Chapter II

University of Portland

1901 to 1937

The University of Portland of today opened its doors in 1901 as Columbia University, an institution for both secondary and college training, conducted by the Oregon diocese of the Roman Catholic Church. At its dedication on September 2, 1901, the most Reverend Alexander A. Christie, then Archbishop of Oregon City, explained the school's inception with the following statement:

> ...When I came to Oregon, and after looking over my field, I decided that we needed an educational institution that would furnish our boys and young men with the facilities for a superior education unequaled by an institution on the Pacific Coast.

Accordingly, Archbishop Christie purchased, in the name of the Archdiocese, the single structure known as West Hall located on 28 acres of land formerly held by the Portland University which the Methodist Episcopal Church of Oregon was financially obliged to release after 10 years of struggle. This property was located on the eastern bank of the Willamette River, at a point about five miles from the city center, and in an area called University Park.

As reported in the Morning Oregonian for September 8, 1898, while the property was still used by the Portland University, there was approximatoly $15,000 needed to clear all incumberances from the school building. It was the eventual clearing of this indebtedness by the Catholic denomination that made the property available to that church. Three men "made it possible financially to start Columbia University," stated Archbishop Christie, at a Founders' Day celebration on May 2, 1912 --Colonel David M. Dunne, John F. O'Shea, and Judge Henry McGinn.

On the occasion of the dedication, the Oregonian, for September 2, 1901, said:

> Columbia university, at University park, was dedicated and consecrated to the cause of higher education yesterday afternoon, (Sunday) by appropriate exercises in which Archbishop Christie, prominent member of the Catholic church of the Pacific Coast and other prominent citizens of Portland, Oregon, took part. The ceremony took place in the open-air at the south side of the University building

> in University Park; and gathered there on the beautiful site overlooking the Willamette river was a large crowd of people, who manifested their deep interest in the founding of the university by standing with uncovered heads through the ceremonies; and entering heartily into the spirit of the occasion.
>
> The dedication and blessing of the university was conducted by Archbishop Christie, assisted by Rev. C. J. O'Reilly as deacon. Rev. J. H. Black as sub-deacon and Rev. W. R. Hogan, master of ceremonies.

The first term opened on September 5 of that year. Less than seven months later the Oregonian of March 12, 1902, reported:

> A class of 70 young men is taking a college course this year at Columbia university. The Fathers of the Holy Cross will not take charge of the classes until the opening of the school year in September. The order has practically unlimited financial resources, and the plan to make an institution here that will be to the western half of the United States, what Notre Dame is to the eastern states. Father Zahm is in executive charge of the university at Notre Dame, at South Bend, Ind., which is directed by the Fathers of the Holy Cross.

The earliest faculty of the University was composed of diocesian priests and lay teachers. At the close of the first scholastic year, however, the school was turned over to the Congregation of the Holy Cross, an order successful in the operation of Catholic boarding schools. The institution is still under the direction of that body.

Although this school opened as a university, early instruction seems to have been conducted principally at the high school level. Also some grammar grade work was given at the very start, was discontinued for a time, and then resumed. The Columbia University Catalog for the school year 1907-08, explains the resumption of grammar grade instruction in this manner:

> Owing to the fact that several of those who wish to pursue their high school and college work at the University find it first necessary to complete their elementary studies, it has been judged expedient to make provision for some of the Grammar Grades.

The curriculum for the grammar grades, with hours per week, for each subject, was then as follows:

Arithmetic	5	History	2½
Geography	2½	Penmanship	2
Grammar	5	Reading	2½
		Spelling	2½

There was also a four-year Preparatory course, which, accoridng to the Columbia University Catalog for 1907-08, was "... based upon the requirements for entrance upon the Collegiate course, leading to the degrees in Arts, Letters, and Science." Throughout the four years this course included, Latin, Greek, English, Drawing, Arithmetic, Geometry, Geography, History, Physiology, and Physics.

In the Collegiate division the student could enroll for the Classical Course leading to the bachelor of arts degree. The curriculum in this course covered Latin, Greek, English and History, with Philosophy replacing History in the junior and senior years. Other courses at this time were the English course, covering such subjects as English, Latin, German, and History. German was the modern foreign language during the freshman and senior years, while French was studied during the sophomore and junior years. These studies led to the bachelor of literature degree. Engineering courses, leading to a bachelor of science degree, were offered in Civil, Electrical and Mechanical Engineering.

Columbia graduated its first class in the spring of 1903, when two men, probably brothers, since both bore the name Carmody, were given commercial diplomas. Ten graduates are reported for 1905, while the following spring six students completed courses. There were five graduates in 1907.

The college was not chartered until 1909, when it was empowered to grant degrees. Full time instruction at college level had begun several years previously.

The incorporation of the junior college occurred in 1911.

It has been claimed that the institution's essential strength was built on the fact that the members of the Holy Cross teaching order receive no pay for their services. This, coupled with the fact that most of the work in the kitchens and laundry is done by the Sisters of the Presentation, helps the University to survive on the fees from students.

Additional land was purchased as early as 1902, as reported in the Oregonian for March 12, of that year:

> The Roman Catholic authorities have just paid Francis J. McKenna, of the University Land Company $20,000, for 43 acres of land adjoining their Columbia University property on the west; and the archbishop will transfer all his interests in that pro-

> perty to Father John Zahm provincial head of the Order of Fathers of the Holy Cross. The new purchase at University park is in the name of Father Zahm, and gives him 71 acres in a location fronting the Willamette River.

Christie Hall, named in honor of Archbishop Christie, was erected in 1911. It contains 122 private rooms.

A "Supplement to Catalogue of Columbia University, 1922-23, Junior College Department" read:

> Columbia was chartered as a University. It was the hopo of her founder that she might rapidly develop through the stages of high school and college to the full growth of a university. This was an ideal. She had developed slowly. But the demand on the part of thoughtful Catholics of the Northwest for higher educational institutions is growing. The need of trained leaders is becoming every day more apparent. Bigotry is marshaling its forces for a war to the death against Catholic schools. Columbia is alive to her responsibility and offers her courses in Christian religion and Philosophy to the aspiring youth of the Northwest who desire to learn who Christ is and what are his doctrines.

As recalled, this was the occasion of the move to suppress Catholic education in Oregon, and abolish all denominational schools of secondary as well as elementary instruction.

From the first year and continuously thereafter, Columbia attracted and held a substantial enrollment. Figures from 1901-02 to 1936-37, show that year by year increases, with but few exceptions, were the rule. Whereas 52 registered for classes that first year, 490 signed for study, 35 years later. A partial tabulation illustrates more clearly.

Years	Enrollment	Years	Enrollment
1901-02	52	1906-07	141
1902-03	90	1907-08	159
1903-04	113	1912-13	158
1904-05	114	1927-28	306
1905-06	110	1936-37	490

For years, until 1935, the faculty of Columbia fluctuated from eight to 21 members. The majority of these have always been of the Holy Cross order, although some exceptions are allowed, especially for the teaching of professional and technical subjects. In this regard the Oregonian of May 19, 1929, in reporting briefly on the history and the

current activities of the institution, said that the "staff at Columbia... now includes 12 fathers of the congregation and 12 lay professors." A greatly enlarged enrollment in 1935 necessitated an increase to 49 faculty members.

Columbia University, now the University of Portland, has had nine presidents to date:

The Reverend Edmund P. Murphy, C.S.C. ---- 1901-02
The Reverend M. A. Quinlan, C.S.C. ------- 1902-07
The Reverend Joseph J. Gallagher, C.S.C. - 1907-14
The Reverend John T. Boland, C.S.C. ------ 1914-21
The Reverend Eugene P. Burke, C.S.C. ----- 1921-25
The Reverend Joseph N. Donahue, C.S.C. --- 1925-28
The Reverend Louis M. Kelley, C.S.C. ----- 1928-33
The Reverend Joseph J. Boyle, C.S.C. ----- 1933-35
The Reverend Michael J. Early, C.S.C. ---- 1935-

From the beginning to the present it has been compulsory for students whose parents live outside of Portland to reside on the campus. Such students are known as boarders, and in the early days of the school boarders received lodging, board, tuition, washing and mending of linen at a cost of $250 for the school year of nearly 10 months. Individuals whose homes are in Portland may reside at home and merely attend classes at the University, --according to the Catalog for 1901-02. Tuition for these "day scholars," was $50 for the school year. Lunch could be had at the University throughout the school year provided an additional $50 was paid. Special reductions could be arranged when two or more members of the same family attended the school.

Optional fees included in the University Catalog for 1907-08 covered such items as piano lessons, which cost $60 for the school year; violin, cornet, and vocal lessons, at $50 per year; use of typewriter, $15 per year; elocution, $10 per year.

The University Catalog for 1934-35 indicated that resident students, or boarders, obtained room, board, tuition, fees, and laundry for $479 the first year, and $469 for each year thereafter. Day scholars paid $124 the first year and $114 each year thereafter. A $10 matriculation fee was payable with the first year's registration. In 1936-37 students entering the University for the first time as boarders paid $560, and $550 if they had attend previously.

A graduation fee of $15 was levied in 1901-02, $5 being for the diploma and $10 for a degree. This fee in 1937 was $10.00.

The name Columbia University, being now widely used throughout the United States and all being dwarfed by the huge University of that name in New York City, a more distinctive designation was selected for Portland's educational institution, and without much ado the name University of Portland was adopted officially on February 5, 1935.

At the present time the University of Portland is an accredited four-year college with membership in the Northwest Association of Secondary and Higher Schools, the National Catholic Education Association, and the Pacific Coast Association of Collegiate Registrars. The President, as stated previously, is the Reverend Michael J. Early, C. S. C., A. M., who heads a faculty of 49 professors and instructors. Although the University is a Catholic institution, those of other faiths are welcomed. It is specified in the 1936-37 Catalog that "Non-Catholic students are required to attend neither the religious exercises nor the Classes in Religion prescribed for the Catholic Students." Scholastic activities are divided into "The Liberal College of Arts, Science, and Philosophy, and the College of Business."

All scholastic training in the University of Portland is divided into a lower and an upper division.

> The lower division, the freshman and sophomore years, stresses the rounding out of the General education of the student... The upper division, the Junior and Senior years, changes the emphasis from distribution to concentration in the requirement that the student select a field of study in which he will spend at least three-fifths of his time during the last 2 years... To this is added the required minor in Philosophy as a means of unification...

The present four-year program in Liberal Arts covers the standard subjects in lower and upper divisions. Religion, English, speech, foreign languages, biology, and history are given in the freshman year, which requires a 17-hour study week. In the sophomore year economics and philosophy are added.

The upper division, or junior and senior years, require a major subject of six hours a week, a minor of three, an elective of three, with three hours given to philosophy --a total of 15 hours for both junior and senior years.

Economics, insurance, corporation finance, contractual and business law, advertising and salesmanship are required courses in the junior and senior years of the college of business.

Students desiring pre-law college training follow the lower division course in either business or arts.

The University of Portland also conducts a college of nursing in connection with St. Vincent's Hospital, at Westover Terrace. The course is four years in length and leads to the bachelor of science degree in nursing. The four-year curriculum includes philosophy, psychology, organic and inorganic chemistry, physics, physiology and anatomy, sociology, ethics, bacteriology, materia medica, nursing practice, operating room practice, and obstetrical practice.

The University of Portland Campus now includes about 80 acres of land, the original 28 acres being increased to 71 acres in 1902, as noted elsewhere. Small gifts since that time have brought the acreage to the present figure. The educational equipment comprises five buildings.

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Chapter III

Hill Military Academy

1901 to 1937

Hill Military Academy, which today occupies a prominent place among private schools of the Northwest, had its beginning in the old Bishop Scott Academy, when in 1878 that school adopted a military program. In that year Dr. Joseph Wood Hill became its popular Head Master and continued as such until 1901, when he resigned and started Hill Military.

Dr. Hill was a graduate of Yale, in the class of 1878. In the spring of that year he heard Bishop B. Wistar Morris, missionary bishop of the Episcopal Church in Oregon, talk in the East on the "New School of the Northwest." So impressed was Dr. Hill with the opportunities for educational work in Oregon that he determined at once to enter this far western field. In the early summer of that year he came to Portland, where the following term, he was made Head Master of what was then the Bishop Scott Grammar and Divinity School.

Dr. Hill took charge as lessee, having rented the school from Bishop Morris. However, it continued under the guidance of the Episcopal Church. The academy was then housed in the Holliday Hotel Building, standing at Nineteenth and Couch Streets, on the property now used by Trinity Church. A fire had destroyed the earlier school building in 1877.

The existing situations and how he met them, are explained by him in an address given in 1901:

> When I, a young man fresh from college, entered upon this work twenty-three years ago, it was certainly a day of small things, as far as the school was concerned. This school was founded by our reverend bishop in 1870. During the seven years previous to my taking charge there had been three principals. I well remember the opening day in 1878, when I sat down to the table with five boarding pupils, one a full pay pupil, two of them were half pay and the other two paid for their board and tuition by doing janitor work about the school. Here it may be proper to say that from the beginning I assumed not only the management of the school, but also the financial responsibility, or in other words, that I conducted it under a lease from the bishop, until the year 1889, when Oregon became a diocese. All diocesan schools were then placed under the control of a board of trustees and since that time I have leased the Bishop Scott Academy. Therefore, I, and I alone, am responsible

> for what ever meed of success or failure this institution has had during the past twenty-three years.
>
> The history of the first ten years of my management would be a history of earnest effort against what sometimes seemed to be overwhelming discouragements. The years of the greatest success of the school, as far as numbers were concerned, were in the early 90's. No review of this kind would be complete without mentioning the struggles and discouragements of the panic times of 1893. When I make the statement that in June of that year we closed the school with 70 boarders and opened in September with twelve, the seriousness of the situation can well be imagined...I determined to devote my best energies to the replacing of the school on the high plane it had formerly occupied... I remained with this institution and have had the satisfaction in the last three years of seeing it grow steadily in number and in public favor.

In the early years of Dr. Hill's supervision the faculty of Bishop Scott Grammar School consisted of the Rt. Reverend B.Wistar Morris, Reverend George Burton, Reverend Arthur Wrixon, A. L. Minor, J. W. Grant, Robert J. Slater, E. E. Blackwood, Mrs. J. W. Anderson.

He preached that the man of success was he who had had the self-discipline to do the hard uncongenial tasks, who stood up squarely where others had fallen, or who used failures and discouragements to work for his benefit. He argued that only "Military discipline teaches and trains the boy in advance for the sterner things to come, by putting him in actual life situations where he must make decisions and arrive at solutions of problems for himself."

When in 1887 it was decided to add the military feature, a large armory and drill hall--now Trinity Church parish house-- was erected and the name of the school changed to Bishop Scott Academy. From the Catalog of 1888, this is significant:

> Strict military discipline now governs every feature of the institution, and its excellent effect is noticeable to a stranger instantly. So successful has the school been during the two years of military regime, that its enlargement has been imperatively necessary. Extensive improvements have been made the past few months, fully doubling the capacity of the school.

Nine years later, under date of May, 1897, the Overland Monthly, in reporting on Military schools of the Pacific Coast, said;

> Indeed, it may be stated with entire truth, that in many respects, the Bishop Scott Academy is the most military of all the schools on the Pacific Coast.

In 1895 the military department was placed under the control of a regular army officer. For the years 1898-1899 there seemed to be a steady progress in all departments of the work, as shown in the occassional reports made by Dr. Hill. The Academy's training program continued to be dominated by military discipline.

The itemized purposes of the school were later objectified in the Hill Cadet for September 1901, when Bishop Scott Academy became Hill Military Academy.

> 1. To prepare its graduates, thoroughly for admission to any American University or Scientific School, or to the United States Military and Naval Academies.
>
> 2. To provide every cadet with a generous, yet well-balanced education, broad enough to enable him to enter successfully upon a business career.
>
> 3. To inculcate sound moral and religious principles, together with the manners of a courteous well-bred gentleman.
>
> 4. To foster and develop bodily growth and sound physical health.
>
> 5. To give sufficient military training to be of lasting benefit to cadets in the event any emergency should arise in the country and further to give them recognition in the Reserve Officers' Training Corps or other military organizations.

Reporting on Dr. Hill's years of supervision at Bishop Scott Academy, an article in the Souvenir of Western Women, published in 1905, stated:

> During the 23 years that Dr. Hill was connected with Bishop Scott Academy more than 1200 boys were under his care. Many of these completed their education within the walls of the "old school;" others desiring college training, passed from the school to the higher instituions of learning, Yale, Harvard, West Point, Stanford, Berkeley, and others. Many of these "boys", scattered throughout the Northwest, were to occupy prominent places in the business world.

So enamored had Dr. Hill become with the future for the military type of school that in 1901 he took the positive step of resigning from Bishop Scott Academy and zealously set about organizing his own school, giving it the name of Hill Military Academy. Because he had decided to withdraw completely from the former associations it was necessary to seek a new location, and the school opened on September 18, 1901, on Marshall Street, between Twenty-fourth and Twenty-fifth Streets. This location was particularly desirable since it was in a quiet residential portion of the city of Portland; and it was on high ground and afforded a beautiful view of the city and the mountains. The facilities were excellent: municipal lighting, pure water, good walks, and street car service at 12 minute intervals. Yet with all these conveniences it was sufficiently remote to be free from distracting influences.

Immediately the public was interested in the construction of the new building, which was carefully planned and made modern throughout. It was four stories high, of English baronial style, with castillated turrets, giving it a decided military appearance. Because of the fire which befell the new Bishop Scott Academy building in November, 1877, the knowledge that this new building was of "slow-burning construction", together with a sufficient number of fire-escapes, gave to the patrons a very decided feeling of security as well as comfort. Good sanitation and adequate lighting, heating and ventilation gave to what was then Portland's most modern institution a substantial and promising introduction.

From the Catalog of 1901-1902 the first school calendar gave the following information:

Fall term begins September 18, 1901
Christmas recess, December 20, 1901 to January 2, 1902.
Fall term ends February 5, 1902.
Spring term begins February 6, 1902.
Easter recess, March 28, 1902, to March 31, 1902.
Spring term ends, June 18, 1902.

Holidays

Thanksgiving, Washington's Birthday, Memorial Day.

In such an institution as Hill Military, conducted both as a boarding and a day school of grammar grade and higher levels, parents of applicants were always fully informed concerning the requirements for the life of the pupil. For the cadet there was "the uniform of cadet gray, similar to that worn at the United States Military Academy at West Point." The school uniform was cheaper and more durable than the clothing usually worn by boys, was of khaki material and patterned after the style of the United States Army; this uniform was procured soon after arrival. The outfit required by each cadet was as follows:

One Bible
One school cap
One suit school uniform, complete
Two pair Berlin white gloves
One bag for soiled clothes
One overcoat
Six white shirts
One-half dozen collars, regulation
Two pairs suspenders
One dozen pocket handkerchief
Two pairs boots or shoes

Two night shirts	One pair slippers
Two suits underclothing	Two bathing towels
One-half dozen socks	Necessary toilet articles
One small rug	One napkin ring

The course of study consisted in all of three departments --the primary, the preparatory and the academic. A separate study room was maintained for each department, with a special teacher in charge. In the academic department, a cadet had the choice of one of three courses: classical, Latin-Scientific, and English. If a cadet required special preparation for a business course, he might in his senior year substitute bookkeeping, commercial arithmetic, and correspondence for one other subject of like evaluation. When a student had satisfactorily completed one of the required courses he was presented with a diploma which carried credentials to any of the schools of higher rank honoring accredited high school graduates.

The academic curriculum offered in the school was fairly complete, as may be noted from the following subjects listed in the Catalog of 1905-1906 which is typical of the years from 1901 to 1925:

First Year: English --Authors, Grammar, Memorizing, Dictation and Composition; Mathematics --Elementary Algebra, Arithmetical Reviews; Latin --First lessons completed Easy readings. Caesar begun; History --Greek and Roman; Science --Physical Geography and General Science; Language -- French, German or Spanish; Bookkeeping, Commercial Arithmetic and Correspondence; Spelling, Penmanship, and Drawing.

Second Year: English - Authors Rhetoric, Composition and Memorizing; Mathematics --Elementary Algebra; Greek --First lessons; Latin --Caesar's Gallic War, four books Sight reading; Grammar Composition; History --English; Science --Physiology; Language --French, German or Spanish; Spelling, Penmanship, and Drawing.

Third Year: English --Authors, Rhetoric with special study of paragraph development; Composition (The works assigned for secondary schools by the New England Commission of Colleges are read in the third and fourth years; Mathematics --Plane Geometry, Advanced Algebra; Greek --Anabasis, Four books; Grammar, Composition; Latin --Cicero, six orations. Sight reading. Grammar and Compositions; History --Mediaeval and Modern; Science --Chemistry with laboratory work; Language --French, German and Spanish; and Drawing --for College preparation.

Fourth Year: English --Authors, Study of Style and Structure, Composition and Thesis; Mathematics --Solid Geometry, Plane Trigonometry; Greek --Homer, six books and Eulogues, Prosody Sight Reading; Latin --Vergil six books and Eulogues. Sight Reading; History --American History and Civil Government; or such history as the pupil may require for college preparatory; Science --Physics with laboratory work; Language --French, German or Spanish.

This required curriculum has been maintained throughout the life of the institution, and only such changes or additions have been established as would build up to the state requirements or improve and strengthen the courses as time and experience demanded. In 1925 and 1926, when courses of study throughout the state were augmented and strengthened, Hill Military Academy added sufficient subject material to meet this growth.

Always mindful of the welfare of its pupils, thought and care have been exercised in matters of health regulation and general conduct of the school. Cadets were and still are required at all times to treat one another as gentlemen. No hazing or teasing of the smaller boys has been allowed.

In a forecasting article written for publicity may be found statements setting forth the aims of the school:

> The Academy being regularly incorporated under the laws of the State of Oregon, confers upon its graduates diplomas corresponding to its established courses of study, and is conducted with this five-fold object prominently in view.
>
> First --To prepare its graduates thoroughly for admission to any American University, College or Scientific School, or to the United States Military and Naval Academies.
>
> Second --To provide for every cadet a generous, yet well-balanced education, broad enough to enable him to enter successfully upon a business career.
>
> Third --To inculcate sound moral and religious principles, together with the manners of a courteous well-bred gentleman.
>
> Fourth --To foster and develop bodily growth and sound physical health.
>
> Fifth --To give to its cadets sufficient military training to entitle them to recognition in the United States Army, National Guard or Volunteer Organization, or at any University where military drill is part of the curriculum.
>
> Our school aims to care for its cadet boarders throughout the twenty-four hours of the day and surrounds them with the influences of a refined home. Carefully selected resident teachers (college graduates) have constant charge of the boys on the playgrounds, at the table, and in their private rooms; this attentive care assures the best results in physical, social, and moral growth.

Games and field meets were early made a part of Hill's regular routine, in addition to the military drill naturally belonging to this type of school. The athletic sports of football, handball, basket ball, baseball, and track were all encouraged as methods of teaching self-denial, self-control, self-discipline, and loyalty and devotion.

Serving under Joseph Hill, the man whose name is closely tied up with football in the Northwest, was the late John William Gavin, who came to Portland in 1887 as an instructor at the old Bishop Scott Academy. The Hill Cadet for August 1928, affords the following quotation from a letter written by Hopkin Jenkins:

> His athletic reputation gained at Yale secured for him not only the respect and confidence of the students of the early 90's, but also of the followers of amateur sports. In my opinion he may rightly be called the father of football in Portland. The first Multnomah team, as I recall it, was largely due to his efforts and inspiration...The fact that our football and baseball teams in the early 90's gained the enviable reputation they enjoyed at that time was largely due to the coaching of our dear old headmaster.

From such a beginning, in the days when football was an experiment, grew the institution's achievements in this national sport. In the year 1906-1907 Hill won the intercollegiate scholastic championship of Portland.

Hopkin Jenkins, since principal of Jefferson High School, was instructor in history and civil government from 1900 to 1902. Also during those years Hugh J. Boyd, now principal of Washington High School, was instructor in mathematics and natural science. Austin Flegel, Walter Gleason, Benjamin W. Hill, Philip S. Jackson, John M. Tanner, Willard P. Hawley, David and Walter Honeyman, with many others are listed among the early graduates of Hill Military Academy.

In 1910, Dr. Hill discontinued his active interest in the school, going to work for the Holt Manufacturing Company. He died in 1930.

Mr. Joseph Adams Hill, son of Dr. Hill, upon taking active charge of the school in 1910 brought about many important changes. The academy was incorporated, the buildings thoroughly overhauled and renovated, the faculty increased, and the educational and disciplinary system reorganized.

After several years which followed one another with much similarity of instruction and achievement, and always with added growth, the time came when enlarged accommodations became imperative. As early as 1914, when the World War started, there had been a sizable enrollment, but as was to be expected the War drew heavily upon the ranks until a mere handful of young students remained. In 1919, with the school's record enhanced by war service, the institution began an unprecedented period of growth. Soon their quarters were inadequate, and in 1922 the management realized that a new location must be secured. Mr. Hill had for a long time desired to possess an expansive

piece of property on the slope of Rocky Butte, on the eatern edge of Portland. This property belonged to the Union Pacific Railroad. George McMath, in charge of properties for the railroad, had a son attending the school at the time. Mr. McMath proved a very valuable arbiter. The Catholic order of Servite Fathers, desired also to obtain title to this land, since they already owned a tract farther north, where the "Grotto" is now located. J. D. Farrell then vice-president of the Union Pacific, although a devout Catholic, made a very fair decision regarding this property, and Hill was enabled to buy it. Mr. Farrell said to the Catholic parties concerned as reported in the Hill Cadet, 1931: "Gentlemen, I will do anything you desire and help you in any way possible, but that man Hill down in Portland will have to be taken care of first, because he has done more than all we Catholics put together." He had reference to the stand that the Hill Military Academy took in 1922 against that legislation known as the Oregon School Bill.

The property was purchased in 1923. After some discouraging delays, financing plans for the new building program were completed. The large campus incloses a group of 17 buildings complete to almost minute details. All were erected in 1931 and 1932, and include Griffith Hall, Kern Hall, three dormitories which house the cadets; Mess Hall, the dining room of which will seat 300 persons, and the armory and drill hall. These constitute the main buildings, with accommodations for 200 students. With the private residences and other necessary buildings, garages and machine shops, the whole presents an attractive panorama covering an area of 56 acres extending to the north and west down the beautiful slope toward the Columbia River. The Academy possesses a flag pole of the remarkable height of 177 feet, and all in one piece.

On the grounds of the Hill school today are found several monuments, gifts of various graduating classes. One worthy of mention is the bronze tablet bearing the likeness , with a short history, of the Reverend William Richmond, recognized as one of the earliest educators in Oregon, who arrived in Portland in 1851.

Hill's present educational system is divided into three distinct departments. Hill Junior School is for boys from six years to 12, and covers work in the first six grades. It was organized in 1931. This instruction is given principally in the old Hill headquarters at Twenty-fourth and Marshall Streets, where Colonel B. K. Lawson is superintendent. Hill Junior High School offers elementary study for boys over 12 and covers work ordinarily outlined for the seventh and eighth grades. The High School or academic department provides a thorough college preparatory course and corresponds to the requirements outlined by the state superintendent of public instruction. A tutorial system of small classes is followed. The school maintains a band, an orchestra, and a glee club.

In the Junior School there is partial military training, without arms principally physical training. There were 21 boarding and five day students for the year 1936-1937. Of the 26 students, all under the age of 12, six were from other states.

Aviation was introduced into the Academy's curriculum in 1928, with 16 students enrolling. This subject was discontinued in 1934 due to government exactions too demanding for a small school.

In accordance with an order of the War Department, Hill Military Academy is authorized to maintain a unit of the Reserve Officers' Training Corps, in charge of a regular detailed Army Officer.

Student attendance for 1901 numbered 84; in 1902 there were 120. Steady growth continued throughout the years until the period of the War, when enrollments diminished until only 64 pupils were registered in 1917-19 During the 20's attendance was again at a high mark, but the depression bro it to 54 in 1931-1932. Since then there has been a gradual increase, until in 1937 the roll showed 200 names. Enrollments, by individual count, total approximately 2500 boys since the school opened. In 1936 boarding pupils pa $900 for one year's instruction. Day students were charged $200.

As in the beginning Hill Military Academy was the pioneer private military school in the Northwest, so today it is the only military school in the Northwest under Government supervision.

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Chapter IV

Reed College

1911 to 1937

Reed College owes its existence to the vision and generosity of Mr. and Mrs. Simeon G. Reed, the influence and courage of Dr. Thomas L. Eliot, and the loyalty of Mr. Martin Winch, Mrs. Reed's nephew, who labored untiringly to carry out the donor's will.

The Reeds, Martin Winch, Dr. Eliot, the other trustees, and Reed's first president, William Trufant Foster, with his revolutionary, "exciting" ideas concerning education, made plans for a small co-educational school. It was to be built in southeast Portland near the banks of Crystal Springs Lake, where a splendid view of Mt. Hood, St. Helens and the city of Portland made a scenic location for a college.

Mr. and Mrs. Reed, natives of Massachusetts, came to Oregon in 1853. Mr. Reed's investments in river navigation and railroads, fine livestock and industrial plants, made him wealthy. At his death in 1895 most of his property went to his wife, with the recommendation that she "devote some portion of my estate to benevolent objects...or to the cultivation of the Fine Arts of said City of Portland, or to some other suitable purpose, which shall be of permanent value and contribute to the beauty of the City and to the intelligence, prosperity and happiness of its inhabitants."

Mrs. Reed died in 1904, leaving a will, a portion of which read:

> All the rest, residue, and remainder of my estate and property of every kind, real personal and mixt, whatever its character and wherever the same may be situated, I give, devise and bequeath to my friends, Rev. T. L. Eliot, C. B. Bellinger, C. A. Dolph, William E. Robertson and Martin Winch, all of Portland, Oregon and their successors, in trust, to use the same and the income therefrom arising in the founding, establishment and maintenance at the City of Portland, Oregon, of an institution of learning, having for its object the increase and diffusion of practical knowledge among the citizens of said City of Portland, and the promotion of literature, science and art. Such institution hereby provided for shall be named and known as 'The Reed Institute', in memory of my departed husband, Simeon G. Reed...

The Reeds, who had no children, were especially interested in worthy young people who had to earn their own living. Tuition and admission charges were therefore to be reasonable. The trustees were to purchase land and have the necessary buildings constructed, but were not to spend more than $150,000 of the principal for grounds and buildings. Literature, the arts, science, music, and manual training were to be taught, and the school was to be entirely free from "sectarian influences" forever.

Any part of the bequest not used for grounds and buildings was to be invested in such a way as to produce a "safe and permanent income". In case of the death of a trustee, the surviving members of the Board were to appoint a successor, and no trustee or officer of the Reed Institute was ever to receive any salary.

Because Mrs. Reed was living in Los Angeles, California, when she died, the probating of her will in the Courts of Oregon was objected to by the Reed heirs and the declaration made that the "superior Court in Los Angeles" had "primary jurisdiction." But both the Oregon and California courts at last decided that Mrs. Reed's residence at the time of her death was in Oregon and not in California. More than two years had been taken up by this litigation and the trustees of Reed Institute did not secure full possession of the Reed bequest until July 1, 1909.

According to the terms of the will the trustees were granted full power to decide the type of school to be established. After careful study by the trustees and thorough personal investigation of many technical and trade schools by Mr. Winch and the Reverend Eliot the Board decided to found a school of higher grade than the popular secondary kind. As a result, they asked the advice of educational experts, including the General Education Board of New York City. Dr. Wallace Buttrick, the secretary, after visiting most of the institutions of higher education in Oregon and Washington, made a report to this Board. Upon the basis of this report and upon the motion of Ex-president Eliot of Harvard University, the Board decided that Portland's greatest need was for a "college of liberal arts and sciences" and, furthermore, that "there was no better unoccupied spot in the United States for founding a college of the proposed type." Thereupon, the Reed trustees decided that the requirements for admission should be the "satisfactory completion of a four-year secondary course," and that the school would grant the bachelor's degree to graduates who satisfactoril finished the four-year college course.

On June 24, 1910, the board of trustees offered the presidency of Reed Institute to William Trufant Foster. Dr. Foster's career up to this time had been one requiring much perseverance. While still a boy in Boston his father died, and he worked to earn enough money to pay his way through the Boston public schools. While in Roxbury, Massachusetts high school, he worked in a bank as errand boy, in a carpet establishment, on a farm during the summers, in a mine, and even tried digging ditches. He managed to save enough money to pay a half years' tuition at Harvard, where his superior ability as a freshman won him a scholarship at mid-year, making it possible for him to complete the college course.

> During the first college year a faculty of seven will give courses in English, Greek, Latin, German, and French, public speaking, ethics, history, mathematics and surveying. No science will be given for want of adequate laboratories. This initial faculty has been carefully chosen... and capable men have been invited from leading colleges and universities all over the country.

Courses of instruction were given in the First Annual Catalog Bulleti for January, 1912, and were prefaced with this statement:

> With the present endowment the Reed Institute does not expect to offer courses in Agriculture, Engineering, Forestry, Law, Medicine, Military Science, Mining, Pharmacy or Theology.

The subjects which the College planned to offer in 1912-13 --some additions were made in later years-- included:

General Biology, Principles of Economics, Introduction to Education, History of Education, English, English Literature, Public Speaking, and Argumentation, Debating, The English Bible, German Prose, Introduction to German Drama in the Nineteenth Century, Classical German, Elementary Greek, and Latin Literature. Mathematical Analysis, Elementary and Descriptive Geometry, Mechanical Drawing, and Plane Surveying. College Life, Logic, Philosophy of Nature, Ethics, Elementary Athletics, and Gymnastics, Physiology and Hygiene. General Psychology, Elementary French, French Prose and Poetry of the 19th Century. Theories and Problems of Social Ethics.

Reed's policy always has been to admit only those who are well prepared, of good character, and earnest in their desire to obtain an education. Because of this high standard, only 50 out of a group of 265 applicants were admitted to the first freshman class. Twenty-six of these were men.

In 1912-13, when the enrollment was only 150, the yearly cost of educating each student was $410. Tuition was then only $100 a year. Four scholarships were granted in 1914.

One of the greatest problems to be met by the trustees of Reed Institute was the securing of a permanent campus site. In February, 1910, this problem was solved by the gift of 40 acres from W. M. Ladd, representing the Ladd Estate Company. These 40 acres were located in the "heart of the Crystal Springs Farm", in Eastmoreland. This farm lay "about four miles from the heart of the city of Portland, on the east side of the Willamette River, not far from the Southern Pacific Railroad and just north of Eastmoreland. The site was "bordered on the west by Crystal Springs Lake", fed by 20 springs, which produce seven million gallons of water daily, and "on the north by a ravine through which run clear waters from the melting snows of Mt. Hood. From the campus across the ravine there is an excellent view of

Mt. St. Helens, and to the northwest a view of the river, the city and Portland Heights beyond. It is in every respect an ideal location for a college." Mr. Ladd's reason for this gift was the "close and life-long friendship between Mr. and Mrs. S. G. Reed and the late Mr. and Mrs. W. S. Ladd."

Later, convinced that a 40-acre campus would not be ample enough, the trustees bought 46 acres east and north of the original tract. This increase was to provide an athletic field large enough to furnish room for "all of the students at one time if necessary."

Professor Hudson Bridge Hastings, formerly professor of mechanical drawing and surveying at Bowdoin College, and a graduate of the Massachusetts Institute of Technology, was made chairman of the buildings and grounds committee. He spent several months visiting many prominent eastern colleges. It was the wish of President Foster and the trustees to build a definite plan. Each building was to be a unit in a larger scheme.

On December 30, 1911, they gave a contract to the "Sound Construction Company" to build an Arts and Science building and a dormitory for men. Doyle, Patterson, and Beach were the architects, and buildings were to cost $340,000. The style selected was college Gothic, with the main building embodying some of the architectural features of the new Oxford College in England, and the buildings at Princeton University, and Washington University of St. Louis.

The arts and science building contained classrooms and laboratories and also temporarily contained the administrative offices. The men's dormitory had the same style of architecture as the arts building and housed 126 students. These two buildings and a gymnasium composed the "first unit of the group of buildings designed for Reed College." The group plan was to cover 50 acres with buildings, having the "long axis east and west." Houses for the faculty were to cover 10 acres at the east end of the campus... The group plan "will be architecturally complete when one-fifth or one-fourth or one-half of the buildings are erected." These plans have not yet been fully realized. The present buildings include residential houses for men and women; the Commons; the Anna Mann Cottage, a residence for women; a general eating hall; the gymnasium formally opened November 21, 1913; the chapel completed in February, 1913; four double houses for the faculty and Hauser Memorial Library, costing $125,000 and opened for use of the students on September 17, 1930. Mr. Winch's admirable handling of Mrs. Reed's estate and his singleness of purpose in carring out the provisions of her will, had won for him such high and much-deserved praise that one of the halls of the dormitory was named Winch House. The Arts building was named Eliot Hall for the Reverend Mr. Eliot. Other buildings named in honor of persons associated with Reed College, are Doyle House, Ladd House and Kerr Manor.

The College was to receive many valuable gifts from its friends in addition to endowments in lands and money. Gifts included a $2,500 Carnegie Corporation award of a Capehurst phonograph, reproducing 13,824 cycles of music, a Carnegie art collection, a Carnegie grant of $15,000 to be used in

purchasing books for the school. 251 musical scores and 129 books on music, 300 campus trees, equipment for the physics laboratory, rare books including a 14 volume set of the King James Bible, periodicals, the Odds pipe organ and a collection of rare insects from the East Indies.

That the honor system was introduced very early in the history of the school is indicated by an article in the Quest, student publication, for January 16, 1913. Under the head "Honor System and Self-Government to Characterize Reed College", it read:

> President Foster made known his wish early last year that some means for the expression of the desired and opinions of the Student Body in the government of the College with respect to student affairs should be provided and suggested the organization of a Student Council... Dr. Foster has always expressed himself as wishing to see as little making of rules on the part of the... College and as much self-government on the part of the students as possible. In accordance with his suggestion a Student Council was elected...
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> Immediately upon its election the Council set to work upon the making of a constitution... The Constitution gives the Council authority to act as a means of communication between the Student Body and student organizations and the Faculty... to adjust matters of difference between organizations in the College; to take action incases of violation of the "honor spirit" of the College and... to act as a deliberative body for effecting the wishes of the students in their own government... The Student Council has referred most of its sections to the student body for approval...

In order to secure a liberal, broad-minded attitude towards vital problems, Reed College has always taught its students to listen to all sides of every question and has gone so far at times as to invite well-known radicals to speak before the student body.

How the method of teaching at Reed tends to produce open-mindedness was discussed in the Quest for February 13, 1913, in an editorial entitled "Spoon-fed Students":

> The type that secures results really valuable to the students, of which there are several good examples in our own curriculum, is a combination of directed discussion, rational organization by way of introduction and conclusion of topics, and stimulation and direction of the students in outside work of an independent and productive character. This type of

course demands that the student get his material from many sources, books, experience, and investigation. Otherwise he might never see but the one side first presented. It is in such courses that college men receive the training in independent thought that gives them power for intelligent leadership in after life.

Parenthetically, it should be observed that the corporation has always carried the name of Reed Institute, whereas all educational activities have been conducted under the name of Reed College.

Reed College had 170 students in June, 1914. The following year, on June 5, it graduated its first class of 44 men and women. All of those received bachelor of arts degrees, except one, who was given a degree of master of arts for post graduate work. From 1913 to 1916 several important conferences were conducted on the Reed Campus, covering such important topics as "Conservation of Human Life", "City Betterment", "Unemployment", and "Health Insurance."

The Reed Catalog for January, 1912, contained the following statements on extension work:

> For the benefit of those who... cannot profit by the regular courses of instruction in Reed College, the Trustees... provide annual series of lectures known as "Reed Extension Courses."

The work was of college level and auditors as well as those desiring credit were permitted to attend. Certificates of credit were awarded to those who did satisfactory work. Extension Course No. I in literature was given in December 5, 1911, to March 28, 1912, by Dr. Foster at the East Side Library on East Alder Street and at Reed College's temporary home at 11th and Jefferson. So much interest was displayed in those lectures that Professor Edward O. Sisson, conducted a second extension course in education in the following year. The plan for these extension courses was similar to the one used by Harvard University, in conjunction with other schools near Boston.

The extension work of Reed College in Portland was successfully continued during 1914-1915, and 1915-1916. The Reed College Record of November, 1916, announced that courses would be given by the university of Oregon for the year 1916-1917 in cooperation with Reed, and announced in May, 1918, that summer school courses for 1918 would be given cooperatively by Reed and the Portland Center of the University of Oregon.

Although President Foster, the faculty and students previously had been criticized as pacifists, they finally took up war work with great zeal but only after the request to do so came from the Secretary of War. The College became in every respect a military school with its S. A. T. C. for men and reconstruction aide courses for women. All non-military courses were dropped and the teachers went into other kinds of service or else were preparing to do so. No men were admitted to Reed who had not enlisted in the

army, except those under the age of 18 years. As soon as the latter group were 18 years old they were obliged to take military subjects and join the S. A. T. C. All male students then concentrated on but three subjects, spending 12 hours per week on military science and physical education, 10 hours on a course on "fundamental issues of the war" and 16 hours on two electives. Meanwhile President Foster, Dr. Norman F. Coleman, Professor Harold G. Merriam, Dr. Bertha Stuart, Florence Read and Dr. G. N. Pease of the faculty, did war work. Ninety former students, in all, served during the War, in the Army, Navy, or related branches of service.

The first scholarship endowment at Reed was in memory of Miss Alice Joy Houston, a graduate of Jefferson High School, Portland, who expected to enter college in the fall of 1911, but died in July of that year. Many undergraduates at Reed College have held scholarships, and a large percentage of the students have been able to earn all or part of their expenses while at college.

Reed graduates hold responsible positions at high school, college, and university teachers, and many of them have been eminently successful in other professions, with incomes far above the average. Reed alumni may be found in the faculties of Columbia, Harvard, Cornell, Princeton, John Hopkins, Brown, Oregon, California, and the University of Chicago. Many university fellowships and scholarships also have been held by Reed graduates. But the most remarkable achievements of all is the winning of more Rhodes scholarships since 1929 than any other school in the Northwest.

To date, Reed has had four presidents, all men of unusual ability. The administration of President Foster (1911-1919) was one characterized by pioneering and experimentation, and much of the success of the college is to be rightly credited to his clear vision and genuine ability as an executive. He resigned in 1919.

In the spring of 1921 Richard F. Scholz, became president, coming to Reed from the University of Washington, where he was a professor of history. Under him the curriculum was one planned for all students instead of being elective. President Scholz, by a divisional plan, decided to "break down the barriers between subjects and departments." The four divisions of the curriculum were: (1) history and social science (2) mathematics and natural science (3) literature and language (4) philosophy , psychology and education President Scholz wanted his students to become acquainted with great modern world problems. Therefore he invited distinguished men, such as Alexander Meiklejohn, ex-president of Amherst, and Dr. Robert M. MacIver, professor of political philosophy and sociology at Columbia University, to spend sometime in residence on the campus.

Reed enjoyed a renaissance under the guiding hand of President Scholz whose genial charm appealed to both students and citizens of Portland. Endowments increased, more students were enrolled, and Reed prospered. However, numerous problems arose to trouble the president. When, under stress of fighting for his policies he unwisely left the hospital too soon after two operations. He thereby caused a third operation which cost him his life in 1924.

The third president of Reed College, Dr. Norman F. Coleman, took up the duties of his office in 1924. Previously Dr. Coleman had been president of the Loyal Legion of Loggers and Lumbermen, and had had experience in the industrial world and was distinguished as a student of "international relationships" in the Pacific area. His sincerity and serious purpose have endeared him to Portland people. He managed a very successful endowment campaign, increased faculty salaries, added new teachers and put up some new buildings. One might call Dr. Coleman's presidency a period of consolidation. At length he became anxious to return to the class room as a professor of literature. In 1934, therefore, he turned over the presidency to Dr. Dexter M. Keezer.

President Keezer, prior to coming to Reed, had enjoyed a picturesque career. He had been a machine gunner in the War, an executive director of the Consumer's Advisory Board of the N. R. A., and, in addition had been in newspaper work as the associate editor of the Baltimore Sun.

Although President Keezer put scholarship first, he believed that Reed students needed more social life in order to develop into all-round individuals. He also criticized the divisional curriculum plan, calling it a barrier to knowledge, and felt that Reed students, in addition, should take more interest in the surroundings region and its activities. President Keezer also has encouraged the study of music, art, and drama. He believes that pure scholarship alone will not produce the well-rounded type of man or woman who will succeed best in life.

In addition to the brilliant quartette of scholarly presidents Reed can"point with pride" to the records made by certain faculty members. President Foster's faculty contained many intellectual young men. It has, as the New Republic states," seldom been equalled in American colleges."This faculty included William F. Ogburn, later chairman of President Hoover's "commission on social trends" and now professor of sociology at the University of Chicag and Karl F. Compton, now the president of the Massachusetts Institute of Technology. Robert D. Leigh, president of Bennington College, Vermont, and Alexander Goldenweiser, noted anthropologist and writer, were formerly members of the Reed faculty. Charles McKinley, of the present faculty, was a member of the Social Science Research Council, and Consultant, National Resources Board, at Washington, D. C., in 1935-36.

Reed faculty members have always taken an interest in Portland and its affairs. One of the faculty was chairman of the "committee of 100" which handled the prohibition campaign, a second was at one time "head" of the "Oregon Civic League", and a third was "advisor of the Fish and Game Commision of the State of Oregon." During the present year (1936-37) Dr. Coleman has been giving lectures on "Pacific Relations" and "Dangers to World Peace" in connection with the Portland forums.

Harvard and Columbia have furnished Reed with more faculty members than other graduate schools, and, in all, twenty American colleges and universities are represented in the present faculty. Nearly two-thirds of the teachers have studied, traveled and done research work in Europe. The extra

curricular activities of these teachers in many fields does much to enrich and vitalize their teaching, and earnest students have an unusually stimulating environment, in which to study and grow mentally. In 1936 over 60% of the faculty held the degree of Ph. D.

The present Reed faculty has 40 members. The number of students in attendance for 1936-37 was 465. The total number of graduates during the 25 years of Reed's existence is 1031. The June 1937 graduating class contained 71 students.

Between the years 1915 and 1920 the following individuals, who are considered to be some of Reed's most noted graduates, received their diplo there: Howard Barlow, Director of C. B. C. Symphony, New York City; The Reverend William H. Boddy, pastor of Westminster Presbyterian Church, Minneapolis; Frank Flint, Assistant Professor of English, Dartmouth College; Priscilla Gabel, Principal, Country Day School, Portland, Oregon; Arthur Hauck, President of the University of Washington; Dr. Wilmoth Osborne, Medical Advisor, Bennington College; Glenn C. Quiett, author of "They Built the West", and "Pay Dirt"; and S. Stephonson Smith, Professor of English, University of Oregon; and Margaret Creech, associate professor of sociology, University of Chicago.

The Portland Oregonian for June 6, 1937 made the following comment regarding a radical change in Reed's policy with reference to honorary deg

> Departing from conventions which tend to govern the award of honorary degrees and from its own practice in avoiding such awards, Reed College will grant five honorary doctor's degrees at its commencement Thursday. Those to receive the awards are Rudolph Forster, senior member of the secretariat at the White House, and Louis Sark, reporter on labor relations for the New York Times, degrees of doctor of laws; Willard W. Beatty, formerly president of the Progressive Education Association, now director of education of the office of Indian affairs, and Miss Ruth West, classroom teacher at Lewis and Clark high school, Spokane, degrees of doctor of education, and William L. Brewster, Portland citizen, doctor of laws.
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> The degrees will be awarded as a result of a search directed solely to finding persons pre-eminently qualified for them but who, either because of academic failure to recognize the crucial importance of their work or their self-effacement in doing it, have not been so honored previously... Each of the five selected for honors received unanimous approval of faculty, trustees and regents of Reed College.
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> With one exception made 22 years ago when the late Rev. Thomas Lamb Eliot received such an award, the honorary degrees are to be given as a special undertaking

of Reed in connection with the celebration of its silver anniversary and constitute a precedent only for awarding five more such degrees a quarter of a century from now...

Reed differs from other colleges in many respects, as follows: (1) The student body has been purposely limited in numbers so that classes could be small. (2) It has been more interested in quality of high school scholarship than in the courses taken. (3) It has never approved of intercollegiate athletics but believes in intramural athletics for all. (4) It never has allowed the lecture method to dominate. (5) Faculty members, selected carefully, have been of very high quality always. (6) The student body functions under the honor principle. (7) No compulsory class attendance. (8) No sororities nor fraternities. (9) Oral examinations and a thesis required of all seniors. (10) A curriculum of which the first two years are planned for all students with increased choice in electives during last two years. (11) High salaries for teachers. (12) High quality of scholarship--the scholar more respected than the athlete. (13) A non-sectarian attitude. (14) A tolerant, inquiring attitude toward new ideas and isms. (15) Fine spirit of camaraderie between students and faculty. (16) Academic freedom. Reed has developed a tutorial method of learning; free discussion in the classroom and non-compulsory class attendance, mentioned already, are two features of this plan.

This friendly feeling between faculty and students, always in evidence, is especially noticeable on "Campus Day", a traditional event when faculty and students labor together in their working clothes to improve the general appearance of grounds and buildings.

Dr. Edward O. Sisson, a member of the faculty speaks in this regard of athletics and fraternities: "The ban on intercollegiate athletics was, and has been in the interest of play recreation and physical development for all," and the absence of fraternities "is in the interest of a positive and genuine community social life, with the fullest democracy which the general social order will permit."

The Reed College Bulletin, for January, 1936, contained the following statement of expenses, which shows that in 25 years tuition costs have more than doubled.

Estimated instructional expenses in $280, as follows:

Tuition	$250
Laboratory fees	10
Books and supplies	15
Student-body fee	5

Residence expense is approximately $210 for board and $90 for room. Tuition fees and room rent are payable one-half on registration day and one-half at the beginning of the second semester in February. In 1930, tuition

was $200 and the cost per student $483. The total tuition income in 1936 was $98,000, as compared with $4,000 in 1911

Students may enjoy the following recreational activities: swimming, tennis, handball, squash, badminton, golf, basketball, baseball, volleyball, football, track, fencing, wrestling, archery, dancing, boxing, hiking, horseback riding, and skiing.

In 1911, $1,300,000 of the endowment assets of $1,425,100 were in real estate investment, while in 1930 only $396,000 out of a total of $1,839,000 was invested in real estate. The rest was in the form of bonds (43%), real estate mortgages (26%), and in contracts and stocks. A report by the Rockefellor Foundation read as follows:

> Reed College is one of the few colleges in the United States, which had on hand in September (1930) funds to finance the college budget for the coming year. This policy was adopted by the...trustees when the college was started, to insure against deficit or the necessity of borrowing money to finance its current program.

In 1925 an endowment campaign, begun in 1923, produced $400,000, a third of this amount being given by the General Education Board. The "First Quarter Century Bulletin", published in November, 1936, emphasized the need for increased endowment, especially for salary and personnel uses, and more college buildings. The student body has increased 53% in the last few years, and with an enrollment of 427 in 1936, the college expended $162,000. With 39 students in 1911 the costs were only $24,000 annually.

In 1914 the Reed campus was made a game refuge. California quail and Hungarian pheasants were placed on the grounds and fish in Crystal Springs Lake. This lake is a refuge for wild fowl of several varieties, such as grebes, coots, geese, and such members of the duck family as the blue bill, canvass back, mallard, widgeon, pintail, wood-duck, golden eye, butterball, buffle head, bald pate, green winged teal and ruddy duck, have visited the lake at various times. Students of biology at the college, therefore, have had the finest possible oppprtunity to study wild life at close range.

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Chapter V

Portland Center, State System of Higher Education,

1912 to 1937

Although officially the Portland Center began its career in June, 1917, the work started in the fall of 1912. At that time the University of Oregon was confronting grave financial and legislative problems. Dr. George Rebec, formerly professor of philosophy in the University of Michigan, was recovering his health on a farm in the Rogue River Valley. President P. S. Campbell of the University, called him "to undertake certain errands, with a view of strengthening the position of the University before the people." Doctor Rebec decided that extension work would be "one of the best ways to win the good will of the Oregon democracy." President Campbell gave him free rein.

Dr. Joseph Schafer, then head of the history department, was made first director of the Extension Division, with headquarters at Eugene. Meanwhile, Dr. Rebec traveled up and down the state delivering lectures and arranging for lectures by other faculty folk, and generally providing for helpful contacts with the public.

Portland was one of Dr. Rebec's first fields, where he began as an utter stranger. "I went to the Imperial Hotel," he said, "and fate or providence stepped in. Sitting in the lobby was a man named Gus Rowden, who informed me that he was a welfare worker for the Portland Railway Light and Power Company. There flashed across my mind the thought that here might be a chance to arrange some extension teaching."

The result of the chance conversation in the Imperial lobby was that the president of the power company called a staff meeting to meet Dr. Rebec. The employees asked for courses in English, mechanical drawing, and mathematics.

Since there was no budget for university extension work, the instructors had to contribute their time in addition to their regular duties on the campus. "In those days," said Dr. Rebec, "I felt uncertain as to anyone's response. ...The first person I sought to recruit was Mrs. Parsons... I found her enthusiastic."

Mable Holmes Parsons taught three courses in English at Portland --one that fall and three in the spring of 1913. Two classes were held in the Electric Building. One was held in the old S. P. and S. Station for the office force of the Spokane, Portland and Seattle Railway. Another class was made up of young officials of the Southern Pacific, called the Harriman Club. These classes had enrollments ranging from 12 to 30 persons.

Later, Professor E. H. McAllister and Percy P. Adams taught classes in mathematics and mechanical drawing to the office staff of the power company. Still later both of these men taught classes in architecture and mathematics to engineers, mechanics and similar groups. Professor Adams' class in graphic statics was one of the most popular and long enduring courses taught in the Portland Center. All classes during that beginning year were with private groups.

In the fall of 1913 rooms in the Central Library were used for the first time. There Mrs. Parsons organized a class in short story writing which soon achieved distinction. Dr. Rebec started teaching again; numerous lectures were given by him, by Dr. Schafer, and by others, to which hundreds came. Students were allowed to work for credit by combining lecture courses with correspondence work. Most of the class meetings were held bi-weekly, and assignments were supplemented by written work through the correspondence study department. Lectures were advertised as free, and only students who were working for credits were charged fees. These were one dollar for registration and fifty cents for every hour earned. After 1917 the invitation to free lectures was not generally extended. Fees for auditing a class were not charged until late in the 20's, when all students were required to register in order to remain in class.

"An appropriation of $30,000 was made by the Legislature of 1913 for the maintenance of the extension work and the summer school for 1913 and 1914. . . 500 students have taken advantage of the regular classes conducted in Portland and several other cities of the state," so stated the Biennial Report, of the president of the Board of Regents for 1912 to 1914. The attendance in Portland was about 200 and it was estimated 40,000 attended the lectures.

In 1915 the University took advantage of the offer of the U. S. Bureau of Education for assistance in making surveys of state institutions of higher learning. The report was issued in September under the direction of Dr. S. P. Capen. It criticized the University somewhat adversely for its failure to interpret itself to the people of the state and to make the state realize the wealth of helpfulness that was available. However, the report softened this criticism by the realization of the financial struggle through which the University had just passed, having had its appropriation bills submitted to popular referendum on two occasions with the long delays and resulting stoppage of all activity. The report helped to focus the issue, and at their June meeting, the Board of Regents organized the Portland Center officially, and provided it with a budget. Dr. Rebec was named director. Thereafter all Portland instructors were paid for their work, although most of them added the work in Portland to a heavy teaching schedule at Eugene.

By 1917 all classes were organized into regular semester periods. Examinations were given and full facilities for residence work provided. Instruction was divided into "extensive" courses, "intensive" courses, and "special" classes. "Extensive" courses were largely lecture courses with permission to do work for credit under special conditions; the

"intensive" courses were classes organized for serious study and visitors were welcome at time of organization only. The "special" classification was made up of classes organized in cooperation with societies, clubs, and other groups. This policy was maintained until 1922, when visitors were no longer invited and the separate lecture series was discontinued.

In the fall of 1916, to avoid duplication of extension work in Portland, a cooperative plan was worked out with Reed College, which had begun extension work in 1912. The Catalog of Reed and the Catalog of the Portland Center listed each others courses for the next two years, and many of the Reed College instructors served on the staff of the Portland Center during the regular sessions and in the summer sessions. Reed soon reduced its extension work and finally gave it up entirely.

It was about this time that the Center was offered rent-free space in the Multnomah County Courthouse. Mrs. Stella W. Durham was appointed secretary. She served until 1918, when Mrs. Margaret M. Sharp, the present secretary, assumed office.

In the fall of 1917 all classes of the regular session were organized with war work uppermost. Special series of lectures were given in an attempt to inform the public "on what was going on over there." After war was declared President Campbell offered the services of the University of Oregon to further the American cause in whatever way the Government saw fit, but especially in the field of Red Cross organization. By 1918 classes in engineering, mechanics, commerce, and other subjects were organized at Portland, as well as at Eugene to train various groups for war service in the shipyards, the foundries, the airplane divisions, and commerce courses for women to replace the men in service. However, there were regular courses given in English, literature, education, the languages, public speaking, commerce, and sociology.

In 1918, at Dr. Rebec's suggestion, "President Campbell assigned him to residence in Portland." He spent four years there. In 1922, Earl Kilpatrick was appointed director, and Dr. Rebec, at his own request, returned to the campus as professor of philosophy. Later he became dean of the graduate school.

Mrs. Parsons was assigned to full-time teaching in Portland in 1919-1920, as assistant professor of English and later as professor. The three-term plan went into effect at this time, with the summer session --started in 1917-- planned as a fourth quarter, thus bringing the work in Portland into complete harmony with the campus work. The Portland School of Social Work was organized in 1919 as a professional school in the Portland Center.

By this time Portland teachers had generally discovered the invaluable assistance the classes in the Center could give them. Dr. Schafer, as chairman of the National Commission on History and Education for Citizenship in the Schools, asked the teachers to meet with him. If enough responded, he planned to organize a weekly seminar to discuss the tentative course in history for the elementary, junior and senior

high schools. This was one of the first of such plans by which teachers, superintendents, and principals could meet to discuss their common problems, and to map out reorganization methods.

That year --1919-1920-- the curriculum included 52 courses taught by 23 instructors, four of them stationed at Portland: Mrs. Parsons, Dr. Rebec, Professor F. M. Warrington, and Dr. Philip A. Parsons. The most popular courses were foreign trade, commercial Spanish, ethical evolution, the short story, and principles of accounting. The Central Library accommodations were reported as "just able to meet, and no more than meet the week-end demands for rooms." In addition, commerce classes met in the quarters of the American Institute of Banking, in the Oregon Building; the art classes at Lincoln High School; and the public speaking classes at the First Presbyterian Church.

In the 1922-1923 session, three-year programs were offered to encourage students to plan work toward a definite goal. Certificates were issued on completion. Courses in art, advertising, political science, and public speaking were completed by this time. This plan was extended and remained in force for a number of years. Eighty courses were offered in 36 subjects. Language courses were offered in German, Greek, Hebrew, French, Spanish, Italian, Russian, and Danish-Norwegian, by instructors from the campus and by qualified people of Portland. Due to increased enrollment, it became necessary to move the classes to Lincoln High School. The Extension Monitor, for December, 1922, reported, "...By courtesy of the city school authorities more rooms are available and where students and teachers are exceedingly comfortable. The library and its hospitable atmosphere are left with regret. The Portland School of Social Work still holds its classes there." But the next year a few classes drifted back to the Library and some are stil held there, notably the afternoon classes and Saturday morning classes. By that time there were enrolled in the Center 370 teachers, the largest single group.

The Catalog of the Portland Center for 1923-24, announced: "Because of its purpose to serve only the part time students, the Portland Center will accept registration for credit from any student in not more than six term hours of work each term. Permission to carry more must be sought by petition addressed to the director of the Portland Center." This plan is still in force; the Center has never set itself up as a rival to the campus. However, students unable for financial or other reasons to go to college and willing to give full time to study, are occasionally permitted to take more work.

During the 1925 session the Center moved from the Courthouse to the Medical Arts Building. The next year, the office was moved to the Corbett Building, where it remained for several years. It then moved to the Oregon Building, its present location. Also in 1925 the registration fee was increased from five dollars to six.

In 1929-30 major and minor courses were offered in education, history, and sociology, thus permitting graduate students to complete more work in Portland. Sequences to satisfy norms were offered in art, geography, sociology, biology, health education, and public speaking. One hundred and thirty-five courses in 11 departments of the liberal arts college and eight in the professional schools, were offered.

The reorganization program of the state schools of higher education went into effect on July 1, 1931. The Extension Division of the University of Oregon, including the Portland Center, was made the General Extension Division of the State System of Higher Education, serving as the general extension agency of all the state institutions of higher learning. To the Center, this plan meant greater usefulness for it could draw on the resources of the five schools with greater freedom. Today instructors come from the Oregon Normal School, Oregon State College, and the Medical School, as well as from the University, to teach courses in their respective fields.

The Biennial Report for 1929-30 said of this program:

> For budgetary purposes three major headings cover these fields, namely: Instruction, Extension, Research.
>
> The Extension Division is the agency through which the University serves the people of the state, outside of the campus. Its activities are grouped in four departments (1) Extension classes with a large center at Portland and classes in 17 smaller Oregon cities during the past biennium; (2) Correspondence-Study; (3) Visual Education; and (4) Social Welfare, through which the assistance of University experts is made available throughout the state.

Supplementing this, the Biennial Report for 1931-32, said:

> An alternating leadership, in which as occasion arises, the services of different institutions and different specialists are articulated to produce the largest and best results at the least cost and expenditures of time and effort, is the goal of centralized, coordinated extension service as the Board conceives it.
>
> ...The Extension work has prospered. The enrollment in Portland has been nearly as large as the student body at Eugene, and it is calculated that nearly one per cent of the population of Portland were enrolled... This work, like the work of the summer sessions, is 70% self supporting. To have maintained even in times of depres-

sion the extension work on a high plane of efficiency while drawing to such a limited extent on the revenues of the state funds may be regarded as a distinct achievement.

The Portland Center Catalog for 1936-37, announced 140 evening, late afternoon, and Saturday morning courses, in 30 different departments and professional schools. These courses are offered to four groups of students: (1) Those not working for credit, merely for the cultural and practical value of the subjects offered; (2) Those working for provisional credit; (3) Undergraduate students working for credit toward their B. A. and B. S. degrees; and (4) Formally enrolled graduate students. These courses are taught by a faculty of over 70 instructors drawn from the regular teaching staff of the University, the State College, the Oregon Normal, the Oregon Medical School, from Reed College and colleges around Portland, and from the business and professional groups of Portland. The subjects include anthropology, art, bacteriology, business administration, drama, economics, education, English, entomology, French, geography, geology, German, health education, history, journalism, landscape architecture, library methods, mathematics, music, nutrition, physical education, physics, physiology, political science, psychology, public speaking, sociology, Spanish, and zoology --a long advance over the three courses taught in 1912.

Enrollments have greatly increased, reaching three-term totals of three and four thousand a year.

Classes have represented a cross-section of the population of the city. Dr. Rebec remembers as early students in his classes such eminent Oregonians as C. E. S. Wood, Sara Bard Field, Richard W. Montague, W. K. Newell, W. D. Wheelwright, and others. "At the other extreme," he recalls, "were many I. W. W. and communists who came to denounce the bourgeois order, and, for that matter, the bourgeois professor with it. Sometimes it took strategy to ride the wind; but I recall that there never was any discourtesy, and my memories of those classes are delightfully happy. Some of those communists and I. W. W. really had brains; some down and out by destiny were men of force and keen personality."

The first to appreciate the advantages of the Center were the various business and professional groups. The light company and the railroad offices formed the first classes, then the realtors and the bankers appealed for special courses. It was later that the teachers of Portland and environs came and are still coming from as far as Salem to enjoy the classes in education, psychology and allied subjects. The research bureau of the Portland public schools was organized largely through the findings of Dr. B. W. DeBusk in his classes in remedial education.

During the early days Mrs. Parsons taught thousands of students in English composition classes, and in short story and versification classes that included Lois Whitcomb, Theodore A. Harper, Laura Miller, Vivian Bretherton, Eleanor Hammond Davis, Mary Carolyn Davis, Ken Nakazawa,

Naomi Swett Summers, Sabra Conner, Walter Evans Kidd, Ethel Romig Fuller, Clara Agee Hays, Queene Lister, Ada Hastings Hedges, Gwladys Bowen, Eleanor Pillsbury, Howard McKinley Corning, and many others.

Classes in the Center have appealed to the members of the foreign consulates stationed in Portland. The British, the Japanese, the Spanish and Mexican consulates all sent representatives to study literature, languages and history.

Summer session cruises, with ocean trips to Hawaii, Alaska and the Yukon, were inaugurated in 1929. In that year 181 students and professors voyaged to Alaska and back, studying while enroute. The following year 113 cruised to Alaska and 75 to Hawaii, two cruises being offered. These points were again visited in 1931, when 95 students went to Alaska and 53 to Hawaii. The Yukon cruise of 1932 numbered 14.

One of the biggest handicaps to the Portland Center is a building to house the classes and to provide office space for the administration. At the present time it has six office rooms, and in Lincoln High School and at the Central Library it is able to seat its hundreds of students.

The administrative activities and welfare of the Portland Center have been in the hands of three able directors, serving consecutively, and a full-time general secretary. These persons, and the dates of their office, are: Dr. George Rebec, founder and first Director, 1912-1922; Earl Kilpatrick, Director and Dean of the Extension Division, 1922-25; Alfred Powers, Director and Dean of the General Extension Division, 1926--; and Margaret M. Sharp, secretary, 1918--.

When in 1922, Dr. Rebec returned to the campus to become professor of philosophy and later dean of the graduate school, Earl Kilpatrick came to Portland to organize the various activities of the Center, as he had the Extension Division.

Old Oregon for January, 1926, said:

> He came to the Extension Division eleven years ago bringing with him the slogan, 'The state is the campus.' There is not a county, not a community in the commonwealth that does not receive benefits from the University through this department by means of which the citizens of Oregon serve themselves. More than 200,000 people are annually reached and helped ... and 4,000 enroll each year in extension classes and correspondence courses. Earl Kilpatrick had thus been the representative of the University in its most extensive contacts; he has made the manifold riches of the University available everywhere.

While at Portland he was president of two important organizations: the Oregon Social Hygiene Society and the Child Health Association. He read widely and did book-reviewing regularly. He was fond of biography.

He left Portland in January, 1926, to assume a high executive position with the American Red Cross. He was called upon to direct disaster relief work in Oregon, in Colorado, in the Middle West, and Florida, and finally in the Mississippi Valley, where he lost his life.

The June, 1926, number of Old Oregon, said under his portrait:

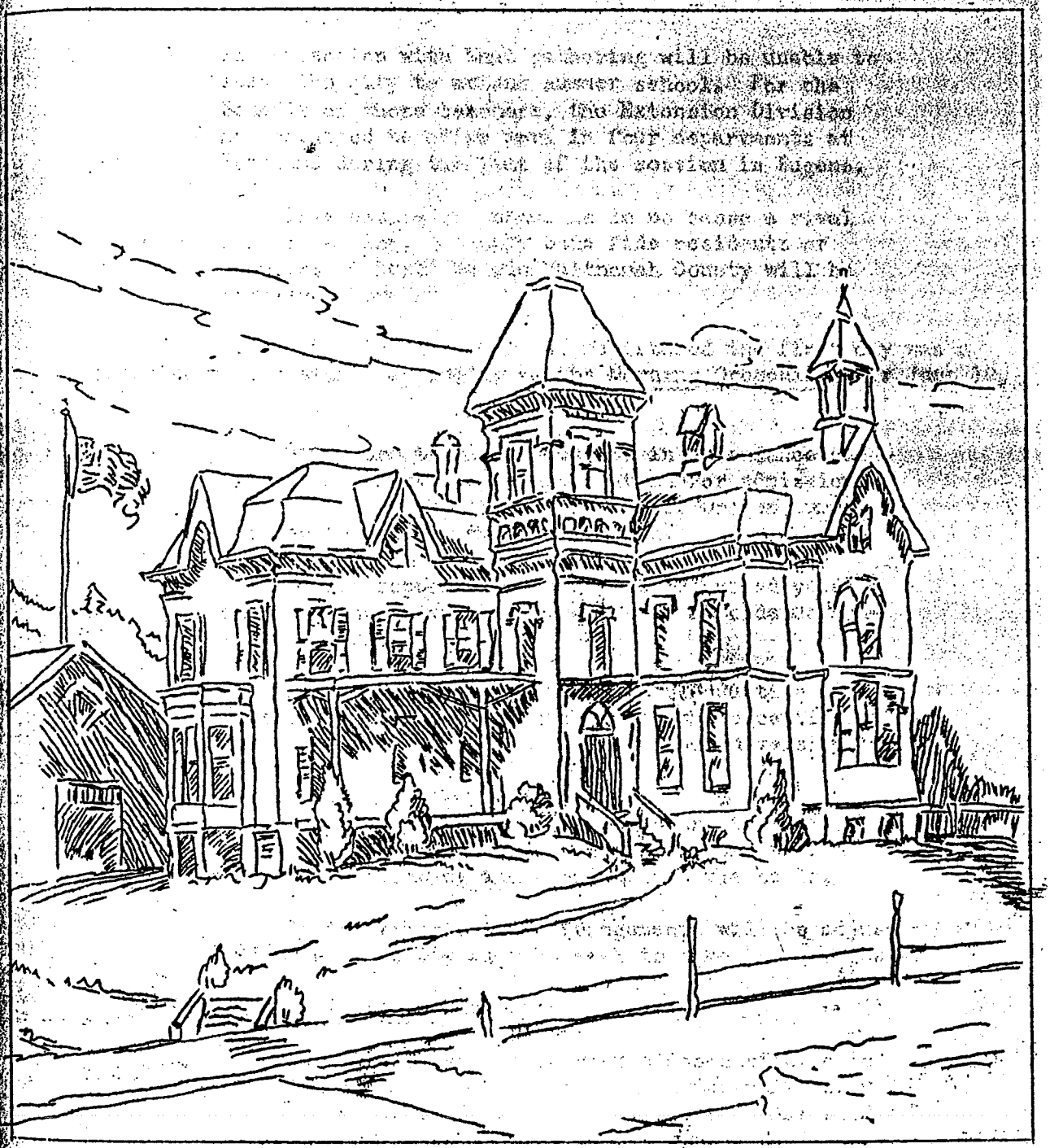
> Killed late in the afternoon of Decoration Day in an airplane accident while flying on a mission of mercy for the Red Cross over the Mississippi flood area.... He was graduated from the University of Oregon before he was twenty and died at thirty-eight. His gift for administration amounted to genius and he held many responsible positions while still a boy. Twelve of the eighteen productive years of his life were spent in University of Oregon service as a member of the faculty. At the time of his death he was chief of rehabilitation for the American Red Cross with the direction of the expenditure of the vast sum of ten million dollars raised by the American people for flood relief.
>
> He possessed the rare executive capacity that raised men to distinction and a brilliant mind that graced the institution that gave it training.

Alfred Powers became Earl Kilpatrick's successor. In keeping with the policy laid down by Dr. Rebec and carried forward by Dean Kilpatrick, Dean Powers has coordinated the Center's work with the social movements of the city and state. Since 1932, the Center has participated in the direction of the educational work of the CWA, the SERA and lately the WPA programs.

Summer sessions were established on the Eugene campus in 1904. In 1917, while the Portland extension program was still in the early years of growth, President Campbell and Dr. Rebec considered the time opportune for organizing a summer school at Portland. The Board of Regents had officially recognized the Portland Center at their June meeting and established a budget for its maintenance. Above all, urgent requests had come from teachers in Portland asking for the summer session there.

The University Catalog for 1917, and the March Bulletin announced the session:

> The first of the University of Oregon's Extension Centers authorized by the Board of Regents, has been established in the city of Portland. On account of the meeting of the National Education Association in that city during the week of July 7, which falls at the middle point in our summer session, numbers of Portland teachers who have duties



BISHOP SCOTT ACADEMY
1890
WASHINGTON, NINETEENTH, EVERETT AND TWENTIETH STREETS

in connection with that gathering will be unable to leave the city to attend summer school. For the benefit of those teachers, the Extension Division has arranged to offer work in four departments at Portland during the time of the session in Eugene.

This extension school is in no sense a rival summer session, and only bona fide residents or teachers of Portland and Multnomah County will be enrolled therein.

As usual, the large number who registered the first day was a surprise to the staff, according to the Morning Oregonian, for June 19, 1917:

With more than 300 students in attendance and scores of others making application for admission later in the week, the University of Oregon summer session opened for the 1917 season.

Twelve separate classes were organized yesterday and others may be formed if the attendance continues to grow.

Plans originally provided for conducting all classes at the Public Library with the exception of two which will be provided for at the University Club.

But some of the library rooms are to small, for the students and prospective students filled them to overflowing and crowded into the halls.

It is probable that arrangements will be adjusted to accommodate all who seek to take the courses...

The Oregon Journal, for June 24, said:

The regular summer session classes offered in Portland at the Lincoln high school for university credit will begin June 24 and continue to August 2 under the direction of Dr. George Rebec, professor of philosophy... Six hours of credit can be earned during the session and graduate credit may be earned by special arrangement. Registration in the school at Portland center will be limited almost exclusively to Portland residents.

The first session was rather experimental but it was so successful that the University administration decided to make the Portland sessions an annual feature of the work in Portland. The regular teaching staff was augmented by visiting professors.

On the faculty in 1917 were the following: Dr. George Rebec, professor of philosophy; Dr. Henry D. Sheldon, dean of the school of education; Mable Holmes Parsons, professor of rhetoric; Mr. John P. O'Hara, assistant professor of history; and William H. Boyer, professor of music.

By actual count, 303 students were registered for study in summer session classes, although 126 of these attended night classes in business training and comptometer operation. The summer session fee was $10, with an out-of-state additional fee of $5.

For the first two or three sessions no auditor fees were required so that the enrollment far exceeded the number of registered students working for credit. Also it was difficult to keep out visitors from the classrooms at the library.

From the beginning the Portland summer session took on its particular color. It has been staffed with professors from many institutions and has become widely known as an institution essentially creative in character, a clearing house for new ideas.

In 1920 special courses in Americanization and citizenship were offered in cooperation with the history and education courses. From then on can be seen the influence of special movements reflected in the courses offered. Americanization courses were given for the next two or three sessions, culminating in the special school conducted in cooperation with the Portland Public Schools and the Americanization Council of Portland, who brought out Mr. Ralph P. Boas, director of Americanization, to supervise the courses in 1923.

During the next few years many visiting instructors served on the Portland sessions' staff, until between 50 and 60 were employed yearly.

Although teacher training in the subject had been given as early as 1925, it was in 1929 that the Platoon Demonstration School was established at the Shattuck School, offering an opportunity to teachers who had had some experience, for demonstration work in grades four to eight.

Since 1934, excepting 1936, the Portland session has offered a special yearly conference for county superintendents in cooperation with the state superintendent. This is a short course of one week in which special problems of administration are discussed.

A writers' school was planned for 1935, but was offered for the first time in 1936, with about 40 Oregon writers, journalists, teachers, editors, librarians and others as special lecturers and instructors. An enrollment feature was the group of high school editors attending. It was repeated in 1937.

Enrollment statistics graphically show the growth of the Portland summer sessions:

1917	290	1927	664
1918	306	1928	685
1919	316	1929	793
1920	315	1930	802
1921	546	1931	803
1922	467	1932	775
1923	473	1933	548
1924	587	1934	617
1925	624	1935	764
1926	772	1936	813

The Portland School of Social Work was organized by the Board of Regents of the University of Oregon at their meeting of June, 1919. It opened that fall as a cooperative enterprise with the School of Sociology and the Portland Center to "handle budgetary matters." However the direction of the School itself was "nominally independent." It was organized to fill a growing need --"The training of men and women for social and public service connected with agencies for charities, relief of poverty, and social betterment," as stated in Old Oregon for October, 1919.

During the war the people of Oregon learned to look toward the University for increased leadership. Through the Extension Division, the faculty and student body participated in many activities, particularly in Red Cross chapter organization work and in the training of staff members for home and field service. When the war ended the Red Cross was about the only organization with a trained personnel doing social service work. With demobilization came many social problems which, through neglect, had increased in importance. Likewise there was beginning a new era of social and economic viewpoints.

Many of the agencies had been borrowing from the Red Cross staffs, which needed more workers to carry on the increased load. With the Multnomah County Public Welfare Bureau and the Portland Visiting Nurse Association, the Board of Regents of the University was readily induced to organize the new school.

Dr. Frederic G. Young, professor of sociology in the University of Oregon at Eugene, ably visualized the possibilities for the new school in the field of public welfare, and under his guidance the work at Portland was organized.

The University Catalog for 1919-1920 announced the new school in this manner:

> The available forces for social engineering in the state have been kept united and intent on constructive projects and state building. Now through the organization of the School of Sociology, all these forces for cooperative commonwealth service will be brought into more effective functioning.

> In organizing the University's forces for this service a division for the training of social workers was naturally established in Portland, the metropolis of the state, where currents of social life are the more congested and the facilities for field and laboratory work are most full available...

The Portland School of Social Work had its roots in former enterprises of the Portland Center and the University. From the time of its organization, the Portland Center was associated with the welfare organizations of the city, the first director and his successors were members of the boards of the Child Welfare Commission, the Oregon Social Hygiene Society, the Oregon Mental Hygiene Society, the Tuberculosis Association, the Red Cross, and others. The University Catalog for 1918-1919 contained the following announcement: "Under the authorization of Governor Withycomb and by him pursuant to a legislative enactment, the Child Welfare Commissio is now doing its work through the agencies of the Extension Division." Dr. W. H. Slingerland of the Russell Sage Foundation was employed to make a survey of the child caring organizations and institutions of the state. This survey was used to draft the code for child welfare in Oregon, which was sponsored principally by Dr. Rebec.

Dean Young gave long years of service to the coordination of a scholarly leadership and the research findings of the University faculty, together with the varied problems of the numerous Oregon communities. To provide leadership in the development of Oregon that would have "human values keep pace with industrial development, to see that cities were planned as wholesome places to live," --these principles were the basis on which the Portland School of Social Work was conducted. The administration considered it their duty to see that such principles were enforced, as well as to prepare workers to carry out the program.

In the 13 years of its existence, the school grew from a series of lectures into an organic whole, with extensive activities which made it a vital force for social betterment in the region around Portland and in the state. Accredited by national organizations, it served as a clearing house for new methods and the treatment of social ailments. Its teaching staff was drawn from the Portland Center, Reed College, the Medical School, and from the personnel of the social agencies conducting social service work in the city. The school was discontinued in 1932.

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Chapter VI

City Public Schools Since the World War

1918 to 1937

The year 1918 marks a more definite stage in the history of Portland's Public Schools than would the end of the decade 1920. . It was in 1918 that Daniel A. Grout was made acting superintendent. . In the following year he became the regular incumbent of that office. . It was on November 11, 1918, that the World War came to an end, but the disruptions caused by America's participation in the conflict were inherited by the incoming school administration, it was not until the end of the school year 1920 that the superintendent was able to report that, "During the past year the schools have been able to resume work along normal lines."

Since that year, the history of the city's elementary schools has been largely influenced by a few definite factors, such as increase of the city's population and consequent increase of the school enrollment, which has demanded an expansion of the physical equipment; the introduction in 1924-27 of the Platoon system of instruction; the retrenchments made necessary by the economic depression; and the ever recurring demand on the part of the community that the program of public school education adapt itself to meet the needs of the present day. .

At the beginning of Superintendent Grout's administration the population of the school district was estimated to be 322,900. . School buildings already numbered 70, of which 62 were elementary. . The assessed value of taxable property in the district was $308,764,595. . The school registration was 44,091, with an additional 3065 in the evening schools. . The number of teachers employed was over 1200. . The total amount required to operate, support and maintain the schools was $2,730,370. . In 1918, as in 1937, the Portland public school system was the largest single business enterprise in the community. .

This tremendous educational project had been a long time developing, and by 1918 its main features were well established. . For years the supervisors of the various departments had made their required reports to the Superintendent, and through him to the Board of Directors. . These annual reports, in the nature of the case, are somewhat repetitious and monotonous, but they constitute the real history of education in Portland, and occasionally express the creative spirit of the authors. . The reports for 1918-1919 indicate a wide field of activities and an alert and progressive group of supervisors. . Included among those covering the main courses of instruction were reports by Robert Krohn, on physical education; by Fred H. Grashong, on manual training; by William H. Boyer, on music; by Edna Groves, on domestic science; and by Esther W. Tuost, on drawing. . It was generally agreed that instruction in these

subjects added greatly to the cultural tone of regular class work.

Consider too the influence of the following facts as reported by the school librarian, Harriet A. Wood:

> The circulation of books through the schools for 1917-18 including 16,857 from county schools, was 338,900; a gain of 43,357, of which 91,697 were issued from high schools.
>
> The number of books in the School Collection in November, 1918, was 61,940, of which 45,534 were in the grade collection and 16,306 in the high schools.

The same year saw the introduction of foreign languages in the Elementary schools. French was taught in the Ainsworth, Failing and Irvington Schools and Spanish in the Eliot School. The principal of the last school in commenting on this phase of the work said:

> A child at this age can, however, so much more easily acquire a working knowledge of a foreign tongue than he can in later years that, with proper control of these difficulties and proper time, we should most certainly endorse this work.

The World War had been accompanied by a rise in the cost of living. Salaried people were particularly hard hit. It is interesting to read, therefore, that on April 3, 1919, the Board authorized a sum not to exceed $100,000 to be distributed to all teachers in the district, including regular, evening and substitute teachers, in addition to the regular schedule. And on May 10,1919, a levy to raise $531,000 was authorized by a vote of the people for the purpose of increasing teachers' salaries during the calendar year 1920. This aggregated $400 for each regular teacher for the year, and for others in proportion.

The Annual Report, for 1920, indicated no radical departure in any line. Owing to lack of funds, building activities were of a restricted nature. The demand for housing facilities was met by the construction of 60 portable schools. Some additional school sites were purchased for the R. L. Sabin and J. V. Beach Schools. The total area of property owned by the District was reported to be 191.03 acres. There were 80 school sites, averaging 2.39 acres each. The smallest was Marquam, with only .23 acres; the largest was Franklin High, with 15.564 acres.

In his Annual Report for 1921 the superintendent said:

"The school work during the year has continued without serious interruptions and the pupils have covered their courses with reasonable success. There has been a gradual expansion of the vocational side of public school education, both in the elementary and secondary schools." The Benson Polytechnic had practically trebled its attendance during the previous three years. "Interest in athletics and organized games,"

reported Robert Krohn, "has gained by leaps and bounds, and the standard of equipment adopted last year is going to fall far short of our needs." The department of music reported that during the year the grade school orchestra attained a standard heretofore unknown in this line of musical endeavor in the Portland schools. The Boys' and Girls' Club Work had been carried on for some years, and T. D. Kirkpatrick, as Club Leader, reported the following production from 17 acres of gardens: 4148 dozen eggs, 1506 chickens, 1475 rabbits, 2505 quarts of fruit, 1383 quarts of vegetables, 256 quarts of jelly, 49 quarts of meat and fish. Six milk goats were pastured. 27 meals were served, and 55 pieces of sewing presented for approval. All had a total value of $16,759.57, produced at a profit of $10,096.86.

During the year of 1922 the new Buckman, the Alamoda, the first unit of the Marysville, and the final unit of the Rose City Park Schools were completed.

The 1923 Annual Report indicated a uniform growth along all lines, with no particularly outstanding achievements. The exceptional pupil, both bright and dull, had for many years been given consideration. The Supervisor of Ungraded Classes for Subnormal Children, Ida M. Manley, in a long report, observed:

> The necessity for ungraded classes for sub-normal children in the public Schools is no longer questioned. They have become a permanent part of every school system. Portland maintained 10 classes for the school year 1922-23. More classes must soon be organized to comply with the law passed by the last legislature making it compulsory for sub-normal children to attend schools where they will receive 'proper instruction.'

A concrete illustration of the growth of Portland and its public school system was furnished when early in March, 1923, the various departments were moved into the new Administration Building, on Clackamas and Seventh Streets, situated approximately in the center of the School District, thus expediting the handling of school supplies. The same year witnessed the construction of additions to the Kellogg and Kenton Schools.

Reporting as Superintendent of Properties, Matthew O'Dell made a significant observation when he said in the 1923 Report:

> Possibly the greatest advancement made during the past year was the successful co-operation of the School District and the Department of Parks and Play grounds of the city in the development of the Grant High School and its site as a portion of a community park and playground. This was a great step forward both from an educational stand-

point and from an economic standpoint as the duplication of playground and athletic facilities by both the school district and city departments will be unnecessary and results in the greatest advantage to both the children and the citizens of Portland.

Portland erected two new high school buildings in 1922 and 1923. The first of these, the James John School, in St. Johns, acquired by the school district through annexation in 1917, was replaced by a modern brick structure on a 13½-acfe campus at North Central and Ida Streets. At the request of a large body of local citizens the name was changed to Roosevelt High School, in honor of Theodore Roosevelt and in harmony with other Portland high schools named for presidents.

On October 25, 1922, fire destroyed the brick and stone structure of Washington High School. As quickly as possible it was rebuilt on its former site, this time of concrete fireproof construction, with face brick exterior, and all modern educational facilities.

Portland added to its list of high schools in 1924, with the opening, in September of a large brick building, which was called Grant High. The location was at Northeast Thirty-sixth and Tillamook Streets. W. F. Fletcher, transferred from Roosevelth High, was principal until his death in 1928. The school's first enrollment was 1191 pupils.

In 1924 the school report agreeably arrests attention, and for good reasons. In that year the School District first put into effect an extensive building program in connection with the adoption of the Platoon system of school organization. In the fall previous, the district had entered into negotiations with the Bureau of Education, Department of the Interior, to make a survey of the building needs of the city. This work was done under the direction of three individuals: Miss Alice Barrows, Specialist in Industrial and Economic Relations in Education, assisted by Mr. Frank F. Phillips, of the Bureau, who did the statistical work, and Mr. William Wirt, Superintendent of Schools, of Gary, Indiana, exponent of the Platoon System, who handled the building program. The work on the survey was commenced September 21, 1923, and the field work was completed November 24, 1923.

The report captured the imagination of Portland's citizens and educational matters occupied public thought. That people were interested is evidenced by the fact that at the annual election of School District No. 1, held on Saturday, June 21, 1924, the total number of votes cast for directors was 19,235--a large figure.

On the same date the electorate voted on a bond issue of $5,000,000, based on the work-study-play building program, in accordance with the report of the Bureau of Education. This expenditure was to cover a period of the first five years of building construction, ending December 31, 1927 and was to be only a part of a continuous building program covering

period of 15 years. It had been recommended by the Bureau of Education to ask the electorate for approximately $5,000,000 for each 5-year period, making a total of approximately $15,000,000 for the 15 years.

The Superintendent of Properties, M. O'Dell, in making his reports said:

> Portland in the next fifteen years will replace nearly one-half of its present with permanent fireproof buildings and careful study should be made as to the location of these replacements, for a study of the map will show that were it possible to relocate all of our schools and place each in the best possible relation to the others as to distance, at least 10 of our schools would be found unnecessary and yet no child would need to walk more than ½ mile to 3/4 mile to school.

These prophesies were more than day dreams. The very next year the Superintendent of Properties was able to report:

> The most important and eventful year in the annals of Portland History in the matter of School construction is now being carried on, and with the coming new year, January 1, 1926, the present rate of progress indicates that four new schools will be completed as follows: Ockley Green, Sunnyside, Hosford, Abernethy, and eight additions to the following schools: Benson, Fernwood, Franklin High, Gregory Heights, Kennedy, Laurelhurst, Multnomah, and Woodstock.
>
> In addition to the above schools the Sellwood school is now under construction and progressing satisfactorily, and plans are being prepared for Highland, Beaumont, and Marysville Schools, looking forward to completion of these buildings by September, 1926.

Upon the resignation of Superintendent Grout, in 1925, Charles A. Rice, first assistant superintendent, was called upon to fill the office. Mr. Grout had been ill for over a year and a good deal of the administrative work had devolved upon Mr. Rice. It would be interesting to know how big a share Mr. Rice had in introducing the Platoon System into the Portland schools. He is considered its real sponsor, and in 1927 was president of the National Association of Platoon Schools, at which time there were 760 Platoon schools in the United States, representing 125 cities and 34 states.

Making his first report as superintendent in 1926, Mr. Rice was able to record considerable progress. Specifically, was the attendance

during the year the largest in the history of the city. The elementary enrollment alone was 41,517. Mr. Rice's report said:

> During the second term of the past school year nineteen schools were operated on the platoon plan. These schools were first organized on the following dates: September, 1924, Buckman and Chapman; January, 1925, Glencoe, Lents, Ockley Green, and Rose City Park; September 8, 1925, Joseph Kellogg, Kennedy, Montavilla, Peninsula, and Woodstock; October, 1925, Fernwood and Sunnyside; February, 1926, Abernethy, Alameda, Gregory Heights, Hosford, Laurelhurst and Kenton. The enrollment in these nineteen schools for the past term was 15,154. This is 36.6% of the total elementary school enrollment. Six more schools will be organized on this plan in September, 1926. . .
>
> It is our opinion that the tenure law as it now stands on the statute is a workable law. This law requires that any probationary teacher who is to be discontinued at the end of the school year be given notice two and a half months prior to the closing of the school year. It also guarantees to any permanent teacher who is to be discontinued by the Board a hearing before the Board. Charges against such teachers must be preferred in writing and a copy of these charges furnished the teacher upon his or her request. The teacher determines whether or not he or she will be represented by counsel and whether or the hearing shall be public or private. After the hearing before the Board, that body by vote, determines the status of the teacher. If five of the seven members vote to discontinue the teacher, there can be no appeal. If only four members vote for her discontinuance, the teacher may appeal to the special commission consisting of three members, provided for in the law. This commission is appointed by the presiding judge of the circuit court. A hearing is then given by the commission, and the decision is by majority vote. We believe that the above provisions in the law safe-guard the interests of the teacher and at the same time make it possible to discontinue those who are inefficient.

The desirability of having teachers co-operate in the selection of textbooks had been recognized for some years. Committees on course of study and the adoption authorized by the Board had been appointed at the beginning of the school year. Teachers and principals composed these committees that assisted in a revision of courses of study, both for high and elementary schools. It was quite generally agreed that the

fads and frills in education are not the special subjects - music, art, nature study, sewing, cooking, manual training, and some others - but are the non-essentials in the fundamental subjects. The superintendent took particular pains to point out that these special subjects give the child training so that he will be able in later years to spend his leisure time in a profitable way. It was observed that the good citizen must be trained not only to work efficiently in some trade or vocation but to enjoy to advantage his non-working hours.

The new era of physical expansion soon showed marked results. Units were added to existing structures and several new buildings were completed and occupied. In all, 13 schools were provided with additional accommodations, several of which were gymnasiums, while four completely new buildings were erected. All of these were of fire-proof construction, except four, which were one story in height of wood frame, with either wood, brick or tile exteriors. All were occupied by September 1926.

Meanwhile, the extensive construction program continued. The following year, under head of Report of Managing Committee, composed of Charles A. Rice, E. T. Stretcher, and Matthew O'Doll, those statements appeared, duplicating in part, the itemized building construction list of two years previous:

> This has been a very successful year. . .
>
> There has been the usual growth in school enrollment. The enrollment in the elementary schools was 43,419.
>
> The building program during the past year has made satisfactory progress. Since July 11, 1926, the following schools have been completed and are now occupied: Beaumont, Highland, and Sellwood. Additions have been made at the following schools: Marysville, Woodstock, Kenton and Hills Open Air. Buildings now under construction are the Reuben P. Boise, which will displace the Thompson and Shaver Schools, the Joseph Lane, formerly called the Errol Heights School, the Woodlawn School, the Daniel A. Grout School which will replace the Clinton Kelly School, and the Duniway School. The first three will be ready for occupancy September, 1927, and the other two will be ready two months later. There has been board authorization for the new Girl's Polytechnic School, the Booth, Linnton, Llewellyn, Portsmouth and Sabin Schools. The present rate of progress indicates that the 1927-32 building program, authorized in June, 1926, will be completed by the expiration of the year 1930.

The Managing Committee also reported that 25 schools were operating on the platoon plan. Those, in addition to the 19 listed in the 1926 report, were: Kerns, Irvington, Beaumont, Sellwood, Highland, September, 1926; and Couch, January 1927.

Six additional schools - Arleta, Boise, Duniway, Joseph Lane, Richmond, Woodlawn, - were organized on this plan, for the term beginning September, 1927, making a total of 31 schools. These included approximately 61% of the total elementary enrollment.

Another indication of the growth and complexity of the modern public school system was furnished by the report of the Department of Research, which had been in operation for some years. This department was making notable progress. Several studies had been made of different school problems, including a survey to determine the number of children suffering from speech defects, such as stuttering and stammering. Another was to determine the number of left-handed writers in the schools, the results of which showed 1315 such children. Intelligence tests, both individual and group, had been given to a number of classes and the results used in classifying pupils and in promotions, with the aim of placing all children in classes where they could do the best work. Also, in 1927 the School District provided a corps of six dentists and six dental nurses, with a central clinic maintained in the Administration Building. A small charge was made when the parents were able to pay.

As early as October, 1926, provision was made by the Board of Directors to place a teacher in charge of visual education in the platoon schools. The organization of the new department began January 31, 1927, with the opening of the second semester.

When the Managing Committee made its report for 1927-1928 the signs pointed to the end of an uninterrupted expansion period. In many ways affairs had reached a saturation point. The growth in school enrollment that year had not been as large as in some past years. At that, the average number of pupils belonging (to be distinguished from registration or enrollment) was 48,854, and of this number 35,505 were in the elementary schools.

The Girls' Polytechnic, a vocational school in the high school level, developed from the girls department of the School of Trades, was provided with a new structure in 1928. The building was of brick and was especially designed to meet the requirements of such a school. Besides the academic and commercial subjects, which followed the course of study then used in all Portland high schools, instruction was - and continues to be - given in the following subjects: sewing and tailoring, preparation of foods, home management and social relationships, millinery, industrial art, metal art, drawing, craft art, music, oral English and dramatic art, home nursing, manners and conduct, practical science related to foods, and physical training.

Commercial work included typewriting, short-hand and retail selling instruction. Academic studies include English, literature and civics.

The progress of the platoon system of school organization was deemed satisfactory, with thirty-two schools organized on that plan.

During that year - 1928 - a study was made to determine the relative merits of the platoon system, as compared with the traditional school system. It was found that the graduates of platoon schools were well equipped to compete for grades with the graduates of the traditional schools, and were far ahead of the graduates of elementary schools outside of the city.

At the close of school in June, 1929, a total of 39 elementary schools had been organized on the platoon plan, enrolling approximately 80% of the elementary pupils. That year the Managing Committee, as a result of investigations, wholeheartedly endorsed the platoon system, and asserted that in special subjects the platoon school pupils were somewhat favored, both in opportunities for instruction and in actual achievement.

At the close of the school year, 1929-1930, it was recorded that the attendance in the high schools had considerably increased, while the elementary enrollment had decreased. The school year closed with 41 platoon schools that had 84% of the total elementary enrollment.

By 1930 a world-wide economic depression had arrived. From that date on, the total school attendance decreased. The high schools, however, showed an increase in attendance, partly due to the large number of young folk who could not find work and who therefore decided to remain at school.

The new brick structure of the High School of Commerce, located at Southeast Twenty-sixth and Powell Streets, was first occupied in 1930. J. F. Elton, its principal, came to Portland from Astoria, in 1919, and immediately set about organizing a well-balanced curriculum of commercial and academic subjects. A group of Portland business men aided him in analyzing the types of study which would best fit the graduate to enter active commercial life. However, the program as established, was for years handicapped by the lack of suitable quarters and equipment.

Prior to 1930 the school was housed in the antiquated Shattuck grade school building. When it moved, enrollments increased so rapidly that facilities were soon overcrowded, and as a consequence, first year students were excluded from September, 1930 to September, 1933, when a lessened registration made it again possible to accept freshman.

Two main courses are offered in Commerce High School: the bookkeeping course and the stenographic course. Both are four years in length. The requirements for entrance are the same as in other city high schools.

Portland has never had a junior high school, formally organized and operated as such.

Evening schools had been carried on regularly since 1892, when sessions were held in the old Portland High School. The large influx of people unable to speak the English language, many of whom had meagre ele-

mentary training, created a demand which grew with the years. Earliest courses were limited mainly to subjects of 7th and 8th grade level, with some commercial work and high school English added. The 1892 enrollment had been 300, with seven teachers. In three decades this had grown until during the years from 1922 to 1930 the average enrollment was 5000, with a teaching staff of 120. In those years the classes contained many working people who felt the need of more training. The curriculum had come to embrace not only the 7th and 8th grades, but any high school subject called for, with some courses given at Benson and Girls' Polytechnic. By 1936 the teaching staff had been reduced to 30.

A free textbook law was passed by the legislature in 1931. It applied only to the elementary grades. One dollar and fifty cents per census pupil is provided each year until all pupils are supplied with texts in all subjects. The subjects in which textbooks were adopted and purchased in 1932 were reading, language and spelling. In 1933 the subjects were arithmetic, history and civics, and geography in the fourth and fifth grades. In 1934 they were physiology, nature study and geography in the sixth and seventh grades. This left only one subject, music, which was provided for in 1935.

Reporting for the Managing Committee in 1933, Superintendent Charles A. Rice, said of the years' work:

> The results have been much better than we had reason to hope because of the dire economic situation of the community and the country as a whole. Owing to a depleted budget, the Portland public schools have had to make adjustments to keep within their income. These adjustments have included a cut in teachers' salaries, a cut in the cost of supervision and property management, a cut in the length of the school year, and a general increase of the teaching load, both in the elementary and high schools.

Edison Six-Year High School began in September, 1935, in the old Albina Homestead school building, at Beech and Halloy Streets. It was a development of the Better Scholarship High School, conducted in the Albina Homestead building from 1930 until 1935.

The nature of the instruction given by this school was explained in the Annual Report for 1932.

> Students who have failed for two consecutive terms to make three credits a term in other high schools are sent to the Better Scholarship High School. Failure to make certain credits is the immediate cause of the student's transfer, but the important problem lies in the causes of his failure. It is only after the solution of this fundamental problem that the individual can hope for future success and happiness.

> The policy of the school is constructive and remedial; the aim is not to punish but to diagnose and remedy. The teachers endeavor to offer such training in habits of study and application that the student will be able to return to his regular school and complete satisfactorily his high school career.

Mr. F. G. Leasure, its principal, in stating the purpose and functioning of the new Edison Six-Year High School, said:

> The Edison Six-Year High School has been designed to include what is termed the Junior and Senior High Schools or the seventh to the twelfth grades inclusive. While some vocational courses are offered the Edison school is not primarily a vocational school. At present, the curriculum includes the subjects which are traditionally taught in our college preparatory or standard high schools, with an enriched industrial arts offering as well as an expanded academic offering.
>
> The Edison Six-Year High School program might well be considered an adjustment program. . .

There are two divisions of this high school. The Boys' Division, at Beech and Halloy Streets, provides vocational training in a limited number of trades and academic classes. In September, 1936, the Girls' Division was separated from the Boys' Division and moved to the vacated Brooklyn School. As in the boys' department, there are vocational classes - cooking, sewing, weaving, spinning, basket making, art and piano. All of the courses are practical and are designed not only to interest the average girl, but to give her training that will be of some use to her in life and in the commercial and professional fields.

Assistant Superintendent of Schools, J. W. Edwards, in charge of high schools, gave the following data in 1937 on the 10 Portland high schools.

School	Principal	No. Teachers	Enrollment
	Academic		
Franklin	S. F. Ball	65	1922
Grant	A. F. Bittner	85	2606
Jefferson	Hopkins Jenkins	79	2369
Lincoln	H. M. Gunn	53	1580
Roosevelt	Charles A. Fry	28	752
Washington	H. J. Boyd	63	1793
	Technical		
Benson Polytechnic	C. E. Cleveland	92	2485
Girls' Polytechnic	Anna E. Arnold	48	888

	Commercial		
Commerce	J. J. Elton	57	1714
	Vocational		
Edison	F. G. Leasure	[illegible]	[illegible]
Boys' Division		13	337
Girls' Division		11	182

Today the educational problems of Portland are pretty much the problems of the country as a whole. America's economic and social set-up is in a transitional stage and everywhere education feels a consequent unsettlement.

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6

Chapter VII

Portland Labor College

1921 to 1929

An interesting experiment among Portland's recent educational activities and the first of its kind in the Pacific Northwest was the Portland Labor College, operated by the Portland Central Labor Council from 1921 until early in 1929. This enterprise began with a single class in Workers' Education, taught by Dr. Philip A. Parsons of the University of Oregon, at the request of the Portland Teachers' Union No. 111. This class was conducted by the Extension Division, of the University of Oregon.

Although scattered groups of varied support had talked of such an enterprise, it was the Teachers' Union that on May 10, 1921 requested that a committee be appointed from the Central Labor Council to investigate the possibilities and to advise methods for undertaking a labor college. The Council agreed and appointed the following committee: G. W. MacDonald, of the Electrical Workers' Union, No. 48; and vice-president of the Council; E. J. Stack, of the Cigar Makers' Union, No. 202; W. E. Kimsey, Typographical Union, No. 58, and Secretary of the Council; and E. E. Schwartztraubor and Miss Darling, both of the Teachers' Union.

The committee reported on June 17 that they believed the prospect for such a college both good and desirable, and that at an early date a full report on the project would be made. Consequently, on September 16, they presented the following analysis:

> After making as careful a study as was possible in the past three months of the field covered by Labor Education the committee recommends the establishment of a Labor College and submits the following specific recommendations for your consideration:
>
> Objects. 1. To prepare the industrial worker as well as the organizatiom for a share in the responsibilities of democratic control of industry, such preparation requiring a knowledge of the history, practices, problems, and policies of the labor movement and the fundamental principles of the production and distribution of wealth.
> 2. To furnish that inspiration and faith so essential to the successful realization of labor's ideals and ambitions.
>
> Courses of study. In keeping with the above named objects we recommend that the following courses, as far

as possible, be incorporated in the Labor College curriculum:

1. Economics and Industry
   (a) Applied Economics
   (b) General Economics
   (c) Modern Economic Institutions
   (d) Current American Labor Problems
   (e) History of the Labor Movement
   (f) The English Labor Movement

2. Political
   (a) Civics
   (b) Current Events

3. Social
   (a) Sociology
   (b) Social Problems

4. Scientific
   (a) Applied Psychology

5. General Culture
   (a) English and Public Speaking
   (b) History
   (c) Literature
   (d) Drama
   (e) Hygiene

6. Forums

7. Entertainments

Control of College: We recommend the following method of control of the college:

(a) A Board of Control to be composed of one representative from each local affiliated with the Central Labor Council to be chosen for a period of one year.
(b) The duties of the Board of Control shall be to choose an Executive Board of not more than five members for a term of one year, and to further the interests of the college in their respective locals.
(c) At least four members of the Executive Board shall be members of locals affiliated with the Central Labor Council.
(d) We recommend that the Central Labor Council appoint a temporary Executive Board to serve until such time as an executive board can be chosen under the above plan.

Finances. In establishing and maintaining a Labor College it is obvious that there will be financial obligations, suggestions for the meeting of which we submit to your consideration. First, as to financial obligations we suggest in preface, that teaching service be voluntary; then the financial obligations incumbent upon the college will be rent, printing and stationery. In order to meet these expenses we suggest the following methods used in other labor colleges:

(1) Fees from students not to exceed $2.50 per student per term of ten weeks.
(2) Control from the Central Labor Council;
(3) Voluntary contributions from locals;
(4) A combination of any or all of these methods.

Place of Meeting. We recommend that classes be held in the Labor Temple.

After its provisions had been carefully considered by the Council, the proposed educational program was approved. The report, along with its recommendations, was accordingly adopted, and the establishment of the Portland Labor College was authorized.

Late in 1921 the school opened with the following schedule of instruction:

Tuesday, 7:30 P. M.,	Current Economic Problems Dr. W. T. McIlvoon, pastor of the First Congregational Church.
Wednesday, 7:30 P. M.,	Comparative Politics. Prof. Chas. McKinley, Reed College
Thursday, 7:30 P. M.,	Home Economics, Miss Mathews
Friday, 7:30 P. M.,	History of the American Labor Movement - Dr. E. B. Mittleman, O. A. C.
Sunday, 7:30 P. M.,	History of Civilization, Dr. C. H. Chapman.

Expectant groups of union members attended these lectures and cheered the teachers. Young men began asking the Central Public Library for books dealing with subjects treated in the school. Conversations also showed that new lines of interest had been opened up. Certainly the college would be a success.

The temporary board of directors, appointed by the Central Labor Council, was composed of the committee first appointed to investigate the possibility of establishing the College, except that Mr. Schwartztrauber was made chairman, whereas previously Mr. Macdonald had served in that position. Before the College opened, a letter had gone out from the Central Labor Council asking all locals to support the undertaking.

On January 26, 1922, the Teachers' Union hears a report from their delegate on the success of the college and were elated to learn that their suggested activities had brought such encouraging results.

Later, on March 3, 1922, the Central Labor Council, thus far pleased with the school's influence and growth, decided to expand the program and provide lectures direct to the unions desiring them, these lectures to be given by authorities in various fields. The committee announced that Dr. A. E. Zimmorn, of Oxford University, would speak on the "British Labor Party," and that Dr. Kohs would address the Carpenters' Union, on "Practical Psychology."

At this meeting the following resolution was presented by the board and was adoptod:

> In view of tho fact that education is recognizod as a primary source of power, and particularly so to labor, and in view of the fact that the Portland Labor College offers the means whereby labor may secure such education, it is hereby recommended that the Central Labor Council go on record as favoring the following method of bringing the advantages of the Labor College before each and every local in the city:
>
> First: that each local be urged by letter from the secretary of the Central Labor Council to enroll at least two of its own members as students in the Labor College, one of whom is to be considered a representative in tho college.
>
> Second: that in recognition of the importance of such action to the labor unions as well as to the labor movement in general the registration fee of each person so chosen be paid for in the form of a scholarship.
>
> Third: such action be taken by each local at its next regular meeting so that students so chosen may enter classes now being formed for the spring term work of the college.

In the spring of 1922, Mr. E. E. Schwartztrauber reported that more than 80% of those registered had attended regularly; and on June 2, 1922, the Labor College's first season ended with an entertainment celebrating its success. This feature became a policy adhered to throughout the life of the college. Likewise, each term was opened by a special program designed to promote acquaintance between teachers and classes. The fall term of 1922 opened on October 9, with a much enlarged program, including the following courses: history of American labor, taught by Dr. E. B. Mittleman, Oregon State College; dramatics, directed by Doris Smith; drawing, with N. B. Zane as instructor; banking and finance, taught by

Ralph C. Hoeber; and gateways to literature, with Ethel M. Sawyer as instructor.

The State Federation of Labor, in convention on September 25, 1922, voted financial assistance and endorsement of the Portland Labor College, and on October 13 the Labor Temple Association set aside the southwest section of the basement of the Temple at Fourth and Columbia Streets, for the exclusive use of the College. Thus was shown their appreciation of the work of the Labor College.

On that date also it was reported that a similar college was opening in Seattle, showing that the sentiment for labor education was growing in the Northwest as well as in other parts of the United States.

The dramatics class, which had taken the name of the Labor College Players, gave, on December 15, three one-act plays in Hall J of the Portland Labor Temple. The plays were "Miss Civilization," "Land of Heart's Desire," and "When Love Was Young." This was the first appearance of the Labor College Players, a group which afterward became an integral part of the American labor movement. Many letters were received from labor councils the country over, asking for information on plays, players, and methods suitable for building up similar groups.

The Engineers' Union, No. 701, on January 19, 1923, requested that a class in steam, gas, and electrical engineering be held in their own hall in conjunction with their union meetings. This was arranged. Mr. M. B. Belden of Oregon State College was the instructor. The class ran for two years.

The registration for the winter session of 1922-23 was more than twice as large as that of the fall term of the same season, or a total of 139 registrations. At this time, also, the college started a library in its rooms. Many books were bought and a number were loaned by Oregon State College, the University of Oregon, and the Portland Library. In January, 1923, fees were reduced to $1.00 for Union members. From $2.00 to $5.00 was charged non-union students.

An attendance report for the term ending with mid-January, 1923, showed that 51 individuals had registered in seven classes. Subjects given ere, English and public speaking, drama, banking, drawing, literature, sociology, and psychology. Registrations for the following term numbered 106, of which 89 were Union members. New classes included home economics, taught by Mrs. S. F. Batterson of the Girls' Polytechnic School, and evolution and ethics, taught by Dr. E. O. Sisson of Reed College. A course in health was offered the following fall, with Dr. Henry Collins giving six lectures. Terms generally extended for a period of 10 weeks.

By this time the College Players had become so popular that it was necessary for the Executive Board to restrict membership in the dramatic class to union members or members of their families. E. E. Schwartztrauber, who had lately become head of the educational program, said at that time, "The Labor College Players and the Labor College as a whole are fundamentally in existence to train men and women for the labor movement."

During January, 1924, a College chorus was added to the activities. Also at that time a bulletin was published, giving a complete list of all lectures available to the various unions, many of the lecturers being from Reed College and from the University of Oregon.

Professors teaching in the Labor College late in 1924 included: G. Bernard Noble, A. Anton Fredrick, Dr. Clarance E. Ayers, Dr. Richard E. Scholtz, and Dr. V. L. O. Chittick --all of Reed College; and Dr. Philip A. Parsons and Dr. Harold B. Meyers --both of the University of Oregon. Previously the list had included Mabel Davenport, Beatrice Thompson, Carrol Day, H. M. Esterly, N. B. Zane, Agnes Cover, Dr. E. B. Mittleman, Daryl Delat, and Elizabeth Nicholson. The school's secretary was Charles Kolb.

In March of that year Mr. Clinton S. Golden, field secretary of Brookwood College, New York, visited the Portland school and addressed the students and faculty on labor education. A special performance was given by the Labor College Players. As a result of this visit Mr. Golden helped to secure funds for the Portland Labor College, enabling it to hire a full-time director, the money coming from the American Fund for Public Service, Inc. In the issue of the Labor Press for April 20 appeared an account of the Garland Fund, as it was generally called, from which the Portland Labor College, in its later years, secured financial aid:

> The fund is known as the American Fund for Public Service, Inc., and consists of $800,000. The sum was bequeathed to Charles Garland, who attained considerable notoriety about a year ago when he refused to accept it on the ground that he had not produced it and that he was not entitled to take from society that which he had not produced. He finally took the inheritance and placed it in the hands of a group of men as trustees to be expended in public service.

In the summer of 1924 Mr. Schwartztrauber, on a tour of Europe, met Mr. H. Aaron Director, who soon thereafter was selected as educational director of the Portland Labor College. The State Federation of Labor in convention on September 4, voted $250 to be used by the educational director to set up labor colleges in other parts of the state. As a result, units were soon opened at Salem and Astoria.

In commenting on the difference between labor education and other types of education, Mr. Director said:

> Workers' Education is primarily an instrument of trade unionism. Primarily the aim of trade unionism is to gain a larger share of the national income for its members. That is why unions are organized, because men have discovered that the problem of hours and wages cannot be left in the hands of employers. The two have different views

> about the share that is to go to each group. In exactly the same way Workers' Education cannot be left in the hands of the employers. Workers' know best what ideas will serve them most efficiently, and they should therefore have the power to determine what ideas shall be taught about trade unions.

During the years from 1925 6o 1929 the College followed routine work with little deviation from its original program, except that an occasional change in curriculum was made. There were also the expected occasional changes in the teaching force, for teaching was done mainly by non-salaried instructors who were busy with their regular work in the city schools or in college or university.

To sustain interest in labor education, an individual in each union in the city was appointed to keep members in close touch with the College. As a consequence some renewal was observed.

In March, 1926, Paul Harvey gave six lectures on peace and war at the College. However, the season closed early, on April 23, with favorable reports but without actual enthusiasm. A Pacific Coast labor education conference was held at the Temple on May 21, 22, and 23.

The new school year opened on October 4, and was divided into three terms of ten weeks each. The stated objectives then were:

1. To develop in the working class intelligence to conceive and courage to will the establishment of industrial democracy.

2. To develop an understanding and appreciation of all that is fine and noble in art, science, and literature.

But the registration for classes were disappointingly small, although Scott Nearings' lectures at the Temple drew large audiences. Later speakers included Dr. Arnold Bennet Hall, president of the University of Oregon, and Carl Sandburg, the American labor poet. Only six courses were offered in the spring term, 1927.

Reports showed that 73 had enrolled for the first term, 97 for the second, and 87 for the third. Speakers addressed 14 union meetings.

Don C. Lewis was appointed director in August, 1927. Lecturers assigned under him were W. S. U'Ren, B. A. Green, M. F. Kneeland, and Fred Ross. This was the seventh year of the College and eight courses were offered: Elements of trade unionism, practical English, women in industry, international policies and the worker, local trade union problems, effective speaking, and modern social problems.

Still the response continued poor and a survey was made to determin the number of union members then employed. But again in 1928 classes were small and the outlook dispiriting. In May, E. J. Stack was made the new director. Four courses were assigned for the fall and a long list of special lectures. The registration fee was placed at $2.50.

This college like many another institution, however worthy, could not live without student attendance and financial support. Also, a too free discusssion, in some instances, had made classes difficult to handle so that some unions withdrew their support. When in 1929 the Garland Fund collapsed, the Portland Labor College was obliged to suspend its activities. So stunned were the editors of the Oregon Labor Press at the passing of the College that they let the incident pass without a written obituary. Only the dignity of deep silence marked the occasion.

Apparently there were few records of registration or attendance kept. There is a statement, however, that the attendance during the first year of the College was more than 80% of the registration.

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Chapter VIII

Private and Specialized Schools

1900 to 1937

Through the years, private schools, although diminishing in number, had flourished in Oregon side by side with the public schools. Of this number, the preparatory group was probably the most influential, instructing its students in standard subjects of use in all types of later training. As the 20th century advanced, the newest of these was the Allen Preparatory School.

This school was created in 1901 by Mrs. Margaret Varty Allen, who because of marriage was disqualified as a teacher in the old Lincoln or Portland High School. Besought by a group of parents to open a private preparatory school, she assembled her first classes, a small group of students, in a building near Fourth and Main Streets. Enrollment increased steadily and the school by then firmly established, was chartered in 1905. By 1909 there were 100 pupils in attendance. Instruction largely duplicated that given in local high schools.

Due to Mrs. Allen's poor health the school was temporarily closed in 1914, but was reopened in 1917. At the death of Mrs. Allen, in 1927, classes were continued by W. H. Norris, a faculty member. He maintained the academic tradition for seven years. In 1934 the school quarters and equipment were leased to the newly established Portland Unit of Albany College.

The Catlin School, a resident and day school for boys and girls, now located on northwest Culpepper Terrace, was established in 1911 by Miss Ruth Catlin.

Miss Catlin, while visiting in Portland in 1910, was urged by friends to start a school modeled on the teachings of John Dewey and a group of educators connected with the Francis Parker and Horace Mann School in the East. Returning to New England she spent a year in research and while there selected a faculty from some of the outstanding schools. In the fall of 1911 this model school for girls opened in a house at Park and Lovejoy Streets, with 25 students enrolled.

The City Directories for 1912, 1913, 1914 name Margaret Norris, Lucile James, Margaret Eastman, Virginia Kerby, Florence Pease, Frances Clary, Ethel N. Spalding, Martha Davis, Ida Carpenter, Emma De La Loge and Gertrude Talbott as teachers assisting Miss Catlin.

A few of the early graduates were Mrs. Spencer Biddle, Mrs. Jamison Parker, Mrs. Edwin Geary, Mrs Holt Cookingham, Mrs. Louise Linthicum.

In 1915 the school moved to Twenty-third and Everett Street, but it soon became evident that the small quarters were not suitable for the growing attendance; a permanent location must be sought. Late in 1916 the school was moved to its present permanent location on Westover Terrace. Here three buildings were erected --a study hall, a dormitory, a music salon. All are modeled on simple artistic lines.

In connection with the Catlin School should be mentioned the Music Education School, formerly located at Seventh and Everett Streets, and founded by Calvin B. Cady. This school, like Catlin, was modeled on idealistic principles. It based its teaching on play-work and nature study for the development of "the arts of expression --language, music, drawing, et cetera--and for mathematics."

When opened, instruction was under the supervision of Miss Elizabeth Hoar, of the Ethical Culture School, New York City, with Miss Mabel Starbird as assistant and teacher. The ages of the pupils ranged from five to nine years and only those without previous school training were eligible. The classes, not more than ten, covered training through the usual eight grades. Formal grading was eliminated and the child was taught individually and progress was judged on ability.

At the graduation exercises in 1928, Miss Catlin announced that the Catlin School had purchased the Music Education School, which had been discontinued after the death of Mr. Cady, and that upon her death she was bequeathing to the community the entire Catlin organization, that it might perpetuate model education in Portland. She also announced the appointment of a Board of Directors to act in an advisory capacity on matters of business and development. At that time the board consisted of Miss Catlin and Mrs. Jessie Thaine Powers, representing the faculty, Erskine Wood and S. R. Winch, the parents of the pupils; Mrs. Spencer Biddle, the alumnae; William L. Brewster and Mrs. Charles Carver, Jr., the community; Mrs. Richard F. Sholz, Reed College; and Burt Brown Barker, the University of Oregon.

During the year the school was enlarged to take care of the additiona enrollment of the Music Education School, which was renamed Hillside School.

From the start, Catlin's aim was to provide an environment in which the individual student was free to develop physically and mentally, in regard to particular needs and ability, and in preparation for life. Quoting from the school's current Catalog:

> The school exercises great care in the proper placing of students. In all departments the class groups are small and the instructors are experienced teachers of proved ability, interesting personality and enthusiastic in their work. This provision ensures adequate supervision of each student's work and the intelligent handling of individual needs and problems. The School is more concerned with the use and interpretation of facts than with fact-gathering

> for its own sake. The schoolroom is a center in which teacher and student meet for the purpose of exploring knowledge that is vital to an understanding of the world today and the past, out of which the present has grown. The classroom becomes the forum where ideas and knowledge, over a wide range of interests, are examined and discussed and where such a live interest furthers the search for knowledge and understanding.

The curriculum which is divided into four groups, Literature and Fine Arts, Foreign Language, Mathematics and Science, History and Social Science, trains the student in several fields of study. The non-academic courses are music, art, dramatics, current events, physical training, and work in connection with the school paper and the various departments of student government.

The school averages about 200 students and has a faculty of 20 teachers. Many of the graduates have continued study at Eastern schools, to which some have won scholarships.

The Gabel School, a country private day school for boys and girls, relocated in 1936 in the Tualatin Valley five miles from the city limits, was an outgrowth of The Jewell Preparatory School, so named and founded by Miss Addison Jewell and Miss K. Alice Quigg, who established it soon after the closing of the Portland Academy in 1916. The vacated Academy building at Fourteenth and Montgomery Streets became its first home.

The school consisted of only the first seven grades. Average yearly attendance was 30 pupils. Special emphasis was placed upon small classes, giving the student the advantage of individual attention. Miss Louise Sears, who conducted a kindergarten nearby, urged that her pupils continue study in Miss Jewell's classes.

Some of the early students of the Jewell School were William Brewster, Donald and Thomas Kerr, Robert T. Platt III, John and Robert Catlin, Martin White, Dexter Strong, John and Louise Labbe, Henry and Edmond Labee, Isabel Kerr, Charlott Balboeff, Eleanor Holdman, Alice and Jean Bure, Ann and George Green, Gordon Beebe, Katherine and John Dukhart, Frank and Ann Kistner and George T. Chamberline.

Miss Quigg retired in 1928. Upon the retirement of Miss Jewell in 1931, Miss Priscilla Gabel, who had been an instructor since 1918, was urged by Miss Jewell and the parents of students, to assume the management of the school. This she did, and the name was changed to The Gabel School. Miss Gabel, a graduate of Reed College, had specialized in educational psychology at Smith, at the University of California, and at Columbia University.

Upon assuming ownership, Miss Gabel added first year high school instruction and since that time the curriculum has been enlarged to include all four years. In addition to basic studies, subjects in the expressive arts are taught.

Gabel is an accredited school and students are admitted to advanced institutions elsewhere. In recent years the staff has numbered from 10 to 12 instructors, with a yearly enrollment of from 75 to 90 children. One third of the teachers are men. There were seven graduates in 1937.

Located in quarters at twenty-third and Glisan Streets, the tutorial enterprise known as the Townsend School was established in 1925 by Grace B. Townsend. From the start this school prepared students for entrance examinations to high schools, special schools and colleges, and for West Point, Annapolis, and College Board Examinations. Miss Townsend, formerly a teacher at the Catlin School, stressed individual training.

At its height, the school had about 20 students and a very limited staff of specialized teachers. It closed in 1933.

The Museum Art School now housed in the Portland Art Museum had its beginning in 1909, when the Arts and Crafts Society offered to furnish a teacher if an art school were organized. Previously a group of creatively-minded young people of the community, wishing to develop their artistic aptitudes, had secured a teacher for evening instruction. From this group developed the Museum school. Two of its present instructors, Miss Anna B. Crocker, and Henry Wentz, were students in early classes.

The plan has been to give students a firm foundation for serious work through drawing, painting, composition, design and the history of art. A certificate is given for three years of work. A five-year course given jointly with Reed College leads to a Bachelor of Arts degree at Reed and an Art School Certificate. A piece of art work takes the place of a thesis.

From a small but eager beginning attendance has grown to 100 persons. Classes are purposely kept small that students may derive greater benefit from instruction given. In 1937 there were six instructors, all of whom had studied in Europe.

The present day Y. M. C. A. school, known as the Oregon Institute of Technology and Multnomah College, a school of many units offering collegiate, professional, secondary and trade instruction, is a development of the early Y. M. C. A. Training School, described in Part I, Chapter XI of this study. Prior to 1920, when the Institute was established, the Y. M. C. A. schools, locally and throughout the country, conducted courses with very little regard for teaching methods, course content, or instruction. In 1920, because of the advisability of including cultural and semi-technical subjects, as well as technical subjects in the Curricula, the local school secured from the state a new charter with degree-granting powers. The name of the school was then changed to "Oregon Institute of Technology", denoting the nature of the school. Its educational activities continued in the Y. M. C. A. building at Sixth and Taylor Streets, to which an addition for class accommodation soon became necessary, and in the workshop laboratory for trade and engineering study, at Fifteenth and Taylor Streets.

During the first 25 years single-unit courses were offered. The automotive department was added in 1907, electrical trades in 1910, and radio and accountancy in 1913.

The secondary school, opened in 1931, as a day and evening school, has a standard high school curriculum and is accredited by the State Department of Education.

The school is now co-educational and carries out a three-fold educational program. The collegiate professional school presents courses leading to a degree in mechanical, civil, and electrical engineering. The school of business administration, conducted in the evenings, includes courses in higher accounting, business management, marketing, business law, business finance, business correspondence, salesmanship, public speaking, life insurance, and commercial art, all on college level. The semi-technica school, an accredited junior college of liberal arts, offers a two year trai ing course in music, art, literature, social and physical sciences, business and secretarial training and all professional courses.

The annual registration of the school is over 1,000 students, with ag ranging from 16 to 55 years. The Oregon Institute of Technology is a part of a nation-wide organization of Y. M. C. A. schools.

The L. L. Adcox Trade School, a practical trade school known nationa and internationally, now located on Northeast Broadway, was started in 1909 by L. L. Adcox. When the school opened it was housed in a small building at Tenth and Stark Streets. Here it remained for two years, moving first to Chapman and Yamhill Streets where the Multnomah Stadium now stands. Later i moved to Eleventh and Jefferson Streets, again to West Park and Burnside, an in 1918 was at Union and Wasco Streets. This latter building is still usod for a part of the school.

There were only three students in the school when it opened, with Mr Adcox the only instructor. At present there are 300 students and seven instructors.

The institution offers correspondence courses and has students all over the world. It is a member of the National Home Study Council. For 13 years the school has trained handicapped men for the State Department of Vocational Training.

The Oregon Blind Trade School, located at Northeast Glisan and Seven sixth Streets, was an outgrowth of the State School for the Blind, at Salem. Although this school was not authorized by the state until 1920, a blind school, instructing adults was first encouraged by Mayor Albee and the Press Club as reported in the Oregonian for November 25, 1913:

> Another anonymous contribution of $100 to the fund to establish a work shop for Portland's blind brought the total up to $530 yesterday. To enable the workshop quarters for which will be donated by the city in the municipal repair shop at East First and Madison Streets, $1500 will be needed.

In the same paper for December 10, 1916, an article stated that the school experiment was being considered as a part of the Portland Public School system.

> The School Clerk Thomas says the school is nothing more than a workshop for the adult blind and affords them an opportunity to make a living there. It was established two years ago, through the efforts of Mayor Albee and the Press Club, at that time the question arose as to what should be done for a number of blind musicians and others who were trying to make a living on the streets. Tom Long, the blind cigar merchant at the city hall, suggested a school for the blind. Mayor Albee made room for them to have a shop on the east side of the river, but it did not prove so satisfactory.
>
> The matter was then put up to the school board to establish a school for instruction of the blind, so they might learn some trade and thereby be able to make a living. This was done in connection with the trade school for boys.
>
> Last year six blind persons were enrolled. The school district employed J. F. Meyers as instructor, and furnished the men with material for making rugs, mats, cain chairs, etc.

The cost of running the school in 1915 was $378.77 --$300 for the instructor's salary, $50 for supplies, and the rest for incidentals.

The state legislature passed a law in 1920 providing funds fo a blin school in Portland to enable blind students to become self-supporting. Vocational subjects have included manufacturing of brooms, brushes and baskets, piano tuning, and animal husbandry. Students receive money for articles sol By law, the State furnishes board, room, tuition and laundry. The Portland Public Library supplies 300 titles in Revised Braille and some of other type The State Board of Control and an Advisory Board govern the institution's we fare.

Portland has had a variety of secretarial schools. The Behnke-Walko Business College, the oldest since the turn of the century, was opened as a shorthand school in 1902, located in the old Commercial Building. It started with an enrollment of six students. The school now owns and occupies a four-story modern building at Northwest Eleventh and Salmon Streets. The enrollment had grown to about 300 students, representing 28 states. It offers courses in business and secretarial training.

The Northwestern School of Commerce , an accredited commercial schoo with full business courses and secretarial training, was an outgrowth of the Holmes Business College and Links Business College. C. F. Walker purchased these schools in 1921, opening classes in the Fine Arts Building at Tenth and Morrison Streets. Two years later the school moved to its present location at Broadway and Salmon Streets. The school has grown from 32 to 300 st ents.

The Holmes Business College was reopened in 1932 because many students who had previously attended the old Holmes Business College wished to renew the Ben-Howard system. This system, however was later changed to the Gregg.

Other Portland business schools are the Decker Business College, Dickinson Shorthand School, Pacific Business College, Inc., and the Rose Cit Business School..

The North Pacific College of Oregon, Schools of Dentistry and Pharma located at Northwest Sixth and Holladay Streets, was established in 1898 und the direction of Dr. Herbert C. Miller, as related in Chapter XI, Part I.

Dr. Miller, Dean of the school, president of the board and chairman of the executive committee, was a graduate of dentistry and medicine from what later became a part of Washington University, St. Louis. Touring the Pacific Northwest in 1890, he decided to locate permanently in Portland, and soon opened a school known as the Oregon College of Dentistry.

The school was enlarged in 1908, and Pharmacy was added. Two years later land was purchased and the present five story fire-proof building was erected.

The college is a four year school having a Class A rating with the Dental Educational Council of America. A clinic is run in connection with the classes and courses are given in oral surgery, orthodentia, operative dentistry and special pathology.

The attendance of the school has grown from 18 to 700 students, wi an increase of faculty from 23 to 45. Some of these are part-time professo technicians, assistants and lecturers selected from the practicing professi throughout the city. The entrance requirements is one year or more of colle pre-dental education, and the regular pre-medics course is recommended.

The Northwestern College of Law, located on the fifth floor of the Sherlock Building, was formed in 1915 when the Law Department of the Univer sity of Oregon was moved to the Eugene campus. Judge J. U. Gantenbein was its founder.

The school, located advantageously in regard to circuit and distri courts, and to the Multnomah County Municipal and Domestic Relations Courts brings its students into close contact with practicing judges and attorneys and with actual court cases.

The only requirement for entrance is a four-year high school cours A four-year professional law course of nine class hours each week is offere and the Harvard Case System of instruction is used. The faculty has always been composed of instructors chosen from among practicing attorneys and experienced judges.

This is a night school, holding all classes in the evening, so tha students may work while attending. About 87 per cent of the present student

body are earning their way through school. For this reason many of the students are older than the usual campus student, the average age being 29 years There were 25 instructors in 1937.

In 1934 was established the Portland Unit of Albany College. The scho was first located in the old Allen Preparatory School building. Dr. Thomas W. Bibb, president, assumed the directorship of the new branch and the instructors of the main college at Albany divided their time between home duties and the new institution. Some of the traditions of the deceased Allen Preparator School were perpetuated in the branch college, by William H. Norris, last director of the Allen School, who became a member of the staff. Enrollment grew from 35 in the beginning to 70 at the end of the second semester and to 200 i 1937.

The school, forced to seek new quarters in 1937, was allowed to share the large modern fire-proof brick Sunday School building of Congregation Beth Israel at Southwest Twelfth and Main Streets. Dr. Gilbert O. Robinson is director.

The Ellison-White Conservatory of Music, quartered in a spacious gray, ivy-covered stone building formerly a church, at Northeast Tenth and Weidler Streets, has had an influential career. Founded by J. R. Ellison and C. H. White, now under the direction of Elsie Krause, the school speciali in voice, piano, violin and drama. The first classes, few in number, were he in 1918. Its standards have always been high and its contribution to Portlan cultural life has been considerable.

The Portland Library Association, fundamentally a source of community education, today offers, through the facilities of the Central Library, instruction in two special fields of adult education; the Reader's Advisor service in Adult Education, and public lectures provided by the Harmon Fund. The Adult Education Department was opened in 1920, after Miss Anne Mulheron returned from France. This was then a new movement, first started among soldiers during the war. The object has been to plan instructively, with person desirous of improving themselves, a consecutive reading course. Many people have availed themselves of this service, the greatest number coming from amon housewives, office girls and the Delphians.

The Harmon Bequest of $20,000 was received by the Library in 1927, un the terms of the will of Mrs. Elizabeth Harmon, to be used for "general educa tion purposes, such as adult education, and especially in the discretion of th Trustees, for use in carrying on a free lecture course." The income from thi bequest has enabled the library to provide lectures in science and literature.

The Portland Civic Theatre School for Drama and Allied Arts was open in 1932, at the demand of many young people desiring to express themselves through acting. Acting and production experience is a part of the curriculum in drama classes, with practice in making costumes and scenery. Additional subjects include radio continuity writing and radio drama. The enrollment for 1936-1937 was 250 students. The classes are now carried on in cooperation with the Portland Center of the State System of Higher Education.

The long list of private and specialized schools of the present century is here left incomplete. Effort has been made to give recognition to those of principal standing but some omissions may be noted. Obviously, it would be a formidable, if not exhausting undertaking to record the particularized history of each educational enterprise, private, professional, or religious, that has operated in Portland since 1900.

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Chapter IX

Federal Adult Education

1933 to 1937

Emergency efforts in the field of Adult Education in Portland were first made by the American Association of University Women. A program of "Free Time" classes was carried on during the fall of 1933 and during part of the following year.

When Civil Works Administration funds were made available for state educational use in January, 1934 the administration of public adult classes in Portland came under supervision of the General Extension Division of the State System of Higher Education and the Portland Public Schools.

A new arrangement was effected in the fall of 1934, when the Portland C. W. A. classes were taken over by the State Emergency Relief Administration using Federal Emergency Relief Administration funds. For some time the Relief Administration had known that many eligible teachers needed employment.

The 1935-1936 program opened tardily, funds not being allocated for use until January, 1936. In the meantime the C. W. A. had been incorporated into the Works Progress Administration. The W.P.A. now financed all state Adult Education projects and the State System of Higher Education sponsored classes at college level, a phase of work given only at Portland.

A teaching faculty of 25 instructors and research workers was chosen, with Grace B. Townsend, supervisor. Some early instructors were retained, but many new names were added. Classes covered a wide variety of subjects, with much interest shown in the foreign languages, in creative writing and in public speaking. More than 15 courses were given.

With business conditions improved and with fewer people out of work, the registration figure was less than in previous years. Nearly 400 persons started study on January 21, while about 150 continued through the long term to May 29. Some research work wad done in Visual Education.

The college level program was resumed in the fall of 1936, with Howa McKinley Corning, executive supervisor, occupying an administrative position for both the Workers' Education and Adult Education projects, in the combine W.P.A. Educational Program of the General Extension Division. Miss Townsend continued as supervisor of staff for Adult Classes, while Hubert W. Prescott served as supervisor for Workers' classes.

Adult teaching began on November 2, with 54 classes scheduled, nine of which represented a second section. The enrollment was 475. Teaching closed on June 30, 1937. Twenty-two teachers served the project.

An added program enterprise was the research activities carried on by about one-third of the staff. The result is this History of Education in Portland.

Workers' Education, as a distinct W. P. A. project was born with the new year 1936, under the sponsorship of Dean Alfred Powers and the General Extension Division of the State System of Higher Education. Its first supervisor was Dr. Arthur S. Taylor, on leave from the Southern Oregon Normal School. While preliminaries of organization extended back into the previous December, classes did not get under way until January 20.

Two earlier efforts had been made in this field, the first the Portland Labor College, from 1921 to 1926; the second by the Adult Education Program of the S.E.R.A., in 1934-1935. Under this Program five or six teachers taught classes in Workers' Education subjects at the Labor Temple. This staff while serving on the Adult Program, was nevertheless under the indirect supervision of John L. Kerchen, West Coast Director of the Workers' Education Bureau of America.

For the first six months of 1936 the Workers' Education Program had eight full-time and three part-time teachers on its Portland staff. While efforts were made to implant the program in various parts of the state, since the project was designated as state-wide, the only classes that showed prospect of survival were those in the metropolitan area of Portland. This was also to prove true the succeeding year when, from November, 1936 to July, 1937, the project was supervised by Hubert W. Prescott.

In its five months of teaching the Workers' Education Program conducted 32 classes and six regular forums, operating from January 20, 1936 to June 2[illegible]

With some minor differences, the Workers' Education Program, from October 1936 to July 1937, was essentially the same as that of the first five months of the previous year. The size of the staff, the total number of classes, and the subjects taught and in demand were about the same. The attendance during the latter period showed some shrinkage. Again the program was confined almost entirely to the city of Portland.

In October 1936 a program of courses was drawn up containing offerings that were considered not only ideal but vitally essential to a Workers' Education Program. These included economics, current events, history of labor, international problems, and other subjects. But when the classes were organized it was necessary to amend the original program on a basis of classes actually in demand. Of 26 courses offered in the original schedule but 12 survived. Those subjects considered to be of the very essence of Workers' Education were the ones that failed to matriculate classes. The classes that survived were those that conformed to the demand rather than to the ideal. For it was the tendency of individuals, in selecting courses, to do so with an eye toward self-improvement.

Of the courses offered by the Workers' Education Program, public speaking was in greatest demand. Landscape gardening and classes in English usage were next in favor. Other subjects, especially economics, social problems, history of labor, current events attracted only fluctuating interest.

The Workers' Education Program, having no prearrangements for class rooms, was under the necessity of depending upon the good graces of the public or of special groups that benefited from the program, to provide it with accommodations. Classes were held in the Labor Temple, libraries, schools, churches, fire stations, police stations, community halls, private homes, office buildings, and club rooms. Meeting places were scattered from one end of Portland to the other, from St. Johns to Sellwood, to Parkrose, to outlying towns and communities, including Oregon City, Gresham, Bonneville, Hillsdale and Milwaukie.

A. W. P. A. Adult Education project, instructing at high school lev operated in Portland in 1936 and 1937, sponsored for those years by the Portland Public Schools. Mrs. Zula E. Griswold was supervisor the first year; f the second, C. L. Coffyn was supervisor and Mrs. Harry Johnson, assistant. A staff of 80 teachers gave courses in 32 subjects. The enrollment was 13,879

Additional fields of public education served by this project were Vocational, Americanization, and Traffic Safety.

Features of the Public Schools project, with practically all classe meeting in school buildings, were instruction in hand crafts, domestic arts, and vocational guidance. Practical sciences included instruction in shop mathematics, radio, Morse code and telegraphy, ground aeronautics, photograp and meteorology. Literacy and citizenship, traffic safety education, and fi aid were given. The arts of landscape gardening, and poultry husbandry, wer included. English included structural grammar, composition, business Englis lip reading, and braille. Cultural subjects were music, violin, and music a preciation. A nursery school was conducted.

An extensive recreational program was launched with the vacation season of 1937, although classes had been held previously. City parks, community houses, playgrounds, and swimming tanks were supplied with instructors and interesting programs featuring dramatization and sport were given. Hand crafts and some industrial arts were taught.

A forward step in Adult Education was the advent of Public Forums designed to promote free public discussion. A program of forum type instruction had been demonstrated in the early 1930's by J. W. Studebaker, the city school superintendent of Des Moines, Iowa --a community-wide program t operated very successfully. When Mr. Studebaker was called to Washington, C., as Commissioner of Education, he carried the forum idea with him, under the "conviction that democratic government rests on an informed electorate," which originally "was made the basis for establishing a free public school system."

When in 1935, through the Federal Emergency Relief Appropriation, a sum of $330,000 was granted to the Office of Education, Mr. Studebaker was enabled to place a nation-wide program of Public Forums into operation. Portland was one of ten cities chosen for the experiment. On March 18, 193 the sum of $46,448.50 was allotted to the city, and the administration of t program was placed in the hands of the Portland Public Schools, with Charle A. Rice, city school superintendent, acting as director. Mrs. Zula E. Gris was made assistant director. An additional amount of $9,869.00 was allotte November.

The selection of topics was carefully made from subjects dealing with popular trends in everyday affairs. The fields chosen and the leaders assigned were as follows: Cultural subjects, Dr. Sydney Greenbie; economics, Dr. W. Lewis Abbott and Dr. Joseph H. Toth; education, Dr. Malcolm MacLean, Dr. Clarence Simons, and Dr. David K. Sneddon; family relations and civic responsibility, Dr. Philip Parsons and Miss Flora M. Thurston; international relations, Lt. Com. Stewart F. Bryant, and Dr. Ethan Colton; political science, Dr. Henry Hodges, Dr. Ernest Sutherland Bates, and Dr. James K. Pollock; social problems, Dr. Ernest R. Bryan, Dr. Anthony Lehner, Dr. Robert Lee Sutherland, and Mr. Willard Uphaus; trade and industrial problems, Dr. Chas. A. Prosser; world politics, Dr. Emil Lengyel, and Dr. Norman F. Coleman.

Portland Public Forums held 918 neighborhood and special meetings in 53 different districts, with a total attendance of 100,418 persons. There were twenty forum leaders, each assisted by from five to seven helpers.

Organized in November, 1936 the Youth Forums provided instructional discussion centers for youths in high schools. During the winter, gatherings of four and six weeks were held at Grant, Washington, Jefferson, Commerce and Franklin High Schools.

Effective in the Forum program was the distribution of specially prepared literature --simple, readable, unbiased yet authorative material in the form of pamphlets, bulletins, and leaflets. Periodicals and books were made available for circulation, a service in which the Multnomah County Library Association assisted. Prior to February, 2251 pamphlets and 1080 books were circulated. The National Library Association and others loaned an exhibit of 800 carefully selected pamphlets dealing with subjects of forum interest.

It was felt that the Portland Public Forums cultivated an increased interest in public affairs and in national and international conditions and problems. Also, through them some influence was exerted upon courses of study in high schools. Best of all, tolerance for the other man's opinions and convictions was encouraged. The Portland program closed May 1, 1937.

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Chapter I

Problems of the Public Schools

Although the first Territorial Legislature which met in 1849 made legal provision for the establishment of public schools supported by taxation, the first free school did not open in Portland until 1851. As mentioned previously, the private and denominational schools were from the start considerably opposed to public education. Because of this opposition and other difficulties, such as securing properly qualified teachers, progress was slow.

At the time the public school system was established the legislature also provided for a board of examiners, three in number, to be appointed by the judge of the U. S. District Court. This board was to examine all persons who applied for teaching positions. Qualifications were based on ability to teach reading, writing, arithmetic, geography and English grammar. Considerable stress was laid on moral character. Only one grade of certificate was issued, and this was considered as a license to teach only in the local county. At a later period certificates covering several grades were provided.

In 1851 a legislative amendment required that the examiners be elected annually in each county of the Territory. This board was in turn abolished by a legislative act of 1854, and the power of certification was placed in the hands of the county superintendent, whose office had been established the previous year. The law then stated:

> It shall be the duty of the superintendent to examine all persons who wish to become teachers in his county; he shall examine them in orthography, reading, writing, arithmetic, English grammar and geography; if he be of the opinion that the person examined is competent to teach said branches, and that he or she is of good moral character, he shall give such person a certificate, certifying that he or she is qualified to teach a common school in said county; such certificate shall be good for one year only and may be revoked sooner by the superintendent for good cause.

No rules were required as to the kind of examination that should be given, nor was any grade specified. No minimum age limit was set—a necessary liberality under pioneer conditions when there was a shortage of sufficient persons with teaching qualifications. Many teachers of this early period were mere boys and girls. The granting of a certificate rested finally with the superintendent. This type of examination was not always satisfactory, as was shown by a situation during Sylvester Pennoyer's term as school superintendent of Multnomah County. A notice appeared in the Oregonian for April 26 1862, to this effect:

SYLVESTER PENNOYER

To the Public:

Whereas, the public school District No. 1, in Multnomah county, having been discontinued by the directors for the time being, a due regard of public opinion and interests make it necessary that the directors make the following statement of the facts that have occurred to bring about the event. The directors met on Thursday, April 17, for the purpose of selecting teachers and principal and the assistant for the senior department. Mr. Boynton having handed in his resignation, upon an examination of the applications we found Mr. Pennoyer, and Mr. Frambes, had made application for the situation of principal; Miss King and Mrs. Frambes by her husband, have made application for the situation as assistant, and an application from Mr. Daly for any situation that was vacant. Upon due consideration we concluded to employ Mr. and Mrs. Frambes in the situation for which they had applied, and Mr. Frambes was notified of the same and requested to call upon Mr. Pennoyer, and the superintendent of Common Schools of Multnomah and procure a certificate of him as required by law, without which certificate the directors decided they could not employ the said Frambes or any other persons as a teacher. Mr. Frambes requested an examination of his qualifications as a teacher, to be made by the said Superintendent, and a meeting was appointed at the school-house on Saturday morning last, at 8 o'clock A.M. for that purpose; at which meeting one or more of the directors were for the greater part of the time present. After the examination was concluded, the following communication was made in writing by Mr. Pennoyer to the directors.

Portland, April 19, 1862

Gentlemen:- When I adopted the system of examination used in the San Francisco school one year ago - I concluded to adhere strictly thereto. I did this believing it would be for the benefit of the school to raise the standard of examination. By adhering to that rule in strictness, Mr. Frambes would fail to secure a first class certificate, and Miss York would fail to secure any. This would have been the result if examined before the San Francisco Board of Education. But gentlemen, as sinister motives have been attributed to me for my course heretofore, and may be so attributed now if I insist rigidly on this rule, I will leave the matter in your hands. If, knowing the facts above stated, you wish to have those persons obtain a certificate for places which according to the result of an approved examination they would not be allowed to fill in similar schools in California, and if you demand them of me I shall feel under obligation to not interpose my judgement against yours. In haste,

SYLVESTER PENNOYER

To this the directors replied, asking him to do his duty under the law and saying that they would do theirs. Mr. Frambes accordingly opened school on Monday morning and taught throughout the day. In the meantime the directors, having ascertained that a certificate by law would not be granted to him by the Superintendent, on Monday evening notified the teachers of the various departments that the school would temporarily be discontinued. This action was published by the order of the Board of Directors.

Another letter appeared in the Oregonian, April 27, 1862, from Mr. Frambes:

To the Public:

The publication of the article by the Board of Directors in yestorday's issue of the Oregonian, makes it necessary for me to make a few statements, to place myself properly before this community. The County Superintendent stated that according to the system he has adopted, I am not entitled to a first class certificate. I wish to say that I have in my possession two first class certificates, obtained in California under the same system. I am fully satisfied, from the examination held last Saturday, that I am entitled to a first class certificate not withstanding it was the most unfair examination I ever witnessed. The most overbearing spirit was manifested on the occasion that I ever beheld in any man serving in a public capacity. I gave my answers to the questions asked in writing, which occupied me from 9 o'clock A.M., till 3 P.M. without intermission. Every question that involved a principle, was answered correctly, and those that were missed, were purely a matter of memory. The present board is fully satisfied that I am perfectly competent to teach the school, and to convince this community of the fact, I am willing to submit myself for an examination before the public and be questioned rigidly by any intelligent man that the Board may appoint for that purpose. Facts compel one to believe that my certificate is not withheld on the ground of incompetency but from selfish motives. I had a conversation with Mr. Pennoyer before I made application to the present Board of Directors, and he remarked that he had been doing almost nothing for several months, waiting for a new Board of Directors to be elected when he fully expected to have the position himself. He further stated that he was justly entitled to it; that he had been treated unjustly by the Board whose time had just expired. Some of the most respectable men of this community have told me lately, that Mr. Pennoyer said in their presence, that he was determined either to have the school himself or no one else should have it. I have learned that this is only one of a series of similar acts which have transpired during his administration as County Superintendent.

During the past eight years I have taught schools of all grades, from the Common District School to that embodying the full Collegiate course, and never before failed to get a certificate. Believing that the present Board of Directors will grant me an examination conducted by some competent man, I shall rest satisfied that the present difficulty will be honorably adjusted.

Very respectfully,

O. S. FRAMBES

P.S. As the name of Miss York appeared in the report of the County Supt., I will say that she has obtained two certificates in California under the same system of examination. I had engaged her to act as my assistant until Mrs. Frambes could arrive from California.

In a letter applying for the position of principal the previous year, Superintendent Ponnoyer had mentioned his knowledge of the San Francisco system of examination, and had expressed a desire to use it for raising the standards of teaching in Oregon. Perhaps the position of superintendent of county schools did not appeal to his active temperament, as there were few schools to superintend at that time. Whatever the reason he did not serve as superintendent the following year, while both Mr. and Mrs. Frambes were accepted as teachers in the Portland schools and served in that capacity for a number of years.

Political feeling was very strong in all school problems. A number of articles appeared in the local papers. The following was in the Oregonian for July 16, 1868:

Teachers Discharged: We learn that the rumor of the discharge of the teachers in the public schools was not founded. It seems that before the close of the term the teachers, (whether all or only part of them, we do not know) received notice that they might consider themselves dismissed at the end of the term. We hear no reason assigned except such as connect themselves with the politics of the parties. The teachers, it seems, have used such books as have been selected by the superintendent as text books, and those books have been criminal enough to teach some things which our present Democratic directors do not like --such as loyalty to our country is one of the first obligations of a good citizen, that rebels are not patriots, and a few other ridiculous and dangerous dogmas. The teachers, too, have committed the offense of singing and teaching their pupils to sing, such vile and anti-Democratic songs as "Rally Round the Flag, Boys," "Marching Through Georgia", etc., all of which is calculated to warp the youthful mind into conditions unfavorable to the subsequent receipt of cre-

> such ideas as Democracy is made of. These things were not to be tolerated under a Democratic administration, and hence the teachers go packing. The songs and the dogmas will hereafter be of a different sort. But after all, if the Democratic directors desire to have no anti-Democratic impressions made upon the growing generations, why not abolish the school altogether? That would be a much shorter cut to the desired end.

Since according to later school reports, all of the teachers were retained, this rumor possibly had no foundation other than political prejudice.

Another situation concerning the examination of teachers developed in December, 1872, one year before the new school law was to take effect. The Reverend T. L. Eliot, superintendent of schools for Multnomah County, had issued a certificate to a Miss Taylor, on the basis of a written examination. Dr. J. S. Giltner, one of the school directors, questioned the manner of the examination, and attempted to have the teacher dismissed or suspended. The Reverend Mr. Eliot, not wishing an unpleasant affair to reflect on the schools' name sought to keep the matter quiet. However, the local press made a great deal of the case, and Dr. Giltner, quite evidently in the wrong, attempted to justify himself. A number of letters and editorials appeared in the Oregonian and the Herald, over a period of several weeks. Mr. Eliot explained the situation, in a letter with this concluding paragraph:

> With the facts before them, our citizens perhaps can judge more impartially the affair of Tuesday morning. The Director taking the ground, as I think without sufficient warrant, that the first assistant at the Harrison Street School was 'refractory', proposed to change her status --a step which should have been taken under full accorded action of the Board, after the maturest deliberation, in which it would have been courtesy, to say the least, to have let the Superintendent have a share. If, as I am informed, no such record exists, the action assumes a very grave aspect. But the whole matter, at this stage, is beyond my province, and lies between the Board of Directors and the people.
>
> Respectfully yours,
>
> T. L. ELIOT,
>
> County Superintendent

In 1873, S. W. King was elected city superintendent of education. He began a system of monthly and final examinations uniform in all the schools and upon which promotion depended. The teacher's efficiency was determined by the percentage of pupils promoted. The extensive and exacting examinations stimulated efforts on the part of the teachers to make a creditable showing. These examinations became so important that it was decided to

put the item in the hands of an educational expert not connected with the schools. The Reverend Mr. Atkinson was selected. Superintendent King also established a salary schedule for teachers and janitors, tuition fees for non-resident pupils, and an evening school. A library was started with the proceeds of a school entertainment. Being a thrifty and industrious person, he believed that the teachers and principals might well make small repairs in and about their buildings. To that end he furnished them with some small tools and instructions to use them. This, together with his rather strict policies, eliminated him from the office of superintendent at the end of his term.

T. H. Crawford came into the city superintendency in 1877. He retained the long examinations but at once stopped the practice of making them public. This lessened the friction, and during his term Superintendent Crawford had excellent cooperation from both the board and teachers.

Problems concerning textbooks began with the earliest schools. Their lack of uniformity resulted in many complaints. For years ineffectual attempts were made to remedy the situation. In the late 60's textbooks were plentiful in Portland but they were of a confusing mixture. The spellers included Sander's, Wilson's, and the famous Webster's. The readers were those of Wilson and Sanders. Clark's was the principal grammar in use, and Thompson and Davies were running an even race in the field of mathematics. A few schools used the histories of Quackenbush or Wilson. The geographies were Monteith's and Mc Nalley's. There was little agreement among districts, and, as book choices often rested with the teacher, a change of teachers often meant a change of books.

When finally the common school law was passed in 1872, a clause requiring the uniformity of textbooks was included. The law provided that "...under the direction of the State Board the county superintendents shall vote every four years for textbooks." This vote was to be canvassed by the State Board and the result officially announced to county superintendents and by them in turn, to the district boards in their respective counties.

The first vote was taken in December, 1872. "The books then adopted were introduced on or before October 1, 1873." They were as follows:

Penmanship --Spencerian system and copies. For advanced Grades.
Higher Arithmetic --Robinson's Progressive Higher.
Geometry --Brooks
Algebra --Brooks
General History (advanced) Anderson's
Composition --Hart's
Physiology --Steele's "14 weeks."
Natural Philosophy --Steele's "14 weeks."
Chemistry --Steele's "14 weeks."
Botany --Wood's Botanist and Florist
Bookkeeping --Bryant and Stratton's High School Edition
Orthography --Pacific Coast Speller
Reading --1, 2, 3, 4, 5, Readers of Pacific Coast Series and Hopkin's Manual of American Ideas, in lieu of the Sixth Reader (optional)

> Arithmetic --Thompson's new Graded Series (including New Mental for Primary classes; New Rudiments and New Practical and Brooks Normal Mental (for advanced classes)
> Geography --Monteiths' Introduction to Manual and Physical and Intermediate (both Pacific Coast Editions)
> Grammar --Clark's Beginners and Normal United States History --Barne's Brief History --General History (for beginners) Parley's Universal.

In 1878 another vote was taken on textbooks but no fundamental changes were made. However, a minor amendment was added : The State Board was given power to call for a vote on any textbook at any time for cause. A new vote on readers was called in 1879, and changes were made. In 1880 additional substitutions were made, the most important being in geographies and grammars.

When State Superintendent Sylvester C. Simpson's official notice of the books chosen appeared in the newspapers of the state "his ears were stunned with endless complaints against them." He said in his first Annual Report in 1873:

> One of the most difficult and unpleasant duties imposed upon me by the act creating this office was that of superintending the adoption and introduction of a uniform series of text-books for use in the public schools of this state. Owing to the fact that many of the books particularly the Arithmetic and the Readers, were entirely new books, which had not been previously in use in the State, some opposition was made to their introduction, and there was some grumbling at the expense incurred by the change.

The "opposition" and "grumbling" referred to was a resolute resistance to the textbook series. The objections lasted eight or ten years, with much local and state dissatisfaction. During political campaigns derisive criticism was made of the "whittling corners" and the "school book monopoly."

These discussions fanned to fever heat the controversy over the tax levy, by which school funds were raised, and provoked discussion on the state's competency in management of finances.

Many people sent to the newspapers long and detailed discussions of the various books adopted, especially the Pacific Coast Readers. The fact that the subject matter of the readers was very thoroughly examined and found to be lacking in secular interest may have given rise to the following amusing criticism, reprinted in the Oregonian, April 8, 1873.

> A paper out West wants modern improvements worked into school reading books, and offers the following as samples that would be up to date to the spirit of the age:

"Here is a man. He is a fireman; he belongs to No. 10. If you are a good boy you will some day be an angel, like that fireman. They sometimes get their heads broken.

"Do you see that small boy? He is a good boy, and supports his mother by selling newspapers. His father don't have to work anymore, now.

"Here is a picture of a young widow. See how sad she looks. Her husband could not pay her dry goods bill, and so he...died. Do you think she will get another man? She will try hard."

Sylvester Simpson said in his first Annual Report for 1873, that "during the late political campaign in this state, considerable popular clamor was raised about the so-called 'school book monopoly', and there were loud threats of repealing the uniformity feature of the school law, and of throwing out the present system of books. But fortunately a better temper is beginning to prevail on this subject and, I am satisfied, that there are very few people in the state, who know anything about the matter, who are not in favor of keeping the law as it is in this particular." Books were changed every four years and each district was required to use the adopted texts or to forfeit its proportion of the school fund for the succeeding year.

In his History of Oregon Literature, Alfred Powers states that in the early 70's "Dr. A. W. Patterson of Eugene entered into a contract with A. L. Bancroft and Company of San Francisco to furnish a speller and a set of five school readers in a Pacific Coast series. After doing three of the readers and the speller, he recommended to the publishers that the fourth and fifth readers be assigned to Sam. L. Simpson, the Oregon poet." This was done and the two books, ably prepared, were widely used from San Diego to Seattle. They have become scarce like all old school books of half a century ago, and are now collectors' items." After the new law went into effect the Pacific Coast series of Readers and Spellers was chosen. The school board of District No. 1, at a meeting held December 11, 1873, fully endorsed the use of the Pacific Coast series, endorsement was not state-wide. Section twelve of the school law was amended in 1878, presumably to allow county superintendents to select readers and spellers other than those in this series. This was opposed by the Bancroft company, who even obtained a court injunction, but without avail.

By 1889 began the trouble which later caused the passage of the Daly act. A special Senate committee composed of Thomas H. Tongue, T. B. Cauthorn and G. A. Steel, recommended that, before further textbook changes should occur, the law be amended to require all communications between county superintendents and publishers be in writing. As submitted, the amendment stipulated that the price of the books could not be advanced during the life of the contract, and that districts be allowed to buy and distribute them at wholesale. This part of the amendment met with opposition and was never passed.

However, the four-year clause was felt to be either a hindrance to the full use of a text, or an embarrassingly short time for a publisher held by contract to completely reimburse himself. At any rate, there was sufficient agitation to bring about a change in the Law. All along parents had complained of the too frequent buying of new books.

The Amended Act of 1889 did not alter the method of book selection, but did serve to bring the whole procedure fully into the open. Publishers were required to submit to each county superintendent a copy of the proposals furnished to the State Board of Education. Printed cards, giving full wholesale and retail prices of all books selected, were posted in every public school house.

Textbooks finally chosen went into use on or before the following October first. The school law carried the compulsory requirement that "any district neglecting to...provide for the authorized series of textbooks shall forfeit its proportion of the school fund for the succeeding year and every year thereafter until said services are introduced." The sole exception was in districts having an excess of 1000 school children between four and twenty years, when the directors had the "right to select textbooks for the high school only," but always at the time appointed for state selections.

This act carried the additional provision that the state superintendent of public instruction might issue a revised list, which, after county vote, could be put into effect within six months. It was this provision that subsequently afforded grounds for controversy and for charges of collusion and graft against the superintendents.

The procedure did not effectively meet the needs of the graded school system of Portland, since it did not allow for new textbooks where studies were added to the curriculum. Miss Ella Sabin, city school superintendent, strenuously objected to the law. She believed that school districts of 10,000 inhabitants should be allowed to choose their own textbooks, since the school boards of such districts were required by law to prescribe courses of study. She therefore recommended then an amendment be passed "which shall authorize cities of ten thousand inhabitants to select their own textbooks." In the Seventeenth Annual Report she said in part:

> The most serious drawback to the efficiency of our schools is in the restrictions placed upon us by the statute prescribing uniform textbooks throughout the State. The board for selection of school books is composed of the county school superintendents. This board is, and should be, interested to select books adapted to ungraded country schools. In several instances, the textbooks we are obliged to use are not at all suited to our grades....
>
> We have used Prang's system which was entirely satisfactory to the authorities here. The last selection of books forced us to throw out the system we knew best and approved of, and place another in our schools, though

as far as I am able to learn, we are the only schools in the state that are doing systematic work in drawing.

This condition was eventually modified in 1901, when district of the first class, of 10,000 people or over, were empowered, again by amendment, to act --

> When in their judgement more systematic grading of their school requires it, to choose text-books in addition to those already authorized by the state; provided, that such choice shall be made at the same time as that now prescribed by law for the choice of text-books for the State; and the result of their choice shall be regularly reported to the State Board of Education, to be filed by them as in the case of other authorized text-book selections. (Oregon Laws, 1901)

The American Book Company for eight years supplied 98 per cent of Oregon's school books. It was said that only about 25 per cent of these were superior in their fields, the remaining 75 per cent being poor. Prices were excessive.

In 1890 the four representatives of the company, J. W. Worneck, H. L. Edwards, C. Sullivan, and E. O. Earnes, were indicted for attempting to bribe a member of the State Board, but the case was dismissed for lack of evidence. The company had obtained political power through teachers and superintendents, and was said to have controlled the legislature at one time.

In 1898 H. B. Lyman, in announcing himself as a candidate for state superintendent, said in the Oregonian:

> The school books, in a number of branches are not considered the best... My position is not of antagonism to any particular company but as favoring the best books at the lowest cost, as opposing the present contrast and as desiring a fair field and open competition between publishers, not only to end a palpable injustice to our people, have I been brought to it, but I oppose a system which naturally makes pliant instruments, which tends to unman our teachers of independence of character, and whose influence is inevitably to degrade our schools and their influence to the level of mercenary politics.

His opponent, J. H. Ackerman, was elected and by his subsequent activity against the Daly Bill confirmed the belief of some that he was a tool of the American Book Company.

The Daly Textbook Law was passed in February, 1899. It provided for a textbook commission of five commissioners selected by the governor from the teaching profession and the business interests. This body replaced the county superintendents and provided for equal competition, every six years, among publishers; the law stated rules for conducting all book competitions. The first commission was appointed in 1901 and included H. W. Scott of Portland, William Colvig of Jacksonville, P. L. Campbell of Monmouth, (later president of the University of Oregon) William Ladd of Portland, and Stephen Lowell, who resigned and was replaced by Charles E. Johns, a Baker City attorney, who had shown much interest in education. With the responsibility placed directly on the governor and a group of men of reputed high character, textbook troubles were materially ended.

Oregon, in its earliest years of statehood, let it be known that negroes, either slave or free, were not wanted within the state. This is emphasized in a resolution passed by the Oregon State Constitutional Convention, meeting on August 18, 1857. "No free negro or mulatto, not residing in the state at the time of adoption of this constitution, shall come, reside or be within the state or hold any real estate, or make any contract, or maintain any suit therein, and the legislative assembly shall provide by ponal law for the removal by public officer of all such negroes and mulattoes, and for their effectual exclusion from the state, and for the punishment of persons who shall bring them into the state, or employ or harbor them." That this was reflected in general public sentiment is shown by the territorial election of November 9, 1857. On that occasion the vote stood 7,729 to 2,645 against slavery. The majority was even greater against allowing free negroes to come into the state.

This stand against slavery delayed for almost a year Oregon's entrance into the Union, as also did certain pro-slavery politicians in Oregon and at Washington, D.C., who endeavored to prevent the admission of another free state. The outbreak of the Civil War did not settle the negro question in Oregon. A group was organized under the name of Knights of the Golden Circle for the purpose of fighting the Union and propagating slavery.

Neither did the close of the Civil War end the conflict. With the passage of the Thirteenth and Fourteenth Amendments to the national Constitution, all earlier provisions regarding negroes, in the Oregon Constitution, were abrogated, but they were not repealed by the people of the state until November 2, 1926.

In 1868, according to Carey's History of Oregon, (Authors edition) "The legislature adopted a resolution which had been introduced into the Senate, withdrawing the assent of the state to the Fourteenth Amendment which had been given by the legislature of 1866."

The sentiment in Oregon was still against the negro and trouble cropped up when some negro children sought admittance to the public schools of Portland in 1867. In reference to this case the Oregonian of May 29 of that year said:

> On Monday some of the colored children of the city made application to be admitted to the Central Public School, and of course were referred to the Directors. The Directors very promptly decided that the children could not be admitted...At the school meeting in April, the question of admitting the colored children to the public schools was introduced but not adopted. On the contrary, it was voted that $800 of the public school money of the city be used according to the directors best judgment to aid the colored people in establishing and maintaining a school of their own. Practically, this was a vote against admitting colored children into the white school and the Directors in their decision on Monday, were simply acting in obedience to instruction, as well as in accordance with their own best view and judgment.

In June, 1867, suit was brought by some colored people against W. S. Ladd and Josiah Failing, directors of school District No. 1, and O. S. Frambes, principal of the Central School, to appear before Judge Shattuck, "to show cause why they should not receive such colored children into the school." The affair was settled by establishing a school for the colored children at Fourth and Columbia Streets, with Mrs. Abbie S. Young as teacher. The school was active until 1871, when it was discontinued and the colored children were admitted to all the public schools.

During the controversy the Oregon Herald was very bitter in its denunciation of the school board's policy. Being Democratic, it naturally opposed equality of the negroes, but stated that inasmuch as the law made them the equals of the white people, the law should be obeyed in this matter. Of course this was merely giving the well known "raspberry" to the Republicans.

The housing problem of Portland schools indicates somewhat the growth in school attendance. New and additional buildings and the funds for these were public issues every few years. At times taxation demands for this need seemed to many persons exhorbitant. But the need existed and grew, and the demands, despite frequent opposition, were met. Central School, built in 1858, was filled to overflowing before the Harrison Street School was ready in 1866. The enrollment of Central School in 1860 was 272; in 1865, it reached 734, although it is doubtful if that number actually attended to the close of the school year. The North School, in Couch Addition, was built in 1867, the year the colored school was opened, in an old building at Fourth and Columbia Streets. The Macadam Road School was built in 1868. There were then five schools, but the school on Macadam Road closed after its second year.

The reported enrollment in the public schools at the beginning of Mr. King's term as city superintendent was only 648, but this number increased 50 per cent during his years of office. No buildings were erected, but various expedients were resorted to in taking care of the larger numbers. For instance, in June, 1876, a store at the corner of Third and Market Streets was rented for use as a primary school, at a monthly rental of $20. Owing to crowded conditions, it became necessary to hold two daily sessions, one in the morning and one in the afternoon.

When T. H. Crawford became city superintendent in 1877 he inherited the housing problem from the previous administration, a problem which soon became acute, owing to the increased attendance, which resulted partly from his zeal in stimulatin school support. The need for a new building became imperative, and accordingly the Park Addition School was opened in the fall of 1879. The Harrison Street School had been destroyed by fire only a few months before, in May. Rebuilding started at once. The new structure was finished by February, 1880, giving the district four buildings of twelve rooms each.

The erection of a building primarily for high school use was voted by the directors at the annual meeting of 1883, and an extra levy of 1.5 mills was added to the district tax. The estimated cost for the structure was "60,000 if built of wood, or $75,000 if built of brick." In 1884, $36,926.37 had been paid out, and it was estimated that $48,000 to $60,000 would be necessary to complete the building. That year the board recommended that a tax of 7 mills be levied, but the taxpayers promptly voted to levy but 3.5 mills. Consequently the construction was halted entirely for one year. In 1885 the amount needed for completion, $70,000, was voted and the building, although not finished, was made available for classes in September, 1885.

Opposition to increased taxation, united with denominational zeal for private schools, resulted in a well organized movement to do away with free high school instruction, and to restrict the work offered in elementary schools. The movement was led by the Oregonian, the influence of which through its editorials, was very strong. Harvey Scott, its editor, and one of the most influential men in the city, had never been wholly enthusiastic toward free public education. Having earned his own schooling unaided, he believed that others should do the same. The Oregonian in 1880 launched a series of articles intended to discredit the public schools in the eyes of the people. Some letters in defense of the public schools were written and published, but these seemed to carry little weight. The opposition planned a drastic cut in the tax levy and scheduled curtailment of school activities. The election of a director, who should be a strong conservative, was attempted.

These plans were upset by the Reverend G. H. Atkinson, always a friend of the schools, who vigorously called attention to the attack on the schools and proposed a thorough investigation of all charges made against them. As a result a committee was appointed, consisting of Charles E. Sitton, C. A. Dolph, William Kapus, Dr. W. H. Watkins, A. Waldman, Mrs. C. L. Henderson, Mrs. M. S. Burril and the Reverend Mr. Atkinson.

After investigating and visiting various schools for several months, the committee reported that "the schools were being well taught and offered as good or better facilities than any other system of the private or parochial corporate schools and that the texts used were good with certain exceptions.

The matter of compulsory education was brought up at an early period. When the school law of 1872 was passed an attempt to include a compulsory education clause failed to carry. The Oregonian of October 10, 1872, said:

> The main feature of this bill is, that it provides for the compulsory attendance at school of all the children of the state for 6 months in every year, with taxation to support its schools. The principle of compulsory education is growing in favor in the United States, and in all probability will, in the course of time, become the basis of our system of public schools.

Despite early failure of this proposal, agitation continued periodically, and in 1876 there was another futile attempt to pass such a law. In 1881 the following appeared in the Oregonian for August 2:

> While this Journal has often criticized certain methods of the common school system it has always upheld the principle of public education under direction of the state. It's criticism has been directed chiefly to examination of the proper scope or limits of the common school system. Compulsory education is a branch of this subject hitherto little discussed here. If it be granted that education ought to be as widely diffused as possible, it is difficult to see how anyone can consistently oppose the feature of compulsory attendance as conducive to this end. It would appear reasonable to say that the state has as much right to require attendance at school as it has to enforce a tax to call schools into existence. The objection that government has no right to compel parents to send their children to school begs the question. All governments are based on compulsion. The whole school rests on this idea.

Finally, on February 25, 1889, compulsory education was legalized. Parents or guardians were compelled to send their children, between the ages of 8 and 14 years, either to public or private school, subject to certain exceptions. Failure to comply with the law was punishable by a fine of not less than $5 nor more than $25, or an imprisonment up to 10 days. Justices of the peace had concurrent jurisdiction with the circuit court in all prosecutions under this act.

The situation has been well described as follows in the "History of Superintendents of Public Instruction in the State of Oregon," by Robert George Raymer:

> Compulsory Attendance upon schools:- The sending of one's children to the district school has been looked upon as a privelege. On February 1889, it became a legally imposed duty. More than a decade previously Superintendent Rowland had written, 'The voluntary principle is, as yet, our strength. An act compelled is never a success or, at most, but seldom, unless the compulsion is a moral force such as the parents use -- the loss of respect to a family

> or a person for neglect of school duty, is of more power than a sheriff's authority, and it is a far more pleasant mode of its execution. Let us exalt and perfect the system and the seats will be filled; Where the most is done for the public schools, is found the largest percentage of attendance. This attitude of mind has not utterly disappeared from the America which once so loved individual freedom of action.
>
> The compulsory School Attendance Act was revolutionary. In the sense that it changed the principle of school attendance from the motivation of a compulsory obedience to the superior authority of the State. One may grant the full right of the state to compel attendance upon school, one may even admit the desirability of having no illiterates in our midst, and yet question the wisdom of such compulsion for the purpose of acquiring so highly desirable an end as the abolition of illiteracy.
>
> The spirit of the people of Oregon struggles against such legislative usurpation of parental perogative. So much, in fact did they protest that Superintendent McElroy, who himself had advocated the measure, admitted that it had largely failed of enforcement, and said, "the very name 'compulsory' seems to be offensive to many people of the State."

However, when the bill for compulsory education failed in 1872, a bill providing for a house of correction for the vagrant children of Multnomah County passed the Legislature, a procedure that obviously should have been reversed.

The financial need of the schools was, of course, the basis of many of its problems. During the formative years before 1872 yearly taxes averaged about 2½ mills, but as free public education grew in favor, and support became stronger, more buildings and equipment, as well as teachers, were required. Taxes gradually became higher, and in the superintendent's Annual Report in the Oregonian for January 1, 1882, it was stated that "The average tax for schools in the past thirteen years has been 3 mills", although at times the levy had reached 4½ mills.

From 1882 to 1885 very heavy taxes were imposed upon the district for school sites and new buildings. In 1885, the school board attempted to secure a 7-mill tax in order to complete the high school building, and two other school houses. The measure was defeated, a tax of only 3½ mills being voted.

Up to the year 1880, teachers' salaries ranged from $575 to $1800. In 1880 the low limit was increased to $600, and in 1882 a graduated schedule

was adopted which placed the minimum at $500, with a $50 increase each year for four years. Lower beginning salaries were set for all positions, principals starting at $1500, with $100 annual increases, which stopped at $1800 for grade principals but continued to the $2000 mark for the high school principal and superintendent.

The wage scale for teachers through 1880 to 1900 was given little change. The minimum of $500 for beginners was kept fairly constant. As the cost of living rose there was much complaint over the low salaries paid.

The Oregon Teachers' Monthly for October, 1898, in a life sketch of John W. Johnson, said:

> Portland teachers are making an effort to have their salaries increased. Their salaries are already about 25% higher than most other teachers in Oregon but Portland can afford to pay good salaries.
>
> The Telegram says: In reference to the matter of teachers' salaries, it is generally conceded that Portland's salaries are ridiculously low. With a population of 90,000 and an average school attendance of nearly 10,000, the number of teachers employed in the public schools is only about 280. Of this number 32 are males and the rest females. The average salary of the male teachers is $950 per annum of $95 a month for the school year of ten months. The average salary of the female teachers is only $650 a year, or $65 a month.

Efforts to obtain a raise in salary scale continued for a number of years. In the Annual Report of the School Directors for January 20, 1902, this statement appeared:

> There has recently been presented and filed with the Board a petition signed by practically all the teachers in the district, asking to have their salaries raised...while this application and the reasons upon which it is based strike the Board with much force, in view of the fact that contracts have been made with the teachers for the entire school year, providing for payment of salaries as then existing, the Board does not feel justified in increasing the salaries at the present time without authority from the taxpayers, and it has therefore been determined to submit the question for your consideration and action. If the taxpayers should decide that the salaries should be increased, the Board will undertake the task of slightly readjusting and raising the salaries to an extent aggregating about 8%, but in order to accomplish this, it will be necessary to add .4 of a mill to the levy above mentioned, making the total levy for all purposes 2.9 mills.

As usual, the public, while wanting good schools for their children, hated to pay the price. In the Board's Annual Report for June 14, 1905, mention was again made of a similar petition on the part of the teachers. The schedule of salaries included in the report is similar to that of 1882. Finally, in the Annual Report for June 23, 1909, an increase of $75 a year for grade school teachers was reported. The salaries of the principals of these schools varied according to the size of the school -from $950 to $2050, an increase of $250 for the highest paid principal over the salary of 1880. From this time on, the rise in salaries for teachers was somewhat commensurate with the change of conditions in living, and in the schools.

Another problem that presented itself during the years of transition from town to city was that of sanitation in the schools, where conditions were such as to cause unfavorable comment. The Oregonian for February 6, 1895, remarked as follows:

> The presence of scarlet fever and diptheria in this city has been the cause of renewed agitation concerning the arrangements at the public schools. 'The general health of the city is comparatively good,' says Dr. Wheeler (the city physician) 'In regard to school sanitation, I have had a great deal to say heretofore on that subject. A more modern system is certainly needed at most of the schools. The school board is aware of it, but I suppose it is hampered by lack of means - our public school teachers are experts in matters of hygiene, and spare no effort in the direction of good sanitation. There should be no closets in any of the school buildings. They should stand at some distance from the buildings with modern automatic flushing arrangements.'
>
> 'The existing sanitary condition at most of the public schools of Portland are a standing menace to the health of the young of the city', was the remark of the principal of one of the large public schools, yesterday. 'Not that the teachers or the janitors are to blame for these conditions, as they do the best they can under these circumstances, but the fault is in the system, which is a survival of the days when sewers and the modern automatic flushing system for toilets were unknown.'
>
> Professor R. F. Robinson, principal of the Central school said, 'Why should the schools not be provided with as good sanitary arrangements as the best hotels or office buildings. The children of tender years are far more delicate and liable to contagious diseases than older persons, yet the accommodations provided for their use is often of the most primitive and unhygenic description.'... All the schools but the Holliday were unsanitary at that time but it was considered a 'model for correct and thorough sanitation.'

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Chapter II

State and County Institutes

The earliest mention of a teachers' institute, or rather of a convention, as first called, was in the Oregon Weekly Times for July 23, 1853. Therein appeared a call to teachers to assemble in convention at Portland. It was issued by W. F. Boyakin, Superintendent of Common Schools for Multnomah County, Oregon Territory, and read:

> Educational: To all whom it may concern: Several literary gentlemen, and many intelligent persons especially friendly to our Common Schools System, have advised and proposed that some general convention of Teachers, patrons of friends to Education should be held in the Territory to have under advisement all such measures as would be calculated to advance the interest of Common Schools, and Education in general.
>
> The remark has also been made - 'Who will lead on in this thing? Will not some of the superintendents of Common Schools step forward?'
>
> As Superintendent of one of the countios of this Territory, I respond to the above suggestion most heartily; and in the absence of a more competent person, suggest and advise that we do have such a convention. And as I would hardly be pardoned for proposing a more central place, I propose and appoint, if you please, a mass meeting of Teachers, patrons, and friends of Common Schools and Education generally, to be held in the city of Portland, on the last Thursday of August next, commencing at 2 o'clock P.M. to have under advisement all measures bearing on the interest of Education in This Territory, and if desirable, to form a permanent Territorial Teachers' Convention.
>
> Should the measure meet the approbation of the public, the next or adjourned session might be held at a more central place, as Salem or Corvallis this fall or winter.
>
> Our Congress and Territorial Legislature have, and are, making commendable provisions for Educational purposes, and can we, the friends thereof, now commence and manufacture a corresponding public sentiment? Our wise statesmen and brave warriors may guide and defend the nation to a high-

born destiny, but educational facilities widely diffused and embraced by the masses, make the foundation. Intelligence, virtue, religion, are the great safeguards of our noble institutions.

Should the above mentioned time and place be thought improper, will the public speak out? Mention a suitable time and place. Let us hear through the press. Up Central and Southern.

W. F. Boyakin
Superintendent of Common Schools for Multnomah, County, O.T.

Soon after, on September 1, 1855, there appeared in the Oregon Argus the following announcement:

Teachers' Convention

There will be a Territorial Convention of Teachers at Salem on Wednesday, the 17th day of October next. It is expected that there will be a full attendance from all parts of the Territory. It is to be hoped that a large number of our Teachers will have the honor of having their names enrolled in the first Territorial Teachers' Convention that ever assembled in Oregon

Many Teachers

Apparently, then, the meeting suggested by Boyakin to take place in Portland was not held. Prevalent Indian troubles may have been the major reason. Furthermore, travel was slow, difficult, and expensive. But there was a strong sentiment among the teachers in favor of the convention, as evidenced by letters to the Argus urging the assembling together of teachers for the common good.

The first convention of teachers in Oregon was held in Salem, October 17, 1855, as recorded by the Oregon Statesman for October 27, 1855:

The call for a Teachers' Association, to be holden in Salem, October 17th, 1855, was responded to by several teachers and friends of Education. It convened at the M. E. Church, at 3 o'clock, P.M., and was called to order by electing W. P. Pugh --Superintendent of Common Schools for Marion County-- President, and W. F. West, Secretary; L. Bagley and F. S. Hoyt acting as committee of arrangements. Suitable verses were sung, by those present, and the prayer offered by D. Bagley.

With 21 members enrolling from Marion, Benton, Polk, Clackamas, Linn and Lane Counties, the Association of the Teachers and Friends of Education of the Territory of Oregon was organized. As stated, "The object of the Association . . ." was ". . . to promote the intellectual improvement of its members, and diffuse a sound, healthful and thorough education among the mass of the people." Themes to be written or spoken upon at the next meeting were assigned, and the convention adjourned to meet at the "seat of Government," on the third Wednesday in December of the same year.

The Oregon Argus of January 5, 1856, reported the convening of the adjourned meeting as follows:

> The adjourned 'Teachers' Association' met at the M. E. Church, Salem, at 2 o'clock P.M., December 19, 1855. President being absent, the Hon. L. W. Phelps, was duly elected chairman pro tem.

Even though conditions have materially changed since that early day, the fundamental problems of teaching are the same now as then, as is indicated by the subjects considered at the second session of the first teachers' institute. These subjects included: Oregon School Laws, Teaching as a Profession, Duties of Parents and Teachers, Relations and Responsibilities of School Directors, Funds for Common Schools, as well as special articles on various school subjects. For this first institute, the Hon. George H. Williams, Chief Justice of the Supreme Court of Oregon, was selected to deliver the closing address. He spoke on Education, after which a vote of thanks to him was unanimously passed. The convention then adjourned to meet at Corvallis, August 20, 1856, at 2:00 in the afternoon.

The interest aroused at the Salem convention was reflected in the following letters published in the interim between the two meetings of the first institute. The first appeared in the Argus on October 27, 1855:

> The prevailing Indian excitement precluded us, and doubtless others, from attending the Teachers' Convention held at Salem on the 17th inst. I regret, deeply regret, my absence therefrom, but rejoice to learn that so considerable a representation was present. I was not a little surprised, however, at the Conventions equivocal mode of adjourning, as to place --adjoining, as it did, to meet 'at the seat of Government.' Why not frankly say, Salem, since it is obviously the place? But I will not complain. On the whole, I highly approve of the convention action, and congratulate the country therefor.
>
> Owing to the inconvenient and expensive modes of traveling hereabouts, I am of the opinion that the Territory had better be divided into Educational

districts --Northern and Southern-- and that two distinct, independent organizations, or Associations, be effected and supported. Such a course, in my humble judgment, would greatly facilitate the accomplishment of our very worthy object, a general diffusion of knowledge. If I mistake not, Multnomah and Washington counties were not represented at Salem, if at all slimly, from which I infer that inconveniences are not confined to our County, but are general. In view of these considerations, I most respectfully suggest that the teachers and friends of Education in these and other Northern Counties unite in a call for a Convention, to be holden at Portland, on the last Thursday of December next. Teachers of Washington and Multnomah, I appeal to you to join in this appropriate and utilitarian movement. Let us have something like 'The Willamette Teachers' Association.'

This letter was signed "Roscoe," which does not identify the writer. A reply to Roscoe written by Daniel Bagley, who took an active part at the Salem institute, appeared in the Pacific Christian Advocate for November 24, 1855:

A writer in the Argus complains of the equivocal adjournment and suggests another convention to be held in Portland. We designed, in the adjournment as stated --the Seat of Government-- be where it may. As it takes place after the sitting of the Legislature --third Wednesday in December next-- the place of the Seat of Government, it is hoped, will then be known; and there is where the Association is to meet, according to the adjournment. It could not be presumed that we would know where it was, when the wise political doctors disagree.

I doubt very much the propriety of dividing up the districts, as proposed by the writer, at this stage of affairs. Unless the interest becomes more general than before, it will be difficult to sustain one as it ought to be. Let there be one grand Central Association --well sustained-- and all others local or auxiliary. It is nothing new in American Character to spoil a good thing by splitting up. Those unable to attend can be there by proxy --the production of the pen.

His Honor, Chief Justice Williams, is engaged to deliver a lecture at the next meeting of the Association.

The third meeting of what was referred to as the "Willamette ...hers' Association," seems never to have taken place. There is no ...unt found of the meeting scheduled for Corvallis, or of any meeting ...y other place under this first organization.

For the second time a convention of teachers called to meet in ...land convened elsewhere --this time at Forest Grove, on February 20, ... The first county organization of teachers in Oregon was formed ...his meeting, but it apparently did not survive long. The Weekly ...gonian for March 1, 1856 included the following account of this con...tion.

> Forest Grove, February 20, 1856. The Teachers and friends of education met at the academy at the appointed time. Rev. E. Walker, was called to the chair, and H. C. Raymond was elected Secretary.
>
> On motion, E. D. Shattuck, S. H. Marsh, and J. T. Maulsby were appointed to draft a constitution, etc.

The preamble to the constitution adopted read:

> Whereas, the cause of education is of the first importance, and common schools are of the utmost importance to a free people, and whereas, union is strength and in a multitude of counsellors is wisdom, we, the undersigned teachers and friends of education in Washington County, O. T. do hereby unite in an association to be called the 'Washington County Teachers' Association.'

On motion, the convention was adjourned after prayer by the ...end L. H. Marsh. The appointed committee met after adjournment ...cided to call a meeting for the second Friday of April, 1856, ...clock, P.M. At this time the committee also arranged the fol...g program: Education, by the Reverend E. Chamberlain; Teaching ...rofession, by Professor E. D. Shattuck; Common Schools by J. T. ...y. Subjects for discussion included: Text Books, Government, ...and Public Examinations.

There is no record that the adjourned meeting was ever held. As ...case of the Corvallis meeting, it may be inferred that it did not ...

The Oregonian for November 20, 1858, published a call for a teach...convention at Portland, which has since been erroneously called the ...n Oregon. The notice read:

Teachers' Convention

The undersigned having been repeatedly de...sired to take some steps to organize a Teachers'

> Association, and believing that many real advantages would result from such an association to all interested in the cause of general education, take this means of inviting teachers, school directors, and the friends of education to meet at Portland on the 28th of December at 10 o'clock A.M. for the purpose of counsel on such matters as may be connected with the cause of education, and to organize an association if deemed advisable. Arrangements will be made for the accommodation of those who shall attend the convention. The meeting will be held in the new School House.
>
> J. D. Post.
> Suporintendent of Common Schools for Clackamas County.
> C. S. Kingsley.
> Superintendent of Common Schools for Multnomah County.
> L. L. Torwilliger.

The "new School House" referred to was the Central School building just completed, Portland's first public school building located where the Portland Hotel now stands. The January, 1859, issue of the Orogon Farmor, then published in Portland, said in reporting the occasion:

> A teachers' convention of the Teachers of Orogon has been in session in this city for a few days past. Their labors resulted in the formation of the Orogon State Educational Association. Bishop Scott, of this city was chosen president; L. L. Torwilliger, Secretary; C. S. Kingsley, Cor. Sec'y; A. R. Shipley, Treas., Ex. Committee, C. H. Mattoon, C. C. Chandler, W. C. Johnson, F. S. Hoyt, Stobbins and C. S. Kingsley, members ex-officio. Among others present we notice Professors J. D. Post, and C. H. Mattoon, of McMinnville, F. S. Hoyt of Salem, B. Cornelius of Trinity High School.

Launching immediately upon a program of active sponsorship of progressive educational measures, this new Association at its first meeting advocated, among other things, the construction of a state normal school as the basis for a future state university, the self-improvement of teachers through study of professional journals and books, and the formation of county teachers' institutes and associations. The first suggestion of a "Teachers' Journal" for Oregon teachers was also made at this convention by C. H. Mattoon. However, it was only a suggestion and did not immediately bear fruit. Altogether, it was a very important and productive two days' convention held December 28 and 29, 1858. The Association adjourned "to meet at Portland on the last Tuesday of August next."

Once again the conclusion must be that an adjourned convention did not hold, as no record is found of a meeting at Portland in August, 1859. Indications are that the organization formed so auspiciously did not survive.

On July 31, 1861, as reported in the Oregonian for August 19, 1861, the teachers met in convention at Salem and reorganized as the "Oregon State Educational Association and Teachers' Institute." A constitution was adopted, apparently having no connection with the Oregon State Educational Association formed at Portland in December, 1858. The only correlation evident is seen in the fact that the Salem meeting was called to order by Bishop Scott, who was elected president at the Portland convention. The Oregon State Educational Association and Teachers' Institute was evidently the first permanent organization of teachers in Oregon. Bishop Scott was elected president.

An important result of this meeting was the move toward definite establishment of teachers' institutes, as embodied in the following resolutions:

> Resolved, that this Association will meet as a Teachers' Institute, in Salem, on the first Mondays of November, 1861, and March 1862, at 4 o'clock P.M., for the purpose of general and critical courses of instruction to teachers in the best practicable methods of teaching the common and higher English branches of education, adapted to District Schools and Academics.
>
> Resolved, That a corps of professors be chosen at this session, and assigned their respective duties in the above session of the Institute.
>
> Resolved, That the course of instruction in such Institute shall be divided into the following departments: Philology, Mathematics, Natural Sciences, Geography, and History.
>
> Resolved, That teachers throughout this State and Washington Territory shall be entitled to the benefits of these courses of instruction, upon payment to the Professor in charge of the department in which he may desire instruction, of the sum of -- for each course.
>
> Resolved, That the Professors hereby chosen shall be a Board of Managers who shall have authority to make all needful rules and regulations for the conduct of the Institute.
>
> Resolved, That teachers are especially and earnestly invited to attend those sessions of the Institute.

This newer group seems to have been the only one surviving through the formative years, making its influence felt in state educational circles every step of the way, very largely through the agency of a self-imposed program of professional improvement and through the gradual moulding of public opinion in favor of school reform. Like its predecessor of 1858, the new State Association immediately assumed a definite stand with ref-

erence to Oregon's educational problems. Teachers were again urged to form county associations. A committee was appointed to report on the selection of textbooks suitable for statewide use. The Association adjourned to meet in Salem on the first Wednesday in August, 1862.

Notices of the meetings of the county institutes of Washington and Multnomah Counties appeared during this year, 1861, as follows:

> The Teachers' Association of Washington County will meet at the Court House in Hillsboro, on Saturday the 6th of April next, at 10 o'clock A.M.
>
> Professor Lyman of Forest Grove, and E. D. Shattuck, of Portland are expected to deliver addresses at that time on the subject of education.
>
> Teachers, parents, and pupils are invited to attend.
>
> H. Sewell, President.

Whether this was a continuation of the Washington County Teachers' Association, formed at Forest Grove in February, 1856, cannot be determined, but it probably was not. Another notice, appearing in the Oregonian, November 30, 1861, stated:

> The teachers of Multnomah county are respectfully requested to meet at the Public Schoolhouse, in Portland, on Thursday, the 26 of December next, for the purpose of forming a County Teachers' Assoc-ation. Arrangements will be made for the entertainment of Teachers from without the city. Superintendents and Teachers from adjacent counties are also invited to attend.
>
> Sylvester Pennoyer,
> Superintendent of Common Schools.

Following the convention of 1861, state institutes were held regularly, functioning under the sponsorship of the Oregon State Educational Association and Teachers' Institute, as provided by section 10 of the organization's constitution. Two special teacher training institutes were held, one at Salem in February, 1862, the other at Portland in February, 1863. The institute at Salem adopted this declaration of viewpoint:

> Resolved, That the paramount duty of a government is to provide by all suitable laws and most effectual methods for the welfare of the people, and in so far as any government falls short of that it fails of answering the purposes of civil compacts, and That the best and shortest means should be employed, that the obligation to protect the persons and

> property of subjects cannot be fulfilled alone, by penal statutes against offenders, but by removing as far as possible the usual incentives to crime, that poverty and ignorance are mainly the parents of vice and crime, and as the former are removed, the latter follow in exact ratio; that the best possible means to effect that end is the establishment of a system of free schools supported by the State, in which the children of all classes may receive a liberal education.

A statement issued by the Institute at Portland read:

> The objects of this Association are to advise the best methods of imparting instruction, to discover what text books are best to be used and to secure their uniform introduction into the public schools; and to give opportunity for healthful criticism, discussion and full interchange of views on the subjects relating to the cause of education to the end that a more thorough and complete system of education may be secured.

Such forceful declarations show clearly the stand taken on the problems facing early schools and educators. That the teachers regarded their responsibilities seriously is seen further in the stand taken on temperance, on school law, on educational papers, and on national loyalty during the Civil War. These all received expression at the convention held at Albany in August, 1864:

> That as teachers impress the minds of their pupils by example, as well as precept therefore, they should use neither tobacco, intoxicating drinks or profane language.
>
> On motion of President Marsh a committee of nine was appointed to draft a school law to be presented to the State Legislature at its next session.
>
> On motion a committee of five was appointed to take into consideration the practicability of publishing an educational monthly in Oregon.
>
> Resolved; That it is the duty of all teachers to inculcate, as far as possible, sentiments of loyalty to the Government upon the minds of their pupils.
>
> Resolved; That we as Teachers, pledge ourselves a full and earnest support of the Constitution and the Union, under the protection of which our system of common schools has been organized and sustained.

> and that animated by the spirit of Liberty and Love to our race, we will wage an uncompromising warfare against ignorance and its twin sister Secession, until the last vestage of both shall be swept from the State.

Not all meetings of the Teachers' Association met with full and desirable support. At Corvallis, in February, 1864, at a called meeting of the Executive Committee, a quorum of members was at first unobtainable. After considerable effort this difficulty was overcome by procuring new members. The presidents and vice-presidents were absent, and only five of sixteen promised lecturers were present. The Institute finally adjourned for want of support, after adopting as a resolution the declaration:

> Resolved, That no teacher is worthy of the name, or even the confidence of his fellow teachers, who will not attend, or aid by his influence and counsel, the Oregon State Teachers' Association.

The Oregon State Teachers' Association and Teachers' Institute met at Salem in July, 1865. In the order of exercises the following topics were discussed with much interest: Elementary schools; Written Arithmetic; How can whispering best be prevented in school? How can regularity and promptness in attendance best be secured? In what manner and by what means should corporal punishment be inflicted in school? Discussion of the Oregon School Law occupied a great portion of the time.

The year following, in July, the State Teachers' Institute was held at Oregon City. Many attended from Portland. This, the sixth annual session of the Oregon Educational Association and Teachers' Institute, continued three days. A committee presented a school law to be submitted to the coming legislature. It did not pass, due to misunderstanding and political wire-pulling in the legislature.

A Multnomah County Teachers' Institute called by Superintendent Atkinson met in Portland, on June 14 and 15, 1867. Twenty teachers, "ten gentlemen and ten ladies," attended. At a meeting the previous December, a set of resolutions passed by the Multnomah County Teachers' Institute contained the important suggestion that the State of Oregon should have a State Normal School:

> That on account of the great diversity in the methods of instruction practiced by the different teachers in our State, it is the united opinion of the members of this Institute, that the great consideration in our State, so far as public education is concerned, is a State Normal School.

The annual session of the Oregon State Teachers' Educational Association and Teachers' Institute convened in Portland at the Central School House on the morning of July 30, 1867. There were about 50 members present. Reverend G. H. Atkinson served as president. The State Teachers'

Institute was held at Eugene City in 1868 on the 28th of July. They recommended Clark's Grammar Series, in use until the present century, as textbooks in the common schools.

Indicative of the modes of travel and the difficulties facing the assembling of the teachers is the following paragraph from the Portland Evening Bulletin of July 22, 1868:

The Oregon State Teachers' Association

> Teachers and friends desiring to attend the next session of this body, and dependent on public conveyances for making the trip to Eugene, are informed that the P. T. Co. will take such persons at half price as far as the boat runs, probably to Corvallis, and teams and carriages for the trip, can be procured at Corvallis at $6 per day, perhaps less, the conveyances carrying eight or ten. By driving themselves, teachers can make the round trip from Corvallis to Eugene and back, stopping during the whole session, for about $36; or $3.60 each for a load of 10 persons - $1.80 each way. The expenses at Eugene will probably be nothing, and there are no ferries or toll. Distance about 40 miles, and good roads. Arrangements will be perfected so that teachers from below can ascertain from their Salem friends any necessary information in relation to preliminaries in securing conveyances.

The following was a part of the program for this session. Teaching as a Profession, Hon. J. Q. Thornton; School Discipline, Professor Garlick; Free Schools, Rev. W. F. West; English Grammar, T. M. Martin; A Normal School, Clark Smith. W. S. James, long associated with Portland business colleges, gave an illustration of his methods of teaching penmanship.

In spite of their earnest efforts at self-improvement the institutes did not escape some sharp criticism, as soon in an Oregonian editorial of December 23, 1869:

> The State Teachers Association will meet in this city next Tuesday. This is an organization which has been in existence about seven years, during which time it has held only annual sessions, attending by an average of perhaps 12 or 15 members or persons interested in a general way in educational matters. It would seem that having been organized for so long a term and for the promotion of one of the most vital interests of the state, it ought by this time to embrace in its membership, every man and woman of the state engaged in teaching or connected in any way with the management of our high and common

schools. Such is, however, not the fact. We doubt if its rolls can show an active membership of 50 persons; more likely, not over 30. The present condition of the Associations shows, we think, that there is some radical defect in its organization and its methods of conducting its affairs. . . In the beginning as we well remember, it was the intention to make the association the nucleus of a State Normal School - for the preparation of teachers for their avocation, to bring about a uniformity of the methods of teaching, and to improve our common schools system. After a session or two, however, the association fell into the hands, mostly, of teachers connected with high schools and fogies who cared more about the discussion of some abstract matter in which common schools could have no possible interest. . . What the educational interests of the state demand of the Association is that it shall go back to the original designs; that it shall devote itself to the practical work of teaching teachers how to perform their duties. . . There is no good reason why it should not in the next year or two make itself such a power as to be able to apply successfully to the Legislature for assistance in the establishment of a State Normal School. Nor is there any good reason why the Legislature should not grant, at the very next session, such an appropriation of money as would provide for the complete establishment of such a school. An act of 40 or 50 lines making such a provision, would be worth more in practical good to the state than the same number of folios of the usual legislative bills. If the State Teachers Association does not soon move in this matter, we shall despair of its ever being a practical useful organization.

A call signed by J. Quinn Thornton, President, designated Salem the place and July 21, 1871, as the time for the next recorded meeting of the State Teachers' Association. The notice said in part:

> The time fixed upon is the day after the Commencement exercises of the Wallamet University. This was done for the purpose of enabling persons to attend both. The cause of education would be promoted if journalists throughout the State would obligingly publish the above at least once.

What was termed a permanent organization of teachers under the name of the "Multnomah County Teachers Institute" was effected on April 1871. The meeting was held at the Central School House, Portland. [illegible] of the officers looms large in this History of Education in Portland: President, Dr. Atkinson; Secretary, J. W. Johnson; Treasurer,

R. K. Warren; Executive Committee, T. H. Crawford, J. W. Pratt and Miss M. A. Hodgdon. The number of members was 15.

The Oregon State Teachers' Institute met at the Baptist Church in Eugene on August 3, 1872. The committee appointed at the last annual meeting to form a Common School Law, reported through its chairman, J. Quinn Thornton. Fortunately, the labors of the teachers in this respect were finally rewarded in the subsequent passage, on October 29, 1872, of Oregon's important Reorganization Act, upon which the current State Educational System is based.

The final passing of this law marked a turning point in the course of the teachers' institutes. Up to 1872 from the earliest efforts of organization of the teachers in 1855 the conventions and institutes were under no authority outside of the teachers own association. Membership in the Association and attendance at the Institutes was purely voluntary. School directors, as a rule, failed to see the value of the Institutes and refused to allow time with pay to teachers desiring to attend.

Under the law of 1872 a State Superintendent of Public Instruction was appointed and was directed to hold state and district institutes. The first State Superintendent of Public Instruction, Sylvester C. Simpson, after holding the first year's institutes under the new law in 1873, recommended that the judicial district institutes be abolished in favor of the county institutes, to be held under the direction of the County School Superintendents. The amended law provided that -

> The county superintendent shall hold annually a teachers county institute for a term of not less than three days, for the instruction of teachers and those desiring to teach, and all teachers in the public schools of his county shall be required to attend, and the county superintendent may at his descretion revoke the certificate, reduce the grade, or refuse to grant a certificate to any teacher who refuses to attend the institute without cause. . . Provided that if the institute is held during the session of school, that directors shall be required to grant two days time of actual school service to their teachers to attend the said institute, during which said two days time their pay as teachers shall continue.

There being as yet no Normal Schools, the institutes became the agency under State authority for the training of teachers. Educators still shouldered a large share of the responsibility, although the institutes were now under the direction of the State and County Superintendents. During the period, as a whole, from 1872 to 1900, a statewide program of educational and professional improvement was carried on by means of numerous local, city, county, judicial district, and state normal institutes, all of which were operated in close conjunction with the larger single State Teachers' Association. It was probably during the term of office of Superintendent Simpson that the State Teachers'

ssociation was first mentioned, and it apparently replaced the Oregon ate Educational Association and Teachers' Institute of the earlier eriod.

Teacher training, more than any other single item, received ever-hreasing emphasis in the years from 1872 to 1900. All of the teachers emed willing and ready to contribute in every practicable way to the ccess of those gatherings, since they were the one agency recognized the state for the training of Oregon's teachers. Some of those were nducted with popular enthusiasm --ministers, lawyers, doctors, army fficers joining freely with the teachers in discussing important school tters, a case in point being the state normal school laws which were sed during the 1880's. Through the 70's and 80's the institutes were leading medium of teacher training in Oregon.

The State Teachers' Association adopted a four-point program given follows:

1. The formulation of educational policies for the State of Oregon.

2. The improvement of educational processes in general.

3. The education of the community at large on school matters rough large open meetings, many of which were featured by the presence speakers on considerable reputation and standing.

4. The development of a professional spirit among the teachers mselves.

It fell to the lot of Dr. L. L. Rowland, successor to Superintend- Simpson, to establish a program of annual gatherings for the purpose liberation and teacher training. Dr. Rowland, in 1876, said in his Report as Superintendent of Public Instruction: "In many ways t accrues from those conventions. The State having no Normal School, achers' Institute must, as far as practicable, supply its place."

L. J. Powell, as state superintendent, next succeeding, continued on me plan. After him, Professor E. B. McElroy, thoroughly implanted stitute program throughout the state. Later, J. H. Ackerman, while Superintendent, organized the eastern and western divisions of the State Teachers' Association, placing both divisions practically into nds of the teachers. This development of teachers' institutes as rce of supply of trained pedagogues was one of the most important ntrusted to the care of the State School Superintendents, by the 1872.

The county institutes probably were more important, in that they d more teachers, than the state normal institute sessions. The of the State Normal School at Monmouth, in 1882, taken over by to in 1891, was a forward move but inadequate at the start to meet d for teacher training.

The institute retained its position as a teacher training agency until about the beginning of the present century, when formal professional activity among the teachers suffered a serious set-back, apparently due to differences of opinion that had for some reason developed between the Oregon Teachers' Association and the State Department of Education. This resulted, ultimately in the complete breakdown of the single old State Teachers' Association and in its replacement, in 1899, by a separate and independent organization serving different sections of the state, the western and the eastern, as already noted.

Out of these struggles, and out of the struggle for existence of the State Normal Schools in the early 1900's, has grown the present system of teachers' conventions, and of the state normal schools which have taken over the problem of the training of teachers.

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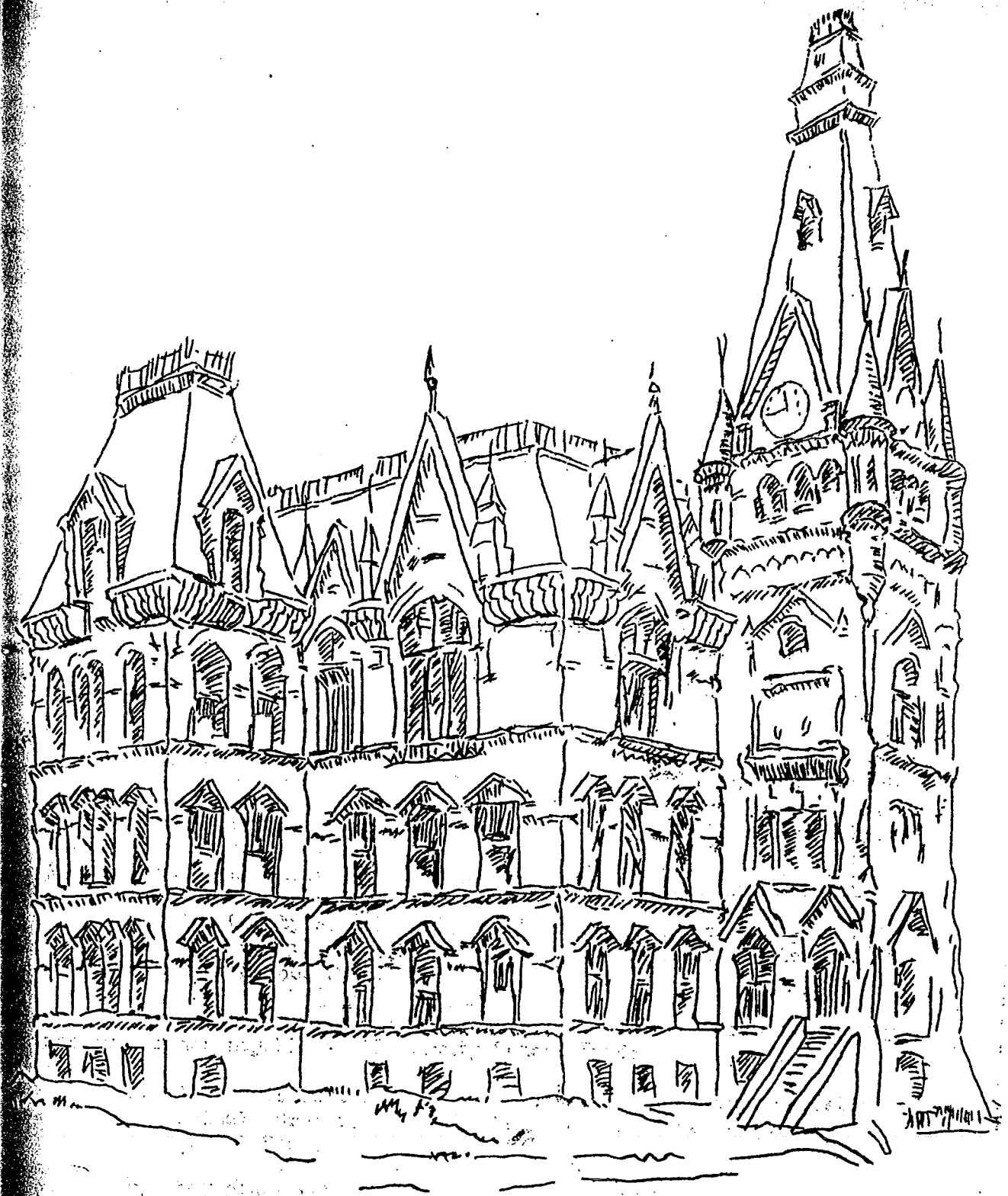

PORTLAND HIGH SCHOOL
ERECTED 1886
MORRISON, LOUNSDALE, ALDER AND FOURTEENTH STREETS

Chapter III

Sources and Methods of School Support

Portland's earliest schools were supported wholly by individual subscription and voluntary taxes. For years there were no public funds. When these finally came, taxation increases, commensurate with the most meager demands of schooling, were tardily approved. Today there are five sources from which support for Oregon school are derived:

1. The State School Fund, which is made up from all moneys that accrue to the state from the sale of property granted to the state for educational purposes. When Oregon was admitted to statehood in 1859, Congress, as allowed by the Nathan Dane Act, passed a measure providing that two sections of land in every township of public lands then remaining should be set aside for the support of education in Oregon. Continuing this grant, Section 60-1201 of Oregon Laws for 1930, reads, "The Irreducible School Fund shall be composed of proceeds of the sale of the 16th and 36th sections of every township or of any lands selected in lieu thereof,..." Added to this the national government dedicated to the School Fund all the sand and gravel beds in the navigable waters of the state. Still later, and included as Article VIII, Section 2, Oregon Constitution, it was provided that "All the moneys and clear proceeds of all property which may accrue to the state by escheat or forfeiture," such as estates of persons who died without heirs, should go to the Fund. In this principal Fund is included the Elementary School Fund, accruing annually from a tax of 2 mills on all taxable property in the state --as allowed by Section 35 - 1801, Oregon Laws for 1930.

2. The County School Fund, which is derived from taxes levied annually by the County Court. Most fines from criminal convictions go into the County School Fund.

The following is a partial list of crimes from which the county receives fines payable to the County School Fund:

1. All fines collected for the violation of driving domestic animals from their range shall be paid into the County School Fund. Oregon Laws, Sec. 14 - 323.
2. All fines collected for disturbance of Peace of any unincorporated town or village shall be paid into the County Fund. Sec. 14 - 603.
3. All fines under the act to prevent gambling, after costs have been deducted go to the County School Fund. Sec. 14 - 745.

[illegible] to be sold subsequently to such designation or location, shall be sold for two dollars per [illegible].

4. Fines for having slot machines, the money from same to be turned over to the County School Fund. Sec. 14 - 748.

5. Fines for selling cigarettes to children, after costs have been deducted, go to County School Fund. Sec 14 - 825.

6. Fines imposed against Public Policy shall be paid into County School Fund. Sec. 14 - 832.

7. In case of a trial of usury (illegal rate of interest) the court shall collect the difference - that is, the amount that should have been collected and the amount charged - and turn over to County School Fund. Sec. 57 - 1203.

3. A Special District Tax, which is a tax levied by the voters in a district on property of that district.

4. High School Tuition, which comprises the tuition paid by non-residents.

5. Donational Funds, consisting of those funds which are donated by individuals for educational purposes.

From the foregoing sources Portland and Multnomah County schools draw their support.

In the earliest years the sale of school lands and securing the proceeds was somewhat of a problem, since settlers often squatted on property rightfully set aside for school sale. Certain of these settlers were allowed to remain upon payment of the homesteader's fee of $1.25 per acre, but others were given lands in lieu of those they held. Such situations were provided for in an Act passed in the early 50's, which read in part as follows:

> Section 1. That the Governor, Secretary of State and State Treasurer, as a board of Commissioners for the sale of School Lands and the management of the Common School Fund, are hereby authorized and required to sell to actual settlers, in such quantities as they shall deem most advantageous to the State, not exceeding a half section to any one settler, the lands selected and to be selected for common school purposes, as fast as such selections shall be approved by the Commissioner of the General Land Office, at the price of one dollar and twenty-five cents per acre payable in any lawful money of the United States, PROVIDED, that the price per acre fixed in this section shall apply only to such tracts of land as were or may be occupied by actual and bona fide settlers, at the time the land was or shall be designated as State land; and all State lands sold or to be sold subsequently to such designation or location, shall be sold for two dollars per acre.

That School Lands were being recorded and accounted for, at least occasionally, is evidenced by the item which appeared in the Oregonian for March 4, 1865:

> The undersigned would inform the citizens of this county that he has formed a schedule of all the school lands which remain of the 16th and 36th sections, given by the law of congress, August 14, 1848, and also a schedule of all the lands selected in lieu of those parts of said sections, which claimants hold. This schedule has received the official approval of the Register of the United States Land Office. The school lands are properly noted on the county maps, made by Mr. C. W. Burrage, County Surveyor, which can be examined at the County Clerk's Office.
>
> G. H. ATKINSON,
> County School Superintendent

Later, on December 8, 1866, the Oregonian said, under head of "School Lands in Multnomah County":

> The following is furnished us for publication by Mr. Atkinson, Superintendent of Schools for Multnomah County:
>
> According to the requirements of the late law, the school lands in this county subject to sale, at the present time, have been reported to the Governor, who, with the Secretary and Treasurer, constitute the State Board for the sale of Public lands... The amount now reported for sale in the county is six thousand three hundred and seventy-five and 25/100 acres. The estimated values as near as possible were given. Those who wish to purchase will please apply to the State Board.

So has the process continued through the years. There are no longer available any school lands in Multnomah County, but there remain about 700,000 acres in Malheur, Harney, Lake, Baker, and Crook counties, along with scattered holdings elsewhere. The total present income is only about $6000 a year for the entire state. Much of this comes from grazing rights in the counties mentioned. Most of the school lands were long ago sold or otherwise alienated from the public domain.

The first financial report of the Portland schools appeared in 1877, although the records show that there were three grade schools and one high school in operation the previous year. The statement of costs given out at that time showed that the city was paying an average of $17.75 for each pupil enrolled, with incidentals computed at $1.78 for each pupil, as additional expenditure, or a total of $19.63; "cost of

incidentals per pupil belonging" at $19.65 or a total of $21.60. No mention was made of any money received or disbursed, nor of the sources of money received and used. This partial financial statement appeared as a part of the fourth Annual Report of the public schools of Portland.

For 1878 the financial statement showed a total expenditure for the year ending June 30 of $37,457.10. This was entirely for support, exclusive of all sums paid out for permanent improvements.

This fifth Annual Report stated the cost for each registered pupil to be $16.02, with $19.55 the figure for those actually attending. In that year the amount of $27,824.75 was paid out for supervision and instruction. One piece of property was purchased by the Board: "The location chosen, the block known 'Harker Block,' bounded by Madison, Jefferson, West Park, and Eighth Streets, is one of the most central and eligible in the city. The entire cost of grounds and buildings (when finished) will aggregate $50,000." On this site the Park School was erected.

The 1879 Annual Report showed that the amount paid for teaching and superintendency was $32,637.84, for salaries of janitors $1,571.00, for fuel $800.00, for supplies, $324.00, and for incidentals $3,739.00. This totaled $39,071.84. In addition, a night school teacher received a $200.00 salary for the year.

The total amount paid out for 1880 was $85,394.89, including $35,675.25 for teachers' salaries. A sum of $13,456.84 was paid on the Park School building, and $18,695.61 was expended on the new Harrison School --a total of $33,399.36.

Page 17 of this seventh Annual Report compared the costs per pupil for the five years, as follows:

	1876	1877	1878	1879	1880
Per pupil enrolled	$23.02	$23.58	$23.20	$22.39	$23.58
Per pupil in average daily attendance	24.96	25.28	24.76	23.59	24.70

The yearly cost of educating each pupil from 1877, the first year that this item was computed, ranged from $17.75 for that first year to $108.24 for high school students in 1930-31. This was the peak year. Elementary pupils then cost $90.63. The cost has since dropped, but only a few dollars. This per-pupil average includes expense of teacher's salaries, equipment, operation, and maintenance.

The 1881 Annual Report revealed an expenditure increase, with teachers paid $37,412.02, or $2,166.48 more than in 1880. School costs were $64,412.02, a decrease of $20,982.87. Receipts for the year, the first year that any mention was made of income, were as follows:

County and state	$23,368.47
District tax (1880 collected)	41,796.48
District tax (delinquent collected)	990.83
Rent-block 26	45.00
Bills payable	500.00
Miscellaneous	441.41
Tuition	1,348.36
TOTAL	69,490.55

Thereafter appeared complete yearly reports for all expenses and income. Then, as now, the yearly report was made first by the city superintendent of schools to the county superintendent of schools, who included it with his county report to the state superintendent of public instruction at Salem. The facts of an astoundingly rapid growth are evident.

Included in the Annual Report of 1930-1931, was a comparative table of school tax levies for a period of 40 years, showing the increases and decreases. It will be observed that the only year without a tax levy was 1893 and that the year of 1930 called for the largest levy.

1890,	4.25 mills	1900,	4.8	1910,	5.	1920,	8.6
1891,	3.	1901,	4.5	1911,	6.3	1921,	9.8
1892,	3.25	1902,	2.9	1912,	6.	1922,	6.7
1893,	0	1903,	4.5	1913,	5.5	1923,	10.6
1894,	1.	1904,	6.5	1914,	7.4	1924,	7.6
1895,	2.	1905,	7.2	1915,	5.	1925,	8.4
						1930,	12.7

A state law was passed on February 24, 1931, creating a "free text book law" for the public elementary schools. Thereafter each district raised an amount of $1.50 per school child enrolled. This fund is kept intact so that books are available for all elementary school children. No provision has been made for free textbooks for the high schools.

In the 1931-32 Annual Report the heading for the item of free textbooks is "Free Text Books and Supplies." Thereafter it is headed as "Loaned Text Books."

The financial statement for the following years show that the cost for "Free Text Books" in the elementary schools was as follows:

1930-1931	$ 2,028.25	1933-1934	$19,267.18
1931-1932	344.05	1934-1935	29,764.40
1932-1933	36,748.73	1935-1936	2,567.32

District expenditure for textbooks in the high schools for the three years was reported as follows:

1930-1931	$448.23	1932-1933	$583.37
1931-1932	773.32		

As 1931 was the year that the law was enacted, the amount was small compared to other years. In 1933-1934 there was no amount spent for high school pupils. Thereafter, as far as concerns high school pupils, the city school superintendent listed the money spent upon them under the head of "Indigent High School Pupils." Before the textbook law was enacted the Portland School Board had the right to use certain funds for indigent children but after the enactment of the law the superintendent used funds as indicated under the two headings.

Through the years in periods of growth and adequate income a considerable amount has been paid out for new school buildings and for improved equipment. The figure would run well into the millions.

In none of the annual reports of the city school superintendent has mention been made of the average amount paid per teacher, annually.

The first year any mention was made of teachers' salaries, as paid, was 1878, when an amount of $27,824.75 appeared under Supervision and Instruction. This had reached $32,637.84 the following year, $35,675.26 in 1880, and $37,841.74 in 1881. Within 12 years or by the end of June, 1893 salaries claimed an expenditure of $154,378.00, or an increase of $116,536.26.

By 1927-28 this item alone totaled $3,745,638.41. Of this amount $2,435,999.39 went to elementary school teachers, and $905,350.69 to high school instructors and to supervision.

In 1932 the teachers of the Portland schools took a 20% decrease in their salaries and in 1936 the people of Oregon voted against a constitutional amendment designed to increase the tax limitation sufficiently to make it possible to restore the teachers' salaries to the old figure. A 5% increase was given to the teachers on May 24, 1937.

The amount paid out for salaries in 1934-35 was $3,038,075.30, or a decrease over 1930-31 of $880,892.65.

The Portland Public Schools yearly receive the interest accruing from five trust funds, the proceeds of which go entirely for school use. These, listed alphabetically are: Benjamin Blumauer Fund, Catherine Augusta Hatch Fund, James John Fund, John L. Vestal Fund, and the Martin Winch Fund. All have been established within recent years.

The first of these trust funds to be bestowed by will upon the District, was for $172,000,00 by John L. Vestal in 1925. An elementary school in the Parkrose district bears the donor's name. There has been a decrease of $12,086.40 since the receipt of this fund.

The James John Fund came from the estate of James John, a deceased Portland citizen, who bequeathed to District No. 2, which eventually was to be District No. 1, the sum of $9,400.00 to be used for the building of a school and for any other purposes which the Board approved. Of the total amount, $7,768.32 was spent for building and equipping the James

John High School, later changed to Roosevelt High School, when that structure was erected following the fire which destroyed the James John School.

The Martin Winch Fund of $5,000 was bequeathed in 1930 for the furtherance of teaching domestic science and manual training; an amount of $5,000.00 Its present total, plus interest accrued, is $7,096.04. Substantial yearly disbursements have been made in the teaching of the manual and domestic arts among the various city schools.

For 1934-35, the Catherine Augusta Hatch Fund showed a decrease of $119.42 in the principal of $4070.81, a decrease which had taken place since 1931. This fund, resulting from a bequest of $3600.00 made on November 30, 1928, has been used exclusively for the education of poor children, as the donor stipulated. Mrs. Hatch was a well-known Portland resident.

The latest of these trust funds is that of Benjamin Blumauer. From his estate in April, 1935 the School Board received $1,000.00, the interest from which, at his request, was to be used for handicapped children.

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Chapter IV

Sources of Teachers

The earliest teachers of Oregon came from the Eastern States. Lured by fresh fields of opportunity, they left safe homes and endured the dangers of the overland trail or the boat trip West. Certainly they could not have been attracted by the financial rewards offered for teaching in the far Northwest. The meagre salary received from quarterly tuitions paid by the parents of pupils, were not sufficient to support a teacher throughout the year. With the exception of the missionaries, most of those who taught in early schools had other occupations or professions to aid them in earning a living. With some, teaching was only an incidental occupation.

Many of these teachers taught for a mere few months, because they saw the need and felt a sense of responsibility to their communities. Some of them, such as John Ball, Solomon Smith, Jason Lee and others, unwittingly achieved immortality, while others, equally competent and worthy, passed into obscurity that cannot be penetrated by the most careful research.

It was in 1847 that Dr. Ralph Wilcox opened the first school in Portland, in the little cabin owned by Job McNemee, at Front and Taylor Streets.

Dr. Wilcox, born in July, 1818, in Bloomfield, New York, was Portland's first practicing physician. He came to Oregon with the "Meek cut-off party," in 1845. After teaching for three months, or a "quarter," as then commonly called, Dr. Wilcox returned to his practice. Nor did he again serve as a pedagogue.

In the winter of 1848-1849, Arthur J. Hyde taught classes, first in the blacksmith shop of James Terwilliger, at Second and Morrison Streets, then in the old cooper shop on First Street, between Yamhill and Morrison. He was a veteran of the Mexican War, came to Oregon from California, and, after teaching school, settled on a donation claim near Lebanon, Oregon.

The Reverend Horace Lyman, who was for a time school commissioner of Washington County before Multnomah County was organized, secured his education at Williams College and at Andover Theological Seminary. One of Portland's earliest private school teachers, he later taught at Tualatin Academy and Pacific University. He was born in Easthampton, Massachusetts and came to Oregon while a young man.

Following young Lyman, Cyrus A. Reed taught a three months' term in Portland's School House, beginning in April, 1850. Born at Grafton,

New Hampshire, in 1825, Reed came to Portland early in 1850, and immediately took an active part in the life of the little community. Having only a common school education, he improved this by reading. He organized the first public library in Portland. He also built the first sawmill in Portland and was active in many enterprises. Later he was appointed adjutant-general of the State of Oregon and in 1862 served a term in the legislature. He drafted a bill which became the militia law of the state. He was also an artist of ability, exhibiting his paintings in Philadelphia, and in France and Germany.

Succeeding Reed, a three months' term was taught by Delos Jefferson, a Marion County farmer.

In December, 1850, school was opened for a nine months' term by the Reverend Nehemiah Doane. Born in Barnstable, Massachusetts, in 1820, he entered the Boston School of Theology, in 1847, and after graduating was appointed superintendent of Oregon Institute, at Salem. After a terrible trip by boat around the Horn, he, with his wife, landed in Portland in January, 1850. He proceeded to Salem where he "at once took charge of the institution which through the gold excitement of California and the closing of other schools, was increased to about 100 pupils." He and his wife taught for three terms, receiving $500. The school taught by him in Portland really formed the link between the private and the free schools. In September, 1851, he accepted a position in Oregon City, and when Portland University was established he was elected to the chair of 'Systematic Theology.'

After the close of the Reverend Mr. Doane's term, agitation for a public school prevailed with such demand that the first "free school" in Portland was opened on December 15, 1851, in the School House, "next door to the City Hotel." John T. Outhouse, the instructor, came to the frontier town as a young man of about 22 years of age. A native of Nova Scotia, he arrived in Portland a year previous to his teaching appointment. Allowing for vacations, he taught continuously from December, 1851 to March, 1853. He later taught school for several years in Polk and Marion Counties, serving as county superintendent in each.

Miss Abigail Clark who came to Portland in 1852 accepted the position as assistant to Mr. Outhouse when classes became too large for one teacher. Miss Clark came to Oregon from her home in South Hadley, Massachusetts. She taught first in the Portland Academy and Female Seminary. While teaching in the public school she was very popular with the pupils who flocked to her, regardless of grade regulations. Her classes were supposed to contain only primary pupils, but sometimes contained as many as 90 pupils of all grades. With her going, the public school was closed for more than a year, when it was reopened in 1855 with Sylvester Pennoyer as teacher. This young lawyer from New York who later became governor of Oregon, was a fearless and aggressive idealist and played a prominent part in the annals of both city and state schools. His story is found elsewhere in this book.

The Reverend George C. Chandler, who followed Pennoyer as teacher of the public school, was born at Chester, Vermont, March 19, 1807. He was a graduate of Madison University and of Newton Theological Seminary. In 1844 he received his M. A. degree from Columbia University, New York City, and shortly afterwards became president of Franklin College. He resigned this position in 1850 to come to Oregon to be head of a Baptist college at Oregon City. This college failed to materialize, but in 1858 he became the first president of McMinnville College.

A number of private schools opened and closed during the first few decades of Portland's history. Among these was the "Seminary for Young Ladies," opened on March 24, 1855, by a Mrs. Hill, who was born in England, but who later moved to San Francisco. Also in that year on March 31, a "Select School" was opened by Miss S. B. Sweet, who came to Oregon from Syracuse, New York.

The lives of many of the teachers of the 60's and the 70's are shrouded in obscurity. Aside from school reports, which record their term of office, and occasional brief news items, few facts can be found concerning them. Those who became city or county superintendents left fuller records, which may be found in other chapters of this book.

In an article "Prominent Names Linked with Portland's School History" published in the Oregonian for May 16, 1909, mention is made of several of the early teachers:

> Mrs. Mary Hensill, one of the first teachers, had two sons and daughters,... one daughter Mary died while in her teens, and the other Louise, is the wife of Otis Sprague, a son of General Sprague and resides in Tacoma. Thomas Hensill was drowned in the Columbia when a school boy and the other son, R. F. Hensill is a lawyer in Tacoma... Among the teachers of that early day occur the names of Harriet Hillard, later Mrs. H. B. Morse; the two Way sisters, Janet and Louise, who came out from the East to teach here, one of whom became Mrs. H. D. Sanborn, the wife of a well known business man of Portland. Others were the two Misses Hendersons. One is now Mrs. Edward Failing and the other is Mrs. Catlin, the widow of Judge Catlin. Both are sisters of Mrs. Matthew P. Deady. Miss Caroline King and John Freeman, a brother of Marcus Freeman were among the early day teachers. Others were Mr. and Mrs. O. S. Frambes. He was a Methodist minister and acted as principal in the school while his wife was his assistant principal.

Miss Mary Hodgdon arrived in Portland in May, 1861. She taught a while at Tualatin Academy, at Forest Grove. Later, while on a visit Portland, she was solicited to open a school. She says in a letter to

George H. Himes, "I accepted the invitation and in 1862, opened a school of about 30 pupils, in the basement of the Congregational Church where I taught a year then Judge Shattuck put up a building for me on 4th Street between Jefferson and Columbia which I occupied for 4 years." In the autumn of 1866 Miss Hodgdon went to Walla Walla where she taught for three years in what became Whitman College. Returning to Portland, in the spring of 1876, she entered the High School as assistant to J. W. Johnson, principal.

J. W. Johnson was born in 1836 at Westport, near Kansas City. In 1850 he started with his parents on the six months' journey to Oregon, and as a 14-year-old boy drove one of the ox teams. On the way he lost a sister and his mother from cholera. In 1858 he voyaged to New York by way of Panama and attended Yale University, where he graduated in 1862. Returning to Portland, he became principal of McMinnville College. For some years, beginning in 1868, he taught in the schools of Portland and was later the first principal of the High School. In 1876 he became the first president of the University of Oregon.

R. K. Warren, another early teacher and principal, was born at Bath, New York, in 1840 and came to Portland in 1866. He served as the first principal of Harrison Street grammar school for two years and then as president of Albany College for six years. Returning to Portland he became principal of the Portland High School, a position he held for 12 years. He was interested in music and church work, and wrote poetry.

Two women who stepped out of the accustomed field of school teaching to start something new, are worthy of notice. They are Gertrude Holmes, who established Holmes Business College, and Caroline Cook Dunlap, who opened the first kindergarten training school in Portland. Miss Holmes was born in Peoria, Linn County, Oregon, at an undetermined date, and began her education at Willamette University. She later went to New York where she received her degree at the Oswego State Normal School. She then took a course at W. O. Chaffee's Phonographic Institute, New York City. She taught a while in New York but, urged by her parents, she returned to Oregon. She opened her business school in 1887, which two years later was incorporated as the Holmes English and Business College.

Caroline Cook was born in New Lisbon, Ohio, in 1840, and crossed the plains to Oregon with her parents in 1852. She was married to William C. Dunlap in 1858, and later became a student teacher at Spencer Academy at Milwaukie, Oregon, under Bishop and Mrs. Scott. After the death of her husband she moved to San Francisco, where she studied kindergarten work. In 1882, she returned to Portland where she established the kindergarten training school and organized the first free kindergarten in Portland.

In studying the records of Portland schools one finds teachers who have given almost a lifetime of service to the profession. Of those who have died within recent years, it is not surprising to find that some began teaching as far back as the late 70's. Three of these are illustrative and illuminating.

Christina McConnell, born in Scotland in 1831, came to America with her parents when two years old. At the age of four she spoke Latin fluently, and when a year older began the study of Latin grammar and literature. She attended the Seminary for Young Ladies, at Newport, Kentucky, and finished the course at the age of 13. She took her degree in medicine and surgery at the University of Cincinnati, which was the only school then giving the science course in which she was interested. Soon after her graduation she took a position as teacher of science and elocution in a Cincinnati high school, where she taught for 17 years. In 1879 she came to Portland on a visit. Falling in love with the beauty of Oregon, she accepted an offer as teacher of high school grades at the old Ladd school. Later she taught at Lincoln High School, until her retirement in 1921 --a period of 42 years.

But for length of service in the public schools of Portland, Mrs. Ada Thomas Beard exceeded all others. She taught for 50 years. Born at Oregon City in 1855, of pioneer parents, her teaching career began in a little one-room school in East Portland in 1875. Seven years later, she was elected school clerk of the district, being the first woman in Oregon to hold that position. Later she refused re-election to the office, preferring to return to the class room. She taught for awhile in the old Central Building on the east side, but the last 35 years of her teaching was at the Holladay School.

The name of Caroline Barnes is a familiar one to many Portlanders. Fathers and sons, mothers and daughters have passed through her classes. All who have liked mathematics, or who were willing to study, have agreed that it was a privilege to have had her for a teacher. As head of the mathematics department of Lincoln High School she was possessed of a keen wit and often aroused a lazy pupil to unwonted efforts by a cleverly worded rebuke that salved its sting with a laugh.

Miss Barnes came to Portland from Iowa City. She received her Bachelor of Science degree at the Iowa State Teachers' College and taught in the Marshall Town High School before she came to Portland. She taught first in the old Portland High School, as early as 1894. When it became Lincoln, City Superintendent Rigler appointed Miss Barnes head of the mathematics department. Although offered the position of principal several times, she declined, and continued to teach until her retirement in June, 1931.

At best, this is only a partial account of early day teachers and the backgrounds out of which they came. In the majority of cases the schooling was received elsewhere than in the state. Often they served the cause of education while in the midst of vicissitudes. Many served with a joyous sense of accomplishment. But the stories of many remain obscured or unrecorded.

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Chapter V

Multnomah County School Superintendents

At the request of Oregon's first Territorial Governor, Joseph Lane, that a "System of common schools and the means of putting them into operation be adopted," the first Territorial Legislature, in September, 1849, passed Oregon's first School Law. The law was drafted by the Reverend G. H. Atkinson, Oregon's pioneer educator, and provided for a Territorial Superintendent of Common Schools --an office abolished in February, 1851-- for three school examiners in each county "to examine all persons who wish to become teachers," and a school commissioner.

The first Board of Examiners, including Dr. Ralph Wilcox, the Reverend J. S. Griffin and the Reverend Cushing Eells, was appointed by the United States District Court on April 18, 1850, for Washington County, an area including Portland and the region immediately west of the Willamette River. There was as yet no East Portland. Portland remained in Washington County until December 22, 1854, when Multnomah County was formed, in part from Washington County and in part from Clackamas County.

It is not likely that this first board functioned widely. No record remains of any of its activities and on January 12, 1854, the legislature abolished the board and placed the certification of teachers in the hands of the county superintendents, who were then empowered to direct all county school affairs.

The office of territorial supervisor and later of school superintendent was included among the executive duties of state governor until 1872.

The Reverend Horace Lyman was appointed School Commissioner for Washington County and the Reverend G. H. Atkinson for Clackamas County, if not at the time the Board of Examiners was appointed then certainly soon after. These two together, simultaneously then, were the first school commissioners, or superintendents, of Multnomah County.

The earliest official account now obtainable relating to the office of school commissioner is found at Hillsboro, county seat of Washington County. Under the date of December 3, 1851, the Probate Record, Book No. 1, 1849, for Washington County, contained this item:

> Ordered that the acts and doings of the County School Commissioner of this County in forming School Districts be and the same are hereby approved by the Court.
>
> Ordered that Horace Lyman be allowed the sum of twenty-four dollars for eight days service as School Commissioner as per bill filed.

As this earliest entry indicates, early commissioners and superintendents, from Horace Lyman and G. H. Atkinson, on to the appointment of the first State Superintendent of Public Instruction in 1872, filled the office as an incidental or part-time occupation. The salaries of county superintendents during this period ranged from $50 to $500 per year. It was therefore impossible for any man to devote his entire time to the office. The commissioners were required by law to divide the territory within the separate counties into convenient districts, but these districts spread far and wide, roads were often impassable, and traveling compensation was unheard of. Hence, visits to the schools and personal contacts with teachers and school boards, for the betterment of teaching and housing facilities, were generally neglected. It is true that county school superintendents were required to make an annual report of schools under their supervision, but such reports were sent to the Governor who did little more than make an occasional recommendation to the legislature.

Horace Lyman and J. M. Keeler served as school commissioners of Washington County, previous to December, 1854. Their terms seem to have been continuous and to have filled in the years between the appointing of Lyman and the forming of Multnomah County. That Keeler served in 1854 is well founded, but just when he took office is not evident.

Horace Lyman, one of a family of six sons and one daughter, was born on November 16, 1815, on a farm near the town of East Hampton, Massachusetts. His family belonged to the independent country people, who did their own work, and asked no favors. Horace worked on his father's farm until he was twenty-one. He attended public school, and also spent a few winters in teaching at $14 a month and board. Later, stimulated largely by the desire of his mother, he prepared for the ministry, graduating from Williams College in 1842, and from the Andover Theological Seminary in 1847. It was at Andover that he made the acquaintance of the Reverend G. H. Atkinson, who induced him to start for Oregon soon after he was ordained and married, on November 1, 1848.

Mr. Lyman and his wife arrived at the Golden Gate in the early part of April, 1849. Despite strong urging to remain in San Francisco, they continued on their way to Oregon. The site of Portland, in November, 1849, was covered with a dense fir forest. Lyman "cheerfully took up the task of doing women's work, and kept it up the rest of his life." He was a settler as well as preacher and teacher, took care of his home and family, meanwhile occupying a public position, such as that of the first school superintendent of Washington County. During the winter of 1849-50 he taught one of Portland's earliest private schools. The following year he organized a church. After preaching and teaching at Portland and Dallas, in Polk County, he accepted an urgent invitation to a professorship at Pacific University at Forest Grove, in 1857. Here he labored until his death in 1887. The Oregonian of April 2, 1887, said editorially:

> On Thursday night, March 31, 1887, at Forest Grove, passed away one who was truly the salt of the earth; one who, as teacher, minister, monitor, father, neighbor and friend, exerted an influence that blessed all around him. The life of such a man is a possession forever.

In 1854, Julius M. Keeler, served as superintendent of common schools, of Washington County. At the same time he was principal of Tualatin Academy, and built a home in Forest Grove, intending to remain there. But in 1856 he moved to Portland, where he conducted a private school for only a few months, beginning May 19, 1856. In June 1855 he was one of several candidates for county school superintendent of Multnomah County, but was defeated by W. F. Boyakin. Keeler taught the school in District No. 2 when Portland was divided into two districts. He early saw the futility of maintaining two separate district organizations within the city limits, and was soon active in creating sentiment in favor of consolidation, which took place on March 31, 1856.

The only reference to Mr. Keeler's work as county school superintendent is in a statement made on August 11, 1854, that he was "ready to proceed with the division of the county into districts." However, it is known that he took an active interest in all school affairs and at the taxpayer's meeting held in April, 1856, it was his quick thinking and ready answers to all objections that brought about the vote approving a tax of $4000 for a new school building. His enthusiasm did not stop here, for he planned Portland's first public school building, the Contral, completed in 1858.

Shortly before the outbreak of the Civil War, Keeler went East and served for a time in the Army of the Potomac, becoming a colonel. During the latter part of the War he served as Provost-Marshall in Oregon. After the conflict he went to California where he remained until his death in 1890.

In January, 1855, following the organization of Multnomah County, Limerick was appointed county school superintendent. Limerick was thus the first to serve as superintendent of common schools for Multnomah County. It is quite probable that he also taught the first school under this organization, for he taught in District No. 1 during the winter of 1855. That his work as superintendent did not take a great deal of his time may be assumed from the entry in the Multnomah County Commissioners Journal, Book A, under date of July 23, 1855:

> On motion it was ordered that the bill of (Lamder?) Limerick School Superintendent amounting to thirty-seven dollars (be) allowed, and ordered that the Auditor sign an order for the same his favor.

In April, 1855, Limerick was elected recorder for the City of Portland. He resigned the following June --according to information found in the City Directory for 1863. He served as County School Superintendent no longer than June 16, 1855, when the Reverend Wm. F. Boyakin was elected to the office defeating J. M. Keeler.

W. F. Boyakin, prior to 1854, was a well known and popular Baptist minister in St. Joseph, Missouri. In July of the same year the city was filled with emigrants going to the Pacific Coast. The Reverend Mr. Boyakin

and several families from St. Joseph also decided to "Go West", arriving at Portland in the fall of 1854. According to the Oregon Statesman for July 4, he "had been Chaplain of the Senate at the last session of the Missouri Legislature."

On June 18, 1855, two days after his election to the office of county school superintendent, there appeared in the Oregon Weekly Times a call by him urging "that a meeting be called in Portland or some central place to establish a Territorial Teacher's Convention." Although the meeting apparently was not held, Boyakin deserves much credit for awakening interest in this direction.

George H. Himes, curator of the Oregon Historical Society Museum, stated in July, 1937, that he recalled from personal recollection and acquaintance with the Reverend Mr. Boyakin that he served as a Chaplain in the Union Army, and was known as the "Fighting Chaplain." Mr. Himes also stated that Boyakin returned to Portland and continued his ministry in Oregon after the Civil War, although no such record of his service is found in print.

Succeeding Boyakin as county superintendent, appointed probably just prior to February, 1856, was William David Carter. Under date of July 7, 1857, is to be found this entry in the Multnomah County Commissioners' Journal, Book No. 1:

> Bill of W. D. Carter for services as school superintendent of Multnomah County for the year ending July 6th A.D., 1857, amounting to one hundred dollars was read and on motion ordered paid.

Carter was a printer. He came West from Montpelier, Vermont, as a young man, going first to San Francisco. This was in 1849 and the following year he came on to Portland and in February, 1851, in partnership with J. O. Waterman, purchased the Western Star, then published at Milwaukie by Lot Whitcomb. In June of the same year they moved the plant to Portland, in the dead of night --so the story goes-- because of the intense rivalry between the towns of Milwaukie and Portland. The name of the paper was, at the time, changed to Oregon Weekly Times. Carter remained with the paper until 1859. His term as county school superintendent apparently continued more than two years, but the exact duration of terms cannot now be defined.

The activities of the county school superintendent of this period were described in a notice published in the Oregon Weekly Times for February 14, 1856:

> Multnomah County School Superintendent's Notice...
> The Clerks of the various School Districts in Multnomah County are hereby notified that in order to draw school money they must make out their report and send the same to the superintendent's office before the 20th of March next. It is expected that each Clerk, in their report, will give the name of each scholar

in his district the past year; what school books are principally used; what proportion of the scholars in the district have attended school; and the amount of money paid to teachers.

The Superintendent would regard it as a favor if the Clerks residing nearest the Sections sixteen and thirty-six, of the several Townships, would ascertain whether any, --and if any, how much-- of these lands have been taken by settlers before the survey was made, and report in detail to this office, so that other lands may be satisfied in lieu thereof.

Wm. David Carter,
Supt. of Common Schools for Mult. Co.,O.T.

Superintendent's office
Portland, Feb. 13, 1856.

This date is overlapped by the term of Boyakin, according to T. H. Crawford's History of Portland Schools, Fifteenth Annual Report Public Schools of Portland, published on June 30, 1888: Crawford stating that Boyakin issued a proclamation on March 31, 1856, consolidating districts Nos. 1 and 2.

It may be well to note at this point that, although previous to 1858 Portland had no free public school in continuous yearly session, there were log school houses with their assembled classes scattered throughout Multnomah, Washington and Clackamas counties during this period. Thus the office of county school superintendent must have been filled continuously in all three of these counties.

The date of the ending as well as the beginning of Carter's term is indefinite. He afterward continued at his trade in Portland and died at his Sellwood home on December 28, 1897. The Reverend Calvin S. Kingsley was his successor as school superintendent, and served until February 25, 1860. His term was about two years in length, beginning in 1858.

The Reverend Mr. Kingsley was a pioneer Methodist minister. He came to Oregon in 1850, and was actively associated with early Methodist education-al endeavors, being one of the original trustees of Willamette University, appointed in 1853. He also was in charge of the Portland Academy and Female Seminary when it opened in 1851, and continued at its head for a number of years. In April, 1858, as recorded in the Portland City Directory for 1863, Kingsley was elected to the City Council for one year, a position, which he apparently filled; at the same time he was county school superintendent. In 1858 he also called together the first teacher's convention held in Portland, was on the committee to draft a constitution, and was appointed corresponding secretary. He went to Idaho in 1863. Here he became a lawyer and practiced for a number of years. And here he died November 3, 1890, at the age of 68.

Under date of February 25, 1860, the following items are recorded in the Multnomah County Commissioners' Journal, Book No. 1:

> On reading and filing the Resignation of C. S. Kingsley, Superintendent of Common Schools of Multnomah County, it is hereby ordered that said Resignation be accepted and said office hereby declared vacant.
>
> And on motion Sylvester Pennoyer is appointed Superintendent of Common Schools of said County for the unexpired term of said office.

Pennoyer served out the term and was elected to the office in June 1862, serving one term, until June 1864. Although undoubtedly possessed of considerable ability he seems, even in this office , to have shown the intolerant attitude toward opposition to his wishes which he exhibited years later as governor of Oregon. In several issues of the Oregonian for February, 1862, it was reported that the school board elected O. S. Frambes, principal of the Central School, in preference to Pennoyer who had also applied. Under the law, Frambes was compelled to go to Pennoyer as county school superintendent for a certificate to teach. According to Mr. Frambes, Pennoyer gave him an unfair examination and denied a certificate. Thereupon, the board discontinued the school for the time being. One correspondent to the Oregonian said, "thanks to our Legislature for giving the people the power of electing on the first Monday in June next, a successor to the present despot."

Sylvester Pennoyer was born at Groton, New York on July 6, 1831. He attended Homer Academy in New York and studied law at Harvard University. He sailed in 1855 for San Francisco, from which he took a boat for Olympia, Washington. He came to Portland in July of the same year, and soon began teaching in Portland's public school. He held the post as county school superintendent during the Civil War, when public sentiment was sharply divided. Pennoyer was a secessionist at heart and often voiced his opinions, thus causing much ill feeling and severe criticism. Besides being governor of Oregon, he was mayor of Portland. He was afterwards in the lumber business and made his home in Portland, where he died May 30, 1902.

On May 31, 1862, the Oregonian printed the following announcement:

> Mr. P. S. Coffrey authorizes us to announce that he declines the nomination for School Superintendent on the Union ticket, in favor of J. J. Hoffman, a good Union man, and fully competent for the position.

Hoffman was elected the following June, 1862, and served one term, until June 1864. No record can be found of his activities as county school superintendent. During that period public sentiment was directed toward the Civil War, and little mention was made of schools in the county. He was an attorney. That he was a "good Union man" is recorded in the fact that he

took an active part in the Union State Convention, held at Eugene on April 9, 1862, and that at the same time he was a clerk in the office of Judge George H. Williams. Hoffman served as city recordor from 1866 to 1868, and practiced law in Portland until 1873. His first name or initials are now unknown.

The Reverend George H. Atkinson, already mentioned as the first school superintendent of Clackamas County, was first elected superintendent of Multnomah County schools, in June 1864. On September 8, the following entry was made in the Multnomah County Commissioners' Journal, Book No. 1:

> Now at this time an allowance of Four Hundred dollars per annum is made to C. H. Atkinson Superintendent Common Schools Multnomah County payable quarterly and the County Clerk hereby authorized to issue orders on the County Treasurer at the end of each quarter for the sum of one hundred dollars.

This was an increase, according to the Commissioners' Journal, of $100 a year over the salary of the preceding superintendent. It may be that the Reverend Mr. Atkinson's exceptional ability as county superintendent was recognized to this extent. The Reverend T. L. Eliot in his article on the "History of the Public Schools of Multnomah County," in the Oregonian of March 7, 1876, commented as follows:

> During his administration, the schools of the county assumed definite character, and received a great impulse. The boundaries of the various districts were carefully determined and the schools were systematically visited. The school land received his careful attention and the schools of Portland were graded. He forwarded public sentiment by careful reports, and occasional articles upon school morals and discipline, primary education, the selection of teachers and other subjects. He encouraged young men of good education who were out of employment or disheartened, to teach, and in this way several successful teachers were made. To his patient attention and great wisdom, may be assigned much of what constitutes the present distinguishing excellence of the schools of the county.

No reason is evident for the move, but on July 7, 1865, the following paragraphs were entered in the Multnomah County Commissioners' Journal, Book No. 1:

> Now at this time the resignation of Reverend George H. Atkinson Superintendent of Schools of this County is accepted and ordered placed on file and read as follows, to-wit:
>
> And it is ordered that O. S. Frambes be and hereby is appointed Superintendent of Schools to fill vacancy occasioned by resignation of said Atkinson and the clerk of this court instructed to notify said Frambes of said appointment.

O. S. Frambes, already mentioned in connection with his conflict with Sylvester Pennoyer, was a well-known Portland teacher in the 1860's. He and his wife, taught in the Central School, where Frambes was principal for a number of years preceding 1868. He served one year as county superintendent, completing the term of G. H. Atkinson ending in June, 1866. At this time the Reverend Mr. Atkinson was again elected to the office and completed a two-year term ending in June, 1868.

Following Atkinson, Joseph R. Wiley was elected county superintendent of schools. He served one term of two years, or until June 1870. Captain Wiley was born in Wisconsin on December 30, 1844. With his widowed mother he reached Portland in the fall of 1852. As he grew to manhood he took an active interest in politics, becoming influential in Democratic circles. A few years after serving as county school superintendent he was made captain of the Portland police force and filled that position for many years. He died on February 8, 1394.

In June, 1870 the Reverend Mr. Atkinson was once more elected county school superintendent, and served a final two-year term, ending in June, 1872. This friend and promoter of education in early Oregon was born at Newburyport, Massachusetts, on May 10, 1819. He graduated from Dartmouth College in 1843, and from Andover Theological Seminary in 1846. He was ordained in his native city on February, 1847, and in 1848 was sent by the Congregational Home Missionary Society to work for the educational betterment of Oregon. He made his home in Oregon City, where he was a leading teacher and minister until 1863, when he moved to Portland to take the pastorate of the First Congregational Church, which he held until 1872. He died in Portland on February 25, 1889.

The two terms of the Reverend T. L. Eliot as county school superintendent --from June, 1872 to June, 1876— were the period of the changes inaugurated by the school law of 1873. Syl. C. Simpson, first Superintendent of Public Instruction, said in his first Annual Report, 1874:

> The County Superintendents were, in fact, the highest educational officers in the State, each being the head of an independent school system. And when we consider that several of our counties are larger in area than some of the Eastern States, embracing from 20 to 70 school districts, and that the Superintendents of some of these counties receive for their services salaries varying from $50 to $500 , it is easy to see that it would not pay them to make many school visits at their own expense. The office of County Superintendent is one of the most necessary and important in the State. And there is no reason why one who holds that position should be allowed a salary of only $500, in a county where the Clerk is paid to $5000 or more.

Under the law of 1873 the work of the county school superintendents was to some extent standardized. A nearly uniform system of instruction and policy was established under the direction of the State Superintendent of Public Instruction. However, the office of county superintendent was not lessened in importance, but rather, increased. More visiting of schools and closer cooperation with teachers was urged, and later required.

The Reverend Eliot was born in St. Louis, Missouri, on October 13, 1841. He was a member of the first class --1862-- to graduate from Washington University, St. Louis, which his father, Dr. William G. Eliot, organized and administered. Young Eliot served for a time after graduation in the Union Home Guards of Missouri. For two years he assisted his father in church work, then entered the Harvard Divinity School, from which he graduated in 1865.

Three calls reached the young minister at the same time --from New Orleans, from Portland, Maine, and from Portland, Oregon. He chose the call of the frontier post, and with his wife and baby reached Portland in December, 1867. On December 29, 1867, a new chapel was dedicated and the young minister began his work. From 1872 to 1876 he was county superintendent of schools, being nominated by both political parties.

Dr. Eliot continued as active minister of the Unitarian church in Portland until 1893. Although retired from active ministry during the remainder of his long life, "his activities were always overflowing into numerous other channels of community service." Dr. Eliot died in Portland, April 26, 1936.

John J. Browne succeeded Dr. Eliot as county school superintendent and served one term, until June, 1878. He was born at Greenville, Ohio, in 1843, and was educated for the law at the University of Michigan. Coming to the Coast, he remained four years in Portland, practicing law. He served as superintendent of public schools two years. In 1878 he went to Spokane Falls, then a village, where he became a wealthy business man and attorney. He was one of the members of the constitutional convention of the state of Washington.

I. Allen Macrum was elected county school superintendent in June, 1878, and served two terms, until June, 1882. He was for a long period associated with professional, financial and other business interests in Portland. Born in Pittsburg, Pennsylvania, on April 7, 1842, he came to Oregon with his family in 1871. Macrum attended the Pennsylvania State Normal School and taught in Pennsylvania prior to his coming to Oregon. He first resided in Oregon City where he was a school principal and studied law for three years. He then became associated with a law firm in Portland, and was also cashier of the Willamette Savings Bank. During this time he served four years as county school superintendent. He later made his home in Forest Grove, where he died August 13, 1902.

O. F. Paxton followed Macrum as county school superintendent, serving two terms from June, 1882 to June, 1886. He was a native of Oregon --born

at Albany, on January 4, 1858. He attended the public schools there and the Albany Institute, until 1868, and for a few years studied in California. Returning to Oregon he entered Portland High School in 1876, and graduated with the highest honors in a class of 13. He then studied law in the office of Thayer and Williams, and in 1880 was admitted to the bar. So quickly did he make his influence felt that in 1882 he was elected county school superintendent by a large majority. He filled this office efficiently, and was later elected to other offices. He died on August 8, 1906.

In the New Northwest for May 13, 1886, appeared the following paragraphs:

> The declination of Miss Ella C. Sabin to run for County Superintendent of Schools was followed closely by the announcement of the nomination of Mrs. Alice C. Gove to fill the vacancy. Mrs. Gove is a thorough, practical educator; a woman whose interests in life for a number of years have been closely interwoven with the public schools. Should her candidacy result in election, Multnomah County will have a School Superintendent who is well qualified to serve its educational interests and who will conscientiously labor to promote them.
>
> The New Northwest hopes to see Mrs. Gove elected, not because she is a Democrat, or a Republican, or a Prohibitionist, as the case may be, but because the office with which her name is connected should be free from ring manipulations of either party; because it should be filled by a competent, conscientious person, who will give time and energy to its details; because this candidate possesses the requisite qualifications; and finally, because her candidacy is a bold challenge from the Democratic party of Multnomah County to the proposition that sex is a political crime.

Mrs. Gove was elected. But the question of her eligibility to serve was raised. Accordingly, Mrs. Gove resigned. Her husband, C. H. Gove, a real estate salesman, was appointed to the office, but Mrs. Gove fulfilled the duties and drew the pay. The name, C. H. Gove, is signed to the reports in the County School Superintendent's office, instead of her own name. She gave an efficient and satisfactory administration for one term, until June, 1888. Mrs. Gove then returned to her duties as a teacher until June, 1892.

In March, 1893, Gove shot his business partner and then killed himself because of jealousy over attentions, imagined or real, to Mrs. Gove. The Oregonian of March 26, 1893, concluded a news account of the tragic occurrence with the following:

> Charles H. Gove was a real estate agent, with an office at 152½ First street, corner of Alder. He was married to his widow, whose maiden name was Alice

Clauson, about ten years ago. She was a graduate of the Earlhomo Richmond College, and during her residence in this city has educated a number of young people at her own expense. She is a Quakeress, and has always been regarded as exceptionally brilliant, high-minded, philanthropic, and possessing all the attributes that go to make up a true woman.

W. A. Wetzell was elected in June 1888, being sponsored by the Republican party for the office of county school superintendent, to succeed Mrs. Gove. He served two terms, until June 1892. He was born in Washington county, Vermont, in 1852, and was a descendent of colonial settlers. He attended the common schools in his native state, later entering the Normal School at Normal, Illinois. He was attracted in early years to the profession of teaching. His whole education was acquired with the one object in view of becoming one of the real educators of the land. He began teaching in Illinois at the age of 17. While at the Normal , in 1884, he received a call as principal of the East Portland High School, a position he filled for three years. In 1886, he was appointed city superintendent of schools of East Portland, holding office for three years, one year of which he was both High School principal and city superintendent. Upon his election to the office of county superintendent, he again filled a dual position for one year --East Portland city superintendent and Multnomah county superintendent.

Wetzell proved himself an able and efficient leader. The philosophy of mental training and culture was the study of his life. He inaugurated a system of local school meetings, holding a series of 20 each year for the purpose of bringing teachers and parents together. He also held an Annual Normal of two weeks, during the vacation period, for the benefit of teachers.

J. A. Ackerman was successor to Wetzell, and served two terms as county superintendent, until June, 1896. Ackerman was born in Toronto, Iowa, November 7, 1855. He was a graduate of the State Normal School of Wisconsin at Milwaukie. While securing his education, he taught school. He came to Portland in 1889 and was principal of the Holladay School and later of the Harrison School. In June, 1892, he was elected head of the Multnomah county schools and served four years. In 1896 he was elected State Superintendent of Public Instruction and served in that office 12 years. He was called to Monmouth in 1911 where he successfully undertook the task of re-establishing the Normal School, which had been suspended the year before. He took at duty on July 10, 1921.

A. P. Armstrong, successor to Ackerman, lived in Oregon all his life, being born of pioneer parents in Jacksonville in 1855. He educated for the bar at Willamette University, but devoted himself to commercial teaching, in which he made use of his legal knowledge. He established the Armstrong Business College in Portland and was connected with the Holmes Business College.

In 1896 Armstrong was elected county school superintendent, and was

reelected in 1898. In 1912 he was chosen for a four-year term. Under his administration various measures and movements were adopted for the improvement of the schools. Previous to 1912, he served a four-year term on the Portland Civil Service Commission. He died in Portland on January 22, 1922.

Reuben F. Robinson was the first county school superintendent of Multnomah County actually to serve a four-year term. He was elected in 1900 as a Republican, and was reelected in 1904 and 1908, serving 12 years. He was defeated in the Republican primaries in 1912 by A. P. Armstrong, who, as already noted, was elected in June, 1912. Robinson was an experienced and able school administrator. He was born in Oregon, near Junction City, on December 9, 1861. As a boy he attended district schools in Polk County and was a student at La Creole Academy, Dallas, for four years, from 1880 to 1884. He became principal of the Academy in 1885, but resigned in 1886 when elected county superintendent of schools for Polk County. In 1888, at the end of his two-year term, he was chosen principal of the East Portland High School. Upon consolidation of the two cities in 1891 the East Portland High School and the Portland High School were combined. Robinson continued as principal of the east side Central School until 1900, when by a large majority, he was elected county superintendent of schools.

In 1916 W. C. Alderson was nominated and elected as a Republican. He also served twelve years as county school superintendent, until 1928. He was born in Seattle, Washington on March 16, 1864. He received his early education in the public schools and in 1869 graduated from Willamette University. He was a hard working youth and paid his way through college by establishing the first wood saw in Salem. He also taught school while attending college. He came to Portland in 1882 as the first principal of the Clinton-Kelly School, and later served as principal of the Sellwood, Peninsula and Holman schools. He was reelected in 1920 and again in 1924, and in 1928 was renominated by both political parties. Upon the uncovering of a shortage in county school department accounts, Alderson committed suicide on October 8, 1928.

Immediately after Alderson's death, Roy E. Cannon was appointed by the Central Committee to fill the unexpired term. He was elected in November, 1928, and has since held the office.

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Chapter VI

Portland City School Superintendents

NAMES	ACCEPTED OFFICE
S. W. King	1873
T. H. Crawford	1877
Miss Ella C. Sabin	1888
Irving W. Pratt	1891
Frank Rigler	1896
Lewis R. Alderman	1913
Daniel A. Grout	1918
Charles A. Rice	1925

While the history of education in Oregon and Portland, like the history of most cultural movements, was created by individual effort it also was influenced by the operation of social forces. It is significant that the growth of Portland's educational system from the day when the three R's were taught in a crude log cabin on First Street to the present modern scientific organization with an equipment running into millions, parallels the growth of the nation from a primitive, pioneering, agricultural people to the highly urbanized and complex industrial civilization of today. In neither case does individual initiative account for the whole product.

The progress of education in Oregon and Portland was strongly influenced by the democratic spirit of a frontier country, and the generous provision of the Territorial Government in setting aside two sections of land in every township for the use of schools. The desire, and the chance for experimentation were both present from the start. In that respect the state of Oregon and the city of Portland were exceptionally fortunate.

Supplementing these external and material advantages was the high quality of leadership furnished by the early settlers. It was natural that the best educational talent should gravitate toward the city and in turn be attracted into the superintendency, so it is not surprising that the school superintendents of Portland have been outstanding individuals. Besides creating Portland's public school system, several of these superintendents have won national distinction as educational leaders.

The year which witnessed the admission of Oregon into the Union, also witnessed the arrival in Portland of Samuel Willard King, who was to become the first city school superintendent. He was born Brunenburg, Vermont, March 6, 1837. After graduating from the public schools at the age of 17, he spent a few years teaching in his native Soon the slogan of the time, "Go West, young man!" was heeded by

young King, and at the age of 22 he set out for the Pacific coast. After a journey of 36 days by way of the Isthmus of Panama he arrived in Portland on the 6th day of December, 1859. Teachers were in great demand then and it wasn't long before young King was teaching school at Champoeg.

The teaching profession, however, was only one of the avenues open to newcomers. King, as was amply demonstrated in his later life, also had an eye for business. His first move in this direction was toward the gold mines at Orofino, Idaho, where he arrived in May, 1861. Soon afterwards he purchased what was considered the best of the local hotels. Orofino was booming, and to run a rooming house was a splendid way to make money.

But nature in the raw is not always kind, and it is conceivable that the esthetic and social needs of young King were not met in a frontier mining town. So after two years experience as a hotel proprietor, and after having made a little money, he sold out, came back to Portland, and again took up teaching. He now became identified in turn with the schools at Middleton, Buttoville, LaFayette, and finally Portland. After serving as principal of the North School, he was, on June 30, 1873, elected City School Superintendent, the first formal incumbent of that office. The Oregonian of July 1, 1873, stated:

> Professor S. W. King was employed as a City Superintendent of the Public Schools at a salary of $1800.00.

The appointment of city school superintendents was one of several measures designed to further the cause of education in the state. The legislature of 1872 had passed important statutes relating to education, among other things regulating the office of county superintendents, organizing school districts and defining the duties of teachers.

At this time Portland also found it desirable to coordinate its educational activities and to centralize authority. The population of the city was rapidly increasing and was estimated to be 10,000. Enrollment in its four schools reached 1,295, with only 25 teachers employed. Schools were not in any sense co-ordinated, except that all were supported from the same taxes and the same board employed the teachers. Authority to bring about some sort of standardization was urgently needed. The election of a superintendent marked a distinct stage in the educational development of the city.

Under King's supervision the schools made very satisfactory progress. The first year showed striking improvement in such vital matters as absence, tardiness, truancy, and discipline. The second year saw order, efficiency and dependability prevailing in the methods of conducting examinations and of making promotions. In 1876, drawing was made a part of the curriculum, with Miss Nellie C. Turner appointed "Director of Drawing." In October of the same year there was organized the first public school library, boasting 514 volumes. As stated in the First Annual School Report:

> His duties required him to exercise a general supervision of the entire department; yet, during his entire incumbency of four years --1873-1877--, he was required to teach one-half of each day in the High School.

King's superintendency furnishes at least one example by which to measure progress. At the close of his first year, evidently in response to a resolution of the Board, he made a formal report of the year's work, the first report of its kind. The following year his second report was presented in accordance with the rule requiring an annual report from the school superintendent. It is due to this practice that Portland has a very complete and satisfactory record of its public schools and educational achievements.

King had carried through the first and hardest part of the organization of the schools into a system and had done it courageously and well. But he had not been able to do the job without making enemies. Preceding the school election of April, 1877, a considerable number of communications and editorials appeared in the Portland press, some complaining, others defending his administration. In reply King wrote two letters, the second of which stated that he would not again accept the position of superintendent. At the close of the year 1877 he was made principal of Central School and held that position until 1880.

Once more, King felt the urge of business enterprise. As a result he gave up the profession of teaching, and devoted the rest of his life to commercial and financial activities in which he also showed ability. He and his son Charles W. were original members of the firm of Olds, Wortman and King. In 1890, King sold his interest in the business to John Wortman and went into the brokerage business. In that field he remained active until within three months of his death on March 28, 1920.

The second person to occupy the superintendent's office was Thomas Henry Crawford, who, during half a century, was identified with the educational interests of Oregon, and who is considered "not only a pioneer of Oregon," but a pioneer of Oregon's education system.

The Crawfords were early Northwest arrivals. Dr. R. H. Crawford, the father, crossed the plains in 1852, when young Thomas was only 12 years old. The family came from Indiana, spent seven months making the journey, and upon arriving in Oregon settled in Linn county. Here Dr. Crawford took up a donation claim of 320 acres, and also served the region as a country doctor. Young Thomas attended the district schools, entered Willamette University, worked his way through, and in 1863 graduated with the A. B. degree.

Having decided to make teaching his life work, Professor Crawford accepted positions first in Sublimity, then in Salem, and afterwards in Portland. From 1872 to 1876, he taught Natural Science in Willamette University. The next year he returned to Portland, having been named Principal of Central School. In 1877, he became the second superintendent

of the public schools. During the following 11 years he gave that office an administration which has been described as a "progressive revolution."

The very first year of his term Professor Crawford, of his own accord, performed the heroic task of writing an educational history of Portland, and in his annual reports laid the ground for the systematic presentation of school records for the entire state.

The city was growing fast, and it was not an easy task to be superintendent. New buildings had to be erected. He gave advice on improved school room light, heat and ventilation. He offered suggestions on new text books. He urged the organization of a night school and a Teachers' Training School. Methods of conducting examinations and promotions were still further improved.

But neither work nor devotion to the cause on his part exempted the public schools from criticism. The high school in particular was subjected to vicious attacks. Many persons not in a position to receive benefit from the public schools resented paying taxes for the education of other peoples' children. This feeling was intensified by the zeal of denominational leaders for their church schools. Many also thought that the schools supported by public money should be strictly limited to the common branches.

The Oregonian opened this concerted attack on February 9, 1880, with an editorial on high schools, followed by a series of editorials, open letters and interviews. For a while it looked as though the high school might be eliminated from the system.

At an open school meeting the Rev. George H. Atkinson, stalwart pioneer in Oregon education, scored against the opposition by offering a series of resolutions to the effect that, in view of the current criticisms, it was due to teachers, guardians, and patrons that a complete investigation of all school activities be made, and that a committee be appointed to visit and examine the schools and report their findings. Those resolutions passed and a representative committee was appointed. This committee, after spending three months covering every phase of the city's school system, handed in a report that completely vindicated the public schools, and those concerned with them; that interpreted to the growing city of Portland the place and purpose of its public school system. From that time on the public schools were secure, although never wholly removed from criticism.

In June, 1882, the School Board increased the superintendent's salary to $2000.00. Professor Crawford earned it.

When, after 11 years of service, Professor Crawford gave his Annual Report he concluded with those words:

Ever since the office of City Superintendent was created in 1873, our School Board have seen fit to exact of their chief executive officer the ability not only to supervise and direct the legitimate work of a city system of schools, to examine and estimate the work done in every department from the infant class of our Eighth Grade to the Senior class in the High School, but also to turn his attention to the condition of the sewers and water pipes; to inspect furnaces, and heating apparatus; to repair streets and side-walks; to prepare plans and details for school houses; to prepare the specifications for and take charge of all supplies used, and see to their distribution and economical use; to attend all Board meetings and keep detailed, duplicate accounts of the entire income and expenditures of the department; to prepare "copy" and read "proof" of every line of printing done; to conduct all the official correspondence usually pertaining to such office; in short, the School Board of Portland, have, by their rules; regulations and usages, --usages which have all the force and effect of law-- required of the City Superintendent such a round of duties, that no one except a confirmed egotist --or one who knows himself to be endowed with the capacity, talent and tact of a factotum --a "man of all work"-- could have reasonably expected an unchallenged administration.

Such an office, with such a diversity and multiplicity of duties have I tried to fill for the past eleven years, willingly, cheerfully and promptly.

Respectfully submitted
T. H. CRAWFORD

In 1888, Crawford found it expedient to resign from the superintendency. The following six years he served as principal of the Woodstock School. For a brief period he was connected with Portland University. In 1897, he was appointed clerk and purchasing agent for the Oregon Agricultural College.

In 1911, Professor Crawford retired and made his home in Portland, where he died on May 31, 1916.

Oregon's pioneering days now seem remote, yet a few of its early participants are still alive.

Miss Ellen Clara Sabin was born in Sun Prairie, Wisconsin, on December 29, 1850. From 1865 to 1868 she attended the University of Wisconsin, but as the school at that time did not grant degrees to women, Miss Sabin left without that distinction. In 1895, however, the University

honored her with an M. A. degree, and since then a number of schools have showered honors upon her. She is also a member of Phi Beta Kappa.

After leaving the University in 1868 Miss Sabin taught school for three in Madison, Wisconsin. In 1873, at the age of 23, she came to Portland, where she secured a position in what was then the North School. Subsequently she was transferred to the Central School, located where the Portland Hotel now stands. After three years she was made principal of the North School at a salary of $1600.00, an amount increased the next year to $1800.00. That position Miss Sabin held for 10 years. In 1888 she was elected to a dual position as superintendent of the city schools and principal of the high school. Her salary was $3000.00, a handsome amount for those days.

The circumstances leading up to Miss Sabin's election afford genuine interest. The following is from the Directors' Report of June 21, 1889:

> In July last, the offices of City Superintendent and Principal of the High School were merged, and Prof. Joseph Sawyer, of Williston Academy, East Hampton, Mass., was elected to fill the place at a salary of $3000.00. Mr. Sawyer declined to accept the position. Miss Ella C. Sabin, long the Principal of the North School, but who had resigned to accept a professorship in the State University at Eugene, was elected July 13th to fill the vacancy made by the declination of Prof. Sawyer.

Elsewhere in the report it is said that this arrangement was made to save the district money, specifically the sum of $650.00.

Thomas H. Crawford, whom Miss Sabin succeeded as superintendent, said in his "History of the Portland Schools:"

> And now in 1888 there was a most capable woman at the head of the city schools, Miss Ella C. Sabin. She was equal to her opportunities and the responsibilities of the occasion.

Crawford's statement is supported by the School Board Minutes of which the following is an example:

> On motion of Mr. Thompson the City Superintendent was authorized to give permission to Mrs. Mitchell to give instruction in Music... On motion of Mr. Thompson, Miss Sabin, Superintendent, was authorized to make what changes she thought proper in the classes in the North School... On motion of Mr. Ladd, the chairman and Superintendent were appointed a committee to procure and plant trees around several school buildings.

After one year the dual arrangement was found to be unsatisfactory and was discontinued. Thereafter Miss Sabin limited her duties to the superintendency. For that work she received a salary of $2500.00.

Although no valid criticism could be made of Miss Sabin's work as superintendent, there were people who were against a woman's occupying that office. At the Board Meeting held June 19, 1891, Miss Sabin was not reelected. Fortunately for her she was offered an attractive position in her native state as President of Downer College, Wisconsin, serving from 1891 to 1895. At that time Downer College federated with the Milwaukee Women's College to become the Milwaukee-Downer College, of which Miss Sabin then became president, remaining until 1921, when she was made president emiritus.

After an absence of 32 years, Miss Sabin, in connection with a meeting of the University Women, revisited the city of Portland. The Oregonian of July 22, 1923, commented on this event as follows:

> Probably the most welcome visitor of the meeting of the university women is Miss Ellen C. Sabin, who is at the Portland Hotel, a hostelry erected on the site of the old Central School, where Miss Sabin taught, acted as principal, and finally as City Superintendent.

Today (1937) Miss Sabin, at the age of 86, is still an interested spectator. Her long life spans almost the entire history of education in Portland and almost the existence of the city itself --a forcible reminder that within the lifetime of one individual a marvelous civilization has come into existence.

Irving W. Pratt, who for 40 years was associated with the public schools of Portland, and who succeeded Miss Sabin as superintendent, had an interesting and varied career. He was born in Waterloo, New York, on [illegible]17, 1838. When he was five years old the family moved to the state of Ohio, where young Pratt was soon drilled in reading, writing and arithmetic. At the age of 16 he entered Norwalk Academy. Even before graduating he was engaged in teaching school and thought himself fortunate to get $20 a month and "board-round."

Leaving Ohio for Michigan, he taught in a district school, and, with the money thus earned, paid his way through the Ypsillanti State Normal School. He graduated in 1861, and entered again upon the profession of teaching, but not for long. He soon responded to President Lincoln's first call for volunteers. Some physical disability, however, made it impossible for him to become a soldier.

Disappointed in his ambition for a military career, he sought advancement on the Pacific Coast. He sailed from New York City in 1862, crossed the Isthmus of Panama, and landed in San Francisco. From there he proceeded to Placerville, California, where, with his academic training and teaching experience, he easily secured a position as teacher in the local

Resigning his position in 1867, he returned to San Francisco with the intention of going to Los Angeles, but was influenced by a friend to go to Portland instead. This may have been a fortunate choice, for his physical condition, which previously had been something of a problem, improved from the start, and soon he was enjoying the best of health.

Teachers of Pratt's qualifications were scarce, so that he found no difficulty in securing a job. He taught in East Portland. In 1869 he was chosen principal of the Harrison Street School, at that time the second oldest school building in the city. He kept this position for 22 years, until 1891, when in recognition of his faithful services, he was elected superintendent of the city schools. He held the office for five years.

The first year his duties were increased by the consolidation of several school districts. Scarcity of educational funds due to a national economic depression also hampered the work of the schools, but Pratt worked conscientiously and the schools continued to grow. He emphasized the importance of enlarging the high school course of study, and said in his Annual Report:

> The high school to fulfill its proper functions should have three courses of study, namely: an English course, a thorough business course, and a normal course.
>
> At present, the aim and object seems to be to prepare students for college and the professions. Why not prepare them for an active business life?

Pratt was much interested in revising the system of textbooks used [illegible] the schools, but the State laws tied his hands in that matter. Under [illegible] the night school grew in attendance and popularity and suggestions [illegible] made to include the high school curriculum. School reports and [illegible]utes of the Board indicate that the Oregon Humane Society offered prizes [illegible] essays and in other ways stimulated interest in the protection of wild [illegible] and especially bird life.

Meanwhile the city continued to grow. When Pratt began his work [illegible]ortland in 1869 the city employed only 13 teachers. As superintendent [illegible]ad charge of 280 teachers and 28 school buildings. The city had [illegible]ady reached a population of 90,000 with an enrollment of 13,000 [illegible]ls in the schools.

Upon retiring from office in 1896, Pratt accepted the principalship [illegible] Failing School, where he supervised the work of 20 teachers. Aside [illegible]is strictly professional labors, he served for 16 years as a member [illegible] State Board of Education. He died on July 11, 1908, at the age of [illegible] and was survived by his wife and six children.

Both in regard to time of service and influence exerted, the superintendency of Frank Rigler occupies a unique place in the educational annals of Portland. He held the office for 17 years, a longer time than any one before him had served. When he ended his labors it was generally felt that no subsequent incumbent of the office could easily dim the lustre of Frank Rigler's achievements. Actually he created the Portland Public School System.

Rigler's career before coming to Portland had been practical and broadening. He was born in Philadelphia on January 9, 1855, and in 1872 graduated from the Central High School of that city. He first found work in the city engineering department, but soon thereafter went to Kansas where he worked for six months as a railroad engineer. He subsoquently returned to his home state and taught school in Buck's county. Later he secured the vice-principalship of the Boys' Grammar School in Philadelphia. It was an attractive position, but at the end of the school year, having reasons to believe that a different climate might benefit a prolonged throat ailment, he pulled up stakes and started for the Pacific Coast, arriving in Oregon in January, 1879. He immediately made his way to Polk county and was soon teaching school in Buena Vista. Later he served as principal of the school at Independence, and in 1882 rose to the position of superintendent of the schools of Polk County. Later he served for a time as superintendent of the schools at Walla Walla, Washington.

Finally in December, 1885, he became identified with the educational life of Portland, serving first as principal of the Park School, where he remained until 1888. In that year, Miss Sabin was appointed city school superintendent of the schools of Oregon City. In 1891 when Miss Sabin left Portland, Rigler returned to the city as principal of the Harrison Street school. Chronology warrants the assumption that Rigler's departure from Portland at the beginning of Miss Sabin's superintendency and his return upon its termination, were not coincidental.

Advancing in his profession, Rigler in 1894 was chosen principal of Portland High School, where, during the next two years, he rendered valuable services.

In June, 1896, his merits as an educator and executive were recognized in his elevation to the city superintendency. The salary at the time was $2500.00. It was later increased to $4000.00.

Rigler knew that "there is a tide in the affairs of men." And the people of Portland soon felt that here was a man of constructive vision. The city was now entering upon a period of rapid growth. The census of 1900 gave Portland a population of 92,000. Rigler was convinced that the school must adjust itself to the conditions of the new day. He wished to introduce new ideas and new methods. In trying to put his ideas across, he used good salesmanship, psychologically applied, but often with considerable pressure as well. Teachers were regularly convened for consultations, discussion, and advice, and found it desirable to cooperate. Especially, in the treatment of children was he in advance of his time. He knew that pupils were not merely so many units but that each child had individual peculiarities. A new system of

classifying pupils was introduced, of which W. T. Harris, then Commissioner of Education, declared:

> Mr. Rigler's system of classifying children into faster and more backward classes in the public schools is the sanest and most scientific that I have ever seen.

His most important contribution, perhaps, was the opening of classes in manual training, in 1904, and a school of trades, in 1908. In 1911 vacation schools were established. Medical inspection of pupils was considerably extended. His administration is to be remembered for his interest in primary schooling, for classes designed to care for deaf and defective children, and for methods of management whereby the whole school system was reorganized and made efficient.

Rigler was an ardent supporter of the National Education Association, serving as a member of its council, and as director from Oregon. From 1882 onwards he was almost continuously a member of the state board of examiners of teachers. He gave unsparingly of his time and energy to promote the State Teachers' Association, once serving as its president. The Teachers' Institutes, perhaps as much as any groups, felt the influence of his personality.

Rigler was not afraid of criticism, which he frequently received, as the newspapers of those years bear witness. Under his supervision workers and schools functioned with military precision. The chief drawback was the rigidity and inflexibility of his program. Little opportunity was left for individual initiative. He directed all activities, some features of which are still in use. He virtually created the Portland school system as it is known today.

Lewis R. Alderman was the only Portland school superintendent born in the state. On the other hand, he was the only superintendent who did not serve a part of his apprenticeship as a teacher in the Portland schools.

However, members of his family were early settlers in the Northwest. An uncle, Marvin A. Alderman, came to Oregon as a fur buyer for the Hudson's Bay Company, in 1838. Eight years later, the father and mother of Lewis, left New York State and joined the immigration of 1846. There were nine children in the Alderman family, with Lewis, born on the family ranch near Dayton, October 29, 1872. After attending the neighborhood schools he spent three years at McMinnville College. He then matriculated at the University of Oregon, though his B. A. degree from that institution was not received until 1898.

In the meantime he had entered upon his career as an educator, having taught school first at Halsey, then at Brownsville. Following that employment he was assistant superintendent of the McMinnville schools, and then for four years head of the schools in that city. His next advancement took him to the superintendency of the schools of Yamhill County where he worked from 1904 to 1907.

In that field his original and creative ideas found a virgin soil. Mr. Alderman recognized the necessity of relating education to life, and his efforts to interest the pupils in agricultural pursuits met with enthusiastic response. Continuing these efforts he was able in 1905 to launch the Children's County Industrial Fair, the first ever held in the United States. These activities were further extended to include the Oregon State Fair, where children were encouraged to exhibit their industrial and farm products. This idea spread rapidly, and Oregon's plan has now been copied by almost every other state in the Union. Mr. Alderman was also a pioneer in establishing a system of school credits for home work.

The people of Oregon were not long in recognizing the progressive qualities of his leadership in education, and he was soon advanced to the position of State Superintendent of Public Instruction. This office he filled from 1910 to 1913. He resigned to accept the superintendency of the Portland Public Schools at a salary of $4500.00, later increased to $5000.00. His term of office lasted five years.

If Rigler's administration had been too rigid and inflexible, Mr. Alderman's was soon criticized for going to the other extreme. Under him teachers were allowed a great deal of freedom. He was prolific with new ideas and suggestions. Open air rooms were arranged for weak children and nervous children were excused from school early in the day. Teachers were advanced with their classes on the theory that it was good for the children to have the same teacher a longer time. Ungraded rooms were established to care for exceptional children, the bright and the backward. Foreign languages were introduced in the grades. A pupil's vacation employment bureau was organized. A workshop for the blind, with one blind instructor in charge, was opened in the Boys' School of Trades, on March 16, 1914. Credit for music studied outside of school but under accredited teachers, was granted to high school students. Practice stores were set up in the schools. Visual education was begun and 2000 slides secured. Nature study was encouraged, bird houses were built by the thousands, and even fly traps were constructed by the pupils in the hope of making Portland a flyless city. Swimming tanks were first installed in some of the schools. The school children made regular visits to industrial plants. Art was encouraged by cooperation with the Museum of Art, a former teacher acting as docent. A program called the Two-Group Plan was successfully tried. Trade education received a tremendous stimulus. Simon Benson, the lumberman, was prompted to give $100,000.00 to found the school named in his honor. One-story buildings were inaugurated and became a permanent style of school architecture. An exchange of teachers with other cities was started. Kindergarten schools were increased while War gardens produced enough to be a factor in wartime economics.

Much of Mr. Alderman's program was interrupted by the World War and America's participation in it. The primary purposes of education languished. As a result, Mr. Alderman's administration eventually suffered criticism.

But even without a war psychology it is probable that Mr. Alderman's aggressive personality and progressive ideas would have stirred a difference of opinion and even some criticism. Anyway, school politics were particularly serious during his incumbency, and Mr. Alderman was hardly a man to keep his

talents under a bushel. He made many friends, but he made enemies also. On many issues the sentiments of the school board were divided. Whatever may have been the motives of the directors, during July, 1918, Mr. Alderman was relieved of the superintendency and assigned to the supervision of War Activities in the Portland Schools, although his term did not expire for another year. Legal advice was enlisted, but litigation was discouraged. So Mr. Alderman accepted the Board's ruling and went to work. The next year, however, he offered his services to the Government, was accepted, and during 1919 he worked overseas, first with the Y. M. C. A., in France, then with the Army Educational Corps, in France and Germany. From 1919 to 1924 he served as Educational Director of the United States Navy. In 1925, he was made Principal Specialist in Adult Education and Chief of Service Division in the United States Office of Education, Washington, D. C. At present, Mr. Alderman is Director, Division of Education, of the Federal Emergency Relief, on temporary leave from the United States Office of Education.

Daniel A. Grout in becoming school superintendent in 1919, already had served the department nearly 30 years. In 1907, under Rigler, he was made assistant superintendent, being the first to serve as such. When in 1918 Mr. Alderman was assigned to war activities, Grout was made acting superintendent. Seniority rights had entitled him to succeed Rigler, but another man had been chosen. When the office again became vacant many felt that Grout should be offered the superintendency. But there was a strong feeling on the part of the school directors that an outside man should be secured, and that the office required a man of distinguished ability. During the year there was a thorough combing of Eastern centers, but for one reason or another the School Board was unable to make a choice. As time passed, Grout's prospects brightened. Finally, when a decision had to be made, Grout received enough votes to be elected. For the responsibilities of that office he had at least served a long apprenticeship.

He was born in Rodney, Ontario, Canada, on January 5, 1862. After attending the schools of his neighborhood, he was graduated in 1884 from the Ottawa Normal School. He had done some teaching before graduating, and after completing the Normal course, he served, for three years, as principal of the Sparta Public Schools, and then for two years as principal of the Oldboro, Ontario Public Schools.

Coming to Portland in 1890, Grout acted first as principal of the North Central School. There he remained until 1896, when he was offered the principalship of the Atkinson School. The following year he was promoted to the Park School, at that time the largest downtown school. In the spring of 1907 he was named principal of the East Side High School, later Washington High School which was then being built to be ready for use in the fall. In the meantime, the school board had decided that Superintendent Rigler needed an assistant, and in August, 1907, Grout was elected to that office. He was still holding it when Mr. Alderman was diplomatically ushered out, he finally succeeded to the superintendency.

Commenting on this selection, the Oregon Journal which had supported Alderman in the recent School Board fracas, said in an editorial of [illegible]

Mr. Grout has been chosen superintendent of the Portland Schools. His admininstration should be supported.

It has not been so in the past. An everlasting agitation by a minority was kept up, generally speaking, without reasons. Mr. Alderman was driven out by such a course. So was Mr. Rigler. Schools can never prosper under such conditions.

The Journal thought that Mr. Alderman ought not to have been removed. In common with many it thinks so still.

But Mr. Grout is superintendent now, and a believer in orderly affairs, this paper holds that his administration ought to be supported and his hands strengthened for the work that is ahead.

These sentiments were shared by many, and Grout's task was to pour oil on troubled waters.

As superintendent, he inherited the disruptions of the school system caused by the War and the abnormal psychology which had been generated. This situation was met in a sane manner, principally by a program of outdoor activities for the school children. Such exercises helped considerably to restore equilibrium of body and sanity of mind. In his report for 1919-1920 the superintendent was able to state that during the past year the schools had been able to resume work along normal lines. An intensive program of Americanization followed, some phases of which were of doubtful value.

The plan of having teachers pass upon the textbooks to be adopted was tried with reasonable success. Cooperative committees were formed, with the purpose of giving every teacher an opportunity to be heard on matters affecting her own work. The Mills Open Air School was opened in 1919, and was declared one of the best in the United States. The School Librarian, Anne M. Cameron, reported in 1920 that the School Department, which had been installed two years before in the South Gallery on the third floor of the Central Library, had been equipped with many improvements. She also reported that the growth in the number of class rooms in the schools had increased the number of class room libraries. Each room requesting such a library had been supplied with a set of about 40 books for each term. Grade school orchestras attained a higher standard than every before in the history of the Portland schools. Along with this there was a gradual expansion of the vocational side of public school education, both in the elementary and secondary grades. Ten special classes for abnormal children were maintained during 1922-1923. The annual reports indicate several increases in teachers' salaries during Grout's incumbency. Things seemed to be running smoothly.

Opposition to Grout, however, must have developed rather early in his term. When the School Board met on September 1, 1921, he was re-elected to serve until June 1, 1924, by a vote of four to two. It was during those years

that Upton Sinclair made a study of the public schools of Americanization. His strictures must be taken with a grain of salt, but there was probably some basis for his criticisms of the Portland Schools. In his book "The Goslings" he wrote:

> The school situation in Portland assumes to some extent the aspect of a sex-war; the women teachers do the work and the men bosses get the salaries. After a long campaign the tax-payers voted money to raise the teachers' salaries, but some of the teachers got no increase, and others got only fifty dollars a year, and others a hundred dollars a year, while the principals got four hundred dollars! Even when the teachers got the "increase", they didn't always get the money. Some of them told me their misadventures, trying to get this money; but when I wrote out the stories, they got scared --somebody might recognize them! So you don't get the stories, any more than the teachers got the salaries!
>
> I talked with a group of high school teachers. At the Washington High School they have a Junior Chamber of Commerce; one of the teachers asked me to imagine a Junior Control Labor Council, but my imagination was not equal to this flight. Some of the teachers had wanted to discuss a teachers' union, but the principal of the school forbade it. Finding it impossible to keep the high school students from sometimes hearing of modern ideas, the business men abolished outright the departments of economics and sociology. The students signed a petition for the restoration of these courses; a group of thirty of them went to interview Superintendent Grout and take him this petition, and he insulted them, informing them that the Portland schools were not being run on petitions of the pupils. This school was forbidden to debate the Plumb Plan, and also to debate Socialism. The teachers have been forbidden to allow any discussion of the creation, of evolution, of the Hebrews in history, and of the birth of Christ.

Others testify to the influence of Grout's personality on the growing generation. One who knew him well said:

> No child who came within the direct influence of his personal attention could fail to sense the warm sympathy with all childhood that pervaded his large frame. The humorous twinkle of his eye, the kindly smile that broke over his face, the sense of balanced, temperate judgment, the very evident desire above all things, to be fair -- these even a child could perceive. As a result, young people trusted him, and he never failed them. In all the councils of our city he was their friend and staunch defender.

It was as a teacher that Mr. Grout carved his way from the country school to the city superintendency. His colleagues bear testimony that no one who ever heard him expound an educational method or an intricate piece of administrative engineering could fail to appreciate the organizing power of his mind, the genius of his pedagogical technique. Whether it was in a classroom of little ones, an auditorium full of principals and teachers, or a meeting of the patrons of the city, he was equally at home, a master teacher.

In December 1925, he found it necessary to resign for reasons of ill health. He had previously been granted a six months leave of absence in the hope that a long rest would bring back his strength. This hope was not realized. He died on February 27, 1929.

On February 11, 1936, Charles A. Rice observed his twenty-fifth anniversary of his connection with the superintendent's office, first as assistant superintendent and, since 1925, as superintendent. He had come to Oregon in 1903. In the years immediately following, the city had its greatest growth, and the school system proportionately an even greater expansion. Since 1900 the population of Portland has increased nearly four times, but the high school enrollment has increased 18 times.

Mr. Rice was born near Rankin, Illinois, on June 5, 1873. On his eighteenth birthday he was teaching school and getting $35.00 a month. After a year thus spent he entered the Academy of Illinois, at Bloomington, to complete his high school course. He remained there two years, then taught school a year, and in the fall matriculated at Illinois Wesleyan University, Bloomington, Illinois, graduating in 1899 with a Bachelor of Science degree.

After leaving college Mr. Rice served as principal of the West Side school, at Normal, Illinois. Later he taught English, Latin, and History in the high school there, and in 1900 was elected principal.

In 1903 he came to Oregon , where he secured a position as principal of the Training Department of the State Normal School at Monmouth. Following this work he was made principal of the Clinton Kelly Grammar School, in Portland. The next year he was principal of the Couch School, and the year following of the Sellwood School. Then in 1911, he was named second assistant superintendent under Frank Rigler, with Daniel Grout as first assistant superintendent. In that capacity Mr. Rice served sevan years and then an equal number of years as first assistant superintendent. In July, 1925, upon the resignation of Grout, he was elevated to the superintendency.

Besides the rapid increase in school enrollment and expansion of physical equipment which have taken place during the last four decades, features of growth not confined to any one section of the country, mention should be made of Mr. Rice's contribution to modern educational methods. He introduced and to the Platoon system, at the time considered the last word in educational methods. This plan meant a conversion of elementary schools from nine grades of the conventional plan, in which each teacher taught all subjects, to the platoon plan, with a program that includes work and play as well as study, and which utilizes all the equipment all the time. The plan

...ed to give the pupils the benefit of expert supervision in subjects and ...invest the city child's abundant leisure time. Superintendent Wirt of ...y, Indiana, became widely known as a result of his experiments with the ...toon system. And Mr. Rice as sponsor for the Platoon system was considered ...be far in advance of his time. After less than ten years the Platoon ...stem and Mr. Rice were subjected to severe criticism.

Mr. Rice's long superintendency officially expired with the school ...of 1936-1937; he had served the Portland system for over a quarter of a ...tury. Although opinion was divided, by some it was felt that he had ably ...ried the schools through an exceptionally trying period, during which ...ile physical expansions of the system was possible. By others it was main-...ined that his methods of instruction were no longer effective. But it is ...ontrovertible that his administration was filled with activity and many ...blems.

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Chapter VII

Some Prominent Students and Graduates

The true educational history of a community is recorded in the lives of its students, graduates, and citizens. The individual and collective, social and cultural contributions of those who were once pupils are the vital story. Statistics tend to crystallize gradually into unreality, the landmarks of a neighborhood alter, a governing system declines or is discarded, but the influence of knowledge is immutable.

A glance at the attendance records of Portland public and private schools reveals the names of those whose talents and influence have been felt even beyond the community's environs. At least one of these could qualify as a world figure.

John Reed attended the city's public schools and graduated from the Portland Academy. He later attended Harvard. After several years as a journalist, he was arrested on charges of sedition, he reported Villa's Mexican campaign, and during the World War he went to Russia and became the intimate of Trotsky and Lenin, writing much of their campaign propaganda. His influence among the communistic Russian forces soon became tremendous, stimulated as it was by an intoxicating and poetic nature. His two books of fact, Red Russia, and Ten Days That Shook The World, were detonating in result.

John Reed died of typhus in 1920. For him, the conservative confidence of his home town had been long ago and completely renounced. Today his grave beside the Kremlin wall in Moscow is the idolized center of the world's communistic ideals. John Reed forgot, but Portland remembers. In contrast to the turbulent Reed, the story of Judge Thomas Nelson Strong reads like an idyll in a land that learns its wisdom from the soil and the slow-growing years.

Born in 1853, at Cathlamet, on the Washington shore of the lower Columbia River, young Strong lived the first eight years of his life surrounded by pioneer crudities among aboriginal tribes. Moving to Portland, he attended the public schools. Upon completing the eighth grade, he continued schooling with his brother Frederick at the old Portland Academy and Female Seminary, from which he graduated in the late 60's. Thereafter he studied law in his father's office and at Albany, New York, later practicing in Portland for half a century. Fifty years after his Cathlamet boyhood, he wrote the story of those days in one of the most charming volumes ever issued by an Oregonian. The title was Cathlamet on the Columbia.

Although he attended Mt. Tabor School for only six months, Frederick Homer Balch, author of The Bridge of the Gods, in later years credited some of his inspiration to the stimulation and guidance received from his teachers

at Mt. Tabor. Much of Balch's education was received at home, whore his father preceived the youth's latent talent and encouraged it, but it was Mr. and Mrs. T. R. Coon, his teachers at Mt. Tabor, who awakened within him an urge to write Oregon novels.

Another Portland Academy student to graduate into wide, if fleeting, recognition was John Fleming Wilson, son of the school's president, Dr. Joseph Rogers Wilson. Born in 1877, John Fleming, after his years at the Academy, attended and graduated from Princeton. Free of classes, he spent two years at sea, then returned to Portland and taught at the Academy for two years. While thus engaged he began to write fiction. His stories of the Oregon Coast, the Columbia Rivor and life at sea, were realistic and vividly dramatic. Regrettably, much of Wilson's fine work is now forgotten. He died in 1922 at the age of 45, after sovontoon yoars of writing.

The lives of these four individuals may be considered as illustrative of the spirit and quality of mind and personality that has marked many of Portland's school students and graduates.

Calvin Gantenbein came to Portland in 1875 at the age of 10. He was educated in the public schools and at Bishop Scott Academy. After securing a legal training at tho University of Oregon Law School and after additional study abroad in the field of Languages, he returned to Portland and taught German and Latin at the Portland High School from 1888 to 1892. In 1916, when the University Law School was transferred to Eugene, Judge Gantenbein was instrumental in founding the Northwestern School of Law, which provided Portland law students with a practical school and research laboratory. He served as its first dean, and died in 1927.

A pupil of the Gantenbein School and the Portland High School, William L. Finely, born in 1876, has won extraordinary prominence as a lecturer and writer on wild life. At one time State Biologist and later a member of the National Conservation Commission, he has to date contributed incalculably to the wolfare of wild life the country over. He is the author of several books on animals and is a member of the editorial board of Nature Magazine.

Leslie M. Scott and Lewis A. McArthur, both of whom have become prominent as historians of the Oregon Country, were graduates of Portland schools. Leslie Scott, the son of Harvey W. Scott, for many years editor of the Oregonian, graduated from the Portland High School in 1896. Lewis A. McArthur, born in 1803, graduated from the second Portland Academy. His principal historical contribution is the valuable Oregon Geographic Names, published in 1926.

Another Portlander, Rufus Holman, state treasurer of Oregon, was educated in the local schools and graduated in 1896 as president of his class in the old Portland High School. Prior to Holman, in 1893, there graduated from the same school a youth who was later to be termed "Interpreter extraordinary" of Oregon's wonders --Frank Branch Riley. At home an attorney he has lectured throughout America in meteoric proclamations of Oregon's beauties.

Receiving his early education at the Atkinson and the old Couch schools, Hopkin Jenkins, after graduating from Yale at the turn of the century, returned to become a teacher and an inspiring leader in Portland's educational life, serving for more than a quarter of a century as principal of Jefferson High School.

Many contemporary poets and authors attended the Portland public schools. Of the poets, Mary Carolyn Davies, who studied at Washington High School, is best known. Mary Jane Carr, writer of juvenile fiction and verse was educated at Lincoln High School and St. Mary's College. Vivian Brotherton, has become one of the country's most prolific writers of popular fiction for women's magazines. She attended the city's elementary schools and Washington High School.

Ernest Haycox, writer of popular fiction, and Richard G. Montgomery, author of two volumes, are graduates of Lincoln High School.

Dr. Clyde C. Duniway, who later became president of the University of Wyoming, was educated at the old Central School. Belonging to the family that produced the Lambert Cherry, Elizabeth Lambert Wood, writer of juvenile novels, was educated in Portland by private instructors and at St. Helen's Hall. James J. Montague, a graduate of the old Portland High School, in 1892 later won fame as a reporter at the Paris Peace Conference of 1918 and since as columnist for a national newspaper syndicate. Eli Colter, writer of "westerns," went to Ladd School in 1903, while Arden X. Pangborn, a current writer of detective stories and city editor of the Oregonian, is a graduate of Commerce High School.

Two brothers, C. Henri Labbe and Edmond J. Labbe attended Portland's public schools together. After lives of civic leadership they died in 1935, within a few months of each other. The former was French Consular Agent at Portland from 1899 to the date of his death; the latter, a physician. Their mother was a member of one of the original French Prairie families. Henri was educated at North, Couch and Portland High schools. In an interview of 1933 he described some of his school days. When he attended North School the building became so crowded that some of the grade pupils were sent to the new high school at Fourteenth and Morrison Streets. However, in deference to their seniors, the grade pupils had to enter the building by the back door, while the high school students came in by the front. R. K. Warren was principal and familiarly known as "Daddy Warren." He saw to it that his pupils learned to conduct themselves as gentlemen, even to foregoing the generally practiced juvenile pastime of throwing rocks at "Chinamen." At Couch School the principal was Justus Burnham. His assistant, later well known as the "Apostle of Genung," of the University of Oregon was Luella Clay Carson. Without a doubt, her teaching was responsible for the French consular agent's ability to meet the world with his usual wit, charm and facility of expression.

Additional prominent names from the graduate student lists of Portland's high schools include Lewis Browne, noted author of This Believing World, and other books; George Olsen, orchestra leader; Barbara Jane Thorne and Margaret Maxwell, vocalists; Ted Bell, actor; Maxine Jennings and Barbara Le Marr, actresses; Florence Boebe, Dorothy Pigney and Josephine Sorcoley, dress

dosignor; Howard Hobson, athletic coach; and Leslie Goslin and Wallace S. Wharton, on the staff of Governor Charles H. Martin.

Names in the field of medicine include Richard Adams, Banner R. Brooke, James and Arthur Rosenfeld, Frank McCauley, Paul Rockey, George Ainslie, J. F. Drake, Charles Rybke, Stuart McGuire, Herbert W. Hegele and Ralph C. Walker.

In journalism are Jalmer E. Johnson, Duane Hennessy, Lewis H. Gregory, John Piper, Otto Clarke Leiter, Curtis Merrick, William H. Soule, Edna J. Protzman, Edgar Piper, Ernest W. Peterson, Dorothy Duniway, Hilmar Grondahl, and Marion E. Bauer.

The long list includes the names of manufacturers, such as E.C. Sammons; business leaders, attorneys, civic officials, scholars, artists, and others who have won prominence in various fields.

The roll call makes no claim to completeness. Names here entered are inconclusively recalled from the record of days that are slipping away. Much that should be remembered has already been forgotten.

Some who attended Portland High School, in the structure of transition Gothic with tower reared above the spreading elms of upper Morrison Street, will recall the fleeting thrill of the school's football victory over its ancient rival, the Portland Academy. Others, remembering, will draw a mental picture of transition and regret the passing of the old as it gave place to the new, which likewise cannot remain. Some few, reckoning the cost of the city's elaborate educational achievement, may see again the shining gilt insigia holding the letters H. S. over the main entrance of the Portland High School. How like a dollar sign it appeared!

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Griswold, Mrs. Zula E., Assistant Administrator, Portland Public Forums.

Gunn, H. M., Principal, Lincoln High School.

Hames, Walter, Teacher in Young Men's Christian Association school since 190

Hayden, Larry, President, Portland Civic Theatre School.

Holmes, Miss Edith Le Roy, Principal, Holmes Business College.

Howe, Miss Georgia B., Assistant Principal, Girls' Department, Edison Six-Year High School.

Jenkins, Hopkin, Principal, Jefferson High School.

Johnson, Miss Dorothy O., Graduate and Special Research Assistant in History, Reed College, Portland.

Koehler, William, Druggist in Portland since 1885.

Loe, Kelly, Publicist.

Mulheron, Miss Anne E., Librarian, Portland Library Association.

Norris, W. H., Instructor, Albany College, Portland Unit.

Powers, Mrs. Jessie Thaine, Assistant Principal, Catlin School.

Rice, Charles A., Administrator, Portland Public Forums.

Ruskin, Rabbi Albert A., Principal, Nevah Zedak Talmud Tarah religious school.

Sandrow, Rabbi Edward T., Principal, Ahavai Sholom religious school.

Say, Mrs. Harold B., Dean of Women, Albany College, Portland Unit.

Scholz, Mrs. Richard Frederick, Dean of Women, Reed College, Portland.

Scott, Leslie, Attorney.

Standley, William J., foundor of first manual training school in Portland.

Townsend, Miss Grace B., Principal, Townsend School.

Walker, Charles F., Principal, Northwestern School of Commerce.

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