A HISTORY OF PHILOMATH COLLEGE

by

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Table of Contents

HISTORY OF PHILOMATH COLLEGE

Chapter I

Origin of the United Bretheren Church

The story of the origin and growth of the Church of the United Bretheren in Christ and the various institutions which have sprung from its activities is directly connected with that of the German Reformed Church as it developed in America. The first members of the German Reformed Church settled at Germantown, Pennsylvania, in 1683. They had come at the invitation of William Penn, and were led by their pastor, Francis Daniel Pastorius./1 Their growth was rapid for the period and by the close of the Revolution there were approximately 200,000 of them in Pennsylvania and the adjoining states.

The first Coetus, or general assembly, of the Reformed Church in America was held at Philadelphia, September 28, 1747. The year before, August 1, 1746, Michael Schlatter had been sent to America by the Synod of Holland. He was now sent back to Holland and returned later with six young ministers. Among these was Philip William Otterbein who was destined to become the founder of the Church of the United Bretheren in Christ. At this first Coetus 20,000 pounds was collected for the support of charity schools. Such schools were established at Lancaster, Reading, York, Easton and elsewhere in Pennsylvania./2 Thus were the founder of the United Bretheren Church and a definite policy of support for education introduced among the followers of the Reformed faith at the same time.

Philip William Otterbein was born at Dillenburgh, Germany, June 3, 1726./3 His parents were John Daniel, and Wilhelmina Henrietta Otterbein. "The father a school principal and the mother a woman of rare intellectual ability."/4 The father died in 1842 and the mother moved to Herborn, Germany, where all the sons received an education. Philip William helped his mother to support the family and in 1748 became a perceptor in the Herborn school. It was here that he was found by Schlatter, and the young minister was persuaded to go to America where a larger field was offered for his work. Soon after his arrival, he was placed in charge of the work at Lancaster, Pennyslvania. At this time Lancaster was the second place in importance in the Reformed Church in America. He remained here until October, 1758, when he resigned to go to Europe. The War prevented this. He preached at Tulpahocken two years, then went to Frederick, Md., and in September, 1765, to York, Pa. It was during his pastorate at York that the incident, which gave rise to the name United Bretheren, occurred. At a meeting held in Long's Barn, six miles northeast of Lancaster, Martin Boehm, a Menonite, had just made an unusually strong sermon, at the close of which Otterbein threw his arms about Boehm and exclaimed, "Wir sind Bruder," "We are Bretheren." /5 From this time on the friendship between Boehm and Otterbein was close. At last, in 1780, Boehm was expelled from the Menonite church because of disagreement in doctrine and was soon joined with George Adam Greeting and Otterbein, who had become pastor in 1774 of the work at Baltimore, Md. About this time Otterbein also became friendly with Bishop Asbury, the first Methodist Bishop in America. Bishops Coke and Asbury held a special conference in Baltimore in 1784, at which the Methodist-Episcopal church in America was organized. It is not certain that either Boehm or Otterbein attended this meeting but at any rate they were greatly influenced by their

association with Asbury. Because of a scarcity of trained ministers capable of conducting meetings, Otterbein adopted the Methodist plan of class leaders for the services in the churches under his supervision.

The ecclesiastical polity of the Reformed Church is Calvinistic and Presbyterian, but under the influence of Asbury, and due, perhaps, to the rather emotional nature of Otterbein, the churches under his pastorate gradually adopted more and more of Episcopal form until at length when they were fully separated from the Old Reformed Church, there was little difference in either organization or belief between the United Bretheren and the American Methodists. The ecclesiastical polity of each is Wesleyan, and there is general agreement on the question of baptism. In their services, both make strong appeal to the emotional nature of their hearers.

Difference in doctrine and administration between the Baltimore church and the Earlier Reformed Church soon became noticeable. As early as 1786 there was disagreement between Otterbein's church and that of the old church under the pastorate of the Reverend Nicholas Pomp./6 The constitution of the Baltimore church which was incorporated in 1798 differs somewhat from that of the old German Reformed Church.

Otterbein's followers now began to be called "Dutch Methodists" or "New Brethren." In 1789 a conference of these New Reformed ministers was held at Baltimore. Another was held here in 1791. After the conference of 1800 Otterbein was never present in an official capacity at a synod of the German Reformed Church, and his followers gradually took the name United Brethren in Christ. The first regular annual conference of this church met at the house of Frederick Kemp, Frederick Co., Md., September 25, 1800./7 Its German origin is shown by the fact that the protocol of the new church and the minutes of the meeting are written in German. Otterbein and Boehm were the first superintendents of the United Bretheren Church. Afterwards these were called bishops. They were succeeded by Adam Greeting and Christian Newcomer.

The first General Conference of the United Bretheren Church was held at Hagerstown, Md., in 1814. A Discipline, containing five articles in the Confession of Faith, and fifteen articles covering the rules of the church, was adopted. It was signed by Christopher Grosch and Christian Newcomer. By 1845 the Church was well organized and had extended its field of influence and operation well into the Ohio and Mississippi valleys.

Imbued from the first with the spirit of reform, the United Bretheren were opposed to the use of liquor, and by an act of the conference of 1841 the use of liquors was forbidden to its members. Democratic in spirit, the conference held at Circleville, Ohio, in 1845, licensed women to preach. Recognizing the need for education in a democratic community, this same conference recommended and authorized the establishment of an institution of learning/8 and issued a warning against the contraction of irredeemable debts.

That the first part of this injunction met with the approval of the laity as well as the heads of the church is shown by the fact that within the next fifty years, thirty educational institutions of various ranks were organized by the United Bretheren. These were not confined to any particular locality, but ranged from Virginia and Pennsylvania to the east to California and Oregon in the west; and from Michigan and Ohio in the north central states to New Mexico in the southwest./9

Filled with missionary zeal and the spirit of conquest common to all Americans of the nineteenth century, this young church found itself ready to go forward just at the time when all of our country was awakening to the demands for popular education. While the states were formulating plans for the popular support of the state systems of education, and while the masses of the people were being educated to the point where they were willing to finance such systems, the responsibility for such means of education as were provided remained with the churches where it had largely been since medieval times. The United Bretheren did not hesitate to assume their share of the burden.

In 1849 George W. Bethers, who lived on a donation land claim one and one half miles southwest of the present city of Corvallis, Ore., wrote a letter to the Religious Telescope, the official organ of the United Bretheren Church, published at Dayton, Ohio, asking for a preacher for the Mary's river settlements in Benton County. The letter was published and the Indiana Conference meeting at Elkhart, Ind., decided to send missionaries to Oregon. The two men chosen for this important work were Thomas Jefferson Connor and Jeremiah Kenoyer. Connor, a scholarly, pastor type of man, was made head of the mission and was given $1,000.00 toward his expenses. Kenoyer, a tall, rugged, outdoor type of man, and a physician, received $150.00 toward his expenses./10

A company of ninety-six persons in sixteen wagons, under the leadership of Connor started for Oregon in the spring of 1853. Three other ministers, J. B. Lichtenthaler, M. M. Crow, and R. Price came as assistants. One member of the party, Brother David Mason, died and was buried near the Barlow gate on the summit of the Cascades. The rest of the party arrived safely at their destination after a journey of five months.

The new missionaries were soon at their work. The first class of the United Bretheren Church in Oregon was organized at the Union school house in Benton County, in January, 1854. The first quarterly conference of the Church was held at the same place on the 28th of the following May. At this meeting, the Oregon country was divided into two districts by a line running east and west from near the mouth of the Santiam river. This is pertinent because a school was later founded in each of these districts. The first annual conference was held at Santiam, Linn County, August 30, 1855, with T. J. Connor presiding as Bishop, pro tem. The growth of the church is indicated by the division of the Oregon country into five districts embracing the region between the "Calliapooya" mountains on the south and the Yamhill river on the north.

An interesting phase of this first annual conference is given in the following resolution:

> RESOLUTION One: "We affirm a position of non-fellowship with slaveholders and we must repudiate and repel as slanderous the charge that we advocate the promiscuous mixing of the races." /11

Resolution two was directed against affiliation with secret societies. The third resolution was directed against the liquor traffic. These resolutions are typical of the attitude of the United Bretheren Church.

The second annual conference met at Rockhill school house, Linn County, August 16, 1856. At this meeting a report favoring the founding of a school at Sublimity, Marion County, Oregon, was adopted. A board of fifteen trustees was appointed with instructions to hold their first meeting at Sublimity on

September 30, 1856. The school at Sublimity opened for work in the fall of 1857 with the Rev. Milton Wright as principal and teacher./12 At the next annual conference the work of Mr. Wright was highly commended and the school was reported to be in a prosperous condition. The school at Sublimity continued fairly prosperous for about a decade. After the opening of Philomath College in 1867, the school at Sublimity declined rapidly and by 1870 had ceased to function. The property was finally sold in 1881 to the Catholic Church for $275.00.

In this chapter we have seen how the United Bretheren Church sprang from the great world movement in thought, religion and education, which had its beginning with the Renaissance, progressed through the protestant reformation, was brought to America with the founding of Pennsylvania, and subsequently through that complex of forces, known as the westward movement in America, was brought to Oregon where it has had a part, as we shall see, in shaping the ideals and destinies of our people.

CHAPTER II

Beginnings at Philomath

In 1849 when George W. Bethers wrote his momentous letter to the Religious Telescope, the district known as the Mary's River Settlement was, roughly, that part of Benton County which is bounded on the east by the Willamette river, on the north by the Oak creek hills, on the south by Mary's river and extended west into the foothills along the tributaries of this stream. Practically all of the level lands had been taken and the better lands in the hills were rapidly being claimed, although the total white population of the state was yet probably less than 10,000 persons. Living conditions were yet in the primitive stage, but the American spirit of progress was strong in the hearts of these pioneers. They demanded in this new country the same opportunities for the welfare of their children that were the portion of the children of the older communities from which they had so recently come. No sooner were the log cabins made comfortable, which the neighbors by their combined strength had helped to raise, than plans were made for the erection of a school house. It was in one of these that the plans for the building of Philomath College were brought forth./13

"By mutual agreement a number of citizens of Benton County, Oregon, met at 'Maple Grove' school house on the 14th day of February, 1865, to take into consideration the propriety of trying to build up a high school or an institution of learning of some kind in their midst." The meeting was called to order and organized by electing J. Beesley chairman and F. J. Connor secretary./14 A committee of three was appointed to draw up a subscription for the purposes of purchasing land and raising an endowment, all of which was to be offered to the Oregon Conference of the United Bretheren Church. This subscription was to be made in five equal annual payments. The largest subscription was for $300.00 and the smallest was for $3.00. There are thirty-one names on the original subscription. The total amount raised or pledged was $12,000.00. Another $3,000.00 was pledged for the purpose of erecting a building. The total value offered to the church was placed at $17,500.00. The conditions were as follows:

First: "That the church cordially and in good faith, as proposed, unite with us in building up a first class Institution of Learning."

Second: "That the proposed school be made strictly a literary institution, under the moral influence of Christianity, the Bible always being its textbook and standard of morality."/15 This offer was presented to the twelfth annual session of the Oregon Conference of the Church of the United Bretheren in Christ, which met at Fourth Plain camp ground, Washington Ter., September 15, 1865. The offer was referred to the committee on education, reported on favorably and accepted at the evening session of September 16, 1865./16

At the first meeting at Maple Grove, a committee of two was appointed to purchase the land desired for the site of the school. The half section owned by David Henderson was purchased at a total cost of $2,510.00, $1260.00 to be paid May 1, 1865, and the balance, $1250.00, with interest at ten per cent, to be paid May 1, 1866./17 At a meeting held at Maple Grove, July 21, 1865, a subscription was passed around and the sum of $1090.00 was obtained.

After the acceptance of the offer of the Mary's River Settlement by the Conference of the Church a board of fifteen trustees, divided into three classes

of five each, the first to serve one year, the second two years, and the third three years, with five new members elected annually thereafter, was appointed to serve in perpetual succession./18 This board of trustees met to organize and hold its first session September 26, 1865. E. Hartless was elected chairman and A. Bennett temporary secretary. Five committees were appointed. There were three members on each of these committees with titles as follows:

1. Permanent organization
2. To name the institution
3. To locate the college site
4. On size and material for college building
5. On out-lots and terms of sale

An adjournment was taken while the committees prepared their reports. At the afternoon session officers were elected and the work was under way at once. The committee on building site selected the place where the main building now stands. It was determined to build of brick but the size and plans were left to the executive committee. An eight-acre tract, the present college grounds, was reserved for the school. The remainder was divided into lots varying in size from one-half acre to ten acres, to be sold as a town site. Sales were to be made to actual settlers only. To safeguard the moral surroundings of the school a special clause was placed in each deed forbidding grog shops, gambling saloons or theaters ever to be located or allowed upon the premises covered by such conveyance. A public sale of town lots was held November 25, 1865. The total amount of this sale was $3881.00, one third of which was paid in cash. Each purchaser was limited to two town lots and one out-lot./19

At a meeting held in the court house November 22, 1865, the articles of incorporation were drawn up and filed./20 It was then decided that the earlier organization and election of officers had been invalid and a new organization and election were held to legalize the procedure. The same officers were elected as in the first election. It was decided to let a contract for 200,000 bricks to the lowest responsible bidder, not later than the first of the following February. At a meeting on February 1, 1866, the contract for 50,000 bricks was let to Lewis Wilson at a rate of $6.95 per thousand and he was asked to post a bond of $1000.00 as a guarantee of the fulfillment of the contract./21 The reason for the smaller order of brick was that the board had decided to build only the center portion of the planned building at first because they had already discovered the difficulty of turning their land and subscription resources into ready cash. At a meeting of the board of trustees October 26, 1866, it was decided to borrow $2000.00 of William Wyatt and William Pearson to meet present liabilities on the building. At the same meeting the executive committee was empowered to borrow from the endowment fund to complete the building. Thus early in the affairs of the college a precedent was set for future actions which kept the endowment fund depleted and sapped the very life blood of the institution. The warning issued in 1845 by the fathers of the church when the first school was decreed went unheeded and Philomath College has been hampered by indebtedness throughout most of its existence, so that it has been unable to function as efficiently as it should.

In an effort to raise more funds it was decided in May, 1867 to ask that after thirty days promissory notes bearing ten per cent interest should be given on all delinquent endowments. The bond of the treasurer was fixed at $5000.00. The main building was now nearing completion and preparations were being made toward the opening of the school in the fall of 1867.

For a year the trustees of the college had been negotiating with the board of directors of the local public school in an effort to merge the public school into a primary department for the college. This was accomplished by an agreement on October 8, 1867, whereby the directors of school district No. 17 presented the school house to the board of trustees. The public school continued under the supervision of the college until 1879 when it was definitely separated from all connection with the latter institution and has so remained since. At this meeting on October 8, 1867, a committee of one was appointed to secure a principal without delay. The length of the terms were determined and the tuition fee for the primary department fixed at $8.00 per term. It was decided to open school as soon thereafter as "practicable." A set of rules of decorum was drawn up for observation on the part of pupils at this time which continued to be followed almost unchanged for more than thirty years./22

In this chapter the primitive condition of the country has been pointed out, the first steps in the movement to establish a school at Philomath given, and the means by which it was planned to finance the institution shown. The organization of the trustees, their plan of operation, the filing of the articles of incorporation, the incidents pertaining to the actual building and starting of school work have each been briefly discussed in order that a clearer understanding of the conditions under which Philomath College began its existence may be had.

CHAPTER III

The First Period of Operation, 1867 to 1889

Principles With the founding of Otterbein University at Westerville, Ohio, in 1846, the United Bretheren Church launched into a period of school building which resulted in the opening of eight schools in the next twenty years, the last of which was Philomath College. With the growth of interest in education increasing so rapidly, we naturally look for some definite principles and policies which may serve as a basis for such growth. These are not difficult to find, for early in the declarations of the church is found this statement of belief: "Universal education is necessary in a democracy. If all the people rule, all the people must be educated to the end that impulse and passion may be subjected to deliberation and reason." "This means Christian education."

With the opening of Philomath College the church declared that the time had come when it "should enter fully into the work of education on the Pacific Coast in order to educate its own people."/23 In 1869 a permanent board of education was created by the general conference of the church. Its policies are declared to be: First, to maintain existing schools; second, to make the church schools standard institutions at the earliest possible date; third, to make the schools distinctively Christian./24 Because of the tremendous demand for education in the new west, and the comparatively small membership of this church, which limited its financial support, the first two policies have been difficult of realization and not fully carried out. In the third, it has been eminently successful.

Opening of School Philomath College opened its doors for instruction in October, 1867. The enrollment the first day was about one hundred. At least four of these pupils are still living in Philomath. They are: J. R. Henkle, S. K. Brown, Mrs. Mary P. Wyatt and Mrs. Ella Scott./25 The first teachers were Joseph Hannon, who acted as principal, and Elisha Woodward, teacher in the primary department.

Curriculum Since there were no schools in the neighborhood of the new college that carried their work beyond the elementary subjects, there was little demand, at first, for work of college grade. Consequently, the work offered was of a preparatory or secondary school nature until such time as pupils had advanced in their courses until they were ready to begin work of actual college standard. As rapidly as work was needed to meet the requirements of advanced pupils new courses were added to the curriculum.

Primary The catalog of 1874 shows these courses offered in addition to the work of the primary department which did the work of the then ungraded public school in the elementary branches and used the texts required by the state. A junior preparatory and a senior preparatory of one

Preparatory year each for the classical department. A full four-year collegiate classical course in which, as was the custom of the times, the study of the Greek and Latin classics constituted the major part of the

Classical work, but which had mathematics to include trigonometry and an introduction to all of the usual sciences. Rhetoric and logic completed the work in English. Little attention was given to English or American

literature. A full four-years' course in the sciences, which differed from the classical in that it required neither Greek nor Latin, but included three years of mathematics, two science courses in each term of the four years, two years of general history, three years of English including both English and American literature, and in the senior year some work in philosophy and religion.

Scientific

A special ladies' course of four years was given. This included four terms of Latin beyond the first or preparatory year, mathematics to include trigonometry, four terms of American and general history, three years of advanced English including literature, three years of science, and the philosophical and religious courses already mentioned.

Ladies' Course

The classical course led to the degree A. B. The ladies' courses and the scientific courses led to the degree B. S. The texts used were much the same as those in use in other schools of the times elsewhere. The greatest lack was in scientific equipment, yet this was met during this earlier period as well as in many of the then existing schools in the west./26

Degrees

With the exception of the addition of the calculus and of mathematical astronomy to the scientific course there was little change in the curriculum for a decade. But in 1884 the pressure of the new normal school movement began to be felt. To meet this demand for special training for teachers, a three-year normal course was put in the curriculum and the special ladies' course was dropped. The aim of this normal course was declared to be to meet the demand for well drilled teachers in the public schools, and to fit students for principalships in high schools. An effort was made to cooperate with state and county superintendents in final examinations. This normal course included about the same subject matter as is now offered in the regular high school courses, with ethics, theory and practice of teaching, and the history of pedagogy added. That it successfully met the demands of the times is evidenced by the fact that Philomath College in proportion to its enrollment has given the state and the west in general its full share of successful teachers./27

Normal Course Added

The aggressiveness of an institution is largely determined by the quality of its leadership. All of the presidents of Philomath College during this period were comparatively young men. The board of trustees made every effort to secure the best leadership which their limited means would permit. Because of the strong missionary spirit prevading the church and the country at large, men were found who were willing to sacrifice much because of the spirit of Christian service. In fact it is this spirit of earnest determination and self-sacrifice on the part of trustees, teachers and pupils that has made it possible for the school to carry on. No doubt these same qualities have had much to do with stimulating ideals, improving the scholarship and augmenting the success of those students who have passed through her doors.

Teaching Staff

Of the ten men who were presidents of the school during the period under consideration, three did not hold college degrees. Two of these, Joseph Hannon and E. P. Henderson, had charge of the school during the first two years while it was still largely elementary. The third, Rev. Thomas C. Bell (1886-87), filled in an interim caused by the resignation of regularly elected presidents. Three of her presidents, James Chambers (1869); J. A. Biddle (1870-27); and J. R.N. Selwood

(1872-73) held the degree A. B. Four presidents, R. E. Williams (1873-76), W. S. Walker (1876-84), G. M. Miller (1884-87), and J. C. Keezel (1887-90) held A. M. degrees. Doctorate degrees were not common fifty years ago, especially in the far west. A comparison with other institutions in Oregon of the same period shows that Philomath College ranked well in the training required of her teachers./28

Salaries

The teaching load was always heavy at Philomath during this period, each teacher having seven to ten classes daily. This was partly compensated by the fact that there were few outside activities required of teachers during the week. Salaries were always inadequate. Those of the presidents were from $700.00 to $1000.00 annually with house furnished. The salaries of assistant professors ranged as high as $800.00 and averaged about $500.00. Due to difficulty in collecting interest on the endowment and the moneys pledged on subscriptions, parts of the salaries were frequently in arrears. The teachers in the primary department were paid out of the public school funds due school district no. 17, the Philomath public school.

Student Body

In those days when compulsory education was unknown in Oregon, and when those students who went beyond the most elementary subjects did so largely because they themselves wanted the work and the advantages of higher education, it is probable that the student body in the college departments was even more select than at the present time. A study of the names then enrolled in the college departments, supported by the record of character and achievement which has followed these students in their work throughout the state and nation, compels the conclusion that the inspiration and training given within the walls of the old college was of the best.

During this period the catalogs show that only sixteen degree students graduated from the college. The first class of four, two men and two women, graduated in 1875. Three took the degree B. S. and one that of M. A. The class of 1877 was the largest. Three received the degree B. S., one B. A., and two that of Master of Arts. A somewhat larger number graduated from the commercial department; still others from the normal course./29

Enrollment

The total annual enrollment averaged somewhat less than one hundred. The catalog of 1874-75 shows the number enrolled to be: college, 20; preparatory, 52; primary, 48; total, 120, of whom 83 were local, that is from Benton County, 30 were from other parts of the state and seven from other states./30 In 1880-81 after the public school had withdrawn its support from the college there were 32 in college departments, 35 in the preparatory department and 29 in the primary./31 These figures show as high a percentage of students enrolled in college courses at Philomath as was common in other denominational schools of this period.

Tuition

Tuition fees varied at different times but ranged from as low as $3.00 per term in the business courses to $10.00 per term in the regular degree courses. Board and lodging ranged from as low as $1.75 up to $3.00 per week.

Rules

Strict rules of decorum were enforced. Study hours were carefully prescribed, leaves of absence were required, card playing, dancing, liquor, and profanity were strictly forbidden. Proper behavior at all times was

demanded and students were required to attend at least one religious service each Sabbath.

Student Activities One of the chief extra activities of the students was participation in the programs of the literary societies. The first of these, the Philomathic, was organized in 1873. Professor Henry Sheak and J. G. Springer were the committee that drew up the constitution and later in 1874 had it fully incorporated under the laws of Oregon. Debating was one of the leading features of the programs, though music recitals, essays, extemporaneous speeches and many other forms of literary endeavor furnished a goodly part of the work done./32

The Gordian, a men's society, was organized in 1876; its activities were similar to those of the Philomathic which was coeducational. A few years later a Ladies' Literary Society, the Athenaean, was organized.

The work of these literary societies did much to stimulate the interests of the students in the work of the school. It gave them poise in public speaking and practice in applying the knowledge gained in the class room. It also satisfied, in part, the social instincts of the students. The presence of a faculty as well as of a student critic being required by law, the work was always of the best and was highly educational in its character.

Another feature of college life at Philomath was the Public Rhetorical given once each term. All college students were required to take part in these exercises which were usually given under the direction of the faculty after the final examinations at the close of the term. Though this requirement was usually met cheerfully by all students and the work was more carefully prepared than that of the literary societies, it lacked in spontaneity, and was not so far reaching in its benefits as were they.

Equipment When the college opened in 1867 the equipment consisted of the main building 40 by 60 feet with the lower floor divided into two classrooms. The whole of the upper floor was used for a chapel both for school purposes and for church services (a custom still followed). To these rooms add rough desks and tables, two teachers and some one hundred eager pupils and the inventory is complete. A bell costing $250.00 called the pupils to classes, and the devout to church. The entrance to the building was gained by a pile of hewn logs which served as steps./33 Times were hard and progress necessarily slow. But walks were built, the grounds well fenced and at length through the efforts of the students directed by teachers, and with trees furnished and delivered by Samuel McLain, the present beautiful grove was planted. The maples bordering the west walk were furnished by William Wyatt and planted by the students./34

With the arrival of Professor Henry Sheak in 1873, an active interest in the natural sciences was stimulated and under his direction the beginnings of a good collection of geological and biological specimens was brought together and classified. Needed equipment in physics, chemistry and astronomy was gathered until the more important phases of these subjects could be demonstrated./35 About the same time the collection of a library was begun. This has continued until a fairly adequate library meets the needs of the students./36

In 1877 a move to build a dormitory for the use of students was started. This was slow in getting under way, but at length a sort of joint stock company was formed which subscribed sufficient funds to build what is now the two upper stories of the structure on the west side of the campus. This had twelve rooms for the use of students and was intended to house twenty boys and the family in charge. After much struggling with indebtedness the burdens of the dormitory were at last added to those of the college which assumed its debt in 1885./37

Publications The first general catalogs of the college were authorized by the board of trustees in 1871./38 The first available catalog is that of 1874-75. There are but six issues of the catalogs published during this period now available for reference in the archives of the college.

The Philomath Crucible was the first paper published under the auspices of the college. It was a four-page religious and literary journal published weekly. The outside was patent. The inside carried local and general news. The college bought the press and type from an Independence paper. S. K. Brown loaned $500.00 to the college, without interest, for the purchase of this press and the necessary fixtures for starting the Crucible. The price of the publication was fixed at $2.00 per year./39

The management of the paper was given to J. B. Horner and John C. Leasure during 1877. Leasure resigned at the close of the year. The press work was done by Gilbert Quivey. President W. L. Walker was editor-in-chief with Mr. Lewis Edwards, Miss Mary Lawrence, Miss Mary R. Gant and Bishop N. Castle contributing editors. Professor Henry Sheak was financial agent. In 1880 N. J. Becker took over the paper and continued its publication until 1884 when it was reorganized by President G. M. Miller and R. C. Wyatt and was published for a time as the Philomath Oracle./40 A few copies of the Crucible may be found in the University of Oregon library.

A paper of much interest to the pupils of the college was a student publication, nominally a monthly sheet, but issued somewhat irregularly by the Literary Society. It was called the Philomathic Disseminator and carried school news items, reviews of various sorts and literary articles written or submitted by the students.

Finances When the college was presented to the church in 1865, an endowment fund of $12,000.00 had been subscribed, $3,000.00 pledged for a building, and land costing $2560.00 purchased, making a total valuation of $17,560.00. Near the close of the period under consideration (i. e., 1887) the total reliable resources are given as only $18,704.26, a net gain in twenty-two years of only $1200.00./41 This slight advance does not begin to account for the increased value of the lands sold. In fact, the amount realized from the first sale of the lands November 25, 1865, $3881.00, more than accounts for this increase in valuation. The largest reported total resources for the period is given as $33,916.37 in 1874, but this evidently is not net resources for the treasurer's report takes no account of the indebtedness, which in 1871 is reported as being $4,289.00 with the amount borrowed from the endowment shown as $7,648.83./42 Herein is revealed two of the most pregnant sources of weakness in the management of the affairs of the college. During this period no definite system of keeping and reporting the financial records was ever adopted or followed. An incident

found in the records of the board of trustees for a meeting in 1871 will serve to illustrate the results. At this time the finances were in the hands of a General Agent, who was especially charged with raising funds for the endowment. His report was called for and a committee appointed to audit his accounts. This committee reported $15,250.31 as the amount of the endowment. A note on the margin signed with the initials of the Agents says: "This report is evidently incorrect." A further marginal note says the Agent's subsequent report shows the endowment to be $10,765.00./43 A study of the records shows that neither of these amounts is correct. This is evidence that at times the trustees did not know definitely where the institution stood financially.

The second weakness referred to above is that of borrowing from the endowment fund to meet indebtedness or shortage of funds in other accounts. The purpose of an endowment fund is to provide a permanent, irreducible source of income. Such was set forth as the purpose of the endowment of Philomath college. But the trust was not kept. Whenever amounts were borrowed from the endowment the productive income of the college was reduced and a further item of debt created. These increasing burdens were the fabled straw that at last broke the camel's back. A further source of loss to the college was that of bad loans. Too much trust was placed in the good intentions of those who borrowed. Another incident from the records will serve the point. This is in 1885 and reads, "After careful consideration, it was decided to settle Mr. _____'s note of $500.00 to the college, for $130.00 cash and a cow."/44 The fact that promissory notes were taken as security for loans of college funds cost the college thousands of dollars. In a number of cases, amounts subscribed were only paid in part or not at all. In some cases suit was brought by the college to collect these notes but often the net returns did not pay the costs./45

Divided responsibility in the handling and accounting of funds caused further complications and annoyance. From the first one of the regular officers of the board of trustees was a treasurer who was under bond. But he often was not an accountant nor did he understand keeping his books in any regular form. A General Agent was appointed in 1865 to collect funds. This office was a part of the business administration continuously. It was intended that this officer should work to gather funds for the college in Oregon and on special occasions he was sent east to work for funds, usually on a percentage basis./46 In 1868 the office of Resident Agent was created with the purpose of having someone who would be personally responsible for the collection of tuition and the care of the college property./47 Though this office was discontinued at times, it became more or less a permanent part of the business organization. Each of these officers was accountable to the board of trustees, but there was little coordination of effort or responsibility between them. This gave opportunity to dodge the issue or to place the responsibility elsewhere in case of difficulty.

The president of the college had little, if any, part in the financial management of the college in these early days except in an advisory capacity. In a few instances he was authorized to travel in the interests of the college during the summer vacations./48 At other times his teaching burden was too heavy to permit his absence. In this way his position is strikingly like that of the high school principal in our smaller schools today.

The fact that during this period of twenty-two years the college was under the presidency of ten different men worked against the formulation of any settled policy of management or administration. The only president who remained long enough to inaugurate and carry out a definite line of policy was W. S. Walker and his administration was torn by dissentions which at length caused his defeat.

About the only thing of permanency in the management during this formative period in the history of the college was the presence on the board of trustees and in particular on the executive committee of certain men whose character is unimpeachable and whose motives in acting for the college are beyond question. If any errors were committed they were those of experience or judgment, not of intention. Several efforts are recorded whereby the executive committee attempted to formulate rules that would make the financial adminstration and accounting more efficient but none of them seems to have availed any definite improvement./49

The fact that none of the men who composed the board of trustees at this time had had any specific business training, and that few of them had more than the advantages a very limited education may in part account for the difficulties encountered. However, the great difficulty lay in the newness of the country itself. Money was scarce, prices of the commodities which people had to sell were low or uncertain, wages were small and whatever money was available was more than needed for the development or improvement of the new farms. The final result was that those who had pledged or borrowed funds were unable to meet their obligations. While those of keener judgment or better fortune were deterred by the same conditions from doing as much for the school as they would otherwise have done. The membership of the church was small and there was a feeling among the local members that those at a distance were indifferent to the welfare of the college./50 Efforts were made to get greater support from the California and Washington conferences and from the church in the East, but with little success at this time, though at a later date help from these sources was of importance.

Thus, the college came to the great crisis in the affairs of the church with its resources weakened and far below what they should have been. A burden of debt was growing and the rivalry of now state-supported institutions was being felt more and more each year.

CHAPTER IV

Division in the Church and Struggle For the College Property

Causes In order to get a fair understanding of the causes that led up to the division of the United Bretheren Church in Christ, it is necessary to review briefly some of the earlier history of the church and to get a clear statement of some of the things for which the church stood. As has been shown, the church took a decided stand against the use of liquor and against slavery. It also was opposed to receiving into its membership any person who was in any way affiliated with any lodge or secret order. The latter was one of the points around which much of the bitterness in the struggle of the '80's centered. This and the dispute over the adoption of a new constitution in 1885 were the causes of the schism./51

When the conference met in 1837 at Germantown, Ohio, a confession of Faith and a constitution were adopted. After providing a means of amendment a section was added stating that "no general conference shall have the power to alter or amend the foregoing constitution except it be by a vote of two thirds of that body." When the General Conference met again in 1841 it did not ratify the constitution of 1837, but adopted another by a vote of fifteen yeas and seven nays out of a total voting delegation of twenty-seven. The constitution of 1841 carried this provision, "There shall be no alteration of the foregoing constitution, unless by request of two thirds of the whole society."/52 This constitution of 1841 was not revised until the meeting of the General Conference of 1885, although in the General Conference of 1877 a vote had been taken on the question of enforcing the rule regarding secret societies, which carried by a vote of 71 to 31 in favor of enforcement.

At the General Conference of 1885, four main propositions were presented, first, for a revision of the confession of Faith; second, for amendment of the constitution; third, for lay delegation; fourth, a vote on the section regarding secret societies. A commission was appointed to present these to the various annual conferences of the church for their consideration and to report their action at the next general conference in 1889./53

At this time the total membership of the church was 166,323. The total number of votes cast on all the four propositions was 54,369. The closest vote was on number four in regard to secret organizations. The vote on this measure stood 46,994 in favor and 7,298 against. Each of the measures carried by more than two thirds of all those voting and so were declared to be "The fundamental belief and organic law of the church of the United Bretheren in Christ." This report was approved by a vote of 110 to 20. On May 13, 1889, by proclamation of a majority of the bishops of the church came under the amended constitution and revised confession of Faith. When this was announced one bishop and fourteen lay delegates of those voting in the minority rose and left the hall./54

The point of dispute hinged on the interpretation of that clause of the old constitution quoted above, and to that particular part of it "two thirds of the

whole society." The minority or radical group claimed that it meant two thirds of the entire membership of 166,369. The majority or liberal group interpreted this clause as meaning two thirds of those voting, that is, of the 54,369. Another question involved was the validity of the old constitution of 1841. Each side claimed to be the legal church of the United Bretheren in Christ and as such to be the rightful owners of all of the church properties. This was a matter that could be decided only by the courts. The decisions by the courts were not uniform. The liberals won decisions in Pennsylvania, Illinois, Indiana, Missouri, California and Oregon. The radicals won decisions in Michigan and one in California./55 The decision in Oregon was by a division of the court, Justice Bean not voting because he had passed on the case in the circuit court. Justice Wolverton found for the liberal and Justice Moore for the radical view./56 The suit started in September, 1889, and a final decision was not reached until 1895.

This long drawn out struggle over the college property had a most lasting effect on the destinies of the college itself. The liberal group at first secured possession of the college, but on September 14, 1889, the board of trustees, the majority of whom were of the radical group, secured an injunction forbidding the liberals to use the building. The result was that neither side used the building for nearly three years.

The radicals opened school in Whitney Hall, what is now Bennett's store, and conducted their work there for one year. In 1890, they built a new building on the site of what is now the music hall. This school was, after 1895, incorporated as the College of Philomath, and after many misfortunes was closed indefinitely in 1912. Later the building was bought by Philomath College./57 After the serving of the injunction mentioned above the liberals opened school in the Methodist church with three teachers and twenty-two pupils. President W. S. Gilbert, a graduate of Otterbein University, 1888, and of Union Theological Seminary, New York, 1889, later of the University of Chicago, 1902, had the department of language, philosophy and ethics; Professor Henry Sheak, economics, mathematics and science; Miss Lue Hott, English and history. Although the conditions were unfavorable, the attendance was increased to 65./58

After nearly three years the liberals secured a dissolution of the injunction and gained possession of the college. Soon after this, President Gilbert was called to the pastorate of the First Presbyterian church in Eugene, Oregon. He was succeeded by President P. O. Bonebrake, A.B., D.D., a graduate of Leander Clark College, Cedar Rapids, Iowa, and of Union Biblical Seminary, Dayton, Ohio. His chief assistant in the work of the college at this time was Professor Henry Sheak. Until the rendering of the final decision concerning the college property, there was little effort to change the curriculum. In 1895, President Bonebrake was succeeded by B. E. Emerick, A.B., of Westfield College, Westfield, Ill., as president and professor of ancient languages and psychology. Henry Sheak, M.S., was professor or natural sciences and principal of the commercial department. Walter A. Law, mathematics and instructor in vocal music; Mrs. M. J. Bradford, principal of the ladies' department and instructor in English, were other members of the staff. Work also was offered in German, telegraphy and instrumental music. From this time, music has received special attention at the college and has been one of its strong courses./59 For a time an elementary department was maintained in an effort to build up renewed interest in the college and to increase its

attendance. There were no high schools in Benton County for yet another dozen years, so the work at the colleges must necessarily supply the academic work preparatory to that of the college courses. The catalog of 1895 shows the following distribution of students in the courses: post graduate, two; collegiate classical, two; scientific, six; normal, thirteen; commercial and allied subjects, twenty; music, thirty-five; special students, eight; collegiate preparatory, sixteen; preparatory, twenty-five, with an enrollment of ninety individuals in all departments.

In point of numbers the college was practically where it had been ten years earlier, but the struggle had left its mark. The membership of the church was divided and each side was working in opposition to the best interests of the other. The endowment had dwindled to about $5500.00. The value of the properties was perhaps $10,000.00./60 The school was "hopelessly in debt" to use the words of one who knew the conditions. There was much discouragement and the board was on the point of closing the school indefinitely; but it was destined to hold on. How, will be the subject of the next chapter./61

CHAPTER V

The Period of Reorganization: 1896-1910

The struggle for possession of the college property was now over, and at last the title rested securely with the liberal wing of the church, but the storm had taken its toll and the energies and finances of the church were sapped. Discouragement was rife; something must be done to revamp the finances and put a stop to the ever increasing burden of debt. In these circumstances, it was decided to elect a business manager to take control of the whole financial interests of the college over a period of years.

Dr. J. R. Parker, who had come to the college as a student in 1883, and had been connected with the school in various capacities much of the time since he was the man chosen for the place./62 He was elected business manager in 1896. He took the work on his own terms, at first for two years with an option for another ten years if he should want it. He worked on a percentage basis. To state the conditions as he found them, the debt seemed hopeless. There was a debt of between ten and twelve thousand dollars to the endowment, and a large floating debt besides. The board of trustees were on the point of closing the college.

His plans were laid and ready for action early in 1897. There are some basic principles underlying Dr. Parker's plan of operation that should be stated at this time. His fundamental principle was this: that when a sum of money or other pledge or thing of value is given to a person or an institution in trust to be used for a definite purpose, the party so receiving the gift is morally bound, and should be legally bound to carry out the intentions of the gift.

With this clear statement of principles and purposes, Dr. Parker outlined his plans of operation as follows: First, that no new debt would be created during his term of office; second, that the old debt would be cancelled as rapidly as possible and that funds so subscribed or given would be used solely for that purpose; third, that the school be conducted on a cash basis and no improvement made until the cash was on hand to meet it; fourth, a self-help plan for boys which gave students the opportunity to do the work on all improvements in payment of tuition, the students being thereby pledged to attend college.

After getting things started at Philomath, Dr. Parker went east to work in the interests of the college and to enlist financial support for his policies. He was successful in this. The first donation he received was from a man who had refused to give under the old plan. In five years the floating debt had been cancelled and the endowment strengthened, former pledges considered doubtful were collected. If cash was not available, materials which could be used in improvements were accepted. By these methods fresh interest in the college was created, the general morale was improved, and hope in the future success of the institution was revived.

Curriculum In 1896 the courses offered at Philomath college were: an English Preparatory, which was simply the three upper grades of the common school; a college preparatory of two years similar to the ninth and tenth

grades of the present high school; a three-year normal course, which was similar to the eleventh and twelfth grades of the high school plus one year of advanced work which included history of pedagogy, art of teaching and psychology, one term each, and a year of practice teaching; a four-year scientific course which carried Latin through the first thee years, three years of mathematics and eight terms of science; one year of general history and five terms of advanced English, besides some single-term subjects. The classical course was composed of seven terms of Greek beginning with the Anabasis; two years of Latin in addition to the two required in the preparatory course; five terms of mathematics beginning with plane geometry; six terms of history; five terms of English including both English and American literature; six terms of science; and some philosophy.

The tendency under the new plan was to advance and strengthen the courses. In the catalog of 1899-1900, the English preparatory course was dropped, and no work of elementary grade was offered. Three years of work comparable to that of the high school was offered with a choice of work in the third year depending on whether the student contemplated taking the scientific or the classical course later on. However, the only difference was that the scientific preparatory gave one year of German while the classical required the first year of Greek. The classical course was practically the same as before but with the order somewhat changed. The Latin scientific course added a fourth term of German; six terms of Latin; three years of mathematics including the calculus, and fourteen terms of science with laboratory were required. Other single-term subjects completed the course. The general effect of this revision was to advance the grade of work required approximately one year. One noticeable feature as compared with present day requirements is a shortage of work in English. The normal course was advanced to five years beyond the two preparatory years required for entrance to all college courses; but this fifth year was dropped from the course of 1901 and 1902. In addition, the usual commercial courses and work in music were offered. In 1906 and 1907 a four-year philosophical course was added to the curriculum. This required four years of work in addition to the three preparatory years. This course carried two years of Latin; seven terms of science; mathematics through the calculus; one year of advanced English; one year of German; two years of history; eight terms of philosophy; and some electives./63

Opportunity was given for some work to be done by correspondence. In 1906 a series of lyceum numbers was brought to the college. The class schedule per teacher was reduced from the seven to ten periods per day of earlier years to an average of six classes per day. The result of this increase in standards was that the college was standardized and placed upon the list of accredited schools by the state department of education./64

Students The net enrollment in 1894-95 was sixty-seven. The next year following the decision it rose to ninety and only once during the period under consideration did it fall below this figure. This was in 1901-02 when it dropped to eighty-six. By 1906-07 it had risen to 119 and this had increased by 1909-10 to 175, the largest net enrollment in the history of the college. However, these figures do not always indicate a net gain in the college courses but are frequently due to an increased matriculation in special courses offered.

One of the new features introduced was attention to physical education. In 1907 this consisted of two periods per week for all students. From the very be-

ginning Philomath had had a keen interest in baseball, but beyond this no other form of athletic sports had gained a foothold. With the arrival of the later nineties, interest began to be taken in bicycle racing and some of the track events. Tennis courts put in their appearance on the campus and, after the gymnasium was built in 1902, basketball and indoor sports were popular.

Faculty President Emerick resigned at the close of the school year 1896-97 to take a theological course and enter the ministry. He was, however, persuaded to take the college pastorate and remain in the faculty. He was succeeded in the presidency by J. M. C. Miller, M. S., who remained at the head of the school until the close of the year, 1898-99. In the fall of 1899, Rev. P. O. Bonebrake, A. M., returned for his second term as president and remained two years until the spring of 1901. Other members of the faculty at this time were W. G. Fisher, A. M., literature and languages; Henry Sheak, M. S., natural sciences; Grace Boles, B. S., training department; W. Frances Gates, department of music./65

Rev. J. R. Parker was president and business manager for the year 1901-02. Other new members of the faculty were J. M. Haskins, P. B., B. D., mathematics and normal; O. V. White, B. S., history and science; F. S. Haroun, B. D., M. Accts., principal of the commercial department; Mrs. Gertrude S. Fisher, principal of the music department.

B. E. Emerick who had been east doing postgraduate work and taking a theological course at Union Theological Seminary, now Bonebrake Seminary, returned as president, to the college in 1902. It was during this administration that events occurred which came near to making a complete change in the future of the college. There were those connected with the school who thought that there were too many small colleges in the Willamette valley. This was accentuated at Philomath by the presence of two rival institutions there and by that of the State Agricultural college only five miles away. When Hood River sent an invitation to remove the college to that place, Mr. Emerick and those of like mind favored the acceptance of Hood River's offer. With considerable effort a measure was carried through the annual conference of the Liberal church approving the sale of the college properties to the Radical College of Philomath. However, there was sufficient opposition to the plan to make it possible to propose such terms that the Radicals did not feel that they could be accepted and at last the plan failed. President Emerick was succeeded by I. E. Caldwell, A. B., for a term of two years. Then P. O. Bonebrake was elected for a third time. He served one year and was succeeded by O. V. White, M. S., who served as president until 1910./66 The college was having the same trouble during this period that it had had in its earlier history, that of a far too frequent change of administration to make for solidarity and a definite policy.

Revision of articles of incorporation. Additional and supplementary articles of incorporation were drawn up in 1901, which clearly defined the powers of the board of trustees, stated the purposes of the institution; these forbid the board of trustees to contract a debt against the incorporation or mortgage the property of the college. The methods of loaning the college funds, especially the endowment, and the kinds of securities bought or sureties taken are very clearly and accurately defined and the safety of such investments safeguarded. The trustees are also pledged to diligently and

faithfully carry out the purpose of the donors in regard to all gifts, donations or bequests./67 The valuation of the property and all assets at this time is placed at $25,000.00.

Another feature of this period is that in 1899 the faculty was placed under bond to carry on and administer the affairs of the college insofar as pertained to instruction and operation of the school plant. They were made responsible for the collection of tuition and for the expenditure of funds used in the various departments of the college.

Publications Catalogs or bulletins setting forth the condition of the college, listing the faculty and outlining the courses of study are more frequent in this than in earlier periods of the college history. Much valuable information concerning the earlier history is also given in them.

The most important student publication of the period is the Philomath College Chimes. This paper was started by the students in 1903. One of the leaders in the movement was Oscar C. Weed. He and some of the others, thinking that a student paper was needed, arranged with the contractors then digging the ditches for the new Corvallis water system to work on Saturday. The wages earned were donated to a fund for starting the "Chimes."/68 Its publication was continued under this title until 1925. For a number of years it was a literary monthly published by the students. In later years it became a sort of bi-weekly newspaper published by the students and college./69 The printing was done by the students themselves during the early period.

After the founding of the Benton County Review by F. S. Marshall, about 1902, a section of student and college news was generally carried in its issues.

Building and Improvements Because of the lack of funds, the original plan of the college or administration building had never been completed. There was also a great need for other buildings and improvements. Now that the debt had stopped growing, it was possible to do something to meet these needs. The first move was to fill up the hole in front of the building left when the bricks were burned in 1865. Then a two-room building was erected near the east side of the campus to house the elementary departments, and, after their discontinuation, the music school. This was done in the period from 1897 to 1899.

The old dormitory built in 1877 was in bad condition. This was the next to receive attention. One friend of the school gave $2,000.00 for this purpose. Under the direction of Dr. Parker the building was raised, a basement and heating plant were installed, and the whole building refurnished. The work was done by students and they were paid in cash and tuition.

In 1902-03, the gymnasium was built in the same way. Conditions were now favorable for beginning the work of enlarging the main building. Funds for erection of the west wing were raised in 1904. Students put in the foundation and the rooms were finished and ready for use in 1905. Plans were started at once for the addition of the east wing. This was done in the same way as the west wing and was completed in 1907. The lower floor of the old central portion was remodeled for use as a library and for the commercial department.

Canceling the debt While these improvements were in the making, the work of paying off the old debt and increasing the endowment was being carried forward successfully. As has been stated earlier, the old floating indebtedness of the college was cancelled in about five years under the new plan. By 1909 the debt owed to the endowment had been paid and the permanent endowment increased to $20,000.00. All new buildings and improvements had been paid for in advance. The equipment of the college was the best it had ever had; there was no debt and the outlook for the future was hopeful.

New Problems There were problems facing the college in the future which some were able to perceive. At this time the United Bretheren Church had but four conferences on the Pacific Coast (they have since been reduced to three by the union of the Walla Walla and Oregon conferences in 1925), and it was necessary to get the full support of all of these behind the one school if it was to meet the competition of the state schools which drew their students from the same territory as Philomath. Also the membership of the rural churches must be built up to serve as feeders to the church and school, because the college had always drawn its students largely from the small town and rural districts.

The big problem in the small college is the cost of maintaining courses to meet the needs of the few advanced students. If the work is maintained at a sufficiently high level to meet the competition of the state supported institutions and that of the strong well endowed schools, it is absolutely essential to have the services of instructors who are as well trained as are those of the competitive schools; and further, the school equipment must compare favorably with that of the larger institutions. With the small classes that the little college must of necessity have, the per pupil cost of instruction is immensely increased and this is just what the school of small resources cannot endure. Dr. Parker is authority for the statement that "the cost of graduating its few students each year is from one half to two-thirds of the total cost of operating the school."/70 It is probable that this estimate is not at all exaggerated, for a study of the enrollment during this period shows that the number of students taking the work of the college degree courses never at any time exceeded fifteen for the junior and senior years combined. Classes must necessarily be very small under such conditions. An instructor will carry a full class load as cheaply as a partial one.

A Possible solution To meet the competition of these stronger schools and to relieve the strain due to the excessive costs of education in the two upper years of the four-year course, a junior college plan was suggested, which would offer two years of senior college work of standard grade as the upper half of a four-year course. This plan would, if rightly integrated with the work of the higher institutions, give these students who had completed the junior college courses junior standing if they should desire to enter the universities. This would give the small college a legitimate share in the work of education and at the same time tend to relieve the burden placed on the large state schools due to heavy matriculation in the first two years. The plan seems meritorious. However, it was not adopted and the period with which we are concerned was brought to a close with no material change in the manner of building and administering the curriculum.

CHAPTER VI

A Return to Former Methods: 1910-1929

After fourteen years of continuous service as business manager, during which time the college was put in far better condition financially than it had ever been before, Rev. J. R. Parker, D.D., resigned in 1910. The affairs of the school were again under the direct management of the trustees.

Faculty — Rev. Marion R. Drury, A.M., D.D., was chosen to head the faculty. Dr. Drury had had much experience both in school work and in various departments of the work of the church and came highly recommended for his scholarship and ability as an organizer. Other members of the faculty were: Ernest H. Castle, A.B., mathematics; Ellen C. Bailey, A.M., ancient languages; Ethel A. Gross, history and English; Henry Sheak, M.S., physics and chemistry; Albert A. Kyburz, principal of the normal and commercial department, and Mrs. Gertrude Fisher, music.

These departments, as enumerated, show the general scope of the work. There were some additional subjects offered as the needs of the students or other conditions required, but in the main there was little change in the actual kind of subject matter taught during the succeeding years.

In 1913 Dr. Drury was succeeded by Rev. G. H. Smith, who was president for one year. Lloyd H. Epley followed as president in 1914, and enjoyed the longest term of office in the history of the college. He remained until 1922. Three other men were added to the faculty at this time who should be mentioned for their long and successful service. They are: Rev. Rudolph Fisher, Ph.B., philosophy, history and German; Charles T. Whittlesey, A. B., D. D., ancient languages; and W. W. Wright, Ph. B., who took charge of the commercial department in 1913 and remained in this position until the close of 1929. From 1916 he has also been treasurer of the institution. Next to Professor Henry Sheak, the term of Professor Wright has been the longest of any at Philomath.

In 1922 H. Dixon Boughter, B. A., B. D., became head of the school for a term of three years. He was succeeded in 1925 by John Wesley Burkett, A. B., A. M., Ps.D., who served two years. The last president was Dr. Sanford McDonald, of Los Angeles, California, who did not remain to complete his first year./71

Curriculum — The first task of President Drury was a revision in the manner of administering and evaluating the subjects of the curriculum. A complete change in the system of organizing the courses was made. The method used was similar to that used by our state institutions. The work was placed on a term hour basis; a subject carried for five periods per week through a term of twelve weeks was given five term hours of credit. Two periods of laboratory were required to count as one hour of recitation./72

The courses were numbered in each department. Certain courses were required as prerequisite to the work of the more advanced courses. The courses were so grouped that each series would emphasize some particular field of study, and yet

the branches were so connected with those of other groups as to lead to thoroughness in the special field while at the same time a general breadth of knowledge would be given to the student. The various groupings were intended to give a generous yet well balanced elective system. These courses were offered: Academy courses to which the entrance requirement was the eight grade diploma./73 While the subject matter of these courses was that of the high school, it was so arranged as to lead toward preparation for some one of the courses in the college departments; A four-year classical course leading to A.B. degree; a four-year philosophical course leading to Ph.B. degree; a four-year scientific course leading to B.S. degree. Completion of the standard four-year college course with fifteen hours in education entitled the student to a one-year state certificate valid only in the high schools of Oregon./74

In the field of education two courses were given in addition to the regular college courses mentioned above; these were a four-year teachers' course and a three-year teachers' course. The latter led to the degree bachelor of pedagogy. The first of these courses consisted of two years added to the first two years of the academic preparatory; the second of three added years. In the revision of the courses in 1917, the strictly educational courses were dropped from the academic normal course and what was called a teachers' training course of one year was added. At this time the work of the courses was also changed from a three-term to a two-term basis.

The courses were assigned to the following departments: academy, college of liberal arts, school of pedagogy, college of music, business college, school of oratory, school of art, and school of physical culture./75

The academic course was revised in 1923 so as to conform with the standard four-year high school course, requiring fifteen credits for graduation. It also met the requirements for college entrance. In 1919-20 the college requirements were in force as follows: at the beginning of the sophomore year the student must elect a major from one of the four college courses. The major required eighteen semester hours in the chosen field. For the full four-year course two majors and three minors were permitted, the subjects to be related to the group in which the degree was taken. Bachelor degrees were granted on the completion of 126 college hours, of one recitation per week for one semester./76

No fundamental changes have been made since this time in the courses of study.

Student Body

The number of students enrolled at the college from 1910 on was, on the average, considerably less than in the period just preceding. In 1910-11 it was 97; in 1915-16 it dropped to 47; by 1920-21 it had risen again to 88; and in 1926-26 it was 73. The slump in 1915-16 was, of course, due to conditions that existed during the war. A study of the enrollment by departments reveals that the loss in numbers was largely in the academic and college preparatory departments, while the number of students listed in the regular college courses is equal to, if not larger than, that of the earlier periods. For example, the matriculation in the college courses in 1910-11 is 40; preparatory, 25; 1915-16, college, 12; preparatory, 9; 1920-21, college, 25; preparatory, 18; 1925-26, college, 44; preparatory, 11.

Enrollment

The average in college departments, for the four years taken, is thirty; that of the preparatory departments, for the same years, is sixteen. In the earlier years, the numbers were largely found in the preparatory and academic departments. Although this comparison does not take into consideration the enrollment in courses, other than the college and academic-preparatory, such as music and business courses, it would seem that some other factors were in a measure responsible for the conditions indicated above.

The nearness of the Oregon State College at Corvallis had been a depressing factor in the competition for students of college rank after its opening in 1886. The wide variety of courses offered, opportunity for athletics, larger social opportunities and its strong financial backing gave it an almost unsurmountable advantage. During these earlier years entrance to the courses at the state college was comparatively easy. After 1904 the state college began to expand rapidly and the competition became still stronger.

The University of Oregon drew students from the same territory as Philomath, as did the Oregon Normal school at Monmouth. Hence, the competition was extremely keen.

It was about this time also that the public high schools of Oregon began to be established in the smaller communities. The Corvallis High school was built about 1907 or 1908. The Philomath High school was erected about 1911, and a ninth grade was put in the Philomath schools in 1902.

The work of these local secondary schools was now coming into direct competition with the work done in the academic departments of Philomath College and other similar institutions. The public schools were tax supported and free; the college schools were supported by private funds and from necessity required a comparatively high rate of tuition. Unless the colleges could give some decided advantages as an inducement, the resulting loss in the academic departments was inevitable. This, from the very constitution of the case, they were not able to do; for, as has been shown in an earlier chapter, if they were not able to compete, because of small financial support, with the tax-supported colleges which were farther removed from their sources of student supply, how could the small colleges with the same limitations hope to compete successfully with state institutions which were almost as close to the students as the homes from which they came? The social and economic disadvantages is too much to be overcome easily, and if the small college is to survive it must build up its finances to the point where it can offer equal or superior advantages in the commonly accepted or popular departments of education, or, as a doubtful alternative, cater to a special clientele.

Student Government — With the arrival of President Drury in 1910, a more complete plan of student government was worked out. Although the student body had had an organization with a full list of elected officers their activities had been of a somewhat separate nature under the supervision and direction of the faculty rather than independent yet cooperating with it. Now a student council plan was adopted which placed the responsibility of student government largely with the students themselves. The first student council was Delphine Scheifele, Myrtle Pontius, J. M. Wallace and N. S. Rogers./77 This plan has continued to function until the present time. Under the student

council plan of control, athletics received more attention than formerly. Philomath now regularly put out baseball and basketball teams to contest in inter-school games. Extra-curricular activities were recognized more and more as a valuable part of the educational function of the college. In 1926, during the administration of President Burkett, a committee was appointed to work out a schedule of extra-curricular activities for credit. One and one-half credits earned in this way each year were required for graduation. These credits were earned through participation in such activities as the literary societies, physical culture, orchestra, athletics, debate, dramatics, or the election to some office as president of the student body or editor of the college paper. The most that could be earned in one year in any activity was one credit./78 This plan was approved and adopted March 24, 1927.

Literary societies The work of the college literary societies has always been an important phase of the work at Philomath. Usually this work has been elective and membership in the literary societies has been voluntary. Small membership fees and dues were charged. Sometimes fines for non-performance of duty were collected. A regularly appointed or elected committee made out and had charge of the programs. Active participation in the programs of the societies was essential to membership. In 1918 participation in the work of the literary societies was made a requirement of the college./79 Public programs each term were required. This work replaces that of the public rhetoricals which were conspicuous as a feature of the work at Philomath in the earlier periods.

Publications As mentioned in the preceding chapter, the Philomath College Chimes was the chief publication of the students and college press until 1925. It became an interesting four-page biweekly sheet, which carried college and local news with literary material added. In 1925 it was reorganized and has been published by the student body under the name Philomath College Radio./80

Finance During this period gifts have been made which have added greatly to the resources of the college, although their full value has not always been realized because of methods of administration. The largest individual gift to the college was that of Mrs. Sarah A. Baker, of Monrovia, California, who bequeathed $30,000.00 to the permanent endowment fund of Philomath College. This was contested but won by the college. The net gain to the endowment was about $27,000.00./81 Rev. and Mrs. F. B. Church gave $5,000.00 to the college for the purpose of establishing a conservatory of music. Barkley Hall, which was the last building erected by the Radical College of Philomath, was purchased by Philomath College in 1923 for the housing of the conservatory of music. Another considerable gift to the college was that of the McLain estate. Unfortunately the original gift which amounted to about $14,000.00 was almost entirely dissipated in litigation over the settlement of a note for $2,000.00 which Mr. McLain had endorsed./82 Bishop N. Castle made a cash gift of $1500.00 to the endowment. Professor Charles T. Wittlesey made a gift of his private library to the college. A fine bungalow was purchased on East Main street in June, 1923, to be used as a residence for the president.

Conference support for the college at last assumed tangible form, and in 1917 the Oregon Annual conference voted $15,000.00 in endowment bonds bearing five per cent interest./83 In 1919 the board of trustees authorized a campaign to

cover these conference bonds and $25,000.00 additional. This campaign has been carried through to completion and when all the pledges are paid will more than double the productive endowment./84 The pledges to the endowment have been in small sums up to $1000.00 each./85 In 1917, the Washington annual conference voted $5,000.00 in endowment bonds and the California conference a like amount. This made the total of conference bonds voted amount to $25,000.00.

The treasurer's report for 1926-27 shows the condition of the endowment fund to be: reported from previous year, $62,517.15; new, $565.00; doubtful, $1,483.28; net, $61,600.87; total assets, $161,490.53; total liabilities, $24,947.11. The year 1927-28 shows a gain of $200.00 in the net endowment to $61,800.87, but there is an increase in the liabilities of the college of $1523.89. In 1926-27 the total expenditures are $13,503.46, of which the item salaries is $7,961,25. The receipts for the year amounted to $13,554.21 leaving a favorable balance of $50.75. In 1927-28 the total receipts are $16,843.91 and expenditures of $16,440.91 with a favorable balance of $403.00./86 On the face of the figures given the income of the college would seem to be meeting the expenses, but the increase in the liabilities indicates that conditions are not so favorable as they seem. Under the plan followed from 1896 to 1910, which we may call a pay-as-you-go policy, the old debts were wiped out and no liabilities were incurred. Under the articles of incorporation of 1901, filed in 1904, which have been described above, all liabilities against Philomath College as an incorporation or against the college property were forbidden. The trustees followed out the intention of these declarations until 1917 when, under the influence of Bishop Washinger, a change of policy was brought about, and the articles of incorporation were modified so as to permit the formation of a college indebtedness./87 Since that time the debt of the college has again begun to grow and as shown above amounts (1927-28) to $26,470.00. The early injunction of the church fathers was again unheeded, and disaster lurked in the future as before. It seems unfortunate that the men of good business judgment on the board of trustees have been out voted by those whose action is that of immediate expediency. Fortunately for the college, in recent years the loan committee of the board has been composed of good men of sound business judgment. Most of the funds of the college are invested in good securities. Federal and municipal bonds form a good share of these. There are some good utility bonds in the list and a comparatively small amount of first mortgage real estate loans. The average rate of interest is around five per cent which is in itself a fair evidence of the safety of the investments.

Since the data for this history were gathered, the most unfortunate event in the history of Philomath College has occurred. President McDonald resigned before the close of the year and at the end of the spring term the doors of the old college were closed indefinitely. There is a feeling among some of the alumni that they will never be opened again. How true this may be, time alone will tell. The competition of the state institutions and of the public high schools is such that there is little hope in renewing the struggle unless some plan is worked out whereby the schools of small means may be enabled to cooperate in the field of education as helpers rather than be compelled to enter the lists as opponents of tax-supported institutions. However this may be, Philomath College filled a real need in the educational field in Oregon and we shall in the next chapter try to show something of what she accomplished.

Chapter VII

The Contribution Philomath College Has Made

Every institution is founded for a definite purpose and back of this purpose must be the ideals and intentions of those responsible for its existence. Such, indeed, was the case with Philomath College. It is the aim of this chapter to give a perspective view of her purposes and accomplishments; the first as exemplified by the declarations and activities of those whose efforts made her continued existence possible; the second by the type of student product which the training in her halls has contributed to society.

The purposes of its founders is indicated in the second clause appended to the original offer of the college properties to the church, which reads, "That the proposed school be made strictly a literary institution, under the moral influence of Christianity, the Bible always being its text book and standard of morality."/88 Most of the men who were back of the movement had had but small opportunity for school education. The religious instinct was deep among them. They believed in America and her institutions. They felt that they, by their pioneer efforts in a new land, were doing a part in carrying forward her ideals and were adding a new empire to her dominions. Because of this they wished that their children might be educated in those things of which they themselves so keenly felt the need; and yet that these children should have that same simple, devoted religious faith which was their own comfort and guide. In this spirit was Philomath College founded.

Space in a work of this sort is too limited to permit the mention of even the names of many who by their gifts and services to the college are worthy of a place in her annals. A few only, who by unusually long service have contributed to her success, can be given brief notice.

Perhaps we may name those who were first chosen to direct the destinies of the young college./89 The first trustees were: first class, Alexander Bennett, James Edwards, Julius Brownson, Freilinghisen Stillson and Wayman St. Clair; second class, William Wyatt, Pressley Tyler, Jesse Harritt, Rowland Chambers and George W. Bethers; third class, Alfred M. Witham, S. K. Brown, Eldredge Hartless, Nathan W. Allen and Thomas J. Connor.

Of these men Connor possessed the greatest amount of education. He was one of the two pioneer missionaries and founder of the United Bretheren Church in Oregon. Stillson was a school teacher and one of the early educators in Benton County. Two others, Bennett and Allen, were pioneer ministers of the church, who came out with Connor in 1853. Brownson was a squire and local justice; Harritt, a blacksmith and class leader in the church. The others were substantial landholders or business men in the community. George W. Bethers was the man whose letter to the Religious Telescope brought Connor and Kenoyer as missionaries to Oregon. A. M. Witham, a farmer, was, for a number of years, chairman of the board of trustees. Brown and Hartless were men of fine native ability who served the college well during its earliest years as members of the board of trustees. Mr. Brown supplied the funds for the purchase of the printing press to start the Philomath Crucible, the first college paper.

Of this first board of trustees there is one man who, with the exception of one year, served on the board continuously, until after the division of the

church. This is William Wyatt. Mr. Wyatt, born in Buckinghamshire, England, October 24, 1816, came to America at the age of 18. With his wife and two children, he crossed the plans to Oregon in 1847. In 1848 he settled one mile north of Philomath. Although he had had no schooling he read well. A man of excellent business judgment his farming ventures prospered so that by the time of the founding of the college he was one of the most prosperous citizens of the Mary's River Settlement. By some he is credited with being the one responsible for starting the movement for a school or college. At any rate, his name heads the list of donors to the original fund. He it was who served with Mr. Hartless on the committee to buy the land of David Henderson for the college and town site. He also advanced the money for the purchase of the land. He was one of the two who selected the site for the building and was a member of the executive committee during the time of its construction./90 Mr. Wyatt served on the board until the division in 1889, at which time he went with the conservative or, as it was commonly called, the Radical wing. He continued a member of the board and was a leader in the fight of the radicals to regain possession of the college up to 1895. After they lost the decision he was a member of the board of trustees of the College of Philomath until almost the time of his death, February 14, 1904. "Uncle Billy", as everyone called him, was the warm friend of every boy and girl who attended Philomath College during the first thirty years of its existence. Almost without fail, he rode his horse to church each Sunday morning, listened attentively to the sermon and, after its close, had a word with the young people. He frequently invited some of them out to his home for dinner. His spacious house among the ancient oaks, with its perfect view of the valley and mountains beyond, was the scene of many a party and frolic attended by the students of those early days. One rarely meets any of them yet without some allusion to those joyous times.

Another of these early trustees who had much to do with the direction of the affairs of the college was Jacob Henkle. One of the pioneers, his homestead was about four miles west of Philomath on the South Fork. Mr. Henkle was elected to the trustees in 1867, the year the school started, and served continuously until 1886. After the resignation of A. M. Witham from the board of trustees, Mr. Henkle served for many years as chairman of the board. Of a deeply religious turn, "Uncle Jake" was perhaps a little more visionary and not so practical as his associate, Mr. Wyatt, but they both possessed a fine idealism and a degree of honesty which had a wholesome effect in its influence in building the character of the young men and women at the college.

There is yet another of the earlier trustees who should be named because of his deeds of kindness to the college. This is Samuel McLain. He was elected to the board of trustees in 1870. Although his service was not continuous, he was frequently a member over a period of thirty-five years. Unmarried, and retiring in manner, Mr. McLain was a man of deeds rather than words. When trees were wanted to plant the grove on the campus in 1873, he it was who dug them on his farm and delivered them to be set by the students. The fine grove is a monument to his memory. When a place was needed for holding an outdoor commencement in 1877, he gave the "Camp ground" to the college for this purpose. True to the end in his friendship, he willed his entire estate, valued at $14,000.00, to the endowment of the college.

In length of service and in sound business judgment in handling the finances of the college, Mr. J. E. Henkle holds an unquestioned place of prominence. Elected to the board of trustees in 1889, he served continuously until 1927 when he was compelled to give up all public duties because of advancing age and failing eyesight. One of the Philomath's earliest and most successful business men, he brought his experience and sound business judgment to the service of the college when it was sadly needed. He was one of the backers of the plan which freed the college from debt. He, along with Mr. J. T. Waiman, acting as the committee on loans, was responsible for the sound investments which were made of the college funds./91

Although many of the teachers were men and women of fine character and ability and there were none who deserve censure, it is possible to speak of but one. No account of the work done at Philomath College could leave out the name of Henry Sheak, M. S., and be considered in any way complete. Professor Sheak came to the college in the late summer of 1873. He had graduated from Western College, Iowa, that June, and came west with the new president, R. M. Williams. Professor Sheak was connected with the work of the college more or less intimately over a period of more than fifty years. He has taught in the science, mathematics and commercial departments at various times. He was the one who started the first business institute that offered instruction in business methods and stenography at the college. The fine collection of biological and geological specimens which the college possesses is his work or that of his pupils working under his guidance. He was instrumental in starting and building up the library. He also was the faculty member of the committee which organized the first literary society. Ever since his arrival in Philomath he has been prominent in the work of the Sunday School. For a number of years he was president of the County Sunday School Association. Perhaps no man has worked longer or more faithfully in the interests of the Sunday Schools of his section than he. Convinced during his service in the Civil War of the benefits to be derived from prohibition, he has been a lifelong and ardent worker against the liquor traffic. Twice a candidate for state representative on the prohibition ticket, his canvass was influential in bringing about early prohibition in Benton and adjoining counties. He was the donor of a standing gold medal award to be given each year to the student attending college who gave the best oration on prohibition and the liquor question. In 1925, he was awarded a gold medal for service in Sunday School work. Professor Sheak has written many of the historical sketches of the college which are found in its catalogs. Because of his long connection with the college and his kindly interest in each student no man is better qualified to speak of them than he./93

The type of men whose work has been influential in directing the affairs of the college has been altogether too briefly considered to get a comprehensive view of the composite influences which have moulded the character of the students who have come under its tutelage, but space forbids further consideration of this factor.

The worth of an institution is usually judged by the character of its product. How does Philomath College measure up by such a standard? What has been her contribution to the social institutions of her community? What part have the students trained in her halls taken in the affairs of the world of which they

have become a part? Let the records answer for themselves.

More than six thousand students have entered Philomath College and received a greater or less share of their training in her halls. Of these, more than twelve hundred have become teachers; one hundred and fifty have become ministers; fifteen have become missionaries; twelve have been elected to legislative halls; and eight have become college presidents./94 Eleven have become professors in colleges; two, bank presidents; eight, county school superintendents; four, editors of newspapers; four, authors of books; one, a railroad president (N.P. R.R.); eight, attorneys; eight, physicians; one, a district judge. Many have become bookkeepers, telegraphers, farmers./95 In fact, they have entered just about every field of human endeavor.

One of the best known ministers from the college is Rev. Louis Albert Banks, A. M., D. D., a Methodist pulpiteer and nationally known lecturer, author of some sixty-two volumes on various subjects, many of them stories and books for young people./96

Dr. J. B. Horner, head of the history department at Oregon State college, needs no introduction. His interesting books on Oregon history are known to every boy and girl in the state who has recently completed the work of our public schools.

Professor Solon Shedd has done fine work in the department of geology at Idaho University, Moscow, Idaho.

The Alaska exhibit at the Alaska-Yukon Pacific Exposition was collected by a man who got his training as a boy at Philomath under Professor Sheak.

Miss Florence Akin, as the author of a series of Phonic Readers was a pioneer in the movement which modernized reading method in Oregon schools. Her training was had at Philomath where her father was a member of the board of trustees.

Some of the men now engaged in educational work in Oregon when Philomath claimed for a time are: Superintendent Robert Goetz, of the Silverton schools; Supt. E. H. Castle, County Superintendent of Benton County; J. Clifton Tucker, principal of the Riverton schools; Lester N. Bennett, principal of the Jefferson schools; T. J. Means, Mill City; Fred W. Jones, Gates; O. V. White, principal of the Amity schools; G. W. Brown, Yamhill.

A study of the data given above shows that one of every five who have attended Philomath College has entered the teaching ranks for a time at least, and one out of every four has been classed in one of the four professions of medicine, law, the ministry, or teaching. No data are kept at hand for comparison, but considering the fact that the greatest part of the pupils who attended Philomath were enrolled in the lower departments, this rate seems high.

No data were available to estimate the entire number of graduates from all departments, but the degrees granted have been: honorary degrees, 47; of which 32 are D. D., six, L. L. D., one, Ltd. D., two, A. M., one Ph. M., one, M. S.,

and four, M. Acct. Collegiate degrees earned in courses taken are ninety-five, as follows: M. A., four; B. S., forty; A. B., twenty-three; B. Ps., two; Ph. B., twenty-five, and B. Mus., one.

This shows that about one out of every sixty-two of the enrollment throughout the years has remained to complete the full college course. This is less than two per cent, which is very low, and helps to explain why costs have been so high in the collegiate departments.

A study of the enrollment shows that the college has drawn its students from all the Pacific Coast states, especially from the rural districts, but they have come largely from those sections in which the church has been active. This is what one would expect and fulfills the declaration made at the beginning that, "The United Bretheren Church should enter into the work of education on the Pacific Coast in order to educate its own people."

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   b. A History of the Reformed Church German, and
   c. The Moravian Church, in one Vol., American Church History Series, published by the Christian Literature Co., N. Y.

While not a history of the United Bretheren Church, it shows the origin of these churches, their fundamental doctrines and polity. It gives the early work of Otterbein. University of Oregon Library.

2. Drury, A. W., The History of the Church of the United Bretheren in Christ. The Otterbein Press, Dayton, Ohio, 1924. Gives an extended account of the life of Philip William Otterbein. The origin of the church, early organization, doctrines, educational policy, and gives a complete list of schools founded by the church. It is the most complete history of the church that has been published. Library of Philomath College.

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II

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1. Records of the Actions of Board of Trustees of Philomath College. Contains 228 pages written in long hand, the first 53 pages written by T. J. Connor. Contains the most complete and authentic account of the founding of the college and its activities until the division in 1889. The part from pages 195 to end is of the period from 1889 to 1895 and is only of the Radical wing. This is the best account of the college until the division of the church. The book is in the archives of the college at Philomath, Oregon.

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3. (Original) Conference Journals of the Belfountain, Philomath and Lancaster Circuits. Gives an account of how the missionaries came to be sent to Oregon, the organization of the first classes, the ministers who attended the quarterly conferences, etc. Tells where meetings were held, amounts paid for support, etc. Covers period from 1853 to 1874.

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15. Interview with Prof. W. W. Wright, June, 1928. Founding of Philomath College Chimes. Endowment pledges. Writer's Notes, p. 133.

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22. Letter of Rev. P. O. Bonebrake, A. M., D. D., President Philomath College, 1893-95, 1899-1901, 1907-08. Written July 12, 1928. Now in writer's files.

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FOOT NOTES

1. See Corwin, E. T; Dubbs, J. H. and Hamilton, J. H., A History of the Reformed Church German; American Church History Series, The Christian Literature company, N. Y. (pps. 234 and 235 for full account.

2. See Corwin, Dubbs and Hamilton, Hist. of Ref. Church Dutch and Hist. of Ref. Ch. Ger. Amer. Ch. Hist. Series, The Christian Lit. Co., N. Y., pps. 285 and 286.

3. For birth of P. W. Otterbein see pp. 28-34. Drury, A. W., The Hist. of the Church of the United Bretheren in Christ, the Otterbein Press, Dayton, Ohio, 1924, and also Berger, Rev. Daniel, Hist. of the Church of the United Bretheren in Christ, Pub. by W. J. Shuey, The U. B. Pub. House, Dayton, Ohio, 1897), pp. 20-23. (There is a discrepancy in the two accounts as to the birth place of Otterbein; Drury says he was born at Dillenburgh, Ger., June 3, 1726. Berger says that he was born at Nassau, Ger., June 3, 1726. They agree that he was one of twins but disagree as to the number in the family. Drury states there were six sons and two daughters. Berger says there were seven sons and three daughters. We have taken Drury's account because his work is later and he claims more complete records.)

4. Quotation taken from p. 23, Berger, Rev. Daniel. Hist. of Ch. of the U. B. in Christ. Pub. by W. J. Shuey, U. B. Pub. House, Dayton, O., 1897.

5. For a fuller account of this incident, see Drury, A. W., The Hist. of the Ch. of the U. B. in Christ, Otterbein Press, Dayton, Ohio, 1924. P. 87-89, and also Berger, Rev. Daniel, Pub. by A. W. Shuey, U. B. Pub. House, 1897, Pg. 79-80.

6. See Drury, A. W. The Hist. of the Ch. of the U. B. in Christ. Otterbein Press, Dayton, O., 1924. P. 129 and 131, for fuller account.

7. Op. Cit. P. 184.

8. Op. Cit. P. 427 (This Institution became Otterbein University.)

9. For list of schools founded and their dates see appendix.

10. The data for this and the two following paragraphs are taken from the original conference journals of the Bellfountain, Philomath and Lancaster Circuits.

11. This quotation and the data for this paragraph is found on page 15 of the original journal of the annual conference records and is in the hand writing of James M. Chandler, secretary of the conference.

12. Rev. Milton Wright, later Bishop, was for years a prominent figure in the United Bretheren Church. A man of high ideals, sterling character and fine abilities he became the leader of the Radical wing of the church. In the division of the church in 1889 he was the one dissenting bishop in the vote on the revised constitution of the church. Bishop Wright is the father of Wilbur and Orville Wright, inventors of the airplane. Mrs. Mary Pearson Wyatt, now living (1929) in Philomath, Oregon, was a pupil of Milton Wright at Sublimity School in 1867-68.

Chapter II

13. "Maple Grove" school house, the place of meeting, stood near the south limits of the city of Philomath, a short distance north of the bridge across Mary's river and not far from the place where the road along the southern line of the city limits turns east to join the old road to Corvallis. The building was moved later up into the city and stood for years on the cite of the present I. O. O. F. hall. When this was built the old school building was moved back west and stood until quite recently. It was built of heavy rough box lumber.

14. This statement is taken verbatim from Vol. 1, P. 3, of the Records of Actions of Board of trustees of Philomath College. The first 53 pages of this Record are written in the clear, bold hand of T. J. Connor, who acted as secretary of the Board of trustees until 1872. The last record in his handwriting is that of the meeting of July 15, 1872. He was succeeded as secretary by Julius Brownson.

15. The complete record of these transactions is found on pages 8 and 9 of the Record of the Actions of the trustees, now in the archives of Philomath College. (also pages 43 to 45 of author's notes)

16. The record of acceptance as given in the Annual Conference Record for the 12th annual session of Sept. 1865, and that of the Record of the Board of Trustees as given on pages 9 and 10, is identical.

17. The committee on purchase of land and location of site was William Wyatt and E. Hartless, who had headed the list of subscribers to the endowment and purchase fund. In an interview with Mr. J. E. Henkle, June 16, 1928, he made the statement that William Wyatt furnished the funds for the purchase of the Henderson tract. (author's notes, p. 131) In an interview with Dr. J. B. Horner, at his office, 302 Pharmacy Bldg., O. S. C., June 23, 1928, the author was told that the idea of founding a college had its origin in a conference at the Wyatt home one mile north of Philomath. Those present were: William Wyatt, his wife, Mary Wyatt, and T. J. Connor. After a fine chicken supper they talked and prayed until 2 a. m. and the college was planned. (author's notes, p. 128)

18. The first trustees of Philomath College were: First class, one year, Alexander Bennett, James Edwards, Julius Brownson, Freilinghisen Stillson, and Wyman St. Clair; second class, two years, William Wyatt, Presley Tyler, Jesse Harritt, Rowland Chambers and George W. Bethers; third class, three years, Alfred M. Witham, S. K. Brown, Eldredge Hartless, Sr., Nathan W. Allen and Thos. J. Connor.

19. A complete record of the plans for the townsite and sale of lots is given on pages 12 and 13 of the Record of Trustees.

20. The Articles of Incorporation of Philomath College may be found in the Records of Benton Co., at the court house, Corvallis, Ore., in Record of Incorporation, Book 1, P. 108. (A complete copy of the articles of Incorporation original and revised is found in author's notes, p. 235-238.)

21. The brick for the main building were burned on the ground. For years there was a large hole in front of the main building where the clay was dug for making the brick.

22. These Rules of Decorum are given on Page 28. Record of Trustees. (Author's notes, P. 56)

23. This declaration was made during the fourteenth annual conference held at Sublimity, Oregon, September 14, 1867.

24. Statement of aims found in Hough, L. S., and Shupe, H. F., partners in the Conquering Cause, Bd. of Adm., Dayton, O., 1924. Page 107.

25. This statement is based on an interview with Mr. J. E. Henkle, June 16, 1928. Mr. Henkle was one of the pupils present on the opening day. One of Philomath's most successful business men, he later served on the Board of Trustees from 1889 to 1927.

26. This statement is based on information found in Matson, C. H., Baptist Annals of Oregon, Telephone Register Pub. Co., McMinnville, Ore., Vol. 1, P. 36., also Leonard, Rev. Delevan H., The Story of Oberlin, The Pilgrim Press, Boston, 1898.

27. The data for this paragraph is found in the catalog of 1885-86 now in the archives of the College at Philomath, Oregon.

28. Matoon, C. H., Baptist Annals of Oregon, Vol. 1., P. 36 and 153 to 158. Story of Oregon City College and McMinnville College.

29. Data taken from catalog of 1885-86. List of Alumni. (See Foot Note 27 above.)

30. Although, as shown earlier, the primary, or public school was withdrawn from the college of 1879 and again became Dist. no. 17 housed in a building of its own, the college continued to maintain a tuition primary department until 1883. This withdrawal of the primary department from the college accounts for the decided drop in total enrollment shown in the catalogs immediately following 1879.

31. In 19 out of 23 Methodist schools including Wesleyan University, the percentage of students enrolled in college courses varied from none in three schools to less than 40 per cent at Wesleyan. See Duvall, Sylvanus, Milne, Ph. D., Bu. of Pub. Teachers' Coll., Columbia Univ., 1928. P. 115. In 1878 the University of Oregon opened with 89 pupils in the college departments and 123 in preparatory, Gaston, Joseph, Centennial History of Oregon, S. G. Clarke, Pub. Co., 1912. Vol. I, P. 605.

32. The name "Philomathic" was suggested by J. G. Springer. The first question debated was, "Resolved, that Columbus deserves more credit for the discovery of America than Washington for defending it." Interview with Dr. J. B. Horner, June 23, 1928. This literary society maintained an active organization until the close of the Radical, College of Philomath in 1912. The Author of this paper was an active member for 12 years, 1892 to 1904.

33. Hist. of Phil. Coll. by Prof. Henry Sheak, found in the catalog of Apr. 1915, P. 38-42, now in archives of the college at Philomath, Ore.

34. From interview with Dr. J. B. Horner, O. S. C., 302 Pharmacy Bldg., 1928, also from talks with my father, J. G. Springer of Philomath, Ore., who was a student at Philomath College from 1873-1875.

35. From interview with Professor Henry Sheak at his home in Philomath, Ore., May 23, 1928. Prof. Sheak came to Philomath College with President R. E. Williams in 1873. Was a graduate of Western College, Ia., served four years and four months in Co. I Nineteenth Ohio, Volunteer, Infantry. Was twice wounded in battle and twice taken prisoner. Was connected with the work of Philomath College for 50 years, 34 years of which was in the capacity of a teacher of natural sciences, mathematics and commercial subjects.

36. These statements are based on others found for the first in the catalog of 1874-75 and secondly on data given on P. 13 of the catalog of May 1912 as follows: "The College has an excellent working library supplied with standard works of reference, including dictionaries, encyclopedias, biographies, literary masterpieces, together with numerous volumes of a scientific and educational character." A large room is fitted as a library, has a librarian in charge and a well cataloged library.

37. On page 88, Record of Trustees, June 16, 1877, is this statement, "$1250.00 being subscribed it was decided to build a dormitory." On P. 145 of same is "Motion to accept boarding hall when all but $1000.00 of indebtedness paid carried." Next year it is listed among resources for first time.

38. The first extant catalog found is that of 1874-75 which has been referred to above. It is not possible to determine whether catalogs were issued each year after this or not. President Burkett made an effort to get a complete file of all catalogs issued by the college, but many numbers are lacking from the file now in the president's office at the college. The author found a number of copies in various places but none that added to the college collection. The catalogs available are those of 1874-75, 1875-76, 1879-80, 1880-81, 1880-82, 1885-86, 1894-95, 1895-96. The series from 1900 to the present is quite complete.

39. Information taken from interview with Dr. J. B. Horner, O. S. C., June 23, 1928, also from Record of Trustees, P. 85, 94, 98, 115, 126.

40. Interview with Dr. J. B. Horner (op. cit.) and files of Oregon Oracle, found in the library of the University of Oregon.

41. The valuation for 1887 is found in The Record of Trustees of Phil. Coll. P. 160 and is part of the report of the General Agent and Treasurer to the Board at the Annual session of June 22, 1887. This is the last report given before the "division." The first valuation is from the Record of Trustees. P. 8.

42. Record of Trustees, P. 79. Report of auditing committee.

43. Record of Trustees. P. 40.

44. Record of Trustees. P. 148.

45. See Oregon Reports. The Supreme Courts, State of Oregon, Vol. 6, Dec. 1876. Bellinger Code. The College lost this case in the circuit court but won a judgment against the defendant on appeal to the Supreme Court. The judgment was not collected in full.

46. Record of Trustees. P. 9., appointment of Res. Agt. to travel for college. P. 31. 43.

47. Record of Trustees, P. 91.

48. Record of Trustees, P. 104 and 162.

49. Record of Trustees. P. 46. Amend Sect. 2 by-laws. "The Treasurer shall pay out of the funds of the college only upon an order from the executive committee," also. P. 80, 132, 165, 189.

50. Annual conference Records, June 11, 1871. This statement "Lack of interest on part of whole church is shown. The burden is too much on a few. There is a feeling on the part of local Philomath people that their efforts have not been appreciated."

51. A good account is found in Drury, A. W., The Hist. of the Church of the U. B. in Christ. Otterbein Press, Dayton, O., 1924, P. 496 to 503. also Berger, Rev. Daniel, D. D., Pub. by W. J. Shuey, Dayton, O., 1897, P. 376-377.

52. The complete record of the controversy is found in Oregon Reports, Vol. 27, Robt. G. Morrow, reporter, 1896. P. 390-486, of the case Philomath College v. Wyatt. This statement is found on P. 399 of above report.

53. Source same as given footnote 51 above.

54. Source same as given in footnote 51 above.

55. Drury, A. W., Hist. of the Ch. of U. B. in Christ. P. 497-503.

56. For a full discussion of this case in Oregon, See Oregon Reports. Vol. 27. P. 390. Robt. G. Morrow, reporter, 1896.

57. A brief account of the school founded by the Radical Church will be found appended to this paper. Since it was incorporated as a distinct and separate institution, the incidents connected with its activities do not constitute a part of the history of Philomath College.

58. Taken from a letter from Rev. W. S. Gilbert, executive secretary of the Board of National Missions of the Presbyterian church, July 14, 1928.

59. Source. A letter from Rev. B. E. Emerick, D. D., dated July 16, 1928. In this letter as in that of Dr. Gilbert, the writer asked for certain specific facts concerning the college during their terms as president. The letters are a part of the author's notes and material gathered for this history.

60. Berger, Rev. Dan, D. D., Hist. of the Ch. of the U. B. in Christ, W. J. Shuey Pub., Dayton, O., 1897, P. 509.

61. Statement by Dr. J. R. Parker in an interview of May 12, 1928, at his home in Philomath, Oregon.

62. The account of the financial conduct of the affairs of Philomath College and of the general plan of procedure here given is based largely on the information given the writer by Dr. Parker in an interview at his home in Philomath, Ore., May 12, 1928. This covers the whole of the period under discussion in this chapter.

63. This synopsis of the courses of study does not purport to be a scientific analysis of the curriculum but is intended only to show what work was offered and to bear out in a general way the statement that the tendency was to stiffen up the work.

64. Statement found in Faculty Record of Philomath College, of Sept. 8, 1908. P. 75.

65. The facts concerning the administration of President Bonebrake are gained from a letter written by him July 12, 1928, supplemented by material gathered from catalogs issued during his term of office.

66. The data for these paragraphs concerning the faculty is taken from letters written to the author by Rev. Bonebrake, and Rev. Emerick, supplemented by material gathered from the catalogs published during the period.

67. The complete articles of incorporation are found in Record of Incorporation, Book 1, P. 108, on file in the office of the county clerk at the court house, Corvallis, Oregon.

68. The facts here given are from an interview with Professor W. W. Wright, had in his office at the college in June 1928.

69. In order to further the interests of the college Dr. Parker purchased a press and this operated by the students was used to print the student papers and the college bulletins. Interview with Dr. J. R. Parker, May 12, 1928.

70. This was a statement made to the writer while discussing the problems of the college with Dr. J. R. Parker, on the front porch of his residence in Philomath, May, 1928.

71. The data for the succession and work of the faculty is taken from the file of catalogs. These were issued annually during this period. These will be found in the archives of the college at Philomath, Oregon.

72. The statements of this paragraph are based on the catalog of May, 1911, P. 21 to 28.

73. From Catalog of 1915.

74. From course of study outline in catalog of May, 1911.

75. Source of paragraph same as foot notes 72 and 74 above.

76. Source-catalog of 1919-20. For distribution of the subject matter of the college courses by hours as required for the granting of degrees in 1919-20. See table I. in appendix.

77. The source of this information is found in the Faculty records of Philomath College, P. 80 and is dated Oct. 7, 1910, and also P. 82. Opp. Cit.

78. A complete list of the extra curricular activities for which credit was allowed and the weight given each activity is found in the Faculty Record of the College, for 1926-27. P. 249.

79. Faculty Record. P. 161 and 195.

80. From interview with Professor W. W. Wright, June 1928.

81. For source see issue of Benton County Review, of May, 11, 1917.

82. This is verified by statements of Prof. W. W. Wright, made in an interview in June, 1928, also by statements of Rev. J. R. Parker in an interview of May 12, 1928.

83. Taken from catalog of 1919, P. C.

84. Authority for statement, Catalog, 1921.

85. Statement of W. W. Wright, treasurer of Philomath College, June, 1928.

86. The figures given here are taken from the treasurer's report for the years, 1926-27 and 1927-28.

87. The statement concerning the responsibility of Bishop Washinger for the change in the Articles of Incorporation permitting the trustees to contract indebtedness against the college is based on a statement made by Mr. J. E. Henkle in an interview at his residence in Philomath, June 16, 1928. Mr. Henkle was in a position to know whereof he spoke as he was a member of the Board of Trustees at the time and had been since 1889. Although the Articles of Incorporation were amended, the writer was unable to find any record of the fact in the public records of Benton County at Corvallis, Oregon.

88. This quotation is taken from the Record of the Trustees. P. 8.

89. The list of original donors to the college is found on P. 4 of the Record of Trustees now in the archives of the college, also. P. 4, author's notes.

90. These statements concerning Mr. Wyatt's connections with the college are taken from information found in the Records of the Board of Trustees, Opp. Cit.

91.

92. If the writer has spoken too feelingly of these men who were of the Board of Trustees, it is because he knew them all as a boy and each of them impressed upon his memory a feeling of respect and high regard almost sacred because of the fine ideals of character which their age and advice conveyed to him.

93. This account of the work of Professor Sheak is taken from a personal interview with him in May, 1928, from items found in various college catalogs and from a personal acquaintance of almost forty years.

94. These data are found in the catalog of 1926. P. 5.

95. These latter estimates are taken from an article in the catalog of April, 1915, by Prof. Henry Sheak.

96. Many, if not all, of Dr. Banks' books will be found in the college library at Philomath.

APPENDIX

The Story of the College of Philomath

The last meeting of the Old Board of Trustees before the division was held in the College chapel, July 9, 1889. The roll call showed E. C. Wyatt, T. P. Connor, J. E. Edwards, William Wyatt, L. F. Watkins, T. H. Gragg, R. Gant, B. L. Haines, and J. E. Wyatt, present. Absent were: N. P. Newton, J. A. Buchanan, J. E. Renkle, J. A. Henkle, J. W. Pulley and G. Barnard. All of those present were of the Radical or conservative group. Of those absent, one, N. P. Newton, was also of this group. This gave the Radicals a two-thirds' majority on the Board of Trustees. President J. C. Keezel and T. R. Gragg, who had been an assistant instructor and who had just graduated from the scientific course, were elected by this Board as teachers in the college for the year 1889-90.

When school opened in September, things were so managed that neither side had possession of the college. The majority of the Board secured the Whitney Hall at the corner of F and main streets to use for school purposes. About 30 students attended here that winter.

In the spring of 1890 a movement was started to build a hall for school purposes pending a decision on the college case. William Wyatt gave two lots where the music hall, or as it was dedicated, Barkley Hall, now stands. Money was subscribed and a three-room wooden building was erected in the summer of 1890. Just as hopes were running high about having the new building ready for the fall term, the first great calamity struck. While President Keezel was working on the east end of the building, the scaffolding gave way and he fell to the ground fatally injured. He died two days later. His wife, Mrs. Sarah L. Keezel, was elected president.

The new building was not ready for school on time so the fall term was begun in Whitney Hall. The school moved into the new building which had just been dedicated as the Keezel Memorial Chapel, December 2, 1890. The maximum attendance this year was 39. The faculty for the next year were: Mrs. S. L. Keezel, M. S., president; T. H. Gragg, M. S., assistant, and L. B. Baldwin, instructor in music and shorthand. This faculty continued until the spring of 1897, although in the spring term of one or two years the attendance was too small to warrant all the teachers remaining. For this reason Prof. Gragg spent the time on the farm.

One Sunday in February, 1893, Keezel Memorial Chapel burned to the ground with everything in it destroyed. Steps were immediately taken to rebuild. The students who remained for the spring term, about twelve in all, met daily at the residence of Mrs. Keezel for their classes.

In the fall a new building planned after the former, and dedicated as Keezel Chapel, was ready for occupancy. During these years the attendance had not changed greatly. In 1892 it was 45. In 1893, 30. During the year of 1896-97, the attendance was increased to more than 50. The work done was of high grade and the condition of the school other than financially was good.

In the spring of 1897, there was a complete change in the faculty. Mrs. Keezel, who had carried the burden of the work so nobly and efficiently for seven years, resigned to accept the postmastership at Philomath, a position which she held for the next sixteen years, Professor T. H. Gragg resigned to accept a position as

professor of mathematics at Huntington College, Huntington, Indiana.

W. H. Davis, A. M., was chosen for the next president and his wife, Mrs. M. J. Davis, was elected his assistant. They remained until June, 1899. During their incumbency, the school remained about stationary as to attendance. The standard of work was kept at the usual level of efficiency. The class of 1898 was the largest ever graduated from the College of Philomath. Nine students were given diplomas from the college and teachers' courses. The next year, 1899, a class of five was graduated, all from the college departments. But again, financial needs caused the teachers to resign. The Board decided to offer the school to three young men who had grown up with it or rather, in it. W. T. Wyatt, A. B., was made president, and teacher of English and biological sciences; D. V. Gragg, B. S., mathematics and science; C. C. Springer, B. S., ancient languages and history. This team pulled along for two years, keeping the school at about its former level. There was no money to be had during the period of hard times which prevailed in Oregon from the panic of 1893 until after the Lewis and Clark Fair in 1905. Most of the students at Philomath were wholly or partly self-supporting and it was impossible for them to earn sufficient funds to keep themselves in school regularly. In 1901, Mr. Springer resigned for financial reasons and S. O. Watkins was elected to fill the vacancy. Then professors Wyatt and Gragg gave up for the same reasons and were succeeded by Professor L. B. Baldwin, A. M., as president and O. A. Martin, assistant. Again the building burned and the school was closed indefinitely. Under the leadership of Bishop H. L. Barkley, sufficient funds were raised to build the present hall. This was dedicated as Barkley Hall. Professor and Mrs. F. M. Kendall were elected as President and assistant, respectively. They were fine young people and popular with the students and community, but again the lack of finances forced their hand and they, like the others who had been before them, were compelled to yield the battle to grim necessity. The school was closed indefinitely for want of support. The building stood unused for a dozen years and at length was sold to Philomath College.

Someone should write a careful history of the College of Philomath. Those who backed its efforts were sincere, God-fearing people who believed that they were fighting in the Lord's service. Their reward was in the consciousness of work well done, and of splendid ideals of character implanted in the hearts and souls of the young men and women who came to them to be instructed in the ways of knowledge.

Table I

Shows Apportionment of College Hours, 1919

Foreign Language	16 hours
English	12
Mathematics	8
History	8
Science	10
Social Science	6
Philosophy	10
Physical Culture	4
Literary Society	6
Optional	40
Bible	6
Total	126

Thesis not later than May 10

Table II

Showing Distribution of Enrollment by Five Year Periods

Dept.		1874 1875	1880 1881	1885 1886	1894 1895	1899 1900	1905 1906	1910 1911	1915 1916	1920 1921	1925 1926	Av.
Local Town and Co.	College	9	19	55	30	47	27	40	12	25	44	
	Prep.	34	22	56	30	18	14	25	9	18	11	
	Pri.	40	28	--	--	11	--	--	--	--	--	
	Total	83	69	111	60	76	41	65	21	43	55	
State College Outside County	College	11	12	5	2	22	26	12	1	7	7	
	Prep.	14	13	10	3	11	19	12	16	18	2	
	Pri.	5	1	--	--	6	--	--	--	--	--	
	Total	30	26	15	5	39	45	24	17	25	9	
Other States	College	0	1	7	0	0	2	1	2	9	4	
	Prep.	4	0	0	2	0	2	7	7	11	5	
	Pri.	3	0	--	--	--	--	--	--	--	--	
	Total	7	1	7	2	0	4	8	9	20	9	
Years Enrolled		120	96	133	67	115	90	97	47	88	73	93.6
Per Cent Local		70	72	83	90	67	45	67	45	48	75	66.2
Per Cent States		25	27	11	7	30	50	24	30	28	12½	25.25
Per Cent Other States		5	1	6	3	0	5	9	19	24	12½	8.8