

WELCOME

3/5/94



MANY

THANKS

BOB

TEACHER

by Clark Hollenhoff
A Journalist

You are the moulders of their dreams --

Heroes who build or crush their young
beliefs in right or wrong.

You are the spark that sets afire a
poet's hand,

Or lights the flame in some great
singer's song.

You are the idols of the young --
the very young.

You are their models, by profession
set apart.

You are the guardians of a million
dreams.

Your every smile or frown can heal
or pierce a heart.

Yours are one hundred lives --
one thousand lives,

Yours is the pride of loving them,
the sorrow, too.

Your patient work, your touch, made
you the source of hope

That fills their souls with dreams,
and makes those dreams come true.

Presented to Robert G. Ford by Ray Dean Toran.



INSIST ON YOURSELF, NEVER IMITATE.

Edwin C. "Bill" Berry
 2022 South Bayshore Avenue
 Chicago, Illinois 60606

February 4, 1945

E. Shelton Hill
 7085 N.E. 29th
 Portland, Oregon 97211

Dear Shelly:

It was good talking with you on Friday and learning that all is well. Your request for my recollection of the employment and assigning of the first Black teachers in the Portland School system is as follows: keep in mind we are dealing with a memory of nearly 40 years - I had several meetings in the summer of 1945 with the Portland School Superintendent and the Assistant Superintendent in charge of personnel. They gave me all of the classic excuses for not employing Black teachers. They finally agreed that they would begin with the employment of 2 qualified Black teachers if I could find them and with the further proviso that I find a school Principal who would accept them. This was a totally convoluted arrangement but we proceeded even with these incumbrances and recommended to them Robert Ford and Mrs. Leota Stone, who, as you recall, was the wife of Father L.O. Stone the pastor of the Episcopal Church. Both were highly qualified and both were fully accepted in the same negotiations. My recollection is that both Mrs. Stone and Bob Ford were accepted by the Portland School Board for assignment at the same time, but Bob Ford was assigned and sent to work at Elston School a few weeks before Mrs. Stone was assigned. This was a major step forward in Portland's battle against bigotry.

I also remember that these first assignments were reported widely in both PORTLAND HURO DAILYS, THE OREGONIAN, and the JOURNAL, and was also given complete coverage in the Black oriented weekly paper THE OREGONIAN. School records and the newspaper records, I believe, will bear out the events as I recall them.

Please give my kindest regards to Bob Ford and my love to Heloise. I shall talk with you soon about the Urban League Conference. I had a long talk with Geneva on Saturday past, and we have agreed on a reunion in Washington which will depend upon your attendance.

Sincerely,

Bill

Edwin C. "Bill" Berry

ECB/lw

PORTLAND'S "FIRST" BLACK TEACHER

STATEMENT
DEAN GIBBY
CHAIR, BOARD OF EDUCATION
MONDAY, FEBRUARY 11, 1985

FOLLOWING AN ESTABLISHED PRACTICE AT THE KING NEIGHBORHOOD FACILITY WHERE SECTIONS OF THE BUILDING ARE NAMED AFTER OUTSTANDING MEMBERS OF THE COMMUNITY, A CITIZENS' GROUP ARRANGED TO HAVE THE WEST WING DEDICATED ON JANUARY 10, 1985 TO ROBERT GRADY FORD AS PORTLAND'S FIRST BLACK TEACHER. THE GROUP HONORED HIM "FOR HIS INSPIRATION AND FOR THE BASIC EDUCATION HE GAVE (STUDENTS) AS WELL AS A SENSE OF PRIDE."

WE WELCOME THIS HONOR FOR ONE OF PORTLAND'S OUTSTANDING TEACHERS, AND IT IS ALSO FITTING FOR US TO CLARIFY THE RECORD. RESEARCH IN THE ARCHIVES OF THE PORTLAND SCHOOL DISTRICT BROUGHT OUT THE FACT THAT BOTH MR. FORD AND MRS. LEOTA STONE WERE HIRED IN BOARD ACTION AT THE JULY 11, 1945 MEETING OF THE BOARD OF EDUCATION, WITH SIMILAR DATES OF HIRE. THE HIRING OF THESE TWO FINE EDUCATORS CAME ABOUT AS THE RESULT OF EFFORTS OF PORTLAND'S URBAN LEAGUE.

HOWEVER, MR. FORD'S DESIGNATION AS PORTLAND'S "FIRST" BLACK TEACHER IS BASED ON THE FACT THAT WHILE BOTH WERE ACCEPTED EMPLOYMENT AT THE SAME TIME, MR. FORD WAS ASSIGNED TO WORK AT THE OLD ELLIOT SCHOOL SEVERAL WEEKS BEFORE MRS. STONE WAS ASSIGNED AND WENT TO WORK AT THE SCHOOL.

THE PORTLAND SCHOOL DISTRICT VALUES THE CONTRIBUTIONS OF THESE HISTORY-MAKING STAFF MEMBERS WHO WERE "TRAILBLAZERS" IN THE INTEGRATION OF OUR SCHOOLS.

(NOTE TO DEAN GISMOLD -

DR. PROPHET HAS CALLED BY E. SHELTON HILL ON THIS MATTER AND IT IS POSSIBLE THAT MR. HILL MAY BE IN THE AUDIENCE THIS EVENING.)





This is to certify that **Robert G. Ford** *was regularly*
initiated on the **fifth** *day of* **December, 1974**
into **Portland, Oregon** *Chapter*

Phi Delta Kappa

A professional fraternity in education, the chief purpose of which shall be to promote free public education as an essential to the development and maintenance of a democracy through the continuing interpretation of the needs of research, service and leadership and the translation of those needs into a program of action appropriate to the needs of public education.

Small C. Rose

EXECUTIVE SECRETARY

Howard M. Shaw

PRESIDENT

Phi Beta Sigma Fraternity...



...Let It Be Known That...

ROBERT G. FORD

Is a Member of the _____ Chapter
located at MORGAN COLLEGE BALTIMORE, MARYLAND

Initiated _____ MARCH 31ST 1934

Chapter Officers

Arnold A. Puller
Arnold A. Morris

General Officers

Walter Carter
Walter Carter



Certificate of Appreciation

May 28, 1992

Presented to

Robert Ford

For

Outstanding contributions to the identification, development, and promotion of multicultural, multiracial understandings in education.

Your efforts have significantly enhanced tolerance, appreciation and acceptance of differences and similarities among students and other members of the community.



*AS
T*

Steve L. Jern

Chair, Alliance of the Pacific Educators
Stephen L. Jern, President

Walter E. Brown

President, Association of Teachers
Walter E. Brown, President

P. O. Box 990
Riyadh - Saudi Arabia

ص. ب. ٩٩٠
الرياض - المملكة العربية السعودية
(تليفون: ٩٠٠٧ - تليفون: ٩٠٠٧٤٢)

Date 21 January 1985

Robert G. Ford
King Neighborhood Facility
4015 S.E. Sawtooth Ave.
Portland, Oregon

ONE OF MY
STUDENTS



Dear Mr. Ford,

Greetings from Saudi Arabia and congratulations on all your recent honors.
My mother just sent a clipping from the Oregonian.

Over the years I have thought of you often. I think it was in 1954/55 that I sat in your English class. I also worked on the yearbook staff. I remember you for your controlled patience, your demand for high quality work and what I even then recognized, your interest in my learning. For all this I am indebted. All your tributes are well earned and deserved.

I have continued in education, but have spent most of my recent years overseas (enclosed is information about the Saudi Arabian International School - Riyadh). I have two children; a daughter at Occidental College and a son attending boarding school in Rome. Our family trips through Portland are usually rushed. We do spend our summers in Spain with side trips to other parts of the world.

Again, I was pleased that my mother (Bertine Russell, still living in North Portland) sent the article. It gave me an opportunity to offer my own payment of respect for your having touched my life "along the way".

Kindest regards,

Daryl

Daryl Russell
Superintendent

Daryl D. Russell

SUPERINTENDENT
SAUDI ARABIAN INTERNATIONAL SCHOOL - RIYADH

P.O. BOX 990
RIYADH, SAUDI ARABIA

TELEPHONE: 900 7000
TELEX: 900000 SANS SA



Singapore American School

101, ROBINSON ROAD, S. 11.
SINGAPORE 11

SUPERINTENDENT
Dr. Jack D. McLeod

TELEPHONE ROBINSON 3000.

June 3, 1970

Mr. Arthur L. Montross
Principal
Roosevelt High School
41 North Central Street
Portland, Oregon 97203

Dear Art,

I am delighted to write a recommendation for Mr. Robert C. Ford. One of the many pleasant memories I have about Roosevelt High School is my association with him, over the three years I was Supervisory Vice-principal.

Bob Ford was an outstanding example of what a professional teacher should be. He demonstrated a keen interest in the uniqueness of each of his students. His quiet, easy-going manner in the classroom produced an environment where students and teacher could join together in a common intellectual pursuit.

Mr. Ford carefully planned his instructional activities to go beyond the content of the English curriculum. He was quite concerned with helping his students develop habits and attitudes that would persist after the facts had faded.

This teacher utilized all the resources of the school to help students cope with their problems. He set high standards for himself, yet he was tolerant of shortcomings in others. He was, as I stated earlier, an excellent example of the kind of teacher we would like to have in all of our classrooms.

Best personal regards,

Jack D. McLeod
Jack D. McLeod

JDM/jh

cc: Mr. George Hyamith

THE KAMEHAMEHA SCHOOLS

High School Division / Office of the Principal

May 4, 1970

Mr. Arthur L. Wescott, Principal
Roosevelt High School
6941 North Central Street
Portland, Oregon 97203

Dear Mr. Wescott:

I am pleased to respond to Mr. Hysmith's request for comments about Mr. ~~Bob~~ Ford in connection with his nomination for the Outstanding Teacher of the Year Award.

In my seven years at Roosevelt from 1957 to 1964 I had many opportunities to observe Mr. Ford's unique contributions to the School and to the education of his students. As Assembly Chairman and a member of the production committee for the annual Dads' Club show, I observed closely his work in producing both assembly programs and public entertainments. His productions were characterized by the unique and unexpected, by creative, artistic touches in both setting and dramatic action.

He evinced unusual imagination and creativity in classroom work as well. For the study of literature he devised a number of creative projects which enabled his students to express their perceptions and feelings in a highly individualized manner. Some of this work formed the basis for assembly programs.

It is a pleasure to commend Mr. Ford as a person of unusual creative vision with the capacity to translate that vision into the realities of the stage and the classroom.

Sincerely,



Robert E. Lewis
English Department Coordinator

REL/al

cc: Mr. Hysmith



SCHOOL OF NURSING



UNIVERSITY OF PORTLAND

3800 N. WILLAMETTE BOULEVARD

PORTLAND, OREGON 97222

May 29, 1970

To Whom It May Concern:

Re: Mr. Robert Ford

It is with pleasure that I furnish additional information for you to use for the nomination of the Teacher of the Year Award for Mr. Robert Ford.

Mr. Robert Ford was a full time teacher in the special project for recruitment of disadvantaged into schools of nursing during 1967-1968. He was in charge of teaching 18-20 students here from all high schools in the metropolitan area also some of the Indians from Tupacigish, Washington and there were Black, Spanish-Americans, Indian and Caucasian. The students either were just graduated from high school or were Juniors and Seniors. He was a tremendous help in assisting them with remedial work, motivating improvement of their interest in the subject area, and seeing their relevance.

It was a privilege to have Mr. Ford as part of this program which at that time was funded by Sealants of the Rockefeller Brothers Fund and which is now funded by the U. S. Public Health Service.

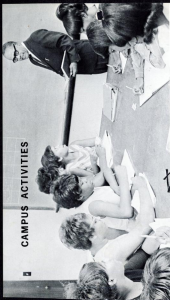
Sincerely,

Vernice Jane Huffman
Dean



PORTLAND UNIV.

CAMPUS ACTIVITIES



CLASSROOM SCENE for girls in Spanish. Project team was members of The Omega Society. Project of 1967, sponsored by the University of Puerto Rico, was to provide a grant to the University of Puerto Rico. The project was to provide a grant to the University of Puerto Rico. The project was to provide a grant to the University of Puerto Rico.

a Nursing Center up to several thousands in spending and maintenance. Moreover, through some Nursing School project at UPR, several in general supervision and objectives. The project is designed to encourage more girls from minority groups to enter the nursing field in a career.



PORTLAND PUBLIC SCHOOLS

HOLLADAY SCHOOL
1241 N. E. BETH AVENUE
PORTLAND 12, OREGON
March 3, 1954

Dr. V.B. Bain
Assistant Superintendent
School District No. 1
631 N.E. Clackamas
Portland 8, Oregon

Dear Dr. Bain:

In answer to your letter of February 21, 1954 I wish to turn in the following report on Mr. R.G. Ford, our eighth grade teacher.

Mr. Ford is an exceptional teacher. He is wise, sympathetic and understanding yet firm and insistent that each youngster gives his best efforts to the task of the moment. Mr. Ford is an excellent organizer, a splendid teacher of the student teachers sent here from the various colleges, all of whom go away with praise for his kindly, thoughtful and illuminating supervision.

Mr. Ford would do well at any assignment given him and it is my hope that his wish to teach in a secondary school can be satisfied.

Sincerely yours,

Louis W. Seppel
Louis W. Seppel
Principal - Holladay School

1241-jrs

I have read the above report

R. G. Ford
Teacher



ROOSEVELT HIGH SCHOOL,
444 NORTH CENTRAL STREET
CHICAGO 12, ILLINOIS

1999

Mr. V. D. Bain, Asst. Supt.
School District No. 1
c/o M. E. Clackman
Portland 8, Oregon

Year	2000	2001	2002
2000	100	100	100
2001	100	100	100
2002	100	100	100

Supervisory Report
Re: Mr. Robert Ford

It is a pleasure to report that Mr. Ford, instructor in English and Journalism, has won the complete respect of the students in this school and the parents in this community. He is a man of many parts, with a great variety of school experiences as a background in public education. We have taken advantage of some of his many talents by giving him our Journalism classes and the advisement to both the weekly Ranger and the Banner annual.

Mr. Ford's energy and desire to bring improvement in his students and in their work has resulted in a definite raising of standards for both our publications. He has instilled in his two publication staffs the desire to improve and excel. He has taught them economy and the importance of the business side of these activities. Both of our publications have received numerous citations for excellence during the years that Mr. Ford has been the adviser. We are proud of our publications and of the staff and adviser.

In his classes, Mr Ford holds to the same high ideals and standards for his pupils. If any criticism could be made of Mr. Ford, it is that his aims and ideals reach out beyond the capacities of his students. I am not at all concerned that he sometimes veers away from the usual course of study routines. This only indicates to me that when he sees a need or an opportunity to develop worthwhile points of view he does not hesitate to deviate from the prescribed procedures.

RECEIVED
JUN 31 1955

OFFICE OF THE ATTORNEY GENERAL
MEMPHIS, TENNESSEE 38103

AB

Mr. Robert Ford

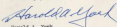
May 27, 1955

-2-

We have found that supervising both our publications has been too rigorous for Mr. Ford and has taken too much of his time, events cutting in on his regular English classes. He will continue with the yearbook alone, in 1955-56.

I rate Mr. Ford as an excellent teacher.

Sincerely yours,



Harold A. York
Principal

WJ/cbs

I have read this report.



Teacher

5/27/55
Date

PORTLAND PUBLIC SCHOOLS

ROOSEVELT HIGH SCHOOL
594 NORTH CENTRAL STREET
PORTLAND 1 OREGON

OFFICE OF THE PRINCIPAL

May 27, 1958

Dr. V. D. Bain, Assistant Superintendent
Portland Public Schools
434 N. E. Clackamas Street
Portland 3, Oregon

Supervisory Report
Re: Robert Ford
Emp. No. 1621

Dear Dr. Bain:

This evaluation is based on the following classroom visitations and conferences:

<u>Visitations</u>	<u>Conferences</u>
Nov. 21, 22 - 25 minutes each	Total conf. time - 90 minutes
January 10 - 45 minutes	Conference - 15 minutes
January 10	Office conf. - 45 minutes
March 10 - 45 minutes	Conf. - 30 minutes

Mr. Ford exerts a real effort to make his classwork meaningful. He has a tendency to be too sensitive to the indifference of a small minority of his students. Actually a greater share of his students react favorably to his instruction than is customary in the usual class situation.

Mr. Ford should be commended for the following teaching techniques:

1. An attractively displayed room in which student work is displayed and pleasing bulletin board have been constructed.
2. An adequate presentation of grammatical concepts used in formulation of good English construction.
3. A fine knowledge of American literature of the Civil War period which student appreciated.
4. Effective use of student committees.
5. A neat personal appearance.

The following suggestions have been made to Mr. Ford to help make his teaching more effective:

1. There still remains a slight tendency toward tenseness under supervision.

Dr. V. D. Bain

- 2 -

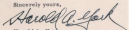
May 27, 1958

2. Make more use of C. A. T. grading on essay type papers and make assignments more specific.

3. Don't try to cover too much formal grammar at one time.

Mr. Ford is a very good teacher.

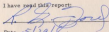
Sincerely yours,



Harold A. York
Principal

HY:hr

I have read this report:



Date 5/29/58

VDB

RECEIVED
JUN 2 - 1958

OFFICE OF THE SUPERINTENDENT
SCHOOL DISTRICT NO. 1

PORTLAND PUBLIC SCHOOLS

ROBERT HIGH SCHOOL
640 NORTH CENTRAL STREET
PORTLAND, OREGON

OFFICE OF THE PRINCIPAL

21

May 17, 1941

Supervisory Report
Re: Mr. Robert Ford
Emp. No. 2521

Dr. Laurence E. Winter, Assistant Superintendent
Portland Public Schools
631 N. E. Clackamas Street
Portland 8, Oregon

Dear Dr. Winter:

This evaluation of the work of Mr. Ford is based on three period long classroom visitations plus several conferences on teaching techniques. In addition, some evaluation came as a result of conferences concerning Mr. Ford's yearbook and his coordinating of the EE program.

Classroom visitations have revealed Mr. Ford as an excellent student of literature. He does a fine job of analyzing a rather difficult selection so that students feel free to discuss candidly such rather inhibiting things as community mores, social pressures, illegitimacy, etc.

Mr. Ford is accepted well by his students. They seem to like him, and they react well to his leadership in the classroom. Students working on the yearbook also reflect this fine rapport with their teacher.

This teacher has never hesitated to accept special and difficult assignments even when the assignment was outside his general area of academic competence. An example of this commendatory attitude is the last years Dads' Club Revers which Mr. Ford handled very well.

Some suggestions concerning Mr. Ford's teaching follow: He should spend more time teaching writing skills. It seems odd that in his two junior English classes, for instance, he did not submit a single Reflections entry. Incidentally, one of these classes is an "able" class. He should keep cumulative folders of student work. He should use CAT grading symbols more extensively. And he should grade all written work more carefully for technical errors. It is hoped that next year, when he does not have the time consuming yearbook assignment, he will be able to implement the above suggestions to make his English presentation somewhat more meaningful.

We read this report:

Sincerely yours,

Don W. Jans
Don W. Jans, Principal
Don W. Tate
Don W. Tate, Vice-Principal

7

20

PORTLAND PUBLIC SCHOOLS

ROOSEVELT HIGH SCHOOL
501 NORTH CENTRAL STREET
PORTLAND 1, OREGON

OFFICE OF THE PRINCIPAL

June 1, 1964

Supervisory Report Re:
Mr. Robert Ford
Permanent Tenure
Employee Number: 2521

Dr. Laurence E. Winter, Assistant Superintendent
Portland Public Schools
631 N. E. Clackamas Street
Portland, Oregon 97208

Dear Dr. Winter:

Mr. Robert Ford teaches English and drama at Roosevelt High School. He is a conscientious teacher who carefully structures the classroom instruction so that students are involved in worthwhile learning experiences. Mr. Ford enjoys working with teenagers, and both by his personal example and through class activities he seeks to improve their moral and ethical values.

This teacher is able to maintain good classroom discipline without dominating; he is usually able to resolve the problems without outside assistance. Mr. Ford is willing to accept extra curricular assignments, such as this year's Roosevelt television program. He enjoys teaching both able and slow students and has specifically requested that he be assigned some slow learner classes for next year. To better prepare himself he will attend the slow learner workshop this summer.

Mr. Ford has been an excellent supervising teacher while working with a student teacher this spring. Dr. Brown of Portland State, has passed along very complimentary remarks regarding his work. He is a professionally oriented teacher who reflects considerable credit upon the teaching profession.

I have read this report:

Sincerely yours,



Don W. James

Principal

Date:



Jack D. McLeod

Vice-Principal

DJ/br

RECEIVED

JUN 15 1964

7

OFFICE OF THE SUPERINTENDENT
COUNCIL DIST. No. 1 6/1/64

PORTLAND PUBLIC SCHOOLS

23

ROOSEVELT HIGH SCHOOL
240 NORTH CENTRAL STREET
PORTLAND, OREGON 97208

OFFICE OF THE PRINCIPAL

April 1, 1969

Supervisory Report

Re: Mr. Robert G. Ford
Permanent Teacher
Employee #2321

Mr. Charles Jones
Director of Secondary Education
P. O. Box 1287
Portland, Oregon 97208

Dear Mr. Jones:

Mr. Robert Ford teaches five sections of high grade English, three upper level and two lower level. To all he brings patience, skill, tolerance, and a basic understanding of the teenager and his problems that provides students with a unique educational experience.

Mr. Ford plans exceptionally well, providing his students with opportunities for many valuable experiences. He is particularly able in the fields of literature and folklore. He is well-liked and respected by students and fellow faculty members. He has trained a significant number of student teachers, and a measure of his success is the large number of these teachers who still come to see him or write to him about their current activities.

Mr. Ford is quiet, sincere, and a complete credit to his profession. He regularly serves on city-wide committees and his experience and judgment are valued. He has worked extensively with disadvantaged children, and is always willing to help wherever he can.

We respect Mr. Ford as a valued member of our staff, one who contributes substantially to any success we have.

Sincerely,

I have read this report:

[Signature]

Date: April 7, 1969

[Signature]

[Signature]

Arthur L. Westcott
Principal

[Signature]

George E. Hyman
Vice-Principal



CLASS ROOM WORK

9/51

SUCCESS IS

25

NOT WON WITHOUT EFFORT.

*Achievement
through
Courage and Determination*



I HAD THE EXPERIENCE OF
TEACHING TWO BLIND GIRLS

July 3, 1963

Mr. Robert Ford
1904 N.E. Highland
Portland 11, Oregon

Dear Mr. Ford:

We appreciate your willingness to serve as a supervising teacher for Mrs. Rita Ochoa in her student teaching experience this summer. We will be sending you in the near future a check for \$25 as agreed upon in the student teaching contract between the Portland Public Schools and neighboring colleges. In addition, since our Committee on the Education of Teachers believes that the role of supervising teachers is crucial in our program, we welcome you as staff members of Reed this summer and extend to you the normal library and swimming pool privileges of the staff. Teachers who supervise interns are also entitled to take one seminar in our graduate program for teachers free of charge -- If you would like to take a course we will be glad to add your name to our mailing list for evening seminars and the summer school.

Because we were unable to know the names of the teachers who would be teaching in the Summer High School before the summer session opened, and for related reasons, we have not been in a position to communicate with you about the Portland-Reed Internship Master of Arts in Teaching program. Consequently we are now enclosing a brochure which describes the general operation of the program. All of the interns at Lincoln High School this summer were selected jointly by the Portland Public Schools and the Reed Committee on the Education of Teachers. This coming fall they will also be teaching under the general supervision of an experienced teacher.

The summer program is planned so that the interns spend half a day in the classrooms of the summer high school to observe and to enable them to do some practice teaching under your supervision. Their academic load is five semester hours. In addition to about three hours a week class time this requires a very heavy study and reading load for a seven week period. It is our expectation that each intern will be able to complete some specific plans for the first few weeks of teaching in the fall as a part of this academic program.

The summer's observation and supervised teaching program is planned to afford an opportunity for the interns to get the "feel" of a classroom, a little practice in planning and teaching one or more units, and the benefit of suggestions and

criticism of experienced teachers. We would also like the interns to have some experience in observing other classes occasionally if this can be arranged to your mutual convenience. We do not feel that they should be expected to assume as much of a teaching load as would normally be expected of a practice teacher.

Dr. David Tyack, Professor of History at Reed, is serving as consultant for the interns working in social studies and Mrs. Rae Dodge has a similar function for interns working in English. Dr. James Caughlan is in general charge of the intern program for the summer. You may expect Dr. Caughlan to visit your classrooms from four to six times during the summer and Dr. Tyack and Mrs. Dodge in their respective areas as much as they feel necessary to adequately perform their functions.

Dr. Caughlan's normal schedule at Lincoln High School will be as follows:

Sundays	10:00-11:30 a.m.
Tuesdays	9:00-10:30 a.m.
Wednesdays	10:00-11:00 a.m.
Fridays	10:00-11:30 a.m.

Dr. Tyack can be reached daily at Reed College (PB 1-1112, ext. 212) from 1:30 to 5:00, and at Madison High School in the Social Studies Institute at most other times during the day.

Please feel free to get in touch with us about any questions you may have about the program or about any problems which may arise.

Sincerely yours,

David Tyack

David Tyack

Director, N.E.S. Program

James Caughlan

James Caughlan
Professor of Education,
Portland State College



LIFT

TREES

FLOWERS

CHILDREN

CARE AND LOVE

IF YOU DON'T
LOVE AND CARE
FOR THE ABOVE YOU
WILL HAVE



PORTLAND PUBLIC SCHOOLS

ROOSEVELT HIGH SCHOOL
6841 North Central Street
Portland, Oregon 97220

29

OFFICE OF THE PRINCIPAL

July 7, 1970

Mr. Robert E. Ford
1504 N. E. Highland
Portland, Oregon 97211

Dear Bob:

I am enclosing copies of letters which I received in connection with your nomination for "Teacher of the Year". These are by no means all the letters that were submitted, but only those for which I have copies.

It was a pleasure for me to have the responsibility of contacting your many friends and associates for their comments and recommendations. I was particularly pleased to learn that everyone else thinks the same about you as I do.

I hope that....whatever the final outcome of the nominating effort....you will enjoy these comments by those who love and respect you, as a teacher, as a friend.

Sincerely,

George E. Hysmith
George E. Hysmith
Vice-Principal

hsh



(Viscous, Italy
May 15, 1990)

Mr. Arthur L. Westcott
Beverly High School
4043 North Central Street
Portland, Oregon 97205

Dear Mr. Westcott:

I am thrilled to hear of Mr. Robert Ford's nomination for "Teacher of the Year" and feel that he is indeed deserving of such an honor.

I feel extremely fortunate to have been able to work with Mr. Ford during my student teaching. In a prospective teacher's career, student teaching is a crucial period, affecting one's entire outlook on teaching as a profession. It was during this time that Mr. Ford's guidance and supervision had a tremendous impact on me, and he personally was an inspiration.

Mr. Ford has a great deal of confidence in the young people of today. In many situations it was his confidence in me that enabled me to face otherwise difficult situations. He treated me as an equal and instilled in me a sense of professionalism and pride in being a teacher. This first year, particularly, I have come to realize just how profound was Mr. Ford's influence on me.

He provides guide lines and suggestions to those with whom he works. This for me was a valuable learning experience. His criticism was constructive, and he was always available to spend time with me whenever I asked for assistance. His influence on me was subtle, but very real and lasting.

It is to Mr. Ford that I attribute my enthusiasm and eagerness to succeed as a teacher. He provided for me a sound foundation on which I will continue to build and expand with each new experience in my teaching career.

I am grateful for the opportunity to recognize Mr. Ford for the "Teacher of the year" award. Aside from my parents, Mr. Ford, more than any other person has influenced the direction of my teaching career.

Sincerely,

Laura J. Maltzen

Bryan A. Maltzen

4130 SE Clarendon Way
Portland, Oregon
May 26, 1970

31

Mr. Arthur L. Westbrook
Principal Roosevelt High School
6041 North Central Street
Portland, Oregon 97205

Mr. George Eysmith has notified me regarding your consideration of Robert G. Ford for a "Teacher of the Year" award. I should like to recommend Mr. Ford for that award.

It was my pleasure to work with Mr. Ford when he served on the faculty at Ellet and Holladay Elementary schools. He is held in high esteem by all those that worked with him.

Mr. Ford is a dedicated teacher loyal to his profession. His students and to his fellow workers. His fine qualities of leadership inspired his students and many of them have attained positions of influence and service in the community. Mr. Ford has the ability to get students interested in achievement and to develop a pride in themselves.

Mr. Ford, one of the first members of his race, to be employed in the Portland Public Schools, "stands tall" among those that serve the community. His integrity and good nature have served as a basis for a program based on equality for all - regardless of race, color or religion.

A recent conversation with Mr. Ford disclosed his knowledge and interest in students that were in his classes many years ago. The loyalty between Mr. Ford and his students is a lasting loyalty based on mutual respect.

Sincerely,

Raymond F. Hahn
Raymond F. Hahn

c.c.h



PORTLAND PUBLIC SCHOOLS

ROOSEVELT HIGH SCHOOL
6541 N. Central Street
Portland, Oregon 97203

OFFICE OF THE PRINCIPAL

April 29, 1970

Mr. Arthur L. Montecott, Principal
Roosevelt High School
6541 N. Central Street
Portland, Oregon 97203

Dear Mr. Montecott:

It is with great pleasure that I write this letter of recommendation for Mr. Robert Ford for "Teacher of the Year."

I have known Mr. Ford in the capacity of English teacher at Roosevelt High School for the past eight years. I worked very closely with him for one year while he was building house. During that time I got to know him very well and grew to respect him more each day. He was always willing to help with clerical work, without being asked; work that wasn't his to do. But, because of the kind of man he is, he insisted on helping the secretaries.

Mr. Ford is a very kind and generous man and one people have the highest respect for. He is always pleasant, willing to do more than his share of work, and is, in every sense of the word, a gentleman.

I feel Mr. Ford has earned the title of "Teacher of the Year" and should be awarded the honor. I give him the highest recommendation for the award.

Sincerely,

Joan E. Lydie

Joan E. Lydie
Secretary
Roosevelt High School

May 14, 1970
Portland, Oregon

33

Dear Mr. Wescott:

In this letter I would like to express my opinion of Mr. Ford, English Teacher, Roosevelt High School.

I used to have it in for teachers. I'd give out just as much as they'd give out. But Mr. Ford's English class wasn't just another class; he always put out more than his share.

I told Mr. Ford one day about my American Heritage trip to Europe this summer and he was very interested and made special effort to find reading material that would help me in my travels, even to the extent of putting books on reserve in the library, and even looking downtown in the library for art books, etc., really showing interest and concern.

When a teacher becomes more than just a teacher the student will respond and want to show appreciation. I made him coconut macaroons one night because he mentioned that this was his favorite cookie... I wanted to do something for him because he treats all his students so nice. I'll have to admit, however, that he thought it was sort of "fishy" and probably didn't eat them, but it was a way for me to show my appreciation.

One day I invited Mr. Ford to some Evangelistic Meetings at school and he came. Another time I told him about a church I had been visiting and asked him to attend some Sunday, which he did.

Mr. Ford has a great sense of humor and has such a sincere way about him. He tries to understand each individual and he's fair and this is important to my generation. He continually looks for new ideas in making class time more interesting to all students. His concern is for everyone - he never leaves anyone out.

He is always willing to give encouragement and approval, and advice - when asked. I wish there were more teachers like Mr. Ford.

Sincerely,

Keith Lee



" WE SHALL LAUNCH OUR BOATS INTO THE
 MIGHTY DEED. THERE SHALL BE NONE TO GUIDE
 OR ASSIST US. OUR EYES MUST SCAN THE
 CHART. OUR HANDS MUST HOLD THE RUDDER.
 FARE WELL MY DEAR CLASS MATES FAREWELL "

-----NOTE -----

I FINISHED HIGH SCHOOL MAY(1926) I REWROTE THE ABOVE VERSE TO MY
 CLASS MATES OF NINE OTHERS. TO DAY (MARCH 6th. 1994) THERE ARE FIVE OF US
 LEFT TO SCAN THE CHART AND HOLD THE RUDDER WITH OUR OLD MATE.
 FROM A CONFIDENTIAL ONE AS I AM.

R. J. [Signature]

UNIVERSITY OF OREGON



35
College of Education
BUREAU OF EDUCATIONAL
RESEARCH AND SERVICE

ROSENBERG, ROBERT (1940)
Telephone Code 402/441-1444

May 13, 1970

Mr. Arthur L. Westcott, Principal
Roosevelt High School
4944 N. Central
Portland, Oregon 97203

Dear Mr. Westcott:

Please add my hearty endorsement to the nomination of Robert Ford as the ideal model of a good teacher, wise counselor and helpful friend.

It was my good fortune to begin my teaching career at Roosevelt High School with a room just down the hall from Bob's. I shall always be indebted to his understanding smile, useful suggestions, and willing hand as I plunged into the challenge of the classroom.

More than once my students expressed their appreciation of his soft-spoken nature and his spirit of fairness--yes firmness--in dealing with them. He was particularly able to inspire their individual expression in the language arts--whether through creative writing, drama or just plain old grammar.

During the time I knew him, Bob's advice was always sought on matters of professional concern. He was committed to the career he had chosen and willingly accepted tasks which would result in meaningful educational development.

As you can tell, Bob has had special impact on my career and his influence on me is still being felt. If I were back in the classroom today, I would again want to have a room right down the hall from him!

Sincerely,

A handwritten signature in blue ink that reads "Larry J. McIlure".

Larry J. McIlure
Research Assistant

LJM:jc

DE WATKINS, J.E.

Superintendent

WILSON, TATE

Assistant Superintendent

ALLEN, G. SPENCER

Chief Business Manager

REYNOLDS
SCHOOL DISTRICT NO. 2

WASHINGTON - OREGON

1434 N.E. 20th

MAIL ADDRESS: RT. 2, BOX 285, TRESTLE, OREGON 97139

TELEPHONE 884-1991

May 11, 1970

BOARD MEMBERS

Kenneth Schumann

Chairman

Charles Lewis

Vice Chairman

Eugene Clark

Charles Harris

Randy Davis

Robert Schuman

Diane Peterson

Mr. Arthur Westcott, Principal
Roosevelt High School
1941 N. Central Street
Portland, Oregon 97203

Dear Mr. Westcott:

I am happy to have been asked to respond relative to the teaching effectiveness of Mr. Robert Ford. Mr. Ford's commitment to the teaching of young adults extends beyond the narrow confines of his discipline, English. He makes every effort to make the printed word come alive. His dedication to literature and the history of the language does not detract from his warmth for students as people.

My assessment of Mr. Ford's teaching is based on a period from 1957 to 1962 in which I was a vice principal at Roosevelt High School. In this position my primary responsibility was teacher evaluation.

Sincerely,



Dean W. Tate
Assistant Superintendent

DWT:ent

cc: George Hyamith



PORTLAND PUBLIC SCHOOLS

ROOSEVELT HIGH SCHOOL
2941 N. Central
Portland, Oregon 97228

OFFICE OF THE PRINCIPAL

May 11, 1970

Mr. A. L. Westcott, Principal
Roosevelt High School
2941 N. Central
Portland, Oregon

Dear Mr. Westcott:

May I suggest that the name of Mr. Robert Ford be brought to the attention of the committee that selects the Oregon Teacher of the Year.

I have worked with Mr. Ford since he came into the Portland system in 1962 and have found that he is always cooperative and thoughtful. It is my belief that he is an excellent teacher because, as a counselor for a number of years, I have never had a complaint concerning his methods or requirements. Students recognize that he is fair and conscientious and thoroughly interested in their progress.

I have seen Mr. Ford handle dramatic and forensic performances with poise and confidence--many times under extremely adverse conditions. For several years, he was advisor to the year book staff, giving these youngsters much support and many after school hours without compensation.

As to Bob's personality, I would characterize him as a "perfectionist". He likes things done right and with thoroughness. This quality, together with his scrupulous grooming, has continued to be an example to the teenagers of this area. Both students and peers respect Mr. Ford as a teacher and as a man. His influence continues to be far-reaching, as measured by the graduates and former students who sing his praises and inquire about him when I meet them away from the school influence.

Yours truly,

Mildred Boyington

(Mrs.) Mildred Boyington
Counselor



YEAR
BOOK
STAFF

10/59

FASHION SHOW

UP A LAZY RIVER IN THE NOON DAY SUN.



THROW AWAY YOUR TROUBLES
DREAM A DREAM OF ME

THANKS TO YOU MR. FORD WE ARE SOMEBODY



Mr. Arthur E. Westcott, Principal
Roosevelt High School
5941 N. Central
Portland, Oregon 97203

Dear Mr. Westcott:

As I recall the many teachers with whom I have worked over the years, the name of Mr. Robert E. Ford emerges as one of those few for whom the term superior has real application.

I have known Mr. Ford since 1952 as a fellow teacher, and have worked closely with him the past ten years. During those many years I have always identified him as a person supremely concerned about his students. His every thought, plan, and activity has been about each boy and girl in his classes. I suspect that frequently his concerns has been more than academic, and their personal problems have been sympathetically considered.

Mr. Ford has done many things in his long career as a teacher. He has coached speech and drama students, he has been the yearbook and journalism adviser. When the need arose for a pageant or program producer, Mr. Ford was there. And of course, his major activity, a classroom teacher.

I feel that Mr. Ford is the kind of teacher and person I hope I can be. I wish he could have taught me or my children.

Sincerely,

George E. Spanish
Vice-Principal

Mr. Arthur L. Westcott, Principal
Roosevelt High School
5541 N. Central Street
Portland, Oregon 97203

Dear Mr. Westcott,

Upon hearing of the proposed nomination of Mr. Ford for "Teacher of the Year," I immediately wished to contribute my comments about this fine man. When I began student teaching under Mr. Robert Ford, I never suspected the influence which he would later have on me. He not only helped me in teaching techniques, but he gave me a great insight into the characters of many children. He understood his students, but also realized their best interests.

I was always impressed with Mr. Ford because he was most aware of the need for continued interest in subject matter. Creative projects solved this problem, and his classes were never dull.

Mr. Ford was a teacher of the "now" age. Rather than practicing traditional classroom procedures, he exercised progressive methods, allowing the students to explore and examine supplemental material.

I don't think I shall ever forget that semester of student teaching. But then, Mr. Ford is not the kind of man one forgets easily. Hopefully, Mr. Ford will be awarded "Teacher of the Year," and possibly this letter may help him to achieve this honor which he so justly deserves.

Sincerely,

Mrs. Patricia Coleman

cc: Mr. George E. Hymnith

THANKS TO YOU MR FORD WE ARE SOMEBODY



MR. ROBERT G. FORD, Principal
Roosevelt High School
5841 N. Central
Portland, Oregon 97203

Dear Mr. Westcott:

As I recall the many teachers with whom I have worked over the years, the name of Mr. Robert G. Ford emerges as one of those few for whom the term superior has real application.

I have known Mr. Ford since 1932 as a fellow teacher, and have worked closely with him the past ten years. During those many years I have always identified him as a person supremely concerned about his students. His every thought, plan, and activity has been about each boy and girl in his classroom. I suspect that frequently his concern has been more than academic, and their personal problems have been sympathetically considered.

Mr. Ford has done many things in his long career as a teacher. He has coached speech and drama students, he has been the yearbook and journalism adviser. When the need arose for a pageant or program producer, Mr. Ford was there. And of course, his major activity, a classroom teacher.

I feel that Mr. Ford is the kind of teacher and person I hope I can be. I wish he could have taught me or my children.

Sincerely,

George E. Hyndeth
Vice-Principal

Mr. Arthur L. Westcott, Principal
Roosevelt High School
6641 N. Central Street
Portland, Oregon 97203

Dear Mr. Westcott,

Upon hearing of the proposed nomination of Mr. Ford for "Teacher of the Year," I immediately wished to contribute my comments about this fine man. When I began student teaching under Mr. Robert Ford, I never suspected the influence which he would later have on me. He not only helped me in teaching techniques, but he gave me a great insight into the characters of many children. He understood his students, but also realized their best interests.

I was always impressed with Mr. Ford because he was most aware of the need for continued interest in subject matter. Creative projects solved this problem, and his classes were never dull.

Mr. Ford was a teacher of the "now" age. Rather than practicing traditional classroom procedures, he exercised progressive methods, allowing the students to explore and examine supplemental material.

I don't think I shall ever forget that semester of student teaching. But then, Mr. Ford is not the kind of man one forgets easily. Hopefully, Mr. Ford will be awarded "Teacher of the Year," and possibly this letter may help him to achieve this honor which he so justly deserves.

Sincerely,

Mrs. Patricia Coleman

cc: Mr. George E. Eymith



PORTLAND PUBLIC SCHOOLS

ROOSEVELT HIGH SCHOOL
6941 North Central Street
Portland, Oregon 97228

OFFICE OF THE PRINCIPAL

May 11, 1979

Mr. Arthur Westcott, Principal
Roosevelt High School
6941 N. Central
Portland, Oregon

ROBERT FORD

Dear Mr. Westcott:

It is my desire to support the nomination of Mr. Robert Ford as Oregon Teacher of the Year. The end of this school year will complete the eighteenth year that I have worked with Mr. Ford as a fellow teacher and counselor. Mr. Ford has always been understanding and cooperative in the jobs that had to be done.

As an English teacher, Mr. Ford has tended to appreciate the creative, whether it was in drama, speech, or a regular English assignment. Students have been quick to respond to this approach and reflect enthusiasm for this trend as they learned to recognize it.

Mr. Ford has always been generous with his time whether he was serving the individual student, fellow teacher, administration, the school, or community. He directed several shows for the Roosevelt High Beta Club that were a credit to the school and the community. Students, to show appreciation for this devotion to the school dedicated the 1964 school year book to Mr. Ford.

In my judgment, Mr. Robert Ford is a gentleman in every sense of the word and I urge that he be given careful consideration for the honor of Oregon Teacher of the Year.

Sincerely yours,

T. A. Pfaff
Counselor



PORTLAND PUBLIC SCHOOLS

ROOSEVELT HIGH SCHOOL
4840 North Central Street
Portland, Oregon 97203

Mr. Glen Stream, Chairman
Public Relations Committee
Portland Association of Teachers
716 S. E. 11th
Portland, Oregon

Dear Mr. Stream:

As Principal of Roosevelt High School, I would like to nominate Mr. Robert Ford for Teacher of the Year. Since we have worked together for only two years, I have known Mr. Ford for over 20 years.

Mr. Ford is a kind, gentle, generous person who delights in helping students. He is more than willing to do his share of the work and in all instances is a true gentleman. He is enthusiastic about his professional responsibilities and displays total cooperation at all times. The students at Roosevelt, the administration and his peers all feel that he is the kind of person who typifies an outstanding secondary teacher.

I am sure that you may look many places, but you will find no one who is a better candidate for the honor available than Mr. Robert Ford, a long time teacher at Roosevelt High School.

Sincerely,

Arthur L. Westcott
Principal

ALW:rmh

Enclosures





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HOME



WE
LIVE
FOR
THOSE
WHO LOVE
US!



PORTLAND PUBLIC SCHOOLS

ROOSEVELT HIGH SCHOOL
8941 N. Central Street
Portland, Oregon 97203

OFFICE OF THE PRINCIPAL

May 8, 1970

Mr. Arthur L. Westcott, Principal
Roosevelt High School
8941 N. Central
Portland, Oregon 97203

Dear Mr. Westcott:

As I recall the many teachers with whom I have worked over the years, the name of Mr. Robert G. Ford emerges as one of those few for whom the term superior has real application.

I have known Mr. Ford since 1952 as a fellow teacher, and have worked closely with him the past ten years. During those many years I have always identified him as a person supremely concerned about his students. His every thought, plan, and activity has been about each boy and girl in his classes. I suspect that frequently his concern has been more than academic, and their personal problems have been sympathetically considered.

Mr. Ford has done many things in his long career as a teacher. He has coached speech and drama students, he has been the yearbook and journalism adviser. When the need arose for a pageant or program producer, Mr. Ford was there. And of course, his major activity, a classroom teacher.

I feel that Mr. Ford is the kind of teacher and person I hope I can be. I wish he could have taught me or my children.

Sincerely,


George E. Hyndley
Vice-Principal

PORTLAND ASSOCIATION OF TEACHERS

11 E. 5th Avenue • Portland, Oregon 97204 • 233-4996 Area Code 503



PAT

October 23, 1970

SEA "Teacher of the Year"

Selection Committee
1 Plaza Southwest
1900 S. W. Main Street
Portland, OR 97213

Gentlemen:

Requested by the Portland Association of Teachers to serve as a
screening and selection committee, a group of Portland citizens
have chosen Mr. Robert Ford as Portland's "Teacher of the Year."

As an Association, we would like to endorse this selection by
nominating Mr. Ford for consideration as Oregon's "Teacher of
the Year." His qualifications and background are presented
indirectly with the collection of recommendations made by
colleagues and students.

Sincerely,



Charles Meek, President
Portland Association of
Teachers



PORTLAND PUBLIC SCHOOLS

SUPERINTENDENT - AREA I

Terrilligan School

6318 Southwest Corbett Street

Portland, Oregon 97209

October 1, 1978

Mr. Robert G. Ford
Roosevelt High School
8941 N. Central Street
Portland, Oregon 97203

Dear Mr. Ford:

Permit me to congratulate you on your selection as the outstanding teacher of the year. Those of us who have known you for a period of time are fully aware that a better choice could not be made.

Permit me personally to thank you for your wonderful cooperation with the district, your many kindnesses, and your deeply rooted interest in students and in the teaching profession. The tribute which you have received comes only to the few who are the most deserving.

With the hope for your continued success, I remain

Sincerely yours

Charles L. Jones
Area Administrator

CLJ:hm

May 13, 1970

Mr. Arthur L. Westcott, Principal
Roosevelt High School
6644 N. Central Street
Portland, Oregon 97221

Dear Mr. Westcott:

Mr. Robert Ford is a perfectionist with kindness in his heart and a deep, sensitive feeling for young people. He has always expected his students to do their best and helped them to achieve this. Improvement gets encouragement from him. Good, average, and poor students are treated alike. All feel he gives them his personal attention.

I recall the case of a very bright girl, valedictorian of her class, who came to my office to complain that Mr. Ford wanted better work from her even though she was getting the top grade in the class. She admitted this was not the best she could do and he convinced her it was important to always do her best. Having been a teacher and soon to be a Ph.D. candidate, she now gives much credit to Mr. Ford and his urging to do her best.

Bob Ford is a quiet, unobtrusive gentleman who gets things done. When he was advisor to the yearbook staff, his directions and instructions were concise and complete. The book won awards for its excellence and artistic achievements. As a dramatic coach, he was able to instill a feeling for beauty and quality of production in his students. As a dance instructor for the rally girls, he put some "pop" into their steps.

I would be remiss if I did not mention Mr. Ford's appearance. Although conservative he is the best dressed man with whom I have had the pleasure to work. His students have often commented on this and appreciated his efforts.

I worked with Mr. Ford from 1932-1968 and found him to be a superior teacher and gentleman.

Yours truly,

A. Lewis Craig
(Miss) M. Lewis Craig
Administrative Vice-Principal (Retired)
Roosevelt High School
Portland, Oregon

August 12, 1981

Handwritten signature: Dorris L. Sylvester

TO: Mr. B. Ford

FROM: Dorris L. Sylvester (Niece)

RE: Attached

Mr. Ford attached are copies of the presentation I made the night of the tribute to you (8/4/81). Your grandson requested a copy of it and because I do not have his address or yours, I am sending this to you through Peggy.

I am very appreciative of the fact that I could contribute of myself at this very worthy and enjoyable occasion. It was a night I will always treasure.

Love always, your 8th grade student - Holladay/1981.

Handwritten signature: Dorris

10109-50. Buford Ave
APT I
INGLEWOOD, CA.
90304
(213) 678-2004

THEME: "THANKS TO MR. FORD WE ARE SOMEONE"

HOLLADAY TEAM VS. LIFE

TEAM MEMBERS: HOLLADAY 1952 8th GRADE CLASS
MANAGER, COACH, TRAINER: "DYNAMITE" FORD

FIRST INNING (SECOND HALF)-----

LIFE THREW 3 CURVE BALLS (1 OUT);
3 CRACKLE BALLS AND A SLIDER (2 OUTS);
SILAS HIT A GROUND BALL, BUT OUT AT FIRST.

"CHERK UP!" YELLED COACH FORD, "WE CAN WIN
THE GAME WITH MY STRATEGY".

SECOND & THIRD INNINGS-----

LIFE IS AHEAD.

FOURTH INNING-----

EDUCATION CAME TO THE RESCUE AND THE
"CLASS" GOT ON THE SCOREBOARD AT LAST!

"KEEP IT UP", CAME THE STERN VOICE FROM THE DUGOUT,
"JUST USE MORE DETERMINATION AND DON'T GIVE UP".

FIFTH & SIXTH INNINGS-----

LIFE WENT TO THE CORE OF THE TEAM AND BROUGHT
IN FISH HITTERS. "MATURITY" AND "COMMON SENSE"
AND SCORED FAST.

"WHERE IS YOUR ENTHUSIASM, DESIRE TO WIN AND
AMBITION TO SUCCEED?" SCREAMED COACH FORD.

SEVENTH INNING-----

THE GAME IS TIED.

EIGHT INNING-----

WITH EDUCATION, DETERMINATION AND DIGNITY AT STAKE,
THE "CLASS" WENT AHEAD BY ONE RUN.

"ONE INNING TO GO, WITH YOUR ABILITY AND PRIDE,
WE CAN STILL WIN" SAID THAT FAMILIAR VOICE.

BOTTOM OF NINTH INNING-----

LIFE IS AT BAT, WITH 2 OUT, SENT UP IT'S
BEST FISH HITTER, EMERGENCY,
BUT LOUER HURLED THREE FAST BALLS, "E-T-R-I-K-E
THREE" TELLED THE UMPIRE, OPPORTUNITY!
HOLLADAY CLASS WON!!!!!!

BUT IN THE GAME OF LIFE THAT WASN'T ALL!!!!
ON TO HIGHER THINGS THAT FALL!!!!!!
GOODBYE TO COACH FORD, THANKS FOR YOUR TRAINING,
LOVE AND SHARING YOUR KNOWLEDGE WITH US.
WE HOPE WE HAVEN'T DISAPPOINTED YOU TOO MUCH.

WE LOVE YOU!!!!!!

*Written by:
is of September
1983*



OFFICE OF THE GOVERNOR
STATE CAPITAL
SALEM, OREGON

August 6, 1983

Mr. Robert G. Ford
1304 NE Highland
Portland, Oregon 97211

William Ellery Channing, an early American clergyman once said, "it is a greater work to educate a child than to rule a state." With this in mind, please accept my congratulations and very best wishes on the celebration honoring your service and contributions to the education community and the individuals for which it serves.

I recognize that behind the celebration tonight are countless individuals whose lives you've touched, whose minds you've broadened, and whose characters you've helped shape. I know that the knowledge, the judgment, the love, and the devotion that you've shared will follow them through their lives, and that will enrich all of us. On behalf of a grateful state, I thank you.



Sincerely,

A handwritten signature in dark ink, appearing to read "Victor Arizpe".
VICTOR ARIZPE
GOVERNOR

**PORTLAND, OREGON**

OFFICE OF THE MAYOR

Frank J. Ivanni, Mayor
1225 S.W. 5th Avenue
Portland, Oregon 97204
(503) 286-412

August 6, 1983

Dear Mr. Ford:

It is a rare and rewarding privilege for me to join in honoring a Portlander who has contributed as much to our city as you have.

The great level of achievement in your long career is reflected in the tremendous outpouring of admiration that this city is so eagerly offering you. Obviously your great skills have touched the lives of many during your decades of dedicated service. But your reputation grew larger than life not just because of your abilities as an educator, but because of your stature as a humanitarian.

Teaching was obviously much more to you than a job; it was a devotion.

The many extra hours that you spent working with your students have obviously not gone forgotten or unappreciated. Your many examples of "going the extra mile" to help those around you are countless tributes to your profession and professionalism.

This is not the first special day of honor for you, nor will it be the last--because the memory of your contributions remains vivid in the minds of many Portlanders. To them, I'm sure you were "Teacher of the Year" every year you taught.

Best wishes during your well-deserved retirement.

Sincerely,

Frank Ivanni
MAYOR



This area of the Martin Luther King Facility Building is dedicated to Mr. Robert G. Ford, Oregon's first Black elementary and secondary teacher.

For distinguished service in the Portland Public School system at Old Eliot and Holladay elementary schools, and Roosevelt High School, from 1945 until his retirement in 1972.

Mr. Ford was selected Teacher of the Year 1970-1971.

We, his former students, thank Mr. Ford for the inspiration and basic things he taught us, among them a sense of pride.

A Tribute of Appreciation

THIS PLAQUE WAS PRESENTED ON JANUARY 10, 1985

The Robert G. Ford Wing

CONGRESS HOTEL

TO MARY ANN S. S. S.



THIS DANCE WAS GIVEN -

SEE PAGE 58

— IN MY HONOR.

DANCE TEAM





**WE WERE HONORED AT A CLASS
REUNION 8/83**

**My
SEVENTH
GRADER
1945
1952**



FUNG YEE BAKERY CO.

THE SKY WAS
RADIANT YESTER-
DAY: 9/45 / 9/52.



M
7TH AND 8TH
GRAERS
HONORED KAY AND ME
AT THEIR CLASS



REUNION

1983

WHO DAT,

WHO SAY WHO

DAT WHEN AH

ANSUS DE FONE?

I RETIRED, 6'12.

I AM A SAD AND

SENTIMENTAL

JACK - ASS.

TWO DEDICATIONS

ST. JOHNS. OR. MA^{AND} PA

Flower
Instructor
Flower



The image shows a blue folder with a white label. The label contains a list of names and dates, which is also visible on a yellow page inside the folder. The folder is open, and the yellow page is partially visible. The folder is placed on a white surface.

St. Johns

PORTLAND'S OLDEST COMMUNITY NEWSPAPER



THE ST. JOHNS RIVER
WAS THE FIRST
TO BE DISCOVERED
BY THE SPANISH
IN 1541. IT WAS
NAMED AFTER
ST. JOHN THE
BAPTIST. THE
RIVER IS 110
MILES LONG AND
DRAINS AN AREA
OF 1,200 SQUARE
MILES. IT IS THE
LARGEST RIVER
IN OREGON AND
THE SECOND LARGEST
IN THE PACIFIC
NORTHWEST. THE
RIVER IS A MAJOR
SOURCE OF WATER
FOR AGRICULTURE
AND INDUSTRY
IN THE REGION.

THE ST. JOHNS RIVER
WAS THE FIRST
TO BE DISCOVERED
BY THE SPANISH
IN 1541. IT WAS
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RIVER IS 110
MILES LONG AND
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IN OREGON AND
THE SECOND LARGEST
IN THE PACIFIC
NORTHWEST. THE
RIVER IS A MAJOR
SOURCE OF WATER
FOR AGRICULTURE
AND INDUSTRY
IN THE REGION.

YEARS 1991-1992 I WROTE A BOOK, WASH'S BOY" SAME DEDICATION.

DEDICATION

My dear mother, Adeline Marie Gentry Ford, and my father, George Washington Ford, I am taking this chance to dedicate this, "My Life Story" to you.

I know there were times when almost in despair, you could see no hopes for better things. There stood before you that "demon of hard times" in many ways, who tried to destroy your dreams, your struggles and determination to rear a family of two boys and two girls. There were times during your struggles only a finger print or a big "X" made it possible for you to exist as parents.

By that same token, you made it possible for the four of us to become educated.

To this day, August 11, 1992, I, as revealed in my book, the last of the Ford Clan, August 17, 1992, by the will of the man in the "Upper Room", I will celebrate my 86th birthday which no other in my family had the pleasure of such.

With sincere appreciation to God, the Maxwells, the Joe Nunn and the admiration of my students and friends, Thank you.

Wash's Boy



MENTAL HEALTH DIVISION

2570 CENTER STREET, N.E. • SALEM, OREGON • 97310 • Ph. 364-2171, Ext. 475

September 23, 1970

ROD McCALL
Governor
JOHN B. GAVIN, M.D.
Attorney General

Mr. Robert Ford
Roosevelt High School
6941 N. Central
Portland, Oregon 97203

Dear Bob:

Congratulations!! It was a thrill to see you on television last night. I hope many teachers keyed in on your words: "I teach children not subjects." I can recall the names of M.H. students that you have practiced this philosophy on: Sharon Nightingale, Corrine Floss, Bill Green, to name several.

The commentator on T.V. said you are well known for your work in the area of Journalism and English instruction and I know this is true, but I will remember you as a teacher that took time to help children having extreme academic problems. Many of these children did not have the ability to express their appreciation to their teachers at the time but I can assure you it was greatly appreciated then and now.

Sincerely,


Jerry McGee

Pioneer black teacher has a story to tell

Robert Ford, 86,
has written a book
about his Oklahoma
and Portland lives

By DEAN BAKER
Contributor

Robert Grady Ford watched from his bedroom window as the Ku Klux Klan dragged his neighbor out of his house and lynched him in 1921.

The neighbor had made a racial error in Shawnee, Okla. He sold vegetables to housewives on the white side of town. The Klan made sure the vegetable peddler didn't even over again.

Ford never quite learned to overcome society's "color line" and, as a result, 50 years later he became Portland's first black teacher.

He took a hard road from his Oklahoma roots to the Rose City.

As a child, he shopped cotton with his mom, dad, brother and two sisters. On his own, he arrived in New York City on the day the stock market crashed in 1929. He spent six years homeless and got a job as a "street boy," delivering letters, newspapers, documents and calls to General Central and Penn Stations. He made just a month.

Now 86 and dapper at 86, Ford studies a lot in his cozy Northeast Portland home as he shops for a publisher for his new autobiography. It's good reflection on both the Portland's former "Trash of the Year."

His terms fit nicely with postmodernism and with glamour that took the nation from his right eye and from most of his left, but he looks over a black thick book, typewritten and bound.

The book manuscript ripples with contemporary descriptions of a world that Ford says he still bears inside in the rooms of Fred Whitman and the Mills Brothers. As he walked along streets of "The Bottom" in Shawnee as a boy, he says, he could hear the harmonies of the famous black quartet pouring out of every open window.



After 50 years in the Rose City, Robert Ford recalls his early years as first black teacher in Portland schools.

“

The book kind of takes up where Alex Haley's 'Roots' and 'Queen' leave off.

Robert Grady Ford, pursuing his book

”

"The book kind of takes up where Alex Haley's 'Roots' and 'Queen' leave off," says Ford, shamelessly promoting his book. He grins.

"I'll put the truth," he says to much confidence.

"When I'd really like to have a series on television, I sent examples of this to the producers of the television series 'Fly Away,' but they said they couldn't.

Please turn to PIONEER, Page 2

AN HONEST CONFESSION IS THE LIGHT OF THE WORLD.

The book follows my life from birth and humble beginnings in Turner, Oklahoma, through high school then to Langston University for one semester, then to Oxford, New York during the Great Depression and finally to Morgan College in Baltimore where I received a Bachelor of Arts Degree in Education.

Ford: More stories left to tell than just his life as a teacher

66

■Continued from Page 1 consider it."

The Oregon Historical Society wants to publish his perspective as Portland's first black teacher, but Ford says dwelling on that last chapter of his life isn't what he has a mind.

He wants to tell his whole story:

• About his "silver boy" grandfather from Mississippi with whom he used to gather turtles and scorpions to raise tuition for Robert's older brother to go to medical school.

• About the unpaired buildings and hanging vines on the old plantation converted to the Morgan College campus at Baltimore where Ford earned his degree.

• About the Mass of Eliza teacher in the night.

• About his father, George Washington Ford, a school janitor, Methodist preacher and occasional cotton contractor who could neither read nor write and was known all his life as just plain "Wash" to the folks in Shawnee. Wash once shot a man, defending his daughter's honor.

With a touch of irony, history and respect, Ford tells his autobiographical "Wash's Day."

Shawnee life was like this:

Ford's older brother, Cooley, went to medical school and came back as Dr. Cooley Ford. He was a hard-driving and brilliant man, and he became the town's first black doctor. The townspeople had a name for him all his life. They called him "Wash's Doctor."

Then Robert went away to work and study day and night for six years in New York and Baltimore. He came back to Shawnee where he taught for seven years. All that time, around Shawnee, his name stuck too. They called him "Wash's Day."

When World War II broke out, Robert Ford was far from sorry to head west to work in the shipyards in Portland.

He says he got respect here.

“

I had some education, and I didn't want to go back to Oklahoma. I knew applying to teach in Portland would be a joke, because there were no black teachers here.

Robert Cooley Ford

”

In 1970, the people of Portland named him "Teacher of the Year."

That was the year Ford retired after 27 years of teaching literature, writing and drama at Roosevelt High School and the old Holladay and Elliot elementary schools. He also had taught summer school at Benson and Lincoln high schools and wrote a summer play called "Jennie," which was performed in schools and civic theater.

Back in 1943, he was sure he wouldn't be accepted here. But he gave it a try.

"I thought when the war was over that I'd just write and see what they said in the Portland edition," says Ford. "I had some education, and I didn't want to go back to Oklahoma. I knew applying to teach in Portland would be a joke, because there were no black teachers here."

Surprise. Six weeks later, May 6, 1943, Portland hired him. The Urban League was organizing in Portland at the time, and Portland's school doors swung open to black teachers for the first time.

On the same day, Portland also hired another black teacher: Leona A. Boone. She got married that fall, however, and didn't start her teaching until three weeks after classes began. So Ford edged Boone out slightly to become Portland's first black teacher.

Both Ford and Boone taught at Elliot School, where many black children attended. Boone died in the late 1960s.

While teaching in Portland, Ford says racism was a minor problem.

Ford visited the parents of all the children he taught in the first few years. Out of hundreds, all were considerate. Only one mother failed to invite him into the house. So they talked through the screen door.

"I don't consider those as problems," Ford says mildly. "Maybe I was just lucky."

He wasn't quite so lucky off campus. When he attempted to enroll in a master's program at the University of Oregon graduate school, an extension university professor's racism held him back. The professor, who was to give Ford the necessary tests and recommend him to the U of O, taught a graduate class that Ford attended at Lincoln High.

"When he told a story in class about a Negro preacher, I became terribly disturbed about it. I was sitting in the front of the classroom as I always did when I was in a room filled with whites. The other students went on a break. I waited patiently until they came back. Then I stood up and demanded an apology. I didn't get it. And I just walked out and didn't go back, no fees, no tests, no recommendation. He even had the only draft of my hand-written thesis."

The tests and recommendation evaporated.

But that's not Ford's main memory of Portland after 40 years.

"I applied for a job as a teacher here knowing that I wouldn't get it," he says. "I did. There were changes going on. I was the first black teacher in elementary in 1946 and the first to teach in secondary in 1952, and I had no problems really. Everybody was kind to me."

Now he points to his manuscript with a twinkle in his good eye. He says he'd like to share his story.

My difficulties, foibles, good times and bad during segregation and integration gives me a viewpoint somewhat different from many African American men who made their mark on civil rights in more "attention-getting" ways. I was a different kind of "mover", who with a determination and some luck, beat the odds for young black men of my time in order to fulfill my goals.

October 22, 1993

Mr. Robert Grady Ford
1804 N.E. Highland Street
Portland, Oregon 97211

Dear Mr. Ford:

We have read your manuscript, and we would be happy to publish it under our subsidy program.

"Wash's Boy" is a poignant and thoughtful journey tracing the interesting and honest life of a teacher.

You begin by creating a detailed picture of where you began your life. You then lead the reader through many important events which shaped your life, writing openly of your first love, how you set off alone for New York City, your college experiences, and your now memorable teaching career.

"Wash's Boy" has a gentle, flowing style which may allow readers a comfortable seat when traveling through your life. Truthful and straightforward language enhances the overall quality of this work.

So that there is no delay in providing you with all of the details, we enclose our subsidy publishing agreement for your consideration. To underscore the most important aspects of this contract, we'd like to mention briefly its major features.

As part of our subsidy publishing service, we will assign an editor to mechanically edit your manuscript, making a check for consistency and accuracy of punctuation, spelling, and grammar. Your manuscript will be returned to you for your approval, upon completion of the editing process.

We will recommend a typeface that is appropriate for your book. It will be printed on quality paper, expertly bound in a hardcover format and attractively jacketed. Other manufacturing specifications, which might lower the subsidy fee, could be taken into account. This format is our recommendation, but not your only option.

Please take a moment to review the enclosure found in the left pocket of this packet. We have selected these production and promotion materials so that you can examine a jacket or cover and direct mail flyer representative of those outlined in your contract.

We have set aside a specific amount of your subsidy fee as the promotion budget for your book. Our program consists of:

**THIS PUBLISHER
WANTS \$17,000.00.**

THEN
AND
NOW

1932
4/2/1994

FOLLOWING
PAGES



69

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JOE NUNN AND

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BOBBIE'S '50 TH'

REV BOOSER



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Now
50th ANNIVERSARY



PAPA
TRENTON
AND
STEVE

BOBBIE JOE DARLA

SHE REIGNS, AS A SOVER'

EIGN MIGHT O'ER AN

EMPIRE OF DELIGHT

AND WHERE'ER SHE

CASTS A SPARKLING

EYE. PEACE AND

HARMONY PRESIDE.



1 1

5-8-94

MOTHER'S
DAY

BOO!



HELLO
FROM
BOBBIE'S
50TH.
ANNIVERSARY



MY FACIAL EXPRESS-
ION GIVES YOU THE
IDEA I'M IN ONE OF
OKLAHOMA'S
OUT HOUSE'S.

OBSERVE WITH CAUTION.



LIKE THIS
POSE DO
YOU THINK
I NEED A
WIG?



KAY SAITO PAPA LITTLE JOE JAN

THEN
AND
NOW

UNCLE AND AUNTIE
JOE AND JAN

TRENTON
STRICKLAND



DEAR
MOTHER



JOY OF LOVE, PETS, AND NATURE RUB BOARD BLUES



(RELIC:LET'S YOU AND I
SIT IN THE BRIDGE OF THE
EARLY MORNING AIR AND
RECALL SOME OF THOSE
GOOD MEMORIES, WHICH
OVERGROWN AN IDEAL CLAD
RELATIONSHIP BETWEEN
US) IF I GET PERSONAL
IT'S BECAUSE WE ARE THE
BEST OF FRIENDS.

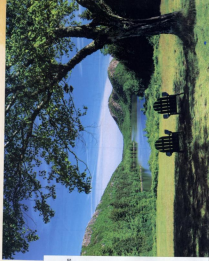
THANK YOU.

(HANLEY.....WILLIAM SHAKESPEARE)

POLYONISSEE YOUR CHARACTER, GIVE
THE THOUGHTS NO TONGUE, NOR ANY US,
PROPORTION'D THOUGHT HIS ACT: BE THOU
FAMILIAR: BUT BE NO MEANS VULGAR. THE
FRIENDS THOU HAST, AND THEIR AFFECTION
THOU'ST, GRAPPLE THEM TO THE SOUL, WITH
HOOPS OF STEELACT, SCENE.

"AN HONEST
DIVULGENCE HURTS"

SO 'ONLY TO ZITE





J.C. COSBY
 LUCY S. FORD
 N.J.C. STRONG
 LARA B. CAESAR
 MINNIE S. SMITH

LIKE A TREE, WE ALL NEED A PLACE
 TO GROW AND BRANCH OUT.

AS MY BROTHER GREN GRASS, HE WORKED FOR DR. LENSE, WHO OWNED A SMALL MEDICAL CLINIC-UP TOWN-FOR WHITE'S ONLY. IT WAS HIS JOB TO KEEP THE PLACE CLEAN AND GIVE OLD WHITE MEN EXAMS, HE MUST HAVE BEEN VERY WHITE, "TIGHT ASSED". FOR A GRADUATION GIFT, DR. LENSE GAVE MY BROTHER HIS FIRST LONG PANTS SUIT AND A NEW PAIR OF SHOES

2

(1ST STONE)

THIS GIRL WAS THE SISTER OF MY FIRST FIFTH GRADE CLASS TO MOVE INTO OUR NEW "DUNBAR SCHOOL". SISTER'S NAME WAS MOSSIE STONE, I LOVED THIS TEACHER VERY DEARLY, IT WAS SHE, WHO RETAINED ME IN THE FIFTH GRADE, WHEN I WAS A FIFTH GRADER I

3

(MR. H. J. CAPTAN)

THIS MAN WAS THE PRINCIPAL OF OUR SCHOOL FOR AS LONG AS I CAN REMEMBER. HE RETIRED SEVERAL YEARS BEFORE I WAS HIRED TO TEACH AT DUNBAR.

SLIP PERS.

OLD DUNB

GRASS WAS NOT INDUCTED INTO WORLD WAR ONE BECAUSE HE WAS A MEDICAL STUDENT AS LONG AS HE FINISHED HIGH SCHOOL. FOR MEAS ABOUT THIS PERSON I WISH YOU COULD READ THE BOOK I HAVE WRITTEN.

BARB AND SOLD MY CLASS MATES PAPER FURNITURE. I THINK SHE MADE ME MOVE MY FIFTH GRADE BECAUSE MY MOTHER TOLD HER TO KEEP ME THERE UNTIL I LEARNED. (I OBTAIN MOTHER IF MY MOTHER HAD BETTER FURNITURE IN MIND OR MOTHER)

MR. BUNNY



Abstract

THROUGH GRADES TEN, ELEVEN, AND MOST OF TWELVE, THIS GIRL LIVED IN THE COUNTRY AND NEVER MOVED BACK TO SCHOOL. EVENTUALLY, THIS PICTURE WAS TAKEN THE FOLLOWING AUTUMN.

[illegible]

HERNAN JOHNSON, WASHINGTON JOHNSON AND INTI JOHNSON LIVED A MILE OR TWO SOUTH OF THE SANTA PA RAILROAD TRACKS. THEY WALKED SIX MILES TO SCHOOL, THE JOHNSONS MOVED NEAR BEFORE GRADUATING.

**BIG SIMS
LUNCH ROOM**

IN FRONT OF "HER AN HIS"



THIS IS BUT A MOMENT IN THE FLOW OF ETERNITY

"On last chapel in the centuries wood
where rolls the "Oregon."

These lines were composed by a boy seventeen years old--
William Collier Bryant. These lines were taken from
"Theodetopsis, A View on Death," and published in 1817. During
our time, the "Oregon" was named the "Columbia River" which
separated the State of Oregon from the State of Washington.
According to legend, this river was called the Great River,
and great it was as it came flowing from the Canadian lake,
physically demanding strength from the many tributaries to
form itself through the Cascade Range of Mountains into
its river bed through Vancouver, Oregon, and thus became the
cause of the great "great flood."

FROM - **WASH'S BOY**
WRITTEN AND PUBLISHED
BY **BOB FORD**
EDITOR **DONNA LEIGH**
1991

VANPOT, OREGON FLOOD

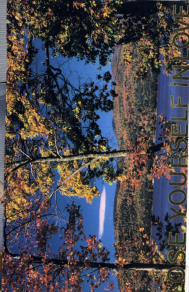


ONE LONG FROM THIS PLACE
REALLY PUT MY HORSE HOLD IN A
TERRIBLE POSITION. WE WERE LUCKY
TO SAVE OUR LIVES. OUR CLOTHING,
OUR FAMILY FURNITURE WERE
WASHED AWAY. ALL OF MY CHILDREN
WERE, FURNITURE AND MOST OF MY
GOOD MEMORIES WERE GONE THE
DRAIN.

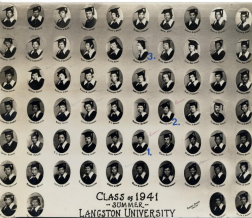
IN REALITY, WE HAD TO BEGIN
OUR LIVES FROM SCRATCH.



PEACE
WILL
FIND
IT'S
WAY:



LOSE YOURSELF IN LOVE.



1 SISTER
2 BROTHER
3 WIFE
3 FRIEND

CLASS of 1941
- SUMMER -
LANGSTON UNIVERSITY

Langston University

By authority of the Board of Regents of Oklahoma Colleges
and upon recommendation of the Faculty
hereby confers upon

Adele Marie F. N. Teach,
the degree of

Bachelor of Science in Elementary Education

with all honors, rights, and privileges appertaining thereto.
Given under the Seal of the University at Langston, Oklahoma,
on the 21 day of July, nineteen hundred forty-one.



Approved:

Oklahoma State Regents for Higher Education

John Rogers
President

W. H. Harrison
President of the Board of Regents
W. H. Harrison
Secretary of the Board of Regents
W. H. Harrison
Secretary of the Board of Regents

No C 29503

NOTE: Any certificate is void when the certificate holder is reported to be deceased to the State Board of Education, Oklahoma City, Oklahoma. There is no return of this Certificate to any one.

Ken Service



Public School Teachers Certificate

APRIL 24, 1928

(29503)

Having fully complied with the requirements of the

STATE BOARD OF EDUCATION

is hereby granted this certificate authorizing the holder to teach the subjects and grades listed herein in the Public Schools of Oklahoma for the period of three (3) calendar years in the compliance prescribed by the State Board of Education.

SUBJECTS

GRADE

EXPIRES

English, History, Geography, Science, Civics, Latin, Greek, Art, Music, Physical Education, etc.

1st

Any other feature here of legal nature the holder is to add

James M. Hester, President State Board of Education

PRESIDENT STATE BOARD OF EDUCATION



1. DR. C.E. FORD

2. C. FINCHER

3. A. LEACH

4. A. FORD

5. G.W. FORD



KAY AND HER PAL CRYSTAL.



White Rose Luncheon
A Tribute to Women of Achievement

WILMA CAPLAN

SUE RICHARD

TON FOSTER

MARILYN PAMPLIN

SHIRLEY HUFFMAN VIRGINIA TUBBS

BOBBIE JEAN NUNN

PASSION

LEADER

ETHICS

五、



Abstract

Robbie from replication to prevention and intervention has benefited her community, the nation, young children and Black women everywhere. Robbie has begun teaching in the Portland Public School District at Richmond and Laurelhurst Elementary Schools. She has also contributed to the school district as a school administrator, designating priorities, and directed a federally funded teacher training program. She began volunteering in the 1980's and hasn't stopped. Some organizations that have benefited from her dedication and leadership are: The Louis Portland Women's Political Caucus, The Urban League Guild, East Portland District Coalition representing Arroyo Neighborhood Association, St. Philip Episcopal Church, and Portland Chapter NAACP. Robbie has received many local and national awards such as, "Woman of the Year" for personal contributions to human service from the National Council for Children and Youth, "Woman of Excellence" from Delta Sigma Theta Society, and Community Service Award from Douglass Foundation. Robbie from "teaching" prevention has led to great results in St. Louis. Robbie from "teaching" prevention has led to great contributions, helping the disadvantaged and children everywhere.









Sandra Boyd and Laurie Fredrickson



THE SCHOOL PRESS

2-23-67



KAY PLANTED AND CARED FOR ALL



OF THE BEAUTIFUL FLOWERS IN

THIS
BOOK





I heard something shocking...

POPULARITY
COZZWS

VOTE

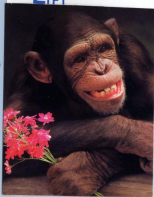
YES

LIFT COVER

VOTE FOR YOUR CANDIDATE

VOTE **N**o!

LIFT



CONSIDER THESE QUALITIES WHEN YOU VOTE "YES"

1. OLD

6. HALF BLIND

2. WOLF

7. LOYAL AT TIMES

3. TIERED

8. YOU NAME IT

4. CITY SLEAZE

9. SMART

5. LONELY

10. I THINK I AM CUTE

PLEASE I'M AT YOUR MERCY.

SEN FORD.....

YES

NO

✓		✓	✓
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✓		✓	✓
		✓	✓
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		✓	✓

THANKS



THESE ARE MY QUALITIES....

7. INDEXING

9. 10. 1997

 Springer

10. Filthy rich

I'M NOT TOO SURE ABOUT THE
LAST TWO. VOTE YES AND SEE

607

[illegible]



Mr. Robert G. Ford

Educator



A Grateful Community
extends its sincere appreciation for
Twenty - Seven
years of devoted service in the
PORTLAND PUBLIC SCHOOLS



Mankind knows no higher or nobler purpose than the education of its youth for a competent and honorable life. The teacher, as the indispensable instrument of that purpose, has earned a permanent place in the hearts and minds of all in this community.



Therefore, on behalf of the parents, the children and the staff of School District Number One, the Chairman of the Board of Education and the Superintendent of Schools are proud to affix their signatures as a mark of respect to this teacher upon the occasion of retirement from active duty, and to express the hope that the future years may bring an abundant measure of rest and happiness.

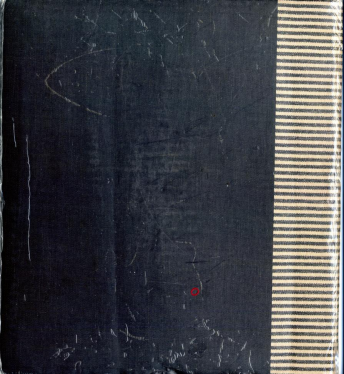
Robert E. Ridgway
Chairman of the Board

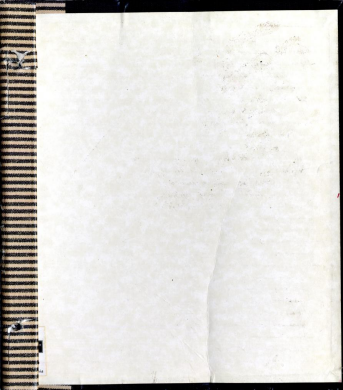
Wm. Blumenthal
Superintendent of Schools

My 88TH BIRTHDAY.

8/17/94

TOP





-M E M O R I E S-
ARE MADE BY THINGS LIKE THESE-



PART ONE

BOB FORD 3894



V

BLACK EDUCATORS AND EDUCATION

1867 / 1945

READ PAGES 4-5-49



BLACK EDUCATORS AND EDUCATION

1867 /
1945

READ

PAGES

4-5-49

