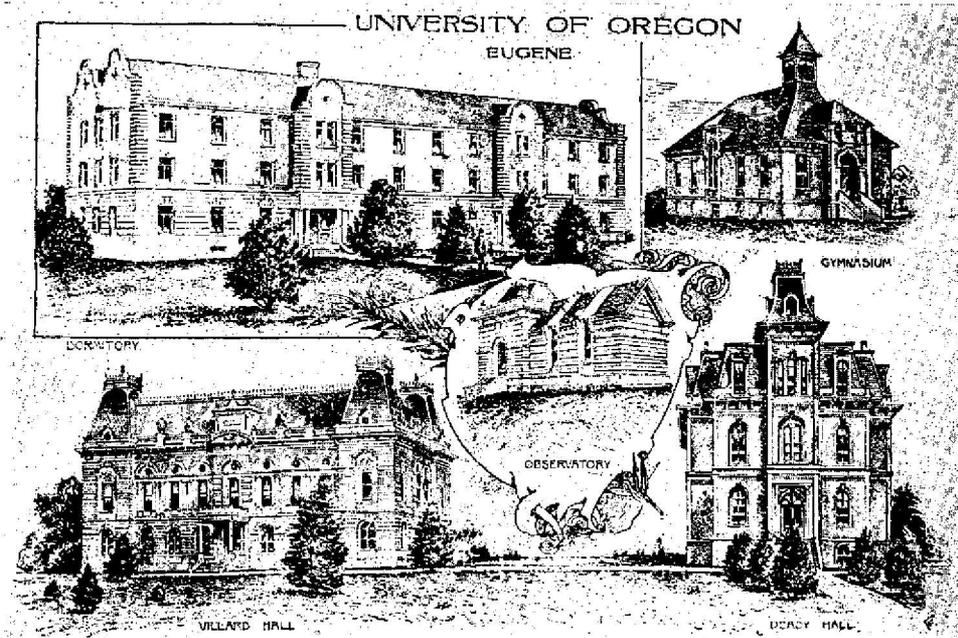
Gradually through the years the state has recognized the University's service to the commonwealth. So great, however, has been the



WHEN SHADOWS FALL ON WOMEN'S QUADRANGLE



A CAMPUS WALK



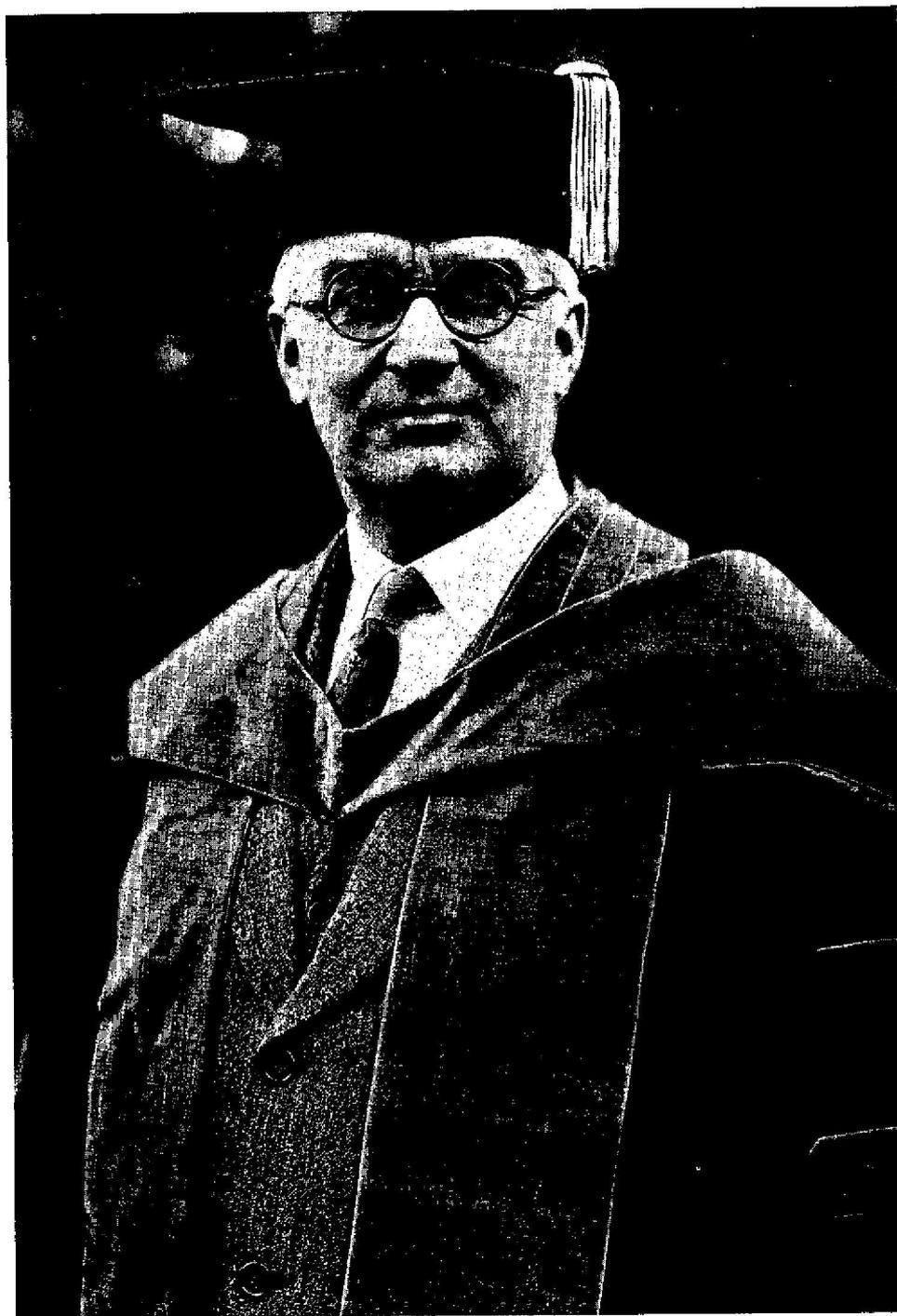
UNIVERSITY BUILDINGS AS THEY WERE WHEN PRESIDENT CAMPBELL CAME IN 1902

institution's growth that it has outrun its financial support. For instance, since 1920 registration has increased sixty-eight percent, while the income has grown only nine percent.

But with a permanent place in the family of great American institutions and a state-wide recognition of its value, the University, under a new administration, is looking ahead, not resting on its past.



BUSINESS ADMINISTRATION, DEADY AND LIBRARY



ARNOLD BENNETT HALL, THE FIFTH PRESIDENT

[Page Six]

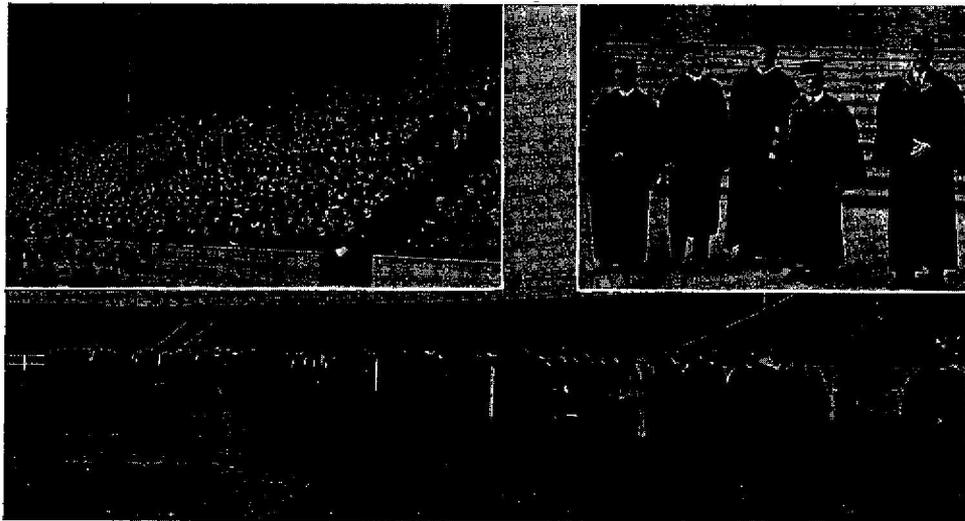
## The Beginning of a New Era

**W**ITH a background of fifty years of achievement, the University, under the leadership of Arnold Bennett Hall, who was inaugurated as president during the Semi-Centennial held from October 18 to 23, has just taken up the task of another half-century.

It is without ostentation that Oregon has been effectively performing for fifty years one of the most difficult, yet important, of human tasks: forming character, transmuting immature boys and girls into socially-conscious citizens, inculcating a reverence for the good, the true and the beautiful, and turning out men and women trained to be intelligent servants of the state. The old aim and achievement is not to be abandoned, but supplemented and exalted.

"Education should nourish and conserve the normal and altruistic and generous impulses of life to the end that our trained leadership should serve, not rule mankind," declared Dr. Hall in his inaugural address, pledging Oregon's devotion to the old ideals, as well as the determination to press on to the solution of the newer problems involved in adult education, scientific research, and the social and political developments of the newer age. Thus did the new president strike the keynote of the Semi-Centennial celebration.

In a number of notable addresses by scholars from all parts of the country, the responsibilities of state universities and of higher education in general were courageously faced and the University of Oregon was committed to a program "as conspicuous in achievement as the past was full of promise."



SCENES AT THE INAUGURAL CEREMONIES

## Fiftieth Birthday

TO REVIEW the accomplishments of the past and to plan for the future, the Semi-Centennial celebration of the University of Oregon was held October 18 to 23.

Representatives of 170 universities and learned societies in all parts of the country, and twenty-four college presidents were present. Nearly 5,000 persons attended the picturesque outdoor inauguration ceremonies and the learned symposia on educational, historical and scientific subjects.

The coincidence of the inaugural with the Semi-Centennial set forward Dr. Hall's administration in a peculiarly clear light as marking the beginning of a new era, auspiciously opening. In spite of financial handicaps, never before has Oregon been so well prepared to assert its efficiency. With a vigorous and productive group of creative writers, artists and musicians, Oregon's distinction in the humanities and cultural subjects is assured and was a topic of comment by many of the distinguished visitors. In pure science an active group of geologists, physicists, chemists, biologists, bacteriologists, botanists, psychologists, zoologists, and the physicians connected with the medical school are engaged in constructive research and are stimulating



CLARENCE COOK LITTLE  
*President of the University of Michigan,  
Inducting Officer at the Inauguration*



SPEAKERS AT THE SEMI-CENTENNIAL (Left to Right)—DR. FREDERICK L. PAXSON, *University of Wisconsin*; WILLEM VAN HOOGSTRA滕, *Portland Symphony Orchestra Director*; EVA EMERY DYE, *Oregon Historian*; DR. FRANK L. MOVEY, *President of University of Kentucky*



DR. CLAIBORNE M. HILL, *President of Berkeley Baptist Divinity School*; DR. JOHN P. BUWALDA, *California Institute of Technology*; DR. A. G. CRANE, *President of the University of Wyoming*;  
DR. JOSEPH SCHAFER, *Superintendent of the Wisconsin Historical Society*

their students in independent scientific projects. The social sciences at Oregon, under the leadership of Dr. Hall, himself one of the leading American scholars and organizer of scholars in this field, are in a healthy condition, with an active group of students and researchers in sociology, history, political science, and economics.

Having fulfilled its function of intellectual leadership and continuous service to the commonwealth during the past fifty years, Oregon turns to the future with the promise of abundant returns for the money invested in it by the citizens of the state. Even more than in the past, the University is efficiently directing its education toward training for strength of body and dexterity of hand; observation, inference, and application for the intellect; love of beauty, truth, and goodness, with faith and hope, and charity, and reverence, for the soul.

With this staunch foundation, the coming fifty years cannot but bring even a more remarkable contribution to social and intellectual advancement.



DR. HENRY SUZZALLO; DR. E. T. WILLIAMS, *University of California*; DR. LUELLE CLAY CARSON;  
DR. WILLARD E. HOTCHKISS, *Stanford University*

## Professional Training

**N**OTED visitors to the Oregon campus have often remarked on its vigorous intellectual atmosphere. To the high standards maintained in the nine professional schools may be ascribed in a large measure the existence of this condition.

The University is divided into the College of Literature, Science and the Arts; the Graduate School; the Extension Division; and the nine professional schools of Architecture and Allied Arts, Business Administration, Education, Journalism, Law, Medicine, Music, Physical Education, and Sociology.

Training in the professions at Oregon is something more than an apprenticeship in the practical technique of a particular field. It is built upon a cultural foundation, an understanding of the social and ethical significance of the profession, and a rigid training in fundamentals.

No longer is the business man a mere buyer and seller. At Oregon his training is lifted beyond the business college course. He is given an understanding of the complex economic order, of the laws of social psychology, of science upon which great industries are built, of the



JAMES H. GILBERT  
*Acting Dean of the College*



DEAN ALLEN  
*Journalism*



DEAN LAWRENCE  
*Architecture*



DEAN YOUNG  
*Sociology*



DEAN POWERS  
*Extension*



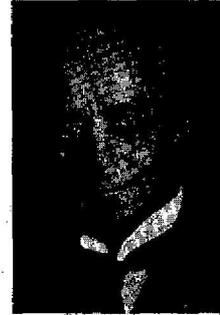
DEAN REBEC  
*Graduate*



DEAN HALE  
*Law*



DEAN ROBBINS  
*Business Administration*



DR. STRAUB  
*Emeritus Dean of Men*

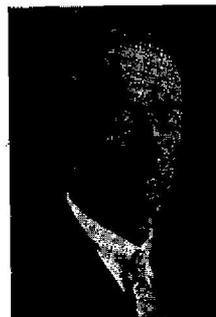
vision necessary for leaders in industry. Headed by ten professors and three graduate assistants, the School of Business Administration is now training 398 students.

Distinguished by instructors who are themselves productive architects, while at the same time having a broad cultural background and a fine artistic sense, the School of Architecture and Allied Arts offers courses in architecture, painting, sculpture, and normal training, and has a staff of 13 instructors and two graduate assistants. Students from all parts of the Coast and Middle West are registered in this school.

Specialists in each field of journalism offer courses in that school. The student is not only trained in government, economics, literature, psychology, and the significance of scientific discoveries, but is given a practical course in the technique of writing, editing and printing, and of managing newspapers. Both metropolitan and country jour-



DEAN LANDSBURY  
*Music*



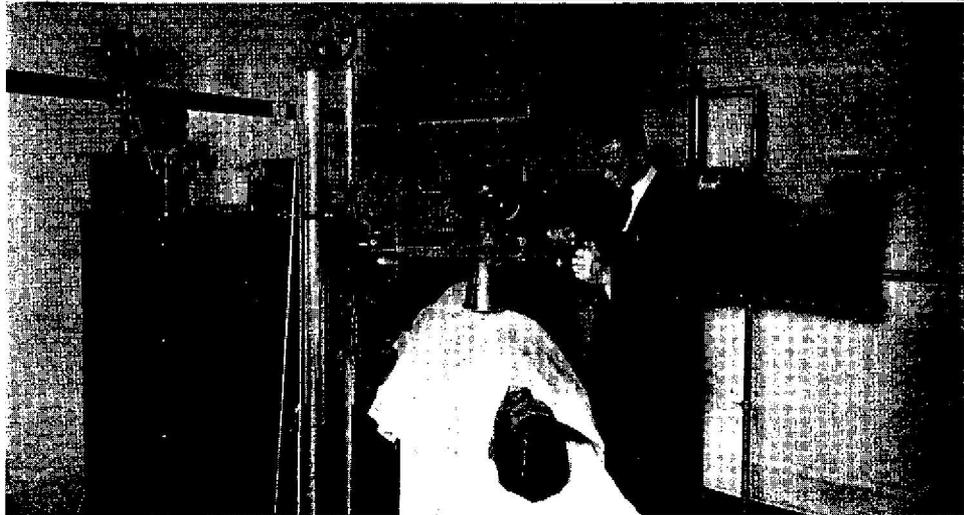
DEAN SHELDON  
*Education*



DEAN BOVARD  
*Physical Education*



DEAN DILLEHUNT  
*Medicine*



LABORATORY WORK AT THE MEDICAL SCHOOL

nalism, both editorial and managerial subjects, news and advertising, come within the purview of the course administered by six specially trained and widely experienced experts. A large number of graduates are now editing newspapers on the Pacific Coast, while many are in New York and eastern literary centers, and some are successfully holding positions abroad.

By turning out well qualified teachers the School of Education has elevated the standards of education in high schools throughout the state.

To produce an increasingly better trained lawyer for Oregon and to promote legal reform in the state are the dual functions of the School of Law. Gradually, the School is being put on a graduate basis. Already enrollment of law majors has increased since 1920-21 approximately 200 per cent. Three fourths of these before they began the study of law, have had three years in a liberal arts college.

An athlete is no more a mere player of games, for, under its four-year program, the School of Physical Education offers courses designed to train students for coaching, for acting as recreational directors, health experts, or directors of physical training in schools and colleges.

A great service to the state is rendered by the School of Medicine, situated in Portland, in investigating the cause and control of disease and researches in anatomy, physiology, bacteriology, medicine, and surgery. Each year a small number of highly trained physicians is turned out, for the School has directed its energies toward quality rather than quantity in its output. It is the only Class A medical school west of Denver and north of San Francisco, while its building and equipment rank with the best in the country.



STUDENT LAWYERS AT PRACTICE IN MOOT COURT

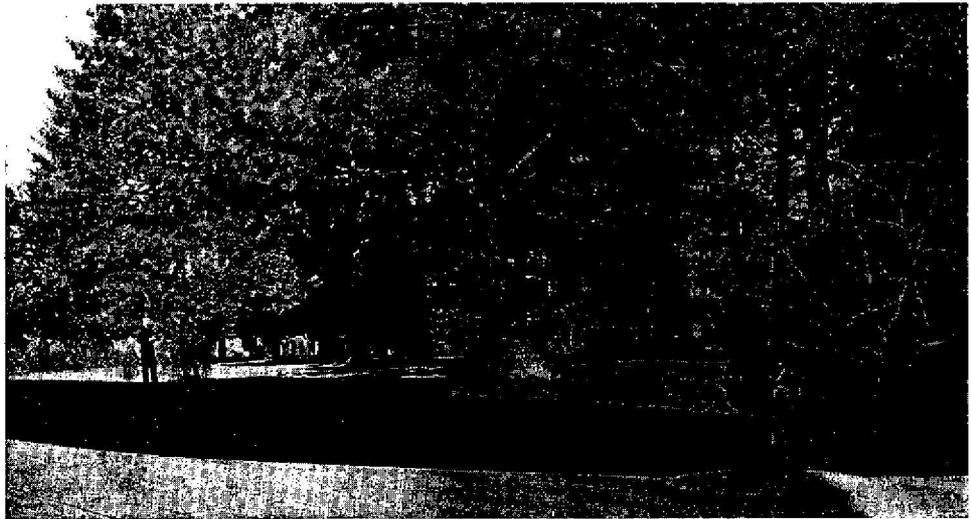
## The Social Sciences



OREGON HALL

THE University trains the future citizens and leaders of the state. Recognizing this responsibility and appreciating its importance, the University initiates the student into an understanding of the social sciences. In lecture room and study hall, the undergraduate comes directly into contact with subject matter that relates to the organization and development of society. He is made to appreciate his responsibilities and duties as a member of the social order, and particularly of the social group in which he lives—his city and his state.

The social studies have for their purpose three things: the cultivation of good citizenship, the cultural training of the student, and the further development of the social sciences themselves. It is only through an adequate understanding of the complexities and problems of modern life that the student can recognize his obligations and make an intelligent response in his civic



A GLIMPSE OF McCLURE THROUGH THE TREES

and social life. Mere emotional good will is not enough. The study of history and the social sciences is cultural and liberalizing besides serving as a definite training for the future leader and citizen.

A Committee on Social Studies appointed a few years ago to draw up a program of study for secondary schools discussed the scope of the work that the University itself is attempting to do in the guidance and training of its undergraduates and graduate students:

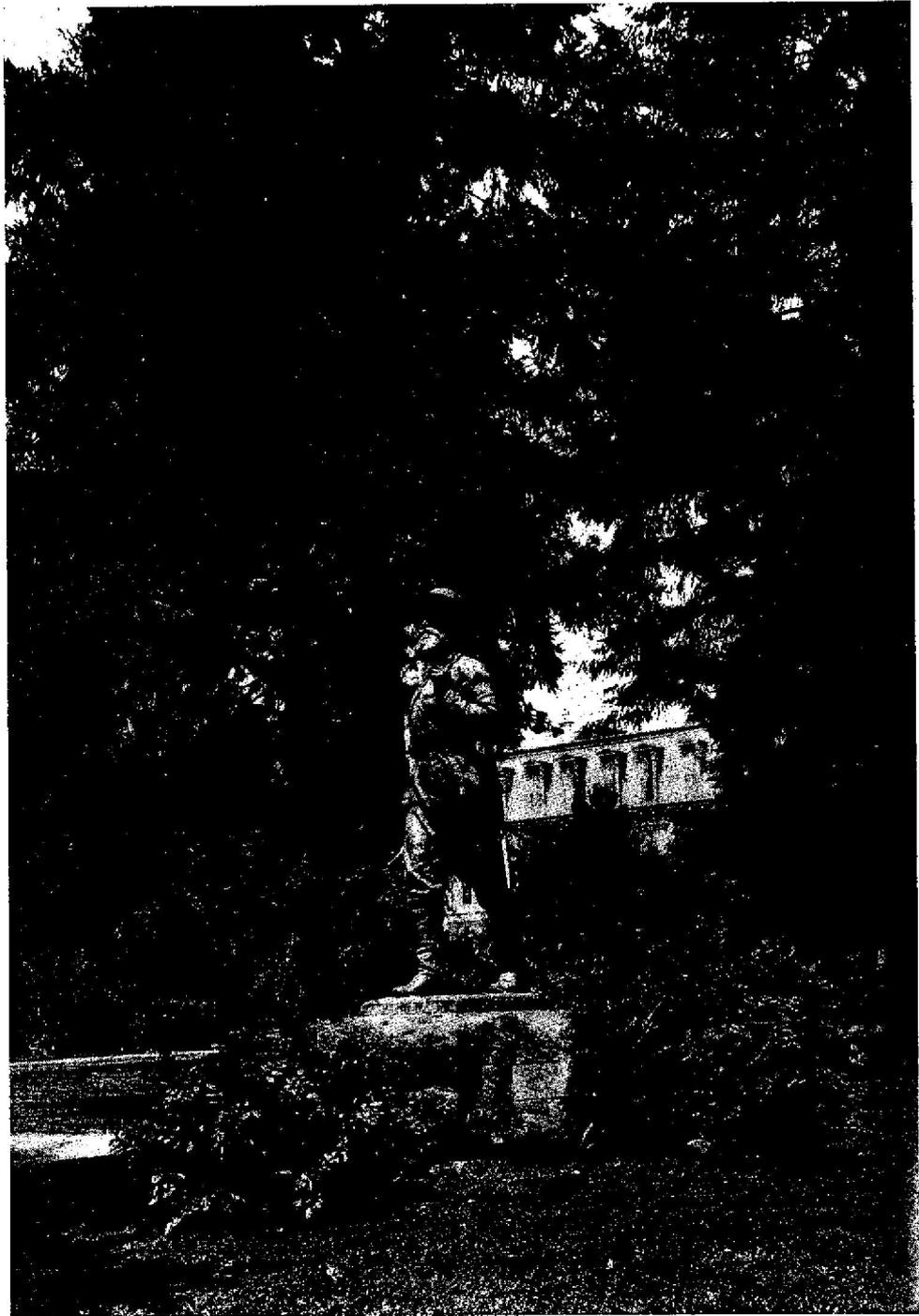
"The historian would have the students trained to appreciate the fact that modern society is the result of development characterized by constant change, each event growing out of a long process of causation; the economist would have the students understand something of the complex and intricate industrial organization through which man exploits the gifts of nature in satisfying his material needs; the political scientist lays stress on social control through a state organized for the purpose of bringing about a rule of law administered



LIBRARY STEPS, A PLEASANT RESTING SPOT BETWEEN CLASSES



FRIENDLY AND McCLURE HALLS



THE PIONEER, GUARDIAN OF THE CAMPUS

[Page Sixteen]

in the interest of the common welfare; the sociologist offers blueprints of a better society, generalizing from the experience of the past and setting up constructive plans for the future; and the geographer describes the physical environment and the natural resources out of which man's life must grow and which therefore should constantly condition his judgment of the life of his own and other groups."

Strong departments of history, political science, economics, and sociology (the latter a separately organized school) offer a well-integrated course of study at the University of Oregon. In addition, other departments offer training in kindred fields, as, for example, social psychology in the department of psychology. The schools of sociology, law, journalism, and business administration, dealing as they do with the work of social agencies and with community welfare through these agencies, stress the purely social subjects, not neglecting, moreover, the pure sciences.

The University of Oregon seeks to develop in its students "an appreciation of the nature and laws of social life, a sense of the responsibility of the individual as a member of social groups, and the intelligence and will to participate effectively in the promotion of the social well-being."



GLIMPSE OF McCLURE THROUGH THE SHADOWS





AN EXPERIMENT IN PSYCHOLOGY

total of human knowledge, these departments do not simply offer service courses but develop students into skilled technicians, investigators, and leaders.

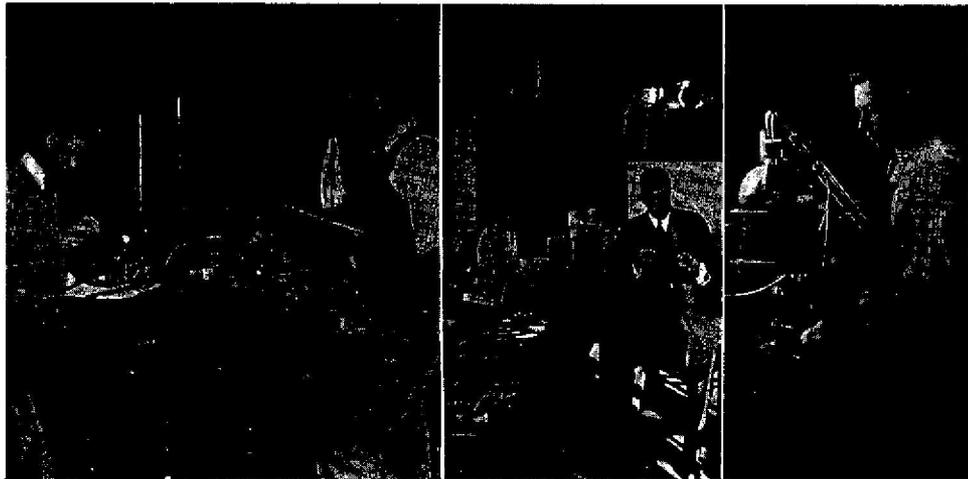
Investigations in these sciences have been of incalculable value to the states which liberally support institutions of higher learning. The demonstration that the Three Sisters mountain was once a single peak and the tracing of the geological history of the ages when a large part



THE FACTS OF SCIENCE TESTED IN THE LABORATORY

of Oregon was covered by the sea are credited to geological research at the University. In Oregon, where the fuel and hydro-electric problems are of vital importance, the most efficient utilization of these resources cannot be secured without the researches of competent geologists, chemists and physicists. The scientific attack on goitre, tuberculosis; application of insulin cure for diabetes; preventive measures for small-pox, diphtheria, typhoid fever, malaria, yellow fever, hookworm and lockjaw are all indications of the remarkable accomplishments the genesis of which was in the field of pure science. These are only a few examples of the kind of service that a University may render to the citizens who support it; in many of these the University has engaged with vigor and success, making Portland one of the most highly regarded medical centers in the world.

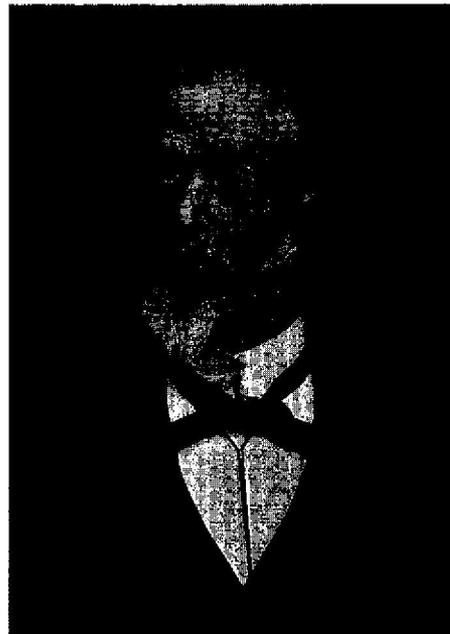
Oregon stands high in the nation as a training school for scientists. Its professors hold advanced degrees in subjects in which they are experts; its graduate work is directed by men who have won national recognition and is intended to give specialized training to the exceptional student; its courses permit undergraduate specialization with adequate provisions for individual work in laboratory, based on the thorough cultural education that marks the true gentleman and leader in the world's affairs; and its researches are directed toward benefiting the state of Oregon in a material way. Though most of them are necessarily still young, its graduates are winning increasing recognition in the scientific world.



STUDENTS LEARNING THE MYSTERIES OF CHEMISTRY AND GEOLOGY



PRINCE L. CAMPBELL



JOHN W. JOHNSON

## Tributes to the Past

**M**EMORIALS to two great characters whose ideals and personalities laid the splendid foundation for an enduring and successful state institution while they served as presidents of the University of Oregon were erected during the Semi-Centennial celebration.

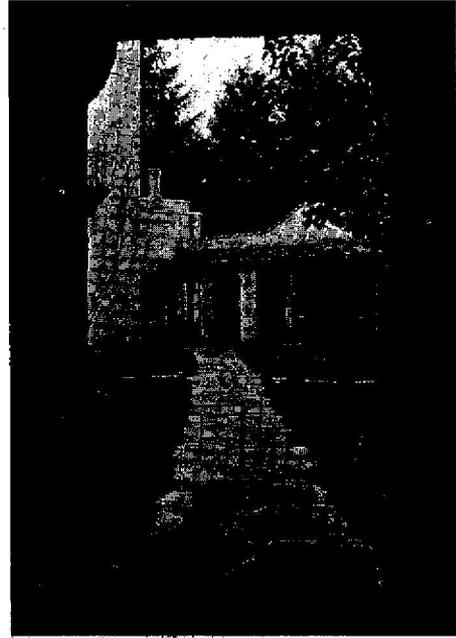
In memory of John W. Johnson, the first president, the Administration building was named and a permanent tablet erected. Kindly and helpful, yet exacting in discipline, President Johnson, whose nobility of character was one of the most powerful formative forces in directing the development of the institution he served, won the love and support of both the founders and early students.

To the late President Prince L. Campbell, whose memory takes high rank among Oregon's noble traditions, the University dedicated the site for its new fine arts building. For 24 years President Campbell's nobility of purpose, intellectual integrity, and comprehension of the spiritual realities of life were dominant forces in directing higher education in the state, and one of his overpowering passions was an appreciation of things artistic and beautiful.

As an explanation of a glorious past and as a challenge to a greater future, the names of these two men were written into the history of Oregon as examples for generations of students yet to come.



MUSIC BUILDING



ART COURT WALK

## Music and the Arts

**I**N THE difficult field of the fine arts, the University of Oregon has achieved noteworthy recognition. Although there is no independent school of fine arts, there is, in several of the professional schools, and also in the departments of the College of Liberal Arts, a wide variety of courses in the arts subjects; and students with a desire and aptitude for training in artistic expression—either as a form of cultural experience, or in the direction of professional achievement—are given every encouragement and educational opportunity.

The School of Music represents one of the distinctive activities of the University. Housed in its own well designed building, in which is a commodious auditorium, equipped with a modern pipe organ, the school presents a soundly conceived curriculum, covering courses in musical history and theory, pianoforte, pipe organ, violin, wind instruments, voice, and public school music. On the faculty are musicians who are not only capable teachers but concert performers of distinction. Under supervision of the school are the orchestra, string quartette, band, glee clubs, and choir.

The work offered in the department of fine arts in the School of Architecture not only is tributary to the training of architects but has attained an independent professional status. The courses in design,

drawing, painting, modelling, sculpture, and so on, are taught by persons of unquestioned standing in their own field; and the high standards of the school, both through its own high achievements and records made by its graduates, have given it a nationwide reputation.

In the department of English, and the School of Journalism, every encouragement is given to those interested in creative writing; and as a result, the University of Oregon numbers among its former students authors of recognized achievements. Student authorship finds expression in campus publications, and, occasionally, in periodicals of general circulation. The School of Journalism, also, has entered upon the field of fine printing under the direction of the world-famous typographer, Dr. John Henry Nash, who is a lecturer on the faculty of the school.

Under the supervision of the department of English is the work in the drama, in which, on the completely equipped stage of Guild theater, plays, produced and acted by students, are presented.

These activities have brought about the organization of a number of professional societies, most of which have national affiliations; and through these, with the cooperation of the University, there are brought to the campus each year a considerable number of artists, musicians, writers, and so on, of the highest class.

Without over-emphasis, or undue specialization, there is, at Oregon, a genuine, vital interest in art subjects, and a sincere appreciation of beauty in whatever form it expresses itself. The University's museums and collections, especially the Murray Warner Memorial Oriental collection, contain an unusually fine assortment of rare art objects, including several almost priceless ancient masterpieces.



PAINTING ON THE SHADOW-CHEQUERED CAMPUS



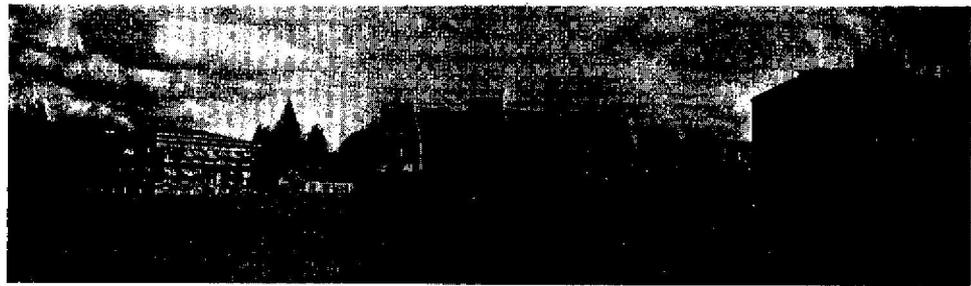
A CAMPUS WALK

## The State as the Campus

**EXTENDING** the great resources of the University beyond the confines of the campus to the state as a whole, Oregon, through the Extension Division, reaches nearly 270,000 persons a year. Wherever the people may be stimulated by the learning and the inspiration of University teaching the activity of the Extension Division is reaching out to meet the need.

Since democracy demands for its success an intelligent electorate and since the success of Oregon's direct government depends largely on the intelligence of the voters, adult education in this state assumes great importance. "Every consideration of public welfare, the intellectual and moral growth of the nation, the very foundation of democracy itself, depend upon our capacity to stimulate and encourage among the people the habits of critical and independent thinking and the intelligent conservation and direction of the great emotional powers of life," President Hall has declared. "If a higher education is to retain the idea of service to the people as the keynote of its ideals, it must produce adequate leadership in the present crisis."

In this work of making the state the campus, the Extension Division maintains two teaching centers—one in Portland, where the registration last year was nearly 4,000, and one in Salem, which was opened this fall. A total of 55,566 persons attended Extension lectures



JOHNSON HALL AND WOMEN'S DORMITORIES



EDUCATION BUILDING, WHERE OREGON TEACHERS ARE TRAINED

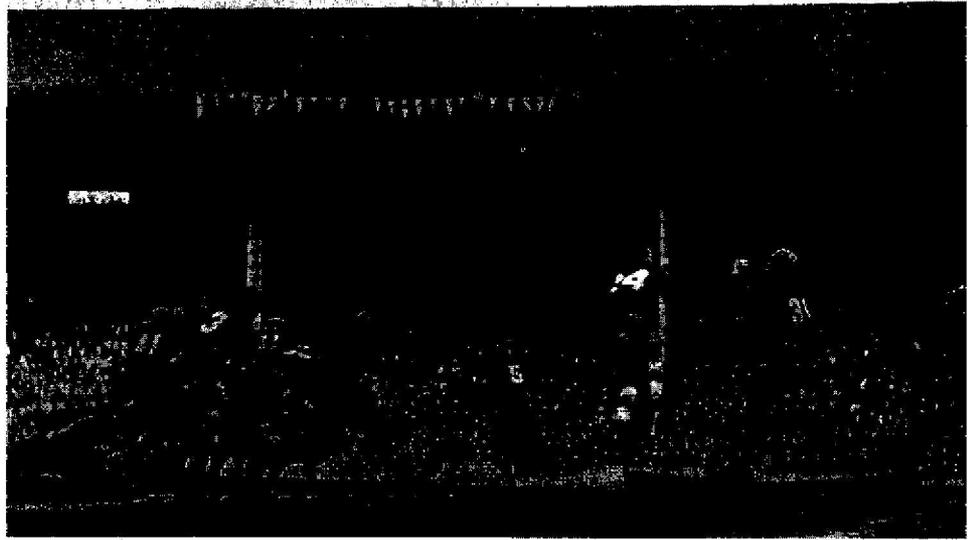
last year. In addition, regular University courses are given by correspondence, and the registration for 1925 was more than 1,200. For Oregon teachers reading courses are given, and last year 4,150 certificates were issued for this work. As part of visual instruction, slide showings were attended by 118,852 persons, and film showings by 79,596.

That Extension activities are popular with the people of Oregon is shown by a 13 percent increase in enrollment for 1925 and a 47 percent increase in the amount of University credit earned.

At the Portland Center of the Extension Division, a branch of the School of Sociology is maintained which acts as a clearing house for Portland social welfare organizations and which trains social workers and public health nurses.



A VIEW FROM NEWER PART OF CAMPUS



## Athletics at Oregon

**W**HILE it is on the gridiron, the track, the diamond, or basketball court that the most spectacular exhibitions of Oregon's famous athletic spirit are found, not all attention is devoted to major sports. The motto at Oregon is "Every man and woman in athletics," and, as a result, nearly every student participates in some sport. Tennis, handball, swimming, horseback riding, gymnastics, archery, fencing, golf, canoeing, and wrestling provide enough diversity to interest every one.

For two years some form of athletic exercise is compulsory, and so successful has been the staff of experts in stimulating interest that most students continue activity in some sport throughout the four years. This devotion to wholesome exercise is naturally carried into later years.

In the spirit of her sports and in the record of her teams Oregon takes great pride. Championship varsity teams have long attested to her prowess, the latest title being the northwest basketball championship won last year.

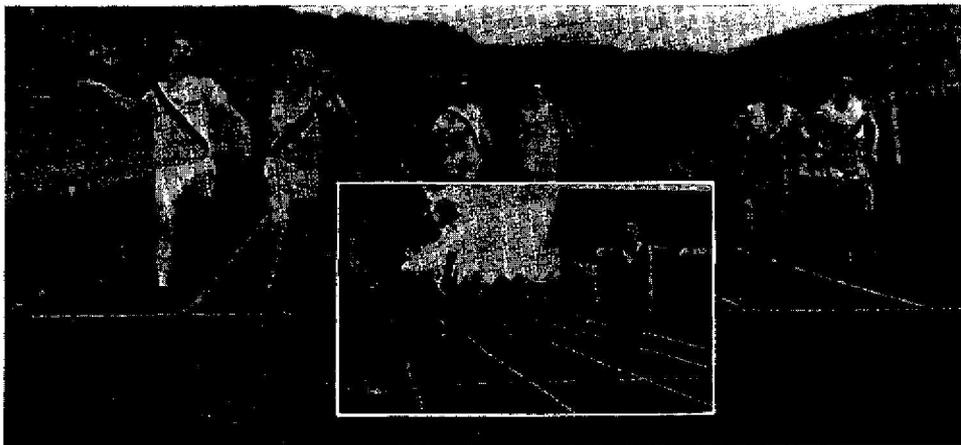
A new athletic program, involving the development of every sport, has put Oregon on a sounder athletic basis than ever before. Captain John J. McEwan, head football coach, has been brought from West Point. William Reinhart, by his intelligent understanding of men and clever strategy, has attracted national attention in basketball. Bill



Hayward, trainer and track coach, has entered star track athletes in every Olympiad in the last twenty years.

Ten new tennis courts, several football fields, and a \$180,000 basketball pavilion have been built by the students from their own funds to provide recreational opportunity for all.

Student health is cared for by a staff of doctors and physical education experts, who by frequent examinations and corrective exercise, overcome the defects and weaknesses of individuals who are deficient in some respect. In this way hundreds of students are put on a plane of physical fitness and relieved of handicaps which, if ignored, might prove a life-long burden. This work comes under the direction of the school of physical education for men and women, which also trains its majors to become physical education directors and athletic coaches. This Oregon organization has attracted nation-wide attention and is serving as a model for universities elsewhere.



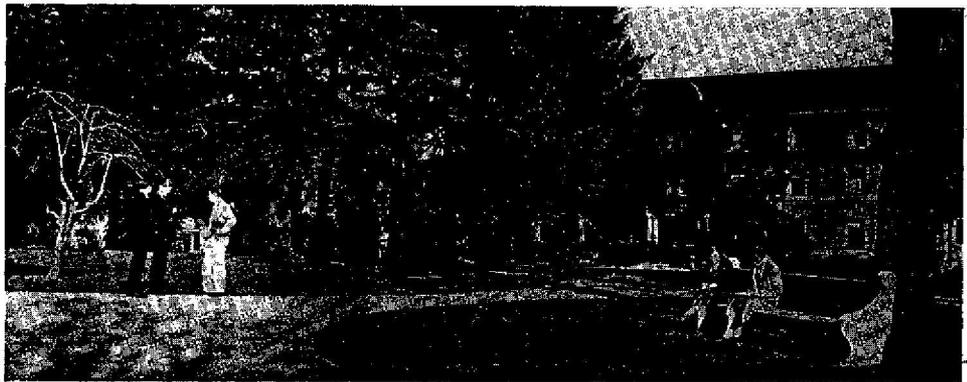


## Student Life at Oregon

*"Those days at Oregon. . . ."*

THE University of Oregon is an ideal place to spend those vigorous years when the strengthening youth is reaching out to test his growing powers. At Oregon there is plenty of work involved in maintaining the exacting scholastic standards which are set for the students, but there is also abundant opportunity for play when work is done. Hikes, miscellaneous sports, canoe trips up the millrace and all kinds of outdoor games enliven the life of the undergraduate.

An important part of student life fostered and encouraged by the faculty consists in free intellectual activity. The interchange of ideas around the fireplace, the frank and searching analysis of opin-

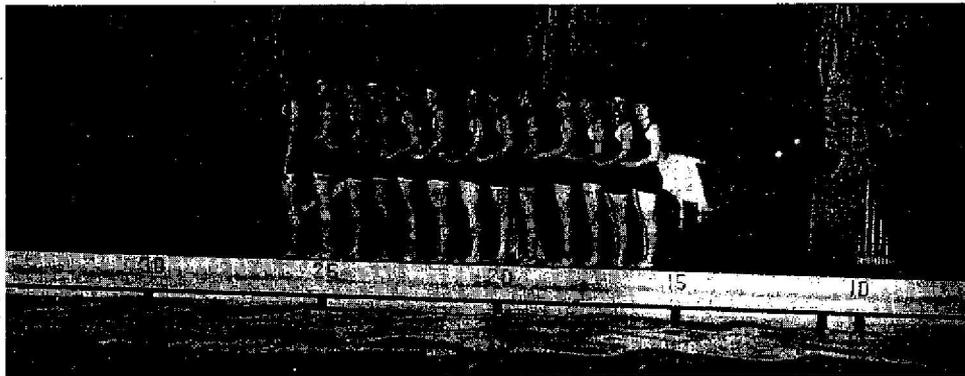




ions in the organized discussion clubs, and in seminars where friendly social intercourse is mixed with the scientific spirit and where instructor and student meet each other on equal terms as investigators and co-workers in the same field, leave a lasting impression on those who have been at Oregon and imbibed its spirit.

Oregon, with its opportunities for wholesome recreation in wide variety, is a place to build the kind of well-rounded men and women who were the goal of the educational ambition of the late President Campbell—the ambition to build effective citizens for a greater commonwealth. The college life available outside the classroom rounds out the man and the woman into the kind that can work with their fellows, play the game fairly and share triumphs generously.

*"They are the best of all."*





A DREAM OF THE FUTURE CAMPUS

## Oregon of the Future

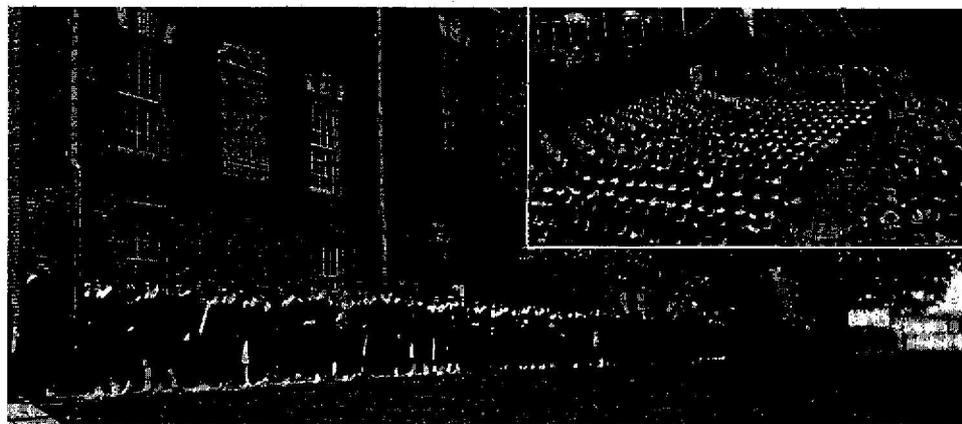
*Excerpt from Report of J. W. Hamilton, President of the Board  
of Regents, to the Governor*

THE GROWTH of the University in the last fifty years, so gratifying to all believers in higher education, nevertheless brings into prominence the problem of its responsibilities and resources for the future. It is not a case of the University outgrowing the state or the state's need for higher education. The fact is that provision for the support of higher education in Oregon has not kept pace with the growing wealth of the state. Assessments, the basis for the millage tax, which was expected and intended to increase with the wealth of the state, have failed to respond to the increasing resources. In the period 1913 to 1922, while the wealth of Oregon increased sixty-five percent, the assessments increased less than six percent. The University was confronted with an increase of 158 percent in enrollment in these seven years, and found its income nearly stationary.

The second millage tax was passed in 1920. Since then, full-time enrollment on the campus at Eugene has increased 68 percent, and the income of the University a bare nine percent. Financial support intended for the education of 1,785 students has been stretched to take care of 3,000. Even with the most rigid economy, a 68 percent larger enrollment cannot be adequately cared for by an increase of nine percent in income. The inevitable effect, sooner or later, must be the sacrificing of the quality of instruction or the neglecting of necessary additions to the physical plant.

[Page Thirty]

The University has striven to maintain its high standards of teaching efficiency for the increasing body of men and women seeking higher education, but now finds no adequate margin for pressing building needs, for a larger program of research, and for advancing the standards of instruction to keep pace with the progress taking place elsewhere. The responsibility of the University in this particular is the responsibility of the state at large. A commonwealth justly proud of its achievements and confident of its future growth will not consent to have any part of its system of public education suffer from arrested development. The opportunities of Oregon and her educational institutions are unique. They call for material support consistent with first rate educational opportunities on the one hand, and enlightenment, guidance, and inspiration on the other. That the University should cease to advance with the state is inconsistent with "leadership in learning" and the ideal to which the commonwealth of Oregon has committed itself.



SENIORS AT COMMENCEMENT



PILLARS OF JOHNSON HALL