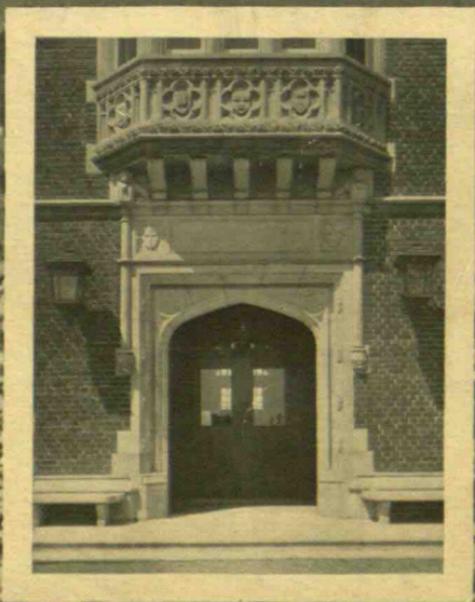


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THE CITY AND ITS COLLEGE

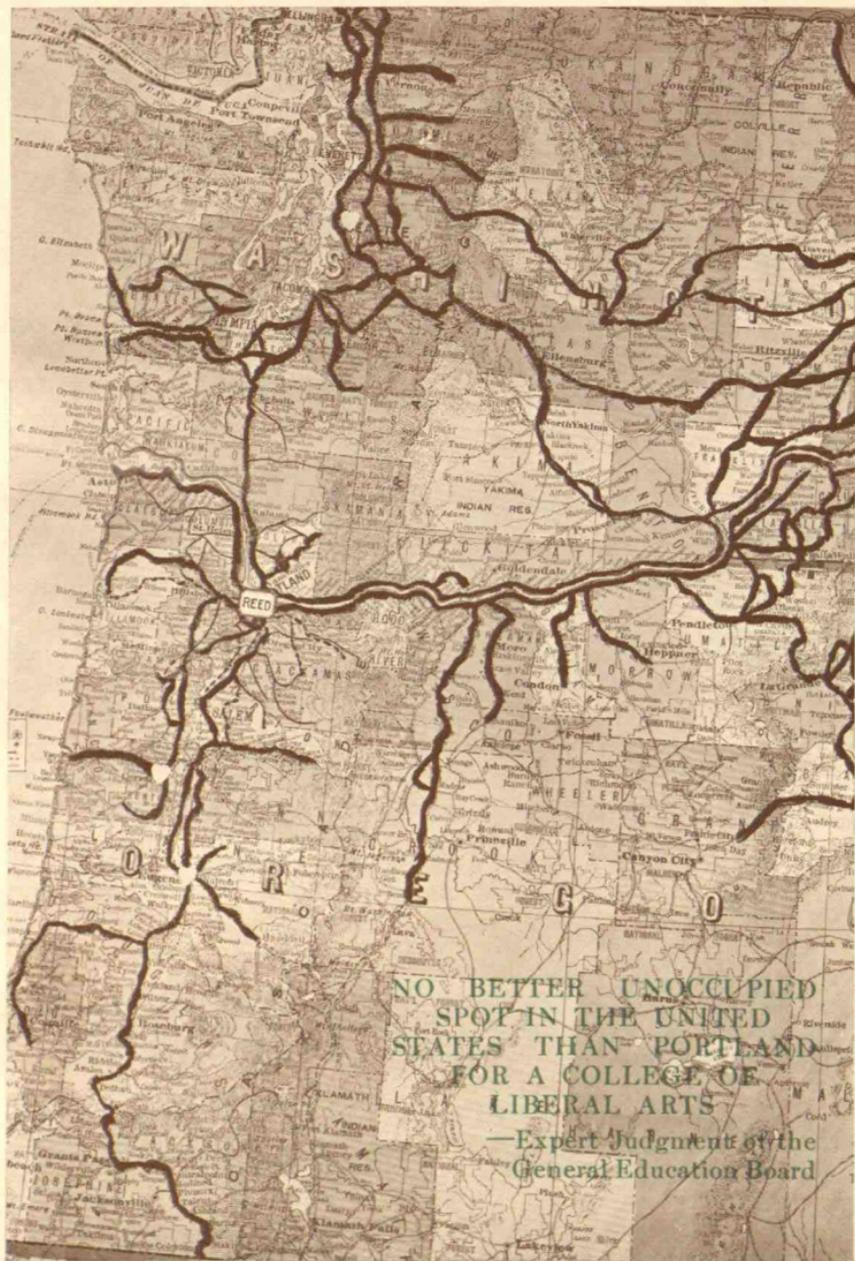
## THE CITY AND ITS COLLEGE

HEREIN are presented, for circulation among selected citizens of Portland, and Portland only, a body of facts of vital concern to every leader in civic affairs. These facts merit the immediate consideration of every citizen of Portland who receives this bulletin. It has been sent only to men and women of vision, courage, sacrifice—men and women who have proved their willing and practical devotion to the durable foundations of the greater and better City of Portland that is to be. It is sent only to people who have much to do other than to read these pages. And therefore a vast amount of accurate information is here set forth—tersely, grafically, concretely—so that “he who runs may read.”

And he who runs away without reading will miss a few timely pages that concern him—pages which have taken eight years to prepare.

J. C. Ainswerth  
George L. Baker  
H. C. Campbell  
O. M. Clark  
Edward Cookingham  
H. L. Corbett  
T. L. Eliot  
R. L. Glisan  
Eric Hauser

Max Houser  
J. B. Kerr  
W. M. Ladd  
George Lawrence, Jr.  
W. P. Olds  
R. L. Sabin  
Ben Selling  
Guy W. Talbot  
C. E. Wolverton



NO BETTER UNOCCUPIED  
SPOT IN THE UNITED  
STATES THAN PORTLAND  
FOR A COLLEGE OF  
LIBERAL ARTS

—Expert Judgment of the  
General Education Board

"THE STRATEGIC LOCATION IN THE NORTHWEST"

## THE FOUNDATION OF REED COLLEGE

**I**N 1904, Mrs. Simeon G. Reed, a Portland pioneer, left to the City, in memory of her husband, the greater part of her estate for founding "an institution of learning, having for its object the increase and diffusion of practical knowledge among the citizens of said City of Portland, and the promotion of literature, science and art."

"In it shall be established such departments of learning, galleries of art, natural and technical museums, appliances for manual training and other appliances and appurtenances, as such trustees or their successors in the trust hereby created may from time to time prescribe. Such instruction shall be given therein by competent teachers and lecturers in literature, music, the arts and sciences, and such classes created for the people, and especially for deserving young men and women earning their livelihood, as said trustees and their successors may from time to time direct.

"It is my desire and intention that the institution so founded and established shall be a means of general enlightenment, intellectual and moral culture, the cultivation and development of fine arts, manual training and education for the people."

The following pages tell some of the ways in which the Trustees have carried out the broad purposes of this bequest, as far as annual income would permit, and the conditions under which it will be possible to carry on more of this work which the City should demand of its College.





## PORTLAND AS AN EDUCATIONAL CENTER

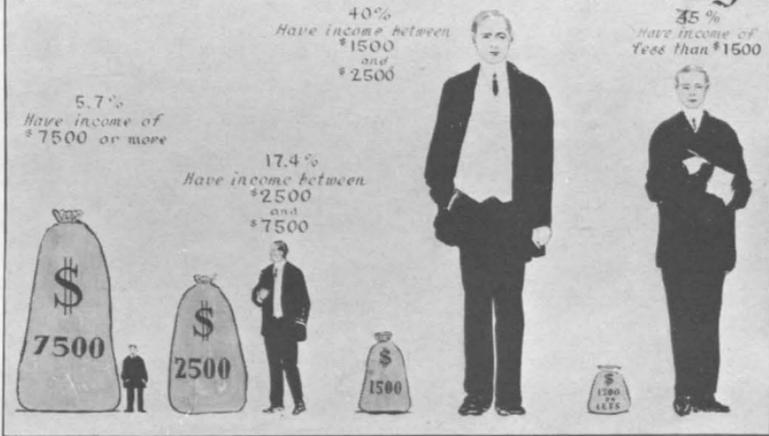
THE maps on pages four and five show the number of Reed students in 1918-1919 resident in each state and, for the same year, the number born in each state. Thirty-seven states are represented. The figures include candidates for degrees and for certificates as Reconstruction Aides in Physio-Therapy. The figures do not include students in the two courses for Employment Managers or other Extension Courses. The distribution of these students by sex, courses, classes and cities is given in Reed Record number 33, the Catalog for 1918-1919. A copy will be sent to any address.

The map on page two, showing railroad connections of Portland, indicates that Portland is the most convenient location for a College in a territory three times as large as New England. The Secretary of the General Education Board said there was no better unoccupied spot in the United States for such an institution, and, on motion of Dr. Charles William Eliot, of Harvard University, this report was made the report of the Board.

For a college site, a city offers innumerable educational resources,—libraries, museums, speakers, music, drama, churches, industrial establishments, social and civic organizations.

Dr. C. A. Prosser, Director of the Federal Board for Vocational Education, said recently, "I doubt if there is any college in the country of such recent birth which is more widely known than Reed College. I favor strongly the city college in our large centers of population like Portland. It brings opportunities for education to the doors of those who cannot go away to school, and particularly to those who must work while they learn. The college of the future will be located in the teeming life of our city's populations, where vital problems are met."

*Total income of families of students  
This is the total income of entire family*



THE UNIVERSITY OF CINCINNATI DRAWS STUDENTS MAINLY FROM FAMILIES OF SMALL INCOMES. THE SAME IS TRUE OF REED COLLEGE.

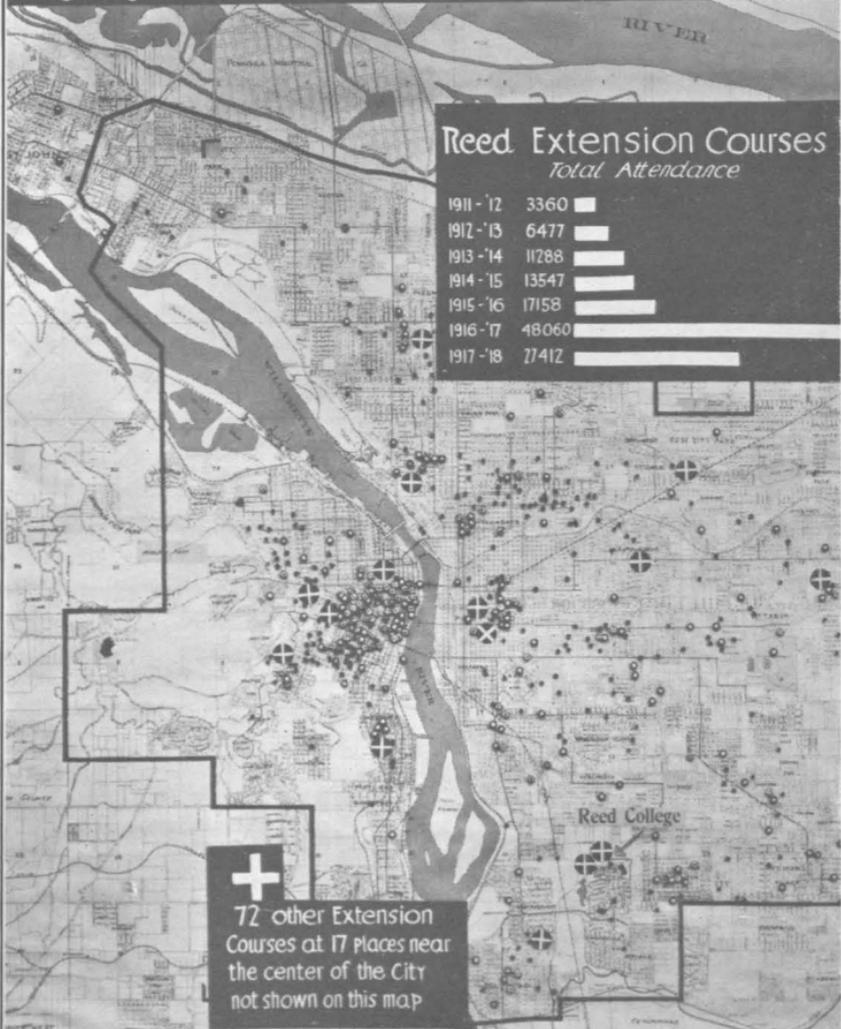
### INTERNATIONAL RECOGNITION

**R** EED COLLEGE is included in the limited list of American institutions whose degrees are accepted by European universities as of the first order. The list was recommended by the Association of American Universities. Reed College is also included in the volume devoted to leading universities of the world, published in Paris as a successor to the German "Minerva."

The degrees of Reed College are accepted as the equivalent of the degrees of any other college or university for admission to all American Medical Schools, Law Schools, and other professional schools. The credits earned at Reed College by students who have transferred to other colleges have invariably been accepted throughout the country as the equivalent of similar credits earned at those institutions. Further recognition is found in the awards of fellowships to Reed graduates by Harvard, Princeton, Columbia, Bryn Mawr and other institutions.

To have a College whose standards are thus recognized throughout the world is of some value to the city. It cannot longer have such a College without paying the price of increased endowment.

- Black circles locate community services of Reed students 1912
- ✕ Black crosses show where Reed teachers have made addresses
- Green circles locate homes of Reed students
- ⊕ Large White crosses locate Reed Extension Courses



**REED COLLEGE AND ITS CITY - WIDE CAMPUS**

## A CITY-WIDE CAMPUS

FOR the benefit of those who cannot profit by courses of study at Reed College, the Trustees, from the very first year, have provided series of free lectures, known as Reed Extension Courses. These courses are intended for people who desire more serious opportunities than those provided by entertainments and isolated lectures, without incentives or aids to private and systematic study.

The year before Reed College began its work, no such courses were given in Portland, and it was freely predicted that few people would attend. Yet, as shown on page eight, the numbers who came to hear these lectures and to participate in class discussions increased from 3360 the first year to 48,060 in the year of our entrance into the war.

Ninety courses have been given,—mainly in literature, science, history, politics, sociology, economics, education and philosophy. The white crosses on the map show the location of some of these courses. They have been conducted in schools, libraries, community centers, churches and club houses, some of which are pictured on the next page. Lectures have also been given in the Chamber of Commerce, in the City Hall to city employees, in the department stores and in the Turn Hall. Thus the City has made a wider use of buildings that cost several million dollars and were not used to capacity.

One Reed Extension Course was given primarily for the staff of the Oregonian in its own editorial rooms. Other courses were given at the request of the City Club, the University Club, the Multnomah Club, the Laurelhurst Club, the Boy Scouts, and the Central Library Staff. At the request of the War Industries Board the College gave two official government courses in Employment Management and, at the request of the Red Cross, a course for Civilian Relief Workers.

Scores of requests have been received for courses during the coming year, but the College will be obliged to abandon its extension courses altogether unless additional funds are obtained.

# REED EXTENSION COURSES



WHICH  
COURSE  
ARE  
YOU  
TAKING  
?



## Free Public Lectures

Reed College Extension Courses  
 FROM OCTOBER 8, 1913, TO MAY 23, 1914

At the Central Public Library

COURSE I. *City*. The Urban Problem and Agriculture.  
 By Dr. C. C. Young, University of Oregon.

COURSE II. *The Problem of Rural Finance*.  
 By Dr. C. C. Young, University of Oregon.

COURSE III. *Subsistence and Social Control*.  
 By Dr. C. C. Young, University of Oregon.

COURSE IV. *The Social Basis of the State*.  
 By Dr. C. C. Young, University of Oregon.

COURSE V. *History of Education*.  
 By Dr. C. C. Young, University of Oregon.

COURSE VI. *The Problem of Rural Finance*.  
 By Dr. C. C. Young, University of Oregon.

COURSE VII. *Subsistence and Social Control*.  
 By Dr. C. C. Young, University of Oregon.

COURSE VIII. *The Social Basis of the State*.  
 By Dr. C. C. Young, University of Oregon.

COURSE IX. *History of Education*.  
 By Dr. C. C. Young, University of Oregon.

At the Multnomah Amateur Athletic Club

COURSE X. *The Value and the City of Portland*.  
 By Dr. C. C. Young, University of Oregon.

At the Astoria Hotel, Portland

COURSE XI. *The Water in Oregon, Its Significance*.  
 By Dr. C. C. Young, University of Oregon.

COURSE XII. *Significant Achievements in European Literature*.  
 By Dr. C. C. Young, University of Oregon.

COURSE XIII. *English Poets*.  
 By Dr. C. C. Young, University of Oregon.

COURSE XIV. *History of the Universe*.  
 By Dr. C. C. Young, University of Oregon.

COURSE XV. *Domestic Libraries*.  
 By Dr. C. C. Young, University of Oregon.

At Reed College

COURSE XVI. *Modern Science*.  
 By Dr. C. C. Young, University of Oregon.

COURSE XVII. *An Introduction to the Early Peoples*.  
 By Dr. C. C. Young, University of Oregon.



235 FREE LECTURES THIS YEAR



## Free Public Lectures

Reed College Extension Courses

- AT THE NEW PUBLIC LIBRARY
- COURSE I. *Modern English Prose Writers*.  
 By Dr. C. C. Young, University of Oregon.
- COURSE II. *The Water and the City of Portland*.  
 By Dr. C. C. Young, University of Oregon.
- COURSE III. *Modern Social Problems*.  
 By Dr. C. C. Young, University of Oregon.
- COURSE IV. *Everyday Ethical Problems*.  
 By Dr. C. C. Young, University of Oregon.
- COURSE V. *The Poetry of Robert Browning*.  
 By Dr. C. C. Young, University of Oregon.
- COURSE VI. *Spanish*.  
 By Dr. C. C. Young, University of Oregon.

- AT REED COLLEGE
- COURSE VII. *Natural Science*.  
 By Dr. C. C. Young, University of Oregon.

- AT THE Y. M. C. A.
- COURSE VIII. *An Introduction to the Early Peoples*.  
 By Dr. C. C. Young, University of Oregon.

FURTHER INFORMATION MAY BE OBTAINED FROM THE SECRETARY OF REED EXTENSION COURSES, REED COLLEGE, REED COLLEGE PRINCE BUILDING, PORTLAND, OREGON.

## Where some Reed Courses are given



Typical Extension Classes

## Free Public Lectures

Reed College Extension Courses

- AT THE NEW PUBLIC LIBRARY
- TUESDAY AND FRIDAY EVENINGS  
 8 o'clock, Room 100, October 8 to April 27
- COURSE IX. *The Water in Oregon, Its Significance*.  
 By Dr. C. C. Young, University of Oregon.
- COURSE X. *The Value and the City of Portland*.  
 By Dr. C. C. Young, University of Oregon.
- COURSE XI. *Significant Achievements in European Literature*.  
 By Dr. C. C. Young, University of Oregon.
- COURSE XII. *The New History*.  
 By Dr. C. C. Young, University of Oregon.
- COURSE XIII. *English Poets*.  
 By Dr. C. C. Young, University of Oregon.
- COURSE XIV. *History of the Universe*.  
 By Dr. C. C. Young, University of Oregon.
- COURSE XV. *Domestic Libraries*.  
 By Dr. C. C. Young, University of Oregon.

- AT REED COLLEGE
- COURSE XVI. *Modern Science*.  
 By Dr. C. C. Young, University of Oregon.

FURTHER INFORMATION MAY BE OBTAINED FROM THE SECRETARY OF REED EXTENSION COURSES, REED COLLEGE, REED COLLEGE PRINCE BUILDING, PORTLAND, OREGON.

1913-1914

1914-1915

WITHOUT NEW FUNDS, ALL EXTENSION COURSES MUST STOP



EVERY YEAR CROWDS HAVE ATTENDED REED LECTURES



## A LETTER FROM STANFORD UNIVERSITY

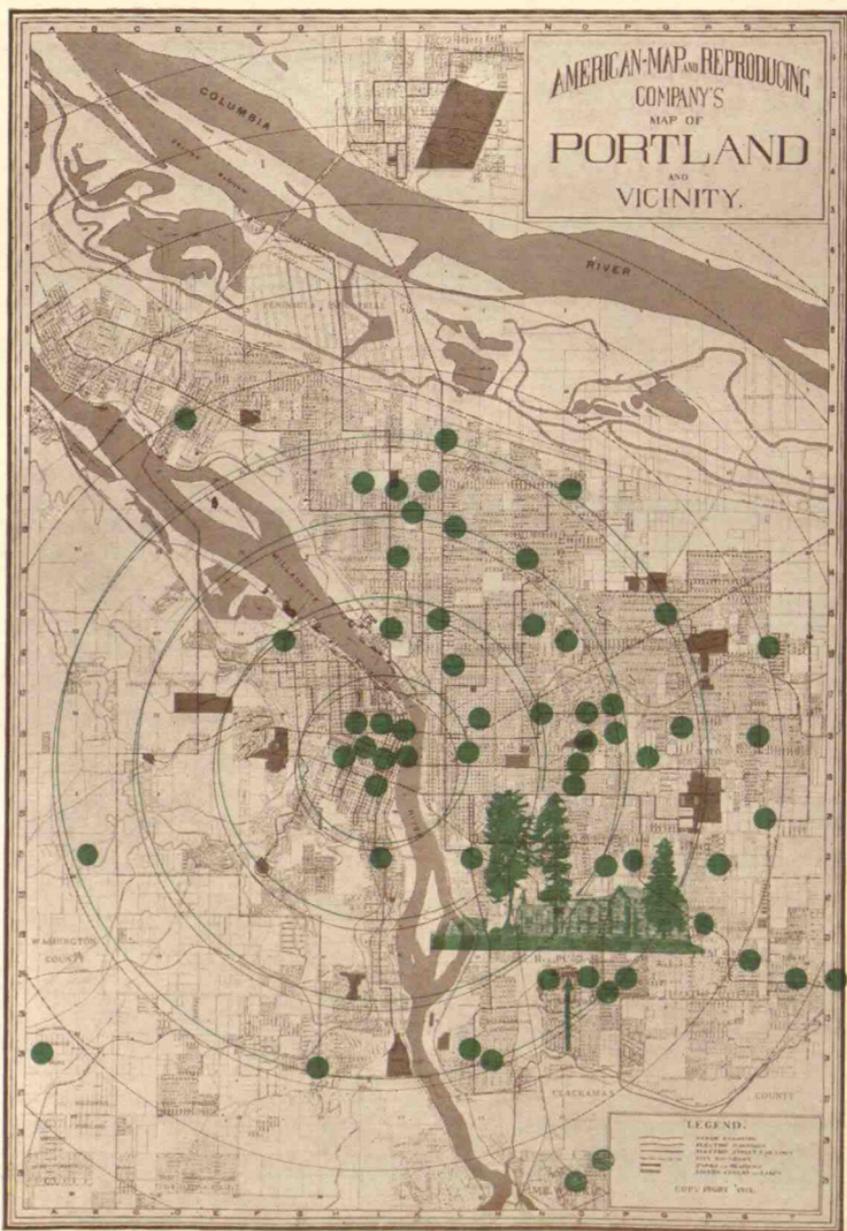
“REED COLLEGE is recognized as standing in the very front rank of colleges, as distinguished from the large institutions prepared for advance research work. A good college, progressive and thoro in its work, must cost from \$150,000 to \$400,000 per year, above all fees.

Independent of the University system, every forward-looking city should have a good college, for its local intellectual needs. Reed College is such an institution, and more fully than any other, similarly situated, it has commanded the respect of the educational world. In such matters, a city should not scatter its resources. Better one good college than two poor ones, or ten.

While a certain percentage of students can and should leave home to enter the great universities, a large portion will go to college only as the college comes to them. There are hundreds of promising youth in Portland who will get their education in Portland—or else not at all.

It is folly for a college to expand its scope without the means to support expansion. Better a few lines of work well-supported than to spread over the whole University field. Reed College has been most fortunate in having, from the first, clear vision and courageous individuality. There is nothing which will give greater help to the city of Portland than the adequate endowment of its college.”

DAVID STARR JORDAN,  
Chancellor, Stanford University.



**THE GREEN CIRCLES ON THIS MAP OF PORTLAND LOCATE THE 60 COMMUNITY MEETINGS CONDUCTED BY REED COLLEGE FOR THE DISCUSSION OF MEASURES TO BE VOTED ON, UNDER THE INITIATIVE AND REFERENDUM, IN NOVEMBER, 1916. THE ATTENDANCE WAS 4030**

## MAKING DEMOCRACY SAFE FOR OREGON

**O**N the map of Portland are located sixty community meetings conducted by Reed College, just before an election, for the purpose of explaining impartially the questions at issue,—thus to help make better citizens, more intelligent voters and more of them. Among the comments on this work from other cities are the following:

“Reed College has had the unusual distinction of being almost the only one of the private colleges in the country which has realized the community obligation in just as great a measure as have the municipal and state universities. This particular note of co-operation with its City has served more than anything else to make Reed College stand out as an example to other institutions of learning.”

PARKE R. KOLBE,

President, University of Akron.

“We are continually putting new tools into the voters’ hands and the success of government becomes more and more dependent upon intelligent voting and petition-signing. I wish we had an agency in this City doing for us locally what Reed is doing for Portland.”

C. M. FASSETT,

Mayor of Spokane.

“Permit me to say that I think you have done a wonderful piece of work and it is invaluable to us.”

THOMAS GRANT,

Secretary, Washington, D. C., Chamber of Commerce.

“The extension lectures in regard to Portland City are certainly an excellent form of activity. I wish Harvard could do something of this sort for the City of Boston.”

J. D. PHILLIPS,

Houghton Mifflin Company, Boston.

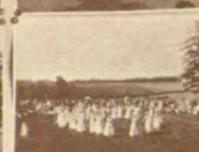
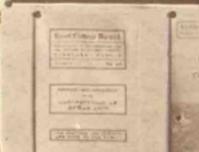
“I feel sure that you have struck the right keynote with reference to the interpretation of practical education.”

FREDERICK E. BOLTON,

Dean, University of Washington.

# REED COLLEGE CIVIC CONFERENCES

150 organizations  
devoted to human welfare  
have co-operated with  
Reed College in its  
annual Social Service  
Conferences



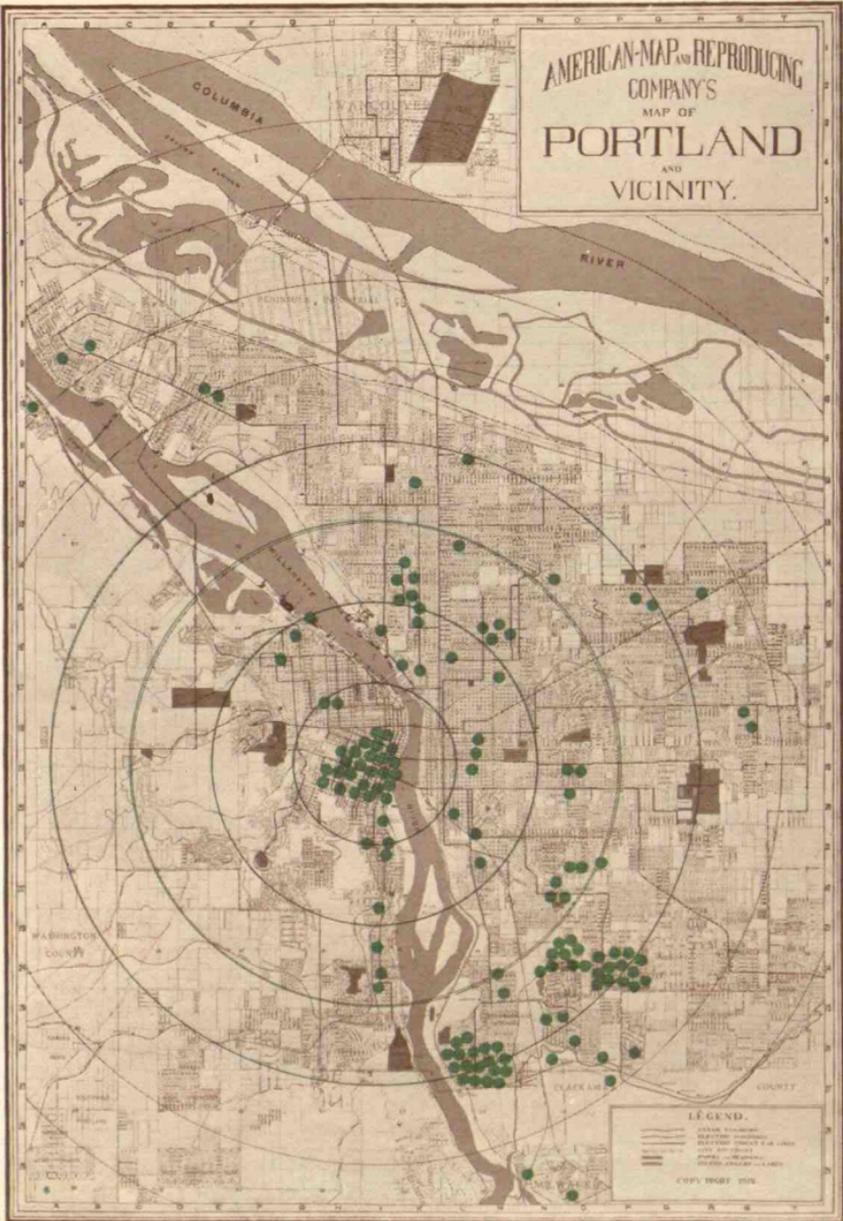
NO SUBSTITUTE FOR SUCH MEETINGS HAS BEEN FOUND

## THE COLLEGE AS PIONEER

**R**EED COLLEGE, in its first year, made many radical departures from college traditions. It has had a large following.

Since the opening of Reed College, the most notable, nation-wide movement in college athletics has been toward examinations for entrance, athletics for all, reduction of expenses, curbing of commercialism, subordination of coaches to educational aims, and schedules of games to interfere less with studies. Reed was the outstanding pioneer in this whole movement and is said to have been more successful than any other college in achieving these aims. Reed was the first to put into effect a system of grading on a scientific basis, with credit for quality. At least two score institutions have since adopted similar systems. In its first year, Reed stood almost alone in declining to admit students "on condition." Yale and other leading universities have since adopted this policy. From the first, also, Reed required a thesis and final examination in the candidate's major subject. Harvard and other institutions have since adopted similar requirements. Reed was the first to adopt, for all its publications, the simpler, briefer and more logical spellings recommended by the Simplified Spelling Board. More than 150 other universities, colleges and normal schools have since approved the movement and adopted some of the forms. From the outset, Reed has made use of psychological examinations of every student. Such tests have since been adopted for the entire United States Army and, more recently, by Columbia University as entrance tests. Other pioneer work in extension activities is mentioned in this bulletin.

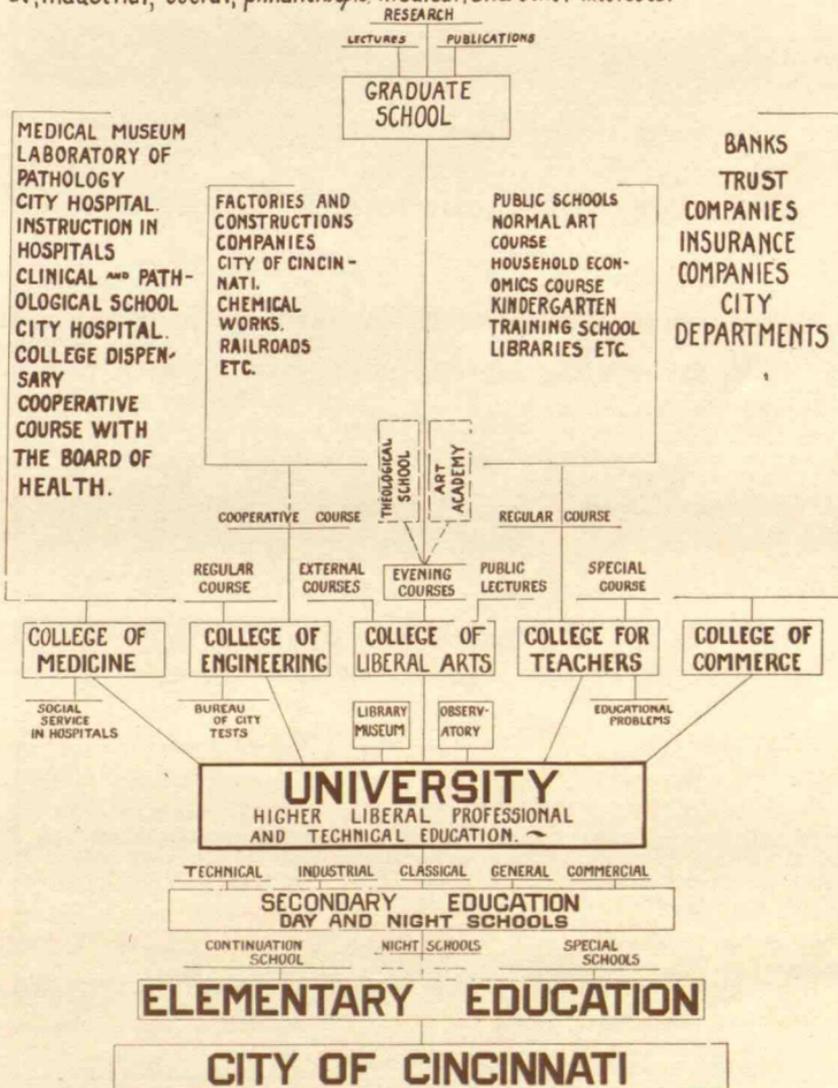
Such adventures have led Chancellor Elliott to say, "Reed College has a unique place in American Education. It should be the pride of Portland to have promoted some of that pioneering for which Reed College is destined."



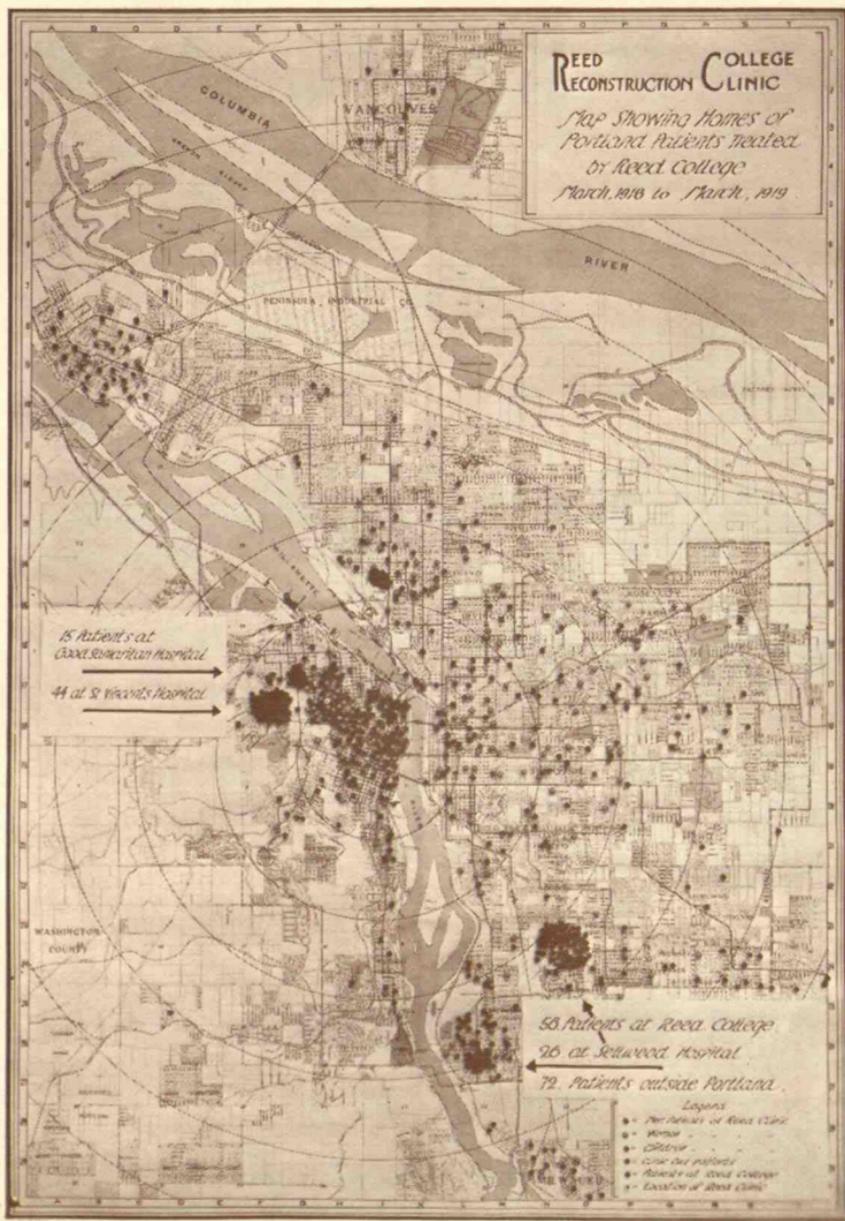
EACH GREEN DOT ON THIS MAP OF PORTLAND LOCATES A PLACE WHERE SOME REED COLLEGE STUDENT, IN THE FIRST HALF OF THE ACADEMIC YEAR 1918-1919, GAVE TO THE COMMUNITY SOME FORM OF FREE SOCIAL SERVICE.

# HOW THE UNIVERSITY SERVES THE CITY

Showing the relation of the University of Cincinnati to the City's educational, industrial, social, philanthropic, medical, and other interests.



HOW ONE CITY AND ITS COLLEGE PROSPER TOGETHER



EACH DOT MARKS THE HOME OF ONE OF THE 800 PATIENTS TREATED BY THE REED CLINIC



REED GRADUATE AIDES IN NEW YORK

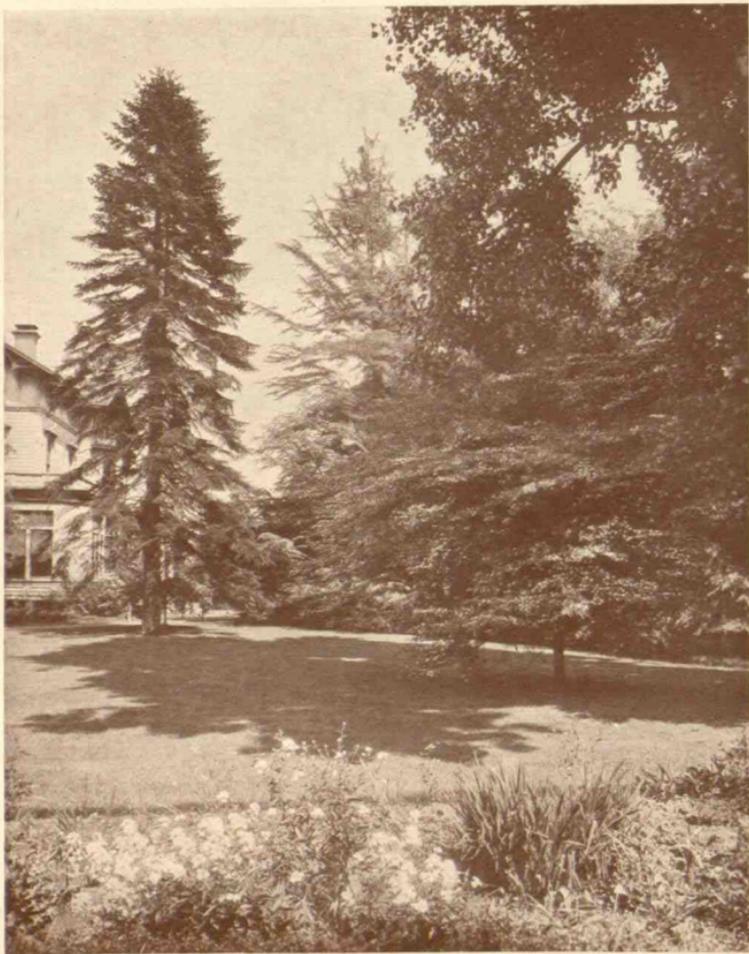
## WORK OF THE RECONSTRUCTION CLINIC

**T**HE Reconstruction Clinic, conducted by Reed College, in the first year of its work has taken care of about 800 patients, and, at the same time, served as a school of clinical experience for the 191 women who are now serving in the United States Military Hospitals.

The map on the preceding page locates the homes of the Portland patients, and also 44 patients treated by Reed College women at St. Vincent's Hospital, 26 at Sellwood Hospital, 15 at the Good Samaritan Hospital and 56 at Reed College. In addition, 72 patients were cared for who came from other cities to gain the benefits of the Clinic. The work of the Clinic is entirely free.

A majority of the treatments are for compound fractures, sprains, paralysis and spinal curvature. A careful estimate indicates that the actual economic gains to the City of Portland, due to returning wounded men to their work earlier than otherwise would have been possible, have been greater than the total cost of maintaining the Clinic. During the summer session, the students filed written reports of their observations of 9404 treatments. The total number of treatments given in the month of March, 1919, was 1550.

The work of the Clinic and of the School of Physical Education is described at length in Reed College Record, Number 32, a copy of which will be mailed to any address.



REED CONSTRUCTION CLINIC, 603 GLISAN STREET, FOUNDED AND MAINTAINED FOR THE TRAINING OF AIDES IN PHYSIO-THERAPY FOR UNITED STATES MILITARY HOSPITALS. PROVIDED FOR THIS PURPOSE BY THE LEWIS ESTATE



ANATOMICAL LABORATORY

WAR DEPARTMENT  
OFFICE OF THE SURGEON GENERAL  
WASHINGTON

Dear Sir:

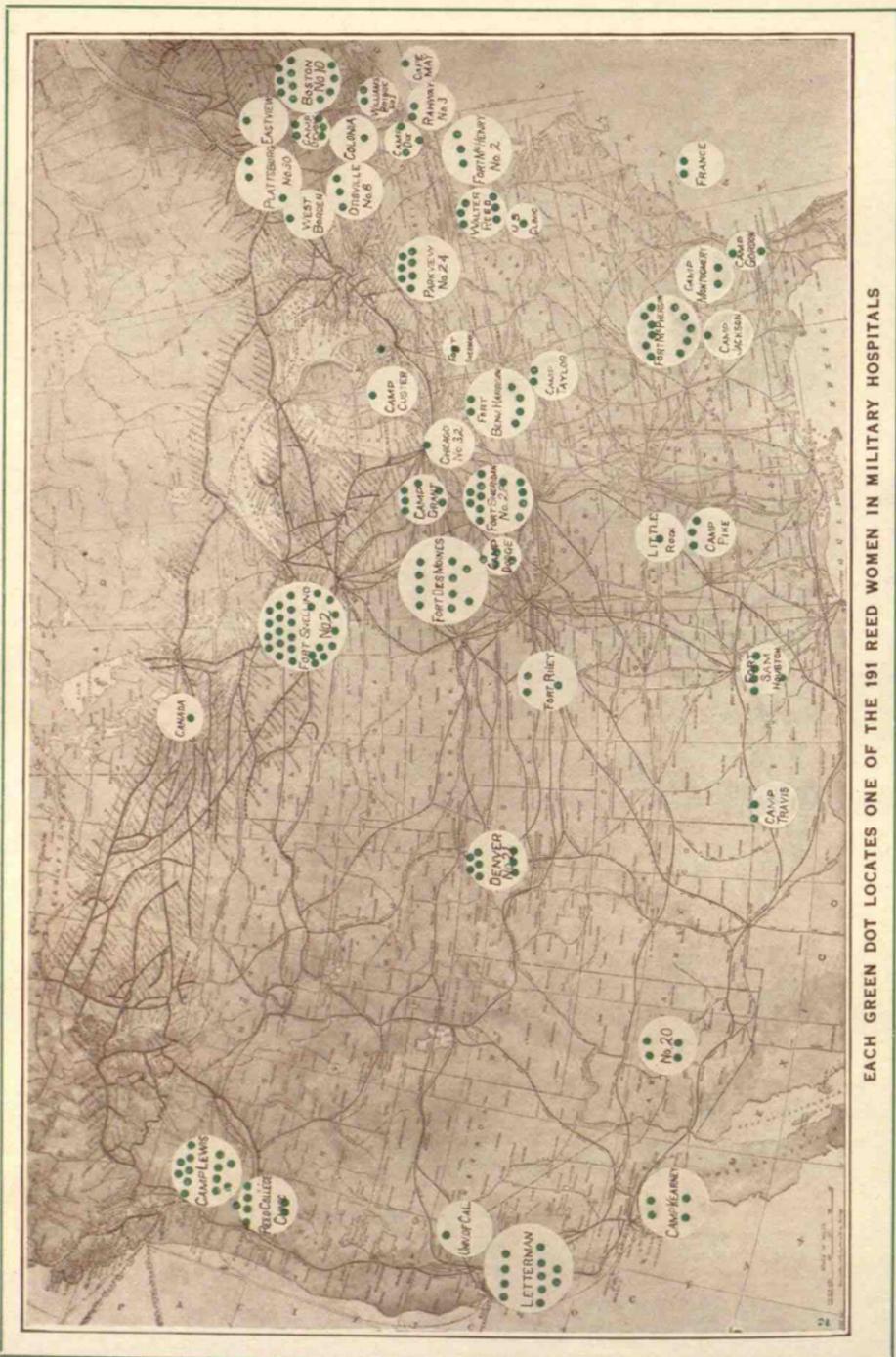
Allow me to express to you the appreciation of the Division of Physical Reconstruction for the assistance rendered the Medical Department of the Army by your institution in the training of young women to act as Reconstruction Aides, both in physio and occupational therapy.

The young ladies furnished the Medical Department by your institution have proven that they were selected with the greatest care, not only from a physical and educational standpoint, but also from that of personality.

The thoro training which these aides received at Reed College has made them valuable aides in the treatment of the sick and wounded soldiers.

Very sincerely,

M. W. IRELAND,  
Surgeon General, U. S. Army.



EACH GREEN DOT LOCATES ONE OF THE 191 REED WOMEN IN MILITARY HOSPITALS

## 191 REED WOMEN IN MILITARY HOSPITALS

OF the women trained by Reed College as Aides in Physio-Therapy, 191 were appointed by the Surgeon General in forty military hospitals. The posts occupied by these graduates are shown on the opposite page. Every woman recommended by Reed College received an appointment. In a number of the chief hospitals on the Atlantic Coast, the entire staffs of Aides in Physio-Therapy are Reed graduates. It appears from official reports that the College gave special training courses, as prescribed by the Surgeon General, to as many women as all other institutions combined.

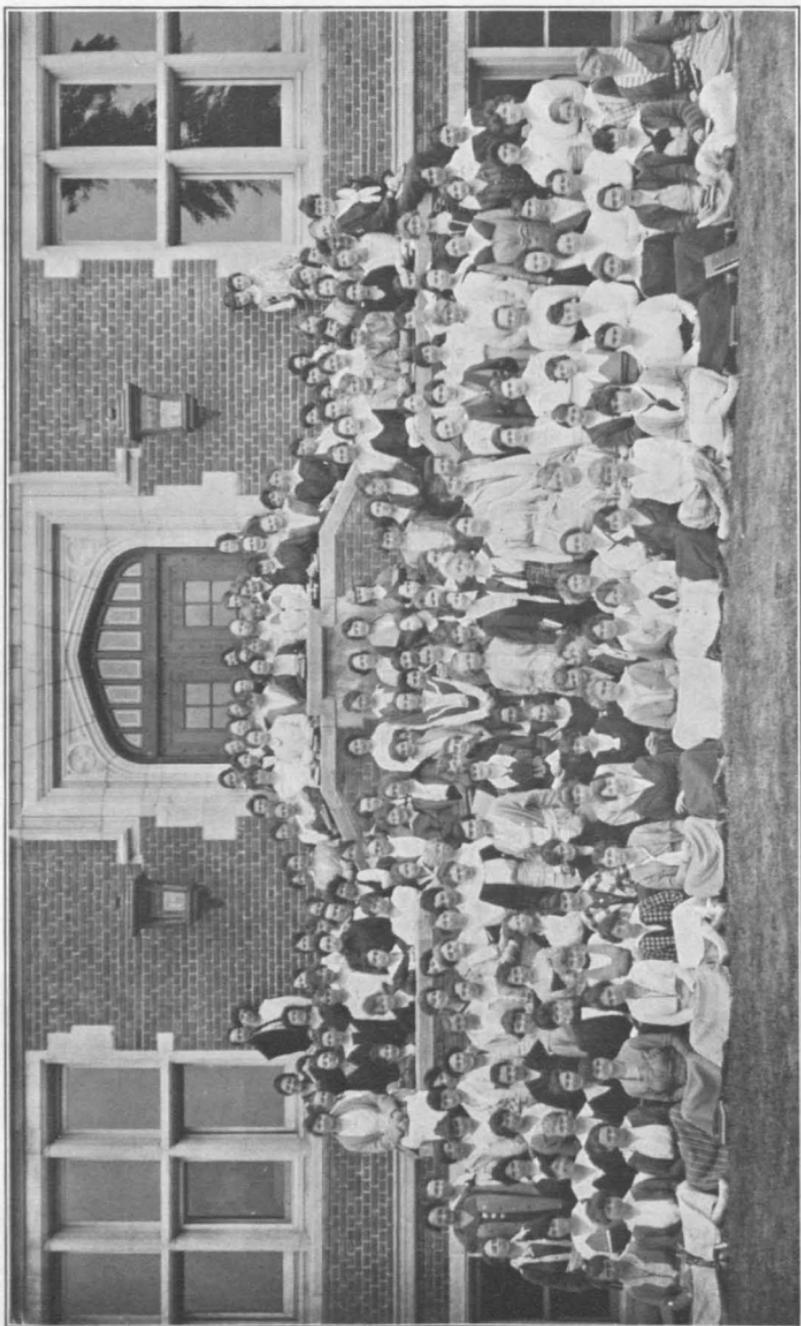
Reed College was the first institution west of the Atlantic Coast to conduct courses for Reconstruction Aides. The work was undertaken at the special request of the Surgeon General, and Reed College was the only institution in the west officially approved by the War Department for the training of Reconstruction Aides.

Aides in Physio-Therapy are civilian employees of the Medical Department of the Army. They give massage and remedial exercises prescribed for patients in hospitals and other sanitary formations of the Army.

Two hundred women registered for the second Reed College Course. They came from thirty-one states and three foreign countries. Their previous education was attained in seventy-two universities and colleges in thirty-one states. Seventy-five were college graduates. One hundred and forty-eight had attended institutions above the grade of high school.

In the training of Aides for Military Hospitals, Reed College has had the substantial aid of the Medical School of the University of Oregon, the North Pacific College of Dentistry, all the hospitals and the leading surgeons and physicians of the city. The directors of the American Red Cross, Portland Chapter, after a thorough investigation of the work, appropriated ten thousand dollars toward its support.

The fifth course for Aides begins June 23, with Doctor Bertha Stuart Dymont in charge.



TWO HUNDRED STUDENTS IN THE SECOND REED COLLEGE COURSE FOR AIDES

# REED COLLEGE CLINIC



PROVIDING FREE REMEDIAL EXERCISES FOR CRIPPLED PATIENTS

## LOYALTY TO COUNTRY

**T**HE Student Body of Reed College, on May 8, 1919, by a unanimous vote, adopted the following profession of loyalty to country:

"The Republic of the United States is my country, the Stars and Stripes my flag. No matter what race I sprang from, or what other nations may claim my friendship, my motto and my watchword is America First. I will do my best to make her loved at home and respected abroad.

"Above all party interests, I will stand by our elected rulers; and will abide by the decisions of the majority, respecting, however, the just rights of the minority. I will support the Constitution of the United States and will never join any insurrection or rebellion against the Constitution, and will never give aid or comfort to an enemy of our country. I denounce anarchy and every organization that tolerates violation of law. I will follow no party that does not carry the flag of the Union.

"I believe that my country, a democracy in a republic, can secure to her citizens a full measure of life, liberty and the pursuit of happiness. To no man will I sell, deny, or delay right or justis; and I believe that no state should deprive any person of life, liberty or property, without due process of law.

"I will never discriminate against any citizen because of his religion.

"I pledge to my country constant loyalty. I pledge respect and obedience to her laws. I pledge my property, my servis, and, if need be, my life to defend her."

## ARTICLES OF PATRIOTISM

**F**URTHER articles of patriotism were adopted by the Student Body as follows:

“As a member of this nation I will cherish and perpetuate those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and their fortunes. I believe in the ‘square deal.’ I believe my country’s protection, her rights and privileges, her burdens and duties, should be justly distributed to all, to the poor, the rich, the laborer, the capitalist. Everyone should have full opportunity to make of himself the best possible and should help others onward and upward.

“I will do my best to keep physically strong, morally clean and mentally active, to know my country’s history, as well as the laws of my city, state and nation; so that with the voice and vote of a citizen, which I shall never sell, I may take an intelligent part in our government, whose just powers are derived from the consent of the governed.

“I believe that real patriotism consists not merely in shouting for the flag or glorying in the material achievements of our nation, but in this, that every individual does all in his power, day by day, to serve his fellows, his community, his city, his state, his country, his God; for thus, he will help our nation to real greatness.”



FLAG-RAISING ON THE CAMPUS

## WAR RECORD OF MEN STUDENTS

OF all the male students at Reed College on April 6, 1917, who were eligible for military service, 86, or 89 per cent, entered the service. Of these, 73 per cent entered by voluntary enlistment. These figures leave out of consideration three Chinese students and seven students who enlisted in the army as members of the Students' Army Training Corps. Of all male graduates of Reed College known to have been fit for military service, 82 per cent entered by voluntary enlistment. Of the other 18 per cent, more than half were in Y. M. C. A. War Work, in Mission Work in China, and in the U. S. Public Health Service. Thirty-six per cent of the Reed students in the Army and Navy became commission officers.

If all men in the United States of military age had been equally fit physically, and had enlisted in the same proportions as Reed College men, the United States would have had in its military forces over 12,000,000 *volunteers*.

	Under Graduates	Graduates		Under Graduates	Graduates
Army - - - -	55	29	Teaching - -	0	1
Navy - - - -	12	8	Rejected for		
Marines - - -	2	1	disability - -	12	11
Merchant Marine -	2	0	Non-citizens - -	4	2
Medical Corps -	4	5	Y. M. C. A. War		
Officers' Training			Work - - - -	0	2
Corps - - - -	11	0	Mission work in		
S. A. T. C. - - -	7	0	China - - - -	0	2
Public Health			Deceased - - -	1	0
Service - - -	1	1	All others - - -	1	0
Ship Yard work -	3	1			
Under military age	1	0			
				116	63

## WAR RECORD OF REED COLLEGE TEACHERS

**R**EED COLLEGE releast fifty per cent of its faculty for war work for the duration of the war. They volunteered with the Army, Navy, American Red Cross in France, Y. M. C. A. in France, United States Public Helth Servis and Emergency Fleet Corporation.

Professor Coleman was in charge of the Y. M. C. A. educational work at Camp Lewis, later director of the same work for all the cantonments of the Western Division, and finally director of the Division of Social Hygiene in France. Dr. Bertha Stuart was in charge of a Red Cross dispensary and children's hospital in Blois, France. Professor Merriam was sent from France to England to arrange for the study of U. S. soldiers in English universities. Miss Florence Read worked with the Council of National Defense in Washington and later as a Y. M. C. A. Secretary in France. Professor Stahl became an Ensign. Professor Cushing receivd a commission in the Army, and was sent to Russia. Professor Leigh did notable public helth work under Surgeon General Blue.

All other teachers gave part time to war work. The President of the College servd the American Red Cross as an Inspector in European countries and, on his return to this country, gave 150 addresses in 50 cities under arrangements made by the National Red Cross and the National Chamber of Commerce. Other teachers, who were offerd important government posts in Washington, remaind at the College and, at the request of the War Department, gave instruction to the Students' Army Training Corps. Twenty teachers had a part in the training of Reconstruction Aides for military hospitals.

Still others servd as U. S. Food Administration assistants, shipyard workers, Draft Board members, Liberty Loan solicitors and Forestry workers. Teachers joint with students in raising beans and potatoes on vacant blocks near the Campus. The proceeds were sent to France for Dr. Stuart's hospital.

# THE REED POLICY IN ATHLETICS

No Intercollegiate Contests  
Everybody in the Games

Athletics in moderation  
and at little expense  
for all students.

especially those in  
greatest need instead  
of costly and excessive  
training for a few students  
especially those in least need.



Photo Club, Grand Island, 1914



Bay of War, 1915



Modeling Bay of War, 1915



Students Grading Athletic Field



Recrey Game



Olympians



Diving from Spring Board



Faculty Baseball Team, 1913



Class Club representing the school



Bay of War, 1915



AM Girls Team, 1915 - 1916



Track Team, 1915



Junior Baseball Team, 1915



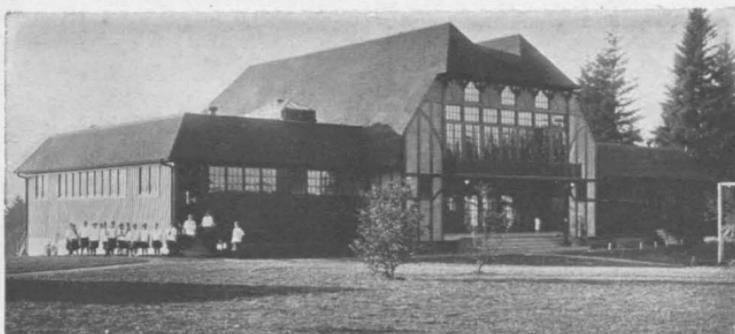
Swimming Pool

For accounts of the Reed  
Policy in Athletics see -

Atlantic Monthly.  
The Independent.  
Schools Society.  
The North American Student  
N. E. A. Report

November, 1915  
" " " 1915  
May 22, 1915  
December  
1913  
1915

"ATHLETICS FOR ALL" IS AT LAST A POPULAR SLOGAN



GYMNASIUM

## ATHLETICS AND THE WAR

WHEN the war came and the nation needed to build up its man power, the War Department urged the colleges to suspend secret fraternities, require daily athletics for all, and eliminate intercollegiate games that take men away from their studies and necessitate expenses of travel. In order thus to respond to the country's demand for maximum man power, Reed College was the only one that needed no change of policy.

Before the college began, it announced its plan of no secret societies and of "Athletics in moderation and at little expense for all students, especially those who need it most, in place of costly and excessiv training for a few students, especially those who need it least."

The success of this policy may be judged by a typical week of the fall of 1916, during which 93 per cent of students and faculty took part in tennis, hand-ball, hockey, foot-ball, squash and track games, or by March of 1919 during which only three students were reported as delinquent. Participation in gymnastics and games, for the sake of joy, recreation, helth and development, is required of all students, both men and women, five times each week.

Since Reed College announced its radical departure from prevailing policies, there has been a nation-wide movement in the directions proposed by the College.

# REED COLLEGE CAMPUS STUDENT VOLUNTEER LABOR



RESPECT FOR HONEST LABOR COMES THRU HONEST LABOR

## REED COLLEGE A SOCIAL DEMOCRACY

NO good student who is able and willing to work need miss the opportunities of Reed College for lack of funds. A large majority of the students, both men and women, are partially self-supporting and many earn their entire expenses. The College itself provides work on the Campus for every student who desires it. From the outset, most of the work in connection with the care of grounds, buildings, dining-hall, gymnasium, laundry, bookstore, laboratories, power-plant, electrical equipment, fish experiment house and carpenter shop, and most of the multigrafing, typewriting, and other clerical work has been done by students as means of self-support. This has given the whole student body a fine sense of proprietorship and responsibility. For this work, seventy per cent of the men students have received income from the College.

Furthermore, a City of 300,000 inhabitants offers innumerable opportunities for students who must work their way. Still further to aid students, thirteen loan funds are available. From these funds, 162 loans have been made. No deserving student will be denied sufficient aid to complete his College course.

The necessary expenses for those who live at home are small. Even for those who live on the Campus the total necessary annual expenses are less than half the average expenses of students at Harvard and Yale.

Social affairs at Reed College are inexpensive and simple, as becomes higher education, and are always subordinate to the main purposes of the College. There are no fraternities and no sororities, because the College prefers a wholesome, democratic social life of the entire institution. By the policy of no secret societies and no intercollegiate athletics, the College eliminates the chief expenses which students usually, in unwholesome rivalry, impose upon each other.

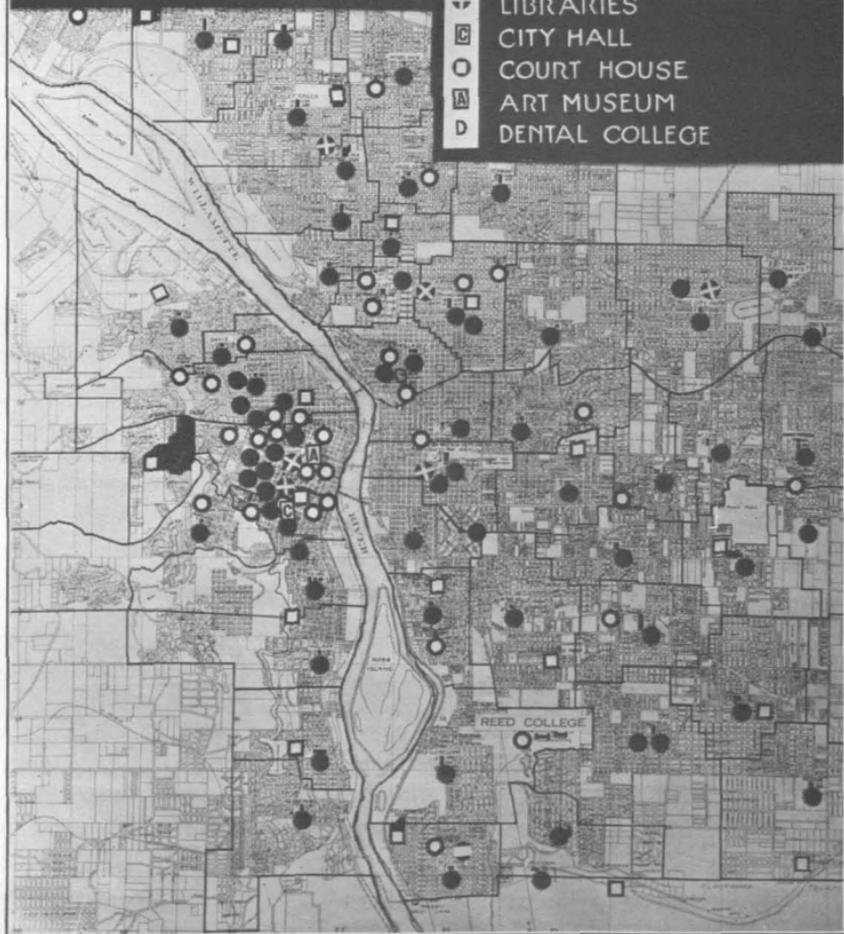
Reed College is for all the people. A majority of the families represented have small incomes.

# BUILDINGS and GROUNDS AVAILABLE for UNIVERSITY EXTENSION PURPOSES

Portland, Oregon. — Map Prepared by Reed College

- PUBLIC SCHOOLS
- PRIVATE SCHOOLS
- CHURCH BUILDINGS

- PLAY GROUNDS
- COMMUNITY CLUB HOUSE
- SELLWOOD CENTER
- ⊕ LIBRARIES
- ⓐ CITY HALL
- COURT HOUSE
- ⓐ ART MUSEUM
- ⓓ DENTAL COLLEGE



WISE ECONOMY REQUIRES A WIDER USE OF THESE PUBLIC BUILDINGS

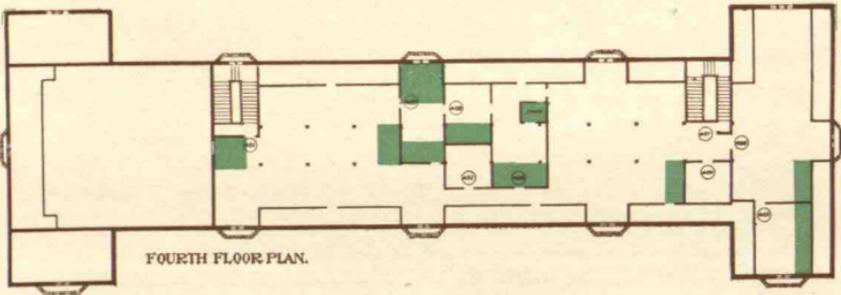
## A WIDER USE OF PORTLAND'S RESOURCES

THE map of Portland, on page eight, shows the location of buildings in which Reed College has conducted free Extension Courses. That these courses met a vital need—felt but never before met—is shown by the increase of attendance from 3360 the first year to 48,060 the year before the war. This work has been carried on by taking advantage of buildings, in which the City has invested millions of dollars but which, on the whole, are not utilized to half their capacity.

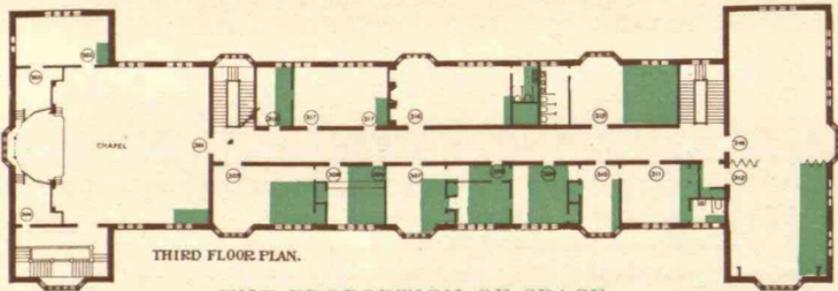
Scores of other buildings may be used for more University Extension work, without a dollar of added investment in property, and with merely nominal increase in expenses. Some of these buildings are located on the accompanying map. Those responsible for them are delighted to find ways of making them of more use to the community. Reed College has been invited to give courses in more than one hundred of these buildings. Only the lack of funds to employ instructors has confined this work to its present meager limits. The faculty has been generous and indefatigable; has conducted free evening courses in thirty places, without additional pay; but, after all, twenty or thirty teachers can hardly conduct a college during the day and meet the needs at night of a city of 300,000 inhabitants.

Common-sense economy requires the City not only to use these fine buildings more hours of the day, but also to use, as laboratories for college classes, the present educational resources of libraries, Art Museum, City Hall, Court House, Historical Society, Health Bureau, Public Welfare Bureau, parks and playgrounds, and industrial concerns which are not now incorporated in any systematic and well-conceived plan of higher education, because Reed College cannot employ the staff to carry out such a plan.

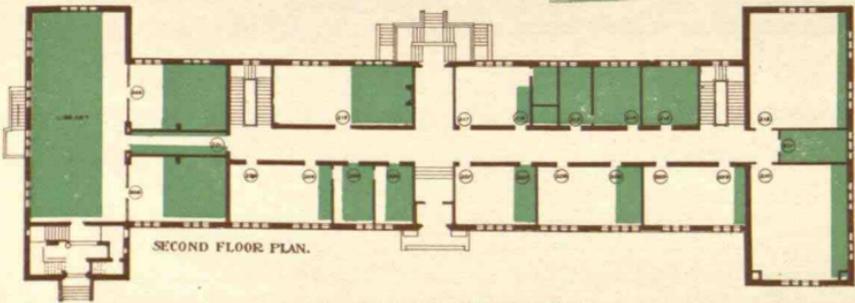
The College has, however, demonstrated the possibility, and proved that the people respond eagerly to every new opportunity. With more funds, the College would make available for all the people still more of these unutilized resources of Portland.



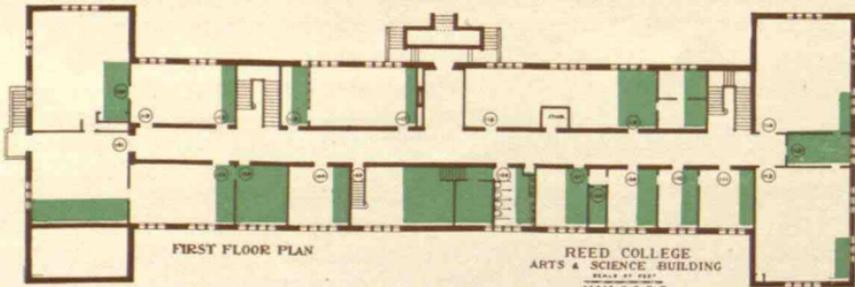
THE GREEN AREAS SHOW



THE PROPORTION OF SPACE



NOW BEING UTILIZED



REED COLLEGE  
ARTS & SCIENCE BUILDING

BUILT BY 1927

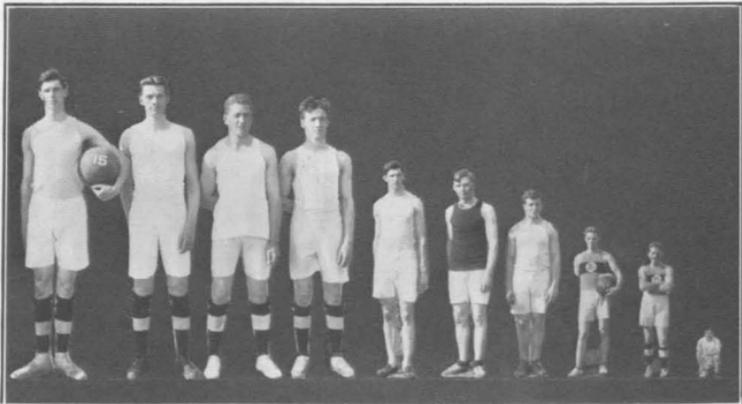


MAIN BUILDING FROM THE NORTH

## WIDER USE OF THE MAIN BUILDING

**T**HIS BUILDING and its equipment cost \$350,000.00—the gift to the City of Portland of Mr. and Mrs. Simeon G. Reed. As a matter of ordinary economy, the City should make this investment yield the largest possible returns. At present the building is used to not more than one-fourth its capacity. On the floor plans, the colored portion of the area of each room indicates the waste—the proportion of total feasible hours during which the room is vacant, or only partly used. With careful planning, the building could be used by four times as many students. Furthermore, the chief overhead expenses for maintenance—lighting, heating, insurance, depreciation, repairs, etc.,—would not be much greater for one thousand students than for two hundred and fifty students. The chief reason it is not fully used is because Reed College has no funds with which to open needed departments and to employ the instructors necessary for additional students.

This means that gifts for endowment will enable the College to extend its work out of proportion to the gifts, for the waste space now awaits the coming of a larger teaching staff. Ordinary business prudence requires the City of Portland to make a wider use of this notable gift of its pioneers.



COLUMBUS.....  
 SALT LAKE.....  
 PITTSBURG.....  
 SEATTLE.....  
 CINCINNATI.....  
 MINNEAPOLIS.....  
 NEW HAVEN.....  
 PHILADELPHIA.....  
 ST. LOUIS.....  
 PORTLAND.....



ONE IN EACH 145 GOES TO COLLEGE IN COLUMBUS  
 ONE IN EACH 1590 GOES TO COLLEGE IN PORTLAND

<i>City</i>	<i>College</i>	<i>Popu- lation of City 1915</i>	<i>Students from that City</i>	<i>Propor- tion 1 in Each</i>
Columbus .....	Ohio State U.	204,567	1430	145
Salt Lake.....	U. of Utah ....	109,736	763	145
Pittsburg .....	U. of Pitts. Carnegie Inst.	564,878	3853	147
Seattle .....	U. of W.....	313,029	2108	150
Cincinnati .....	U. of Cin.....	402,175	2268	185
St. Paul and Minneapolis ..	U. of Minn.....	580,232	2079	280
New Haven ..	Yale U. ....	144,505	431	335
Philadelphia ..	U. of Penn.....	1,657,810	3097	500
St. Louis.....	Wash. U.....	737,497	1387	530
Portland .....	Reed .....	259,582	163	1590

## HOW MANY PEOPLE GO TO COLLEGE?

**I**N CITIES in which adequate funds are available for local universities, more people gain the advantage of higher education. In Columbus, Pittsburg, Salt Lake City and Seattle, for example, at least one person out of every 150 is a student at the local university. In Boston, Cambridge, New York and Philadelphia, if we include the registrations of all colleges, the proportion of the population in attendance is even higher.

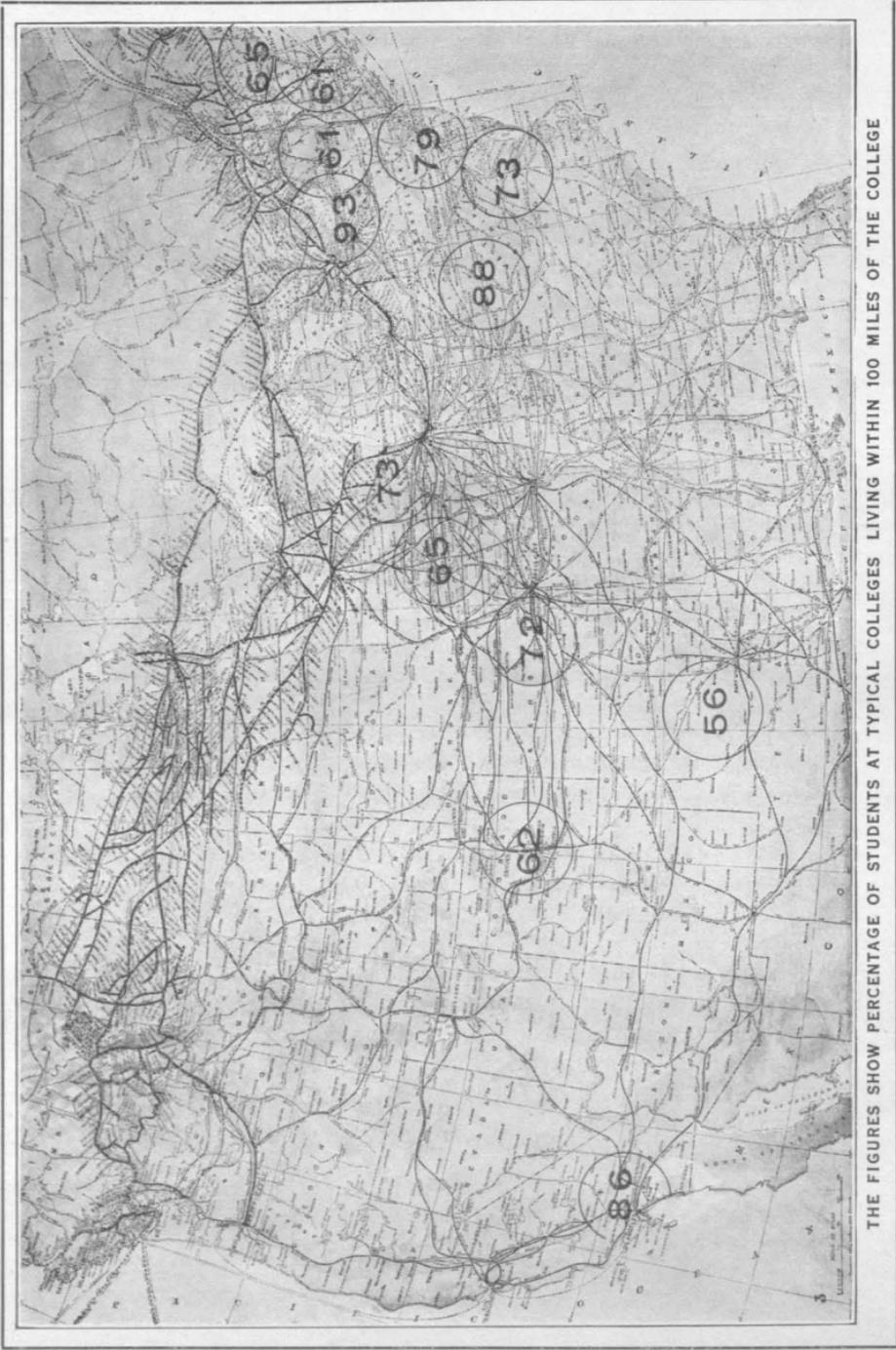
The cities on the preceding page are typical, not exceptional. The smallest man represents Portland. His size denotes the fact that only one person in 1590 goes to college in Portland. There are 163 Portland students at Reed College instead of 1630.

Why this discrepancy? It cannot be for lack of interest in education, or lack of students prepared for college, since the ratio of high school students to population in Portland is unusually high.

It is mainly because Reed College, with its present annual income, cannot provide the range of high-grade instruction that the people of Portland want and ought to have. And the College refuses to extend its field of work without extended resources. It will offer only such courses as it can reasonably hope to conduct as well as they can be conducted elsewhere.

The fact is that many sons and daughters of Portland citizens now either go to other cities and spend twice as much money as they would need to spend at home, or else miss their higher education altogether. Most of them belong to the latter class, for not five per cent of the people can afford to send their children away to college.

It will be economy for the people of Portland to follow the examples of these other cities and provide a larger endowment for Reed College.



THE FIGURES SHOW PERCENTAGE OF STUDENTS AT TYPICAL COLLEGES LIVING WITHIN 100 MILES OF THE COLLEGE

## MOST STUDENTS ATTEND HOME COLLEGES

**M**OST of the sons and daughters of Portland will get their college education at Reed or not at all. The map on the preceding page shows the percentage of students drawn from a radius of one hundred miles by the following institutions, west to east: Pomona, Colorado, Baylor, Baker, Grinnell, Beloit, Marietta, Richmond, Rochester, Swarthmore, Union, Harvard, Bowdoin. According to the General Education Board, "The circle from which a college chiefly obtains its students is rarely *two hundred miles.*"

"About seventy-five per cent of the graduates of our four Akron high schools who carry their education beyond the high school come to the Municipal University."

PARKE R. KOLBE,  
President, University of Akron.

"Institutions like Reed College have extremely important functions to serve, but they cannot serve them without the support of the communities in which they are located. Many young men and young women in Portland will never receive a college education unless they get it in Portland. In Reed College Portland has an institution whose reputation for sound scholarship and interest in modern problems is recognized everywhere thruout the United States. She cannot increase her reputation for usefulness, indeed she may have difficulty in keeping it, without more money."

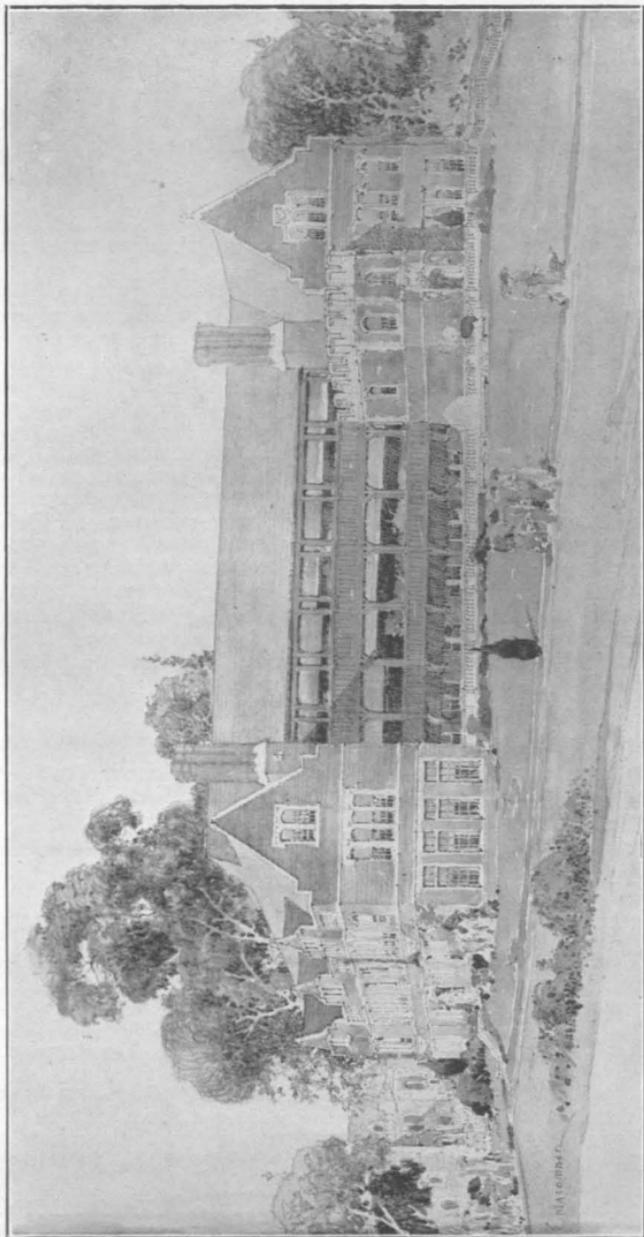
LOTUS D. COFFMAN,  
Dean, College of Education, University of Minnesota.

"All investigations prove two things: first, that the great majority of students come from the immediate vicinity of the college; second, what is perhaps more important, that a college in the midst of any community actually creates college students; that is, it causes young people to attend college who otherwise would have ceased their education. For this reason alone a high-class college in any city the size of Portland is an estimable benefit,—it means that every year hundreds of young people will rise to new possibilities for their future by virtue of the nearness of the college."

EDWARD O. SISSON,  
President, State University of Montana.

"Out of 2200 students at the University of Cincinnati, over 1500 are residents of the City. In a recent year, only 255 college students were sent away from Cincinnati to institutions of the grade of its university."

CHARLES DABNEY,  
President, University of Cincinnati.



SKETCH OF THE PROPOSED FIRST BUILDING FOR WOMEN ON THE REED COLLEGE CAMPUS—AN IMMEDIATE NEED

## PROPOSED BUILDING FOR WOMEN STUDENTS

**R**EED COLLEGE now has no dwelling halls for women. Some women are housed at present in sections of the dwelling halls for men. The building is crowded; suites intended for two students are occupied by three; and some of the men students have been accommodated temporarily in the gymnasium and in the power house.

*There is no dining-hall for women.* The one now in use is large enough only for the men students.

*There is no gymnasium for women.* They have the use of one wing of the gymnasium for men, but this makeshift does not even provide sufficient lockers for all women students. In another year the crowding will be worse. When, in addition to this, we consider the extension courses in the gymnasium, open to the public without expense, and the further fact that the Reed College athletic policy makes far greater demand upon the gymnasium than is usual in colleges, the immediate need of a gymnasium for women is evident.

*There is no center of social life for women.* Altho the College avoids the artificial life that results from too rigid segregation of the sexes, and although frequent opportunities for gatherings of the whole College are indispensable, it is nevertheless necessary that the women should have suitable rooms for independent social life.

*There is no infirmary for women.* During the past year it has been troublesome, costly and unsafe to care for the sick without suitable quarters.

*There are insufficient library and study-rooms for women.* Even now the library accommodations are inadequate. This is especially unfortunate in an institution which aims to subordinate incidental amusements to the paramount interests of study.

All these immediate needs can be met by the proposed Women's Building.

## THIS BUILDING A FITTING MEMORIAL

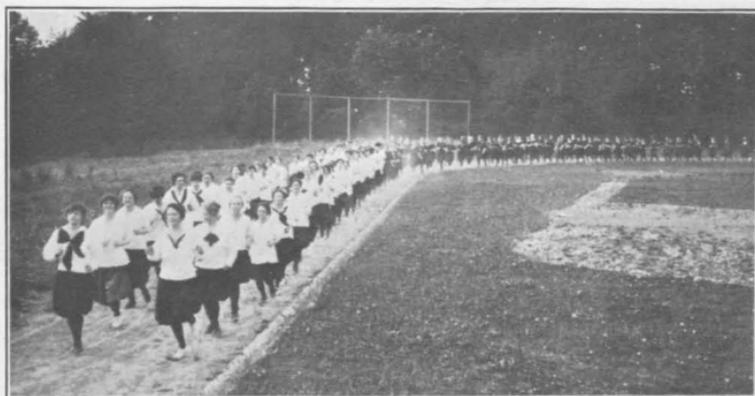
THE essentials of a fitting memorial are beauty, permanence and high purpose.

The beauty of the design is suggested by the photographs here reproduced. All the buildings are to be in this style of architecture. The illustrations suggest the attractiveness of the surroundings of the proposed building for women.

Nothing short of an endowment fund for the College for Women could be a more permanent memorial. The present structures are of steel, concrete, limestone and mission brick; they should last for untold generations. The new building for women should be equally durable. It will become an integral part of a group plan covering eighty-six acres and intended to meet the needs of a distant future. Few, if any, other buildings in the City of Portland are constructed for permanent use, regardless of the City's growth for a century to come. Furthermore, institutions of higher learning, established on large endowments which it is impossible to spend, have proved in the history of the world the most permanent memorials. Such institutions outlive dynasties, governments, states, cities, wars and religious sects. Probably nothing in the entire Pacific Northwest is built on more lasting foundations than Reed College. It is, therefore, pre-eminently the place for a lasting memorial. No material structure could have a surer guarantee of permanence than the proposed first building for the College for Women.

The purpose of such a memorial would be to promote the highest physical, mental and moral development of generation after generation of the young women who will do much to make the ultimate civilization of the Northwest. There could be no higher purpose.

In beauty, in permanence and in purpose, this greatly-needed building is a fitting memorial.



IN TRAINING ON THE TRACK

## WHY ATTEND REED COLLEGE?

**T**HERE are two sufficient reasons why some young women wish to attend Reed College and no other. The first reason is geographical. The map on page 2 shows that Portland is more accessible than any other location in the Northwest. It is the center of population for a territory twice as large as all the New England States. It is now the home city of more than 40,000 girls, twenty-one years of age and under; and the population is increasing. When we add to all this the well-known educational advantages of residence during a college course in the only large city in this large territory, we see abundant reasons why increasing numbers of young women should decide to attend college in the City of Portland.

A second reason is the fact that there are many young women who evidently wish the advantages of this particular type of college. If this is what they want, they have no other choice, for Reed College is the only one established and maintained in accordance with its methods and ideals.

Parents should not send more of their daughters to Portland, however, for their college courses until Portland provides suitable dwelling-halls for them.

# THE COLLEGE OF THE CITY OF PORTLAND.

Founded by Portland Pioneers,

Directed by Portland Citizens .

located on 86 acres of Portland land,

Endowed with Portland Property .

Assessor's Full Value for this Property, 1918 - \$1,633,400.00



MAP SHOWING THE LOCATION OF FORTY PIECES OF PORTLAND  
PROPERTY - PART OF THE ENDOWMENT OF REED COLLEGE

THE CITY AND ITS COLLEGE MUST PROSPER TOGETHER



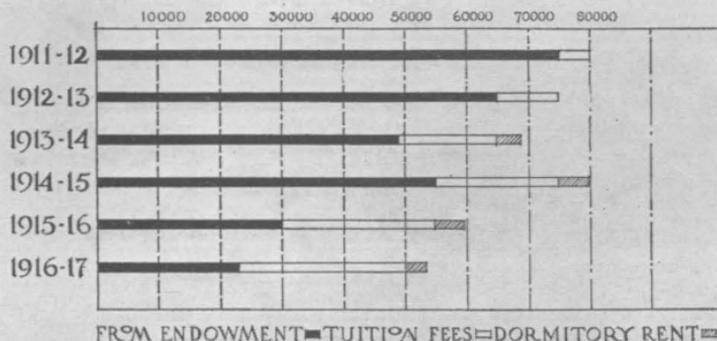
BIOLOGICAL EXPERIMENT HOUSE

### AN EXPERT JUDGMENT

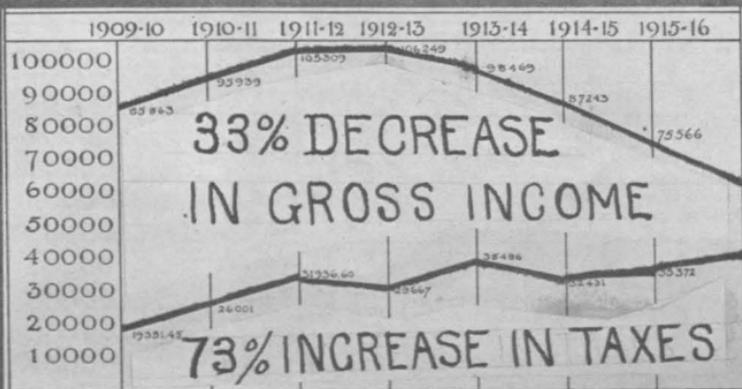
“THERE is no doubt whatever that Reed College needs and can use a larger endowment. The great service that the College has already rendered to higher education on the Pacific Coast is of unusual significance. It has not only met the educational needs of its students in a vigorous and unusually effective way, but has rendered a very large social service to the community through its President and Faculty. The College has utilized its present resources with unusual skill in meeting the heavy demands of the times, both prior to and during the war. Its influence has extended far beyond the immediate range of its activities. Its internal organization and administration have influenced college organization and administration throughout the country, and it is destined to have a still greater influence in the future. Unaffected by unnecessary hampering educational traditions, but maintaining the best standards of scholarship and the worthier academic traditions, it has achieved an unusual reputation among the colleges of the country. It deserves every possible support that the friends of higher education can give it.”

PAUL H. HANUS,  
Professor of Education, Harvard University.

## REED COLLEGE PORTLAND ORE NET INCOME FOR EACH FISCAL YEAR



	INCREASED WORK		DECREASED INCOME
	EXTENSION COURSES TOTAL ATTENDANCE	COLLEGE COURSES ENROLLMENT	
1911	3360	50	\$95939
1912	6480	119	105309
1913	11290	180	106249
1914	15550	235	98469
1915	17160	250	87249
1916	48060	275	75566



## REED COLLEGE FINANCES AT A GLANCE

THESE three charts show the situation at a glance. The first shows that the net income from endowment funds was increasing when the war began. The income rapidly fell off during the war until, in the fiscal year 1917-1918, it was less than \$20,000. The income from tuition fees has steadily increased, and this increase will continue rapidly if the college receives, from any source, additional income with which to offer additional courses of study.

The second chart shows that, along with decreased income, came a constant increase of students both at the College and in Extension Courses.

The third chart shows how these financial difficulties were aggravated by increased taxes. In the same years that the income from endowment went down 33 per cent, the taxes on the endowment properties went up 73 per cent. In the few years since the College started, it has paid in taxes above \$260,000.00 of funds urgently needed to provide the bare essentials of college education for the youth of Portland. Many people have asked what could be done with this \$260,000.00 of more value to the City of Portland than supporting its only college of Liberal Arts.

The ultimate financial future of the College is assured. The City of Portland cannot grow in any direction without increasing the value of the permanent endowment. The forty real estate holdings in Portland, which were part of the Reed bequest, are now being administered, with the aid of a public-spirited committee of experts, under a policy which gives promise of eventually increasing the net income. Meantime, the College faces a grave emergency.

To meet the emergency, the College cannot turn, as other colleges do, to federal, state or city governments, to alumni, or to a religious denomination. It has no political or denominational affiliations, and its few alumni are too young to have acquired much property. Its only resource is private aid; its only field is its own city.

# Income of Colleges in all Cities of over 200,000 Inhabitants

## *Largest Centers of Population*

City	Population	College	Annual Income	Total for City
BOSTON	734,747	Boston U.	† 337,726	† 11,189,751
		Harvard U.	† 4,587,608	
		M.I.T.	† 2,982,513	
		Radcliffe Coll.	† 258,223	
		Simmons Coll.	† 410,452	
		Tufts Coll.	† 545,560	
		Wellesley Coll.	† 2,067,669	
CHICAGO	2,397,600	Armour Inst.	† 198,000	† 7,189,698
		Lewis Inst.	† 163,018	
		Northwestern U.	† 1,329,706	
		U. of Chicago	† 5,498,974	
NEW YORK	5,333,539	Barnard Coll.	† 788,970	† 9,182,072
		City of N.Y.	† 505,374	
		Columbia U.	† 5,147,572	
		Fordham U.	† 159,255	
		Hunters Coll.	† 545,097	
		New York U.	† 871,909	
		Polytechnic	† 195,974	
		Teachers Coll.	† 968,001	
PHILADELPHIA	1,657,810	Drexel Inst.	† 105,090	† 2,096,244
		Temple U.	† 240,763	
		U. of Penn.	† 1,750,392	

*Figures for Income are from U.S. Commissioner of Education.  
Figures for Population are from the Census 1915.*

EACH CITY SPENDS ANNUALLY FOR HIGHER EDUCATION AT LEAST THE  
AMOUNT SHOWN IN THE LAST COLUMN  
(CERTAIN COLLEGES OF BOSTON AND VICINITY ARE GROUPED IN THE FIRST TOTAL)

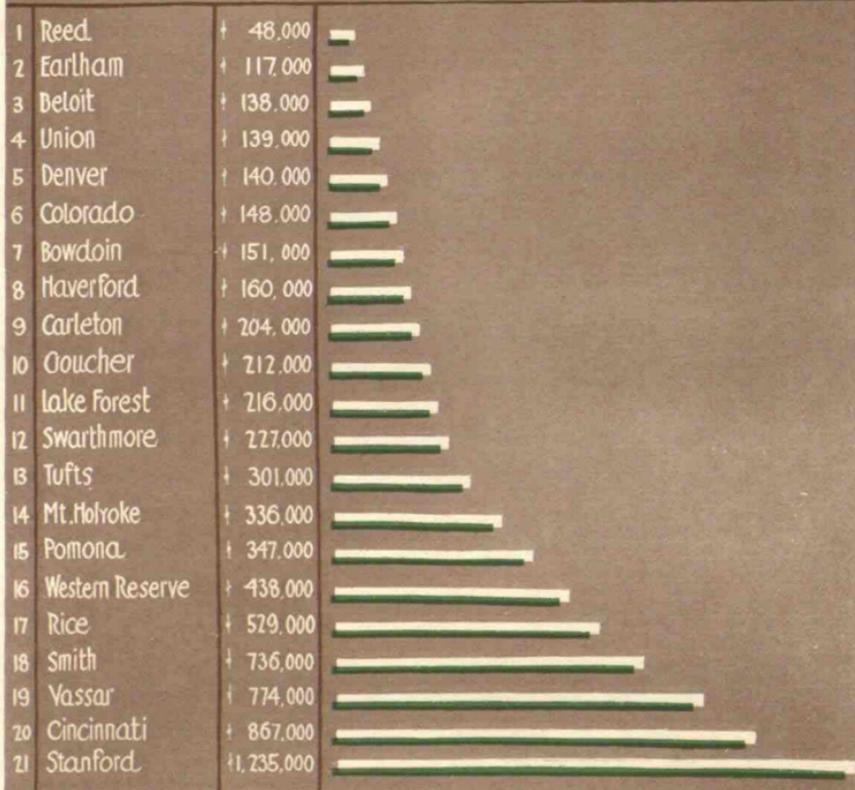
## Income of Colleges in all Cities of over 200,000

City	Population	College	Annual Income	Total for City
Baltimore	579,590	Goucher Coll.	+ 243,745	909,731
		Johns Hopkins U.	+ 665,978	
Buffalo	457,723	U. of Buffalo		<i>No Report</i>
Cincinnati	402,175	U. of Cincinnati		+ 421,470
Cleveland	639,431	Case School	+ 206,513	649,791
		Western Reserve U.	+ 443,278	
Columbus	204,567	Ohio State U.		1,955,702
Denver	245,523	U. of Denver		+ 75,339
Indianapolis	259,820	Butler Coll.		+ 63,424
				+ 976,291
Jersey City	293,403	Stevens Inst.		
Los Angeles	452,140	Occidental Coll.	+ 192,868	
		Pomona Coll.	+ 194,971	
		U. of Southern Cal.	+ 271,600	+ 659,439
				+ 79,250
Louisville	234,482	U. of Louisville		+ 147,482
Milwaukee	419,589	Milwaukee-Downer		+ 2,603,489
Minneapolis	343,466	U. of Minnesota		+ 1,274,770
Newark	389,106	Princeton U.		
New Orleans	361,221	Newcomb Coll.	+ 168,807	
		Tulane U.	+ 539,390	+ 708,197
Pittsburg	564,878	Carnegie Inst.	+ 672,558	
		Pennsylvania Coll.	+ 70,710	
		U. of Pittsburg	+ 712,651	+ 1,455,919
				+ 48,105
Portland	259,582	Reed Coll.		
Providence	243,856	Brown U.		+ 250,029
Rochester	245,077	U. of Rochester		+ 236,530
Seattle	313,029	U. of Washington		+ 428,449
San Francisco	452,255	U. of California		3,490,988
St. Louis	737,497	Washington U.		+ 883,270
St. Paul	236,766	Hamlin U.	+ 74,206	
		Macalaster Coll.	+ 151,626	+ 225,832
Washington	356,028	Catholic U.	+ 539,707	
		Georgetown U.	+ 197,283	
		Geo. Washington U.	+ 243,161	
		Howard U.	+ 211,552	
		Trinity Coll.	+ 93,475	+ 1,285,179

NO LARGE CITY IN THE UNITED STATES NOW HAS SO LITTLE ANNUAL INCOME AVAILABLE FOR HIGHER EDUCATION AS PORTLAND

# INCOMES OF COLLEGES

(From U.S. Report of 1918.)



REED COLLEGE CANNOT HOPE TO DO FOR PORTLAND WHAT PORTLAND  
SHOULD DEMAND OF ITS COLLEGE UNTIL THAT  
TOP LINE IS LENGTHENED

## HOW OTHER CITIES SUPPORT THEIR COLLEGES

THE preceding tables show that virtually every large city in the United States has an annual income for higher education far greater than that of Portland. The lowest of the other cities in the 300,000 class spends, for its local college, three times as much as Portland has made available for Reed College.

The cities in these tables are not exceptional, selected to prove a point. The attempt has been made to include the latest figures from *all* cities of over 200,000 people.

Three-fourths of the large cities in the United States spend each year on their colleges, in proportion to their population, six to eighty times as much as Portland now provides for its college.

The preceding chart shows the latest annual income figures for 21 colleges. They are mainly private colleges of liberal arts. All state institutions are omitted. A glance at this lengthening series of lines shows the impossibility of maintaining Reed College, on its present income, as a credit to the City of Portland.

Portland cannot truthfully say to prospectiv settlers that it offers educational advantages equal to those of other cities until it makes comparable provision for higher education.

The Reed College statistical study (Number 27 of the Reed College Record) shows that Portland has a highly creditable rank among the cities of the country in matters of wage-rates, cost of living, death rates, infant mortality rates, child labor, libraries, public school property and illiteracy. The city also makes expenditures for elementary and secondary education sufficient to maintain schools of high grade. But Portland will deny to the people of Portland the opportunities for college education found in other cities until it adds endowment funds, or their equivalent, to the present resources of Reed College.

# Endowment Gifts to Colleges.

First Column — Population of city by latest census

Second Column — Amount subscribed by General Education Board

Third Column — Total amount obtained

Baltimore, Md.	Johns Hopkins U.	558,485	+ 250,000	+ 1,000,000
Richmond, Va.	Richmond Coll.	127,628	+ 150,000	+ 500,000
Nashville, Tenn.	George Peabody Coll.	110,364	+ 250,000	+ 1,000,000
Obertin, Ohio	Oberlin Coll.	4,365	+ 125,000	+ 500,000
Cleveland, Ohio	Western Reserve U.	560,663	+ 125,000	+ 500,000
Delaware, Ohio	Ohio Wesleyan U.	9,078	+ 125,000	+ 500,000
Granville, Ohio	Denison U.	2,500	+ 125,000	+ 500,000
Greencastle, Ind.	De Pauw U.	3,790	+ 100,000	+ 500,000
Providence, R. I.	Brown U.	224,326	+ 100,000	+ 800,000
Brunswick, Maine	Bowdoin Coll.	6,621	+ 50,000	+ 250,000
Burlington, Vt.	U. of Vermont	20,468	+ 100,000	+ 500,000
Northampton, Mass.	Smith Coll.	19,431	+ 212,500	+ 1,062,000
Williamstown, Mass.	Williams Coll.	3,708	+ 100,000	+ 600,000
Midletown, Conn.	Wesleyan U.	20,749	+ 100,000	+ 1,000,000
Rochester, N.Y.	U. of Rochester	219,149	+ 230,000	+ 1,200,000
Aurora, N.Y.	Wells Coll.	2,500	+ 100,000	+ 500,000
Meadville, Pa.	Allegheny Coll.	12,780	+ 150,000	+ 700,000
Swarthmore, Pa.	Swarthmore Coll.	2,500	+ 75,000	+ 500,000
Washington, Pa.	Wash. & Jefferson	18,778	+ 100,000	+ 500,000
Galesburg, Ill.	Knox Coll.	22,089	+ 150,000	+ 750,000
Evanston, Ill.	Northwestern U.	24,978	+ 100,000	+ 1,000,000
Beloit, Wis.	Beloit Coll.	15,125	+ 150,000	+ 700,000
Northfield, Minn.	Carleton Coll.	3,265	+ 100,000	+ 600,000
Grinnell, Iowa	Grinnell Coll.	5,036	+ 200,000	+ 900,000
Colorado Springs	Colorado Coll.	29,078	+ 100,000	+ 800,000
Denver, Colo.	U. of Denver	213,381	+ 100,000	+ 400,000
Topeka, Kansas	Washburn Coll.	43,684	+ 125,000	+ 600,000
St. Louis, Mo.	Washington U.	687,029	+ 200,000	+ 1,000,000
Huron, S. Dakota	Huron Coll.	5,791	+ 100,000	+ 500,000
Walla Walla, Wash.	Whitman Coll.	19,364	+ 125,000	+ 500,000
Claremont, Cal.	Pomona Coll.		+ 150,000	+ 1,000,000

IF PORTLAND NOW DOES AS WELL FOR REED COLLEGE, IN PROPORTION TO POPULATION, AS THESE CITIES HAVE DONE FOR THEIR COLLEGES, REED WILL RECEIVE \$2,100,000

## THE SUCCESS OF OTHER CITIES

THE TABLE on the opposite page includes some of the cities which have raised college endowment funds, aided by the General Education Board.

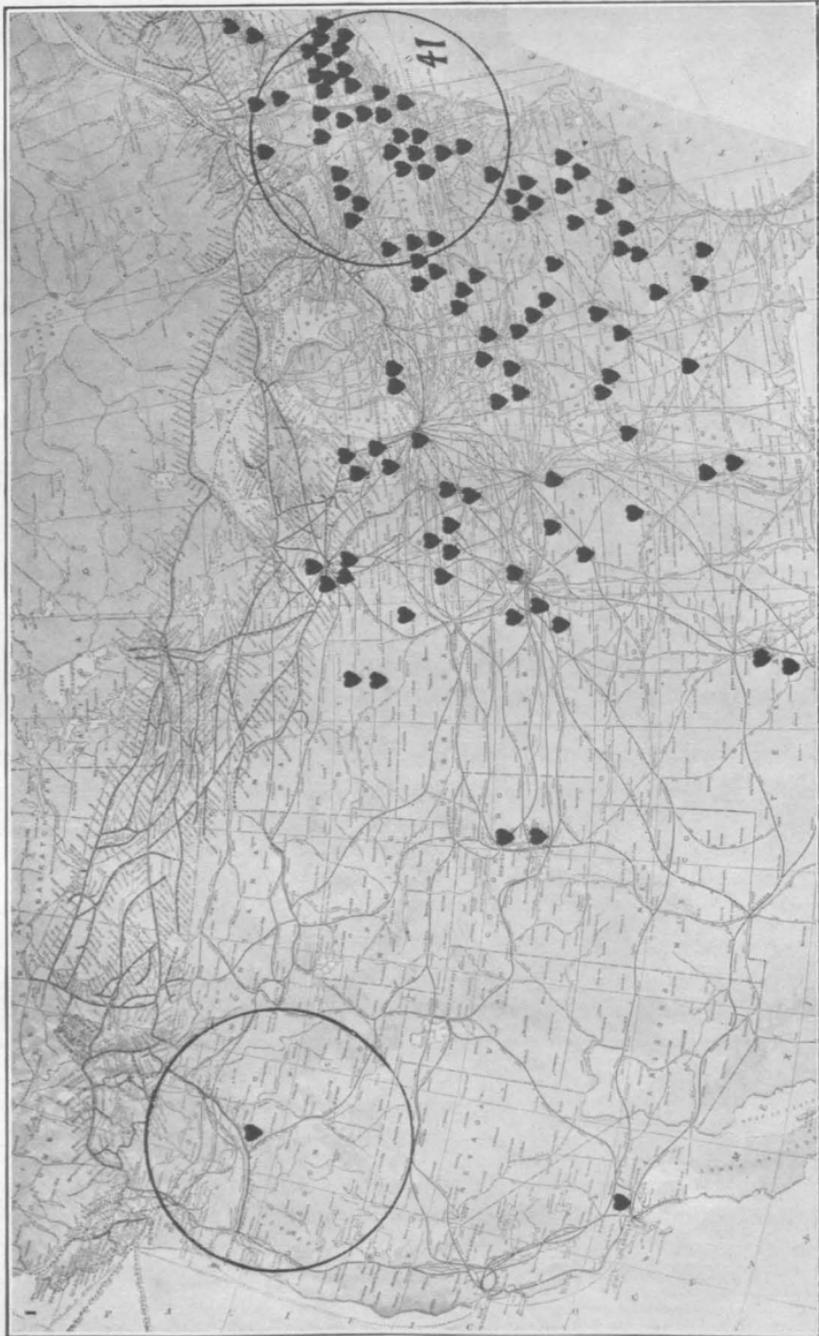
A score of these successful cities have not one-tenth the population of Portland,—not one-tenth the possible number of local subscribers.

If Portland, which has gone “over the top” before other cities in so many recent drives, did even as well for Reed College, in proportion to her population, as these cities have done for their colleges, the total amount contributed to the endowment of Reed College would be \$2,100,000.00—and all that is called for from Portland is \$350,000.00.

The failure of the people of Portland to subscribe this comparatively small amount is unthinkable, especially as the General Education Board has shown an uncommon confidence in Reed College and conception of its need. An examination of the last two columns of the preceding tables shows that the General Education Board usually contributes 25 per cent or less of the total amount. Its subscription to Reed College is 30 per cent of the total.

The map on the next page locates the cities which have raised endowment funds for their colleges and thus obtained a share of the money distributed by the General Education Board. It will be seen at a glance that the West has received but little,—has not, in fact, received even as much, in proportion to its population, as Eastern cities, tho its needs are far greater. The opportunity is now open for us to obtain from New York City \$150,000 for the perpetual benefit of Portland, provided only that we place beside it total gifts of \$350,000.

What these scores of other cities have done for the higher education of their sons and daughters, Portland can do now.



ALL THESE CITIES HAVE RECENTLY PROVIDED ENDOWMENT FUNDS FOR THEIR COLLEGES. WHAT THEY HAVE DONE WELL, PORTLAND CAN DO BETTER

## ECONOMIC ADVANTAGE TO PORTLAND

“THE business of Portland because of the presence of Reed College must be greater by from one to two hundred thousand dollars annually. Every increase in its endowment and facilities for education means more business for Portland merchants and real estate men. In no way can money be used to bring so much honor and such great financial advantages.”

E. A. KIRKPATRICK,

State Normal School, Fitchburg, Massachusetts.

“If you want a first rate college to serve Portland, you ought to plan on a budget of at least \$150,000.00. Such a college can be so administered as to make it one of the best investments of the City. Reed College has certainly attracted attention thruout the country. I would be a rash man to say that it represents the final word in collegiate education, but it certainly represents a significant and important experiment.”

F. P. KEPPEL,

Assistant Secretary of War.

“The first and most immediate return from the investment is the saving of \$500 to \$1000 a year to students who attend college in their home city. Counting this amount at an average of \$500, which is probably moderate, it would take only 300 such students to account for the whole annual budget of \$150,000.00.”

EDWARD O. SISSON,

President, State University of Montana.

“The return which a high grade city college makes to the city which nourishes it cannot be overestimated. From an advertising point of view the presence in a city of a high grade college is a unique advantage. A good college is a distinctiv indication of the citizens' respect for culture and learning and of their sound judgment and good taste.”

ELMER E. BROWN,

Chancellor, New York University, formerly U. S. Commissioner of Education.

# IF PORTLAND CAN GIVE



†19,000,000.  
for a single issue of  
**LIBERTY BONDS**



†831,000.  
**FOR THE RED CROSS**



†550,000.  
**FOR UNITED WAR WORK**

**PORTLAND CAN NOW GIVE**



†350,000.  
**To Endow its own College**

## NEW YORK CITY COMMENTS

“THE large-minded and penetrating views of life and education which have been put forth by the President of Reed College have served to give that institution a national reputation of a very high and enviable character. Under such leadership, by sheer force of elevated and practical ideas, the College has beyond question given to the City of Portland a finer standing, a more worthy and distinguished name, among the cities of this land.”

ELMER ELLSWORTH BROWN,  
Chancellor, New York University, formerly U. S. Commissioner of Education.

“It seems to me that you are setting up the highest possible standards for Reed College.”

STEPHEN S. WISE,  
Free Synagogue, New York.

“I feel confident that you are prepared to do a very unusual grade of work in Reed College, not only on the intellectual side, but also from the standpoint of developing students whose ideals and whole characters will fit them to occupy the positions of leadership for which they are destined.”

GEORGE D. STRAYER,  
President, National Education Association.

“Nowhere in this country has a municipal college established within so short a time as distinctive a record for admirable work.”

JULIUS SACHS,  
Professor of Secondary Education, Columbia University.

“I hope to live to see six hundred colleges using the method and expressing the spirit which Reed College documents and writings and addresses exhibit.”

W. H. ALLEN,  
Director, Institute for Public Service, New York.

## COMMENTS FROM OTHER CITIES

“**Y**OU have certainly a large opportunity to institute and carry out a radical and much to be desired departure from the methods obtaining in many of our American institutions. With the advantages at your command, and with your clearly defined policy, I anticipate a continuous and growing success for Reed College. The requirements as laid down by the College are entirely in accord with my judgment.”

WILLIAM ORR,  
Massachusetts Board of Education, Boston.

“I thank you very much indeed for the beautiful booklet which reached me yesterday. I have gone over this with unusual interest and have shown it to several friends whose appreciation of what you have matched mine. I do not believe there is a college in the country that can show a group plan, or buildings already constructed, more appealing in their architectural beauty and simplicity than yours.”

R. C. McCREA,  
Dean, Wharton School of Finance, University of Pennsylvania.

“Reed College is certainly an unique experiment and one to which all of us interested in college affairs look with great interest. I have hopes that reach almost the certainty of conviction that some of its experiments will make over the college policies of this country.”

HENRY B. WARD,  
Professor of Zoology, University of Illinois.

“I believe that Reed College is one of the great achievements in American Education. A college without fraternities and intercollegiate athletics, where scholarship and character are emphasized, will have a great influence, not only in the West but in the whole United States.”

WILLIAM F. LUEBKE,  
Professor of German, University of Iowa.

## COMMENTS FROM OTHER COLLEGES

“MAY I mention in this letter my very deep interest in your work and that of Reed College, which I followed from the first so far as I could with the very greatest interest? You have to my mind solved better more problems in college education than any institution I know of.”

G. STANLEY HALL,  
President, Clark University.

“The plans of Reed College and the audacious sanity behind them greatly delighted me.”

STARK YOUNG,  
Professor of English, University of Texas.

“You are making the most positive advance among Educators of the Northwest toward the establishment of saner and sounder methods and ideals in education.”

BRUCE McCULLY,  
Professor of English, State College of Washington.

“No publications from any college interest me so much as do yours, not merely because of my abiding interest in Portland, but because of your point of view, your policy, and real inspirations.”

ELLEN SABIN,  
President, Milwaukee-Downer College, Wisconsin.

“Reed College is known throught the country as a progressive institution of a high type and it has already added to the reputation of the City of Portland; but its endowment fund should be such as to permit it to expand with the growth of the City and complete its plans for development.”

HENRY W. HOLMES,  
Chairman, Division of Education, Harvard University.

“Reed College is anything but a mere duplication of the endowed colleges of liberal arts found in various parts of the country. I can frankly say that I know of no institution which can compare with Reed College, either in the clear-cut and distinctive and ambitious program which it adopted, or in the fidelity with which it has followed this program and the success which it has attained in its realization.”

EDWARD O. SISSON,  
President, State University of Montana.

## A LETTER FROM THE FOREMOST AMERICAN IN THE WORLD OF EDUCATION

Cambridge, Mass., 17 March, 1919.

**R**EED COLLEGE has achieved in a few years a standing in the country which is of decided advantage to the City of Portland and the State of Oregon. It has also provided educational advantages which make Portland a better place to live in. It has contributed to the formation of a sound public opinion in the City and the State on questions of serious public interest.

Portland has a population large enough to supply to Reed College every year a considerable number of promising candidates for admission; and all these Portland boys will receive their higher education on terms very favorable to their parents, because their sons can live at home during the whole period of their college course, if they need to do so.

In order to do its best work for Portland Reed College should be wider in scope; but it cannot be wider in scope unless its resources are largely increased. In order to do well the work which at this moment needs to be done, Reed College should have an income of at least two hundred thousand dollars. I am glad to hear that an effort is being made to obtain from the people of Portland a large addition to the resources of the College. They cannot make a better investment for the present generation, or lay a firmer foundation for the efforts of the next. What you and your Faculty have already done for Portland assures me that you will succeed in your present effort.

Sincerely yours,

CHARLES W. ELIOT,

President-Emeritus of Harvard University.