HISTORY OF EDUCATION IN PORTLAND

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Edited by

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C O N T E N T S

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Preface

The days are gone when children trudged along the plank and mud paths of frontier Portland on their way to Cooper Shop School on First Street, or up town to the new Central School which stood for years where the Portland Hotel now occupies its crowded block. No longer do youths in the old North School peer restlessly from their class-rooms at distant harbor masts, or girl students at St. Mary's Academy gaze out through gloomy trees such as once surrounded their school, or rural pupils laggardly approach rude country schools. Classes at the Portland Academy and Female Seminary, on Seventh and Jefferson Streets, have long ago ceased to sing "Merry Chimes" in happy unison. Girls, with lessons read for the day, no longer wait for frontier youths to assist them across muddy spots in the rain-drenched roads of Couch Addition and Goose Hollow. The days, like the children and the schools they attended, are gone, and today the memories that recall them are few indeed.

Realizing that memories unwritten are tenuous and frail, and that the passage of years obscures the pattern of a colorful past, the editors and staff of the Adult Education Program have compiled this History of Education in Portland. Elsewhere there is no complete story.

In writing this history, the need for presenting essential and accurate data has been paramount, without forgetting the desirability of supplying a fuller and revisualized account. This assimilation and interpretation has not here been accomplished. In many instances the written result is little more than a chronological account of a school's life, its leaders, and the administrative details of an involved educational system. The facts are here: the adequately recreated history remains to be written.

The work, from the assembling of facts to the writing, editing and mimeographing has been a highly socialized enterprise. Without exception, each chapter represents shared endeavor. The following staff members were engaged in active research and writing: Nathan B. Akerman, Jess B. Jones, Irene F. Kelley, Joseph Macqueen, Henry D. Nave, Loretta Russell, Marguerite M. Schwab, John W. Shea, Nellie Ames Skinner, Patsy W. Teepen, and Clemma Witcher. Others who assisted in research or indexing were Frances H. Johnson, Olive M, Kerr, Ernest N. La Jeunesse, Volney P. Martin, Daniel W. Moore, Hubert W. Prescott, Frederick Smith, William L. Suver, and Engracia Vogan. Serving as clerical and technical assistants were Mary E. Babcock, Kathryn M. Kirkland, and Inga R. Selmer. Ruth E. Burch and Grace B. Townsend prepared the bibliographies.

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P A R T O N E . . .

Years of Foundation and Growth

Chapter I

Early Private Schools

1847 to 1875

In examining the history of education in early-day Portland, the reader should visualize the pioneer town at the time the first private school appeared in 1847. Midway between the Hudson's Bay Company fort at Vancouver and the settlement by the Falls, later known as Oregon City, lay Portland, a struggling hamlet in a small clearing in the dense forest. This location on the west bank of the Willamette River had previously been used by Indians in beaching their canoes and as a council ground. There were no schools, no churches, no stores, only about twenty log dwellings, housing probably 100 persons. This was one year before the Territorial Government of Oregon was formed. As yet there was no organization responsible for starting or maintaining free public schools. The private school, obviously, was the only answer to this urgent need. The enterprising teacher must conduct his own school on his own authority and responsibility. For payment he must look solely to individual tuition fees. Under such circumstances there were a few courageous enough to undertake the cause of education.

The first school of any kind in Portland was opened in the fall of 1847 in Job McNemee's log cabin located at what is today First and Taylor Streets. The school was taught by Dr. Ralph Wilcox and continued three months.

Some of the pupils, as remembered in 1903 by Mrs. C. M. Cartwright, were Frances McNemee (Mrs. E. J. Northup), her three brothers Moses, Adam, and William, Charlotte Terwilliger (Mrs. C. M. Cartwright, also given as Mrs. Walter Moffat Cartwright); Sarah, Mary, Peter and John Doan, children of Milton Doan; Henry Hill, Helen Hill (Mrs. Wm. Powell); Lucy and Charlotte Barnes, Emma and Sarah Ross, J. Miller, John Miller Murphy, Lorenzo Terwilliger.

Dr. Wilcox had come to Oregon in 1845 and was 29 years old. A graduate of Geneva Medical College, he was not only the first teacher but also the first practicing physician in Portland. He was active in public affairs, serving as clerk of the House of Representatives of the Territorial Legislature in 1851, and later as clerk of the Federal Circuit Court of Oregon. He died in Portland in 1877.

In February of 1848 Thomas Carter and family reached the village of Portland. In the spring of the same year his daughter, Miss Julia Carter (later Mrs. Joseph S. Smith), opened a school in a log cabin on the corner of Second and Stark Streets. She also taught only one quarter. Most of those attending Dr. Wilcox's school were among her 30 or more pupils,

with such additional names as John Cullen; Carrie Polk; the Warren girls (Mrs. Richard White and Mrs. D. D. Coleman); Milton, John, Albert, Matilda, and Susan Apperson; and two of the Pettigrew children.

The next term of school was held in James Terwilliger's blacksmith shop at the northwest corner of Second and Morrison Streets. This little cabin, built in 1846, was vacant in the fall of 1848. Colonel Wm. M. King lived with his family in the same block. Nine-year-old Marian, his eldest daughter, looked out through the autumn forest and imagined a school in the shop. Permission being obtained, she secured the assistance of other girls of her own age to renovate the place. The young men of the neighborhood sawed out one of the logs for a window and Captain Nathaniel Crosby furnished some long panes of glass. Home-made benches and a table constituted the furniture.

As nearly as can be determined, it was in this cabin, so industriously prepared, that Aaron J. Hyde opened his school in the fall of 1848. But report states that the autumn proved unusually severe, and since the fire in the open fireplace did not afford much warmth, the pupils studied with their wraps on. A little later the school moved from the cold blacksmith shop to the cooper shop. This was a one-story frame building on the west side of First Street, between Morrison and Yamhill, (lot 3, block 4) in the midst of a thicket and fallen trees. It was the only public hall in Portland for a year or more. Here Mr. Hyde conducted his school during the winter of 1848-49. A photograph of the "cooper shop" shows that this building used in '47, '48, and '49 as a Christian sanctuary, a Sunday and a day school, had, in 1857, become a Chinese wash house.

Mr. Hyde was a veteran of the Mexican War. After teaching the school in Portland he settled on a donation land claim about four miles southwest of Lebanon.

By 1849 Portland had become a hamlet of about 250 inhabitants. As yet there was no building for church or school purposes. At about this date Colonel King erected a frame structure on the west side of First Street, near Oak (lot 3, block 29) to be known for years as the "School House". In it the Reverend Horace Lyman opened a school late in December of 1849. He taught three months and was paid by rate bills, as were other early teachers of private schools. Mr. George H. Himes, curator of the Oregon Historical Society, explains that the term "rate bill", used in this way to indicate tuition fees, denotes the rate per pupil per term, and was not a special kind of bill. The usual charge was $10 per term per pupil. It has generally been thought that Dr. Lyman taught the first real public school, but in a letter to T. H. Crawford he said his school was a private one. No organization sponsored it. There were about 40 pupils among whom were the Carters, Chapmans, Kings, Parrishes, Hills, Terwilligers, Appersons, Coffins, Watts, and McNemees.

The successor to Dr. Lyman was Colonel Cyrus A. Reed, who taught a

three-month's term in the "School House", commencing April, 1850. Colonel Reed was paid by rate bills, at $10 per quarter per pupil. The attendance was a bout 60 pupils and, it is said, included Indian and negro as well as white children. Among the white pupils were such pioneer names as Carter, Cullen, Coffin, Hill, Chapman, Terwilliger, Parrish, Stephens, McNemmeg, Watts, Miller, and Apperson. In the summer of 1850, young Colonel Reed, as a happy conclusion to his pedagogical experience, married the daughter of Stephen Coffin. Thereafter, he took an active part in the development of Portland. He was a painter and the builder of the first saw mill in Portland.

In August, 1850, Delos Jefferson opened classes in the "School House" for a term of three months and with about 40 pupils. Mr. Jefferson, who later became a farmer in Marion County, once said that there was a district organization, and that J. B. V. Butler and E. B. Comfort were directors. But Mr. Comfort in a letter to T. H. Crawford said he had no recollection of ever having any official relation to such a governing body. Mr. Jefferson was paid by rate bills - $10 per term per pupil. Many of the same names appeared on his roll as on Colonel Reed's.

Following Mr. Jefferson, came the Reverend Nehemiah Donne, a minister of the Methodist Episcopal Church. He taught for nine months in the "School House", beginning about December 1, 1850. There were between 50 and 60 pupils, including such new names as Davis, Crosby, Lowmsdale, and Butler. Dr. Doane received some of his pay from the Methodist Episcopal Church Missionary Fund, thus allowing for nominal rate bills - from $2.50 to $6 per quarter. His curriculum ranged from the A B C's to a class in Burrells' Geography of the Heavens.

It is to be remembered that Job McNemee's log cabin where Miss Carter taught, the renovated blacksmith shop, and the cooper shop were successively used as school houses until the "School House" was built in 1849. This structure boasted a bell weighing probably 300 pounds. It had been shipped around Cape Horn by Stephen Coffin, at his own expense but with the practical idea of selling it for school or church use. It apparently hung in the "School House" for only a few months because a little later the Reverend James H. Wilbur, pioneer Methodist Minister, bought it from Mr. Coffin for $125. In November, 1850, it was hung in the new Methodist Church on Taylor Street. Here it tolled until 1868, when it was moved to the splendid new $40,000 church building at Third and Taylor Streets, and remained until the building was torn down in 1917. The historic bell, the first to peal from a Protestant church west of the Rocky Mountains is today kept as a relic in the First Methodist Church, at Twelfth and Taylor Streets.

Now appears the first suggestion of controversy, soon to develop between the private schools and the free public schools. Seeing the necessity for a free public school supported by taxes, Dr. Lyman, with Josiah Failing, Colonel King, and some others, early in 1851 made strenuous and continued efforts to organize a school district under Territorial Law. In the face of

much opposition on the part of those who had no children of their own to educate, and of others who had personal interests in the building up of private and denominational schools, the cause of public instruction finally received definite action in the fall of 1851, when John Outhouse opened in the "School House" the first free public school in Portland. This move constituted the first concrete opposition to the private school.

Portland was beginning its struggling career from a forest clearing to a metropolitan city. All of the schools so far mentioned were private and were supported by tuition fees. Also up to this time there was only one school in session at a time, one following the other. In the decade from 1850 to 1860 a free public school was kept open, with some irregularity. During these years private schools were opening and closing every few weeks. Of these, an unknown number left no record; others grew and flourished and filled an essential place in the educational field of the growing community until the free public school system could be developed to replace them. One of these, prominently recognized, was the Portland Academy and Female Seminary, a Methodist supported institution, which opened in 1851. Others included the one conducted by Mrs. Louise Walker, whose family home was eight miles west of Portland, and the one taught by Major Adams in the basement of the Baptist Church, at the corner of Fourth and Alder Streets.

More auspiciously, on Monday, March 26, 1855, Mrs. Hill opened a Seminary for Young Ladies. She taught at least a year at her residence on the southeast corner of Washington and Third Streets. She was an English lady, and later moved to San Francisco. Mrs. Hill taught drawing, painting, dancing, French, rudiments of Spanish and Latin, all kinds of fancy needlework, and the art of making flowers of wool, wax, and leather. She also announced her intention of forming a boarding and day school, to provide a thoroughly intellectual and practical program of education, combined with diligent attention to the disposition, manners, and morals of her pupils. She was apparently an able teacher of many years experience.

In one of Mrs. Hill's advertisements appeared the statement: "Young Gentlemen admitted, under ten years of age." She also gave private lessons to adults, and later called her school a Young Ladies High School, instead of a Seminary for Young Ladies. Her costs of tuition are given as follows, the rates probably varying according to the subjects chosen:

Per quarter of twelve weeks - - - - $6,$7,or $8
These include French and kinds of fancy-work.
Board and Education - - - - - - - - - $55.00
Music - - - - - - - - - - - - - - - - $10.00 or $12.
Drawing and Painting - - - - - - - -- $6 or $8
Dancing - - - - - - - - - - - - - - - $5 or $6

A later advertisement in the Oregonian of June 16, 1855, further described the nature of the instruction given, and announced the succeeding "quarter to commence from the day of entering."

In the spring of 1855 Miss S. B. Sweet started a Select School with the co-operation of A. D. Shelby. The term Select, used by many of the early private schools, probably had no definite meaning as to the kind of school, rather being an appeal to snobbishness. Miss Sweet was a graduate of a Massachussetts normal school, and announced her intention of establishing a Select School in the lower part of Portland for small boys and girls, a school where strict attention to the morals and manners of the "scholors" would be observed. There is no record of how long this school remained open. Miss Sweet afterwards married a Mr. Rinehart, at Winchester, Oregon.

In 1858, Mr. McGarvey conducted a Select School for an unrecorded length of time at the "Lownsdale House." He offered instruction in subjects ranging from the three R's to philosophy. His tuition terms ranged from $6 to $10 per quarter, according to subjects taught. He made the claim for its competent instruction: "The school is visited daily by Reverend McMacken." Mr. McGarvey advertised his hours of instruction to be from 9 A. M. to 4 P. M., with a recess of one hour at noon.

There now appeared a new kind of private school in the educational life of Portland - the commercial or business college. In August, 1860, C. A. Sears opened Sears' Commercial College. His opening advertisement in the Oregonian speaks for itself:

Commercial College

The undersigned would respectfully announce to the Ladies and Gentlemen of Portland, that he will open a Day and Evening School in the above named city, on Thursday, August 20, and continuing alternate days (Sundays excepted). Rooms in the new Brick Building, Front Street, opposite the Bell Tower. Instructions given in Writing, Drawing, Bookkeeping, Arithmetic, Navigation, Etc.-

Those who wish to acquire a beautiful, free and easy Hand Writing, or a thorough practical knowledge of Bookkeeping by single or double entry, with or without a Journal should avail themselves of this excellent opportunity.

Letters Written. Marriage and Visiting cards marked. Books of Account posted, and complicated accounts adjusted.

Private Lessons given if required.

Schools Hours from 2 to 4, or from 7 to 9 o'clock P. M. Terms Moderate.

C. A. SEARS
Caligraphist and Accountant

Mr. Sears also opened a Business College at Oregon City and divided his time between the two.

In November, 1860, Miss Jennie Patterson opened a private school on the corner of Second and Yamhill Streets. Her purpose was to teach the elementary branches of an English education. She secured a large and comfortable room and made a good beginning, but there is no record of how long she taught, or of the number of pupils.

In the decade from 1860 to 1870 the stronger private schools continued to grow. While the free public schools were increasing with the growth of the community, they still had not been fully accepted with the result that emphasis continued on the private schools.

One of the last as well as one of the longest-lived of the early private schools was Miss C. E. Batchelder's Select School conducted by her for a dozen years, from 1863 to 1876.

In the 70's private schools began to decline. The first public high school was opened in 1869, ten years later than Boston's first high school and grew and prospered in the face of much opposition. The free public schools were by this time well established. The private schools were accordingly beginning to lose ground. A few new ones, however, were still to be organized, among them Miss Batchelder's, previously referred to. This was held on the corner of Fifth and Ankeny Streets in a small wooden building owned by Captain Richard Williams - better known as "Captain Dick." In less than four months the opening attendance of six pupils had increased to 30. As a result the room became so crowded that some well-to-do Portlanders erected a building in Trinity Block, just north of Trinity Church, at Sixth and Oak Streets. The new quarters were ready for use at the beginning of the second school year. The names of some of Miss Batchelder's pupils are of interest for the many prominent pioneer families represented:

Mary Carrie Wilson
Kate Story
Louise Wilson
Nellie Burnside
Caroline Glisan
Rodney Glisan
Alice Wygrant
Etta Failing
Frank Thompson
Hamilton Corbett
David Robertson
Eddie Snyder
Mack Brooks
Laura Ainsworth
Emma Lewis
Allen Lewis

Lizzie Story
George Flanders Wilson
Frances Burnside
Jennie Wilson
Eda Myrick
Willie Wygrant
Alice Williams
Frank Williams
Henry Corbett
Mary Whitehouse
Gertrude Whitehouse
Susan Snyder
Ada McCraken
John Ainsworth
John Lewis
Couch Flanders

Holt Couch Wilson
Lizzie Myrick
Elementina Wilson
Davis Burnside
Clarence Glisan
Nellie Wygrant
Edward Williams
Emily Failing
Ellen Thompson
Eddie Robertson
Clara Whitehouse
Scott Brooke
George Ainsworth
John McCraken
Alice Flanders

Penmanship seems to have received considerable attention in all early private schools of Portland. A Writing Academy was located on Front Street from 1863 to 1868, and possibly longer. Professor W. H. Shaw was the teacher. An advertisement in the Daily Evening Bulletin for July 20, 1868, announced:

Classes in Phonography

and

Spencerian Penmanship

With chart and blackboard, instructions combined with written copies of an experienced penman and teacher.
Commercial College Room
(In Carter's Brick building)
Open for classes from 4:30 to 6:15 p.m., and from 7 until 9.
Commencing Wednesday, July 15th
Private lessons also given if desired.
Cards, etc., ornamental and all kinds of writing executed.

W. H. SHAW,
Teacher

In 1874 there was a Writing Academy on Third Street near Morrison, with 25 pupils. The White Brothers were the proprietors and principals.

During this period several commercial academies or business schools were conducted as private enterprises by individual teachers who emphasized instruction in penmanship. In 1860 S. L. Conger taught bookkeeping and penmanship in a school called Portland Commercial Academy at First and Alder Streets. T. Patterson in 1864, was the principal of a Commercial Academy of bookkeeping and penmanship, located in the Parrish Building, Front and Washington Streets. In 1865, the J. C. Leonard Business School, at 107 Front Street, opposite the Post Office also emphasized handwriting, and bookkeeping.

Nor were the finer things of life forgotten. In 1860 J. E. Sedlak was the proprietor and instructor of a Musical Academy located at 107½ Front Street. For many years he gave lessons in singing, piano, violin, guitar, flute, clarionet, and all brass instruments. He also organized a cotillion band to furnish music on any occasion required. George P. Newell likewise conducted a Musical Academy in Portland in 1860 - for how long is not certain - teaching pianoforte, melodeon, voice, and the principles of harmony and composition. He also gave normal instruction for those who wished to prepare themselves as teachers.

In 1868, Professor H. Guido Grot conducted a Musical and Educational Institute on Third Street, between B and C Streets. Professor Grot combined instruction in music with general educational subjects, and announced that his

Institute afforded excellent advantages for the education of the youth of either sex.

In the middle 70's J. B. McGibeney's Academy of Music in the Good Templar's Hall, at the corner of Third and Alder Streets, was a popular center for musical programs. In addition Mr. McGibeney led popular and enthusiastic community sings, which grew to such proportions that the New Market Theatre was used as a meeting place.

The following announcement of the school appeared in the New Northwest, of October 8, 1875:

McGibeney's
Academy of Music will open
Monday, September 6, 1875, at
Good Templar's Hall
Corner of Third and Alder Streets

Rates for Private Lessons:
Piano-forte, Organ, Violin or Harmony
First Grade $5 per month
Advanced Grades $10 per month

Rates for Class Instruction:

Singing, Elocution or Calisthenics-
Kindergarten Grade $1.00 per month
All other grades $2.50 per month

For further information, apply to

J. B. MC GIBENEY,
Principal,
Residence, - Corner of Sixth and Jackson Streets.

Such private schools show the development of Portland into a young and vigorous city forcing the dense forest back from the banks of the Willamette River. In 1861, a gymnasium opened at the corner of Second and Morrison Streets with P. De Witt Hardenberg as manager and proprietor. Exercises were performed every evening except Sunday. Especially did Mr. Hardenberg request that "Scholars are expected to refrain from the use of profane language and tobacco during exercises." In 1869, a Dancing Academy conducted by Mrs. Eldridge at the corner of Washington and Second Streets, taught the dances of the time either in classes or in private.

Through the 60's and 70's there were many small private schools of which there is little record. The basement of the Baptist Church at Fourth and Alder Streets was used as a schoolroom by J. H. Stinson in 1863, with a regular attendance of about 25 pupils. In the same year , J. McBride and the Reverend P. McMacken had about 30 pupils in their school at Third and Oak Streets. From 1863 to 1866, Miss Hodgen, later on the staff of the Portland

High School, conducted a school at 226 Fourth Street, with about 30 pupils. In 1864, Mr. and Mrs. G. F. Boynton were the teachers of a Private Day School at Third and Morrison Streets, having an enrollment of about 60 pupils. In September, 1865, Miss Sarah M. Dutcher opened a Select School for Young Ladies in the basement of the Baptist Church, charging a tuition of $12 for English branches, and $2 extra for Latin or French, which indicates the range of studies. G. G. Richardson was the principal of a business school which he called Portland Practical Seminary, opened in 1865 and located on Front Street. Miss Way's private school was started in 1869 at Fifth and Pine Streets, and attracted about 30 pupils. Miss J. C. Jones' school opened in 1875 in Gibson Hall on Taylor Street, between Sixth and Seventh, was the last private school of this kind of which any mention can be found.

A school for Chinese was organized in the summer of 1869 under the auspices of the Young Men's Christian Association. On August 9, 1869, the president of the Association, Edward Quakenbush, was granted the use of rooms by the board of directors for a Chinese Sunday School. On September 13, Mr. Quackenbush turned the control of the Chinese Sunday School, until then under his personal direction, over to the Association. The classes were held Sunday afternoon or evening, and grew from an attendance of about 10 to 40 Chinese, men and boys. There is no record of fees charged. The teachers were apparently volunteers from among the membership of the Association. The classes were broken up into small groups, as it was found advantageous to have as few pupils as possible in a class.

The progress made by the Chinese pupils is said to have been surprising. All manifested marked quickness of learning. Several of them, at the close of an hour's lesson, were able to point out any letter of the alphabet which might be named. In one case a young man learned all the letters of the alphabet, so as to remember them, in twenty minutes. Within a few months several who took their first lesson in the English language from members of the Association could read with ease and some fluency, and they also could write as well as the average American boy of 10 or 12 years of age. Their aptitude at imitating gave them great advantage in acquiring penmanship. The teachers were agreeably surprised and encouraged by the success of their efforts.

One of the outstanding business colleges of this period was the National College of Business and Commerce. Opening its doors in November, 1866, it played an important part in training men for business activities until 1875, and later under other names. This school seems to have been variously known as the National College, the National Business College, the White School of Commerce, and the Portland Business College. M. K. Laudenslager --later shortened to Lauden-- was president and H. M. DeFrance was secretary. W. Lynn White was at one time its president; also A. P Armstrong, who was first a pupil. Students attended this commercial college from all parts of the North Pacific Coast. It maintained a high and well established reputation. Located at Front and Alder Streets, it occupied a sphere of usefulness hitherto left unfilled in imparting a sound commercial education to young men. It also aimed to impart such branches of education as would best suit the capacity and future needs of its numerous students.

A paragraph is devoted to this college in the Portland City Directory for 1868. Under head of "The National College" - it reads:

> This excellent Institution is of more recent date in this city than either of the other Academies we have already mentioned, but it is nevertheless occupying a sphere of usefulness that hitherto has been left unoccupied. This college is calculated to impart such branches of education as will best suit the capacity and future intentions of its numerous students. Under the able management of Professor M. K. Lauden, President, and H. M. DeFrance, Secretary, it has more than realized the expectations of its patrons, and is deserving of being well patronized by the citizens not only of Portland, but of every portion of the State, and adjoining Territories.

The business course embraced bookkeeping by single and double entry, penmanship, commercial calculations, correspondence, commercial law, actual business, lectures on accounts, business customs, and merchantile ethics. The tuition terms were $50 for the whole business course. Part of an advertisement in 1875 reads:

> Telegraphy taught under the superintendence of an Experienced Teacher and Practical Operator. Phonography under the superintendence of a Practical Short-hand Reporter. Ladies Department now organized, and lady students now in attendance.

In the Oregonian for February 16, 1870, appeared a news item which reported the first efforts toward founding a German school:

> At a meeting of German citizens, held last night at the Council Chamber, for the purpose of organizing an "Independent German School," a list of subscriptions was made up and liberally signed by those present, after which a committee was appointed to canvass the city and vicinity for further subscriptions.

The Independent German School was founded a few days later on February 24, 1870. It was incorporated in July, and was located at Ninth (now Eleventh) and Morrison Streets. This school filled an important place in the list of Portland's schools in the decade from 1870 to 1880, and was under the supervision of the Independent German School Association, a society composed of a number of progressive citizens. It was established for the purpose of providing a school where both the English and German languages could be taught without any religious basis. It was supported by voluntary contributions, tuition fees, and by monthly dues of the Association. The teachers received all the tuition fees, amounting to $2 per month per pupil, for their salaries.

By 1875 the average attendance was over 60 and the pupils were divided into three classes. In the First Class (Elementary) the subjects taught were German and English reading and writing, geography, practical arithmetic, English spelling, history of the United States, German and English grammar. The Third Class (Higher Department) was given German reading and writing; German grammar, composition, rhetoric, dictionary, higher arithmetic, bookkeeping, algebra, natural philosophy, physiology, universal history, French, Latin, and natural history.

In 1875, the Reverend John Gantenbein, an educator of 20 years experience, established the Anglo-German Institute under the auspices of the German Evangelical Reformed Church. The purpose was to give boys and girls a thorough German-English common school education. The beginning was very discouraging, the support small. Professor R. Schiedt, a later principal, when the school had become the International Academy, said of these early struggles:

> The clerical appearance of the Doctor caused great horror among his skeptical countrymen, persecutions and base actions and base actions of all kinds cast their dreary shadows upon the stormy way of his sacrificing work. But he had faith in God, and inspired by the same spirit of love, and animated by the same lofty devotion to the good of mankind which sent forth the twelve apostles for the conquest of the world, he continued in his work, supported by his daughters and a few faithful friends so that in seven years nearly 300 pupils attended the school.

The support of his two daughters was in their faithful service as teachers.

At the International Academy, located at Ninth (Now Eleventh) and Stark Streets, the subjects included penmanship, arithmetic, geography, history, bookkeeping, algebra, geometry, natural history, physiology, and drawing. Special emphasis was placed on speaking or declamation. Weekly exercises were held in enunciation, accenting, emphasis and expression. All were included in the drills given the pupils so that they might speak and read in such a manner that everyone would be pleased to listen.

Any reconsideration of the private schools, up to this point, reveals that the rate of mortality among them was exceedingly high. All lacking substantial backing or a well defined reason for existence, were crowded out by the advancing public schools. However, nearly all had filled an essential need in their day of training the youth of Portland. It is to be regretted that most of them left such fragmentary records.

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Chapter II

Early Public Schools

1849 to 1873

Free education was still a comparatively new and undeveloped movement in the United States in 1850. The Nathan Dane bill, passed by Congress in 1787, provided for "schools and means of education" and set aside every sixteenth section of land of each township in every state and territory for this purpose. It was not until 1825, however, that public schools were thought of in any serious light. It took 25 years of agitation and propaganda for free education to secure a foothold in the Eastern states. People objected principally on the grounds of excess taxation. Another cause for protest was the pauper school idea. Many, especially in the South, felt that this new type of school was for those who could not afford to attend private schools.

The immigrants who came West in the 40's brought with them their families, intending to make this their future home. They also brought the principles of the Eastern states in regard to law and order. Some of these newcomers were imbued with the ideals of free public instruction and it is to the untiring efforts of these few persons that Portland and Oregon enjoyed its early educational development.

In 1848, the Honorable J. Quinn Thornton, Oregon's representative to Congress, incorporated in the act organizing the Oregon Territory, a provision for the securing of an additional section of land in each township, to be set aside for educational purposes. This gave to Oregon, as well as to all territories later admitted to the Union, a considerable advantage in that two sections in each township were designated as school lands, the income of which was to be used solely for educational purposes - sections sixteen and thirty-six.

Prior to the organization of the Territory, the Oregon Provisional Government had taken the laws of Iowa as a model for civil and criminal codes. The educational laws contained in this instrument were also adopted for Oregon.

In 1848 Oregon became a Territory and General Joseph Lane was appointed the first territorial governor. He was a friend of the free schools and with the help of the Reverend George H. Atkinson the first real steps were taken in education in Oregon. He called a meeting at which certain important problems relative to the territory's welfare were discussed. Among those was the matter of free schools. Forty-three attended the meeting and cast their votes, six opposing the schools. This clearly shows that the majority were interested in forming a system of public education.

The first territorial legislature met in 1849 and the Governor's message to that body carried a section pointing out Oregon's need for schools. The law passed at that session provided for a board of examiners, one such board in each county, to consist of three members appointed by the District Judge; it was their duty to examine all persons who wished to be teachers. The particular clause read in part:

> No person shall receive pay for any services rendered as a teacher out of the common school fund, who shall not first have obtained a certificate of qualifications to teach, reading, writing, arithmetic, English, grammar and geography, and also of good moral character, from said board of examiners or one of them; and said board of examiners shall certify what other branches the person receiving the certificate is qualified to teach.

In 1851 this law was amended and the board was elected annually, a system which prevailed until 1854 when the office of County Superintendent of Schools was created, soon after the forming of Multnomah County. Teachers were examined in "Orthography, reading, writing, and arithmetic, English grammar, and geography," and certificates were granted for one year only.

> On April 18, 1850, at a term of the United States District Court held at Hillsboro, the Judge appointed a board of school examiners for Washington County. This county then included what is now Multnomah as well. The three members of this early board were: Dr. Ralph Wilcox, then and for many years later, Clerk of the United States Court. Rev. J. S. Griffin, editor of the first newspaper, the Oregon Spectator; (incorrectly given - should read the Evangelical Unionist, a Tualitin publication) and Rev. Cushing Eels, a missionary who afterwards had much to do with the history of Pacific University.

In a "History of the Public Schools of Multnomah County," by Mr. T. L. Eliot, published in the Oregonian of March 7, 1876, it is related that --

> The Territorial laws of Oregon, as promulgated in 1850, provided for a system of public schools in the various counties, and required the commissioners to divide the territory into convenient districts. At that time Clackamas and Washington counties extended to the Columbia river, and the work was performed by Rev. Mr. Atkinson, of Oregon City, for the former and Rev. Mr. Lyman, of Forest Grove, for the latter county. It may be imagined that those first districts were frequently conspicuous by the absence of either population or school privileges. Some of them reached to Mount Hood, or had nebulous boundaries

> in the backwoods, and swamps. Districts from No. 2 to No. 7 originally occupied the portion of the county east of the Wallamet. Upon this side of the river, No. 1 was described with the boundaries it has now. As people settled upon the lands, the original limits of most of the districts were contracted and new ones formed, so that there are enumerated thirty-six on the school map in the superintendent's office.

Elsewhere it is recorded that "the school district embraced all of the area contained in the present Multnomah County west of the Willamette River, together with Clatsop, Tillamook, Washington and Columbia Counties."

In October, 1851, the previous year's school board posted, in several public places, notices of a meeting to be held in the "School House" on November 7, for the purpose of electing three School Directors for the ensuing year, and to see what provision could be made to secure a house in which to establish a school. Directors elected were Anthony L. Davis, Alexander Campbell, and Alonzo Leland. The meeting adjourned until the following Wednesday.

At a second meeting, held soon after, Alexander Campbell "resigned as one of the School Directors chosen at the last meeting, on account of his not having the qualifications of a voter." Mr. R. P. Boise was elected to fill the vacancy.

On this occasion there was "an unanimus vote of the citizens present to raise by direct tax, a sum sufficient, when added to the money belonging to the district from the County, to amount to one thousand dollars for instruction." The "School House," previously described, where instruction was already available for a fee, was privately owned, and J. T. Outhouse, teacher of the school, stated that he had "only obtained permission from the proprietors to use the house until it should be sold, rented or otherwise disposed of." He went on to urge the "importance of having a school house, to be used as such, so that it would always be neat, clean, and in order."

On December 6, following, there appeared in the Oregonian, this notice:

> In pursuance of a vote of the Portland School District, at their annual meeting, the Directors have established a Free School. The first term will commence on Monday, the fifteenth instant at the school house in this city, near the City Hotel, (John P. Outhouse) teacher.
>
> The directors would recommend the following books to be used in the school, viz: Sander's series of Spellers and Readers, Goodrich's Geography, Thompson's Arithmetic and Bullion's Grammar.
>
> ANTHONY L. DAVIS, R. P. BOISE
> ALONZO LELAND - Diretors

Thus was the first public school in Portland opened in the old building known as the "School House," next to the "City Hotel" at First and Oak Streets.

Mr. Outhouse, Portland's first teacher, was a native of Nova Scotia. He was 22 years of age when he started to teach, and had lived in Portland about a year before his appointment. His first class contained 20 pupils. Thereafter the number increased rapidly. Mr. Outhouse received $100 a month, two thirds of it paid by Portland and one third from the County School Fund. When not busy with his duties as a teacher, Mr. Outhouse found various means of employment. He "laid crossroads" and unloaded vessels. He also "wrestled with fever and ague."

Mr. Outhouse conducted the first term of six weeks so successfully that upon its conclusion the public examination which followed met with hearty approval. Immediately, a second term was started and ultimately met with equal approval.

Notwithstanding this encouraging start, public acceptance of free schooling was not yet universal. Nor did a second successful term stimulate full support. Only through the influence of the "Friends of free schools," so called, was the enterprise allowed a trial, and even then not without criticism. An editorial which appeared in the Oregonian for July 3, 1852, under the title, "Ginger Cake Council," read:

> We have cause to know, and therefore are just now reminded of the fact by the visit of the tax gatherer, that there convened another council on the first of November, 1851, in the city of Portland, O. T. known as the "Common School Council," but more familiarly, however, as the "pie and gingercake Council." Self-called, self-elected, that voted a thousand dollars in addition to be paid by our citizens for pedagogueing some dozen or two of children.

In the Oregon Weekly Times for July 10, 1852 appeared an answer to this editorial.

> It may be proper for me to remark that at that meeting some of our most respectable citizens, including the County School Commissioners, the Rev. H. Lyman, were present, and took an active part therein, and heartily advocated the organization of a free school, under the school law of the territory, and the imposing of the direct tax.
>
> * * * * previous to these meetings, the School Commissioner, Mr. Lyman, called Mr. Dryer, and solicited his attendance at these meetings, and co-operation in our school affairs, and he then gave no intimation that he had objections to common schools.

* * * * I will now refer to what the new directors have done. They have taken the oath of office - - they have organized and chosen their chairman and clerk, they have required the clerk to give the proper bond, and accepted said bond; they have established a school, hired a teacher, and assigned him his work; they have frequently visited the school, and enquired into its condition and progress; they have required an examination of the scholars in public at the close of the first quarter and witnessed said examination and been satisfied with the teacher, that he was a laborer well worthy of his hire. They have ascertained as nearly as possible, the percentage of tax to be collected to meet the vote of the district, and have fixed upon one mill on the dollar; they have authorized and required the clerk to collect the same, and said clerk has called upon the tax-payers generally, as he has had opportunity, and collected a part of said tax; he has found some few disposed to complain, but general disposition to pay when they learned that said tax was 'in conformity to the provisions of the law.'

The school is under the teachings of a well qualified and experienced man, who knows his business and is capable and willing to attend to it- - who is ever ready and ever solicitous to receive, at the school room, the visits of the parents of the scholars, and such others as may have an interest in the progress of the school, * * *

* * * * Instead of some 'dozen or two' our school numbered during the winter term, 80 different scholars, and the average daily attendance for the whole term was 41.

During the term just now closing, I am told by the teacher, that the average attendance has been greater than during the winter term, and complaints have been made by some parents, that the number was too large for one teacher, considering the variety in age and attainments of the scholars. * * * *

A friend of our Free Schools.

Horace Lyman, School Commissioner for Washington County, wrote an explanatory letter to the Ginger Cake Council editorial, July 24, 1852:

The matter of free schools I regard as one of vital importance, not only to every parent and philanthropist, but also to every citizen and property holder in our community. And hence I cannot but regard it as a peculiar unhappiness that here, at the commence-

> ment of an effort to establish a free school, on a permanent basis, according to law, that effort should be misunderstood, and that difficulty from any cause should arise out of it. In such a cause, all personal and party feeling should be laid aside, and all should strive together for the promotion of the great object. Neither should it be forgotten, that free schools and higher academic institutions, are not antagonistic in their tendency, but, when properly conducted, are made mutual helpers, in promoting each other's prosperity and the public weal.

An editorial appearing in the same issue of the Oregonian answered Mr. Lyman's letter and objected to "an extra-officiousness in some who, unfortunately for the free school in this city, had been placed in responsible positions. Men of character, in whom the people have confidence, should be selected to collect school tax in which case there would be an end to the complaints now made of lukewarmness on the part of the people to encourage and sustain free schools in our midst."

A third term was begun, however, in spite of the controversy, and because of the increase in attendance, an additional teacher, Miss Abigail Clarke, was secured. With the approval of a meeting held in November, 1852, the school was divided into two units; Mr. Outhouse, re-hired at the same salary, taught the advanced "scholars" in the old "School House." Miss Clarke, at a salary of $75.00 a month, taught the second unit in a building on First Street, between Taylor and Salmon streets.

Miss Abigail Clarke arrived in Portland, September, 1852, from her home in South Hadley, Massachusetts. On reaching Portland she taught a few weeks in the Portland Academy and Female Seminary, which was then in its second year under the management of Mr. Buchanan; but she gladly accepted an offer to teach in the public school.

On November 20, 1852, an editorial appeared in the Oregonian, stating that the citizens at the annual school election had voted a tax of $1600, to support the free school.

With this needed money at hand the third term commenced on Monday, December 6, 1852, Miss Clarke instructing "scholars" in the "first rudiments of learning," soon having an average daily attendance of over 90 pupils and a total enrollment of 126.

> The loft of the building in which Miss Clarke heard her classes was used as a storeroom for crates, barrels, and packing boxes that had been used in shipping Freight from San Francisco to Portland. The pupils ranged about three sides of the room, sat on long benches and those who could not be seated found places on the steps leading to the loft. The pupils were all sizes and ages. Many had forgotten their accomplishments during the long trip across the prairies, on the

journey West. Others whose parents had taken a personal supervision of their work had forged ahead and were rapidly promoted.

The front windows of this building faced the street, much to the annoyance of Miss Clarke. It was a great temptation for passers-by to peer into the windows and on one occasion "some mischievious boy (hoodlums were unknown then) commenced a series of 'rappings' on the window panes, and when he suspected danger, scampered for the hazel brush hard by". Miss Clarke, provoked by the interruption of class work, laid a trap for the youngster. The task of catching the "young rascal" was detailed to Frank Hill, one of the pupils. This was unexpected sport for the boy. He waited patiently for the next series of taps and darted with great glee after the "unsuspecting urchin," bringing him back in triumph to Miss Clarke, who lost no time in thrashing the "small boy in brown."

Before long the angry father was "rapping" on the door demanding an explanation. "Receiving none, he hastened to the School Clerk who informed him that if he did not go slow, Miss Clarke would thrash him too."

From these reminiscences, sent by Mr. Outhouse to T. H. Crawford, it is evident that trouble was not unknown with the "big boys and girls. The boys would play truant and you could often find them playing cards during school hours. No one visited the school; the teacher had to work out his own salvation."

But whatever the problems of deportment may have been, it would seem that the fundamental studies were taught with a fair amount of success, notwithstanding that the most serious handicap to efficient teaching was the scarcity of textbooks.

Mr. Outhouse gave up teaching for other employment in March, 1853. Immediately the Board issued a "District School Notice" in the Oregonian, stating:

> The district School will re-open on Monday next, at the usual hours, and at the old places. As far as practicable, parents are requested to aid the directors in effecting a classification of the scholars, by sending children that are more advanced, to the school at the north end of the town in charge of Miss Clarke, and those in their A. B. C.'s, and easy lessons, to the primary school in the room adjacent to the store of Butler and Keiser, on First street.
> By order of the Board. Portland, Mar. 12, 1853.

May 28 was designated as examination date for "scholars." Miss Clarke continued to teach until the middle of the summer, when she secured a position in an academy at Oregon City.

After Miss Clarke's withdrawal, interest in the public school seemed to lag. There is no record of any school meeting being held in the fall of 1853. This may be attributed to the lack of money, but an "Exhibit of the Financial Affairs for Washington County" for the year ending July 1, 1854, appearing in the Oregon Weekly Times, July 29, 1854, shows:

Amount of school tax for 1852-43 remaining uncollected July 1, 1854		$81.42
Amount of school tax for 1852-3 returned as "delinquent" July 1, 1854	$45.71	
Sheriff's commissions on collections	2.50	
Net amount of collections during year	33.22	81.42
Balance remaining in Treasury July 1, 1853		644.61
Amount paid Treasurer by Sheriff during the year, as per receipts		43.02
	Total	637.63
Orders on Treasurer paid during the year	$376.15	
Treasurer's Commissions	6.14	382.29
Balance remaining in Treasury		305.17
Unpaid Orders on School Fund outstanding		245.17
Balance in the Treasury unappropriated		60.17

These figures indicate that taxes were coming in and that the schools were able to meet their expenses.

During the fall of 1854, Thomas Frazer, Esq. tried to reawaken an interest in the school question. At his own expense he had notices printed announcing a school meeting but did not succeed in securing a quorum until the sixth attempt. There appeared in the Oregonian of December 7, 1854, the following:

A Call

We the undersigned legal voters of the Portland school district, deeming it important that the district officers should be appointed and our public school reorganized, hereby, annex our names to a call for a special meeting of the legal voters in this district to convene at the School House on First street on Monday evening, December 18, 1854, at half-past six o'clock, then and there to elect,

1. A Chairman and Secretary of said meeting.
2. A board of three School Directors.
3. A District Clerk

and transact such other business, etc."

Many prominent citizens signed this notice. Among them were Thomas Frazer, W. S. Ladd, Shubrick Norris, Josiah Failing, H. W.

Corbett, P. Raleigh, L. Limerick, D. Abrams, T. N. Lakin, A. D. Shelby, and Anthony L. Davis. The first three were elected directors of the school board and A. D. Fitch was elected clerk.

In December, 1854, Multnomah County was organized. Previously Portland had been a part of Washington County, with Horace Lyman and J. M. Keeler, successively, as County School Commissioners.

L. Limerick was appointed first Multnomah County School Superintendent, in January, 1855. In March of the same year, the city was divided into two districts, with Morrison Street as the dividing line. North of Morrison Street was the original school District No. 1. It contained most of the valuable property of the city and had 339 children of school age.

South of Morrison was the new District No. 2. This section of town was sparsely populated and had far less taxable property. It contained 209 children of school age. The directors were Wm. Patton, Col. Wm. King and E. M. Burton, with D. C. Sturtevant as Clerk.

In June, 1855, W. F. Boyakin was elected County School Superintendent of Multnomah County, succeeding Mr. Limerick. He received a total of 300 votes. Col. Keeler, who also aspired to the office, received 233 votes.

A few days after his election, W. F. Boyakin wrote an article for the Oregon Weekly Times stating that "Several literary gentlemen, and many intelligent persons especially friendly to our Common School System, have advised and proposed that some general convention of Teachers, patrons, and friends of Education should be held in the Territory." He therefore suggested 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, 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."

In response to this appeal, an article appeared in the Oregon Argus of July 28, 1855, signed by "A Teacher" of Polk County, approving the move to call a convention of teachers as an aid to better teaching, management, and the choice of textbooks.

The Oregon Argus of September 1, 1855, printed a notice of a Teachers' Convention to be held "at Salem on Wednesday, 17th day of October next." This convention held in response to Mr. Boyakin's former appeal was intended to attract teachers from all parts of the Territory. Unfortunately, "Indian excitement" prevented the teachers of Multnomah and Washington Counties from attending. One of the teachers from Portland wrote to the paper explaining the absence, and suggested that the Territory be divided into a Northern and Southern district to accommodate all persons interested.

This suggestion was no doubt carefully considered, for, as recorded in the Oregon Argus, a convention was held at Forest Grove in February, 1856, and the "Washington County Teachers' Association" was organized. The convention agreed to encourage the establishment of County institutes and associations.

On July 7, 1855, the directors, consisting of Frazer, Ladd, and Norris, advertised in the Oregonian, for a "competent person to take charge of the Public School in District No. 1." Sylvester Pennoyer, a young lawyer, had recently arrived in Portland. He had left his home in New York hoping to build up a practice in Puget Sound. Finding the prospects very discouraging, he sold his library and was returning home, by way of Portland, when he noticed the advertisement in the paper, and at once sought an interview with Mr. Frazer. A salary of $100 a month was offered the young lawyer, who considered this amount too small and demanded $125.

> This bit of presumption has ever since been a source of much wonder to Mr. Pennoyer. In New York State, he had been satisifed with $20 or $30 per month for his services as a pedagogue. But Mr. Frazer me nt business, and, evidently fancying the young man (Mr. Pennoyer was 24, then) he told him to go ahead. Off to the County School Superintendent's office he went. W. F. Boyakin, lately elected to succeed Mr. Limerick, was a Baptist minister, living on the north-east corner of Yamhill and Second streets. Here Mr. Pennoyer found the School Superintendent at the wash-tub. Making known his errand, Mr. Boyakin rolled down his sleeves and proceeded to put Mr. Pennoyer through the 'regulation' quiz in the various branches. He gave him a certificate and an 'extra endorsement.'
>
> Mr. Pennoyer taught six months in the 'School House.' The first Sunday Mr. Pennoyer spent in Portland, he repaired to church in his best 'bib and tucker.' Among other articles of apparel, he was, as he supposed, the fortunate possessor of a 'swallow-tailed' coat which was quite fashionable 'at home.' He was quite abashed to find that either he was far ahead or far behind the elite of Portland as not another 'swallow-tail' was to be seen. He made no inquiries, but took the first opportunity to present his coat to a very excellent farmer 'just out from town aways.' This farmer is now one of our substantial men, and, by the way, that 'swallow-tail' did respectable duty for several years afterward.

[illegible] was the story related by Mr. T. H. Crawford in his "Historical [illegible] on the Public Schools of Portland, Oregon, 1847-1888."

Mr. Pennoyer started teaching in the fall of 1855 in the "School House." He taught for six months with an average daily attendance of 30 pupils, some coming from a distance of three miles.

In the autumn of 1855 District No. 2, south of Morrison Street, also opened a school at the Southeast corner of Second and Jefferson Streets. Col. J. M. Keeler, a new arrival in the city from Forest Grove, where he had taught in Tualatin Academy, was engaged as teacher. He received a salary of $150 per month. An assistant, whose name Col. Keeler could not later recall, was employed to help him, as the attendance numbered 100 pupils. The school lasted for six months and was then discontinued for lack of funds.

The schools in both districts were hampered by the lack of funds, and after the close of his school, Col. J. M. Keeler, who realized the futility of trying to maintain two school districts in such a small community, tried to bring about a consolidation.

On petition of the citizens of District No. 2, Superintendent W. F. Boyakin, issued a notice of consolidation on March 31, 1856, with the provision that each district should pay its own debts contracted to date. A meeting was called for April 16, 1856, at the "School House." At this meeting the following officers were elected: Thomas Frazer, Chairman; J. M. Keeler, Secretary; William Weatherford, Josiah Failing and Alexander Campbell, School Directors and Thomas J. Holmes, clerk. Mr. Campbell resigned in August and John H. Couch was elected to replace him.

Mr. Crawford's report went on to say that "for over two years after the close of Mr. Pennoyer's school no record has been found that gives any definite information concerning the public schools as to disposition of the pupils or the fund."

On May 12, 1856, the directors called a business meeting to consider the matter of erecting a suitable school building, and reported that an estimated sum of $4500 would be needed. To this proposed expenditure Benjamin Stark objected, stating that the county would soon be in need of a jail and the extra cost of a school would be a great burden to the community. Colonel Keeler in answer to this objection remarked that if education was more carefully fostered, a jail would be a useless burden. A favorable vote was finally cast and a committee consisting of J. Failing, H. W. Davis, Wm. Beck, S. Coffin and A. M. Starr, reported in favor of Block No. 179, costing $1000. A vote of 63 to 45 was cast in favor of the purchase. On May 29, by a vote of 39 to 13, the citizens approved a tax of $4000 for site and enclosure of building. The Board advertised for bids on August 9, 1856, in the Oregonian:

NOTICE

Is hereby given that Sealed Proposals will be received until 2 o'clock P. M., August 16th, 1856, by the Board of School Directors, of Portland,

School District No. 1, for building a School House, and furnishing all material for same, according to plan and specifications, which can be seen by calling on Dr. Wm. Weatherford, School Director on Front Street. The contract will be awarded to the best and lowest bidder. By order of

WM. WEATHERFORD
JOSIAH FAILING School Directors
JOHN H. COUCH

THOS. J. HOLMES
School Clerk

Portland O. T. August 8th, 1856.

The contract was awarded to E. M. Burton and R. D. Carson for $2,993 and called for the erection of the building and the laying of the floors. On April 24, 1857, a tax of $4,000 was voted to complete the building. During the summer of 1857 contracts were let for plastering and painting.

The first school in the new or Central Building was opened on Monday, May 17, 1858, with L. L. Terwilliger as principal and teacher of the Intermediate section. He had for his assistants Mrs. Mary J. Hansill, teacher of the Primary, and Owen Connelly. The total registration as given in the principal's report of July 23, was 280. Of these, all but two lived east of Seventh Street. Most of Portland's residences were then on First, Second, Third, and Fourth, "with quite a number in Couch Addition."

The first public schoolhouse stood in the midst of a clearing, with the tall spires of firs surrounding it. Huge stumps cluttered the open space that formed the playground for the school children.

The building was a two-story frame structure, painted a grayish-white. A board walk led up to the front "stoop," on which opened the double doors of the entrance. These doors led into a hall which traversed the length of the small building, and from which stairs at either end led to the rooms above. The lower floor was divided into two rooms. The upper floor contained one large room and a hall corresponding to that on the lower floor.

The furnishings were plain and crude. Clumsy wooden desks seating two persons, were fastened with cleats to the floor, and a plain table and chairs were the teacher's equipment. Rough recitation benches stood along the walls. The windows were small-paned, high and [illegible] with no shades; light was tempered by dirt which rapidly accumulated on them. The wood for the huge heating stoves was brought from [illegible] sheds where it had been stacked by the older boys. In severe

weather, the pupils often huddled around the huge stoves for warmth. Water was carried in large pails from wells in the neighborhood. This privilege was much coveted by the pupils, as giving an opportunity to leave the school grounds.

School books were few and miscellaneous, and were difficult to procure. There were no railroads and the freight rates on San Francisco steamers were high, making the cost of texts almost prohibitive. Most of the books in use during the early period of the schools were brought to Oregon by wagon train. Series of books were introduced into the schools, and, as the choice rested with the teacher, these were frequently changed according to individual taste.

It should be observed that in 1858 certain legal qualifications had to be met before children of Portland residents might be admitted to public school classes. At a meeting on April 20 of the legal voters of District No. 1, a lengthy set of "rules for the government and regulation of the school was adopted and ordered furnished to the newspapers of that city. In that instrument under "Admission of Pupils," it was provided that:

> Sec. 1. All children between the ages of four and twenty-one years, whose parents or guardians reside within the District, may be admitted to the school free of charge, except as provided in the next section.
>
> Sec. 2. In all cases where parents or guardians have not resided in the District, for a period of three months, or paid a tax, or be liable to be taxed in the District, a charge shall be made of four dollars per quarter for each pupil, to be paid to the clerk in advance.

The instrument stipulated that the "school year shall consist of two sections of twenty-three weeks each." The first Monday in May and the first Monday in November were division dates, with each section divided into two quarters, of eleven and one-half weeks each. In this way school was in session the year round, with vacations allowed only at the close of quarters, or for a total of about six weeks a year. Class hours were from nine to four, with a twelve to one o'clock lunch period and a ten-minute recess morning and evening. Under "Departments, studies, etc." the requirements read:

> Sec. 1. There shall be three Departments - the Primary, the Intermediate, and the Higher.
>
> Sec. 2. The studies to be pursued in the Primary department shall be Reading, Spelling, Elements of Arithmetic and Elements of Geography.

Sec. 3. The studies in the Intermediate department shall be 4th and 5th Reader, Davies School Arithmetic, Colburn's Intellectual Arithmetic, Monteith's Manual of Geography, Greene's Elementary Grammar, Penmanship, and Vocal Music.

Sec. 4. The studies in the Higher department and the text books shall be 5th Reader, Spelling and Defining, Davies University Arithmetic, Greene's Grammar, McNally's Geography, Davies Natural Philosophy, Book-keeping, Penmanship and Composition.

Sec. 5. In all cases there shall be uniformity of text books and no new text books shall be introduced without the consent of the Directors.

The school returns for the county for 1858, with all but three district reporting, showed 882 persons within the school age limit.

Late in October, 1859, the Oregonian announced that "The new bell of the public schoolhouse has been hung in the cupola. It is of fine tone and can be heard in any part of the city." The school had four teachers, Mr. Terwilliger, principal, Mr. Pennoyer, Mrs. Hensill, and Miss Way.

When the Civil War broke out the boys and girls of the school raised money for a flag and flag-pole. The girls made the flag on a sewing machine owned by Mrs. Henry L. Pittock.

The school report for 1860 shows that the school was divided into three departments, with Mr. Terwilliger as principal of the higher department, Mr. Pennoyer as principal of the intermediate department, and Mrs. Mary Hensill as principal of the lower department, with a total enrollment of 272 pupils. The report for the following year shows a slightly diminishing enrollment. The principal of the higher department was George C. Chandler, with Miss E. J. Way as assistant. Mr. Pennoyer was principal of the intermediate department and Mrs. Hensill principal of the lower department. These reports are enlightening, as they indicate the struggle of the public school to survive.

Mr. Pennoyer had taught in the public school for six months, in 1855, which, according to Scott's History of Portland, ended his career as a pedagogue. That he also taught in 1860 and 1861, is shown by the school reports and is confirmed by three letters from Mr. Pennoyer to the school board. These letters were written in March, May, and July, 1861, and were letters of application for the position of principal of the school, and contained many suggestions of policy to the school board written in a courteous but almost dictatorial manner. Evidently the board did not appreciate the suggestions, because Mr. [illegible]'s name does not appear in the school reports for the following [illegible]. However, he did serve as superintendent of the county schools

for some time. He later became Governor of the State, and was known as a man of fearless character. His executive ability was indicated by the notice published in a Portland paper on December 26, 1861, requesting the teachers of Multnomah County "To meet at the Public School-house in Portland on Thursday the 26th of December for the purpose of forming a County Teachers Association." This is the first recorded attempt to establish a County organization, and as far as can be verified, the last, until the year 1869.

In 1862, by means of a series of newspaper articles, Mr. Pennoyer's activities as County Superintendent were brought to the public notice. Political and administrative friction had developed, matters explained in detail in the chapter dealing with Educational and Social Problems. In one instance, Superintendent Pennoyer had been accused of writing a poem which found its way into print in the Oregon Democrat. A portion of this poem, colored with Southern secession sympathy, was reprinted with editorial comment in the March 1 number of the Oregon Sentinel, of Jacksonville, Oregon, from which it is quoted:

> The Oregon Democrat, a little Haley's secession organ, has been shut off from mail facilities. This is the paper that celebrated in poetic numbers the rebel victory of Bull Run. We make an extract for the benefit of our readers:
>
> "Of valiant chieftans, too, we boast,
> Who fought and bled amid the host -
> A brave and gallant band -
> Not Wellington, nor Bonaparte;
> But Davis, Lee and Beauregard -
> The glory of the land."

On the same date the Morning Oregonian carried the following:

> Mr. Sylvester Pennoyer denies in the "Times" that he is the author of the poetry in the Oregon Democrat in which "Beauregard and Davis" are claimed as "the glory of the land;" or that communication in the "Advertiser," in which prayers are recommended that "God would paralyze our national arms" Mr. P. should thank us that we have enabled him to put himself right before the public.

And again on April 26:

> The "Advertiser" denies that its editor recommended prayers that the "national arms should be paralyzed." The Advertiser does not deny that the expression appeared in that paper, and though the editor's attention was called to it, time and again, he refused to disavow the offensive remark;

> and, as a matter of course, under such circumstances he indorsed it. Too late, Mr. Advertiser, to withdraw this evidence of your treason -altogether too late.

The "Oregon State Educational Association" had been organized at Portland on December 28, 1858, (see the chapter on Teachers' Institutes) and was reorganized at a meeting in Salem, on August 10, 1861, when it adopted a constitution and transacted other business. A committee headed by Mr. Pennoyer attempted to bring about unity in the use of school texts, but without any definite results. The association agreed "to meet annually on the first Wednesday of August, at such place as may be selected by the members."

A number of resolutions were passed, pertinent to the development of schools of this period:

> Resolved: That this Association will meet as a Teacher's Institute, in Salem, on the first Mondays of November, 1861, and March, 1862, at four o'clock p. m., for the purpose of general and critical courses of instruction to the teachers in the best practicable methods of teaching the common and higher English branches of education, adapted to District Schools and Academies.
>
> 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 these sessions of the Institute.

The members and officers of the Institute included teachers from both private and public schools. During this period teachers often changed employment from the private to public schools and vice versa.

Probably the figure most active in building the Portland public school system was the Reverend G. H. Atkinson, who moved from Oregon City to Portland in 1863. He later became County Superintendent, and served the schools in many ways. He was a prolific writer of letters to the local papers, furnishing in this manner much publicity for the free schools of Oregon, and stimulating the organization of schools in outlying districts of the county. Atkinson has been called "The Father of Oregon Schools."

Meanwhile, the State Teachers' Association had been rather inactive, as indicated by a special meeting of the executive committee in February, 1864, which passed a resolution with a "dig" for the indifferent ones:

> 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.

This resolution must have had a salutary effect, for at the meeting at Albany, in August, 1864, 21 new members were admitted, and the session lasted for four long days. From a detailed report, some interesting discussions took place and some advanced ideas on education were expressed. The question of instilling patriotic ideas into the pupils was debated, even as it is today. A committee was appointed to draft a school law to be presented to the State Legislature at its next session. Before adjournment, the following resolution was adopted:

> Resolved, that we as Teachers, pledge ourselves to full and earnest support of 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 vestige of both shall be swept from the State.

Population was increasing in Portland in the year 1864, due to the constant arrival of settlers. The consequent increase of pupils in the public schools is shown by the following news item in the Weekly Oregonian, June 18, 1864.

> The Public School:- The Public School examination, during Wednesday, Thursday, and Friday, passed off with credit to the teachers and pupils. It is a pleasant thing to attend these examinations. The large, cool, airy school rooms, well provided with

> seats, blackboards, maps, and all things needed for the comfort of the Teachers and scholars, form an attraction to the visitor and while they are honorable, to the city and the school directors, they remind us of old times, and old school houses, at the cross roads, in out of the way places, properly furnished for summer's heat or winter's cold, uninteresting without and repulsive within. But times have changed, and so also has the public feeling with regard to schools. In keeping with our noble structure are our methods of instruction. The books are generally of the choicest kinds; the teachers seem to appreciate their advantages. They appear to exercise a firm, yet mild government. Order prevails in all the departments. The pupils seem well disposed, and the evident purpose is to secure thoroughness, with steady progress, even though it be slow. Parents would do well to visit the public school often; it would stimulate their children and aid the teachers. Mr. E. P. Beebe, as the Principal, furnished us with the following report at the close of the quarter last evening. The teachers are: Miss E. A. Way, Assistant in Senior department, Mr. J. S. Freeman, intermediate, Miss King and Miss Henderson, Primary. The school has registered in all its branches 161 males, and 131 female scholars, with an average daily attendance for the term, 178.

The school report of the quarter ending October, 1864, gives a total enrollment of 341 pupils and contains a complaint of the crowded conditions of the schoolhouse. This was an increase in enrollment of 49 over the previous June report.

A letter from Mr. Atkinson, to the Oregonian of August 24, 1864, gives some light on the existing conditions in the outlying school districts of the county.

> In a recent communication I called attention to the commendable interest which several of our districts had shown in their organization, in their support of good school, three, six and in some cases nine months in a year; and in the suitable location and convenient structure of the majority of the school houses.
>
> It is due to the district committees to say, that they have evidently sought to employ competent and faithful teachers, and to make the school worthy of the patronage of all the families

in their districts. With the limited funds which some committees have at command, they cannot of course do all that is desirable for the highest efficiency of their schools. In some cases, there are divisions of sentiment in the districts, which seriously cripple the action of both the trustees and teachers of school. In others there is a most desirable co-operation and harmony, and such districts reap the greatest advantages. In every case the regularly chosen committee, with the school law before them, ought to exercise their authority and do their whole duty for the good of the school, without fear of partiality, and they will at least be appreciated. - -

G. H. ATKINSON,
Superintendent of Common Schools.

In November, 1864, a law was passed authorizing the sale of school lands and the management of the Common School Fund and providing that these lands should be sold to actual settlers only, "at the price of one dollar and twenty-five cents per acre payable in any lawful money of the United States." A provision was added that land designated as "State lands, sold or to be sold subsequently to such designation of location, shall be sold for two dollars per acre."

The Oregonian for December, 1864, contained a letter from Mr. Atkinson, in part as follows:

"Laws concerning the Apportionment of School Fund.

Section 5 of the School Law - - Article 4. The County Superintendent "shall on the first Monday of March, of each year, make an apportionment of the entire school fund then in the County Treasury, among the several School Districts of his County that have reported to him, as required by this act. In proportion to the number of persons in the District over the age of four and under twenty years; - - - he shall draw orders on the Treasurer in favor of the Districts for their respective shares, and immediately transmit the same to the Clerks of the Districts.

Section 12. - - - Concerning School Districts. - - Districts shall not be entitled to their portion of the school fund at the disposal of the County School Superintendent, unless they shall report to him by the first Monday in March of each year and shall have had a school taught in their District of three months duration. When thus forfeited, it shall revert to the County Fund, and be subject to general apportionment."

> Districts having schools sustained by tax or otherwise, will see the necessity of organizing regularly, and reporting thru (?) their clerk, in his official capacity, if they wish to secure their portion of the School Fund.
>
> G. H. ATKINSON
> Superintendent of Schools for
> Multnomah County."

In the year 1865, the crowded condition of the one school building was still more evident than in 1864, as the enrollment was almost doubled, reaching a peak of 734. Lacking a sufficient number of rooms, or of teachers to handle this number, a great deal of criticism and dissatisfaction resulted.

An editorial appeared in the Oregonian for September 19, 1865, which compared the public schools unfavorably with the private schools, stating that there were over 400 pupils in the public school and that many were seated on the stairs for lack of proper accommodations.

In August, 1865, the Board inaugurated a new arrangment, permitting 140 pupils in the higher department, 60 in the intermediate department, and 70 in the primary department, making a total of 270 pupils in the school. A condition of attendance was that of absolute punctuality; an absence of three days was sufficient to lose the pupil his school privilege. In October, a vacation was declared until the new school house should be completed in the latter part of January.

The new "Harrison Street School," as it was called, was a frame structure of two stories, each divided into two rooms, vestibule, hall, and closets, with a basement to be used for fuel and storage. It opened on January 25, 1866, with R. K. Warren acting as principal, and with an enrollment of 160 pupils. Central School had an enrollment of 256. For the quarter ending the following October, the reports give an enrollment of 326 for Harrison Street School, and of 372 for Central School, showing a substantial increase for the school year.

An editorial in the Oregonian about this time, comments as follows:

> The City of Portland can boast of two very elegant public school houses, which are a source of pride to all of the inhabitants, but it is a little singular that there is no means by which the children can reach either of those houses without wading through mud ankle deep to some of the older ones. If it is deemed impossible by the directors for them to see that a few planks are laid down that the children may get to the schools without difficulty, we presume a subscription paper could be started for the purpose of defraying the expense.

From this time on there was marked interest and progress shown in the public schools. The year 1867 proved one of activity in planning and building, and fruitful in ideas and controversies. There was a great deal of opposition to the methods of procedure, but the supporters of the public schools felt that the results justified the steps taken.

That Portland could well afford school improvements is shown by a federal census which rated it "the wealthiest city in the American Government in proportion to its population." A local census at the beginning of the year shows there were 1,735 children between the ages of four and twenty in Portland, although only 702 were attending the public schools. The amount paid to teachers in District No. 1., in the preceding year, was $10,713, and the average monthly salary of teachers was $44.18. This is not quite the whole story, as the "male teachers" always received more than the "female teachers." Mr. Atkinson mentioned that the latter received $28.34 per month. The cost per pupil was estimated at $4.82.

Multnomah County, too, was prosperous, as it was paying nearly half the revenues of the state at that time. The county was divided into 31 districts, five of which were temporarily inactive. District No. 5 later comprised the Mt. Tabor school area, when it was incorporated into the city school system. District No. 1 included the City of Portland, and No. 21 the East Portland School.

An account of the exercises of the latter appeared in the Oregonian for January 1, 1867:

> During the last fifteen months, its sessions have been continuous, with an occasional vacation, amounting in the aggregate to about eight weeks. Perhaps no school on the Pacific Coast has made a more distinguished and favorable progress than this during the first year. The district, No. 21, contains some 80 children, but owing to the sparse settlement of the embryo city, an average attendance of scholars only reaches 35.

The account continued with a colorful description of the exercises and presentation of awards for merit, and concluded:

> It was the most successful affair of the kind we ever witnessed. At a late hour, the benediction was pronounced upon an audience enthusiastic with delight and pride.

The need for more thorough grading in the schools was felt at this time, as reported by Mr. Atkinson, who said:

> To crowd 300 little children into two rooms and require four teachers to fit them for the middle or first Grammar department is a task too great for teachers and pupils. Our first remedy is to have rooms suitable for 30 or 60 primary pupils, properly classified under one teacher and the rooms being so connected that all can be together for general exercises.

At the school meeting of April 3, 1867, the Board purchased a block in the Fifth Ward, and assessed a tax of 2½ mills against all assessable property, to raise the money for a new school building. A resolution admitting colored children to the public schools was introduced but not adopted. On the contrary, $800 of the school fund was voted for use to aid the colored people in establishing a school of their own.

In the fall of 1867 the school for negroes was opened at Fourth and Columbia Streets, with Abbie S. Young as teacher. It remained active until 1871, when it was discontinued and the colored children were admitted to all the schools.

During the summer of 1867 a school building was erected on block 80, in Couch Addition, at a cost of $12,616.00. The contract was let to the firm of Goodnough and Clark. The Daily Herald for January 7, 1868, describes it as -

> ... a building which is 50 by 80 feet, with two wings, one on the north and the other on the south side, 12 by 40 feet in size. There is a basement of 10 feet which is divided into four main, unfurnished apartments. The first story is 14 feet high and is divided into three rooms, one being of sufficient capacity to render it serviceable for any purpose to which it may be appropriate. The entire building is wainscotte, four feet from the floor, which is a wise provision against innocent damage by the children.

School was opened in the "North Building," as it was called, on February 10, 1868, with G. S. Pershin as principal and with a total enrollment of 216 pupils. The school's name was later changed to Atkinson, in honor of the man who had done so much for Oregon schools.

The school meeting of April 23, 1868, accomplished a number of things in spite of the fact that controversies were so heated as sometimes to require a sargeant at arms to preserve order. An application for erecting a schoolhouse on the Macadam Road was approved, and a building was ordered, not to cost more than $1600. The site chosen there donated by Mr. Stephens and Mr. Terwilliger. It was alternately called the Stephens School, and the Macadam Road School, and also referred to as the South School.

A notice appearing in the Oregonian for August 23, 1868, described some of the improvements which resulted from this April school meeting, as follows:

> The sidewalk has been laid around the block on which stands the North Portland school house, and some other conveniences and comforts added, which render this as good, if not better than any school building in the city. The Central building has been greatly improved in appearance by the addition of a fine coat of paint. In the southern portion of the district, near the residence of Mr. Stephens, a new school house has been erected of sufficient dimensions to accommodate the people contiguous to it. School will be opened in this building on the 7th proximo. We learn that the public schools in the three buildings in the city will be opened next Monday. Some time since we were informed that Professors Johnson and Warren had been employed by the Directors to teach in the public schools, but if others in addition to these have been engaged we have not heard of it.

In the report of the fall opening of the schools no mention is made of the Stephens School, but early in January, 1869, an item stated that "the schools of Portland began with a full list of pupils, and the teachers of the last term were mostly continued, but the school out on the Macadamized road did not open in consequence of the resignation of the preceptress." According to Crawford's Fifteenth Annual Report, John M. Dickinson taught for two months, and Miss Selina Barker took the school in April, 1869. The only separate report that has been found for this period of the school, dated July 15, 1869, states that the "South School term recently closed, with Miss Jeanette Morrison, teacher and which had an enrollment of 22 pupils." The school was finally closed for lack of pupils.

During the summer of 1868, the County Commissioners authorized the county surveyors to make a new map of the school districts in the county. This was to avoid mistakes in listing the number of pupils and, consequently, in the assessment rolls and the collection of taxes. A copy of this map, once in the office of the County Clerk, cannot now be located.

Agitation had begun in 1868, to enact a school law which would establish a board of education and the office of State School Superintendent. Standardization of school texts was also greatly needed. There were in use at this time in Multnomah County, three series of readers, six of arithmetic, seven of grammar, two of geography, two of history, and two of philosophy. This resulted in a waste of the teacher's time and the tax-payor's money. The choice of school books was left entirely to each district committee, and, as these committees

never met to consult with one another, there was no possibility of attaining uniformity. New books were often introduced into the districts by enterprising publishers' agents, with an eye to their own profits, but with added confusion to the schools, Mr. Atkinson commented: "American zeal in the cause of education has stimulated the preparation and multiplication of school books to an enormous extent. It is a safe and profitable business."

The proposed law failed to be passed by the legislature and the schools continued to struggle along under a confused system, until an effective school law was finally passed in 1872.

Political feeling was very strong in all school problems during these years; facts which are related in some detail in a later chapter. At one time a rumor was abroad that teachers were to be discharged for reasons of national disloyalty, but the charges were disproved.

The school meeting for the year 1869, was probably a "hot" one. The Daily Herald, claimed that "The Radical Republicans made a political issue of the school election," and the Oregonian retorted in a long editorial, part of which follows:

> The proceeding at the meeting of last year were disgraceful to the city. The tax-payers and the great body of school patrons who had been and were then careless a bout attending school meetings, felt that they were outraged by the gathering of such a rabble, and they then determined that it should not be repeated, if their personal appearance could avert it. The result is seen in the largest school meeting, Monday evening, ever held in this district; and it was also a very notable feature of the meeting that the voters were the representatives only of the very best classes of our population--very signally in contrast with the meeting of the last year--

This meeting was adjourned to a later date, when a proposal was made to purchase a block of land and erect a building for a high school, but was rejected. Nevertheless, arrangements were made to open a high school in the upper story of the North School. Examinations for entrance were announced as follows: "We are informed by Judge Shattuck that the public schools will be opened on Monday, April 19. During the first week an examination will be held of pupils to be admitted to the High School. The design is to open the High School on the 26th if a sufficient number of pupils qualify."

High praise was accorded the new High School, in the Oregonian of May 5, 1869, which said:

> We understand the experiment of a High School in this city is likely to prove a great success. It is popular among the scholars of the public schools, and

> that is the best evidence of its usefulness. Already one of the beneficial effects of such an institution is visible in the effect it has upon the public schools themselves. Such is the emulation it promotes. Scholars are continually applying for admission who cannot be admitted for the reason that they are not up to the required grade, but return with renewed ambition to reach the desired point of advancement. ....It had been in operation two weeks and the number of scholars exceed 50. The new and commodious room in the North Building, with the most excellent patent seats, is well filled and the kinds of study so diversified that an assistant is needed to Prof. Johnson. We congratulate the citizens of Portland, as well as the projectors of the new plan, on this new and essential element in the intellectual wants of the city, and perhaps in the state. We understand that Prof. Johnson has long been accustomed to this advanced field of instruction, and is well worthy to be the advent courier of so great a movement upon the part of the Public Schools in the right direction.

When one considers the pioneer nature of the state, this was a comparatively early date for the establishment of a High School, and it was a definite victory for the advocates of public schooling. That it was only on a tentative basis, however, is indicated by a motion, made and cafried on April 1, 1872, sustaining and approving the high school.

In September, 1869 the attention of the public was brought to the question of "Compulsory Attendance at School," when the Reverend Charles Brooks delivered an address on the subject. He spoke as follows:

> The great question recurs, what shall we do with the million of children now living, between the ages of four and fifteen, who cannot read or cipher. It will be a blessed day for our nation when Congress enacts a law which will secure education to every child in the country, without reference to the fines and imprisonments of Europe. I had in mind a plan which I think would secure the wished for results, if Congress would embody it in a statute. My plan is this; to concentrate on each child born in the United States, the wise use of the strongest affection of human life, the paternal affections. How can the paternal affections be brought into steady and decisive action on the subject? I answer thus; let Congress enact a law in these words; 'No person, male or female, born in the United States after January 1, 1880 shall be married in the United States, who cannot read, write, and cipher.' This looks

> funny at first, but when comprehensively examined it looks sober and strong. Let us look sharply at it for a few moments. Between this time and 1880 are eleven years. The child who shall be born on the second day of January, 1830 must live and grow twenty years before he or she can get at the safest marriageable age. Now put together these 20 years and 11 years and we have 31 years before the law can come into practical operation. These 31 years will be very precious ones to us. They will be just what we need to educate every family and every parent in the Union into the meaning, power, wisdom, and benevolence of its provision. Thus the law, taking hold of the dearest interests and sweetest hopes of human society, would slide into operation without causing anger or revulsion; thus through all coming time, the strongest bonds of affection and interests of human life will be silently brought to bear on every son and daughter in the United States securing to every one, without failure, education sufficient for all the important duties and common trials of human life.

There was talk in the latter part of 1869 of organizing a county teachers institute, but a permanent organization was not effected until April 1, 1871. It was called the Multnomah County Teachers Association, and "a constitution was adopted and the following officers elected: President, Dr. Atkinson; Vice President, W. H. Rodgers; Secretary, J. W. Johnson; Assistant Secretary, Miss C. F. Ellis; Treasurer, R. K. Warren; Executive committe, T. H. Crawford, J. W. Pratt, and Miss M. A. Hodgson."

During the early 70's the annual school meeting continued to be a center of interest and controversy. There was a great deal of opposition to the high school, and to the establishment of higher institutions of learning, to be maintained by the state. The public did not seem to have much desire to support education beyond the common school, yet it was at this time that the looting of school lands began.

The first of these dishonorable transactions was effected by a legislative act, which diverted the funds from the sale of public school lands to pay a certain company for building a canal and locks at "Wallamet" Falls. The Oregonian was vehement in its opposition, both before and after the passage of the bill, which involved an appropriation of $200,000. It openly called the deal a legalized swindle and a steal, to no avail. It said through its editorial columns:

> Nobody would object to a proposition to aid in

> a legitimate way this enterprise for a canal and locks at "Wallamet" falls, but when it comes to stealing the school lands even to promote a useful enterprise of internal improvement, the question at once takes on a new shape... Here they are, granting a very large subsidy, allowing the recipients thereof to dictate the terms and fix the amount, and refusing to permit any competition to diminish the profits of the job. To complete the whole picture it is only necessary to observe that this subsidy should be drawn - viz. the lands donated by the Government for the endowment and support of the schools of Oregon.

Again in February, 1871, an editorial appeared, giving the report of the Committee on Public Lands, of the Oregon Legislature. One paragraph from the report was given in full:

> That the appropriation of said fund is wise, admits of no question. To put the proceeds of 500,000 acres of land into the hands of the Legislature, to be disposed of at its will for what is called internal improvements, is to open the door to sorts of jobs and schemes of speculation. By an act of the last session, $200,000 of this fund was given to a company to build a canal and locks at the falls of the "Wallamet" , while there was a proposal pending at the same time by another responsible company to do precisely the same work for $125,000. This looks like a gratuity of $75,000 to certain persons. All propositions to allow competition for the contract were rejected, and instead of paying the subsidy pro rate as the work progressed, as is usual in such cases, the whole amount was delivered to the company within 90 days after the passage of the act.

Senator Williams, of the committee, addressed a letter to the Commissioner of the General Land Office, in relation to this grant, and received a reply in which the Commissioner thus stated his view of it:

> The fact that the Constitution of Oregon contained a clause accepting this grant, and devoting it or the proceeds of it to educational purposes, having been passed on by Congress without any objection to that feature, is in the opinion of this office a tacit recognition of the same, and would fully justify the Legislature in disposing of it. In fact, the only question that could arise relative to this grant in your state, would be whether the Legislature, under this constitutional provis-

ion, could divert these lands or the proceeds of them from educational to any other purpose.

This seemed to end the matter. The money had been paid and nothing more was said about it. However, much other looting was to come later. Public apathy in this regard is difficult to understand.

In 1872, the long wanted school law was passed, establishing the office of State Superintendent of Public Instruction and creating the State Board of Education. This Board was to consist of the State Superintendent, the Governor, and the Secretary of State, and was to choose the school texts for the entire state, organize the school districts, and to define the duties of the teachers. The state tax for schools was raised from two mills to three mills.

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Chapter III

City and County Public Schools

1872 to 1883

When, on October 29, 1872, the "act to establish a uniform course of public instructions in the common schools" was passed, the county superintendent was "the highest educational officer in the state, each being the head of an independent school system." To bring these separate county systems into "one uniform and orderly state system, was the main object of this act passed by the legislature."

Consequently, in 1873, began the chain of circumstances that definitely set Oregon free of the idea "That every man should educate his own children and wards and not tax others to do it." Education was made free to all citizens who wished to avail themselves of the privilege with no invasion of the rights of parents who preferred private schools.

School District No. I, which included Portland with a few outlying schools, was the strongest of these "independent systems." Rev. Mr. Eliot, county school superintendent of Multnomah County, said in his Annual Report, for 1873:

> There are 2,374 persons in the county entitled to vote at school meetings. Of this number Portland furnishes 1,630... The whole amount paid to teachers from District Tax in the County was $14,100.52, of which sum Portland paid $12, 906.98... The whole value of school houses and other school property in the county is $111, 189.75, $96,000 of which belongs to Portland... It will be seen that over one half of the children in the county attend the schools of District No. I.

A check list of teachers for 1873 in the Daily Bulletin showed that the following 25 persons were employed by District No. I:

J. W. Johnson	A. Meachen
S. M. King	J. M. Williamson
I. W. Pratt	C. J. Mulkey
J. B. McGibeney	Mrs. O. S. Phelps
Mrs. N. N. Freeman	Mrs. F. A. Holman
Miss Mary Hodgden	Miss M. E. Gibson
Miss Selina Barker	Miss J. E. Briggs
Miss Mary Gallagher	Miss C. Dwyer
Miss Julia A. Sutton	Miss S. Ritchey
Miss Mary Pollock	Miss Sophia Taylor

Miss H. B. Hoover Miss F. Bodman
Miss Annie Shelby Miss E. Monnastes
Miss Katie Blythe

Portland now had four public schools operating in spite of prejudice, complaints, and financial problems, with no one person in authority. Such a condition might be characterized as a hinderance, but in reality it acted as a stimulus to the progress of the schools.

Already Central School was found inadequate after only 15 years of use and was to be replaced by "an edifice" on Sixth Street, between Yamhill and Morrison. In 1873, a wooden structure, costing about $30,000 and called the Central school was built to accommodate both grade and high school, the classes of the latter being meanwhile housed in the old North School opened in 1869.

In dedicating the new building, the Hon. J. F. Caples said: "On April last the High School could only number upon its walls some fifty names, today it shows an increase of more than thrice that number." This increase was agreeably noted since high school training, along with other reforms in the school system undertaken at this time, met and continued to meet with bitter opposition "from want of a thorough understanding of the facts and necessities of the case, rather than from the lack of educational zeal."

Meanwhile, there had been a very noticeable decline of private schools. By 1874 there were but 79 private schools throughout the state, with 3,359 pupils enrolled, while there were 686 public schools with 24,854 pupils enrolled. Many and rapidly occurring events served to indicate that the public school system was a permanent institution ready to be supported by necessary taxation and no longer to be looked upon as a charity cause.

As further indication of growth, County Superintendent Eliot's Report for 1873 said in part regarding District No. 27:

> The public interest would be served by setting off a small strip of District No. I to this district, thus enabling settlers near the mill to have a good permanent school. It will be necessary to present a definite petition signed by a majority of voters to effect the change.
>
> The following schools are now in session, No. 7, 14,17,31,1,2,21. Seven districts have maintained schools nine months or over, and seven for six months. It would not require much effort, with the new tax, to hold six months school in all the districts reporting this year.

As a result of Mr. Eliot's suggestion, School District No. 27 was established in the summer of 1874 when that portion of District No. I "lying north of the line of P Street, and bounded on the west by the Balch claim" was "set off for the purpose..." This temporarily lost a portion of District No. I, which was reclaimed in the consolidation of 1891. Previously the district line had run "diagonally across lots and blocks."

As early as 1870, the directors of District No. I, said in their Annual Report,

> The grading of the schools so much needed, has been only partially done. We find many obstacles to the establishing of fixed grades in the schools... Among which are irregularity of attendance by the pupils; want of room, present inconvenient locations of some of the buildings with reference to the residence of pupils; diversity of edition of textbooks issued by the same publishing houses, and the absence of the office of General Superintendent within the corps of teachers.

None of these perplexing questions could be solved to "the prosperity and success of the public schools," according to the local papers, until a new member of the Board and a new clerk were elected. April 7, 1873, was the date of the first election held under the new school law. District No. I had more than 500 legal voters, thus coming under Section 34 of the School Law, which provided that the polls be open from 2:00 p.m. until 6:00 p.m., and the voting be by ballot, instead of by open meeting as in the past. "All matters pertaining to the schools were primarily decided, not by the general voters, but by the taxpayers, and women, as well as men, had a vote here." It should be observed that the public schools of Portland were not and have never been under municipal control, the city government having nothing whatever to do with school matters. The district functions as a separate corporation, although its territorial limits are identical with those of the city.

At this time there were numerous interests to be considered in filling the important offices of school board directors. "The funds of this district amount to nearly $30,000 annually," said the Oregonian on April 2, 1873, in an attempt to stimulate a strong interest in the election. "The management of this large sum of public money should be entrusted only to men above criticism." The Daily Bulletin of March 6, 1873, had expressed the following ominous fears:

> It is known that there exists a determination on the part of some in this School District to do away with the High School, and to reduce the grade of Studies in The Public Schools, --- among the chief movers in this --- are men of high official position or of much wealth. They have influence and

> may be able to control the votes of others.... it is only the citizen who has property within the District subject to taxation or assessment that is qualified to vote; the voting will necessarily be controlled by the limited number who pay taxes rather than the masses who generally control the vote of political elections...

These threatened evils and the scandal of the year before, involving Dr. J. S. Giltner, the director up for re-election, caused unusual activity in the canvass of candidates. As a result, candidates for the two offices were named pretty freely. The Oregonian, commented on this as follows:

> The district is in the same condition that Mr. Lincoln once found himself in, and which he described very aptly, he saying he had more pegs than he had holes to put them in.

The contest was spirited, "and the scene at the polls was about as lively as that generally witnessed on the day of a general election," and was said to be "a vast improvement upon the mob meetings which in former years had passed for lawful elections." Captain J. C. Ainsworth was elected the new Board member, and R. J. Ladd was elected clerk.

Captain Ainsworth was known to be "very determined in his antagonism to the teaching of music in the public schools." It was made known through the press on March 11, 1873, that the music instructor, Professor McGibeney, was receiving a salary of $1500 a year. The Bulletin stated that "this was an excessive salary, --- entirely disproportioned to the quantity and quality of services rendered." "The head teacher in the same school", the Bulletin went on to say, "receives only $1800 per year, while the first assistant male teacher... gets but $1500. The ladies who teach... receive the miserable low salary of $600.00 per year." At the school meeting held on April 15, 1873, it was decided to discharge the music teacher. However, less than three years later, judicious spending was again thrown to the winds and a drawing teacher was employed at $1000 a year, and an elocution teacher one hour a day at $200 a year.

Under the head of "Locals in Brief" the Daily Bulletin on consecutively weekly dates, April 23, and April 30, 1873, reported that "The school in McMillens Addition to East Portland is to open on the 28th instant, under the supervision of Professor S. K. Buff, assisted by Miss Jane McMillan. Sixty-five pupils are enrolled, and the school is giving every promise of success." On the 22nd, under "Current Notes" the same paper stated that, "Studies will be resumed at the East Portland (District No. 21) School on Monday, Professor Freeman, Principal, and Mrs. Dalton in the Primary Department."

Later on June 30, the Daily Bulletin reported in this manner under "Current Notes.":

> The city schools will close on the first of July for the summer vacation.
>
> County Schools - Rev. T. L. Eliot has been visiting all the schools in this county for the past week, and he returned home yesterday. He reports nearly all in a flourishing condition, and an improved tone in every district relative to school matters. In most places they are anxious to keep a school for six months instead of three as heretofore, for they argue if they have to pay taxes they might as well reap the benefits accruing from them. All assert that they will now keep a school six months if possible, and this is a gratifying sign, for it indicates that they are becoming aroused to the importance of education.

Also on June 30, 1873, to take effect with the opening of the fall term, S. W. King, principal of the North School, appointed the first superintendent of schools in Portland. This was a promotion in name and responsibility only, his salary remaining at the principal's wage of $1800. The Board requested him "to exercise a general supervision of the entire department for one half-day" and teach in the high school the other half. These were his arduous duties during the whole four years that he held office from 1873 to 1877.

Almost the first of King's remedial plans was the inauguration of monthly and final examinations. These, as introduced by him, were uniform throughout the schools, and were considered very important, since the promotion of the children depended solely upon these final examinations, while the competency of the teacher was determined by the per cent of her pupils promoted. The results were published in the local papers, with the pupil's name, the grade attained in the examination, and the name of the school attended. At first the oral method of examination was used, a committee being appointed for the purpose. Pupils were quizzed in all the branches taught in the grammar grades. "Seventy-five per cent of all the questions submitted must be answered correctly to entitle the candidate to pass."

About this time a resolution was passed by the Board to open an evening school in the Central Building to begin in November, 1873. Although 35 pupils attended it was closed the following April and no effort made to reopen it in the fall. Mr. Johnson received $200 for his services as instructor.

Under King's influence the Board adopted a resolution on May 26, 1874, requiring all teachers seeking re-elections to file written applications before July 1, preceding the fall term. Other rules affecting the teachers were as follows:

(1) That teachers refusing to attend institutes did so at the peril of their positions.

(2) A teacher could be discharged by the Board on two-weeks notice; and in turn was compelled to give the board two weeks notice, or forfeit a month's salary.

The establishment of a salary schedule for teachers and janitors was also taken up. The perfecting of a grading system that had been attempted as early as 1870, and outlined in the superintendent's Annual Report on December 5, 1873, was again receiving attention.

In presenting such information as he was able to collect State Superintendent of Public Instruction, Sylvester C. Simpson, brother of the poet, gave in 1874 the following quotation from the Multnomah County Report:

> Multnomah County - T. L. Eliot, Superintendent. In nearly every district of our county there is a commendable interest in the great theme of education. With scarcely any immigration, and with "hard times" there has yet been seen a more general disposition to elevate the standard than ever before. The prevailing need is good and commodious, well furnished school houses. The large income from the county should stimulate enterprise in this respect. I have no hesitation in advising that a portion of the school money in many districts, be applied this year to improvements in accommodations.

In the same report, Simspon said: "To show more fully the present condition of the school houses of the State, the following extracts are quoted from the reports of the County Superintendent for the year 1873-4:

> Multnomah County -
> The school houses in Portland are excellent in material with many faults of construction.
>
> Outside of Portland about one-half of the districts have poor school houses. No. 6, 7, 8, 9, 10, 13, 16, 22, and 30, very inadequate, No. 6, 'log' and very comfortable. No. 7, 'log' rest, shell or log. No. 2, 3, 4, 5, 12, 14, 15, 17, 18, 19, 20, 21, (East Portland and inadequate), 25, 31, good painted houses. Portland has patent seats in most rooms costing $8 apiece. The county school houses , except in districts No. 2, 4, 5, 20, and 31, have insufficient seats.

The first written examination to take place in the history of the schools, for promotion to high school, was held on February 12, 1874.

"The examination was conducted", said the Oregonian of February 13, 1874, "by a board consisting of the Head Principals of the Public Schools: Professor J. M. Williamson, I. W. Pratt, S. W. King, J. W. Johnson, Mr. Freeman, and the Multnomah County Superintendent of Schools, the Reverend T. L. Eliot, Rev. Mr. George Atkinson was also selected by Mr. Eliot and other members comprising the Board, to assist in the examination. "The examination was strictly written, and was conducted on a far more thorough, systematic and perfect plan than could have possibly been arrived at by an oral one." Fifty-four took the examination. Eleven received the necessary 70 or above grade.

The fact that King thought the examination decidedly sane and adequate is shown by the comments he made in his Annual Report to the Board, in 1876:

> It is true there is a great deal of labor in examining several hundred pupils twice a year, yet the results obtainable at the end of the school year amply repay for all extra time and efforts. The plan has many advantages, and offers inducements to pupils that are not found in the system of annual examinations. If a pupil fail in his examinations, it certainly is better for him to review his work during the five months than to keep him back the entire year. The examinations proper were all made in ten days, and were thorough and strictly impartial throughout.
>
> If a pupil fail it was simply because he had not performed the work required prior to promotion and therefore ought not to be advanced to a higher class or grade.
>
> System, order, dispatch and promptness have characterized the examinations and exerted a healthful influence over the pupils by stimulating them to be thoroughly prepared to meet their appointments and engagements. Next to a New England climate, these examinations necessitate industry, foster promptness and encourage pupils to do the right thing at the right time. The stimulus given to all school work and the momentum derived from the silent, yet potent educational forces surrounding the pupils, all combine to make them active, useful, intelligent men and women.

Previously King had indexed his efforts in bringing the Portland schools up to date by the following statement made in his Annual Report July 6, 1875.

> Reading as taught by the "Phonic Method" and modified by Dr. Leigh, is heartily endorsed by educators

> in our midst and the successive annual school reports of St. Louis, Washington, New York and Boston. The friends of the system, state that it saves time and makes better readers and spellers. It would be well to give this system a trial by introducing it at once into a few of the school rooms.

King's Annual Report for 1876 presented clearly the ruling attitude toward deportment in the class room. Under "Rules and Regulations" it read:

> To sit erect - should be rigidly enforced especially when classes are reciting. Deleterious influences on the HEALTH and FORM of children, ennui, poor lessons, and invariably an "unpleasantness" when the time comes for them to recite, are some of the results obtained by pupils' reclining on the desks during study hours. When pupils fully understand that the curvature of the spinal column cramping of the thorax, and vitiated the blood for want of a sufficient amount of pure air, are violations of the law of their being and therefore suicidal, they will not only sit erect, but insist on proper ventilation and temperature.
>
> Children should be taught to obey the commands of their teachers at once, and a slight tap of the pencil be intelligible to any class. It has been truly said that, "The basis of good order is attention." The grand secret of imparting instruction successfully, is to hold the entire attention of the class, not through fear but by attraction. It is prodigality of precious moments to talk to an inattentive class, - no impression is made save that of negativeness and disrespectfulness.

Certainly there must have been many problems of behavior, often of an amusing nature, during those early years. For instance, the Daily Bulletin for January 9, 1873 carried the following news item:

> Horrid Mice - A young lady and the best of teachers, presiding over one of the district schools in the city, who early in youth contracted an exaggerated respect for mice. Her younger pupils for a long time stayed the caress of the classic "birch", by threatening to introduce a legion of mice into the schoolroom whenever that style of corporal punishment was offered.

At the end of June, 1876, the four Portland City schools, had an enrollment of 1870 pupils, 570 at Central School, 619 at Harrison Street School, 520 at North School, and 161 at the High School. Boys outnumbered the girls by a scant 200. The school census for March had shown 2911 children between the ages of 4 and 20 with boys and girls almost evenly divided.

On the morning of March 7, 1876, the Oregonian published a "History of the Public Schools of Multnomah County", written by Dr. T. L. Eliot, for the Centennial Bureau, It read in part:

> Such schools as No. 5, Mt. Tabor, No. 2, Kelly, No. 20, Sandy, No. 27, Watson, No. 31, Holladay's Addition, and No. 21, East Portland, are of worthy special mention, and in every district there are earnest friends of education. During the past year an average of over 6 months' instruction, per district, has been given, and many districts comparatively feeble, have maintained a teacher for 8 months. One must realize the sparsity of population and ride through the forests, over the heavy roads of winter where for miles he sees no house and meets no travelers, to appreciate the character of the public interest thus indicated. In most of the districts the teacher must labor - for $33 a month and "board around".
>
> Out of these solemn forests and from those farms comes the sinewy purpose whose presence bring health into the councils of State and affairs of men. All honor to the country school, built of logs, and rudely seated though it be! Our civilization has no finer emblem than it presents; and when the farmer ceases to thus labor for the sturdy individualization of his neighborhood, and sends his boys and girls "to town" for their schooling and "manners", we may look for a measurable decay in the manhood and womonhood of the age.
>
> From the reports of the Superintendents I have compiled the following table, indicating the number of children and amount of funds expended in the county during the past ten years:

Year	No. of children	Coin	Currency
1864	1982	4373.04	
1865	1863	9419.39	2995.71
1866	2416	6866.21	2329.81
1867	2547	9540.81	2750.80
1868	2274	10017.24	1200.00
1869	2607	6752.13	2235.31
1870	3000	11000.00	2000.00
1871	3498	14081.67	990.71

Year	No. of children	Coin	Currency
1872	3750	15027.26	2805.66
1873	3708	17229.78	
1874	3777	25352.76	1002.17
1875	4731	34072.48	

Those figures, taken from the reports, are mainly correct, and probably include, except, in one or two instances, the State fund, as well as the county fund, They do not include district taxes. Adding these, it is fair to estimate that $250,000 have been expended for public schools during the past decade.

The Biennial Report of the State Superintendent for 1876 was issued on September 9, including school activities in Multnomah County and East Portland:

> Multnomah County - J. J. Brown, County Superintendent --- in presenting my 2nd annual report of the public schools of Multnomah county, to state that the schools of the county have made commendable improvements during the year. There are at present 5595 children in the county between 4 and 20 years - 597 more than reported last year. There have been enrolled in the public schools during the year, 3,863 pupils, or a little over 69% of the whole. Last year the enrollment as compared with the whole number there of proper school age, was a little less than 68%, while in 1875, it was less than 50%, an increase of nearly 20% in four years. There are now in the county 864 more children of school age than for the year ending March, 1875, yet there are now 1,521 more pupils enrolled than at that time - the increase of the number enrolled exceeding the increase of the whole number in the county by 657. And the average attendance has risen from 1,670 in 1875, to 2,488 in the year just closed. - an increase of 818. The number not attending any school has decreased 17.2% in four years.
>
> East Portland - While the schools of Portland are deservedly popular, those of East Portland - though just across the river - are either unknown or reputed to be very poor. I am pleased to say that this blot upon East Portland is rapidly disappearing. Her people are becoming alive to their true interests in this matter, and are laboring diligently to build up a system of schools in their little city second to none in the State. Within less than a year they have built a good two-story school house, costing something over $7,000. It is located upon a beautiful site at the head of L Street.

---The grounds are large, containing over two blocks, and when properly improved and ornamented, will probably be the finest in the county. A portion of the building was completed last October, a corps of teachers employed and the work of grading the schools was at once commenced. --- The growth in the last few months, in efficiency and scholarship, has been marvellous. Sufficient progress has been already made that we can point to this school as another living example of the superiority of the graded school.

We have a number of graded schools with 3 or more departments, in this county, within a brief period, District No. 31 has commenced and partly completed a good two-story school building during the year. As soon as the house is completed the school will be divided into at least 2 departments.

---District No. 5, (Mt. Tabor) has already 2 departments, and it is proposed soon, probably during the present year, to put up another building and add another department. One thing that retards the grading of our country schools very much is the smallness of the districts.

In 1876 the Board adopted the rule that any pupil absent four half days, or tardy four times in any four consecutive weeks, except for illness, would be suspended by a written notice to the parents. Fifty-four were suspended during the year for violation of the rule and three for misconduct. In general, the enforcement of this rule greatly improved regularity of attendance and reduced tardiness. This might be looked upon as a step toward compulsory education and certainly was afterwards made a major accusation against Superintendent King. The next superintendent, T. H. Crawford, eased up on this rule. He suggested that the habit of punctuality could be inculcated by installing two new School bells, one in Harrison, and one in Central school.

King's ideas were in sharp contrast to those of Crawford who succeeded him. Crawford said in his first Annual Report in September, 1877:

At present we begin examinations two weeks and a half before close of the term. Fully one half the time is almost wholly wasted, and in many classes, more than wasted. Excitement and a certain degree of anxiety will always be manifested, however quietly and orderly the examinations are conducted. It is not the excitement that is the source of much anxiety to the school authorities, but the useless and almost criminal squandering of precious time.

> Unavoidably, under the present programme, many classes are left for days with little or nothing to do but, "play school". Examinations all over and all interest in study gone. Theorize as we may about the ability of teachers "to create and maintain an interest in study" to the last moment, their duty to hold the attention consecutively, we must come at last to bare facts and admit that the best of our "drill masters" find it irksome to play school under such circumstances. There ought to be no occasion for such gross violations of the childs nature. Better concentrate our work, devote less time to examinations and thus obviate the necessity of resorting to questionable expedients for maintaining the more semblance of school.

Success in these and later examinations depended entirely upon the retentive power of the memory. If a pupil failed in this laborious and irksome ordeal he was compelled to repeat the entire half year, promotion by subject not being allowed.

On May 29, 1879, just preceding the opening of the new Park School in August, the Harrison Street School established 1866, was destroyed by fire. The Board promptly made plans for a new building at the same site. The new Park school located on West Park, between Madison and Jefferson Streets was a handsome building facing east. Its extreme length from north to south was 140 feet; from east to west, 90 feet. There were six rooms on each of the two floors. The size of eight of these was 28 x 36 each, of four of them, 35.10 x 28.6 each. The front entrances were seven feet wide, and four ample flights of stairs lead to the second floor. "The interior finish was of Oregon Ash - the finest wood for such work in the world." There were large hat and cloak closets provided in each hall.

> Eight rooms are so arranged that by means of sliding doors four ample assembly halls can be formed. Blackboards, five feet in width, are provided in every available space entirely around each room - even on the sliding doors. The room assigned to the Principal is the middle front room on the second floor. With this room each other room is connected by a speaking tube.
>
> The windows are large, being each 4 x 10.6, and amply sufficient to furnish all needed light. Each school room, except two, on the upper floor, is supplied with four of these windows. Inside blinds of Port Orford cedar are provided for each window.
>
> The ventilation is thought to be well secured.

> Much, however, will depend on the judicious use of these means on the part of the teacher.

Fortunately, it had been designed for the use of grades as well as high school, making it easy to accommodate the greater portion of the Harrison School pupils until their own new $19,000 building was opened on February 9, 1880. Other new buildings erected during this period were Failing, 1882, and Couch, 1883, with a contract for a new high school let the same year, to be completed by September, 1884, but not actually finished because of financial difficulties, until September, 1885.

One of the greatest innovations made in the schools under Superintendent Crawford was dividing the work into eight grades instead of into six as formerly. Thereafter, the scheduled time for completing the grades and high school was eleven years, eight for the grades and three for the high schools. Many fears were expressed over this change but none were realized.

The letter of I. Allen Macrum, county superintendent of schools, sent on March 1, 1880 to the Hon. L. J. Powell, state superintendent of Public Instruction, adds to the time-dimmed and incomplete story of the East Portland and County schools:

> Dear Sir:
>
> Two new districts have been formed during the year (1879-80). The schools throughout the county are progressing generally. Wherever direction distinguish between good and inferior teachers there is a marked improvement. The East Portland school has good teachers and is now doing well. Of the schools in the city of Portland I would say that while perfection is not claimed for them, yet comparison with the past shows great advancement. The average salary per month paid male teachers in the city of Portland, is $164; that paid female teachers, is $70.50--- I beg to call attention to the fact that while the school law was changed by the last legislature in regard to the school age of children, yet it was left unchanged in regard to the age during which school money could be drawn...
>
> I. ALLEN MACRUM
> County Superintendent, Portland.

The schools made rapid progress under Crawford's direction. By 1881 the problem of securing trained teachers had become important. That year nine teachers were selected from among local high school graduates.

Fifty-three teachers were chosen for the coming year, 28 of them educated in Oregon. Concurrently, Crawford made a "recommendation looking to a relief or remedy" of this hampering circumstance. In his Annual Report he said:

> Situated as is our High School, with a complete Primary school in the same building, a most excellent opportunity offers itself for organizing a training school.
>
> Add at least one class to the High School course, to be known as the Training Class. Open this class to all graduates who design teaching. Prescribe a thorough course in Didactics for class room work. Provide a course of practical lectures on teaching, methods, government, etc. Set apart the fifth, sixth, and seventh grades for a school of practice.
>
> Employ the very best person possible for practice teacher, whose special work shall be to supervize the teaching done by this class - give minute instructions - illustrate the work by practical teaching in presence of class - note all work done - report periodically as to progress, aptness to teach, etc., in short, the duties of such practice teachers shall be such as usually appertain to such positions...
>
> When this training class has completed the prescribed course, let it be understood that those only who have developed special talents in the line of our work will have the preference over those claiming an equal amount of experience elsewhere. A board ought to reserve the option of making selections from any source, but, other things being equal, a decided preference should be given to this class.

Earlier in his Annual Report of 1880, under the head of "Discipline", Superintendent Crawford had observed:

> The general tone of the schools on this important subject has been much improved. Our teachers are evidently learning that the rod is fast giving place to methods better adapted for securing obedience. That obedience which is secured by bringing the pupil into an intelligent sympathy with the ultimate designs and is much more sincere and lasting.
>
> The power to inflict corporal punishment exists, and, in extreme cases, is permitted.

> But 57 cases of corporal punishment and 18 suspensions, were reported this year.

In the School's Annual Report of July 22, 1881, the following statement on evening schools appeared:

> This branch of school work - for it has come to be so recognized in nearly every city - is now under consideration. The inauguration of an evening school in this city would, no doubt, serve a good purpose. No hasty, ill-advised action should be taken.
>
> The board will, no doubt, take up the question at an early date, when more extended investigation of all phases of the subject will be instituted.

The directors, accordingly asked the above of the taxpayers, in their Annual Report for 1882:

> During the year several petitions from residents of the district have been received, asking for the establishment of an evening or night school in this district.
>
> There is no doubt but that a well organized evening school, located in the central portion of the city, would afford opportunities for acquiring practical instruction to a large number of young people.
>
> We ask for definite instruction from the taxpayers.

For several years the subject of a public library had been agitated from time to time and profitably so. In his Annual Report of March 14, 1874, County Superintendent Eliot suggested that the board make an appropriation for the public school library, and the year following Superintendent King discussed the school library at length in the Annual Report, of July 6, 1875. In the fall of 1876, the school library was so well established and appreciated that it was made free to all pupils attending the public schools. Before the end of another year, 117 new volumes had been added to the 514 then in circulation. Funds were derived from school exhibitions, from an annual district appropriation of $100, and from annual life membership fees. In 1882 the tuition of non-resident pupils was used as a library fund. Also, by that date, the annual appropriation had been raised to $250.

The following quotation from the Directors' Report of the School District No. I, dated July 21, 1883, will help to show the progress of the Portland Schools at the close of this period:

> By the operation of the Amended School Law which took affect on January 19, 1883, School District Number One (1) became extended so as to correspond with the new city limits, thus bringing under our control the parts of District No. 27, and that part of Macadam Road District now embraced within the city limits. We thus have come into, possession of the Watson School House, a building of two class-rooms, in charge of a principal and an assistant teacher, who, with the janitor, are now on our pay-roll and under our jurisdiction.

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Chapter IV

Portland Academy and Female Seminary

1851 to 1916

There came to Oregon in 1846 the Reverend James H. Wilbur, a Methodist Episcopal missionary. Arriving on the steamer Whiton, he disembarked at Portland and went at once by small boat up the Willamette to Salem, or Chemeketa, as it was then called. Here he took charge of the Methodist Mission, founded by Jason Lee..

With typical pioneer enthusiasm he taught school for a time at Oregon Institute. But by 1849 he had journeyed to Portland where he set to work to found the first of a group of academies that would serve as preparatory schools for the Institute, soon to become Willamette University.

He secured three blocks of land lying between Jefferson and Columbia Streets and fronting on Seventh, when the site was covered with heavy fir timber. It faced the property of W. M. Ladd. Following a convincing plea made by Reverend Mr. Wilbur, these blocks were donated by a firm of realtors, Chapman, Coffin and Lownsdale. The deed stated that the property was to be held in trust to build a male and female academy.

Reverend Mr. Wilbur's financial resources were extremely limited, but he was industrious and determined in his cause. At first he attempted to secure subscriptions to underwrite the expense of erecting an academy structure. Very little money was obtained in this way, and he courageously borrowed $5,000 on his personal note. With that in hand, he begged money and materials from door to door.

Meanwhile, by his own efforts, he had been clearing the acquired property of trees and stumps. It is said that he was axe-wielder and ox-driver by turns. Next he set about the building of the proposed structure, upon which he worked as architect, carpenter, blacksmith, and painter, though in these occupations he undoubtedly had the assistance of persons whose names are since lost.

The academy building was occupied on November 17, 1851. The Reverend Calvin S. Kingsley was installed as teacher of the opening class, with the Reverend Nehemiah Doane assisting him.

The institution seems to have been successful from the very start. The Reverend P. G. Buchanan was soon chosen principal and continued as such, probably until the summer of 1853, when Reverend Mr. Kingsley was promoted to that office.

An advertisement in the Oregon Weekly Times for November 20, 1852, listed the following groups of subjects, at various rates: Primary department; geography, grammar, and arithmetic; higher mathematics and natural sciences; Greek, Latin, and French; and drawing and painting; in all five divisions of study. Rates, respectively, were $6.00, $7.00, $8.00, $9.00, with drawing and painting $3.00 extra. Charges were for a term of 11 weeks.

The school was formally incorporated on June 25, 1854, under the name of "Trustees of Portland Academy." Reverend Mr. Wilbur was named president of the Board of Trustees, while T. J. Dryer, editor of the Oregonian, was named vice-president. Reverend Mr. Kingsley and W. A. Ladd were respectively secretary and treasurer. It was in 1854 that Portland was incorporated as a city.

Recollection has it that Miss Abigail A. Clarke, taught for a short while in the fall of 1852 under Reverend Mr. Buchanan. Through her skillful management the "incorrigibles," who were placed in her hands, were speedily and happily changed into model boys and girls. Thereupon Reverend Mr. Buchanan transferred these pleasant classes to his own department and in turn imposed another lot of troublesome pupils on Miss Clarke. She resigned in November of that year to teach in the Portland public schools. She is listed among others who taught at the Academy prior to 1859, namely; Miss Lizzie Boise, Miss A. Clarke, Miss E. C. Hines (later Mrs. A. R. Shipley) Miss Carrie Hull, Mrs. Johnson, Mrs. E. A. Kingsley and Miss Kate Quincy (later Mrs. A. E. Wait)

An announcement in the Oregonian for December 2, 1854 reports three assistants to Mr. Kingsley: Miss Celinda E. Hines, preceptress and teacher of vocal music, Mrs. E. A. Kingsley, teacher of painting, drawing, and other arts, and Robert Gray, who taught instrumental music. A primary department is mentioned as charging five dollars for eleven weeks of study, which was termed one quarter, but the place for the instructor's names is left vacant. Charge for common English branches was $7.00; for higher English, $8.00; while music was listed as an extra, at $5.00. Ancient and modern languages, drawing and painting, were extra, each at $3.00. All were 11 week terms. "Daily lessons in vocal music without charge." Special attention was given to bookkeeping. This announcement, signed by C. S. Kingsley, went on to read:

> By a standing rule of the Trustees, all bills for tuition are due at the middle of each quarter; no student can be charged for less than one-half quarter; every student's time will continue till she informs the Principal of her leaving and no student will be admitted on a new quarter until settlement has been made for past dues. A valuable Piano Forte has just been procured for the Institution and excellent facilities are now offered here to young ladies, to add to a good education, the accomplishments of instrumental and vocal music. Board can be had on reasonable terms in private families. Rooms can be had on reasonable terms in private families. Rooms can be furnished on the premises to those who may wish to board themselves.

> The institution will be connected with Front street by a good plank walk, before the commencement of the rainy season, thus enabling students to reach it with facility from all parts of town.

The Oregonian for March 16, 1855, reported an "Exhibition of Portland Academy and Female Seminary", and read in part:

> An exhibition by the pupils of this Institution, for the close of its recent term, came off at the Methodist Church, in this city, on Tuesday evening, last. An examination of the pupils was had at the academy on the day previous, at which, however, we were not present.
>
> The exhibition in the evening was well attended by our citizens generally, who evinced, by the marked attention manifested, that the efforts of the pupils, were meritorious as well as duly appreciated.
>
> The pupils, as a whole, did themselves great, and reflected a like degree of credit upon the principal and assistants of the institution of which they are students. The compositions of the elder students generally possessed a degree of finish and beauty of style seldom surpassed in older institutions of a similar character in the states where facilities for learning and refinement are more easy of access. To say that the compositions of some of the younger misses really possess merit for those so young, would be no more than doing those little ones justice.
>
> We are not disposed to particularize on this occasion, or to enumerate all who excelled. The "Introductory Address." written by L. J. Powell, was very well delivered by Master Rufus Bonnell; " Life" composed and read by Olive Simonds, was very good; Master Richard Hoyt did very well as "The Young Orator"; "Cultivation of the Mind," extempore by J. W. Johnson was good; "Duties of an American Citizen" extempore by Jacob Johnson possessed merit, and was well delivered. H. Bonnell, as "Editor", in "The Know Nothings in Four Original Scenes," acquitted himself very creditable. The singing by pupils, during the exercises, and at the close, was well worth listening to.
>
> The audience retired at the close of the exercises apparently gratified, and parents and guardians well satisfied with the progress their children

and wards had made as students of the academy.

> It may be well to remark, in this connection, that the above named institution was organized in Portland, a few years since, and labored under all the many disadvantages of a new and sparsely settled country, but under the indomitable perseverance of its efficient principal, Reverend C. S. Kingsley, it has finally risen to a well-merited preeminence and a position of stability which renders its future career of usefulness permanent. We hesitate not in saying that parents throughout the territory generally cannot do better than send their children to the Portland Academy and Female Seminary.

Already Portland Academy had become the leader among a numerous but never flourishing group of private schools, many of which labored along with only a single teacher, others with only two or three - small schools which often did not endure beyond a few terms or a few years. But this academy, emphasizing secondary training, was to continue in growth.

At this time the Academy made a Report to the "Secretary of the Territory," to the effect that --

> The whole number of students during the year has been 224. These are divided into three departments: The Primary, the Male, and the Female, in which four teachers have been employed, besides an teacher of instrumental music. Classes have been taught in orthography, reading, writing, arithmetic, geography, grammar, analysis of words, compositions, elocution, ancient history, and history of United States, philosophy, astronomy, algebra, geometry, physiology, botany, moral science, Latin, vocal music, instrumental music, piano forte, drawing, and painting.
>
> The school is considered to be in a very flourishing condition. A three years' course of study for the Female Seminary is immediately to be prepared, and a class is to be organized at the commencement of the ensuing year. --- Arrangements are also made to provide the Institution during the summer, with a chemical and philosophical apparatus. A full and competent Board of Instruction has been organized for the ensuing year.

This was signed "Jas. H. Wilbur, President," and the extract quoted above was printed in the Oregonian of March 17, 1855.

On the following day, in the same paper, appeared the "Proceedings of the Board of Trustees of the Portland Academy and Female Seminary. At their Second Annual Meeting, held at Portland on March 14, 1855. In the absence of the president, the vice-president, T. J. Dryer, took the chair and C. S. Kingsley was elected secretary." The proceedings, as recorded by the secretary, read:

> The report of the principal was read and accepted, and referred to the executive committee. From the report it appeared the institution is in a very flourishing condition. Several permanent and valuable improvements have been made upon the building and premises during the year, and a valuable piano-forte has been procured for the institution.
>
> The board then proceeded to elect the following officers for the ensuing year: T. J. Dryer, president; and W. S. Ladd, vice-president; A. L. Davis was elected a trustee in place of Alex. Abernethy, whose term of office had expired; H. K. Hines and C. S. Kingsley were re-elected; Thomas Frazer and Mathew Patton were elected in place of P. A. Marquam and Wm. M. King, whose terms had expired; and Dr. Bowlby in place of E. C. Baker, resigned.
>
> Messrs. Buchanan, Kingsley and Dryer were appointed a committee to arrange a three years' course of study for the Female Seminary, in time to organize a class early in the ensuing academic year.
>
> C. S. Kingsley was elected principal for the ensuing year, in conjunction with whom the executive committee were empowered to employ what further assistance might be necessary for carrying on the school.
>
> Messrs. Buchanan, Dryer and Kingsley were appointed a committee to draft a constitution and by-laws for the board of trustees, to be presented at their next meeting.
>
> Messrs. Ladd, Buchanan and Waterman were appointed the executive committee for the ensuing year.
>
> The board to meet at the end of the term, at the call of the president.

The Pacific Christian Advocate ran an account of Portland Academy that appeared as the "Report of the Visiting Committee" and that gave the name of the schools' first graduate as Miss S. A. Cornell. (Later inquiry gives her first name as Samanthia). This committee was impressed "with

the apparent thoroughness of the grammar class in the principles of language." The report went on to say:

> We supposed we had fairly nonplussed them by a difficult sentence; but they were quite equal to the emergency. The class in Davies Bourdon were ready and accurate - that in Rhetoric perfect. Miss Quisey's (the name is variously spelled Quisey, Quincy, Quivey) merit and demerit roll showed that vigilance had been exercised. Prizes were awarded by Miss Quivey to Miss S. A. Cornell; Miss M. J. Crellen and Master John H. Dickinson, accompanied by affecting remarks.
>
> The stage exercises on Friday afternoon were numerously attended. They consisted of reading the "Academic Journal", and "Young Ladies' Wreath," and compositions by the ladies, and also, of original and select declamations. Music, instrumental and vocal, was contributed by the young women, Miss Annie Pentland playing on the melodeon. All these exercises were well sustained. Several of the original pieces possessed considerable merit, particularly that of Miss Cornell.
>
> At the close, Miss Cornell was declared to have duly graduated through the entire course prescribed by the Institution, and to be entitled to its highest honors. She was the first graduate. Mr. Kingsley, the Principal, presented the diploma, in a neat and appropriate speech, which was listened to with great interest.
>
> At the evening session, Rt. Rev. Bishop Scott addressed the Young Ladies' Literary Society. His theme was the history of "Tabitha," of Scripture fame, which he discussed with his usual ability, to the apparent gratification of his numerous auditory.
>
> The average attendance at the Academy during the fall and winter terms, has been from 60 to 70. It should , however, be remembered that there has been no primary department, which accounts for the comparative smallness of the number. The institution has been marked, during the two terms just closed, by its usual good order and discipline. Without detracting from the merits of other schools in the country, the undersigned, on behalf of the Conference, and of the Trustees of the Portland Academy, can most cordially commend it to the continued confidence and patronage of the public.
>
> Portland, March 23, 1859
>
> THOMAS H. PEARNE
> W. S. LEWIS
> Visiting Committee

An earlier paragraph described additional subjects studied at that time:

> The class in elocution, consisting of 12, with one or two exceptions, acquitted themselves well. The class in Chemistry consisted of nine members. This examination was necessarily hurried and brief, yet the scholars showed themselves familiar with the topics in hand. The class in Natural Theology were remarkably ready and correct. The answers showed both a clear comprehension of the subject, and also familiarity with its details. Four classes in Latin were examined, viz.: in Lessons, in Reader, Latin advanced and in Cicero. They were faithfully tested and found proficient. Miss Quivey's class in composition, twelve in number, evinced creditable ability.

It is to be observed that the Trustees minutes for August 7, 1857, stated that "no colored children" were to "be admitted to tuition in the Academy."

There were 75 pupils attending in 1862. An unverified statement places Mr. C. E. Hall as principal, at a salary of $1000 a year. The name of the Rev. D. E. Blain is given as principal for 1863, while Miss S. A. Cornell, the school's first graduate, had become preceptress. Enrollments had grown to 150 in less than two years and before the end of 1864 the figure had mounted to 241 students in regular attendance. This was only 13 less than Willamette University boasted for that year. Portland Academy and Female Seminary began to be recognized as one of the most important educational institutions in Oregon.

O. S. Frambes, who had previously served in the Portland grade schools, was chosen principal in 1864, while Mrs. Frambes acted as preceptress. J. D. Dierdorff was assistant teacher, with Miss Mary McGree in charge of the primary department.

A change of principal was again made in 1866, when S. C. Sayre occupied the office. Miss Annie Robb was then preceptress; J. H. Stinson, teacher of Latin and Greek; Miss Frances Henderson, teacher of the primary children; Mademoiselle Parot, instructor of French and German; and Miss A. R. Robb, teacher of music. "Scholars" again numbered 150.

For the years 1868-69 T. M. Gatch was principal and Latin teacher; Miss Emily J. York preceptress and teacher of English; and Thomas H. Crawford teacher of mathematics. Mademoiselle Parot continued as French and German instructor but Miss R. S. Gatch had charge of the primary department. Miss Marie Hildebrandt had succeeded as teacher of music.

Year-by-year Portland City Directories show that many of those named above continued as instructors for the next nine years, with the following additional names: Principals, W. H. Rogers and T. F. Royal; preceptresses, Mrs. O. S. Phelps and Mrs. M. E. Rogers, the latter also teaching mathematics; teacher of French, J. R. White; primary teachers, Mrs. T. M. Gatch and Mrs. A. F. Simmons; music teacher, J. B. McGibeney; drawing teacher, Mrs. J. A. Lilla; and in penmanship and bookkeeping, W. S. James.

The school catalogue of 1866-67 names a long list of trustees. The board president then was W. H. Watkins. Other former or present members were W. S. Ladd, E. D. Shattuck, C. M. Carter, L. F. Grover, H. C. Benson, E. J. Northrup, W. Master, J. Failing, O. S. Frambes, M. F. Mulkey, A. C. R. Shaw, T. M. Gatch, C. S. Kingsley, T. H. Pearne, H. W. Corbett, E. M. Burton, M. P. Deady, S. Coffin, A. Walts, and A. C. Gilb, secretary. The executive committee carried three names, W. H. Watkins, M. P. Deady, and E. D. Shattuck.

The catalogue ending July 17, 1868, named the same officers, except that J. F. DeVore, Henry Failing, and George H. Atkinson were new trustees. In 1869 the trustees were the same except for the naming of W. S. Ladd as treasurer, and R. D. Wilson, Lloyd Brooke, J. D. Holman, and A. L. Lovejoy as additional members.

Known graduates during these years, and following Miss Cornell in 1859 were: Isabella J. Kearns, in 1860; James W. Poe, Sarah L. Abrams, Helen M. Burton, Caltha H. Cotton, Fannie Holman, and Annie Portland, in 1861; Samuel A. Moreland, Leonora Blossom, Rebecca J. Greer, and Lizzie Carter, in 1862; J. B. Cox, W. B. Lasswell, Josie DeVore, J. C. N. Moreland, W. T. Wright, Annie Pope, and Kate Shan, in 1865; and in 1867, Wilbur Master, Albert Morton, and Mary E. Robb. The 1868 graduates were Foster Bennett, Winfield S. Chapman, Harra D. Chapman, Frederick V. Holman, and Douglas Taylor.

A check of enrollments in 1865 reveals a Junior class of nine males and fifteen females. The Sub-Juniors numbered 56, while the Preparatory division had 59 "scholars." Primary classes enrolled 45. From these figures it is clear that the Academy administered grade school training equally with work at the secondary level.

Divisions of study under Professor Gatch in 1867 were assigned in the following manner. Primary course: reading, writing, drawing, spelling, primary arithmetic, geography, primary composition, first lesson in United States history, and object lessons. Preparatory Course: geography, grammar, school arithmetic, United States history, composition, and single-entry bookkeeping. A sub-junior course included commercial arithmetic, algebra, double-entry bookkeeping, grammar, physical geography, natural philosophy, botany, government of United States and Oregon, first Latin and French. The junior year covered geometry, trigonometry, commercial law, psychology natural history, astronomy, ancient and modern history, political economy, second Latin and Ovid or French. The senior year offered courses in surveying, navigation, mechanics, chemistry (girls were usually excused from

such technical subjects) mineralogy, geology, mental and moral philosophy, logic, rhetoric, and evidences of Christianity. Also included were Howe's Shakespeare, Cicero's "Orations" and Virgil or French, embracing Charles XII, Corinne and Racine.

Such an exhaustive list bears evidence of the zeal with which these early educators undertook their task, reflecting the same ideals that academies elsewhere at that time were holding -- to serve, along with those preparing to go to college, the larger numbers of boys and girls who would never do advanced work but could do very well with special training needful in their every-day lives. It should be remembered that a fair proportion of the early settlers were active church supporters who were imbued with the idea then generally prevalent, that education was a necessary co-partner with religion. Everywhere missionaries infused among the people an attitude of altruism and reverence for learning. It hardly occurred to them that ideals and the facilities necessary to realize them were often in ridiculous contrast.

Textbooks used by Portland Academy classes over the three decades of the school's history were admittedly of a standard-setting order, for it has frequently been stated that this institution was instrumental in establishing the high level of instruction given in the Portland public schools and actually fostered the demand for a high school where secondary training might be had without cost to the pupil. Academy textbooks in 1863 included: National series of readers, Hooker's "Natural Science," Quackenbush's "Composition and Grammar," Fasquelle's French series, Robinson's "Mathematics", Montcith and McNally's "Geographies," Harkness' Latin series, and Abercombie's "Intellectual and Moral Philosophy." Each "Scholar" was expected to have copies of "Merry Chimes" and the Bible. McClintock's First and Second book in Latin was also used.

Tuition rates, invariably paid in advance, were changed as follows in 1868-69:

Primary Department - per quarter	$6.00
English, reading, writing, spelling, geography, grammar and arithmetic	8.50
Higher English, embraces all English studies mentioned above except bookkeeping	10.50
Bookkeeping, extra	3.50
Ancient Language, extra	3.50
Modern Languages	6.00
Use of piano	3.50
Vocal music and drawing	Free

Charges were from date of entrance to the close of the quarter. For that year the first quarter began September 7; the second quarter, November 23; the third quarter, February 15; and the fourth quarter, May 10; School examinations were given on February 4 and 5, and July 20 and 21, with graduation exercises on July 22.

Rules for conduct of "scholars" were strict, and were formulated on rigid moral and church-like precepts. "Scholars" were expected to become promptly acquainted with all academy rules, and never to say, in extenuation of a fault, "I did not know it was against the rules." They were also taught to see to it that their shoes or boots were clean, and to make good use of the blacking and brushes provided by the school.

The Oregonian for February 2, 1867, carried these paragraphs quoted from a Portland Academy Catalog of current date:

> The manner of government is indicated in the following extract: "The government is designed to be preventive, rather than penal. Students, as far as possible, are thrown upon their good behavior; appeal being made to their own honor and sense of propriety. Those who are unwilling to listen to such appeals will not remain in the Academy." Physical culture is looked upon as an important branch of education and the system adopted is thus generally noticed: "The pupils engage in such exercises as are conducive to health, good discipline and advancement in studies. Young ladies have facilities for croquet and other suitable out-of-door sports.
>
> To teach the boys erectness of carriage, promptness, subordination, and discipline generally, the Military Drill has been introduced.
>
> "We make a judicious use of Calisthenics and light Gymnastics, with wands, dumb-bells, etc. We hope thus to have pupils acquire physical development and dispense with the pale faces and contracted chests so common in schools. Parents of scholars are respectfully requested to aid in this good work by sending their sons and daughters provided with clothing which is plain, comfortable, and loose enough to allow Calisthenic exercises." The next quarter, being the first in the calendar for 1867-8, will begin September 2nd and end November 15th.

Numbered among the Academy's activities was a literary society, formed by "scholars" of the late 60's. The group met on Friday afternoons, teachers acting as counselors. Presidents to serve this body were Frederic R. Strong, Thomas N. Strong, Silas G. Kelley, and Daniel Harvey; vice-presidents were Daniel Harvey, and Harvey Henderson. Secretaries were Minnie Couch, Alice Henderson, Louise Ingham, and Mary White, with the latter serving also as treasurer. Carrie Wilcox, also held the latter post for a time.

Another activity was the forming of a military company among boy pupils above the primary grades. Upton's "Military Drill" was the manual

used, with Captain S. C. Mills, of the Washington guard, drillmaster. Cadet officers of the company (about 1868) included:

Captain, Daniel Harvey	3rd Sergeant, William Bonnett
1st Lieutenant, George J. Ainsworth	4th " , Thomas N. Strong
2nd Lieutenant, Frederic R. Strong	5th " , James W. Troup
1st Sergeant, Thomas Cornell	1st Corporal, Harvey Henderson
2nd " , Jay Stillman	2nd " , William M. Ladd

The school, in 1869-70, received $4,313 in tuitions, from an enrollment of 211 students. The year previous had seen 275 paying fees. Indidentally, Portland's population in 1870 was 8,293 persons.

There were but two graduates in the spring of 1873; for 1874, nine. The total number of graduates to that date was 56. Cost of tuition by the year then ranged from $28.00 to $48.00, with courses of study extending from primary branches to the Sophomore year of college.

The Report of the Superintendent of Public Instruction for that year stated that this institution's building and grounds were "valued at $20,000, with no endowment fund." It further stated that the school was controlled by the Methodist Episcopal Church and had 18 trustees elected by the annual conference. It was credited with 100 pupils for the year ending 1874, and 141 for the previous year.

An indebtedness of $1,787.50 stood against the school on June 23, 1877. A loan had already been authorized, with the Academy block as security. This was arranged for and $1,320.00 was secured from Ladd and Tilton's Bank at a rate of 1% per month.

Finally on April 3, 1879, the sale of the Academy property was authorized by the Board of Trustees, to bring $12,000.00 or more.

Negotiations were made by Professor T. M. Gatch, who had been principal, to lease the school for six years and operate it at his own expense, for what profit he could secure. Although the trustees approved this move, with certain stipulations, the plan failed to materialize.

The names of 528 students are preserved among the incomplete records of the past. There were probably a few others but at this date veteran students are too old to recall correctly the names of all who may have attended. Likewise, many facts, certainly in some instances colorful occurrences in Portland's history, are blurred or lost from recollection. Thomas Nelson Strong, later a jurist and author of the book "Cathlamet on the Columbia", was among the most distinguished graduates.

Portland Academy and Female Seminary was discontinued in 1878, principally through competition of other schools, chiefest of which were the Portland Public schools.

For nearly three decades many of Portland's youth had attended

classes at the Academy, a two-story wooden structure having 10 or 12 class rooms, board sealed and the wood stained natural color. The building was never painted. The growing metropolis pushed past it where it stood in its cleared area, a tower surmounted by a flag-staff in the middle of its roof. At sometime in the school's middle years an addition was built to the main structure, but after being used a number of years was taken away. The building was untouched by the disastrous fire of 1873, which swept over much of Portland.

However, Portland Academy was not wholly extinct. After a nine-year interrim, a new and likewise private enterprise, bearing only the distinguishing portion of the old name, was announced, early in 1889.

Rightly, this new institution was not intended for Portland when Dr. Joseph R. Wilson and Dr. Samuel Rutherford Johnson resigned from the faculty of Parsons College, in Iowa, with plans for establishing a boys' school at Tacoma or somewhere on Puget Sound, However, upon arrival at Portland they called on William S. Ladd, to whom they held letters of introduction from Eastern friends. While visiting, Mr. Ladd suggested, then finally persuaded, the two educators to remain in Portland and establish a school of necessary level and qualifications to provide local youth with college preparatory training.

The new Portland Academy was organized in July, 1889. With Senator H. W. Corbett, Ladd provided funds for the school and that fall the first classes were held in second floor rooms of the first flat roof building in the city, located on a site just south of the present Central Public Library, on Taylor Street, at Eleventh.

From the beginning Portland Academy was a success. The founders set about systematically to outdo the public schools in the thoroughness of their work, and this they seemed to accomplish. The institution was not denominational, although it happened that throughout its life its leaders and supporters were largely connected with the Presbyterian Church.

The school from the start was substantially backed by the estate of W. S. Ladd and the Ladd family, The Corbett family, early aligned with the Ladds in a public-spirited manner, also contributed their names and their time to make the school a success.

Articles of Incorporation were signed on June 16, 1892, and set forth that the school was "for the purpose of teaching the principles of a scientific, classical, and literary education under Christian influences." The Portland Academy corporation was headed by W. M. Ladd, president; Henry J. Corbett, treasurer; and Charles E. Ladd, William B. Gilbert, and Joseph B. Wilson, secretary, completing the board of five trustees. While this board handled all financial matters the immediate direction of school affairs, including curriculum and methods of teaching, were entirely in the hands of the principals, Drs. Johnson and Wilson, and the faculty, provided their a ctions did not conflict with the judgment of the trustees.

A copy of the Catalog issued for 1892-93 carried the information that--

> The school is organized in two departments - the academy proper and a preparatory school. The preparatory school receives boys and girls at an early age, and fits them for the academy. The academy receives boys and girls who have completed the preparatory course, or a course of like grade.
>
> The primary purpose of the academy is to fit for college; in accordance with this aim, college requirements have been made the basis of the courses of instruction offered. These courses have been so organized, as to furnish at the same time generous culture and thorough training for those who intend to pass immediately from the academy to special preparation for business or a profession.
>
> The course of study includes Latin, Greek, Mathematics, Sciences, Modern Languages, English, Rhetorical Exercises, Bible Study, Library and Apparatus, and drawing.

Comparative analysis shows that all courses followed closely the college entrance requirements of the best institutions of that day. For some years there were two college preparatory courses offered - one purely classical, one scientific, and a third called English. The latter was a three-year course, the others required four years of study. The English course was soon dropped, and gradually less distinction was made between the two preparatory courses, until the school became more and more a straight, classical college preparatory school. In addition, an extra year of freshman classical study was offered to those who could not go on to college.

Throughout the life of the Academy, instruction was given in the lower grades, from the primary up. About one half of the school's attendance was in those departments.

The Catalog from which the paragraphs quoted above were taken, also gives the faculty and its sources of training.

> Instructors: J. R. Wilson, D. D. principal (Washington and Jefferson) Greek and Latin; S. R. Johnston, Ph. D., co-principal; (Tuebingen,) mathematics; Elizabeth W. Eaton, (Holyoke and Paris) German and Greek; Katherine L. Trovett (New York and Paris) drawing; Caroline Strong(Wellesley) English literature and history; James A. Lyman, Ph. D. (Beloit, Johns Hopkins) chemistry and physics; Adda C. Jewell (Ann Arbor High School) principal of preparatory school; Margaret Smith (Iowa Normal) primary English; Maude E. C. Dewey (Ann Arbor High School) intermediate English.

Among the 44 pupils who enrolled in the Academy that first year -- 1889 -- appeared some well-known names:

> Those enrolled in the academy were Ethan Roy Allen, Bertha Barin, Katherine Bellinger, Harry Lee Bradley, Aquilla Ernest Clarke, Martha Lizzie Comstock, Joseph Norton Dolph, Lucile Foreman, Emma Alice Fisher, Harold Landon Gilbert, Agnes Borthwick Gordon, Elsie Hamilton, Chester James Hogue, Abbie May Holt, William Wilson Pratt Holt, Lawrence Hunsaker, Allen Atkinson Hurgren, Mabel Cordelia Jamison, Martin Alexander Jones, Alfred Lamberson, Henry Larson, Minnie Valentine Merchant, Sarah Louise Morse, George Hiram Plummer, Grace Plummer, John Perry Preston, Alvah Rockwood, Arden Murdock Rockwood, Louis Arthur Shane, Mary Ellen Smith, May Smith, Elizabeth Lillian Smith, Nellie Hannah Stover, Helen Alma Stevens, Walter Thurston Stowell, Helen Dudley Tuthill, Flora Lydia Vincent, Edna Louise Watkins, John Edward West, Edith Clara Williams, James L. Wills, and John Fleming Wilson.

Of this number six graduated in 1892, in the first class to receive diplomas. Their names were Alfred Buell Lamberson, Arden Murdock Rockwood, John Alvah Rockwood, Louis Arthur Shane, Benjamin Leroy Stowell, and John Fleming Wilson.

In 1892, with the aim of offering "the comforts and care of a safe and refined home," a dwelling house was fitted up and room and board was furnished to girls, for $225 a year. This was later increased to $320. The old building on Eleventh formerly used by the school, was made over into a girls' dormitory but provided accommodations for only about 20 girls.

The semester by semester increases in enrollment soon so crowded the school's meagre quarters that Ladd and Corbett, recognizing the need, donated a new school site at Thirteenth Avenue and Hall Streets. To this they added funds for erecting a Gothic-type structure, the construction of which was completed in time for the fall term of 1895. Two hundred and forty-four pupils attended that first term in the new quarters, in classes taught by 14 teachers. Thereafter the growth of the school was continued and its influence was increased.

A second and additional structure was the old Multnomah Amateur Athletic Association clubhouse which was purchased and moved in 1896 - from Tenth and Yamhill Streets to a position across the street from the Academy's new brick building. It was thereafter used for classes and athletic purposes.

This school, in keeping with other non-sectarian private schools

of the day, had a well-rounded social and athletic life. One of the features of the school year was the declamation contest, held at the time of commencement. Among winners of this event were Robert H. Strong and Erskine Wood, later prominent in Portland's business life. The Troubadour, a school paper, valuable to the English classes and as a socializing agency, was published by the students. Medical examinations were given to all and gymnasium work was compulsory, except where physical reasons prevented. School grounds were provided for tennis, track, baseball, and football.

It is significant of this Academy's educational standards that it attracted some exceptionally gifted educators. Hugh Henry Herdman, who later became principal of Washington High School, was one of these, Norman C. Thorne, now assistant superintendent of Multnomah County school district, No. I, taught here, as did W. F. G. Thatcher, now professor of English and advertising at the University of Oregon. Others include John O. Van Groos, who teaches mathematics at Oregon State College, William R. Kletzer, teacher of the same subject at Benson Polytechnic School, and E. R. Thaxter, principal of Couch School. James F. Ewing, graduate of Princeton, came to the staff in 1909, as assistant principal. He assumed full control in 1914, when Dr. Wilson retired.

In the effort to secure a strong faculty many of the nation's best universities and colleges were represented, among them being Yale, Princeton, Stanford, Amherst, University of California, Chicago, New York, Wellesley, Bryn Mawr, Wabash, Harvard, Vassar, Cornell, and Syracuse. A fairly accurate count of the faculty for the years of the life of this institution places the number around 56 instructors, other than the two founders.

Tuition fees of the Academy in 1910 were: academy, $60 per term; preparatory, $30 per term for the first three years, $40 per term for the next three years, and $50 per term for the seventh year. Four hundred and thirty-three students attended that year.

Mr. Ladd, at the time of his death, left an endowment of $25,000 for an instructor in penmanship and bookkeeping. At one time, yearly prizes were offered for highest scholarship in Greek, mathematics, history, English, declamation, and in general school subjects.

In a thesis prepared by Charles N. Reynolds covering the history of secondary schooling in Portland and submitted by him for a masters degree from the University of Oregon in 1921, appears an itemized record of Portland Academy's 23 graduating classes. He places the total number of graduates at 718, and continues:

> Of this number 409 at least went on to different colleges. The largest class was turned out in 1913, numbering 56, at a time when the school was beginning to feel its continued existence doubtful.

From 1906 to 1914, however, the number graduated fluctuated very little, being 55 in 1906 and 55 in 1914. In regard to the colleges served, in 1914, out of 374 graduates classified, the University of Oregon led with 87, and the University of California was second with 35. The complete list follows: University of Oregon, 87; University of California, 35; Stanford, 32; Oregon Agricultural College, 21; Reed College, 24; Smith, 18, Yale, 16; Princeton, 15; University of Washington, 15; Amherst, 14; Cornell, 13; Harvard, 12; Williams, 11; Bryn Mawr, 11; Boston Tech, 8; Lake Forest, 6; Michigan, 6; Mills, 6; Goucher, 5; Colorado Mines, 4; University of Minnesota, 4; Wisconsin, 4; Pomona, 3; Whitman, 3; Vassar, 3; Wooster, 2; Washington and Jefferson, 2; West Point, 2; Washington State College, 2; Annapolis, 2; Idaho, 1; Hamilton, 1; Worcester Polytechnic, 1; F. & M., 1; Ohio Wesleyan, 1; Penn State, 1; Jefferson Medical, 1; Wells College, 1; Wellesley, 1; Lehigh, 1; Willamette, 1; Emporia, 1; Montana, 1; total colleges, 44, total graduates sent, 374.

Records show that nearly 900 students attended during these years.

Portland Academy, even though a private institution, was not founded on a profit-making basis. Aside from an endowment of $75,000, it depended entirely for its support on the tuition of pupils. Consequently, when in 1912 enrollments began to decline the Board of Trustees ordered a survey of the entire Portland school situation, and in this enlisted the aid of federal authorities. Board members then were W. M. Ladd, Henry L. Corbett, Judge William B. Gilbert, and Frederick W. Strong.

The report of this survey was not optimistic, for while the Academy had truly done much to raise secondary levels of instruction in Portland public schools, it had thereby impaired its future reason for existence; students could obtain excellent training in the local high schools. The survey also pointed out that virtually all private academies in the country were experiencing a like shrinkage in enrollments, due to high school encroachment.

The trustees, faced with these findings, decided to terminate the career of Portland Academy, and announced that the spring commencement of 1916 would close the last class. This event took place on June 6.

Not until January, 1925, was the school property finally sold. It was purchased by St. Helen's Hall, a girls' school founded in the 60's.

Meanwhile, Dr. Johnson, while in Florence, Italy, on sabbatical leave, died there in 1909. Dr. Wilson, who retired in 1914, lived until January 26, 1920, when he passed away at his California home.

Most prominent among Portland Academy's graduates was John Fleming Wilson, who after completing his education at Princeton University, returned and taught for a short while at the Academy. Later he entered journalistic work in Portland from which he turned to the writing of fiction. His short stories and novels, using principally the Oregon coast country for background, are creditably placed among the state's leading literary achievements.

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Chapter V

Portland High School and East Portland High School

1869 to 1912

There were five public schools in Portland in 1869. All were of grammar grade. At that time, the city of Portland lying on the west bank of the Willamette River, constituted School District No. 1, of Multnomah County. Population numbered 9000 persons, of which 870 were pupils in the public schools. The value of property subject to taxation was $4,300,000. At this time all secondary or higher education was in the hands of private schools, most of them demoninational. Of these, Portland Academy was the largest and the best known.

With the development of the schools of grammar grade, there arose a demand for a high school. Just who was responsible for establishing the first public school of secondary training is not clear. Apparently the demand came about more through growth, or natural development, of the school system than as a result of the efforts of any group.

However, on the 14th of April, 1869, the Board of Directors, consisting of A. L. Lovejoy, Hon. E. D. Shattuck, and William Wadhams, Esq., unanimously passed a resolution instituting a high school. In a news item in the Oregonian for April 19, 1869, appeared the first notice of this important branch of the Portland school system.

> We are informed by Judge Shattuck that the public schools will be opened on Monday, the 19th, inst., under the direction of the same teachers as were engaged last term, except for the Macadam Road School and the Colored School, for which teachers have been employed by the new Board of Directors. The organization of the schools will remain unchanged during the first week and an examination will be had of pupils to be admitted to the High School. The design is to open the High School on Monday the 26th inst., if a sufficient number of pupils qualified for admission are found in the other departments.

On Monday the 26th of April, 1869, Portland High School was opened in two rooms of the North School building. This schoolhouse was then new, having been built in 1868. It was situated on Block 80, between Tenth, Eleventh, C and D Streets. The first enrollment numbered 45 pupils. The principal was Professor J. W. Johnson, A. M., later the first president of the University of Oregon.

No better statement of the place of the high school in the public school system at this time can be made than that presented in a news item appearing in the Oregonian for May 5, 1869.

> We understand the experiment of a high school in this city is likely to prove a great success. It is popular among the scholars of the public schools, and that is the best evidence of its usefulness. Already one of the beneficial effects of such an institution is visible in the effect it has upon the public schools themselves. Such is the emulation it promotes scholars are continually applying for admission who cannot be admitted for the reason that they are not up to the required grade, but return with animation to reach the desired point of advancement. This spirit of honorable strife is the element of success in any department of human activity, and especially with the young student. It has been in operation two weeks and the number of scholars exceeds fifty. The new and commodious room in the North School building, with the most excellent patent seats, is so well filled and the kinds of study so diversified that an assistant is needed to aid Prof. Johnson. We congratulate the citizens of Portland, as well as the projectors of the plan on this new and essential element in the intellectual wants of the city, wherein is secured, free of special charge, and entirely at the public expense, as full and thorough an academic course as can be had in the city, and perhaps in the state. We understand that Prof. Johnson has long been accustomed to this advanced field of instruction, and is well worthy to be the avent courier of so grand a movement upon the part of the Public Schools in the right direction. We bespeak on the High School nothing that shall derogate in the least from the other schools and Academies of the city, but we wish the success of all. They are all entitled to the highest consideration and most earnest support of our citizens. They are the true exponents of the popular mind, and are well entitled to the liberal support of the tax-payers. While Portland supports so many public and private schools, and all of them well, she offers them the strongest inducements, other things being equal, for business men and strangers to settle within her limits, and swell the tide of her true prosperity and the well being of the rising generation.

This is a very different attitude from that taken by the Oregonian 20 years later under the editorship of H. W. Scott, when the high school was struggling for its very existence.

Professor Johnson was assisted by Miss M. M. Tower, later Mrs. F. K. Arnold. At the close of the first term Miss Tower resigned, and Miss W. M. Morrison filled her place until November, 1869, when Miss M. A. Hodgdon was elected first assistant. Mr. Johnson's acknowledged ability and earnestness, supplemented by Miss Hodgdon's efficiency and long experience in teaching, laid the foundation for the advanced education which was demanded by an intelligent community. The school's first principal, Mr. Johnson, served seven and a quarter years - until September, 1876. Miss Hodgdon, who taught a private school in Portland from 1862 to 1866, served nine years in the high school, when she was compelled to resign because of ill health.

The election of Alexander Meacham, A. M., in 1872, teacher of French; and of the Reverend John Rosenberg, A. M., in 1874, special teacher of German, added numbers and contributed largely to the material interests of the high school. S. W. King, elected as the first City School Superintendent in 1873, was also required to teach one-half of each day in the high school during his four-year term of office. The high school was not placed under the supervision of the City Superintendent until September, 1875. The uninterrupted liberality of the citizens expressed their confidence and desire for a type of education beyond that to be acquired in the grammar grades.

Prof. King's Fourth Annual Report as City Superintendent, June, 1877, contains this paragraph:

> In accordance with the course of study for the High School, adopted two years ago, every student is required to study at least one of the languages of the course - Latin, German or French. Well founded objections have been made to this requirement. Many parents have no desire that their children should study the languages, but on the contrary, they ask for a thorough practical English course. Their request should be granted, and the importance of the study of our mother tongue be emphasized more than ever before. We add to the power of expressing though in proportion to our knowledge of language.

This, with a paragraph from the report of R. K. Warren, high school principal, in the Twelfth Annual Report, 1885, gives the foundation of the early high school curriculum:

> Although the High School was organized in 1868, we do not find a published course of study until 1873, and this was nothing more than a list of the text books used. It is safe to presume, however, that this list does not differ essentially from that which was adopted at the beginning. Following is the list complete:- Reading, Writing,

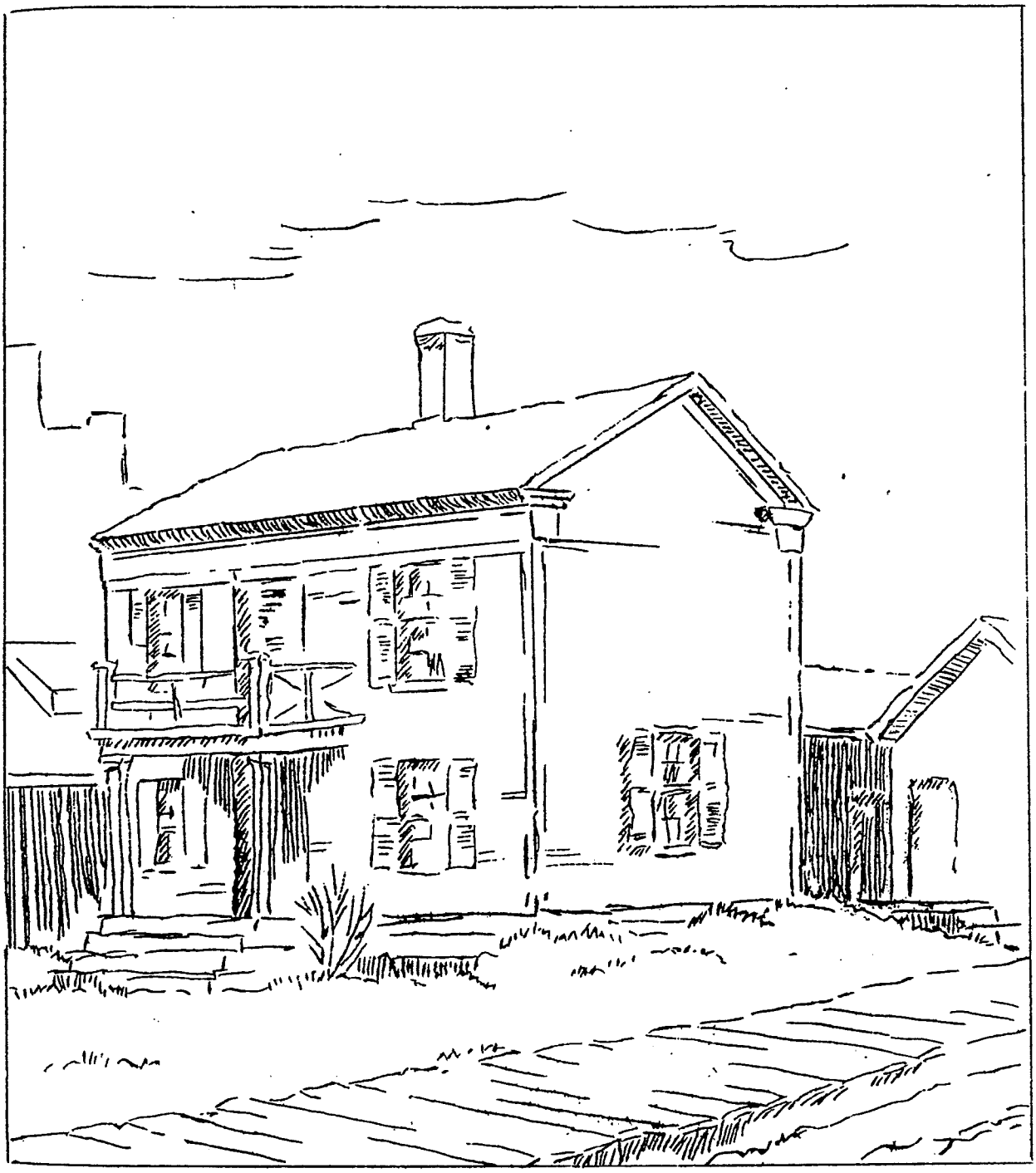
> Spelling, Higher Arithmetic, Algebra, Geometry, Trigonometry, English Grammar, Rhetoric, History, English Literature, Physiology, Bookkeeping, Philosophy, Chemistry, Astronomy, Geology, French, German, Latin, Greek and Drawing. Nothing is said as to the time required to complete this curriculum, the only explanation is a note appended as follows: 'The classical course is not obligatory. Two grades of diplomas to be awarded.'

Changes were made from time to time to meet progressive needs.

The first regular examination, by a Board of Examiners, for promotion to the high school was held on the twentieth day of September, 1873. At this time 13 pupils were examined, 11 of whom were students from the North School. The other two were members of a private school. Nine pupils from the North School having an average standing of 75% and upwards - the standard fixed for promotion - were admitted to the high school.

There soon followed the first of several moves in the progress of the high school in its efforts to keep up with the rapid growth of the city. During the Christmas Holidays of 1873, the High School Department was transferred to the second story, north wing, of the Central School, and in October, 1874, it was again moved, this time to the lower floor of the new addition of Central School. This building was located where the Portland Hotel now stands. The grounds included the block bounded by Sixth, Broadway, Morrison and Yamhill Streets. It was then referred to as the James Field's block. The older part of the Central School, four rooms two stories in height, was begun in August, 1856, and was occupied on Monday, May 17, 1858. Its cost, although no definite records remain, is said to have been about $6,000. In 1872-73 it was turned to face on Seventh Street (Broadway), and an addition of eight rooms was built, whose cost can be estimated only from the statement that "over $30,000" was the total school expense for that year. The building was then composed of two parts, with the high school in the newer part.

It was not without hardship and argument that the pioneer taxpayers met the cost of the original building and the later addition. They did not then have available the school funds from the Federal land grants. Opposition, vigorous and keen, arose among those who had no children to educate and those interested in the welfare of the private schools. Their argument was against taxation for free public schools. This opposition was directed against the high school as a part of the public school system. Moreover, it was thought by many that the city would not for years to come need so grand an establishment as the Central School building. And, indeed, all of its rooms were not at once occupied.



FIRST SCHOOL IN DISTRICT NO. 2 HELD IN THIS BUILDING, 1855
JAMES M. KEELER, TEACHER
SOUTHEAST CORNER OF SECOND AND JEFFERSON STREETS

Parenthetically, it should be observed that the old North School building, which saw the beginning of the high school, was replaced in 1882 by the new Couch School, and was known for a number of years by that name. Later it was again renamed, this time the Atkinson School. N. W. Eleventh and Twelfth Streets, on two sides of the site at the present time, were then Tenth and Elventh Streets. These changes of street names make clear apparent contradictions.

In 1875, on the second day of July, an examination was held and five pupils, the first graduating class, were given diplomas or certificates of graduation. These five were Julia Adams, Cecil Boobe, Dora Kindt, Mettie Lingow and Horace Thielson. The year by year enrollment of pupils, prior to the first graduation, is reported as follows:

Years	Girls	Boys	Total
1869	16	46	62
1870	19	45	64
1871	19	46	65
1872	19	46	65
1873	27	73	100
1874	34	81	115
1875	48	73	121

On Friday night, that same second of July, a school entertainment was held in the Masonic Hall at a quarter past seven. An admission fee of 25 cents was charged, the proceeds going toward a public school library Here the graduating class received their diplomas and were addressed by the Rev. T. L. Eliot, at that time Multnomah County School Superintendent. His address presented a forceful and clear statement of the place the high school must hold in the public school system, and is as fundamentally sound today as it was then. Some of the statements of Rev. Mr. Eliott are given as follows:

> We represent tonight the faith of our citizens in enlarging views of public education. In these graduating exercises we stand as one measure of the growth of public opinion in this between today and ten years ago.
>
> Throughout our land an impression is forming that we must look more and more to our public schools for the supply of stable citizenship and conservative power. It is felt and seen that we must as a nation, pour in life blood from this system as a heart, if we would balance titanic material forces, and remain self-governed, without caste or chism, free from the tyranny of man or mob.

> As an important element of this growing conviction, we find a steady elevation of the standard. The high school has become as much a part of the system as the primary school.

Mr. Eliott also said in his school report for 1876; "The High School is constantly increasing in numbers and influence for good in the community."

From year to year succeeding classes were graduated. The high school kept pace with the rapid growth of Portland. In June, 1878, the first reunion of its graduates was held. Charles B. Cardinell, of the class of '77, delivered the oration, and Willis H. Duniway '76, the alumni historian, read a chapter of the chronicles. This reunion became an annual affair.

In 1878 the Board passed a rule making three distinct courses for the high school: English, three years; Gneral, four years; and Classical, four years. The General Course included French or German, Greek having been dropped in 1875, and the Classical Course included Latin. No important change was made in the English branches. Text books used in the high school were given in the Eighth Annual School Report, 1881, as follows: Olney's Science of Arithmetic, Brook's Elementary Algebra, Geometry and Trigonometry, Reed and Kellogg's Rhetoric, Houston's Physical Geography, Steele's Physiology, Steele's Zoology, Anderson's General History, Rattan's Botany, Steele's Philosophy, Lyte's Book-keeping, Chapin's Manual of Political Economy, Gilman's English Literature, Steele's Chemistry, Otto's German Grammar, and Leighton's Latin Lessons.

In September, 1879, the high school was moved from the Central to the Park School building enclosed by West Park, Tenth, Madison and Jefferson Streets. Park School later became the Ladd School, and the Portland Art Museum is now on this block.

By 1883, the Central School building, which no longer housed the high school, was outgrown and too near the business section. Twenty-five years had brought many changes. When built in 1858 it was the only public school in the city. Now there were six, each four times as large as the original Central building. Consequently the block was sold to Henry Villard and associates for $75,000, as a site for a new first class hotel, badly needed in the fast growing city. Distinguished visitors were taken to the residences of leading citizens, such as the Corbett, Ladd and Failing homes, instead of such hotels as then were operating in Portland.

The structure of the Central School, which was not included in the property sale to Henry Villard, was sold to Judge P. A. Marquam, who moved it north across Morrison Street. Under lease, the building continued in use for a time as a schoolhouse, but final classes were held on Friday, July 3, 1885. Judge Marquam then moved the original portion, built in 1857-58, to the southeast corner of Alder and Broadway Streets, where it was replaced by the Maegly-Tichnor Building in 1910. The newer part, built in 1872-73, in which the high school was housed, was moved

to the southwest corner of Sixth and Alder Streets. Under it was placed an additional story which was used for stores, while the upper portion, the old high school building, was utilized for offices and a rooming house. In 1910, Ben Selling and associates tore down the historic structure and erected the present Selling Building in its place. All vestige of the Central School had passed out of existence.

When moved to the Park building, the high school was thought to be permanently located. But another move was soon to be made. On February 20, 1883, block 311, situated between Lownsdale, Twelfth (which is now Fourteenth), Morrison and Alder Streets, was purchased of Mrs. S. G. Reed for $30,000, as a site for a new high school building. This brought to a climax the struggle between those favoring and those seeking to abolish the high school. Three decades earlier the adverse arguments now hurled against the high school were directed against the free public schools. The core of the conflict was taxation. With some it was a question of how far public education should go. Judge Matthew P. Deady, declared at a Portland school meeting, 1871, that he objected particularly to maintaining a high school with common school money. Josiah Failing, a founder of the Portland public school system, voiced the same opinion at this meeting, but declared, "The erection of the Central School is the best investment Portland ever made." He added that he would rather pay ten dollars school tax than one dollar tax for the support of jails.

In the early 80's the subject was thrashed out at school meetings and argued back and forth in the press. Probably newspaper quotations make the clearest presentation of the conflict. For instance, in the New Northwest for February 26, 1880, appeared an editorial with the caption, "Save the Schools." It read:

> An organized attempt is being made by the enemies of our system of free education to overthrow the High School. It is a renewal of the fight which was made several years ago in the interest of the Bishop Scott school. It is a step toward aristocracy. It is a struggle to keep the children of the poor from competing with the offspring of the rich in the race of life. It is a fight made from selfish motives, and must be conquered as completely as it was years ago.
>
> On next Monday, March 1st, the annual meeting of the voters of this school district, for the purpose of voting a tax for the ensuing year, will be held at the Court House; and one week later, on Monday, the 8th proximo, a School Director and a School Clerk are to be elected.
>
> We call on all those who are in favor of free education for the masses to deposit a vote on next Monday for a tax levy sufficient to carry on our schools for the coming year. We urge every taxpayer, man or woman, to be on hand to thwart the

> designs of those who are working in the interest of sectarian schools. We ask all those who desire the people to be intelligent, to attend and throw their ballots in favor of an appropriation large enough to maintain our High School. Remember that this blow at the High is the starting point for the downfall of our entire system of free education. If reforms are needed, they can easily be inaugurated; but, if the school is once abolished, the money power can keep it down.
>
> Again we call upon all taxpayers, and women especially, to cast a ballot on next Monday in favor of intelligence, freedom and the public weal.

H. W. Scott, for many years editor of the Oregonian, was one of the most powerful and apparently a sincere opponent of free secondary education at public expense. On February 12, 1880, the following editorial from his pen appeared in the Oregonian:

> Every close observer has taken note of the fact that under the modern tendency of the public school system the taxpayers have been losing control of the management, and that boards of directors have been coming, in no small degree, under the direction of the organized corps of professors who have control of the schools. (It may be remarked here that we have no schoolmasters now; they are all professors.) A machinery has been built up which is so intricate and complicated that directors cannot take time to master its details or keep run of its additions. It is therefore left in great degree to the management of the specialists who created it. Under its operations the duty of imparting even the most elementary instruction has become one of the mysterios arts. And the work of acquiring the rudiments of learning has been surrounded by so imposing a display of labored and methodized superfluities that beginners on their part are confused by the difficulties which a redundant system, boasting of its simplicity, creates. As school directors don't know and can't be expected to know how to manage a system so complicated, in its arrangement and parts, the direction of affairs falls gradually, and naturally, into the hands of the professors of the system. By them it is enlarged from time to time, as new notions are presented which may serve to render the machinery more complex and elaborate, the directors supposing it proper and perhaps necessary, and yielding ready assent. Whatever money is required to carry on the plan is called for with the greatest confidence that it will be

forthcoming, and the purse of the taxpayers is thus virtually at command of those who have created the system and who derive their support and profit from it. Then the book publishers have their interests to serve through all these various 'improvements' wrought into our school system. It now costs three or four times as much to furnish children with books as it did a few years ago. There is a constant tendency, as if it were the result of a concerted purpose, to subdivide studies and require scholars to have a greater and increasing number of books; so that poor people find it extremely difficult to meet the constant demand, and even those who are not called poor do not fail to notice how expensive it is. In almost every state, and Oregon is not an exception, a state board of Education has become part of the system and helps to multiply its growing redundancies and requirements.

We have in Portland what we denominate free schools. But the ordinary definition of this term will hardly be satisfactory much longer to the taxpayers at whose charge the schools are maintained. Their cost has been growing at a rate which exceeds the increase of property valuations, so that higher and higher taxes are becoming necessary. At the next regular meeting the taxpayers will have an exhibit of demands for the coming year, which will probably bring their eyes wide open with astonishment. There is but one way to check this increasing expenditure and growing extravagance, and that is to simplify the system and lop off its superfluities. It is a mistake to start and carry forward the whole body of scholars as if they were destined for the high school; for in the first place only a small part of them ever reach the high school, and in the next place the high school itself is a part of the mistake. Higher education should not be free. It lays an unjust tax upon the public, since there is no more reason for maintaining the district high school at the public expense than there is for taxing the public to give those who desire it a complete university education and set them up in professions afterwards; and moreover, higher education to be useful, must in nine cases out of ten be gained by one's individual exertions, since the effort necessary to gain it is a discipline which is itself the most valuable part of any education. It will usually be found that those who work their way through academy and college by their own exertions are the ones who will most surely succeed in the

> struggle with the world, while those who go through smoothly, have their bills paid and meet no trouble about it, are almost sure to be graduated as drones and come out upon the world with little ability or disposition to help themselves. The public school system was intended to embrace only the common branches of instruction, and these should be taught with simplicity and thoroughness. In its plan there is no room for the complex scheme of 'improvements' which makes a mystery of the acquisition of the simple elements of reading, spelling and counting; which works teachers harder out of school hours in making up daily reports to a superintendent of petty details than in the actual duties of the school room; which assumes to teach a smattering of Latin, French, German, botany, trigonometry, etc., but cannot carry scholars far enough to render such studies of any real service to them; which creates a necessity of buying more books than can be of any proper use, and finally, which makes a heavy and constantly increasing burden of taxation, with no beneficial results to correspond with the pretensions of this wide departure from the old plan of simple and thorough common schools.

This detailed denunciation on the part of Scott was answered in an open letter from T. H. Crawford, Portland School Superintendent, and published in the Oregonian for February 18, 1880. He said:

> All public institutions are proper subjects for criticism. The public schools are no exception. Our school rooms are always open, we issue no tickets of admission; we have no door bells to announce visitors.
>
> The financial affairs are as public as the schools themselves. Just what is paid to teachers, for fuel, for repairs, etc. may be known at any time.
>
> The indirect charges of the inefficiency of our primary and grammar schools are denied flatly, and we ask for specific charges. Name the study, the school, the teacher and no one will be more ready to correct the errouneous methods than I. Now, the fact is that most of our critics have never been seen in our school rooms. What do they know of our methods? Go and see for yourselves whether we slur over arithmetic, grammar, geography, reading, spelling, penmanship, business

> forms and practical education. Any school room you choose will refute all these animadversions. We claim for the public schools of this city as good teaching, and that in the line as laid down in the statute, as can be found on the coast or anywhere. We have some teachers who are not the best, but all are in earnest, as may be easily demonstrated. Lower salaries, few charts and less of appliances will surely not improve that which is already condemned.
>
> We have no extras; we have no ornamental branches; even our drawing is in the purest field of industrial art.
>
> We are more than anxious that our critics shall form a committee and take a week or a month, if necessary, and make an inspection of our methods. They will find us ready to give them all the assistance required. We much prefer to have them come unannounced, find our teachers napping, if possible, and then make a specific and itemized report to this community.
>
> Nothing less will convince our patrons that our schools are retrograding or that the solid, 'bread and butter' studies are being neglected.

In the face of all opposition the ideal of secondary education as a part of the public school system grew stronger. On Monday, March 1, 1880, the annual meeting of the voters of the district was held. They voted a school tax of 4½ mills. On March 3 an editorial in the New Northwest announced:

> The tax-payers of School District No. 1 have spoken. In vehement tones they have declared that the public schools shall be sustained; that the monopolists ring shall not undermine our system of free education; that the High School shall not be overthrown in the interest of sectarian schools; that the wealthy classes shall not establish and perpetuate an aristocracy.

And Dr. G. H. Atkinson, pioneer educator and minister, in a noteworthy letter presenting the ideal of the high school and published in the Oregonian, July 31, 1879, had already declared:

> The remedy is not to abolish but to perfect the system.

Eventually, with the erection of the new building at Fourteenth and Morrison Streets, the high school became a permanent part of the Portland public school system. R. K. Warren, principal of the high school during the years the building was under construction, served altogether 11 years, from September, 1877, to September, 1888. In this position he followed A. J. Anderson's term of one year. Anderson followed Professor Johnson, the first principal.

The Portland School Board Minutes of September 1, 1883, record among claims allowed, "First payment on High School, $400." It would indicate the start of construction work at about this time. They payments grew and multiplied until an amount of nearly $130,000 was paid out as total cost. The personnel of the board of directors, under which the building was begun, was Wilson, Wadhams, Steel, Wasserman and Veersteeg. Its completion, about October, 1885, found Versteeg, Wasserman, Wilson, Dodd and Thomspson in office as directors. William Stokes was the architect and Ira Goodnough superintendent of construction.

All was not plain selling for the directors and taxpayers, as may be inferred from a perusal of the school board minutes of 1883, 1884 and 1885, which reveal many a conflict between directors and taxpayers, and between the directors and contractors. School tax assessments were reduced and exemptions allowed totaling hundreds of thousands of dollars, in amounts ranging from $300 to $54,000. This was done by the Board of Directors under the system of that time. Complaints of faulty construction made at one meeting, would, at the succeeding one, elicit a demand that warrants be drawn to pay for this same work. One of the directors, John Wilson, resigned, 1884, in the face of criticism and was immediately reelected. Undoubtedly all gave freely of their time, and their difficulties were many. For about a year, prior to May, 1885, there was no work done, and the building stood unfinished and useless, a liability rather than an asset to the district. The school district was finally bonded for $100,000, whereupon debts were refunded and work was resumed. Even after the building was occupied there were claims, liens, and lawsuits unsettled. Just when all these claims were finally settled would be difficult to determine.

The style of the new high school building, of which Portland was justly proud, was Transition or Semi-Norman, a style which prevailed during the reigns of Henry II and Richard I. A brief review gives the outline and some of the measurements as follows: From east to west, - including the approaches, the length was 200 feet; from north to south, the width was 140 feet. Width of stairs, eastern entrance, 12 feet, western entrance 11 feet. Halls at each entrance were 18 feet wide. In the eastern wing, the halls on first and second floors widened to 31 feet. In the center, under the skylight, there was a court on each of four floors measuring 37 x 62 feet, each of which was partly occupied by two flights of stairs. In the center of each of the upper three floors of these courts was a circular opening for the passage of light. Each of these openings was finished with a circular arched rotunda. There were fifteen class rooms, two recitation rooms, a library, a museum, a laboratory, an art room, a model room, and superintendent's and princi-

pal's offices. A large assembly hall occupied part of the third floor. In the eastern tower were two rooms one of which was intended for the tower clock. But no clock was ever placed there. The hands painted on the outside always pointed to nine o'clock.

With the completion and occupation of the new high school building a new course of study was prepared and adopted in 1886. The desire to form the curriculum so that a diploma from the high school would entitle the student to entrance into the State University at Eugene withour further examination was successfully carried out. Portland High School was put on an equal status with the best high schools of other cities. Its graduates were admitted without difficulty to Eastern Colleges. The English course still required three years, and the English Latin and the English German four years. Necessary changes were made as occasion arose to keep the courses up to date.

Portland High School principals succeeding R. K. Warren were Ella C. Sabin, one year 1888-89; L. F. Henderson, one year 1889-90; F. G. Young, four years 1890-94; Frank Rigler, two years 1894-96; H. M. James, one year 1896-97; and T. T. Davis, often referred to among the students as "Papa" Davis, who served until his death in 1923, a period of 26 years, during which Portland High School became Lincoln High School.

When opened in 1885 the new building, for several years, was not totally filled by secondary classes and Lownsdale grammar school pupils occupied unused rooms. However, toward the close of the century expanding classes began to tax the structure's capacity and additional schools were an approaching necessity.

It is remembered that the 1890's were the days of real circuses; big parades, music, clowns, pageantry, and all. Public parades usually marched on Morrison Street, past the Portland High School, and classes were dismissed so that students could watch. Once the circus went down Washington Street instead. Pupils were about to lament their fate when fire drill suddenly sounded. Realizing that they were freed, all dashed to the parade. Pupils never learned whether "Papa" Davis, then principal, called the drill on purpose or not.

Finally, in 1912, upon completion of the building to be known as Lincoln High School - Washington and Jefferson High were already built - the structure of Portland High was abandoned and the name dropped from use. Within a year's time, school congestion elsewhere necessitated its occupancy by the Girls' Polytechnic School. Later, in 1928, again condemned and declared unsafe, it was once more vacated and the building and block sold for $192,500. The old building was torn down the following year.

City maps of East Portland for 1877 show no streets further east than Twelfth. The East Side was then a separate municipality bearing the name of East Portland. This extensive but meagerly populated area east of the Willamette River included probably a half dozen school dis-

tricts, prominent among which was District No. 21. Schools within this area were always spoken of as "the East Portland schools."

It was District No. 21, in 1877, that erected and opened for study an eight-room schoolhouse, known as Central School, and not to be confused with the earlier school of the same name in Portland proper.

The location of this building, as given in the East Portland supplement to the Portland City Directory of 1883, was "at the head of L Street." The cross street was Thirteenth. Actually the building, which faced west, was reached by an alley, leading from Twelfth and L Streets to the front door.

Although Central School had been erected primarily for grammar grade use, the demands of secondary training became so pressing that in the autumn of 1883, School District No. 1, extended its circumference of authority and opened high school classes in the building. To accommodate this advanced instruction, two rooms were added to Central School in the summer of 1883, at a cost of $832.

F. A. E. Starr was the first principal of this East Portland High School, serving one year only - 1883-84, J. C. Glendenning having apparently refused appointment. Following him, M. A. Wetzell was principal from 1884 to 1887. Wetzel received an annual salary of $1500, which was raised to $1600 in 1886, when he became city superintendent. Mrs. F. E. Alford served for the year 1887-88, and R. F. Robinson for three years, 1888-91.

Other than caring for its local youth, this high school provided training for students living outside of the district who could pay a small tuition fee. Rates for such students in 1888 were $2.00 a month.

Six classes, numbering altogether 44 students, graduated from the old East Portland High School, in the years 1885, 1887, 1888, 1889, 1890, and 1891. Only meagre records of the school's life remain, with no description of courses which may have been offered, although it may be assumed that they differed little from those in use by other high schools of the time.

A readjustment of school districts in Portland took place in 1891, the report of which appears in the Oregonian for March 3 of that year. It read:

> On February 28, 1891 we were officially notified by the County Superintendent that he was in receipt of the official census of East Portland and that the same is in excess of 10,000 inhabitants, and that in accordance with the school law the series of districts lying within the separate limits of the city shall now constitute one district, to be known hereafter as "school district No. 21 of East Portland," and we are to govern ourselves accordingly.

District No. 2 was the first to seek inclusion. Others must have followed rapidly, for the June Report of 1892 states that "during the year seven school districts (No's. 1, 18, 21, 25, 27, 31 and 33) have, under the acts of the last legislature, been united into one." As a consequence of this consolidation, and while it was yet under way, instruction in the East Portland High school was discontinued and thereafter the students of that entire area attended Portland High School, on West Morrison Street. Fifty-four pupils went from East Portland in 1892.

A major factor in this move of consolidation was the uniting of Portland proper and East Portland into one corporate city. Following that act an East Portland citizen expressed himself publicly, in disfavor of the move:

> Before the cities were consolidated we had a High School, but it has been taken from us. We are entitled to a High School but have none. The East Side extends from St. Johns to Sellwood, and people living within that compass are compelled to send their children to the Portland High, and to pay ferriage and carfare. If we cannot get a High School a branch should be established where pupils can take a two years course, and then complete their education at the Portland High School.

Mr. Frank Halfpenny, long in the employ of the city engineer's office, relates that he went to school in the old Central, in 1884. The boys, so his story goes, took turns carrying drinking water from a spring across the Base Line Road, now S. E. Stark Street, to the schoolhouse. He remembers that it took much longer in good weather than in bad weather, sometimes requiring an hour, merely to go through the fence and across the road to the spring, and back.

The old East Side Central Building occupied property 490 feet long and 290 feet deep, and, in 1889, was valued at $38,000. The building gave way to the original Washington High School building, which was erected on the same site in 1906.

Portland High School

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CHAPTER VI

Portland Hebrew Schools

1849 to 1937

Early in the period of Oregon territorial management, possibly 1849, a small group of Jews settled in Portland. Sharing equally with other settlers the hardships of pioneer life, they adapted themselves to their new environment and contributed to its industrial, commercial, and cultural development.

In order to understand more clearly the early history of the Hebrew Schools in Portland it is necessary to give a brief sketch of the organization of the different synagogues which sprung up before 1900. Few authentic dates are obtainable for this early period, as many valuable records were destroyed in the fire which consumed Beth Israel Temple on the night of December 29, 1923. The little available data are from the City Directories and scattered newspaper articles and notices. Miss Ida Loewenberg, present executive secretary (1937) of the Neighborhood House, has recorded briefly the few facts to be obtained from certain of the early settlers; material, invaluable historically, but not exhaustive in treatment. Likewise, Rabbis Henry J. Berkowitz, H. Isaac Chernichowsky, Albert A. Ruskin, and Edward T. Sandrow have imparted additional information. Notwithstanding these contributive sources many of the dates here given must be considered as approximate and the facts incomplete.

Early in the spring of 1858 a meeting was called of all the Jews in Oregon, to gather at the National Hotel, on First and Washington Streets, there "to organize a congregation for the worship of the One and Only and Everlasting God, according to the ancient ritual of the Jewish Faith." On June 13, 1859, Congregation Beth Israel was formally organized and the first services were held in Burke's hall, corner of First and Morrison Streets.

With the rapid migration of Jews into Oregon, it became possible to erect Synagogue Beth Israel, which was consecrated in August of 1861.

Soon afterwards the congregation began holding in the vestry a daily school for secularr subjects. Harvey W. Scott writes in his History of Portland:

> For a time, the congregation of Beth Israel maintained a Hebrew school, on the corner of Fifth and Oak streets. It was under the supervision of Rev. Dr. Eckman as principal, and Rev. H. Bories and George F. Boynton, teachers. The directors were: H. F. Block, N. Wertheimer and S. Blumauer.

Also in the City Directory, 1863, appeared the statement:

> . . . the first Jewish school here was in progress at either Fifth or Sixth and Oak streets in the vestry of the Jewish Synagogue, Beth Israel. There were 30 scholars, and English, German and Hebrew were taught. In those days, Jewish rabbis were also superintendents and teachers in those religious schools.

This school, although financed wholly by Jews, was open alike to Jews and non-Jews, and did not confine itself to secular studies but also taught subjects then given in the city public schools. In 1865 the enrollment had grown to 65 pupils and a small staff of teachers was employed to take care of them. Among the teachers were Dr. Julius Eckman, principal, and Reverend H. Buris, J. G. Diordorf, Miss Helen Burton and others. The directors were B. Goldsmith, A. Beck and J. Mayer.

The following article was printed in the Oregonian for February 24, 1866:

> Examination at the school Beth Israel - The examination at this school was conducted with credit to the pupils, and satifaction and pleasure of the teachers and friends of the institution, during Tuesday and Wednesday last.
>
> A rigid but just examination was made into the progress and learning of the children attending the school, and it must be said that very few schools having an equal number of attendant students, . . . present so large an average in the calculation of merit, industry and advancement. We found a general proficiency in grammar and mathematics, orthography and composition. Among the senior classes, there were many who acquitted themselves with credit. A spirit of emulation seemed to animate a great number, and although prizes of excellence were accorded to those only who in a strict computation of their merits during the session preceding this exhibition had placed themselves first in rank, the examination discovered a high degree of proficiency throughout the class.
>
> **********
>
> Although an establishment under the auspices of a Hebrew congregation, we noticed quite a number of pupils, the sons of Christian gentlemen, and while we admire the spirit of liberality which banishes from this school, all distinction of religion and secures to the rich and poor, the Jew and Gentile, equal advantages and rights, we concede

> that too much praise cannot be accorded the congregation for the means which those whom poverty or straightened circumstances prevent giving their offspring the benefits of instruction and learning.

There was also a primary department, leading to upper grade study. Here the children were instructed in reading, spelling, writing, and geography under the supervision of Miss H. R. Phillips and B. Cornelius.

In 1867 the Beth Israel school was in charge of B. Cornelius and the attendance was 75. From 1868 to 1870 the attendance fluctuated. The school was in charge of D. I. Schwab in 1868 and Miss Phillips was teacher, with an attendance of 35. The following notice printed in the Oregonian, on February 28, 1868 reveals something of the high degree of respect in which the school was then held:

> The Semi-annual examination of the pupils of Beth Israel school took place Wednesday and yesterday, Miss H. R. Phillips teacher, conducting the exercises in English and Rev. Dr. Schwab examining in German and Hebrew departments. This institution ranks with the best of the school here.

Attendance in 1870 was given as 50.

The last data obtainable for Beth Israel school before 1900 is 1873 when the school had as its teacher Rev. H. May, who taught German and Hebrew.

Ahavai Sholom, a conservative congregation, organized in 1870, worshiped in a small building on Sixth Street near Pine. This synagogue, like Beth Israel, conducted classes in the vestry, with Dr. Eckman directing. The school began as a Sabbath school, meeting Saturday and Sunday mornings. The attendance was 45 pupils. In 1872, the Reverend Mr. Schwab and Miss A. S. Phelps were teachers, with an enrollment of 50.

The school was reorganized by Reverend R. Abrahamson and became a week-day Hebrew school, meeting daily from 4:00 p. m. to 6:00 p. m. Later, it was again reorganized and made into a Sabbath school, the children meeting in the synagogue on Saturday and Sunday mornings, from 10:00 a. m. to noon.

In 1893, a small group of Jews came from North Dakota and organized Neveh Zedak Talmud Tarah, a moderately orthodox congregation, who held their first services "above a store in the heart of Portland." This congregation, soon after its organization, opened a school in the same building. This synagogue remained here for only a short time, when it was moved to First and Mill, later, to Third and Columbia, to First and Madison, and to its present location at Sixth and Hall Streets.

There developed differences of doctrinal opinion among this body, some of its members breaking away to form a congregation of their own, which they named Neveh Zedak. But they were not to remain separate long. Rabbi Ruskin, in an interview stated: "Better judgment, old loyalties, and a common struggle brought them together again, and the new amalgum was called the Congregation Neveh Zedak Talmud Tarah. Two educators, B. Bromberg and J. Vidgoof, will be remembered for setting before the community an example of the modern Hebrew school."

The children, in this religious school, which still meets Sundays from 10:00 a. m. to noon, are taught entirely in the English language; students range in age from kindergarten to 14 or 15 years. The present religious school superintendent is Rabbi Albert A. Ruskin.

Another such school listed in the City Directory of 1899, Bnoth Thomehe Talmud Tarah at 348 First Street, had as teacher H. Gertzman. The only other obtainable information about this School is that in 1901-02 Mosos Rosencrantz was teacher.

The year 1900 may be said to mark the beginning of the second period in the history of the Portland Jewish Schools. Up to that time the secular schools had been teaching a curriculum which covered both secular and public school subjects. As the public schools became better organized the Jewish schools began concentrating more and more on secular and vocational education.

In 1902 a vocational school functioned under the auspices of the Council of Jewish Women, on First and Montgomery Streets. Sewing and household management were stressed. The school was started by Miss S. J. Mayer and Mrs. Henry Hauseman, who upon retirement were replaced by Mrs. Ben Selling, in charge of sewing; Mrs. D. Solis Cohen, principal of household; Mrs. L. Altman, head principal.

In 1906 the school was moved to 427 First Street, and Miss Henrietta Lauer was made librarian. At that time the school was named the Neighborhood Industrial School and a department of manual training was started. Mrs. L. Altman was director. The following year a night school was added, and Carrie Meyers was given the superintendency.

The second permanent structure to accommodate the Neighborhood House was built on Second and Wood Streets, on December 19, 1910 - an institution which was destined to become an outstanding center of education and recreation for adults and children of the South Portland district.

In 1937 this institution held both day and night classes in charge of trained workers. The subjects taught were English, Hebrew, music, art, dramatics, sewing, millinery, dressmaking, printing, chemistry, health, and gymnasium. All departments are well attended. Classes given by the Department of Health are particularly important. Many mothers have attended these classes and have received assistance through lectures and from clinics so that the mortality of Jewish infants has been reduced in

that section of the city. This department is under the direction of a trained dietitian who volunteers her services.

The Neighborhood House has done outstanding work with the foreign-born resident. It has been one of the House's aims to help the immigrant adjust himself by assisting him in learning the English language and American customs. These classes are held three times a week in the evenings, and twice a week in the afternoons. All teachers are furnished by the Neighborhood House and are paid from its own budget. The students come from many different countries and have as many occupations.

In the Statistical Report for May, 1923, compiled by Miss Ida Loewenberg, Neighborhood House Executive Secretary, these totals are given:

Total attendance, May, 1922 to May, 1923	86,884
Total registration in classes, clubs and other activities	1,680
Total registration in outside organizations using House	1,180

Since that time interest in the school has continued to grow.

A Hebrew School was started as an experiment in 1915, with the hope of strengthening the bond between the older and younger generations.

Quoting from Miss Loewenberg's Report for Neighborhood House, May 1, 1924:

> The aim of the Hebrew School is to teach the History of the Jewish race, its ideals and its culture. This contribution, we believe, will be the means of restoring the Jew to his old position of dignity, grace and spiritual power. Common criticism of the American Jew today is "his lack of information of his own history, tradition and real worth of Judiasm which places him at a disadvantage in that he cannot disseminate true information regarding the Jew to his Gentile friend and man.

In the spring of 1916 the Portland Hebrew School was granted the privilege of using the Neighborhood House class room. This school, financially independent and separate from the Neighborhood House, has its own board of directors drawn from different congregations throughout the city.

Up to 1916 all the Hebrew schools had been stressing the old-fashioned system of reading which was calculated to show a child's proficiency in reading Hebrew. Gradually the new method called Ivrith Birrith, which is reading and translating in the Hebrew tongue, was introduced.

Rabbi H. Isaac Chernichowsky was transferred from Seattle, Washington, in 1931 to the Portland Hebrew School. In 1934, Rabbi Edward T. Sandrow was brought to Portland to resume the duties of the synagogue Ahavai Sholom and its religious school. It was about this time that the school was reorganized on a permanent basis.

Classes at the Portland Hebrew school are held six days a week, commencing at 3:00 p. m. and concluding at 8:30 p. m. with the exception of Sunday when classes meet from 9:00 a. m. until 3:30 p. m.

There are nine grades covering six years, with the following curriculum quoted from the Report for Neighborhood House, May 1, 1920:

1st Year:	Reading and writing, blessings and prayers used in the home, vocabulary work and introduction to conversation.
2nd Year:	Short stories, declensions and conjugations, Jewish history from Abraham to the conquest of Canaan and the division.
3rd Year:	Jewish history from the conquest of Canaan through the Syrian conquest to Bai Kockba and Rabbi Akiba, study of the Books of Genesis, Exodus and Joshua. Introduction of composition work, reading and discussion of the P. H. School Library Books.
4th Year:	Jewish History from Bor Kockba to the present time, Books of Leviticus, Numbers and Deuteronomy, continuation of the earlier Prophets, reading of Hebrew (secular) literature and discussion in class.
5th Year:	Current events in Jewish history, conclusion of the earlier Prophets and beginning of the later Prophets, study of the Schulahon Arukh.
6th Year:	Review of the history. Later Prophets and Writings, Introduction to Modern Hebrew Literature.

After the student has completed this six-year course he is able to speak fluently in Hebrew and is qualified to become one of the school instructors. At the present time there are two branches to this school: Irvington branch at 2531 Northeast Sixteenth Avenue, and the other at Ahavai Sholom, at 1436 Southwest Park Avenue.

The 1936-37 enrollment for the Central school, on Second Avenue, was 136 students; in the Irvington school, 40; and at the Ahavai Shalom, 25. The ages of those attending averaged from eight to sixteen years. The class days are: Central school, each day except Friday and Saturday; Branch schools, three days a week.

These schools are financed partly from the Federated Jewish Charities, subscriptions from the Community Chest, and a donation of $3,000 from the Blumauer Estate Fund, and fees from those students who can pay. The cost of operation for the year 1936 was $8,560, an average cost per child of $45 per year.

All synagogues throughout the city continue to maintain Sabbath schools and to instruct students in Jewish history and culture. Many of the graduates of these schools have obtained prominence in civic life.

Mr. H. Isaac Chernichowsky, principal of the Portland Hebrew School, stated in a recent interview:

> By observing and practicing Jewish traditions, the child is demonstrating its loyalty to the Jewish group. The teaching of customs and ceremonies occupy an important place in the curriculum of any Jewish school.

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Chapter VII

Catholic Schools

1859 to 1937

Oregon's earliest settlers received much assistance from the Hudson's Bay Company fort at Vancouver, through its chief factor, Dr. John McLoughlin. Headquarters for the Northwest fur trade, the Vancouver post also served as a clearing house for all of the Company's business west of the Rocky Mountains.

Although no priest or missionary had, in the late 1820's, set foot on this soil, the Catholic religion had begun to make its influence felt. Between 1812 and 1820 a wandering band of Iroquois Indians from a mission near Montreal had crossed the continent and settled among the Flathead Indians. The Iroquois did not forget their early religious instruction, and soon converted many of their new comrades. So interested did the neophytes become that in 1831 a delegation of Indians arrived in St. Louis and implored the church authorities to send them "black robes."

The rumor of this Indian Pilgrimage caught the imagination of religious groups and aroused a wave of missionary interest. The Methodists were well prepared and were the first to respond. They organized a party under Jason Lee and his nephew Daniel Lee, whom they sent out with Wyeth's second expedition in 1834. However, instead of locating among the tribes that had asked for help, the Methodists planted their mission on the Willamette River.

Meanwhile, a French Canadian settlement, composed largely of retired employees of the Hudson's Bay Company, was springing up in the Willamette Valley. Nearly all of them had been brought up in the Catholic faith, and being now permanently established they wished for the benefit of clergy. So in 1834 and again in 1835, they sent an appeal to the Red River country, asking that priests might be sent to their community.

The Catholic Church was not then in a position to heed the request. But in April, 1838, Abbe Blanchet and Abbe Modeste Demers were appointed to minister in the Northwest territory. They arrived at Vancouver on Saturday, November 24, 1838. Working diligently, they soon established a number of Catholic missions.

Their work among the Indians was further supplemented by the arrival of Father DeSmet, who, upon meeting with a delegation of Indians at Council Bluffs, Iowa, had responded to their call. DeSmet set out for the Oregon Country in March, 1840, ministering to the Indians along his route.

In the early months of 1842 the three priests, DeSmet, Blanchet, and Demers, met at Vancouver "to deliberate on the interests of the great mission of the Pacific Coast." There was urgent need for more religious workers. So Father DeSmet was sent east to secure recruits and supplies for the Oregon missions. He was gone 25 months, and during that time visited many of the chief cities of Europe. On the 9th of January, 1844, he set sail from Antwerp, Belgium, on the brig Indefatigable, accompanied by four Jesuit Fathers, a lay brother of the Society and six Sisters of Notre Dame of Namur. The Indefatigable reached the Columbia River by the end of July. That fall on French Prairie the Sisters opened a school for girls, enrolling about two score of the children in the neighborhood. A second school was opened at Oregon City in the fall of 1848. Both schools had a promising start, but during the next year the discovery of gold in California attracted so many of the families from French Prairie and Oregon City that they had to be closed.

The gold rush was soon over, and the gold diggers of 1849 returned to Oregon and found their wealth in the cultivation of the soil.

By 1851 the Catholics in Portland were numerous enough to build their own church, and the Rev. Father James Croke was authorized by the Archbishop to solicit funds for that purpose. Close to $600.00 was secured through subscriptions, and a half block of ground was purchased from Captain J. H. Couch, in the vicinity of Fifth and Couch Streets. There the building was commenced. Two months later the work was sufficiently advanced to have the building dedicated. Rough benches answered the purpose of pews and the whole interior of the edifice was unfinished when on February 22, 1852, the ceremony of dedication was performed by the Archbishop and several assistants.

The church remained on its original site until 1854 when the congregation began to realize that the building was too remote from the people. The road to it was a mere trail through the woods, blocked by fallen trees, over which those going to church had to make their way. Finally a meeting was called, and four lots were secured from Benjamin Stark at Third and Stark Streets. Here the new church was built.

When in 1862 the Archbishop removed his residence from Oregon City to Portland this humble church became his pro-Cathedral.

A letter of Father Croke to the Archbishop provides interesting information about the extent of his missionary operations:

Portland, May 17th, 1855

My Lord Archbishop:

I have the honor to submit to your Lordship a full and complete census not only of the Catholics of Portland and vicinity, but also of all the Missions and stations visited by me in the years 1853-54. I hope you will find it satisfactory. I intended appending to the census of the south a description of the various towns, their relative distances and

a general 'i'tineraire' for the use of a traveling priest, but I have got no time just now but shall take the earliest opportunity of doing so and of also making a kind of ecclesiastical map of the country showing the different points where Catholics are settled, the most convenient sites for missions, etc. . .

You will find at the end of the census a general resume, showing at one glance the Catholic population, adult and minor of each town in Oregon, commencing at Jacksonville, which I have taken as the centre. Starting from Jacksonville I go south to the southern extremity of your Lordships jurisdiction, then traveling up the seashore to the Umpqua Valley, commencing again at Canyonville, the extreme southern point of the Umpqua. I travel north to the Willamette taking in all the various stations to the Calapooia Mountains, thence into the Willamette Valley, traveling north until I join the missionary posts where there are resident clergymen.

I have the honor to remain

Your Lordships humble and obedient servant,

Jas. Croke, Mis.

The population of Portland continued to increase, and Archbishop Blanchet early sensed the part the city would play as a Catholic centre. As a true Catholic, the Archbishop was also anxious that the children growing up in the region should be gathered into the fold of the Church. In order to assure the accomplishment of this, however, it was absolutely necessary to make provision for the religious education of the youth. As early as 1857, therefore, the Archbishop secured a block at what is now Fifth and Market Streets, on which stood an untenanted frame building. With this location and accommodation to offer, the Archbishop set out for Montreal to find Sisters to open a school.

Acting under the advice of their founder, Bishop Bourget, the Sisters of the Holy Names of Jesus and Mary responded to the call of the Archbishop. Twelve devoted Sisters, with Mother Alphonse as Superior, left Montreal in September, 1859, by rail for New York City. While there they purchased a square piano which was shipped to Portland by way of Cape Horn. The Sisters boarded the steamer Star of the West bound for the Isthmus of Panama, which was crossed by means of a small railroad. From there the trip was made by boat to Portland, where the party arrived on October 21, 1859.

Archbishop Blanchet led the 12 Sisters to the house which had been purchased from Daniel Lownsdale on the outskirts of the town. Mother Flavia recorded in her reminiscences:

> As they picked their way along plank walks and through the mud on that foggy morning, toward their new home they felt very lonely and strange. They had come from cultured homes, and comfortable surroundings, and their new field of labor presented a forbidding appearance. The house, of frame construction, and unfinished stood on the edge of a dense forest. When the door was forced open, they found it filthy with the litter of town vagrants, and an accentuation of garbage. On the way from the steamer, the Archbishop had provided himself with two brooms, but shovels would have been much better. The rain and chilly fall wind came through the cracks in the wall, the ceilings were of cotton, and there were no furnishings other than a long, rough bench and a cask.
>
> While the strenuous task of cleaning was still under way Sister Mary Alphonse, the Superior, and Sister Mary Febronia picked their way back to the village to "Herch Bros." general merchandise store, where they were greeted with courtesy, and opened a credit account, purchasing 6 blankets, 30 yards of cotton sheeting, 1 dozen each; plates, cups and saucers, forks, knives, and spoons, a kitchen stove, and cooking utensils.

Mother Flavia, author of Gleanings of Fifty Years wrote of the arrival of the Sisters:

> Even St. Francis of Assissi would have no reason to complain of the homage paid to Lady Poverty in the first humble domicile of the Sisters of the Holy Names in Portland. The luxury of bedsteads and matresses was reserved for more prosperous days, the carpet-bags of the travelers were their pillows; the lately purchased blankets by some unexpected process of multiplication, suffered for the covering of the twelve Sisters. Was theirs a peaceful slumber on their beds of boards, or was it haunted by tearful visions of old home comforts? The answer is told by the joyful note of courage ringing through the convent annals.

Mother Flavia, in recent years sister superior of St. Mary's Academy also said:

> Opening day, 1859. The prospective school had been made inviting, as far as gentle forethought could devise. November 6th had a gray dawn, like all November days, but within the Academy, life had assumed a new phase. From time to time, eyes wandered eagerly to the narrow foot-path leading

> to the door. Imagination stopped to picture the inquiring faces of the newcomers, scanning the strange costume of the nuns.

Six pupils answered to the roll call. Ten days later a little orphan girl was received as the first boarder. For some years a large percentage of the smaller girl boarders were orphans. Toward the end of November a class was opened for boys.

From Mother Flavia's reminiscences little pictures emerge of small boys with alert minds, and of religious women not too sedate to enjoy and to condone the mischievous pranks of their charges:

> Not all of the Sisters spoke English at first. In the class room one day the Sister, using the word "political" with its French accent, was corrected by one of her small charges, who archly inquired on the way homeward in the afternoon, 'didn't I teach you today, teacher?'

St. Mary's Academy claims the distinction of being the first permanent Catholic institution of higher learning in the Pacific Northwest. From the humble little school in pioneer Portland of 1859, it soon became an educational force in the city.

An examination of newspaper items of the day yields many picturesque facts. In the Catholic Sentinel for February 5, 1870, it is said that:

> Besides the uniform dress, (a sample of which can be procured at the Institution), each young lady must be provided with a black and white veil, six dresses, six changes, a dressing case furnished with combs, brushes, etc., four towels, a washstand, basin, and pitcher, four table napkins, a knife and fork, table and teaspoon, and one goblet.

Names of the graduation class for 1870, as printed in the Catholic Sentinel for June 25, were announced as Sarah Roberts, Hattie Gleason, Katie Sawyer, Ella Cole, Clarissa Burke, M. Burke, Annie Shelby and Sarah Kennedy. Exercises were held on June 28, when there was "conferring of diplomas and gold medals."

The diploma awarded was of parchment, the text being printed and the names written in. Mother Veronica signed as Sister Superior, and Sister Mary as assistant. Sister Mary Helena was principal.

Copies of the Sentinel for April of the same year show that some pleasures were added to the routine of study. On April 28, an entertainment celebrated the birthday of Mother Veronica, while the April 14 issue told briefly of a railroad excursion:

> Mr. Ben Holladay proved himself not only a friend to the Sisters, 'at his invitation', the scholars of St. Mary's Academy and St. Joseph's Parochial School had an excursion on the East Side Railroad to the terminus, seven miles above Oregon City, and back.

On a June Thursday of the week prior to graduation, the Sisters held a picnic for all "children attending St. Mary's Academy and St. Joseph's School. . . in the vicinity of King's Mountain. . . They returned home early in the evening, having enjoyed a day of unalloyed pleasure."

More than a year later the Sentinel for October 7, 1871, reported the occasion of "a walk", which also indicated something of the Academy's growth.

> Last Wednesday the pupils of the Sister's Schools were accorded a sort of holiday, and in the afternoon they, together with their good teachers, took a walk, the weather being exceedingly pleasant. We were astonished at the large number of pupils, the procession, marching two abreast, reached two blocks.

An article on "The Private Schools of Portland" published in the Daily Herald of November 19, 1871 and republished in the Catholic Sentinel, gives the most detailed and illuminating account of the Academy during the 70's. Selected quotations read as follows:

> The pupils who attend the Academy range from infants to young ladies, and they seem to be of all European nations, making a most cosmopolitan throng. The black eyes and dark features of the Jewess, the spirituelle, delicate faces of the American, the almost milky white complexion of the daughters of Germany, the ruddy complexion of the native of the British Isles, and the darker hues of the natives of Southern Europe can be seen there, all mingled together and making a most interesting study for the lover of ethnology. . .

> The languages taught are Greek, Latin, French and Spanish. In music, like the other studies, pupils are thoroughly instructed on the piano, organ, guitar, and harp. Lessons are given gratuitously in plain and ornamental needlework, embroidery, knitting, crochet and beadwork. These last, which are one of the most requisite accomplishments of a young lady, occupy a prominent place in the studies. . .

> The average attendance of pupils is about 250. The day school alone numbers 121. The average age of the members of the senior class is 16 years. . .
>
> The principal portion of the pupils are of the Protestant denomination, but their religious scruples are never intruded upon.

During the 70's the Academy's educational program was divided into five departments: Primary, Preparatory, Second Junior, Junior, and Senior. Premiums were given yearly for good conduct, for politeness, and for knowledge of Christian doctrine. The rolls for 1872 show that over 65 students attended throughout the year, with seven more registering late.

Added to the original 12 Sisters who arrived in 1859, a second group, likewise 12 in number, arrived in 1863. But death seems to have depleted the teaching ranks in 1871 and 1872, so that three additional Sisters arrived from Canada. St. Joseph's Parochial School and St. Michael's College had recently been opened, thus increasing the teaching responsibilities. In 1875 four Sisters of Charity and two of the Holy Names order arrived from San Francisco on the Steamer John L. Stephens.

During the first few years of their work at St. Mary's, the Sisters, famed for their needlework, gave instruction in embroidery and tapestry, and eked out their scanty funds by "taking in sewing" for their neighbors. For some years the brilliant green satin scarfs of the pioneer Hibernian Society, ornamented with gold braids, were a product of their skill.

Items and material from Medford sources contain the information: "St. Mary's was the first school in Oregon to offer work in calisthenics."

From 1880, an increasing number of St. Mary's graduates began to enter the teaching profession. This circumstance led to the taking of a very important step in the school's development, --securing the eligibility of St. Mary's graduates for State examinations. The Charter of St. Mary's was accordingly revised, and its privileges were extended so as to grant the Institution power to confer degrees. In accordance with this act, dated July 29, 1893, the school became known as "St. Mary's Academy and College." This affiliation with the State Board provoked the hostilities of the faction inimical to Catholic education. Mother Flavia, remarked later: "Be it said to the honor and wisdom of the State Board of Education the text of the amendment was drafted with impartiality. While it met opposition in the legislative assembly, it also found ardent supporters who carried it successfully through both houses."

The text of the bill was as follows:

> To grant state certificates and state diplomas to such persons as are found, upon examination of the State Board of Examiners hereinafter defined, to possess a good moral character, thorough scholarship, and successful experience in teaching;

> The examination for state certificates and diplomas shall be upon questions prepared by the State Board of Examiners; said questions shall be based upon the text books adopted by the State, and shall cover all the branches required for a first grade county-certificate, and, in addition, thereto, algebra, bookkeeping, composition, physical geography, physics, and psychology; those for state diplomas, in addition to the foregoing, botany, plane geometry, general history and English literature. Examinations for state certificates and state diplomas shall be conducted in accordance with the rules and regulations adopted by the State Board of Education, consistent with the laws of the State. A state certificate shall authorize the holder thereof to teach in any public school in the State for five years thereafter, and the State diploma shall confer a like authority for life.

The latest catalog, 1937, of St. Mary's Academy divides the courses of study into Classical, General, Modern Language, College Preparatory, and Scientific. Catholic schools are known for their interest in Music and Art. St. Mary's offers courses of Piano, Violin, Harp, 'Cello, and Voice Culture. The Academy has a carefully selected library. The Scientific Department is equipped for the study of Chemistry, Physics and Botany. Lectures supplement the class room work in Philosophy, History, Literature, Art and Science. It is well known that Catholic schools give a big place to the teachings of their faith.

To the initial graduating class of 1867 the Archdiocese owes its first Oregon-born priest, the Reverend Arthur Lane, in 1910 Rector of the Church of Our Lady of Perpetual Help, Albany, Oregon.

The enrollment at St. Mary's during 1936-37 was 337, with 230 in the High School, 80 in the Grade School and 27 in the Free School.

Since the founding of St. Mary's Academy in 1859, a number of parochial schools have been established in Portland.

The second school was opened in August, 1861, beside the Church of the Immaculate Conception, on Third and Stark Streets. The Rector, the Reverend Patrick Mackin, recognized the need of a school more centrally located than St. Mary's Academy for young children--one wherein boys and girls might receive instruction in separate classes. The contract accepted by the Sisters and signed by Father Mackin, gave the use of the building on the east side of the church to the Sisters for a yearly rental of $100. Tuition fees were collected by the teachers. Sister Mary Perpetua taught the boys and Sister Mary Florentine, the girls. The first session of "The City School" opened August 26, 1861. In Gleanings of Fifty Years appears this observation with its added human touch:

> This undue expansion called for consolidation of classes from some point, it thus occurred that the boys' classes from St. Mary's were removed to the parish school. . .
>
> The little orphan boys, at the time under the protection of the Sisters, set out every morning with the two teachers. They carried their midday lunch in tin pails; but the boys hungered on the way, so at times there was a notable diminution of the contents of the buckets; at other times, some friendly wrestle brought the eatables to the ground. A vigorous blowing of the dust and a readjustment quieted the short-lived anxiety of the culprits.

Upon the reconstruction of St. Mary's Academy in 1862, a home was provided for orphan boys.

As Portland continued to expand, expecially on the east side of the river, the need was felt for a school closer to the homes of the children of that area. Accordingly, in 1886, the Sisters of the Holy Names built Holy Names Academy in St. Francis Parish. For a while the teachers still made their home at St. Mary's. A glimpse of the town of the day is to be had through Mother Flavia's eyes in her description of the Sisters and their duties:

> Their daily mission was of a nature to tax the strongest - the two sisters set out at 7:30 a.m., walked to the Stark Street Ferry which bore them across the river, climbed the hill, and by dint of another brisk walk reached their destination at 8:30 a.m.

In 1892 the site of the Academy was purchased from the Archdiocese for $5000.00. Thereafter the staff of teachers made the school their residence. In 1893, it received its rank among the local houses of the Province of Oregon. Later the name "Holy Names Academy" was changed to that of "St. Francis Academy."

With the continued expansion of Portland eastward, the attendance of pupils steadily increased. To meet this prosperous condition, a large wing projecting westward beyond the main building was erected in 1907. Again Mother Flavia said:

> The special mission of St. Francis School, and one in which it has been deservedly successful, seems to have been the giving of thoroughly trained girls and boys to the higher institutions of learning. Since elementary education is the strong foundation of the superstructure of secondary and higher education, St. Francis Academy is doing noble and effective work in the field of education.

In the Oregonian for June 7, 1895, appeared the names of three graduates: Miss Angela Marie Altstock, Miss Stella Moran Munger and Miss Cecelia Maria Fay. "Miss Ellen Kehoe and Miss Altstock presided at the piano with skill and success."

Mother Flavia also mentioned another of the early schools:

> In the north section of Portland we find St. Patrick's School, in St. Patrick's Parish, which was accepted by the Sisters of the Holy Names in 1885. . .
>
> If the docility of the pupils is the test of the school then St. Patrick's is climbing towards the heights in its moral as well as in its intellectual training. Among St. Mary's graduating classes, the palm of excellence has from time to time, been won by students who received their elementary training at St. Patrick's School.

But additional facts are unobtainable.

Another item from Gleanings of Fifty Years related that -

> St. Mary's Academy Annex, under the protection of Most Reverend Alexander Christie, has since 1900 been a favored resort for little children of St. Mary's Cathedral Parish. This precious portion of the flock is not insensible to the kindly interest of His Grace, and in the near future these little ones will swell the ranks of the pupils of the contemplated Cathedral School.

For a quarter of a century after its founding in 1871, St. Michael's College for boys was one of the important schools of the Northwest. In the Catholic History of Oregon, by Edwin V. O'Hara, it is said that:

> The work of building the college was undertaken and brought to completion in three months. On the opening day, August 28, 1871, more than sixty pupils presented themselves for enrollment. . . .
>
> The success of the School was largely due to the energetic efforts of Father Fierens and the capable direction of its first principal, Reverend A. J. Glorieux now Bishop of Boise.

An item undated, but probably for 1871, taken from the Sisters scrap book in the St. Mary's Academy archives, and copied by Margaret Wyman relates the following in regard to St. Michael's:

> A Catholic institution for boys, opened this past summer. Since it was first erected, a wing has been added to it, and even then it is hardly able to

> accommodate the increase in pupils, which average in attendance about ninety. Besides the English branches, Greek, Latin, French, Spanish and German is taught here.

The combined valuation of building and grounds as reported in 1884 was $12,000.00.

In 1891 St. Michael's was under the management of the Christian Brothers. The enrollment of pupils at the time was 200, in charge of five teachers, all Brothers. No catalog had at the time been published. Music was under the direction of Professor Stebbinger. The principalship of the Reverend A. J. Glorieux was followed by that of the Reverend Bernard Orth, who later became Archbishop of Victoria.

Contemporary accounts tell us that the College had a brass band, telegraph apparatus, physical laboratory and a printing office. For years the students published a monthly paper, "The Archangel", which enjoyed a circulation of about 500.

The school continued its sessions until August, 1895, when its doors were permanently closed. As an educational influence, however, it filled a worthy place. Many prominent men received their education at St. Michael's. The original building is still standing at Fifth and Mill Streets.

A large German constituency in the neighborhood led to the erection of a church and school on the corner of what is now Northwest Fifteenth and Couch Streets. The church was built in 1887, and the following year the Dominican Sisters arrived from California to conduct St. Joseph's German parochial school. For some years the estimated enrollment was between 150 and 200. With the turn of the century, commercial and industrial expansion made the district undesirable as a residential section and people began to move out. The school attendance also continued to decrease, and in 1920 the school closed its doors. Not long after, a fire destroyed part of the building. It has since been torn down and only the foundation remains. The Dominican Sisters thereafter took charge of the Immaculate Heart Parish, where they opened Immaculate Academy.

At the invitation of Archbishop Gross the Sisters of Mercy came to Oregon in 1896 to start another educational venture. Although Cedar Mills Academy was located seven miles from Portland the school may rightly be considered as belonging to the City's educational life.

The Oregonian for July 4, 1897, gave the following account of Cedar Mills Academy:

> The Sisters of Mercy, at Cedar Mills, seven miles west of Portland, held their first commencement exercises of the academy on Wednesday evening last. The school was begun two years ago, but the first year it was a very modest affair, unprovided

> with buildings of any kind which it could call its own. Last year a new home was built, and regular systematic work commenced. Three Sisters have given their whole time to the work. The course of study included the literary branches usually taught in schools of that grade. thorough instruction for both boys and girls in music and drawing, and fine needlework for girls. The building already occupied, is small but well suited for a boarding school. . .
>
> The exercises of the evening were held not in grained chapel but in a fairy bower built of fir boughs. This was bewitchingly lighted by Chinese lanterns, though the stage was brightened by Rochester lamps. The exercises were instrumental solos, duets, vocal choruses, recitations and dialogues, all of which were entertaining. . . The rain interfered with a few of the last numbers on the programme, for while the fir boughs were a protection from the night air, they would not turn water. Thus an otherwise very enjoyable evening was somewhat abruptly brought to a close.

Further definite information regarding the Cedar Mills Academy has not been secured. An interview with the Sisters of Mercy at their women's residence, The Jeanne d' Arc, secured the information that by 1900 the school had ceased to function.

The comprehensive program of Catholic education is well illustrated in the establishment and work of The Home of the Good Shepherd, at 597 Dekum Street. In an interview with Mother St. George, Superior, and Sister Annunciata in 1936 the following information was secured:

> Our present home was built in 1916 on ten acres of ground, at a cost of about $100,000.00. The incorporated title is 'Home of the Good Shepherd.' We call our school 'St. Rose Industrial School.' There are 155 girls at present with us, with 19 Sisters in charge. We have a prune orchard, also a cherry orchard and gardens. A high galvanized wire fence encloses the grounds with hedges inside the fence. We have an inspiring view of the mountains and surrounding scenery from the high balconies.
>
> One third of the group of girls is Catholic. The others are not allowed to unite with our church, while living in the institution. . . The girls are one group, even if there are distinctions in moral when they come to us.
>
> Our girls are taught sewing, cooking, commercial

> Our girls are taught sewing, cooking, commercial courses, music, and in fact everything necessary to attain perfect womanhood.

In 1910, the report of the Catholic Education Association of Oregon indicated the following schools in Portland: St. Mary's Academy, Columbia University (now called University of Portland), Christian Brothers Business College, St. Mary's Annex, St. Joseph's School (German), St. Francis Academy, Holy Redeemer School, St. Andrews, Blanchet Institute (formerly St. Michaels-Italian), Ascension School, St. Patrick's School, and St. Lawrence. The combined faculties numbered 103 persons, and the total number enrolled was 2627.

The Official Catholic Directory (U.S. Edition) for 1936 lists the following parochial schools in the city of Portland. Faculty and pupil totals are given as follows:

	Sisters	Pupils
Cathedral of the Immaculate Conception	6	149
St. Agatha	5	164
St. Andrews	6	135
Ascension	6	100
Assumption	4	97
Blessed Sacrament	4	156
St. Claire's	4	84
St. Francis'	8	117
Holy Cross	4	140
Holy Redeemer	8	328
Holy Rosary	5	63
St. Ignatius	6	220
Immaculate Heart of Mary	11	193
St. Lawrence	5	113
St. Mary Magdalene's	15	330
Our Lady of Sorrows	3	130
St. Patrick's	8	165
St. Philip Neris	4	104
St. Rose's (Elementary and High)	7	218
Sacred Heart	9	186
St. Stephens (Elementary and High)	4	130

Other schools not listed in the Directory were:

All Saints	5	120
St. Peter's	4	100
St. Mary's	39	337

The following Orders of Sisterhood are represented in the 22 schools: Sisters of St. Mary, Benedictine Sisters, Sisters of the Holy Child Jesus, Sisters of the Holy Names of Jesus and Mary, Sisters of St. Francis, Sisters of St. Dominic, Sisters of the Immaculate Heart of Mary, Sisters of the Third Order of St. Francis, and the Sisters of St. Francis of Penance and Charity.

Though not directly connected with the early history of Catholic Schools in Portland, the episode of the "Oregon Compulsory School Bill" passed on November 8, 1922, to become effective in September, 1926, was the most significant piece of educational legislation the state had ever passed. The bill provided for the compulsory public school attendance of all children. Had the bill not been declared unconstitutional by the Supreme Court of the United States, the law would have put all private schools out of business. For a while the whole nation was watching the outcome of the Oregon School Bill.

The unanimous decision of the Supreme Court, written by Associate Justice McReynolds, was delivered June 1, 1925, and upheld the decision of the lower court, declaring the act unconstitutional. The Oregon School Case was a landmark in the history of Catholic schools.

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Some of the pioneer teachers were: Miss L. H. Blackler, principal teacher in 1861-62, who was described as a woman of " marked ability and Christian devotion;" Miss M. L. Foster, principal teacher 1862-64, Miss E. G. Rogers, instructor in music, Miss Esther L. Robbins, instrumental music and drawing; the Reverend John Sellwood, vocal music; Miss Martha Brown, assistant; and Miss Jane Gray, who was chosen principal in 1865, after having been a teacher in similar schools in Philadelphia and San Francisco. She was expected to remain for the following year but for reasons unknown refused to stay. Bishop Scott referred to this incident as most mortifying.

In those early days teachers' salaries were extremely meagre and the work was often difficult and discouraging. The salary of the first principal, Miss L. H. Blackler, was derived from tuition fees only and is described as a "pittance."

Bishop Scott spoke as follows regarding the purpose of Spencer Hall:

> The school has been established as a Christian home for girls while pursuing their education and 'together with the usual course of studies, proper care shall be bestowed upon the domestic, social and moral character of the pupils.'

In a letter, written in January 1862, he spoke of the "desire of members for schools other than those under Romish influence, constituted as Christian families, to which children might be confided for proper education and nurture."

Because there were too few pupils to be had in its immediate vicinity and, because, in that day of difficult travel, Milwaukee was comparatively remote from Portland, the source from which many students must be drawn, Bishop Scott closed the school in 1866. An unwise choice of location was one of the chief reasons for the school's failure.

On July 14, 1867, Bishop Scott died. Although the Hall was not open at that time, the church did not seem to feel that it was permanently closed. Charles N. Reynolds says, in an article in the Oregon Historical Quarterly: "After Bishop Scott's death it seems to have been considered as existing until it became active again as St. Helen's Hall."

Bishop Scott had had the foresight to purchase land in Portland. This property consisted of three-fourths of a block and was bounded by Third, Fourth Madison, and Jefferson Streets. Hoping that eventually the property might come into the possession of the Episcopal Church, the Bishop had a house and chapel built.

Dr. Benjamin H. Paddock, rector of Christ Church, Detroit, Michigan, refused the appointment as missionary bishop for Oregon, to succeed Bishop Scott. As a consequence, in October 1868, the Episcopal General Convention

Chapter VIII

St. Helen's Hall and Bishop Scott Academy

1869 to 1937

The full story of St. Helen's Hall begins with the establishment of Spencer Hall Seminary, an Episcopal school for girls, located for a short time at Milwaukee, Oregon, six miles south of Portland. Spencer Hall was important principally as the forerunner of St. Helen's Hall in Portland, and was named for Captain Spencer who generously furnished means to Bishop Thomas F. Scott for the school's founding.

Although Bishop Scott began his efforts in 1859, Spencer Hall was not opened until 1861. It occupied an old hotel building in Milwaukee, formerly known as the "Veranda House". The institution seems to have been a success under the guidance of the first principal, Miss L. H. Blackler. When the second principal, Miss M. L. Foster, left in 1864 at the end of the second quarter, Bishop Scott personally took charge of the school. He had several assistants in addition to his wife, who acted both as matron and teacher.

Spencer Hall, conducted as a family-type boarding school for girls, was enlarged in 1863, by the building of a library and a gymnasium. History, botany, mathematics, philosophy, French, drawing, instrumental and vocal music, all described as "elementary branches", were given.

The school year had three quarters of three months each with no intervening vacations. However, at Christmas time, and on a few other special occasions, holidays were granted to pupils and teachers.

The rate of tuition was $60 per quarter, with extra charges for lessons in drawing and music. Students furnished their own towels, books and stationery and paid their laundry expenses.

During the entire history of the school the yearly number of students was very small. The annual enrollment for the first four years was: 1861-62, 16; 1862-63, 30; 1863-64, 29; and 1864-65, 24.

The list of the trustees in 1864 contained the names of some well known early settlers in Oregon. The following trustees were clergymen: The Reverend M. Fackler; the Reverend John McCarty, D.D.; the Reverend Johnston McCormac; the Reverend J.R. Sellwood; and the Reverend John Sellwood. Laymen on the board were; S. Ellsworth, E. Hamilton, Dr. H.V.V.Johnson, Benjamin Stark, and Dr. A.H.Steele. The Right Reverend Thomas F. Scott, D.D., was ex-officio president of the school.

selected B. Wistar Morris for the place. He gave the following sketch of himself, his family, and St. Helen's Hall:

> I was consecrated in St. Luke's Church Philadelphia on the 3rd of December, 1868, and sailed for San Francisco, from New York, with my family on the 21st of April 1869, and reached Portland on the 2d day of June. I took with me my three sisters-in-law, the Misses Rodney, and my own sister, Miss R. W. Morris These earnest church-women have been most efficient helpers in educational and Missionary efforts...
>
> We were kindly received and hospitably entertained by the Bishop of California and the Church people of San Francisco and found an equally warm welcome from the Clergy of Oregon, and their people in Portland and all parts of the jurisdiction.
>
> The erection of St. Helen's Hall as a boarding and day school for girls was immediately undertaken, and opened under the direction of the Misses Rodney, on the 14th of September 1869. The attendance increased so rapidly that an enlargement of the buildings was required before the close of the first term, and again before the end of the year, and a third time within three years. The average attendance since the first year has been about 150 pupils. The property consists of a block of ground with large buildings for the boarders and teachers, and convenient schoolrooms and classrooms for two hundred pupils. For several years an "upper room" was used as a place for daily worship for the school, and on Sundays by the Congregation of St. Stephen's Chapel. A larger and more appropriate place being required, St. Stephen's Chapel was built on the corner of the block, and connected with the dwelling-house and school rooms by a covered way. The whole school assembles in the Chapel for a short service every morning, before entering upon the studies and recitations of the day. The Chapel ... services have a most important and blessed influence in the true and higher education of the pupils of this school... St. Helen's Hall has done something more than pay its current expenses in the past few years, having expended, out of its earnings $12,500 on permanent improvements, books and philosophical apparatus, and the purchase of a block of ground for the site of a new building. This is also exclusive of the large expenditures for insurance and new furniture. I have since been offered $22,000 for this piece of ground, but as it was bought for no other purpose than a future site for St. Helen's Hall, I declined to sell it.

In the Portland City Directory for the year 1883 this advertisement of St. Helen's Hall appeared:

> St. Helen's Hall - A Boarding and Day School For Girls. Conducted by the Misses Rodney, under the supervision of the Rt. Rev. B. Wistar Morris, Bishop of Oregon. Thorough Instruction, Careful Training.
>
> Pupils taken at any age and admitted into any or all of the departments (English, Art, Music, Languages). The boarders have frequent exercises in Calisthenics and daily walks with the teacher.
>
> Catalogue sent on application.

Bishop Morris had planned before leaving the East to establish a girl's school at Portland and to call it St. Helen's Hall. Therefore, in 1869 he purchased the Scott property from Bishop Scott's widow for $7000. In 1876, the other quarter of the block was bought from Charles Holman, the total cost of the whole block being $10,000.

John D. Wolfe and his daughter Catherine, of New York City, furnished nearly all of the $7000. The rental from the house was used for a "Wolfe" scholarship which paid the expense of one boarding pupil. The Hall was not solely a boarding school but also accommodated girls living at home. Spencer Hall had been sold and the interest on the money used for a library. Bishop Morris made this comment:

> From the proceeds of the sale of the old property known as Spencer Hall, at Milwaukie, we have an invested fund of $1400, the annual income of which goes to the increase of the Spencer library in St. Helen's Hall.
>
> The yearly addition of even $140 worth of well chosen books will in time make a very valuable library.

It was soon considered necessary to raise $40,000 for expenditures on grounds, buildings, equipment and scholarships. Bishop Morris, The Reverend M. Stoy, rector of Trinity Church, and many laymen helped in securing the needed money. In fact, when Bishop Morris arrived Reverend Mr. Stoy had already collected $3000. Bishop Morris was particularly successful in securing money from Episcopalians in the Eastern states. The Wolfes were the most generous contributors, Portland citizens giving only $5000 to the fund.

In addition to the "Wolfe" scholarship, already mentioned, there were two others at this early period. The "Bishop Doane" scholarship, provided by the gifts of teachers, pupils, and friends of St. Mary's Hall, located at Burlington, New Jersey, furnished $300, enough for the entire annual support of one student.

A third scholarship, also for $300, was supported by a Philadelphia mother in memory of a beloved daughter who had died.

St. Helen's Hall was named for the mother of Constantine the Great, who had converted her to Christianity. Also the fact that beautiful Mount St. Helen's was not far distant from Portland made this name seem exceptionally fitting.

The ideals and purposes of St. Helen's Hall were practically the same as those of the earlier Spencer Hall. In a letter to the East, published in the Spirit of Missions, the Bishop said that the Northwest needed a school "for the Christian training of the daughters of Oregon for all time." On another occasion he said:

> The purpose of this school will ever be to do thoroughly and in reality whatever is undertaken without any attempt at ornaments or accomplishments that do not rest upon the foundations of first principles.

He pleaded "for an education of the heart as well as of the intellect."

The motto "that our daughters may be as the polished corners of the temple" he interpreted to mean "the forming of women with real substance underneath on which the refinements and polish may rest, with the aim of making the women real strength in the home."

Miss Mary B. Rodney, the first principal of St. Helen's Hall, was a graduate of St. Mary's Hall, an Eastern institution. She had also taught there, and in 1869, she was offered the principalship, but decided to remain in Portland. The Misses Lydia and Clementine Rodney served as first assistant and music instructor respectively at the Hall. In the control of the school, Bishop Morris was aided by his sister, Miss Rachel Morris, and by his wife.

The school was a success from the start. On September 6, 1869, when it opened, there were 50 pupils. This number increased to 75 during the year. At the year's close the enrollment had reached 130 and for the next 20 years fluctuated between that figure and 190. The chief reason for the almost stationary enrollment between 1869 and 1890 was probably the competition provided by the Portland High School. All of the private schools were affected by that public enterprise.

The life of the boarding students was "wholesome and apparently pleasant". However, by present day standards, discipline in female schools of the 70's was decidedly severe, as is shown by the following quotation from Bishop Deane's book, "Female Education on Christian Principles:"

> ... the credulous ear of parents...to that we owe the unnecessary indulgence in spending money; for the most part to do nothing but evil. To that we owe the boxes and baskets of indigestion and the

like that come in the shape of sweetmeats, and cakes and pies and sugar plums and nuts, to nourish selfishness or distribute headaches. To that we owe fine clothes, which are entirely out of place in every school for children. To that we owe a train of inconveniences and disadvantages which it were long to enumerate; but which these honest words may serve to exemplify 'to the wise a word is sufficient'.

Mrs. Susan Pittock Emery, an early student, granted the following interview to Mrs Fred Lockley, printed in the Oregon Daily Journal, on October 1, 1929:

In 1869 St. Helen's was started. I was one of the students who attended the opening session... Miss Mary B. Rodney, was the principal. Her assistants were Mrs. Mary B. Clopton and Miss Lydia Rodney; and Miss Laura Adair of Astoria was a student teacher. In 1873 about the time I stopped, Miss Rodney was still principal and the teachers were Mrs. Mary B. Clopton, Elizabeth Boyd, Miss Lydia Rodney, Miss Lydia H. Blackler and Miss Catherine Burton.

The first graduating exercises were held in 1872 and the graduates were Sally C. Campbell and Mary H. Couch of Portland, Margaret R. Gearhart from near Astoria, Alice M. Henderson of Yamhill County and Mary Taylor of Astoria. In 1873 only three girls were graduated - Laura Adair of Astoria, Jola Briston of Eugene and Hortense Van Fridagh of Portland.

The following statement from the St. Helen's Hall Catalog for 1869-1870 describes the general course of study in the English Department:

Spelling, Reading, Writing, English Grammar, and Analysis of English Poetry, Etymology, a complete Course of History, Arithmetic, both mental and written, Algebra, Geometry, Trigonometry, Geography, including Ancient and Physical Geography, Astronomy, Natural Philosophy, Chemistry, Botany, Conchology, Rhetoric, Exercises in Composition, and History of English Literature.

The first St. Helen's Hall faculty list for the school year 1869-1870 contained the following names:

Miss Mary B. Rodney	Principal
Miss Lydia Rodney	First Assistant
Miss Clementine Rodney	Teacher of Music
Mrs. Anna Reed	Teacher of Music

Miss Annie Atkinson	Assistant Teacher
Miss Catherine H. Burton	Assistant Teacher

The faculty for 1870-71 was as follows:

Miss Mary B. Rodney	Principal
Miss Lydia Rodney	Assistant Teacher
Miss Annie Atkinson	Assistant Teacher
Miss Catherine C. H. Burton	Assistant Teacher
Miss Lydia H. Blackler	Assistant Teacher
Miss L. Robson	Assistant Teacher
Rev. John Rosenberg, B.A.	Teacher of French
Miss Clementine Rodney	Teacher of Music
Mrs. Anna Reed	Teacher of Music
Miss Lindley	Teacher of Music
Mr. Edward T. Coleman	Teacher of Drawing and Painting

When the property at Fourth and Jefferson Streets was first purchased by Bishop Scott the location was thought to be rather far away from the main section of Portland. By 1882, however, this part of town was so noisy that through Mary Rodney's influence, 12 lots were purchased from Donald McLeay for $12,000. They were bounded by St. Claire Street, Park Avenue, Vista Avenue and Main Street. Plans were now made to build upon this site. $100,000 in cash was secured by selling to the City the old grounds at Fourth and Jefferson, now occupied by the City Hall. The old buildings were removed to Tenth and Main and Eleventh and Clay to property recently purchased. They were then repaired and rented and the money thus procured helped pay the expense of maintaining the new St. Helen's Hall.

The cornerstone was laid on June 9, 1890, and the new structure was completed on February 24, 1891. At the latter date there were 132 pupils in the school. This was a brick building with a capacity for 100 boarders and 100 day pupils. Although there was a debt of $20,000 on the structure, its financial affairs were well managed, and any danger of an annual deficit was avoided by a wise investment of the endowment funds.

The period from 1890-1907 is often spoken of as the third period in the history of education in Portland. During these years the career of the school was uneventful. But its teaching methods were thorough, and its policy democratic.

On April 15, 1896, the faithful principal, Miss Mary B. Rodney, died. Her sisters, Lydia and Clementine, took charge of the activities until the end of the school year. Memorials to the devotion of Mary Rodney are to be found at the present St. Helen's Hall, at 4013 Thirteenth Street. The auditorium of the new wing, costing $125,000 was named Rodney Hall, and in the Chapel of St. John the Baptist three stained glass windows depicting respectively the nativity, Christ Teaching in the Temple and the Sermon on the Mount, are dedicated to her.

Miss Eleanor Tebbets, Ph. D., of New York, succeeded Miss Rodney. A kindergarten, started in 1896 was not a financial success. In 1898 a post-graduate department was started but was soon discontinued. The heaviest enrollment since 1869, namely 199 students, occurred that year. In 1901, according to Charles E. Lewis, there were 86 pupils in the Preparatory Department, 17 in the Intermediate, 22 in the Primary, 23 in the Kindergarten, 6 in the Kindergarten Normal, five in Music, 2 in Art and 2 in English.

When Miss Tebbets administration came to a close in 1904, the institution, in spite of considerable objection, was put in charge of the Sisters of St. John the Baptist - an order founded at Clewer, England, in 1857, with affiliated groups established in the United States in 1881. The Sisters receive no pay for their work. They have conducted St. Helen's Hall since 1904. The Sister Superior acts as principal.

In 1910 when the school had an enrollment of 243, about 24 acres of land were purchased by the board. The property was situated at "the junction of the Germantown Road and Skyline Boulevard" and was evidently for a future Hall site. It was called Willalatin Park. It was never used for school purposes, probably because it was too isolated. In fact in 1890 many people had objected to the Vista Avenue location as being too inaccessible for day pupils, even though it was in the city limits.

The next date of importance in the school's history was September 3, 1914. A fire ruined the upper story, and did some damage to the basement. As instruction fortunately had not yet begun for the fall term, only seven people were in the building, and all left without injury. The estimated loss by fire and water was $30,000, but only $22,750.15 was collected from the insurance companies. However, there were other indirect losses, principally a delay in the opening of the fall term and other changes of plans.

For temporary quarters after the fire, the "gymnasium was reconstructed" and "Old Bishopcroft" at Twentieth and Everett Streets was used as a home for the boarders and the Sisters. In 1915 a frame structure was built on the Vista Avenue Site and was "devoted to a kindergarten and kindergarten teachers' training school." Also, the Bishop's home and two adjoining buildings were made into temporary homes for the Sisters and boarding students. Erection of a chapel in 1916 gave more room and emphasized the religious side of school life.

In 1918 the old Portland Academy at 13th and Montgomery, the present location of the Hall, was leased for three years, the Sisters having agreed to pay for any necessary alterations. Nevertheless, so much dissatisfaction arose among the Sisters, due to uncertain tenure and insufficient room, that for a time they contemplated giving up the management of the school.

As such an action would probably mean the closing of the Hall, the trustees seriously considered the situation and finally, for $110,000, bought in January 1921, the three-story brick building formerly owned and occupied by Portland Academy.

The Sisters agreed to pay $5000 of this amount. For additional funds the board was obliged th increase the mortgage on the Vista Avenue holdings from $8000 to $15,000.

At this time, as stated later by Bishop Sumner, there were about 35 boarders and 140 day pupils enrolled.

Since 1920 the grounds have been improved and the outdoor gymnasium removed to the rear of the building. In 1932 a primary school was built upon the present campus.

In 1930 standardized colleges and universities in Oregon decided that beginning with 1931 all post-graduate work honored for credits should be done upon the campus of the school from which the degree was expected. Confronted by this limitation, St. Helen's Hall made plans in August, 1932, to establish its own junior college. The following article from the Morning Oregonian for August 16, 1932, shows that junior college courses were offered for the school years of 1932-1933 and 1933-34, with classes in the old buildings:

> Accredited junior college work will be offered at St. Helen's Hall... beginning September 7. Regular elementary and high school courses will be given as in the past. English, journalism, dramatics, play production, pre-library mathematics, secretarial work and home economics are some of the new courses which will be offered and credits earned may be transferred to institutions of higher learning, it was stated.
>
> The department will have its own instructors and building separate from the secondary schools.

In January, 1934, excavation work was started for the new junior college building, to provide room for 200 girls and to relieve the general overcrowding. This new department was to supplement and help the colleges of Oregon and not to compete with them. On April 14, 1934, this comment appeared in the Oregonian:

> St. Helen's Hall which is 65 years old this year, will now have the first accredited junior college in Oregon. The junior college is now in its second year, with 100 students enrolled. With the addition of new buildings recently completed there are accommodations for twice this number in the junior college alone.

St. Helen's Hall received the following recognition in October, 1935, for its magazine, the " Hall Tree," published by the students of the junior college:

The Hall Tree, student publication of St. Helen's Hall junior college has been awarded the Tercentenary Memorial award 'for outstanding contribution to education' during the last school year. The award was made by the National Association of Student Editors which is sponsored by the National Education Association, Washington, D. C.

Believing that recreation and the worthy use of leisure are important adjuncts to study, St. Helen's Hall, in 1930, secured a country house at Herron Bay on Lake Oswego, with room for 30 girls, the Sisters and occasional guests.

The enrollment for the school year, 1936-37, was approximately 350 pupils, ranging from the pre-kindergarten age to and including the second year of junior college work. This covers six elementary grades and both a junior and senior high school.

The story of Bishop Scott Academy really begins as the account of Trinity School which was founded in 1856 by the pioneer Oregon Bishop, Thomas F. Scott, of the Episcopal Church.

In 1853, a committee of earnest Episcopalians of Oregon City decided that the Church should "do its share in furnishing means for the Christian education of boys" and that "Education was only second to religion." After collecting funds this group began to search for a school site. At once Bishop Scott "guided and put into action purposes already existing" and in the spring of 1856 the school opened. The Oswego site had been chosen because it was believed that an institution at that place would best serve the people of both Portland and Oregon City, the two centers of population. The school was situated "on the left bank of the Wallamet, midway between Portland and Oregon City" , and had a "beautiful, convenient, retired and commodious building."

The curriculum was similar to that of the Portland Academy and Female Seminary. At first tuition and board cost $50 per quarter, but both were raised to $60 in 1861.

The first principal, Bernard Cornelius resigned at the end of three years. The school was then closed until 1861, when it was opened again under E. W. Hodgkinson. In 1862 a Board of Trustees was selected. Deprived of the controlling influence and inspiration of Bishop Scott, due to his death, the school soon terminated its career at the Oswego site. The exact date of this is uncertain but it was probably about 1865.

The vestrymen of Trinity Episcopal Church met informally on the evening of June 21, 1870. At this meeting Bishop B. Wistar Morris, Bishop Scott's successor, suggested to the vestry that an Episcopal boys' school be established in Portland. Captain George H. Flanders and his sister, Mrs. Couch, donated four lots, located between the present Washington and Everett, 19th and 20th Streets, including those streets, or an area of 38 city lots. Other donors

were Maria L. Flanders, Dr. R. B. Wilson, C. H. Lewis and Dr. R. Glisan. The location was quiet but very accessible , being near two streetcar lines.

On July 5, 1870, the cornerstone of the Bishop Scott Grammar and Divinity School was laid, and on September 6, 1870, the school opened its doors. The total cost of the building was $10,000, $4500 of which was secured through the influence of Bishop Morris from Eastern Episcopalians, and $3200 from Portland friends. The nucleus of an endowment fund was the $5000 secured by the sale of the old Trinity School property. Between 1871 and 1887 the total endowment increased from $5,996.55 to $10,483.62. In 1888, $10,000 was taken from the fund to build three residences on the school property.

The purposes of the institution were to train young men for the ministry and for good Christian citizenship. The curriculum for the year 1870-71 included mathematics, English, classical and modern languages, natural sciences and art , with some special subjects added.

The first Head Master, Professor Charles H. Allen, was described as a teacher of "large experience and established reputation." He had resigned as superintendent of the State Normal School, at Plattsville, Wisconsin, "to undertake this new and untried work for us and our children," to use the words of Bishop Morris. The Reverend John Rosenberg acted as assistant teacher.

In March, 1871 Allen was succeeded by R. W. Laing. He was assisted by the Reverend George Burton, rector of Trinity Church, Mrs. Burton, and others. During the year 1871-72 there were 83 pupils, 21 being boarders; in 1872-73 there were 100 ; and in 1873-74, there were 93. In 1871-72 a gymnasium was built and equipped and some apparatus, partly scientific, was purchased. In 1873 a new wing was added at a cost of $6000.

In order to promote good scholarship and deportment the Academy offered many rewards. In 1873 the following prizes were available to the boys who stood well in scholarship: The Trinity medal of $30, awarded to the student having the highest ranking for the year in scholarship, attendance and conduct; the Deady medal of $25 for the best work in public speaking; and the Wilson prize for the best day pupil. The Bishop Scott prize and the Head Master's prize for smaller amounts were also given.

In 1874 Laing was succeeded by Reverend Mr. Burton, who resigned the rectorship of Trinity Church in Portland that he might devote all of his efforts to the school's management.

Tuition fees for 1875-76 were as follows:

Board and tuition, with fuel, lights, bedding, and washing for term of 20 weeks $150
Incidentals . . . . . $2.50.

Tuition

Primary department, per term $15.00

Junior	$ 25
Senior	30
German or French, Extra	10
Music, with use of piano	40
Drawing	10
Incidentals	1

Until the year 1877 the institution was reasonably successful, generally paying its expenses.

A tragic event, however, put an end to this satisfactory situation. On November 8, 1877, the school burned, causing a loss of $25,000. Pending the erection of a new building, the Holladay Hotel, in East Portland, was used until 1878, when a new school building was constructed on the old site.

The resignation of Head Master Burton was due to misconduct on his part. He not only lost his school position but was unfrocked. This incident and the fire almost ruined the school's name.

The curriculum during the early years was organized in a manner resembling the form plan used in English grammar schools. There were six forms. The first two made up the Primary Department, the next two the Junior, and the fifth and sixth, the Senior form. Subjects ranged from elementary to those usually given in the sophomore year of college. Collegiate courses were first given in 1875 but this expansion of the curriculum was not a success, apparently, as it was soon discontinued.

The Catalog of the Bishop Scott Academy for 1875-1876 gives the following curriculum under the Form Plan:

First Form

Ancient Language and History, Mathematics and Natural Science, Oral History of the United States, Intellectual Arithmetic, English, Spelling, Reading, Writing, Primary Geography, Elements of Grammar, Specimen Letters, Declamation.

Second Form

Oral History of the United States, Intellectual Arithmetic, finished and practical through Reduction. Spelling, Reading, Writing, Intermediate Geography, Grammar Elements, Specimen Letters, Declamation.

Third Form

History of Greece (Yongos Ancient History with Geography), Practical Arithmetic finished Spelling, Reading, Ancient Language and History, Mathematics and Natural Science, English. First Latin Book, Mental (Colburn), Familiar Science, (Well's), Geography (finished) Grammar Declamation, Composition.

Fourth Form

Second Latin Book, Scholars Companion, Higher Arithmetic, First Greek Book, Familiar Science, Reading, Yonge's History of the Middle Ages, Physical Geography, History of Rome with Geography, Reading, Writing, Grammar, Declamation, Composition.

Fifth Form

Caesar, Sallust, Latin Prose Composition, Second Greek Book, Greek Reader, Greek Prose Composition, History of England, Algebra, Physiology, History and Structure of the English Language, Grammar, Declamation, Composition.

Sixth Form

Virgil, Latin Prose Composition Xenaphon, Homer, Geometry, (Review Arithmetic and Algebra), Physics, History of English Literature, Rhetoric, Declamation, Composition, Ancient Language and History, Mathematics and Natural Science, English, Greek Prose, Composition, Ancient History and Geography.

In Collegiate Course of two years, the following subjects were listed:

First Year

Ancient Languages and History, Mathematics and Science, Philosophy and Belles Letters, Cicero, orations and De Senectute, (Double Translation), Latin Grammar, Herodotus, Greek Prose Composition, History of Greece, Trigonometry, Surveying, Chemistry, Psychology, Rhetoric, English Language, Declamation, Composition.

Second Year

Livy (Double Translation) Horace, Latin Grammar, Graeca Majorca(Selections) Greek Grammar, History of Rome, Modern History, Navigation, Conic Sections, Geology, Physics Ethics, Aesthetics, Logic, Composition, Declamation.

In 1878, Dr. Joseph W. Hill, a Yale graduate , became Head Master. Later he spoke regarding the school:

> I well remember the opening day in 1878 when I sat down to the table with five boarding pupils, one of whom fortunately, was a full-pay, day pupil, two of them were half-pay, the other two paid for their board and tuition by doing janitor work...From the beginning I had assumed not only the management of the school but also the

> financial responsibility... I donducted it under a lease from the Bishop until 1889 when Oregon became a diocese.

In 1887, a military program was introduced and the name changed to the Bishop Scott Academy. This was a popular innovation and the buildings had to be enlarged to take care of the increased attendance for the succeeding three or four years. The largest attendance, 234 students, occurred in 1891. The discipline of the school was very severe. All pupils and teachers were obliged to attend the services of the Episcopal Church, while only on Saturdays were the boys allowed to make or receive visits, except from relatives. Another rule read: "No pupil can receive 100 demerit marks in any four successive weeks without being reported for expulsion" .... In some cases corporal punishment was administered but "only as a last resort".

In 1895 the military department was placed under the control of a regular army officer. In 1898 a course in manual training was added to the curriculum.

In the year 1899 Dr. Hill presented a very optimistic report regarding the progress of the school, but in 1901 any further growth was completely stopped by his resigning and starting the Hill Military Academy. Many of the Bishop Scott Academy students went with him, thus materially decreasing the number of students at the Episcopal school.

For many years its growth remained stationary, not only because of difficulties of financing the school sufficiently well to keep it modern, but also because of strong competition from the Portland Academy and the High School. Every year the trustees found their task more and more of a problem. In 1901 Arthur C. Newell was selected as principal. Laboratories, equipment and faculty were very inadequate, yet by strenuous efforts the school became remarkably efficient.

The decrease in enrollment during the first year of Newell's administration caused a deficit of $10,236. This deficit plus the interest due on the debt, created a very serious financial problem. The board was "authorized in 1902 to make such disposition of the property as... seemed proper, provided that the proceeds... be devoted to paying off any indebtedness and afterwards to the purchase of a new site for a boys' school."

Vigorous efforts were made during 1902-3 to save the Academy. Expenses were cut and the faculty reduced in numbers. Attendance soon increased and a profit of $ 2000 was made that year as a result.

Under Newell, the "form" system which had been abandoned for a time was again re-introduced and the list of elective subjects enlarged. There was again a deficit of $8,248 for the school year 1903-1904; also the interest bearing debt of the board at this time, for both Bishop Scott Academy and St. Helen's Hall, was about $53,000. The Oregonian for June 28, 1904, gave this account of the refusal of the board to lease the school to Arthur C. Newell:

> At a meeting of the school trustees of the diocese of Oregon it was decided not to leave Bishop Scott Academy to Arthur C. Newell, so that he could start in that building a private school of his own; and it was learned that it is the policy of the board to sell the property of the Bishop Scott Academy as soon as possible.

Fully realizing that in a few years all of the property would necessarily have to be disposed of to pay this debt, the trustees closed the school. In December, 1904, the school building became the Glendora Hotel at 45 Nineteenth Street and brought a rental of $250 per month. Eventually all of the school property except the original site which was leased on favorable terms in 1912 for 50 years, was sold, and all debts paid in full.

In 1909 the Bishop Scott Academy trustees purchased for $25,000, from the Walnut Grove Company, 100 acres of land situated about four miles northwest of Yamhill, Oregon. This proposed school site was a part of the Martin Vaughn donation land claim and was called the Oak Hill Farm.

The following year the board accepted 30 acres of land, bordering on the Columbia River at Rainier, Oregon, from C. G. Thayer, as a school site. Attempts were then made to sell the Yamhill County property but these failed. Later, the board after hearing a report by Dr. A. A. Morrison, rector of Trinity Church and board member, declared that the Yamhill County location was preferable so returned the Rainier property to the donor.

In 1912, the city of Ashland, Oregon, offered to donate 15½ acres of land and the buildings, formerly occupied by the Ashland Normal School, if the Episcopal board would locate the Academy there. The property was valued at $40,000 and the offer a generous one.

After careful consideration the board declined this offer also, stating as their reason that the location was too far away from Portland.

A large school building was erected on the Yamhill site in 1912, at a cost of $20,000. It was never completed. The total amount spent on the building and equipment that year was $28,000. There were two farm houses and a barn on the property, and 10 acres of ground were planted with walnut and chestnut trees. Bishop Scadding in speaking of this new venture said: "The idea...is to provide a good grammar school education, manual training and healthy outdoor life on the farm..."

School opened in a few rooms on September 23, 1913, but the attendance for the first year at the new Academy was only 6 and the next year, 11. The Reverend Barr G. Lee of Salem became the first Head Master. The Reverend Arthur H. Marsh succeeded him in 1914. The school was then described as "nestling in the foothills, well within sight of the mountains." It operated for only two years.

Its plan was to give boys a thorough education through the ninth or tenth grade. In addition to regular subjects, courses were offered in manual training, horticulture, gardening, care of animals and poultry raising.

Because of the school's inaccessibility few students enrolled. It was soon to become a complete failure. The Reverend A. H. Marsh said that when he first came to the place it seemed that he was entering a "forsaken wilderness". Bishop Sumner described the location as being "inaccessible and "unfortunate" . A committee selected by Bishop Sumner and consisting of Dr. W. L. Kerr, president of Oregon State College and Dr. H. D. Sheldon, dean of the school of education of the University of Oregon, after viewing the property reported that the school would never succeed financially in such a location. Many people also felt that $250 an acre was an exorbitant price to pay for the acreage. John K. Kollock, secretary of the board of trustees, reported that between May 1, 1914, and April 10, 1915, operating expenses were $12,306.05, while income from tuition was only $3,019.

On May 20, 1915, the Episcopal Church in convention passed a resolution closing the school and "recommended a civil suit to legalize liquidation of the school properties." The Oregonian for February 19, 1916, contained an account of the suit:

> The friendly suit brought by Bishop Walter T. Sumner... for the purpose of making a record of the consent of all parties concerned to the diversion of the trust fund of the Bishop Scott Academy to other Church purposes and the sale of 100 acres of property in Yamhill County, was consummated yesterday, when Circuit Judge Gatens signed the decree. The action was brought against heirs of the donors of the original property at Eighteenth and Everett Streets to the Academy...

Dr. A.A.Morrison had been a stockholder in the Walnut Grove Company, from which the Yamhill County property had been bought, and also had served as chairman of the board of trustees of the Academy, when Bishop Scadding was absent. The board brought a suit against him on the charge of mishandling school funds, but Dr. Morrison won the case in the circuit court and also before the Supreme Court of Oregon.

In April, 1920 the Salvation Army bought the Yamhill County property at a price of $25,000, for a boys' and girls' industrial and agricultural school. The property, total cost of which to the Episcopal diocese was $65,000, was sold at this reduced price because of the altruistic purpose of the Salvation Army purchaser.

In December, 1931, this property changed owners again, being purchased by James L. Larkin to be used as a live stock and turkey ranch.

The story of this exceedingly interesting institution is incomplete without the names of two well known graduates: Hopkin Jenkins, M.A., Yale, now principal of Jefferson High School, and Clifton Nesmith (Pat) McArthur, who became a prominent Portland attorney and Congressman from Oregon.

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Chapter IX

City and County Public Schools

1883 to 1900

The last seven years of T. H. Crawford's incumbency as City School Superintendent - from 1882 to 1888 - were a period when Portland was so rapidly expanding that it created a real problem for the school system. Student attendance was increasing constantly and taxes were necessarily high to provide new schools and improvements on the older buildings. Higher taxes always brought forth a loud cry from denominational leaders anxious to build up the "church schools". Added to this, courses of study were criticised for being unnecessarily complicated and calling for two much "craming." As a result, many industrious, hard-working people felt that too much was being attempted by the public schools, and that instruction should be confined to a mastery of the "common branches." Since many children left school on completion of the fourth or fifth years, it was considered important to give the child all the fundamental knowledge possible in the primary grades. At this point the interest, of the public as well as that of the pupils frequently waned. In the face of these difficult conditions, many and sometimes bitter attacks were made against the entire system of public instruction.

While this condition prevailed generally from the beginning, it assumed pronounced impetus in 1880. Early that year the Reverend George H. Atkinson, anxious to forestall continued criticism, proposed a thorough investigation of the schools and the system. At a board meeting a resolution was passed and a committee appointed to "visit and examine the schools and report their findings." The investigation went on for five months, after which Atkinson read the report of the committee to the taxpayers at a meeting on July 12, 1880. The committee found that the schools were being "well taught," that public school facilities were as good as any offered by private institutions, and that textbooks, with a few exceptions, were good. Superintendent Crawford's "skillful plans and executive ability" were largely responsible for the progress made during these troubled times.

Criticism, however, did not die down completely after the investigation, as revealed in an article written three years later by Crawford and published in the Oregonian for February 22, 1883, where, in a half-satirical enumeration of the criticism made against the schools, he said:

> They cram children. They teach too much.
> They teach too little. They are not practical.
> They suffocate them. They open windows and chill them. They are hot-beds of hoodlums, etc.

The following statement appeared in the Annual Report of the City Superintendent for the year ending June 28, 1881:

> The public schools must bear the sunlight of public scrutiny, for every one, as tax-payer or teacher, patron or pupil, has some connection with them. 'Says an able writer,: In our country where public sentiment is the ruling power that creates law and repeals it, no institution can stand which cannot bear the closest scrutiny, while those which do stand the test of time and command the confidence of the people are sure to endure. The sharpest criticism, unjust though it may be, is more wholesome than indiscriminate praise. The blows which our schools get, like the hammer of the oar inspector, serve by the ring of the metal to prove their strength and not to destroy them.'

During the last years of Crawford's term an extensive building program was carried on. " In 1882 there were four school buildings, Harrison Street, Central, North, Park, and a one-room school built on block No. 26 to relieve the crowded condition of the Harrison Street School. Four other buildings were rented and fitted for school purposes." This caused an additional outlay of $75.00 per month for rentals, and brought considerable complaint from parents, as well as complicating the work of Miss Sabin, then principal of the North School, who was responsible for two of the rented buildings, one being a good distance from the North School. The same condition existed at the Harrison Street School where three rented rooms were used, one being three-quarters of a mile from the main building. The school census had increased during the year 1882 from 4,669 to 5,314, a gain of 645, nearly twice the increase in 1881. As this growth was divided between the northern and southern sections of the city, immediate relief was needed.

Having received the sanction of the taxpayers at the meeting held on March 6, 1882, the board purchased "Block 55 Caruthers Addition from J. Sedlak for $10,000, and Block 159 Couch's Addition, from S. G. Skidmore and George Hoyt for $8,250 and erected on Block 55, the Failing School at the cost of $31,709.26 and on Block 159, the Couch School Building, at a cost of $31,509.00." A hot water heating system was installed in both schools at a cost of $1700 each.

"The Failing School had the upper story of six (6) rooms completed for occupancy October 9, 1882, and 'The Couch' has been occupied since the 2nd of January." In August 1883, "the Failing School was completed and three additional rooms completed on the lower floor of the Couch School. A Contract was let to W. L. Goodwin, to finish the building," which was completed in 1884. Funds were borrowed for the district as required at the rate of seven per cent per annum.

In the Annual Report for 1882, the superintendent said:

> Just now, when heavy taxes are being levied for school sites and school buildings, the clerk is by far the best paid officer in the state, according to the amount of labor required of him ... his salary will be a thousand dollars more than that of the City Superintendent; twice that of State Superintendent; twice that of the Governor of the State. 'The law should be so amended that the Board of Directors can fix the clerk's salary as they do those of teachers, janitors, and other employees.'

> Block No. 179 the site of the Central School was sold (February 28, 1883) to C. H. Prescott for the Northern Pacific Terminal Company. The price paid was $75,000. Block 179 was purchased by the district in 1856 for $1000. Elijah Hill, a shoemaker, is reputed to have bought the property in 1849 for $25 cash and a pair of high boots. On February 20, of the same year, Block 311 was purchased from Amanda Reed for $30,000 to erect thereon a suitable building for the High School, with accommodations for a Primary Department.

After the sale of Block 179, the Central School structure was sold to P.A. Marquam, Esq., who in March and April moved it to his property on Morrison Street--just north of its former site. Meanwhile classes were adjourned. This caused many pupils to drop out of school for the balance of the term, and gave the teachers and janitors a two months vacation at the expense of the taxpayers. Thereafter the building was re-occupied and used until the close of the school year, July 3, 1885.

On October 26, 1882, a school law was passed "to organize school Districts in Incorporated Towns of Ten Thousand Inhabitants, and to provide for the maintenance and Government of Public Schools therein." This was followed by an amended law which took effect January 19, 1883, extending District No. 1 to correspond with the boundaries of the city. By this law the Portland school district was enlarged (to the north, south, and west) "thus bringing under our control District No. 27 and that part of Macadam Road district now embraced within the new city limits." By this action the district came into possession of the Watson School, a two-room building which was closed at the end of the term.

Monthly Institutes were held in 1882, in the High School rooms, at 10:00 A.M. on the second Saturday of each month. These meetings were well attended by teachers throughout the city. Interesting talks were given and methods of teaching various subjects were discussed. Just before the close of the taxpayers' meeting, on February 19, 1883, D. P. Thompson offered a resolution that was adopted by an almost unanimous vote:

> Be it resolved, That it is the opinion of the voters in school district No. 1, that the so-called roll of honor, as heretofore kept and published should be discontinued hereafter.
>
> The standard of scholarship attained by the pupil should be the only roll of honor, thus giving to all an equal chance for said honor.

"The first four terms, work included reading, spelling, language, numbers, and drawing." In the 6B or what is now the 3A, written arithmetic and geography were introduced; history appeared first in 2A (7B), grammar in 1B (8A) and citizenship in the 1A (8B).

In 1884, a night school for boys was opened in the Watson School, under T. H. Prince. The City Directory states that it had 25 pupils, the lowest age being 15 years. Superintendent Crawford referred to the organization of a night school in 1873, and said it was closed April 1, 1874. Twelve years later: the following statement was contained in the Annual Report for 1886:

> One of the first propositions that the Portland Women's Union took up after its organization was a night school for working girls, opened November 22, 1886.
>
> Miss Mary E. Cook was appointed Superintendent. With this noble commission, she was told to do the best she could for the girls. The school was a success under this ambitious person. She not only taught the girls herself but opened her own home to accommodate the sessions of the school.

But soon the boys began to clamor for like opportunities and their request was not refused:

> In 1889, there was a most capable woman at the head of the Portland Schools - Miss Ella C. Sabin. Heartily sympathizing with the work accomplished by the night school, she, together with Miss Cook and Mrs. M. S. Burrell, president of the Women's Union succeeded in making the directors adopt the night schools as a part of the public school system of Portland.

After taking over the night school, the directors fitted up a room in the High School building and opened the Public Night School, November 11, 1889; and it was continued for four months.

What was probably the first public kindergarten in Portland was opened in 1887, in the Watson School house, a "poor building, with two class

rooms, and in a shattered condition." The enterprise was not properly a part of the school district but was carried on by the "Portland Free Kindergarten Association," a non-sectarian group whose work was largely maintained by private subscription. However, the district drew money for all children between four and six years attending, and in exchange granted the Association the use of one room without charge. As yet the district felt itself unable to assume the full expense of the work.

This move, incomplete as it was, had been made possible when on February 21, 1887, the State Legislature "provided for the establishment of and maintenance... as a part of the common school system... of schools commonly known as kindergarten." This related to school districts containing "five hundred inhabitants or more."

From available information, the textbooks used in Portland grammar schools, in the 80's were as follows: Independent Readers, Brooks' Normal Arithmetics, Barnes' Histories, Dinsmore's Spelling Blanks. As stated previously, courses of study were considered too advanced for the average child.

In 1883, the "word method," aided by Appleton's Charts, was used to teach reading in the primary grades. Written spelling from dictation of a list of 50 words was required in the first year. The Spencerian System of writing was taught and children were expected to master this art sufficiently to be able to copy in a fair hand "any script from charts or from the board."

In the 8B, or second half of the first year, children were required to learn the spelling of 150 words. Typical examples were: sport, why, must and wish. In this class, number work covered simple problems in addition, subtraction, multiplication, and division, and small fractions, besides reading of numbers to 1000. Geography was also required. The following is taken from the Course of Study of 1883: "Teach map making beginning with school premises. Also, simple definitions of Continent, Island, Cape, Mountain, Valley, etc. On the map of Oregon, teach the four largest towns, four largest rivers, three mountain ranges..."

In the fourth year 600 spelling words suitable for a present day sixth and seventh grade were taught. Some examples were: Himalaya, pretended, Mediterranean, subtrahend, interrogation. There is small wonder at the dissatisfaction of parents and pupils and the cry "they cram too much."

In the Grammar schools, and in the fifth and sixth grades (3rd and 4th now) monthly examinations were given in written arithmetic, mental arithmetic, grammar, geogrpahy, United States history and spelling. "Rule 20," which was put into effect in 1882, required the pupil "in the final examinations to obtain an average of 70 per cent and must not fall below 40 per cent" in all subjects taught, which aside from subjects named included reading, writing, drawing, and composition. In 1883, at the June examinations, 65 pupils were denied promotion as follows:

Central School, 14	Harrison Street School, 34
North School, 11	Park School, 6

"All of these 65 pupils obtained a general average of 70 and upwards but fell below 70 in the final," as revealed by the Annual Report of June 22, 1882.

School attendance had mounted constantly. For 1883 an actual attendance of 2700 pupils was reported; 2938 children had registered during the year. Registrations were slightly higher but many youths persistently resisted educations and soon dropped out. Epidemics of small-pox and scarlet fever occasionally cut down attendance. The Annual Report for 1885 showed that the schools required 72 class rooms and 75 teachers, and that the expenses of operation amounted to $120,000. A five-mill tax was the chief source of support.

The Park School, formerly a primary school, "was opened a regular Grammar and Primary school September 9, 1885. The new district comprised the old Central and the Park Primary districts." Mr. Roby, the former principal, resigned on October 30, 1885, and Frank Rigler was elected to succeed him.

In 1886, the Lownsdale Primary School was opened in the new High School building and the Ainsworth School was opened on October 18, of the same year on Portland Heights. This also was a primary school with one teacher and an average of 20 pupils for the first two years. The building was rented.

The Harrison Street School was destroyed by fire on September 6, 1887 one day before the opening of the fall term. This was the second time the building had been thus destroyed, the first fire occurring on May 29, 1879. The structure was insured for $12,261.26 and the cost of the new building, first occupied on January 3, 1888, was $24,688.

An act increasing the number of school directors from three to five in districts having 10,000 or more inhabitants had been passed in 1882. Previously the term of tenure for board members had been extended from three to five years, with one selected each year.

The school population increased less rapidly during Miss Sabin's term and consequently very little building was done. Ainsworth School was finished in 1890, and additions were built for Failing School in 1889, Couch, in 1890, and Harrison in 1891. The North School was renamed "Atkinson," in honor of the Reverend George H. Atkinson, who, for many years, had championed free public instruction.

Miss Sabin introduced the plan of assistants for principals - teachers employed to aid in routine work. By their help, the principals had more time to supervise classes and direct new teachers. Also, under her, in 1889-90, the re-numbering of grades took place, the beginners being the first grade - the system in use today. Previous to that, she had divided grammar school study into 16 terms of one half year each. Numbering followed a reverse order, with the 8B class the youngest and the 1A the oldest. With the later change, the present cumulative order was established. She abolished the practice of final examinations as the sole basis for promotion, the new plan being to reduce the examinations to a minimum and combine the results with grades given for daily work.

In 1890, Miss Sabin secured the services of the Hon. John Wilson, formerly a member of the Board of Directors, and Miss Gertrude Holmes, principal of the Portland Business College, "to act as a committee to judge the progress of writing ability in the Portland schools."

This committee visited the Failing, Park, Atkinson, Couch, and Harrison Street Schools. Six specimens of writing were taken in each of 30 rooms in these buildings. "The specimens consisted of a full page of writing done on legal-cap paper; half of it written February 14, and the remaining half, June 6."

Prizes offered by the Hon. D.P.Thompson, were awarded to "The rooms of Mrs. Greene, Harrison Street School," which received first prize, and the room of Miss Hare, Atkinson school, "which was awarded second prize."

The Oregonian for January 31, 1891, reported 95 teachers instructing at seven grammar schools, one high school, and one night school, and said further:

> Notwithstanding the ample provisions made for the accommodations of the pupils the schools are crowded and more room is needed. That this demand has not come up before this is due to the fact that the future was discounted somewhat when the Couch and Failing schools were built.
>
> More room was required when they were built, but not so much as they contained, and it is only in the past two years that all their rooms have been put into use. The rapid development of the north and south ends of town has taxed them to the utmost, and the school board finds itself required to do more building.

In June, 1891, consolidation of school districts was voted upon in Portland, East Portland, and Albina. The vote was 10,126 for consolidation and 1,714 against. Thereafter, Portland comprised 17½ square miles on the East Side and 7¼ square miles on the West Side. The first bridge across the Willamette was opened to traffic on April 12, 1887. At first it collected toll but was made free after the consolidation. This was a great factor in bringing closer harmony between the East Side and Portland.

By the consolidation, which combined Districts 18, 21, 25, 27, and 31, with School District No. 1, under the law of February 16, 1891, the management of one High School and 16 Grammar and Primary schools was transferred to the Portland School district. These districts added 74 teachers, and 2,698 pupils to District No. 1, which, by this move, employed 160 instructors and principals in 23 buildings, as follows:

School	Principals	No. of Teachers
Harrison Street	Frank Rigler	18
Atkinson	Miss R. E. Rounds	15

School	Principals	No. of Teachers
Park	T. H. Crawfords	12
Couch	J. Burnham	16
Lowmsdale	Miss C. E. Packard	5
Ainsworth	Miss Minnie Michner	1
Failing	F. S. Rosseter	16
Stephens	G. A. Adams	11
Holladay	F. Glafke, Jr.	9
Central	R. F. Robinson	10
North Central	D. A. Grout	9
Foulton	G. E. Jamison	1
Sunnyside	Mrs. F. E. Alford	4
Williams Ave.	M. L. Pratt	10
Albina Central	D. W. Jarvis	3
Multnomah	C. J. Lockwood	3
Brooklyn	J. F. Rhodes	4
Woodlawn	W. H. Dobbyns	3
Peninsular	A. Kilgore	1
St. Johns	Miss J. Collinson	1
Portsmouth	I. N. Smith	1
Albina Homestead	Miss F. Marble	3
N. Portland	W. A. Wetzell	4

East Portland had been incorporated as a city in 1870. From facts recorded in Portland City Directories, there were, in 1883, 5,000 inhabitants in East Portland served by three school buildings. Central School, first in importance, was located at the head of L street and was a two-story building, 40 x 90 foot, and contained eight rooms. The J Street School stood at the corner of J and Eleventh Streets, and was 25 x 30 foot, and capable of housing 40 or 50 pupils. Stephens School, located between W and Stephens and Seventh and Eighth Streets, was about the size of the J Street School. District 21, (East Portland) in 1883, employed eleven teachers. The directors were J. A. Newell, I. R. Turnbull, J. R. N. Sellwood, and Ada Thomas. District No. 31, or Albina, which at that time was a suburb, had one school, the Holladay's Addition School, between Clackamas and Halsey and Sixth and Seventh Streets. Three teachers and the principal Professor Pratt, were employed. The directors of this district were Nathan Hackett, E. A. Cunningham, and A. J. Dufur, clerk.

In 1884, the North School was added to District No. 31. During that year William Wetzell took up the duties of principal of the high school for District No. 21, on Fourth Street between L and M Streets. At that time he also held the office of county superintendent of Multnomah County. In 1885, District No. 21 opened the Odd Fellows Hall School, at the corner of J and Tenth Streets.

The North School, in 1887, was listed in the Portland City Directory as being part of the new School District No. 41 School District No. 2 was also listed as having a school, at the corner of Powell Valley Road and Eighteenth Street. This school had three teachers.

In 1888, the J Street School, and the Odd Fellows Hall School were evidently abandoned, for District No. 21, was listed with but three schools, the new North Central, the old Central, and Stephens School.

Albina had three schools in 1890; the Central, Multnomah, and Williams Avenue. In 1891 eighteen teachers were employed. During that year a school was opened in District No. 24, known as the Midway District. The school was located on Milwaukee Road between the city limits and Sellwood. I. C. Hicks was the first teacher. The school had 28 pupils.

Quoting from the Oregonian for January 1, 1890:

> Our schools have been the pride of East Portland. Their reputation for thorough work in all branches is flattering, extending throughout the country and state. The last report from the principals showed an enrollment of 1260 pupils, divided as follows: Central, 540; North Central, 355; Stephens, 365. These numbers are in advance of last year by far. The growth of the schools indicates better than anything else the growth of the city. It is expected this year there will be a population of 10,000 which will make the city (East Portland) one school district as provided by law. The school board has selected plans for a new school building to replace the one that was burned down in Stephen's Addition on the night of November 22nd. The cost of the proposed building will be about $18,000. The Holladay schools under Professor Ackorman are prospering, as are the schools under Professor Hoover in District No. 2. The enrollment in these three districts reaches 2000 pupils which is nearly one-third of the Portland school enrollment.

From a report of the East Portland School Board published in the Oregonian, March 4, 1890, these facts are illuminating:

> For the first two months a superintendent was employed at a salary of $133.33-1/3 per month, and since his resignation the schools have been ably conducted by the principals, two males, and one female. We have employed in the schools, 2 male teachers and 23 female teachers whose average salary is $64 per month.

In the Oregonian of March 3, 1891, appeared the following:

> On February 28, 1891, we were officially notified by the County Superintendent that he was in receipt of the official census of East Portland and that the same is in excess of 10,000 inhabitants, and that in accordance with the school law the series of districts lying within the corporate limits of the city shall now constitute one district, to be known hereafter as school

> District No. 21 of East Portland, and we are to govern ourselves accordingly. This will necessitate the election of three more directors as the law directs.

The consolidation with District No. 1 almost doubled the school population and further complicated matters.

Irving W. Pratt, who had been Principal of the Harrison Street School for 22 years, was, in 1891, elected city school superintendent, to succeed Miss Ella Sabin. J. H. Ackerman, who had been superintendent of the East Side Schools, was elected to assist him.

In March, 1892, the population of Portland was estimated at 85,000, with a school census of 14,310, an increase of 920 over the previous year.

In the Annual Report of March, 1893, Superintendent Pratt stated "that the first year under consolidation has been generally satisfactory." However, the office of assistant superintendent was abandoned one year after the consolidation, and two clerks were hired to do routine work for the superintendent... "The legislature extended the city boundaries of our city by annexing to and placing under our control the following districts and parts of districts: Nos. 2, 4, 24, and 43, and parts of district No's 5, 6, 17, 29, and 44 thus adding five buildings, making a total of thirty within the city limits."

The June Report of 1891 recorded that "a site on Portland Heights was purchased for $14,000 upon which Ainsworth School, a four room building was built at the cost of $10,742.90. The two lower rooms were completed, one of which is in use." Sometime in February, 1893, the Ainsworth School was destroyed by fire, "the district collected $7,775 insurance and $175 on furniture. Plans were made to immediately rebuild."

One of the notable phases of the night school was the interest shown by foreigners. "One class that enrolled 57, was composed entirely of foreigners, unable to speak or write our language." Forty-four of this number were over 21 years of age. As a tuition fee of one dollar per month was charged pupils over school age, this school more than paid its own expenses.

> Another very promising element of the school was composed of boys and girls who had left school to go to work... Those under 12 years of age were discouraged from coming.

The number attending in 1889 was as follows:

Pupils under	12	2
" "	12 (age)	3
"	13	7
"	14	5
"	15	22

Pupils	16	(age)	21
"	17		17
"	18		21
"	19		21
"	20		9
21 and over			69
		Total	197

The night school opened in the High School building on November 7, 1893, with four teachers. Soon afterwards two additional rooms, with an additional teacher, were opened in the Albina Central School. Three hundred enrolled for the classes. The night school also provided a classroom where foreigners were taught English. J. H. Buck was employed as the first supervisor of writing in the Portland Schools, in 1892.

As early as 1882, the Central School library contained about 500 technical books. Fiction books were omitted entirely. Libraries in the elementary schools at this time were confined to encyclopedias and dictionaries. Eight years later, according to the Superintendent's Report for 1890, each of the six Portland schools had libraries with books covering a variety of subjects. "The library attached, to the High School contained 180 volumes of Historical works, Biography, 35, Travels, 38, Fiction, 190, Science, 37, Poetry, 25, Critical and Miscellaneous, 75." The North School had 1,040 volumes. Park, 951, Failing, 220, Couch, 511, and Harrison Street, 307. In 1893, the High School library contained 800 volumes which were distributed among the various schools of the city, thus allowing a wider circulation.

In the Oregonian for January, 1895, there appeared the notice of a concern equipped to manufacture school desks. Actually the plant had opened in 1893, at 441 East Morrison Street, and was known as the East Portland Mill and Fixture Company. Before that, school desks were shipped at great expense from the East.

On June 30, 1895, Robert Krohn was elected supervisor of physical culture, at a salary of $900 per year. Mr. Krohn held this position for 41 years, until his death on April 14, 1937. On that occasion, the Oregonian said:

> He organized the children's parade in Portland's first Rose Festival. His ability at supervising mass performances of children was widely known. For a number of years, he personally visited the grade schools and conducted group gymnastics. Always these were anticipated by the children as a 'special treat'. He had conducted as many as 10,000 children drilling in Grant High school bowl, and was always thrilled at the spectacle.

In the Oregonian for February 21, 1895, appeared Superintendent

Pratt's Report to the School directors, in which he stated that he considered "19 of his 236 teachers excellent... All the rest were a poor lot." This report was not of an open nature, but was made public in spite of his wish and this estimate of his staff had much to do with his removal from office in 1896.

Pratt held office for four years. The country was going through a period of financial stress which handicapped the progress of the schools. Meanwhile, very little building was attempted, 'classes were large, salaries were cut and recut,' and every possible change was made to lessen expenditures.

Frank Rigler, who had been principal of the Harrison Street School, was appointed city school superintendent in 1896. Rigler was a very strong executive. He had a number of original ideas for school management and worked out effective methods for teaching each subject. At all times instructors were under close supervision, through teachers meetings. It was frequently said that the work was so systematic that the teachers could not use their initiative. This helped the weaker teachers but greatly hampered the best ones. Rigler, in believing that the younger teachers would conform to his methods with greater ease than older experienced teachers, "revived the plan of Mr. Crawford, of picking out promising material from the high school graduating classes." After one year of training these graduates were permitted to act as part-time teachers or substitutes. After two years of training they were eligible for appointment as regular teachers.

Also, Rigler worked out a scheme of graduation which allowed the brighter pupils to advance more rapidly. The elementary school was "divided into nine grades of two terms each and provided that there should run concurrently, classes that should do two terms' work and three terms' in a school year." By this plan it was possible for brighter students to complete the course in six years while the slow pupil could take nine years for completion.

Rigler was the author of the arithmetic then used in the Portland Schools.

During 1897, the new Central School was completed on the East Side. It consisted of four rooms and cost the district $8,587.67. The Chapman School was also completed after many delays, at a cost of $32,637.36. In 1898, the D. P. Thompson School was erected on Block No. 17, in Central Albina, at a cost of $38,802.52 and was then "the most convenient and thoroughly equipped building in the Northwest, containing eighteen (18) school rooms, aside from a large and commodious assembly hall, office and library."

D. P. Thompson, for whom the school was named "in consideration of his long and faithful service in the interest of the public schools," donated a beautiful library of "three hundred (300) volumes selected by himself, the City Superintendent and the Principal of the school."

Repairs and improvements in heating and ventilating systems were made on 26 buildings during 1898 and 1899.

Drammar school pupils in the 1890's studied from Harper's New National Readers, White's Arithmetic, Loomis' Music Books, Lang's Language Books, Monteith's Geography, Bond's Writing Book. Near the close of the century, in 1898, the Spencerian writing system gave way to the vertical method.

The net cost per pupil for each year of the 1880's and 1890's averaged between $27 and $28. The 1888 high point was $28.70.

In 1880, the teachers of Portland received salaries ranging from $575 to $750 per year, depending upon the number of years teaching experience and the grades taught. The primary teachers were given higher salaries than those teaching in the intermediate grades. A letter signed "Vesta" and published in the New Northwest for March 20, 1884, stated that:

> ...At present $52,072 is paid to 73 teachers. Out of this, 9 teachers receive $13,900 , leaving a balance of $38,172 to be divided among 64. Of these 9 teachers, who receive more than one-fourth of the whole salaries paid, 5 could with benefit... be dispensed with.

In 1885 and 1890, salaries started at $500 and reached a maximum of $900 per year. Principals received $1800 to $1900, per year and principal's assistants, $1200. In 1895, the beginning salary was increased to $600 and the maximum salary was $900 per year. During the years from 1895 to 1900, the country was going through a period of depression and salaries were cut and recut in an effort to balance the budget. Taxes, one of the chief sources of revenue, were delinquent and very little money was available to run the schools. In 1900 salaries had dropped to $550 for beginners, with a maximum of $700 for teachers with many years experience. In 1880 principals' salaries in the elementary schools ranged from $1600 to $1800. This scale continued until 1890, when the beginning salary was dropped to $900. In 1895, elementary principals' salaries ranged from $600 to $1620 per year, and in 1900 the salary scale was $700 to $1500 per year. The Oregon Teachers' Monthly for October 1898, contained the following reference to salaries:

> 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...
>
> In reference to the matter of teachers' salaries, it is generally conceded that Portland's salaries are ridiculously low. With the population of 90,000 and an average school attendance of nearly 10,000, the number of teachers employed in the public schools in only about 200. Of this number 32 are males and the rest females. The average salary of the male teachers is $950 per annum or $95 a month for the school year of ten months. The average salary of the female teachers is only $650 per year, or $65 a month.

The school census for 1898-99 showed a total of 20,298 children of school age in the District, being an increase of 732 over the previous year, and a number almost equal to the total population of Portland ten years earlier. Scarcely half this number attended classes, however, or an actual count of 9,801 for 1897-1898. Accommodations were then so crowded in many localities that it "became necessary," the Annual Report stated, "to improvise and rent additional rooms and increase the teaching force by... fifteen... teachers."

Total class registrations (somewhat higher than actual full-year attendance totals) from 1882 to 1900 inclusive were as follows:

1882	3130	1891	5215
1883	3483	1892	9641
1884	3864	1893	9810
1885	3978	1894	10273
1886	4066	1895	10544
1887	4132	1896	10890
1888	4289	1897	10802
1889	4562	1898	11345
1890	4892	1899	11893
		1900	12280

In 1899 the population of the city was estimated at 90,000. The average daily attendance in the elementary schools was 8,493.9, while 304 pupils were registered in the night school. Two hundred twenty seven teachers were employed in the elementary schools, not including principals. There were also two supervisors of drawing and one each of music and physical training.

In 1900, when the city had a population of 90,426, the daily grammar school attendance was 9,365.1, in 20 buildings. During the two decades the rapid growth had been as follows:

Year	Daily Attendance	Buildings
1880	1859.6	3
1885	2971.7	6
1890	3391.3	7
1895	8387.7	27

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Chapter X

Portland University

1890 - 1900

A decided feeling of bitterness, growing to grave concern, developed at Salem in the late 1890's over the proposal to move Willamette University from that city to Portland, which was fast becoming the center for many activities. Soon after the arrival of Dr. C. C. Stratton, Chancellor of Willamette and former president of Mills College, California, the agitation to move the school received renewed impetus. Especially was it Dr. Stratton's desire to establish an institution in Oregon that would become the educational center of the Northwest. He envisaged Portland as that location.

To discuss openly this proposal the board of trustees appointed a committee, and a public meeting was called for December 17, 1890, at the Taylor Street Methodist Episcopal Church, Portland. So much feeling was expressed on both sides that a second meeting was called for December 22, to take place at the Y. M. C. A., then at First Street, near Salmon. On that occasion a spirited address was made by P. L. Willis, brother-in-law of Dr. Stratton. He favored a motion to start a new university in Portland and to drop the question of removing Willamette University from Salem. The Reverend G. M. Pierce, who supported Willis in his arguments, thought the new university should be called Portland U niversity. Similar addresses were made by the Reverend R. C. Houghton, J. K. Gill, the Reverend A. Kummer, Thomas Cornell and T. A. Wood.

At the request of Chancellor Stratton, George H. Williams, attorney at Portland, examined records and rendered the following opinion:

> My opinion is that Willamette university cannot be moved from the city of Salem to the city of Portland or to any other point of the state, without an amendment to its charter, providing for such removal. I think that the legislative assembly in providing for the location of the Willamette university, in its charter, intended to establish and did establish the University at Salem, and that it is not within the power of the trustees of the institution to change this charter and establish the institution elsewhere, without further legislation, conferring upon them such power - - - - - It is impossible to find in the charter of Willamette

> university any power to establish or maintain an institution of learning elsewhere than at Salem, in Marion County.
>
> ...I am, therefore, of the opinion that as the law now stands, a resolution of the board of trustees to remove Willamette university from Salem to Portland, would be ultra vires and void...

Upon receiving Judge Williams' decision, those who had previously favored the removal graciously acceded to the proposition made at the earlier meeting, and forthwith the former proposition was accepted, that is, to erect a university in Portland and to call it Portland University. The following persons were appointed to take out articles of incorporation: W. C. Noon, E. M. Cornell, William Masters, F. A. Wood, G. H. Chance and F. L. Posson. To serve as a committee to consider proposals for a site, the Reverend R. C. Houghton, J. W. Bushong, D. N. McIntwiff and the Reverend G. M. Pierce were named.

As is always the case with any new movement, strong objections were brought forth to hinder the actual establishment of Portland University. Reasons were based upon the prevailing stringency of the money market, a condition due to the speculative tendency of the late 80's. Many regarded the financial stress, then existing, as but the beginning of a long period of serious depression. Nevertheless, popular favor moved forward and the Portland University was established on January 1, 1891, and on January 3, Dr. Stratton was introduced to the Methodist Convention in Portland as president of Portland University.

Dr. Stratton's position as promoter of Portland University, while yet head of Willamette University, was questioned by many members of the denomination. While he assumed control of Portland University in December, 1890, he did not resign the chancellorship of Willamette University until June, 1891.

When the committee of incorporation was appointed that body was also named to consider proposals for a site. Liberal offers had already been received on locations, from representatives of five different sites, all at or near the Willamette River. Of these sites, the most favored one was a tract of 600 acres on a high plateau between the Columbia and Willamette Rivers, four miles northwest of the business center of Portland. The campus had more than a half mile frontage on the Willamette. Seventy-one acres were set aside for a campus, and the remainder was platted as University Park, with lots in alternate blocks offered for sale. This plateau rose about 150 feet above the river level. The lots were priced from $250 to $550 each, with convenient terms of sale.

According to Mr. F. S. Akin, president of the Guarantee Company, the land was secured from fifteen individual owners, the larger amount of the tract being secured from the L. W. Hoffman estate. Bonds were accepted in full payment for the land.

Scarcely was Portland University one year old before rumors and charges of graft and incompetency concerning the management of land sales began circulating. A letter had appeared in the New York Advocate of February 11, 1892, written by an Oregon correspondent, condemning the new institution and intimating that there was mismanagement of the school's affairs. Condemnatory reference was made of the position of the school, saying it was too far from the business center of the city; also against the issuance of bonds as payment for land. Several other minor charges were made about poor financial judgement, insinuating that the whole transaction would not bear investigation.

The Methodist Ministerial Association of Portland, headed by N. Doane as president, rose up in wrath and indignation on February 17, 1892, condemning these statements. The editor of the Advocate had been one of the intimates of the "inner circle" acquainted with the affairs of the University from the beginning; Reverend Mr. Doane vouched from personal knowledge to the following facts:

1. The entire body of land embraced in University Park was bought by trustees directly from the original owners and not thru brokers or middlemen.

2. The payments for the several tracts were made to the original vendors, and without any deduction of commissions for anybody.

3. By these steps, the trustees acquired all the property in fee simple, and are able to convey by absolute and perfect title to all purchasers, as soon as full payment is made.

4. The purchases were not only effected at the lowest market price at the time, but rebates and donations were made amounting in the aggregate to between $200,000 and $250,000 to induce the location of the University at that place.

5. Since the purchase of these lands, no other transfers of property have taken place short of 50% in advance of the prices paid by the trustees. The trustees paid for the two largest tracts an average of about $425 per acre. Several parcels were bought by Dr. Houghton and other ministers, and a few acres by present members of the faculty of Willamette University, at what they thought low prices, but they paid nearly double the average price paid by the trustees for lands similarly situated.

Those best acquainted with the affairs of the University, fully endorsed the following statement by Harvey W. Scott, chairman of the board of trustees: "There can be no question, whatever, that these lands will constitute a splendid financial foundation for the University. Their present value already assures this, and their future is, in my judgement, almost beyond calculation."

6. According to the terms of their appointment, the directors of the Guarantee Company, who are acting for the University in the sale of its property, are required to serve without charge.

7. All the material points of the above statements, are matters of record in the proceedings of the board of trustees and of the Guarantee company, and have been fully rehearsed in the presence of at least two dozen men and ministers of Portland and vicinity, and the transactions have been approved with remarkable unanimity.

8. From a wide observation and some experience the Editor of the Advocate - W. S. Harrington, D.D. is prepared to say that he has never been associated with any body of men in the past, either in church or educational work who evinced greater disinterestedness or wiser forethought, than have been shown by the trustees of Portland University in the management ment of its affairs.

To further call the attention of the public to the rapidly growing new University of Portland there appeared this advertisement, in the Pacific Christian Advocate for December 23, 1891.

Portland University Picture
University Park
seat of
Portland University
Pleasant and Healthful
Within the city limits of Portland
Accessible by steamboat and motor
Twenty-six trips by motor every day

Fare to heart of Portland, five cents. Seventy-five acres in University campus. West Hall, a fine, four story, brick building, 85 X 130 ft. is now under contract and in progress. City of Portland and five snow-capped mountains in view.

All river and ocean vessels pass along its borders.

Good public school and church privileges.

Oregon end of steel bridge over the Columbia, on university land. University lands on Peninsula near confluence of Columbia and Willamette river.

As stated above, the first unit of West Hall, of what was to become the main group of buildings, was not completed in time for the opening of the fall term on September 23, 1891. However, temporary quarters were obtained in a building at the corner of 10th and Main streets, Portland, in what was formerly St. Helen's Hall. The new building was completed before the end of the spring term, at a cost of $32,000.

The "Hall" presented a very cheerful appearance on the opening morning, when throngs of young people with parents and friends gathered. The faculty was all present. A number of ministers, several members of the board of trustees, and prominent citizens, joined their voices with the young students in saying "Is not this an auspicious occasion?"

The entire building had been put in excellent condition. The finish and furnishings of the various rooms had received careful attention. Arrangements for the general study rooms and recitations rooms were convenient. Accommodations for boarders and resident students had been made. Professor Edwards and wife, formerly of Pacific University, Forest Grove, were supervisors.

The first day's registrations included students from the entire Northwest. There were representatives from Washington, Eastern Oregon and Idaho, as well as from the southern and western Oregon valleys. There were several who entered from senior classes of other colleges, thus assuring a graduating class for the first year. Two striking features were noticed--the large percentage of students from 18 to 25 years in age, and the number of married persons, including some married couples who registered.

Another situation was gratifying: the music department under the supervision of Mrs. Wetzel, vocalist, aided by Miss Jones, pianist, drew an unusually large enrollment and became one of the marked features of the curriculum. Total registration for the opening was 100 pupils. At the end of the sixth week this had increased to 160. Expectations had placed the figure at 200 for the first year. As a matter of record, the total reached 256.

At noon, on the first day, President Stratton called an assembly in the chapel. Miss Jones presided at the piano and Mrs. Wetzel led, as chorister, in that solid old hymn, Rock of Ages. The Reverend A. J. Hanson read the Scripture and The Reverend H. Deane and President

Stratton offered prayers. Short addresses were made by President Stratton, the Reverend H. K. Hines, of the University School of Theology, the Reverend T. Van Scoy, dean of the College Department, the Reverend A. J. Hanson, and Reverend G. M. Pierce. Enthusiastic response was expressed and all felt that these exercises marked the launching of a powerful stride toward extensive religious education in the state of Oregon.

Under date of October 28, 1891, the Pacific Christian Advocate carried the following comment:

> Portland University life is proceeding in a highly satisfactory manner. There is perfect harmony among students and between faculty and students. The "esprit de corps" is excellent, and a remarkable hopefullness and confidence as to the future of the university, is universally felt and expressed.

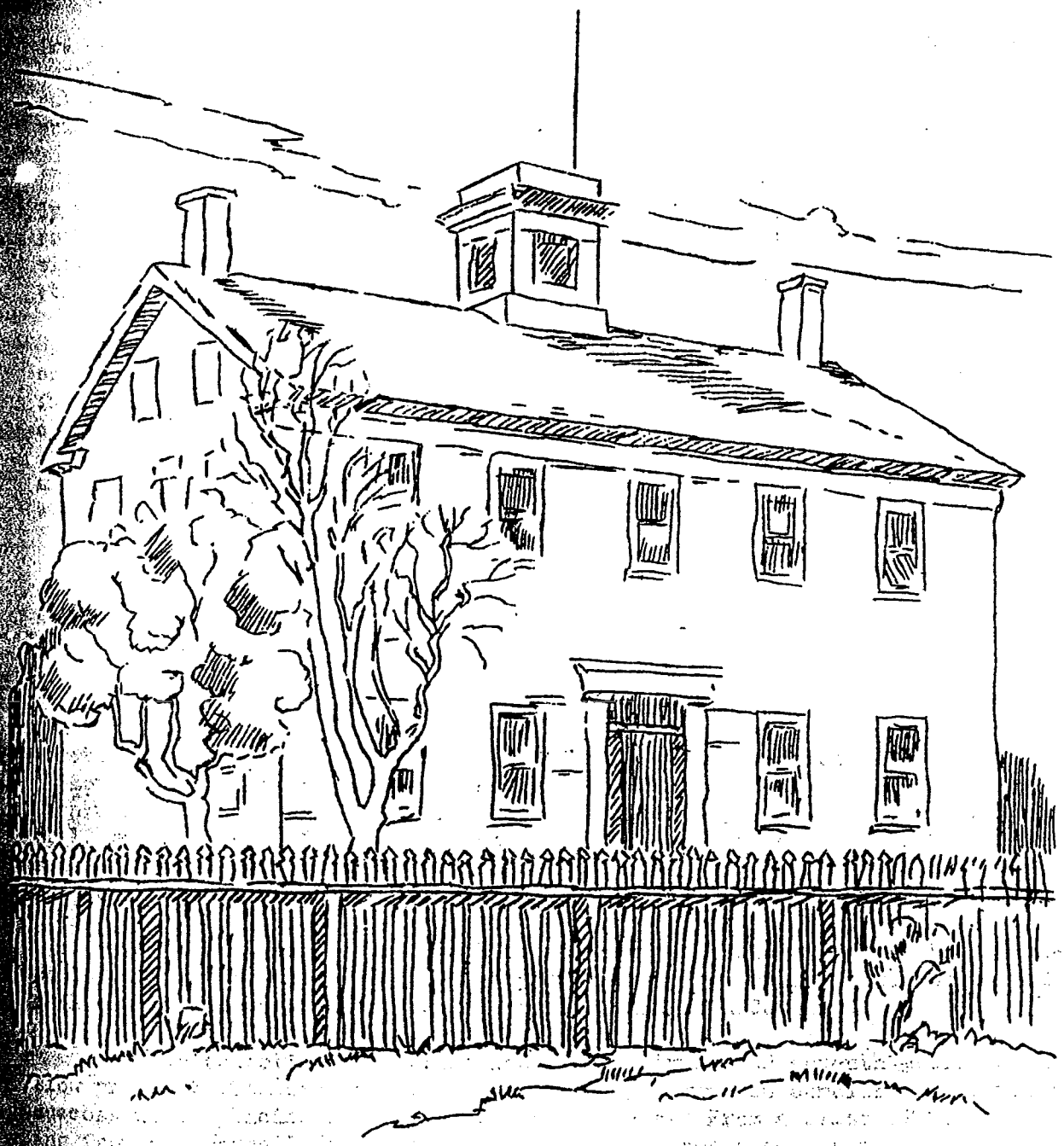
The first year ended by presenting a sizable class for graduation both in the academic division and in the college proper. The academy's 14 members were divided as follows: four from the Classical; five from the Latin Scientific; four from the Normal; and one from the Literary. From the department of music there was one graduate. The college proper presented nine in all, eight from the Classical and one from the Latin Scientific department. The graduating exercises were held in the First Methodist Church of the city.

The second year opened favorably with an increased enrollment and with classes occupying the beautiful new "West Hall," the first of the new college buildings. The music department was still attracting more than a fair proportion of registrants and some excellent programs were offered to the public. On June 14, 1893, a class of 24 graduated from the Academic course and five from the Classical, in which four received B.B. degrees and one the M.A. degree.

Early in the period of planning Portland University the thought had been to make it the mother institution for a number of smaller schools or academies. As a result, Lebanon Academy, Ashland Academy, Drain Academy, and LaCreole Academy were affiliated with the University. A large number of the teachers of Portland University were graduates of smaller colleges, or holders of honorary degrees from religious institutions, and the curriculum which they offered was, from the first, well balanced between the heavy classics, mathematics, sciences, literary, and theological.

From the start the music and arts departments had been a prominent part of University work, but were not located at the central college unit. They were maintained as a separate organization at Fifteenth and Couch streets.

The theology department was under the direction of Nehemiah Boyd, D.D., who in 1869 had been presiding elder of the Salem District,



PORTLAND ACADEMY AND FEMALE SEMINARY

1874.

SEVENTH STREET, BETWEEN JEFFERSON AND COLUMBIA STREETS

Dr. Stratton entered Willamette University. Upon coming to Portland University, he joined with Harvey K. Hines, D.D., to organize a sound theological department, the graduates of which were well grounded in the fundamental principles of the ministry.

When the school closed its fourth year, although it had seriously felt the unprecedented financial depression of the times, its student registration in the literary departments was a few more than that of previous years. Some graduates from the institution were entering the ministry, others were going out as teachers or on duties related to the Church.

Dr. Hines, during the summer and fall of 1891, had gone over the contributing territory, advertising the school extensively and asking for funds to endow the school of theology. Quite unthinkingly and unintentionally his laudatory articles, published in the Pacific Christian Advocate, aroused the wrath of the teachers and ministers at Willamette University, and a serious rupture occurred in the ranks of both ministers and laymen, which was not healed until the two schools were united in 1900.

Between the years 1892 and 1894 Portland University began to feel the effects of the prevailing financial stress, especially so when their anticipated real estate boom did not materialize. Lots were not selling, nor could the interest be collected on notes due the school.

Dr. Stratton resigned as president of Portland University in 1894 and Dr. Thomas Van Scoy, dean of men, was promoted to the presidency. Dr. Stratton had not been shrewd enough, although strictly honest, to cope with promoters and when 1896 arrived and the bonds were due, there was no money with which to meet them. After various conferences, a receiver, A. L. Maxwell, was appointed for the land company. When submitted to court settlement the decision was "that inasmuch as the land was still in the hands of the company, the guarantors could not be compelled to make good the deficit."

The lots were deeded back to the original owners and the bonds cancelled, while the University property was taken over by the newly organized real estate company, called the University Park Land Company.

The school's life during its fifth, sixth, and seventh years was of slow progress financially but showed a steady growth in enrollment and was successful in placing its graduates as teachers. From a class of 26 graduating from the Normal department in 1896, 25 secured teaching positions that season. During these years the departments of business and manual training had been added, so that the staff of professors and instructors reached a total of 28. The University's publication, "University Courant," was inaugurated officially and became instrumental in establishing the school's policy of democratic guidance.

A special note which marked the seventh year was the noticeable increase of enrollment, since many students returned after an absence

of two or three years. More entered the freshman and sophomore classes. As a consequence more rooms were taken in West Hall than ever before, and the faculty and students felt greatly encouraged, believing that a new life had begun. The music and art departments were retained at the Academy building. Fifteenth and Couch streets, because it seemed a good policy to accommodate those who found it inconvenient to attend at the University. Some other courses were offered there also, principally in Latin and Greek, French and German, mathematics and science. The manual training department was housed three blocks away, in the Exposition Building.

The rupture between the two factions previously referred to was steadily growing because now all felt that there had not been the right leadership to place the new institution upon a sound financial basis. Consequently, in 1897, "the owners of the property on which the University buildings were located, offered to give ten acres of land to any organization which would assume the obligations on the property and maintain a school for ten years. The annual conference which met that summer recommended that as the affairs of the school were in a deplorable condition some action should be taken, either to close the school or put it on its feet.

One vital source of friction between the new college at Portland and the parent school at Salem was in the theology departments. At Portland University this department was under the direction of Nehemiah Doane, D.D. who, together with Harvey K. Hines, D. D., organized a strong course from which the graduates were well grounded in the fundamental principles of the ministry. Drs. Doane a nd Hines were unwavering in their ambitions "to establish a school of merit, and what they built they constructed with an eye for the future." This was the vital issue; since its theologic course was the primary cause for the existence of the university it quite logically received a goodly share of support.

Quotations from Minutes of Faculty, Portland University, November 15, 1895, reveals that -

> Students were given special privileges in connection with the department of Liberal Arts and the College Societies. No tuition was required, the only charges being an incidental fee of $10 per year. Five of the faculty of Theology agreed to be responsible for 10% and one for 5% of their salary. They made an active campaign among the Methodists to receive support for their department.

The Minutes divulge that Dr. Hines was a man of very positive opinions and when once he decided he was in the right there seemed no influence strong enough to deter him. He set out to make the Portland School of Theology the best on the Coast, and when in 1898 he required all students to take some work in this Branch as long as they were in school, the teachers in the Liberal Arts department became aroused and signed a protest against it. This they presented to the Board of Trustees. Immediately there resulted an open rupture.

in the faculty; theological teachers refused to attend faculty meetings where Liberal Arts teachers were present. This matter was only settled upon the closing of the school.

One phase of the University's life became outstanding. In 1894 the football championship of the state was captured and very strong bids were made for the title in baseball and tennis during the next four years. Later a small gymnasium was erected and a running track graded, and from that time on the school was definitely athletically-minded.

Earlier in the history of the school, from about 1892 through to 1895, the real property holdings, according to the financial report of Dr. Stratton, had been listed at approximately $600,000 in value or double the original cost of the land. Personal notes of about $100,000, were held, while none of the bonds had been retired. In 1895 sufficient land had been sold to reduce the value of the school plant to $100,000, and the notes and the partial payment contracts were supposed to cover the total indebtedness and leave an endowment of $140,000. This illustrates the difference between a statement on paper and the real facts of a situation, because this excellent status depended upon the ability of the lot holders to pay their contracts in full; this they never did, and consequently the entire financial transactions became of doubtful reliability.

In 1898 the value of the University plant was held at $125,000. No debt was held against the school, due to the fact that title to the holdings was vested in the University Park Land Company and rented by the University.

A very valuable gift had in the meantime come to the institution, from Mrs. James Abraham who made over to three trustees, viz. A. C. Fairchild, J. D. Lee and C. M. Idleman, in trust for the School of Theology of Portland University, her estate consisting of about 11,000 acres of land, and other valuable property in Oregon and Washington; the estimated value was about $100,000 and consisted chiefly of timber lands. After paying her a moderate annuity during life and some "reasonable bequests" the property was to be transferred to the trustees of the University.

After the discouraging years of 1896-97, Dr. Van Scoy wrote to the Reverend John Parson, Financial Agent of Willamette University at Salem, asking that some provision be made for housing the Portland school, as he did not wish to give up entirely. Permission was granted to use the Medical College building for the preparatory department and to settle the literary department in the Portland Hospital building. These two buildings belonged to Willamette University and were located at East Thirtieth and Stark Streets. An attempt was made to move the art and music departments also, but an objection too strong to overcome prevented this.

The failure to move the entire school to the new location put a hardship upon the literary department because there was need for use of but one-half of the building and the department could not afford to pay the rent for it all. Student's fees had become so low that they covered rent, fuel and janitor expenses, with nothing remaining for teachers' salaries. For a while the teachers donated their services.

After the loss of University Park, sentiment favored the consolidation of the several Methodist schools of the Northwest. At Tacoma was located the Puget Sound University, a plant worth about $30,000 and having a debt of $21,200. The annual conferences of Oregon and Washington felt that here were two institutions trying to struggle along under great handicaps, and with much duplication of work, and that it would be better for the Church to support one large school than a handful of smaller ones. The proposal was made that Willamette, Portland and Puget Sound Universities unite. To this end a committee from Portland and Puget Sound Universities met in July, 1898. A quote from the Daily Oregonian, August 9, 1898, says:

> At this time tentative plans were laid and a program outlined. The committee, consisting of G. F. Johnson, representing the University of Puget Sound and Henry Rasmus D. D., A. C. Fairchilds D. D., and W. J. Clemens representing Portland University, met at the Chamber of Commerce rooms in Portland and adopted the resolutions favoring a consolidation of the educational interest of the church in the Northwest. It was also agreed that the consolidated school would be located at the place furnishing the best offer according to the following plan;
>
> 1st. The payment of the floating indebtedness of the schools interested.
>
> 2nd. The providing for the protection of the bona fide holders of lots sold to found and equip the schools.
>
> 3rd. The securing of buildings and campus.
>
> 4th. The endowment of the consolidated school and providing for the running expense thereof; a committee consisting of Dr. C. H. Payne and Bishop McCabe and a third person to be chosen by them was selected to receive offers for the school. It was planned to run the two schools jointly until the act of consolidation could be ratified by the patronizing conference, viz. Puget Sound, Columbia River, Idaho and Oregon Conferences.

An offer was made by certain Tacoma people to locate the University on the Sound. The land offered was six miles from the city and in an unimproved condition, so the committee declined to consider it. On October 5, 1898, it was announced that "a measure for the procurement of funds, the release of friends of Portland University who are on the Guarantee bonds and to secure title to the campus and buildings of that institution have been pushed during the past week with remarkable vigor and with a degree of success that in view of the obstacles to be overcome is quite satisfactory."

Thus it was hoped that by uniting these two schools there would be eliminated the duplication of work and division of support. As a matter of fact Willamette failed to send any delegates to the committee meetings of these two schools and much of the same opposition voiced against consolidation before now came to the public ear and the National Board of Education refrained from taking an arbitrary stand on the matter. The Board, however, did emphatically recommend that "a consolidated school place its emphasis on collegiate work proper and postpone the graduate work until a later date."

Quoting from a Thesis on Education, by George R. McIntire -

> The Consolidated University opened on Oct. 4, 1898, at University Park. They agreed to work jointly until after all matters had been settled by the Annual Conferences in the Northwest. Chancellor Thorburn of the University of Puget Sound became the head of the new institution. In December 1898, it became evident that there was no hope of Willamette joining with the united schools. The church people of Tacoma felt that if Willamette held aloof from the new project and insisted that if any consolidation be made it must be a union with her, there were no good reasons why a school could not be maintained on the Sound for the Washington people.

The following statement appeared in the Pacific Christian Advocate, for June 28, 1899:

CONSOLIDATION
OF
PUGET SOUND AND PORTLAND
UNIVERSITIES

Signed by Charles C. McCabe, surviving commissioner

Decision Reversed

WHEREAS, the Puget Sound and Oregon conferences, at their last session, agreed to submit the question of the consolidation of Puget Sound and Potland Universities to a commission consisting of Dr. C. H. Payne and myself: and

WHEREAS, after careful consideration, we decided upon making Portland the seat of the consolidated University, upon condition that the trustees of said University should pay the outstanding debts of the Puget Sound University and give to purchasers lots of equal value upon the site of the consolidated University, fixing the date of June 1,

1899, as the utmost limit of time to be given for the fulfillment of these conditions: and

WHEREAS, the trustees of the consolidated University have not been able to fulfill the conditions mentioned, now

THEREFORE, I, Charles C. McCabe, pronounce the decision by which Puget Sound University was consolidated with the Portland University, to be null and void, and further declare that there is no legal barrier in the way of the reestablishment of the Puget Sound University. At an adjourned meeting of the Board of Trustees of Puget Sound University held on December 15, 1898, it was unanimously voted to reopen that institution March 7, the Reverend Whitfield D. D. presiding elder of the Seattle district was chosen president and the position of chancellor discontinued.

Dr. George Whitaker of the New England Conference and who had been president of Willamette University in 1890-94 accepted the position of president. Under his guidance the University was reorganized, but all hopes of retaining the University Park property were abandoned, as the land Company had refused permission for the school to remain in West Hall: in June 1899 the school was moved to the old Portland Hospital Building, at East Thirtieth and Stark Streets.

The period of consolidation and reorganization was one of continued financial difficulties. The school had no endowment and depended entirely upon tuition fees for running expenses. Finally, in January 1899 the trustees decided to make a payment on the salaries for the months of November, December, and January, on the basis of thirty-three cents on the dollar. During March and April the basis was the same but for May they dropped to eleven cents. The new trustees refused to contract any new debts for running expenses and after a series of meetings the trustees and faculty failed to agree upon any terms satisfactorily and the year ended with a new problem for the conference to settle at its meeting in July.

At this meeting the 1899 Conference fully recognized the impossibility of maintaining a separate institution and so another school year, that of 1899 and 1900, passed by without any promise of financial prosperity. As stated previously, the Oregon Methodist Conference had suggested the directors make some definite move either to improve the school's financial status or close it up. The directors now proposed that they unite with Willamette University, and declared that the current year should close the school. Steps were taken to that effect and on April 8, 1900 this notice appeared in The Oregonian:

After the last of May, the Portland University will cease to exist and it will be consolidated with the Willamette university at Salem. The closing exercises will take place in the chapel of the building at Sunnyside, on which occasion, the Reverend L. E. Rockwell, D. D., pastor of the Centenary Methodist Church, will deliver an appropriate oration, and Portland University quartet will sing. Some of the students of the departments, will receive diplomas, on that occasion, and three weeks later all will join with the Willamette University, in the regular commencement exercises.

This program for winding up the affairs of the Portland University was given out last night by the president, the Reverend George Whitaker, D. D., when seen at his home in Sunnyside.

The trustees of the University remarked President Whitaker, at the last meeting, by unanimous vote decided to consolidate with Willamette, and the matter will be carried out. There have been considerable negotiations looking to consolidation for some time, and definite conclusions have been reached as to the method.

All students who have ever been connected with Portland University, whether graduated or not, will be enrolled on the records of Willamette. The Alumni of Portland will become part of the Alumni of Willamette University. In this way, all the students of the former institution will have a home. There will be closing exercises on the evening of the last day of May, with oration by Dr. Rockwell. There will be three collegiate graduates, one theological, two in the normal, and possibly four in the academic. Several degrees of A. M. will be conferred. Some of these will receive diplomas at the close of this institution, and others at the general commencement of the Willamette.

Owing to the money matters, it has been uphill work in pushing Portland University. I shall remain to close up all the affairs of the University, and then return to Cambridge, Massachusetts. My conference is now in session, and I shall expect to return to the Church I left to come to Portland.

Exercises, as advertised, were held in the Sunnyside Chapel, at which time the Reverend L. E. Rockwell, pastor of the Centenary Church, received the degree of Doctor of Divinity.

Following the exercises, President Whitaker spoke very feelingly of the institution and his association with it, expressing the hope that all the students would return to the bigger and better Willamette to fulfill the destiny which awaited Oregon's sons and daughters.

Meanwhile, there had come to the Oregon diocese of the Roman Catholic Church a new Archbishop, the Most Reverand Alexander A. Christie. He decided, after looking over the educational field, that the boys and young men of his denominational groups needed facilities for superior education, and he began to look about for a suitable location. The building and site of the Portland University appealed to him and after investigating the indebtedness and requirements demanded by the Land Company, he secured permission from his financing board to purchase the single structure on the twenty-eight acres of land formerly held by the Portland University.

There had been left a debt of $15,000 by the Methodist Board when the Portland University closed its doors. The Catholic Board of Control cleared this indebtedness and thus the property came into the hands of the Catholic Brotherhood, and another chapter of denominational education became history.

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CHAPTER XI

Schools of Specialized Training

1875 to 1900

From 1875 to 1900 the private schools in Portland expanded from those devoted exclusively to the elementary and secondary branches, to schools of specialized training. The private schools of the early days gave way to a more advanced type of private-owned institutions - medical colleges, business colleges, nursing schools, kindergartens, language schools, and trade or manual training schools. Only a limited number of the more strongly supported and progressive of the early private schools survived to become standard educational institutions.

Among the first of these enterprises were the medical schools, the earliest of which was the Medical Department of Willamette University, courageously undertaken in spite of conflicting interests and opinions on the advisability of the undertaking. This enterprise was called the Oregon Medical College and was voted into existence by the Board of Trustees of Willamette University on February 15, 1865. Portland was chosen because of its advantages of larger population. Officers and a faculty, from the members of the medical profession of the city, were elected, and authority given to organize, but the school failed to function and the project was abandoned. It was revived in Salem, in 1867, although that town's population was then only about 1200 persons.

Finally at the quarterly meeting of the Board, on November 14, 1866, the Reverend Gustavus Hines presented the following resolution, which was adopted:

> Resolved, That, whereas the gentlemen heretofore elected professors in the Medical Department of the Willamette University, which was established at Portland, have failed to organize, so as to perform the duties imposed upon them by their election, and have also resigned their positions and discontinued their relations to the university, the said Medical Department be, and is hereby, established and located at Salem.

Accordingly, the Medical Department of the Willamette University opened at Salem on the first day of April, 1867. Twenty students attended the opening session, which indicates that there was both need and demand for a medical school in the Willamette Valley. The immediate factor which brought about the subsequent removal of the medical department from Salem to Portland was the organization, in 1877, of the "Oregon Medical College," (not the same school previously referred to) which was incorporated in February, 1878. On December 16, formal instruction be-

gan under the name of the Willamette University Medical College. Dr. O. P. S. Plummer, a well known pioneer physician, was the first dean in Portland, serving until September 25, 1880. He was succeeded by Dr. E. P. Frazer, who was dean until 1891. Dr. Richmond Kelly next served in that position for as long as the medical college remained in Portland.

By this move and through agreement, the "Oregon Medical School," so named, was discontinued, and in Judge M. P. Deady's diary, dated June 8, 1878, is entered this item, "Signed memorandum of agreement consolidating the medical schools of Portland and Salem, at Portland, as the medical department of the Wallamet University." The Willamette school was strengthened by the better facilities of a larger city, and the weakness which must have followed the rivalry of two medical colleges in the thinly populated state was forestalled.

The location of Willamette's Medical Department in Portland, from 1878 to 1887, presents a confusing hypothesis as to exact location.

Some reports place at least a portion of the school's activities in a building on the southeast corner of Park and Jefferson Streets, probably in the old Portland Academy building. This seems to have been from 1881 to 1887. Before that it may have occupied rooms at 168 Fourth Street, between Morrison and Yamhill. Dr. Olaf Larsell, of the University of Oregon Medical Faculty, states that, "as a matter of fact there were two parts, an office on Fourth St., and a dissecting room over a livery stable at Park and Jefferson streets." The existence of the livery stable is not verifiable. Even at that early date the college maintained a "City Medical and Surgical Dispensary," at Park and Jefferson streets.

Among statements in the Willamette University Catalog for 1880-81 are these:

> The sixteenth annual course will commence Monday, December 5, 1881, and continue twenty weeks.
>
> The candidate for the Degree of M. D. must be of good moral character, and at least twenty-one years of age. He must have attended at least two full sessions of lectures, one of which shall have been in this college.
>
> He must have studied medicine for not less than three years, and have attended at least one course of Practical Anatomy in the dissecting room. He must present to the Dean of the Faculty a Thesis of his own composition, correctly written, and in his own handwriting, on some medical subject, and exhibited to the faculty, at his examination, evidence of his professional attainments.

> The Faculty recommends to students the importance, when at all practicable, of attending three courses of lectures before presenting themselves for graduation.

The standards of admission in 1878 may be judged from the following extracts from the address of Dr. L. L. Rowland, president of the Oregon State Medical Association, to the State Medical Society:

> The requisites for admission to American medical, where any exist, can generally be met by the preparation received in a common school or academy.
>
> Willamette University, our own school, provides that 'Every person desiring to attend as a student of medicine in this University shall satisfy the Dean of the Medical Faculty that he is possessed of the elements of a good English education.

The rooms used had become inadequate by 1884, when the medical faculty initiated plans for a new building designed especially for medical purposes. After some delay, apparently because of financial stringency, the work of construction was begun in 1886, and the building, located at Fourteenth (now Fifteenth) and Couch Streets, was occupied for teaching in the fall of 1887. At about this time, or soon after, the term of the college session was lengthened to six months.

Here the school continued until its removal back to Salem in 1895. The immediate cause of the return, as given in the Minutes of Willamette's Board of Trustees, was the "sudden withdrawal of all hospital facilities in Portland." This evidently referred to the closing of the old Methodist hospital, at that time located at East Thirtieth and Stark Streets. Other hospital facilities apparently were not available to the school.

During the years 1892, 1893 and 1894 an effort was made by the faculty to maintain a School of Pharmacy in connection with the Medical College. A teaching faculty of five members was named for these three years, but no record of the number of students or of the course of study is found. Mr. Wm. Koehler, a Portland druggist for fifty years, has only the remark, "They tried to start a Pharmacy school out there," as his account of the attempt. The move apparently was not successful.

The 1879 City Directory includes mention of the "Homeopathic Medical College." Notwithstanding the title, this organization seems not to have been a college. According to vague information it was in fact an association similar to other medical associations.

A new chapter in this type of education had its beginning in 1887, when the Medical Department of the University of Oregon was organized. A breach in the Willamette medical faculty early in 1887 caused the resignation of that entire body. Immediately a group of physicians, including a number of those who had resigned from the Willamette faculty, undertook to organize a rival school.

One of the most active in this project was Dr. C. C. Strong, a brother-in-law of Judge Deady, who was at that time president of the Board of Regents of the Univeristy of Oregon, at Eugene. Judge Deady's interest in the new venture was sufficiently kindled so that the Board of Regents were prevailed upon to grant a charter to the proposed school, giving it the name of the University of Oregon Medical College. This charter was granted at a meeting of the Board of Regents, on June 16, 1887. Dr. S. E. Josephi was elected dean of the new school, and Dr. Strong was elected secretary of the faculty. Instruction began in the fall of 1887, in a small frame building of two rooms. This was erected for the purpose on grounds belonging to the Good Samaritan Hospital, at what is now the intersection of N. W. Twenty-third and Marshall Streets. According to the Oregonian of October 6, 1896, "The building was erected with funds provided out of the private purses of the faculty."

When Marshall Street was opened as a thoroughfare in 1889, the little building first erected was moved to Twenty-third and Lovejoy Streets. Here it continued in use until 1893, when it was moved to the adjoining lot to make room for "the sightly, compact, and well equipped medical college building," which was erected that year. This building continued in use, with some alterations and improvements, until it was destroyed by fire on May 29, 1919, while the equipment was being moved to the present building on Marquam Hill. In its standards and in its equipment the University of Oregon Medical College has, since its beginning, ranked among the best of the country's Medical Institutions. The Medical Department of Willamette University, at Salem, was discontinued in 1913 and merged with that of the University of Oregon, at Portland.

Two dental colleges were opened in Portland in 1898. The Oregon College of Dentistry, operated for two years at the northeast corner of Second and Morrison Streets, under the direction of Dr. Herbert C. Miller, M. D., D. D. S., as dean. The Tacoma College of Dental Surgery occupied, during the same time, the building at Fifteenth and Couch Streets which had housed the Willamette Medical College. A faculty of 23 members was employed. In 1900 the two were merged under the leadership of Dr. Miller as dean, and became the North Pacific Dental College. It occupied the former building. Later, the North Pacific Dental College was moved to N. E. Sixth Avenue and Oregon Streets, where it has grown into a College of Dentistry and Pharmacy of high standing.

Two nursing schools, established in Portland before the year 1900, have continued to grow with the hospitals with which they have been connected, and have developed into important institutions for the training of nurses.

Good Samaritan Hospital was opened on October 9, 1875, under the direction of Bishop B. Wistar Morris, of the Protestant Episcopal Church. It was begun in a small building on the spot where the great hospital now stands on N. W. Twenty-third Avenue, between Lovejoy and Marshall Streets. Here in May, 1890, the Nurses' Training School was organized, the first school of its kind in the Pacific Northwest. On June first

the opening class met, with Miss Emily L. Loveridge, a graduate of the Bellevue Hospital Training School, of New York, as its superintendent and instructor. She served until 1905, when she became hospital superintendent, a position she held until her retirement in 1930.

Three of the hospital's older nurses were among the first to enter that early class. Several additional applications were received soon after, and with a nucleus of six pupils Miss Loveridge began her capable work. The class increased in membership, and in September, 1892, the first nurse graduates, 12 in all, received their diplomas. Each had studied for two strenuous and faithful years.

The hours were from 8:00 o'clock in the morning until 8:00 o'clock in the evening, and every nurse was required to do a certain amount of night study. Theoretical training consisted of lectures on anatomy, materia medica, physiology, and other branches of medical knowledge necessary to successful nursing. Special lectures were given on such subjects as eye and ear, microscopy and bandaging. Practical training and experience were obtained by attendance on the sick in the hospital. Personal illness or absence from the class room was not recognized. While in training each nurse was allowed $10 a month during the first year, and $12 a month during the second year. This allowance was not intended as a salary but for defraying the expense of books, clothing, and incidentals. All were lodged and boarded at the hospital, and were required to wear the uniform of the school.

On July 19, 1874, during the feast of St. Vincent de Paul, patron of all charitable works, the Sister Superior of Providence Academy, Vancouver, B. C., received a letter from one of the officers of the St. Vincent de Paul Society, in which he stated that the society would give the Sisters of Charity of Providence, a Catholic order, the block between Twelfth, Eleventh, M and N Streets, in Portland, on which to erect a hospital, and, with this donation, a cash amount of $1000 would be included. The site was considered a good one for the hospital, and the offer was gratefully accepted. It was on May 10, 1875, that Mother Mary Theresa and Sister Joseph of Arimathea took up their abode in the yet unfinished St. Vincent's Hospital. It was not their intention to receive patients before the dedication, but on June 24 they took in, as their first patient, a young man, who asked to be admitted.

The hospital's dedication took place on July 19, 1875, the feast of St. Vincent de Paul.

The demands on the hospital grew with the growth of the city, and in 1888 far-seeing Mother Theresa purchased a five-acre tract of land on which, with some later additions, the present hospital and training school stand, at the head of N. W. Hoyt Street. Despite some protests, such as distance from the city's center, work on the building was begun in 1892. The completed hospital was dedicated on July 14, 1895.

However, it was in the first building at Twelfth and M. Streets, for some time called the "old hospital," that the nurses training school began. The St. Vincent's Training School for Nurses was opened in July, 1892. To open a school at that time was a huge undertaking, for while nursing is woman's oldest occupation it is one of the newest professions. At that period young women did not generally choose nursing as a lifework.

In September, 1889, Theresa Cox, a recent graduate of Bellevue Hospital, from which Miss Loveridge also received her nurses training, came to Portland at the request of the Sisters to instruct them in new nursing procedures and surgical techniques. Apparently no record was kept of this first class of Sisters, but it seems that lectures by members of the hospital staff and bedside demonstration work by Miss Cox were given as opportunity offered. At the end of the year, oral examinations were given the Sisters in both class and lecture work. One member of this class asked for a diploma, but Miss Cox did not consider a diploma necessary for the Sisters. In those days a diploma was given to lay nurses only, and as a reward for time spent in the hospital rather than for educational accomplishment. Of this class, one, Sister Andrew, later received a diploma, when she became the first superintendent of nurses at St. Vincent's.

The possibility of opening a training school for nurses in connection with the hospital was discussed by the Sisters and members of the visiting staff, as early as 1886. As an illustration - for 15 years Rose Philpot did general floor duty at the "old hospital." She was a woman of high intelligence with a natural aptitude for nursing, and she did splendid work before the advent of the training school. She attended Miss Cox's classes with the Sisters in 1889. Persuaded that she might need a diploma, Mrs. Philpot studied for another year, took an oral examination in each subject, and on June 9, 1893, received her diploma, the first given by the St. Vincent Nurses' Training School. This diploma, an artistic creation, now hangs in the lecture hall of the nurse's home of the hospital.

Meanwhile, other Sisters trained under Miss Cox were preparing themselves for the management of a training school, and were particularly anxious to enter upon these new duties. It was not, however, until July 8, 1892, that the first student to successfully complete the course was accepted. The requirements of Sister Andrew, first superintendent of the school, were high and rigid, and only those temperamentally suited were assigned to training positions. Final approval came after a probationary period, and rested entirely upon the nurse's proven ability to efficiently master both the practical work and the unwritten moral rules of society. Dismissals might occur at any time during the period of training, which was quite generally the rule of hospitals everywhere.

Lectures were given three times a week. These were divided into two sections to cover the two years. One of the instructors was Mrs. Philpot, who among other duties, gave a course in the procedure of obstetrics, with the class meeting in the surgical dressing room of the

old hospital. Upon completion of the lecture courses, examinations were held. Before 1900, the classes in the nurse's school were not large, but have since grown to considerable numbers.

In November, 1866, as stated in an earlier chapter, M. H. De France and M. K. Lauden organized the National Business College. Through successive ownerships and reorganizations the "Old National", eventually became the Northwestern College of Commerce of today, now located at S. W. Broadway and Salmon Streets. The Catalog of the Portland Business College for 1900 said:

> The Portland Business College first opened its doors for the admission of students in November, of 1866. Since that time the school has steadily grown, so that while one room afforded sufficient accommodation for its students at first, it is now found that the space afforded by an entire floor of a building covering a quarter of a block gives us no room to spare. The course of studies has undergone many changes also. From a few studies taught at first, additions have been made year by year until instruction is now given in almost any branch called for. Thousands of dollars have been expended in bringing the school up to its present high standard of excellence, while the work done is almost beyond reckoning. The Portland Business College does not believe that any 'patented system of teaching bookkeeping has yet been devised, or ever will be, that will take the place of good hard study.'

In July, 1872, Laudon disposed of his interest to W. S. James, who continued with the school until February, 1874, when he was succeeded by W. Lynn White. De France and White continued together until July, 1880, when De France retired. White became the sole owner and changed the name to White's Business College, and it was so conducted until his death, in April, 1881. A. P. Armstrong bought the school from the administrator of the White estate, in July, 1881. He changed the name to Portland Business College, and as such it was known until 1912. Armstrong conducted the school as sole owner until March, 1889, when it was sold to the Portland Business College Association, an incorporated company, which continued to operate it under the same name until 1912.

A school catalog gave the following studies for the combined course, including both business and shorthand.

Spelling	Bookkeeping	Typewriting
Grammar	Banking	Letter Copying
Writing	Business Forms	Manifolding
Arithmetic	Business Practice	Legal Forms
Correspondence	Corporation Acts	Court Papers
Commercial Law	Office Work	Shorthand

The rates of tuition were given:

Scholarship, six months	$ 70.00
Scholarship, nine months	85.00
Scholarship, two years	100.00
Graduating Fee	5.00

Books and stationery for the combined course cost from $10.00 to $15.00

Penmanship was emphasized, as it was in all of the business colleges of the early days. A folder attached to the catalog for 1900 made a striking statement:

> We make it a rule to uphold our rights, but in doing so do not make attacks of any kind upon others. 'If any one speaks evil of you, let your life be such that none will believe him.'

An advertisement in the same folder declared:

> Wanted! Ambitious boys and girls about the size of young men and young women, rosy cheeked and bright eyed, with a manly courage and a womanly grace. The busy business world is looking for them; it needs them.

The location of the Portland Business College until 1883 was at 128 Front Street, between Washington and Alder Streets. Armstrong also had his living quarters there for about two years. After that and until 1891 the school was at Second and Yamhill Streets. Then, until 1899, quarters were occupied in the Goodnough Building, still standing on the northeast corner of S. W. Fifth and Yamhill Streets. The final move was to the northeast corner of Park and Washington Streets, in 1899.

W. S. James organized the Columbia Commercial College about 1880. The Columbia Commercial College Journal, for 1884, published by James, who was also a printer, states:

> The college is located on the north-west corner of Second and Yamhill Streets on the same block with the Taylorstreet M. E. Church. The tall spire of the church can be seen from any part of the city, and strangers may use it for a guide when looking for the college.

The college Catalog described the offerings and cost as follows:

> The course of instruction and the practical business training pursued at the Columbia Business College embraces two division, Single Entry and

Double Entry, Embracing Theory, Practice and Actual Business, so connected as to constitute the most complete system of useful and practical education.

Our Rates of Tuition

Scholarship, entitling the holder to a full course of Business Training, including Single and Double Entry Bookkeeping, Arithmetic, Business Penmanship, Orthography, Commercial Law (Lectures), Actual Business, Practical Exercises, etc., with privilege of attending all sessions of the Institution . . . $50.00.

Monthly Tuition	$15.00
" " Evenings only . . .	10.00

Preparatory Department

Quarterly	$20.00
Monthly	6.00

Penmanship

Quarterly	$15.00
Monthly	5.00

Ladies who enter for the full Business Course pursue the same course of studies as gentlemen.

How long the Columbia Commercial College actually operated cannot now be determined, but it was opened about 1880 and closed about 1886. James, in the school's Catalog, emphasized his rivalry with the Portland Business College.

Another such school, the Holmes Business College, was opened in 1887, by Miss Gertrude Holmes. It was located first in rooms fitted for its use in the Abington (now the Davis) Building, on Third Street. About 1892 it was moved to more suitable quarters on the southeast corner of Eleventh and Yamhill Streets. Here it continued as the Holmes Business College, until shortly before the World War. G. Holmes, principal, advertised in 1892 a "Thoroughly Equipped Business College, including Bookkeeping, Shorthand, Penmanship, Typewriting, and English Branches."

And again in 1900:

Thoroughness is the keynote of the Holmes method. Each student is the object of special attention. To take earnest boys and girls and make of them self-reliant business men and women is the work the Holmes English and Business College has been doing with gratifying success for fourteen years.

English, Business, Shorthand, Typewriting and Penmanship Departments.

Mention is found, 1899, of the Portland School of Commerce, Sherlock Building, Fourth and Washington Streets, Clark and Buchanan, Principals. As no other record is available, it may be assumed that it was a small school of no long duration.

At the annual meeting in June, 1884, the Board of Regents of the University of Oregon adopted the following resolutions:

> Resolved - That there shall be, and hereby is established a School of Law at Portland, with a professor of the science and practice of the Law, who shall be a member of the faculty, and shall have authority to employ and provide, from time to time, lecturers to aid him in the conduct of said school, and the course of study to be pursued therein, as he may think proper; subject, however, to the supervision and control of the Regents.
>
> Mr. Richard H. Thornton is hereby appointed Professor of the Science and Practice of Law in said school, with the right to reserve and retain for his own use, all fees and tuition prescribed or charged for instruction therein; but shall not receive any other compensation from the University for his services.

Instruction began, apparently, in the fall of 1884, with seven students listed, and five lecturers. Quarters were secured with the Portland Business College, on the northeast corner of Second and Yamhill Streets.

The University Catalog for 1884-85 said, under Remarks:

> This law school is held in the city of Portland, a metropolis which offers great advantages to students of Law. The entire course consists of two sessions of about thirty weeks each, from October to May inclusive. It is intended to open the next session on Wednesday October 14, 1885.

By 1890 the students numbered 32. The university Catalog for 1899-1900 summarized the law department as follows:

> The year 1899-1900 completes the seventeenth year of the School of Law. More than two hundred graduates of this school are scattered over the Pacific Northwest, of which an unusually large number in comparison with other schools of law in the United States, have occupied or are now occupying official positions in connection with the law.

The entire course consists of two sessions of thirty weeks each, from October to May inclusive.

The School of Law is located in Portland and occupies the rooms of the Portland Business College. Evening sessions only are held. The sessions begin at 7:15 P. M., and the method of instruction is the lecture method.

The tuition fee is $60.00 (in gold) per session.

The Law Department of the University of Oregon was located in Portland until 1915, when it was transferred to the Eugene campus.

Musical instruction was generously at hand for Portland residents from 1875 to 1900, as accounts of the musical academies of that period show. Cook's Musical Institute was conducted by Ebenezer Cook, director, in the Abington (Davis) Building, through 1893 and 1894, and probably longer. In 1894 the Portland Conservatory of Music was directed by J. Adrian Effing, in the Marquam Building, on Morrison Street. W. Edgar Buck was the director, in 1893, of the Portland College of Music, in the Oregonian Building. Of the many individuals teaching private classes in music there are no records, but their numbers must have been considerable.

The kindergarten school in becoming a part of the Portland public school system began in a private manner and was the achievement of a group of earnest women, working intelligently through the two decades of the 1880's and 90's. The first unit was a private kindergarten opened in September, 1881, at 246 Washington Street, between 12th and 13th Streets. Caroline Dunlap, a graduate of Kate Douglas Wiggin's Training School in San Francisco, had charge. Mrs. Dunlap was urged by her mentor to come to Portland. Further interest was aroused when, in 1882, Mrs. Wiggin visited Portland, lecturing for the Christian Union, an organization of the Unitarian Church. In 1883 Mrs. Dunlap opened a second kindergarten, and at the same time had two pupils in training, the nucleus of what was later to become the Oregon Kindergarten Training School, which, in 1885, was made a branch of Mrs. Wiggin's Training School. By 1888, eleven teachers had graduated and eight more were in training.

The Portland Free Kindergarten Association was organized on November 1, 1884. For 17 years this association maintained three free kindergartens, described in 1930 by Mrs. George G. Root, Oregon Field Secretary for the National Kindergarten Association, as follows:

Kindergarten No. 1, Nov. 10, 1884.

In Engine House on Glisan Street, then called G. Street, between 13th and 14th Streets, the building being loaned by the city for kindergarten purposes until about 1894 when the Free Kindergarten

Association bought lot and building in Goose Hollow, near 17th and Clay or Market, and the kindergarten continued there. Mrs. Showerman was the first director, assisted by Miss Kate Story and Miss Belle Goldman. Sixty children enrolled soon after it was opened. Miss Story was the first director in the Goose Hollow location, assisted by Miss . . . , now Mrs. Eliot Habersham, who later became the director.

Kindergarten No. 2, September, 1885.

In Unitarian Chapel, Porter Street, South Portland. Miss Abell, first director. Later, in 1887 or '88, Miss Goldman was director, assisted by Miss Davey and Miss Peke. Attendance was 51, April 17, 1888.

Kindergarten No. 3, January 11, 1886.

In Watson Addition School House, 18th and Upshur. Made possible by donation of $60 per year by 6 people. Miss Goldman was the first director, assisted by Miss Peters and Miss John. In 1888 Miss Peters was in charge, assisted by Miss John. The attendance was 30 on April 19, 1888.

Kindergarten work was financed by:

1. Membership fees, which were per report of 1888, 3 giving $5 per month, 176 giving $.50 per month, 2 life memberships, $25.
2. Revenue of $3 per month from stock in Forest Oil Company.
3. Gifts and benefits.
4. Free tuition in Mrs. Dunlap's Training School was the pay received by all assistants, with one exception, in 1888.

In 1892 the King's Daughters Free Kindergarten was operating on Seventh Street, near Davis. Annie Martin was principal. No organization is given as its sponsor. All other kindergartens during these formative years were private schools.

The list of the first officers selected for 1884, indicates the source of leadership and support given the Free Kindergarten Association. These were, president, Mrs. J. F. Watson; vice-president, Colonel John McCraken; secretary, Mrs. Richard Hoyt; treasurer, Mrs. J. K. Gill; board of managers, Mrs. G. H. Atkinson, Mrs. B. Goldsmith, Mrs. Caroline Dunlap, Miss Fannie Holman, and John Wilson. The latter, in 1887, introduced in the state legislature the bill which became the first kindergarten law, a law which permitted school districts coming under a required classification to establish kindergartens as part of the public school system. The law was the beginning of the public school kindergarten in Portland. Hon. Joseph Simon sponsored the bill. But not

until 1900 were public school kindergartens secured for Portland.

Prior to that date all or nearly all of the teachers in kindergarten schools had graduated from Mrs. Dunlap's School. Among the many scattered addresses of the smaller such enterprises were: Glisan Street, southwest corner Twenty-first, Miss Ellen Strong, principal; corner Clay and Seventh Streets, Miss M. Cook, principal; corner E. Oak and E. Fifth Street, Miss E. E. Burnham, principal; Myrtle Street, southeast corner 17th, Miss Florence Olsen, principal; Glisan street, near 15th, Miss Sarah Harris, director; 176 Russell Street, Miss Katherine Ward, director; and 225 Eleventh Street, Miss Sadie Joy, director.

The Portland City Director for 1899 contains this significant paragraph:

> There is a quiet work going on in this city in the line of education that has not awakened very much of public attention, yet it is of the greatest interest and importance. On modest terms this has been called the evening classes of the Y. M. C. A. This work has been enlarging from year to year, until every season there is a fully equipped college in operation. Last season this college had fourteen professors and two hundred and ninety-four students. As a matter of fact, this is ahead of any college on the Pacific Coast in the matter of faculty and number of students. The coming term, just about commencing, will have an enlarged faculty, and, it is expected, more students.

This modest night school is today the Oregon Institute of Technology and Multonomah College, maintained by the Y. M. C. A. at Portland. It had its beginning in the fall of 1884, when a number of evening classes were opened for adults. The Oregonian of November 9, 1884 reported the work of the Association classes for the month of October:

> The total attendance in reading rooms, 3,125; class in Elocution, total attendance, 54; class in German, 100; class in mechanical drawing, 36; class in book-keeping, 66.

Because of the growth of the foreign born population, evening classes in citizenship and English for foreigners were soon being conducted. Later, elementary classes in all of the basic school subjects were included for men lacking normal opportunities for education. These classes were held in rooms rented by the Association; first, upstairs at the northeast corner of First and Salmon Streets - until 1896 - then in the Concord Building on the southwest corner of Second and Stark Streets, until 1898. Under the leadership of Mr. H. W. Stone, the Association building at Fourth and Yamhill Streets was erected in 1898, thus enlarging the capacity of the school.

At the turn of the century the Y. M. C. A. program was broadened to include most of the courses now offered in general business colleges. Later, with the arrival of the automobile, industrial courses in gasoline engines, electricity, automobile, plumbing, and such technical courses were offered. In 1901 the Atelier and School Workshop was taken over by the Y. M. C. A. school.

Mention was made, in 1898, of two private industrial or manual training schools. Under the auspices of the Portland Women's Union, the Children's Hall Industrial School is said to have had a Girl's Department at 194 N. Seventh Street, while a Boy's Department Committee had headquarters at the Presbytorian Church. No detailed information is available. Wm. J. Standley opened the first manual training school in Portland in 1898. He called his school the Atelier and School Workshop, and recently stated in an interview that he had about 200 live, energetic students, among whom were some girls. He taught character building and self control as well as building in wood. His specialty was woodcraft. The Atelier and School Workshop was located in the old Exposition Building at Nineteenth, Morrison, and Washington Streets, where Mr. Standley says he had room for playground activities in addition to regular class work. Drawing, carving, modeling and manual training were among the subjects taught. He also states that he conducted training classes for a time in "an old saloon" on Seventh and Flanders Streets. Mr. Standley's school was backed by friends of means who were interested in his work. In 1901 the Atelier and School Workshop was taken over by the Y. M. C. A. schools.

With no detailed information available as to whether it was a professional or a trade school, a School of Engineering is listed in 1894, at 205 Goodnough Building, Fifth and Yamhill Streets. The manager was Wm. Gilbert.

The largest and most numerous of the language or national schools operating in Portland during the years covered by this chapter were for German-born or for the children of German-born residents.

Mention has already been made of the large numbers of foreign settlers in Oregon. Some of these founded language schools, of which the Portland Independent German School was the largest and best known. Founded in 1870, as previously mentioned, by a society composed of Portland citizens, although foreign born, it was supported by voluntary contributions and tuition fees. It operated as an academy until about 1895, and for some years longer, but under other names. Its location was the southeast corner of Ninth (now Eleventh) and Morrison Streets.

The International Academy, housed at the corner of Ninth and Stark Streets, was opened in 1875 by the Reverend John Gantenbein, who was assisted by his two daughters as teachers. (See Chapter I) English branches were taught. This school continued as an academy until about 1890. Another German school is mentioned in 1893 and 1894. The Reverend J. H. Witte was the principal of a school named as the German Evangelical

Lutheran, at 584 Williams Avenue. No details are available for attendance or subjects taught.

Two language schools, both probably French, were listed in the early 1890's. A "Language School" was taught in 1894 by Edward Chambreau at 609 Front Street. The name Chambreau implies that the courses were French. From 1892 to 1894 H. F. Tyson maintained a "Modern Language School" in the Labbe Building, at Second and Washington Streets. A Japanese school ~~at 427 Davis Street~~ is listed in the 1894 City Directory, with S. Oish named as principal. There probably were many other small private language schools in existance during those years of which there remains no record.

In 1881 Miss Agusta Allen advertised to teach Elocution, with special attention to good parlor reading, if desired. She taught at her home, upstairs on the southeast corner of Sixth and Alder Streets. In 1894 Miss Camilla Leach taught at 555 Hassalo Street. She was for many years librarian of the University of Oregon, at Eugene. Under the name of the Portland Private School, in 1894, C. E. Bishop taught classes at 361 Yamhill. In 1894 and 1895 Mary L. Douthit kept a school on the Northwest corner of Grand Avenue and Wasco Street. In 1895 Julia L. Grady taught at 488 Oak Street. Also in 1895 Miss C. Harker was at the head of a primary and preparatory school at 153 Thirteenth Street.

This record can hardly be complete. In a statement made by Harvey W. Scott in 1890, he said that there were "special schools for special instruction in needlework, a kindergarten school, and many opportunities for private instruction afforded by special tutors. Portland, it will be seen, has all the necessary advantages for instruction in the common, and many of the special branches of education, and only needs a first class university to crown the system to make it one of the strongest of educational cities.

This observation was to be fulfilled in fact by the founding of Reed College.

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Chapter I

Portland Public Schools

1900 to 1918

The turn of the century marked the beginning of a significant period in the history of the Portland Public Schools. The first two decades witnessed an expansion in the city's population, in the school enrollment, in the physical equipment and in the enrichment of the school curriculum. Some comparisons are interesting. The 1900 census gave Portland a population of 90,000; by 1918 it was estimated to be 250,000. In 1900 the school registration numbered 12,000; in 1918 it had reached 40,000. In 1900 there were 298 teachers employed; by 1918 these had increased to 1038.

At the opening of the century Portland had one high school with an enrollment of 633; within less than 20 years the city boasted eight high schools, with 7422 students in attendance. This tremendous and unprecedented growth in population and school enrollment makes the opening decades of the twentieth century an interesting and important period in the history of the Portland Public Schools.

Those years were also made significant by the two capable men occupying the office of school superintendent. Frank Rigler, creator of the Portland Public School system, had been in office four years when the century opened, and had already impressed his ideas and personality upon the program. The work of the next 13 years was to stamp him as the strongest superintendent Portland ever had. Under "the Rigler system" the schools functioned with military precision, but also with the complaint that little or no opportunity was given for personal initiative on the part of the teaching service.

Lewis R. Alderman, who succeeded Rigler, and who held the superintendency from 1913 to 1918, proved to be an educator of marked ability, but of a far different type than his predecessor. Mr. Alderman was more of an idealist, liberal, progressive, and a believer in experimentation - a creative spirit in a growing age. He introduced more innovations in five years than have ever been attempted by any other superintendent. The educational system of an expanding era needed breathing space and Mr. Alderman furnished the channels. His vision, sympathy and faith in human nature enabled him to interpret the human mind and to adapt the educational program to the needs of an urbanized and industrial society. Portland was fortunate at this period in having such men at the head of its schools as Frank Rigler and Lewis R. Alderman, the former unsurpassed as organizer, administrator and disciplinarian; the latter equally distinguished as interpreter of the human mind and creator of channels for its expression. The contributions of these two men to the development

and progress of the Portland Public Schools have made the first two decades of the century noteworthy.

Although the central program of class instruction was extensive in subject and harmonious in operation, certain educational features were still inadequately supplied in 1900. That year, in his fifth report as director of physical training, Robert Krohn complained that "from September to the February term Calisthenics only were executed in all grades." Apparatus had been purchased but had not yet arrived. It was to be paid for by part of the receipts "of our Field Day drill at the Armory last year" and would consist of "1800 Wands, 1200 pair of Dumb Bells and 800 pairs of Indian Clubs." In the same report regret was expressed "that some arrangement cannot be made for carrying on the work in the High School, as most of the girls and a great many of the boys are very much in need of physical training." While this would have necessitated either the building or renting of a gymnasium, the director did "earnestly recommend that an effort be made in that direction."

The report of the supervisor of music, Blanche Sorenson, stated regretably that music was not included in the high school course of study. Hope was expressed that it would soon receive a regular place. In the high school the only part of the curriculum approaching vocational training was the subject of bookkeeping.

Such was the situation of the schools in 1900. From then on, however, progress was rapid, and the following 18 years were to witness a marvelous transformation and improvement.

Early in the decade the matter of kindergartens received attention. On that subject the School Directors' Report for January 20, 1902, contained the following:

> At the last meeting the subject of kindergartens received consideration at your hands, and after much discussion a resolution was passed by the taxpayers present authorizing the Board of Directors to establish and maintain as a part of the public school system, schools commonly called kindergarten schools, and in order to enable this to be accomplished the levy recommended by the Board was increased 2 mills for the purpose of raising $5000.00 to be expended by the Board for kindergarten purposes.

In the history of the Portland schools there have been many instances of salary increases. It is interesting to note, however, that all of these increases have come only after the teachers have asked for them. The following from the Report for 1902 is typical, and occurs again and again in the minutes and the annual reports of the school board:

> 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. Several grounds are urged in support of the petition, one of the grounds being the great increase in the cost of living since the present schedule of salaries was adopted. While the 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.

The teachers were given an increase of ten per cent.

In 1903, President Theordore Roosevelt visited Portland. In honor of his visit the school children participated in a gala demonstration. Robert Krohn, supervisor of physical training, in giving his Report to the school suporintendent, made the following observation:

> President Roosevelt's visit to Portland on May 22 offered a splendid opportunity for demonstrating the value of physcial exercise in public schools. Hardly ten days were consumed in the preparation and practice for producing as a special feature in honor of his visit the "human flag," composed of nearly 400 of our pupils. The President and his entire escort, as well as the public generally, were . . . loud in their praise of the children's peformance. Nothing so much as the physical exercises taught in our schools, contributed to the success of producing this spectacle, and which proved such a positive pleasure to all who saw the children.

No review of the Portland Public Schools during the Rigler administration should omit the grading and classification system used during the greater part of his term of office, and which was distinctively his creation. The system attracted wide attention and was introduced in many cities. W. T. Harris, then federal 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." The Rigler classification, as stated in present day phraseology, was a two-track plan taking care of two groups of pupils mentally traveling at different rates of speed. Briefly stated the plan was as follows:

> At the beginning of a cycle, which consisted of three semesters, the pupils in any class were divided as nearly equal as possible into two divisions, called the first division and the second division. The selection of the groups, especially in the beginning class, was an arbitrary selection dependent entirely upon the judgment of the teacher; in all other classes the grades and deportment to the credit of the pupils largely determined the division to which he would be assigned. The first and second of the same class started together but at the end of the first semester the first division would be one part of the course ahead. (The course was divided into 54 parts). At the end of the second semester the pupils who remained in the first division would be two parts ahead of those who started and remained in the second division. At the end of the third semester the pupil who remained in the first division all the time would have gained on the second division pupil three parts of the course or an entire semester's work, hence at the beginning of the fourth semester when the classes were reorganized the first division would seemingly skip a class--that is a 2a would begin his fourth semester work as a 3a instead of 2b.

E. H. Whitney in his "Biographical Sketch of Frank Rigler" says:

> Ignorance of the classification plan on the part of the general public led to the popular belief that pupils were allowed to skip the work of an entire class. While the pupil skipped one class in name he did not skip any of the work; by traveling at a more rapid rate he covered the course in shorter time. This scheme of classification with the aid of modern tests and measurements would be almost ideal.

Adult education, so prominent in later work, received early attention in the Portland Public Schools. By 1904 night schools were in operation as an established part of the program. The principal reported as follows:

> The night school began Nov. 3rd and continued five months. The enrollment and attendance were the largest in its history. A change was made in the school course eliminating all studies but reading, spelling, writing, arithmetic, English and language, composition and bookkeeping. Since this school is to benefit the factory boys and girls, clerks in stores, and those who toil daily

for a livelihood, the branches most needed are taught. Students have no time during the day to prepare the evening's work, hence, all non-essential to them are omitted. The nightly two-hour session is short for school work and valuable time should not be divided into too many recitation periods.

Mrs. Hogue continued to teach the foreigners. Her enrollment by nationalities were: Germans, 20; Swedes, 20; Roumanians, 11; Russians, 7; Austrians, 6; Japanese, 6; Finns, 4; French, 2, Chinese, 3. These students require constant drilling in phonetics.

Each year the qualifications for teaching were becoming higher and more rigid. Beginning with the year 1902 the school reports for several years contained the following notice under the title of "Teachers' Examinations:"

The City Superintendent is no longer authorized to issue temporary certificates, so that 'all teachers whose certificates expire during a given school year are requested to take the examination prior to the opening of the school year.

It is the business of every teacher to keep her certificate in force and to ascertain for herself what steps are necessary that this may be accomplished. The Board is prohibited, under penalty of forfeiture of the school fund, from employing teachers without legal certificates. If, therefore, either at the beginning of the school year or at any other time thereafter, a teacher is found to have neglected this very important requirement, she must not complain when her position is declared vacant.'

In 1905 the school directors were able to report:

Manual training, so long anticipated, has at last been introduced, under the supervision of W. J. Standley. At present there are five centers, located as follows: One at the Harrison and Davis schools on the West Side and at Stephens, Holladay and Thompson on the East Side.

The same report stated:

The district employs at the present time, 28 principals, 335 assistants, 8 half-pay teachers, and ten special teachers.

At the same time the city's population was nearing the 125,000 mark and the school registration was over 17,000.

It was natural that this increase in population, with a demand for labor, and a shortage of housing, should be accompanied by a rise in the cost of living. The teachers, whose salaries could not be increased except by special vote of the taxpayers, felt the rise in prices very keenly. And again the taxpayers gave evidence of their interest in education. Thus the Annual Report for 1906 contained the following item:

> At the last annual meeting a special levy of $30,000 was voted for increasing the salaries of the teachers. In February all grade teachers who had served three years and upwards were given an increase of $5.00 per month; beginning with September another $5.00 was added to the monthly salary of each teacher having had six years' experience and holding a life certificate; $10.00 per month additional was given each principal of seven years' experience who held a life diploma. The above distribution disposed of the special appropriation made one year ago.

The same report indicated the beginning of a building program which marked the next two decades:

> The basement of the new High School is under construction and work will be pushed on the new building, so that it may be ready for the opening of schools in September.

This was the East Side High School to be known in a few years as Washington High School. The school board Minutes show that a minority group spared no efforts in their desire to have the school located elsewhere.

When East Portland and Portland were consolidated in 1891, all East Side "scholars" were transferred to the Portland High School, on West Morrison and Fourteenth Streets. Because of the distance of removal, this created some hardship for East Side students. Not until 1905, due largely to Portland's rapidly increasing population, was there aggressive effort made to reestablish a school of secondary training east of the river.

The site selected for the new high school was that formerly occupied by the old Central School. The Hawthorne Schools -- still standing - occupied the ground adjoining. The new structure, built at a cost of $89,216.83, was of brick and stone veneer construction, with the interior of wood. It stood on the corner of East Fourteenth and Stark Streets.

Here the East Side High School was opened in September, 1906, with an enrollment of 369 pupils. Hugh H. Herdman was principal and served until 1920.

The first graduating exercises were held on February 6, 1908, when 14 students received diplomas. In 1909 the school's name was changed to Washington High School.

The introduction of manual training into the schools had met a definitely expressed need, and demands for its extension continued to be made. Additional manual training centers were installed at the Atkinson and Highland schools during the year. "To give the girls an equal opportunity with the boys, classes in sewing have been formed during the present term, and though the work is in its beginning, it gives promise of furnishing results as satisfactory as those of Manual Training."

This practical trend in the educational program was not emphasized at the expense of the cultural studies as was evidenced by the same report:

> Music, which has been omitted from the Course of Study for several years, has again been introduced into the Primary grades, and if deemed advisable, will be extended through the Grammar course.

The healthy condition of the Portland schools received additional confirmation when subjected to ovaluation by outsiders.

> The Schools of our city presented an excellent exhibit at the recent Lewis and Clarke Fair, which attracted the marked attention of prominent educators and was the subject of most favorable comment. Too much praise cannot be given pupils and teachers for their part in Oregon's successful exhibition. Three gold medals were awarded for this work.

With the commercial and industrial expansion of the city came also the demand for a corresponding conception of education. It must enable the child to earn a living. Portland felt very keenly the need of a school of trades for both boys and girls. Superintendent Rigler with his practical background was much interested and as usual prepared the way most thoroughly. The Annual Report of 1908 recorded:

> Superintendent Rigler made a trip of inspection to the east looking carefully into the subject and has made a written report containing his observations, which we are pleased to present to you at your annual meeting.
>
> We believe an Industrial Trade School would be a great benefit to the young men and women of this country, and especially to the City of Portland, and

> the State of Oregon, and we heartily recommend the installation of such school. We believe you will be very much interested in Superintendent Rigler's report.

The high school that was eventually to be known as Benson Polytechnic School was opened as the School of Trades in the Atkinson School building, at Eleventh and Davis Streets, in September, 1908. G. W. Hamilton, the first principal, with two assistants, instructed the 125 boys who attended that first year. Youths over 14 years of age who could profit by the three-year course of instruction, were admitted. One half of the time was given to practical shop work, in the following trades: carpentry, cabinet-making, pattern-making, electrical instruction, machine-shop practice, plumbing, mechanical and architectural drawing, while courses in English, mathematics, applied physics and electricity, and industrial chemistry completed the curriculum. From the beginning, it was intended that this institution should develop into a technical high school, the department of trades being a conspicuous feature. Its principal object was to furnish instruction that would fit for life work those youths of the city who were trade-minded.

The next year the directors were able to report:

> Carrying out your instructions of the last annual meeting, we have established and Industrial Trade School, which you will notice by the Clerk's statement, has cost the District over $16,000. It is well established and well attended, and, in our opinion, will be of great influence for good among the children of the entire Northwest and certainly a great benefit to the District.

In defense of this expenditure of money the Annual Report went on to say:

> This school is organized to meet the demand that is felt in the industrial world for more skilled mechanics, and to give greater opportunity to the young man who wants to learn a trade.
>
> Formerly the only way by which a boy could enter the ranks of skilled mechanics was by signing "articles of apprenticeship" for a term of years, to some mechanic or to some corporation employing skilled workmen. The boy, in many cases, received very little attention and frequently did errands for a year or more. The number of apprentices was limited, and in many ways the opportunities to get a thorough knowledge of the trade was very much restricted.

In 1909, a year after the opening of the School of Trades for boys in the Atkinson School, an industrial school for girls was opened in the same building. Thirty-four girls attended the first year. Practical courses in cookery and sewing were offered.

The school that was later to be known as Jefferson High, in the Albina district, convened its first classes in September, 1908, with Hopkin Jenkins as principal. These early classes opened in the first unit of the new building at Alberta and Commercial Streets. The expansive brick structure was completed for occupancy at the opening of the spring term, February 6, 1910. On June 18, 1912 the first graduating class of 52 pupils received diplomas.

But this expansion did not even begin to meet the demands for educational opportunities and the evening schools were called upon to enlarge their facilities.

> The demand for evening classes is increasing in a marked degree for all lines of public school work. Evening classes have been maintained for several years in grammar school branches, but since our last report, evening classes in high and trade school courses have been so frequently requested that they have been established. The wisdom of the step has been fully attested in the large attendance; that of the trade school being especially marked. The maintenance of these evening classes makes extra cost and is probably a permanent item of expense for the annual budget.

The Portland schools early sensed the importance of library facilities close to the pupil. As far back as 1874 under the superintendency of S. W. King, the first public school library was organized with 514 volumes. And every year saw books donated by individuals, and now and then appropriations made by the school board. In this way many of the schools came to be equipped with small libraries. Yet it was not until the year 1909 that the selection and handling of books was properly supervised and systematized.

Humanitarian feelings as well as self interest prompted the schools to meet the needs of yet another class of special students. These included the deaf, stammerers, and defectives, whose misfortune elicited sympathy, and whose presence in school retarded the progress and lowered the efficiency of other pupils. Accordingly in 1910 a school for this atypical group was organized. "The object of this department," said the report, "is to reach those who are incapacitated from receiving the benefits offered under the regular course of study." The record indicated that in some cases the improvement was so marked that many pupils were able to return to their proper grades in the regular schools.

It was eventually found advisable to transfer this responsibility to the State with its greater resources and more scientific management. The schools of Portland, however, deserve credit for attempting to meet the needs of its defective children. In this effort the schools were pioneers, and the State benefited by the work which had been done.

The city now took steps to safeguard the lives of its school children by improving fire protection, although comparitavely few fires had occurred, and these all at a time when the children were not in school. Most of the school buildings were of wood or brick and the hazards of fire were always present. Accordingly,

> An Ordinance was passed by our City Council, on August 16, 1910, requiring all school buildings erected after Jan. 1, 1911, to be of fire-proof construction.

The city's rapid growth pleased the town fathers, but the problem of accommodating the school children burdened the superintendent and the members of the school board. In 1912 the statement was made:

> There were registered in the schools of the city district, including the evening schools, for the year ending June 30, 1911, 30,093 pupils. This compared with the registration of one year previous shows an increase of 10 per cent, which necessitates the expense of taking care of 3000 more children than have ever been enrolled in the schools of the district.
>
> The largest single item that appears in the budget is that of the teachers' salaries. The expenditure for this purpose is estimated at $960,000, which is an increase of approximately 10 per cent over the estimate for last year, according to the practice heretofore followed and justified.

While provision was thus being made for the immediate needs of an increasing number of teachers, a movement was started at the same time which had in view the morale of the teaching force and security in old age. This was the creation of a Teachers' Retirement Fund Association, some details of which appeared in the directors' report:

> The purpose of the Association is shown by its name. This organization is entitled to one per cent of the county's school fund, and increases its revenue from regular monthly dues from the members for the ten school months of the school year, and gifts and donations. Dues are, under the Articles of Incorporation deducted by the school clerk at the time the teachers are paid their salaries. Teachers who accept employment in the district after March 25, 1912, become members, are required

> to pay the dues, and are entitled to the benefits of the association by vitue of acceptance of the position as teachers.

Shortly after, the resources of this Fund were increased to 3% of the county's school appropriation.

Lincoln High School, the third of Portland's modern high school structures, was built in 1912 on the block enclosed by Broadway, Park, Market and Mill Streets, in the southeast portion of the city. The building, which soon became the most extensively used school structure in the city, is steel frame, brick, and concrete in construction. It contains forty-five rooms, an auditorium, offices, laboratories, a library, a gymnasium, and a cafeteria. A statue of Lincoln stands in the front hall.

Previously, Portland's youth had attended the Portland High School on west Morrison Street. This school had changed its name to Lincoln High in 1909, when the new structure was first contemplated. When the new Lincoln was finished the pupils were transferred in a body and the old structure was left vacant. The site of the new school had been a cow pasture belonging to Jacob Kamm, a pioneer Columbia River steamboat man. T. T. Davis had been principal since 1897.

At the first commencement of the combined boys and girls Trade School, on June 20, 1911, a class of 15 boys and 6 girls was graduated.

In 1913 the girls' department of the Trade School was moved to the old Portland High School building, formerly occupied by Lincoln High at Fourteenth and Morrison Streets, left vacant when Lincoln High removed to its new building on Park and Market Streets. It was then renamed was changed to Girl's Polytechnic High School.

Portland was one of the first cities to establish "Vacation Schools," for the benefit of backward pupils. By 1913 they had been in existence two years; their utility had been demonstrated; and they were looked upon as a permanent and indispensable department of the school system. The report of 1913 emphasized their continued value and support.

The continued expansion of the school system had now reached the stage where all outdated methods of operation and procedure could no longer be tolerated. E. H. Whitney in his "History of the Portland School System" relates that,

> The individual directors carried requisitions in their pockets and when anything was needed or desired, a school principal or a school janitor was given one of these to some firm well known by that individual director and the item was procured at a retail price.

again,

> No standardization of equipment was made and the more insistant school principal or janitor was the one who secured the most extensive and most expensive equipment and supplies.

These pioneer methods were practiced as recently as the opening decade of the century.

With the election of R. H. Thomas to the clerkship in 1908 the first actual centralization of business matters began. The office of clerk and business manager was organized as a Bureau of Properties and a Bureau of Purchases in 1910. In 1906 an assistant superintendent had been elected when D. A. Grout was placed in that position.

While the business end of the school administration was thus reduced to system and efficiency the man who occupied the office of superintendent, Frank Rigler, saw to it that there was no irregularity on the part of pupils and teachers. "So definitely was the work laid out, so thoroughly did he impress his manner of teaching upon his corps of teachers, that it was said that at any time of any day in the term he could sit in his office and know on just what page in each book work was being done at the time in every school in the city," as stated in a thesis prepared by Lee A. Dillon on "The Portland Public School System from 1872 to 1913." It is conceivable that teachers, pupils and even parents might chafe under such a rigid system, and this they did.

In 1913 Frank Rigler handed in his resignation as superintendent and Lewis R. Alderman was elected to succeed him.

The automobile age had arrived. Progress and public affairs were accelerated, a condition also true of the Portland schools. The average daily attendance throughout the district had increased from 10,387 in 1902, to 23,712 in 1912, and the annual disbursements had increased during the same period from $420,879.61 to $2,490.477.28.

During the next five years from 1913 to 1918, the Portland schools were to feel the influence of two different but vital factors. One was the personality and administrative measures of the new superintendent, L. R. Alderman, who introduced a liberal and progressive atmosphere into the whole school system, thus making an abrupt change from the spirit which dominated the "Rigler system." The other factor was the disruption and dislocation caused by the World War and America's entrance into it.

Franklin High School was organized in the Creston School building on 48th Street and Powell Boulevard, in February, 1914, by S. F. Ball, who then became principal. The first registration totaled 136. Earliest classes were scattered among several buildings, with attendant problems of administration proving difficult. The first unit of the new brick building, erected at 54th and Woodward Streets, was occupied in September,

1917. Later, several lots of the spacious 17-acre school ground were purchased and donated by the student body.

In 1915 Simon Benson, a retired logging operator and public-spirited citizen, was on several occasions an interested visitor at the School of Trades. During his active business career he had observed the number of applicants for jobs who claimed they were college graduates yet were unable to secure positions in an age rapidly becoming industrialized. With this perspective he felt that many youths would better their chances of employment if they had acquired skill in a trade.

Imbued with this conviction, on July 31, 1915, he presented the Portland Board of School Directors with a gift of $100,000, for the purpose of constructing a building that would adequately house the Trade School. At once the proposed enterprise was named the Benson Trade School, but this was subsequently changed to Benson Polytechnic School.

On September 4, 1917, the first unit of the new brick building opened its doors. Attendance increased so rapidly that additional units were soon necessary. C. E. Cleveland became principal in 1914.

The High School of Commerce was established in the old Shattuck (Harrison) School Building, situated between Fifth, Sixth, Hall and Harrison Streets, in September, 1915. A. H. Sproule was the first principal. The plan was to concentrate in one school all students then taking commercial courses in the several high schools. The first class of 27 members was graduated in June, 1917. For years the program of the school was handicapped by a lack of suitable equipment.

During the first years there was a distinct demand for a two year "short course." This was gradually overcome as the majority of students learned the extra value of the complete four-year course. The High School of Commerce was in harmony with a survey made in 1913, by Dr. Cubberly, in which he noted that Portland's future was almost certain to be primarily commercial.

The introduction in 1915 of Open-air Schools was another illustration of the effort on the part of the schools to serve the community. The two open-air rooms at the Irvington School and the one at Holladay School gave much satisfaction. The people in the Irvington district were asking for more rooms of the open-air type. "In my judgment," said the superintendent, "this movement will spread throughout the city, as our climate is especially favorable for open-air schools."

When St. Johns was annexed to Portland on July 7, 1915, the St. Johns' High School at Tacoma and Sillmon Streets, called the James John High, was added to district No. 1, which included all of the Portland Schools. It was the only high school to be added by the annexation. W. T. Fletcher was principal at the time, and continued so.

It was during Mr. Alderman's administration that the Platoon system was first given a trial, though at that time it was called the Two-Group Plan, an adaptation of the scheme worked out so successfully by Superintendent Wirt of the Gary, Indiana, schools. The plan was to organize the school so that Miss A had two groups of 25 pupils each for the four fundamental studies--reading, language, arithmetic, and geography, alternated with history or civics. While one group was in her room the other 25 of her pupils were studying with another group under another teacher, taking penmanship, spelling, nature study work, play, manual training, sewing, cooking, or other work of similar character. One aim of this scheme, of course, was to economize on physical equipment. Another aim was to give the pupil the benefit of instruction in particular subjects under expert and special supervision. Under Mr. Alderman the experiment was limited to four of the schools. Later, under Mr. Grout, and especially under Mr. Rice, Portland was to adopt the Platoon system for most of its schools.

It was during Alderman's administration, too, that Portland became the pioneer in a new type of school architecture. This was the One Story School Building, somewhat different from the "old district school."

"We have made a trial of the one-story school houses," said the superintendent in his report, "and they are universally liked by teachers, pupils and patrons. All fear of fire and panic is done away with; a greater freedom of movement is allowed; and a great deal of nervousness that comes on account of overhead noises is eliminated." The city of Portland with its ample areas and large school holdings easily lent itself to this type of structure, and the city now has a number of such buildings.

While music had for years been a part of the school curriculum and under expert supervision, it was sometime before its importance was recognized by the community at large. It is now considered one of the most important studies. Making his report in 1916, the supervisor, M. H. Boyer, stated:

> Music is a study of great importance in the school curriculum, not alone on account of its musical value, but since it is the one book study in which every pupil must do the same thing, at the same time, at the same speed, it is recognized as the best disciplinary study of all.

The Portland Public Schools in 1917 had reached a high stage of development, and were beginning to meet the educational needs of the community. It would have been of immeasurable worth if this educational program had been permitted to function for a few years more. But the World War, which America entered April 6, 1917, compelled every institution in the land to readjust its program. In the Portland schools a tremendous amount of energy was liberated and diverted into new channels.

Everybody was set to work raising food stuffs, knitting socks and selling Liberty Bonds. An abnormal psychology was generated and the nation's schools were mustered into the service of the war program. Said the superintendent in his report for 1918:

> The spirit of giving has characterized the school democracy-generosity is shown in all cases, and self-sacrifice in thousands of cases. Our greatest gift is in our army of young men who are in the service. Eleven hundred high school boys, from a high school population of seven thousand, have joined the colors.

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