



Charles Chapman

Johnson Resigns Because of Dorm

Wants No Part Of Providing Campus Living

The photograph of John Wesley Johnson - slightly raised eyebrows, sharp linear nose, high buttoned collar - has distinct clerical aspects. He was a man of absolute discipline, a man who, one senses, could as easily copied Latin manuscripts in medieval monasteries as drill pioneers in Eugene City.

When John Johnson submitted his resignation of the Presidency on March 30, 1893 it was because he could see the coming of a new vision of education that lay well beyond his austere disciplines of Law, Medicine, and Theology. Also, he wanted nothing to do with a dormitory.

Charles Hiram Chapman, the second President of the University, was the son of a Wisconsin farmer. He had a PhD. in Mathematics from John Hopkins University. He was 32. His first impression of the University was expressed in a letter to a friend and displayed the flamboyant, hard-hitting style that was Charles Chapman:

"The institution has the atmosphere of a petty theological seminary manned by superannuated ministers." From the

beginning of his administration it was very clear that Charles Chapman was not running a Sunday school.

His first policy decision proved the worst fears of John Johnson who stayed at the University as Professor of Classics after resigning the Presidency. Chapman decreed that the advanced classics be taught as literature rather than as means of grammatical drill. Further he made laboratory work the heart of a heretofore text book approach to the exact sciences. These innovations were ardently opposed by certain members of the faculty and served the dubious purpose of dividing the faculty into factions that survived the length of the Chapman administration.

Chapman was not a man to stop at factionalism however when he believed innovation to be the only way the University could survive.

By 1893 the country was becoming full of good colleges and universities and the competition for students was at a peak. Most of the newer institutions like Stanford and some of the older eastern schools were adopting new formats embodying fundamental changes in the conception of education. The social sciences, business, and engineering courses were flourishing and attracting great numbers of students. It was with this knowledge that President Chapman embarked on his term
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