

UNIVERSITY OF OREGON An Educational Institution Which Offers 150 Courses of Instruction.

EIGHT COLLEGES AND SCHOOLS; 29 DEPARTMENTS Lands, Buildings, Apparatus and Machinery Worth \$160,000—Permanent Endowment Fund of \$100,000—Villard Fund \$50,000—Faculty Expects Large Attendance This Fall.

The university of Oregon was founded and located at Eugene in 1857 by an act of the legislature. In 1878 students, both men and women, were admitted to the institution. In 1884 the school of law was established at Portland, and in 1887 the school of medicine was also established at Portland. The affairs of the university are administered by a board of regents, appointed for a term of 12 years by the governor of the state, and confirmed by the senate. The board at present is composed of: Dr. S. Hamilton, Roseburg; Hon. C. D. Beckman, Jacksonville; Hon. C. A. Dolph, Portland; Hon. William Smith, Baker City; Judge R. S. Bean, Salem; Hon. Charles H. Dyer, The Dalles; Hon. S. H. Friendly, Eugene; Judge C. B. Bellinger, Portland; Hon. N. L. Butler, Monmouth.

Support. The permanent endowment is about \$100,000 realized from the sale of land granted to the state by the general government for the purpose of establishing a university, and a fund of \$50,000 given by Henry Villard, of New York City. It also receives an annual sum from the state, appropriated by the legislature. No tuition is charged, but there is an incidental fee of \$10 at the opening of each year.

Situation. The university of Oregon is situated in the western part of the state, at Eugene, Lane county, about midway between the Cascade mountains on the east and the Pacific ocean on the west, equally distant from the northern and southern boundaries of the state. It may be added that this seat of learning is within two degrees of being equally distant from the north pole and the equator. It is 125 miles south of Portland, at the head of navigation on the Willamette river, it is on the Southern Pacific railroad, 21 hours from San Francisco, and five hours from Portland, and has trains both north and south daily. Eugene, the county seat of Lane county, has about 5000 inhabitants, and its three banks hold deposits amounting to nearly \$700,000. It is an intellectual center, and has a number of churches. Religious activity and social refinement characterize its people. The university campus, containing 25 acres, on an elevation, commands a view of remarkable beauty.

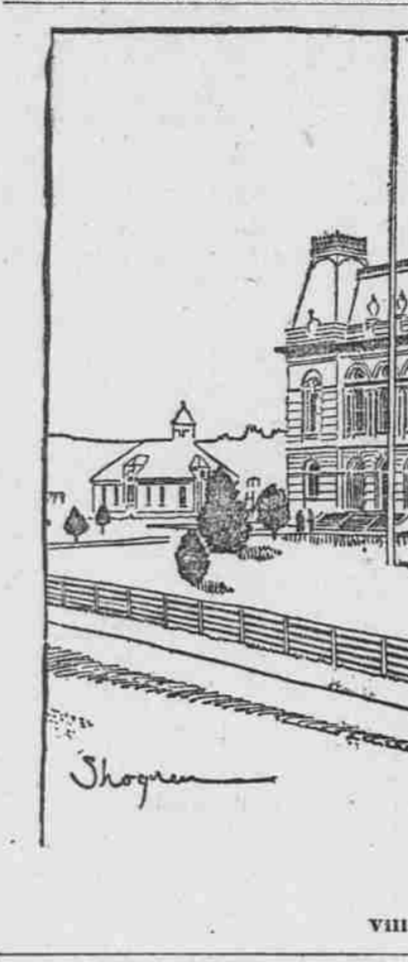
Buildings and Equipment. The aggregate cost of the grounds and buildings on the campus is approximately \$150,000. There are six principal buildings, five of which are on the east side of the campus. All, excepting one, were built by the state. The first, three stories high, erected in part by Lane county and finished by the state, is named Deady hall, in memory of Judge M. P. Deady, who was president of the board of regents from its organization until his death in 1886. It contains eight lecture-rooms, the halls of the literary societies and four laboratories; the biological, psychological, physical and chemical. The second, Villard hall, named in honor of the chief benefactor of the university, contains five lecture-rooms, an auditorium that will seat 1500, a gymnasium seating 2000, and a hall 40x55 feet, was built in 1889. A men's dormitory came next, having modern conveniences and capacity to provide room and board for 250 students. The third, the sixth building, under construction, three stories high, at a cost of \$16,000, appropriated by the last state legislature, will contain lecture-rooms and laboratories for the departments of chemistry and mining. Besides these are two wooden buildings; one having the observatory is used by the department of applied mathematics; the other, Collier hall, is used by the department of geology. The engine-room, containing the engines and machinery necessary for university purposes, is situated on the west side of the water plant, supplying all the buildings; the printing office, with its equipment; the weather station, are also on or near the campus. The school of law is in the Goodnow building, Portland. The school of medicine has its own building in Portland, furnished with laboratories and all the aids to medical education. Twenty-third and Leveley streets, opposite Good Samaritan hospital.

Library. The library now contains about 800 volumes. Part is in Collier hall, and a small fraction is in each of several department libraries in lecture-rooms. Mr. Villard, the chief benefactor of the university, gave at one time \$1000 for books, at another time \$500 from the Villard endowment. The regular income of the library is the annual sum of \$400 coming from the Villard fund. Occasionally a special appropriation is made from the general fund. These amounts go for books of general value and special reference books for each department. A few years ago Hon. J. N. Dolph, then United States senator from Oregon, and the recognition of the university as a depository of all documents published by the general government at Washington. A reading-room contains many American and foreign literary and scientific periodicals.

Faculty. President—Frank Strong, Ph. D., Yale university; lecturer in history, Yale university, 1897-1899. Professor of geology—Thomas H. Condon, Ph. D. Professor of Greek—John Straub, A. M., Mercersburg college. Professor of philosophy—Benjamin J. Hawthorne, A. M., Randolph Macon college. Professor of English and English literature—Luella Clay Carson, A. M., university of Oregon. Professor of applied mathematics—Edward H. McAllister, A. M., university of Oregon. Professor of logic—E. B. McElroy, Ph. D., Willamette university; state superintendent of public instruction 1882-85. Professor of physics—Charles Friedel, Ph. D., university of Leipzig; student at Johns Hopkins university, 1882-83. Professor of biology—Frederick L. Wenzel, Ph. D., Johns Hopkins university, 1886-87, and at Harvard university, 1888-89. Appointed state biologist 1889. Professor of economics and history—Frederic G. Young, A. B., Johns Hopkins university; university scholar, Johns Hopkins university, 1886-87. Professor of English philology and oratory—Irving M. Gies, A. M., university of Oregon; graduate student at Johns Hopkins university, 1894-96. Professor of chemistry—Arthur Lechmann, Ph. D., university of Munich; instructor in general chemistry, university of Michigan, 1896-97. Professor of modern European languages—Frederick G. Schmidt, Ph. D.,

course in general English literature and elective courses in American literature, Elizabethan drama, Shakespeare, 18th century prose, verification. Freshman and sophomore courses in English composition and rhetoric are prescribed for A. B. and B. S. degrees. There is a good library for technical work in rhetoric and English composition, the study of English and American classics, some lines of criticism. The library in English drama is especially rich. Students make constant use of all the libraries, periodicals and indexes for work in English composition. The department of English philology and oratory contemplates in their courses in elocution and oratory the ability to appear before an audience with composure, and to speak so as to be heard, understood and believed. The work covers four years of systematic study. There are at least five occasions a year for the delivery of public debates and orations. English philology seeks to enable the student to apply the principles of philological science to the English language. Courses are offered in elementary Anglo-Saxon, Beowulf, Chaucer, History of English Language, English phonology. Excepting elementary Anglo-Saxon these courses count for graduate students toward the A. M. degree. The methods of Johns Hopkins university are used in administering the courses. The English philology library contains over 100 books from earliest English texts through the middle English period, embracing many of the minor 17th century lyrics.

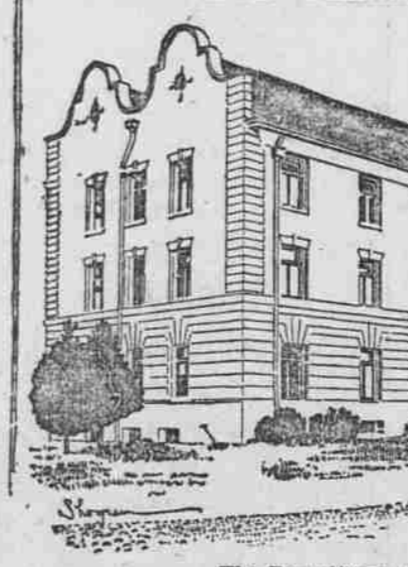
Mathematics. Courses of instruction in mathematics are given in plane and solid geometry, plane and spherical trigonometry, plane analytic geometry, higher algebra, solid



Villard Hall, Deady Hall and the Gymnasium.

analytic geometry, differential and integral calculus, theory of equations and determinants and differential equations. Advanced courses which may be counted for graduate work are offered in plane and solid analytic geometry, differential and integral calculus, modern analytic geometry, differential equations, theory of functions, quaternions and vector analysis, projective geometry, theory of substituents and line geometry. The department of applied mathematics includes astronomy and certain branches of the engineering courses. The equipment consists of a small observatory supplied with an astronomical transit, sidereal clock, and a sextant, together with nearly all the instruments commonly used by the astronomer. Courses are offered in general astronomy, spherical and practical astronomy and celestial mechanics. Observatory work includes the determination of sidereal, mean and standard time, latitude, longitude, azimuth, etc. The courses in surveying cover both a careful study of theory and a large amount of practical work in the field. Special work in railroad and canal surveying is contemplated in the senior year of the course in civil engineering. Under this head attention will be devoted to large irrigation schemes as it is believed that these are about to become a prominent factor in the development of certain portions of the state. The course in graphic statistics develops the methods of finding the stresses in roof and bridge trusses, or any framed structure, by drawing diagrams. Practical examples are worked out in detail by the students, preliminary to the design of the structure.

Economics and History. A general course in economics and one in history are prescribed for all degrees. Through these prescribed courses in economics and history the student is made conscious of the relation of the real power he may have for these lines of study. The elective courses are chosen by the young men who have a taste for public career and by all who have inclinations toward law, journalism or the ministry as their profession for life. The courses offered in economics include the following: General principles of economics, history of economic thought, finance, money and banking; the industrial organization



The Dormitory, Oregon University.

of England and America. Courses in modern economic problems and such as are directly preparatory to courses in commerce and public service are contemplated. In sociology a course which gives the point of view of a leading sociologist is presented and the positions taken by other thinkers in this important new field are brought into relation with the system previously outlined. In public law a course is given in political science and comparative constitutional law is developed by bringing the constitutional systems of the leading nations into comparison. The American political system is studied with Bryce's Commonwealth as guide. A course is also offered in international law. The courses in history are grouped into series comprising three in European history, one in English political and social history, to which one

in the constitutional history of England will be added. There are two courses in the political and social history of the United States and one in Oregon history and institutions. The library of economics and history includes nearly all important recent publications on these subjects.

Geology. The geological work of the university opens with a course of lectures on geology by Professor Condon. The first of these courses covers a series of lectures on general geology. A second course is based on the special features of the geology of Oregon and the Pacific coast. Minute attention is given to topography, beds of rocks, fossils and geological growth. A third course covers the paleontology of Oregon and aims at a minute study of the fossils of the Pacific coast. A fourth course takes for its scope the whole body of geological evidence of the prehistoric condition of the human race. A preparatory elective course in physiography is also offered, intended to cover the ground of physical geography for teachers. The geological cabinet collected by Professor Condon consists of minerals and rock forms that illustrate our mining studies and structural geology with fossil life forms, vertebrate and invertebrate, for use in the study of paleontology and geology of life. A full and unique record of the past history of the basin of the Columbia river, a region full of wonders for the student of the fine arts of singular value to the specialist student of life in the plant and animal.

Philosophy. The department of philosophy offers five courses of study: History of philosophy, open to seniors, post-graduates and

to all others who are prepared to take the study. Elementary psychology, open to all who are prepared to take the course, and in the departments of physics and chemistry, a student can enter the second-year class in the school of medicine at Portland. Many leading medical colleges in the United States give our students the same privilege. No institution in the Northwest is so well equipped with apparatus, microscopes, microtomes, physiological apparatus, skeletons and models as the university of Oregon. Preparatory medical students have the use of human skeletons, incubators, a set of embryological models in wax from Freiburg, Germany, a kymograph imported from Cambridge, England; sphygmograph, made by Mr. Seth McAllister, of the university; manometer, tamboura, centrifuge and hematocrit. Physiological psychology, open to all who are prepared. The laboratory is conducting a systematic experiment in cross-education. Result will be published. The department of logic offers the following courses: A course in elementary logic, open to all students prepared to take the study. A course in advanced logic emphasizes the utility of the study through principles of definition and division, propositions, the syllogism, fallacies, etc. Textbooks, Hyslop, Jevons. Another course applies deductive logic to English grammar and rhetorical analysis through a textbook by Maetzner and lectures. The junior course considers the province of logic and its relation to other sciences. It includes the solution of practical problems. The senior course considers the nature of the laws of thought and logic as a general science. Textbooks, Welton, Mill.

Chemistry and Assaying. The present chemical laboratory has 36 individual desks for students; new laboratory will have accommodations for 200. Present lecture-room seats 80; new room seats 115, and will serve as an auditorium for lectures, etc., for smaller assemblies. Outfit of apparatus is worth about \$2500, and includes five analytical and assay balances of the best makers; the assay balance will indicate the weight of a penny mark on a piece of paper. The outfit also includes a complete set of apparatus for gas analysis, five assay furnaces, combustion furnace, bismuth furnace, good collection of lecture demonstration apparatus, automatic water still, and a 100-light gas machine. The laboratory

enable them to anticipate some of their work while attending the university. By doing a certain amount of work in these courses, and in the departments of physics and chemistry, a student can enter the second-year class in the school of medicine at Portland. Many leading medical colleges in the United States give our students the same privilege. No institution in the Northwest is so well equipped with apparatus, microscopes, microtomes, physiological apparatus, skeletons and models as the university of Oregon. Preparatory medical students have the use of human skeletons, incubators, a set of embryological models in wax from Freiburg, Germany, a kymograph imported from Cambridge, England; sphygmograph, made by Mr. Seth McAllister, of the university; manometer, tamboura, centrifuge and hematocrit. Physiological psychology, open to all who are prepared. The laboratory is conducting a systematic experiment in cross-education. Result will be published. The department of logic offers the following courses: A course in elementary logic, open to all students prepared to take the study. A course in advanced logic emphasizes the utility of the study through principles of definition and division, propositions, the syllogism, fallacies, etc. Textbooks, Hyslop, Jevons. Another course applies deductive logic to English grammar and rhetorical analysis through a textbook by Maetzner and lectures. The junior course considers the province of logic and its relation to other sciences. It includes the solution of practical problems. The senior course considers the nature of the laws of thought and logic as a general science. Textbooks, Welton, Mill.

Music. The department of music has outlined a thorough musical course, leading to the degree bachelor of music. The Treble Clef Club is composed of ladies' voices, and the Thanksgiving concert of the male Glee Club has become a recognized feature of the fall semester. The Glee Club makes an annual tour during the Christmas holidays. The Ladies' Musical Club has given several concerts this season, one devoted to Wagner. An oratorio has been given in the chapel, and the closing of the '99 semester a music festival of three days was held, in which choruses from several towns participated, and the Willamette Valley Choral Union was organized with the object of holding a May festival every year. Pianoforte and vocal recitals are given during the year, and all students of the department are expected to make at least one public appearance.

Physical Culture. The gymnasium of the university is well equipped for physical education, which is strongly emphasized in connection with college work. It is provided with useful apparatus, costing about \$600, and consisting of parallel bars, long horse, flying rings, Indian clubs, dumb-bells, and some modern Swedish apparatus, including a balance swing, climbing ropes, Swedish ladder, etc. The main hall is 40x35 feet, with a 25-foot ceiling. The director's office contains some instruments for anthropometry. The annex has dressing-rooms, lockers, and shower baths. In addition to the regular class drills, which consist of training in athletic sports, the university is represented by a football team, a baseball nine, a track athletic team, a tennis club, a basketball team, an indoor baseball club, and a golf club. Women are admitted to separate classes under the same conditions as men.

Entrance Requirements. Many of the departments offer both preparatory and collegiate courses, for there are not yet fitting schools in some parts of the state to prepare students for freshman work. The university plans in comparatively few years to be relieved of all subfreshman work; but now a few courses in mathematics, English and literature, the first year in languages, both ancient and modern, and in laboratory sciences, must be provided for by the university. The university requires 120 credits for graduation: 63 preparatory credits (representing four years of study in the high school, the grade of the common schools and the freshman year), and 57 college credits. By a credit is meant the value a student earns by the work of one hour a week for one school year. Fifteen credits is a good year's work for the ordinary high-school student. No student is admitted in full standing to the freshman class who has not earned 82 credits, and no student is admitted into the preparatory courses who has not already earned at least 30 credits; that is, who has not satisfactorily done the first two years in a recognized high or secondary school (or an equivalent). It follows that the university offers courses through which the student may earn the remaining required 100 credits.

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In the Field of Athletics. Perhaps the chief glory of the athletic association is its high ideal of college athletics, which it attempts to reach, both by theory and practice. Here is the score for the past two years: Football: U. of O. 34, Chemawa Indians; U. of O. 55, Portland university; U. of O. 6, Multnomah Athletic Club; U. of O. 33, Oregon agricultural college. 0. Track athletics in 1899-U. of O., 50 points; Oregon agricultural college, 15; Pacific college, 18; Willamette university, 17; Oregon state normal school, 6; Pacific university, 3. Football in 1899-U. of O. 23, Chemawa Indians; U. of O. 6, Multnomah Athletic Club; U. of O. 6, university of California; U. of O. 6, Multnomah Athletic Club; U. of O. 35, Southern Oregon; U. of O. 33, Oregon agricultural college; U. of O. 6, Albany college.

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Intellectual Center of Oregon. The keynote of the policy of the university administration will be to make the state university the center of the intellectual life of the state, to make it the leader in whatever tends toward higher education and culture in Oregon, where it belongs, at the head of the influences that are to give new shape to the civilization of the 20th century. It will be a further endeavor of the administration to attract to the university all those scientific educational influences that are necessary to the upbuilding of the material interests of Oregon.

Relation to Public School System. To accomplish these purposes, the policy will be to unify all of the educational influences of the state, and to have especially to organize and unify the whole state public school system, common schools, grammar schools, high schools and universities. The influence of the state university, whether public or private, depends upon the development of the public school system. On this point the utterance of Andrew D. White, now minister to Germany, and then president of Cornell university, is of the greatest value. We are told by President Jordan that in an address to the state university, he has appealed to them to stand by the common schools, for in them is the educational hope of the South and West. Such unification has been brought about in California by the state university, and it must be done by the state university in Oregon. By this it is not meant any unworthy competition with other influences or institutions tending to build up the state university. It is the experience of the West that the strengthening of the state university leads inevitably to the strengthening of all other educational institutions of the state.

Practical Aspects of the Policy. The administration hopes to develop the university symmetrically, and thus provide adequately for those practical lines of work that bear directly upon the life of the people and upon the material development of the state. It is the school of mines is being enlarged, and the work in mining, municipal, civil and electrical engineering reorganized and developed. In this way it is intended through the proper departments to convey the scientific and practical knowledge of the sciences with surveys showing the location of the valuable woods, and their extent, the location and extent of the building stone, fire clays, others, coal and metals beside gold and silver; in short, to become the center for free advice and information in regard to all the resources of the state which the state university can intelligently deal. It is intended also to make the university a training school for those who are to develop these resources.

The Graduate School. The graduate school will be developed as fast as conditions warrant, and special provision will be made for teachers who wish to supplement work already done by specializing lines that are in choice, or who want assistance toward a more professional training. It is intended to make the graduate school worthy of the patronage of those who have credit from any of the collegiate institutions of the state, with all of which the university expects to come into the most cordial relations.

Oregon's Peculiar Opportunities. The administration desires, as far as its means will allow, to enable the young men of Oregon to meet the demands that have arisen through the acquisition of the Philippine islands and the opening of Asia to American influences. Courses in Spanish and other languages, both ancient and modern, and in laboratory sciences, must be provided for by the university. The university requires 120 credits for graduation: 63 preparatory credits (representing four years of study in the high school, the grade of the common schools and the freshman year), and 57 college credits. By a credit is meant the value a student earns by the work of one hour a week for one school year. Fifteen credits is a good year's work for the ordinary high-school student. No student is admitted in full standing to the freshman class who has not earned 82 credits, and no student is admitted into the preparatory courses who has not already earned at least 30 credits; that is, who has not satisfactorily done the first two years in a recognized high or secondary school (or an equivalent). It follows that the university offers courses through which the student may earn the remaining required 100 credits.

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Intellectual Center of Oregon. The keynote of the policy of the university administration will be to make the state university the center of the intellectual life of the state, to make it the leader in whatever tends toward higher education and culture in Oregon, where it belongs, at the head of the influences that are to give new shape to the civilization of the 20th century. It will be a further endeavor of the administration to attract to the university all those scientific educational influences that are necessary to the upbuilding of the material interests of Oregon.

Relation to Public School System. To accomplish these purposes, the policy will be to unify all of the educational influences of the state, and to have especially to organize and unify the whole state public school system, common schools, grammar schools, high schools and universities. The influence of the state university, whether public or private, depends upon the development of the public school system. On this point the utterance of Andrew D. White, now minister to Germany, and then president of Cornell university, is of the greatest value. We are told by President Jordan that in an address to the state university, he has appealed to them to stand by the common schools, for in them is the educational hope of the South and West. Such unification has been brought about in California by the state university, and it must be done by the state university in Oregon. By this it is not meant any unworthy competition with other influences or institutions tending to build up the state university. It is the experience of the West that the strengthening of the state university leads inevitably to the strengthening of all other educational institutions of the state.

Practical Aspects of the Policy. The administration hopes to develop the university symmetrically, and thus provide adequately for those practical lines of work that bear directly upon the life of the people and upon the material development of the state. It is the school of mines is being enlarged, and the work in mining, municipal, civil and electrical engineering reorganized and developed. In this way it is intended through the proper departments to convey the scientific and practical knowledge of the sciences with surveys showing the location of the valuable woods, and their extent, the location and extent of the building stone, fire clays, others, coal and metals beside gold and silver; in short, to become the center for free advice and information in regard to all the resources of the state which the state university can intelligently deal. It is intended also to make the university a training school for those who are to develop these resources.

The Graduate School. The graduate school will be developed as fast as conditions warrant, and special provision will be made for teachers who wish to supplement work already done by specializing lines that are in choice, or who want assistance toward a more professional training. It is intended to make the graduate school worthy of the patronage of those who have credit from any of the collegiate institutions of the state, with all of which the university expects to come into the most cordial relations.

Oregon's Peculiar Opportunities. The administration desires, as far as its means will allow, to enable the young men of Oregon to meet the demands that have arisen through the acquisition of the Philippine islands and the opening of Asia to American influences. Courses in Spanish and other languages, both ancient and modern, and in laboratory sciences, must be provided for by the university. The university requires 120 credits for graduation: 63 preparatory credits (representing four years of study in the high school, the grade of the common schools and the freshman year), and 57 college credits. By a credit is meant the value a student earns by the work of one hour a week for one school year. Fifteen credits is a good year's work for the ordinary high-school student. No student is admitted in full standing to the freshman class who has not earned 82 credits, and no student is admitted into the preparatory courses who has not already earned at least 30 credits; that is, who has not satisfactorily done the first two years in a recognized high or secondary school (or an equivalent). It follows that the university offers courses through which the student may earn the remaining required 100 credits.

Literary Societies. Two literary societies for men and one for women have weekly meetings and promote chiefly knowledge of parliamentary law and skill in debate. The university has taken work in three intercollegiate debates, showing a high degree of interest

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