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ON DECEMBER 8, 1877, more than a year after the beginning of class instruction at the University of Oregon, we find a record of the first attempt to provide the students with reading matter other than textbooks. On this date the Laurean and Eutaxian societies purchased the collection of the Eugene Library Association and moved it to the campus.[1] This collection of several hundred volumes was bought on easy terms, the students paying the debts of the library association, amounting to $220. Until 1882 this continued to be the only collection of books available for students. Although additions to the collection were made from time to time from the net proceeds of entertainments, the increase in volumes was not large. In 1900 the Society Library became a part of the University Library.[2]

The library situation during the early years at the University, so anomalous to those accustomed to the facilities of modern university libraries, was in no way exceptional. While most of the older colleges owned a library, its contents were mostly made up of ancient tomes of theology, the gift of some deceased clergyman. The college library was seldom used by the students, who purchased out of their own pockets current popular works for their society libraries. Many of these libraries numbered in the course of time several thousand volumes,[3] and were extensively used. The reading of current books was an avocation, quite independent of the somewhat formalized recitations on textbooks which characterized the classroom routine. Oregon students followed a precedent—which, however, represent-

ed the older practice of the middle of the nineteenth century rather than the newer developments of the last third of the century.

In 1881, Henry Villard, president of the Northern Pacific Railroad, after having rescued the University from a forced sale of its building, inquired into the condition and needs of the institution and came to the conclusion that a library was among the most pressing necessities. In a letter of October 25, 1881 to the regents, we find this proposition: "2. That I will give $1000 for the foundation of a library for the University. I will personally undertake to have the most suitable works of reference selected by competent experts."[4] The books so selected arrived in the spring of 1882 and were installed in the classroom of Professor Mark Bailey, in the northeast corner of the first floor of Deady Hall.

As a final gift Mr. Villard presented to the University $50,000 worth of Northern Pacific bonds bearing interest at 6 per cent. The income from the bonds was designed in the main to pay the salary of a professor of English literature. But provision was made that at least $400 each year should be spent for non-technical books. The regents shortly after voted the sum of $100 out of other funds to provide scientific and general periodicals. For many years, the resources of the Library grew slowly through purchases from these two funds, supplemented by occasional gifts from the Federal government, the Smithsonian Institution, and private donors.[5]

During the spring of 1882, the faculty appointed two committees, one to draw up rules for the new Library and a second to make arrangements for a reading room. Provision was also made for a Library write-up in the University Catalog.[6] The faculty also provisionally elected Professor Mark Bailey as librarian, a selection afterwards approved by the regents. During

the succeeding nine years Professor Bailey kept the Library open from six to ten hours a week at stated intervals, maintained records, and conducted correspondence. At one time, he cut the leaves of 23,000 pages. All of this was in addition to teaching six periods a day. The record does not show that he received any assistance. In 1887 he was given a salary of $50 a year.

The regents of this period were quite jealous of their prerogatives, particularly when these involved the spending of money. In the purchase of books for the Library, the practice was not altogether uniform, but generally, in the '80s, the choice was made by the board. In 1884, Judge L. L. McArthur was selected for this important function; in 1885 books were purchased by a committee consisting of two faculty members, Mark Bailey and Thomas Condon, and Dr. E. R. Geary of the regents; from 1886 to 1889 Judge Matthew P. Deady, chairman of the board, a great lover of books, chose the volumes. The executive committee of the regents was authorized in 1890 to make rules and regulations to govern the University Library and to employ, if necessary, an assistant librarian.[7]

A room devoted exclusively to Library purposes could not be provided until the completion of Villard Hall in 1886, when the northwest corner room on the ground floor of that building was set aside for the Library, providing for the first time a reading room for students.

A second important step forward was taken in 1891 when Miss Dora Scott was elected assistant librarian and instructed to keep the Library open six hours every day except Sunday. Her hours, as afterwards designated, did not quite reach this standard; they were from 8:30 to 11:30 in the morning, from 1:00 to 2:30 in the afternoon, and from 9:00 to 11:00 a.m. on Saturday. In the 1892-93 Catalog she is listed as librarian. Miss Scott was not a trained librarian, but had the advantage

of the counsel of an expert recently graduated from an eastern library school.[8] She reorganized the Library, encouraged its wider use, and, despite the fact that the room was too small for its purposes, developed a considerable clientele. In 1893, 1,724 volumes were drawn out by 204 different persons. The citizens of Eugene used the reading room but did not have the privilege of taking books out. Miss Scott prepared an author and title catalog which, after being corrected by Professor B. J. Hawthorne, was published by the University in 1892.[9] During its first decade, the Library's book collection grew as follows: 1884, 1,205 volumes; 1885, 1,560 volumes; June 1892, 3,916 volumes.[10]

What part did the Library play in the education of students in the early days? As stated above, the formal instruction of the old curriculum made no provision for reading except in textbooks. To this generalization there was one important exception—English composition. The year the Library was established, we find Professor Charles E. Lambert[11] requiring students to make abstracts of important books as an English exercise and asking for current magazines for the same purpose. In the late '80s and early '90s, Professor Luella Clay Carson and Professor Hawthorne used a similar plan. Since the English courses were obligatory for all students, some acquaintance with the Library was therefore a necessity.

Budding orators also used library books, either in their own Society Library or in the University Library. From the character of the orations, it can hardly be said that much profound research was required; but certainly an acquaintance with the speeches of Wendell Phillips and Daniel Webster and with Macaulay's *Essays* helped to develop the rotund periods which won the Failing and Beekman prizes and captivated commencement audiences.

Organized student activities had not yet developed into a major part of University life during the '80s; literary societies and an occasional baseball game or sociable exhausted the list. A bright student of bookish tastes had considerable free time and resorted to the Library, frequently reading more books for amusement and to pass away the time than a similar student today. However, by no means all the students in the '80s read extensively. Many, if we can trust the testimony of surviving alumni, hardly used the Library at all.[12]

Shortly after Dr. Charles M. Chapman, the University's second president, was inaugurated in the fall of 1893, he wrote to a friend in Wisconsin: "We have a fair chance to get the best books here. You know we have $400 a year to spend on the library and there are not nearly $400 worth of really good books published in any one year. Besides that, we have another hundred for the library reading room, and this gets us the really desirable magazines. What more could any one want?"[13]

It would be wrong to infer from the characteristic satirical wit of this remark that President Chapman lacked appreciation of the need of a good library as a necessary tool for university studies. Although a specialist in mathematics, he was himself widely read in philosophy and literature. When Professor F. G. Young was appointed to the faculty in 1895 to organize courses in history and economics, President Chapman gave cordial support to his efforts to build adequate book collections in these fields, and made available a special $500 fund for this purpose.

President Chapman rapidly reorganized the faculty and the institution, putting in laboratories and adding new members to the teaching staff. There was, however, no money for new buildings. As a consequence, the Library was moved about from pillar to post. In 1894, President Chapman took the northwest corner room in Villard Hall as an office and classroom,

moving the Library to the room belonging to the literary societies on the lower floor of Deady Hall, quarters altogether too small for this purpose.[14] Four years later, in 1898, the Library was again moved, this time to Collier Hall, now the Faculty Club, where four rooms were filled with book stacks. Here it remained three years. In 1900, the ground floor of the north wing of the men's dormitory, now Friendly Hall, was set aside for Library purposes, where the book collection continued to expand for seven years, until a Library building, authorized by the Legislature in 1905 and confirmed by popular vote in 1906, was ready for occupancy.

In 1896, the librarian reported a total of 6,624 volumes classified according to the Dewey decimal system.[15] In addition to purchases from the Villard and magazine funds and the special appropriation for the social-science department, many volumes came from the Federal government. A few gifts, consisting of books and papers valuable for the study of early Oregon history, were secured by the efforts of Professor F. G. Young.

The Board of Regents decided in June 1897 to combine the two positions of librarian and registrar, with a salary of $400. Miss Camilla Leach was elected librarian-registrar. Miss Leach had taught for many years, first in the schools of St. Louis, Missouri under William T. Harris, then in private schools in California. Later, she traveled abroad as a student of art and had library training at Bryn Mawr and in Portland. After two years the offices of librarian and registrar were again separated. Miss Leach remained head of the Library for eleven years and later became reference librarian.[16]

When Dr. Frank Strong, a graduate and Ph.D. in history from Yale, became president of the University in 1899, he interested himself immediately in building up the Library. Under the later years of the Chapman regime, instructors had been

permitted to carry away the more recent and important books in their respective fields and to begin incipient department libraries in their recitation rooms. In 1896, the librarian reported that, of the 485 volumes purchased during the year, only 18 volumes were kept for general use. She pertinently added, "Under the condition of things, the library is not growing as rapidly as it would if more attention were paid to the increased needs of the students."[17] President Strong called in the department libraries and put them in the hands of the librarian, and centralized the collection in a more suitable location—the north wing of the men's dormitory. After the legislative session of 1901, he persuaded the regents to appropriate the entire income of the Villard Fund, $2,200, for books.[18]

The practice of making special book appropriations available to assist in the development of new instructional fields, begun by President Chapman in 1895 in connection with Dr. Young's work in economics and history, was continued by President Strong. Special book allotments were made for history, when that department was separated from economics in 1899, for education in 1900, and for modern English literature in 1901.

The professors in these newer departments began to assign definite reading in the Library as a portion of the required work in their more advanced courses. Since assignments of this type had not been customary at the University of Oregon, except in English composition, the innovation provoked a sharp reaction on the part of certain students. Truly conservative in their attitude, as is frequent among students when work is concerned, these upholders of college tradition suggested a strike as a means of protest, but were chagrined to discover that at least half of their fellow students, including most of the women, preferred Library reading to an exclusive diet of cut-and-dried textbook recitations.[19]

Efforts were made in different directions to secure money for a Library building. President Strong corresponded with the Villard family, having in view a gift from Andrew Carnegie, who at this period was endowing libraries throughout the country. Steps were taken also to interest the Oregon public in a plan which, following the example of Wisconsin, would combine in Eugene a state historical library and the library of the state University. Neither of these suggestions bore fruit. More successful was the attempt to build up the resources of the Library by exchanging the official documents of Oregon for printed material published by other states.[20] President Strong also wrote to his friend, Professor E. G. Bourne of the Yale history department, for duplicate books which the Yale Library might spare.

The policies adopted by President Strong were continued under his successor, Prince L. Campbell, a graduate of Harvard with a strong interest in philosophy and literature, who became head of the institution in 1902. President Campbell urged large book appropriations in his reports to the regents. In 1903 he suggested $5,000 for the biennial period, and continued his request for larger allotments in subsequent reports.[21] As a result, the records show an increase in book expenditures from approximately $2,200 in 1903 to $9,250 in 1906. President Campbell was successful in developing sympathetic relations with the Board of Regents, particularly with Judge R. S. Bean, the president of the board. This was a matter of some consequence for the Library, since after the resignation of President Chapman the regents had again placed the ordering of books in the hands of their chairman.

The main problem continued to be Library housing. Correspondence with Andrew Carnegie was renewed. After a tentative offer of $30,000 was made, dependent on a pledged support of $5,000 a year by the state, which pledge the regents

were not authorized to give, the matter was complicated by a suggestion that the Carnegie gift be combined with a modest state appropriation; whereupon Mr. Carnegie decided, in the words of his secretary, that he would abide by his rule "not to give assistance to state institutions because by so doing he simply relieved the state from doing what was its most important duty."[22]

The second solution, that of a library representing the combined functions of a state reference library, a state historical library, and the University Library, was eloquently championed by President Campbell in his letters to leading citizens.

"Such a project would expect to serve the whole state, supplementing the normal school and high school libraries and lending freely to the libraries of the other colleges and of the cities and towns of the state. It would comprise a number of well organized bureaus for the collection, classification, and distribution of all kinds of data which could be useful to any citizen of the state . . . The effect on the University of such a library would be for immeasurable good. The University departments would be intimately connected up with every link of activity, intellectual, industrial, and political, in the entire state. The reaction on the departments would be in the direction of the highest level of vitality. There would be no danger of the University degenerating into a dry-as-dust repository of academic fossils."[23]

The library interests of the state, including Miss Cornelia Marvin (now Mrs. Walter M. Pierce) of the State Library Commission and the city librarian of Portland, were, according to President Campbell, favorable to this plan. Unfortunately the geography of the state was against it. The economic and intellectual center of the state was at Portland; the political capital at Salem; and the University at Eugene. The success

of a similar plan at Madison, Wisconsin was due to a centralization of interests in one city, a situation which did not exist in Oregon. At this time, 1905, the University had not developed to a point comparable to the large universities of the Middle West. There was a lack of momentum behind the scheme—so the Oregon Historical Society placed its library in Portland, an effective State Library grew up in Salem, and the University Library was developed in Eugene.

The continuous agitation for better Library facilities during the early years of President Campbell's administration was largely the work of the younger members of the faculty, particularly those in the social-science and literature departments. With the backing of the president and under the leadership of Dr. Joseph Schafer of the history department, they edited a bulletin, *The University Library; Its Condition and Needs,* which the University published. This pamphlet described the newer types of instruction which were coming to the front in American universities and their relation to library equipment and the efforts which eastern institutions were making to meet the situation thus created, and presented in detail an ideal adapted to the institution's needs. The latter half of the bulletin treated of the immediate Library needs of the different University departments as seen by their heads. These very modest requirements afford amusing reading to the specialists of today.[24]

In 1905 the Legislature appropriated $25,000 for a University Library building and the people ratified the appropriation in 1906. The building itself was ready for occupancy in 1907. The structure, built of cream-colored brick, was situated on the old campus south of Deady Hall and near Thirteenth Street. It had three floors, only one of which was used for Library purposes at the outset. The departments of English, economics,

history, political science, and education occupied other portions of the building. The regents appropriated $5,000 for tables, desks, and other furniture in 1908. The value of the building was more than doubled in 1913 by the erection of a fireproof addition, costing $30,000, which was devoted exclusively to book stacks, three tiers of which were built in at that time. The building, adequate at the time of its erection, was cheaply constructed and so planned that future adaptation to the needs of a growing institution would be difficult. This situation should not be charged against the architect or the University administration; it was due to the small sum of money available and the temporary necessity of securing additional classrooms.

The completion of the building marked a most important step in the development of the Library; it became visibly one of the major interests of the institution. In June 1907, after the acceptance of the building by the University, but before it had been furnished for Library purposes, the annual alumni banquet at commencement was held there. The present writer remembers the wave of enthusiasm which swept over the audience when President Campbell pointed to the building as a harbinger of the University of the future. The next important move was to secure an adequate staff of trained librarians. In 1908 the regents elected Matthew Hale Douglass, librarian of Grinnell College, Iowa, as head librarian. Mr. Douglass, a graduate of Grinnell in the class of 1895, had received his library training at the University of Wisconsin and had been active in the library circles of the Middle West.

Some years earlier, the beginning of a card catalog had been made by a Miss Wandel, but the University lacked funds for its completion. The catalog was completed by Miss Beatrice Barker, a graduate of the New York State Library School at

Albany, who became head cataloger in 1909. The two main functions of the Library, circulation and reference, were not clearly separated until 1915. A periodical department was established in 1926.

President Campbell in 1908 committed himself to the policy of $10,000 a year for books, periodicals, and binding. In this he was strongly supported by certain members of the Board of Regents, particularly by Frederick V. Holman of Portland, who was himself a bibliophile and owner of a collection of rare books on Oregon history. The book fund was occasionally used as a reserve fund for other purposes, but the amount so taken was usually made up afterwards. The expenditures ran as follows: 1909, $9,612.25; 1910, $12,163.76; 1911, $3,585.85; 1912, $12,804.92; 1913, $6,348.83; 1914, $14,915.74.[25] The number of books increased from 13,126 in 1906 to 36,889 in 1911 and to 67,969 in 1916.

The majority of these volumes were intended to furnish the students with reference works and to provide scientific and other periodicals for advanced study. From an early period, however, certain professors began special collections for research purposes. The gathering of the sources for Oregon history begun by F. G. Young was continued by Joseph Schafer who, on his own initiative in 1901, collected the newspapers of the state. These were donated by the publishers and brought together and sorted in Dr. Schafer's classroom under his direction.[26] They form the basis of the Library's present collection, which numbers over 8,000 bound volumes. H. D. Sheldon of the education department bought a few score old American textbooks in elementary and secondary education in 1902. Later purchases, supplemented by numerous gifts, have built up a large though not exhaustive collection for the study of the history of elementary-school methods, amounting to 2,500 vol-

umes. State and city school reports and college catalogs were also collected. Somewhat later, the Library, under the direction of Mr. Douglass, began the systematic collection of materials relating to the state of Oregon and of materials relating to the University. Other early accessions of value for research purposes were the publications of the Early English Text Society.

During the period of rapid development from 1908 on, the University Library, while primarily designed for the use of students and professors on the campus, responded to increasing off-campus calls, particularly from extension students who were unable to get needed books in their own communities. President Campbell, in his annual report for 1910, writes of the service of the Library to study clubs in connection with the correspondence department. In 1912 Mr. Douglass reported that there was considerable demand for supplemental material from other libraries in the state, and also from graduates and former students of the University. The Library in 1915 sent out 624 packages containing 1,826 books, pamphlets, and periodicals; by 1919 this service had grown to 848 packages and 2,731 items.[27] The Library has continued its off-campus service to the present time; the volume has, however, decreased with the improvement of the facilities of the Oregon State Library and of city and county libraries in the state.

The University of Oregon Library staff has always been friendly toward all users of books. Patrons have been helped by printed lists of books for vacation reading, lists of books on world events and other topics of general interest, and by exhibits and special shelves of new and important accessions. The prevailing attitude has been free from the starchiness and suspicion which were traditionally attributed to the old-time librarian and which frequently characterize the library service of

the universities of continental Europe. The Library has become what President Campbell designed it to be, "the very heart of the institution."[28]

The use of books increased rapidly during the five-year period before 1920. In 1915 there was a total circulation of 68,458, of which 40,849 were taken for assigned class reading in the Library (reserve), 21,305 for home reading, and 6,304 for miscellaneous use in the Library; the corresponding figures for 1919 were: total, 107,688; reserve, 72,977; home use, 33,200; and miscellaneous use, 1,511.[29]

World War I marks the end of one stage of development and the beginning of another in the history of the Library, as well as in other phases of University development. The war, which temporarily led to some confusion and loss of enrollment, acted ultimately as a great stimulus to student attendance. The number of regularly enrolled students at Eugene numbered 953 in 1914-15, 1,785 in 1919-20, 2,443 in 1923-24, and 3,001 in 1925-26. Expenditures for books increased accordingly, averaging more than $20,000 a year for the eight years after 1918 and reaching $32,000 in 1926. The Library staff of nine in 1918 had increased to twenty-three in 1926.[30]

Such a rapid and unexpected growth put a heavy strain on a building which, even with its stackroom addition, was hardly adequate for a student body of 1,000 students. As early as 1920 the reading and reserve rooms were overcrowded. Attempts were made to solve the problem through the creation of temporary branch libraries for students of special schools and interests. The first division library, established in the School of Business Administration in 1922, provided for the professional needs of several hundred students. Three years later, the second floor of Condon Hall, the new science building, was set aside as a branch reserve library for certain departments. These make-

shifts were expensive to operate and unsatisfactory because they tended to divide the collection of books artificially.

The perennial question of a central library versus departmental libraries had been decided in favor of the former as early as President Strong's administration. In the course of time, however, certain exceptions seemed desirable. Since the law library was in a certain intimate sense a laboratory and since the books were strictly technical in character, unused by students in other departments, this collection was set aside as a separate unit in a separate building in 1916. Similar action was taken in regard to the books and periodicals of the School of Architecture and Allied Arts somewhat later. The libraries of the University High School, established in 1921, and of the Museum of Art, established in 1931, while parts of the University Library system, are separately located and administered.

The Library from the beginning had been the recipient of gifts from alumni and friends. Since World War I a number of gifts of fundamental importance have expanded the book resources. The first was the Fenton law library of 10,000 volumes, presented by Judge W. D. Fenton of Portland in 1921 in honor of his son, Kenneth L. Fenton.[31] Somewhat later, in 1923, Mr. and Mrs. E. O. Potter of Eugene, Carl N. Homer, and other friends started an endowment fund to provide the Library with beautiful books. This was done in memory of Pauline Potter Homer, whose personal library formed the nucleus of the collection. The friends of Camilla Leach at the same time began a memorial fund for the purchase of books on art which has added materially to the resources of the Library in that field. Two Portland architects, Don Lewis and W. M. Whidden, presented their libraries to the University in 1929-30. Mrs. Gertrude Bass Warner in 1931 gave to the University her unique collection of books on Oriental art and culture num-

bering at that time 2,300 volumes. Books purchased by Mrs. Warner for the collection since 1931 have increased its size to approximately 4,600 volumes in 1942. (More recent gifts to the Library are mentioned in later paragraphs.)

A reorganization of graduate instruction in 1920, with the decision to offer the Ph.D. degree, stimulated the purchase of scientific and research material. Under the rules drawn up by the Graduate Council, each department was required to submit its qualifications for offering the advanced degree.[32] Among these qualifications, the possession of adequate Library resources was one of the most important; as a result, the collections of scientific periodicals and other necessary research material expanded rapidly in the early twenties. The first departments to profit by this movement were physics, psychology, education, zoology, and English.

In the 1913 summer session, Mr. Douglass and members of the Library staff offered a two-week short course in the administration of high-school libraries. This was the beginning of the University's program of instruction in library training. The course was made a regular summer-session offering in 1915, and repeated in 1916 and 1917, along with a second course in classification and cataloging. After the war, there was a new start on a larger scale; specialists in high-school libraries were brought to the campus, and the program expanded to cover the main branches of library work. Since 1924, the University has offered from three to eight courses each summer in library methods. A few courses are also offered during the regular session. From the beginning, the University has restricted its library-training program primarily to the work needed by the teacher-librarian in the public schools. In 1923 a course of study in prelibrary training was organized, as a major option within the English department, for students intending to take gradu-

ate work in professional library schools. The primary aim is broad liberal education. Members of the Library staff act as advisers to students taking this work.

Systematic efforts have been made to acquaint all University students with the Library's resources and procedures. For many years members of the staff gave informal talks to groups of freshmen; later these were supplemented by tours of the Library with student assistants as guides. The talks and tours were, for a few years, a part of the required program for Freshman Week; but it was found that the excitement of Freshman Week made the students inattentive and the time spent was largely wasted. Voluntary tours are still given during Freshman Week and throughout the year. In 1937 a one-term course in the use of the Library was introduced and has been given regularly since that time. Each year about 250 students get a short but comprehensive view of the resources of the Library and the most effective ways of using it. Since 1939 the Library staff, at the request of the English department, has presented a lecture on the use of the Library, illustrated with colored film slides, to each of the sections in English composition. This lecture is given shortly before term research papers are assigned.

During the postwar years the circulation department devised numerous plans to interest students in books. A rent collection supplying patrons with the most popular books of the day at a cost which was not burdensome, but which encouraged rapid reading, was a new feature in 1921. At the outset, it was financed by an advance of $5.00 each from Dean Eric Allen and Miss Gertrude Talbot, head resident at Hendricks Hall. Most of these rent books are current fiction and drama.

Another popular innovation was the seven-day shelf, books of the day, vital and interesting, but not necessarily best sellers. This shelf includes biographies of current interest, books of

travel, histories, and readable books on social, political, and religious topics. Interest in subjects comes in waves; at one time it is religion; at another, the New Deal; or again, Russia. A statistical study of the popularity of the books on the seven-day shelf from 1924-25 to 1936-37 showed an increase of 400 per cent in use, the figures being 1,137 in 1924-25 and 4,391 in 1936-37. Especially noteworthy is the rapid increase in the use of these books by the students. In 1931-32, 803 out of the total of 1,666 books withdrawn were charged to students. Five years later the figures were 2,579 charged to students out of the total of 4,391.

More recent has been the installation and circulation of group revolving libraries which are loaned the student living organizations—dormitories, fraternities, and sororities. The living organization appoints a librarian who displays the brilliant jackets of new books, posts provocative reviews, and in various other ways brings the collection to the attention of the students. At the end of the first year, 1935, there were 500 new volumes in these revolving libraries, supplemented by 475 volumes from the general Library collections. During 1934-35, the house-collection circulation totaled 1,851 volumes, 716 fiction and 1,155 nonfiction. In 1935-36, the total went up to 3,398 volumes, 1,377 fiction and 2,021 nonfiction.

As student enrollment and number of books expanded during the 1920s, the Library building problem grew steadily worse; the reading rooms and reserve libraries were crowded and stack space for new books was at a premium. Valuable collections were stored in the basement of Friendly Hall, quarters unsuitable for the care and use of books.

President Arnold Bennett Hall, who came to the University in 1926, saw the situation at a glance. His report of January 8, 1927, to the Board of Regents, describes the conditions as fol-

lows: "The library, which has equipment and space for a student body of less than one-half our size, although spread out in different parts of three buildings requiring needless duplication of overhead expense, is hopelessly inadequate."[33] He centered his efforts in the Legislature of 1927 on a bill for a $375,000 appropriation for a new Library. This bill passed, but was vetoed by Governor Patterson because the Legislature had made no adequate provision for the taxes necessary to meet the additional expense incurred.

A Survey Commission, employed by the State Board of Higher Education to examine the state institutions of higher education in 1929, had this to say concerning the University of Oregon Library in its report the next year: "The library building at the university was outgrown several years ago. As a consequence the books have to be housed in several buildings and the staff is so crowded that it cannot work most effectively. Furthermore, students and faculty can not work to good advantage. Steps should be taken at once to provide the University with an adequate library building. This should be erected on the unit plan and a minimum of $350,000 should be provided for the first unit."[34]

When, in 1932, the Oregon state institutions of higher learning were reorganized and coordinated, in the main along the lines recommended by the Survey Commission, the Board of Higher Education established a central organization of library services,[35] with Miss Lucy M. Lewis, Oregon State College librarian, as director. All the books purchased for the institutions of the State System are ordered through this common agency. A union catalog of all State System libraries was established in the offices of the director, and an author catalog of books in the Oregon State College Library was set up in the University Library. Under Miss Lewis' leadership, the libraries

have cooperated on a wide variety of common problems. A survey of the deficiences of the System libraries, made in 1939, resulted in the creation of a special fund by the Board for the purchase of the most urgently needed materials. The University's portion of this fund, $7,000, made possible the acquisition of approximately 1,750 volumes, including long runs of important periodicals and many scarce, out-of-print books essential for advanced study in University major fields. In matters of internal policy and administration, the several libraries have remained free to develop in accordance with the different needs of the institutions.

Library circulation figures, which totaled 185,404 in 1921, increased to 427,239 in 1926 and to 577,895 in the fiscal year 1931-32. The average student at the University of Oregon in 1925 consulted 146 library books compared to 61 at the University of California, 52 at Stanford, 50 at Michigan, and 43 at the University of Chicago. This statistical comparison in itself is not a criterion of amount of reading done, since various factors, such as use of textbooks and of private and departmental libraries, must be taken into consideration; probably the most important factor was the extensive development of the reserved-book system in University courses. During the 1920s the University Library led the country (except for one small institution) in reserved-book circulation.[36]

About 1934, however, a trend away from the reserve system became noticeable, and has continued to the present day. This has resulted, of course, in a marked decline in total average use per student figures. The average in 1933-34 was 132.9; in 1935-36 the average was 113.2. In 1940-41 the figure was 82.0; in 1941-42, 70.0. Heavy postdepression enrollment increases, without adequate accompanying budget adjustments, are at least partly responsible for this change. The Library has not

had sufficient funds to maintain adequate reserve collections, and professors with heavier instructional loads have found textbook work easier to handle than reserved-book assignments. The University of Oregon Cooperative Store reports a 25 per cent increase in textbook sales between 1938-39 and 1941-42.

The decreased revenues of the institutions of higher education from state funds during the depression years resulted in a severe curtailment of Library budgets. The $67,641.35 spent for books, binding, and periodicals in the biennium ending June 30, 1932 fell in the following biennial period to $37,718.83. The poverty of the Library was aggravated by the discontinuance of the department-fee system in vogue during the 1920s, which enabled each unit of the University to collect small fees which could be spent for duplicate books and other purposes. In some years these fees realized as much as $10,000. The system was abolished on the ground that accounting costs were excessive.

Even during the depression, the pressure for space in the stackrooms tended to increase; there was literally no adequate place for new books. As the student body increased again in 1934-35 and 1935-36, the old problem of congestion in the reading rooms became imminent. Quite early in the Roosevelt administration, the eyes of the University were turned to the Federal government for help. On May 6, 1933, the Library Committee of the faculty suggested asking the Public Works Administration for a loan and grant of $525,000 for a building, which sum the Board of Higher Education reduced on July 17, 1933 to $350,000. Nearly two years later, in June 1935, the allotment was made; because of increased building costs, $98,000 was later added to the allotment. Building operations began early in September, and the structure was ready for occupancy on May 3, 1937. It was formally dedicated on October 23, 1937.

The new building,[37] designed in modified Romanesque style, has a frontage of 248 feet and a depth of 146 feet. It is so planned that additional units may be easily added to the stack section or to the reading rooms. The building provides shelf room for 425,000 volumes and will accommodate 1,000 readers at one time. It contains five large reading rooms, including a reference room, a reserve reading room, and a recreational reading room on the main floor, an open-shelf reading room on the second floor, and a newspaper room in the basement. A number of smaller reading rooms are provided for the use of special collections. There are sixteen small studies for faculty members engaged in research and ninety study stalls in the stacks for the use of graduate students. The building embodies many of the newest ideas for library efficiency and reading comfort.

The recreational reading room, known colloquially as the "browsing room," is the crowning feature. The latest and most attractive books are combined with a quiet, pleasant, homelike environment to give students an enticing opportunity to know and love the best books. The furniture and decorations of the "browsing room" are gifts from alumni and other friends of the University.

The opening of the new building, with its facilities for the adequate and safe shelving of books, has had a very stimulating effect on gifts to the Library. The first important gift, which was displayed at the formal dedication of the building on October 23, 1937, was the Burgess Collection of Rare Books and Manuscripts. The collection consists of approximately 1,000 volumes from the private library of Edward S. Burgess, late professor of botany at Hunter College. It was given to the Library by Dr. Burgess' sister, Miss Julia Burgess, professor of English at the University of Oregon, and by other friends of the institution. Included in the Burgess Collection are 38

manuscripts dating from the tenth century and 52 items of incunabula. Later works include valuable items of Shelleyana, Byroniana, Browningiana, and Stevensoniana. The University received an additional 1,000 volumes from Miss Burgess' private library after her death in February 1942.

In 1938 Dr. John Henry Nash, printer of fine books, deposited his collection of books on printing and books illustrating the history of printing in the University Library as an indefinite loan. The collection, totaling about 2,500 volumes, includes items of incunabula and postincunabula carefully selected for their significance in the early development of the printing art, and a rich selection of books from important modern presses. It also contains a complete collection of the work of Dr. Nash throughout his long career as a printer.[38]

Other recent gifts include: 1,821 volumes of general literature from the private library of the late Philip Brooks; 791 volumes, including a considerable number on military history, from the library of the late Captain James Dodson Basey; more than 1,500 books, principally in the field of classical literature, from the library of the late Professor Frederic S. Dunn (acquired partly by purchase and partly by gift); 1,846 volumes, principally in the field of accounting and business, from the library of the late John Kaufman; a thirty-volume file of William Lloyd Garrison's *Liberator* (lacking only volumes 1 to 5), purchased for the Library by friends of the University in New York City.

Since 1938, an annual Library Day has been observed at the University with special book displays, student-library contests, and a Library Day banquet. Attendance by lovers of books and friends of the University throughout the state has been consistently excellent. On Library Day in May 1940, an Association of Patrons and Friends of the University of Ore-

gon Library was formed. The association "is an informal society of book lovers who are interested in promoting the welfare of the Library, especially by helping to secure additions to its resources." The printed announcement of its organization states: "It is proposed that . . . we bring to the attention of the public some of the resources of the Library, advertise its facilities for safely housing and wisely administering library materials, report outstanding gifts and acquisitions, and bring literary men and women of distinction to address the members."[39] Since 1940 Library Day has been sponsored by the association.

The University Library today is a well-rounded collection, with excellent facilities for undergraduate work in all the major fields of the institution, and with growing resources for graduate study. Some of the materials of outstanding value for advanced study are: a collection of source materials on English life and letters in the seventeenth century; a collection of books, reports, and periodicals on English opinion and politics in the nineteenth century, including considerable material on liberalism in its relation to public education; materials on the history of American education in the nineteenth century; a collection of pamphlets on the English corn laws; unusually extensive and complete files of psychological journals.

The Oregon Collection, mentioned above, is being greatly enriched through systematic efforts to secure microfilm and photostat copies of important source materials. Recent acquisitions include ten reels of microfilm reproductions of letter books relating to Oregon Indian affairs from 1850 to 1872, secured from the National Archives; and a nearly complete photostat file of the *Oregon Spectator,* the first newspaper on the Pacific Coast, published at Oregon City from 1846 to 1855.

Although funds for the support of the Library are still below the level of the late 1920s, postdepression increases in state

support have made possible a partial recovery of lost ground. Expenditures for books, binding, and periodicals in the biennium ending June 30, 1942 totaled $50,711.

In August 1942, Mr. Douglass retired to part-time service as librarian emeritus. Willis C. Warren, a member of the Library staff since 1930, has been named acting librarian. In his 1941-1942 biennial report to the chancellor, President Donald M. Erb quotes the following statement by Mr. Warren concerning the debt the University community owes to the man who has for so many years served the institution in one of its most important posts:

"When Matthew Hale Douglass came to the University of Oregon as librarian in 1908, the Library had just moved its 16,000 books into the first building erected on the campus especially for library purposes. When, after thirty-four years of devoted service, he retired as librarian emeritus, the University's book collections had grown to 333,000 well-selected volumes, and the Library occupied a splendid new building excellently planned for the housing and use of these collections. These books and this building are both monuments to Mr. Douglass' leadership. A library is never completed; but Mr. Douglass has laid sound foundations for the greater University of Oregon Library of the future, and has passed on to those who follow him the responsibility and the priceless opportunity for its realization."

NOTES

[1] *Oregon State Journal,* Dec. 8 and 15, 1877.

[2] See letter of President Frank Strong to Miss Sybil Kuykendall, May 4, 1900.

[3] H. D. Sheldon, *Student Life and Customs* (New York, 1901), pp. 130-331, describes the part played by the libraries of the student literary societies.

[4] Letter of Henry Villard to the Board of Regents, dated from Portland, Oct. 25, 1881.

[5] Minutes of the Board of Regents, vol. I, p. 254, Nov. 10, 1882; also p. 295, June 15, 1883 and p. 324, Dec. 21, 1883.

[6] Minutes of the Faculty, vol. I, p. 21, Feb. 13, 1882; p. 25, May 12, 1882.

[7] Minutes of the Board of Regents, vol. I, p. 389, Oct. 17, 1890.

[8] Interview with Miss Scott, Sept. 4, 1936.

[9] Dora L. Scott, *Catalogue of the Library of the University of Oregon* (1892). 33p.

[10] See Miss Scott's report, dated June 22, 1893, in the Rare Book Room of the University Library.

[11] Class report of Charles E. Lambert, undated, but from context evidently written in 1882-83. The information concerning the use of the Library by Professors Luella Clay Carson and B. J. Hawthorne was obtained from Miss Scott.

[12] See reminiscences of E. H. McAlister in collection of reminiscences by Karl Onthank.

[13] Letter of C. H. Chapman to President Albee of Milwaukee Normal, Nov. 27, 1893.

[14] Report of Executive Committee of the Board of Regents, Feb. 4, 1896 and June 18, 1896.

[15] Report of the librarian, Miss Scott, June 12, 1896.

[16] A brief account of the life of Miss Leach is found in *University of Oregon Monthly,* vol. II (1897), p. 19.

[17] Report of the librarian, Miss Scott, June 12, 1896.

[18] Report of the president of the University of Oregon, Jan. 21, 1902.

[19] This statement is based on information from students to the present writer during the winter of 1900-01.

[20] Report of the president of the University, March 5, 1901.

[21] Reports of the president of the University of Oregon, Jan. 20, 1903 and June 26, 1906.

[22] Letters of P. L. Campbell to James Bertram, secretary to Andrew Carnegie, March 1, and April 14, 1906; Bertram to Campbell, April 20, 1906.

[23] The two letters in which President Campbell sets forth the plan are to R. S. Bean, Feb. 6, 1903 and to W. D. Fenton, Oct. 24, 1905. The quotation is from the latter.

[24] University of Oregon Bulletin, New Series, vol. IV, no. 2 (Dec. 1906).

[25] These figures are from a financial summary made by Miss Callista La Fontaine based on the librarian's reports.

[26] From a letter of Professor Schafer's, dated Madison, Wisconsin, Sept. 10, 1936.

[27] Librarian's statistical reports, 1915 and 1919.

[28] Report of president of the University of Oregon, 1908.

[29] Librarian's report, 1915, p. 2; statistical report of Library, 1919, p. 1.

[30] The attendance figures used in this chapter from 1915 on are those prepared by the Registrar's Office. The Library statistics are from tables prepared by Miss Callista La Fontaine from the librarian's reports.

[31] A complete description of the Fenton law library is found in the *Portland Oregonian,* April 2, 1921.

[32] Rules adopted by University faculty, May 6, 1920, Minutes of the Faculty, vol. III, pp. 339-340.

[33] Report to the Board of Regents, Jan. 8, 1937, p. 17.

[34] *Survey of Public Higher Education in Oregon,* U. S. Office of Education, Bulletin (1931), no. 8, p. 220.

[35] *Survey of Public Higher Education in Oregon,* p. 291; Mildred Hawksworth Lowell, *College and University Library Consolidations* (1942), chapter III.

[36] Report of the librarian, 1925.

[37] *University of Oregon Library, Dedicated October 23, 1937,* Oregon State System of Higher Education Leaflet Series no. 122 (Oct. 1, 1937).

[38] O. T. Field, "John Henry Nash Library," *PNLA Quarterly,* vol. IV (April 1940), pp. 99-101.

[39] Broadside printed by John Henry Nash.