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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

DAVID ROSS BOYD AND THE UNIVERSITY OF OKLAHOMA

An Analysis of the Educational Contributions of the First President

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

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By

ROBERT STEPHEN MORRISSEY

Norman, Oklahoma

1973

DAVID ROSS BOYD
AND THE UNIVERSITY OF OKLAHOMA

An Analysis of the Educational
Contributions of the First President

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To my mother, Mrs. Velma Morrissey Hallett, for
her many years of educational encouragement

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There are many others who deserve recognition for the help which they gave me in the development or the process of the research. For initial encouragement in pursuing a study on the first president of the University of Oklahoma, I wish to thank Dr. Arrell M. Gibson and Dr. Paul F. Sharp; for archival and other historical information, I am grateful to Mr. Jack D. Haley and Mrs. Barbara H. James; for the constructive criticism gained from a prospectus development seminar, I am under obligation to several fellow graduate students; for library and other services, I recognize the aid of a number of additional colleagues; and for excellent typography and close friendship I wish to thank Margaret and Richard M. Gorton.

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TABLE OF CONTENTS

Chapter		Page
I.	OVERVIEW: THE NATURE OF THE STUDY.	1
	Introduction	1
	Purpose and Problem.	3
	Analysis	13
	Hypothesis and Methodology	17
	Definitions.	20
	Organization	24
II.	THE INTERNAL DEVELOPMENT OF THE UNIVERSITY OF OKLAHOMA, 1892-1908	26
	1890 University Act.	26
	General Administration	27
	Board of Regents Meetings.	57
	Faculty Selection.	62
	Student Personnel Program.	68
	Summary.	80
III.	THE EXTERNAL DEVELOPMENT OF THE UNIVERSITY OF OKLAHOMA, 1892-1908	83
	State and National Educational Organizations	83
	Coordination With Other Educational Programs	88
	Public Relations	101
	Coordination With Other Community Programs	114
	Educational Fund Raising	122
	State Government Relations	131
	Summary.	148
IV.	THE EDUCATIONAL BACKGROUND AND PHILOSOPHICAL FOUNDATION OF DAVID ROSS BOYD.	151
	Informal and Formal Education.	151
	Influences of Wooster University	160
	Professional and Other Experiences	185
	Selection As the First President of the University of Oklahoma	191
	Egalitarian Philosophy	202

Chapter Page

Ecological Philosophy. 207
Cultural Philosophy. 210
Theological Philosophy 212
Humoristic Philosophy. 215
Educational Philosophy 221
Summary. 234

V. SUMMARY, CONSLUSIONS, AND IMPLICATIONS. 238

Summary. 238
Conclusions. 248
Implications 250

APPENDICES. 254

Appendix A -- Tool of Analysis. 255

Appendix B -- Analysis of "An Act To Establish And Locate The University of Oklahoma", First Legislative Assembly Of The Territory Of Oklahoma, December 19, 1890. 257

Appendix C -- 1932 Cate Letter, David Ross Boyd's Account Of His Appointment As The First President Of The University Of Oklahoma. 259

Appendix D -- General Statistics On Selected Modern American Universities During The Late Nineteenth And Early Twentieth Centuries:

"Great American Universities" 265
Statistics In Regard To State Universities. 266
Development Of The University Of Oklahoma During The Boyd Presidency 267

BIBLIOGRAPHY. 268

CHAPTER I

OVERVIEW: THE NATURE OF THE STUDY

Introduction

David Ross Boyd served for sixteen years as the first president of the University of Oklahoma; a time when the names of Boyd and the University were considered by many people to be almost synonymous. In addition, he was president of the Oklahoma Territorial Board of Education. Consequently, he was acknowledged as "the most prominent man engaged in educational work in Oklahoma."[1] He was, in fact, an educational figure of considerable stature in the Southwest during the late nineteenth and early twentieth centuries--a period in the history of American higher education which has been called the "flowering of the university movement."[2] It is this relationship, the educational contributions of David Ross Boyd to the University of Oklahoma during the flowering of the university movement, that has been investigated in this study.

The association of David Ross Boyd with the University of Oklahoma has been recognized with academic and physical tributes: An editorial in an Oklahoma newspaper once called him "The Father of Oklahoma University"; the city of Norman, Oklahoma named a street after him; the Board of Regents of the University of Oklahoma elected him President Emeritus of the

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[1]Edward Everett Dale, "David Ross Boyd, 1853-1936," The Sooner Magazine, January, 1937, p. 92.

[2]Frederick Rudolph, The American College and University, A History (New York: Vintage Books, 1962), p. 331.

University, created professorships in his honor, and placed a statuette of him at the entrance of the main administration building. Although the role of David Ross Boyd as the first president of the University of Oklahoma has been established, there has been scant awareness of the actual nature of his educational contributions. Current general knowledge of President Boyd has been limited to brief biographical sketches, historical anecdotes, and a few short articles. In an eulogy for David Ross Boyd, an internationally known western historian at the University of Oklahoma recounted biographical details typically found in other writings on Boyd with the comment that "the facts of Dr. Boyd's life have been often published and are well known . . . while such a brief sketch may show something of the amazing activities of Dr. Boyd, it reveals little of the real heart and life of this remarkable man."[3]

No completed biography or historical study has previously been conducted to remind the University of Oklahoma student of the sixteen years when David Ross Boyd laid the foundations for a new higher education institution. Tributes and biographical sketches are reminders of his educational role, but they have not explained the degree of the significance of his life as a pioneer educator in Oklahoma higher education. The absence of such information in the literature suggested a need for a study of David Ross Boyd and his presidency at the University of Oklahoma. It is hoped, therefore, that this research contributes to the literature on the history of the University of Oklahoma; and, as an analysis of the educational contributions of the first president of the University, presents information of interest for the study of administrative personnel of higher education. Relative to

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[3]Dale, op. cit., p. 80.

the latter value of such biographical research, Herman Lee Donovan, former president of the University of Kentucky has stated:

> Twenty-seven years ago I was appointed president of a teachers college. With a view of better preparing myself for this new position, I ordered ten or twelve biographies and autobiographies of former distinguished college and university presidents. I read the lives of these great educators with profit and gained inspiration and vicarious experience that have proven a great help to me as a college administrator. So intriguing did I find these volumes, that I ordered others; eventually I became a collector. I have in my library practically all of the biographies and autobiographies of college and university presidents in print today. I have been surprised by the small number of volumes that have been written about these educators; the number of titles I have been able to collect is slightly over two hundred. There must be others, and I am still searching for them.[4]

Purpose and Problem

It is the purpose of this study, therefore, to present an analysis of the educational contributions of David Ross Boyd as the first president of the University of Oklahoma. Concomitantly, the problem to be investigated is the nature and extent or degree of the educational contributions of David Ross Boyd to the University of Oklahoma compared to the changes in American higher education during the late nineteenth and early twentieth centuries--the period of the flowering of the university movement. A brief review of the development of the modern American university should add dimension to the stated research problem.

The decade of the 1890's has been called the "watershed of American history."[5] This was a period in our history when a predominantly

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[4]Walter Crosby Eells and Ernest V. Hollis, The College Presidency, 1900-1960, An Annotated Bibliography (Washington: U. S. Government Printing Office, 1961), p. 123.

[5]Henry Steele Commager, The American Mind, An Interpretation of American Thought and Character Since the 1880's (Clinton, Massachusetts: The Colonial Press, 1961), p. 41.

agricultural nation was "experiencing profound changes in population, social institutions, economy, and technology; and trying to accommodate its traditional institutions and habits of thought to conditions new and in part alien."[6] When the presidency of David Ross Boyd and the institution of the University of Oklahoma were launched in 1892, there were powerful forces for change developing in American higher education. From the eastern establishment to the western frontier the rise of the modern American university coalesced demands for greater emphasis on scholarship, graduate education, broader curriculum, free election of courses, more democratic regard for students, coeducation, and other changes that emerged in the nineteenth century.

Historian and Professor Willis Rudy has generalized that there were six main areas in the historical development of American higher education during the last one-hundred years: (1) European Models and American Adaptations; (2) A Dual System of Colleges and Universities; (3) Democracy in Higher Education; (4) A Higher Learning, Broad in Scope; (5) Higher Education for Life; and (6) Harmonizing the Liberal and the Professional.[7] Using these areas as a convenient rubric for establishing particular points of vantage in understanding the period of the flowering of the university, it is possible to discern the most emphasized items or events cited by noted educational historians.

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[6]Ibid., p. 41.

[7]Willis Rudy, "Higher Education in the United States, 1862-1962," in William W. Brickman and Stanley Lehrer, editors, A Century of Higher Education: Classical Citadel to Collegiate Colossus (New York: Society for the Advancement of Education, 1962), pp. 19-31.

The first main area, European Models and American Adaptations, refers to the influences of the German university and the English college structure:

> . . . in the years from 1862 to World War I, the U. S. was deeply impressed by the example of the German university. Thousands of American students went to Germany during these years to pursue higher studies of one sort or another. Many of these young people returned to their native land with the conviction that American university procedures must be transformed to conform to German standards. The seminar method of investigation, the laboratory system of scientific teaching, the lecture method, the Ph.D. degree -- all these were brought across the seas at this time. What was even more important, the German university spirit of search for knowledge and its concomitant emphasis on productive research were transplanted in large measure to America . . . .
>
> Even before the 1917-18 war put a temporary stigma on German ideas, a reaction had set in which involved a renewed interest in various aspects of the English college structure. For example, the system of university extension which had been developed by Cambridge University was copied widely in America. In addition, experiments began to be launched about the turn of the century which aimed to realize some of the values which were said to be inherent in the English residential college pattern. William Rainey Harper's dormitory and house plan at the University of Chicago was clearly influenced by considerations of this type, as were Woodrow Wilson's preceptorial plan at Princeton and the Harvard and Yale house or 'college' experiments.[8]

With varying length of treatment, but equal emphases on the historical importance of the German university and the English college structure in the rise of the modern American university, the following historians include elements of new instructional methods, community service, German university influences, student personnel services, course electives, and curriculum expansion as American adaptations from European models: Frederick Rudolph, The American College and University, A History; John S. Brubacher and Willis Rudy, Higher Education in Transition; George P. Schmidt,

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[8] Ibid., pp. 20-21.

The Liberal Arts College, A Chapter in American Cultural History; R. L. Duffus, Democracy Enters College, A Study of the Rise and Decline of the Academic Lockstep; Robert Lincoln Kelley, The American Colleges and the Social Order; and Ernest Earnest, Academic Procession, An Informal History of the American College, 1636 to 1953.

A Dual System of Colleges and Universities, the second main area, considers the dual system in the United States of financing and administering higher education institutions:

> . . . American historical development has produced two great academic systems -- the private and the state-supported -- and these have grown up contemporaneously and in some cases literally side by side. The Dartmouth College decision of the U. S. Supreme Court gave, as early as 1819, strong legal sanction for this dualistic system. Subsequent grants by state and Federal governments and donations by private individuals and organizations have served only to confirm the trend.
>
> In this particular area, the most important tendency which has developed since 1882 was for Federal financial support for both the private and the public sectors to become increasingly vital and perhaps determinative . . .
>
> . . . Thus, over the last 100 years, American traditions hostile to centralization have been revised gradually to accommodate themselves to a larger measure of Federal financing, with possibly increasing Federal influence, in many vital areas of the nation's dualistic system of higher education.[9]

Again, the previously cited general histories of American higher education, to a greater or lesser degree, include federal assistance and broadened administrative scope as vital elements in the development of the modern American university.

The third main area, Democracy in Higher Education, entails the impact of the democratization of American colleges and universities:

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[9]Ibid., pp. 22-24.

> In the years since 1862, perhaps the most significant instance of the influence exerted by the American cultural environment upon patterns of higher learning imported from Europe has been that deriving from the impact of democracy. American civilization generated an almost irresistible drive for the popularization of opportunities for learning, and one of the most notable aspects of this movement was a constant increase in the percentage of the population enjoying the benefits of a higher education. This phenomenon was accompanied by the emergence of institutional patterns peculiar to America, such as the state university, the land-grant college, the municipal university, and the junior or community college. Federal land and money grants for college purposes, state and local appropriations, and private endowments all combined by 1962 to establish as almost a cardinal principle of national policy the ideal that at least the chance for some form of post-secondary education should be proffered to all interested American youth.
>
> In the 20th century, various allied self-improvement agencies, including the summer school, the afternoon or evening session, and the university extension division, have extended further the opportunities for college-level study to Americans. At the same time, the sweeping movement for coeducation and women's colleges made giant strides toward eliminating ancient barriers due to sex . . .[10]

Frederick Rudolph and the other named historians agree upon the importance of the democratic impact in shaping the modern American university. They relate this democratizing of higher education with the development of student organizations and athletics, new student discipline, sectarian freedom, educational opportunity, federal assistance, secondary and university articulation, community service, and student personnel services.

A Higher Learning, Broad in Scope, the fourth main area, explains how the American system of higher education revised the traditional European university curricula of four great faculties--law, medicine, theology, and the liberal arts:

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[10] Ibid., pp. 24-25.

> . . . While the English university diverged somewhat from this blueprint, the American system of higher education, particularly since 1862, has revised it even more fundamentally. Of course, it is only fair to state that many continental European institutions have considerably broadened and diversified their courses of study in modern times. It still remains a fact, however, that American universities have demonstrated an even greater readiness to admit, as integral members of the academic family, many new and different fields of study. Thus, schools of journalism, library service, nursing, business administration, architecture, and agriculture have been accepted readily as proper parts of a university organization on scores of American campuses.
>
> Significant examples of this catholicity of the American university are the Wharton School of Finance and Economics (founded at the University of Pennsylvania as early as 1881), the Harvard Graduate School of Business (founded in 1908), and Teachers College, Columbia University (first established in 1894). New branches of university work such as the ones served by these schools were pioneering the way for a more flexible approach to the higher learning and at the same time serving areas of human life which were of the greatest importance. Perhaps this effort to diversify opportunities on the university level for advanced training can best be understood if it is seen in the context of the pragmatic bent of the American people -- their willingness to try new things if only to see if results of tangible value could be secured.[11]

The listed American higher education histories view the importance of a broadened scope of higher learning during the flowering of the university movement in the historical context of new instructional methods, course electives, and curriculum expansion.

The fifth main area, Higher Education for Life, recounts why the American system of higher education which evolved after the Civil War was considered with favor by most Americans:

> Why was this so? For one thing, we already have noted that a greater proportion of people in the U. S. than in other countries were able to look forward to the possibility of enjoying the benefits of college training. This factor is important in explaining the generally favorable attitude toward the American college, but it is not the whole story. Probably just as

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[11] Ibid., pp. 25-26.

> important was the fact that Americans had come to see these institutions as actively seeking to serve the manifold interests of the evolving democratic community. This concept of service is the one aspect of higher education in America which, more than any other, has impressed a succession of visitors from Europe and other continents.
>
> . . . All this Americans came to expect of their colleges and universities. From the 'watchtower' philosophy as embodied in the 'Wisconsin Idea' to the 'community college' program of the University of Minnesota, the world of American higher learning eschewed academic isolation in favor of an active involvement in the concerns of the sustaining society. In so doing, colleges were in close relationship with the work of the entire structure of democratic education at every grade level. In so doing, too, they showed a greater interest than was true elsewhere for the student's personal and psychological well-being. Thus, American institutions of higher education upheld an ideal which has been termed 'characteristically American' -- the urge to put knowledge to work for the public weal.[12]

Once again, the aforementioned historians concur on the importance of the philosophy of higher education for life as manifested during the modern American university movement in course electives, new instructional methods, curriculum expansion, student organizations and athletics, new student discipline, educational opportunity, community service, and secondary and university articulation.

Harmonizing the Liberal and the Professional, the sixth main area, denotes the problems of scholars and educators in attempting to answer the question -- what knowledge is of most worth?:

> . . . The educational question involved struck pragmatic America with particular impact and the solutions worked out from 1862 to 1962 are important for the history of education.
>
> The 'old-time' American college, deviating very little from the European (and especially the English) model, served the needs of a limited clientele which was preparing for a small number of the traditional, so-called 'literary,' professions. The Civil War, acting as a kind of social catalyst, forced upon American college administrators recognition of the

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[12] Ibid., pp. 27-28.

> academic respectability of a number of new lines of specialized work. More money became available to sponsor these rapidly emerging fields -- Morrill Act funds, for example, and also private donations by the great American industrialists. The development of new academic and social disciplines in sciences and social sciences led on the one hand to the proliferation of specialized subject-matter courses and on the other to a greater degree of departmental specialization within college faculties. At the same time, the nationwide influence of Charles W. Eliot's elective curriculum at Harvard and of the host of German-trained specialists who were being engaged as college teachers speeded even more the trend toward diversification and specialization. As a consequence, by the end of the 19th century, the traditional liberal arts college with its limited and strictly prescribed course of study had virtually disappeared in the U. S.[13]

As was the case in the other main areas, the selected general histories of American colleges and universities are in accord on the importance of liberal and professional harmonization as an element of the flowering of the university movement. They emphasize, in this regard, the development of course electives, curriculum expansion, broadened administrative scope, and German university influences.

From Rudy's six main areas in the historical development of American higher education during the last one-hundred years coupled with the interpretation of historians on the rise of the modern American university, it has been possible to isolate thirteen major changes or events which are generally agreed upon as being descriptive of the period: New instructional methods; course electives; curriculum expansion; student organizations and athletics; new student discipline; sectarian freedom; educational opportunity; federal assistance; community service; German university influences; secondary and university articulation; student personnel services; and broadened administrative scope. As indicated in more detail later, each of these major events or changes comprises several

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[13] Ibid., pp. 28-29.

related sub-changes or sub-events of the flowering of the university movement. Hence, there were major events or changes which merged or overlaped with Rudy's six main areas.

Such major events or changes in United States higher education were given impetus by many educational leaders at public and private colleges and universities. William Rainey Harper at Chicago, Woodrow Wilson at Princeton, and Charles W. Eliot at Harvard were previously mentioned. In addition, students of higher education are aware of the educational contributions of Daniel Coit Gilman at Johns Hopkins, Andrew D. White at Cornell, James B. Angell at Michigan, William W. Folwell at Minnesota, Charles Van Hise at Wisconsin, and others of the emerging American university era.

David Ross Boyd was a contemporary of most and friend of some of the foregoing university presidents. But, in terms of professional life style and achievements, he was not a Harper or an Eliot--he did not write or speak for a national audience; he did not follow a cosmopolitan educational career; and he has not been included by historians in the general histories of American higher education.

Although the role of David Ross Boyd in the history of American higher education has been judged by historians to be relatively limited, his position in the history of Oklahoma higher education has not been established. Because historical evidence has not been thoroughly analyzed in a study of David Ross Boyd and the University of Oklahoma, the following questions have largely remained unanswered until the present investigation: Were the educational contributions of David Ross Boyd more extensive than that of being the father of the University of Oklahoma? What specific actions or events can be attributed to David Ross Boyd in the

development of a University of Oklahoma? What should be the properly recognized role or position of David Ross Boyd in the history of Oklahoma higher education? Did David Ross Boyd establish an institution which was more like a high school than a university? In David Ross Boyd's dual capacities of university and public school president were there decisional relationships affecting one another? How were the educational contributions of David Ross Boyd related to contemporary national changes in American higher education?

To reiterate, the previously posed questions deal with the scope, that is, range or extent of action, and comparison, that is, estimation of similarities and differences of David Ross Boyd's educational contributions. The first three questions which have to do with scope are related to the first part of the problem of this study: To ascertain the nature and extent of David Ross Boyd's educational contributions to the University of Oklahoma . . .; the last three questions which have to do with comparison are related to the last part of the problem of this investigation: . . . in comparison to changes wrought during the rise of universities in America.

The scope questions and, in turn, the first half of the research problem have been treated by analyzing the following kinds of basic primary and secondary sources of information on David Ross Boyd: His speeches, letters, memos, and other official presidential papers, public documents, and historical data.

The comparison questions and, subsequently, the second half of the research problem have been treated by analyzing the data on the scope of Boyd's educational contributions to determine its similarities and

differences to the thirteen previously mentioned major events or changes of the flowering of the American university movement.

Further, the research problem statement provides the basis for the major purpose of this investigation: (1) To gain an understanding of the educational contributions of David Ross Boyd as president of the University of Oklahoma; and (2) to draw inferences and conclusions concerning the role of David Ross Boyd in the development of Oklahoma higher education. A related purpose has been: (a) To examine the relationship of other contributions of David Ross Boyd in the development of the Oklahoma educational system and his presidency, and (b) to analyze the formative years of David Ross Boyd and the University of Oklahoma with an emphasis on the isolation of dominant developmental themes.

Analysis

To accomplish the purposes of this investigation, an analysis of the educational contributions of David Ross Boyd was conducted. The analysis involved the development and use of a paradigm or model which provided for a comparative perspective between Boyd's accomplishments and major changes of the flowering of the university movement. Consequently, a comparative paradigm was developed to serve as the primary tool of analysis. It is included in Appendix A. The developed tool of analysis can be described as a check list with two dimensions: (1) The vertical dimension includes the thirteen previously identified major changes or events of the flowering of the university movement (new instructional methods; course electives; curriculum expansion; student organizations and athletics; new student discipline; sectarian freedom; educational opportunity; federal assistance; community service; German university

influences; secondary and university articulation; student personnel services; and broadened administrative scope), and (2) the horizontal dimension includes ten major activities or events of college and university administrative functions (general administration; state and national educational organizations; board of regents meetings; coordination with other educational programs and institutions; public relations; faculty selection and recruitment; coordination with other community programs and organizations; educational fund raising; state government relations; and student personnel program and problems). The ten major activities or events of college and university administrative functions were adapted from Clyde E. Blocker, Robert H. Plummer, and Richard C. Richardson, Jr., The Two-Year College: A Social Synthesis, page 185. This particular source was used as a representative listing of the things that most college and university presidents generally do; those activities of which higher education administration is usually all about according to the following additional scholars of higher education: Charles F. Thwing, College Administration; Charles W. Eliot, University Administration; E. E. Lindsay and E. O. Holland, College and University Administration; Frank L. McVey and Raymond M. Hughes, Problems of College and University Administration; Lloyd S. Woodburne, Principles of College and University Administration; and Raymond C. Gibson, The Challenge of Leadership in Higher Education. On the basis of these sources of higher education administration, published from 1900 to 1965, it was determined that college and university presidents have historically been concerned during the modern American university era with such items of general administration as decision-making, meetings with administrative staff and faculty members, buildings and grounds, library, correspondence, and office

routines; they have been involved with state and national educational organizations; meetings with members of the Board of Regents both individually and as a group; coordination with other educational programs and institutions such as the public schools, colleges and universities, hospitals, and so on; they have been concerned with public relations via speeches, civic meetings, newspapers, campus visitors, and publications; coordination with other community programs such as art, music, cultural groups, religious groups, and other organizations; they have been active in recruiting and selecting faculty; fund-raising for building construction, equipment, scholarships, and other purposes; and they have been interested in relations with state legislatures and agencies; student personnel programs and problems.

Therefore, the purpose of including the major administrative functions in the tool of analysis was exposition and classification of the thirteen major changes or events of the flowering of the university movement for delineation of the kinds of educational contributions of David Ross Boyd. In addition, the tool of analysis provided descriptive information on the source and historical validity of the observed events during David Ross Boyd's presidency of the University of Oklahoma. Such events or activities were included in Boyd's written records, reports of the Board of Regents, Oklahoma legislation and statutes, and other historical data covering the Boyd Presidency from 1892 to 1908. Thus, the following data sources were analyzed with the tool of analysis: (1) Approximately forty boxes, containing about twenty-thousand items, of David Ross Boyd Correspondence which are part of the Official Papers of the Presidents of the University of Oklahoma; (2) Oklahoma statutes affecting the development of the University from 1890 to 1908; and (3)

Biennial Reports of the University Board of Regents to the Governor from 1900 to 1908. It was believed that these data sources enabled a thorough analysis of Boyd's educational contributions to the University of Oklahoma.

The first data source, David Ross Boyd Correspondence, established the nature and extent of Boyd's interests and activities during his presidency. This correspondence collection includes both personal and official letters, university memoranda, inquiries, and applications. However, because the first building of the University was destroyed by fire on January 6, 1903, some of Boyd's records are no longer extant. Although most equipment was lost in this fire, the majority of the University records were saved.[14] Consequently, this extant correspondence combined with many of Boyd's speeches and articles in the David Ross Boyd Collection of the University Archives allowed analysis.

The second data source, Oklahoma statutes affecting the development of the University from 1890 to 1908, further established the nature and extent of Boyd's interests and activities during his presidency. This data source included the major acts for construction and appropriation passed by the Oklahoma Territorial Legislature during Boyd's administration. Since these acts were passed with the encouragement and assistance of Boyd, they provided additional data on his educational contributions. Also, the enabling legislation creating the University of Oklahoma in 1890 was examined. Application of the tool of analysis to this data source indicated the nature of the University at its inception; thereby, serving as a beginning comparative analysis of the educational

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[14]Roy Gittinger, The University of Oklahoma, 1892-1942 (Norman: The University of Oklahoma Press, 1942), p. 38.

contributions of David Ross Boyd, that is, the manner and extent to which he expanded and/or modified the conceptual University of Oklahoma.

The third data source, Biennial Reports of the University Board of Regents to the Governor from 1900 to 1908, offered more insight concerning the nature and extent of Boyd's interests and activities during his presidency. Through an analysis of the Biennial Reports, the following kinds of legally required data were examined: " . . . the progress, condition and wants of each of the colleges, embraced in the university, the course of study in each, the number of professors and students, the amount of receipts and disbursements, together with the nature, costs, and results of all important investigations and experiments, and such other information as they may deem important . . . "[15] Biennial Reports could not be found for any years between 1894 and 1900. Consequently, data substitutions were made for this period with an analysis of existing presidential reports to the Board of Regents, minutes of the Board of Regents, University annuals and bulletins, and other sources.

Hypothesis And Methodology

By applying the tool of analysis to the preceding data sources it has been possible to demonstrate several data elements such as Boyd's influence in subsequent statutes for the University; his leadership in accomplishing events described in the Biennial Reports; and, most importantly, the validity of the hypothesis that the educational accomplishments of David Ross Boyd, as the first president of the University of Oklahoma, were representative of major changes in the American collegiate system

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[15]Oklahoma State Legislature, The Compiled Laws of Oklahoma, 1909, (Kansas City, Missouri: Pipes-Reed Book Company, 1909), 1667-68.

during the late nineteenth and early twentieth centuries--thereby cultivating the seeds for a modern university in the flowering of the university movement.

In order to test the hypothesis it was necessary to collect historical data, establish the validity of the data, and interpret the data through synthesis into a generalization or conclusion. This process of historical research entailed "the same standards of excellence and scholarship as other forms of research."[16]

Thus, the methodology of the research began with problem identification and delineation. As stated above, the problem of the study was the nature and extent of the educational contributions of the first president of the University of Oklahoma compared to the changes during the modern American university movement; and, as indicated earlier, the major purpose of the study has been to gain an understanding of the educational contributions of the first president of the University of Oklahoma. Although the problem and major purpose of the study were delineated, it was not possible to limit the scope of the research entirely to the presidency of David Ross Boyd (1892-1908) at the University of Oklahoma. Consequently, the study also has considered aspects of the cultural and intellectual life of the late nineteenth and early twentieth centuries in the United States. David Ross Boyd was a product of his early life in the midwest, his collegiate education at the University of Wooster, and the forces of history in his time. Hence, the man in his historical environment has been briefly considered. But most of all, the study has been

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[16]George J. Mouly, The Science of Educational Research (New York: Van Nostrand Reinhold Company, 1970), p. 207.

concerned with the educational background, philosophical foundation, and presidential activities of David Ross Boyd at the University of Oklahoma.

Research methodology also included data collection. Prior comments have indicated the types of data that were collected. Both primary sources of data ("those documents in which the individual observing the event being described was present") and secondary sources of data ("those in which the person describing the event was not present but has obtained his description from someone else who may or may not have directly observed the event") have been used in the study.[17] However, the major source of data for the investigation has been that of primary documents.

Data validation and interpretation were additional elements of the methodology for the research. These procedures were a part of the process of reviewing the literature. This review included a general survey of books and dissertations which have been concerned with American college and university presidents; it also involved a specific investigation of all available information on David Ross Boyd. Following this literature review, data was further validated and interpreted in a preliminary analysis involving a selection process in taking notes, that is, paraphrase, condensation, selection, reformulation, and judgement. This mental process of data comparison, combination, and selection is called "synthetic operations" by historians. It was through this procedure of synthetic operations that the hypothesis of the research study was tentatively adopted.

The historical procedure which was used in completing data interpretation of the hypothesis was final synthesis. This research process

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[17]Walter R. Borg, Educational Research, An Introduction (New York: David McKay Company, 1963), p. 191.

involved four elements: (1) Interpretation ("either the finding of causal relations that permit explanations of human events, or assertions that permit explanations of human events"); (2) emphasis ("the amount of the account devoted to the subject . . . the intensity of skill devoted to a part of the treatment, and . . . the . . . order in which matters are discussed"); (3) arrangement ("the grouping of evidence"); and (4) inference ("reasoning, or informed invention . . . used to fill gaps in the record or to supply connections between bits or classes of evidence . . . should be done tentatively, provisionally, even modestly").[18]

Therefore, the hypothesis that the educational accomplishments of David Ross Boyd, as the first president of the University of Oklahoma, were representative of major changes in the American collegiate system during the flowering of the university movement, was tested through synthesis or integration of historical facts into meaningful generalizations.

Definitions

Obviously, because of the nature of the foregoing parameters for an investigation of David Ross Boyd and the University of Oklahoma, the historical model selected for the study was that of biography. One very simple definition states that "biography . . . is the record of a life."[19] For purposes of this study, the following definition was more adequate:

> Biography is that branch of writing whose function is to recreate the individuality and the life of an actual man or woman. Individuality is the sum of the characteristics which distinguish the figure as a specific human being. It comprises the distinctive spiritual, moral and mental qualities which determine personality

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[18]Robert Jones Shafer, ed., A Guide to Historical Method (Homewood, Illinois: The Dorsey Press, 1969), pp. 160-63.

[19]John A. Garraty, The Nature of Biography (New York: Alfred A. Knopf, 1957), p. 3

> and character. Life is the sequence of the experiences of the person. A book of biography thus becomes a record of inner workings and external manifestations. These two sides of the figure are depicted in varying degrees by different biographers.[20]

A Cambridge University literature professor has given another acceptable definition of biography: "The aim of biography is, in general terms, to hand down to a future age the history of individual men or women, to transmit enduringly their character and exploits."[21] As a biography, therefore, this study has been concerned with the "individuality" and "life" or "character" and "exploits" of David Ross Boyd as they related to his tenure at the University of Oklahoma.

The types of biographies are many and overlap and merge in their elements. The form of biography which is most common is the one volume narrative of the figure's life from birth to death. A variation of this form is the single-phase biography which treats only one side of the subject's life. A further refinement of the narrative form is the short biography which is a relatively abridged treatment of a single topic.[22] The research study has been conducted as a combination of these kinds of biography--a short narrative biography of the life of David Ross Boyd with paramount consideration given to the single phase or topic of his presidency at the University of Oklahoma.

In addition to the above definition of biography, as utilized in the research study, there are two terms in the title which require

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[20]Dana Kinsman Merrill, American Biography, Its Theory and Practice (Portland, Maine: The Bowker Press, 1957), p. 7.

[21]Sir Sidney Lee, Principles of Biography (Cambridge: Cambridge University Press, 1911), p. 8.

[22]Merrill, op. cit., pp. 77-87.

explanation. The terms "analysis" and "educational contributions" are defined as follows:

(1) Analysis--

the method and procedure of analysis including comparison. Analysis of biographic details concerning David Ross Boyd was done in accordance with the accepted principles of historical criticism, but the primary intent was the isolation of his educational contributions as the first president of the University of Oklahoma. Such analysis included the use of a paradigm to provide a basis for comparison of Boyd's educational contributions to major events of the modern American university movement during the late nineteenth and early twentieth centuries. Further, this comparative analysis was based on data derived from the application of a tool of analysis with data sources of the early development of the University of Oklahoma: (a) David Ross Boyd Correspondence; (b) Oklahoma Statutes affecting the development of the University from 1890 to 1908; and (c) Biennial Reports of the University Board of Regents to the Governor from 1900 to 1908.

(2) Educational Contributions--

the successful completion or achievement of work in higher education activities such as general administration (decision-making, meetings with administrative staff and faculty members, buildings and grounds, library, correspondence, and office routines); state and national educational organizations; meetings with members of the Board of Regents (individually and as a group); coordination with other educational programs and institutions (public schools, colleges and universities, hospitals, and so on); public relations (speeches, civic meetings, newspapers, campus visitors, and publications); recruiting and selecting faculty; coordination

with other community programs and organizations (art, music, and other cultural groups, religious groups); fund-raising (for building construction, equipment, scholarships, and other purposes); relations with state legislature and agencies; and student personnel program and problems--as any or all of these activities were evidenced in the following major events of the modern American university movement during the late nineteenth and early twentieth centuries:

> New Instructional Methods (laboratory method; manual-labor technique; marks and examinations; and library facilities).
>
> Course Electives ("parallel" and "partial" course schemes; scientific programs and departments; major-minor system; and the group system).
>
> Curriculum Expansion (philosophical acceptance of the importance of all subjects; emphasis on scientific and utilitarian courses; subject-matter specialization/departmentalization of curriculum; proliferation of courses; better use of traditional subject matter; and correlation and integration of the curriculum).
>
> Student Organizations and Athletics (extracurriculum; non-dormitory residential facilities; fraternities and sororities; clubs and secret societies; collegiate and intercollegiate athletics; publications; and "college life" or "class spirit").
>
> New Student Discipline (student self-government; the honor system; and abandonment of compulsory chapel).
>
> Sectarian Freedom (free of sectarian control).
>
> Educational Opportunity (equality of educational opportunity regardless of economic status, race, or ethnic origin; extended educational opportunity through the summer school, the afternoon or evening session, and the university extension division).
>
> Federal Assistance (grants-in-aid to the states for colleges and universities).
>
> Community Service (philosophical acceptance of the ideal of university service to all the needs of the democratic community; the extensive use of the university for political reform, economic and social improvement, and human welfare).
>
> German University Influences (Lernfreiheit ((freedom of learning)) and Lehrfreiheit ((freedom of teaching)); instructional techniques ((seminar, the specialist's lecture, the laboratory, and the

monographic study)); scholarly research; graduate instruction; learned societies; and scholarly faculty and journals).

Secondary and University Articulation (standardizing college entrance; determining the length of the college course; concept of the junior college; and general education).

Student Personnel Services (in loco parentis or the paternalistic tradition; student counseling; student housing; employment and health services; and planned extracurricular activities).

Broadened Administrative Scope (incorporation and standardization; secular control of higher education; changes and increases in administrative personnel; distribution of power in the academic hierarchy; revenues and expenditures; efficiency of management; and salaries and pensions).

Organization

The research study has been organized into five chapters: Chapter I--Overview: The Nature of the Study; Chapter II--The Internal Development of the University of Oklahoma, 1892-1908; Chapter III--The External Development of the University of Oklahoma, 1892-1908; Chapter IV--The Educational Background and Philosophical Foundation of David Ross Boyd; and Chapter V--Summary, Conclusions, and Implications.

Chapter I has presented overview information with subheadings of introduction, purpose and problem, analysis, hypothesis and methodology, definitions, and organization; Chapter II will discuss the internal development of the University of Oklahoma relative to the 1890 University Act, general administration, Board of Regents meetings, faculty selection, student personnel program, and summary; Chapter III will consider the external development of the University of Oklahoma regarding state and national educational organizations, coordination with other educational programs, public relations, coordination with other community programs, educational fund raising, state government relations, and summary; Chapter IV will examine the educational background and philosophical

foundation of David Ross Boyd in the areas of informal and formal education, influences of Wooster University, professional and other experiences, selection as the first president of the University of Oklahoma, egalitarian philosophy, ecological philosophy, cultural philosophy, theological philosophy, humoristic philosophy, educational philosophy, and summary; and Chapter V will conclude the research study with a summary, conclusions, and implications of the historical events, purposes, and hypothesis or problem of the investigation.

As supplemental data for the five chapters of the study, appendices have been included at the end of the research. The specific nature of this information is detailed in the Table of Contents.

CHAPTER II

THE INTERNAL DEVELOPMENT OF THE UNIVERSITY OF OKLAHOMA, 1892-1908

1890 University Act

On December 19, 1890, the University of Oklahoma was created by the First Legislative Assembly of the Territory of Oklahoma. In legislation entitled, "An Act to Establish and Locate the University of Oklahoma", some provisions were made to initiate an institution which was in phase with the flowering of the American university movement. The Act specified courses of scientific study including the use of the laboratory method. Also, stipulations were included for a professional course of instruction. However, the traditional liberal course of instruction was required to coexist with the modern curricula. The development of the scientific, professional, and liberal programs of study was supported by provisions for facilities expansion, purchase of related equipment, and library resources.

The enabling legislation for the University of Oklahoma required sectarian freedom in religion and politics for all instruction, selection of professors, admission of students, appointment of regents, and employment of administrators. Further opportunities for a university education were established with policies effectuating coeducation and free tuition for all residents of the Oklahoma Territory.

Other modern nineteenth century American university developments were alluded to in the University Act: Community service through coordination with other educational programs and philosophical acceptance of the ideal of university service to all the needs of the democratic community; German University influences to be evidenced in scientific studies and scholarly research; and student personnel services to begin with the requirement that every applicant for admission be personally examined. Thus, the conceptual University of Oklahoma was established, in part, upon some of the tenents of the modern American university.[1]

The first session of the University of Oklahoma began on September 15, 1892. Prior to and following this date, President David Ross Boyd participated in various events which further developed the institution into a modern university. It is impossible to document all activities which led to the flowering of the University of Oklahoma. However, the following events and activities, each of which could be illustrated by numerous other examples, indicate the extent of Boyd's interests and efforts in developing the early University of Oklahoma in four internal areas: (1) General Administration; (2) Board of Regents Meetings; (3) Faculty Selection; and (4) Student Personnel Program.

General Administration

In the activity of General Administration, David Ross Boyd concentrated on the details of giving viability to the goals of the University of Oklahoma:

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[1]First Legislative Assembly of the Territory of Oklahoma, "An Act to Establish and Locate the University of Oklahoma," Revised and Annotated Statutes of Oklahoma, 1903, (Guthrie: State Capital Co., 1903), II, 6380-6397. See Appendix B for further analysis.

> The object of the University of Oklahoma shall be to provide means of acquiring a thorough knowledge of the various branches of learning connected with scientific, industrial and professional pursuits, in the instruction and training of persons in the theory and art of teaching, and also instruction in the fundamental laws of the United States and of this Territory, in what regards the rights and duties of citizens, and to this end, it shall consist of the following colleges or departments, to wit: First. The colleges or department of arts; Second. The college or departments of letters; Third. The normal college or department; Fourth. Such professional or other colleges or departments as now are or may from time to time be added thereto or connected therewith, and the board of regents are hereby authorized to establish such professional and other colleges or departments when in their judgement they may be deemed necessary and proper . . . [2]

President Boyd's role in carrying out the object of the University was not exclusive; it was shared with the Board of Regents, faculty, students, and other constituent elements of the institution. His presidential powers and duties, however, made him the central figure in all factors affecting the development of the University of Oklahoma:

> The president of the University shall be president of the several faculties, and the executive head of the instructional force in all its departments; as such, he shall have authority, subject to the board of regents, to give general direction to the instruction and scientific investigations of the several colleges . . . [3]

Twelve years after he became president of the University, David Ross Boyd described his presidential powers and duties in reply to an inquiry from the President of the University of Texas:

> . . . I desire to say that we have not formulated any rules or regulations governing the duties, powers, and prerogatives of the president of this institution. These are defined in the Territorial Statutes and the volume is out of print so I cannot furnish them to you. In brief, the full executive charge is given to the president of this institution. I think the powers are rather more extensive than is wise. I have entire power

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[2] Ibid., 6388.

[3] Ibid., 6387.

> over the institution and over the instruction and supervision of the same. And also power in regard to the selection of text-books . . . [4]

With requisite power to pursue the goals of the institution, President Boyd worked to achieve progress in areas associated with new instructional methods such as the laboratory method and library facilities. He corresponded to obtain information on proper furnishings for students who were to be seated while taking notes during scientific lectures in the new Science Hall;[5] he requested scientific viewing cards, like those used by Harvard Laboratory, which were geometrical rather than steroscopic in nature;[6] he secured "the necessary machinery, apparatus and appliances" for a physical laboratory, electrical engineering laboratory, testing materials of construction laboratory, experimental steam laboratory, carpenter and pattern making shop, foundry and forge shop, and "several instruments of precision for practical work in civil engineering;"[7] and he obtained the latest furnishings for the new Carnegie Library.[8]

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[4]Letter, David Ross Boyd to President William L. Prather, Feb. 13, 1904, University of Oklahoma, Division of Manuscripts, Official Files of the Presidents of the University of Oklahoma, David Ross Boyd Correspondence. Cited hereafter as Boyd Correspondence.

[5]Letter, David Ross Boyd to Thomas Kane and Company, Chicago, Illinois, Aug. 3, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[6]Letter, David Ross Boyd to Underwood and Underwood, New York, New York, Oct. 22, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[7]Report of the Board of Regents of the University of Oklahoma to Honorable Charles N. Haskell, Governor (Guthrie: State Capital Printing Co.), 1905- 1907, p. 14. Cited hereafter as Report of Board of Regents.

[8]Letter, David Ross Boyd to A. H. Andrews Company, Chicago, Illinois, June 3, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

In completing the library facilities, the Board of Regents were able to state in 1904, that the building was erected "and equipped with stacks and all the modern facilities for conducting a library."[9] By 1907, the Board of Regents reported that the University library, including departmental collections and government depository publications, contained about 16,000 volumes. They also stated that the "selection of the books has been made with much care; the results of building up a library in a very short time with definite ideas in mind are evident . . . "[10] The cataloguing of volumes was done according to the Dewey Decimal classification system--"using printed cards from the Library of Congress and from the John Crerar Library of Chicago supplemented by typewritten cards . . . Instruction in the use of the catalogue and of various indexes and library aids is given."[11] Further, the Board of Regents reported that:

> The library receives eighty-five of the more important general and departmental magazines, and most of the newspapers of Oklahoma, together with several of the larger dailies from various parts of the United States. Back files of the magazines indexed in Poole are being added as rapidly as funds will permit.[12]

One year later, at the conclusion of Boyd's presidency, the Board of Regents reported that the University library had grown to about 20,000 volumes and recommended enlarged facilities for the immediate future. They also saw the need for a law library for the use of the new department and, with the resources of the University library, members of the legislature and various state commissions. They suggested that the library should be

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[9]Report of Board of Regents, to Honorable T. B. Ferguson, Governor (Guthrie: State Capital Printing Co.), 1902-1904, p. 18.

[10]Ibid., 1905-1907, pp. 61-62.

[11]Ibid.

[12]Ibid.

for both the State and the University; that such a plan as that of the University of Wisconsin should be adopted in providing library services for the benefit of the State and other educational institutions.[13]

Curriculum expansion, as a part of activities in general administration, was implemented by David Ross Boyd in several academic areas. By 1902, six major departments of the University had been established: College of Arts and Sciences; School of Pharmacy; School of Medicine; School of Fine Arts; Preparatory School; and Department of Physical Culture.[14] Two additional departments, School of Mines and School of Engineering, were added before the end of 1904.[15] These eight departments were the extent of Boyd's influence in curriculum expansion at the University of Oklahoma.[16] They represented courses of study, with several individual courses in each area, in the academic disciplines of philosophy, psychology, education, history, economics and sociology, political science, classical archaeology, Greek, Latin, German language and literature, Romance languages and literatures, English literature and language, bibliography, mathematics, astronomy, chemistry, botany, zoology and embryology, geology, physics, pathology and bacteriology, physiology, anatomy, theory of music, physical training, electrical engineering, civil engineering, mechanical engineering, engineering shops, drawing, forensic medicine, piano, voice, violin, public speaking and dramatic art, and miscellaneous fields.[17]

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[13]Ibid., 1907-1908, to Honorable Charles N. Haskell, Governor, pp. 23-24.

[14]Ibid., 1900-1902, to Honorable T. B. Ferguson, Governor, p. 1.

[15]Ibid., 1902-1904, p. 1. [16]Ibid., 1907-1908, p. 2.

[17]The University of Oklahoma, General Information and Announcements (Guthrie: State Capital Printing Co.), 1907-1908, pp. 57-156. Cited hereafter as Catalog.

The 361 courses offered in approximately thirty-eight departments in 1908,[18] were at the collegiate level. Although the Preparatory Department still enrolled about one-third of the students,[19] it had been shortened from a four to a three years offering.[20] The number of college courses and relatively small preparatory enrollment were in sharp contrast to the earliest years of the University. During the first year of operation, the institution offered a classical, philosophical, scientific, and English curricula, but there were no students enrolled in the collegiate department--the majority were in the preparatory department with a few registered for the pharamaceutical and musical departments.[21] Of the 142 students enrolled in 1893-94, there was one collegiate enrollment, seven pharamaceutical, thirty-one musical with a few of these and all of the rest enrolled in the preparatory studies.[22] However, as early as 1903, President Boyd was able to suggest that the Preparatory School could gradually be phased out when more high schools were developed to replace its function.[23] Consequently, even though the University continued to offer both a high school and college curricula throughout Boyd's presidency, there was heavy emphasis on a University program during the later period.

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[18] Report of Board of Regents, 1907-1908, pp. 3-4.

[19] Ibid., 1905-1907, p. 45.

[20] Dorothy Gittinger Wardner, "The Territorial University of Oklahoma" (unpublished master's thesis, University of Oklahoma, 1939), p. 63.

[21] Ibid., Roy Gittinger, The University of Oklahoma, 1892-1942 (Norman: The University of Oklahoma Press, 1942), pp. 17-19.

[22] Ibid., Gittinger, p. 19.

[23] Letter, David Ross Boyd to Henry E. Asp, Feb. 28, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

The zeal which Boyd applied to the expansion of the collegiate curricula was especially pronounced in the practical or utilitarian fields. Hence, there was emphasis in each of the departments to provide education which would "enable an individual to re-act successfully to his environment."[24] The manner in which President Boyd developed practical educational programs in engineering or applied science, medicine, mining, pharmacy, fine arts, geological and natural history survey, and other areas often varied; but the motive of providing a practical education was a constant factor.

President Boyd's efforts to establish a School of Commerce at the University of Oklahoma were typical of his work to secure practical educational programs in other fields. As early as 1903-1904, he recognized the importance of adding new courses in economics at the University. In a letter to Registrar George Bucklin, who was working on a master's degree at Yale, Boyd gave suggestions for starting economics courses.[25] President Boyd was also interested in securing a professor of economics. Replying to a teacher placement friend in Chicago, who had suggested the availability of an economics professor with training at the University of Pennsylvania, Boyd stated: " . . . I am interested in the man you described for the work in economics from the University of Pennsylvania. The University of Pennsylvania, as you know, has had a School of Commerce for twenty years and is in fact the pioneer in that subject. I shall be glad to meet the man

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[24]David Ross Boyd, "Practical Education" (undated paper, University of Oklahoma, Archives, David Ross Boyd Collection), p. 2.

[25]Letter, David Ross Boyd to George Bucklin, June 8, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

in Cincinnati, if that is not too difficult . . . "[26] David Ross Boyd's interest in benefiting from the experiences of the Wharton School of Finance and Economics at the University of Pennsylvania was expressed to a Texas applicant for the new economics position: " . . . The person for this department should have such training as is given in this department of the University of Pennsylvania which is the oldest and most complete school of this kind in the country . . . "[27] The desire of David Ross Boyd to establish a modern business program was evident in another letter to a teaching applicant: " . . . There is a great demand for such work and such departments are being established in most of the state universities. It is essential that the man we employ be thoroughly conversant with this movement and up-to-date in it . . . "[28] Obviously, Boyd's efforts to hire an economics professor were related to his larger plans to establish a School of Commerce offering many subjects in the business field. In response to a request to send names of students who might be interested in life insurance work, Boyd told an insurance executive in New York:

> . . . We are deeply interested here in the proposition of extending the university curriculum so as to include subjects that would be suitable for training young men for responsible business positions. We propose to shape the university courses in this line for developing into a school of commerce that will train young men to be actuaries and principals and managers of business concerns. I shall be glad to have any information you may give me in regard to the life insurance work . . .[29]

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[26]Letter, David Ross Boyd to C. J. Alberts, Jan. 23, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[27]Letter, David Ross Boyd to J. R. Cole, Feb. 26, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[28]Letter, David Ross Boyd to C. C. Call, Feb. 21, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[29]Letter, David Ross Boyd to Guilford C. Babcock, Feb. 12, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

Although the School of Commerce and Industry was not organized until 1913,[30] David Ross Boyd established a Department of Economics and Sociology designed to meet the needs of students majoring in these areas or supplementing work in other departments; students planning for a business career; and students preparing for the study of law. Included within the economics curriculum was a course in insurance "with special attention to life insurance."[31]

The general administrative efforts of President David Ross Boyd to develop student organizations and athletics were widespread in the University of Oklahoma. He encouraged a strong extracurriculum in areas and organizations such as the following: Student publications--The University Umpire which included a semi-weekly newspaper and a monthly magazine; and The Mistletoe which was the University annual prepared by the junior class; Public speaking societies--The Senate for practice in debate and parliamentary drill; The Forum for general society work and practice in parliamentary principles; The Websterian for general society work of the Preparatory School male students; The Zetalethean for general society work of the Preparatory School female students; The House of Representatives which was a branch of the Senate for third and fourth year Preparatory School students and freshman in the College of Arts and Sciences; The Aurora which was devoted to general society work for young women of the Preparatory School; The Pharmo-Medics organized for young men of the Schools of Medicine and Pharmacy, for discussions on interesting subjects; and the Oratorical Society, allied with the Territorial Oratorical Society,

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[30]Gittinger, op. cit., p. 84.

[31]Catalog, op. cit., p. 65.

for the purpose of developing interest and providing practice in oratory; The Christian Associations--The Young Men's and Young Women's Christian Associations for moral and religious training and social and practical assistance for students; and Athletics--which were under the control of a student Athletic Association and a University Athletic Council composed of students and faculty. By 1907-1908, the nature of athletics at the University of Oklahoma was as follows:

> The university authorities encourage physical training and the various sports and exercises of the athletic field in so far as they promote the objects of the university. A large athletic field containing a quarter mile running track, a football field and a base ball field, is near the two gymnasiums. At the side of the field is a stand seating five hundred people, from which a good view of the games may be had.[32]

Intercollegiate athletic contests were also encouraged. The University was a member of the Southwestern Intercollegiate Athletic Association with other representatives from state universities in Texas, Arkansas, Colorado, New Mexico and other schools of these states. Consequently, the University of Oklahoma competed against other state institutions and conducted interscholastic athletic meets for high schools.[33]

President Boyd was also interested in the development of the fraternity system "which was to become in time a feature of university social life."[34] Like most of his fellow college presidents, however, he did not rush into the national fraternity movement. It was not until 1905, three years before the end of his presidency, that the first secret fraternal orders were permanently established at the University of Oklahoma. The

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[32]Ibid., pp. 28-33.

[33]Ibid., p. 33.

[34]Gittinger, op. cit., p. 50.

history and probable future of fraternities at the University were summarized by Boyd in response to a questionnaire on fraternities from the University of Texas:

> . . . I am in receipt of your questionnaire concerning fraternities. We have no fraternities here. We have two or three local organizations that are more or less secret but they disband and organize again from time to time so that it can hardly be said that there are secret fraternaties here at all but we will have to meet the problem as other institutions do and for that reason I should be very much obliged to you if you kindly send me the tabulated information that you secure through these questionnaires. I regret that I can not make any important contribution to your fund of information on this subject . . . [35]

About five weeks later, President Boyd told a national representative of a fraternity wishing to establish a chapter at the University that he was interested in the idea, but with reservations:

> . . . I have read your letter in regard to establishing a fraternity in the University with a great deal of interest. No chapters of general fraternities have been established as yet in the University. When we do take up the matter we will expect, of course, to have them established with the approval of the faculty. There's no prejudice or rule against fraternities but if they are established we desire that they be affiliated with an organization of known and established character and will be organized on such a basis that the University can depend upon them being a help instead of a hindrance to the University. You do not mention the name of your fraternity nor give any information in regard to its extent, character, etc. Before I could give you _____ of your chapter here, we would have to have full information in regard to its character, its extent, etc . . . [36]

Pressure from a local group of students continued, however, for the establishment of a national fraternity chapter at the University. At the end of April, 1906, President Boyd and the faculty were apparently satisfied with the organization of the local fraternity chapter of Alpha Delta Sigma.

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[35]Letter, David Ross Boyd to Dr. W. S. Sutton, Jan. 23, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[36]Letter, David Ross Boyd to Otis W. Holmes, Kansas City, Missouri, March 2, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

In a letter to the national fraternity of Kappa Sigma, Boyd told their Supreme Executive Committee:

> . . . I know the members of the local fraternity known as the Alpha Delta Sigma. They are young men who have established their character in the University of Oklahoma as students and gentlemen. I heartily endorse and recommend them as good material for a good fraternity. I am a fraternity man myself and from my standpoint I consider them excellent fraternity material. I trust you will give them due consideration and see your way to establish a chapter of the Kappa Alpha Sigma here . . . [37]

President Boyd's endorsement of the local fraternity was successful for at the night of commencement, 1906, the Kappa Sigma fraternity was initiated. Another fraternity soon followed with the installation of Beta Theta Pi during the fall term of 1907.[38]

Although these early fraternities were officially recognized at the University, they were the exclusive domain of the male students for "there were no women's national fraternities at the university before statehood, but several local secret clubs were organized which later received national charters."[39] Thus, besides setting a precedent for the coeds to later follow, the first fraternities at the University added to the perpetuation of belief in the importance of the extracurriculum:

> The Kappa Alpha Southern was the first to enter the field and as the pioneers of the system they have established a good fellowship and spirit of school loyalty that will be the precedent for years to come. The fraternity spirit as a side issue to the college spirit is what makes the golden haze of student days . . .[40]

Educational opportunity was another area of general administration which was fostered by President Boyd. His interest in equality of

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[37]Letter, David Ross Boyd to the Supreme Executive Committee, Kappa Sigma Fraternity, April 30, 1906, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[38]Wardner, op. cit., p. 157. [39]Ibid.

[40]Ibid., Her source is cited as the Shawnee Herald, July 24, 1906.

educational opportunity included minority races such as Negroes and Indians, but was especially concerned with the rights of women. Even though he did not extend to coeds the opportunities for women's national fraternities at the University, equal curricular advantages were provided. Judged by modern standards of today, the coeducational opportunities at the early University of Oklahoma would be limited. At the time they were available, however, the provision in the University Act allowing female attendance was liberal albeit controlled: " . . . The university shall be open to female as well as to male students, under such regulations and restrictions as the Board of Regents may deem proper . . . "[41] The regulations and restrictions which President Boyd and the Board of Regents imposed upon all students, but more so for girls, was in loco parentis in nature. Such student control by the administration was not arbitrarily derived, but rather, was the enforcement of a policy demanded by students' parents. Consequently, the social life of male and female students reflected their comparable privileges at home and the larger society.

Thus, the educational opportunities for coeds at the University of Oklahoma were equal, but often separate in facilities. Girls had their own literary societies, gymnasium, rooming house, moral and religious training associations, and other private enclaves. Even though they were eligible to attend any University program, most women were enrolled in the College of Arts and Sciences, School of Fine Arts, School of Pharmacy, and the Preparatory School. The limited enrollment of females in the professional schools was a result of both the traditional role of American women in society and the small number of coeds who attended college. In terms of

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[41]First Legislative Assembly of the Territory of Oklahoma, "An Act to Establish and Locate the University of Oklahoma," op. cit., 6390.

the former situation, President Boyd, like most Americans of his era, did not view coeducation as preparation for a career in the professions. The following 1907 recommendation to the Governor indicates concern for coeducation, but along the traditional lines of social status for women:

> Up to this time little instruction has been offered to women of such a character as to be of especial interest to them in after life. The University should offer every facility in its power to fit women for their highest function in society, namely, the establishment and maintenance of the home. To this end a department of domestic economy should be established which should include in its work instruction in planning, furnishing, and maintaining the home in accordance with the most recent experience in the application of the arts and sciences to living. Women should be trained also in the business side of home management, to understand the value of commodities and to be able to conduct the affairs of a modern home equitably and economically. The chair of household economics should therefore be established and the department organized.[42]

David Ross Boyd's concern for the small number of female students at the University was evident in a letter to a professional colleague in Missouri: " . . . The University opened very nicely indeed. We are somewhat disappointed in one feature, and that is the attendance of girls. We have only one girl this year where we had four last. Not withstanding this, however, our aggregate attendance is at a marked increase . . . "[43] From the time that Boyd made the previous comments in 1903, to the last year of his presidency in 1908, the enrollment of women in the University increased to approximately 242 or about one-third of the roll of students. All but 68 girls, who were enrolled in the Preparatory School, were engaged in University level programs. Undoubtedly, President Boyd was proud of this

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[42] Report of Board of Regents, 1905-1907, p. 78.
The School of Home Economics was not created until the fall of 1919, within the College of Arts and Sciences.

[43] Letter, David Ross Boyd to Professor W. T. Ellis, Sept. 20, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

marked increase in female attendance at the University--including the enrollment of his daughter, Mary Alice, as a senior in the College of Arts and Sciences.[44]

President Boyd also worked to develop other areas of educational opportunities at the University. For several years he attempted to establish a summer school program.[45] During the summers of 1898 and 1899 summer terms were conducted at the University, but they were discontinued from 1900 through 1907.[46] The early summer school program was dropped because it was not self-supporting.[47] Later attempts by Boyd to continue summer terms were blocked by lack of sufficient administrative time for planning, concern about student attendance, limited available instructors during the summer, and restricted financial support.[48] For the summer of 1908, however, Boyd was successful in reinstituting a summer term. As the presidency of David Ross Boyd ended the last day of June, 1908, "planning this summer session was President Boyd's final constructive activity for the university."[49] The importance of this first summer session after Oklahoma statehood was reported by the Board of Regents to the Governor:

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[44]Catalog, op. cit., pp. 158-73.

[45]Letters, David Ross Boyd to Ethel Allen, May 4, 1903; and Oscar Harder, March 9, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[46]Wardner, op. cit., pp. 153-55.

[47]The University of Oklahoma, Board of Regents' Minutes, meeting of December 23, 1898; Ibid., p. 154.

[48]Letter, David Ross Boyd to Superintendent W. C. Jamieson, Feb. 10, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[49]Gittinger, op. cit., p. 56.

> During the summer the University offered courses at a special session for summer work. 124 students were enrolled for this work, 78 being men and 46 women. A number of courses similar to those given during the regular school year were offered . . .
>
> This was the first occasion upon which the University has offered summer work and the results of the experiment seem eminently satisfactory. A large number of students in the State are anxious to go on with their regular University work but have not the means of doing so during the year. This class includes many teachers and it seems advisable that the opportunity of gratifying their desire should be given them . . .

additional extension services such as correspondence study were not offered because "our professors have all they can do to attend to class duty."[55] Boyd was hopeful for reduced regular teaching hours for faculty, however, and planned that "the time will soon come when the resources of the University will be so increased that its facilities may be open to the people of the Territory by means of correspondence . . . "[56] To the need for expansion of Oklahoma extension opportunities, the Board of Regents envisioned programs which transcended lectures and discussions:

> . . . This is merely the beginning of work of this kind which it is hoped will develop in such a way that aid may be given to night classes and other organizations of those who are seeking cultural advantages for themselves, but are unable to go away to college. It is believed, also, that through this department of University work civic organizations, such as commercial clubs, can be greatly aided by being kept informed upon the resources of the State and the best practical ways of using them.
>
> With the development of the professional schools it is hoped also that the members of the various professions will find more and more help from the results of such research work as can be undertaken at the University.
>
> The immediate need of this department is for the means to arrange systematically for the use of the best illustrations in the most effective way in connection with the lectures and addresses given by members of the faculty, and to employ an agent to make arrangements throughout the State for University Extension work.
>
> The splendid Extension work done by the University of Wisconsin will be taken as far as possible as a pattern for our extension work, our ideal being to bring as much as possible of the educational advantages which the University can offer to as many people as possible in as many ways as possible and in as many places in the State as possible.[57]

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[55]Letter, David Ross Boyd to Miss M. Ellen Martin, Sept. 20, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[56]Ibid.

[57]Report of Board of Regents, op. cit., pp. 24-25.

German University influences, as a result of President Boyd's general administration of the University of Oklahoma, included emphasis on high standards of scholarship, instruction, and faculty considered in many of the events of this study.

Other influences of the German University can be illustrated in the development of graduate instruction and, indirectly, the Gymnasium Movement.

Although early publications of the University cite the existence of a Graduate School, this institutional unit was largely an infant program which did not begin to mature until 1909--when a graduate dean was appointed and the work was organized separately.[58] However, it can be stated that Boyd's early emphasis on starting graduate work at the University was the precipitating factor in the creation of a separate Graduate School; and an acknowledgment on his part of the importance of graduate studies in a university. In reply to a question on graduate research at the University, President Boyd informed a Virginia professor:

> We are not as yet developed sufficiently to undertake very extensive work and research in original investigation. I think, however, that this work is one of the special functions of state universities, that is, institutions supported by taxation since the results of these investigations, if they are of any benefit at all, are additions to the sum total of general knowledge and are often of great practical benefit to the people. Institutions found on private benevolence and supported privately are usually maintained for some special purposes.
>
> The subjects of the theses that have been prepared by our candidates for the M. A. degree are: A Study of the Flora of Oklahoma by P. J. White, 1901; A Dialectical History of the eastern and southern portions of the United States: being an attempt to track certain peculiarities of those regions in their origin and

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[58]Gittinger, op. cit., p. 59.

their development with a book list by C. Ross Hume, 1900. Neither of these has been published as yet . . . [59]

There were four requirements for the master's degree from the University of Oklahoma: "The candidate must have received the bachelor's degree from this University or from some other acceptable school; He must do in an acceptable manner resident work to the amount of thirty hours; The courses elected must be advanced work and must be chosen from two departments, in one of which shall be the major and in the other the minor study; At the option of the instructors under whom the work is taken, a suitable thesis may be required."[60]

President Boyd often quoted the requirements for the master's degree to interested students.[61] By 1905, he saw a possible continuous program for students from the bachelor's to the master's degrees at the University: " . . . If you come here to do work for the A. B. degree and do it successfully we will be very glad to arrange for you to continue one year farther. We are very well prepared to do one year's graduate work in a number of lines of work . . . "[62] Boyd's growing confidence in the graduate program of the University was probably part of his personal

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[59]Letter, David Ross Boyd to Dr. J. M. Page, Dec. 13, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[60]Catalog, op. cit., 1902-1903, p. 27.

[61]Letters, David Ross Boyd to S. J. Creswell, Oct. 9, 1903; and Alvin G. James, Aug. 13, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[62]Letter, David Ross Boyd to W. E. Nants, Nov. 29, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

sentiment that "we can really begin to feel that we are a university"[63]--a thought which became a public conviction by 1908.[64]

Even though Boyd was pleased with the development of the institution as a university, he was not under delusions of graduate school grandeur. During the first year of graduate work at the University, 1898-99, there were two students enrolled;[65] In 1907-08, the last year of Boyd's presidency, there were four graduate students.[66] Obviously, an institution which offered students a range of programs extending from high school to master's level was exerting itself. Consequently, there was never any discussion of starting doctoral level graduate programs during the administration of David Ross Boyd.

The Gymnasium Movement in the United States began in the 1820's as the result of German refugee's influences. Because of the Puritan ethic, there were many who objected to the idea of a gymnasium which suggested "frivolity and play."[67] By the time of the organization of the University of Oklahoma in 1892, gymnasiums were commonly found on the American college and university campus. However, the development of the gymnasium idea at the University did not surface until 1897, when the students presented a petition for a gymnasium to the Board of Regents.[68] The students' desires

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[63]Letter, David Ross Boyd to Professor L. W. Cole, Dec. 16, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[64]Catalog, op. cit., 1907-1908, p. 15.

[65]Gittinger, op. cit., p. 24.

[66]Catalog, op. cit., p. 158

[67]Frederick Rudolph, The American College and University, A History (New York: Vintage Books, 1962), p. 151.

[68]The University of Oklahoma, Board of Regents' Minutes, meeting of June 7, 1897.

were soon realized with the opening of a temporary downtown Norman gymnasium for the use of both male and female students in 1900;[69] provision for a permanent gymnasium by the Territorial Legislature of 1901;[70] construction of the new gymnasium in 1903;[71] and the addition of a women's gymnasium in the basement of the new Carnegie Library in 1905.[72]

The official position of the University toward the need for gymnasium activities was consistently that "the bodies of students must be trained and developed at the same time that we are seeking to cultivate their minds. This can only be done to the best purpose by systematic physical training . . . "[73] President Boyd regarded the gymnasium concept as part of the physical culture program for students:

> . . . the work in Physical Culture has been organized at the University for three years. For the first two years it was directed by Dr. L. N. Upjohn in connection with his work as the head of the Pre-Medical School. Last year we employed Mr. D. C. Hall of Brown University, Providence R. I. who has had a large experience in Gymnasia at Boston. He was a member of the team which represented the United States in the Olympic Games at the Paris Exposition and carried off prizes in some of the principal events there. He is also a well trained man in the subjects of medicine that relate immediately to the subject of Physical Culture. The work is now thoroughly systematized. We now require every member of the University classes below the senior class in the School of Arts and Sciences to take the Gymnasium work from the first of November until the first of April. All preparatory students must take gymnasium training from the beginning of the term in September to April first. We are equipped well with all appliances for gymnasium practice. This year we did not have a single case of illness among

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[69] Wardner, op. cit., p. 82.

[70] Legislative Assembly of the Territory of Oklahoma, "An Act to Authorize the Construction of Additional Buildings for the University of Oklahoma," Revised and Annotated Statutes of Oklahoma, op. cit., 6398.

[71] Catalog, op. cit., p. 17.

[72] Ibid.

[73] Report of Board of Regents, op. cit., p. 8.

> students who took the drill. The women have regular attention the same as the men under a competent instructor, Miss Kate McBride, and are given work according to the same plan as that pursued for men . . . [74]

The administrative scope of the University of Oklahoma was broadened during the general administration of President David Ross Boyd. Elements of broadened administrative scope which were developed included standardization, changes and increases in administrative personnel, distribution of power in the academic hierarchy, revenues and expenditures, efficiency of management, and salaries and benefits.

President Boyd recognized early the need for standardization of University affairs with that of other higher education institutions. In 1898, six years after the opening of the University, Boyd obtained membership for the institution in the National Association of State Universities.[75] The professional schools of the University, such as the School of Mines and the School of Medicine, were developed to meet the admission requirements of their respective associations--National Association of State Mining Schools and Association of American Medical Colleges.[76] The results of Boyd's work for University standardization with other colleges and universities were clearly evident by 1907:

> . . . Its requirements for admission and all its courses of instruction have been of such a standard and quality and extent that the work of the University is now accreditated in all

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[74]Letter, David Ross Boyd to W. T. Little, June 18, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.
The Catalog, 1907-1908, indicates the precautions taken for student participation in physical culture: " . . . Every student, upon entering, is given a medical examination. The medical part of the examination consists chiefly of heart and lung tests; in the physical examination proper, a complete anthropometric and strength test is made . . . "

[75]Report of Board of Regents, op. cit., 1905-1907, p. 65.

[76]Ibid., pp. 19; 21.

> state universities in the country. The University for a number of years has been a member of the Association of Colleges of the North-central States, also. The work done here is also accredited, therefore, in all the colleges and universities of private and denominational foundation west of the Alleghany Mountains. The graduates of the University have been recognized and given full credit when seeking graduate work in the universities of Chicago, Harvard, Yale, and Columbia. Our graduates are sought by nearly all the institutions of national reputation seeking graduate students.
>
> Several of our graduates have secured advanced degrees from Harvard, Yale, and Chicago universities, with as complete credit as their own graduates and in the same length of time.
>
> Last year several students secured scholarships and fellowships at eastern institutions . . . Columbia University . . . Wisconsin University . . . Chicago University . . . Yale University.[77]

The changes and increases in administrative personnel at the University were quite similar to the national pattern in higher education at the turn of the century. In the early nineteenth century and before, "it had been customary to describe the old college president as primus inter pares, the newer one was simply primus."[78] Soon, the specialization of the presidential function developed into subordinate offices with the appointment of a librarian, registrar, deans, and other positions.[79]

When President Boyd began his administration in 1892, he was the entire administration. In addition to handling all administrative work, he shared in the teaching load with the other three members of the faculty.

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[77] Ibid., pp. 65-66.
The resolve of the University to maintain standardization was indicated in the Report of Board of Regents, 1907-1908: " . . . we cannot afford, in Oklahoma, to take any lower stand than is being now generally taken by similar institutions throughout the country, and our requirements will be found to be in substantial harmony with those of the best state universities and colleges."

[78] John Brubacher and Willis Rudy, Higher Education in Transition, An American History: 1636-1956 (New York: Harper and Brothers, 1958), p. 352.

[79] Ibid., pp. 352-53.

Gradually, the administrative responsibilities were distributed with the hiring of a student as librarian in 1894;[80] the addition of a stenographer and office clerk in 1895[81] (part of the duties of which evolved into the position of registrar and secretary to the president from 1897-1900);[82] the development during 1901 of separate positions of registrar and secretary to the president, also a collector and preparator for Biological Museum, a dispensing clerk in chemistry and pharmacy, an assistant librarian, a head janitor and assistant janitors, and a University mail carrier;[83] the creation of positions by 1904 of superintendent of building and grounds, model maker, and University carpenter;[84] and the inclusion of a treasurer by 1908.[85]

President Boyd distributed administrative power in the academic hierarchy of the University through the appointment of various positions such as Territorial geologist and curator of the museum, head of the School of Mines, head of the School of Fine Arts, principal of the Preparatory School, director of physical training, head of the School of Pharmacy, Dean of the School of Medicine, director of physical training for women, and secretary to the faculty.[86] He also appointed several standing committees

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[80] The University of Oklahoma, Board of Regents' Minutes, meeting of June 29, 1894.

[81] Ibid., meeting of September 3, 1895.

[82] Ibid., meeting of August 12, 1897. George Bucklin became stenographer and office clerk in 1897; registrar and secretary to the president in 1899-1900.

[83] Report of Board of Regents, op. cit., 1900-1902, p. 5.

[84] Ibid., 1902-1904, p. 4.

[85] Catalog, op. cit., p. 11.

[86] Ibid., pp. 5-11.

of the faculty on the first of February of each year to serve for twelve months: Freshman Studies; Graduate Studies; High School; Library; University Publications; Athletics; Advanced Entrance Credits; University Extension; Programme; Non-Athletic Organizations; Oratorical Association; and Discipline (the only faculty committee on which Boyd served as a member; on this committee he was chairman;[87] he also served as chairman of the High School and Library committees in prior years).[88]

In working with the various academic-administrative positions and faculty committees, Boyd served as a coordinator or catalyst for action. Hence, he would send memos to professors and instructors for information on topics for the sub-committee formulating a general course of study;[89] suggestions for course scheduling to faculty responsible for courses of study;[90] and recommendations, as the 1903 chairman of the High School Committee--with the unanimous consent of other members, that the Committee on Freshman Studies should re-classify two students as special students.[91]

Revenues and expenditures were also broadened during the presidency of David Ross Boyd. With increasing enrollments and size of the educational establishment, President Boyd was forced to look for new

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[87] Ibid., p. 12

[88] Ibid., 1902-1903, p. 8; 1903-1904, p. 9.

[89] Memo, David Ross Boyd to All Instructors in the College Department, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[90] Memo, David Ross Boyd to Professors and Instructors in Charge of Courses of Study, Dec. 22, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[91] Memo, David Ross Boyd to the Committee on Freshman Studies, Sept. 17, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

sources of income other than the $7,000 a year Territorial tax initially granted to the University.[92] Charging tuition was one alternative to rising institutional costs, but throughout the Boyd administration tuition was free in all departments except the School of Fine Arts.[93] Because Boyd was loathe to charge students for their education, he relied upon endowments and taxes as the sources for University expenditures. In addition, he participated in educational fund raising.

The success which Boyd experienced in developing endowment and income for the University was as follows:

> The university is supported in part out of the general revenues of the territory and in part from the income from lands set aside by Congress out of the public domain as an endowment of the schools of the territory.
>
> The income from the general revenues is determined by the legislature. By an act of the legislature of 1905, the sum of $50,000 a year was appropriated for two years to provide a general maintenance fund for the university.
>
> The endowment in land was made by Congress in two grants . . . The lands so reserved are leased . . . and bring to the university at present about $9,000 a year.
>
> . . . In addition to the above lands the statehood bill approved on June 16, 1906, granted to the University 200,000 acres of land to be taken from any public lands within the territory remaining unfiled on as homesteads on that date.
>
> The total value of the lands belonging to the university, is estimated at $3,670,000.[94]

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[92] Wardner, op. cit., p. 50.

[93] Catalog, op. cit., 1907-1908, p. 35. In certain courses some fees or deposits were required for materials or possible damage.

[94] Ibid., pp. 15-16.

Even though David Ross Boyd was successful in securing funds for University operations, he desired increased and more stable support from the Oklahoma Legislature for the future:

> The economical administration of as great a concern as a state university can best be accomplished by a permanent policy of maintenance and growth. Subjecting an institution of as large interests as a state university to the exigencies of special appropriations is attended with loss. Plans for instruction and development can then be only temporary. For these reasons in recent years many states have resorted to a permanent levy for the support of this institution. Twelve states have now a permanent levy ranging from a fraction of a mill to one mill on all the taxable property of the state for the support of the university. Indeed the University of Oklahoma received its support for the first six years of its existence by a levy of ½ mill on all taxable property of Oklahoma Territory.
>
> This method of providing revenue for the support of the University of Oklahoma is recommended to the Governor and to the Legislature with the hope that they will see fit to make a permanent appropriation in this way.[95]

The limited financial resources of the University of Oklahoma were stretched by President Boyd through efficiency of management. One of the means that he employed for efficient management was to determine the status of the University of Oklahoma in comparison to other colleges and universities. Through the use of surveys, studies, and reports he determined the general scale of salaries paid at the University in relationship to other higher education institutions in the west;[96] and by careful review of statistics of state universities demonstrated that Oklahoma was near the bottom of the list in per capita support of University students.[97] Such information was then used as a management tool for resource distribution and acquisition.

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[95] Report of Board of Regents, op. cit., 1905-1907, p. 82.

[96] Ibid., 1907-1908, p. 31.

[97] Ibid., p. 32.

President Boyd was also interested in greater efficiency in the use of resources for the educational programs of the University. He was concerned with the duplication of course offerings both within and without the University. Thus, in establishing a new program in mechanical engineering, he went to great effort to insure that the work did not duplicate offerings of the Oklahoma A & M College at Stillwater.[98] In planning for the development of a School of Law, Boyd delayed implementation because of inadequate space and ability to pay sufficient faculty salaries.[99] Further, in spite of University building needs and probably because of limited Territorial funds at the time, he asked the Legislature only for a liberal maintenance fund--contingent upon the other state colleges not collectively asking for new buildings; he made it clear, however, that if the Oklahoma A & M College and Normal Schools requested new buildings, the University would also have to ask for buildings in order to maintain its relative standing.[100]

Efficiency of management was also followed in the operation of University administrative offices. Forms were developed for recording uniform information such as inventory data on all material and equipment in laboratories;[101] a system was devised, based upon methods employed at

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[98]Letters, David Ross Boyd to Governor T. B. Ferguson, July 18, 1904; H. B. Gilstrap, Aug. 2, 1904; Aug. 6, 1904; Henry E. Asp, July 18, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[99]Letter, David Ross Boyd to Dyke Ballinger, Dec. 22, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[100]Letter, David Ross Boyd to H. B. Gilstrap, Aug. 21, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[101]Memo, David Ross Boyd to Professor C. N. Gould, Nov. 11, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

other institutions such as the Universities of Missouri and Kansas, for completing a permanent student record "intended to show everything necessary to a full understanding of a student's standing and classification in the school in which he is enrolled without reference to other records;"[102] another system, called the "Tracker", was developed in which all letters of inquiry were filed "where they can be taken up again in a few days in case we do not get a reply after sending the Catalog. In this way we find out whether it reaches the place or not . . . ;"[103] and other methods for efficiency were instituted such as a mailing list of several thousand names,[104] special blanks to aid in accrediting students' work,[105] and miscellaneous forms.

The problems associated with developing management efficiency at the University were described to an administrator at the University of Kansas by Registrar Roy Hadsell:

> Please find enclosed answers to questions concerning the duties of the registrar at the University of Oklahoma which Mr. Bucklin asked me to send you. This year I have kept the books, fees, and deposits of students and have had charge of the purchasing of all supplies with the advice of the Purchasing Committee of the Board of Regents besides teaching three classes in preparatory English. This combination of registrar and instructor gives me a place as a member of the faculty. By another year the work will doubtless be divided making room for a purchasing agent and clerk to the Board of Regents leaving the registrar the duties of recording student records and some teaching. The other officer may also have some teaching to do. You will see by

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[102] Wardner, op. cit., p. 92, quoting The University Umpire, February 1, 1903, pp. 14-15.

[103] Letter, David Ross Boyd to Harry Gilstrap, July 31, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[104] Ibid.

[105] Letter, David Ross Boyd to Superintendent U. G. Griffith, April 10, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

> this that we are a little unsettled yet in our organization because of rapidly changing conditions. The secretary to the president, a young lady who assists in my office, a student who gives half her time, and myself constitute the present office force. Sometime when you have an opportunity to visit us do so. I hope to get a chance sometime to visit K. U. and want especially to visit your office. Mr. Bucklin got a good many pointers by visiting there he tells me . . . [106]

Salaries and benefits were another area which concerned David Ross Boyd. Throughout his presidency he fought for better economic conditions for the faculty and staff of the University. Through his efforts the Board of Regents informed the Governor that "the salaries paid by the University to the President and Faculty is very much below that ordinarily paid for such services . . . If the efficiency of the University is to be maintained it is of the greatest importance that such salaries be paid as will retain in the service of the University the best possible equipped men that can be had. This cannot be done by the meagre salaries paid."[107] When salaries were not appreciably increased Boyd's concern for the economic welfare of the faculty could transcend his own deep loyalty to the University. In a letter to the president of another institution, Boyd recommended the hiring of a long-time faculty member:

> . . . We have worked together from the beginning of this institution, and I can hardly express my regret at the feeling that he will find it advantageous to leave here; but my regard for him is too strong to stand in the way of his advancement. I can not see in the future a probability of the regular professor's

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[106] Letter, Roy Hadsell to George O. Foster, Oct. 13, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

Roy Hadsell became registrar in 1904 when George Bucklin became a professor of economics and sociology at the University.

[107] Report of Board of Regents, op. cit., 1902-1904, p. 26.

> salary being raised materially, and I am willing to cooperate with him in anything that seems to be for his advancement.[108]

However, the long-time faculty member, Chemistry Professor Edwin DeBarr, decided to remain at the University in spite of a much more attractive salary offered at Texas A & M College. Such faculty dedication to the University prompted the Board of Regents to report to the Governor in 1907:

> Up to this time the University has been able to retain its professors notwithstanding tempting offers made by other institutions. The average salary offered in the University is between two and three hundred dollars less than the lowest offered in corresponding institutions in other states. This year our professor of mathematics was offered an advance of two hundred dollars and a house, but decided to remain. Our librarian . . . has been induced to resign his position with us and accept the position of Assistant State Librarian of California at an advance of seven hundred dollars in salary.
>
> It will be necessary for the University of Oklahoma to increase the salaries of its instructors as promptly as the resources of the institution will permit, if we are to retain our best instructors in their present positions.[109]

Board of Regents Meetings

The activity of Board of Regents Meetings transects all other areas or events relative to the contributions of David Ross Boyd in developing the early University of Oklahoma. For it was through meetings with the Board of Regents, both individually and as a group, that President Boyd was able to legitimize higher education plans and actions.

During the sixteen years that David Ross Boyd served as president of the University of Oklahoma, he worked with seven presidents or chairmen

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[108]Letter, David Ross Boyd to President H. H. Harrington, A & M College, College Station, Texas, May 16, 1906, University of Oklahoma, Division of Manuscripts, Edwin DeBarr Collection.

[109]Report of Board of Regents, op. cit., 1905-1907, p. 81.

of the Board of Regents and approximately thirty-nine other board members (of whom seven were Territorial Governors and one a State Governor of Oklahoma serving ex officio on the Board of Regents during their terms of gubernatorial office).[110] Boyd's professional and personal relationships with these board members were contributory to his educational contributions at the University of Oklahoma because, if he had "entire power over the institution", such de facto presidential governance could only have emanated from the delegation of de jure authority of the Board of Regents.

By Territorial legislative enactment, the Board of Regents was the government of the University of Oklahoma. The University Regents possessed all necessary powers to accomplish the objectives and complete institutional duties prescribed by law; they were the custodians of the books, records, facilities, and all other University property; they determined all University laws, rules, and regulations for governance including the appointment and removal of the president, faculty, and all other employees; and they decided the moral and educational qualifications of applicants for admission to the University.[111]

President Boyd's relationship with the Board of Regents was once described as a prevalence of "the utmost harmony and confidence."[112] An influencial former member of the Board of Regents stated that of the presidential leadership provided by Boyd, "they have never had cause to regret

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[110]Gittinger, op. cit., pp. 193-95; 199.

[111]First Legislative Assembly of the Territory of Oklahoma, "An Act to Establish and Locate the University of Oklahoma," op. cit., 6381-6384.

[112]Report of Board of Regents, op. cit., 1900-1902, p. 20.

the confidence they imposed in him."[113] Even during the unique experience of an unfriendly new board at the end of his presidency, Boyd was able to say: "They have treated me with the greatest courtesy and confidence . . . "[114] His relations with the seven Territorial Governors on the Board of Regents were "always quite cordial."[115] However, his rapport with the one State Governor in the Boyd presidential experience was one of perniciousness.

The manner in which David Ross Boyd maintained excellent relations with the Board of Regents of the University for at least fifteen years was primarily that of effective communications. Boyd kept the members of the board informed on all major problems and plans of the University. Of course, discussions and actions on such matters were often conducted during formal Regents' meetings. In the interim periods, however, he maintained constant correspondence and occasional personal visits with key board members. This informal contact was used to explain possible future problems such as a minor conflict with a company which had caused trouble for the University;[116] or a thank you letter for sharing a confidential communication from the Governor relative to opposition on the expansion of

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[113]Norman Transcript, February 6, 1908, quote by Harry Gilstrap, editor of the Chandler News.

[114]Ibid., June 26, 1908.

[115]David Ross Boyd, private interview conducted by Dr. and Mrs. Edward E. Dale, at Glendale, California, 1936, Edward Everett Dale Collection.

[116]Letter, David Ross Boyd to H. B. Gilstrap, Aug. 9, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

engineering programs;[117] and a report on a private meeting with the Governor which affected a solution to the engineering program expansion problem.[118]

President Boyd believed in a Board of Regents knowledgeable of higher education problems. Consequently, he sent them national studies and reports which indicated the relative progress of the University compared to other institutions in the National Association of State Universities;[119] and, apparently, Boyd encouraged members of his administrative staff to share similar information in correspondence with board members:

> . . . From a letter received from the Dean of the Graduate School at Yale a few days ago, we find that our A. B. Degree is accepted as preparation of M. A. work there. Which is giving our graduates the same recognition as to those from Harvard, University of Pennsylvania, or any other school. Since this was done after carefully examining our catalogue, I think its something for Oklahoma U. to be proud of . . .[120]

Boyd also involved Board of Regents members in other appropriate higher education activities. After receiving the board's concurrence, he asked the chairman to accompany him to the inauguration of the president-elect at the University of Illinois:

> . . . I want to urge that you make your plans to go. First, for the sake of the University in view of the near future when we will make plans for the government, organization, and maintenance of the University perhaps, for all time to come. Perhaps, you will perhaps never have a better opportunity for meeting a distinguished and interesting body of people. These ceremonies have come to be a very great function. The speaker will deliver the formal address and the presidents and other

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[117] Ibid., Aug. 2, 1904.

[118] Ibid., Aug. 6, 1904.

[119] Letter, David Ross Boyd to Dr. G. W. Sutton, Jan. 12, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[120] Letter, George Bucklin to Harry Gilstrap, July 28, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

> distinguished representatives of most of the large schools of the country will be there. I feel myself that I could hardly afford to miss it . . . [121]

The results of David Ross Boyd's relations with the Board of Regents was the assurance of informed assistance in the management of the University--especially during times of greatest need such as the fire which destroyed the University building in 1903. The day after the disaster, a member of the Board of Regents lamented the loss for the University, but informed President Boyd:

> . . . unfortunate as this all may be it is a pleasure to feel that the reputation of the University is such for thoroughness of work and economy of management that there need be no hesitancy in asking the Legislature to aid us in repairing the loss. And there should certainly be no doubt that the Territory's appreciation of your work will lead to a ready response if we ask them for aid. This is an occasion that will bring to a test the loyalty of the friends of the University. But I do not believe that they will fail us. I feel sure that the students will not be found lacking in this respect and I have full faith in the ability of yourself and your worthy co-workers to meet the emergency . . . [122]

Boyd's appreciation for the total support of the Board of Regents and his realization of the need for their assistance was reflected in the following statement, written while he was ill with the gripe, to an educator friend: " . . . We had a meeting of our board yesterday which was the first meeting I have ever missed since coming here these twelve years . . . "[123] The presidential power which the Board of Regents gave to

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[121]Letter, David Ross Boyd to Dr. G. W. Sutton, Sept. 9, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[122]Letter, H. B. Gilstrap to David Ross Boyd, Jan. 7, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[123]Letter, David Ross Boyd to Superintendent R. A. Waller, Jan. 19, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

Boyd also considered his duties as president of the Territorial Board of Education important, but he would miss a meeting if there was a special reason. In a letter to the Superintendent of the Territorial Board of Education, dated October 25, 1905, Boyd stated: " . . . I am very

David Ross Boyd was great, but he understood completely that the members of the board were his silent partners with legal control of the assets in the business of developing the University of Oklahoma. Roy Gittinger has succinctly described the relational partnership in governance which existed between President Boyd and the Board of Regents:

> The university owes much to President Boyd and to others who served it well during territorial days. The success of any educational institution depends greatly on the ability, perseverance, and political skill of the members of its governing board. Their work often passes unnoticed, since it must be carried on quietly, even anonymously, if it is effective.[124]

Faculty Selection

The activity of Faculty Selection was an important factor in the development of the early University of Oklahoma. Faculty were chosen on the basis of their special academic qualifications. The result of this objective for faculty recruitment was the creation of a competent corps of instruction conducive to the implementation of German University influences.

The process of creating a competent faculty for the University began in the late summer of 1892. Since President Boyd had no faculty except himself, he immediately began the task of recruitment which, by the first of September, resulted in the employment of three additional professors: William N. Rice, a graduate of Ohio Wesleyan University; Edwin C. DeBarr, an alumnus of the University of Michigan; and French S. E. Amos, a

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anxious to make good my attendance in the meeting of the board, but my wife has a birthday party tomorrow and I feel that I cannot be absent. Will you kindly make this explanation to the other members of the board . . . "

[124]Gittinger, op. cit., p. 54.

During Boyd's presidency, there were two Standing Committees of the Board: The Executive, composed of the Governor, Secretary, and University President; and House and Grounds, comprised of the Chairman, Secretary, and a board member.

graduate of Centenary College.[125] This original faculty of four was later expanded to approximately forty professors, instructors, and assistants during the Boyd presidency.[126] Included within the faculty were scholars who would later become famous such as Vernon Louis Parrington and George A. Hool; there were also a number of others who became very well known in education and government.

By the approximate mid-point of President Boyd's administration, the general quality of the faculty had achieved a level where the Board of Regents could claim some measure of educational sophistication:

> . . . It will be noted that the strongest institutions in the country are represented by their graduates in the Faculty. A number of them have enjoyed residence in Europe pursuing their special line of study and investigation. During the summer vacation, most of the Faculty engage in post-graduate study in different institutions of high standing.[127]

The institutions at which the faculty of the University received their graduate educations were, indeed, of general high standing. Through the academic year 1907-1908, the following universities had graduates represented on the faculty of the University of Oklahoma: Wooster; Michigan; Harvard; Princeton; Leipzig; Goettingen; Munich; Paris; Nebraska; Kansas; Berlin; Vanderbilt; Chicago; Johns Hopkins; Columbia; Wesleyan; Cornell; Yale; Illinois; Wisconsin; Virginia; Drake; Dijon; Indiana State; Minnesota; and Oklahoma. In addition, there was graduate study by University faculty at the following institutions or locations: Italy; Greece; British Museum, London; Bibliotheque Nationale Paris; American Conservatory, Chicago; Virgil Clavier School, New York; Grand Conservatory of Music,

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[125] Ibid., pp. 9; 12.

[126] Catalog, op. cit., 1907-1908, pp. 5-11.

[127] Report of Board of Regents, op. cit., 1902-1904, pp. 8-9.

New York; New York State Library School, Albany; University of Copenhagen Library; Danish Royal Library; Royal Archives of Denmark; College of Joenkoeping, Sweden; Bethany Conservatory of Music, Kansas; France; Spain; and Rush Medical College. There were also a number of colleges and universities, both large and small, represented in the undergraduate training of the University faculty.[128]

The fact that there were many graduates of major institutions on the University faculty was the result of Boyd's policy to hire faculty educated at recognized colleges and universities. This precedure was told to a teacher placement friend when Boyd indicated his preference for a Cornell applicant to fill a professorial vacancy:

> . . . if we can get him it will be better for us. The thing to be considered here is the lack of confidence there is in the instruction in so young an institution. We have to overcome this difficulty and when we can place before the public in our catalog the names of men trained in institutions of national reputation it is of great value to us. You will see then that it is important for us to choose such instructors not only to meet individual conditions, but as a matter of institutional policy . . . [129]

Boyd's policy of faculty selection was evident in his negative reply to a former University language professor who desired to return to his former position: " . . . to secure the plane of work in this department we desire, it will be necessary to put it in other hands, in the hands of

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[128]Catalog, op. cit., 1902-1903, pp. 6-8; 1903-1904, pp. 5-8; and 1907-1908, pp. 5-11.

[129]Letter, David Ross Boyd to C. J. Alberts, June 17, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

one who is a native German or with the culture of a full German University training and the added advantage American experience can give him . . . "[130]

Although President Boyd considered the reputation of an institution as an important consideration in faculty recruitment, he also realized that there were other rubrics for educational competence. Responding to an inquiry concerning the relative status of Harvard and Chicago, Boyd stated:

> . . . In a general way I would say a degree from Harvard University is more valuable as a recommendation for a man than a corresponding degree from Chicago University. However, the man under whom you take the work has more to do with the recommendation you get from a school. A degree from any educational institution is only part of the evidence for one's fitness for the work. My observation in this line has been that most persons have to look around considerably in order to find work and to secure it . . . [131]

Throughout his presidency, David Ross Boyd was personally involved in the selection of faculty. Because of his desire to secure the right individuals for faculty vacancies, he usually interviewed position applicants.[132] Sometimes, as in the case of the hiring of Vernon L. Parrington, President Boyd's interviews were conducted under unusual circumstances:

> . . . Boyd . . . wanted a young professor who would grow up with the school, and who would come for a small starting salary. At the suggestion of the music teacher [Mrs. James Maguire, then Grace Adeline King] who had known Parrington at Emporia [Teachers College, Kansas] , Boyd wired ahead one day when he was traveling by train to Kansas City.
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> Parrington met him at the train in Emporia. He had come down to the train on his bicycle and since the train wasn't staying long

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[130]Letter, David Ross Boyd to _____ _____ _____, March 2, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence. Blank spaces in events or citations of this study have been used because of the personal nature of the information.

[131]Letter, David Ross Boyd to S. Sewell, March 8, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[132]Letter, David Ross Body to J. M. Gillette, March 18, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

> enough for the two to talk there Parrington put the vehicle on the observation car at the back.
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> The two talked over O.U. possibilities until the train was about three miles out of Emporia. Parrington got off and rode his bike back to Emporia. Some days later he received a wire from Boyd, notifying him that he had been hired at O.U. . . .[133]

Prior to the interview stage, however, President Boyd screened faculty applications for general qualifications and suitability for the University of Oklahoma. After one such review, Boyd informed an applicant of Nordic descent: " . . . I regret that I cannot encourage you to hope for employment in the University of Oklahoma. There is almost no Scandinavian population in the Territory . . . "[134] If an applicant was qualified and suitable, but there was no University vacancy, Boyd usually tried to offer some encouragement even if it was nothing more than to compliment the applicant's ability to use the English language.[135]

In addition to suggestions from the instructional staff of the University, David Ross Boyd used other means for securing a competent faculty. In considering applicants for technical areas such as medicine, he referred the application to the instructors of the department for consideration and recommendations.[136] Sometimes he asked professors at other universities for faculty recommendations.[137] On other occasions, he had

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[133]Norman Transcript, February 8, 1951.

[134]Letter, David Ross Boyd to Sigard Anker, March 3, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[135]Letter, David Ross Boyd to Dr. P. VanBraam, April 16, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[136]Letter, David Ross Boyd to Dr. Edward F. Davis, Aug. 16, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[137]Letter, David Ross Boyd to J. G. Thorpe, University of Michigan, June 10, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

members of the University faculty contact their professional colleagues at other institutions for faculty suggestions.[138] Very often President Boyd obtained his faculty through the services of the Albert's Teachers' Agency of Chicago, Illinois. Even though Boyd found Albert's assistance to be convenient, there were problems associated with this method of faculty recruitment:

> . . . By the way, I note that some of the faculty who have come here through your office have been responding to your request for endorsement. I suggest that it will be a great disadvantage to us to have any information given out that would let it become known that any member of our faculty was employed through a teachers agency as Governor Ferguson is very much prejudiced against that method. I fear it would result harmfully to the University and to those members of the faculty. I trust you have not given any publicity to these transactions of ours. The men are all doing well . . .[139]

Boyd also used the services of C. J. Alberts to find new positions for faculty members who, for various reasons, were not retained at the University. Towards the end of Boyd's presidency, this procedure became complicated:

> . . . I was greatly embarrassed last year after notifying you of the prospective vacancies in the faculty, by your notifying them that they would not be retained before I had said anything to them. I write to-day to state that it will be a very serious matter to you if you have done the same thing again. I do not know that they have received any information here, but if they have it will be difficult for me to do any business with you further. If you have not notified them, do not do so . . .[140]

Regardless of the methods employed by President Boyd to select faculty, he was able within a short period of time to develop a credible

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[138]Letter, Albert VanVleet to W. S. Marshall, University of Wisconsin, July 22, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[139]Letter, David Ross Boyd to C. J. Alberts, Jan. 18, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[140]Ibid., March 16, 1906.

University instructional force. Before the end of his administration, Boyd could sometimes recruit faculty from the graduate ranks of institutions like Harvard and Yale; and he was able to point with pride to the European training of many on the University faculty.[141] But in spite of the considerable progress which President Boyd made in the development of the faculty of the University of Oklahoma, there was need for continued improvement in areas contributive to keeping and attracting a competent faculty. The following letter from a promising young faculty scholar who declined a position at the University of Oklahoma indicates the challenge which Boyd faced in qualitatively augmenting the faculty:

> . . . I regret that I shall not be able to accept the position for which I applied and for which you have offered me. I am for the coming year to be in charge of the English department at Rutgers College. Several reasons have worked to bring about my decision. The Rutgers position is decidedly more profitable; I had not understood that my teaching would be confined entirely to Preparatory English while at Rutgers I shall have only college classes; and the uncertainty, so far as I could determine from the information of friends, that an additional instructor would be necessary after Professor Parrington's return have complicated what would under difficult circumstances have been a very simple choice. I thank you sincerely for the confidence you were willing to put in me and appreciate the opportunity of the teacher who associates himself with the growing university at Norman; an opportunity I have not put aside lightly. I wish you and the university thorough success . . .[142]

Student Personnel Program

In the activity of Student Personnel Program, David Ross Boyd developed both the old concepts and the new functions of American college personnel work. His interest in the old student personnel concepts

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[141]Letter, David Ross Boyd to Morrison Caldwell, Jan. 28, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[142]Letter, Robert W. Neal to David Ross Boyd, Aug. 12, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

included paternalistic attitudes, non-dormitory housing, and emphasis on extracurricular religion. Boyd's concern with providing many of the new functions of student personnel work encompassed student records, student activities, and student counseling.

Although President Boyd was concerned with the total welfare of students, he did not create a formal student personnel program at the University of Oklahoma. During his presidency, Boyd did not develop a staff of deans of students and personnel workers. Rather, he considered all responsible University personnel to have the duty of being as helpful as possible to students who desired personal improvement.

Despite the fact that Boyd's student personnel program was informally organized there were many ways in which his administration assisted students in personal development: Selection for admission; counseling; health service; financial aid; placement; discipline; special clinics; special services; and other areas.

President Boyd personally checked credits and enrolled all students seeking admission to the University.[143] His concern for both academic standards for admission and proper student placement were such that he did not admit any students into the college department until the second year of university operation. The first collegiate student, N. E. Butcher, once described the manner in which he was enrolled in the University and his general impression of the institutional climate:

> . . . Dr. Boyd, himself, enrolled me and looked over my grades and qualifications, and he said, 'Well, I'm going to enter you in the college department.' I didn't know when he said that, that I was the first one to enter that department, but later on I found out that when he printed the first catalogue,

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[143]Edward Everett Dale, "David Ross Boyd, 1853-1936," The Sooner Magazine, January, 1937, p. 92.

> my name was in the college department all by itself, and the rest of the students were in the preparatory school department . . . . . When I first came to the university and was the only freshman on the campus, I told Dr. Boyd, I said that the territory of Oklahoma was spending too much money on me. I said this whole faculty here, working for me.[144]

Boyd's concern for the personal well-being of University students was displayed in other ways. Because of the limited resources of the early University he would only admit students who could physically and mentally adjust to the collegiate requirements. Therefore, with much regret, he denied admission to handicapped students such as a deaf boy.[145] Responding to a worried male adult, however, he encouraged his attendance by stating: " . . . We should be glad to arrange for you to take a special course suited to your needs. You need not have any anxiety about your being embarrassed by an entrance examination. We would simply question you enough to know about what work you are able to do . . . "[146]

Counseling was a service which David Ross Boyd provided for students, parents, and any other individuals who needed vocational, psychological, personal, or educational assistance. Boyd's interest in such counseling was evident in most of the activities of his presidency. In terms of specific student personnel counseling, however, there are several examples which can be cited: In a letter to the parents of a student who left school

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[144]N. E. Butcher, private interview conducted by Dr. F. A. Balyeat, at the University of Oklahoma, undated, N. E. Butcher Collection, University of Oklahoma, Division of Manuscripts.

[145]Letter, David Ross Boyd to ___ ___ _____, Nov. 19, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence. Blank spaces in events or citations of this study have been used because of the personal nature of the information.

[146]Letter, David Ross Boyd to ___ ___ _____, Aug. 18, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

without an explanation, Boyd asked what assistance he could give to encourage the boy to continue his college education;[147] in dealing with students with problems, he often had personal talks with them and their teachers;[148] following student counseling and a complete review of related problems, he usually sent progress reports to the parents. Sometimes, as in the following instance, the problem was very perplexing: " . . . The case is a difficult one. He is hardly bad enough to quit and yet he is hardly good enough to stay . . . ";[149] often, Boyd's counseling was done long-distance by letters. If a student could not return to school because of a shortage of funds, Boyd encouraged home study with several suggested books;[150] or, in another instance, he gave encouragement to a student forced to stay out of school because of the need to care for his invalid parents: " . . . It is a very worthy reason that you are remaining out of school to help take care of your invalid parents . . . ";[151] and President Boyd's counsel with students ranged from advice to "reduce his interest in the girls to a

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[147]Letter, David Ross Boyd to ___ _____, Oct. 25, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[148]Letter, David Ross Boyd to ___ ___ _____, Dec. 23, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[149]Letter, David Ross Boyd to ___ ___ ___ _____, March 20, 1906, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[150]Letter, David Ross Boyd to _____ __ ____, July 17, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[151]Letter, David Ross Boyd to ___ ___ _____, Oct. 15, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence

minimum"[152] to the ultimate suggestion of withdrawal from the University because of complete failure "to do his duty . . . "[153]

David Ross Boyd's concern for student health service included some provisions for mental and physical welfare. All students had ready access to the president and faculty advisers organized by class or school.[154] The Gymnasium was used as a means of maintaining good health for students:

> . . . The gymnasium is open every week day during the college year from 9 a.m. until 6:30 p.m. The director or an assistant is in constant attendance. The work is carried on under medical supervision and every student is under personal observation and advice. A thorough physical examination is required of every student upon entering the university for the first time. For abnormal cases, special corrective exercises are set by the director.[155]

Although most students were required to participate in physical training, all the games and special exercises were voluntary. The required physical examination determined the extent of a student's involvement in physical training. Students with health problems were exempt from strenuous physical education.[156] President Boyd's pride in the healthful conditions at the University and in Norman, in part because of the physical training program, were evident in the following comments:

> . . . The report about Norman being an unhealthy place is absolutely without foundation. It is one of the most healthy localities in Oklahoma and this has been one of the healthiest years we have ever had. I was sorry to learn that ____ __

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[152]Letter, David Ross Boyd to _____ ___ _____, Jan. 21, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[153]Letter, David Ross Boyd to ___ ___ ___ ____, April 16, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[154]Catalog, op. cit., 1907-1908, p. 12.

[155]Ibid., p. 28.

[156]Letter, David Ross Boyd to __ __ _____, Feb. 13, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

> _____'s case has developed into typhoid fever as this is the first case that is developed locally in the school. Every year students come here and get sick later on in the fall, but in every case they have brought it with them. Until two weeks ago I am told by one of the leading physicians here in Norman that he had never known of any town being so entirely free from cases of sickness. The doctors were almost without occupation and they attributed it to the city water that we use. The water used at __ ____, where your son is staying, is cistern water and is said to be excellent. I made special inquiry at the time that __ _____ took ill. I will talk with your son and look into the matter again carefully and I want to assure you that I will do everything I can to keep you informed about the situation.
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> There probably is more ground for reports in Enid or in any rapidly growing town than there is in Norman. Last year out of the nearly 300 students who took physical culture, we didn't have a single case of typhoid fever or any other local illness. In fact, we feel that the health conditions here have been very much improved in the last five years . . .[157]

Official records verified President Boyd's claim of a healthful environment for the University community. In 1902, the Board of Regents reported to the Governor: "During the first three months of this year to date, there have been but four cases of illness out of an enrollment of 405 and two of these cases were contracted before coming to the University."[158] However, when students did become ill, they were cared for by local medical doctors. When serious illness occurred, students usually went home.[159] Perhaps, in addition to the health success of the Department of Physical Culture, this accounted for another reason why the Board of

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[157]Letter, David Ross Boyd to ___ __ __ _____, Oct. 8, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[158]Report of Board of Regents, op. cit., 1900-1902, p. 15.

[159]Letter, David Ross Boyd to __ __ _____, Feb. 26, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

Regents could also state: " . . . Visitors to the University remark the healthy, fresh, and vigorous appearance of our student."[160]

There was no organized student financial aid program during the administration of David Ross Boyd. But there were efforts, as indicated in the following letter from Boyd to the president of the University of North Carolina, to establish a student loan program: " . . . I learn that you have a considerable fund in your institution that is used to assist students by means of loans. We are planning such a means of assistance to deserving students in this institution. I shall be under obligations to you if you will kindly give me facts in regard to loans, how it is managed, the conditions under which loans are made, and any suggestions that would grow out of your experience in managing it . . . "[161]

Although President Boyd personally assisted needy students with financial loans, he worked to establish more practical methods of student financial aid. In 1903, he attended a meeting of representatives from Texas, Kansas, Missouri, and Arkansas to confer with an official of the Trustees of the Rhodes Scholarships in Canada and the United States.[162] Thereafter, he was named chairman of the commission for the selection of Rhodes Scholarships for Oklahoma. In this capacity, he established the dates for examinations at the University.[163] During Boyd's presidency

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[160]Report of Board of Regents, op. cit., 1902-1904, p. 17.

[161]Letter, David Ross Boyd to President Francis P. Venable, Jan. 30, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[162]Letter, David Ross Boyd to Henry E. Asp, Jan. 31, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[163]Letter, David Ross Boyd to J. R. Campbell, Nov. 13, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

there were two University students who won the Rhodes Scholarships--W. L. Kendall in 1904 and E. K. Kline in 1907.[164]

President Boyd also corresponded with friends such as William Jennings Bryan to request money for local scholarships.[165] In addition, he worked to secure scholarship funds from institutions such as the Oread Institute in Worcester, Massachusetts;[166] and scholarships, fellowships, and appointments for University students who desired to attend, respectively, the University of Wisconsin;[167] University of Chicago;[168] and the United States Naval Academy.[169]

In addition, President Boyd financially aided students in securing employment while attending the University. The official policy of the University concerning "opportunities for self support" was stated in the 1907-1908 Catalog:

> There is work to do at the university and in the town by which students may support themselves wholly or in part while attending school. The university cannot promise employment to any one, and it does not encourage young people to enroll who are

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[164]Gittinger, op. cit., p. 241.

[165]Letter, David Ross Boyd to W. J. Bryan, Lincoln, Nebraska, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[166]Letter, David Ross Boyd to Oread Institute, Aug. 18, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[167]Letter, David Ross Boyd to Registrar, University of Wisconsin, Feb. 25, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[168]Letter, David Ross Boyd to Dean Harry Pratt Judson, Jan. 14, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[169]Letter, David Ross Boyd to Hon. B. S. McGuire, April 15, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

> entirely without resources, but it does help deserving students to get something to do, who show a willingness to help themselves . . . [170]

David Ross Boyd often wrote to students concerning part-time job opportunities at the University and in Norman.[171] He usually gave examples of how other students had worked their way through school and offered helpful advice: ". . . It takes a little grit and pluck, that's all . . . "[172] He also encouraged young women, as in the following comments, who desired to work and attend school:

> . . . Now I would suggest that Miss _____ would probably find it possible to earn her way all the way through here. In my own family we have for nine years kept a young woman and allowed her to assist Mrs. Boyd in the housekeeping for her board. She is treated precisely as a member of the family and we regard her as a member of the family. We have had some four or five girls and the relationship and results have been satisfactory in every case. There are a number of girls doing that here now and they are getting along well and do not suffer from social discriminations or anything of that kind. I think there are about fifteen young women doing this in some of the best families about the University . . . [173]

Placement assistance was also given to students by President Boyd. Sometimes he would write businessmen requesting information on possible positions for University students.[174] He often provided the names of

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[170] Catalog, op. cit., p. 37-38.

[171] Letter, David Ross Boyd to W. H. Barnes, May 13, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[172] Letter, David Ross Boyd to J. C. Krumptum, March 27, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[173] Letter, David Ross Boyd to Mrs. W. H. French, Oct. 5, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[174] Letter, David Ross Boyd to _____Hapgoods, Chicago, Illinois, Aug. 11, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence. The blank space of this citation indicates missing data.

students in response to inquiries for teachers.[175] He also assisted former students in securing employment through a teachers' agency in Chicago. The placement of pharmacy students, as explained by Boyd to a friend, was unnecessary: " . . . We have never been able to supply the demand for our graduates for positions in Oklahoma. The training which we give has enabled many of them to pass the examination of our Pharmaceutical Board before they complete the full course . . . "[176]

The employment success of students in other fields of the University was attested in a listing of alumni from 1898 to 1907. The graduates of the University were employed as lawyers, ministers, businessmen, teachers and professors, librarians, government workers, scientists, administrators, graduate students, bankers, secretaries, abstractors, housewives, journalists, engineers, musicians, and miscellaneous occupations.[177] Certainly, the quality of their education and the hundreds of recommendation letters written by President Boyd, members of the faculty, and others at the University assisted in student placement.

Discipline was also a part of the student personnel program of the Boyd presidency. In reply to criticism that the University had a lack of discipline, President Boyd once stated: " . . . The University has been organized eleven years and we have had just two severe cases of discipline for drunkenness . . . You can say for me to your friends that we invite the closest investigation in regard to this subject here. That instead of

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[175]Letter, David Ross Boyd to W. S. Calvert, July 15, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[176]Letter, David Ross Boyd to L. Matthews, Sept. 30, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[177]Report of Board of Regents, op. cit., 1905-1907, pp. 45-52.

ruining people we have often received people with bad tendencies and have sent them away better than when they came. I can point you, if necessary, to the verification of this fact . . . "[178] The achievements and problems which Boyd experienced with the old and the new student discipline are considered as an aspect of public relations in the following chapter.

Additional aspects of the Boyd student personnel program included special clinics, services, and other areas. Many of the student organizations functioned as "clinics" for student advice and the development of study habits, moral and religious training, and physical improvement. Remedial reading and other subjects were developed for a clinical group called the "Push Class." President Boyd organized this group during the second year of University operation for young adults who had great interest in learning, but little opportunities.[179] Edward Everett Dale has written of his own childhood introduction to the idea of the "Push Class" when Boyd and the county superintendent of schools visited his rural school:

> . . . they came to the two-room school I was attending at Navajoe where Boyd made a speech to an audience that filled the larger room to overflowing. He told us much about the University and especially about his 'Push Class' that he taught himself . . .
> . . . . . .
>
> There were half a dozen or so of us in our late 'teens attending the Navajoe school who were deeply impressed by this speech. We talked about it for weeks and dreamed of going to the University. True, none of us had graduated from the eighth grade yet but what of that? When one eighteen year old lad had asked how much schooling he must have to enter the 'Push Class,' President Boyd had replied, 'If you want to come to the University and enter that class I'll teach you to read and write if necessary.'

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[178]Letter, David Ross Boyd to __ __ _____, May 18, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[179]David Ross Boyd, private interview, op. cit.

> While he never had to teach anyone to read and write many came into this class who had only the beginnings of education . . . Boyd's chief object was to get them started, lay the foundations of an education, and inspire, as well as teach them how, to proceed by themselves. Few of them stayed for any fixed term but dropped out when they were offered a job. Years later when Boyd met former members of this class they always greeted him cordially and expressed their gratitude for what he had done for them.[180]

The presidents of many other colleges and universities expressed interest in the concept of the "Push Class." President Boyd believed that this idea and that of his chapel talks were unique.[181] Regardless of any claim of uniqueness for the idea of the "Push Class" at a state university, Boyd's efforts to provide special educational assistance for students and his encouragement to all individuals for a higher education influenced many lives.[182]

Other services and areas in which Boyd provided student personnel assistance included: Recommendations for boarding houses;[183] assistance in

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[180]Edward Everett Dale, "David Ross Boyd: Pioneer Educator," Chronicles of Oklahoma, XLII (Oklahoma City: Oklahoma Historical Society, 1964), p. 21.

[181]David Ross Boyd, private interview, op. cit.

[182]Many examples could be given of individuals who were inspired by President Boyd for a college education. A recent example was an article in the Norman Transcript, June 4, 1973, concerning the death of Jesse Lee Rader, longtime University librarian: " . . . Encouraged by hearing a talk on the advantage of higher education by Dr. David Ross Boyd, then president of OU, Rader moved to Norman in 1902 to enter the preparatory school here and he entered OU in 1904."

[183]Letter, David Ross Boyd to Mrs. T. B. Ferguson, Aug. 22, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

admission to other colleges and universities;[184] special help like assisting in the sale of a cow to help a young girl finance her education;[185] requests for special train rates for students;[186] and new student orientation which started upon arrival at the University. Boyd hired a young man to assist in locating new students in Norman. In describing this service to a new student, Boyd once stated: " . . . I shall refer your letter to Mr. Chester Reeds and shall request him to arrange to meet you Monday at the train. He will arrange all the details. Look for a young man with the University colors on his coat . . . "[187]

Additional illustrations of the student personnel program of the Boyd presidency and some aspects of other previously discussed activities will be included in the next chapter.

Summary

The extent of David Ross Boyd's interests and efforts to develop the early University of Oklahoma was evident in four internal areas of the institution.

In the activity of General Administration, President Boyd worked to achieve the goals of the University in several areas of development: New instructional methods such as the laboratory method and library facilities;

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[184]Letter, David Ross Boyd to Hon. William M. Jenkins, Nov. 9, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[185]Letter, David Ross Boyd to Mrs. __ __ _____, Aug. 15, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[186]Letter, David Ross Boyd to Hon. E. B. McLeod, Chairman, Western Passenger Association, Chicago, Illinois, Oct. 20, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[187]Letter, David Ross Boyd to Miss Zoe, Sept. 2, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

curriculum expansion in several academic fields; extracurricular student organizations and athletics; student educational opportunity such as equality for minorities and coeducation, summer school program, and extension; German University influences such as academic standards or scholarship, instructional techniques, faculty training, graduate instruction, and the Gymnasium Movement; and a broadened administrative scope relative to standardization, administrative personnel, power distribution, revenues and expenditures, efficiency of management, and salaries and benefits.

The activity of Board of Regents Meetings indicated that Boyd established a good working relationship with regents members; and that this professional and personal relationship was contributory to his educational contributions at the University of Oklahoma. The manner in which Boyd maintained excellent relations with the board was through effective communications. Consequently, he had the assurance of informed assistance in the management of the University.

The activity of Faculty Selection demonstrated that President Boyd's objective for faculty recruitment was the creation of a competent corps of instruction conducive to the implementation of German University influences. Through Boyd's efforts in faculty recruitment the University developed an instructional corps of general sophistication composed of graduates of several major universities.

In the activity of Student Personnel Program, President Boyd achieved or made plans for several areas of development: Selection for admission; student counseling; student health service which included some provisions for mental and physical welfare; student financial aid in the form of loans, scholarships, and employment; placement assistance; discipline; and special clinics, services, and other areas.

The activities of David Ross Boyd in internal institutional affairs were reinforced by several external events of the University. Boyd's activities in such external areas as state and national educational organizations, coordination with other educational programs, public relations, coordination with other community programs, educational fund raising, and state government relations will be presented in the next chapter.

CHAPTER III

THE EXTERNAL DEVELOPMENT OF THE UNIVERSITY OF OKLAHOMA, 1892-1908

As stated in the previous chapter, it has not been possible to include every event during the presidency of David Ross Boyd which contributed to the development of the University of Oklahoma as a modern collegiate institution. Consequently, as was the case in Chapter II, the subsequent events and activities are representative examples of President Boyd's contributions for a modern University in six external areas: (1) State and National Educational Organizations; (2) Coordination with Other Educational Programs; (3) Public Relations; (4) Coordination with Other Community Programs; (5) Educational Fund Raising; and (6) State Government Relations.

State and National Educational Organizations

In the activity of State and National Educational Organizations, Boyd worked to improve the quality of education in Oklahoma and at the University. He was mutually interested in all levels of Oklahoma education because, as stated earlier, during his tenure as president of the University he also served fourteen years as president of the Territorial Board of Education. Thus, President Boyd's relations with state and national educational organizations were comprehensive. In addition, because of the common interests of Oklahoma public schools and the University, Boyd's activities on their behalf were sometimes indistinguishable.

David Ross Boyd's activities with state (territorial until 1907) educational organizations included the Territorial Board of Education. In his capacity as president of this board, Boyd met with school boards throughout Oklahoma for the purposes of organizing school districts and new schools. In addition, he developed questions for the eighth grade and teachers' examinations, assisted in designing the courses of study, and officially signed all diplomas for eighth grade graduates.[1]

President Boyd was also active in the affairs of both the Oklahoma Territorial Teachers' Association and the Indian Territorial Association. Sometimes this created scheduling problems when he was asked to speak at their meetings on approximately the same date.[2] Consequently, for logistical purposes and educational reasons, he was receptive to an idea for the union of teachers' associations in the Indian and Oklahoma Territories.[3]

The political affairs of the Oklahoma Territorial Teachers' Association were also an interest of Boyd's. In 1903, he actively supported the candidacy of a friend for the presidency of the association.[4] He also worked to secure a position on the Executive Committee of the association for another friend. His reasons for promoting both individuals were explained as follows: " . . . I have been thinking over somewhat the

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[1]David Ross Boyd, private interview conducted by Dr. and Mrs. Edward E. Dale, at Glendale, California, 1936, Edward Everett Dale Collection, University of Oklahoma, Division of Manuscripts.

[2]Letter, David Ross Boyd to George Beck, Nov. 29, 1904, University of Oklahoma, Division of Manuscripts, Official Files of the Presidents of the University of Oklahoma, David Ross Boyd Correspondence. Cited hereafter as Boyd Correspondence.

[3]Letter, David Ross Boyd to U. J. Griffith, Dec. 2, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[4]Letter, David Ross Boyd to R. V. Temming, Dec. 7, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

future of the Territorial Teachers' Association and feel that the organization for next year is a very important one. Of course everything must be considered. First, organization and executive ability. Second, general competency and record of work done. I think that our friend . . . meets these requirements. However, the great responsibility rests in the Executive Committee and I want to suggest that you be one of the members of this committee . . . "[5]

Boyd also encouraged the active participation of faculty in the programs of the teachers' association.[6] Also, he obtained copies of the programs of association meetings for students who might be interested in the proceedings.[7] Although Boyd was always willing to appear on the association programs, he sometimes disagreed with an assigned speech topic such as "Coeducation in Relation to General Discipline and to Classroom Efficiency":

> I have about the same experience and feeling that you have in regard to the program for our meeting. I have no doubt that the honorable committee has done as well as it could in regard to the matter, but I find myself without any previous sentiment of the ailment completely taken down by the subject of coeducation. Which, at the present time, is no more a question with us than the juxtaposition of the corn and cotton crop . . . [8]

Comments in the previous chapter have indicated some of President Boyd's activities with national educational organizations. In addition to his interest in the various accrediting associations, he continued his

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[5]Letter, David Ross Boyd to U. J. Griffith, Dec. 15, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[6]Letter, David Ross Boyd to A. R. Hickam, Oct. 28, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[7]Letter, David Ross Boyd to E. S. Vaught, Dec. 2, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[8]Letter, David Ross Boyd to U. J. Griffith, Dec. 2, 1904, op. cit.

participation in the National Education Association.[9] He also was involved in the meetings and functions of other groups such as the Association of Colleges of the Northcentral States[10] and the Association of Southern Colleges and Preparatory Schools.[11] However, the professional organization in which Boyd devoted the most time and made the greatest contribution was the National Association of State Universities. Edward Everett Dale has described the general nature of Boyd's involvement with this association:

> In 1895, Chancellor Fulton, of the University of Mississippi wrote a letter to state and territorial university presidents urging that they form an organization. As a result, when the N. E. A. met in Denver that year Boyd and Fulton called a meeting of all the state university presidents there and the preliminary organization of the Association of State University Presidents was formed. Fulton was made president and Boyd temporary secretary. He was urged to be permanent secretary but refused because he did not have enough office staff to carry on the work. He helped the Secretary, however, as much as possible and attended every meeting of the Association for nineteen years.[12]

Nine years after the preliminary meeting which led to the creation of the National Association of State Universities and, in turn, the eventual merger with the Association of Land-Grant Colleges, President Boyd offered an evaluation of the early meetings to the president of the State University

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[9]Letter, David Ross Boyd to L. W. Cole, June 18, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[10]Letter, David Ross Boyd to Auditorium Hotel, Chicago, Illinois, March 30, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[11]Letter, David Ross Boyd to W. S. Sutton, Oct. 10, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[12]Edward Everett Dale, "David Ross Boyd: Pioneer Educator," Chronicles of Oklahoma, XLII (Oklahoma City: Oklahoma Historical Society, 1964), p. 22. Actually, according to a Sept. 7, 1904, letter from Boyd to Association President Fellows, he missed one meeting: "The last meeting at Washington is the only one I have missed from the time the first meeting was held in Denver, 1895."

of Iowa: " . . . I agree with you that these meetings have been justified by the results and I am confident that they are likely to grow into something of especial value to institutions that are represented as well as to the individuals representing the institutions . . . "[13]

David Ross Boyd was occasionally asked to speak at meetings of the National Association of State Universities. In 1904, his topic was: "Shall the B. A. Degree Be Given for All Courses in the College of Liberal Arts?"[14] At the 1905 meeting he was asked to open the discussion on the topic: "The Significance of the Recent Rockefeller Gift to General Education."[15]

In addition, President Boyd cooperated with the association in various national studies on state universities. In providing statistical data and general information on the University, he also requested several copies of the final national reports.[16] Such information was then shared with other individuals such as the chairman of the Board of Regents:

> . . . I am enclosing a bulletin containing executive and fiscal information in regard to all the state universities that are members of the National Association of State Universities. It is the first full compilation of statistics that has ever been made and you can rest assured that the facts that it

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[13]Letter, David Ross Boyd to President George E. McLean, Oct. 24, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[14]Letter, David Ross Boyd to President George E. Fellows, University of Maine, Oct. 10, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[15]Letter, President George Fellows to David Ross Boyd, Oct. 3, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[16]Letters, David Ross Boyd to President George E. Fellows, Dec. 9, 1904; Nov. 19, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

> sets forth are reliable. I trust you will find it of interest to note the comparison between different institutions . . . [17]

Thus, the activities of David Ross Boyd in national and state educational organizations were an adjunct for the modern development of the University of Oklahoma.

Coordination With Other Educational Programs

The activity of Coordination With Other Educational Programs was extensive during the presidency of David Ross Boyd. As a result of relations with the public schools, colleges and universities, and other groups, Boyd was able to further develop the University in additional areas: Course electives; secondary and university articulation; and other events or activities.

It has been stated that "the central educational battle of nineteenth-century America was fought over the elective system."[18] One of the outcomes of this struggle was that the old prescribed curriculum of the traditional or liberal arts college was substituted for the elective system in modern American universities. Actually, the elective system adopted by collegiate institutions was one or a combination of the following methods:

> First of all, there were those colleges, like Harvard, which had made practically their whole curriculum elective. A second group was made up of colleges whose curriculums had become roughly about one-half prescribed and one-half elective. A third division was composed of institutions following the 'major-minor' system. Under this system, the student chose at the beginning of his junior year a field of study to be his

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[17] Letter, David Ross Boyd to Dr. G. W. Sutton, Jan. 12, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[18] John Brubacher and Willis Rudy, Higher Education in Transition, An American History: 1636-1956 (New York: Harper and Brothers, 1958), p. 96.

> 'major' and another to be his 'minor.' Finally, a number of colleges, headed by Johns Hopkins, were following what was called the 'group system.' This system organized all college studies into certain broad general 'groups,' such as science, philosophy, history, etc. The student was required to take most of his work within one or more of these groups.[19]

The first collegiate course of study at the University of Oklahoma was, as announced in the 1892-1893 Catalog, limited to classical, philosophical, scientific, and English fields of study. Plans were also proposed for respective degrees: Bachelor of Arts, Bachelor of Philosophy, Bachelor of Science, and Bachelor of Letters.[20] However, a complete four year college program was not approved until 1897.[21]

Course electives were an integral part of the early curricula of the University. Of the 125 required hours of undergraduate work, about one-half was prescribed and one-half elective. Students selected a major elective of "not fewer than twenty hours" and free electives of "not more than forty hours."[22] The basic prescribed work of the curricula was essentially that required by the admission of the University in 1900 as a member of the North Central Association of Colleges and Secondary Schools.[23]

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[19]Ibid., p. 110.

[20]Roy Gittinger, The University of Oklahoma, 1892-1942 (Norman: The University of Oklahoma Press, 1942), pp. 17-18.

[21]The University of Oklahoma, Board of Regents' Minutes, meeting of June 7, 1897.

[22]The University of Oklahoma, General Information and Announcements (Guthrie: State Capital Printing Co.), 1902-1903, p. 26; 1903-1904, pp. 48-49; and 1907-1908, pp. 52-53. Cited hereafter as Catalog.

[23]Dorothy Gittinger Wardner, "The Territorial University of Oklahoma" (unpublished master's thesis, University of Oklahoma, 1939), p. 90.

The rationale of the curricula of the College of Arts and Sciences, including the reasons for adopting the elective system, were explained by the Board of Regents in a report to the Governor:

> The College of Arts and Sciences is so vitally important a part of the University that the faculty has given to the consideration of its problems more serious thought than to the problems of any other school, possibly more than to all the other schools. During the past twenty years the American college has been changing fundamentally its courses of study and its methods of teaching, and in the midst of such changes it has been imperative that every step be taken thoughtfully. In studying the problem nothing seemed clearer than that the old course of study with its work rigidly prescribed has been outgrown. The elective system in some form has been adopted in every state university in the west and south. Among these schools three principal variations of the elective idea have been developed: the free elective system, the group elective system, and the major elective system. The first plan prescribes no certain work to the undergraduate but allows him to choose for himself from those studies which he is prepared to take. The second plan lays down a number of courses, each built up of correlated studies, and the undergraduate must elect what group of studies he will pursue.
>
> The third system is the plan in force at the University. It was adopted in 1901 and is specifically as follows: During the first two years of his work the undergraduate is under the control of the Freshman Committee, which sees that his course of study is wisely chosen. During these first years he is required to take the following courses: one year's work in English composition (English I and II), two year's work in either French or German (French I, II, III, and IV or German I, II, III, and IV), one year's work in American political history (History Ia and Ib), half a year's work in science with laboratory exercises, and certain drills in the gymnasium. In addition to this prescribed work he is required to elect such other work as in the judgment of the Freshman Committee will be helpful. In choosing such elective work the undergraduate is not allowed to specialize or to dodge work that should be taken. At the end of the sophomore year, that is, after the undergraduate has been in residence for two years, he is required to select a definite line of work to which he will devote special attention during the last two years of his course. After he has selected this major study he passes from the control of the Freshman Committee to that of the head of the department in which his work is to be done, and with the advice and assistance of this major professor he draws up a plan of study covering his junior and senior years. This plan includes twenty hours in what is called his major study, including a thesis which he is to

> prepare by the end of his senior year, and forty hours work in other departments than that in which he majors. It is intended that these last two years shall not be spent in professional study but at the same time that they shall offer a chance for the student to prepare in part for professional work without making his course deficient in purely cultural subjects.[24]

There were few electives permitted in the professional schools at the University of Oklahoma. The Schools of Applied Science, Medicine, Mines, Fine Arts, and Pharmacy generally outlined their courses of study by year, semester, and subjects.[25] Nevertheless, the opportunity for a student to elect a scientific or utilitarian professional program was a result of the expansion of the curriculum made possible by the concept of the elective system.

The early adoption of the elective system at the University was the result of President Boyd's coordination with other educational programs, that is, the recognition of this practice at other institutions and the determination for its need at the University. Although the major elective system instituted by Boyd was exchanged, upon the recommendation of a faculty committee, for a group system in March, 1908;[26] the precedent which was established for an elective system at the University of Oklahoma continued to offer students a choice in the nature of their education.

The importance of secondary and university articulation during the presidency of David Ross Boyd was evident in the opening statement about "The University" in the 1907-1908 Catalog:

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[24]Report of the Board of Regents of the University of Oklahoma to Honorable Charles N. Haskell, Governor (Guthrie: State Capital Printing Co.), 1905-1907, pp. 3-5. Cited hereafter as Report of Board of Regents.

[25]Catalog, 1907-1908, pp. 114-56.

[26]John M. Weidman, "A History of the University of Oklahoma" (unpublished master's thesis, University of Oklahoma, 1928), pp. 95-96.

> The State University of Oklahoma is the head of the public school system of the Territory. It was founded by the state in order to provide the young men and women of the Territory with a school in which they might do advanced academic and professional work. It begins where the high school leaves off, and its training is founded upon that got in the secondary public schools. A sense of this close connection between the public schools and the university determines in large measure, the requirements for admission to the university, its spirit and course of study.[27]

Boyd's presidencies of the University of Oklahoma and the Oklahoma Territorial Board of Education were complementary for achieving progress in areas such as secondary and university articulation. In the former position he worked to maintain rigid admission standards for the University; and in the latter responsibility he endeavored to raise the level of high schools to meet the University requirements.

The early requirements for collegiate admission were based upon two systems. Applicants for admission who were not graduates of the University Preparatory School or a comparable school were required to take an examination in history and civics, English, mathematics, elementary science, and Latin. In addition, such students were required to "present a full year's work in each of two other subjects which may be chosen from among the five following: (1) Mathematics . . . (2) Science . . . (3) Latin . . . (4) Greek . . . (5) German."[28]

The second system for selecting collegiate students was through admission on certificate. The University gave credit for satisfactory high school work upon the submission of blanks attesting to the extent and quality of preparation. Further, University admission could be granted on the

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[27] Catalog, op. cit., p. 13.

[28] Ibid., 1902-1903, pp. 31-33. General examination requirements were similar as reported in the Catalogs for 1893 through 1895.

basis of graduation from a school with "a twelve years' course of nine months each year"; with a scholarly and experienced administrative and instructional staff; high schools approved by the University Committee on High Schools; and certification by the superintendent or principal of approved high schools that University requirements were satisfactorily completed with the recommendation "that a certificate of entrance to the University be granted."[29]

In a letter to a superintendent of schools, Boyd explained the use of blanks for the admission of students to the University:

> . . . It will give me great pleasure to be with you and to address your class on the occasion of your commencement exercises May 21st. I note your statement in regard to a closer affiliation and understanding between the high schools and the State University and also your suggestions that this be incorporated in my remarks in such a way as to influence and promote that interest.
>
> I take pleasure in sending you a blank which will outline to you our plan of accrediting students with preparatory work and the requirements for entrance to the freshman class. You will note that the first part of the blank contains a statement of the work the student has done certified to by the superintendent. Certificate below is to be filled out and signed by the superintendent and when approved by our High School Committee is returned to the student. The record blank is filled here as a part of the student's permanent record in case he does other work in the University. With the certificate he will know just where he will be classified as though he were being promoted from one grade to another in his own school. I shall be glad to forward blanks to you for all your graduates whether they intend to go away to school or not it might interest them . . . [30]

President Boyd often sent blanks to high schools for an evaluation of the admissibility of their students to the University.[31] He also

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[29] Ibid., pp. 33-34.

[30] Letter, David Ross Boyd to Superintendent U. G. Griffith, April 10, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[31] Letter, David Ross Boyd to W. L. Calvert, Sept. 6, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

encouraged high schools to plan their work so that it would articulate with the entrance requirements of the University.[32] In this regard, he offered advice for a new high school course of study;[33] expressed pleasure when a high school was planning for its program to articulate with the University;[34] and sent congratulatory letters to new high schools urging their graduates to apply for University admission.[35]

The success which Boyd had in articulating the work of Oklahoma high schools to the University was preceded, according to the following statement, by his earlier administrative experiences as Superintendent of Schools at Arkansas City, Kansas: " . . . I was very much interested in the description you gave of the relations between the high schools and the university. When I went to Kansas in 1888, they were just starting to work up the high schools to prepare for the university. I was the first person in Kansas to write to Professor Snow in regard to working up a relationship between the high schools and the university after they had decided to drop the preparatory department. The result was that I was placed on the committee to adjust these relations . . . [36]

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[32]Letter, David Ross Boyd to Dr. V. Woods, July 14, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[33]Letter, David Ross Boyd to J. F. Epley, Jan., 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[34]Letter, David Ross Boyd to H. L. Bruce, July 14, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[35]Letter, David Ross Boyd to Superintendent of Schools, Bartlesville, Indian Territory, May 14, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[36]Letter, David Ross Boyd to Monroe Osborn, Aug., 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

Although progress was made in Oklahoma for secondary and university articulation there remained the need for a uniform high school course of study. By 1903, a draft act for such a proposal was developed and sent to President Boyd for suggestions. His comments on "An Act Providing For A Uniform Course Of Study For The High School Of Oklahoma Territory" were as follows:

> . . . I have read with deep interest the draft of the act . . . I am in hearty sympathy with the idea of getting some kind of concerted action in the matter of high schools and also in the supervision of them; and this can only be accomplished by concerted effort with regard to courses, etc. I believe that I would add the idea of support by the state as advocated by Wisconsin which allows high schools that come up to a certain standard to receive some support from the general school fund of the state. You can get full information with regard to this idea by writing to the Superintendent of Public Instruction of Wisconsin and of Minnesota, also. I believe that I would consider this matter thoroughly before introducing the act into the Legislature . . . [37]

While Boyd was working to establish a stronger Oklahoma high school system, he also continued to improve upon the admission standards of the University. Starting with the 1904 school year, the University adopted the unit plan for admission. This unit plan included the Preparatory School, the College of Arts and Sciences, and the professional schools.[38] In November, 1904, President Boyd explained the concept and future use of the new admission system: " . . . You will notice that we have adopted the unit plan in which a unit of work consists of one year's work in a subject of four or five recitations per week. Next year we will raise the number of units of credit required for admission to 15 or 16. We will then

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[37]Letter, David Ross Boyd to W. T. Ellis, Jan. 29, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[38]Gittinger, op. cit., p. 46.

give a wider selection of subjects than heretofore . . . This will permit the high schools to make as wide a range of subjects as seems desirable . . . "[39]

As explained by Roy Gittinger, the unit plan adopted by the University of Oklahoma was similar to the Carnegie unit, but more like the unit requirements of the North Central Association of Colleges and Secondary Schools:

> Throughout a large part of the United States at that time, the unit of entrance credit was spoken of as the Carnegie unit . . . The expression, Carnegie unit, grew out of the use by officials of the Carnegie Foundation of the word, unit, in the standards adopted to govern the eligibility of institutions to share in the benefits of Carnegie pension funds. The faculty of the university, however, accepted the plan of stating admission requirements for membership in the North Central Association of Colleges and Secondary Schools. The Carnegie Foundation specified that approved colleges must require fourteen units of entrance credit for admission, while the North Central Association required fifteen units. Accordingly, it was clear that the university must as soon as possible change its requirements from thirteen to fifteen. This change was accomplished during the year 1904-05 . . . [40]

By 1905, the level of secondary and university articulation had been sufficiently developed to allow the University to consider the implementation of "a scheme whereby we can admit graduates of the Oklahoma Normals to a minimum standing . . . "[41] Such academic relations with the teacher training institutions were indicative of an upward mobility in the articulation needs of the University. After more than a decade of work for secondary and university articulation "most of the schools in the

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[39]Letter, David Ross Boyd to E. F. Proffitt, Nov. 22, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[40]Gittinger, op. cit., pp. 46-47.

[41]Letter, David Ross Boyd to T. W. Conway, Nov. 7, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

larger towns are prepared to enter their graduates in the freshman class of the University . . . "[42] And even though a high school visitor was employed in June, 1908, "in order that this articulation may be secured and maintained,"[43] the attention of the University was also focused on other important matters.

There were several other events or activities relative to coordination with other educational programs during the Boyd Presidency. In an effort to improve the national ranking or classification of the School of Medicine, Boyd corresponded with officials responsible for determining the advanced standing of students in accredited medical schools;[44] he contacted representatives of the Philippine Educational Department requesting that their students attend the University: " . . . Tuition is free to citizens of Oklahoma. We would open its opportunities free to Philippino students. It would be necessary for them to have their personal expenses provided for . . . ";[45] and he inquired of the librarian of the Carnegie Library and an official of the New York State Library concerning architectural suggestions for the new University Library.[46]

In addition, David Ross Boyd maintained a close working relationship with other college and university administrators. Desiring to

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[42]Report of Board of Regents, op. cit., p. 8.

[43]Ibid., 1907-1908, p. 4.

[44]Letter, David Ross Boyd to Henry L. Taylor, Jan. 18, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[45]Letter, David Ross Boyd to W. A. Sutherland, July 18, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[46]Letters, David Ross Boyd to Mr. Anderson, April 13, 1903; and William R. Eastman, April 28, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

determine how other universities had expanded their land holdings, he communicated with the presidents of the Universities of Illinois and Nebraska;[47] he asked for information from Columbia University on how to make science molds of dinosaurs and other prehistoric animals;[48] he requested assistance from the University of Nebraska on ordering lantern slides for science classes;[49] he coordinated the details associated with transfer students and similar problems with several institutions such as the Universities of Texas, Nebraska, Ohio, and Kentucky State College;[50] and he exchanged facilities data and reports with the presidents of the Universities of Oregon and Texas.[51]

The contacts which David Ross Boyd developed with other higher education institutions led to numerous invitations to attend anniversary celebrations, dedication exercises, inaugural ceremonies, and commencement activities at colleges and universities such as Wisconsin, Baylor, Park College, Illinois College, and the Massachusetts Institute of Technology.[52]

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[47]Letters, David Ross Boyd to Edmund J. James, Dec. 4, 1905; and E. B. Andrews, Dec. 4, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[48]Letter, David Ross Boyd to Henry F. Osborn, Sept. 24, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[49]Letter, David Ross Boyd to G. Cornell, July 1, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[50]Letters, David Ross Boyd to William L. Prather, Oct. 24, 1903; President, Kentucky State College, Sept. 16, 1903; R. G. Clapp, May 14, 1903; Ohio University, Oct. 26, 1904, to David Ross Boyd, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[51]Letters, David Ross Boyd to P. G. Campbell, Nov. 17, 1903; William L. Prather to David Ross Boyd, Aug. 11, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[52]Letters, David Ross Boyd to President, University of Wisconsin, Feb. 12, 1904; G. W. Truedd, March 12, 1903; Lowell M. McAfee, May 9, 1904; Secretary, Illinois College, July 12, 1904; and President,

If it was possible, President Boyd usually represented the University of Oklahoma at these important collegiate functions.

Boyd also maintained relations with other higher education institutions as a means of developing student activities and athletics. He coordinated details with the University of Kansas for debate contests between the institutions' respective societies;[53] he developed athletic regulations and football associations with institutions such as the Universities of Kansas and Nebraska;[54] and he traded newspaper clippings on football records with fellow university presidents as far away as Maryland.[55]

Working relationships were also established with Oklahoma higher education institutions. Boyd labored with the president of the Oklahoma A & M College to maintain federal land sources for financing higher education.[56] With the Normal School presidents, he shared fiscal and other information;[57] arranged for conjoint debates between literary societies;[58]

Massachusetts Institute of Technology, undated, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[53]Letter, David Ross Boyd to B. G. Thayer, Oct. 6, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[54]Letters, David Ross Boyd to Wilson Sterling, Nov. 12, 1903; and R. G. Clapp, May 18, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[55]Letter, David Ross Boyd to E. D. Murdaugh, Dec. 8, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[56]Letter, David Ross Boyd to A. C. Scott, Jan. 22, 1902, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[57]Letter, David Ross Boyd to J. R. Campbell, Nov. 23, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[58]Letter, David Ross Boyd to J. F. Epley, Jan. 14, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

and assisted in developing methods of instruction.[59] Boyd often stressed the importance of cooperation between the University and the Normal Schools. Consequently, in 1906, he became upset over charges that there were poor relations between the University and the Edmond Normal School: " . . . the statement is not the fact . . . We have very cordial relations with the Normal there. The friction that existed between the University and the Normal has been confined to some individuals only . . . "[60]

David Ross Boyd also established other areas of relations with the Oklahoma public schools. Such cooperation included speech making for either himself or members of the faculty at public school functions;[61] explanations for administrative decisions which affected the certification of public school teachers;[62] assistance in the establishment of an Oklahoma Kindergarten Association;[63] help in the organization of a teachers' round table or club;[64] development of high school track meets at the University during professional meetings;[65] requests for the names of teachers

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[59]Letter, J. R. Campbell to David Ross Boyd, Oct. 29, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[60]Letter, David Ross Boyd to J. R. Campbell, May 21, 1906, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[61]Letter, David Ross Boyd to E. S. Vaught, March 23, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[62]Letter, David Ross Boyd to A. Gridley, March 30, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[63]Letter, David Ross Boyd to Lucy Gage, June 11, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[64]Letter, David Ross Boyd to Lillian Smith, Jan. 31, 1906, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[65]Letter, David Ross Boyd to W. S. Calvert, March 19, 1906, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

who might be interested in attending the University;[66] inquiries for suggested summer session courses;[67] information on the availability of free lectures by the faculty of the University;[68] and general coordination of plans for the Oklahoma Exhibit at the St. Louis World's Fair.[69]

In all of the previous ways, President Boyd developed coordination with other educational programs. Such cooperation was beneficial not only for the University, but also for Oklahoma public schools and institutions of higher education.

Public Relations

The activity of Public Relations was an important factor in the development of the University of Oklahoma. For it was through the public relations mediums of speeches, civic meetings, newspapers, campus visitors, and publications that President Boyd was able to develop the University with popular support. Many of the previous events in other activities have illustrated Boyd's use of public relations. His actions in this regard can be further evidenced by additional examples.

During his presidency, Boyd "traveled thousands of miles each year visiting remote villages and country school houses to speak to the people

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[66]Letter, David Ross Boyd to Ella Baker, Nov. 23, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[67]Letter, David Ross Boyd to E. E. Kiggins, Sept. 7, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[68]Letter, David Ross Boyd to S. C. Cosner, Dec. 20, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[69]Letter, David Ross Boyd to L. W. Baxter, June 1, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

assembled there and tell them of the University and its work."[70] He was especially interested in recruiting University students as a consequence of his speeches. The importance which Boyd attached to such personal contacts and the degree of his own involvement were evidenced in the following remarks to a University administrator on educational leave:

> . . . Notwithstanding the efforts we made to promote the knowledge of the University among persons who desire to attend school here this year the aggregate enrollment is not so large as last . . . The Territory was overrun during last summer with canvassers making personal appeal for institutions outside the Territory and I feel that we must in the near future perfect our office organization. And, in addition to this, send out from two to five persons during the summers as we locate inquiries in a sufficient number to justify making a visit. The Music Department will make a direct canvass of whole Oklahoma and Indian Territory. In other words, when we locate an inquiring student we will have to acquire some means by which he can be met by a representative of the University.
>
> . . . Mrs. Boyd received a letter from you during my absence in Lincoln County where I made a tour similar to the one I made in Greer County. I visited fourteen points in seven days and delivered fourteen addresses. I am sure it will have its effect. I intend to canvass Pott. County in the same way and next year touch fourteen more points in Lincoln County without covering the same ground as I did this year. I wish to thoroughly canvass the part of the Territory that immediately surrounds the University so that the region near will be thoroughly informed in regard to the institution . . . [71]

The busy pace of President Boyd's speaking engagements had unanticipated effects. Approximately one month after his Lincoln County tour, he described his health for an absent faculty member:

> I'm not in very good health. I made a tour through Lincoln County . . . It seems to have been too much for me. During the last days of my trip I felt an unusual and strange pain in the lower abdomen and since have found that I have sustained a rupture . . . Within the last month I have traveled over 3,000

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[70]Edward Everett Dale, "David Ross Boyd, 1853-1936," The Sooner Magazine, January, 1937, p. 92.

[71]Letter, David Ross Boyd to George A. Bucklin, Nov. 14, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

> miles and delivered eighteen or nineteen addresses. I leave this afternoon for Alva and Pond Creek which will complete my appointments this year. Then we will have a Territorial Teachers' Association. I propose to slow up in January and February and only make personal appointments. However, the way things are shaping themselves I will have to make a great deal of these . . . [72]

President Boyd eventually recovered from this illness, but throughout his presidency he suffered from other ailments such as gripe and catarrh. Although his health sometimes incapacitated him for several weeks, he always resumed his heavy speaking schedule upon recovery.

Public relations for the University were further advanced with Boyd's civic meetings or activities. Because the future of Norman and the University were so closely allied, Boyd worked for their mutual success. The results of his efforts in achieving excellent gown and town relations were once thusly described: ". . . a town could scarcely be more loyal to a citizen than is . . . Norman to the man whose ability and energy has made the University one of the great schools of the country . . . they know Boyd's worth as a man and a citizen . . . "[73] Such a community accolade derived from the Boyd family's total interest in the social, religious, and educational affairs of the Norman area.

The use of newspapers and related forms of publicity was another avenue for public relations during the Boyd administration. President Boyd maintained cordial relations with the press and cooperated in every legitimate way to project the image of the University to the public. Consequently, he routinely sent copies of the University Catalog and campus

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[72]Letter, David Ross Boyd to L. W. Cole, Dec. 16, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[73]Norman Transcript, February 6, 1908.

photographs to newspaper editors;[74] he also sent special pictures for feature newspaper articles on University events;[75] and sometimes he offered suggestions to editors for certain aspects of articles on the University that needed emphasis: " . . . You know our field is Oklahoma and Indian Territory and I suggest you emphasize that tuition is free to students from Oklahoma and Indian Territory. It is hard to make the people of the Indian Territory believe that it is open to them on precisely the same terms as to people of Oklahoma . . . "[76] Boyd also was interested in what the press had to say about the University and, therefore, subscribed for a newspaper clipping service.[77]

David Ross Boyd worked to obtain both Oklahoma and national University publicity. Sometimes, as in the following case, he cited national press attention to the institution in urging equal Oklahoma coverage: " . . . The marvelous growth of the Oklahoma University is attracting the attention of the press outside the Territory and I feel sure of your interest. For example, the American School Board Journal of Milwaukee, Wisconsin is publishing quite a write up with pictures on the development of the institution . . . Help us push a good movement along . . . "[78] Other national publications, such as Cosmopolitan Magazine, requested

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[74]Letter, David Ross Boyd to Editor of Daily Express, July 1, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[75]Letter, David Ross Boyd to John Golobie, Aug. 15, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[76]Letter, David Ross Boyd to R. R. Whitman, July 18, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[77]Letter, David Ross Boyd to M. C. Barnhardt, Sept. 2, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[78]Letter, David Ross Boyd to Editor of Daily Express, op. cit.

photographs of the University for higher education articles. In complying with Cosmopolitan's Editorial Department, Boyd stated: " . . . I have been much interested in the subject which you are taking for your article. I believe you will find this institution particularly valuable as an illustration of rapid development. In fact, although just completing its eleventh year, it is at about the same stage of development of many of the state universities at twice or thrice its age. Unfortunately, we lost our Science Building January 6th by fire. This will be rebuilt at once, however . . . "[79]

President Boyd also utilized campus visitors as a means of public relations. It was common for Boyd to invite guests to the University ranging from legislators[80] to pharmacists.[81] During the visitations of guests to the campus, Boyd introduced them to the progress and problems of the University. In this way he was able to gain support for the development of the institution.

Visits to the University by famous people were especially encouraged during Boyd's presidency. Such well-known personages were not only made aware of institutional needs, but also served as a focus for publicity about the University. Thus, individuals such as William Allen White and William Jennings Bryan were visitors at the University of Oklahoma. White was the scheduled commencement speaker for 1906. His topic was "The

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[79]Letter, David Ross Boyd to Richard L. Jones, March 11, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[80]Letter, David Ross Boyd to B. B. Bone, Nov. 17, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[81]Letter, David Ross Boyd to L. Matthews, Sept. 30, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

Partnership of Society," a subject much approved by Boyd;[82] Bryan was invited to the University as both a lecturer and possible source of funds:

> . . . I note with pleasure that you expect to make a trip through the Territory in the near future and that you would possibly make a date here at Norman. We shall be very glad to have you if you will name the time and the terms on which you can be secured. We would be glad to have you give the lecture on "The Value of an Ideal." Kindly let me know at your earliest convenience the details about your trip that you may arrange as early a date as possible.
>
> When you were here before you only had a University audience. This time we want to get everybody in the county. There was a great deal of criticism at that time of your other visit because we did not have the lecture at the Opera House to give everybody an opportunity to be present. Really, when we had you come here before we were concerned chiefly for the advantage of the students. This time we would like as much time as possible to arrange in order to get as large an attendance as possible.
>
> I am glad to know that when you come to the distribution of the money that has been placed at your disposal for the benefit of students in college you will consider the University. This is certainly all that could be desired . . . [83]

By far, the most ambitious plans which Boyd ever made for public relations via a campus visitor involved an invitation to President Theodore Roosevelt in 1906. Following months of discussion by Boyd, the Board of Regents, and Governor Frantz, the President of the Unites States was asked to attend the 1907 University commencement exercises. Although President Roosevelt tentatively accepted the invitation his scheduled educational tour of the western universities never materialized and, therefore,

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[82] 1906 Commencement Bulletin, Class of 1906 Collection, University of Oklahoma, Division of Manuscripts.

William Allen White, due to inclement weather, was not able to deliver the 1906 commencement address. However, in 1907, he did make it and spoke to that year's graduating class.

[83] Letter, David Ross Boyd to W. J. Bryan, Dec. 4, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

neither did his visit to the University of Oklahoma. Nevertheless, the draft invitation, itself, was an indication of the progress which Oklahoma and the University had made:

"March 13, 1906

"To the President
"White House
"Washington, D. C.
"To the President:
"A million and a half of the citizens of Oklahoma and Indian Territory are about to frame the Organic Law and organize a government for the new state of Oklahoma. This work will affect profoundly the industrial, social, and civic life of all future generations of the new Commonwealth. We feel that the most important duty involved in this work is that of providing for public education. At the head of the public school system of Oklahoma is the University now in the fourteenth year of its work with a plant valued at three hundred thousand dollars, a faculty of thirty-four instructors, and the enrollment of six hundred students.
"The Board of Regents and the Faculty of the University join in a unanimous and hearty invitation to you to be present at the fifteenth annual commencement of the University in June, 1907. In extending this invitation we feel that it would be a very real help at this critical time in the development of our new state for you to give the weight of your presence and words to emphasize the place and functions of the State University in the Commonwealth.
"Every citizen of Oklahoma joins with us in this invitation and we trust that you will find it possible to accept it. Moreover, your acceptance would be especially pleasing as it would afford us just the opportunity we wish to express our appreciation of your efforts in behalf of statehood and our approval of your administrative policy.

"Most respectfully,
"G. W. Sutton
"President,
"Board of Regents
"President,
"University of Oklahoma"[84]

Publications of the University and related items were the staple form of public relations during the Boyd administration. In thousands of letters dealing with multiple subjects, President Boyd usually enclosed copies of the University Catalog, Umpire, Bulletin, News-Letter, and other

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[84]Letter (Draft), David Ross Boyd to G. W. Sutton, March 13, 1906, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

institutional publications. Since his major concern for public relations was student recruitment, he often added personal remarks in letters to buttress the more formal statements of the University publications: " . . . I thought it was clearly understood that every student, especially graduates is a recruiting officer of the University. Indeed, we depend more on our old students for these services than any other element in our resources . . . ";[85] " . . . Why not come to the University instead of going to Nebraska? You could come nearly one-half year to the University for what it would cost you in traveling expenses to go to Nebraska . . . ";[86] and " . . . I understand that you have a boy who is as bright and promising as his father and this being the case it occurs to me that you want to be thinking about sending him to the University . . . "[87]

President Boyd also adopted several miscellaneous methods for the public relations of the University. He urged professional groups, such as bankers, to promote the institution with their customers by distributing University Catalogs;[88] he sent written sketches and other materials on the University to womens' club meetings;[89] and he provided photographs of the

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[85]Letter, David Ross Boyd to F. C. Oakes, Aug. 22, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[86]Letter, David Ross Boyd to W. A. Seacord, July 22, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[87]Letter, David Ross Boyd to Rett Millard, July 2, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[88]Letter, David Ross Boyd to Oklahoma Bankers, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[89]Letter, David Ross Boyd to Mrs. J. J. Cummings, Dec. 9, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

University to the Governor's Office for reports to federal agencies.[90] An indication of the extent of such public relations activities was described by Boyd to a member of the Board of Regents:

> . . . I am sending you copies of the circular letter sent out this summer together with samples of our advertising matter. We sent 1,000 letters to names furnished us by teachers last fall, 250 to editors of newspapers, 1,000 to graduates of the rural schools, 700 to unsuccessful applicants for the rural school diploma, 500 to Oklahoma bankers, 300 to Indian Territory bankers, and 400 to Oklahoma pharmacists. These were all out by July 1st. Since that time the responses have been coming in and we have sent enquiries, the Catalog, Umpire, card, Arline folder, etc. and have put the names of prospective students and influential parents on the mailing list of the News-letter. This list now numbers 4,000 names and will be increased to 5,000 by the time school opens . . . [91]

President Boyd had several basic themes or features of the University which he liked to stress in letters for public relations: free tuition; central Oklahoma location; courses and instruction comparable to other members of the National Association of State Universities; special training of the faculty; student body organized into social clubs and societies; high athletic standing; new, well equipped buildings; and library and laboratories equal to any in the southwest.[92] He also enjoyed telling about special features or achievements at the University. For example, he often referred to the new student discipline and related area of a moral student environment at the institution. The nature of these events and their public relations value were important in the development of the University of Oklahoma.

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[90]Letter, Governor T. B. Ferguson to David Ross Boyd, Aug. 19, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[91]Letter, David Ross Boyd to Harry Gilstrap, July 31, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[92]Letter, David Ross Boyd to Bob Bailey, July 11, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

Actually, President Boyd's interest in new student discipline and a moral student environment were contradictory concerns in terms of historical concepts for student government and discipline. His efforts to achieve a moral student environment were typical of the old traditional paternalistic system of college administration; while his work to accomplish new student discipline was related to the modern system of inculcating student "self-discipline and a mature sense of responsibility . . . "[93] The fact that Boyd developed these areas in a dichotomous fashion was probably the result of old-time college presidential traditions, Territorial religious beliefs, recognition that early Norman had about twelve hundred people and twelve saloons,[94] and the countervailing desire to pattern the University along the general lines of the major state higher education institutions.

Consequently, David Ross Boyd created good public relations by simultaneously advocating the old moral as well as the new intellectual development of University students. In the former instance, as indicated in the previous chapter, he worked to achieve religious and moral instruction for students. He advocated prohibition for the Territory and the future state; and enlisted faculty and student support for this cause by obtaining signed petitions and a resolution.[95] Also, he countenanced no campus "vices." Minor violations, such as defacing railroad property with "freshman advertisements" were thoroughly investigated by Boyd to prevent future

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[93]Brubacher and Rudy, op. cit., p. 119.

[94]David Ross Boyd, private interview, op. cit.

[95]Letter, David Ross Boyd to J. J. Thomson, Feb. 8, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

trouble;[96] major infractions, such as "improper relations" between students, resulted in release from the University.[97] Although President Boyd never made the individual facts of personal student discipline public, the general reputation of "the moral, religious and social spirit of the university" was "heartily recognized." Boyd gave the Oklahoma public what they expected in the way of a moral student environment at the University. Thus, the public relations benefits for the institution were gained in the general confidence and support of Oklahoma citizens. This respect for the University and President Boyd was born from deeds and assurances like the following to a minister's wife: " . . . I have had some correspondence with your son and believe that both your son and daughter will do earnest, careful, and continuous work and if this is the case it will be very improbable that they will be open to evil influences . . . "[98]

The new student discipline of David Ross Boyd was limited almost entirely to the concepts of student self-government and the honor system. Although it could be argued that non-compulsory chapel at the University was also an aspect of modern student self-discipline, this freedom, because attendance was generally expected, was rather specious. Nevertheless, even "voluntary" chapel was ahead of the rigid requirements for chapel attendance at many higher education institutions. As late as 1913, a survey of sixty public and private institutions revealed that slightly over half retained

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[96]Letters, J. J. Baker to David Ross Boyd, Oct. 12, 1904, and David Ross Boyd to J. J. Baker, Oct. 13, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[97]Letter, David Ross Boyd to _____ _____, March 31, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[98]Letter, David Ross Boyd to Mrs. H. Warner Newby, Sept., 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

compulsory chapel. Among the universities requiring chapel attendance were Yale, Princeton, and the University of Georgia.[99]

New student discipline, coupled with the old moral concern, were explained in the public relations of the University as follows:

> . . . While there is no direct supervision of students in regard to conduct, such as there is in a military school or a school maintaining dormitories, there is an indirect pressure brought to bear and an indirect looking after his welfare that appeals to the self-respect of the student. Our chapel exercises daily are attended by the whole student body for it is here that daily announcements are made - that the whole school comes together. In addition to the usual short religious exercises there are short lectures on conduct and morals put in such a way that will not be resented. You will readily see how potent these lectures can be in directing the conduct of our young people since they make the public spirit of the institution. In a word, the student is asked to govern himself and given every advantage to that end and in the majority of cases this is the best kind of discipline. At the regular faculty meetings reports are made on students who are failing in any way. If the classwork continues to be poor the reason is nearly always found in the behaviour of the student. Bad company, idleness, immorality do not combine with good classwork and the effect is seen at once. The special reports are handed in to the President who takes hold of the case personally as appeals to his judgment . . . [100]

Again, the general reactions of the citizens of Oklahoma to the style of new student discipline at the University were favorable. In response to such approbation, President Boyd told the older brother of a University student: " . . . I note with a great deal of interest your statement in regard to characteristics you have observed among University students. I think our plan of governing here does have a tendency to so

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[99]Brubacher and Rudy, op. cit., p. 122.

[100]Letter, George Bucklin to Mrs. N. Peard, Aug. 15, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

place responsibility as to secure independent and responsible action . . . "[101]

As indicated, the essence of the new student discipline was self-discipline; and the major representation of student self-discipline was the University honor system. The adoption of the honor system at the University of Oklahoma was in step with modern higher education institutions. Another survey, in 1915, indicated that one hundred and twenty-three American colleges and universities were using some form of the honor system.[102] The variant of the honor system at the University was that of putting students on their honor during examinations with little faculty supervision. At one time the honor system was implemented with a written pledge from the students. However, this formal method was dropped for an expressed verbal understanding of student honesty. Sometimes students disregarded the honor system. When a student was caught cheating on a test the penalty was dismissal from class and the loss of the semester's work in the course; any repetition of the act was immediate dismissal from the institution.[103]

President Boyd once described the general success of the honor system and its rationale for a professor at the Oklahoma A & M College:

> " . . . We have a decidedly strong sentiment in the student body against cheating in examination. I desire to say in regard to the whole question of moral attitude of students that we try to have every student feel that he is responsible for his own conduct and a departure from the standard of good morals and good manners simply react on him and not on anyone else. Indeed, we

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[101]Letter, David Ross Boyd to D. S. Wolfinger, Sept. 18, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[102]Brubacher and Rudy, op. cit., p. 121.

[103]Letter, David Ross Boyd to Professor Robert H. Tucker, Nov. 22, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

> depend more on the public sentiment of our student body in regard to this matter than on any other force in the University . . . "[104]

Thus the implementation of new student discipline at the University of Oklahoma rested on the moral enthusiasm of the student body. It required their self-discipline and governance as the consequence of the delegation of responsibility. Even though students at the University were not given complete supervision of discipline or determination of institutional policy, they were permitted latitude in many curricular and extracurricular areas. Most importantly, they were given the freedom to be treated as responsible adults. This privilege, combined with some coexistent elements of the old student discipline, may have been less than the practice at a few other institutions--but it was equal to the rights granted students at most modern American universities.

Coordination With Other Community Programs

Coordination With Other Community Programs and Organizations was another activity of the administration of David Ross Boyd. In two events related to this activity, community service and sectarian freedom, the further development of the University can be demonstrated. The former event was a natural outgrowth of concern for community activities; while the latter event was an instance of the manner in which President Boyd sometimes coordinated with other community programs.

Boyd's interest in general coordination with other community programs included ideas about the functions of the state university through the rendering of public service and teaching citizenship. Such general concern for assisting the local community or larger society were evidenced in the

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[104] Ibid.

service which he rendered to church,[105] clergy,[106] and religious organizations.[107] Further, in addition to cultural interests in society, Boyd aided in such diverse community coordination as promoting Territorial interest in work with prisoners[108] and "securing the patronage of Latin American people for educational institutions of this country."[109]

The extent of President Boyd's activities in general coordination with other community programs was limited only by his available time and physical energy. However, because of these restrictions, he was forced to withdraw from participation in service organizations such as the Oklahoma City Elks Club[110] and, as explained in the following remarks, he sometimes had to cancel community engagements: " . . . Kindly say to the people that it is only my physical disability that prevents my coming . . . "[111] The brunt of Boyd's community activities, therefore, were primarily concentrated

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[105]S. E. Henry, "Religious Development of David Ross Boyd" (unpublished and undated paper, University of Oklahoma, Archives, David Ross Boyd Collection), p. 30.

[106]Letter, David Ross Boyd to Reverend Ernest B. Green, March 21, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[107]Letter, David Ross Boyd to J. M. Patterson, July 20, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[108]Letter, David Ross Boyd to Thomas Kane, May 9, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[109]Letter, David Ross Boyd to Sloan and Sons, Cincinnati, Ohio, Aug. 27, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[110]Letter, David Ross Boyd to Oliver C. Black, Dec. 7, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[111]Letter, David Ross Boyd to S. C. Cosner, Feb. 24, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

in areas which accrued benefits for the University and its communal environment.

Community or public service was such an area. This concept of University service to all the needs of the democratic community, such as political reform, economic and social improvement, and human welfare, was foundational to most of the educational activities of the Boyd presidency. Two major examples of Boyd's efforts to foster community service through the University, the setting aside of federal lands for higher education and for public buildings and assistance in the Oklahoma Statehood Movement are considered as aspects of fund raising and state government relations later in this chapter. In addition, other illustrations of Boyd's contributions for public service included the following areas: University responsibility for developing unified systems of public education; adoption of a scientific and utilitarian curricula in place of the classical or traditional course of study; founding of a state historical society; establishment of a geological survey; development of the student ideal of public service through organizations like the Y.M.C.A. and Y.W.C.A.; incorporation of aspects of the Wisconsin Idea such as extension courses; fostering the causes of good government and an improved society with the addition of courses in political science, economics, and sociology; inculcation of morals and manners through student responsibility in self-government, the honor system, and honorary societies; and other areas.

However, in affirming that Boyd was interested in coordination with other community programs and organizations, it would be incorrect to imply that altruistic motivations were his sole concern. There was one area in which President Boyd was reluctant to provide community coordination or cooperation unless it was to the University's advantage to do so--the matter

of sectarian freedom or control of higher education. David Ross Boyd preferred public over private higher education. Consequently, although he permitted sectarian or parochial practices in student religious organizations[112] or fraternities, he maintained the legally required non-sectarianism of the University; and resolutely reported this fact to interested groups like the Carnegie Corporation.[113]

Because of President Boyd's convictions for sectarian freedom in higher education, he had a basic philosophical disagreement and practical conflict with the existence of the High Gate Female College in Norman. This institution, established in 1890 by the Southern Methodist Church, was the first college in the Oklahoma Territory. It was located at the site presently used by the Central State Griffin Memorial Hospital.[114] Oscar A. Kinchen has described the nature of the conflict between the University and this sectarian institution in a short history:

> Scarcely had the school settled down in its new quarters, under a revised policy, when there began a movement profoundly affecting local opinion with respect to the maintainance of denominational colleges, and of High Gate in particular. On the other side of town, President Boyd was battling with grave problems in his own institution. The University had entered its second year with still a mere handful of students, only one of whom was of true collegiate rank. Criticism was being leveled at the University by members of the Legislature, and others, as being an institution for which there was no real demand--as an expensive luxury; to Boyd the establishment of colleges by the various denominations, in this new and underdeveloped region, seemed an even greater superfluity. Boyd was determined 'to

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[112]Letter, David Ross Boyd to Gibson Bell, May 18, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[113]Letter, David Ross Boyd to Carnegie Corporation. Nov. 11, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[114]Oscar A. Kinchen, "Oklahoma's First College, Old High Gate, at Norman," Chronicles of Oklahoma, XIV (Oklahoma City: Oklahoma Historical Society, 1936), p. 312.

> stop their attempts' by substituting a novel plan for theirs.' He would so improve the advantages at the University as to convince the public that it would be able to give the student everything that the denominational school could offer, while at the same time afford superior academic training, free of tuition charge.[115]

In spite of Boyd's "novel plan," however, the controversy was ultimately resolved through "coordination" with clerical officials. In January, 1894, Bishop Vincent of the Methodist Episcopal Church was a guest of the University. His purpose was to present lectures to area pastors and, in the process, he proposed that his denomination establish a boarding school for students which would be annexed to the University. He stated that the boarding school would be under the control of the Church which would care for the resident students like a denominational school; however, the students would receive their collegiate education at the University.[116]

Vincent's boarding school plan was supported by President Boyd and received much favorable encouragement from the general public. It was even suggested by one Norman newspaper that if other Territorial denominations adopted the same idea, there would be no further need for church schools. However, the president of High Gate College clearly stated his opposition to the concept: " . . . There is a demand for a female college, and we intend that this school shall fully meet this demand. All persons are not fully satisfied to send their daughters off to school in promiscuous boarding halls, though such halls have a university on every side of them."[117]

During the early fall semester of 1904, Bishop Vincent returned to the University to deliver additional lectures and present a progress report on the "Methodist Annex." He was warmly welcomed by Boyd who also arranged

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[115] Ibid., pp. 317-18. [116] Ibid., p. 318. [117] Ibid., pp. 318-19.

for the assemblage of representatives of area churches. Following further consideration of the Vincent Plan, the clerics resolved " . . . to accept the opportunity afforded by the University of utilizing its free tuition in conjunction with religious and theological instruction of the Church."[118]

Soon after the passage of the resolution adopting the Vincent Plan, Bishop R. K. Hargrove of the South Methodist Church also visited Norman. He, too, was extended a cordial welcome by Boyd who gave him a tour of the University and obtained his general approval of the institution. Within a short period of time High Gate students began to transfer to the University; and, about two months later, High Gate Female College was closed. The following year the Oklahoma Sanitarium Company began the process of substituting its function for that of High Gate; and the Vincent Plan for developing denominational boarding schools went the route of High Gate:

> . . . They, too, have long since joined old High Gate in the realm of oblivion. The scheme which had appealed so strongly to churchmen and townsmen seemingly met with little response from university students, intent on living their own lives under a minimum of restriction. Nor did matters of high policy longer demand their presence. The crisis in the University's early history vanished with the return of economic prosperity in the later nineties, and with it languished the fear of serious competition from sectarian schools. Such institutions are now widely distributed over the state, while 'university churches' encircle the campus at 'the Athens of Oklahoma.'[119]

Thus, David Ross Boyd met the local problem of sectarian higher education by "coordinating" with other community programs and organizations. In a newspaper account, Boyd frankly described the nature of this "coordination": "As is usual in new settlements, the different churches tried to

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[118] Ibid., p. 321.

[119] Ibid., pp. 321-23.

start schools. The first was the Methodist Church, South. Bishop Vincent and myself stopped their attempts, and we substituted a novel plan for theirs. We succeeded in getting them to adopt it."[120]

Despite President Boyd's success in dealing with the problems presented by High Gate College, there were other competitive struggles with area sectarian institutions such as Epworth University, the predecessor of Oklahoma City University.[121] In remarks to a University professor, Boyd alluded to this conflict: " . . . I trust you will try to be patient as the rest of us are with confidence in the assurances of the development of the University. I had some fears that some of our experience of last year would injure us some, but notwithstanding the efforts of the Epworth University and friends I think the talk will have no serious affect on our attendance and believe that the promising crops and all will make not only a gratifying increase but will make a splendid increase in our support financially for the coming year . . . "[122] The problems with Epworth University were partially resolved by Boyd through coordination or the maintenance of "a nominal connection" between the institutions in the operations of their respective Oklahoma City medical schools.[123] Although Boyd was able to deal with the local sectarian question, he may have become inured with the idea of the basic separation of public and private institutional functions. In a terse note to the Oklahoma Sanitarium Company in Norman,

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[120]State Democrat, December 12, 1894.

[121]Gittinger, op. cit., p. 64.

[122]Letter, David Ross Boyd to W. R. Humphreys, July 21, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[123]Gittinger, op. cit. In 1910, the Epworth College of Medicine and the University School of Medicine were merged into a four year program under the control of the University of Oklahoma.

Boyd stated: " . . . I think the enclosed card was intended for you. I hope you will have your clients distinguish between the function of the University and the Sanitarium . . . "[124]

The position which David Ross Boyd followed in sectarian matters was patterned after the lead of the major figures in the rise of the modern American state university. From individuals such as Thomas Jefferson at the University of Virginia to Andrew Dickson White at Cornell University, the idea was advocated that higher education institutions should be totally non-sectarian, but not antireligious. Boyd, like his non-sectarian predecessors, believed that public control of higher education was necessary to insure democratic principles of the modern university. However, this did not mean that he was against all private higher education. On the contrary, Boyd was a graduate and lifelong supporter of Wooster University, a denominational institution. In addition, he generally approved of the modern private institutions like Harvard and Chicago which had sufficiently reorganized or organized themselves to include basic university functions similar to those of the public universities. His antipathy was directed towards the private higher education sector which, in his opinion, represented the narrow-minded characteristics of a sect inherent in the definition of sectarian. Consequently, in the area where Boyd had considerable educational power, Oklahoma, he worked to achieve sectarian freedom and public control of higher education. And, in this process, he advocated another major feature of the modern American university at the

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[124]Letter, David Ross Boyd to Dr. Griffith, Dec. 5, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence. It is possible that Boyd's comment was another example of his humour-temper presented in Chapter IV. Regardless, Boyd believed that the University had a unique function which no private institution could perform as well.

University of Oklahoma while influencing the general development of public education in the future state.

Educational Fund Raising

The activity of Educational Fund Raising during the presidency of David Ross Boyd was conducted in several areas that contributed to the development of the University of Oklahoma: Federal financial assistance; revenues for building construction and equipment; and general fund raising.

Federal assistance in financing the University was the most important fiscal event for the development of the institution. With the indirect aid of the Oklahoma Congressional delegation, Boyd was able to obtain relatively minor federal assistance such as trees and plants from the Department of Agriculture.[125] However, the major source of federal assistance was land endowment. Boyd's success in securing this federal source of revenue was a contribution to the University and Oklahoma. Therefore, the manner in which Boyd secured the land endowment provides illustrations of the University as a modern recipient of federal aid to higher education and the role of the institution in public service.

By the second year of University operations, President Boyd had adequately resolved three of its initial problems--obtaining faculty, students, and a building for classes. However, limited financial resources continued to impede educational progress. As a possible solution, Boyd studied the fiscal basis of several state universities and discovered that many had received federal grants of land from the public domain.[126] This

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[125]Letter, David Ross Boyd to Hon. T. D. Flynn, March 24, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[126]Dale, "David Ross Boyd: Pioneer Educator," op. cit., p. 18.

federal largess to the state universities contrasted sharply with the Territorial tax which provided only the previously mentioned $7,000 a year income for the University and the lack of endowment for higher education after three great Oklahoma land openings.[127]

It was the Oklahoma Territorial Teachers' Association, at a meeting in 1893, which first publicly resolved "the importance of securing as liberal grants of land as possible for the support of popular education as found in our public school system, and for the endowment of the Agricultural College, Normal School and University already established."[128] David Ross Boyd soon found himself the official spokesman for the federal land grants movement. Backed with the full endorsement of the Board of Regents of the University, the two additional higher education institutional groups, and the Governor, " . . . it was decided that Boyd should go to Washington to present their views to the Secretary of the Interior, and the President . . . "[129]

President Boyd journeyed to Washington to urge memorials upon Congress and the President to reserve sections 13 and 33, respectively, for higher education and public buildings in the opening for settlement of the Cherokee Outlet. It was also desired that this be done for future Oklahoma land openings.[130] Following a series of meetings between Boyd, Secretary of the Interior Hoke Smith, and President Cleveland, the President of the United States decided to support the Oklahoma plan.[131]

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[127]Wardner, op. cit., pp. 50-51. [128]Herald, January, 1893.

[129]The University of Oklahoma, Board of Regents' Minutes, meeting of May 6, 1893; Herald, June, 1893; and Norman Transcript, June 23, 1893.

[130]Dale, op. cit. [131]Ibid., pp. 18-19.

On May 4, 1894, Congress passed the McRae Bill affirming the proclamation of President Cleveland of August 19, 1893.[132] The nature of the bill and the proclamation have been described by Edward Everett Dale:

> The bill for opening the Outlet to settlement provided that sections 16 and 36 in each township should be reserved for the benefit of the public schools, the salt plains should also be reserved, and such other lands as the President in his wisdom decided to reserve. The last phrase was the joker in the bill. The President's proclamation issued August 19th, 1893, reserved section 13 in every township of the Outlet 'for the university, A. and M. college, and 'normal' school purposes' and section 33 for public buildings.[133]

With this new source of income added to earlier Territorial financial assistance, the University almost tripled its annual budget.[134] President Boyd's role in securing the federal land grants for higher education and public buildings had far more than momentary significance for "this action was precedent for future openings of Indian reservations to settlement, especially that of the great Kiowa-Comanche-Wichita-Caddo reservation opened by a lottery in 1901. It created a large landed estate for higher education in Oklahoma as well as one for public buildings. Later the discovery of oil and gas on some of these lands greatly increased their value."[135]

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[132]R. E. Wood, "History of the Acquisition of the Different Classes of State and School Lands of Oklahoma," from Historia, October 1, 1919, in "History of Oklahoma School Endowment," in Chronicles of Oklahoma XIII (Oklahoma City: Oklahoma Historical Society, 1935), p. 383.

[133]Dale, op. cit., p. 19.

[134]Wardner, op. cit., p. 54.

[135]Dale, op. cit., p. 19.

Revenues for building construction and equipment were augmented through private educational fund raising.[136] This revenue source was important in the development of the University. Boyd attempted to expand the campus through the construction of buildings with private funds for the purposes of student religious organizations; however such efforts were unsuccessful. But he was able to secure private funds from Andrew Carnegie to assist in the development of the University Library. In response to a remark by the President of the University of Texas that he had heard that Carnegie was loathe to make donations to universities and an inquiry on the manner in which Boyd had been able to obtain the Carnegie gift,[137] Boyd replied:

> . . . Referring to your request for information in regard to the way we secured our donation of $30,000, I would say that I addressed a letter to Mr. Carnegie's private secretary Mr. James Bertram, 2 East 91st. Street, New York City. He immediately showed an interest. There were only two or three letters exchanged. There was nothing in the correspondence to indicate that he made any distinction between universities and other places. I understand that Mr. Carnegie made an offer to the State University of Missouri, but the tender was made during the canvass of Senator Stone for his election as Senator and he expressed himself in public so decidedly opposed to it saying that the great state of Missouri would equip and maintain her own university so that it would always be free from corporal, sectarian, or any other influences. It was generally thought that he did it for campaign reasons and the university declined, therefore, to accept the offer. I think it was $50,000 that was offered. You could get full data concerning this by writing to President Jesse [University of Missouri.] I introduced the subject by writing a simple, brief letter stating what we were and a few sentences calling his attention briefly to this place

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[136]Prior to Boyd's presidency the 1890 act creating the University provided for a building fund to be raised by Cleveland County. During the Boyd presidency, the major act for building construction and equipment was "An Act to Authorize the Construction of Additional Buildings for the University of Oklahoma" passed in 1901.

[137]Letter, William D. Prather to David Ross Boyd, Oct. 31, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

> as a suitable place for his benevolence and the rest of the correspondence was devoted to facts and details . . . [138]

Although Boyd's previous explanation of his fund raising experience with Andrew Carnegie was basically correct, the process was a bit more complicated than " . . . only two or three letters exchanged . . . devoted to facts and details . . . " There were at least eight letters exchanged between Boyd and Bertram which is the amount of such extant communications in the Boyd Correspondence. Boyd's initial correspondence to Andrew Carnegie is not available, but according to a January 23, 1903 response from Carnegie's secretary, there had been more than one fund raising letter received from Boyd: " . . . Mr. Carnegie has read your letters on behalf of Oklahoma University. It appears that the cost of your building which comprise the University was very small. If a separate library building is needed, Mr. Carnegie will be glad to provide it and judges that $15,000 would be ample sufficient for the purpose . . . "[139] One week later, President Boyd wrote Carnegie that $15,000 would not be enough money and requested sufficient funds to erect a larger, separate library building. He also offered to name the new building after its benefactor: " . . . I assure you that the members of the University and the people of Oklahoma would be very glad to have your name connected with the upbuilding of their chief educational institution . . . "[140]

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[138]Letter, David Ross Boyd to William D. Prather, Nov. 30, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[139]Letter, James Bertram to David Ross Boyd, Jan. 23, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[140]Letter, David Ross Boyd to Andrew Carnegie, Jan. 28, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

During the first half of February, 1903, Bertram and Boyd exchanged letters relative to plans and insurance on the proposed new library building and information on other buildings on the campus of the University.[141] On February 20, 1903, James Bertram informed President Boyd: " . . . Responding to yours of February 9th. and previous communications, Mr. Carnegie is very glad to share in the work of reconstruction of the University which was burned; to the extent of providing a library building to cost $30,000 if the authorities will pledge that it shall be maintained at a cost of not less than $3,000 a year . . . "[142] Almost immediately, President Boyd informed Andrew Carnegie that when the Board of Regents held their next meeting " . . . it will give me great pleasure to present the proposal contained in your letter to them when I have no doubt the propostiion will be accepted with pleasure . . . "[143]

There is no further available correspondence relative to the library gift matter until April 11, 1903. On that date the secretary of the Board of Regents wrote Bertram declining a $90,000 library gift offer from Andrew Carnegie because the University could not afford the required ten percent annual maintenance cost; however, the board reported that they could afford a $40,000 gift, but would be happy to accept the earlier $30,000 offer.[144] Apparently, Carnegie was unwilling to settle for any propositions other than

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[141]Letters, James Bertram to David Ross Boyd, Feb. 4, 1903; and David Ross Boyd to James Bertram, Feb. 9, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[142]Letter, James Bertram to David Ross Boyd, Feb. 20, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[143]Letter, David Ross Boyd to James Bertram, Feb. 25, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[144]Letter, Secretary of Regents to James Bertram, April 11, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

the $90,000 or $30,000 offers for on April 21, 1903, Boyd assured Bertram of the University's general acceptance of the lesser gift:

> . . . The meeting of our Board of Regents was held as I stated to you in my last letter, but for special reasons we did not have a full board. I presented the proposition of Mr. Carnegie to the board and it was received with great pleasure. All the members present expressing themselves as being perfectly willing to comply with the condition of furnishing $3,000 a year. However, the Governor of the Territory and other members of the board were not present. It was desired, therefore, that the proposition be considered by a full board before final action in accepting the very liberal offer of Mr. Carnegie. I feel very sure that the board will accept the proposal with the greatest pleasure and be glad indeed to do everything in their power to make the donation produce the greatest possible results intended by the donor . . . [145]

However, the meeting of the Board of Regents on April 11, 1903, became the official date for acceptance of the Carnegie Library donation.[146] The obtaining of this gift was a special distinction for the University of Oklahoma because "Carnegie Libraries were and are common everywhere, but this was the first university library built as a gift of the great philanthropist. The contract was let for its construction in September, 1903, and the building was opened for use in January, 1905 . . . "[147]

In the years after President Boyd obtained the Carnegie gift, he told fellow state university presidents of the construction progress of the new library;[148] encouraged the president of the Normal School at Alva,

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[145]Letter, David Ross Boyd to James Bertram, April 21, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[146]The University of Oklahoma, Board of Regents' Minutes, meeting of April 11, 1903.

[147]Gittinger, op. cit., p. 43.

[148]Letter, David Ross Boyd to P. G. Campbell, University of Oregon, Nov. 17, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

Oklahoma to obtain a similar Carnegie donation;[149] and congratulated the president of Kingfisher College upon the receipt of a $25,000 gift from Andrew Carnegie.[150]

General fund raising during the presidency of David Ross Boyd was not productive for large private gifts, but assisted in the development of the institution. President Boyd was interested in securing private funds for areas such as student loans and scholarships. In working with individuals like William Jennings Bryan, who sent the University a twenty-five dollar check after the January, 1903 fire,[151] Boyd attempted to cultivate these small donations into larger gifts. The need for this private financial assistance for the University was frankly stated in Boyd's correspondence to possible donors: " . . . I want to thank you for your cordial letter. I am especially glad to learn that you are in sympathy with the idea of building up in Oklahoma an institution that will compare favorably with the universities of other states. This enterprise can only be carried out with the cooperation of financial men like yourself being in sympathy with the enterprise and having a clear understanding of what ideals are to be secured. I believe educational institutions are enterprises which involve not only knowledge and learning in their management, but business ability more than any other qualification . . . "[152]

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[149]Letter, David Ross Boyd to T. W. Conway, Jan. 18, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[150]Letter, David Ross Boyd to J. T. House, Kingfisher, Oklahoma, Feb. 15, 1906, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[151]Wardner, op. cit., p. 121.

[152]Letter, David Ross Boyd to C. G. Jones, July 15, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

One of the ways in which President Boyd attempted to raise funds for the University was through "in kind" or property donations. Consequently, he requested single copies of books from their authors with autographs included;[153] and upon receipt of books for the library he expressed appreciation to the donors with thank you letters.[154] He also requested free handbooks for students which were published and sold at fifty cents per copy by the Carnegie Steel Company.[155]

Boyd was also constantly on the alert for available surplus items which might be donated to the University. For example, he contacted the Commissioner of Mines and Liberal Arts of the Argentine Republic requesting part or all of the Argentine collection of minerals displayed at the St. Louis World's Fair; Boyd believed that the collection could be used by University students in mining and other science areas. With similar plans in mind he requested a museum collection of manufactured gypsum from a group in Chicago after learning that such donations would be given to certain state universities.[156]

Therefore, David Ross Boyd participated in various fund raising activities ranging from federal assistance to facilities donations to

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[153]Letter, David Ross Boyd to Scot Cummins, July 18, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[154]Letter, David Ross Boyd to John L. Pierson, Feb. 26, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[155]Letter, David Ross Boyd to Carnegie Steel Company, Nov. 23, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[156]Letters, David Ross Boyd to Horatio Anasagastime, National Commission of the Argentine Republic, St. Louis, Missouri, Oct. 26, 1904; and O. B. English, Dec. 1, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

miscellaneous purposes. Among other benefits, Boyd's fund raising ventures established a precedent for public and private support of the University.

State Government Relations

The activity of State Government Relations during the presidency of David Ross Boyd has been evident in many prior areas of consideration. Because of the extensiveness of this activity, it has been necessary to greatly limit the inclusion of related events to the following representative areas: Legislative activities; general state government relations; and the Oklahoma Statehood Movement. Each of these areas, however, includes multi-dimensional aspects.

David Ross Boyd once succinctly summarized his general philosophy of legislative activities: " . . . After all, legislation is not accomplished so much by every legislators becoming fully informed about each measure as by each member of a committee becoming familiar with the measures submitted to his committee . . . "[157] Concerning legislation affecting the development of the University of Oklahoma, Boyd made every effort to familiarize important legislators with institutional problems. Committee chairmen were asked for support to replace equipment lost in the 1903 fire;[158] key representatives were asked for assistance in passing appropriation bills for furniture, equipment, apparatus, and library;[159] influential lobbyists were sent newspaper clippings critical of the University and

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[157]Letter, David Ross Boyd to J. O. Blakeny, Jan. 30, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[158]Letter, David Ross Boyd to George T. Webster, Jan. 22, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[159]Letter, David Ross Boyd to J.D. Maguire, Feb. 14, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

asked for help in resolving the problems;[160] the Governor was kept apprised of appropriation requests,[161] sent material for use in his Annual Report,[162] and given Biannual Reports for his information and that of the Legislature.[163] In addition, Boyd arranged for members of legislative committees to visit the University;[164] assisted, upon legislators' requests, in orientating their constituents' children to the University;[165] and gave other assistance. The results of Boyd's legislative efforts through information and service were appropriation bills sometimes passed without an opposing vote.[166] Those politicians who assisted the University were given Boyd's personal appreciation and sometimes warmly complimented: " . . . It is a good thing for our community that we can have men of such an experience and character take such positions as these. Really, we ought more to congratulate the people than yourself . . . "[167]

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[160]Letter, David Ross Boyd to Henry E. Asp, July 18, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[161]Letter, David Ross Boyd to Governor T. B. Ferguson, July 30, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[162]Letter, David Ross Boyd to Governor T. B. Ferguson, July 30, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[163]Letter, Robert M. Carr to David Ross Boyd, Nov. 1, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[164]Letter, David Ross Boyd to Henry E. Asp, Jan. 24, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[165]Letter, David Ross Boyd to J. H. Decker, Sept. 13, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[166]Letter, David Ross Boyd to J. O. Blakeny, Feb. 25, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[167]Letter, David Ross Boyd to J. H. Decker, op. cit.

By the middle of his presidency, David Ross Boyd had acquired considerable knowledge of the legislative process. This skill was utilized in securing passage of the 1901 act which authorized the construction of additional University buildings. Dorothy Gittinger Wardner has summarized the history of this important legislation:

> When the legislature convened in 1901, it was met with a request for further building appropriations . . . . . .
> . . . . . .
> Henry E. Asp, president of the board of regents, and President Boyd furnished the education committees of the legislature with blue prints for new buildings and a program for carrying out their plans. They presented statistics showing that Oklahoma had invested in the university only five cents per capita of its school population, while Arkansas had sixteen cents, Missouri twenty cents, Kansas thirty-eight cents and Wyoming one dollar and fifty-three cents per capita of their entire population.
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> Identical bills, Council Bill No. 14 and House Bill No. 23, were introduced in each house of the legislature . . . . .
> . . . . . .
> The appropriation bill was amended to reduce the proposed levy from one mill to seven tenths of a mill for each of the two years, 1901 and 1902. The money derived from this tax was to be called the 'University Building Fund.' It was further provided that not more than $90,000 should be used . . .
> . . . . . .
> Boyd was in Guthrie when the appropriation bill was passed. He came home that evening and was met by the students and the 'college yell.' The next day the students continued their celebration by taking a holiday.
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> The university's building appropriation bill became a law with Governor Barnes' signature on March 8, although he vetoed similar appropriations for the institutions at Stillwater and Edmond because the present 'capacity of both institutions is more than equal to demands . . . [168]

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[168] Wardner, op. cit., pp. 107-10.

It is interesting to note that the appropriation bill ran into some legislative opposition. According to the Norman Transcript, March 7, 1901, the "hardest thing the advocates of the university ran up against in the Oklahoma legislature was the reputation Norman enjoys (?) of being a negro-hating town . . . It is surprising the antagonism Norman seems to have engendered by her position on this question. The facts are that the enemies of law and order, enemies of education, were the agressors in every attack on negroes that has occurred in Norman . . ."

Another instance of President Boyd's legislative success occurred towards the end of his administration. Boyd was interested in improving the campus by adding more land; and, consequently, he contacted other state university presidents for experiential information. Boyd believed that more land was needed for the future development of the University. He was especially interested in obtaining land west of the institution which had a stream available for drainage. Further, he felt that if this particular land was not obtained, it would soon become necessary for the University to secure " . . . increased area of campus by the difficult and costly process of condemnation proceedings, and will be obliged to pay for values that the University itself created . . . "[169]

Starting in 1905, President Boyd laid the groundwork for obtaining the desired land expansion. In a letter to an influential former member of the Board of Regents he stated his reasons for adding the land and enclosed a land acquisition bill " . . . which is the A & M College bill with our descriptions and phraseology substituted . . . "[170] About five months later, in the spring of 1906, Boyd informed the same former regent that he was convinced that additional land for the University was necessary: " . . . The more I look into it the more I see how necessary it is for the University to have a very much larger campus. I just returned from a trip to the University of Texas. They have only forty acres of land and only a

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[169]Letter, David Ross Boyd to Harry Gilstrap, Jan. 24, 1906, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[170]Letter, David Ross Boyd to Henry E. Asp, Dec. 13, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

few more buildings than we have. They . . . will have to make additions that will not be in harmony with any architect's skill . . . "[171]

Because the land which Boyd desired to acquire was under the control of the federal government, it was necessary for him to receive the legislative assistance of the Oklahoma Congressional delegation. In a series of letters to Honorable Bird S. McGuire, Delegate to the Congress from Oklahoma, Boyd coordinated the steps for securing the additional land. At one point, Boyd explained the historical importance of securing an expanded campus: " . . . The history of every university is that it has never secured land enough in the beginning. The people are never able to see the needs of an institution and have had to buy lands afterwards whose value the institution itself had increased. I want to do all I can to get the benefit of these experiences for the University and place the University of Oklahoma in the very best situation in regard to it. It seems to me now is the opportunity . . . "[172] In a later letter to McGuire, Boyd stated: " . . . I assure you that we appreciate all your work. I want to add, however, that the donation of this land means a great deal more to the University than I could make you understand in a letter. Sometime I hope to be able to show you what it means . . . "[173]

During trips to Washington, D. C., beginning November, 1905 and concluding January, 1907, David Ross Boyd worked to secure passage of a land

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[171]Letter, David Ross Boyd to Henry E. Asp, May 4, 1906, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[172]Letter, David Ross Boyd to Honorable B. S. McGuire, Sept. 23, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[173]Letter, David Ross Boyd to Honorable B. S. McGuire, May 4, 1906, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

bill by the United States Congress.[174] On February 25, 1907, the Congress passed an act granting section 36 to the Board of Regents of the University of Oklahoma, which was then ratified and approved by the Oklahoma Legislature:

> Sec. 8267. Act of Congress granting section 36 to Regents of University of Oklahoma ratified and approved. - The Act of Congress entitled 'An Act Granting to Regents of the University of Oklahoma, section numbered thirty-six, in township number nine, north of range numbered three west of the Indian meridian in Cleveland County, Oklahoma Territory,' approved February 25, 1907, 34 United States Statutes at Large, part one, page 932, and granting and setting apart to the University of Oklahoma section thirty-six, township nine north, range three west of the Indian meridian, is hereby ratified and approved. (L. 1907-8, p. 87.)[175]

Thus, because of the vision of President Boyd and the assistance of individuals such as Henry E. Asp, Governor Ferguson, and Bird McGuire, the campus of the University of Oklahoma was expanded by six hundred and forty acres of land for future development.

General state government relations involved a multitude of incidents during the presidency of David Ross Boyd. Usually, they were related to the solution for a problem which required conjoint action by the University and state government. For example, a statehood bill in 1905 advocated that the revenues from section 13 lands would no longer be divided among the University, Oklahoma A & M College and Normal school purposes, but would be broadened to include financial assistance for several other state colleges.[176] President Boyd was against this proposal and was able to defeat

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[174]Letter, David Ross Boyd to Honorable B. S. McGuire, Sept. 23, 1905, op. cit.; and Norman Transcript, January 31, 1907.

[175]Oklahoma State Legislature, The Compiled Laws of Oklahoma, 1909, (Kansas City, Missouri: Pipes-Reed Book Company, 1909), 1670.

[176]Letter, David Ross Boyd to W. J. Wyckoff, Jan. 5, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

it with the assistance of President A. C. Scott of Stillwater,[177] Governor Ferguson,[178] Congressional Delegate B. S. McGuire,[179] and others.

An example of another problem involving relations with state government occurred in 1903. In October, President Boyd received a letter from Governor Ferguson stating that information indicated the possibility of inferior materials in the construction of the east wall of the new Science Building.[180] Within a period of less than a week, Boyd and the Governor exchanged several letters in which they agreed that the matter should be called to the immediate attention of the Board of Regents, that an investigation be conducted, and that all further construction should be suspended until the matter was resolved.[181] Immediately there was newspaper speculation that the Governor was "wrathy" and unless there was "squaring done promptly and effectively" a "shake-up" of University personnel would occur.[182]

An investigation of the east and south walls of the new Science Building, however, failed to reveal any inferior brick used for construction.

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[177]Letter, David Ross Boyd to A. C. Scott, Jan. 22, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[178]Letter, David Ross Boyd to Governor T. B. Ferguson, Jan. 25, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[179]Letter, David Ross Boyd to Honorable B. S. McGuire, Jan. 26, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[180]Letter, Governor T. B. Ferguson to David Ross Boyd, Oct. 9, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[181]Letters, David Ross Boyd to Governor T. B. Ferguson, Oct. 13, 15, 1903; and Governor T. B. Ferguson to David Ross Boyd, Oct. 14, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[182]Wardner, op. cit., p. 129.

The brick inspection "showed that they were of a quality to carry a safe load of twelve tons per square foot. The quality of brick in the specifications was declared suitable for a building of this character . . . Work began again immediately and after submitting some details to arbitration as per contract the building was ready for occupancy in September 1904 . . . "[183]

Numerous other examples of Boyd's state government relations could be cited. Some of his governmental problems were relatively minor, but problematical. Under Territorial Law, the University could request pauper cadavers for Medical Department use.[184] Usually, the County Board of Health and the Board of County Commissioners complied with such requests. However, in one instance, there was a complication as indicated in the following remarks to Boyd: " . . . Again, writing you relative to the dead body of _____ __ _____, who died at the Sanitarium at Norman. The County Commissioners were in session yesterday and I laid the matter before them and they were loathe to turn it over. More of a sentiment than anything else I think, but they agreed that the Board of Health could dispose of the question . . . "[185]

In all of these matters, however, President Boyd was able to maintain excellent state government relations and accomplish the necessary work of the University of Oklahoma. Perhaps, his greatest achievement in this respect was his efforts for the Oklahoma Statehood Movement.

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[183] Ibid., p. 130.

[184] Letter, David Ross Boyd to County Board of Health and the Board of County Commissioners, Oct. 11, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[185] Letter, R. A. Lyle to David Ross Boyd, June 5, 1906, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

One of the high points in the relations between President Boyd and his community and Territory was the struggle for statehood. During the infant years after the turn of the century, he worked diligently and in close cooperation with the efforts to make Oklahoma Territory the forty-sixth state. Boyd believed that the Oklahoma Statehood Movement was important for the future of the University and the State.

As indicated earlier, President Boyd understood the importance of public relations for the University. From experiences such as the January, 1903 fire, he learned to profit from publicity: " . . . Our experience has been rather an advantage to us as the importance of the institution through the publicity of the fire was especially emphasized and secured an added interest in the institution . . . "[186] In a similar fashion, Boyd, as early as 1904, saw the advantages of statehood for the University: " . . . I note the point you mention of connecting the effects of statehood with the idea of coming to school here which I think is a good one . . . "[187] Because President Boyd had great faith in the future growth of Oklahoma[188] and the University, he worked to achieve statehood as a means of accomplishing governmental and educational equivalency in the Union.

The subject of Oklahoma statehood was much on David Ross Boyd's mind. In correspondence with individuals ranging from Oklahoma Congressional

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[186]Letter, David Ross Boyd to President James A. MacLean, University of Idaho, March 31, 1906, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[187]Letter, David Ross Boyd to J. Walker Field, July 5, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[188]Letter, David Ross Boyd to B. Boyd, Feb. 21, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

delegates[189] to relatives,[190] Boyd often mentioned his hopes and disappointments on the statehood question. His interest in statehood, however, was not just limited to passive letter writing. He also actively participated in the major events which made Oklahoma a state. President Boyd was a member of the Statehood Delegation that left Oklahoma City on December 6, 1905, to shake hands and visit with President Theodore Roosevelt at the White House. The size of this delegation was between 100 to 300 persons, depending upon which newspaper account is believed. One story in an early Daily Oklahoman noted the departure of 150 delegates and another from the same newspaper reported the arrival of 200.[191]

President Boyd was also active in the Constitutional Convention which was organized at Guthrie, November 20, 1906, following President Roosevelt's approval of the Enabling Act on March 6, 1906. Although Boyd was not a representative at the Convention, "the Committee on Education frequently called upon President Boyd for advice or help. This made it necessary for him to make many trips to Guthrie."[192]

The advent of statehood on November 16, 1907, marked the beginning of a new era for Oklahoma and the University. Ironically, statehood also was a watershed for David Ross Boyd contributing to his firing as President four months after Oklahoma entered the Union:

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[189]Letter, David Ross Boyd to Honorable T. D. Flynn, March 3, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[190]Letter, David Ross Boyd to J. B. Ross, Sept. 30, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[191]Daily Oklahoman, undated newspaper clipping, University of Okalhoma, Archives, David Ross Boyd Collection.

[192]Dale, "David Ross Boyd: Pioneer Educator," op. cit., p. 25.

> The school year 1907-08 opened with a feeling of unrest on the campus. The citizens of Oklahoma were in the midst of an active campaign for the adoption or rejection of the new constitution. On September 17, the voters approved the new constitution. On November 16, President Theodore Roosevelt issued a proclamation announcing the admission of Oklahoma. Rumors were already current that considerable reorganization, not only of the university faculty but of the university itself, might be expected under the new state government.[193]

By the time of statehood, political involvement in Oklahoma higher education was an established practice. The higher education institutions of Oklahoma Territory " . . . suffered the degrading situation of being used for political convenience throughout the territorial period . . . the nature of state higher education . . . make it seem almost miraculous that President Boyd remained at the University of Oklahoma for eighteen [sic] years."[194]

Perhaps, the skill which President Boyd developed in working with government explains why " . . . politics had not interfered with the University to any appreciable extent . . . "[195] But with the election of Governor Charles N. Haskell, the politicizing of the Boyd administration began. Governor Haskell and his new state government took office on the date of Oklahoma statehood.[196] About one month later, the Norman Transcript reported: " . . . There is a persistent rumor that President Boyd is to be deposed as President of the University and Prof. E. T. Bynum, formerly connected with the University and now vice chancellor of Epworth University, named in his stead . . . It is to be hoped that the new regents and Gov.

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[193]Gittinger, op. cit., p. 54.

[194]Stanley W. Hoig, "A History of the Development of Institutions of Higher Education in Oklahoma" (unpublished doctoral dissertation, University of Oklahoma, 1971), pp. 36; 47.

[195]Dale, op. cit.

[196]Ibid.

Haskell will give this matter due consideration, carefully weighing the pros and cons, with due consideration for the welfare of the University and the educational interests of the new state . . . "[197]

That the new Board of Regents was possibly looking for another president was given some credence with a statement by the new president of the board, Lee Cruce: " . . . The board will meet again in January . . . Our visit to Norman was one of inspection of the buildings and grounds. At the forth-coming meeting it is quite likely that the question of the election of a president of the university will be up for discussion. No selection has been made as yet . . . "[198] However, another member of the regents stated that the report that Dr. Bynum would succeed President Boyd was "hot air" entirely.[199] Within another week, though, other rumors began on presidential selection: " . . . It is rumored here tonight [Guthrie] that the University Board of Regents has about decided not to elect Dr. Bynum, of Oklahoma City, president of the Oklahoma State University. In this connection it is said a well known Kentucky educator is being prominently mentioned for the place. Prof. Parrington, of the University, had a small boom for the position last week, but nothing more is heard of it at present."[200]

By the first of February, a considerable lobby had developed in support of President Boyd and his administration. One of his strongest

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[197] Norman Transcript, December 21, 1907.

It is interesting to note that in a letter to G. W. Sutton, dated January 31, 1906, President Boyd may have first learned of similar rumors about his job: " . . . I have read the letter of Mr. G. Harlow Lampen in regard to the presidency of the University of Oklahoma. I regret very much to disappoint him, but at present I have no intention of resigning and of course do not know how he got his notion that there was a vacancy . . . "

[198] Ibid., January 2, 1908.

[199] Ibid., January 23, 1908.

[200] Ibid., January 30, 1908.

advocates was Harry Gilstrap, a former regent of the University and editor of the Chandler News. On February 6, a lengthy editorial by Gilstrap received widespread coverage. His vitriolic defense of President Boyd included many of the educational events in the development of the University which have been presented in this study. Gilstrap's article began and ended as follows:

> The talk of removing President D. R. Boyd, of the State University, and giving that position to a man whose only claim to it seems to rest upon the political speeches he made for the party in power seems to spring from a class of people whose conception of a great educational institution is that it is only a place to provide jobs for political henchman . . .
> . . . . . .
> . . . the University is the last place in the state where partisan politics should enter. The removal of Boyd would not hurt Boyd, for his conscientious, faithful work in his chosen profession has won him a place from which petty politicians cannot dislodge him. But a change at this time would be unfortunate for the state and we cannot believe that such a change is seriously considered by the gentlemen whom the governor has named as regents of the University.[201]

During most of February and March, the rumors about the possible dismissal of Boyd grew quiet. But uglier rumors took their place--this time concerning alleged, rampant immorality in Norman and at the University. In defense, an editorial in the Norman Transcript stated: " . . . This assertion is called forth by what seems a concerted effort on the part of certain yellow speakers and yellow journals to besmirch and defame the fair name of our city and institution . . . These efforts have seemingly redoubled within the past three or four months. Why? It seems a determined and concerted effort on the part of 'interests' to destroy the usefulness of the institution and . . . create a feeling throughout the State against our little city and the University."[202]

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[201] Ibid., February 6, 1908.

[202] Ibid., March 26, 1908.

Another story also appeared in the same newspaper issue without mention of a possible connection between articles. The headline of the article announced: "NEW PRESIDENT FOR UNIVERSITY SO SAYS THE STATE BOARD OF EDUCATION DR. A. GRANT EVANS, PRESIDENT OF HENRY KENDALL COLLEGE, SUCCEEDS PRESIDENT BOYD"[203] The article further reported the possible pending struggle between the State Board of Education and the Board of Regents over the question of which board was legally empowered to select the university president. Explaining the opposition of the Board of Regents to the action of the State Board of Education, it was stated that: " . . . It may be, too, that the matter will be taken into the courts--but not by Dr. Boyd . . . "[204]

On April 16, 1908, the following headline appeared in the Norman Transcript: "SUPREME COURT FAVORS REGENTS DECIDES BY UNANIMOUS VOTE THAT BOARD OF UNIVERSITY REGENTS HAVE FULL POWER AND CONTROL OF THAT INSTITUTION"[205] The text of the article stated: " . . . It is very probable, however, that the Board of Regents will ratify the action of the state board in the selection of Dr. Evans for President. This action of Mr. Ledbetter and Mr. Cruce was not brought in antagonism to Mr. Evans, but simply to have the question of power and control definitely settled . . . "[206]

The full impact of the months of rumors, struggles, and plays of power politics were dramatically revealed during the last week of June, 1908. On June 24, the headline of the Daily Oklahoman read: "Dr. BOYD IS DEPOSED"[207] Two days later, the Norman Transcript reported an even bigger story: "NEW FACULTY FOR UNIVERSITY GOV. HASKELL AND THE BOARD OF REGENTS

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[203]Ibid. [204]Ibid. [205]Ibid., April 16, 1908. [206]Ibid.

[207]Daily Oklahoman, June 24, 1908.

SELECT REV. A. GRANT EVANS FOR PRESIDENT AND MAKE NUMEROUS OTHER CHANGES"[208] After listing twelve names with the prefacing statement, "Those who were let out were:", the article continued without mincing words:

> The Board of Regents of the State University met in Oklahoma City on Tuesday. Gov. C. N. Haskell was present and took part in the deliberations. The meat axe was at once put in operation, and when it ceased, the 'corpses' as above described were strewed about the campus. President D. R. Boyd was the first to go. Rev. A. Grant Evans, Gov. Haskell's candidate, being named for the place. The others followed in quick succession.
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> Dr. Boyd returned from Oklahoma City, Wednesday, and was the recipient of many warm expressions of good will and good wishes. Being asked for an expression upon the situation, Mr. Boyd said: 'I was not surprised to learn that the Board of Regents had elected my successor, but I felt that when the administration had displaced me with a new man that they would leave the faculty without much change. I feel more disappointed at the extensive changes in the faculty than I do for myself. However, the Board of Regents has been charged with the responsibility of controlling the University and it is for them to say who shall be their executive officer . . . I therefore want to do everything I can do to assist my successor, Rev. A. Grant Evans, in every way that I properly can, to continue the growth and development of the University . . . Since the new Board of Regents was organized they have treated me with the greatest courtesy and confidence and I hope our whole community will reserve criticism of the new administration and give it cordial support and help.'[209]

After making the preceding statement, President Boyd had only four more days until his sixteen year tenure at the University of Oklahoma was concluded. He immediately occupied himself with tying up loose ends for his successor and making plans for leaving the University. He did so without complaint, rancor, or malice. However, this was not the case with many others who were offended by the actions against Boyd and several University faculty. Many of his fellow state university presidents were

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[208] Norman Transcript, June 26, 1908.

[209] Ibid.

indignant and wrote Boyd extending their sympathy. David Ross Boyd responded to all of the presidents of the National Association of State Universities with a request for positions for the discharged University faculty; by September, the fired professors and several others who resigned had obtained new higher education positions--often at a better salary than they had received at the University.[210]

There were others, such as the editor of the national publication, The Outlook, who saw the politicizing of the University as a serious mistake, but not necessarily a dangerous omen for the new state. In an editorial written about two months before Boyd and the others were fired, Lyman Abbott called the Oklahoma events "A Serious Educational Blunder", but added that such actions " . . . would augur ill for the educational future of Oklahoma but for one consideration. Infantile communities have to have their mumps and measles, and we may hope that when the Board of Education of the State of Oklahoma is older it will be wiser. Nothing is more certain than that the educational institutions of the State ought always to be scrupulously kept free from political influences . . . "[211] Abbott's assessment of the early political problems at the University of Oklahoma were similar to those of President Boyd. Twenty-eight years after the dismissals at the University, Boyd's thoughts on the situation were reported to President W. B. Bizzell: " . . . As to his own dismissal from the University, along with that of many of his associates, his only comment was that the Governor did not understand the situation and had no idea that his

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[210]Dale, op. cit., pp. 26-27. Boyd's letters to the presidents of the National Association of State Universities contained recommendations and vitae for the unemployed faculty members.

[211]Lyman Abbott, "A Serious Educational Blunder," The Outlook, April 11, 1908, pp. 809-10.

action was not entirely right and proper, though the Governor later admitted that it was the greatest mistake of his administration . . . "[212]

Following his dismissal from the University of Oklahoma, David Ross Boyd expanded his religious life into full-time activity. For four years he served as Superintendent of Education of the Women's Board for Home Missions of the Presbyterian Church. In this new capacity he worked among Alaskans, Mormans, Southern mountaineers, Mexicans, Cubans, and Puerto Ricans. With customary administrative skill he coordinated their educational programs. At Sitka, Alaska, he raised the money to build the Sheldon Jackson training school which was, at one time, considered to be "the head of the whole Alaskan school system."[213]

In 1912, Boyd was appointed President of the University of New Mexico. There he served successfully for seven years until his retirement at the age of sixty-five in 1919. The excellent service given by President Boyd to the University of New Mexico was rewarded by the bestowal upon him of the honorary degree of doctor of laws in 1926. He also received another cherished educational distinction--election to Phi Beta Kappa.[214]

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[212]Letter, "Report on Research Work Done in California," Edward Everett Dale to President W. B. Bizzell, Sept. 22, 1936, University of Oklahoma, Division of Manuscripts, David Ross Boyd Collection. Boyd also believed "that Governor Haskell did not realize at that time why academic positions, unlike other jobs in the public service, are not included in political patronage . . . " Edward Everett Dale, op. cit., p. 27.

[213]Robert M. Donaldson, "Dr. David Ross Boyd, An Educational Pioneer" (printed appreciation address at Boyd Memorial Service, Nov. 19, 1936 at Glendale, California, University of Oklahoma, Archives, David Ross Boyd Collection), p. 6.

[214]Ibid.

Boyd also received an honorary Doctor of Philosophy degree from Wooster University in 1898; his earned Bachelor and Master of Arts degrees were received at Wooster in 1878 and 1881. In 1908-09, the faculty of the University of Oklahoma voted to confer the degree

The retirement years of David Ross Boyd were spent in Glendale, California with Jennie, his wife of fifty-four years, and their daughter, Alice.[215] On the morning of November 17, 1936, while enjoying the flowers of his garden, David Ross Boyd died.[216] He was buried in one of the world's most beautiful cemeteries--Forest Lawn at Glendale. His grave is marked only by a small, flat, unobtrusive, slab among the " . . . green grass, stately trees and flowers of incomparable loveliness."[217]

Although David Ross Boyd had many varied experiences during his lifetime, there could probably be no more appropriate epitaph or remembrance of his legacy than the response which he once gave when asked to quote his accomplishments:

> The following is a brief statement of what I have done in Oklahoma: President of the University of Oklahoma, 1892 till the present.[218]

Summary

The extent of David Ross Boyd's interests and efforts to develop the early University of Oklahoma was evident in six external areas of the institution.

In the activity of State and National Educational Organizations, President Boyd labored to improve the quality of education in Oklahoma and

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of LL.D. on three individuals, including Boyd. However, he refused to accept it because he already had one honorary doctorate. In 1930, the title of President Emeritus of the University of Oklahoma was conferred upon him.

[215] Dale, "David Ross Boyd, 1853-1936," op. cit., p. 80.

[216] Donaldson, op. cit., p. 1. [217] Dale, op. cit., p. 94.

[218] Letter, David Ross Boyd to State Capital Printing Company, March 28, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

at the University. Because he was mutually interested in all levels of Oklahoma education, his relations with educational organizations were comprehensive. Consequently, he worked with the Territorial Board of Education, Oklahoma and Indian Territorial Teachers' Associations, national educational organizations (assisting in the founding of the National Association of State Universities), and other educational groups.

The activity of Coordination With Other Educational Programs was extensive during the presidency of David Ross Boyd. His relations with the public schools, colleges and universities, and other groups assisted in the development at the University of course electives, secondary and university articulation, and other events or activities.

The activity of Public Relations was an important factor in the development of the University with popular support. Through the public relations mediums of speeches, civic meetings, newspapers, campus visitors, and publications, President Boyd was able to further expand the institution. Although Boyd stressed several features of the University in public relations, he often emphasized the new student discipline and related area of a moral student environment at the institution.

Coordination with Other Community Programs and Organizations was an activity of the presidency of David Ross Boyd which involved general coordination to a lesser degree than events related to community service and sectarian freedom. Most of Boyd's community activities involved areas which were beneficial for both the University and its communal environment. Thus, the University was actively involved in community or public service such as securing federal land endowments for education and public buildings, the Oklahoma Statehood Movement, and extension aspects of the Wisconsin Idea. On sectarian matters, Boyd followed the lead of major figures in the rise of

the modern American state university. He believed that higher education institutions should be totally non-sectarian, but not antireligious. Therefore, he worked to achieve sectarian freedom and public control of Oklahoma education.

The activity of Educational Fund Raising was contributory to the development of the University of Oklahoma through federal financial assistance, revenues for building construction and equipment, and general fund raising. Federal assistance, through land endowment, was the most important fiscal event for the development of the institution. However, private fund raising for building construction was also important in the development of the University.

State Government Relations during the Boyd administration were evident in legislative activities, general state government relations, and the Oklahoma Statehood Movement. Through these events, President Boyd was able to obtain appropriations and general support for the University. The Oklahoma Statehood Movement was important for the institution and the state, but it led to the politicizing of the University with the dismissal of Boyd and several faculty members.

After President Boyd left the University of Oklahoma in 1908, he worked four years with the Presbyterian Church and then served seven years as president of the University of New Mexico. David Ross Boyd retired in 1919 and lived in California until his death in 1936. He was buried in Forest Lawn Cemetery at Glendale, California.

CHAPTER IV

THE EDUCATIONAL BACKGROUND AND PHILOSOPHICAL FOUNDATION OF DAVID ROSS BOYD

Informal and Formal Education

The education of David Ross Boyd began in a traditional nineteenth century Christian home in Coshocton County, Ohio, on July 31, 1853. On that day he was born on a farm in Keene Township. As the eldest of ten children, five boys from his father's first marriage and three boys and two girls born of his second marriage, David was the first to receive his parent's pioneer guidance. Informal education for the Boyd family was a mixture of the exigencies of life in a rural Ohio community and the traditions of old Covenanter blood. The latter characteristic was a heritage from stern Presbyterian stock--descended from people of the Scotish hills who were driven to the New World during Colonial days by religious and civic persecution. Of this family tree, David's brother, Robert, once wrote: "One thing, as far as I know, none of our people were rascals, though no doubt they were not as good as they ought to have been."[1]

For the Boyd family there was little time or opportunity for frivolity. David's father, James Boyd, was born in 1820 at the head of Antietam Creek in Pennsylvania while the family was enroute to Ohio in a

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[1]Letter, Robert Boyd to David Ross Boyd, sometime during late October to late December, 1903, University of Oklahoma, Division of Manuscripts, Official Files of the Presidents of the University of Oklahoma, David Ross Boyd Correspondence. Cited hereafter as Boyd Correspondence.

covered wagon. His mother, Mary Ann Ross, was also a child of early Ohio pioneers. The Ross family settled in the county of Holmes which was next to Coshocton. In this rural setting, Mary Ann was born in 1829. It is presumed that geographical proximity and acquaintance through such common affairs as barn raisings and log rollings led to the eventual marriage of James and Mary Ann Boyd on June 24, 1852.[2]

Their marriage was a wedding of two families of educators. Most of the Rosses were teachers; James, among other professional activities, was a teacher; Mary Ann was a teacher; and, ultimately, all ten of the Boyd children became teachers. The importance of education, therefore, was a strong influence in the Boyd household.

David's mother taught him to read by word recognition without learning spelling or the alphabet. Although Mary Ann Boyd died when David was only eleven years old, her impact upon him was lifelong:

> In both the religious and the educational sphere the mother was the son's first and best teacher. The public schools of that day fell far short of what they are today. So the mother gathered her growing brood about her and taught them to read before they reached the years when the public schools were open to them. David Ross was ready to enter the class in McGuffy's Second Reader when he first went to school, as a result of his mother's teaching. She had high hopes for her eldest boy, that he might have the advantage of a college education, and she inspired him with that hope until it became a flaming passion in his soul. She did not live to see that hope fulfilled. But that hope became the dominant purpose in the boy's heart which enabled him later, in early manhood to overcome all obstacles and surmount all difficulties that stood in his way to complete his college work.[3]

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[2]Unless otherwise noted, the historical facts of this chapter are from David Ross Boyd, private interview conducted by Dr. and Mrs. Edward E. Dale, at Glendale, California, 1936, Edward Everett Dale Collection, University of Oklahoma, Division of Manuscripts.

[3]S. E. Henry, "Religious Development of David Ross Boyd" (unpublished and undated paper, University of Oklahoma, Archives, David Ross Boyd Collection), p. 2.

The educational activities of his father also afforded David with scholarly opportunities. James Boyd became the custodian of the books for the local branch of the Ohio Circulating Library when services were discontinued. The Boyd family then had ready access to a library of many good classics such as Plutarch's Lives and Macaulay's History of England.

David Ross Boyd started his formal education in a one-room school house called the Reamer School. This building still exists, but as a converted residence in Keene Township.[4] The country school was near the two hundred and fifty six acres of the Boyd farm, about two miles from the New England type town of Keene and four miles from Coshocton. Under his first teacher, a lame man named John Cox, David was introduced to debating contests on current subjects such as women's suffrage and saw the production of a Shakespearean play. The effects of forensic and dramatic activities upon the early education of Boyd can only be surmised. As an adult, however, he greatly respected culture; and, as the first president of the University of Oklahoma, he encouraged student participation in debate, drama, and other intellectually wholesome experiences.

While completing his primary education at other county schools, David took Latin lessons three times a week for several summers at the home of a neighbor, William Hudson, who was a Methodist minister and a graduate of Cambridge University in England. The importance of language study, especially Latin, was later emphasized by Boyd at the University of Oklahoma. Not only would he give advice to students on how and why they should study

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[4]John Terry, "Coshocton County Native Was Founder of University of Oklahoma," Coshocton Tribune, Oct. 25, 1972, p. 2.

Latin, he also specified what Latin text they should use.[5] Further, the three Latin professors hired by Boyd during his presidency were graduates of Ohio Wesleyan University, Johns Hopkins, and Harvard--a coincidence, perhaps, that their backgrounds were similar to the Methodism and/or prestige of the alma mater of young David's first Latin teacher.[6]

At about the age of sixteen, David Ross Boyd journeyed to Scio, Ohio, to attend "One Study University." Located in Harrison County, the school had an enrollment of approximately two hundred and fifty students. The curricula of the school was unusual in that students studied only one subject at a time. When proficiency was demonstrated in a subject, the student progressed to another area of study. David started with geology and went on to other subjects.

With the exception of literary societies there were few outside student activities. For students like David who were some distance from home and boarded in the building, life was rather circumscribed. After about six months of study at "One Study University," David Ross Boyd came home.

One can only speculate about the lasting lessons which he learned from his first "university" experience. At the University of Oklahoma, Boyd assisted in the establishment of a department of Geology and Natural History with a Territorial Geologist and Curator of the Museum leading to the development of a geological survey and the addition of geology courses to the

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[5]Letter, David Ross Boyd to B. O. Chick, June 26, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[6]Roy Gittinger, The University of Oklahoma, 1892-1942 (Norman: University of Oklahoma Press, 1942), pp. 9, 21, 24.

curriculum.[7] Also, as indicated earlier, Boyd was an advocate of student activities. In addition, during the sixteen years of the Boyd administration there were no dormitories operated by the University. Accommodations for male students were arranged in local family homes or student-rented houses. Female students lived with local families or stayed at the Arline Home which offered suitable activities such as music instruction and tennis under the oversight and control of a matron and board of directors.[8] Further, President Boyd had a special interest in students at the University who were away from home for the first time. He once told a concerned mother: "I have a deep sympathy for a boy that is making his first steps away from parental control and assure you that I shall not only be interested in him because of his relationship to you, but because of the deep sympathy I have for a boy in such a critical time in his life."[9] Certainly, any of Boyd's actions relative to the development of geological programs, student activities, private boarding, and concern for young students could be attributed to many circumstances. It is very possible, however, that one of the influences was his early experiences at "One Study University."

At the age of seventeen, David Ross Boyd obtained a county teaching certificate and secured a country school position at Mount Dispute, located on the northwestern Coshocton County border. When he left to teach his first school, his father gave him a $39.50 silver key wind watch to mark the special occasion. The financial value of this gift was probably

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[7] Ibid., pp. 28-29.

[8] The University of Oklahoma, General Information and Announcements (Guthrie: State Capital Printing Co.), 1902-1903, p. 25; 1903-1904, pp. 30-33. Cited hereafter as Catalog.

[9] Letter, David Ross Boyd to Judith Thornton, Feb. 6, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

measured by the $40.00 a month salary which David earned during the several months of his first professional employment. The sentimental value of the watch was even greater. Boyd kept it throughout his life. Symbolically, the watch may have been a reminder of the influence of his father upon his life and his entrance into the educational profession. These two factors, his father's influence and a teaching career, were not necessarily congruent. James Boyd, in addition to being a farmer and teacher, was also the local justice of the peace. It is possible because of his father's "legal" activities and Civil War experiences to imagine why David's first professional ambition was to become a lawyer.

David Ross Boyd was only eight years old at the outbreak of the Civil War. During this time his father was active in the "Underground Railroad" making their home a "station" for slaves escaping to Canada. Dramatic events, such as the following, were surely poignant to an impressionable young mind:

> . . . Upon one occasion the operator of the next station to the south unexpectedly brought a group of slaves to the Boyd home the night before the young magistrate had to hold court to try several important cases. . . . The Negroes were concealed in a large attic room and told to keep very quiet, which they did, while court was carried on in the room below. The session continued all afternoon and until dark but no one suspected the presence of the Negroes in the room above. Even the baby in the little group did not cry!
>
> The next station on the underground railway was about twenty miles farther north and James Boyd would take groups of Negroes to it in a closed carriage which would hold seven or eight persons. He would start long after dark and would often take David with him on these trips for company on the long drive home after his human cargo had been delivered. David had vivid memories of hearing the Negroes sing the old plantation songs as they jogged along in the darkness toward Canada and freedom. Often his father would have to warn them to sing very softly or in some cases to be quiet when they were passing a house.
>
> The penalty for helping a slave to escape was great and James Boyd fully expected that eventually the officials charged with

> enforcing the fugitive slave laws would discover his activities, but they never did. On one occasion when an elderly neighbor was spending a night with the Boyds, James took him into the attic room and showed him the pitiful, cowering figures of some Negroes that he was taking north later that night. The neighbor, who was a kind-hearted man, was moved to tears by the pathetic sight but told his host never to show him escaping Negroes again. 'If you do James,' he said earnestly as he sought to wipe away his tears, 'I shall feel it my duty to report you.'[10]

An Illinois lawyer may also have influenced young David toward an interest in a legal career. One of his earliest memories was the 1856 Fremont campaign, therefore, David was politically receptive to the Lincoln campaign four years later:

> The Presidential campaign of 1860 was very exciting to the people of Coshocton which at this time had a population of about three thousand. There were many political rallies and torch light processions. Probably the election of Lincoln pleased most voters of the community. At any rate a huge crowd had gathered at the railway station when President-elect Lincoln passed through Coshocton on his way to Washington. James Boyd took David behind him on the old farm-horse, 'Rock.' When the train stopped, Lincoln came out wearing a tall hat and with a shawl about his shoulders. After he had made a short speech many persons crowded up to shake his hand. James Boyd lifted his little son up to shake hands with Lincoln who said: 'God bless you my boy.'[11]

The desire for a legal education remained with David at the conclusion of his teaching experience at Mount Dispute. He wanted to continue his higher education and found the Normal University at Lebanon, Ohio, to seemingly offer an affordable solution. Unfortunately, however, his educational expectations were soon dashed. Lebanon was a rather large institution with several hundred students. Like David, the majority of them

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[10]Edward Everett Dale, "David Ross Boyd: Pioneer Educator," Chronicles of Oklahoma, XLII (Oklahoma City: Oklahoma Historical Society, 1964), pp. 2-4.

[11]Ibid., p. 4.

The Civil War affected the life of David Ross Boyd in other ways. His father's second marriage was to Margaret Jane Teaz who was widowed by the death of her husband, Captain Alexander Teaz, in the war.

had previous teaching experience. In spite of this common bond, David felt that the school did not represent high academic standards. Convinced after part of the year that they were not getting a real college education, he left Lebanon and returned home to teach school.

David Ross Boyd's concern with high academic standards became the touchstone of his concept of quality education. Years later, as president of the University of Oklahoma, he insisted on high standards for the institution. This demand permeated every event and activity, especially courses of study and entrance requirements:

> The instructors in this department, as in all departments of the University, have been selected with special reference to their fitness to do the appointed work. The policy of the institution to have all instruction so presented as to compare favorably with corresponding work in other Universities, has been continued. All courses offered are presented by suitable persons to give the work, provided with most approved facilities in the way of library, laboratory and other equipment.[12]

> The requirements for entrance to the freshman class of the College of Arts and Sciences are essentially the same as those in force in the western state universities generally. Only within the last five years, however, have the requirements been brought up to the present standard. In the earlier years of the territory the public schools were so underdeveloped that few high school graduates were prepared to enter the freshman class. From the first, therefore, the University was confronted with the question, shall the attendance in the College of Arts and Sciences be increased by lowering the requirements for admission and graduation? Two arguments have constantly been urged against such decision. First and most important was the conviction on the part of the University management that such action would be unwise, that the University as head of the public school system was bound to keep clearly in mind the ideals toward which the public schools as a whole must work. The second argument was the fact that the state universities of the middle west have established and maintain a definite standard of admission requirements and it did not seem wise to fall below this standard. How successfully the University has been able to maintain a high standard of admission has been strikingly shown in a late report of the custodians of the Carnegie Pension Fund for

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[12]Report of the Board of Regents of the University of Oklahoma to Honorable T. B. Ferguson, Governor (Guthrie: State Capital Printing Co.), 1900-1902, p. 9. Cited hereafter as Report of Board of Regents.

> teachers. On page 28 of Report No. 1 dealing with the question of the admission of state schools to the benefits of the Carnegie Foundation, President Henry S. Prichett, Chairman of the Custodians, says:
>
> 'In the whole region south of Mason and Dixon's line there are only three state universities whose requirements for admission are equal to those adopted by the trustees of the Foundation, requirements quite moderate in their standards and such as have been approved by teachers in colleges and preparatory schools as alike fair to the college and the school. These are the universities of the new State of Oklahoma, and of the Territories of Arizona and New Mexico.'[13]

The second school taught by David Ross Boyd was located in the Coshocton area on a level prairie which was several miles square. At this "Plains" school, David instructed several older children and made plans to attend a real college with acceptable academic standards.

As the oldest of ten farm children, David early learned the discipline of hard work. Thus, when the "Plains" school year ended in 1873, he initiated a plan of manual labor for the summer in order to earn expenses for college in the fall:

> . . . His savings amounted to a hundred and fifty dollars which he knew would not go far toward paying for a college education. His father could not help him with money but owned a two hundred and fifty-six acre farm. He now offered to give David the use of forty acres of farm land rent-free. Moreover, he could live at home without cost, use his father's teams and tools, and the proceeds from the crop should be David's for a college education.
>
> This offer the lad gladly accepted. The land had been cleared of timber some years earlier and had been used as sheep range so the soil was very rich. There were still some stumps and many logs on it but David had a 'log rolling' and kindly neighbors, eager to help an ambitious boy, came to help roll and burn the logs and get out the stumps. The lad then planted the field in corn. He made a wonderful crop which he sold for seven hundred dollars and in the autumn of 1873 entered Wooster University, now Wooster College.[14]

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[13] Report of Board of Regents (Guthrie: State Capital Printing Co.), 1905-1907, pp. 10-11.

[14] Dale, op. cit., pp. 5-6.

Influences of Wooster University

The articles of incorporation of Wooster University specify that the object of the institution is, " . . . the promotion of sound learning and education under religious influences, such as is usually contemplated in Colleges and Universities . . . "[15] Further, the founders of Wooster University conceived, "an institution with broad foundations and facilities equal to the best in the land, capable of preparing men for every department of life."[16] Under the control of the Presbyterian Church with an emphasis on quality education and religion, Wooster University's motto represented the integrated life planned for the institution: Scientia et religio ex uno fonte--knowledge and religion from the same source.[17]

Religion, as well as knowledge, had always been a great motivational force in the life of David Ross Boyd. As a boy in a devout Presbyterian home he saw each morning begin with the family worship of a Scripture reading, a prayer, and the singing of a psalm. From the morning of his first day of school, when his mother dressed him in a new homemade suit and then knelt with him in her bedroom to pray for his well-being in a great adventure, he had practiced the integration of knowledge and religion. Even the dying words of his mother were guidance for moralistic, familial, and religious conduct: "Be a good boy, obey your father, and go to church each Sabbath."

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[15]"Incorporation of the University of Wooster," in Lucy Lilian Notestein, Wooster of the Middle West, I (Kent, Ohio: Kent State University Press, 1971), p. 303.

[16]Wooster College, Wooster Annual Catalogue, 1970, p. 8.

[17]Ibid.

"The original high purpose has been continuously affirmed throughout the history of Wooster . . . The first class was graduated in 1871.

It was quite natural, therefore, that David Ross Boyd was attracted to a Presbyterian university with the reputation of a "western Princeton."[18] Consequently, at the age of twenty, he continued his collegiate education which had been self-aborted twice before. This time, however, his choice of place and time was considerably more productive. In 1873, Wooster was entering its most distinguished period--the ten years of President Archibald Alexander Edward Taylor's administration. Known as "The Golden Age" of Wooster's history, the era was one of growth and an inordinate concentration of talent for so small a university. Although the institution had not achieved the dreams of the founding Board of Trustees,[19] it attracted many faculty members of the caliber of Dr. A. A. E. Taylor and students, like David Ross Boyd, with great potential.

President Taylor was Ohio-born, a Presbyterian minister, and a graduate of Princeton University. He was Wooster's second president and brought to his position a dedication to knowledge and religion. And yet, "there was always a glint in his shrewd blue eye that betokened mirth and high spirit as well as high purpose."[20] During his tenure, he increased student enrollments by advertising the college and adopting a systematic search for students. He obtained students through his friends, the writing

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Since that time 22,782 students have attended the institution, of which the graduates number 12,064 through June, 1969."

[18]This reputation was the result of the initial goal of the founding Presbyterian group, the many Princeton-trained faculty with endowed chairs, and the Presbyterian-Princeton-Missionary zeal for founding colleges on the western frontier.

[19]"What we desire," said the Board of Trustee, "is to make Wooster the great educational center of Ohio as Oxford and Cambridge are in England and the Universities are in Germany and France.", from Lucy Lilian Notestein, op. cit., p. 24.

[20]Ibid., p. 75.

of articles, and speaking around the state. His development of the physical plant of the college was gradual with the addition of two or three small buildings such as an observatory and a gymnasium. To finance these structures as well as teachers' salaries and other costs, he solicited funds from every available source. He coordinated the development of a medical department separate from the campus, in Cleveland. He established the new department of music and assisted in the organization of the Wooster Women's Educational Association dedicated to educational opportunities for women. In all these and many other activities, Dr. Taylor was serving as a model administrator for a future president of the University of Oklahoma. For, in the different milieu of a public institution, David Ross Boyd was to travel similar educational ground. Among other things, Boyd would also increase enrollments through a planned system, gradually expand the university buildings in the areas of science and physical education, participate in broad-based fund raising, oversee the program of a medical department separate from the main campus, create a music department, and work for the expansion of coeducation.[21]

Taylor and Boyd shared many similar attitudes toward social and educational issues and problems. As an egalitarian, Taylor once said to a rural group:

> It is better to give a son a complete education than to give him a farm. He will then be able to earn far more in a year than the farm could produce, and he may besides wield a great influence for good.
>
> All parents are proud to see their sons stand at the head of business or in first rank in society and in the professions.

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[21]Details concerning David Ross Boyd's activities at the University of Oklahoma are presented in Chapters II and III. The Medical School was established at Oklahoma City in 1904 offering similar work to that begun at the main campus in 1900.

> These things come through education. Education has given us reapers and mowers and other machinery whereby the same labor may do fourfold work. Give the youth machinery in his head.[22]

Boyd once wrote to an older brother of a working boy interested in attending the University, but concerned about his labor background: "A good earnest working boy is alright and so have your brother come right on. We always have a class of that kind and it will make little difference. Anyway, I have always taken the position that the University was for the people rather than the people for the University. And any young man who desires help will get it if he comes here."[23] On another occasion, Boyd told a student about the importance of an education for the workaday world: "The more I see of the working of things in the outside world the more I am convinced of the absolute need of the most thorough preparation for work."[24]

There were times in the presidency of David Ross Boyd when his actions were almost identical to earlier behavior of President Taylor. Once, on a spring morning in 1874, Wooster University was involved in a practical joke:

> There had appeared overnight a huge black and white drawing of a donkey's head on the face of the university tower. To put it there some student must have allowed himself to be suspended from a window six stories up, must indeed have risked his life. What would Prexy say? What would the faculty do? It was, the students thought, a good joke non the less, for that blank dial on the tower had for four years been awaiting its clock; any one could see that there was need for something there. Expectantly they streamed into chapel. Dr. Taylor looked as unperturbed as usual. The morning worship passed unchanged. At the end with no show of unusual feeling he spoke of the appreciation of the faculty of the act of the

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[22]Notestein, op. cit., pp. 290-91.

[23]Letter, David Ross Boyd to M. M. Maynard, Aug. 4, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[24]Letter, David Ross Boyd to J. T. Conway, July 14, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

> seniors in having their pictures taken recently to leave to the university; he commended the leaving of class memorials; and then added, never cracking a smile, that some student had been at pains to leave his picture on the tower the night before. The faculty regretted, he said, that he should have taken such risks in doing so and suggested that he remove the photograph. The college tittered. Nothing more was ever said. That night the donkey drew in its ears.[25]

Many years later a similar incident, as related by a former student, invoked a comparable response from President Boyd:

> Well anyway, I want to tell you about this Holloween. You may not be interested but anyway, I don't remember the boy's name. In fact I never did know who did it. But, during those days we always had convocation every morning, you know, what we call chapel exercises, and wherein the members of the faculty sat upon the rostrum and some one of them would read a chapter from the Bible and we would say the Lord's Prayer together and then usually Dr. Boyd or somebody else would make a little, few remarks. Well, this morning when we all gathered in for our chapel exercises, there was a little donkey standing tied to one of the pillars inside of the chapel, with some straw bedding him down. But there was nothing until the usual time when Dr. Boyd got up to make the remarks and he got up and said this. He said, 'I see we have an addition to our student body this morning.'[26]

David Ross Boyd may have derived other experiences and lessons from faculty and student associations at Wooster. Certainly, his study and love of the beauty and richness of words stemmed, in part, from his logic and literature professor, Dr. Daniel S. Gregory, later General Editor of the Standard Dictionary and Miss Amanda Flattery, Linquist and Definition Editor of the same lexicography; the finer points of Latin were shared with him by Dr. J. O. Notestein, a fifty-year teacher-institution at Wooster and Professor James A. Black added to his language ability with lessons in Greek; Other professors with whom David Ross Boyd had contact were: A. A. E.

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[25]Notestein, op. cit., p. 113.

[26]N. E. Butcher, private interview conducted by Dr. F. A. Balyeat, at the University of Oklahoma, undated, N. E. Butcher Collection, University of Oklahoma, Division of Manuscripts.

Taylor, Biblical instruction; O. N. Stoddard, natural science, and Leander Firestone, anatomy and physiology; W. H. Jeffers, Greek language and literature, and James Wallace, Greek; Samuel J. Kirkwood and W. W. Wallace, mathematics; Martin Welker, constitutional and international law; J. Adolph Schmitz, modern languages and literature; and, A. N. Alcott, elocution. This was the basic faculty when Boyd entered as a freshman. With only one or two faculty changes, it remained the teaching staff until Boyd's graduation in 1878.[27]

There were about three hundred students attending Wooster University when David Ross Boyd enrolled. As a Presbyterian institution it was natural that many were studying for the ministry. Among Boyd's student friends who followed a religious calling were: S. Hall Young, a future missionary-builder and companion of glacier discoverer John Muir in Alaska; S. C. Peoples, the first missionary in Laos and the man who reduced their language to printed form and gave them a literature; and Wilbert W. White, eventual founder and president of the Biblical Seminary. Another friend of Boyd's, Ella Alexander Boole, became the president of the International Temperance Union; other fellow students with whom Boyd closely associated were: Frank G. Carpenter, who became a well-known traveler and writer; Edward S. Kelley, a future rubber tire industry pioneer; Lee B. Durstine, one-day official in the Manhatten Life Company of New York; and William Judson Boone, who later

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[27]Jeffers accepted a pastorate in Cleveland in 1875; Gregory became president of Lake Forest College in 1878; and Wallace became president of Macalester College in 1887. Amanda Flattery was, like Boyd, a teacher in the Preparatory Department. Descendants of Wallace and Notestein founded and operate the Readers Digest.

served for forty-five years as president of the College of Idaho.[28] Of these and other early friends in Ohio, David Ross Boyd would tell a Coshocton resident over thirty years later: "It would be one of the greatest pleasures of my life if I could occasionally come in contact with the friends of my boyhood. I did not realize it at the time, but those friendships are the ones I now look upon with the most satisfaction."[29]

Boyd's activities at Wooster University were varied, including a stint in the Preparatory Department because of deficient entrance qualifications. Later, he would establish a Preparatory Department and encourage athletics, literary societies, private rooming and boarding houses, and fraternities at the University of Oklahoma similar to those experienced at Wooster:

> . . . He found that he must spend one and probably two years in the Preparatory Department because two years of Greek were required to enter the Freshman Class. He had an excellent knowledge of Latin, however, and Professor Black, who taught Greek, told him to get 'ponies' and study very hard. As a result he made two years of Greek in one and in September, 1874, was admitted to the Freshman Class.
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> All Freshmen and Sophomores were required to take the same courses but at the beginning of the Junior year a student chose one of three fields of study--Classical, Philosophical, or Scientific. Boyd chose the philosophical which did not require Hebrew and allowed the substitution of modern languages for some of the classical studies. David took three years of German, receiving special permission to take the first while a sophomore.
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> When Boyd entered Wooster there were no athletics and no outside activities except two literary societies. Students roomed in private homes and ate at boarding houses. Four fraternities were established and he became a Beta Theta Pi. Fraternities

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[28]Robert M. Donaldson, "Dr. David Ross Boyd, An Educational Pioneer" (printed appreciation address at Boyd Memorial Service, Nov. 19, 1936 at Glendale, California, University of Oklahoma, Archives, David Ross Boyd Collection), pp. 3-4.

[29]Letter, David Ross Boyd to J. A. Finley, March 19, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

> had no chapter houses and membership was regarded as a great honor since the first qualification was high scholarship. Later, fraternities were abolished at Wooster. Chapel was held daily and all students were required to attend although most of them would have come voluntarily. Except attendance at chapel there were virtually no rules and apparently no disciplinary problems.
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> During his stay at Wooster Boyd taught first year Latin as a student assistant and also worked in the library. In addition he taught a summer term of school at Dublin. It was a tough school where the big boys had chased two or three teachers away. Boyd soon tamed the wild gang and in a week had them joining in the Lord's Prayer and helping with the devotional exercises at daily chapel . . .[30]

Two Wooster student publications, the 1874-75, Score and the 1876 and 1877, Index, provide information on the extracurricular activities and student leadership of David Ross Boyd: As a freshman, he was an officer of the class holding the position of "Orator"; a member of the Athenaeum Literary Society, the Alpha Lambda chapter of his fraternity, and the Purmort Club, one of three eating clubs at the institution. Probably, in reference to his "Orator" position and speaking ability, a Mrs. Osgood wrote these words opposite the name of Boyd in the Score: "Who taught that tiny voice of thine Its wealth of sweetness, child?"

In 1876, he was one of two "Orators"; recording secretary of his literary society; violincello player of the Beta Theta Pi Orchestra; a member of a new "Hash Association" called the Metropolitans; and active in the Evangelical Alliance with the nom de plume of "David Swing." This pseudonym may have had some connection with a later comment by the name of Boyd: "The devil can cite Scripture for his purpose." Also, in the 1877, Index, there is the following remark about Boyd: "In law an infant, in years a boy, in mind a slave to every vicious joy." It is very doubtful that David Ross Boyd was a wild student at Wooster University. However,

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[30]Dale, op. cit., pp. 6-7

like many young men, he might have participated in merriment. For it would appear, based upon the following comment which Boyd made in 1903, that his youth was not entirely devoid of play:

> I had my experience with regard to oats at such an early period of my life and they were so distinctively the wild variety that I believe what I might say about oats would not be worth much to the gentleman who is writing the enclosed letter. I refer it to you for consideration and answer. I do not mean to insinuate that your personal experiences in oat sowing and harvesting, both wild and otherwise, are so distinctly conspicuous as to point you out especially. There are others. I think really though, you are the person the gentleman wants to communicate with.[31]

As a junior, Boyd was president of his literary society; second bass on the Beta Theta Pi quartette; and, again, changed eating places--to the Bowman Street Club. In his senior year, he participated in an oratorical contest and, on another occasion, wrote an oration for his roommate which won him second place in the oratorical contest. Boyd's final activity at Wooster was the required graduation address. On this, he devoted several months of serious preparation.

Most of the foregoing events in the education of David Ross Boyd at Wooster University were important, directly or indirectly, in the development of the University of Oklahoma. For, if Wooster was a "western Princeton," then, through David Ross Boyd, the University of Oklahoma was to become a "southwestern Wooster"--albeit a hybrid state university variety. Five years of study and activity at Wooster taught Boyd lessons of scholarship, literary and oratorical appreciation, close rapport with fellow students, and other values of a college education. In addition, this respect for the traditions of Wooster were later evidenced in several ways at the University of Oklahoma. For example, Boyd's style of administration

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[31]Letter, David Ross Boyd to J. T. Field, Jan. 25, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

was, in one respect, that of an "old-time college president"[32] on into the twentieth century; this practice was Boyd's special concern with the religious life of the students at the University of Oklahoma.

President Boyd, as a non-clergyman head of a state controlled college, was not compelled to engage in direct religious education of students. By law, the University of Oklahoma was a non-sectarian institution.[33] And, throughout Boyd's administration, he steadfastly worked to keep it so. However, the moral and religious education of the institution was emphasized in a similar manner to that which Boyd experienced as an undergraduate at Wooster University. Hence, "knowledge and religion from the same source," Wooster's motto, was unofficially the companion credo to the Latin motto of the University of Oklahoma: Civi Et Reipublicae--for the citizen and the State. Reverend S. E. Henry, a lifelong friend and confidant in religious matters with Boyd, has described the nature of this emphasis on moral and religious education in the early University of Oklahoma:

> . . . The hope of material gain had prompted the people to make the mad rush for homes upon its [Oklahoma Territory] opening in 1889; and that hope was still the dominant motive of the people. An educational system was of interest to them largely because of the contribution it could make to the attainment of that end. Should the educational system of the future state be subordinated to utilitarian ends? Should the University of Oklahoma aim only at the promotion of material gains?
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> Dr. Boyd was practical, very practical, in his planning for the University to be. His purpose was to build up an institution out of which young men and young women of character, strong dependable

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[32]". . . The old-time college president, however, was not yet fully the busy man-of-affairs, almost as total a stranger to his faculty as to his students. The old-time college president was busy, but the pace was slower. He was a fund-raiser, but he also had time to fulfill his paternal responsibilities to the collegiate way." Frederick Rudolph, op. cit., p. 168.

[33]Oklahoma, An Act to Establish and Locate the University of Oklahoma, Statutes (1903), II, 6384.

> character, should go. He felt a trained intellect, unless undergirded and controlled by moral and spiritual convictions, was a dangerous thing into what ever sphere of life it entered. Education but sharpens the tool, but does not determine the use to which it is to be put. Moral, spiritual training is even more important than intellectual training. Of this Dr. Boyd was profoundly aware; and he planned that the University should develop the moral and spiritual faculties of the students who past through its halls as well as their intellectual faculties. It was an all round education for the students for which he was planning.[34]

Moral and religious training at the University of Oklahoma was usually mentioned in University publications and, in 1907-1908, was clearly avowed. In the Catalog for that year religious exercises, which were conducted each school day morning in the University Chapel, were described as being voluntary in attendance although, "the meetings are very largely attended by the student body and the purpose of cultivating the moral, religious and social spirit of the university is heartily recognized."[35]

Daily chapel services were one of the ways that Boyd provided moral and religious education for the students. Chapel was held at ten each morning throughout the entire Boyd presidency. Although attendance was not compulsory approximately seventy to eighty percent of the students and faculty attended. However, there was some resistance to the idea of Chapel services at a public university. As an innovation in state universities he was advised against it by some of his friends.[36] Many students were also disturbed by chapel services at the University. To these rebellious students Boyd replied: "It will steady you to repeat the Lord's Prayer once a day; and perhaps I will be inspired to say a few simple words straight from my understanding to your needs. My greatest Ambition is to never fail you,

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[34]Henry, op. cit., pp. 33-34.

[35]The University of Oklahoma, Catalog, 1907-1908, p. 30.

[36]Henry, op. cit., p. 34.

my boys and girls!"[37] Consequently, chapel services became a daily University ritual with the singing of a couple of hymns, Scripture reading and prayer, and a short talk by the president on only one moral truth or point. Later, guest lecturers attended such as Lyman Abbot--the Biblical reconciler of evolution. Obviously, the value to students of the chapel exercises depended upon the individual. Because chapel attendance was expected,[38] but not required, there were probably many who would have disagreed with the student who said that he got more from the chapel talks than from the entirety of his collegiate course.

Another method which Boyd used to foster moral and religious education was the establishment of religious clubs and organizations. Student groups similar to those of his Wooster days were organized. The Young Men's and Young Women's Christian Associations held weekly devotional meetings and provided social and practical assistance to students. Such work included meeting new students at the trains, securing rooms and boarding places, and various social receptions.[39]

Boyd also encouraged students to affiliate with the local churches and their programs. Students who indicated a Presbyterian preference at enrollment were sent an invitation to attend his Sunday School Class for Presbyterian students.[40] Again, Boyd was following his Wooster experiences for, as a student, he taught a Sunday School for adults.

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[37]Grace Maguire, "Lights and Shadows" (column, Norman Transcript, undated, University of Oklahoma, Archives, David Ross Boyd Collection).

[38]Dorothy Gittinger Wardner, "The Territorial University of Oklahoma" (unpublished master's thesis, University of Oklahoma, 1939), p. 73.

[39]The University of Oklahoma, Catalog, 1907-1908, p. 30.

[40]Letter, David Ross Boyd to Presbyterian Students, March 4, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

The results of David Ross Boyd's interest in the religious education of University of Oklahoma students were once assessed by Registrar George Bucklin for an interested mother: "Our church young people and organizations are active here and the chances are about nine to one for a young man to get into good company rather than bad, unless he chooses the bad deliberately, and then we ask them to leave as soon as we are positive he can do no good here."[41]

With such favorable odds for the student's good behavior, President Boyd was still not contented with his moral and religious education program. He desired to improve this area to the greatest possible extent by adding religious cultural materials to the general library collections, construction of a separate building through private funds for Y.M.C.A. and Y.W.C.A. activities, and the hiring of a man to coordinate religious education. To these ends, he told a religious friend in New York: "If you feel interested in helping me promote the religious work here I shall be glad to take up the matter in detail with you. What we need is a suitable building planned with reference to the needs of the Y.M.C.A. and the Y.W.C.A. and a man to direct their work who is as intelligent and well-trained as any member of our faculty."[42]

The burdens of Boyd's religious culture program were apparently heavy for, in the same correspondence to his friend in New York, he related the ways in which a director of religious culture would be helpful: "He could also probably be employed in some other way in the University. If

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[41]Letter, George Bucklin to Mrs. N. Peard, Aug. 15, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[42]Letter, David Ross Boyd to John L. Pierson, Feb. 26, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

he's strong enough he can be of great assistance to us in conducting chapel exercises. This is a duty that still falls to me and I have never found anything in my experience that calls for such clear thinking and such thorough preparation as to make a talk of fifteen minutes to five hundred students on subjects relating to their spiritual welfare in life. I feel, however, that there is nothing that can be done that would be so helpful."[43]

Wooster University had a separate chapel building, an organized college church, and an entire faculty to assist in religious instruction."[44] Boyd, because of the non-sectarian nature of the University of Oklahoma and the further financial restriction that "not one cent can be applied for making any special provision for religious culture,"[45] was never able to emulate Wooster's religious program except in microcosm. He did, however, have a guarded propensity to augment religious culture in the hiring of a Wooster type faculty. Once, in considering the application of a man for a new faculty position, Boyd told an employment agency director: "I only have one objection to this, however, and that is that he makes another Presbyterian in the faculty. It is an interesting fact that three-fourths of all the better class of applicants that I have considered turned out on investigation to be Presbyterians. There's really something in the Westminister Confession of Faith that has the cures for a fellow if he is anything like good material to start with."[46] With the aid of a Christian faculty,

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[43]Ibid.

[44]Notestein, op. cit., pp. 118-25.

[45]Letter, David Ross Boyd to John L. Pierson, op. cit.

[46]Letter, David Ross Boyd to C. J. Alberts, Aug. 15, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence. C. J. Alberts operated the Albert's Teachers' Agency of Chicago, Illinois. Throughout his presidency, Boyd often used Albert's services for obtaining

indirect bible instruction, and the assistance of student religious organizations and local churches, Boyd was able to inform the ministerial father of prospective University students:

> I regret to say that the University does not offer a Bible course at the present time. The Bible is studied in connection with English literature simply as literature. The Young Men's Christian Association conducts a course in Bible study and the Young Women's Christian Association also has work of this kind. All our churches take an active part in looking after the spiritual life of the students. I really think that if you could see your way clear to sending your children here you would find their spiritual life well looked after. Personnel of our faculty is of a high order most of them being men of a strong positive Christian character. I am sure that they would find as many advantages in this way here as they would at Lawrence [The University of Kansas] besides they could enjoy the advantage of an Oklahoman acquaintance which will be very useful to them in case they expect to remain in Oklahoma . . . [47]

The University of Wooster also was an indirect influence on the early development of facilities and general campus grounds of the University of Oklahoma. This affect, through David Ross Boyd, resulted from the destruction by fire of Science Hall, the first and main building of the University, on January 6, 1903. Although the fire, "from causes unknown,"[48] virtually destroyed the physical University of Oklahoma, it eventually made possible the reconstruction of the institution as a modern university. From the ruins of the fire would come a redesigned University Hall containing administrative offices, recitation rooms and private offices, society halls, and other areas; Science Hall with chemistry occupying the basement, biology on the first floor, and geology on the second floor; Carnegie

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faculty members at the University. It is probable that Boyd and Alberts became acquainted as young Ohio teachers.

[47]Letter, David Ross Boyd to Reverend H. Warner Newby, June 6, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[48]The University of Oklahoma, Board of Regents' Minutes, meeting of January 10, 1903.

Library housing the women's gymnasium in the basement, general reading room and offices on the first floor, and general meetings room and seminary rooms on the second floor; Gymnasium with offices, main hall, and locker, bath, and exercising rooms; Shops for engineering work in two frame buildings; Anatomical Laboratory with large dissecting room, class room, library, store, and preparation room; a smaller building for taxidermy and general preparation of museum material; and Heating Plant for steam heat and electric lights.[49]

The concept and general design for these structures, especially the idea of separate buildings or areas for each discipline in contrast to one or two structures for all University programs, was adapted by David Ross Boyd via Wooster University.[50] The events which led to the decision to approximate, subject to local conditions and finance, the buildings and grounds of Wooster at the University of Oklahoma began in early January, 1903, with a letter from Boyd to President Louis Edward Holden of Wooster University. In response, President Holden told Boyd: "Your letter in regard to your terrible loss by fire received. I can indeed sympathize with you in the great burden that is thrown upon your shoulders already overburdened. I know what it all means. While there is before you a year of care and great anxiety, I am sure there is a brighter future for the University. It seems to be the history of such calamities that from them come great

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[49]The University of Oklahoma, Catalog, 1902-1903, pp. 11-12; 1907-1908, pp. 17-19. University Hall, planned as the new University building, was approved in 1901. Nearing completion in January, 1903, its design was changed after the destruction of Science Hall.

[50]The plan of Wooster's president was: " . . . I don't want to put all my eggs in one basket. I want to build the new Wooster in five separate buildings, so that if we lose one we shall not lose all . . . " Lucy Lillian Notestein, op. cit., p. 245.

blessings. You can not see it now, nor did I a year ago, but it is a fact, nevertheless."[51]

President Holden's empathy with Boyd was the result of a fire at Wooster in December, 1901, which destroyed Old Main, the major University building. Although Wooster's fire spared the old Gymnasium and Observatory, Library Building, Hoover Cottage for young ladies, and a new chapel under construction; it had, like the University of Oklahoma fire, razed the business, academic, and social heart of the institution. As a result of Wooster's fire, President Holden launched a rebuilding campaign of a quarter million dollars. He was successful in his efforts which included a $100,000 challenge grant from Andrew Carnegie. With this fresh capital, Holden directed the construction of five new buildings which were dedicated on December 11, 1902, the anniversary of the fire: Kauke Hall, the new main building; Severance Hall, for chemistry; Scovel Hall, for biology; Taylor Hall, the academy building; and the Central Heating Plant.[52]

It was probably with a sense of accomplishment, therefore, that President Holden also responded to Boyd with a telegram on January 16, 1903: "Address Our Architect L. C. Holden 1133 Broadway New York Our Buildings Unexcelled You Cannot Do Better."[53] Upon receipt of the wire, David Ross Boyd initiated correspondence with L. C. Holden, New York City architect and brother of L. E. Holden, the fourth president of Wooster University:

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[51]Letter, L. E. Holden to David Ross Boyd, Jan. 17, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[52]Notestein, op. cit., pp. 229-51. Fire was a constant threat to early colleges often destroying their first buildings. An account of this problem is presented by Frederick Rudolph, op. cit., pp. 44-46.

[53]Telegram, L. E. Holden to David Ross Boyd, Jan. 16, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

"January 16 1903

"Mr L C Holden, Architect
"1133 Broadway New York
"My dear sir:
"We have just lost by fire the building we were refitting for a Science building. I am an Alumnus of the University of Wooster, Wooster Ohio and am of course deeply interested in every thing that pertains to it. In planning for new buildings for Chemistry Biology and Physics we are anxious to avail ourselves of the most modern ideas in devising our arrangements and I write to ask you to send us at our expense Blue Prints or other details that will give us an idea of the plans of Wooster's buildings; if you have no Prints we would like to have you make duplicates for us. I assure you that we will not take advantage of any property you may send us. Indeed if you will kindly do so you may send them to me personally for my personal use. I will be glad to receive any suggestions from you that will be helpful. I am writing to you at the suggestion of a telegram just received from President Holden of Wooster. We are anxious for this information as quickly as possible as we had $35000 insurance and have other means of establishing the buildings at once.

"Yours very truly
"David R. Boyd
"President"[54]

L. C. Holden answered Boyd's letter with a telegram. Although this telegram is not in the Boyd Correspondence, its basic contents can be discerned from the reply Boyd sent to Holden:

"January 24 1903

"Mr. L. C. Holden Architect
"1133 Broadway New York
"My dear Sir:
"Your telegram is received. We would be glad to receive such blue prints as would give us as clear an idea as possible of the arrangement and construction of each of the Science buildings at Wooster. It is understood that they are really for the purpose you suggest. I desire to say that we would in all probability wish to have you consider whether it would be practicable for you to make the plans for us and have us let the contract here and carry them into effect. We have an excellent man in the employ of the University, a contractor and builder, who could superintend the work effectively, in whom we have the greatest confidence. I enclose a picture of our main building. We desire that the style of architecture should harmonize with this building. We have a campus of 60 acres and are adopting a plan of arrangement that will be essentially the same as that of Wooster. We will erect in the near future in addition to the Science building, a gymnasium and a Physics and Engineering building. Also a Fine Arts building for the work in Music, Drawing, Painting and Elocution. We will have in the neighborhood of $75000 to expend in construction in the next

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[54]Letter, David Ross Boyd to L. C. Holden, Jan. 16, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

year. In the Biology building we propose for the cost of erection not to exceed $40000 possibly a little less; this includes simply the walls, floors, partitions roof etc. as the equipment and furnishings will come from another fund.
"If you will kindly send us the blue prints of not only the Wooster buildings but prints or pictures of any other buildings that would be helpful we will be glad to pay the expense of the same. I shall be in New York in July but do not see how I can come before that time. I will be in Cincinnati in three or four weeks and expect to go to Wooster but have not the time to go farther East I think. I trust that you will forward us materials as soon as you can conveniently that we may go at once to arranging the details of our plans.
"Hoping to hear from you soon I am

"Yours very truly
"David Ross Boyd
"President"[55]

In a letter to Boyd dated January 28, 1903, L. C. Holden stated that he would soon send "the more important drawings of the Chemistry Physics and Geological Laboratories of the University of Wooster, and also the Biological Laboratory built for the same institution." Also, he informed Boyd that it would be very practicable to have the drawings of the Science Building made in New York; that this had been the procedure for the buildings at the University of Wooster; and that such "drawings would be so made as to perfectly explain themselves to any good capable contractor." He concluded his three page explanation of the manner in which his firm could provide architectural services by telling Boyd: "I see no difficulties in the way of doing this for you and I should be glad to serve you if after thinking it over you conclude to engage me on the work. I have forwarded to you, only such drawings of these buildings as I thought would be of use to you, but should you need the others, in the form of details, I will be glad to send them."[56]

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[55]Letter, David Ross Boyd to L. C. Holden, Jan. 24, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[56]Letter, L. C. Holden to David Ross Boyd, Jan. 28, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

As promised, Holden forwarded the drawings of Wooster's science buildings to Boyd as confirmed by the following short letter dated January 31, 1903: "The drawings for Science Buildings went forward to you yesterday, January 30th, by way of Wells-Fargo Express Co., charges paid. Hope they will prove of use to you."[57] On February 27, 1903, Boyd sent the following reply concerning L. C. Holden's Wooster buildings:

"February 27 1903

"L C Holden, Architect
"1133 Broadway, New York.
"My dear sir:
"The plans of Science buildings which you sent us some time ago were very satisfactory and when they were presented to our Board of Regents they were very favorably commented upon. If we felt sure that it would be practicable for us to get plans that could be carried out here with little difficulty, our Board would consider having plans made by some person in the East very favorably. It is very difficult to get plans made that contain plans for heating, plumbing and other separate details.
"We will have a board meeting in a week or ten days and I would like to have a statement from you to present to them which sets forth your own views on this subject. What would be necessary for you to have in order to make the plans, what they would consist of, in how far you could work out the details etc. We will have three considerable buildings to erect this coming year aggregating a cost of about $80000 or $90000.
"Hoping to hear from you as soon as possible that I may be able to present the matter to our Board of Regents at our next meeting, I am,

"Yours very truly,
"David R. Boyd
"President"[58]

Lansing C. Holden, architect for the main Wooster University building, Kauke Hall, and the Severance Science Hall was not the architect for the new Science Hall or any other buildings at the University of Oklahoma.

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[57]Letter, L. C. Holden to David Ross Boyd, Jan. 31, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[58]Letter, David Ross Boyd to L. C. Holden, Feb. 27, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

The previously quoted communications between David Ross Boyd and L. C. Holden are the only extant records, dealing with Wooster's buildings, in the Boyd Correspondence.

The "excellent man in the employ of the University, a contractor and builder,"[59] A. J. Williams of Oklahoma City became the architect for University Hall, Science Hall, Gymnasium, Library, and subsequent structures.[60] Nevertheless, the architectural concepts of Holden probably had an influence in the completion of University Hall and the design of the new Science Hall. The physical and utilitarian nature of comparable buildings at Wooster and the University of Oklahoma offer the best indication of Holden's possible contributions: University Hall had a basement, two additional floors, and an extended dome--in Renaissance style;[61] Kauke Hall had a basement, two stories in a quadrangle, and an extended central tower--in Modern Gothic style.[62] Although the exteriors of both brick buildings were of different styles, their interior functions were the same--to serve as the central administrative, instructional, and social facility of their institutions.[63] Science Hall had a basement and two additional floors in a Romanesque design; Severance Science Hall had a basement and was two stories high in a Modern Gothic design. Their brick exteriors were also different, but their interior purposes were similar--the former building to house chemistry,

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[59]Letter, David Ross Boyd to L. C. Holden, Jan. 24, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[60]The University of Oklahoma, Board of Regents' Minutes, meetings of July 5, 1901; June 5, 1903; and January 16, 1904.

There are no available accounts explaining why Holden was not secured by the University of Oklahoma. It is possible, however, that he was not retained because of distance from the University, financial problems, local pressure for an Oklahoma architect, and/or other reasons.

[61]The University of Oklahoma, Catalog, 1903-1904, pp. 15; 21-25.

[62]Notestein, op. cit., p. 246.

[63]The University of Oklahoma, Catalog, 1903-1904, p. 15; Notestein, op. cit., p. 235.

biology, and geology; and the latter structure to contain chemistry and physics.[64]

The similarities between Science Hall and Severance Science Hall also were alluded to in a February 9, 1903, letter from David Ross Boyd to James Bertram, private secretary to Andrew Carnegie: ". . . Now the building which is intended as replacing the one that was burned, corresponds in architecture and other features with the inclosed picture of Severance Hall, marked 'A', excepting that it will have an extension to the rear of 60 x 60 feet. It will have basement and two floors and will probably be built according to plans made by Mr. L. C. Holden, Architect, 1133 Broadway, New York, with whom we are now in correspondence. He prepared the plans of Severance Hall, Wooster University, of which I am an alumnus and to which Mr. Carnegie gave a liberal donation a year ago . . . "[65]

Even though the Science Hall of the University of Oklahoma was not built exactly like Wooster's building, the influence of the University of Wooster on final specifications continued:

"October 23 1903

"President L. E. Holden
"Wooster University
"Wooster Ohio
"My dear President:
"We are making the specifications for finishing and equiping our new Science building. At the request of Dr Van Vleet, the head of our Biology department, I write to ask you for a statement of the use of Albrene for tabletops and other laboratory purposes in your new building. Also, will you kindly give us the address of the firm supplying the same? This material seems not to be on the market in the West. We are having a very satisfactory building for the money. Are also constructing a $30,000 Library building the money for which was donated by Andrew Carnegie. I trust you

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[64]Ibid., p. 16; Ibid.

[65]Letter, David Ross Boyd to James Bertram, Feb. 9, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

are having a successful year. Trusting this request will not greatly inconvenience you and thanking you in advance for what you may be able to say in regard to the matter, I am,

"Yours very sincerely,
"David R. Boyd
"President"[66]

The University of Wooster had two further influences upon the development of the University of Oklahoma during David Ross Boyd's administration. The first area was mentioned earlier in reference to the general campus grounds of the University of Oklahoma. In Boyd's January 24, 1903, letter to L. C. Holden, he stated that, " . . . We have a campus of 60 acres and are adopting a plan of arrangement that will be essentially the same as that of Wooster . . . "[67] Prior to the 1903 fire at the University of Oklahoma, a plan of buildings and grounds was submitted by A. J. Williams and approved by the Board of Regents. This plan designated the location of the new University Hall and the power plant as well as the provision for grounds, trees, and shrubbery.[68] Following the University fire, and the change in general design and function of the new University Hall, a new plan for buildings placement and grounds was adopted by the Board of Regents.[69] This new plan was submitted by Boyd and prepared by Professor V. L. Parrington. Basically, it provided for the campus to be divided into six quadrangles of assigned usage.[70] The quadrangles for the immediately

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[66]Letter, David Ross Boyd to L. E. Holden, Oct. 23, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[67]Letter, David Ross Boyd to L. C. Holden, Jan. 24, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[68]The University of Oklahoma, Board of Regents' Minutes, meeting of March 8, 1902.

[69]Ibid., meeting of February 21, 1903.

[70]The University of Oklahoma, Umpire, Commencement Number, 1903, p. 39.

planned buildings were as follows:

> . . . the Parrington plan called for an oval drive eventually. Presiding over the south end of the oval was University Hall, set approximately on the site of the present Administration Building. On the west, the Science Hall faced the Carnegie Library on the east. The Science Hall was in the southwest quadrangle, the Carnegie Library and tennis courts were in the south center quadrangle; University Hall and the oval were centered between the two.[71]

The Parrington Plan was "essentially the same as that of Wooster."[72] A "Map of the College of Wooster"[73] gives the location of Kauke Hall, the main building, at the north end of a large expanse of grass and trees facing College Avenue (comparable to University Boulevard at the University of Oklahoma.) Immediately in front of the open area of Kauke Hall is University Street which runs east and west at the beginning of College Avenue. Severance Science Hall is located on the east and Scovel Hall, for biology, on the west of University Boulevard and College Avenue. These Wooster facilities are situated in a quadrangle like the University Hall, Carnegie Library, and Science Hall were at the University of Oklahoma.[74] In addition, the Parrington Plan bears a striking resemblance, in reverse direction, to the plan of buildings and grounds of the University of Wooster.[75] Proposed areas, such as the Athletic Field and reserved plats for landscaping and other uses are similar to that of Wooster University.[76]

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[71]Wardner, op. cit., pp. 138-39, source Ibid.

[72]Letter, David Ross Boyd to L. C. Holden, Jan. 24, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[73]Wooster College, op. cit., inside back cover.

[74]Carnegie Library and Science Hall remain with changed functions.

[75]The University of Oklahoma, Catalog, 1903-1904, p. 41; Wooster College, op. cit.

[76]Ibid.

The second further influence of Wooster University upon the early development of the University of Oklahoma was the obtaining of a grant from Andrew Carnegie. It was stated earlier that President Holden of Wooster had been successful in obtaining a sizable financial gift from Carnegie. Approximately one year later, David Ross Boyd was also able to obtain money from the same steel tycoon turned philanthropist.[77] Although there are no extant records that directly show that Boyd may have emulated Holden in approaching Carnegie for an educational donation, it is a rather sound assumption that Boyd was at least aware of Wooster's fund raising methodology. His demonstrated interest in his alma mater and contacts with President Holden lead to this conclusion. Further, throughout Boyd's life he maintained close ties with his former classmates at Wooster[78] and participated in various activities such as serving on a Wooster advisory committee of business men.[79] If Boyd did not learn of the Carnegie financial possibilities directly from Holden, his other Wooster contacts may have given him the glean of the idea. At any rate, Boyd was to do again at the University of Oklahoma what had been previously done at Wooster University. Therefore, in fund raising, religious and academic affairs, student matters, facilities and grounds, and other areas, David Ross Boyd was a practitioner of the ways and behavioral patterns of his many Wooster experiences.

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[77]Details concerning Boyd's fund raising activities are in Chapter III.

[78]Letter, David Ross Boyd to G. N. Luccock, July 14, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[79]Notestein, op. cit., II, p. 290

Professional and Other Experiences

One of David Ross Boyd's student relationships at the University of Wooster helped to determine the professional path of his life. Upon graduation in 1878, he was approximately eight hundred dollars in debt. Consequently, for the time being, it was necessary for him to forgo thoughts of continuing his formal education along legal lines. His friend, Ella Alexander Boole, provided a career alternative and a solution for his financial problem. Ella spoke to her father, who was president of the Board of Trustees of the Van Wert, Ohio, school system, about a position for Boyd. The Van Wert board had already hired Ella for the coming school year as the assistant principal of the high school. They offered Boyd, and he accepted, the position of high school principal at twelve-hundred dollars a year.

Following one year as the principal of the Van Wert High School, David Ross Boyd was selected as the superintendent of schools. He served in this position for nine years gaining administrative experience and knowledge of the education profession. During this period, he was active in conducting teachers' institutes--a practice which he later continued in Ohio, Kansas, and New Mexico.[80] Boyd's awareness of Ohio public school events, in part gained from his Van Wert experiences, was later utilized when he was president of both the University of Oklahoma and the Oklahoma Territorial Board of Education. He was often asked for advice on matters pertaining to the organization of the public schools in Oklahoma. In response to questions on subjects such as the need for school consolidation, he would

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[80]Probably because of his position with the Oklahoma Territorial Board of Education, Boyd never conducted county institutes in Oklahoma. However, he often made speeches at Oklahoma county institutes.

sometimes refer to his knowledge of Ohio educational organization: "This is going to become a great movement; would be a great credit to the place if they should have the foresight and enterprise to furnish the object lesson for other communities to do the same work. The community in which I was reared used to have seven or eight districts schools, now they have only two. They have a single high school where the work is done from the fifth year through all the high school where students are prepared for the university at a very slight expense over the other."[81]

The years that Boyd spent in Van Wert were also important for major personal events of his life. In 1882, three years after he became superintendent, he married Jennie Thompson whom he had known as a child at parties, "sings," and other social events in Keene, Ohio. Although they did not attend the same schools they shared a common interest in education and religion. While Boyd was attending college they corresponded and continued their relationship while Jennie attended the Lake Erie Seminary at Painesville, Ohio. After she graduated they were married. They established their first home in Van Wert where a son, who later died, and daughter, Alice, were born. David Ross Boyd deeply loved their daughter. However, perhaps because of the loss of their son or his general affection for children, he privately lamented his single-child family. In a letter to his brother, Robert, he spoke affectionately of his wife and daughter, but added: "However, I envy you the number in your family. I tell you, Bob, it is pathetic to have only one child."[82] Later, when his brother, Robert, was father to

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[81]Letter, David Ross Boyd to Robert Knie, Dec. 21, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[82]Letter, David Ross Boyd to Robert Boyd, Jan. 28, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

a new daughter, Boyd told him: "You cannot tell how much I envy you this blessing. Sometimes I feel that people who are blessed with children do not appreciate as they should. We've always regretted the misfortune of us having just the one child."[83] Boyd's love for children was both an act of giving and receiving. As president of the University of Oklahoma he once told one of his professors: "I am finally learning not to run for trains and I have some solicitude about the dreaded Muses, but I am convinced that the next best thing to being actually young in years is to feel that way and one of the best ways of causing that feeling is to mingle with young people and to retain an interest in their activities."[84]

For David Ross Boyd, Van Wert was a place to begin lifetime experiences. It was there that he first became a Mason; an organization in which he would eventually become a Thirty-Second Degree member. While living in Van Wert, Boyd was active with the Presbyterian Church and, although still a young man, was made an elder. In Van Wert, he learned to be a good neighbor and the value of close community friends.[85] He also discovered the lesson in life that not everybody automatically liked him. The local banker became his enemy after an episode in which Boyd returned a fifty dollar bill which had been mistakenly given him instead of a five. Boyd's honest intentions were apparently construed as an embarrassing admission of banking inefficiency. Another Van Wert citizen, a doctor, also disliked Boyd. There are no available explanations concerning why this man attempted to offend Boyd

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[83]Ibid., sometime during the middle of July to late October, 1903.

[84]Letter, David Ross Boyd to W. N. Rice, March 16, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[85]Letter, David Ross Boyd to George E. Wilson, June 17, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

at every possible opportunity. This inexplicable problem, however, came to a head four years after Boyd moved from Van Wert. He returned to Van Wert to conduct a teachers' institute. While there, the doctor shouldered and cursed him. In a rare example of open anger, Boyd knocked the doctor down, walked over to the local judge's office, and paid the minimum fine of three dollars--ostensibly for disturbing the peace.

As indicated, David Ross Boyd resigned his position at the end of the school year in 1888. Although the Boyds were generally happy in Van Wert, there were reasons for his dissatisfaction with the little factory town[86] in addition to his troubles with the banker and the doctor. Edward Everett Dale has written of Boyd's motivations for leaving Van Wert and his subsequent experiences in business and education:

> . . . Boyd decided to resign his position and seek something better in the West. He had been superintendent of the Van Wert schools for nine years and no doubt could have continued in that capacity indefinitely. He felt, however, that he had no future there because Van Wert was not a large town and there seemed little prospect that it would grow much in the future. Moreover, he had never expected to be a teacher, but had wanted to study law.
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> One of Boyd's close friends in Van Wert was John Van Lieu who was a railroad agent. In 1888 Van Lieu made up his mind to quit railroading and go to the West to enter the real estate business. He had close friends in Salt Lake City, Utah, who assured him that he could do well there. He asked Boyd to go with him and be his partner.
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> As Superintendent Boyd had already definitely decided to leave Van Wert, he resigned at the end of the term and soon after the first of June, 1888, took his family to Winfield, Kansas to visit Mrs. Boyd's sister there. Van Lieu had already gone to Salt Lake City and, after a brief stay with Mrs. Boyd's sister, Boyd joined him there leaving his wife and little Alice to continue their visit.
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> The two partners were very successful in their real estate business, at least from a financial standpoint. They bought options on real estate and then sold the property to eager buyers. Within two

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[86]Van Wert factories made wagon and carriage parts, stoves, furniture, and other miscellaneous items.

> months Boyd's share of the profits amounted to about four thousand dollars. This trial of the business, however, convinced him that he did not like it. Perhaps he had taught school so long that he could not be happy in any other type of work. At any rate in a couple of months he sold his interest in the firm to Van Lieu and returned to Winfield.
>
> Here he was offered the superintendency of the Arkansas City schools, partly because of the influence of Frank Hoffman, a prominent real estate man of that town who had formerly lived at Van Wert. The salary of fifteen hundred dollars a year seemed good to Boyd for he had been paid considerably less at Van Wert. He accordingly accepted the position, and rented a house in Arkansas City into which he moved with his family.[87]

Like his positive experiences at Van Wert, Ohio, David Ross Boyd was active in educational and other community functions of Arkansas City, Kansas. As there were no school buildings of any substance, Boyd conducted school the first year in empty warehouses. He also hired a friend from Van Wert, Emerson Miller, for his high school principal. The two soon set about the business of establishing a new high school building constructed of native stone from the Oklahoma Territory. Boyd was also active in the National Education Association. On one occasion, he took a train load of Kansas teachers to Saratoga Springs, New York, for the national meeting.

During his Arkansas City superintendency, Boyd served as one of three county examiners for teachers' certificates. He was often lenient in granting teaching certificates. If he believed that a candidate would make a good teacher, he overlooked minor certification requirements. In one instance, Boyd applied justice and mercy to the slightly deficient certification examination of an old army veteran, A. R. Pentecost. He had come to Arkansas City with his wife enroute to the Oklahoma Territory that was soon to be organized. Pentecost believed that as a native of President Harrison's state, Indiana, he would be able to obtain some office

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[87]Dale, op. cit., pp. 7-8.

appointment when the Oklahoma lands were opened. In the meantime, however, he and his wife lived in a tent in Arkansas City. Boyd's assistance in helping him to become certified for a local country school position was greatly appreciated by Pentecost. For David Ross Boyd, his friendship with Pentecost was fortuitously to his benefit. Pentecost went on to the new Oklahoma Territory and, among other activities, served on the first Board of Regents of the University of Oklahoma.

While at Arkansas City, David Ross Boyd was an elder in the Presbyterian Church and a trustee of the Winfield Chautauqua Assembly. He continued his participation in community affairs which led to many friendships and contacts with prominent Kansas educators and prospective citizens of the Oklahoma Territory. One of Boyd's local projects was particularly important for the future of Arkansas City and his own reputation as an effective leader:

> During his first year as superintendent of the Arkansas City schools, a great crowd of people had assembled in camps at the edge of town awaiting the opening of the Oklahoma lands to settlement. Dr. Boyd saw in this large number of poor and unemployed people a real problem and even a menace to the welfare of the permanent population of Arkansas City during the coming winter. He talked the matter over with a few business men and funds were provided to put all able bodied men to work on the streets and in improving the parks and school grounds. They were willing to accept low wages.
>
> Dr. Boyd was made superintendent of this work and he was up each morning at dawn, to organize crews of laborers, lay out the work and give it his general supervision. By this means hundreds of idle men were given employment that enabled them to provide for their families during the winter, while the value of their labor to the city was enormous. Streets were leveled and graded, trees planted in the parks and school grounds improved and beautified, and Arkansas City was launched upon a program that in a few years transformed an ugly, sprawling town into a beautiful little city.[88]

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[88]Edward Everett Dale, "David Ross Boyd, 1853-1936," The Sooner Magazine, January, 1937, p. 80.

Boyd also continued the general improvement of the Arkansas City schools. He constructed and improved other school buildings and installed the latest in heating systems--the Isaac D. Smead Heating System. Later, this new heating system would be selected by the Board of Regents of the University of Oklahoma for the first building at the institution.

In a similar fashion to many other events of his life, David Ross Boyd used his Arkansas City experiences while president of the University of Oklahoma. His numerous Kansas acquaintances were helpful in fostering the development of intercollegiate athletics, forensics, and other programs for the University.[89] His work in Arkansas City in developing a vastly improved school system under difficult environmental conditions enabled him to offer knowledgeable assistance to others on the Oklahoma frontier with comparable circumstances: "I have the deepest sympathy for a man who is trying to develop the school system in a new and rapidly growing country; as I was superintendent for four years of the schools of Arkansas City, Kansas during the 'boom times' and have some notion of the problems and perplexities of your work. I want to assure you of my good wishes."[90]

Selection As the First President of the University of Oklahoma

David Ross Boyd and his family were very happy in Arkansas City, Kansas, and considered spending the rest of their lives there. At least they thought that their permanent home would be someplace in Kansas, for Boyd was considered to be a possible successor to R. W. Stevenson,

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[89]Details concerning David Ross Boyd's activities at the University of Oklahoma are presented in Chapters II and III.

[90]Letter, David Ross Boyd to James P. Easterly, Oct. 1, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

superintendent of the Wichita Public Schools. Boyd was also prominently mentioned for the State Superintendency of Schools in Kansas. His Kansas future, therefore, seemed quite sure and promising. Thus, it was with normal courtesies of professional cooperation that Boyd greeted a committee from the Board of Regents of the University of Oklahoma who visited Arkansas City in the winter of 1891-92. At the time this regents' committee of a university which still existed only as a plan had two major problems--the selection of a university president and a heating system for the new university building. The circumstances which brought them to Arkansas City and developments while they were there have been described by John M. Weidman:

> In letting the contract for the University building, no provision had been made for the heating system. The contractor was to construct a certain number of chimneys in certain places, which would be used by the heating system to be installed later. The most popular type of heating for buildings at the time was that manufactured by the Smead company. It provided for a then new system of fresh air and forcing of the air into the rooms, in such a way as to provide universally healthful heat thruout the building. The Smead system of heating was installed in the school building at Arkansas City, Kansas, and a committee of the regents was sent to inspect it at this place. While there, this committee made the acquaintance of David R. Boyd, Superintendent of Schools of the Kansas town, and after telling him of the organization and the plans for the new University of Oklahoma, asked him to recommend someone for the position as president. Boyd recommended J. W. Knott, Superintendent of Schools at Tifflin, Ohio, and Supt. R. W. Stephenson of Wichita, Kansas. There was evidently at the time no discussion of Boyd himself accepting the position.[91]

The second meeting between the Board of Regents of the University of Oklahoma and Superintendent Boyd occurred in June, 1892. Over the past forty-five years, there have been at least three different versions of the circumstances which brought Boyd and the Regents together. The first

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[91]John M. Weidman, "A History of the University of Oklahoma" (unpublished master's thesis, University of Oklahoma, 1928), p. 12.

account relates that Boyd just happened to be in Oklahoma City at the same time the Board of Regents was selecting the new president and, curious if any of his recommendations would be considered for the presidency, he attended the meeting.[92] The second version of the meeting came to light in 1957. This story was written in a journalistic style and published in the Daily Oklahoman. It carried the following banner headline: "He Came to Peddle Supplies to a New School but a CHALK TALK MADE HIM PREXY". There were also three photographs with the article. One of David Ross Boyd; another of Boyd and three fellow teachers of the original faculty at a campus reunion in 1925; and a picture of Boyd's first home in Norman.[93] The following is the article presenting another version of the meeting between Boyd and the Regents:

> NORMAN, O. T. Sept. 15, 1892 -- Today, a chalk and eraser salesman became president of the University of Oklahoma. His name" David Ross Boyd, late of Kansas.
>
> That perhaps is one of the most amusing and never-published-before tales of the first OU president who left an undying and indelible mark on the 47th state of the Union.
>
> This true story about Boyd comes to light now exactly 65 years to the day after Boyd assumed the president's chair. How Boyd assumed control of a large faculty (four persons) and a relatively minute student body is told by Dr. Fayette Copeland, director of OU's School of Journalism.
>
> 'This unknown fact about President Boyd's appointment he related to me when he and his first teaching staff of three came back to the OU campus in 1925,' Copeland said.
>
> At that time the journalism professor continued, 'I was a stringer reporter on the campus for the Oklahoma City papers. I had a chance to meet OU's first president and his original faculty: Edwin C. De Barr, F. S. E. Amos and W. N. Rice, when they were here for a reunion.'

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[92] Ibid., pp. 12-13.

[93] Daily Oklahoman, September 15, 1957, University of Oklahoma, Archives, David Ross Boyd Collection.

'Anxious to get President Boyd aside,' the former reporter continued, 'we finally were able to have a long chat about the old college days and OU's first registration and classes.'

OU opened its doors on Sept. 15, 1892, on the second floor of a building that once stood where Landsaw's Furniture store is on Main street, west of the Santa Fe tracks.'

Boyd told the reporter that the first day of school, that September 15, 1892, he and his three faculty members gave oral entrance examinations to 60 eager applicants.

When Copeland asked Boyd about his appointment as president of OU, the dignified old gentleman said that even three months before it materialized, he didn't have the faintest idea that he would become the head of an institution of higher learning.

'About three months before OU opened its doors,' Boyd said, 'I was a school-supply salesman, peddling chalk, erasers, desks and miscellaneous items to school houses in south Kansas and in the Territory of Oklahoma.'

'Even though I was superintendent of schools for Arkansas City, Kan., I had this summer job between winter terms to supplement my income.

'Needing a big sale, I looked for a likely prospect. I learned that a university was being organized in the neighboring territory of Oklahoma, and boarded the Santa Fe train. I got off at Guthrie (then territorial capitol).'

There, Boyd related, he learned from townspeople that territory school officials were holding a meeting in city hall.

Hoping to get a big supply order, Boyd called on the territorial officials.

'Understandingly enough,' he related to Copeland, 'the school officials were mostly local farmers, and tradesmen and were perplexed as to how to go about organizing a university and obtaining a staff.

'My visit interrupted a discussion on whom to select as OU's president.'

Boyd introduced himself to the officials, and immediately went into his sales pitch to furnish the schools of the territory and the proposed university with supplies.

'My company handles the very best quality in chalk, erasers, blackboards, desks, and other school supplies,' Boyd spieled off.

But, more concerned with the problem at hand, the board bypassed Boyd's sales talk and asked the eraser peddler-educator what he would do if he were placed in charge of a university.

'I think I would offer general subjects,' he answered, 'because so many of the young people have not had all the basics needed for college entrance.'

'Well, just what do you mean?' the board asked Boyd.

'Classes in general subjects, for instance,' he answered. 'English grammar and composition, literature, languages, the classics -- also erasers, chalk, paper, and desks to work on.'

'But college work usually calls for more advanced courses,' one of the officials said.

'Yes," Boyd answered, 'but the students do not have the necessary background. Consequently, they need refresher courses. By the way,' the always-in-there-pitching salesman said, 'you'll need books, tablets, and . . . oh yes, blackboards too.'

'Well sir,' Copeland said, 'much more of this chit-chat went on between President Boyd and the officials, but soon thereafter, the territorial board asked Boyd to step out of the room in order that they could consider his sales request.'

But -- the paper-thin walls failed to disguise their discussion and the anxious chalk peddler heard them unanimously decide to consider him a candidate for the president's job.

They called him in, asked if he would like to have the job. Immediately forgetting his sales pitch, Boyd told them of course.

What happened after that isn't too clear, but Boyd went back home to Kansas before the board made a final decision.

Several weeks after the interview, one member of the Guthrie committee, in the company of several other men, visited Boyd in Arkansas City. It was during this visit in 1892 that Boyd was officially appointed.[94]

The third version of the appointment of the first president of the University of Oklahoma was based upon a 1936 interview which Dr. and Mrs.

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[94] Ibid.

Fayette Copeland was a graduate of the University of Oklahoma class of 1919. In the fall of 1921, he was hired at the University as a journalism teacher. He was a member of the School of Journalism faculty for twenty years. In 1941, he was selected as the counselor of men.

Edward E. Dale conducted with David Ross Boyd. This interview resulted "in 116 typed pages of notes plus some two dozen photographs . . . with exact dates and names verified by old letters, and documents preserved by his wife and daughter."[95] In the Dale interview, Boyd recounted an entirely different story than that which he gave Dr. Copeland in 1925:

> Boyd was a trustee of the Winfield Chautauqua Assembly and a few weeks after the Oklahoma Regents, visit the Santa Fe Railroad officials offered him free transportation to Guthrie and Oklahoma City to advertise the Chautauqua and its work. He spent two or three days in Guthrie and then went on to Oklahoma City. Here he happened to meet the sales representative of the Smead Heating Company who told him that the University Regents were meeting in Oklahoma City that day to consider various matters including the choice of a heating plant for their projected building. He had an appointment with them and urged Boyd to accompany him and tell them more about the success of this heating system in the Arkansas City schools.
>
> The Regents were staying at the Grand Avenue Hotel. They readily agreed to let the Smead representative bring Boyd with him to their meeting which was to be held at 2:00 p. m. in the office of their secretary, L. G. Pitman, at the corner of Main and Broadway. Boyd and the Smead salesman appeared at that time and sat down in the outer office to wait until the Regents, who were meeting in the inner office, got around to the matter of the heating plant.
>
> The walls between the two offices were very thin so they could hear everything that went on in the Regents' meeting. They heard the chairman call the meeting to order, the minutes of the previous meeting read, and other preliminary business transacted. The chairman then asked: 'Is the committee on the choice of a president ready to report?'
>
> Boyd listened intently for he wondered if the committee would recommend Stevenson, Knott, or someone else. He was nearly floored by the reply of the committee chairman:
>
> 'Yes, Mr. President we have investigated throughly and have decided upon a man. We could find, among dozens of men we have consulted, only one who could say anything against him and his

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[95]Dale, "David Ross Boyd: Pioneer Educator," op. cit., p. 34. Based on a one-month interview with Boyd during August, 1936. Boyd was interviewed for two hours every morning, except Sunday. The Dales then transcribed their notes at their own apartment each afternoon. At the time, the Boyds were living in Glendale, California.

antagonism is purely personal. Mr. Chairman we recommend for appointment as president of the University of Oklahoma, David Ross Boyd of Arkansas City.'

Boyd was shocked by this statement, for he had not the least idea that he was being considered for this position. The Regents promptly approved the report of the committee and then called Boyd in and notified him of his appointment. They all shook hands with him and one of them said:

'Superintendent Boyd, you do not remember me, but I shall never forget you. I am A. R. Pentecost, the man to whom you granted a teacher's certificate at Arkansas City some years ago.'

Pentecost was well dressed and did not look at all like the shabby individual to whom Boyd and the probate judge had issued a teacher's certificate three or four years before, in spite of the objections of the county superintendent of schools.

Boyd's first impulse was to refuse the offer at once for by this time he knew that the superintendency of the Wichita schools was his if he wanted it. This was the best public school position in the state but he had not yet quite made up his mind as to whether he should accept it or run for the office of state superintendent of schools. So at the earnest request of the Board of Regents he said that he would consider their offer and give them his decision as soon as possible.

Upon his return to Kansas he went to Winfield to attend a Chautauqua Assembly. Here he saw his good friend Professor Canfield of Kansas University and jokingly told him of his offer, adding that he had no intention of accepting it. Naturally, he was surprised by Canfield's reply.

'This is no joke, Boyd. Oklahoma Territory will be a state before many years have passed and this will be the state university and no state university has ever failed. It is a far better position for you than either to be head of the Wichita schools or superintendent of schools of Kansas. Don't hesitate a minute. Take it.'[96]

Of the three versions on the manner in which David Ross Boyd became president of the University of Oklahoma, the Dale account can be substantiated with numerous primary documents on relevant details of Boyd's life.[97]

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[96]Ibid., pp. 13-14.

[97]There are no extant University of Oklahoma Board of Regents' Minutes for this period. Therefore, the date and location of the meeting

The best corroboration of the Dale version of Boyd's presidential appointment, however, is a letter which Boyd sent to Roscoe Cate four years before the 1936 interview. In this single-spaced five-page letter, Boyd recounted the story of his appointment in a similar but more detailed description.[98] The first or Weidman version of the selection of the first president of the University of Oklahoma is based upon a secondary source and only presents one small aspect of the story.[99] The second version, reported by Dr. Copeland, cannot be historically substantiated. In the entirety of the primary and secondary data sources on David Ross Boyd, no other document can be

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is based upon, in addition to the 1936 Dale interview and 1932 Cate letter, John M. Weidman, op. cit., Dorothy Gittinger Wardner, op. cit., p. 33, Roy Gittinger, op. cit., p. 8, and a presidential offer letter from the Board of Regents to Boyd dated June 17, 1892, indicating that the meetings for June, 1892, were conducted in Oklahoma City.

Boyd's activities with the Winfield Chautauqua Assembly are verified by oral agreement of his family, letters in the Boyd Correspondence, and the 1932 Cate letter.

His experiences with the Smead Heating Company are substantiated with John M. Weidman, op. cit., Dorothy Gittinger Wardner, op. cit., p. 32, Roy Gittinger, op. cit., and the 1932 Cate letter.

The acquaintance of Boyd with A. R. Pentecost is confirmed by Roy Gittinger, op. cit., (by inference), and the 1936 Dale interview, itself. There is no reference in the 1932 Cate letter that Boyd had known Pentecost in Arkansas City, Kansas.

Pentecost's membership on the first Board of Regents of the University of Oklahoma is attested to by Dorothy Gittinger Wardner, op. cit., p. 186, Roy Gittinger, op. cit., p. 194, and the 1932 Cate letter.

Boyd's friendship with faculty, such as Professor Canfield, at the University of Kansas is confirmed by several letters in the Boyd Correspondence. Canfield's daughter was Dorothy Canfield Fisher, noted American novelist.

[98]Letter, David Ross Boyd to Roscoe Cate, Nov. 22, 1932, University of Oklahoma, Archives, David Ross Boyd Collection. See Appendix C.

[99]Weidman, op. cit., p. 13. His source is cited as the Daily Oklahoman, January 17, 1926.

found to verify the claim that a "chalk talk made him prexy" at a meeting of the Board of Regents in Guthrie. On the contrary, the 1936 Dale interview and the 1932 letter to Cate, clearly affirm that Boyd stated, in the twilight of his life, that he met the Board of Regents at Oklahoma City in the company of a heating system salesman. This primary data, however, should not be interpreted that the reported 1925 interview with David Ross Boyd was a hoax. Because of the established reputation of Dr. Fayette Copeland during many years of service at the University of Oklahoma, there should be no question about the occurrence of the interview. It is possible, though, that between the time of the interview with Boyd in 1925 and the article published in 1957, Copeland's recollection of the interview details were blurred by time. It is also equally possible that Copeland's story was perfectly in focus with what Boyd told him. If this was the case, a fun-loving Boyd may have told a young stringer reporter a fabricated story as a joke--perhaps, little dreaming that his tongue-in-cheek story would actually one-day be printed. Considering the established sense of humor of David Ross Boyd and the opportunities to josh at a festive campus reunion, such speculation is not entirely groundless. Regardless of the reasons behind the 1957 newspaper version of how Boyd became the University president, it should be considered as an interesting tale but a historical myth--unless primary evidence is discovered for confirmation.

Upon the urging of friends such as Professor Canfield and Henry E. Asp,[100] Boyd reconsidered the offer of the presidency of the University of Oklahoma. He negotiated by mail with the Board of Regents concerning matters of salary, starting date, and other routine details of a new position.

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[100]Letter, David Ross Boyd to Roscoe Cate, op. cit.

Although Boyd was uncertain about the University job, the Board of Regents were certain that they had decided upon the right man. As early as June 17, 1892, the board had formalized their earlier oral offer to Boyd with the following letter:

"OKLAHOMA CITY, O. T.
JUNE 17TH, 1892.

"PROF. D. R. BOYD
"ARKANSAS CITY, KANSAS
"DEAR SIR: --
"AT A MEETING OF THE BOARD OF REGENTS OF THE UNIVERSITY OF OKLAHOMA HELD IN THIS CITY ON THE 15TH INST. THE BOARD BY A UNANIMOUS VOTE SELECTED YOU AS PRESIDENT OF THE UNIVERSITY, AND AUTHORIZED ME AS SECRETARY OF THE BOARD TO TENDER YOU THE POSITION.

"VERY RESPECTFULLY
YOURS,
"L. G. PITMAN
"SECRETARY
"BOARD OF REGENTS."[101]

With this firm offer and later information that he would be paid twenty-four hundred dollars a year in warrants because the new institution had no money, Boyd had to weigh this smaller income (because warrants had to be discounted) against an equal financial offer of cash from the Wichita schools. His decision to accept the lesser salaried and possibly secure position was legally made on August 1, 1892 when Boyd signed a contract as President and Professor of Mental and Moral Science at the University of Oklahoma:

> This article of agreement made and entered into this First day of August, 1892, by and between John M. Canon, [or Cannon in other documents] L. C. Pitman, E. C. Tritt, A. F. [or A. R. in other documents] Pentecost and John R. Clark, Board of Regents of the University of Oklahoma, and their successors in office, parties of the first part and David R. Boyd, party of the second part, witnesseth:
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> That the parties of the first part hereby agree to pay said David R. Boyd, a yearly salary of 2400. Dollars. Said salary to be paid

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[101]Letter, L. G. Pitman to David Ross Boyd, June 17, 1892, University of Oklahoma, Archives, David Ross Boyd Collection.

monthly in University warrants, at the end of each month from the date hereof.

The parties of the second part, in consideration of the above premises and the payment of the salary aforesaid, hereby agrees to perform the duties of President and Professor of Mental & Moral science in the University of Oklahoma and to devote their time exclusively to the performance of said duties and in preparation for the work in the University.

John M. Canon Pres, Bd.
L. G. Pitman Secy, Bd
D. R. Boyd[102]

On August 6, 1892, David Ross Boyd came to Norman, Oklahoma for the first time. He obtained lodging at the Agnes Hotel and, although he had previously visited Guthrie and Oklahoma City, began to acquaint himself with Oklahoma Territory, the people of Norman, and the planned University. In turn, his new home was curious about him for "although President Boyd became very popular with the people of Norman there is evidence that for the first year or so at least a few persons were a bit suspicious of this Kansas Yankee."[103] The basis for their curiosity and suspicion was the result of the nature of David Ross Boyd. This nature or make up of the first president of the University of Oklahoma is the subject of the following consideration of his philosophical foundations.

Approximately three months before his death on November 17, 1936, David Ross Boyd stated that he doubted if he had ever developed what might be called a philosophy of life--except the certain fundamental things which he was brought up with and which had become an integral part of himself.[104]

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[102]Contract, Board of Regents of the University of Oklahoma and David Ross Boyd, August 1, 1892, University of Oklahoma, Archives, David Ross Boyd Collection.

[103]Dale, op. cit., p. 17.

[104]As previously indicated, unless otherwise noted, the historical facts of this chapter are from David Ross Boyd, private interview conducted

In this respect he alluded to five principles of his life which can be adjectivally described as egalitarian, ecological, cultural, theological, and humoristic. Although these five adjectives do not constitute any formal school of philosophy except eclecticism, they represent the philosophical foundation of the first president of the University of Oklahoma.

Egalitarian Philosophy

The egalitarian philosophical beliefs of David Ross Boyd were the result of his common rural background, religious teaching, Civil War experiences, education, and other influences during the formative years. Boyd's egalitarianism promoted the equality of all men--politically, socially, educationally, and in every other way.

As president of the University of Oklahoma, Boyd soon found his concepts of racial equality under suspicion by some Oklahoma citizens:

> . . . The state of Kansas admitted Negroes to its public schools and while at Arkansas City Boyd had in the high school a brilliant young Negro student who was especially good in mathematics. He was having a hard time staying in school and in March of his senior year was completely out of funds, and was ready to withdraw. When Boyd learned this he made the lad a loan of a hundred dollars so that he might stay in school and graduate.
>
> Soon after the university opened this young man came to Norman to pay this loan. President Boyd had gone to Guthrie and Mrs. Boyd was not at home so he inquired of several persons in town as to where he might find either of them. Immediately some of the townspeople jumped to the conclusion that this young Negro had come to enter the University which, under the laws of Oklahoma Territory, he had a right to do. One group became greatly excited and burned Boyd in effigy that night.
>
> Learning that the president was in Guthrie, the young chap took the night train to that city and was waiting in the hotel lobby when Boyd came down to breakfast. Boyd received the hundred dollars but refused to take any interest. He asked about the young man's further plans and urged him to continue his schooling if possible.

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by Dr. and Mrs. Edward E. Dale, at Glendale, California, 1936, Edward Everett Dale Collection, University of Oklahoma, Division of Manuscripts.

> When the lad said he had no money, Boyd telegraphed his Ohio friend, William R. Harper, who had become President of the University of Chicago in 1891, asking if he could give this ambitious Negro student a job. Harper wired back to send him on as they had a job for him, so Boyd returned the hundred dollars and put the young man on a train for Chicago where he eventually took a Ph.D. degree and became a member of the faculty of Booker T. Washington's school at Tuskegee.[105]

The young Negro's name was Monroe N. Work. Not only did Boyd help him finish high school with a financial loan, he loaned Work his wedding suit to wear for the graduating exercises. Some of Work's clothing had been stolen and the rest worn out. Consequently, Work had decided that he could not graduate with his class. However, dressed in Boyd's suit, Monroe Work attended the commencement exercises and gave his graduating speech on the subject of the Negro.

After Work left for Chicago, Boyd did not hear from him again until September, 1903. Work wrote Boyd on stationery of the University of Chicago telling him that "I have been attending this University for the past five years and received the degree of Bachleor of Philosophy in 1902 and Master's of Arts in 1903."[106] Work also asked Boyd for his support in obtaining a faculty position at the Territorial School for Colored People at Langston.[107] Boyd responded almost immediately and told Work that "Your letter of September 17 just received has given me great pleasure. It has been so long since I have heard from you and I have been wondering what had become of you . . . The Territorial School for Colored People is located at Langston and not at Oklahoma City. I know personally the President of the Board

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[105]Dale, "David Ross Boyd: Pioneer Educator," Chronicles of Oklahoma, op. cit., p. 17.

[106]Letter, Monroe N. Work to David Ross Boyd, Sept. 17, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[107]Ibid.

and am writing him personally in regard to your case. In addition to that I enclose a testimonial that I have if you prefer . . . "[108]

Boyd wrote L. W. Baxter, Superintendent of the Territorial Board of Education, concerning a position for Monroe Work: " . . . Mr. Work was one of the best students in the high school without exception while he was there. He was the strongest student in mathematics that I ever knew, white or black, of his experience. He is a man of refined character and would be a fine example for the members of his race . . . I do not know what position is vacant, but if you have any work at that institution you could not get a better man for promoting the welfare of his race. I heartily recommend him for the position . . . "[109] In another letter to Baxter, Boyd stated: " . . . I am sure he would be an acquisition to the teaching force of the colored people in the Territory. I am confident he will make a distinguished man wherever he goes . . . if you think well, I will see the Governor personally about Mr. Work . . . "[110]

On September 23, 1903, David Ross Boyd informed Monroe Work about the position at Langston that he was trying to obtain for him--president of the Colored Agricultural and Normal University: " . . . The Board feels

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[108]Letter, David Ross Boyd to Monroe N. Work, Sept. 21, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[109]Letter, David Ross Boyd to Superintendent L. W. Baxter, Sept. 21, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[110]Ibid., Sept. 26, 1903.

In the same letter, Boyd made the following comments concerning Monroe Work's September 17 letter: " . . . When you are through using this letter I would be pleased if you would return it as I want to keep it in my files. One of the greatest regrets that I have had about the fire was that I had such a collection of letters from former students which was more valuable to me than any other possessions I have ever had. I am very proud of this letter so kindly return it after you have used it in every way that you might think best . . . "

that they would like to have some person preside over the institution who has good executive ability and whose views in regard to the education of the Negro corresponds with those of Mr. Booker T. Washington . . . "[111]

In October, Work wrote Boyd from the Georgia State Industrial College:

> . . . I regret very much that I didn't get to see you when I was in Oklahoma. Superintendent Baxter was very kind to me and it was with much reluctance that I left Oklahoma for this college. I, however, think that it was the best thing to do under the circumstances. I visited the school at Langston and found a good plant capable of great development. The conditions in the faculty, however, were such that I didn't think it advisable to try to stay. I shall be pleased later when the conditions are more favorable to consider a proposition to assume a position in the school at Langston. To speak more plainly, it was evident to me that a fight would develop against me if I attempted to remain at Langston this year . . . I am professor of mathematics in this college and have charge of sociological work . . . Thanking you for your interest . . . I am respectfully yours.[112]

The childhood experiences of David Ross Boyd with the Negro and his later concern for equal black education were not evident in his public correspondence. In response to public inquiries on the question of Negro attendance at the University, his statements were terse and factual: "There are no Negroes enrolled at the University or, indeed, at any of the Territorial institutions except at the University at Langston which is supported especially for them . . . ";[113] " . . . No Negroes are ever enrolled in the University. The Territory supports an institution at Langston for

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[111]Letter, David Ross Boyd to Monroe N. Work, Sept. 23, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[112]Letter, Monroe N. Work to David Ross Boyd, Oct. 15, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

The nature of Work's concern with the Langston faculty was not stated in his correspondence with Boyd. The 1902 Report of the President of the Colored Agricultural and Normal University to Superintendent Baxter offers no indications of any major problems.

[113]Letter, David Ross Boyd to __ __ _____, Aug. 31, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

their special benefit and no persons of the colored race enroll in any institution attended by white people . . . ";[114] and, in response to the situation of Negroes in the University community, " . . . There are no Negroes at all in Norman. Even those that come in to trade leave town before nightfall. And of course, there are no Negro students in the University . . . "[115]

Boyd's private thoughts on the Negro, which he shared with close friends and fellow educators, were indicative of his true feelings. In two letters to President Charles Francis Meserve of Raleigh, North Carolina, Boyd stated: " . . . The first number of your publication, 'The Workers,' came to hand this morning and I have looked it over with deep interest. I am in hearty sympathy with your idea of labor among the colored people. I certainly wish you the greatest success. The work of such men in such institutions as yours is what we must depend on to level the element of the race problem in the whole South . . . "[116] " . . . I shall be very glad to hear from you from time to time and keep informed of the progress of your school. Indeed, I am deeply interested in everything that affects the race question in the South. You know, of course, that the future state of Oklahoma is going to have a great many of these problems to adjust although I think they will not be of very great difficulty . . . "[117]

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[114]Letter, David Ross Boyd to Mrs. _____ ___ _____, Aug. 25, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[115]Letter, David Ross Boyd to ___ ___ _____, July 26, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[116]Letter, David Ross Boyd to President Charles Francis Meserve, Jan. 28, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[117]Ibid., Feb. 8, 1905.

Boyd was not only concerned with equal opportunities and education for Negroes. He was also interested in the rights of others such as the Indian and the female sex. He encouraged the attendance of all students from the Indian Territory and once told a worried Indian father of a potential student: " . . . Persons of Indian blood have been attending the University since it has been started and I have never known of the slightest unpleasantness made for the student on this account. It has appeared in some instances to be a matter of pride . . . "[118] As for coeducation at the University, Boyd was a strong advocate. He once told a young lady who was unsure about her attendance: " . . . It is a thousand pities that young people who have ability and purpose are deprived accomplishments like this while others are both failing and going and failing to seize the opportunity . . . "[119] The extent of Boyd's interest in coeducation and other areas that could be called egalitarian are presented in Chapter II.

Ecological Philosophy

The ecological philosophical beliefs of David Ross Boyd were also derived from his childhood in which respect for nature was a religious corollary and an agricultural necessity. His early farm life taught him the value and joys of environmental conservation. Because of his love for nature--trees, birds, and the whole of outdoors--Boyd could be considered as a pioneer ecologist. Throughout his life he practiced ecology. Almost immediately upon his arrival at the University he began the planting of trees on the campus and its adjacent streets:

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[118]Letter, David Ross Boyd to Jno. Bullette, Aug. 29, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[119]Letter, David Ross Boyd to Lela Hanna, Sept. 2, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

> To this work he gave close personal care, watering the newly planted trees with water purchased at fifteen cents a barrel. Later he bought with his own money the entire stock of a bankrupt Kansas nursery and gave out trees to the citizens of Norman, asking only that they pay for every one that died. It was largely due to this work that Norman has become one of the most beautiful towns in the state and the campus of the University one of the most attractive in the entire country.[120]

Trees were almost an obsession with David Ross Boyd. During the sixteen years of his presidency at the University of Oklahoma he wrote hundreds of letters in which he mentioned, ordered, or praised trees: " . . . I find almost as much pleasure in observing the development of a tree as in enjoying it after it is grown."[121] This delight in trees was not shared by everyone and, in one case, actually led to an isolated demand for Boyd's resignation. Professor W. N. Rice, a member of the original University faculty, stated that: "Once a group of Norman citizens got up a petition seeking to oust him for needless expenditure of money on trees. Investigation, however, revealed that every cent of expense for the purchase, culture and setting out of the trees was contributed by Dr. Boyd himself."[122]

President Boyd once related to an ornithologist how his tree planting resulted in a paradise for nesting birds:

> In 1892 all the area in and around Norman was treeless . . . there was not much tall grass, i.e., blue stem. The quarter section on which the University was located had been partly 'broken out' and had some crops which furnished cover for the bobwhite. When we set out the first trees (in 1893) there were no woodpeckers to get the insect enemies and they could hardly survive the borers. Finally I thought of the plan to haul a number of large dead trunks of cottonwood trees -- beginning to decay and full of insects, and

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[120]Dale, "David Ross Boyd, 1853-1936," The Sooner Magazine, op. cit., pp. 80, 92.

[121]Letter, David Ross Boyd, to Hon. J. O. Blakeny, April 10, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[122]Unidentified newspaper clipping, June 5, 1938, University of Oklahoma, Archives, David Ross Boyd Collection.

> I 'planted' them in different locations. It was not long till the woodpeckers and other birds discovered them and they soon dug into the old trunks of trees and found food and made cavities for nests and inside of a year several nested; they soon settled the borers and other insect enemies.[123]

Boyd's success in getting the woodpeckers and other birds to rid the area of borers and various insects was not appreciated by some individuals. Another original faculty member of the University, F. S. E. Amos stated that: " . . . Sam Render, the early day Norman electric light magnate, was so wrought up by the damage done to his poles by woodpeckers that he persuaded the city council to offer a bounty for a dead woodpecker. Doctor Boyd won recession of the ordinance by hauling enough hollow cottonwood poles to town to give the voracious woodpeckers something to work on besides telephone poles."[124]

For David Ross Boyd, the act of planting a tree or nurturing the processes of nature was another opportunity for egalitarianism. He tried to treat all individuals, regardless of their station, with total respect and as equals. With people like Mr. Tucker, who helped President Boyd with planting, he formed a friendship. Boyd greatly respected Tucker's knowledge of trees and, at all times, talked with him on the same level.

The ecological enthusiasm of President Boyd was sometimes contagious. Mrs. Boyd was active in the local Ladies Club and worked to foster plans to interest children and townspeople in growing plants and other ways

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[123]Margaret Nice, "A List of the Birds of the Campus of the University of Oklahoma," University of Oklahoma Biological Survey, II, 4, undated, University of Oklahoma, Archives, David Ross Boyd Collection.

[124]Daily Oklahoman, June 19, 1938.

to make homes beautiful. Even Territorial politicians and their wives would send the Boyds flower seeds, small plants, and trees.[125]

In correspondence with Territorial officials in Washington, Boyd often urged that special provisions be given for the inclusion of conservation measures in pending statehood bills. As president of the Oklahoma Territorial Board of Education he urged Superintendent L. W. Baxter to develop, as part of the required course of study, " . . . a good course in nature study, adopted to developing practical agricultural knowledge . . . "[126] As president of the University of Oklahoma, Boyd fought to expand the campus by adding more land and to gain maximum utilization from available campus areas. His efforts in this regard are presented in Chapter III.

Cultural Philosophy

The cultural philosophical beliefs of David Ross Boyd were a direct result of his collegiate education at Wooster University. Boyd believed that almost every man who had ever distinguished himself in science was the product of a good cultural education. Boyd thought that Wooster had given him an excellent cultural education. From Professor Gregory, a firm believer in cultural education, Boyd had received word training, knowledge of science, and psychological ideas. Gregory taught Boyd to apply the scientific method to life's problems. He also taught Boyd the importance of deductive reasoning. President Boyd believed that such training in word

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[125]Letters, David Ross Boyd to Hon. J. O. Blakeny, op. cit.; and Hon. T. D. Flynn, March 24, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[126]Letter, David Ross Boyd to L. W. Baxter, Nov. 17, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

study, psychology, and logical thinking did as much or more than anything else in achieving his success in life.

As president of the University of Oklahoma, Boyd's ideas of a cultural education were far-reaching. They included the importance of history--including that of Oklahoma. At one time Boyd was the custodian of the Oklahoma Historical Society collection when it was located at the University.[127] He was also one of the founders of the Oklahoma Historical Society and was later selected as an honore by the Oklahoma Memorial Association Hall of Fame.[128]

Boyd's cultural plans included a music conservatory at the University. In the process of hiring a music instructor, he told a possible candidate for the position: " . . . I note with interest your suggestions as to a policy of developing the school of music and I am glad that it includes the notion of developing a large conservatory. The conservatory here ought to reach something over two millions of people. There is no music school in all this region and yet the population has as large a percentage of people interested in musical culture and training as any of equal size in the United States . . . "[129]

President Boyd emphasized cultural education above any other academic area at the University of Oklahoma. The results of his interest in cultural education were evident in a report of the Board of Regents to the Governor in 1908:

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[127]Letter, David Ross Boyd to Whom It May Concern, Jan. 28, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[128]Chronicles of Oklahoma, XXIII (Oklahoma City: Oklahoma Historical Society, 1945), p. 211.

[129]Letter, David Ross Boyd to H. D. Guelich, June 26, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

> The work of the University at present centers about the College of Arts and Sciences. Practically all students who are ready for University work enter this and are under the control of its faculty for the first two years of their University course. A number of undergraduate schools . . . take charge, at that point, of students . . . preparing for . . . vocation or profession. These schools give the distinctly professional part of the work students are undertaking, in perfect harmony with the College of Arts and Sciences, which carries to the end of their course as much work as possible in general culture . . . [130]

By definition and usage, culture has many different meanings and applications. For David Ross Boyd, a cultural education meant equal appreciation for all intellectual and aesthetic attainments. He appreciated and desired an Indian bonnet so much that he had a friend go to great lengths to obtain one for him;[131] he appreciated and desired a distinguished University faculty to the point that "he once hired a professor of engineering without much investigation because the man had a Phi Beta Kappa key."[132] Other personal and public examples of David Ross Boyd's philosophy of culture and cultural education are presented in Chapters II and III.

Theological Philosophy

The theological philosophical beliefs of David Ross Boyd were derived from his parents, church, and education. Such teachings influenced his religious practices for moral and religious education of University students. In addition, President Boyd also tried to temper disagreeable administrative problems with his religious faith and teachings:

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[130] Report of the Board of Regents of the University of Oklahoma to Honorable Charles N. Haskell, Governor (Guthrie: State Capital Printing Co.), 1907-1908, p. 2. Cited hereafter as Report of Board of Regents.

[131] Letter, David Ross Boyd to Superintendent E. B. Nelson, July 1, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[132] Dale, "David Ross Boyd, 1853-1936," op. cit., p. 94.

> A few years after the opening of the University a young man got into the faculty of the University who was certainly a misfit. He was the first Ph. D. to light on the University campus. He was a very peculiar man, afflicted with a superiority complex. He didn't belong to the common herd of which the citinzenry [sic] of the town were composed, and held himself aloof from them. He high-hatted every one in the community. The rough and tumble of western life was too much for his delicate sensibilities. He wasn't with the University long before he found lots to criticize about it. The institution didn't measure up to John [sic] Hopkins, or Harvard or Columbia; it was more like a High-school than a university. And the reason for it was the fact that President Boyd had been in High-school work before becoming the President of the University of Oklahoma. So at a meeting of the Board of Regents he sought to unseat the President. The Board of Regents made short work of the matter. The young man was discharged from further service in the University before the meeting adjourned. But the young man had solicited other members of the faculty to join him in his complaint. The most of the faculty were too wise to follow his leadership. Only one of them backed him up. That one had been connected with the University from its earlier days and was a man of influence among the students and was highly regarded for his work through out the Territory. The Board of Regents were inclined to drop him from the faculty also. But they hesitated because of the work he had done and because of his standing in the community. So they left the matter up to Dr. Boyd for his decision, with the full understanding that their final action would be in accordance with his recommendation. It was not an easy decision to make. Dr. Boyd felt he had been unjustly attacked, and resented it. His first reaction was to recommend [sic] the dismissal of the faculty member who he felt had been disloyal to him. He talked the matter over fully and frankly with a friend in whose council he had confidence. At last he saw that the Christian thing to do was to give the man another chance; so he sent a recommendation to the Board of Regents that they retain the man in his University work. So he fulfilled the royal law of the Christian faith by being guided, in making that trying decision by the teachings of Jesus which he had been proclaiming to the University students in his Chapel Talks.[133]

The theology of David Ross Boyd included a deep compassion for his fellow man. As president of the University he made it a practice to write

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[133]Henry, op. cit., pp. 37-39.

letters of condolence to parents and friends upon the loss of their loved ones.[134] Sometimes his letters contained philosophical wisdom, as in this case when he sympathized with a friend whose mother had died: " . . . I am more impressed than ever that the greatest heroism and the greatest achievement are largely unsung in poetry and unrecorded in history . . . "[135]

His religion also enabled him to have empathy with the problems and joys of others. In a sincere letter to a teacher friend who had been released from her contract, he gave her words of encouragement and advised her to contact his old teacher placement friend in Chicago--C. J. Alberts.[136] In another letter he congratulated his friends upon their marriage: " . . . Your experience will probably be that of many other good couples. You will both need guidance and I believe you will each have the responsibility and the feeling of thus being helpful to the other and in this way doubling the happiness of both."[137]

The theological concepts of David Ross Boyd also affected the administration of the University in additional ways. Like a religious commandment he told a mother interested in the personal assistance given by the University: " . . . I conceive it to be the duty not only of the institution but of the persons who have the management of it to be as helpful to

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[134]Letter, David Ross Boyd to J. Walker Field, Oct. 8, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[135]Letter, David Ross Boyd to J. B. Blazer, March 14, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[136]Letter, David Ross Boyd to _____ __ _____, July 18, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[137]Letter, David Ross Boyd to Mr. and Mrs. John T. Butcher, Jan. 6, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

those who have aspirations for personal improvement as possible . . . "[138] To this end, he not only worked to provide a quality education but, also, a moral environment. There were no tolerated "vices" during Boyd's administration of the University of Oklahoma. In an effort to have a moral environment in Norman, Boyd worked to include a prohibition section in the statehood bill for Oklahoma.[139] The subjects of Boyd's interest in prohibition and a moral environment for students are presented in Chapter III.

Humoristic Philosophy

The humoristic philosophical beliefs of David Ross Boyd were a part of his personality which, in turn, was attributable to the forces in life which shaped his particular psyche. To the presidency of the University of Oklahoma he brought the strength of boundless energy, a fund of administrative and teaching experience, and a well developed sense of humor--especially the ability to laugh at himself. He delighted in telling the story about an 1896 speech he gave in the small town of Paradise Valley, Oklahoma Territory. At the end of his talk the meeting chairman seriously said: "Now folks, I hope you'll all come up and meet Professor Boyd. He probably never will be in Paradise again." Boyd also enjoyed telling the story of an old mountaineer who once remarked: "I hate to see my wife wash dishes. That job seems so plumb constant."[140]

Such appreciation for the common and the ordinary were strong assets during the years of his presidency. His ability to see humour in

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[138]Letter, David Ross Boyd to Ruby L. Wilson, Aug. 17, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[139]Letter, David Ross Boyd to J. J. Thomson, Feb. 8, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[140]Dale, op. cit.

many diverse situations enabled him to successfully encounter the ridiculous and the sublime. A few random examples of Boyd's reactions to personal and professional incidents during his presidency should illustrate his humoristic countenance.

In a personal note written in July, 1903, he told a friend that "A crowd of us went on a fishing trip at Little River Falls on the fourth, but was mistaken for another party and barely escaped arrest by a deputy sheriff and a posse. A good joke wasn't it?"[141] On another occasion he wrote Registrar George Bucklin, who was traveling in Kansas, about general University problems including the following personal anecdote: " . . . Everything is moving on here much as usual. Mrs. Boyd and Alice went out to Big Jim's Crossing east of Norman to see what is said to be the last Scalp Dance of the Shawnee Indians. They went out there Sunday and I returned home Sunday night and had to burglar my way into the house. They did not expect me back until this evening. You can imagine how lonesome it was about the place with only myself for company. Of course, the company is of the best quality . . . "[142]

Boyd's sense of humour was often used as a form of apology for slight oversights such as a misplaced letter found in his inside coat pocket: " . . . You must have thought it strange that I did not answer your letter, but this is the explanation. When a letter or something else goes into the limbo of my pocket it is apt to disappear permanently . . ."[143]

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[141]Letter, David Ross Boyd to Mr. Evans, July 6, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[142]Letter, David Ross Boyd to G. A. Bucklin, Aug. 11, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[143]Letter, David Ross Boyd to Charles W. Gossom, April 28, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

In another instance, he extended a humorous apology for being away from the University during the visit of a Normal school president:

> . . . It is my fortune to be away from home when my visitors like you come and to be at home when the bill collector makes his appearance. In this respect, I have never felt that I was thoroughly adjusted to a satisfactory environment. I hope, however, that you won't assume from my statement that the best way to see me is to take up the calling of a bill collector. My ordinary resources for maintaining such a dignity would then be without avail. If I had some way of getting an intimation of the time of the angel's visits I would try to be at home when they made their appearance. My influence with the angels is not so patent now as it used to be previous to the twenty-fifth anniversary of my birth. If you will come again I will try to have my beartrap and other preliminaries arranged for your reception . . . [144]

Boyd's humour could also contain barbed sarcasm. The use of such rebuke was reserved for instances in which, after lengthy effort to resolve a problem, he finally lost all patience with a person or situation. The following examples are illustrative of Boyd's rare public temper which was restrained by his sense of humour. To a salesman who was trying to persuade him to buy office furniture other than what he had in mind, Boyd stated: " . . . You have a remarkably good head, not because it runs in the same channel as other good heads, but on its own account. Neither is the goodness of your heart to be doubted. We still think it would be more convenient for us to have a three cornered wardrobe and if you can send it down we will try to find a space to fit it!"[145] Boyd told a roofing company which had delayed his numerous requests to repair a faulty roof that they had installed on a University building: " . . . Our watchman at the time of the last rain put vessels under the leaks and as they are still there they

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[144]Letter, David Ross Boyd to President T. W. Conway, April 14, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[145]Letter, David Ross Boyd to _____ _____, Oct. 15, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

will assist you in finding where they are."[146] Perhaps, a classic case of the Boyd humour-temper was the following letter to a clock company in Pennsylvania:

> . . . I am in receipt of your letter of August 22 with reference to the clock. I note your suggestion that we again try four cells of Samson number 2 batteries. We have done this again and again and do not feel that it is worthwhile to do so again. We have tried the Samson battery all the way from one to twelve and are not able to make the clock run. WE HAVE BEEN TO SO MUCH EXPENSE AND SO MUCH ANNOYANCE TRYING TO GET THE CLOCK TO RUN THAT WE ARE VERY IMPATIENT WITH IT. Altogether our records show that we have paid out something over thirty seven dollars trying to get it to run AND WE FEEL THAT WE DON'T WANT TO INVEST ANY MORE MONEY IN EXPERIMENTING WITH IT. I am writing FINALLY NOW TO ASK YOU TO SEND US A KEY WIND CLOCK THAT WE CAN DEPEND UPON TO DO THE WORK THAT IS TO BE DONE. I believe you know how much that is. You have overlooked mentioning the proper credit for the difference between the key wind clock and a battery wind clock. I feel dissapointed at your letter providing for a further delay. It is only two weeks now until school begins and we have been depending on having a clock in position that will do the work by the time school opens. It looks now as if we will have to be annoyed after school starts by ringing the bells ourselves by hand. We think we have given you every consideration that you could possibly ask and we have paid our money for a clock guaranteed to be satisfactory in every way. We have been writing to you about eight months that the clock has failed to work and now think that if you are men who mean to do fair business you ought to do something and that mighty quick too . . . [147]

Another aspect of the Boyd sense of humour was his ability to use facetiousness without malice. In commenting upon the intelligence of a third party to a Kansas friend, he once said: " . . . I am glad to learn that _____ is acquiring wisdom. The last time I saw him he was not very

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[146]Letter, David Ross Boyd to ___ ___ _____ Roofing and Manufacturing Company, March 31, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[147]Letter, David Ross Boyd to _____ _____Clock Company, Aug. 26, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

wise and I thought there was room for improvement in him in several directions . . . "[148] Boyd's gift of humour enabled him to offer tongue in cheek marital advice for different occasions:

> . . . I regret exceedingly that I am not so situated as to lead you to hope or to depend on my providing you with a wife. Indeed, I know of nothing better that one could do then to provide suitable wives for deserving young men. I believe that this is a field worthy of occupation by some great genius. But with a belief in the opportunity for some alert and capable person I have shrunk from interfering with the plans of students along this line. Your example is impressive evidence of the need of some efficient service in such matters, but I have observed the attempts of some observing women in this field and have refrained. I am afraid we will have to fall back for another eon of time in your case yet, since ten days is such quick notice. It is to be regretted that in such important undertaking as this nothing practical has been devised. I am sorry my observations on this subject are not of a more cheerful and encouraging nature. I may say, however, for your encouragement and hope that I believe you have the appearance and personality necessary to attract almost any observing young woman to your fitness as an eligible young man. Indeed, I feel like mentioning this because I have seen so many with lesser abilities than yourself eminently successful. Trusting that this important problem in your life will be satisfactorily solved and hoping that you will also consider my sympathetic observations, I am yours very truly . . .[149]

> . . . I am sure you have completed the requirements to be an entirely eligible teacher in Oklahoma. You place me in a very embarrassing position in asking me to decide the question of your matrimonial prospect. It is amusing to me to notice that you aim to be such a benevolent individual as to offer to rescue a young lady from the perils of being an old maid. Frankly, after placing myself as near as possible in your position and viewing it from that standpoint, I think I should telegraph the acceptance at once. I shall not only indicate that 'Barkis' is willing, but I would promptly take the pains to complete the deal . . . [150]

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[148]Letter, David Ross Boyd to J. B. Blazer, May 13, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[149]Letter, David Ross Boyd to _____ _____, April 29, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[150]Letter, David Ross Boyd to _____ _____, Feb. 24, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

President Boyd was often asked for advice on many other matters. In reply to questions on the proper pronunciation of a word or the name of the world's greatest literary mind, he usually gave a serious answer.[151] Sometimes, however, there was humour in his advice or assistance. When a young man, who was about to attend the University of Chicago, asked Boyd for a letter of introduction to William Rainey Harper, Boyd told him: " . . . Enclosed please find such a letter as I believe will be of the most service to you. After you are there awhile you will probably see why it is better not to bother President Harper with letters of personal introduction from students. I trust that you will get to meet him and you may indeed get to look at him across the street, but I doubt even that very much . . . [152]

David Ross Boyd also gave testimonials for authors or publishers upon request. In the following letter to the G. and C. Merriam Company, he wrote of an amusing story about Vernon Louis Parrington--who later won the Pulitzer Prize for his Main Currents in American Thought:

> . . . Your letter with dictionary was received sometime ago during a somewhat extended absence which will account for my delay in answering it. I do not know that I can improve on the testimonial that I gave you sometime ago and I hereby authorize you to bring my other testimonial up-to-date.
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> Our professor of English Literature, Mr. Parrington, was away last year on a leave of absence and spent a great deal of his time in the British Museum at London. While there he met a young Englishman who in his conversation spoke with a good deal of condescension and intolerance against the English in America. He said, 'Of course, there is a good deal of writing done in America, but none of it is of the best form. They are not

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[151]Letter, David Ross Boyd to Mrs. Lora Morehead, April 15, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[152]Letter, David Ross Boyd to Will Jenkins, June 17, 1903, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

President Harper was a friend of Boyd's dating back to an earlier friendship between their fathers in Ohio. Because of mutual family interests in the Presbyterian Church, Harper and Boyd were boyhood friends.

> authorities in anything.' Professor Parrington said, 'I observe that Webster's (and two or three other dictionaries) of American authorship are authorities.' He said, 'Of course Webster's is authority, but he was an Englishman.' Professor Parrington said, 'Yes I think he was in England six weeks at one time.' . . . [153]

Educational Philosophy

The humoristic side of David Ross Boyd combined with egalitarian, ecological, cultural, and theological beliefs to form the philosophical foundation of his presidency at the University of Oklahoma. These five principles of Boyd's life also influenced education at all levels in the Oklahoma Territory. This educational philosophy of David Ross Boyd has never been properly synthesized or recorded. Therefore, the following summary of Boyd's educational thoughts should provide additional insight into both the modus operandi and raison d'etre of the Boyd administration.

The best sources for examining David Ross Boyd's educational philosophy are his writings and speeches. Unfortunately, there are few extant examples of his written remarks. Although Boyd made thousands of public addresses during his Oklahoma presidential years, he seldom had time to organize them into formal written remarks. Typical of his problem in this respect was the following reply to a request to publish his talks given at a Territorial Teachers' Association Meeting:

> . . . I have been confined to my room for three weeks with the gripe. I am today in the office for a couple of hours for the first time. In regard to my talks to the Territorial Teachers' Association I would say that I had no manuscript prepared and while I had prepared the line of thought pretty carefully, I had not even made notes. The time that has elapsed since has been so filled up with unusual experiences with me that it would be almost impossible for me to reproduce the line of thought even and in my present condition I would be utterly unable to do so. So I fear that I am going to be under the

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[153]Letter, David Ross Boyd to G. and C. Merriam, May 12, 1905, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

> necessity of leaving it out altogether. I want to thank you for your kind offer to supply 'laughter', 'loud applause', etc., but really I think they would not be very appropriate without some of the speech . . . [154]

It is possible to determine the essence of Boyd's educational concerns by the titles of some of the lectures which he delivered to various Territorial organizations through the University Lecture Bureau: "Why go to College?"; "The Relation of Higher Education to Citizenship."; "Do our Political and Legal Institutions place Sufficient Emphasis on Duty?"; "The Place of the State University in Higher Education."; "The College Student."; "The Place of the State University in an Educational System."; "The Needs of High School Education in the New State."; and "The Debit and Credit Side of Citizenship."[155]

Such titles indicate the interests of David Ross Boyd, but they do not explain the educational positions which he advocated as an influential Oklahoma educator. It has previously been shown that Boyd was a strong supporter for cultural education. From his few available writings the cultural and other educational beliefs of David Ross Boyd can be partially determined. Because these writings have not been published, at least during modern times, they are presented as follows in condensation.[156]

Probably because of Boyd's public school background before becoming a university president, he saw a natural progression of goals and mutual

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[154]Letter, David Ross Boyd to Superintendent E. S. Vaught, Jan. 27, 1904, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

[155]Report of Board of Regents, (Guthrie: State Capital Printing Co.), 1902-1904, p. 18; 1905-1907, p. 54.

[156]A few lengthy quoted passages have been included because of the importance of the statement and the quality of the prose.

dependence for success between the strata of education. In an untitled paper, Boyd wrote:

> The support of higher education and professional education by the state is a development practically of the last generation; even the development of secondary education or the high schools, as distinguished from the common schools is a development of the last 40 or 50 years. This growth has found its highest development in the states of the middle west, where in the building up of the educational systems of the state they have become an integral part of the system. An educational system like any other system has its organic parts that must have their separate functions and fit into each other in proper coordination and subordination.[157]

President Boyd further stated that harmony between the working parts of the educational system and the least duplication were necessary. He believed that progress in all the states was being made in this regard. Consequently, he believed that the educational system of Oklahoma should utilize the experiences of other states in the middle west. In planning for this new educational system, he stated that: "The most important part of our system is that of common schools. Indeed the work of the institutions of higher education should all be made to supplement and make effective these schools."[158]

Boyd estimated that the beginning Oklahoma schools through the eighth grade would need approximately 10,000 teachers. He decried the lack of proper training for common school teachers and offered suggestions for firm standards in teacher training programs. He felt that such teacher training should be assigned to Normal schools. He suggested that six Normal schools, coupled with qualified teachers already in the field, might be adequate for preparing a teaching force. He further believed that the

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[157]David Ross Boyd, (untitled and undated paper, University of Oklahoma, Archives, David Ross Boyd Collection), p. 1.

[158]Ibid., p. 2.

Normal schools should "make the work so efficient as to train them in the shortest possible time. This would prevent normal schools from aspiring to teach subjects that belong to the regular college course leading to the Bachelor of arts degree. The conferring of degrees ought not to be permitted in the institutions that are intended to train teachers for the great field of the common schools."[159] He declared that although the masses appreciated the work of the common schools, over eighty percent of the school population did not have the opportunity for high school training at home schools. To this end, he emphasized that "while the schools have not yet been established, it goes without saying that Oklahoma intends to have a complete high school system. The purpose of the system is to bring as near as possible to the student at his own home the opportunities for this high school training." He saw the provision to provide county high schools as "a step in the right direction."[160]

The educational provision for training superintendents and other public school administrators was also important according to Boyd. But he believed it to be "the function of a training agency entirely different from the work of training teachers for the common schools." He estimated their needed numbers to be "not less than 3000 city superintendents, high school principals and teachers of special subjects in the high schools." Like the training of common school teachers, he set special training qualifications:

> The qualifications of these teachers ought not be less than the four years college course leading to the Bachelors degree. In addition to this, and included with the studies leading to the Bachelors degree there ought to be a special training for the work of teaching in the high schools. This would include the study of psychology and its application to the work of teaching,

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[159] Ibid., pp. 2-3.

[160] Ibid., p. 4.

> not duplicating the psychology as taught in the normal schools for the training of common school teachers. It would be of an advanced and special quality consonant with the standard of study for the bachelor's degree. Likewise the history of education would need to be known and understood by these superintendents and teachers in the high school. School management and the study of school systems would be a part of the work of these training agencies; and above and beyond it all a study of methods of teaching high school subjects.
>
> This would all be accomplished in the state university by a department of education; the library would be equipped with comparatively small additional expense for supplementing this work, the laboratories could be used for the exemplification of advanced teaching in science and in all the physical and natural sciences. The University would only need to add a model training high school of say 100 pupils to exemplify all the best experience of high school management and teaching.[161]

Boyd concluded his general survey on the future needs of Oklahoma education by stressing that because a large part of the population of Oklahoma was "agricultural in character, it is axiomatic that the greatest possible opportunities should be offered for training farmers to apply the principles of science to their industry and life. And so one of the greatest needs of the state would be the work of the Agricultural and Mechanical College." He stated that the Agricultural and Mechanical College, like the Normal schools, should "be able to make its work reach the largest number possible of its young citizens . . . so that work of this character ought to appeal to a larger number of students than any other institution and indeed all the other institutions put together."[162]

In addition to definite concepts for planning educational endeavors, the educational philosophy of David Ross Boyd included specific ideas on the value of a college education. Some of the following thoughts from another untitled manuscript might be considered progressive by many contemporary educators:

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[161] Ibid., pp. 5-6.

[162] Ibid., p. 7.

. . . Some of the most important possessions of men are not properly valued because their limits are not clearly defined. Many of the best things in our lives are incommensurable, they cannot be measured . . . One of the things that is wrongly estimated by multitudes of good people, is a college education. This is largely due to the lack of clear and distinct knowledge of what it is. Its value is one of the things most impossible to measure; so much of it depends upon the native characteristics of the individual. We frequently say that a certain student got much out of pursuing a certain course of study. We frequently say that another secured much more but no one could say how much more. The popular mind, not having a means by which to estimate in terms of its own comprehension the character, the extent and the potency of a college education, does not know how to value it. The result being that the usual estimate that the average individual places upon it is according to the use it would be to him in furthering his own interests; be that commercial, industrial or social. Most instructors who give this college training would find it difficult to say just what the result of a college education would be. It is therefore worth while to consider the aggregate results of the average college training.

What should we expect a college education to be? It may not be difficult to agree on some of the things we could reasonably expect a college student to be. It would be impossible for us to mention all, as we would not agree upon them, but upon some of the most important features, perhaps we could.

First, we should expect that the college graduate should acquire some ability as a <u>student</u>. The time he has spent in considering the subjects of the curriculum over which he has passed, should result in his being able to study other things . . . Again, the training of the college graduate should fit, him, in his study of his surroundings in after life, to select the things worth while.

. . . A second important result that we may reasonably expect from the training secured by a college graduate, is that of scholarship. His study during the four years of his course should result in the permanent acquisition to him of a considerable store of knowledge that is more or less exact and that he has to a larger degree, coordinated and subordinated . . . The effect of this store of knowledge on his character should be to increase his desire for knowledge and a discriminating taste in regard to the field of knowledge to which he should direct his attention as a student.

. . . The third result that I believe should be expected of a college graduate is that he should be a thinker. If all men possessed only acquired knowledge and had no experiences except those that others have had before them, the movement of affairs of the world would come to a standstill.

> . . . Above all things a college graduate should be a gentlemen. Few families realize that when the young person leaves home to go to college that he has left home. He will visit home, he will maintain his relations with his parents and relatives, but he will probably never be a part of the home again in the sense in which he left it . . . From the attraction resulting from contact with other lives similar to his own comes the forming and shaping of character . . . Open mindedness, absolute fairness, standards of honor and conduct are insisted on in college life . . . The associations of college life in a peculiar degree fit young people for dealing with other persons. In no place do the conditions of life situate a young person so favorably for training him in adjusting himself to others or in exercising tact in dealing with them . . . To whom have we greater reason to look for this leadership than to the college graduate? The college graduate then, I think we may all agree, must be a student, a scholar, a thinker and a gentlemen.
>
> The function of the state university is to train young men and women for the highest functions of citizenship. It will fail in the discharge of its duty if the graduates from its college of Arts and Sciences, and indeed from its professional schools are not strongly imbued with the qualities that make the good citizen . . . he will be obliged to assist as a sovereign of his commonwealth in solving the problems concerning the welfare of state. In order to do this well he must bring to bear in the discharge of these duties his capacities as a student, his acquirements as a scholar, his abilities as a thinker and his qualities as a gentlemen.[163]

In yet another untitled manuscript probably prepared as an address to students, Boyd speaks of the nature and purpose of the type of college education offered at the State University of Oklahoma (The University of Oklahoma):

> One can not make intelligent preparation to do a thing until he knows something of the thing he intends to do. A young person about to undertake a college training is very generally in the position of being about to enter upon a period of training in preparation for his life work without having chosen his life work. In the very nature of things he can not make the best choice of life work without he knows something of the general character of the field through which the course of his future life is to lie. It is one of the avowed aims of college training to give a young person this knowledge . . . The college course must render the student the double service of aiding him in

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[163]David Ross Boyd, (untitled and undated paper, University of Oklahoma, Archives, David Ross Boyd Collection), pp. 2-9.

selecting his career and of qualifying him for it. It is therefore important that in engaging in the work of taking a college course that one should know as clearly and comprehensively as possible the content and the forces in the college curriculum and in the college life.

First, the university offers 225 courses of instruction. These make an aggregate work of 600 hours credit. The first fact that strikes the average student is that there is much more offered here than he can hope to study or master. He is called upon to exercise his judgment in making a choice at the very outset . . . and so he is called upon to accept the guidance of some one specially trained, and pursue with thoroughness and completeness a selected line of work; or to select his major or greater subject, and to thoroughly master it under the guidance of the major professor.

The curriculum of the University then offers a wide field for the play of the students mental and spiritual activities . . . The university therefore is a place for real work; continued, sustained, earnest and intelligently directed effort. It must be pursued with a definite purpose. The university therefore is a place to work and not to play . . . There is no room, no place for any one here but the worker - the one who definitely purposes to develop his powers by directed activities.

Second, the university places at the disposal of the student a plant that is well selected and arranged and that includes the most modern appliances for presenting the work of the curriculum . . . The buildings and grounds have been planned with reference to their artistic effects; and nature, as years go on, will heighten and intensify their artistic value.

Third, the influence that the student finds at the university that is most potent in the formation of his character, and which is most lasting in his memory, is the student body . . . Indeed in the students relations with the student body he will find that more than in any other interest of the university it is real life rather than preparation for life . . . Indeed without what he could get from associating with his fellows, the student could never make available the knowledge and the power he secures from mastering the curriculum.

The fourth great influence that the University offers the student is the service of the corps of instruction. After all is done in a college for the training of the young people, it will all fail unless administered by good teachers . . . You may forget the subjects taught by these instructors but you probably will never forget the sympathetic guidance, the personal contact and the personal uplift that will come from your contact with these instructors.

> To be at home in all lands; to grasp as your own the spirit of all ages; to count nature a familiar acquaintance, and art an intimate friend; to gain a standard for estimating and valuing other men's work, and for criticism of your own; to carry the keys of the world's library in your own pocket, and to feel its resources behind you in whatever task you undertake; to make hosts of friends among the men of your own age, who are to be leaders in all walks of life; to lose yourself in generous enthusiasms, and cooperate with others for common ends; to learn manners from students who are gentlemen and to form character under the guidance of professors who exemplify the christian life - This is the offer of the college for the best four years of your life.[164]

In a short paper entitled, "Practical Education," Boyd explained both his description of education and concept of teaching:

> Success in life is so much a matter of the quality of the individual and of his environment that there are almost as many conceptions of what a proper preparation in life is as there are individuals. Any one who has a wide range of resources, and at the same time is able to use them and apply them in different conditions confronting the person, makes practical application of his ability and resources and has a practical education. It is, therefore, possible only to describe a practical preparation or education rather than to define it. Education itself has a great variety of definitions, varying with the times. For instance, in the early history of our country the definition of education would be very different from what a definition of an adequate education would be in the more complex conditions in society at the present time. In a general way, however, education may be defined as being such a training as will enable an individual to re-act successfully to his environment.
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> . . . The nature of a human being is such that his development is characterized largely by the formation of habits, physical, mental and moral . . . The habit of thought, such as a training of observation, of memory, of reason and thinking is accomplished by the repetition and reiteration of the strain of effort. It has been observed that development of power is largely in direct ratio to the amount of effort that has been made by the learner. Teaching consists largely in simply stimulating and directing these efforts.[165]

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[164]David Ross Boyd, (untitled and undated paper, University of Oklahoma, Archives, David Ross Boyd Collection), pp. 1-8.

[165]David Ross Boyd, "Practical Education" (undated paper, University of Oklahoma, Archives, David Ross Boyd Collection), pp. 1-2.

The important role played by a college education in shaping leadership qualities was a favorite theme of David Ross Boyd. In a paper which he called, "The Leadership of College Men," Boyd elaborated how such leadership depended upon "coordination and subordination to others":

> The work of the world is accomplished by concerted action. If every individual insisted on working by himself and in his own way, the great enterprises of the world would come to a stand still. If sailors could not act in concert with others navigation in its proper sense would cease. If train men could not act in concert, the movement of trains would stop. If soldiers could not act with others in obedience to commands, the efficiency of the army would be destroyed. The possibilities of society giving satisfaction to mankind, depend on the capacity of individuals to act and work in coordination and subordination to others.
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> . . . But the one who consents to confine his energies to a special line of work thereby consents to recognize others as superiors in the lines in which he does not engage. This is the basis of the subordination that underlies all leadership.
>
> We have however two essential kinds of leadership. We have first the leadership within the occupation, which is obtained by a superior qualification and the extension of effort to every part of the field, so that one knows, not only, as it were, the mechanical process of the work in hand, but the origin and history of its materials, and the uses to be made of the product so that material can be shaped to the use in the most complete and beneficial manner . . . Leadership, in this sense we might say consists in one being able to apply his powers in the space and time at his command to a wider range of subjects than his fellows.
>
> But we have also the leadership which arises from the interest taken by the individual in matters of social benefit beyond the scope of his occupation. He has a wider range of interest, and to him may be applied the term 'a public benefactor'.
>
> . . . In order to render such public service, in order to be a leader one needs the widest possible knowledge of affairs, and the greatest range of sympathies. A great variety of powers is required to render these varied services. In preparation an opportunity is needed for developing these powers and gaining this wide range of knowledge. The college furnishes just that kind of opportunity to a man.
>
> The young man who subjects himself to the influences, and seizes the opportunities of the college is the man who has the broadest

> attainments, and other things being equal, is the best fitted for leadership.[166]

The necessity for equal educational opportunity, the preference for public rather than private higher education, and the obligation of the state university to the individual and, in turn, the individual to his government are philosophical views presented by David Ross Boyd in a paper called, "The Place of the University In Government":

> After centuries of experiment in government, it is still undetermined precisely what the government should do for the citizen. It is conceded that the government should secure to every citizen all that is included in the term 'life', all that is included in 'liberty', but it is undetermined how far the government should go in assisting the individual in the 'pursuit of happiness'. There are those who believe that the government should do almost everything for the individual, while the other extreme believes that the government should do nothing in securing that condition in life known as happiness that he could do for himself. All concede, however, that the government should do those things that apply to people as a whole . . .
>
> Since the people are the sovereigns, and the authority to control and direct and adjust the infinite complications and intricacies of a nation such as ours must spring from them, it is absolutely necessary that they have the highest intelligence in order that the highest possibilities of the individual as well as the masses be realized. It is therefore necessary that the individual be provided with the means of securing to himself this intelligence. The natural teacher of the child is the parent. But this training by the parent can be effective only through the earliest development of childhood. Uniformity of aim, the certainty of furnishing these privileges to all children, and the economy in the division of labor, indicate that this education can best be furnished by some great central agency; and since the government is the only agent in administering the affairs of the people, it follows that it is the natural source from which this authority should spring. Therefore, every state in our Union has provided a system of public education.
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> Not only does the government need the highest intelligence of the individual for the purposes of the state, but the individual himself requires the same intelligence for his own happiness. It is apparent, therefore, that the means by which every individual may secure this intelligence and training should be provided.

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[166]David Ross Boyd, "The Leadership of College Men" (undated paper, University of Oklahoma, Archives, David Ross Boyd Collection, pp. 1-9.

Hence, we have recognized that the education of all children of the commonwealth should be at the expense of the common resources of the state.

. . . But not only has it been found necessary now that the youth of our country have a higher and more symmetrical development than secured by the common school education, but it is also found imperative that no child be lost for lack of opportunity for education . . . So the community needs a full and complete and well rounded development of all the individuals. Therefore, the development of our country has compelled the establishing of the state university; whose classes are made accessible through low or free tuition to all students; who curriculum offers the widest range of subjects for developing the special aptitudes of the individual. The state itself was compelled to assume and make it a part of the public school system. It could not be left to institutions planned by individuals, or developed by sectarian or benevolent organizations. Since these institutions were planned originally for the narrow purpose of training youth only for the so-called learned professions, they made little or no provision for training young men for other walks in life . . . The state University presents to all young men and women of the commonwealth modern laboratories and selected libraries, practically free of cost. If tuition is charged, it is nominal and is in no way restrictive. The University, therefore, is the final addition to that ideal scheme of education that Huxley represents by a ladder, of which we may consider the kindergarten as the lowest rung, and the courses offered by the state University as the highest.

. . . To the state university, therefore, must the nation look for the training of its youth for work and for citizenship. Its foundation is on the needs of both the people and the government. Since the people and their resources support and maintain the University, it is logical that the ideals which the university should work out and make effective should be the ideals of the people as a whole: ability, honesty, fairness, decency, all the homely virtues are the accepted, undisputed ideals of the people. Therefore, they must be included in the ideals of the university.

It follows then that the resources and opportunities for training must be open to all the people. Since it stands for the discovery, the systematizing and the application of trust to events of life by the individual, it is essentially democratic. While the individual is recognized and appreciated as the unit, the individual here would be worthless except as he is of value in the relations which he sustains to his fellows.

The University must be everything and do everything it can to develop the citizen . . . The state university is planned to give just this training . . . And this training in this day and generation, as in the day to come, is imperatively demanded. The many evidences of a quickened civic conscience that we have had all over our country in the last year or two, indicate that the hope

> of the country lies in a high ideal of citizenship widely disseminated among the masses.
>
> . . . Not only must the citizen be trained to a high sense of his responsibility to the state, but he must be trained to a feeling that it is to his best interests as an individual to render a life of service to his fellows. The only persons who remain in the memory of their fellow citizens after they pass from earth are those who have rendered their fellow men some service. Often the humblest individual who passes on beyond, leaves among those who know him a recollection of favors, of kindness, of helpfulness well done.
>
> . . . The state University should stand, and I am sure I express purposes of the governing forces of this University when I say that this institution will stand for a training in citizenship that will include in the highest and most effective sense, a capacity for co-operation and service placed within reach of every youth of the state.[167]

Thus, the importance of all levels of education for the citizen and the state was the central theme of David Ross Boyd's educational philosophy. His view of the primacy of education in society was not unlike that of the seventeenth century colonists of Puritan Massachusetts over two and a half centuries before him.[168] In describing the early development of Oklahoma education, Boyd stated:

> . . . A very large percentage of those who came to take claim at the first settlement of Oklahoma, April 22, 1899, came from the disasters and disappointment of 'boom' conditions from other parts of the country to make a final effort to secure permanent homes. These people were generally intelligent, animated with the best ideals of American life. The first corollary of this condition of mind and material was that there should be some

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[167]David Ross Boyd, "The Place of the University in Government" (undated paper, University of Oklahoma, Archives, David Ross Boyd Collection), pp. 1-23.

[168]The following statement is inscribed on the west gate of Harvard from New England's First Fruits: "After God had carried us safe to New England, and wee had builded our houses, provided necessaries for our liveli-hood, rear'd convenient places for God's worship, and setled the Civill Government; One of the next things we longed for, and looked after was to advance Learning, and perpetuate it to Prosterity; dreading to leave an illiterate Ministery to the Churches, when our present Ministers shall lie in the Dust.

provision made for public education, and after mere shelter was provided for the family, consideration was given to what provision could be made for educating their children.

So, before the Legislature was convened or had provided a school law, almost every neighborhood had a school organization. Many of them had erected temporary structures for schools and had employed teachers with private funds. In a number of cases, the obligations incurred by these schools were formed with the intention that when the districts were formally organized, these obligations should become the debt of the district and should be paid by them under the provisions of law. Teachers' wages, cost of temporary structures, cost of furniture and appliances were all made claims against the district, and in every case, so far as I know, were assumed and every time were paid.

. . . This spirit was so strongly marked that the first Legislature established by law the Agricultural and Mechanical College at Stillwater, the Normal School at Edmond, and the University at Norman on the condition that these localities furnish the site and bond themselves for sums of money in the case of the University at Norman amounting to $10000. The people of Cleveland County voted favorably upon these bonds where there was perhaps not $25000 worth of taxable property in the county . . . [169]

Summary

The educational antecedence of President David Ross Boyd derived from the informal pioneer guidance of his parents in matters relative to religion, education, and social attitudes. His early formal education was gained in small country schools of Ohio--where he was first introduced to various cultural and academic activities which, as an adult, he would emulate at the University of Oklahoma. Boyd's collegiate education was taken at three different institutions in Ohio. The first, "One Study University", may have had some influence upon his administration of the University of Oklahoma in developing geological programs, student activities, private boarding, and concern for young students; the second, Normal

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[169]David Ross Boyd, untitled and undated background information for article in the Daily Oklahoman, University of Oklahoma, Division of Manuscripts, Boyd Correspondence.

University at Lebanon, may have helped to determine Boyd's concern for high standards at the University of Oklahoma; the third, Wooster University, would later influence the development of the early University of Oklahoma, through Boyd, in fund raising, religious and academic affairs, student matters, facilities and grounds, and other areas. Wooster also assisted in shaping many of Boyd's attitudes towards life, especially in the realm of human relationships. One of his friendships with a fellow student at Wooster led to his post collegiate selection of an administrative position in education.

Following his first collegiate experience, David Ross Boyd taught a country school at the age of seventeen. Before he obtained his college degree, he taught in two additional country schools. These experiences coupled with later administrative positions at Van Wert, Ohio, and Arkansas City, Kansas, introduced Boyd to the education profession, professional associations, and the social problems of daily living. Boyd gained many lessons and acquired knowledge from his early educational positions that would be utilized as the first president of the University of Oklahoma.

The selection of David Ross Boyd for the University presidency was primarily based upon the reputation which he established while superintendent of the Arkansas City schools. While there he became acquainted with a future member of the Board of Regents of the University of Oklahoma. Boyd also met and became known to other regents of the University through their interest in his method of heating school buildings in Arkansas City.

Although there have been at least three historical versions on the manner in which David Ross Boyd became president of the University of Oklahoma, the most accurate and complete history of his appointment is based upon a 1936 interview with Boyd conducted by Dr. and Mrs. Everett E. Dale.

Following Boyd's initial meeting with the full Board of Regents of the University in early June, 1892, he was formally offered the University presidency on June 17, 1892. On August 1, 1892, David Ross Boyd signed a contract with the Board of Regents of the University of Oklahoma as President and Professor of Mental and Moral Science. In early August, 1892, President David Ross Boyd came to Norman, Oklahoma Territory, to apply the educational background acquired during his thirty-nine years of life experience.

The philosophical foundation of President David Ross Boyd was eclectic. He believed in egalitarian, ecological, cultural, theological, and humoristic principles. These five important elements of his life were the result of environmental and experiential factors.

Boyd's egalitarian philosophical beliefs promoted the equality of all men. Consequently, as president of the University of Oklahoma, he worked to improve higher education for the Negro, the Indian, the female sex, and others.

The ecological philosophical beliefs of President Boyd entailed a love for trees, birds, and the whole of outdoors. Because of his work with nature, Norman, the University campus, and the future state of Oklahoma were environmentally improved.

David Ross Boyd's cultural philosophical beliefs extended from history to music to education to the appreciation for all intellectual and aesthetic attainments. Personally, he believed that his cultural education in word study, psychology, and logical thinking were the major success factors in his life.

Boyd's theological philosophical beliefs were sometimes used to resolve administrative problems at the University. His religion was a

source of personal strength. This theological faith enabled him to feel compassion for others and share their problems and joys. President Boyd's strong religious belief also enforced a firm moral environment at the University of Oklahoma.

The humoristic philosophical beliefs of President Boyd were a pervasive force in his administration of the University. His sense of humour included the ability to laugh at himself. He could use humour for simple amusement or as a tool or aid for an apology, deserved rebuke, and other occasions such as offering advice.

The five philosophical principles of David Ross Boyd's life influenced the development of Oklahoma education at all levels. Some of his educational thoughts which were implemented as part of the public schools structure were: A natural progression of goals and mutual dependence for success between the strata of education; the value of a college education in developing a student, concept of permanent scholarship, the ability to think, a gentleman, and citizenship; the nature and purpose of the college education at the University, that is, courses of instruction, modern physical plant, influential student body, and service of the corps of instruction; definition of education as training that will enable an individual to react successfully to his environment--and teaching defined as the means to stimulate and direct these efforts; the importance of a college education in shaping leadership qualities; and the necessity for equal educational opportunity, the preference for public rather than private higher education, and the obligation of the state university to the individual and, in turn, the individual to his government. Consequently, David Ross Boyd's educational philosophy included the primacy of education in society for the benefit of the citizen and the state.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

The analysis in this study of the educational contributions of the first University of Oklahoma president has extended from an examination of general administrative activities to state governmental relations; and included consideration of major events of the modern American university movement ranging from new instructional methods to broadened administrative scope.

In the first area of analysis, that of the ten major activities or events of college and university administrative functions, the following elements of these activities were determined to be influential in the development of the University: General Administration helped to achieve the goals of the University in several areas of development; Board of Regents Meetings provided informed assistance in the management of the University; Faculty Selection led to the development of an instructional corps of general sophistication composed of graduates of several major universities; Student Personnel Program achieved or made plans for several areas of student development; State and National Educational Organizations improved the quality of education in Oklahoma and at the University; Coordination with Other Educational Programs resulted in professional relations with the public schools, colleges and universities, and other groups and, in turn, mutual institutional development; Public Relations acted as a catalyst for

the development of the University with popular support; Coordination with Other Community Programs and Organizations provided benefits for both the University and its communal environment; Educational Fund Raising contributed to the financial support and development of the University; and State Government Relations provided further fiscal appropriations and general support for the institution.

The second area of analysis, that of the thirteen major events of the modern American university movement, indicated that the previously summarized major university administrative functions not only were contributory to the development of the University, but also, patterned the institution along the lines of changes in American higher education during the late nineteenth and early twentieth centuries. Thus, the University of Oklahoma was developed during the presidency of David Ross Boyd to correspond to several events of the flowering of the university movement: New Instructional Methods such as the laboratory method and library facilities; Course Electives in which major electives and free electives comprised about one-half of the undergraduate work; Curriculum Expansion in several academic fields with emphasis given to practical or utilitarian studies; Student Organizations and Athletics offering a wide range of extracurriculum from student publications to fraternities to intercollegiate athletic contests; New Student Discipline emphasizing student self-discipline and responsibility through aspects of self-government and the honor system; Sectatian Freedom establishing the non-sectarianism of the University and affirmation of public control of higher education; Educational Opportunity such as equality for minorities and coeducation, summer school program, and extension concepts of the Wisconsin Idea; Federal Assistance through relatively minor aid and major revenue sources of land endowment; Community

Service involving attention to the needs of the democratic community through direct and indirect programs and activities; German University Influences such as academic standards or scholarship, instructional techniques, faculty training, graduate instruction, and the Gymnasium Movement; Secondary and University Articulation in which rigid admission standards for the University were maintained while endeavors were made to raise the level of high schools to meet the University requirements; Student Personnel Services such as student admission, counseling, health service, financial aid, placement assistance, discipline, and special areas; and Broadened Administrative Scope relative to standardization, administrative personnel, power distribution, revenues and expenditures, efficiency of management, and salaries and benefits.

In addition to the previous analyses, it was demonstrated that the educational background of President David Ross Boyd was related to many activities and events of his presidency at the University. His informal and formal education led to various cultural and academic interests which were later established at the institution: geological programs, student activities, private boarding, concern for students, emphasis on high academic standards, fund raising, religious and academic affairs, facilities and grounds, and other areas. Also, his professional experiences in education established interests and behavior patterns which were utilized in the modern development of the University of Oklahoma.

President Boyd's philosophical background was also important in determining the style of the first administration of the University of Oklahoma. His philosophical foundation was eclectic, that is, based upon egalitarian, ecological, cultural, theological, and humoristic principles. These beliefs influenced the early University in the directions of minority

educational opportunities and coeducation, environmental factors, cultural education, religious and moral conditions, and appreciation for the humoristic aspects of life.

In the Overview of this study on pages 11 and 12, six analysis questions were posed concerning the educational contributions of David Ross Boyd as the first president of the University of Oklahoma. From the data gathered during this investigation, it has been possible to provide answers for these questions relative to the role or position of President Boyd in the history of Oklahoma higher education:

1) Were the educational contributions of David Ross Boyd more extensive than that of being the father of the University of Oklahoma?

In the sense that David Ross Boyd was the originator or founder of the first Office of the President of the University of Oklahoma it could be stated, because of the responsibilities of that office, that he was the father of the institution. It should be noted, however, that others first conceived the idea and began the initial planning for the University. Regardless of the moot question of who should be historically credited as the father of the institution, it would be incorrect to consider this function as the sole or primary contribution of President Boyd to the University. During the sixteen years that he served as president, the original goals and objectives of the 1890 enabling legislation for the University were given viability and expanded to meet the changes and standards of the modern American university. The general nature of these contributions have been summarized earlier in this chapter and are considered further in subsequent questions.

2) What specific actions or events can be attributed to David Ross Boyd in the development of a University of Oklahoma?

It was stated previously in this study that Boyd's role in carrying out the object of the University was not exclusive; he was assisted in the development of the institution by regents, faculty, students, and other individuals and groups. However, his presidential responsibilities made him the prime mover in all events for the development of the University. Therefore, the cited activities or events in the development of the institution can generally be attributed to the efforts of President Boyd. But there were several specific contributions to the educational growth or development of the University which occurred almost entirely because of President Boyd's endeavors: Bounteous landscaping of the campus; special attention to students from recruitment to admission to graduation--and beyond; equal concern for the moral and intellectual life of the institution; acquisition of section 13 federal land endowment funds; private fund raising such as the Carnegie donation; emphases on cultural and utilitarian education; educational opportunities in several areas, but especially coeducation; qualitative faculty selection; participation in community, state, and national educational and public affairs; practice of the principle of education free from political influences; implementation of a planned facilities design-function and general campus grounds; and other personal contributions. Included in these areas were particular features which had the individual stamp of David Ross Boyd: Daily chapel exercises involving special presidential moral talks; the "Push Class" or a forerunner of the modern adult basic education program; the "Tracker" which was a system for management efficiency; and other characteristics of Boyd's eclectic orientation to life.

3) What should be the properly recognized role or position of David Ross Boyd in the history of Oklahoma higher education?

As David Ross Boyd should be recognized for his educational contributions to the University of Oklahoma, so should he be acknowledged for his educational work in Oklahoma higher education--but with some limiting conditions in the latter realm of accomplishments.

Relative to President Boyd's contributions to Oklahoma higher education, there were several ways in which he assisted other colleges and universities: As president of the University of Oklahoma, the institution which he directed served as a model for other Territorial colleges and universities to follow in areas such as high academic standards, new instructional methods, and fund raising; Boyd advocated harmony between the working parts of the educational system and the least duplication in programs; because Oklahoma was basically agricultural in nature, he suggested that the A & M College and the Normal schools "ought to appeal to a larger number of students than any other institution and indeed all the other institutions put together"; President Boyd worked to achieve academic relations with the teacher training institutions in areas like articulation; he shared administrative information; and he assisted in establishing interscholastic debates and athletic contests. Through the foregoing and other means, President Boyd was influential in the development of Oklahoma higher education.

However, the welfare of Oklahoma higher education was secondary in the plans of President Boyd to that of the interests of the University of Oklahoma. In circumstances in which there was a Territorial higher education versus University of Oklahoma situation, Boyd protected the concerns of the University. Thus, he fought against a statehood bill that would have broadened the institutional distribution of section 13 federal land endowment funds; he considered all of the Oklahoma and Indian Territories to be

the University boundaries for student recruitment; he accepted legislative appropriation for buildings when other institutions were unable to convince the Territorial government of their needs; and he guarded the vested interests of the University in other ways. Such loyalty on the part of President Boyd for the University was understandable and acceptable administrative procedure. These actions, however, were detracting elements from his usual concern for the welfare of Oklahoma higher education. Further, President Boyd was genuinely concerned with only one type or system of Oklahoma higher education--the public colleges and universities. He believed, as indicated earlier, in sectarian freedom and public control of higher education. Consequently, he had a basic philosophical disagreement and practical conflict with most of the private sector of Oklahoma higher education. As a result, President Boyd did considerably less for the development of the privately endowed higher education institutions than his contributions for the publicly supported Oklahoma colleges and universities.

4) Did David Ross Boyd establish an institution which was more like a high school than a university?

It was stated in Chapter IV that a disaffected member of the University faculty once attempted to have President Boyd fired on the grounds that the institution was less than higher education level. In the respect that the University operated a Preparatory Department which had a larger enrollment than the Collegiate Department for several years, there was some substance to the professor's averment. However, the purpose of the preparatory studies was to assist inadequately educated students in meeting the firm entrance requirements of the University; and, as the Territorial high schools developed better college preparatory programs, the need for the Preparatory Department diminished.

The importance of the Preparatory Department in the early development of the University did not detract from its growth as a modern American university. According to general histories of higher education cited in this study, such as the books by Frederick Rudolph and John Brubacher and Willis Rudy, there were only five states which did not have colleges with preparatory work in 1870; and with the exception of these five states, only twelve colleges in the nation were without a preparatory department. Further, a report as late as 1915 to the United States Commissioner of Education indicated that there were still 350 colleges and universities operating preparatory departments. Consequently, the Preparatory Department of the University of Oklahoma was similar to those of many modern higher education institutions in the country. Thus, David Ross Boyd established an institution which was more like a university than a high school. And, as reported earlier in this investigation, there were 361 courses in thirty-eight college level departments at the end of Boyd's presidency.

5) In David Ross Boyd's dual capacities of university and public school president were there decisional relationships affecting one another?

As indicated, David Ross Boyd was also president of the Oklahoma Territorial Board of Education for all but two of his years in the presidency of the University. Therefore, he was mutually interested in all levels of Oklahoma education. This dual responsibility to public education resulted in several areas in which Boyd's administrative decisions or actions were related. For example, in working with state and national educational organizations such as the North Central Association of Colleges and Secondary Schools and the Association of Southern Colleges and Preparatory Schools, President Boyd worked to promote and coordinate the interests of education in Oklahoma; within the confines of the Territory, Boyd was

able to use his two major educational positions for great advantage in resolving the problems of secondary and university articulation; because President Boyd believed in a good working relationship between all levels of public education, his public and higher education presidencies enabled many activities or programs to be broadly beneficial. Such areas included in-service education for teachers, professional meetings, reciprocal feedback for educational development, public relations, and other areas. In addition, there were great advantages for the University and the public schools as the result of Boyd's philosophy for community or public service. Related to this concept were the setting aside of federal lands for higher education and public buildings and the development of unified systems of Oklahoma public education. In the preceding and other ways, the double emphases of President Boyd strengthened Oklahoma education.

6) How were the educational contributions of David Ross Boyd related to contemporary national changes in American higher education?

Since the major area of investigation for this study has been concerned with the educational contributions of David Ross Boyd at the University of Oklahoma in relationship to contemporary national changes in American higher education, it would be difficult to narratively answer this question without essentially duplicating much of the data in the previous chapters. The first part of this chapter has briefly summarized the ten major activities or events of college and university administrative functions and the thirteen major events of the modern American university movement which were developed during the presidency of David Ross Boyd. On the basis of this information, the subsequent representation provides a recapitulation and answer for the above question. As an aid in interpreting this data, it should be noted that the information is representative of the

definition for "educational contributions" which was also previously explained in the first chapter, that is, the successful completion or achievement of work in higher education activities such as (general administration to student personnel program and problems)--as any or all of these activities were evidenced in the following major events of the modern American university movement during the late nineteenth and early twentieth centuries (new instructional methods to broadened administrative scope).

In addition, the general array, use of certain terms, and meaning of the data require explanation. The array of the data for major modern university events at the University of Oklahoma during the presidency of David Ross Boyd was determined by the intensity or degree of such events within administrative functions. For example, the event or change of the flowering of the modern American university concerning new instructional methods was most frequently found to have existed as an administrative function of general administration during Boyd's presidency. Hence, the corresponding cell of the summary presented on page 249 has been capitalized to indicate this relationship. Other cells for new instructional methods (and additional events or changes of the modern university which are presented in the summary) indicate further information. Cells which have lower case descriptions denote that the modern university changes were sometimes found to have existed through relationships with other administrative functions. Thus, in the example of new instructional methods, this event or change of the modern university was occasionally evidenced in six administrative functions, but the major emphasis for new instructional methods was in the capitalized cell of general administration.

Two special terms have also been used in the summary. The term "no evidence" has been capitalized in the appropriate cells to indicate that the

investigation did not find evidence of a relationship between the events or changes of the modern university and the administrative functions of the Boyd presidency. The term "catalyst" has also been capitalized for the events or changes relating to the administrative functions of Board of Regents meetings, faculty selection, and (for two events or changes) state government relations. These administrative functions were catalysts in that they helped to speed up the changes in the development of the University; they transcended, through legal and organizational means, the modern events or changes of the institution. Therefore, the summary on the following page represents the relation of the educational contributions of President Boyd to the contemporary university.

Conclusions

The problem of this investigation, as stated in Chapter I, was to determine the nature and extent or degree of the educational contributions of David Ross Boyd to the University of Oklahoma compared to the changes in American higher education during the late nineteenth and early twentieth centuries--the period of the flowering of the university movement. Further, the major purpose of this study was to gain an understanding of the educational contributions of David Ross Boyd as president of the University of Oklahoma; and to draw inferences and conclusions concerning the role of David Ross Boyd in the development of Oklahoma higher education. In addition, a related purpose was to examine the relationship of other contributions of David Ross Boyd in the development of the Oklahoma educational system and his presidency; and to analyze the formative years of David Ross Boyd and the University of Oklahoma with an emphasis on the isolation of dominant developmental themes.

THE RELATION OF THE EDUCATIONAL CONTRIBUTIONS OF DAVID ROSS BOYD AT THE UNIVERSITY OF OKLAHOMA TO CONTEMPORARY NATIONAL CHANGES IN AMERICAN HIGHER EDUCATION

HIGHER EDUCATION ACTIVITIES AND CHANGES	General Administration	State & National Ed. Org.	Board of Regents Meetings	Coord. Other Ed. Pro.	Public Relations	Faculty Selection	Coord. Other Com. Pro.	Ed. Fund Raising	State Govt. Relations	Student Personal Program
New Instr. Methods:	LABORATORY METHOD; LIBRARY FACILITIES	NO EVIDENCE	CATALYST	Laboratory Method	Laboratory Method; Library Facilities	CATALYST	Laboratory Method	Library Facilities	Library Facilities	Special Clinics
Course Electives:	Scientific Programs & Departments	NO EVIDENCE	CATALYST	½ FREE & MAJOR ELECTIVE SYSTEMS; GROUP ELECTIVE SYSTEM; SCIENTIFIC PROGRAMS & DEPARTMENTS	Scientific Programs & Departments	CATALYST	Scientific Programs & Departments	Scientific Programs & Departments	Scientific Programs & Departments	NO EVIDENCE
Curriculum Expansion:	IMPORTANCE OF ALL SUBJECTS; SCIENTIFIC & UTILITARIAN SUBJECTS; CURRICULUM SPECIALIZATION & DEPARTMENTALIZATION; BETTER USE OF TRADITIONAL SUBJECT MATTER; CORRELATION & INTEGRATION OF CURRICULUM	Better Use of Traditional Subject Matter	CATALYST	Correlation & Integration of Curriculum	Correlation & Integration of Curriculum	CATALYST	Emphasis on Scientific & Utilitarian Courses	Emphasis on Scientific & Utilitarian Courses	Emphasis on Scientific & Utilitarian Courses	Emphasis on Scientific & Utilitarian Courses
Student Org. & Athletics:	EXTRACURRICULUM; NON-DORMITORY RESIDENTIAL FACILITIES; FRATERNITIES; CLUBS & SECRET SOCIETIES; COLLEGIATE & INTERCOLLEGIATE ATHLETICS; PUBLICATIONS; "COLLEGE LIFE" OR "CLASS SPIRIT"	NO EVIDENCE	CATALYST	Extracurriculum; Intercollegiate Athletics	Extracurriculum; Collegiate & Intercollegiate Athletics	CATALYST	Extracurriculum	Extracurriculum	NO EVIDENCE	Extracurriculum; Non-dormitory Housing
New Student Discipline:	Student Self-Government	NO EVIDENCE	CATALYST	NO EVIDENCE	STUDENT SELF-GOVERNMENT; HONOR SYSTEM; NON-COMPULSORY CHAPEL	CATALYST	Student Self-Government; The Honor System; Honorary Societies	NO EVIDENCE	NO EVIDENCE	NO EVIDENCE
Sectarian							FREE OF SEC-			

Sectarian Freedom:	NO EVIDENCE	NO EVIDENCE	CATALYST	NO EVIDENCE	NO EVIDENCE	CATALYST	FREE OF SECTARIAN CONTROL	NO EVIDENCE	CATALYST	NO EVIDENCE
Educational Opportunity:	EQUALITY OF EDUCATIONAL OPPORTUNITY: ECONOMIC, RACE, SEX, & ETHNIC; EXTENDED EDUCATIONAL OPPORTUNITY: SUMMER SCHOOL, EXTENSION, PLANS FOR EVENING SESSION & CORRESPONDENCE	Coeducation	CATALYST	Ethnic Opportunity	Economic & Ethnic Opportunity		Ethnic Opportunity	Economic Opportunity	CATALYST	Economic Opportunity
Federal Assistance:	Endowments	NO EVIDENCE	CATALYST	Endowments	NO EVIDENCE	CATALYST	Endowments	ENDOWMENTS	Land Grant	NO EVIDENCE
Community Service:	Planned Service to Oklahoma like Wisconsin Idea	Service to Oklahoma Public Schools	CATALYST	Service to Oklahoma Public Schools	Service to Oklahoma Public Schools & Community	CATALYST	PHILOSOPHICAL ACCEPTANCE--NEEDS OF THE DEMOCRATIC COMMUNITY; UNIVERSITY USE FOR POLITICAL REFORM, ECONOMIC, & SOCIAL IMPROVEMENT, & HUMAN WELFARE; WISCONSIN IDEA	Service to Oklahoma Public Schools & Community	Service to Oklahoma Public Schools & Community	Service to Oklahoma Public Schools & Community
German Univ. Influences:	HIGH ACADEMIC STANDARDS OR SCHOLARSHIP; INSTRUCTIONAL TECHNIQUES; SCHOLARLY FACULTY; GRADUATE INSTRUCTION; GYMNASIUM MOVEMENT; RELATED AREAS	NO EVIDENCE	CATALYST	The Laboratory; Gymnasium Movement	The Laboratory; Scholarly Faculty	Scholarly Faculty; Scholarly Research	The Laboratory	The Laboratory	Gymnasium Movement	Gymnasium Movement
Sec. & Univ. Articulation:	General Education	Standardizing College Entrance	CATALYST	STANDARDIZING COLLEGE ENTRANCE; UNIT PLAN; GENERAL EDUCATION	NO EVIDENCE	CATALYST	Standardizing College Entrance	NO EVIDENCE	NO EVIDENCE	NO EVIDENCE
Student Per. Services:	Planned Extracurricular Activities	Planned Extracurricular Activities	CATALYST	Planned Extracurricular Activities	Planned Extracurricular Activities	CATALYST	Planned Extracurricular Activities	Student Loans & Scholarships	Student Counseling	IN LOCO PARENTIS; COUNSELING; HOUSING; EMPLOYMENT; HEALTH SERVICES; RELATED AREAS
Broadened Admin. Scope:	STANDARDIZATION; ADMINISTRATIVE GROWTH; POWER DISTRIBUTION; RELATED AREAS	Efficiency of Management; Revenues & Expenditures; Secular Control	CATALYST	Efficiency of Management; Revenues & Expenditures;	Administrative Personnel Changes; Management Efficiency	CATALYST	Secular Control	Revenues & Expenditures; Management Efficiency	Revenues & Expenditures; Management Efficiency; Secular Control	Management Efficiency; Related Areas

On the basis of the data presented in this study relative to the above cited problem and purposes of the investigation, there are four research conclusions:

1) The educational contributions of David Ross Boyd, as the first president of the University of Oklahoma, were representative of major changes in the American collegiate system during the late nineteenth and early twentieth centuries thereby cultivating the seeds for a modern university in the flowering of the university movement.
2) The educational contributions of David Ross Boyd, as the first president of the University of Oklahoma, were contributory to the development of Oklahoma higher education.
3) The educational contributions of David Ross Boyd, as president of the University of Oklahoma and the Oklahoma Territorial Board of Education, were complementary and beneficial in the development of the University and the Oklahoma educational system.
4) The educational contributions of the David Ross Boyd, as president of the University of Oklahoma and the Oklahoma Territorial Board of Education, were related to his formative years and educational background from 1853 to 1892.

Implications

In addition to the major conclusions of this investigation, the process of the research and the findings suggest several implications:

1) The study suggests that historical research in higher education with emphasis on presidential contributions offers

an abundance of dividends. For example, through this investigation the related letters and the 1903 gold leaf engraver's proof for the Seal of the University of Oklahoma were discovered. This prototype for the University Seal had been filed for seventy years in the Boyd Correspondence after the Board of Regents, President Boyd, Professor Joseph Paxton, and Registrar George Bucklin developed and approved it. The original Seal of the University is now prominently displayed in the Office of the President of the University of Oklahoma. Other direct historical benefits of the research included verification of the correct version on the manner in which David Ross Boyd was appointed the first president of the University; the determination of the influences of Wooster University upon the early development of the University of Oklahoma; and the expansion of knowledge concerning the details and manner in which President Boyd obtained the library donation from Andrew Carnegie.

2) The study suggests, on the basis of the new historical information which was learned about the University, that other investigations relative to the presidencies of David Ross Boyd's successors would be equally fruitful for a broader appreciation of the heritage of the University.

3) The study suggests that historical research on the life and educational contributions of college and university presidents should provide information of interest to the study of administrative personnel in higher education.

4) The study suggests that although there have been many changes in American higher education during the past decades of the twentieth century, many of the administrative problems faced by presidents of Boyd's era were similar to the basic educational issues which the contemporary college and university president strives to resolve--problems relative to students, faculty, curriculum, facilities, finance, and other areas.

5) The study suggests that further research on the life of David Ross Boyd after the end of his University presidency in 1908, could provide historical information of interest to groups such as the Presbyterian Church and the University of New Mexico. The review of the literature for this investigation indicated that there is a wealth of related source data for such investigations in the Archival Collections of the Universities of Oklahoma and New Mexico and other areas.

The historical evidence presented in this study of David Ross Boyd and the University of Oklahoma has affirmed that his educational contributions for the modern development of the institution were extensive. This conclusion from the data, however, does not infer that the modern development of the University of Oklahoma was completed at the end of the presidency of David Ross Boyd. On the contrary, each president of the University after Boyd has continued the never ending task of building an institution that encompasses the better ideas which the modern American university represents. To these good ends, David Ross Boyd took the first steps for the University of Oklahoma. Sometimes his developmental actions were

tentative or conservative or specious. Usually, however, they were in the main stream of the best concepts for the development of the American university. Most certainly, the University of Oklahoma would have become a modern university if David Ross Boyd had not been its first president. It is also recognized that other individuals could have accomplished as much or perhaps even more than did Boyd during his sixteen year tenure. The fact though that David Ross Boyd was the first president of the University and that the institution was a modern university before 1908, is testimonial to his deserved prominence in the memories of the University of Oklahoma student and the annals of the state.

APPENDICES

APPENDIX A: TOOL OF ANALYSIS

APPENDIX B: ANALYSIS OF "AN ACT TO ESTABLISH AND LOCATE THE UNIVERSITY OF OKLAHOMA," FIRST LEGISLATIVE ASSEMBLY OF THE TERRITORY OF OKLAHOMA, DECEMBER 19, 1890

APPENDIX C: 1932 CATE LETTER, DAVID ROSS BOYD'S ACCOUNT OF HIS APPOINTMENT AS THE FIRST PRESIDENT OF THE UNIVERSITY OF OKLAHOMA

APPENDIX D: GENERAL STATISTICS ON SELECTED MODERN AMERICAN UNIVERSITIES DURING THE LATE NINETEENTH AND EARLY TWENTIETH CENTURIES:

"GREAT AMERICAN UNIVERSITIES"

STATISTICS IN REGARD TO STATE UNIVERSITIES

DEVELOPMENT OF THE UNIVERSITY OF OKLAHOMA DURING THE BOYD PRESIDENCY

APPENDIX A

TOOL OF ANALYSIS

TOOL OF ANALYSIS

Date of Event_____

Source of Event_____

Event Described

Historical Validity

EVENT VIEWED	General Administration	State & National Ed. Org.	Board of Regents Meetings	Coord. Other Ed. Pro.	Public Relations	Faculty Selection	Coord. Other Com. Pro.	Ed. Fund Raising	State Govt. Relations	Student Personnel Program
New Instr. Methods										
Course Electives										
Curriculum Expansion										
Student Org. & Athletics										
New Student Discipline										
Sectarian Freedom										
Educational Opportunity										
Federal Assistance										
Community Service										
German Univ. Influences										
Sec. & Univ. Articulation										
Student Per. Services										
Broadened Admin. Scope										

APPENDIX B

ANALYSIS OF "AN ACT TO ESTABLISH AND LOCATE THE UNIVERSITY OF OKLAHOMA," FIRST LEGISLATIVE ASSEMBLY OF THE TERRITORY OF OKLAHOMA, DECEMBER 19, 1890

TOOL OF ANALYSIS

Date of Event December 19, 1890

Event Described

"An Act to Establish and Locate the University of Oklahoma"

Source of Event Sections 6380-6397, Vol. 2, Oklahoma Statutes, 1903

Historical Validity

Primary Document enacted by the Legislative Assembly of the Territory of Oklahoma, Guthrie, Oklahoma

EVENT VIEWED	General Administration	State & National Ed. Org.	Board of Regents Meetings	Coord. Other Ed. Pro.	Public Relations	Faculty Selection	Coord. Other Com. Pro.	Ed. Fund Raising	State Govt. Relations	Student Personnel Program
New Instr. Methods	Sec.6389		Sec.6384							
Course Electives										
Curriculum Expansion	Sec.6387-6389		Sec.6384; 6385	Sec.6385						
Student Org. & Athletics										
New Student Discipline										
Sectarian Freedom			Sec.6384							
Educational Opportunity	Sec.6390; 6391									
Federal Assistance										
Community Service	Sec.6388			Sec.6386						
German Univ. Influences			Sec.6384			Sec.6387				
Sec. & Univ. Articulation										
Student Per. Services	Sec.6393									
Broadened Admin. Scope										

APPENDIX C

1932 CATE LETTER, DAVID ROSS BOYD'S ACCOUNT OF HIS APPOINTMENT AS THE FIRST PRESIDENT OF THE UNIVERSITY OF OKLAHOMA

"Nov. 22, 1932

"Mr. Roscoe Cate
"Norman, Oklahoma
"Dear Mr. Cate:
"I have your letter of November 15th and should have answered it before this except that when I call on my memory to do business about things that occurred forty years ago, it (the memory) needs a little posting.
"I came to Norman August 6, 1892. The legislation and the steps taken to carry it into effect and everything except employing the president, had been taken before my arrival. You should at once get in touch with D. L. Larsh and J. D. Maguire, who will give you the history of the legislation and the steps taken to have Cleveland County and the City of Norman comply with the conditions required to locate the university. You should also not fail to get in touch with Judge L. G. Pitman of Shawnee, who was a member from Oklahoma City of the upper house of the territorial legislature - the FIRST territorial legislature - which located the A & M College at Stillwater, the Normal School at Edmond, and the University at Norman. Judge Pitman was a member of the first Board of Regents and secretary of the Board for a number of years, and is personally conversant with all the steps that were taken to locate the university, to organize it, and get it established in the first building. You better get in touch with him promptly by phone and tell him that I have suggested that you get his story, and perhaps read to him what I have written here.
"Now, as to how I came to be there - I came to Arkansas City, Kansas, as supt. of schools, the fall of 1888. The exciting incidents taking place in the territory below Kansas that led to the legislation opening Kingfisher, Canadian, Oklahoma, Cleveland, Logan, and Paine Counties, were taking place, and thousands of people were collecting there around Arkansas City, to be in readiness to run into the promised land when the President would proclaim it open for settlement. I was busy organizing the schools and looking after the erection of buildings to accommodate the great numbers of pupils that were constantly coming to town. By 1891, Arkansas City had erected a fine high school building, one of the finest at that time in the State of Kansas. We had installed a new heating system called the Isaac D. Smead heating and ventilating system; at that time it was the only possible system to be used where there was no sewerage system. Where new educational buildings were being erected in other localities, consideration was given to this system and it was almost a daily occurrence for committees from these localities to visit us to inspect the system. One day I was surprised to receive a committee from Oklahoma, who introduced themselves as A. R. Pentecost and L. G. Pitman, who said they represented the Board of Regents of the University of Oklahoma, who were erecting a new university building and said they were there to inspect our heating plant. I remember being surprised at the idea of wanting a university in a place as primitive as I knew it must be, but I welcomed them and put them in charge of the supt. of building who would show them the heating plant and who knew more about it than I did. Before leaving the office to inspect the plant, they said they would like to see me after they had inspected it, and I told them that I would be unable to see them unless it was very important as I had a teachers' meeting right after the dismissal of school. They said

it was important and that they would wait until after the teachers' meeting to see me. After the teachers' meeting, when I came to my office, I found them patiently waiting for me; they said they had looked over the heating plant and asked me some questions about it, and I was getting ready to go as it was late; they wanted to detain me a little longer and said they were looking for a president for this new university and would like to have my advice about a man that would be suitable for such a position. Well, I told them that I didn't have anybody in mind, that I was unfamiliar with state university work, my work always having been in public schools up to that time. Pitman then said, 'Couldn't you give us the names of some of your acquaintances that we might get in touch with?' I said I believed I could, but I would have to think it over a little and would write to them in a day or two. Before going, out of the door, Mr. Pentecost turned to me and said, 'In recommending two persons I suggest that you think of one person of age and experience and a younger person who has already accomplished some success,' and they bade me goodnight. "I later wrote them recommending Supt. Stevenson of Wichita, Kansas, whom I had known in Ohio when he was Supt. of Schools in Columbus, Ohio; and Supt. John W. Knott of Tifflin, Ohio, whom I had known in college. This was in April or May. I was a Director of the Board of Trustees of the Winfield Chatauqua Assembly; as soon as school closed, about the first week in June, I was sent down to Oklahoma to work up attendance from Oklahoma at the Assembly which was to occur the last of the month; I had visited Guthrie a day or so, in the interest of the Assembly, and took the train for Oklahoma City. On the train I met the agent of the Isaac D. Smead Heating & Ventilating Co., who welcomed me saying that he was especially glad to know I was going to Oklahoma City, as the Board of Regents of the University of Oklahoma was meeting there that evening and he wanted me to attend the meeting with him and make a talk recommending his heating system to the Board. We stopped at the Grand Avenue Hotel in Oklahoma City, where there was quite a crowd, as usual, milling around the lobby. The agent hunted up the president of the Board, Hon. John M. Cannon, and introduced me and Cannon said he would be glad to give me an opportunity to speak about the heating plant. I went on, looking after people that I wanted to attend the Chatauqua at Winfield and later, before the meeting of the Board, met Mr. Pentecost and Mr. Pitman and Mr. John R. Clark, then of Stillwater, and E. C. Trist of Kingfisher. I thought Pentecost and Pitman looked a little surprised to meet me there - later, when the Board convened, they left the agents and me in an outside room, separated by sliding doors from the room in which the session was held. I could hear the usual order of business - reading minutes, reports of standing committees, etc. Finally, I could plainly hear the president of the Board ask if the special committee on selecting of president was ready to report. I immediately became very much interested, wondering if by chance either of my friends, Stevenson or Knott, had been selected. Mr. Pentecost said 'Yes, Mr. President, we are ready to report. We went to Arkansas City on a certain date and spent a night and a whole day making investigations. We were very favorably impressed with what we learned. We found only one man against him and wanted him to go, all the rest felt that he should not come. We are ready, therefore, ready to report recommending the election of Prof. David R. Boyd, Supt. of Schools of Arkansas City, Kansas to be the first president of the University of Oklahoma.' Soon the doors were opened and Mr. Pitman asked

me to step into the session. The president told me what had happened. Of course, I was surprised, not to say astounded. I told them that I had not thought of such a thing, that I would have to take it under advisement, that I was then considering an offer to go to Wichita as Supt. of Schools. They urged me to take it under consideration for two weeks, and they set a meeting of the Board for two weeks ahead, when I would report. I immediately got in touch with my friends in Wichita, told them what had happened and requested them to defer taking action on my application for the superintendency until after I had decided about the Oklahoma matter. Meantime, my old friend Henry E. Asp, whom I had known in Winfield, Kansas before he came to Guthrie as attorney for the Santa Fe R. R. in Oklahoma, urged me to take the position. He pointed out glowingly what a career it would be to come to Oklahoma, which was bound to become a great state, be there at the beginning of things, and start on a real career. He pointed out that no state university had ever failed, and that while he knew what a tempting prospect it would be to go to Wichita, one of the largest cities in the State of Kansas, and be in work which I was familiar with, it did not have the promise for the future that the Oklahoma position had.

"At the Winfield Assembly, I met Dr. J. H. Canfield, at that Professor of Economics and Sociology at the University of Kansas, who urged me to accept the position at once, arguing very much along the same lines as Mr. Asp had done, but in addition, pointed out that my experience up to that date would be just what was wanted in the organization and development of a state university. In addition, he flattered me and I think much overestimated his conception of my personal fitness for the work. So, at the next meeting of the Board of Regents, I accepted the position as President of the University at a salary of $2400. in warrants instead of $3,000. cash as Supt. of Schools at Wichita, Kansas.

"I came to Norman August 6th, 1892. Excavation was going on for the new building on the forty acres that Norman had given as the site of the University. The town row between the east and the west side still existed at that time. An educational institution was established on the site of the present State Hospital, nevertheless, we started at once to find temporary quarters in which to hold the classes of the university until the new building could be erected and ready for occupancy. Quarters were found in the second story of the 'Rock Building' on the West Main Street. At the first meeting of our Board, it was agreed to start in these quarters and I was authorized to employ three members of the faculty in addition to myself. This I did at once through correspondence, securing the services of Prof. W. N. Rice, Prof. Edwin DeBarr and Prof. F. S. E. Amos. I immediately got out a 4-page prospectus with announcements of the work we proposed to do, giving the names and assignments of the faculty and information as to accomodations and cost of board, rooms, etc. We opened according to program with less than seventy pupils, all with few exceptions, being below the rank of freshmen in a state university. At that time, there were high schools only in Oklahoma City and Guthrie, and these were as yet scarcely up to standard of preparing students for entering standard university work. The question arose at once with the instructors, as to standards. We determined from the very start to maintain the requirements of the established state universities notably of Missouri and Kansas. The National Association of State Universities had not been or-

ganized at that time, but from the very start we established the same requirements for entering on university work that were afterwards maintained.

"We began our program every morning with regular chapel exercises, everyone took it for granted that it was the proper thing to do. Daily chapel exercises were maintained with voluntary attendance on the part of the student body and the faculty for the next sixteen years. The attendance was voluntary on the part of both students and faculty and yet the attendance averaged between 70 and 80%. All four of the first instructors are still living - Prof. Rice lives in Capitol Hill with his daughters; Prof. DeBarr is still a resident of Norman and in active work after a long service in the University; and Prof. Amos has for a number of years been assistant instructor in government and sociology, I believe.

"Among interesting events from this time on, was the financing of the first building of the university. The legislature had appropriated, as I remember it, $10,000. to start the building. The contract had been let, of course, by the Regents, before my arrival in Norman. As construction went on, the money appropriated had been used up but the regents and friends of the university decided that if possible construction should go on to a point where the building would be enclosed, and then to go to the legislature for an appropriation to cover this deficit and complete the building. Getting an appropriation from the legislature to cover this deficit and complete the building, and to maintain the work of the university for the second year, was my first experience before a legislature to secure an appropriation for a state university. Mr. Pitman, Mr. D. L. Larsh and Mr. J. D. Maguire can tell the story of this financing better than I can. The experience with this legislature remains very vivid in my memory, tho it was the first of twelve legislatures from which I secured appropriations for the construction and maintenance of state universities.

"Mr. Cate, I have talked along here until I have made what seems almost an interminable story. I don't know whether you can use it or not. In looking over it, I can't see where I could abbreviate without disrupting the continuity of the story.

"Very truly,
"David R. Boyd"

"*Since reading my statement on the last page, I recall that the $10,000. was secured by bonds voted by Cleveland County for the purpose of starting the University. These bonds were sold to Mr. M. L. Turner, banker of Guthrie, at a time when banks were closing and loans could hardly be had under any conditions. The bonds were sold at a discount of ten or fifteen per cent, and private citizens of Norman made up this deficit to the full amount of Ten Thousand Dollars cash, for the first money that was used for the construction of the University."

Typing errors such as "strike overs" and obvious misspelling have not been indicated in this letter in order to increase readability. For example, "E. C. Trist" should be E. C. Tritt; it should also be noted that in the 1936 Dale interview with Boyd, he spoke of equal cash offers from the Wichita schools and the University (see page 200 of this study; also, Boyd's failure to recognize A. R. Pentecost was explained by Dale in the quotation on page 197).

APPENDIX D

GENERAL STATISTICS ON SELECTED MODERN AMERICAN UNIVERSITIES DURING THE LATE NINETEENTH AND EARLY TWENTIETH CENTURIES:

"GREAT AMERICAN UNIVERSITIES"

STATISTICS IN REGARD TO STATE UNIVERSITIES

DEVELOPMENT OF THE UNIVERSITY OF OKLAHOMA DURING THE BOYD PRESIDENCY

"GREAT AMERICAN UNIVERSITIES"

Institutions	Total Annual Income	Annual Appropriation for Salaries of Instructing Staff	Total Number of Students in University	Total Instructing Staff in University	Ratio	Average Expenditure for Instruction per Student	Minimum Tuition	Expenditure for Instruction per Student in Excess of Tuition
Columbia Univ.	$1,675,000	$1,145,000	4087	559	7.3	$280	$150	$130
Harvard Univ.	1,827,789	841,970	4012	573	7	209	150	59
Univ. of Chicago	1,304,000	699,000	5070	291	17.4	137	120	17
Univ. of Michigan	1,078,000	536,000	4282	285	15	125	30	95
Yale Univ.	1,088,921	524,577	3306	365	9	158	155	3
Cornell Univ.	1,082,513	510,931	3635	507	7.1	140	100	40
Univ. of Illinois	1,200,000	491,675	3605	414	8.7	136	24	112
Univ. of Wisconsin	998,634	489,810	3116	297	10.4	157	--	157
Univ. of Penna.	589,226	433,311	3700	375	9.8	117	150	-33
Univ. of California	844,000	408,000	2987	350	8.5	136	--	136
Stanford Univ.	850,000	365,000	1583	136	11.6	230	20	210
Princeton Univ.	442,232	308,650	1311	163	8	235	150	85
Univ. of Minnesoca	515,000	263,000	3889	303	12.8	66	20	46
Johns Hopkins Univ.	311,870	211,013	651	172	3.7	324	150	174

Table by Edwin E. Slosson, Great American Universities (New York: The Macmillan Company, 1910), p. x adapted from Bulletin No. 2 of the Carnegie Foundation for the Advancement of Teaching, published June, 1908, giving the relative standing of these universities at the time this study was begun.

STATISTICS IN REGARD TO STATE UNIVERSITIES

University of	Valuation of Buildings	Established	No. of Buildings	Population of State	Assessed Valuation of State	No. of School Children
Arkansas	225,000	1872	8	1,400,000	176,000,000	480,000
California	702,110	1868	12	1,400,000	1,132,230,221	260,000
Colorado	150,000	1877	13	500,000	200,000,000	_____
North Dakota	175,000	1884	5	400,000	114,000,000	76,000
South Dakota	125,000	1882	3	130,400	158,330,111	119,579
Illinois	1,800,000	1868	18	6,000,000	1,000,000,000	_____
Kansas	550,000	1866	10	1,450,000	325,000,000	370,000
Missouri	700,000	1840	37	3,500,000	1,050,000,000	670,000
Minnesota	1,160,852	1869	29	1,800,000	580,000,000	387,441
Michigan	1,090,000	1837	17	2,500,000	1,105,000,000	750,000
Nebraska	450,000	1869	12	1,300,000	167,000,000	366,069
Tennessee	220,000	1794	16	1,700,000	364,011,368	750,000
Utah	200,000	1850	__	278,000	99,632,259	84,419
Wyoming	125,000	1887	3	75,000	35,000,000	12,000
Oklahoma	20,000	1892	1	400,000	50,000,000	110,000

Table is from the Miscellaneous File of Boyd Correspondence, Official Files of the Presidents of the University of Oklahoma, Division of Manuscripts, University of Oklahoma. The date of the table is sometime from October 29, 1903 to July 10, 1905. It is possible that the data was made available around January, 1905 and the source was the National Association of State Universities. The file position of the table was in this period and, according to a January, 1905 letter from Boyd to a regent, the National Association of State Universities had recently released a bulletin on state universities which, according to Boyd, was "the first full compilation of statistics that has ever been made . . ." (See page 87 for fuller quotation from this letter.) Regardless of the source, the table indicated that the University of Oklahoma was the newest listed institution and at or near the bottom in most cited categories.

DEVELOPMENT OF THE UNIVERSITY OF OKLAHOMA DURING THE BOYD PRESIDENCY

GENERAL INFORMATION:

Area of Campus

60 acres; an additional 640 acres owned southwest of Norman

Enrollment

790 students in 1907-1908; about 5,000 total students enrolled during Boyd's administration

Number of Schools and Colleges

6 total: 5 Schools and 1 College plus the Preparatory Department: School of Applied Science; School of Medicine; School of Mines; School of Pharmacy; School of Fine Arts; and College of Arts and Sciences

Number of Buildings

9 University Buildings: University Hall; Science Hall; Carnegie Library; Gymnasium; 2 Engineering Shops; Anatomical Laboratory; Taxidermy Building; and Heating Plant

Number of Degrees Conferred

244 total degrees were conferred during Boyd's administration; 6 of these were master's or graduate degrees

Number of Departments and Courses

38 college departments offering a total of 361 college courses

Number of Faculty and Administrative Staff

44 total faculty and administrative staff: 22 professors and associate professors; 14 instructors; 4 assistants; and 4 administrative staff (not counting the president and part-time employees)

FINANCIAL INFORMATION:

1907-1908 Expenditures	Value of Buildings	Value of Grounds
$100,402.08	$151,500	$20,000

Value of Library	Value of General Equipment	Value of Furniture and Fixtures
$ 25,000	$ 60,000	$32,000

TOTAL VALUE OF BUILDINGS, GROUNDS, LIBRARY, GENERAL EQUIPMENT, FURNITURE AND FIXTURES

$288,500

Sources: Dorothy Gittinger Wardner, "The Territorial University of Oklahoma" (unpublished master's thesis, University of Oklahoma, 1939), pp. 174-75; Roy Gittinger, The University of Oklahoma, 1892-1942 (Norman: The University of Oklahoma Press, 1942), pp. 55; 145; Report of the Board of Regents of the University of Oklahoma to Honorable Charles N. Haskell, Governor (Guthrie: State Capital Printing Co.), 1907-1908, pp. 3-4; and The University of Oklahoma, General Information and Announcements (Guthrie: State Capital Printing Co.), 1907-1908, pp. 5-11.

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