

STATE EDUCATORS
ENDORSE TEACHING
OF OREGON HISTORYAcademic Leaders Appreciate the
Value of Instruction in Lore of
the Oregon Country.Why do graduates of Oregon
schools and colleges know so little
about the history of the state?This, in essence, was the subject
of an editorial query by The Journal
a short time ago.Leading Oregon educators have
answered the question in letters which
approve The Journal's position that pos-
sible steps should be taken to emphasize
the fascinating history of Oregon in
elementary and high schools and the
institutions of higher learning in the
state.Several of the comments bear upon
the need of a text or texts that would
color the historic facts with the un-
derstandable romance of the early days
when the fabled "Over the Mountains
and Across the Great Water" goal of all nations,
when Lewis and Clark and the Astors
came to this region and when the Oregon
country was saved to the United
States through the loyalty of dauntless
pioneers.Statements were received from Dr. P.
L. Campbell, president of the University
of Oregon; Dr. William J. Kerr, presi-
dent of Oregon Agricultural College; J.
A. Churchill, state superintendent of
public instruction; D. A. Grout, superin-
tendent of the Portland public schools;
and George H. Himes, assistant secretary
and curator of the Oregon Historical so-
ciety.The suggestion by Superintendent
Grout that Oregon history be used as
supplementary reading, after a satis-
factory text has been found, has been
followed by another that the educational
leaders of the state really take con-
sidered action to adopt, or have written,
a text satisfactory to them and that
then it be adopted as a part of the regu-
lar school work. The statements re-
ceived are as follows:Dr. P. L. Campbell, President Uni-
versity of Oregon—in the department of
history at the University of Oregon, Dr.
Joseph Schafer, former head of the de-
partment, placed great emphasis on
Oregon history. His book on Oregon
history is a most interesting and valua-
ble one. Dr. R. C. Clark of the de-
partment of history, is also deeply inter-
ested in the history of the state. A
special course in Oregon history is of-
fered with the thought of preparing
teachers to emphasize this work in the
high schools of the state.I heartily agree that every Oregonian
ought to be intimately familiar with
the history of his own state. The larger
development of the Oregon Historical so-
ciety, with strong local centers in dif-
ferent sections of Oregon, would, in my
judgment, prove the most effective way
of interesting our citizens in Oregon
history. The splendid work of the Wis-
consin Historical society, with its great
collection of documents at the University
of Wisconsin, is a splendid example of
what may be accomplished in this direc-
tion. We shall always be extremely
glad at the university to cooperate in
every possible way in developing a state-
wide interest in Oregon history.Dr. Charles Superintendent of Public
Instruction—Much Oregon history is
being taught in connection with the
course of study through the subjects of
geography, civics, and history. It might
well, in connection with the study of
history, to devote more time to the study
of Oregon history. It would be neces-
sary, then, to cut down the time al-
located to the subject of American his-
tory and civics to make room for the
study of Oregon history. It would be
necessary, further, to adopt a
text and require each pupil to pur-
chase it. No text in so far as I know,
has thus been prepared that could be
used by the pupil for less than \$2. Since
the adopted text costs \$1.64 and its study
extends over a period of two years, the matter
of requiring parents to purchase an
Oregon history, to be used over a period
of not more than one semester must be
carefully considered.D. A. Grout, Superintendent Portland
Public Schools—The assistant superin-
tendents and I have had several confer-
ences on the matter of Oregon history
with the idea of devising some plan
whereby it could be made a part of
every child's study in the Portland
schools at some stage of his progress.If there could be available for the ele-
mentary schools a text which would
speak to children, we could make a
splendid use out of it.A proper criticism of a great deal
of school work is that it is unrelated to
local situations and thereby loses much
of its effectiveness. Linking school
work in every department with the life
and history of the people in the locality
and state would give it a setting that
would appeal to the students in a very
developing way.We are eager to cooperate in every
way to interest the rising generation in
the history of their own state that they
may better understand and interpret
the history of the United States and
the world. We are also eager to co-
operate in every way to interest the
rising generation in the history of their
own state that they may better under-
stand and interpret the history of the
United States and the world.Dr. W. J. Kerr, President Oregon
Agricultural College—It would seem
quite as important that people study
the history of their own state as it is
that they study the history of the
country, and certainly the history of
their own country is more important
than that they understand the history
of their own country than that they
should take extended courses in the
history of other and ancient nations, with-
out the opportunity to become ac-
quainted with the institutions, and the
civil and economic development of their
own land.That we consider the study of Oregon
important, is shown by the fact that for
a number of years the State Agricul-
tural college has offered a course in
Oregon history. Since this course was
established, some eight years ago, there
has been increasing interest in it by
the students. There is a growing de-
mand for the course and a larger num-
ber of students are electing it each
term.It is my opinion that something of
the history of Oregon ought to be given
in all the schools of the state.George H. Himes, Oregon Historical
Society—Home history is a department
of education in this state which, from
my point of view, is not receiving the
most attention by our educators as it
deserves. Naturally, as a resident of
Oregon for more than 26 years, begin-
ning before there were any political
subdivisions, it is difficult for me to
look upon it otherwise than as the
"keynote state of the Pacific coast."California is included in that affirma-
tion, as it is quite certain that in the
American spirit had not been planted in
the Oregon country.Three college presidents were the next
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of the college year, June 12.Mary B. Talbot, well known colored
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