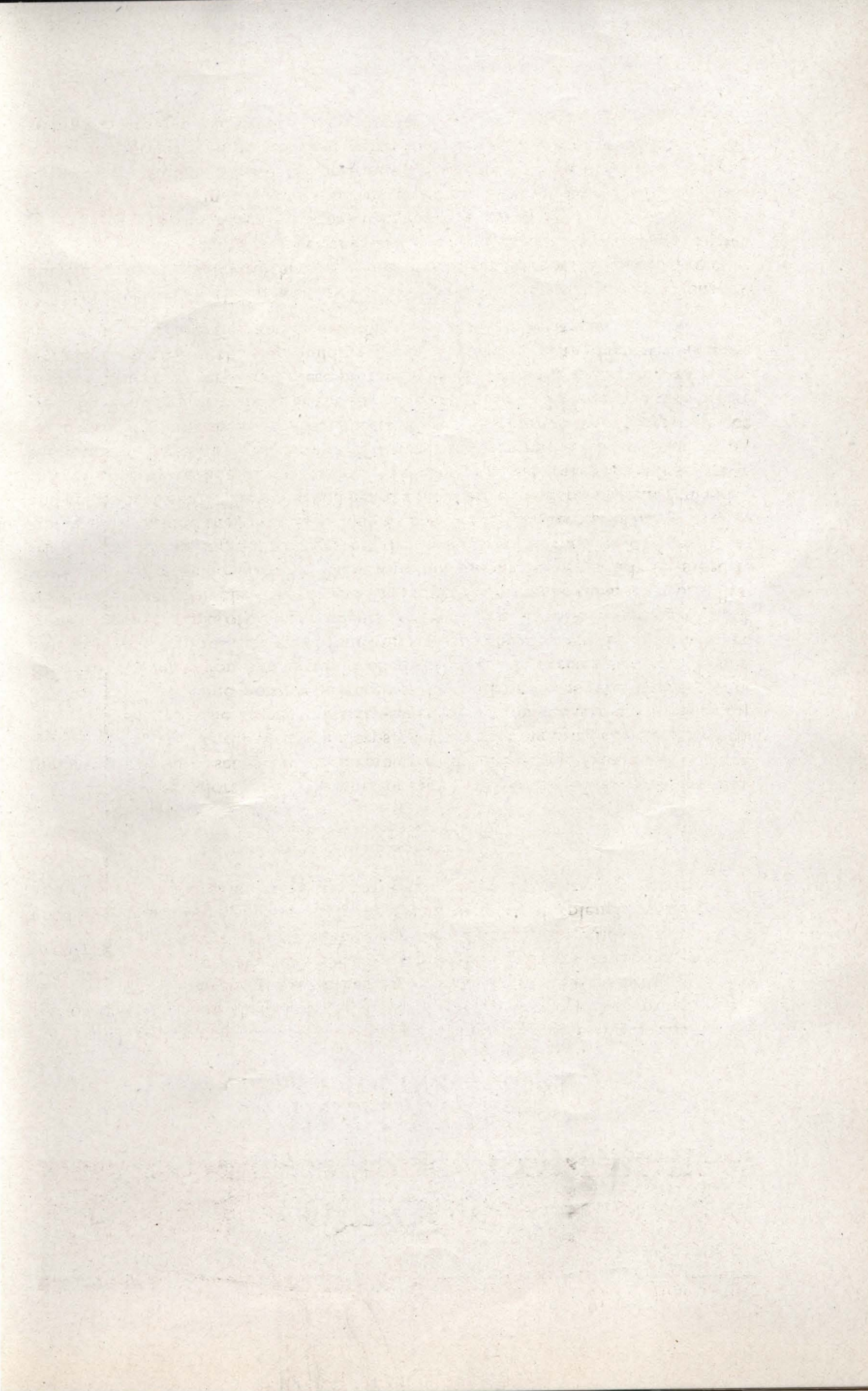


OREGON AGRICULTURAL COLLEGE BULLETIN



CALLED TO THE COLORS





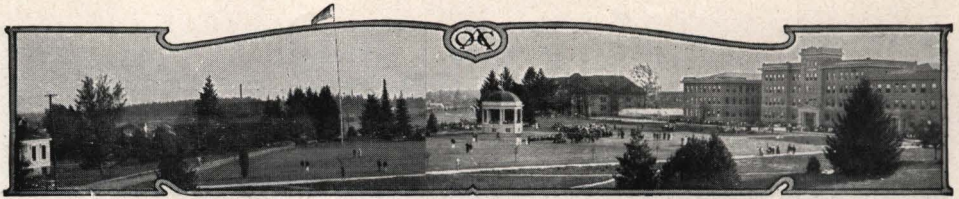
CALLED TO THE COLORS

Called to the colors! This is the fate of many a youth—in business, high school, or college—in these eventful days of 1917. A happy fate for the youth himself, who is thrilled by recollections of the heroic exploits of the past—Warren's, Decatur's, Sheridan's, Grant's, Hobson's, Dewey's! *The sad but thrilling call* A proud yet sad fate for the parents and friends who bid them good-bye, remembering, along with the brave thought of splendid achievement, and of sacrifice for democracy, the pathetic significance of the old refrain,

“And yet, and yet, we cannot forget
That many brave boys must fall.”

Called to the colors! This accounts for many a vacant chair among the graduating classes of our high schools, whose members are in the National Guard, in the Navy, in the Aviation Corps, or at the training camps. *The heavy toll at O. A. C.* It accounts for the absence of sixty-seven men from the line of youths in cap and gown who receive their diplomas at the hands of the President of the Oregon Agricultural College in June. It accounts for the “honorable dismissal,” up to May 12, of four hundred and thirteen youths, both men and women, from the ranks of College students at O. A. C., who have been striving, through technical efficiency in the sciences and the industries, to make themselves of fullest value to the State and Nation. They were not unmindful of the advice issued to students of the land-grant colleges by the Federal authorities, bidding them, as a body, to continue their studies as long as possible in the interest of fuller training and maturity of skill. But they had heard a more direct, a more insistent demand—the call of duty to immediate service. To some, the call came for enlistment in the ranks of the Army and Navy. To some, for training in the aviation corps. To many, for enlistment in the Officers' Reserve Corps, in which capacity 200 O. A. C. men are now training at the Presidio, California. To many others—whose peculiar fitness for service in these particular fields made the call inescapable—for work as shop men in the ship-building yards, as chemists in the factories, as managers of ranch properties, and as dairymen, stockmen, and farmers.

Self-interest, in the great majority of cases, was subordinate to a sense of duty, a spirit of loyalty to the flag. One man, a member of the graduating class in Logging Engineering, all of whom, thirteen in number, enlisted in the Reserve Corps, declined five offers of very desirable positions in his profession in order to do what he believed to be his duty to his country. *No selfish motive here* One of the positions offered him, by a great lumber company which had formerly employed him, carried an initial salary of over \$2000, with assurances of rapid and decisive increases from year to year.



Colonel Yates



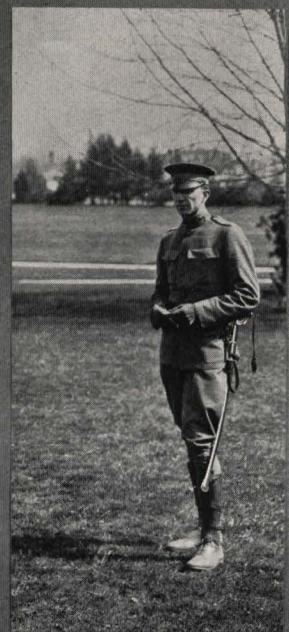
Lieut Colonel Fertig



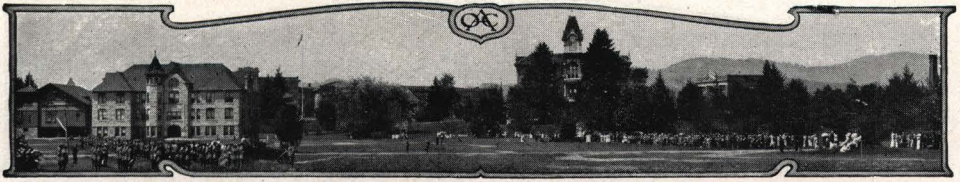
Mulkey-3rd.



Spaulding-1st.
Majors



Arens-2nd.



But self-interest has in many instances been denied by the men of O. A. C. in just the opposite direction. If they had consulted their own desires, many a man now driving a seeder in the fields of Eastern Oregon, working with test tubes in a commercial laboratory, handling the throttle of a donkey engine in a logging camp, or hustling as a county agent in the food campaign, would have preferred to be in training as one of the earliest contingent to be sent to sea with the Navy, or to France with the armed forces of America.

This was especially the case with the members of the Farm Crops and Farm Improvement classes, whose training has been such that they were obviously called to agricultural duties. This was the case also with a large number of men in engineering, especially the underclassmen, all of whom take certain fundamental courses in agriculture, irrigation, drainage, etc., and many of whom have had experience on the farm. Thus, at the beginning of May, when the big rush in farm work began, owing to the delayed spring, a class of twenty-one members in Crop Improvement shrunk to six. In Farm Crops, out of a class of eleven, all the men left for field work—four as assistant county agents, three as managers of ranch properties, one for irrigation investigation work, one as agriculturist for a big milk condensery, etc.

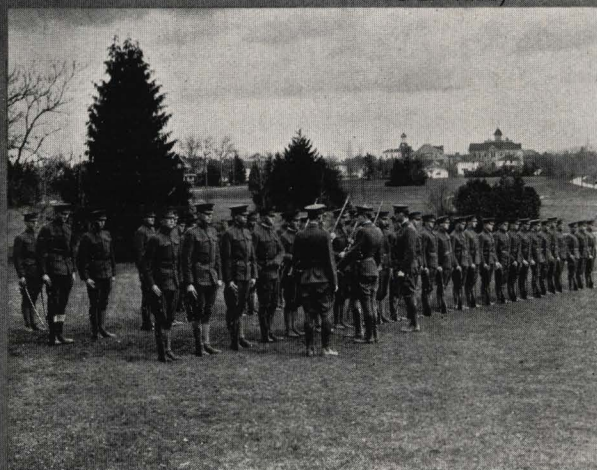
In the School of Engineering fifty percent of the seniors and thirty-eight percent of the juniors enlisted for military service, while twenty percent of the underclassmen withdrew before the tenth of May to take up some form of work for the promotion of military efficiency. Thus have the men of O. A. C. heard the call and answered it.

Called to the colors! Even the women have responded. Two young women of the School of Home Economics have crossed the Atlantic to become Red Cross nurses for the armies of the Allies. Scores of women at the College have taken practical instruction and training in First Aid under a skilled practitioner. Many are preparing themselves to do voluntary service in behalf of the campaign for canning fruit and vegetables, and for conserving the food supply by eliminating waste and utilizing by-products. Many, too, with no special occupation except as helpers in a home, are dedicating their hearts and hands to the cause of friends and humanity with an earnestness that springs from a full realization of the crisis which the Nation is confronting.

Even in ordinary years the regular army has called to the colors the sons of O. A. C. Several graduates of the College who in recent years have joined the regular army, have found their training in the sciences, in agriculture, engineering, mining, and forestry, as well as in physical education, of such practical service in reinforcing their military training that they have been rapidly advanced to positions of unusual responsibility for officers of their age.



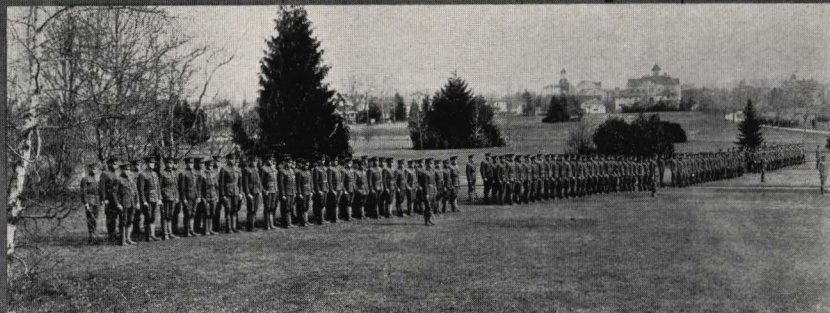
Co. E. "Ready"



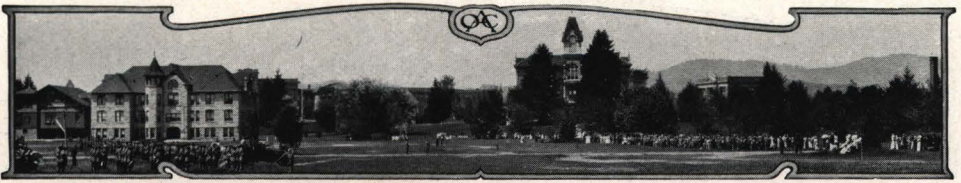
Co. F. "On Inspection"



Signal Squad "Receiving"



Second Battalion - "Batallion Front"

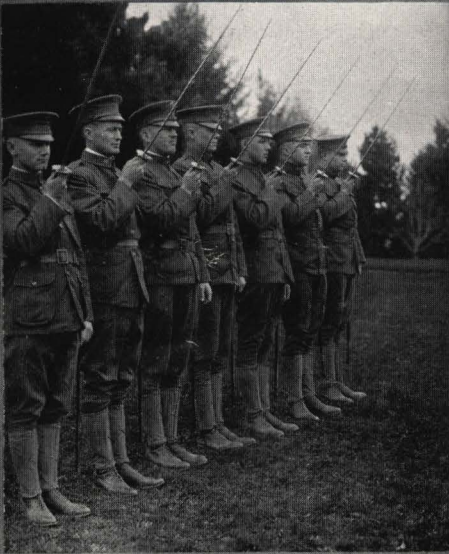


Lieutenant Colonel Caldwell, Commandant of Cadets, emphasizing this fact, in an address to the Presidio contingent at their farewell convocation, and later in his report to the Inspecting Officer representing the U. S. War Department, dwelt on the importance of the technical training, such as is offered in the various departments of a land-grant college, in developing officers for the regular army—men qualified in a large way to use the resources of nature for the purposes of the nation. Specifically he calls attention to instances of the direct service of many of the technical departments of the College to military service.

The Electrical Department, he points out, has a course in signaling that goes as far as wireless. The School of Commerce has a credit course in military business that is putting out military instruction sheets of distinct value to the entire military organization. The course in Camp Cookery by the department of Domestic Science gives instruction in a fundamental military subject. The various Engineering courses are giving direct military instruction, and the course in Logging Engineering is giving both time and thought to the practical handling of heavy mobile artillery and to railroad work immediately back of the firing lines. The Mechanical Engineering department is taking effective steps to carry on practical work in Ordnance. The Agricultural departments are vigorously directing the production of food supplies throughout the State. The department of Physical Education is bringing its instruction and its exercises into direct application for military training, and is emphasizing the tactical value of team work in college games.

“If the students at land-grant colleges,” declared Colonel Caldwell, after this formidable brief in behalf of these institutions as seats of training for military officers, “were put on the pay allowance of private soldiers—say, \$25 a month—provided they made good in their regular studies, including their military training requirements, I believe the United States would benefit doubly in securing a better quality and larger quantity of military training and of vocational and technical training.”

Valuable for military purposes, this training is equally valuable for other occupations that deal with the affairs of life in a large way. True for a crisis such as now faces the American people, it is equally true for ordinary times. Founded by an Act of Congress passed in 1862 in the midst of a great war crisis, the agricultural and mechanical colleges were designed to meet the needs of both peace and war. For over fifty years they have met the needs of peace with ever-increasing efficiency. And now in time of stress the Nation looks to them for leadership—in agriculture, in the industries, in the army.



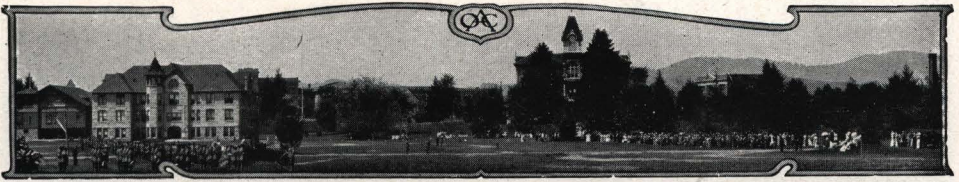
Non-Commissioned Staff



Commissioned Staff



The Regiment in March



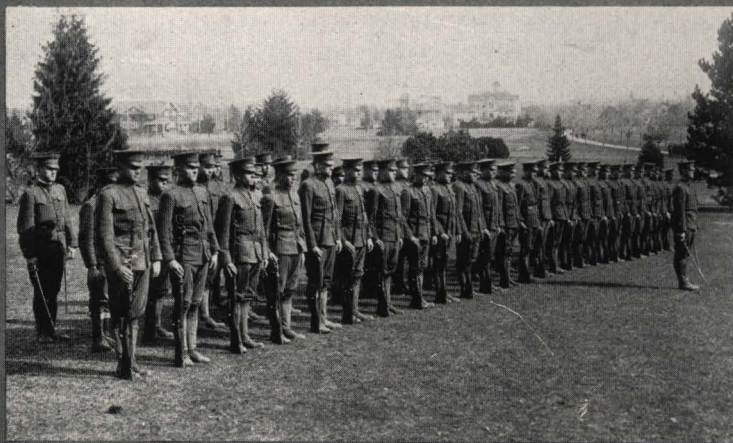
In a masterly address delivered at the farewell convocation on April 27 in honor of the advanced students who were about to join the training camp of the Officers' Reserve Corps, President Kerr, after outlining the relation of the College to the State and to the Federal Government and explaining the grim necessity for a vigorous food campaign, had the following to say, as reported stenographically, concerning the service demanded of the College by the people of the State and Nation:

The President speaks with power

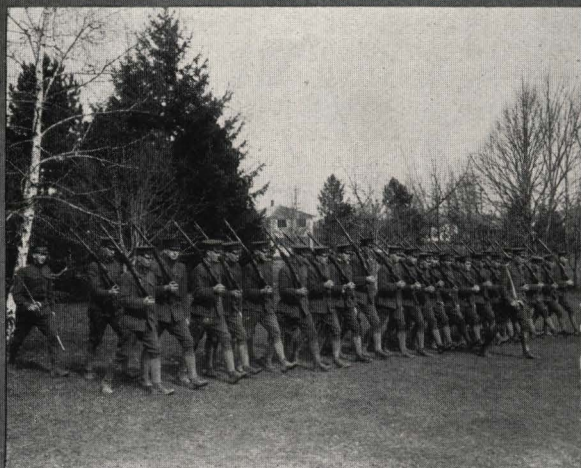
“When the war cloud seemed to be drawing more and more towards the United States, and when it appeared inevitable that our country should become involved in this great world war, the national authorities at once turned to the land-grant institutions. First of all, consideration was given to the question of officering and raising an army and a navy, and there was a feeling of unrest, of uncertainty and of excitement, particularly among the cadets, not only in this institution, but in other similar institutions throughout the country. These young men realized that by reason of the training they had received in these institutions and the contributions towards their education made by the Federal Government and the several states, they were under peculiar responsibility to the Nation in this time of stress. They were ready to respond; they felt the call of the Nation to service, and there was no feeling of hesitancy on their part, but only the question, how could they best serve the nation. Word was received from the representatives of the War Department that we should keep our cadet regiment intact so far as possible. The reason for that is apparent to all. The real purpose in the maintenance of military training in these institutions, from the point of view of national interest, is that there may be trained for the army, officers—men who are prepared to serve as officers in the army and not as privates. For our young men to have enlisted in large numbers in the National Guard, to have scattered over this State and other states throughout the country in that capacity, would have robbed the country of the value of the training for which millions had been expended during these years. Hence the order, ‘Keep your cadet regiment intact so far as possible.’ Later, word came for men for the Training Camp, the arrangement having been made for three months’ special training, as the final course in preparation for service in the army as officers. This was a call which was definite, and was promptly responded to by our men. You will be interested in knowing that of the cadets in this institution, the response to date (April 27), omitting duplications, would aggregate in number 204.

He bids the officers Godspeed

“My young friends, who have now taken this important step of enlistment, we have met here today to bid you farewell, personally and as an institution. As you enter upon this work, you represent the Oregon State Agricultural College. Having enlisted, study the situation, develop, absorb, the real spirit of this great conflict, and then, whatever may come, men of the Oregon Agricultural College, do your duty, not only as officers, but as men. We have no doubt about your valor, about your courage on the field of battle, if you should be called into active service; neither do we doubt your motives, your ideals, or question your integrity; but, young men, you will be found in situations with which you are not familiar; you will be confronted by temptations to which you have not been subjected; you will be placed in trying positions of which you have not yet dreamed, and when the critical moment comes, with a silent prayer to God, remember to be true to yourselves; true to the parents who



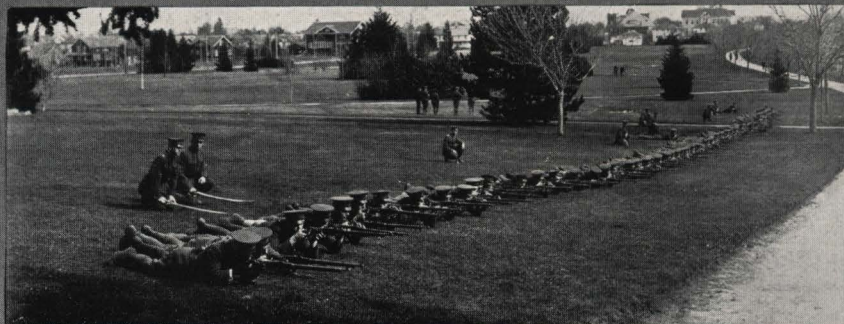
Co. A. "Attention"



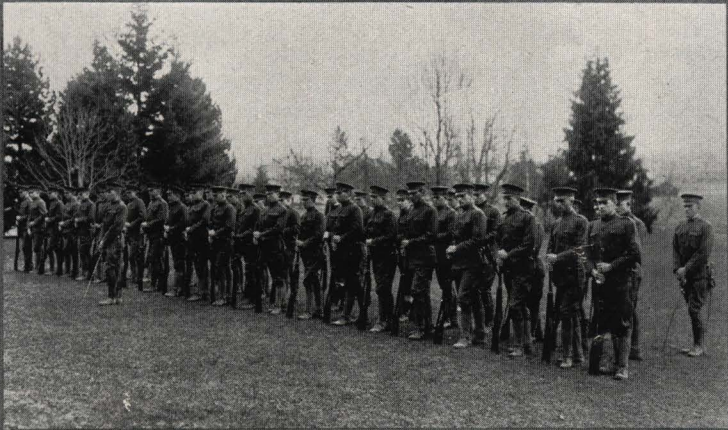
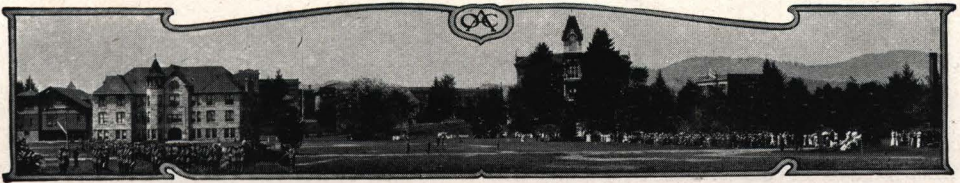
Co. B. Company Front



Hospital Corps



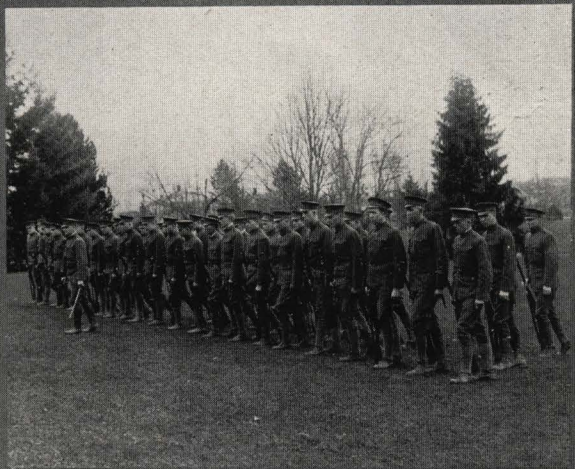
First Battalion



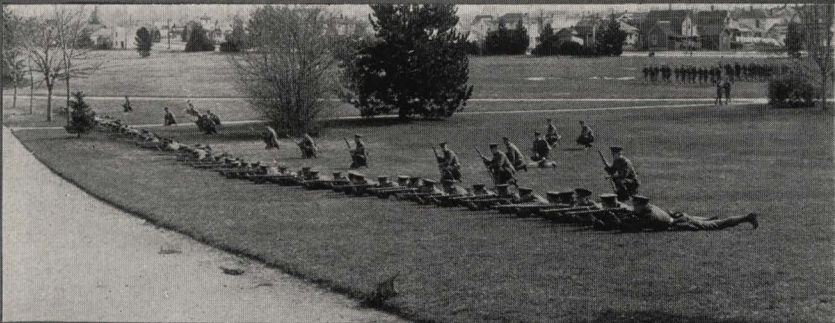
Co.C. "Parade Rest"



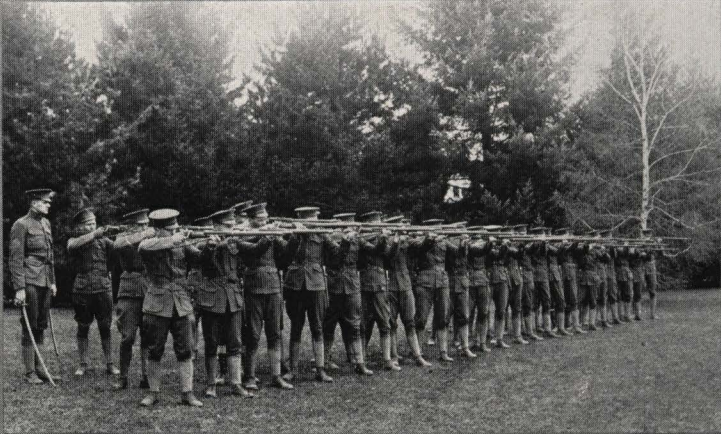
Recruits



Co.D. "At Trail Arms"



Skirmish Line



Co. G. "Aim"



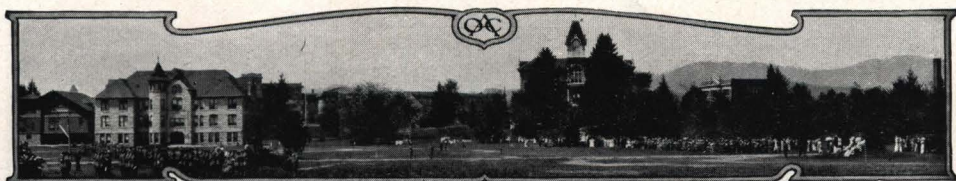
Co. H "On Left into Line"



Signal Squad "Sending"



Column of Squads to Column of Companies

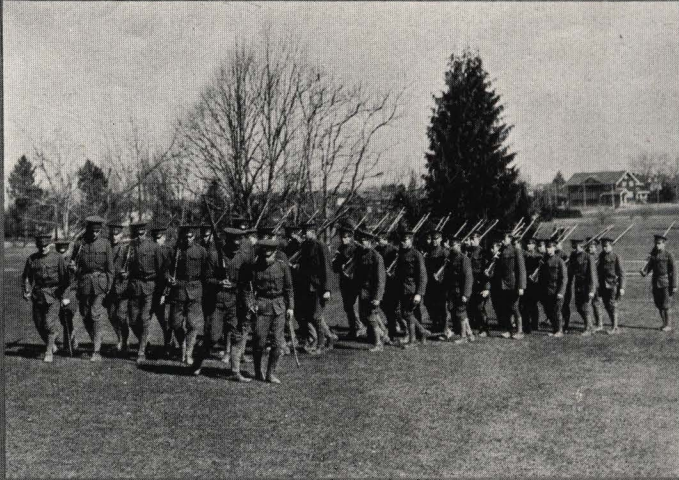
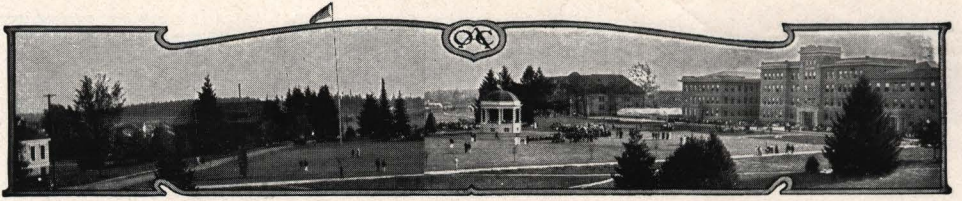


bore you, who have done so much for you; true to the Agricultural College, which wishes you Godspeed in your new field; true to your Nation and true to your God. As you leave the institution, you carry with you the prayers of the aching hearts of fond and devoted parents. You know, of course, that because they have given their assent to your enlistment, it is not without the most extreme suffering on their part. They are praying for you, and will be always. Be worthy of them, and wherever you may be, may God's blessing be with you, may the Supreme Power protect you.

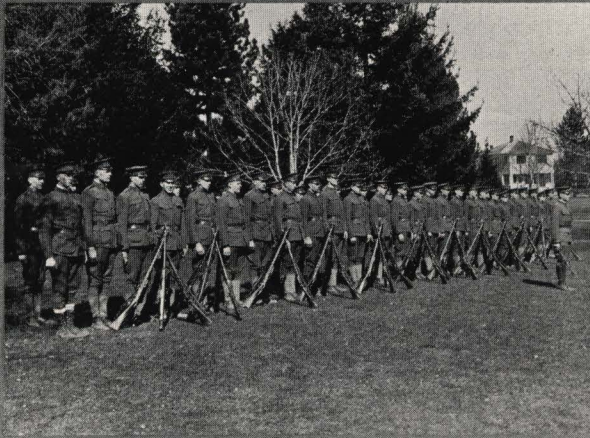
"But what about those who remain? I have a telegram from the Adjutant General saying: 'Encourage College authorities to continue training students not sent to divisional training camp in May.' Ladies and gentlemen, we are just beginning in this great conflict. 'Continue training the men' who remain. We have entered upon the greatest war in the history of the world. I wish we might know that it would be terminated in a few short months. It may be drawn out for years. Who can tell? Whether on the field of battle or in other capacities serving our country, we may take courage from the fact—and I hope a conviction on the part of all—that the great conflict in which we are now engaged is not a conflict of aggression, not a war for national aggrandizement, so far as the United States is concerned, but a war for humanity, a war for the liberties of the people, not only of the United States, but of the people of the world; a war which has for its purpose the amelioration of the condition of humanity, a cause for which any man or woman might well fight and be proud of the opportunity to fight, as some of the best men and women of the world throughout all history have fought.

"But this great battle is not to be fought alone by the army and the navy. As a matter of fact, that, just now, is a relatively small fraction of the part we are to play in this great conflict. * * * * * We are just organizing a statewide campaign in Oregon and the responsibility has been placed upon us for increasing the agricultural production of the State and conserving our food supplies. We need a volunteer army of men and women to instruct the people throughout the State. There is certainly a great field here for every woman in home economics to get out at the proper time and under proper conditions and teach the relative values of food stuffs, the most economic use of the food supply, the preservation of fruits and vegetables against the season of want.

"From this institution, some two hundred men are going to the navy and the army, but what about the 1,100 who remain, and the five or six hundred women? Because these go, are we to discontinue our work? Are we to allow ourselves to be merely in a state of mental excitement? Are we to feel that there is no more we can do? Are we to begin to talk about the improbability of the College opening next year? *The day has never existed since this institution opened when there was a greater demand for the type of training that it offers.* We have today 1,800 men and women. Next year, instead of having 1,000 or 1,500, we should have 3,000 men and women in our regular courses; because the nation is calling to the people of this State for service, and for service by those who have had the proper training, training which cannot be had in any other type of institution."



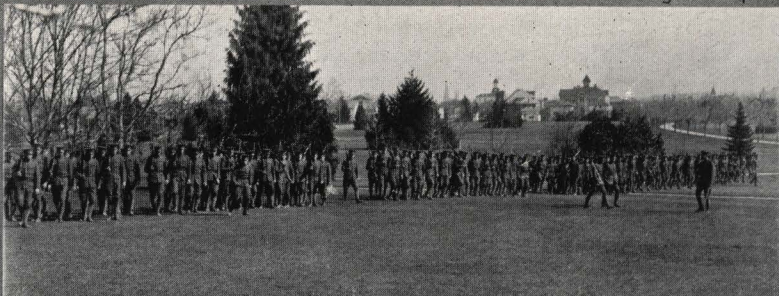
Co. I. "Column Left"



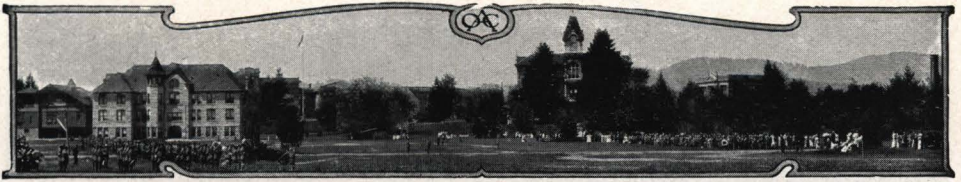
Co. K. "Stack Arms"



Bugle Corps



Third Battalion "Squads Left"



President Kerr's judgment in urging students to continue their college work, if possible, thus better preparing themselves for the service of the nation, and urging also that young people eligible to college courses should seek these courses with the full confidence that they are thus most effectively preparing to fulfill their duties as citizens, has since been most emphatically endorsed by what is usually accepted as the highest authority. At the National Conference of the Federal Officers and the Presidents of one hundred and eighty-five colleges and universities held at Washington, D. C., on May 5, the following paragraphs were adopted, among others, in an official Statement of Principles:

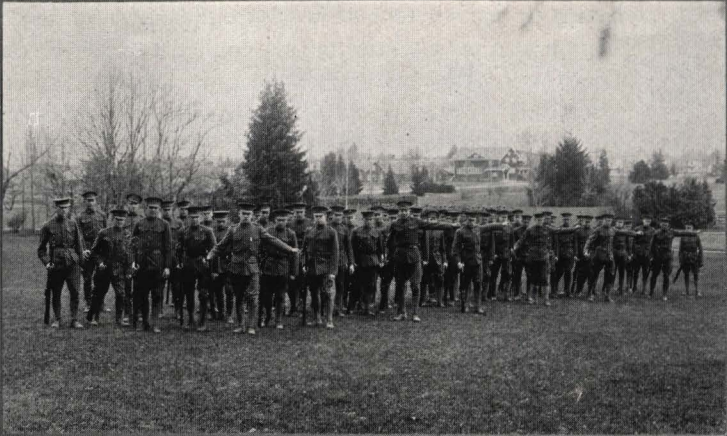
"We therefore believe, first, that all young men below the age of liability to the selective draft and those not recommended for special service, who can avail themselves of the opportunities offered by our colleges should be urged so to do, in order that they may be able to render the most effective service, both during the full period of the war and in the trying times which will follow its close.

* * *

"We believe, third, that in view of the supreme importance of applied science in the present war, students pursuing technical courses, such as medicine, agriculture and engineering, are rendering, or are to render, through the continuance of their training, services more valuable and efficient than if they were to enroll in military or naval service at once."

Called to the colors! We are all called, in one capacity or another—to support the principles and ideals of our own institution, our own State, our own country, and just now, in even a larger and loftier sense, the colors of democracy throughout the world. The call has been issued—to you and to me. Shall we not hear it with alert ears and willing hands, rallying by thousands and tens of thousands here in Oregon, to join hands with the hundreds of thousands and the millions of true Americans all over this fair land of ours, a splendid but righteous solidarity, to do what we can, in our own way, however humbly—here and now, until the call comes for more exalted service—to make the power, the virtue, and the ideals of America felt upon the seas and in all beleaguered lands in behalf of freedom, self government, and an enduring peace?

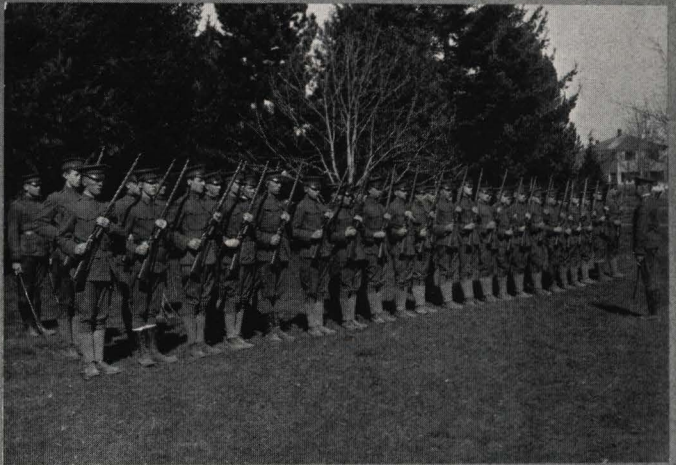
All of the pictures in this bulletin, the engravings for which were loaned to the College by the Editors of the 1918 "Beaver," where they were first printed, represent but a single phase of the work of the Oregon Agricultural College; namely, the military. The text also deals chiefly with the activities of this department. It should not be overlooked, however, that forty-seven departments are represented in the organization of the College. In forming an estimate of the educational resources of the institution, therefore, all these departments should be reviewed. The organization of the departments that grant degrees or certificates is indicated



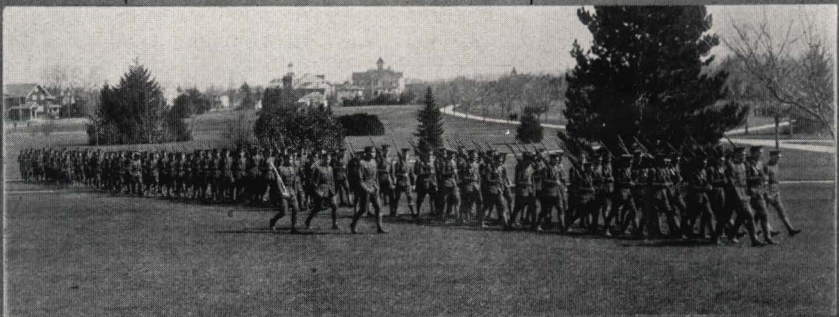
Co.L. "As Skirmishers Guide Left"



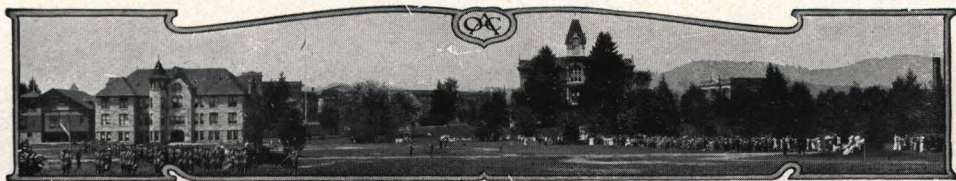
Drum Corps



Co.M. "Inspection Arms"



Third Battalion "Column of Squads"



by the outline printed below. Even this outline, however, does not include such important departments of instruction as Physical Education, Experimental Engineering, Geology, English, Art and Rural Architecture, Chemistry, Physics, History, Mathematics, Veterinary Medicine, and Industrial Education. If you are interested to know more about the Oregon Agricultural College, Corvallis, Oregon, write for the College Catalogue and other literature.

OUTLINE OF COURSES OF STUDY

The Oregon Agricultural College offers the following courses of study, each of which extends over four years and leads to the degree of Bachelor of Science:

(Arranged alphabetically by schools and departments.)

IN THE *School of Agriculture*, MAJOR COURSES IN—

- | | |
|--------------------------------|-------------------------------|
| (a) Agriculture (general) | (i) Entomology |
| (b) Agriculture for Teachers | (j) Farm Crops |
| (c) Agricultural Chemistry | (k) Farm Mechanics |
| (d) Animal Husbandry | (l) Horticulture |
| (e) Bacteriology | (m) Poultry Husbandry |
| (f) Botany and Plant Pathology | (n) Soils and Farm Management |
| (g) Dairy Husbandry | (o) Zoology and Physiology |
| (h) Drainage and Irrigation | |

IN THE *School of Commerce*, MAJOR COURSES IN—

- | | |
|-----------------------------|---------------------------------|
| (a) Business Management | (c) Government and Bus. Law |
| (b) Economics and Sociology | (d) Stenography and Off. Train. |

IN THE *School of Engineering*, MAJOR COURSES IN—

- | | |
|----------------------------|----------------------------|
| (a) Civil Engineering | (d) Industrial Arts |
| (b) Electrical Engineering | (e) Irrigation Engineering |
| (c) Highway Engineering | (f) Mechanical Engineering |

IN THE *School of Forestry*, MAJOR COURSES IN—

- | | |
|----------------------|-------------------------|
| (a) General Forestry | (b) Logging Engineering |
|----------------------|-------------------------|

IN THE *School of Home Economics*, MAJOR COURSES IN—

- | | |
|----------------------|------------------------------|
| (a) Domestic Art | (c) Home Administration |
| (b) Domestic Science | (d) Institutional Management |

IN THE *School of Mines*, MAJOR COURSES IN—

- | | |
|--------------------------|------------------------|
| (a) Ceramic Engineering | (c) Mining Engineering |
| (b) Chemical Engineering | |

IN THE DEPARTMENT OF *Pharmacy*, A COURSE IN—

- (a) Pharmacy

In addition to the above baccalaureate courses, provision has been made for the following:

1. A two-years course in Pharmacy leading to the degree of Ph. G., and
2. Vocational courses, varying in length from 6 months to three years, as follows:
 - A. Agriculture (one year).
 - B. Business Short Course (two years).
 - C. Dairying (one year).
 - D. Dietitians' Course (two years).
 - E. Forestry (November 6 to April 13).
 - F. Home Makers' Course (one year).
 - G. Mechanic Arts (three years).
 - H. Pharmacy (two years, following two years of high-school training).

The SCHOOL OF MUSIC, an affiliated self-supporting department, offers instruction in voice, piano, pipe organ, violin, orchestra and band instruments.

