

AGRICULTURAL COLLEGE IS RESULT OF SMALL BEGINNING

State's Great Institution at Corvallis, Founded at Last Minute To Take Advantage of Offer of Federal Aid, Growing Swiftly.



BY RANDALL HOWARD.

IT was near the height of the football season, last Fall, that the writer visited the Oregon Agricultural College, after an absence of more than 10 years. It was nearly 8 o'clock in the evening and dark and cold and drizzly, when the hotel bus clattered down the main street. But even at this hour there could be no mistaking that Corvallis was a college town. The street was crowded with students, a part of whom were doing an energetic "serpentine" along the lighted pavement, accompanied by the usual course of yells.

But soon the crowd melted away. It was study hour, even for those who were enthusiastic enough to come out on such a night, in order that the town and the student body might be treated to an "A-E" demonstration. Those in the agricultural department were proving to the world that they were not one whit less loyal to their chosen profession than were the "engineers" and the "horts," who had demonstrated on previous nights. Likewise the "household sciences" had been out in force on the campus earlier in the evening.

Up toward the campus gleams of light came from practically every window. Dormitories are provided only for the women students, and at night Corvallis is really a hive of "oil burners," as goes the old expression, which is a little stale in this day of gas and electricity.

Cornetist is Practicing.

In the distance a lone cornetist was practicing bugle calls, probably down in the great domed cadet armory. One large house was brilliantly lighted and a "frat" reception, impromptu or otherwise, seemed to be in progress. A broad cross section of light in the stately administration building, in the center of the campus on the brow of College Hill, proved the "bookworms" were gliding or worrying their way

through selected ones of the 40,000 and more books and pamphlets in the college library.

To the left a few patches of light in Science Hall indicated that certain research students were "plugging" late in the "labs." The girls' gym was dark, though the bulletin boards, seen a little later, everywhere pummeled in the fact that a pre-football game rousément of the student body was to be staged there the following night (Friday), the posters pleading "For the Love of Mike—Get Out and Root—We Can Beat Doble."

But football was not the only thing on the bulletin boards. In fact the most red-hot hair-raising notices were not football at all. "War in America," one of them began, and continued:

"O. A. C. versus U. of O. and allies.

"If you want to debate or learn to debate, enlist now. Every man interested fill out and deposit card provided at oratory and debate box."

"Help Beat Oregon" is Plea.

Still another flashing dodger featured this slogan: "Help Beat Oregon," further admonishing everybody to "Come Out—Try Out—for the Varsity Debating Teams." It was shortly before the general state election and it was announced that "students who will vote may secure sample ballots," and a further announcement proclaimed that school will be dismissed on election day. "Farmers' week" is declared this afternoon, and a Lake Mohawk peace debate; certain thesis prizes offered; literary society programmes; receptions and special lectures.

However, it is during the daylight hours, between 8 and 6, that the campus of the Oregon Agricultural College breathes its true spirit. The remarkable growth of the college during the past 10 years, following its new interpretation of some of our state educational needs, has so transformed the campus that the old-time graduate is lost and bewildered. He will recognize a few landmark buildings, but the larger buildings, "the quadrangle," the

inclusive unit plan of constructing broadly for the future, are all new.

Every department, each corner of the campus, represents a specialized ideal of service. For example, the ideal of service to womankind and the home. The old-time college course was planned primarily for the male student and often the female presence was merely tolerated. It remained for the land-grant agricultural colleges, in carrying out their precedent-smashing educational programs, to recognize that the average woman, as our planet at present rotates, normally fits into a rather definite realm of world service, at least nine women out of every 10.

Graduates in Demand.

The agricultural college has long frankly recognized that woman's present normal sphere is chiefly as presiding genius in the home and that children are a natural product of every normal home. Today this new educational viewpoint is so generally popular that all of the graduates of the home economics department of the agricultural college are in great demand as high school and public school teachers, at preliminary salaries of from \$75 to \$100 a month.

It is recognized that not all women have the opportunity or the desire to complete the full four-year degree course in this department, so a special one-year "home-makers" course is open to public school and high school graduates. In addition a six weeks' Summer course is offered for teachers; a four-weeks' "short course" is conducted during mid-winter; a one-week course is open to all during "farmers' week" and night classes are conducted for women living in Corvallis.

The Oregon Agricultural College recognizes a paternal duty to each of the 500 girl students. The completion of a college course is a physical as well as a mental accomplishment; hence each girl student is given opportunity for at least two searching physical examinations each year. Following the

first health test corrective gymnastics are prescribed to strengthen any bodily weaknesses. Each girl is expected to learn to swim and it is related that they take to the swimming pool amazingly. The gymnastic classes and the out-of-doors games are designed to interest every girl. Nearly all women students live either at Waldo Hall or at Cauthorn Hall, thus gaining many social advantages and material conveniences. The girls of Waldo Hall have instituted a plan of self-government.

Student Body Self-Governing.

The entire student body of the agricultural college, it might be remarked at this point, is self-governing. The student council, comprising 18 members elected from the different classes, enforce rules and regulations adopted by the student body. The student council has suspended or fined or demanded public apologies or otherwise disciplined the several students tried and found guilty of disregarding the student body prohibitions against smoking on the campus, the use of intoxicating liquors, hazing, etc. The students issue, from student headquarters at Shepard Hall, a number of publications, including the semi-weekly Barometer, the annual Orange, the monthly Oregon Countryman, the Student Engineer and the C-P (Commerce-Pharmacy) Journal.

Besides the different associations in the interest of athletics, local and intercollegiate oratory and debate, practically every collegiate department on the campus has its special social and study club. Also a number of National honor fraternities and social fraternities have local chapters on the campus and students from definite sections of the state and from other states have their own special organizations.

The largest and the most imposing building on the campus is the four-story Agricultural Hall, with its north agronomy wing and its south horticulture wing. The agricultural department of the college is so closely re-

lated with the State Agricultural Experiment Station work that Dean A. B. Cordley also serves as director of the experiment station. The agricultural department naturally includes some of the most vital instructional and research work of the college, summarizing 10 different departments, which include agronomy, animal husbandry, dairy husbandry, horticulture, poultry husbandry, veterinary medicine, agricultural chemistry, bacteriology, plant pathology and entomology.

Some of Work Noteworthy.

Some of the work of the school of agriculture has been so noteworthy in the entire world of science that the department now ranks with those of the three or four leading agricultural colleges of the United States in the number of graduate research students. The graduates from the department are in such demand for teachers, experiment station workers, specialized scientists, county agents and managers of large agricultural enterprises that the demand cannot be met.

But it is realized that only the few can take the four-year degree courses and the specialized two-year graduate courses. Hence six different one-year vocational courses are open to public school or high school graduates who wish practical instruction in general farm practice, dairy production, dairy manufacturing, livestock husbandry, horticulture or poultry husbandry. Then Winter short courses of four weeks are offered respectively in agronomy, animal husbandry, horticulture, dairying, poultry husbandry and crop pests. Also Summer courses of six weeks are offered in agronomy, animal husbandry, dairy husbandry, horticulture and poultry husbandry. In addition there are "Farmers week" courses and this department aids the extension division in carrying the college to the farm and the home, through its movable schools, its popular bulletins and its correspondence courses.

The engineering department of the college also has a vital relationship to

state development. The mechanical engineer is trained in the practical and the scientific knowledge of steam and gas engineering, the designing and the manufacturing of machinery and labor-saving devices. The electrical engineering student, after two years, may specialize in electrical railways, the supply and contracting business, illumination or wireless telegraphy. The civil engineer is naturally the pioneer of material progress, surveying, designing bridges, constructing. The highway engineer is preparing ahead of that time when Oregon will enter into its promised and needed era of permanent road construction. The irrigation engineer will be called upon to aid in the reclamation of the 8,000,000 or 4,000,000 acres of irrigable land yet remaining in the state.

Value to State Cited.

The vast practical worth to the state of the college courses in forestry, in commerce, in pharmacy, in mining and in the training of teachers in the industrial arts, should not be overlooked. The business side of farming and marketing is most important. Timber represents one of our greatest state resources, and we need trained foresters and scientific lumbermen. We have a vast wealth of mineral resources, hence the need of assayers and mining engineers. The high schools, the public schools, even the country schools, more and more demand teachers trained in the industrial arts.

The Agricultural College has another practical value to Oregon. It is attracting students from other states, and many of these students are returning to the farm and the home, through the farm and the home, through its movable schools, its popular bulletins and its correspondence courses.

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of 4176 students, which includes those enrolled for Summer schools and Winter short courses, 57 came to the Oregon Agricultural College from foreign countries; and 488 from other states of the Union, including four from Alaska, 41 from Idaho, 143 from California and 132 from Washington.

This new industrial vocational education, so popular today, as proved by the Oregon Agricultural College, was not achieved without a long struggle. According to the old-time educational view, colleges existed largely to insure a certain intellectual polish and culture, which could not be gained without rubbing in generous proportions of Greek and Latin and the like.

Farmers Leaders in Reform.

The old education held its ground with wonderful tenacity, but the reaction was inevitable. Among the leaders in this educational reform were the farmers. An Illinois State Farmers' Convention, in 1852, classing themselves as representatives of "all cultivators of the soil, artisans, mechanics and merchants," demanded the same privileges and advantages in education "as our professional brethren enjoy in theirs; and we admit that it is our own fault that we do not also enjoy them." The final resolve was to "take immediate measures for the establishment of a university, in the State of Illinois, expressly to meet these felt wants of each and all of the industrial classes of our state."

This resolution, and a host of others that originated in the '50s and '60s, pummeled the ears of Congress. The result was the enactment of the National law through which the land-grant state agricultural colleges came into existence; the law being approved by President Lincoln July 2, 1862. Oregon was awarded, as its share of the National endowment fund, 30,000 acres of land. The Oregon Legislature accepted the land, but was slow in ac-

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