

AN ABSTRACT OF THE THESIS OF

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The present study was undertaken to record significant information concerning the history and development of the tax-supported adult education agencies of Umatilla County, Oregon, to the end of the fiscal year 1945-46. The writer hoped to determine if the adults of the county as a whole were receiving organized instruction through the tax-supported adult agencies, or if the efforts of the various agencies were being concentrated in a few localities. An attempt was made to record how the programs had changed from simple to complex. By studying the development of an institution over a period of years, one may be enabled to detect a deficiency preliminary to reform or to a duplication of service. Finally, it was desired that a composite picture of the tax-supported adult education agencies of Umatilla County, Oregon, be presented.

The historical method of research was the procedure followed in working out this study. A combination of the chronological and thematic grouping of material was used in writing the history and development of the agencies in a readable form.

The idea of a free public library, supplemented by the resources of the State Library, grew from one centered in Pendleton until there was a county system of twelve public libraries. In addition to the regular library services, fifteen reading stations were maintained by the central library, individual reading courses prepared, and educational films shown.

The program of farm visitations, method demonstrations, and circular letter distribution conducted by the county agent grew to one more complex which, in addition to the earlier services given, included conferences, tours, method and result demonstrations, radio talks, and numerous other duties. The program became so extensive that an agent and two assistants were necessary to carry out the work which was county-wide in scope. Ample county provision for an organized home demonstration program in Umatilla County was delayed. Considerable growth was made in the last decade, and fifteen organized home

extension units were conducted in 1945-46. Interest and demand for the program has increased since that time in other localities.

Some of the programs of adult education extended through the General Extension Service have endured the test of time and practicality, and some have been discontinued. The correspondence courses were utilized by persons in communities throughout the county. Extension classes were localized in one center in the county and were available only to those persons who came to that center.

All the state-sponsored vocational education classes for adult education in Umatilla County were centered in one locality, with the exception of three classes in homemaking, and again they were available only to those persons who came to that center. A diversity of courses was noted in trade and industry and distributive education.

Little evidence was found in the county of an active organized program of adult health education. Military education was conducted in units located at Pendleton and Milton-Freewater and a detachment at Hermiston. Except to extend the facilities of the buildings, equipment, and personnel, the public schools of the county have done little in the way of adult education. A modern museum located in Pendleton diffused some historical knowledge to a limited number of people. The emergency programs inaugurated by the Federal Government for adult education were on a temporary basis, designed as a measure of relief to the depression stricken individuals.

The recommendations follow:

1. A Umatilla County Adult Education Committee be organized from the members of both the tax-supported and the non-tax-supported agencies carrying on adult education within the county.
2. A survey be made of the county by the committee to determine the adult education facilities available in the non-tax-supported agencies and the tax-supported agencies.
3. The findings of that survey be listed and publicized throughout the county.
4. A survey be conducted in the west end of the county to determine if there is sufficient interest to warrant the establishment of a center for General Extension classes in Hermiston.
5. A similar survey be conducted in the northeast section of the county to determine if interest is sufficient to warrant the establishment of a center for General Extension classes in Milton.

6. A survey be conducted of the medical facilities of the county to determine the available facilities for an improved program in adult health education, as some sections of the county receive little instruction.
7. The individual reading course service and the traveling library service conducted by the State Library be delegated to the Umatilla County Central Library, as a duplication of similar services was found to exist.

ADULT EDUCATION THROUGH THE TAX-
SUPPORTED AGENCIES OF UMATILLA COUNTY, OREGON

by

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ADULT EDUCATION THROUGH THE TAX-
SUPPORTED AGENCIES OF UMATILLA COUNTY, OREGON

CHAPTER I

INTRODUCTION

The consensus of opinion among educators today is that adult education plays an important part in society as a means of assisting in the general improvement of the welfare of not only the nation but also the world. Education is no longer thought of as ceasing with graduation from the elementary and secondary schools or the colleges and universities. F. M. Yockey, Principal of the Technical Adult Evening School in Oakland, California, said,

Regardless of the place an individual leaves the formal ladder of education, his education is not complete even if he receives a diploma or the highest degrees granted by a college or university. The function of the school is to provide the individual with the tools of learning and give him an intellectual curiosity which will keep him learning during the remainder of his life. The individual who has finished his education is dead--even though the neighbors have not got around to burying him. Education is a life-long process.¹

The astounding changes in our culture, resulting primarily from the influence of science and technology, necessitate additional means of interpreting the significance of these changes by the adult population. Many persons are engaged in occupations which require frequent re-educating.

Communities are beginning to attack aggressively the problem of attempting to prepare adults as well as young people for the responsibility of becoming actively participating members of society. As more persons are encouraged to assume this obligation and are educated to the importance of their particular task to the over-all plan, a major step will have been taken in solving some of the social problems. The financial support of adult education programs may be supplied by one or a combination of two or more of the following ways: by the adults themselves in some form of tuition, by those for whom the adult work is considered necessary or advisable as in business enterprises or industries, or by the various governmental or public agencies which may be singly or jointly supported by local, state, or federal funds. In addition to those means, there are numerous organizations and institutions, such as churches, men and women's clubs, and hobby clubs, carrying on worthwhile programs of adult education.

Statement of the Problem

The problem of this study was to record the history and development of the tax-supported adult education agencies in Umatilla County, Oregon, to the end of the fiscal year 1945-46. Sometimes the magnitude of a task creates the sensation of the futility of any effort exerted and dwarfs the contributions made toward advancement. Realizing this, the writer wished to deepen and enrich one's understanding and appreciation for the achievements, however small, made by those actively engaged in promoting adult education in the tax-supported agencies in Umatilla County. An attempt was made to determine the communities which participated in the programs for adult education extended to them and to what extent the adults availed themselves of these opportunities for further education. Effort was exerted to record how the program changed from that of a relatively simple plan to that of a rather complex organization. By means of studying the development of an institution over a period of years, one may be enabled to detect a deficiency preliminary to reform or to a needless waste or duplication of effort. Finally, it was desired that a composite picture of the tax-supported adult education agencies of Umatilla County be presented.

Purpose and Need of the Study

The materials collected and recorded in this study should present an impartial picture of the tax-supported agencies contributing to adult education in one county. No effort was made to record the extent of adult education in the non-tax supported agencies many of which have carried on worthwhile programs. The relationship between the various tax-supported agencies and the programs of each may be of interest to the educators of that county in order that the greatest utilization of the educational resources in the respective localities may be realized. These services can be visualized better when assembled into one composite account. Greater effort on the part of those individuals interested in adult education may be motivated and may contribute to increased adult participation in the various areas of learning. In addition to these factors, the knowledge of the origin and growth of an educational institution is important professionally.

Method of Procedure

The historical method of research was the procedure followed in working out this study. A combination of the chronological and the thematic grouping of material was used in writing the history and development of the adult educational agencies that were tax-supported.

Sources of Data

The data used in this study were obtained by means of personal interviews, correspondence, research in library references, and the examination of the records of the respective agencies whenever possible.

Limitations of the Study

This study was limited by the destruction of the early records for vocational education prior to 1935 by the burning of the State Capitol Building at that time. A further limitation was imposed in the removal by the Federal Government of the records for the emergency program of adult education which was conducted for a short period of time following the depression years.

Location of the Study

A description of Umatilla County should help to provide an adequate setting for the background of this problem.

Umatilla County was created on September 27, 1862, upon its separation from Wasco County. With a total land area of 3,231 square miles, or 6,067,840 acres, it ranked eighth in the state according to size and first according to the number of tillable acres, which in 1944

was 326,480 acres.² Leading the other counties in the amount of wheat produced, Umatilla County produced nearly seven million bushels in 1945, which was about a third of the total produced in the state.³ Wheat and field crops such as oats, barley, hay, and grain provide nearly half of the gross agricultural income, and stock raising accounts for about a third. Other crops depend largely upon irrigation. In recent years the growing of canning peas has become an important source of income in certain sections of the county where this crop is rotated with wheat. Special mechanical equipment and large-scale operations are used.

Very little has been done in the way of geological reconnaissance in the county nor have its rock formations been mapped completely. Sand and gravel pit operations at two or three locations represent the development of mineral resources in the county, although basalt is prevalent in most parts.

Approximately 533,840 acres are in forested lands, which is composed of stands of ponderosa pine, douglas fir, white fir and larch. A large percentage of the

²

Farrell, Robert S., Oregon Blue Book, 1945-46, pp. 251-252

³

Irvine, E. Eastman, Editor, World Almanac, 1947, pp. 282, 284, 286.

CHART 1

The Incorporated Towns of Umatilla County

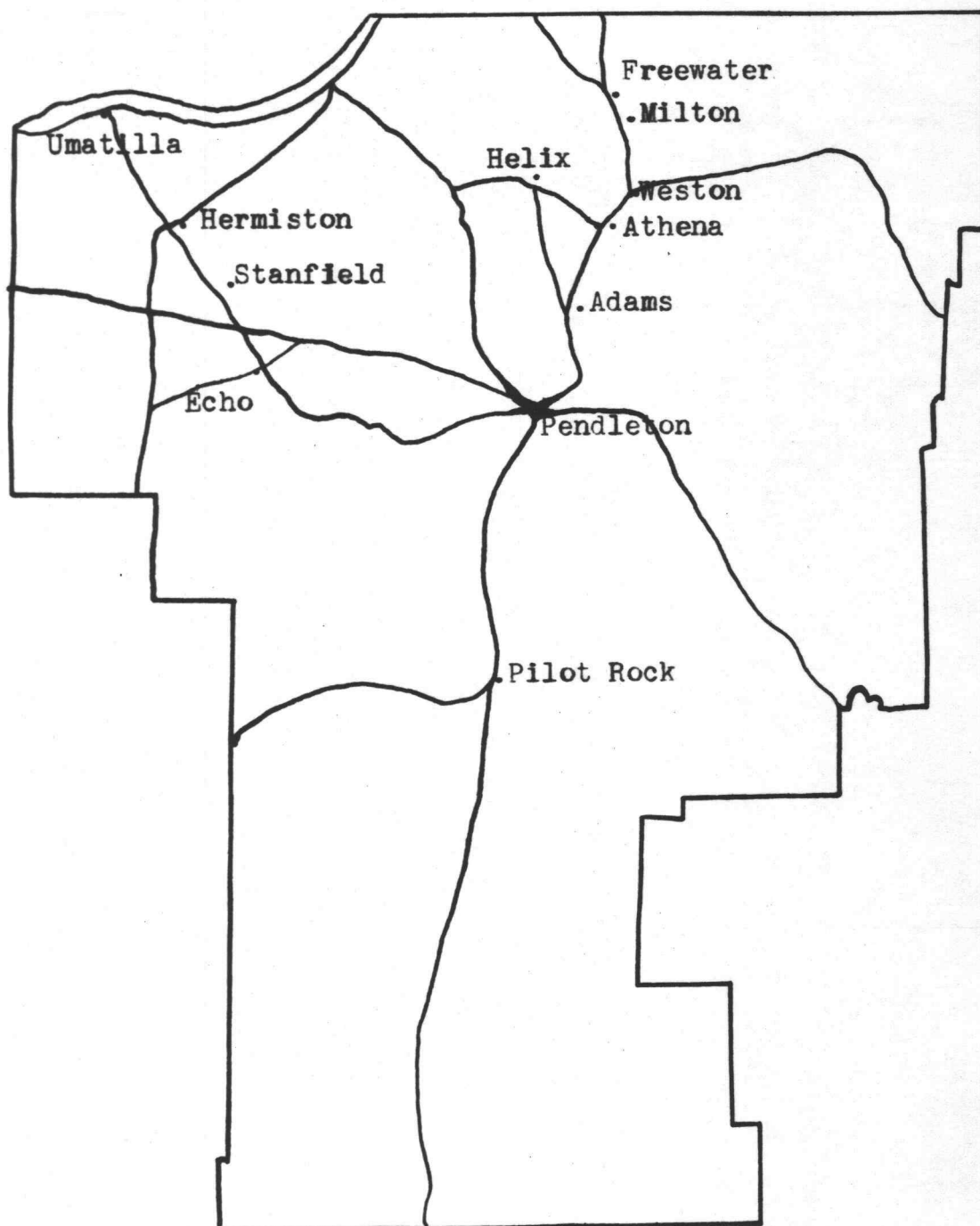


TABLE I

The 1940 Population and Incorporation Dates of
the Incorporated Towns of Umatilla County, Oregon

Name	Population	Date
Adams	169	1893
Athena	513	1905
Echo	280	1904
Freewater	825	1912
Helix	121	1919
Hermiston	803	1907
Milton	1,744	1886
Pendleton	8,847	1880
Pilot Rock	358	1912
Stanfield	241	1910
Umatilla	370	1906
Weston	498	1878

acreage is in public ownership within the Umatilla National Forest.⁴ Within the county are located fourteen sawmills, the largest being at Pendleton and Pilot Rock.⁵

A chart on page 7 shows the incorporated towns in the county, and Table I on page 8 indicates the population of those towns and the dates of incorporation.

Description of the Population and the Communities

The problem of establishing and maintaining programs of adult education is not limited to the organization of a unit of work and the selection of an instructor or a leader. Programs of adult education are dependent for the success of operation upon the people of the area. An understanding of the composition and background of its population would be helpful in appreciating the problem of adult education in Umatilla County.

Table II on page 10 indicates the age and the race characteristics of persons that were twenty years of age and over in 1940. Of the county population of 26,030,⁶ more than half, or 13,210 persons, were twenty years of age or older. In regard to this trend toward an older

⁴ Agricultural Planning Conference, Report of Umatilla County, 1947, p. 10

⁵ Ibid., p. 12.

⁶ Farrell, Robert S., Oregon Blue Book, 1945-46, p. 289

TABLE II

The Age and the Race Characteristics of Persons Who Are
Twenty Years of Age and Over in Umatilla County, Oregon,
in 1940 ⁷

Age	All Classes	Native White	Foreign Born	Other Races
20-24	2,040	1,966	26	48
25-29	2,050	1,940	47	63
30-34	1,921	1,812	58	51
35-39	1,845	1,686	102	57
40-44	1,773	1,612	102	59
45-49	1,801	1,617	150	35
50-54	1,827	1,557	225	45
55-59	1,532	1,322	183	27
60-64	1,178	992	162	24
65-69	877	737	116	24
70-74	649	529	104	16
75 and over	717	564	130	22
20 yrs. & over	18,210	16,334	1,405	471

⁷

Sixteenth Census of U. S., Population, vol. II, part 5,
Table 22, 1943, p. 996.

population, Steffan Andrews pointed out significant national implications:

So rapid is the change in the country's once relatively youthful population, that an eventual population of almost 20,000,000 persons in the 65-and-over age bracket is bound to be attained.

This in turn will have far-reaching social and economic effects on productive enterprise. Goods for children's consumption will decrease and there will be a continuous increase in the demands of middle-aged and older groups.

Similarly, there will be changes in amusements and recreational preference. Diseases and infirmities of later life will come to demand a greater share of medical services, and there will be an expanding need for institutional facilities for the care of the aged.

The population experts predict that on the changing size, age structure and composition of the population will depend in large measure the future needs for housing, public utilities, school facilities and the services, as well as the dimensions of future problems of employment.⁸

Of the total population in the county in 1940, 1,151 persons were Indians⁹; 41 were Chinese¹⁰; and 10 were Japanese.¹¹

The Umatilla Indian Reservation is located about

⁸ Andrews, Steffan, "Nation Growing Matronly, Census Bureau Reports", in The Oregonian, August 1, 1946

⁹ Farrell, Robert S., op. cit., p. 152

¹⁰ Sixteenth Census of U. S., Population, vol. II, part 5, Table 25, 1943, p. 1004.

¹¹ Loco. cit.

five miles east of Pendleton. It was established in 1855, and is now occupied by members of the Cayuse, Nez Perce, and Walla Walla tribes, who are engaged in wheat growing and ranching. No government schools are maintained on the reservation, but missions are maintained by the Roman Catholic and Presbyterian Churches. This description of Indian reservation life was compiled by the Workers of the Writers' Program:

The Indians living on reservations dress in much the same way as their white neighbors, live in the same kind of houses and carry on the same domestic and industrial pursuits. Their native handicrafts include tanning and decoration of skins, fabrication of baskets, beadwork on buckskin, and the making of corn-husk bags and mats. Each reservation is served by church mission schools or by the public school system of the state.

Four canneries care for the output from 5,000 acres of upland peas on the Umatilla Reservation. Fine horses, cattle, hay, and grain are produced. All land has been allotted, and a business committee for each reservation has superseded tribal government.

Although Oregon Indians have abandoned most of their tribal ways, at times drums still throb above the music and words of tribal songs and busy feet pattern the ceremonial dances.

The Umatilla Indians form an encampment at the Pendleton Round-up and participate in the parade and Westward Ho pageant. The Round-up, though colorful, is not a true picture of Indian life, but a dramatized version of what the Indian thinks the white man wants to see.¹²

The lack of government maintained schools tends to decrease, to a certain extent, some of the limitations imposed by the segregation of reservation life. The missions conduct a fine program of religious and cultural education.

In regard to the educational attainments of the adults of the county, the median number of years in school completed by persons who are twenty-five years of age or over was about eight years for the men and slightly higher for the women. Table III on page 14 shows the number of years in school completed by persons who were twenty-five years of age or more.

The topography of the county was a contributing factor in the location and growth of the communities. As the county lies between the Columbia River and the Blue Mountains, the eastern part is extremely rugged with numerous canyons and ridges; the northwestern and north central part is largely lowlands with undulating plains. In the central and northeastern portions of the county the highly productive soils are located.

Pendleton, the county seat, is located in the central portion of the county and is one of the larger cities in Eastern Oregon. Descriptions vary concerning the manner in which Pendleton became the county seat. The Oregon Writers' Project of the Work Project Administration, using the traditional interpretation, describe it

TABLE III

The Years of School Completed by Persons Who Are Twenty-Five Years of Age and Over in Umatilla County, Oregon, in 1940 ¹³

Years of School Completed	Male	Female
Grade School		
0 years	154	97
1-4 years	532	289
5-6 years	706	424
7-8 years	3,559	2,533
High School		
1-3 years	1,365	1,359
4 years	1,177	1,396
College		
1-3 years	621	745
4 years or more	415	292
Not reported	275	231
Total 25 years old and over	8,804	7,366
Median school years completed	8.6	9.5

¹³ Sixteenth Census of U. S., Population, vol. II, part 5, Table 21, 1943, p. 989

in this manner:

The site of Pendleton was on the Oregon Trail, and emigrant trains rattled over the townsite for twenty years before the Umatilla River country was recognized as good wheat land, in the early sixties. But land was cheap even then, for Moses E. Goodwin traded a team of horses to squatters for 160 acres just below the mouth of Wild Horse Creek on the Umatilla River. Goodwin operated a ferry and ran an inn at which he entertained "an occasional wayfarer". The only other house on the Goodwin place was occupied by G. W. Bailey.

Creation of Umatilla County in 1862 gave Goodwin and Bailey an opportunity to exercise their genius toward making the farm into a county seat. Marshall Station was the first county seat, but the election of 1864 to select a permanent county seat eclipsed the presidential election in local interest. Umatilla County then included almost all of northeastern Oregon, and agricultural interests wanted a central location for the transaction of their legal business. Umatilla City, or Landing, at the junction of the Umatilla and Columbia rivers, won the contest, and the county seat was moved there in 1865. Goodwin erected a toll bridge the following year.

Agitation for the new county seat was not long in coming, and Moses Goodwin and G. W. Bailey were in the thick of it. The state legislature in 1868 provided for a general election in which two choices were possible: "the present location of Umatilla Landing as one candidate and the Upper Umatilla, somewhere between the mouths of Wild Horse and Birch Creeks, as the other". In the elections of that year Bailey was chosen county judge, and when public sentiment showed itself in favor of a change in county seats, he and Goodwin assumed leadership of a movement to have Goodwin's farm declared the county seat. Goodwin's offer was accepted by the commissioners after a few weeks' "search" and the records were removed to Judge Bailey's house in 1869. On his recommendation the new "town"

was named Pendleton, for George Hunt Pendleton, Democratic candidate for President in 1868; Pendleton was popular among agricultural people in the West because they regarded his proposal to pay the principal on government bonds in greenbacks instead of gold as a measure of relief from taxation.

Umatilla City promptly brought suit against Pendleton for removing the county records from a safe place to a farmhouse, and the new "county seat" was required to give them up until suitable housing could be arranged.¹⁴

Pendleton served as an important junction on the Old Oregon Trail from which trails extended to Fort Walla Walla on the north and the John Day mining country to the south. It soon became the trading center for the Eastern Oregon sheep and cattle country, but the completion of the Union Pacific line through Pendleton in 1889 gradually led to a change from cattle to wheat raising. The industrial employment of the town is largely concentrated in the seasonal operations of pea canneries, a lumber mill, and a box plant. Flour milling, railroad repair shops, and a woolen mill are non-seasonal operations. The only radio station in the county is located at Pendleton and is commercially owned and operated.

Milton is situated on the old stage line between Wallula, Washington, and La Grande. When the sale of

¹⁴ Oregon Writers' Project, Oregon, End of the Trail, 1940, pp. 203-203.

alcoholic beverages was prohibited in Milton, a miller, possessing water rights on a nearby stream, moved outside of the corporate limits and encouraged seekers of new homes to settle there. As an added attraction, he gave them free water privileges, and the town which grew there became known as Freewater. A large pea-raising area surrounds the two cities. At one time when wheat had been the major crop, part of the land was idle each year under the summer-fallow plan. Now by rotating wheat and peas, greater land utilization is accomplished.

Similar agricultural pursuits are found at Athena, Adams, Weston and Helix. Athena is the center of this pea-raising area, and the location of a pea cannery there gives the town increasing economic importance. Adams and Weston are the older established communities of this area. At one time Weston, the oldest incorporated town of the county, was the site of Eastern Oregon College, and at that time rivaled Pendleton in business. A fire destroyed all but two of the business houses in 1880, and the former prestige was never regained. Those four towns are located in a rich farming area.

Pilot Rock marks the southern boundary of the wheat region. One of the largest lumber mills in the county is located in this vicinity. Lumbering, wheat and stock raising are the predominant occupations.

In the southern end of the county is the unincorporated community of Ukiah. A district ranger station is maintained there. Lumbering, cattle and sheep-raising constitute the main occupational pursuits of that region.

Echo, Stanfield, Hermiston, and Umatilla are located in the west end of the county in one of the principal irrigation sections of Umatilla County. Hermiston received considerable impetus in its growth as a city from the Government Irrigation Dam project. With the establishment of the Umatilla Ordnance Depot by the government, the town made additional growth and civic progress. The division point and repair plant for the Union Pacific Railroad are located at Umatilla, and petroleum products are shipped by river barge to that point which is the head of navigation. At present, the towns of Hermiston and Umatilla are experiencing considerable gain in population and business enterprises in anticipation of the construction of the McNary Dam on the Columbia River.

CHAPTER II

HISTORY AND DEVELOPMENT OF THE TAX-SUPPORTED ADULT EDUCATION AGENCIES IN UMATILLA COUNTY

Public Libraries

Although many means of communication must be employed in adult education for modern living, one of the chief tools is reading. Libraries, as the special dispensers of such tools, should be available to the public for use. Both the Oregon State Library and the Umatilla County Library with its branch libraries are available to the people of Umatilla County.

The Oregon State Library was established as a territorial library at the seat of government in 1848. At first the State Library was a depository for law books and state documents. In 1905, the Oregon Library Commission was created to develop public and school library service throughout the state and to lend books. In 1913 the Library Commission became the State Library. Today the State Library is the depository for government and state documents, serves as a reference library for members of the Legislature and officers and employees of the state, maintains a general mail order reference and loan service, conducts traveling libraries and individual

reading courses, and aids in the development of public and school libraries. Traveling libraries came into existence in Oregon to meet a definite need of the people of the state. The situation has been described thus:

The present problem in Oregon is to supply books for small communities unable to maintain libraries, and to build up the school libraries, which must, in a large part, serve the rural communities of the state. Experience has proven that the success of a library depends upon a constantly increasing supply of books, and ability to meet the demands of readers. It is almost impossible for a community of under 500 people to support a strong library, paying for books, service, and rent. Until the past few years all effort to supply books and all interest in libraries have been directed toward the building up of city libraries, and the country has been neglected. The most economical and satisfactory method of giving library opportunities to country people, and of supplying books for small communities, is to have a State center from which libraries, may be sent to these communities and exchanged at frequent intervals for other sections of the State lending library. In a State like Oregon, which is practically without public library facilities, the State center is of the utmost importance, and the traveling library is the solution of the problem of a book supply for all the people of the state.¹

A traveling library was a small collection of books, generally from fifty to sixty in number, which was sent out to a community in which a permanent station has been

¹ Oregon Library Commission, First Biennial Report, 1907, p. 9.

established. The books were loaned free of charge to all responsible persons in the community. Usually the collection was kept in a convenient public place such as the store or grange hall. The actual reading was likely to be greater than the recorded circulation because the books drawn from these libraries were often read by more than one member of the household.

In 1907, the only traveling library station in Umatilla County was in Freewater where it was located in a store. In 1909, Hermiston, Milton, Nolin, and Weston established traveling library stations. One traveling library was sent to Umatilla County in 1911; three in 1921; one in 1927; two in 1936; and one in 1944.

Individually prepared reading courses have been offered by the State Library since December, 1932, when Harriet C. Long, State Librarian, inaugurated the plan to aid unemployed workers.² These reading courses were planned carefully to be in accord with the educational background and experience of the reader. The courses were as a means of enriching life and increasing skill.

Table IV, page 22, shows the number of individual reading courses that have been extended to communities in Umatilla County.

² Oregon State Library, Biennial Report, 1947, p. 24.

TABLE IV

The Number of Reading Courses from Oregon State Library
Extended to Communities in Umatilla County

Name	1932	1934	1936	1938	1940	1942	1944	1946
Athena	0	0	1	0	1	0	0	0
Echo	3	1	1	0	0	0	0	0
Freewater	0	0	3	0	5	0	0	0
Helix	0	0	2	0	1	0	0	0
Hermiston	0	0	0	2	1	0	0	0
Meacham	0	4	1	0	0	0	0	0
Milton	0	0	1	0	1	0	0	0
Pendleton	3	3	4	13	5	6	1	4
Pilot Rock	0	2	2	1	0	0	0	0
Rieth	0	0	1	1	0	0	0	0
Stanfield	0	2	12	4	23	19	0	0
Umapine	0	0	1	0	0	0	0	0
Umatilla	0	0	0	0	1	0	0	0
Weston	0	2	4	17	0	0	0	0
Total	6	14	33	38	38	25	1	4

In regard to reading courses in the state as a whole, the following statement was made in the Biennial Report to the Forty-fourth Legislative Assembly by the Oregon State Library:³ "It must be admitted that the peak which this work attained during the depression years of ample leisure has diminished rather than accelerated during the past biennium." The number of reading courses recorded in Umatilla County during the last two bienniums has been smaller than that during any previous biennium.

In addition to those services, the State Library has conducted a mail order service to persons not having library facilities. In the 1934 biennium, there were 252 mail order patrons in Umatilla County; 358 in 1936; 333 in 1938; 249 in 1940; 214 in 1942; 231 in 1944; and 208 in 1946.

The Umatilla County and city library services were supplemented by loans from the State Library which gave direct services to individuals in areas lacking libraries. A map of the location of the central and branch libraries of the county library system is shown on page 25.

³ Oregon State Library, loc. cit.

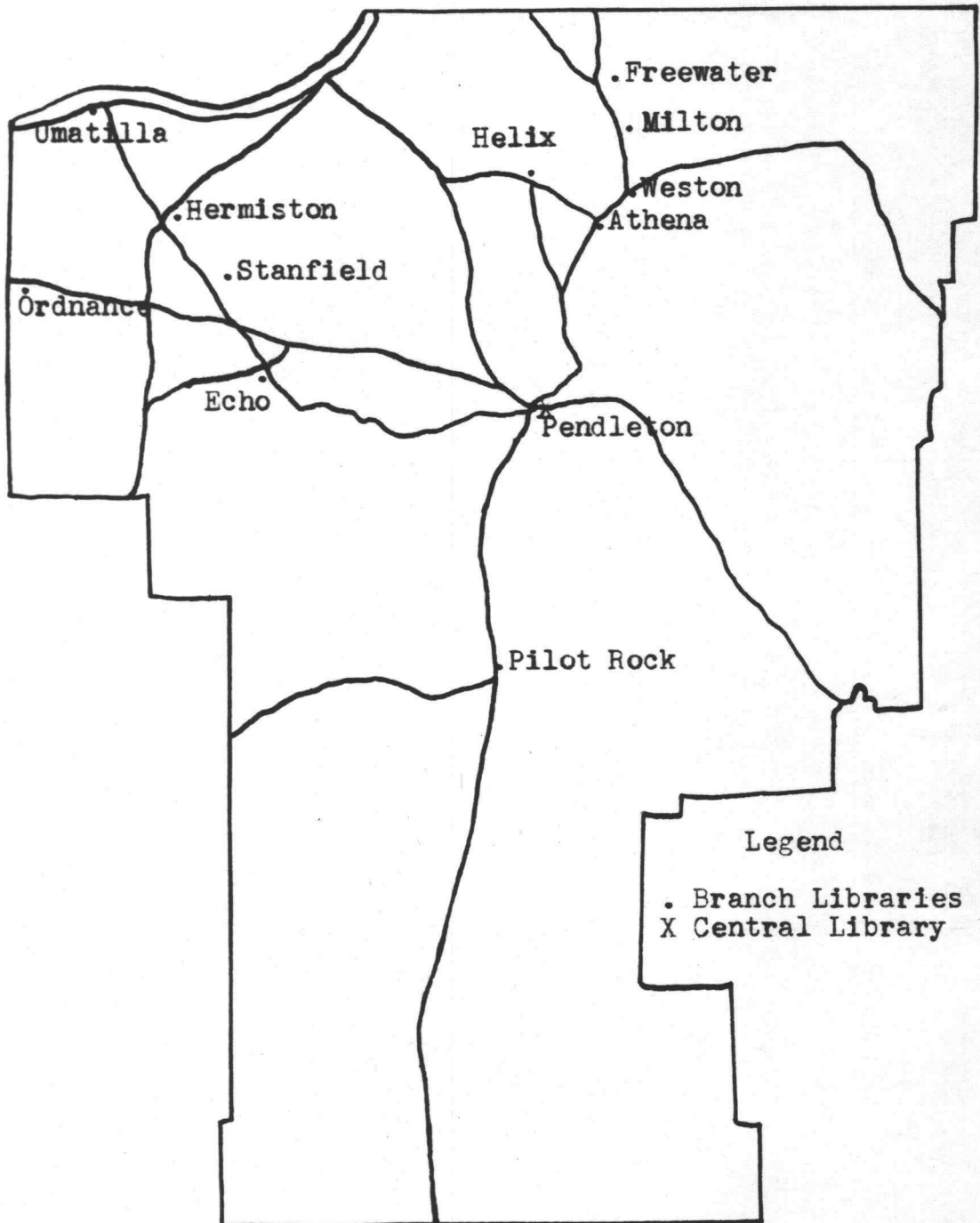
A library supported by taxation was founded in Weston in 1885. A public subscription library was founded in Pendleton in 1894. A free public library was opened in June 1909 under the care of a trained librarian, Miss Mayme Botterson, whose place was taken in July, 1910, by Miss Lotta L. Fleek. The Commercial Association allowed the books of its library to be moved to the public library and be administered from there. This subscription library contained an excellent collection of standard volumes and formed the nucleus of the library. Pendleton continued its library service until 1913 when the library board began preparations to extend the library facilities throughout the county. Thus Umatilla County was the third county in the state⁴ to take advantage of the State Library Law of 1903, and amended in 1911, which provided that any county in the state might levy a library tax for the support of a county library. The establishment of the county library system in Umatilla County was described in this manner:

To have a library whose service would be county-wide and which would be adequately supported by public funds became the aim of the library board. In October, 1913, circular letters were sent throughout the county explaining the advantages of a county

⁴ Ibid., 1917, p. 12

CHART 2

Public Libraries of Umatilla County



system with branches in every town. On October 20, the state librarian, and the library board began a three days' tour of the county holding mass meetings from which petitions were sent to the county court asking for the establishment of a county library system with the proper tax support. The county court was interested and immediately placed a \$5,000. levy for county library maintenance in the annual budget.

A contract was then drawn up between the county court and the Pendleton Library Board, of which the main provisions were that the county should levy not less than .1 of a mill (\$5,000.) for library purposes, which should be spent only for books, periodicals, binding, supplies, salary of county librarian, traveling expenses, and transportation of books. It was provided that the City of Pendleton should maintain a library building and that the Pendleton library books should be freely sent out to the county residents. The county library board, consisting jointly of the county court and Pendleton board, were to establish a system of branches and stations and to provide books and supervision in all communities that would agree to maintain such branches. This was signed January 6, 1914.

The Umatilla County plan has been to foster locally a personal interest and responsibility in the success of the branches, therefore, the city councils were asked to appoint local library boards of six members, just as provided by law in towns under 3,000 population where independent libraries are established.

Before the first year was over the need of a central library building was pressing and correspondence was begun November 9, 1914, with the Carnegie Corporation. Branch buildings were also needed and were asked for at the same time.

An amendment to the State Library Law also seemed advisable, giving all counties of Oregon the right to build or accept buildings for central and branch libraries. Such a bill was drawn up and provision also made that any city in which a branch library was to be located

must guarantee to provide annually a maintenance fund equal to ten percent of the cost of the building and a site acceptable to the county court. This law was passed by the Oregon Legislature in 1915.

On January 6, 1915, one year from the date of the contract establishing the county library, a letter from the Carnegie Corporation offered \$25,000. for a central library at Pendleton and \$7,500. for a branch library at Milton. Plans were immediately begun for the central library, the site was secured, construction began in the fall and the building was occupied in August 1916. The county court, in 1915, voted \$10,000. for the central library to make it a fireproof construction, and \$2,000. for the Milton branch.

In October, 1915, the Hermiston city council voted to guarantee an annual library maintenance fund of \$500. to maintain a branch at Hermiston. Correspondence again started with the Carnegie Corporation stating the above and showing by United States Reclamation Service figures that there was a population of 1,650 within a five-mile radius of Hermiston. Answer was received that a \$5,000. building would be given.this is the smallest place in which is located a Carnegie library of this size.

The Athena city council recently levied and guaranteed to the county court an annual library maintenance of \$350....

Umatilla County is the first county in Oregon to plan a system of buildings with the Carnegie Corporation. In September, 1916, a bronze plaque was put in the library in memory of Samuel P. Sturgis, who left a book fund to the library which has increased from \$5,000. to \$16,238.5

Tables V to XV indicate the number of volumes, registered patrons and volume circulation of the central and branch libraries. The study clubs served regularly by the central library are listed in Table XVI on page 39.

⁵ Ibid., pp. 29-35.

TABLE V

The Volumes, Registered Patrons, and Volume Circulation
of the Umatilla County Central Library at Pendleton

Year	Volumes	Registration	Circulation
1907	3,000	*	*
1907-1909	4,000	*	*
1909-1911	4,332	*	15,556
1911-1913	4,644	1,912	20,068
1913-1915	6,864	*	22,334
1915-1917	9,647	5,487	47,053
1917-1919	13,642	7,820	65,527
1919-1921	18,937	11,100	68,590
1921-1923	20,923	11,269	80,336
1923-1924	22,758	10,911	78,808
1924-1926	*	*	186,070
1927-1929	34,744	7,000	117,988
1929-1930	37,131	8,135	138,954
1930-1931	40,161	6,404	174,491
1931-1932	41,976	7,973	198,355
1932-1933	42,165	6,892	230,437
1933-1934	41,876	6,855	224,095
1934-1935	42,582	7,040	209,865
1935-1936	44,079	6,614	202,335
1936-1937	44,987	6,541	196,045
1937-1938	41,147	6,584	192,636
1938-1939	42,615	6,574	203,957
1939-1940	44,257	9,037	218,732
1940-1941	45,753	6,674	221,060
1941-1942	46,552	4,096	78,207
1942-1943	46,656	4,991	58,243
1943-1944	47,713	4,862	56,242
1944-1945	50,265	7,400	156,924
1945-1946	51,132	6,391	100,721

* No report published

TABLE VI

The Volumes, Registered Patrons, and Volume Circulation
of the Athena Branch Library

Year	Volumes	Registration	Circulation
1914-1923	*	*	*
1924-1926	**	**	*
1927-1929	1,056	640	6,366
1929-1930	1,021	509	8,470
1930-1931	925	258	11,764
1931-1932	991	323	12,996
1932-1933	941	312	14,235
1933-1934	1,002	302	12,323
1934-1935	1,021	310	10,307
1935-1936	1,029	284	10,413
1936-1937	926	298	10,429
1937-1938	969	307	10,712
1938-1939	1,019	263	10,494
1939-1940	998	244	10,296
1940-1941	1,026	251	11,100
1941-1942	1,014	258	10,087
1942-1943	1,019	247	9,058
1943-1944	990	215	8,800
1944-1945	1,021	207	9,280
1945-1946	1,022	214	8,719

* Statistics included with those of the Umatilla County
Central Library

** No report published

TABLE VII

The Volumes, Registered Patrons, and Volume Circulation
of the Echo Branch Library

Year	Volumes	Registration	Circulation
1914-1923	*	*	*
1924-1926	**	**	*
1927-1929	*	*	4,227
1929-1930	*	*	4,116
1930-1931	200	86	5,572
1931-1932	283	133	5,962
1932-1933	256	254	7,533
1933-1934	300	298	7,570
1934-1935	318	324	6,118
1935-1936	353	270	5,499
1936-1937	357	270	5,014
1937-1938	349	250	4,410
1938-1939	349	211	4,913
1939-1940	340	167	4,436
1940-1941	342	179	4,881
1941-1942	329	250	4,878
1942-1943	287	267	6,316
1943-1944	285	238	3,537
1944-1945	277	122	3,176
1945-1946	239	134	5,324

* Statistics included with those of the Umatilla County Central Library

** No report published

TABLE VIII

The Volumes, Registered Patrons, and Volume Circulation
of the Freewater Branch Library

Year	Volumes	Registration	Circulation
1914-1923	*	*	*
1924-1926	**	**	*
1927-1929	*	*	7,061
1929-1930	75	900	8,334
1930-1931	300	558	8,494
1931-1932	*	*	9,648
1932-1933	300	446	11,951
1933-1934	692	439	10,546
1934-1935	800	426	8,768
1935-1936	645	356	7,983
1936-1937	645	335	7,502
1937-1938	665	294	7,812
1938-1939	663	299	8,150
1939-1940	723	292	9,061
1940-1941	723	325	9,490
1941-1942	737	284	7,791
1942-1943	654	281	6,316
1943-1944	651	255	6,278
1944-1945	681	242	6,400
1945-1946	699	216	4,740

* Statistics included with those of the Umatilla County Central Library

** No report published

TABLE IX

The Volumes, Registered Patrons, and Volume Circulation
of the Helix Branch Library

Year	Volumes	Registration	Circulation
1914-1923	*	*	*
1924-1926	**	**	*
1927-1929	*	*	2,541
1929-1930	850	160	3,390
1930-1931	50	171	3,805
1931-1932	*	172	3,901
1932-1933	46	138	4,892
1933-1934	47	153	5,001
1934-1935	*	143	4,455
1935-1936	55	171	3,874
1936-1937	65	168	4,223
1937-1938	86	177	3,809
1938-1939	86	149	3,392
1939-1940	97	150	3,862
1940-1941	99	145	3,632
1941-1942	102	143	3,233
1942-1943	179	143	3,736
1943-1944	189	132	3,223
1944-1945	189	109	3,627
1945-1946	189	91	3,789

* Statistics included with those of the Umatilla County Central Library

** No report published

TABLE X

The Volumes, Registered Patrons, and Volume Circulation
of the Hermiston Branch Library

Year	Volumes	Registration	Circulation
1914-1919	*	*	*
1919-1921	*	1,071	5,716
1921-1923	*	1,071	7,451
1924-1926	**	**	*
1927-1929	*	*	9,951
1929-1930	475	487	9,696
1930-1931	449	547	10,044
1931-1932	468	601	12,199
1932-1933	483	599	14,898
1933-1934	503	698	15,607
1934-1935	596	613	16,457
1935-1936	647	738	17,416
1936-1937	699	710	15,376
1937-1938	746	710	16,720
1938-1939	804	714	18,181
1939-1940	850	749	17,752
1940-1941	913	764	17,996
1941-1942	941	1,010	20,810
1942-1943	935	1,227	18,703
1943-1944	988	1,226	14,491
1944-1945	1,023	1,021	17,713
1945-1946	1,393	1,149	28,833

* Statistics included with those of the Umatilla County Central Library

** No report published

TABLE XI

The Volumes, Registered Patrons, and Volume Circulation
of the Milton Branch Library

Year	Volumes	Registration	Circulation
1914-1915	561	260	*
1915-1917	583	548	4,803
1917-1919	*	*	*
1919-1921	*	1,443	6,704
1921-1924	*	*	*
1924-1926	**	**	*
1927-1929	664	1,280	13,318
1929-1930	869	1,134	14,984
1930-1931	1,398	974	17,294
1931-1932	1,536	1,106	21,732
1932-1933	1,621	1,002	25,952
1933-1934	1,785	1,022	24,827
1934-1935	1,815	984	23,639
1935-1936	1,959	849	18,928
1936-1937	2,113	885	18,264
1937-1938	2,141	924	17,796
1938-1939	2,154	940	19,212
1939-1940	2,303	1,009	19,669
1940-1941	2,384	971	17,088
1941-1942	2,510	944	14,119
1942-1943	2,568	771	12,181
1943-1944	2,764	722	12,498
1944-1945	3,012	689	13,775
1945-1946	2,672	704	14,369

* Statistics included with those of the Umatilla County Central Library

** No report published

TABLE XII

The Volumes, Registered Patrons, and Volume Circulation
of the Pilot Rock Branch Library

Year	Volumes	Registration	Circulation
1914-1924	*	*	*
1924-1926	**	**	*
1927-1929	*	*	1,979
1929-1930	*	*	1,403
1930-1931	50	108	1,971
1931-1932	*	*	1,837
1932-1933	857	353	2,338
1933-1934	*	130	3,221
1934-1935	*	131	3,734
1935-1936	35	129	3,670
1936-1937	43	94	4,014
1937-1938	65	99	3,983
1938-1939	69	99	3,462
1939-1940	72	105	3,918
1940-1941	84	140	4,381
1941-1942	96	152	3,424
1942-1943	110	132	3,142
1943-1944	122	136	3,925
1944-1945	138	131	4,919
1945-1946	136	137	3,963

* Statistics included with those of the Umatilla County Central Library

** No report published

TABLE XIII

The Volumes, Registered Patrons, and Volume Circulation
of the Stanfield Branch Library

Year	Volumes	Registration	Circulation
1914-1924	*	*	*
1924-1926	**	**	*
1927-1929	*	*	2,697
1929-1930	*	*	*
1930-1931	100	271	4,354
1931-1932	*	*	3,685
1932-1933	100	181	4,646
1933-1934	126	190	5,674
1934-1935	194	211	5,060
1935-1936	186	197	4,837
1936-1937	289	169	4,903
1937-1938	295	155	5,820
1938-1939	320	170	6,518
1939-1940	329	176	5,902
1940-1941	318	161	6,059
1941-1942	313	257	5,353
1942-1943	288	406	6,386
1943-1944	1,133	428	4,573
1944-1945	1,161	232	3,231
1945-1946	318	146	4,175

* Statistics included with those of the Umatilla County Central Library

** No report published

TABLE XIV

The Volumes, Registered Patrons, and Volume Circulation
of the Umatilla Branch Library

Year	Volumes	Registration	Circulation
1914-1924	*	*	*
1924-1926	**	**	*
1927-1929	537	213	5,772
1929-1930	157	224	6,880
1930-1931	275	167	7,260
1931-1932	309	159	5,429
1932-1933	307	173	7,439
1933-1934	321	172	6,996
1934-1935	358	168	5,592
1935-1936	362	142	6,125
1936-1937	331	132	6,293
1937-1938	372	180	7,102
1938-1939	316	191	8,008
1939-1940	317	210	9,067
1940-1941	304	179	8,202
1941-1942	377	271	7,797
1942-1943	422	283	5,408
1943-1944	448	230	4,508
1944-1945	494	169	3,912
1945-1946	449	132	4,364

* Statistics included with those of the Umatilla County Central Library

** No report published

TABLE XV

The Volumes, Registered Patrons, and Volume Circulation
of the Weston Branch Library

Year	Volumes	Registration	Circulation
1914-1924	*	*	*
1924-1926	**	**	*
1927-1929	*	*	5,572
1929-1930	*	*	5,486
1930-1931	200	199	6,901
1931-1932	*	205	6,655
1932-1933	200	205	7,598
1933-1934	567	254	8,778
1934-1935	632	304	6,849
1935-1936	641	291	7,554
1936-1937	684	312	7,721
1937-1938	819	305	7,731
1938-1939	835	292	8,054
1939-1940	853	268	8,325
1940-1941	818	257	7,929
1941-1942	861	250	7,289
1942-1943	912	244	5,449
1943-1944	924	213	5,666
1944-1945	856	185	5,138
1945-1946	644	162	4,421

* Statistics included with those of the Umatilla County Central Library

** No report published

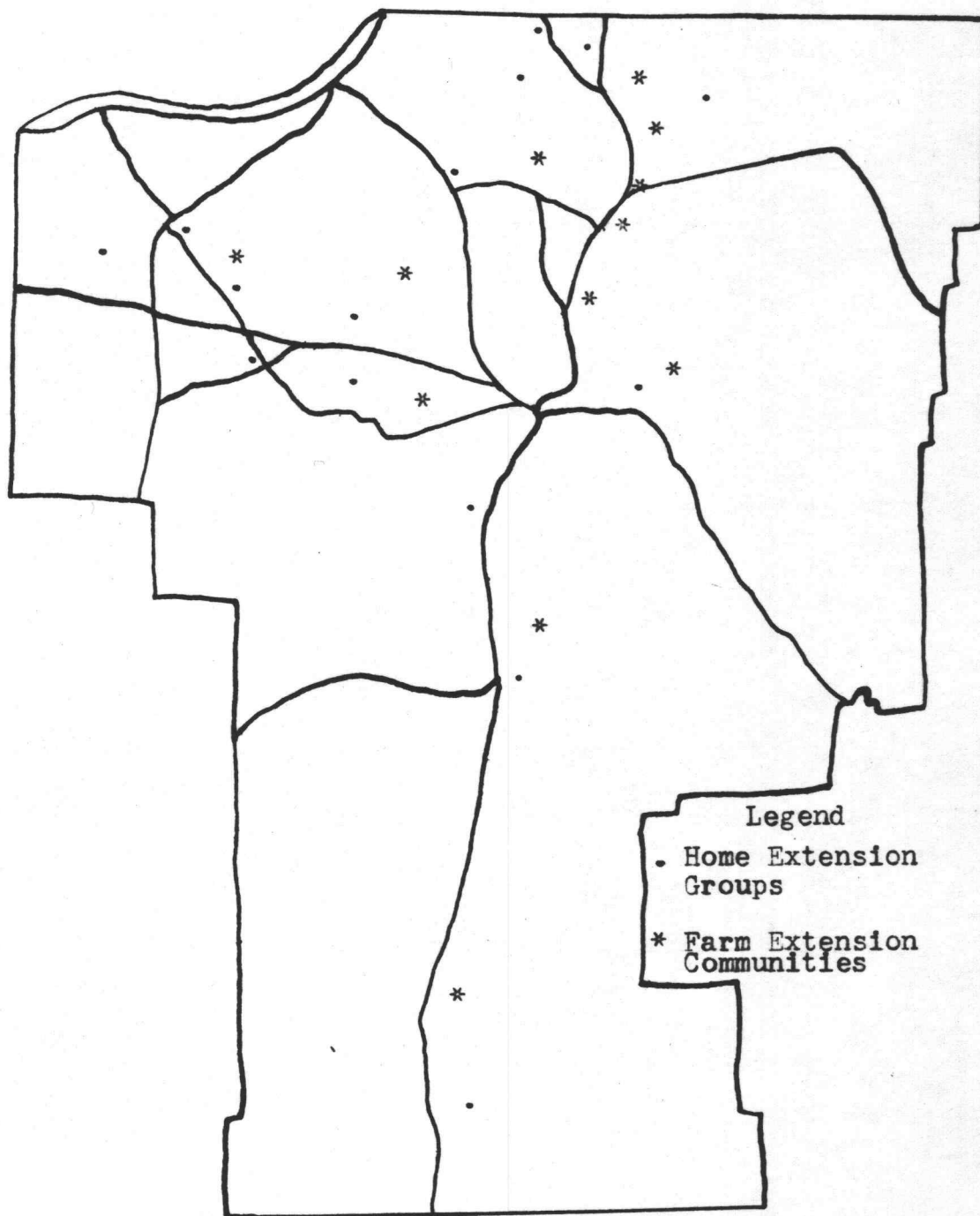
TABLE XVI

Study Clubs in Umatilla County
Served Regularly by County Library
in 1945-46

Name	Community	Membership
Current Literature Club	Pendleton	30
Women's Club	Pendleton	250
Thursday Afternoon Club	Pendleton	25
Delphian Club	Pendleton	30
Garden Club	Pendleton	52
Beta Sigma Pi	Pendleton	25
Study Club	Athena	27
Saturday Afternoon Club	Weston	25
Women's Study Club	Stanfield	20
Harmony Club	Stanfield	10
Home Economics Club	Stanfield	16
Study Club	Helix	32
Women's Club	Pilot Rock	15
Book Club	Milton	30
Improvement Club	Freewater	65
Ladies' Club	Adams	16
Grange	Umapine	104

CHART 3

Umatilla County Communities Organized and Developing
Cooperative Extension Programs in 1945-1946



The policy followed by the central library in supplying study clubs with books was to send packets of materials to the scheduled speakers two weeks prior to the scheduled meeting, regardless of their having requested it. In many cases, the county librarian would have met with the program chairman to outline the program of study for the year which gave the central library staff an opportunity to purchase special subject material in advance. Records of the study clubs served by the library have been kept since 1941. In that year 20 study clubs were served, 19 in the following year, 18 in 1943, 16 in 1944, and 17 received such service in 1945. In addition to the study clubs receiving the regular library service indicated on page 39, the Ukiah Grange, the Echo Garden Club, and the Stanfield Grange received frequent assistance.

Besides the branch libraries, adult reading stations have been available in the county since 1921. These deposit stations were maintained in small communities and housed in the local stores, post offices, grange halls, or hotels. Collections of books ranging in number from 20 to 200 were loaned for a three months' period and then exchanged. During the year 1945-46, the central library maintained fifteen adult reading stations.

The Ordnance Public Library was the last addition to the County Library System when it was established in

November of 1943. The number of registered patrons in 1944 was 138; the number of volumes was 11, and the volume circulation was 3,295. In 1945 the number of volumes increased to 24; the number of registered patrons was 253; and the volumes circulated was 7,516. Further increase of service was noted in 1946 with the number of volumes increased to 400, the registration to 359, and the circulation to 5,580.

The first record kept of any individual study courses in reading prepared by the central library was in 1945-46. In that period, eighteen individual study courses were outlined and a sequence of books provided in the following subjects: creative writing, foreign affairs, photography, engineering, drawing, design, book-reviewing, and general background.

In addition to these various services, five educational films were shown to adult groups by the central library staff in 1945-46, and thirty-three discussions relative to literature were conducted throughout the county.

Federal Cooperative Extension Service

The extension activities of the higher educational institutions were made available to the people desiring them through the two coordinated extension services of the General Extension Division and the Federal Cooperative Extension Service, which includes the extension activities carried on jointly with the Federal Government. On page 40

is a map depicting the communities which have organized and developed Cooperative Extension programs in Umatilla County under the direction of the Home Demonstration and the County Agents.

When Congress passed the Morrill Act in 1862, the basis for the present Cooperative Extension Service was laid. The establishment of experiment stations in 1887 gave the colleges a foundation upon which to conduct their work. As it became apparent that the findings of this scientific agriculture were still not reaching the rural populations, Congress in 1914 passed the Smith-Lever Act to provide for cooperative agricultural extension work between the land-grant colleges and the United States Department of Agriculture. With that means, the system of agricultural education was divided roughly into that carried on through college instruction, the research and publication by the staffs of the colleges and experiment stations, and the field instruction directed by the college which was designed to improve rural life. Since that time additional federal legislation has increased the amount of appropriation which is matched in part by state and local funds.

In Umatilla County this work was carried on by the county agent, his assistants, the home demonstration agent, extension specialists, and the state administrative and

supervisory staffs. The methods and techniques used in carrying out this type of adult education were varied.

Beals and Brody described it thus:

The execution of this huge program has entailed dozens of techniques--more, probably, than any other single educational institution can claim. The one method not employed is that commonly identified as the sole method of education: regular courses of instruction conforming to definite standards of content and duration. Instead, extension workers rely heavily on the practical demonstration of approved practices; but they also visit farms or homes, publish news articles, prepare and distribute bulletins and circulars, write individual letters of information, organize events at which exhibits are shown, and make ample use of other visual devices. Encampments, fairs, conferences, and farm-and home-week programs at state agricultural colleges furnish farm people with opportunities to learn from one another as well as from extension workers. The closest approach to systematic instruction is to be found in short courses lasting from two or three days to two weeks and dealing with very specific subjects like legume growing and dairying.⁶

The first county agent in Umatilla County was M. S. Shrock, who was appointed to that position February 1, 1918, and who served until December of that year. Fred Bennon served in that capacity from July 10, 1919, to August 15, 1926. W. A. Holt became the agent November 15, 1926, and worked until April 20, 1945. Victor W. Johnson,

6

Beals, Ralph A. and Leon Brody, Literature of Adult Education, 1941, p. 277.

the present agent, began his service in the county on June 1, 1945.

An assistant county agent has been stationed at Hermiston since January 1, 1926. On August 1, 1927, George Jenkins was appointed assistant county agent there and put on full time at that end of the county. This was made possible by the federal government providing funds for demonstrations on the reclamation projects for the entire salary of the assistant agent. Since February 13, 1937, an assistant county agent has been maintained at Milton.

The county agents and the assistants have conducted an outstanding program in agricultural education throughout the county. Tables XVII to XXI show the number of farms visited, the number of and the attendance at the method and the result demonstrations, the tours, and the other extension meetings conducted. Table XXII, on page 51, indicates the number of news articles published; the number of radio talks prepared or given; and the number of bulletins or circular letters distributed throughout the county.

In connection with these methods of education, short institutes were conducted, educational films and slides were shown, and numerous conferences held.

TABLE XVII

Farms Visited by the Umatilla County Agent
and his Assistants

Year	Farm Visits	Different Farms Visited
1918	333	224
1918-1919	178	134
1919-1920	369	109
1920-1921	277	102
1921-1922	469	256
1922-1923	475	358
1923-1924	507	329
1924-1925	864	692
1925-1926	1,357	1,176
1926-1927	1,764	1,083
1927-1928	1,713	875
1928-1929	1,530	775
1929-1930	1,701	1,088
1930-1931	935	795
1931-1932	738	618
1932-1933	576	524
1933-1934	1,062	880
1934-1935	1,727	1,128
1935-1936	815	597
1936-1937	4,959	1,133
1937-1938	2,117	1,405
1938-1939	2,432	1,682
1939-1940	2,425	1,461
1940-1941	2,600	1,768
1941-1942	2,151	1,504
1942-1943	1,062	765
1943-1944	1,576	1,383
1944-1945	1,262	1,027
1945-1946	1,315	792

TABLE XVIII

The Number of Persons Attending and the Number of Method Demonstrations Conducted by the Umatilla County Agents

Year	Method Demonstrations	Attendance
1918-1922	0	0
1922-1923	35	1,073
1923-1924	36	1,889
1924-1925	29*	871*
1925-1926	18*	1,227*
1926-1927	76*	1,875*
1927-1928	53*	1,100*
1928-1929	47*	874*
1929-1930	17	329
1930-1931	58	1,672
1931-1932	13	461
1932-1933	9	395
1933-1934	30	599
1934-1935	4	85
1935-1936	9	1,217
1936-1937	30	1,178
1937-1938	10	172
1938-1939	12	193
1939-1940	12	401
1940-1941	11	368
1941-1942	12	333
1942-1943	3	52
1943-1944	106	217
1944-1945	10	73
1945-1946	27	280

* Reports on method and result demonstrations combined

TABLE XIX

The Number of Persons Attending the Result Demonstrations
Conducted by the Umatilla County Agents

Year	Result Demonstrations	Attendance
1918-1924	0	0
1924-1925	29*	871*
1925-1926	18*	1,227*
1926-1927	76*	1,875*
1927-1928	53*	1,100*
1928-1929	47*	874*
1929-1930	7	272
1930-1931	13	887
1931-1932	7	591
1932-1933	6	314
1933-1934	4	334
1934-1935	10	529
1935-1936	1	32
1936-1937	6	380
1937-1938	6	11
1938-1939	7	141
1939-1940	8	143
1940-1941	3	66
1941-1942	4	82
1942-1943	1	43
1943-1944	4	20
1944-1945	6	125
1945-1946	12	894

* Reports on method and result demonstrations combined

TABLE XX

The Number of Persons Attending the Tours
Conducted by the Umatilla County Agents

Years	Tours	Attendance
1918-1919	4	66
1919-1929	0	0
1929-1930	1	35
1930-1931	4	143
1931-1932	2	90
1932-1933	2	248
1933-1934	1	180
1934-1935	4	73
1935-1936	1	200
1936-1937	8	687
1937-1938	5	119
1938-1939	3	62
1939-1940	5	150
1940-1941	1	38
1941-1942	1	20
1942-1943	2	24
1943-1944	4	66
1944-1945	4	113
1945-1946	2	68

TABLE XXI

The Number of Persons Attending Other Extension Meetings
Conducted by the Umatilla County Agents

Year	Other Extension Meetings	Attendance
1917-1918	57	2,153
1918-1919	34	1,045
1919-1920	99	4,720
1920-1921	119	5,879
1921-1922	111	6,897
1922-1923	35	1,073
1923-1924	80	7,574
1924-1925	64	3,133
1925-1926	54	2,857
1926-1927	96	4,143
1927-1928	65	1,884
1928-1929	133	4,948
1929-1930	69	2,252
1930-1931	93	3,528
1931-1932	145	5,322
1932-1933	124	4,203
1933-1934	138	4,626
1934-1935	147	6,447
1935-1936	105	6,081
1936-1937	158	4,896
1937-1938	101	5,813
1938-1939	166	11,214
1939-1940	145	8,004
1940-1941	116	7,947
1941-1942	118	5,581
1942-1943	115	3,458
1943-1944	191	7,252
1944-1945	216	10,076
1945-1946	243	11,617

TABLE XXII

The Number of News Articles Published, Radio Talks
Prepared, and Bulletins Distributed by the
Umatilla County Agents

Year	News Articles	Radio Talks	Bulletins Distributed
1918-1919	30	0	3,033*
1919-1920	76	0	1,800*
1920-1921	191	0	2,762*
1921-1922	51	0	6,570*
1922-1923	192	0	7,683*
1923-1924	239	0	2,920*
1924-1925	135	0	1,803*
1925-1926	94	0	431
1926-1927	34	0	640
1927-1928	85	0	2,025
1928-1929	115	0	1,550
1929-1930	96	1	1,638
1930-1931	88	0	1,386
1931-1932	101	0	1,357
1932-1933	78	0	3,129
1933-1934	90	1	15,771
1934-1935	155	0	20,636
1935-1936	88	1	5,687
1936-1937	236	1	3,095
1937-1938	293	1	2,929
1938-1939	208	28	1,285
1939-1940	81	35	3,166
1940-1941	135	35	13,732
1941-1942	249	92	4,535
1942-1943	218	67	3,369
1943-1944	145	42	4,323
1944-1945	122	63	3,061
1945-1946	178	30	

* Circular letters

The county agents and the assistants have cooperated closely with the eleven Grange units in the county and with the Farm Bureau which was organized in the winter of 1920. Other organizations with which the Extension Service cooperated and that devoted a large part of their programs to adult education were the Grain Growers, Eastern Oregon Wheat League and the producer groups. The livestock, dairy, and poultry producer groups provided a clearing house for the latest, scientific information that affects the respective industries.

Early records concerning the home demonstration work in Umatilla County vary. Very little in the way of active organization of the county was done before 1936. However, Miss Lorene Parker, who was one of the seven World War I Emergency Home Demonstration Agents appointed in Oregon in August 16, 1917, was transferred to the position of Home Demonstration Agent for Umatilla County July 27, 1918, where she continued to work until August 1, 1919. Ella May Harmon served from that time until September 7, 1920, as the agent. Edith G. Van Deusen succeeded her from September 8, 1920 to November 15, 1922. Edith May Hoffman served as the demonstration agent from November 1, 1922, to December 31, 1923, which was the last provision the county made for an agent for some time.

On January 1, 1936, Miss Frances Clinton was

appointed as Home Demonstration Agent for Umatilla County. Since that time the county has carried on an extensive program.

The following summary of the county's home extension program was given in the East Oregonian, one of the eight newspapers and periodicals published in the county:

Umatilla County has had its ten years and more of leaders in developing the educational program of home extension work. Women with vision working with cooperative county and state officials saw the value in bringing to the county a service of information and instruction for bettering farm homes.

This service took the form of homemakers program of the cooperative, federal, state, and county extension service. In the county the program is under the direction of the county home demonstration agent working with a seven-membered board of local elected women. The home demonstration agent, a home economics college graduate, and a member of the state college extension service staff, works with the college specialist in carrying out the program in its professional and recommended instructional demonstrations. The committee helps to steer the program into the fields that best serve to meet and solve the problems of the specific county.

Months of preliminary work were done by leading women before the date January 1, 1936, when Frances Clinton, the first home demonstration agent in the county, started the building of the growing program of home extension.

As the program completed its tenth year on January 1, and began the eleventh year, many growing demands of the service have advanced the program into wider fields of service to homemakers to meet the new problems and maintain a progressive program. Home sewing has had its gains in rating with the

professional skills from the applied teachings of the best information on color, pattern selection, sewing, and pressing techniques.

Furnishings of the homes have been improved and made to the delight and satisfaction of families.....

Food and nutrition subject matter has held a steady line in stressing the importance of a well-rounded diet for each member of the family, the need for fresh garden produce, and an adequate safe food preservation program, and has advanced with information in the growing fields of frozen food and vitamin values.

Home management program activities have been stepped up to meet the needs of limited time and energy.

A regular eight-month demonstration program of a planned program in home economics is carried out from October through May with groups that wish to take part or have demonstrations given by the agent or local leader.⁷

The number of adult groups organized for home extension work since 1936 is listed on page 55 in Table XXIII. From pages 56 to 59, Tables XXIV to XXVII record the number of homes visited by the home demonstration agents, the number of and the attendance at the method and result demonstration meetings held, and the attendance and number of other extension meetings conducted. The number of news articles published, the radio talks prepared or given, and the bulletins distributed are listed in Table XXVIII on page 60.

⁷ East Oregonian, April 13, 1946.

TABLE XXIII

The Membership of the Adult Groups Organized as Home
Extension Units by the Umatilla Home Demonstration Agents

Years	Adult Groups Organized	Membership
1935-1936	13	324
1936-1937	14	332
1937-1938	14	634
1938-1939	16	612
1939-1940	16	649
1940-1941	15	640
1941-1942	15	451
1942-1943	13	465
1943-1944	14	452
1944-1945	12	434
1945-1946	15	512

TABLE XXIV

Homes Visited by Umatilla County Home Demonstration Agent

Year	Home Visits	Different Homes Visited
1935-1936	192	177
1936-1937	307	268
1937-1938	200	188
1938-1939	176	160
1939-1940	308	240
1940-1941	324	297
1941-1942	183	177
1942-1943	134	133
1943-1944	115	96
1944-1945	389	319
1945-1946	261	236

TABLE XXV

The Number of Persons Attending the Method Demonstrations
Conducted by the Home Demonstration Agents

Year	Method Demonstrations	Attendance
1935-1936	116	2,566
1936-1937	82	1,268
1937-1938	135	3,121
1938-1939	166	3,488
1939-1940	342	5,993
1940-1941	651	149,008
1941-1942	532	9,560
1942-1943	92	4,400
1943-1944	405	3,684
1944-1945	142	2,977
1945-1946	58	155

TABLE XXVI

The Attendance at the Result Demonstrations Conducted
Under the Auspices of the Home Demonstration Agents

Years	Result Demonstrations	Attendance
1935-1936	0	0
1936-1937	0	0
1937-1938	1	225
1938-1939	13	745
1939-1940	8	1,062
1940-1941	0	0
1941-1942	10	1,438
1942-1943	2	570
1943-1944	33	647
1944-1945	81	928
1945-1946	14	363

TABLE XXVII

Attendance at Other Extension Meetings Conducted
Under the Auspices of the Home Demonstration Agent

Year	Other Extension Meetings	Attendance
1935-1936	105	6,081
1936-1937	105	7,129
1937-1938	92	8,446
1938-1939	81	7,248
1939-1940	120	6,920
1940-1941	198	7,393
1941-1942	101	3,507
1942-1943	34	1,323
1943-1944	33	1,133
1944-1945	9	670
1945-1946	42	27,181

TABLE XXVIII

The Number of News Articles Published,
Radio Talks Prepared, and Bulletins Distributed
by the Umatilla County Home Demonstration Agent

Years	News Articles	Radio Talks	Bulletins Distributed
1935-1936	83	1	6,037
1936-1937	187	1	11,959
1937-1938	212	1	8,267
1938-1939	208	10	8,463
1939-1940	134	13	5,702
1940-1941	210	20	10,979
1941-1942	402	50	9,066
1942-1943	507	48	9,287
1943-1944	490	61	6,570
1944-1945	89	106	3,394
1945-1946	79	84	5,353

The objectives of the home extension program throughout the state were:

During the past year the immediate aim of the home economics phases of the extension work was to assist rural families in making adjustments in home and community life to meet better the problems brought about because of the war, and to help them make adjustments in the post war period. All work with families and organizations was geared to meet the rapidly changing conditions.

The immediate aims did not affect the long-time objectives which are fundamental to good family life. These aims include assistance to farm families in obtaining and maintaining a high level of health, a comfortable standard of living, social satisfaction (freedom from worry and tension), and leadership development. Home Economics Extension work contributes toward economic well-being, desirable human relationships, assumption of civic and national responsibilities, and an appreciation of our American way of life.⁸

Nearly half of the employed male workers of Umatilla County who were fourteen years of age or over were employed as farmers and farm managers or as farm laborers and farm foremen. This information is shown in Table XXIX on page 62. Over half of the females who were fourteen years of age and over in the county were engaged in doing their own home housework as recorded in Table XXX, on page 64. The total rural population in the county in

⁸ Sager, Azalea, Frances Clinton, Mabel Mack and Myrtle Charter, Annual Report, 1946, p. 2.

TABLE XXIX

The Employed Workers of Umatilla County Who Are Fourteen
Years of Age and Over Listed by Major Occupations
in 1940⁹

Occupations	Male	Female
Professional workers	273	279
Semi-professional workers	66	15
Farmers and farm managers	2,000	69
Proprietors, managers, and officials (not farm)	690	115
Clerical, sales, and kindred workers	560	404
Craftsmen, foremen, and kindred workers	798	6
Operatives and kindred workers	777	103
Domestic service workers	18	293
Service workers, except domestic	340	326
Farm laborers (wage workers) and farm foremen	1,337	15
Farm laborers, unpaid family workers	102	5
Laborers, except farm	612	5
Occupations not reported	26	24
Total employed	7,599	1,659

⁹ Sixteenth Census of United States, Population, vol. II,
part 5, Table 23, 1943, p. 1001.

1945 was estimated at 19,000.¹⁰ In that year, the following communities in the county had organized home extension units: Westland, Hermiston, Stanfield, Echo, Reith, Grain Growers' Auxiliary, White Eagle, Pilot Rock, Ukiah, Mission, Holdman, Umapine, Pleasant View, Fruitvale, and Eastside. The county was divided into the following districts for the work of the county agents: Freewater, Milton, Weston, Helix, Athena, Adams, Mission, Pilot Rock, Ukiah, North and South Pendleton, and Hermiston. Quite extensive programs were carried out in those areas.

State Division for Vocational Education

The tax-supported vocational education for adults in the county was administered under the supervision of the State Division for Vocational Education with the U. S. Office of Education serving as the administrator of the Federal grants. Federal provisions for government support were summarized briefly as:

Provisions for cooperation between the Federal Government and the several states in vocational education were first laid down in the Smith-Hughes Act of 1917, which was intended to promote education "to fit for useful employment" in certain designated areas. Supplementary legislation was incorporated in the George-Reed Act (1930-34) and the George-Ellzey Act (1935-37). The George-Deen

¹⁰ Agricultural Planning Conference, Report of Umatilla County, 1947, p. 35.

TABLE XXX

The Employment Status of Persons Who Are Fourteen Years
of Age and Over in Umatilla County
in 1940¹¹

Employment Status	Male	Female
In Labor Force	8,457	1,840
Employed	7,599	1,659
Wage and Salary Workers	4,619	1,323
Employment and own-account workers	2,851	238
Unpaid family workers	111	79
Class of worker not reported	18	19
On public emergency work	273	42
Seeking work	585	139
Not in Labor Force	2,692	7,740
Engaged in own home housework	54	5,671
In school	918	878
Unable to Work	592	384
In institutions	314	287
Persons 14 years old and over	11,149	9,580
Percent of population 14 years and over	75.9	19.2

¹¹ Sixteenth Census of United States, Population, vol. II,
part 5, Table 23, 1943, p. 1001.

Act of 1936 authorized annual appropriations of \$12,175,000 in addition to \$7,367,000 annually available under the Smith-Hughes Act. Approximately one third of the funds thus made available are devoted to vocational education in agriculture, another third to training for trades and industries, one fifth to home economics, one tenth to the training of teachers, and 6 per cent to training for the distributive occupations. ¹²

According to O. D. Adams,¹³ Oregon was one of the first states to take advantage of the Federal funds available for vocational education under the Smith-Hughes Act of 1917. The manner in which this came about was recorded by J. A. Churchill as:

Whereas, the legislature of the State of Oregon was in regular session in the year 1917, having convened on Monday, January 8, 1917, and adjourned as per legal limitation of forty (40) days on Saturday, February 17, 1917, and

Whereas, the Smith-Hughes Act became a law Friday, February 23, 1917, it seems no action was taken by the state legislature;

Therefore, taking advantage of the amendment to the urgent deficiency bill, which was passed by the Congress of the United States, and reads as follows:

"In any state, the legislature of which met in 1917 and failed for any reason to accept the provisions of the Vocational Education Act, as provided in Section 5 of said Act, if the governor of that state, so far as he is authorized to do so, shall accept the provisions of the said Act and designate

¹² Beals, Ralph A., and Leon Brody, Literature of Adult Education, 1941, p. 281.

¹³ Adams, O. D., "Foreword", Tenth Biennial Report of the State Board for Vocational Education, 1939, p. 102.

or create a state board of not less than the Federal board shall, if such legislature took no adverse action on the acceptance of such Act in 1917, recognize such state board for the purpose of said Act until the legislature of that state meets....."

James Withycombe, Governor of the State of Oregon, acting upon the authority vested in him by the State of Oregon and the legal right as conferred by the urgent deficiency bill, did on the first day of November, in the day of our Lord 1917, create a State Board for Vocational Education....¹⁴

The following year the legislature accepted the Vocational Education Act, and established the State Board for Vocational Education as a separate unit from the State Board of Education. Twenty-three years later, on July 1, 1941, the State Board for Vocational Education became the State Board of Education through a merger authorized by legislative action. The original name was still retained when carrying on vocational programs, however.¹⁵

Vocational training course opportunities were provided for adult groups in agriculture, homemaking, trades and industry, distribution, and public service. Vocational rehabilitation work was done as part of the Division of Vocational Education until 1944.

¹⁴ Churchill, J. A. "General Regulations", Oregon State Board for Vocational Education, Bulletin No. 1, 1917, p. 5.

¹⁵ State Division of Vocational Education, Fourteenth Biennial Report, 1946, p. 9.

The first recorded vocational education classes conducted in Umatilla County since 1935, when the burning of the State Capitol Building at Salem destroyed prior records, were the five classes conducted during the year 1937-1938. Table XXXI on page 68, shows the number of persons enrolled in the classes conducted by the State Board for Vocational Education in Umatilla County.

Only one course has been conducted in the field of agriculture during that period. That class was a course on poultry at Pendleton in 1939.

During the years 1937-1939, Pilot Rock was the center of two homemaking classes which were on home furnishing and clothing selection and construction. At Helix, a similar class was conducted in 1940. Beginning in 1941, a series of homemaking classes were conducted in Pendleton relative to needs created by the war situation. Classes in such courses as food for defense, nutrition, and food preservation were well attended.

More classes have been conducted in trade and industry courses than in any of the divisions of vocational education during the ten year period. These courses were in janitorial work, finance, budgets, police tactics, office procedures, business correspondence, trade ethics, clerical work, welding, related machine operation,

TABLE XXXI

The Enrollments in and the Number of Classes Conducted
by the State Board for Vocational Education
in Umatilla County

Name	Classes	Enrollment
Agricultural Education		
1935-1938	0	0
1938-1939	1	40
1939-1946	0	0
Homemaking Education		
1935-1937	0	0
1937-1938	1	12
1938-1939	1	14
1939-1940	0	0
1940-1941	1	9
1941-1942	2	69
1942-1943	1	22
1943-1944	1	146
1944-1946	0	0
Trade and Industrial Education		
1935-1937	0	0
1937-1938	2	101
1938-1940	0	0
1940-1941	1	10
1941-1942	2	60
1942-1943	10	397
1943-1944	4	51
1944-1945	5	36
1945-1946	5	96
Distributive Education		
1937-1938	2	67
1938-1939	1	13
1939-1940	1	9
1940-1941	1	22
1941-1942	1	26
1942-1946	0	0

motors, and body and fenders. Those classes were all conducted in Pendleton.

Provision was made for vocational education classes in distributive education in Pendleton during the years 1938-1942. Classes were taught in these courses: retail selling, advertising forum, show card writing, sales personality, and a war-time sales clinic.

Table XXXII on page 70, lists the number of communities in which vocational education classes have been conducted. Pendleton, Helix, and Pilot Rock were the only towns in the county which had the advantage of tax-supported vocational education classes for adults within the community.

General Extension Division

The State System of Higher Education maintained the two Extension Divisions, the Federal Cooperative and the General Extension, to make available the facilities of higher education to the people of Oregon not attending one of the regular institutions. The General Extension drew from the faculties of the University of Oregon, the Oregon State College, and the Colleges of Education for the teaching and preparation of both credit and non-credit courses.

From the time of extension work organization in 1907 until the fall of 1913, correspondence study was the

TABLE XXXII

The Number of Classes, Enrollments, and Communities Reached in Umatilla County by the Classes Sponsored by the State Board for Vocational Education

Year	Classes	Enrollment	Communities Reached
1935-1937	0	0	0
1937-1938	5	180	2
1938-1939	3	67	2
1939-1940	1	9	1
1940-1941	3	41	2
1941-1942	5	155	1
1942-1943	11	419	1
1943-1944	5	197	1
1944-1945	5	36	1
1945-1946	5	96	1

chief activity of the Extension Division. At that time courses were offered in English literature, education, and mathematics. Early efforts to extend the University facilities were described in this way:

Most of our present Extension activities were foreshadowed in the early years, but there was really no central organization or consistent development of the Extension work other than instruction by mail until Dr. Joseph Schafer took charge of the Correspondence Study Department, so-called, at the opening of the College year of 1912-13.

Dr. Schafer in cooperation with other members of the faculty mapped out and instituted a program including practically all of the present Extension activities of the University, and others that we have not as yet been able to undertake.

In September of 1915, Dr. S. P. Copen of the Federal Bureau of Education in his report of a survey of the University of Oregon made a recommendation to the effect that the Extension Division be reorganized. In this recommendation the administrative officers heartily concurred. With funds inadequate, opportunities boundless and stimulating, and a campus faculty eager to cooperate, the Division had undertaken so much work and saw so much just ahead that closer organization was clearly desirable.

On December 3rd, 1915, Dr. Schafer recommended that the Division be organized in two departments upon the basis of its two major interests--Extension Teaching and Social Welfare--and that each department have the time of at least one specialist and of a secretary.

The department of Extension Teaching concerns itself with instruction through correspondence study and through extension classes. The Teachers' Reading Circle work, is

also administered through this department.¹⁶

Of the relative value of education by correspondence, Adams¹⁷ said, "The theory of Adult Education by correspondence is an alluring one and has many elements which are sound, given an earnest student and a competent teacher." The correspondence courses provided a means of carefully organized instruction through lessons outlined and prepared by faculty members of the State System. A wide range of more than two hundred courses were available, by means of which adults could secure instruction either individually or in groups. The distribution of persons engaged in this type of education was county wide in scope. A record of the active enrollments and the communities reached is shown in Table XXXIII on page 73. Although correspondence work was carried on prior to 1923, records for individual counties began in that year.

Although Extension Classes were first organized by the State System in the fall of 1913, none were carried on in Umatilla County until 1916-17, when a class was held in Pendleton and a course in salesmanship taught. Altogether

¹⁶ Extension Division, "Brief History of Extension Work at the University of Oregon", Annual Reports, 1916-1921, p. 4.

¹⁷ Adams, James T., Frontiers of American Culture, 1944, pp. 263-264.

TABLE XXXIII

Active Enrollments in Correspondence Courses
and the Communities Reached in Umatilla County

Year	Active Enrollments	Communities Reached
1922-1923	35	12
1923-1924	38	12
1924-1925	46	14
1925-1926	47	12
1926-1927	40	10
1927-1928	47	13
1928-1929	42	9
1929-1930	50	14
1930-1931	41	10
1931-1932	43	12
1932-1933	42	11
1933-1934	31	8
1934-1935	20	7
1935-1936	27	8
1936-1937	28	9
1937-1938	32	9
1938-1939	30	10
1939-1940	48	13
1940-1941	34	10
1941-1942	35	10
1942-1943	45	11
1943-1944	41	7
1944-1945	52	10
1945-1946	66	11

eight extension classes have been held in the county during a period of thirty years. All of these classes were conducted in Pendleton. Table XXXIV, on page 75, shows the number of extension classes taught, the enrollments, and the number of communities in which they were conducted. Table XXXV on the page following indicates what courses were taught during that period and the community in which the classes met. Lecture, general discussion, and textbook recitation were the main methods of instruction used. Many of the students in these classes were public school teachers seeking additional training for improving their work in their professions or doing work for teacher certification.

Three services originally designed or carried on through the Extension Division but which have since been discontinued or public demand and interest has become negligible were the reading circle, extension lectures and public debating.

The foundation for an organized program of reading circle work was being laid in 1909, as described in the following passage:

A beginning has been made toward the establishment of reading circles among the teachers, the plans being made at the time of the county institutes. It is not the purpose to confine this reading to professional literature, or to start study classes, but simply to organize groups of teachers so that they may have access to a few interesting books for

TABLE XXXIV

General Extension Classes, Enrollments, and
Number of Communities Reached in Umatilla County

Year	Classes	Enrollment	Communities Reached
1913-1916	0	0	0
1916-1917	1	11	1
1917-1929	0	0	0
1929-1930	1	19	1
1930-1931	1	22	1
1932-1935	0	0	0
1935-1936	1	13	1
1936-1937	1	16	1
1937-1938	1	14	1
1938-1944	0	0	0
1944-1945	1	15	1
1945-1946	1	22	1

TABLE XXXV

General Extension Courses, Enrollments,
and Communities Reached in Umatilla County

Course	Year	Enrollment	Community
Salesmanship	1916-1917	11	Pendleton
Pedogogy of Social Sciences	1929-1930	19	Pendleton
American Literature	1930-1931	22	Pendleton
Shakespearean English	1935-1936	13	Pendleton
Shakespeare	1936-1937	16	Pendleton
Contemporary Social Movements	1937-1938	14	Pendleton
Reading and Conference	1944-1945	15	Pendleton
Public Health and Social Hygiene	1945-1946	22	Pendleton

general reading. It is expected that they will select largely from the most popular books of fiction, travel, and biography. No more than 10-12 people belong to any one circle. The Commission submits to these teachers an annotated list to be used for selection. The books vary according to the age,¹⁸ experience, and education of the teachers.

A law making compulsory the reading of a book annually before certain teachers could hold a valid teaching certificate was enacted in 1911 with the following provisions:

Section 18. All certificates issued by the Superintendent of Public Instruction shall be valid and entitle the holder thereof to teach in any district in any county of the State upon being registered annually by the county superintendent thereof, which fact shall be evidenced by him on the certificate.....provided, that.....the county superintendent has satisfied himself that the applicant has done the reading circle work prescribed by the State Superintendent of Public Instruction for the teachers of the State for the previous year and such registration shall entitle said teacher to teach in said county; provided, that the registration and reading circle work required in this subdivision shall not apply to districts of the first class; provided, further, that it is hereby made the duty of the Superintendent of Public Instruction to prepare a teachers' reading circle course for teachers as provided for in this section and also to formulate rules and regulations governing the same.¹⁹

In 1914, the Extension Service offered its

¹⁸ Oregon Library Commission, "Teachers' Reading Circles", Second Biennial Report, 1909, p. 25.

¹⁹ Oregon, General Laws, 1911, Chapter 58, p. 93.

facilities to the teachers of the county and the county superintendents. Additional legislation in 1927 required teachers in first class districts to comply with the reading circle work. By 1928 the certificate could be obtained in the following four ways: read a book, complete a three term-hour course in residence or by correspondence, complete a professional study course, or complete an individual research project or professional problem. Two more ways were added in 1931 which were to attend a meeting of the National Education Association outside of the state or to be a chairman of one of the departments of the Oregon State Teachers' Association during the annual session. The name changed from Reading Circle to Professional Study Plans in 1926, but the provisions for securing the certificate remained primarily the same.²⁰ In 1937, the teaching certificate registration law was amended,²¹ and the compulsory reading circle work was discontinued.

The general lecture work under the direction of the Extension Division began in the fall of 1913, and for some time that work was encouraged. Since about 1915, other activities have caused less stress to be placed

²⁰ Superintendent of Public Instruction, Professional Study Plans for the Teachers of Oregon (Reading Circle,) 1936, p. 3-13.

²¹ Oregon Laws, 1937, Chapter 68, p. 87

upon that phase of the work.

Through the Department of Visual Instruction, films, slides, art collections, and phonograph recordings were available in a wide variety of subjects. This department was first organized in 1916,²² at the University. In 1932, the department was transferred from the campus at Eugene to Corvallis where the department was re-organized and enlarged. The services were extended to community groups such as civic organizations, women's clubs, and farm organizations. In Umatilla County the greatest use of visual aid materials from that source was made by the Federal Cooperative Service in adult instruction as indicated in Tables XXXVI and XXXVII on pages 80 and 81.

Umatilla County Health Service

In response to an early need, the Umatilla County Court purchased a farm for the care of its indigents in 1881. From the time of the creation of the county in 1862 until 1915, public health provisions were confined largely to medical care for the county charges who were the county court's responsibility. When the county court was designated as the ex officio board of health in 1905, a county health officer was appointed. Nothing further

²²Extension Division, loc. cit.

TABLE XXXVI

Record of Films from the State Department
of Visual Education Shown to Civic Groups
in Umatilla County, Oregon, during 1945-46

Month	Meetings	Attendance	Subjects Shown
July	0	0	0
August	0	0	0
September	0	0	0
October	1	25	1
November	1	39	3
December	2	25	2
January	3	147	5
February	1	25	2
March	0	0	0
April	2	103	4
May	0	0	0
June	1	65	1

TABLE XXXVII

Record of Films from the State Department
of Visual Education Shown to Farm Groups*
in Umatilla County, Oregon, during 1945-46

Month	Meetings	Attendance	Subjects Shown
July	0	0	0
August	0	0	0
September	0	0	0
October	0	0	0
November	25	1,931	36
December	10	507	3
January	4	176	4
February	15	1,244	11
March	7	613	8
April	1	78	2
May	1	30	1

* Federal Cooperative Extension Service

was done in the way of public health service until 1937 when the county court established, at Pendleton, a county health unit consisting of a health officer and three nurses. No regular adult classes in health were conducted, but the health unit did carry on a health education program through its clinics, home calls, talks by the members before other organizations, and the general program of preventive hygiene. Much of this was routine work, and it was done in connection with the public schools, and in many instances only those homes in which there were children were contacted.

Military Education

Military education was conducted in the two tax-supported units located at Pendleton and Milton-Freewater. Instruction was mainly in military drill and training in first aid and hygiene. In 1946, there were 195 men at Pendleton receiving such instruction, 76 men at Milton-Freewater, and 115 in a detachment at Hermiston. When the army air base was established at Pendleton Field early in 1941, and to a lesser extent at the ordnance depot in 1942 at Ordnance, a quite technical system of military education was carried out. The base was well-equipped for its educational program. Included in its equipment were modern and effective teaching aids.

Vert Memorial Museum

The Vert Memorial Museum was completed in 1937 as part of the Pendleton Community Center. Financial provision for the construction of the building was made in the will of John Vert, who had come to the county as a pioneer from Scotland. The provisions were:

If during my lifetime I do not construct or enter into a contract with the City of Pendleton, Oregon, for the construction of a community building and museum for the use and benefit of the people of Pendleton, then my trustees shall set aside from the trust fund the sum of \$76,400.00 to be used for the purchase of a site and the erection of a building thereon to be known as the Vert Memorial Community Building and Museum and for the equipment of the structure; providing, however, that the same shall be done only in case the City of Pendleton, acting through and by its common council or other proper authority, either by vote of the people of Pendleton or in other lawful manner and satisfactory to my trustees, shall prior to December 1, 1937, enter into a contract agreeable to said trustees or make some provision agreeable to them for the proper care, management, and maintenance of said memorial property, including the building, the site thereof, and the equipment and other personal property therein; and provided,.....shall not extend the time for such construction beyond the 1st day of December, 1940.²³

The City of Pendleton voted to accept the Vert Memorial in August 1935, and further financial assistance was provided through bond issue and funds from the Work

²³East Oregonian, "Terms of Vert Will Released to Public", October 4, 1934, p. 1.

Progress Administration. The specimens in the museum were displayed to fine advantage and the collection consisted of over 20,000 pieces of historical value. Included in the displays were such items as the Curl Indian curio collection, Indian arrowheads, spearheads, scrapers and other Indian relics, candlesticks, trays, and personal belongings of Mrs. John Vert.

Emergency Programs

Tax-supported programs of an emergency and temporary basis were the programs inaugurated during the depression years and covered in main a period of years from 1933-1944. Beals and Brody said of these programs,

The depression brought in its train a number of government enterprises of an educational nature. Education, in the sense of directed readjustment to physical surroundings or to social and recreational opportunities, has figured in the plans of several "temporary" agencies--the Farm Security Administration, for example. But among the depression programs of adult education the most extensive and the best known are those of the Federal Emergency Relief Administration and its successors: the National Youth Administration, and the Civilian Conservation Corps.²⁴

In regard to the relative value and results of these programs, the following evaluation was made by the

²⁴ Beals, Ralph A. and Leon Brody, Literature of Adult Education, 1941, p. 285.

Advisory Committee on Education:

1. It has tremendously expanded the fields of adult and nursery education. Geographically, and in terms of enrollments and employment, these fields are now more extensive than ever before.
2. It has made possible a marked diversity of experimentation in techniques and programs. No attempt has been made to impose a single educational formula.....
3. It has sought and found its principal application in the ranks of the underprivileged. Indeed, here perhaps lies its greatest contribution and its strength. An educational offering of major significance has been made available to the poor and the needy. ²⁵

In Oregon the Emergency Education Program was organized in 1934 as a five-point program with the following divisions: general adult education, literacy education, vocational education, vocational rehabilitation, and nursery schools. All teachers were first passed upon by the county relief committee as being eligible for relief. The responsibility of the program was given to the county and city school superintendents for local supervision. The educational objectives were as follows:

- (1) To provide for aliens, classes in Americanization and basic subjects, so that they may become informed citizens able to contribute usefully to their community, their state, and their country.
- (2) To provide opportunities for special training in vocational lines for those persons out of work or for those who wish

²⁵Ibid., p. 290.

to become more proficient in their chosen vocations.

(3) To make available to adults certain types of classes suited to their needs and desires which will stimulate study and which will fit them to be self-respecting socially-useful citizens.²⁶

The Emergency Education Program records having been removed from the State Department of Higher Education by the Federal Government, the writer was unable to determine the extent of the program in Umatilla County. However, considerable work was done in the county through the Federal Writers' Project, and products of the work of the Civilian Conservation Corps are to be seen throughout sections of the arid county in the welcome windbreaks and groves of trees which were planted.

The Americanization program in the county was carried on at the discretion of the county and city superintendents, and no particular records were required to be kept. The peak of interest in this program was from 1925 to 1940. The aims and objectives of the adult Americanization program in the state were:

The purpose in the teaching of citizenship is to help the student to a better understanding of the principles for which America

²⁶

Oregon State Department of Education, The Thirty-Third Biennial Report of the Superintendent of Public Instruction, 1939, p. 52.

stands, and of the equality of opportunity that may be found here; to an appreciation of our privilege of freedom of speech and press; to the enjoyment of a high standard of living; to a desire to be a contributing factor in bettering conditions; and to a realization of the obligations of citizenship. Citizenship cannot be imposed from without. It must be a development within the consciousness of the student. It is desirable that the immigrant become assimilated through his own efforts and through his own lively desires. Nor for really good citizenship can these desires be selfish. All these aims and many more can be brought out through the lessons studied in the mastering of English, and in the preparation for the naturalization examinations.²⁷

An explanation for the short span of interest of the public in that type of education was given by Adams,

"Americanization" had been too narrow in its conception. It unquestionably accomplished, in varying degrees, a great deal of good for perhaps some.....people.²⁸

Aside from what was accomplished in the larger cities at the discretion of the county and city superintendents, very little was done in the entire county.

Public Schools

The public schools of the county did little in the

²⁷ Oregon State Department of Education, Oregon Manual for Americanization Teachers, 1937, p. 7.

²⁸ Adams, James Truslow, Frontiers of American Culture, 1944, p. 278.

way of adult education as organized units. The extending of the facilities of the buildings, equipment, and personnel to agencies promoting adult education was undoubtedly of benefit. Ten Parent-Teacher Associations were organized in the county in which the programs varied in both continuity and purposefulness. In general, their primary interests were in the promotion of better and closer cooperation between the schools and the parents.

In order not to convey the impression that the tax-supported agencies were the only ones which promoted adult education within the county, the writer wishes merely to list some of the agencies carrying on programs in that field. In addition to the study clubs listed in Table XVI on page 39, there were among other organizations devoting at least a part of the program to adult education these non-tax-supported agencies: eleven Grange units, thirty churches, various men and women's clubs, five professional organizations, and three musical organizations.

CHAPTER III

SUMMARY

The present study was undertaken to record in a readable form significant and authentic information concerning the history and development of the tax-supported adult education agencies of Umatilla County, Oregon, to the end of the fiscal year 1945-46. Effort was made to record the manner in which the programs of the various agencies had changed from simple to complex. Through a presentation of the services rendered by the individual agencies over a period of years, it was hoped that any duplication of service could be discerned. By recording the communities receiving adult education during the period, the writer hoped to determine if the county as a whole were receiving organized instruction, or if the adult education efforts were being concentrated in a few localities.

Through the research data the county was found to be rich in historical background brought about by the exploration and development of the State of Oregon. The pride of this heritage was apparently characteristic of the native people and was soon evidenced in the newcomers who had chosen the land as a home. This pride was

manifested in the willingness of the people to tax themselves for the support of a free public library system throughout the county. The idea of a free public library, supplemented by the resources of the State Library, grew from one central library until eventually there were twelve public libraries established in the county which operated on a county system of library organization. In addition, fifteen reading stations were maintained by the central library, individual reading courses prepared, and educational films shown. Duplication of the individual reading course service rendered to people of the county by the State Library and the Umatilla County Central Library was found to exist. A similar duplication of effort was found in the traveling library service from the State Library and the establishment of adult reading stations by the county library.

Building upon the early opportunity furnished by the Federal Government, men and women with vision in the state and county accepted the responsibility of enriching the lives of the rural population by taking to them the scientific information relating to agriculture and home economics. The program of farm visitation, method demonstrations, and circular letter distribution conducted by the Umatilla County Agent grew to one more complex which, in addition to the earlier services, included conferences,

method and result demonstrations, radio programs, and numerous duties conducted by an agent and two assistants and was county-wide in scope. Ample county provision for an organized home demonstration program in Umatilla County was delayed. Considerable progress was made in the last decade, and fifteen organized home extension units were conducted in 1945-46. Interest and demand for the program has increased since that time in other localities.

Recognizing the desire of many adults to learn those things for which no earlier opportunity had been provided or for which a particular need had arisen and to keep prepared to meet one's economic, political, and civic obligations, alert persons in strategic positions grasped the opportunity to provide for vocational education. All the state-sponsored vocational education classes in Umatilla County were centered in one locality, with the exception of three classes in homemaking education, and they were available only to those persons who came to that center. Diversity of courses was noted in trade and industry and distributive education.

Shortly following the turn of the century, educators of the state began laying the foundation and making provision for the extension of the facilities of the State System of Higher Education to the people of the state in areas remote from the campuses. Some of the

measures have endured the test of time and practicality, and some have been discontinued. The scope of the program of correspondence courses available enlarged from courses in three fields to over two hundred courses at both high school and college level. The facilities of the extension through correspondence were utilized by persons in communities throughout the county. Extension classes, however, as were the vocational education classes, were localized in one center in the county, and again they were available only to those persons who came to that center. Other activities of the General Extension Division have caused less stress to be placed upon general lecture work and public debating. The activities of the General Extension Division in the reading circle work were discontinued when the teacher certificate registration law was amended in 1937. Interest in use of the visual aids materials has increased in the last few years, and the greatest use of the extension materials was made by the Federal Cooperative Extension Service in the county during 1945-46.

It is a lifelong problem to keep one's health and maintain an optimum operating efficiency. In Umatilla County little provision of an organized tax-supported program of adult education in health was found to exist.

By means of the philanthropic far-sightedness of

a few individuals and the willingness of the people of the city of Pendleton to submit to the taxation for the maintenance of the structure, a modern museum located in that city diffused some historical knowledge to a limited number of people.

Military education was conducted in the units located at Pendleton and Milton-Freewater and a detachment at Hermiston which included mainly military drill and first aid. When the army air base was established at Pendleton Field and to a lesser extent at the ordnance depot, a quite technical system of military education was carried on for which the base was well-equipped.

The emergency program inaugurated by the Federal Government for adult education were on a temporary basis, designed as a measure of relief to the depression stricken individuals, and little remains in the county as evidence of the program except the memory.

Recommendations

Recommendations to be made in light of the research data compiled in this study were that:

1. A Umatilla County Adult Education Committee be organized from the members of both the tax-supported and the non-tax-supported agencies carrying on adult education within the county.

2. A survey be made of the county by that committee to determine the adult education facilities available in the non-tax-supported agencies and the tax-supported agencies.
3. The findings of that survey be listed and publicized throughout the county.
4. A survey be conducted in the west end of the county to determine if there is sufficient interest to warrant the establishment of a center for General Extension classes in Hermiston.
5. A similar survey be conducted in the northeast section of the county to determine if interest is sufficient to warrant the establishment of a center for General Extension classes in Milton.
6. A survey be conducted of the medical facilities of the county to determine the available facilities for an improved program in adult health education, as some sections of the county receive little instruction.
7. The individual reading course service and the traveling library service conducted by the State Library be delegated to the Umatilla County Central Library, as a duplication of similar services was found to exist.

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