

PORTLAND SOON TO HAVE COLLEGE THAT STARTS WITH BIG ENDOWMENT

Reed, Destined to Become One of Country's Chief Educational Institutions, Will Open Doors in 1912, With Site Donated and \$3,000,000 Available.

By William T. Foster, President Reed Institute.

REED COLLEGE, the first institution of higher education to be established by the trustees of the Reed Institute, is the outcome of the desire of Mr. and Mrs. Simeon G. Reed to found an institution in their own city of Portland, which should be a means of general enlightenment, intellectual and moral culture, the cultivation and development of fine arts, manual training and education for the people. This is the broad purpose expressed by the will of Mrs. Reed, to be carried out by the trustees of the Reed Institute, which shall "forever be and remain free from sectarian influence, regulation or control, permitting those who may seek its benefits to affiliate with such religious societies as their consciences may dictate." It was evident to the General Education Board, whose expert opinion was secured, that the founder intended that the trustees should have full discretionary power in the establishment of the institution to be established.

The trustees first considered whether there might not be a demand in Portland for what may be called the more popular forms of education, or a vocational school. They made careful inquiry in various parts of the country regarding such a plan. Martin Winch, who is Mrs. Reed's nephew, and was her business manager, made journeys throughout the country visiting several institutions with this end in view. As a result of this inquiry, he was convinced that the work of Reed Institute must be of a higher, and even of a creative character, rather than the popular institution which they had been considering. In this general opinion the trustees concurred.

The city of Portland is already well supplied with technical instruction. The city is making generous provisions for a broad development of secondary education for boys and girls. One of the finest high schools in the country has just been completed, and plans have been accepted for another, thoroughly equipped to meet the secondary instruction demands for the city. In connection with the public schools a complete system of manual training is now maintained and freely offered. The city also maintains a thoroughly equipped and comprehensive school of trades of secondary grade, including cooking, shop work, pattern-making, bricklaying and plastering, electrical construction, plumbing and gas fitting, architectural and mechanical drawing. There are also excellent private schools of secondary grade.

The Young Men's Christian Association has completed a large, new building in which night instruction is given in carpentry, general woodworking, plumbing, cement and concrete construction, assaying, electrical construction, machine work, telegraphy, bookkeeping, stenography, architectural and mechanical drawing.

The Young Women's Christian Association occupies a fine building, with equipment and classes for young women in domestic arts.

The city of Portland has a Fine Arts building with complete sets of plaster casts, a considerable collection of paintings in water and oil, and an extensive collection of photographs and leading works of art. The curator is an accomplished student and art critic, and a specially trained instructor in art appreciation has been employed who, with the instructor, in connection with the art institute frequent lectures, technical and popular, are given.

Portland has a library, since established, so organized as to promote the free use of books with departments for children, for special students and for the general public. In connection with the library are extension departments teaching not only the several sections of the city, but the surrounding country as well.

In the City Hall and public library are collections of great value, covering the whole history of Oregon from which a general museum will soon be established.

Because of the above facts, the trustees of Reed Institute were convinced that there was no demand in Portland for further vocational schools or for any instruction of secondary grade. They conceived it to be their duty to develop an institution which should supplement any work already adequately provided by public or private enterprises. They wished to provide the one important type of school, if there were any such type, which the people of Portland could otherwise enjoy only by leaving the city. The trustees decided, therefore, to found a strong college of arts and sciences, an institution requiring for admission the completion of the equivalent of a satisfactory four-year course of secondary grade, and offering a course of approximately four years leading to the degree of Bachelor of Arts.

The question of the character of the institution to be established was submitted to the most competent board of experts in education to be found in his country, the General Education Board. The secretary of the board, Dr. Wallace Butterick, made two trips to Oregon for the purpose of studying the needs of Portland and of the Northwest. He submitted his findings to the full board. The board, on motion of President Elliot of Harvard University, declared that the greatest educational need of Portland was a college of liberal arts. They further concurred with the opinion of Dr. Butterick, that there is no better unoccupied spot in the United States for founding a college of the proposed type.

The next question demanding decision was the selection of a campus. This was happily settled by the donation of a large tract of land within the city on the East Side. It was part of the estate known as Crystal Springs Farm, and was the gift of William M. Ladd. The next important question was the date of opening classes for instruction. It was evident, as soon as the character of the institution was decided upon, that the very first brick laid on the campus must have its proper place in the contemplated development of the grounds and buildings for more than a century to come. It was clear that any beginnings should be commenced which, for the sake of a small temporary gain, sacrificed the greater interests of unnumbered generations to come. In short, the material beginnings of Reed College must be worthy of the leading institution of higher education, if such it shall some day become, in a much larger city, in the Portland of the year 1960, as well as in the Portland of today. No other beginning could receive the commendation of the business men of the city, of prospective benefactors of Reed College, or of the world of higher education. In the past, as President Fritchett observes, no university seems sufficiently to have disinterested the future in respect to its material development.

The building of a college or university from the very foundations, with not more than three million dollars for equipment, is an undertaking so rare in the

history of the world that there are but few men who know what it involves. Many men know what they would like to have done, but few have the experience which enables them to speak as authorities.

Accordingly, the president and trustees of the proposed college in Portland have consulted men and women from Maine to California who are competent to speak as experts, because they have met situations in the recent past parallel to the one now confronting the trustees of Reed Institute. The independent judgments of all these experts agree that it would be impossible to open an institution of the high standard decided upon earlier than the Fall of 1912.

President Henry S. Fritchett and Secretary John Bowman, of the Carnegie Foundation for the Advancement of Teaching, urged this date for the opening of Reed College, on the ground that justice to preparatory schools and prospective students demands more than one year's notice of the standards set and the requirements for admission to the college. In their judgment, such an institution as would at once be heartily accepted by the Carnegie Foundation, could be opened in Portland according to present plans in the Fall of 1912, but not earlier. And it will be remembered that the president and trustees of the Reed Institute have already definitely decided to establish a college of such high standing that it will be found from the outset, on rigid examination, to more than meet the standards of excellence of these national boards. Portland now has the unique opportunity of building a college which, within its chosen field, will be second to none in the United States. The trustees believe that the people of Portland should and will be satisfied with nothing less than the attainment of this high ideal. This means that the standards of admission, of continued residence at the college, and of graduation will be equal to those of any institution of higher learning in the United States.

The trustees will attempt to do no more than the present income will enable them to do as well as it can be done anywhere. They will establish only a college of liberal arts—not a trade school, or a technical school, or a university, or a professional school of any kind. They will not duplicate any kind of work already adequately provided through city or state support.

CITY SCHOOLS MODERN AND ATTENDANCE LARGE

Enrollment for 1911 Will Reach 29,500—More than 1000 Teachers Are Employed—Courses in Trades Provided.

PRACTICALLY every modern educational idea of demonstrated value has been put into practice in the Portland schools. The youth of this city have unexcelled opportunities for fitting themselves for future usefulness in the world.

When the school census was taken in December, 1910, the children of school age within the bounds of School District No. 1, Multnomah County, which comprises all the City of Portland and extends slightly beyond its boundaries, numbered 29,513. The enrollment on January 6, 1911, was 25,526. There are 32 schools in the district. The value of buildings is in excess of \$1,500,000.

One entire building, known as the Trades School, is devoted to vocational training. This is in addition to manual training, cooking, sewing and other kindred domestic arts which are part of the regular curricula of the public and high schools.

Indicative of the great growth of Portland is the fact that the school enrollment at the end of the last school year, June 21, 1910, showed that 12,515 children, out of a total of 25,698 enrolled at that time, had been born outside Oregon, 11,766 in other states of the Union, and 1849 in foreign countries.

A total of 806 instructors, including two superintendents, are employed by the Board of Education. This number also includes 35 teachers who devote their time to instruction in special subjects. Including those who teach in the night school the total is swelled to 1020. For several years the Board of Education has been conducting night schools, but it was only within the last school year that the system was spread to all sections of the city. Night classes are now held in five school buildings.

Elementary and high school subjects are taught in the night schools. The enrollment has increased with each succeeding season. At present it is nearly 100. Talks on American institutions and the American system of Government are featured. Not only foreign-born, but many native Americans are availing themselves of this opportunity to acquire an education.

In 1910 the Board of Education expended in the erection of new buildings, additions to old structures and the purchase of real estate \$473,778.22. Four buildings, with an aggregate of 24 rooms, were constructed, and additions of two, four and eight rooms were made to nine others. So rapidly have the outlying districts of the city been increasing in population that the Board of Education has adopted a plan of school building, known as the "H" system, by which it is possible to add rooms to buildings as needed.

Up to this time the Portland school buildings, with the exception of those devoted to high school purposes, have been constructed of wood, at an average cost of \$4000 a school room, more than is necessary to build brick buildings. Thoroughness of construction, modern plans and the best materials are insisted upon. A recent ordinance passed by the City Council will, however, force the construction of fireproof school buildings within the city limits hereafter. Efforts are now being made to have the ordinance amended so as not to apply to grammar schools already partially constructed and in use.

Plans for 1911 include the construction of 80 fireproof school rooms at an estimated cost of \$500,000 and the completion of the new Lincoln High School building, which will be the finest structure of its character in the Northwest. The 1910 budget of the Board of Education contained an item of \$10,000 for library purposes. With this sum 35,000 carefully selected volumes were purchased as the nucleus of a circulating library. An equal amount will be expended for the same purpose this year. The beautification of school grounds has also been undertaken, \$20,000 having been appropriated for this purpose in 1910 and \$20,000 in 1911.

They will endeavor to develop the kind of institution which in their judgment and in the judgment of the national experts called in consultation will do the greatest amount of good under present conditions for Portland and for the Northwest.

If Reed College were to be merely an attempted reproduction of one of the older colleges of the East the necessity for time would not be so imperative. If the subjects of instruction were to deal mainly with past ages, without vital connection with the present life of the city and of the Northwest, the selection of a faculty and other preliminary problems would be relatively simple. But Reed College, as forthcoming bulletins will explain, takes advantage of its splendid freedom from harassing traditions. It is to develop along individual lines. It is to serve the community more effectively than could any merely transplanted institution. What this involves in the way of original, constructive work will be explained from time to time as present plans mature.

All of the friends of the institution, who are naturally eager to do all the good they can, as soon as they can, regret that they cannot wisely open the institution on its own campus the coming Fall. Those students, however, who expected to begin work this year may be able to meet the requirements for admission next June or September, and then carry on a year of work under the approval and to the satisfaction of the president of Reed College and that be enabled to enter the sophomore class in 1912.

The decision not to open the college before 1912 does not imply any delay in the development of the institution. On the contrary, the president and trustees are thus enabled to devote their attention this Spring to the immediate development of the grounds, buildings and other material development for college work. The architects are already at work developing plans which provide for a century of development and contain the expenditure of several million dollars. The present endowment of the college fortunately cannot be used for building purposes. Sufficient funds are available, however, for the construction of the first buildings, and there is no doubt that the liberality and public spirit and foresight of the people of Portland and other friends of the institution will meet further needs as they arise.

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The Fertile Dufur Valley, Oregon



C. R. BALCH'S APPLE ORCHARD.

Comprising an area of about 300 square miles in the northeastern section of Wasco County, Oregon, the Dufur Valley, already famed for its production of apples, strawberries and other fruits, vegetables, grains and alfalfa, is destined some day to take its place as one of the garden spots of the state. Development work is now proceeding with vim. With the same general weather conditions as Hood River it remains only for greater development to bring Dufur Valley into as great prominence as its sister valley.

Generally described Dufur Valley is a gently rolling plain drained by three streams, Fifteen Mile, Ramsey and Tamarrack Creeks. Much of the bottom land along these watercourses is especially adapted to the growing of alfalfa, producing record yields. The commercial center of the valley is Dufur City, the terminus of a railroad leading from The Dalles, the county seat of Wasco County. The town boasts a booster organization, known as the Dufur Valley Development League, which has done valuable work in exploiting the advantages of the Dufur country.

Most of the cleared land in the valley is being set out in orchards. The lands are very cheap and the expense of clearing is small, there being little or no underbrush except along the creek bottoms. In the prairie section of the valley attention is devoted chiefly to diversified farming, the growing of wheat, barley and other cereals and the raising of hogs, sheep and cattle. The Tygh Ridge and adjacent localities are among the best wheat-growing districts of Oregon.

Many of the ranches have been cut up into smaller tracts and sold as fruit farms. Of volcanic origin, the soil of the Dufur Valley is the product of disintegrated basaltic rock, with the exception of the soil along the watercourses, which is more or less alluvium and decayed vegetable matter. Large syndicates have bought up 6000 acres adjoining Dufur and will sell it in 10 and 20-acre fruit farms.

An excellent view of Mount Hood, said to be the best obtainable, is afforded from the valley.

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