

HISTORY AND EDUCATIONAL PROGRAM OF THE
PORTLAND LABOR COLLEGE

by

GERHARD RAGNVALD FLOOD

A THESIS

submitted to the

OREGON STATE COLLEGE

in partial fulfillment of
the requirements for the
degree of

MASTER OF SCIENCE

APPROVED:

Signature redacted for privacy.

Professor of Educational Psychology

In Charge of Major

Signature redacted for privacy.

Head of School of Education

Chairman of the School Graduate Committee

Signature redacted for privacy.

Chairman of State College Graduate Council

ACKNOWLEDGEMENTS

The writer wishes to express his deep gratitude to Dr. H. R. Laslett who has so generously given of his time in guidance throughout the writer's graduate study. His suggestions and helpful criticisms during the writing of this thesis have been most encouraging.

Gratitude is also due Mr. Gust Anderson, secretary of the Portland Central Labor Council, for his assistance in securing needed material for this study; Mr. S. Eugene Allen, editor of the Oregon Labor Press, for his personal generosity in making available material in his custody that had a bearing on this thesis; and Mr. Kelley Loe for his personal conferences and aid in preparation of this study.

The writer also wishes to express his appreciation to the faculty members of the Department of Sociology with whom he has had work in preparation for the writing of this thesis.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.....	1
Statement of the Problem.....	4
Reasons for the Study.....	4
II. A BRIEF HISTORICAL BACKGROUND OF EDUCATIONAL MOVEMENTS AND INSTITUTIONS FOR THE WORKER..	7
Workers' Education in Foreign Countries..	7
Great Britain.....	7
Germany.....	11
Other Countries.....	13
Workers' Education in the United States..	16
Workers' Education in Portland.....	22
III. A STUDY OF THE PORTLAND LABOR COLLEGE.....	26
Methods Used in Compiling the Material...	26
Organization of the College.....	28
Administration, Schedules, and Descrip- tion of Courses.....	34
1921-1922.....	34
1922-1923.....	40
1923-1924.....	56
1924-1925.....	63
1925-1926.....	67
1926-1927.....	75
1927-1928.....	83
1928-1929.....	88
Extracurricular Activities.....	91
Lectures and Forums.....	91
College Players.....	98
Social Activities.....	103
Finances.....	105
Library.....	111
IV. SUMMARY AND SUGGESTIONS.....	115
BIBLIOGRAPHY.....	i
APPENDIX I.....	i
Degrees Held by Staff Members of the College	
APPENDIX II.....	i
Editorials Supporting the College	

INDEX OF TABLES

Table	Page
I. Growth of the Workers' Education Association.....	9
II. Financing the Workers' Education Bureau....	20
III. Schedule of Classes -- Fall of 1921-1922...	35
IV. Schedule of Classes -- Spring of 1921-1922.	38
V. Schedule of Classes -- Fall of 1922-1923...	41
VI. Union Participation for Fall of 1922-1923..	46
VII. Statistics of Attendance for Fall of 1922-1923.....	47
VIII. Schedule of Classes -- Spring of 1922-1923.	49
IX. Union Participation for Spring of 1922-1923	53
X. Statistics of Attendance for Spring of 1922-1923.....	55
XI. Schedule of Classes -- Fall of 1923-1924...	58
XII. Schedule of Classes -- Spring of 1923-1924.	61
XIII. Schedule of Classes -- Year of 1924-1925...	64
XIV. Schedule of Classes -- Fall of 1925-1926...	70
XV. Schedule of Classes -- Spring of 1925-1926.	73
XVI. Schedule of Classes -- Fall of 1926-1927...	76
XVII. Schedule of Classes -- Winter of 1926-1927.	80
XVIII. Schedule of Classes -- Spring of 1926-1927,	81
XIX. Schedule of Classes -- Fall of 1927-1928...	84
XX. Schedule of Classes -- Spring of 1927-1928.	87

Table	Page
XXI. Schedule of Classes -- Fall of 1928-1929....	90
XXII. Schedule of Classes -- Spring of 1928-1929..	91
XXIII. Lectures for 1924-1925.....	93
XXIV. Lectures for the Spring of 1926.....	95
XXV. Lectures for 1926-1927.....	96
XXVI. Lectures for 1928-1929.....	97
XXVII. Labor College Fund Per Month.....	106

HISTORY AND EDUCATIONAL PROGRAM OF THE PORTLAND LABOR COLLEGE

CHAPTER I

INTRODUCTION

Prior to the depression of 1929-1940 or thereabout, workers' education had attained greater prominence throughout the western world than ever before because the leaders among the workers, or more properly the wage-earners who were organized into unions, appreciated the difficulties of adjustment to the complicated and rapidly changing political, social, and economic beliefs and practices of the then present times. In the United States and in other nations in Europe and South America, many organizations sponsored workers' study classes, lecture series, and even labor colleges. Some of these organizations were the labor unions themselves, but more of them were groups affiliated with the labor unions who had or believed that they had the good of the wage-earner at heart. Some of these educational programs were idealistically impractical, some were sordidly conceived, and many were entirely sound and worthy of general support. One of these educational programs for workers was

the Portland Labor College, which began its operations in 1921 and closed in 1929.

"Workers' education" has been defined many times by various writers. The fifth national convention of "The Workers' Education Bureau" stated in 1927 that "the primary purpose of workers' education is to educate the workers for a better social order (19)," but the convention neglected to define "a better social order." Mr. Spencer Miller, Jr., secretary of "The Workers' Education Bureau," augmented the statement of the convention by declaring, "The primary task of workers' education is to interpret modern industrial society to the worker that he may better understand his relationship to the industry in which he works and the society in which he lives (66)." This, again, is so vague as to be impractical.

Much publicity has been given to the subject of education for the worker, especially in labor-sponsored newspapers. One example of such publicity is the statement below, which appeared in "The American Federalist," then under the editorship of Mr. William Green. Mr. Green believed that workers' educational needs "..... are of two distinct kinds; study to make the union and union activities more effective, and a desire

for those educational opportunities that will enable wage-earners to participate in cultural life equally with other groups (12)."

Even members of the rank and file of labor groups have expressed their views on what workers' education is and what it should accomplish. Mr. Sam J. Case, a member of "The Brotherhood of Painters, Paperhangers, and Decorators of America," clearly outlined his position on the subject when he listed the following three things that workers' education should attempt to give to the worker: "First, an understanding of the policies and beliefs of the labor movement.....Second, a knowledge of the broad facts about industry.....Third, a realization of his own powers and limitations.....(3)."

The present writer, while admitting the merits of the above listed definitions (and many others not quoted), subscribes to the following definition presented by Hansome in his book, "World Workers' Educational Movements -- Their Social Significance," as one of the best and most inclusive of all the definitions encountered: "Workers' education is an attempt.....to help fellow-workers to know social reality, strengthen the courage to face it mutually, stimulate the collective will to change

In the process of his investigation, the writer soon learned that information concerning the College was badly scattered and that no attempt at a complete historical account of the institution had ever been made. Since both the good and the poor features of any undertaking are soon forgotten if they are not recorded and since the College appeared to be a worth-while undertaking in the field of education for the worker, the writer has gathered all available material into this historical account of the institution. Through his connections with a labor union, he has had access to information that would not have been available to others without this connection.

It is hoped by the writer that this account of the Portland Labor College will present a worth-while problem to anyone who may be interested in workers' education, to those interested in adult education in general, and to students of Oregon history. The reasons for the founding of the College are still present and unsatisfied in the Portland area and in a majority of other industrial centers. Should this paper help to stimulate sufficient interest in the problem to promote further attempts to start workers' colleges in Portland and elsewhere, the writer would be greatly gratified.

The paper presents some facts about what the Portland wage-earners were interested in educationally. It presents a careful study of the courses offered by the Portland Labor College and the student response to each course. These might assist in the planning of future labor college curriculums. They might assist in the avoidance of some of the difficulties encountered by the College sponsors by showing certain weaknesses in the local plan which caused the final disintegration of the College.

Chapter II gives a brief summary of the historical background of educational movements and institutions for the worker or the wage-earner in the United States and in several of the European nations as the latter operated before the present overwhelming situation arose. Accurate information about European affairs, including labor unions and workers' education at the present time, is not available. It is a reasonable assumption that both have been abolished in actuality if not in name.

CHAPTER II

A BRIEF HISTORICAL BACKGROUND OF EDUCATIONAL MOVEMENTS AND INSTITUTIONS FOR THE WORKER

Workers' education in general covers such a broad field and so much excellent material has appeared on the subject, that the following chapter will give only a very brief survey of some of the more salient facts. This account is in no way exhaustive nor complete, but is correct to the best of the writer's knowledge.

Histories of the education of the workers in England credit philanthropy with the first efforts to improve the status of this group as a class. The earliest school for workers of which there is any record was started in Glasgow, Scotland, in 1800, when the industrial era was in its infancy. London followed in 1823 with a similar venture called the "London Mechanics Institute." Thirteen years later, the "London Working Men's Association" was started as a forum to create better understanding of political questions among the workers. It must be understood, of course, that these undertakings and the many others which followed, were not financed by labor itself for many years to come.

Although several other working-men's organizations came into being about this time, it was not until 1899 that a really definite and substantial program was undertaken. In that year, Ruskin College was organized as a residential institution, closely affiliated with Oxford University; although it was not, and never has been, controlled or financed by Oxford University. Ruskin College was first supported by individuals, Board of Education grants (eleven pounds sterling per student), county councils, educational trust funds, and other bodies (13:197). It was not until eighteen years later that the labor movement assisted in financing the undertaking. From then on, the Trade Union Congress, which is similar to the American Federation of Labor, has made regular grants for scholarships.

Ruskin College has continued to the present day as an educational institution for workers, with an enrollment of from twenty-five to thirty-five at any one time. It now states its object to be: "to help the student, through a general education, to be of greater service to the working-class movements from which they come (13:195)."

The parent organization (13:195), which later became the Workers' Educational Association of Great Britain and the Dominions, was founded by Mr. Albert

Mansbridge, in 1903, under the name of "The National Association for Promoting the Higher Education of Workingmen." The organization's council included representatives from trade unions, co-operative societies, and universities. This national association, in co-operation with Ruskin College, promoted workers' education outside of Ruskin College itself by attempting to give an understanding of society and politics to its members. It carefully avoided any partisan point of view.

Table I indicates the growth of the Workers' Education Association (13:317) from 1907 to 1928 by giving the number of classes, students, and affiliated societies which it had.

TABLE I

GROWTH OF THE WORKERS' EDUCATION ASSOCIATION

	1907	1914	1919	1924	1926	1928
Classes	2	145	229	1,100	1,614	1,917
Students	60	3343	5320	26,272	30,998	35,730
Affiliated Societies	283	2555	2526	2,540	2,173	2,359

In 1909, a group of students and alumni of Ruskin College, who called themselves "The Plebs League," revolted against the impartial attitude in teaching sponsored by Ruskin College and formed a residential school of their own, which they named "The Central Labor College."

"The Central Labor College," "The Plebs League," and "The Scottish Labor College," in 1921, joined together in a National Council of Labor Colleges. This Council was, and is, financed and controlled principally by thirty-five trade unions; but it does not serve only these trade unions, since co-operative societies, socialist organizations, working-men's clubs, and many others are also affiliated. No state grants have been accepted because of political differences with the political party in power.

Whether the National Council of Labor Colleges and the Workers' Educational Association will ever co-operate through the Trade Union Congress is a matter for conjecture only (13:291). Be that as it may, it is apparent that workers' educational movements in Great Britain had established themselves definitely; at least, they had prior to the present critical European situation.

In Germany, at one time, the idea of workers' education had even a firmer foundation and more followers than in England. After 1890, when the anti-socialistic laws were overthrown, the Social-Democratic party was formed. This gave opportunity for the starting of a systematic educational movement for workers (129:485). It should be stated here that the term, socialist, did not mean the same in Europe as it meant in the United States at this time.

The German Trade Union Federation, in 1905, founded in Berlin the "Gewerkschaftsschule" (Trade-Union School). This was the first labor college actually founded by labor itself. Two classes were offered in this school, one in trade-union leadership and the other for labor secretaries. By the beginning of the First World War, twenty-one schools offering general trade-union courses had been held, and 1,417 students had attended (13:170).

After the First World War, trade-union education became even more of a factor in German life for some years. In 1919, the "Berlin Trade-Union School" was extended to a full three-year course. Classes were held in the evenings; a curriculum was arranged in progressive

form; and the school was definitely socialistic in its outlook. Financial support came from two trade-union organizations, "The Central Trades and Labor Council of Berlin," and "The Local Council of the Berlin Trade Union for Employes."

Another type of workers' education in Germany began in 1920 when the University of Frankfort had to ask the State of Prussia for financial assistance. The assistance was given, but the University had to agree to the starting of the "Akademie der Arbeit" (Academy of Labor) within its organization. The Academy was subsidized by the German national government. This school was co-educational and only mature students were desired. Although the school was considered a political institution because it tried to awaken in its students a sense of social responsibility to the political party in power, it was also truly a trade-union school in its student personnel, faculty members, and courses of study.

Other schools followed -- usually stressing economics and politics. Most of them were residential institutions. In 1926, the "Die Gewerkschaftliche Funktionärschule Des Verbandes der Gemeinde" (The School for Civil Employes) was started. It accommodated thirty

students at a time. Two weeks were spent by each group in intensive study of problems that would help the students to serve their unions more efficiently upon their return to their homes. At the beginning of the Nationalistic (Nazi) regime in Germany, all labor education then functioning was destroyed. It is now definitely known that one large fund seized by these National Socialists was one previously gathered by others for trade-union education.

Turning to the other countries in Europe, one finds that Czechoslovakia was one of the early leaders in workers' education. "The Labor Academy," or "The Labor Institute," as it was later called, was begun in 1895 in Prague. Its general aim was "to qualify the worker in the struggle for new social forms (13:383)," but the organization was never intended for members of one political party only.

Although much work was done by "The Labor Academy" and "The Labor Institute," they did not establish any residential colleges. The outstanding school of more recent times in Czechoslovakia was "The Higher Socialist School," founded in 1926. In 1927-1928, 9,811 persons attended one or more classes in workers' education as

provided by the Labor Institute, and many also attended occasional lectures (13:387). Other labor organizations, working independently, also gave considerable instruction.

The Belgians conceived workers' education from the beginning as an instrument for social emancipation (13:394). The movement for workers' education in Belgium was one of the oldest and most advanced on the European continent. The Belgian Labor Party founded a national socialist school in 1908. Three years later, "The Centrale d'Education Ouvriere" (National Center for Workers' Education), a committee for the promotion of workers' education, came into being. A woman's department was created in 1923, with a woman secretary in charge who devoted all of her day to this work. By 1926, the "National Center for Workers' Education" had 224 branches, and 3,500 students had attended classes under its guidance (13:397).

"The Ecole Ouvriere Superieure" (Central Labor College) was the final step in the Belgian organization. The College was residential and accepted both men and women. About twenty-five per cent of the financial burden rested on the state, county, and community; one-half of the revenue came from a per capita tax levied against the

members of affiliated organizations; and the remainder of the financial support came from student fees. From the above, one can readily see that the little country of Belgium, with her two million inhabitants, seriously attacked the problem of workers' education.

An institute for adult education in Sweden (129) began as early as 1880, but it was not until 1912 that any formal workers' education was begun. In Denmark, the "Workers' High School" at Esbjerg in 1916 marked the beginning of formal workers' education. Denmark (14) through her "People's High Schools," gave her young men and women a real educational opportunity. These schools were open to students from the ages of eighteen to twenty-five and were attended voluntarily. Tuition was charged but no material gain was promised for those who attended. Work was done on the basis of lectures and free discussions. Some of the problems attacked included: the meaning of life, the proper vocation, the relationship of the individual to the age in which he lives, and the sex-urges.

"The People's High Schools" stressed the wealth of Danish folklore and tried to show that history and literature are the gateways to a fuller life. These schools

dealt with included labor history, economics, interpretation of evolution, and union tactics and organization (20).

The following month, "The Machinists' Union" opened a series of Sunday evening forums in their own hall. "The Land and Labor League" (21), at the same time, began a school of political economy for its members and others who might be interested. Classes were held each Friday evening in the Study Hour room of the Central Library with Mr. F. E. Coulter as instructor.

According to Mr. Coulter, in 1920, "The object of the school is to promote uniformity of thought in the ranks of labor and thereby eliminate the discordant radicalism that has seemed to mar and destroy the solidarity of labor and its apparent lack of unity with the farmer. The fullest and fairest discussion, without prejudice, will be had (21)."

The following autumn, fifty members of "The Auto Mechanics' Union" attended an Oregon State Agricultural College extension class to study the technical side of their craft. "The Engineers' Union," stimulated by the success of a similar venture during the year of 1919-1920, also sent forty-four members to an extension class held in

Benson Polytechnic School in Portland (22). The two classes just referred to were, of course, not under the direct supervision of the unions, but they were sponsored by labor organizations and financed by their members.

"The Trade Union Education League," which announced itself as "a group of union men and women interested in furthering education work among the masses," began weekly meetings in Portland in January of 1921 (23). Little was accomplished by this group, however.

Two months later, "The Portland Teachers' Union" made arrangements for a class under Dr. Henry D. Sheldon of the extension division of the University of Oregon to study the development of workers' educational movements. The class was open to members of this union and to other teachers of whom the union approved. The purpose of the class was the study of the aims and methods employed by workers' colleges in order to be better prepared for a similar and local undertaking should the opportunity arise. The class was well attended because Dr. Sheldon proved to be an excellent leader and because the idea of beginning a workers' college in Portland had already received favorable consideration (24).

Thus, briefly, the writer has attempted to sketch some of the educational undertakings of labor organizations and other groups in the field of workers' education throughout the western world. This has been done in order that the place of the "Portland Labor College" in the general scheme may appear more clearly. The principal portion of this study will be developed under five headings:

(a) The Organization of the Portland Labor College which will tell why and how the College started;

(b) The Administration, Schedules, and Description of Courses for the eight years of the School's existence;

(c) The Extra-Curricular Activities, including lectures and forums, the college players, and the social activities which the College sponsored;

(d) The Finances of the undertaking;

(e) The Library provided for the use of the students.

CHAPTER III

A STUDY OF THE PORTLAND LABOR COLLEGE

All the material in this thesis was obtained in recorded form with the exception of a few statements from persons instrumental in the founding and the later development of the Portland Labor College. The verbal statements are identified whenever they are presented. A careful check for possible material concerning the Portland Labor College was made in the Central Branch of the Portland Library. The only article that was found was a brief sketch of the school included in a W. P. A. project completed in 1937 and entitled "History of Education in Portland." A few references to the College were also found in "The American Federalist" and in reports of the conferences of "The Workers' Education Bureau of America."

Next, interviews were arranged with Mr. Gust Anderson, secretary of the Central Labor Council of Portland; Mr. Kelley Loe, secretary to the secretary of the State Federation of Labor; Mr. S. Eugene Allen, present editor of the Oregon Labor Press; and Miss Daryl Belat and Miss May Darling, both members of the Portland Teachers' Union.

Since the College was, for a time, affiliated with "The Workers' Education Bureau," a letter -- including a list of sources of material already examined -- was directed to this Bureau requesting any further information about the Portland institution which they might have. In answer to this letter, Mr. Spencer Miller, secretary of the organization, said that the Bureau did not have any further information concerning the College. Mr. E. E. Schwarztrauber, the first educational director of the College, was also sent a similar letter; but he, too, felt that he had no further definite information to offer.

The most productive source of information proved to be the files of "The Oregon Labor Press" for the years of 1920 to 1930, inclusive. The weekly editions of this official organ of organized labor yielded by far the greater portion of the material included in this history.

Since reference was frequently made in the Oregon Labor Press to announcements published by the Labor College, the writer made a search to see if any of these still existed. He found that the only material now on file at the Labor Temple included some books which at one time had been a part of the College library. If any

papers or bulletins had been preserved for a time, they were destroyed when the Central Labor Council moved its offices.

ORGANIZING THE COLLEGE

The Oregon State Federation of Labor, The Portland Central Labor Council, and The Teachers' Union of Portland recognized the need for the promotion of workers' education and co-operated in appointing a committee on May 23, 1921, to formulate a tentative plan for a "Portland Labor College" (25). The committee, as appointed, consisted of Mr. E. E. Schwarztrauber, Miss May Darling, and Mr. G. W. Wilder, all of The Portland Teachers' Union; Mr. George W. MacDonald, vice-president of The Central Labor Council and a member of The Electrical Workers' Union; Mr. W. E. Kimsey, secretary of The Central Labor Council and president of The Multnomah Typographical Union; Mr. E. J. Stack, a member of The Cigarmakers' Union and a former secretary of The State Federation of Labor; Mr. H. M. Esterley, attorney; Dr. F. K. Howard, chaplain of The Good Samaritan Hospital; and Mr. William McKinley, professor in Reed College (26).

On September 12 of this same year, the committee presented the following report (27:1) which was unanimously approved by The Central Labor Council:

"After making as careful a study as was possible in the past three months of the field covered by labor education in England and in the United States, the committee on labor education recommends the establishment of a labor college, and submits the following specific recommendations for your consideration:

"Objects. (1) To prepare the individual worker as well as the organization for a share in the responsibilities of democratic control of industry, such preparation requiring a knowledge of the history, practices, problems, and policies of the labor movement and the fundamental principles of the production and distribution of wealth. (2) To furnish that inspiration and faith so essential to the successful realization of labor's ideals and ambitions.

"Courses of study. In keeping with the above objects, we recommend that the following courses, as far as possible, be incorporated in the Labor College curriculum:

- (1) Economics and Industry
 - (a) Applied Economics
 - (b) General Economics
 - (c) Modern Economic Institutions
 - (d) Current American Labor Problems
 - (e) History of the Labor Movement
 - (f) The Labor Movement in England
- (2) Political
 - (a) Civics
 - (b) Current Events
 - (c) Development of Modern Democracies
- (3) Social
 - (a) Sociology
 - (b) Social Problems
- (4) Scientific
 - (a) Applied Psychology
- (5) General Culture
 - (a) English and Public Speaking
 - (b) History
 - (c) Literature
 - (d) Drama
 - (e) Hygiene
- (6) Forums
- (7) Entertainments

"Control of the college. We recommend the following method of control of the college:

(a) A Board of Control to be composed of one representative from each local affiliated with the Central Labor Council to be chosen for a term of one year.

(b) The duties of the Board of Control shall be to choose an Executive Board of not more than five members for a term of one year, and to further the interests of the college in their respective locals.

(c) At least four members of the Executive Board shall be members of locals affiliated with the Central Labor Council.

(d) The Executive Board shall have the power to choose an educational director, and shall have general supervision of the policies and management of the college.

(e) We recommend that the Central Labor Council appoint a temporary Executive Board to serve until such time as a board can be chosen under the above plan.

"Finances. In establishing and maintaining a labor college it is obvious that there will be financial obligations, suggestions for the meeting of which we submit to your consideration. First, as to financial obligations, we suggest, in preface, that teaching service be

voluntary: the only other expenses then incumbent upon the college will be rent, printing, and stationery. In order to meet these expenses we suggest for consideration the following methods used in other labor colleges:

- (a) Fees from students not to exceed \$2.50 per student;
- (b) Subsidy from the Central Labor Council;
- (c) Voluntary contributions from the locals;
- (d) A combination of any, or all, of these methods.

"Place of meeting. We recommend that classes be held in the Labor Temple (27:5)."

The temporary Executive Board, appointed by The Central Labor Council was made up of the following persons: Mr. E. E. Schwartrauber, Mr. G. W. MacDonald, Miss May Darling, Mr. W. E. Kimsey, and Mr. E. J. Stack (27:5). A copy of the committee's tentative report was sent to each local union with the hope of stimulating a lively interest in the proposed college. In order to provide a definite plan of finances for the desired college, the temporary board combined all three of the suggestions offered concerning the financial support of the new institution. They made the following financial regulations:

"(a) A fee of \$2.50 shall be charged for each student for one or more courses.

"(b) Each local shall be asked to purchase two scholarships for unemployed members.

"(c) The subsidy from the Central Labor Council shall consist of one cent per capita per month (six cents per member per year) (28:2)."

The opening date of this "Portland Labor College" was somewhat delayed because the members of the labor unions were just moving into their new Labor Temple and because they were aiding the campaign for the passage of an exposition tax levy that, if passed, would make it possible for Portland to sponsor an exposition.

Many of the local unions did not respond to the first request of the tentative committee to support the proposed college by purchasing scholarships, nor did they seem to care to be represented on the Board of Control. Thirteen locals, out of a total of about seventy, did promise support and appointed representatives to the Board of Control for the College. This board held its first meeting December first with these persons in attendance (29:1):

Mr. C. S. Hartwig, Meat Cutters' Union;
Mr. L. G. Boyd, Boot and Shoemakers' Union;
Mr. Ernest Harold, Piano, Organ, and Musical
Instrument Workers' Union;
Miss Agnes Johnson, Telephone Operators' Union;
Mr. George W. Allen, Firefighters' Union;
Mr. A. A. Carp, Retail Clerks' Union;
Mr. F. I. Marshall, Barbers' Union;
Mr. D. Quesinberry, Sign Painters' Union;
Mr. G. W. Tweedy, Building Laborers' Union;
Mr. C. W. Rudder, Street Carmen's Union;
Mr. C. A. Peterson, Carpenters' Union;
Mr. J. C. Caine, Electrical Workers' Union.

ADMINISTRATION, SCHEDULES, AND DESCRIPTION OF COURSES

1921-1922

The first, and most important work, which the Board of Control did was to choose the members of the temporary Executive Board as the members of the first permanent Executive Board. It was also decided that this group was to hold office during the year of 1922. The College actually opened officially on December 6, 1921, at the Portland Labor Temple (30).

All teachers for the beginning classes of The Portland Labor College volunteered their services and were not paid for them. Later, other faculty members were secured but at no time were the instructors paid except to reimburse those who had to pay for their own transportation

to and from the College. The first group of classes (30) offered included those listed under Table III:

TABLE III

SCHEDULE OF CLASSES -- FALL QUARTER

1921-1922

Tuesday, 7:30 P.M.	Current Economic Problems, Dr. W. T. McIlveen, Pastor of the First Congregational Church, Portland.
Wednesday, 7:30 P.M.	Comparative Politics, Mr. Charles McKinley, Profes- sor of Political Science, Reed College.
Thursday, 7:30 P.M.	Home Economics, Miss Mathews. (No further information available.)
Friday, 7:00 P.M.	History of the American Labor Movement, Dr. E. B. Mittelman, Associate Professor of Economics and Sociology, Ore- gon State Agricultural Col- lege.
8:30 P.M.	Applied Psychology, Dr. S. C. Kohs, Assistant Professor of Psychology, Reed College.
Sunday, 7:30 P.M.	History of Civilization, Dr. C. H. Chapman, former president of the University of Oregon.

A substantial interest was shown in three of the classes -- applied psychology, history of the American labor movement, and history of civilization. The class in current economic problems was dropped because Dr. McIlveen's time was too much occupied otherwise. No home economics classes were held because of the lack of interest on the part of both the employed women and the wives and daughters of the union men. Professor McKinley's class in comparative politics was also dropped due to the small enrollment (31:1).

The brief published outlines of the three classes which continued throughout the quarter follow:

"History of the American Labor Movement -- (1) Primitive system of production; (2) Domestic system; (3) Early labor movement; (4) First trade union movement; (5) Modern trade unionism.

"Applied Psychology -- (1) Mind and body relations; (2) The brain: its structure and function; (3) What is mind? (4) What is feeble-mindedness and insanity? (5) Continuation of these fields and similar ones as time allows.

"History of Civilization -- (1) Primitive food problem; (2) Agricultural civilization of Tigris-Euphrates;

(3) Benign civilization of Babylon; (4) The civilization of Egypt; (5) Greek civilization; (6) Predatory civilizations of Rome and Carthage; (7) Rise of Christianity; (8) Function of the church in the Dark Ages; (9) Rebirth of civilization; (10) Rise of the bourgeois; (11) Copernicus; (12) Function of the machine in civilization; (13) Science, machine, and militarism. (31:7)"

For this first quarter, or ten-week term, the average age of the students was found to be about forty. Those in charge regretted that they had not been able to interest the younger men and women in the work of the College. At that time the oldest student was Mr. C. S. Hartwig, business agent of "The Meat Cutters' Union," who was in his sixty-fifth year (31:1).

At the close of the first quarter, the total enrollment for two of the classes, History of Labor and Applied Psychology, was forty-four. The average attendance in these classes, however, was: in Applied Psychology, sixty per cent; and in History of Labor, sixty-two per cent. The percentage of actual attendance was reduced considerably by members dropping out early in the quarter. After the fourth meeting of each class, the remaining

attendance held up very well. On the last Friday evening of the term, thirty-three were in attendance in both classes (33).

For the second quarter, four classes were scheduled, and all four continued throughout the term. Table IV gives (33) the names of the instructors and times at which the classes were held:

TABLE IV

SCHEDULE OF CLASSES -- SPRING QUARTER

1921-1922

Thursday, 7:00 P.M.	English and Public Speaking, Miss Daryl Belat, High School of Commerce, Portland.
8:30 P.M.	Evolutionary Biology, Dr. Virgil McMickle, Physician, Portland.
Friday, 7:00 P.M.	Industrial Society, Dr. E. B. Mittelman, Associate Professor of Economics and Sociology, Oregon State Agricultural College.
8:30 P.M.	Psychology, Dr. S. C. Kohs, Assistant Professor of Psychology, Reed College.

In order to give a better understanding of the work contemplated, brief outlines of the courses follow:

"English and Public Speaking -- A course in correct writing and speaking. Most valuable for every working man and woman. Reviewing of interesting current topics from magazines, debates, practice speeches, parliamentary drill, and guidance to individual students who want special help.

"Evolutionary Biology -- One of the most interesting of subjects for the worker. How life originated; how it has developed; what is likely to be the direction of its future evolution; what great men of all times have thought and do think about it; what relation biology has to our everyday life. There are, in outline, the high spots of the course.

"Industrial Society -- This course will cover a discussion of the price system as the dominant feature of the present economic order; money and credit as the machinery through which the price system works itself out; the business cycle, that is the phenomenon of alternating periods of prosperity and depression as a consequence of the price system; competition under the price system and latter day monopolistic tendencies; a brief discussion of monopoly forms such as pools, trusts, holding companies, consolidations, gentlemen's agreements, business

luncheons; finally, current theories of value as the key to the distribution problem.

"Psychology -- Building on the foundation laid in the first part of the course, the more practical applications of psychology in such fields as memory, habit, suggestion, mental hygiene, and general problems relating to social misconduct (34)."

The registration for the second quarter was much larger than for the first, but no definite figures are available. The class in public speaking and English began with an enrollment of thirty students (35). This quarter, the ages of the students ranged from twenty to fifty, and it was said that the older members appeared to be as active as those who were younger. Classes continued for ten weeks with considerable enthusiasm.

1922-1923

The Executive Board was busy during the summer preparing for the second year's work of the College. They outlined a more comprehensive program and obtained a number of new instructors. Seven classes (36) were provided for as outlined in Table V. Shortly after the quarter began, the course in the history of the labor movement was dropped because too few students enrolled. A few

"Introduction to Sociology -- Course designed to introduce the student to the nature of social evolution. Several lectures will be devoted to social origins, followed by discussion of the evolution of society from the earliest beginnings. The course will conclude with a brief survey of the development of social institutions, especially justice, law and government, religion, the family, punishment, and poverty.

"Banking and Finance -- This course will be practical so that the student may be given an understanding of the working principles of banking, of the meaning of bank terms, of the methods of handling commercial and savings deposits, and of making loans and investments. Also, a brief survey of types of banking institutions together with a discussion of the relation of banking to financial conditions.

"Psychology of Social Standards -- With a brief discussion of the origin and development of social standards serving as a background, attempt will be made to arrive at an understanding of psychological factors involved in social violations of various sorts.

"Gateways of Literature -- The purpose of this course will be to find the gateways to fuller living in the work of some of the great writers of literature. Opportunity will be given members of the class to help in choosing the authors to be considered (36)."

Many students were interested in dramatics and had discussed the possibility of the College sponsoring a class in play production. Nevertheless, nothing came of the idea until Mrs. Doris Smith of the Ellison-White Conservatory of Music offered to take such a class. All those interested met at the Labor Temple early in November of 1922 and formulated the necessary plans (37). No definite time to hold the class was decided upon, but the students agreed to meet at the discretion of their instructor.

The second Board of Control (39) met in December of 1922 and was composed of representatives from the following unions:

Garment Workers' Union,
Building Laborers' Union,
Plasterers' Union,
Carpenters' Union,
Street Carriers' Union,
Bookbinders' Union,
Engineers' Union,
Web Pressmen,
Electrical Workers' Union,
Teachers' Union.

In order that the Board of Control might work in complete harmony, it was decided to have the same persons for chairman and secretary of each board. Mr. Charles Kolb, secretary of The Carpenters' Union, was chosen as chairman, and Mr. W. A. Lank, of The Electrical Workers, filled the secretaryship. The members chosen to complete the Executive Board were Mr. C. M. Cornwall, of The Street Carmen; Mr. T. C. Duffy, of The Cooks' Union; Miss May Darling and Mr. E. E. Schwarztrauber, of The Teachers' Union (39).

The Board of Control felt that there was need for a constitution in order that the College might function according to an accepted method of procedure. Therefore, they appointed Mr. C. M. Cornwall, Miss May Darling, and Mr. Charles Kolb to draft a constitution and present it to the board at a later date (40). Unfortunately, the writer was unable to find any record of the constitution committee's report or a copy of the constitution as adopted. However, it is said that the plan finally adopted followed the general ideas laid down in the College's tentative plans.

A few changes have been recorded, for example, fees were lowered from \$2.50 to \$1.00 for union members and \$2.00 for others. The name, Executive Board, was

changed to Board of Directors and the membership of the board was increased from five to seven members (41).

The enrollment for the fall quarter was fifty-one students, of whom eleven were women. Twelve students were non-union members, and seventeen locals were represented. Table VI shows (43) the unions participating in the work of the College and indicates the number of students attending from each group.

TABLE VI

UNION PARTICIPATION FOR FALL OF 1922-1923

Union	Number of Students
Street Carmen	6
Garment Workers	4
Carpenters	4
Printing Pressmen	4
Meat Cutters	4
Engineers	3
Letter Carriers	2
Building Laborers	2
Cooks and Assistants	2
Typographical	1
Barbers	1
Blacksmiths	1
Web Pressmen	1
Teachers	1
Federal Employees	1
Cigarmakers	1
Retail Clerks	1

Only forty-five per cent of these students, or twenty-five, completed their work. No causes were given for the loss of the fifty-five per cent. Since many students enrolled in more than one class, the total enrollment in all classes for the autumn quarter was one hundred and eighteen (43).

Table VII presents the number of students (43:5) registered for each course for the autumn quarter, as well as the average attendance.

TABLE VII
STATISTICS FOR FALL OF 1922-1923

Course	Total	Present Once Only	Average Number Attending	Number Finished
English-Public Speaking	33	7	12.0	13
Dramatic Art	20	6	11.0	11
Banking	18	8	6.5	7
Drawing	11		5.5	5
Literature	10		5.1	4
Sociology	14	4	5.9	6
Psychology	12	4	5.0	5

A number of women expressed a desire to attend a class in home economics if the College would sponsor such a subject. Since quite a bit of equipment was needed and was not available, it appeared as though the work could not be given. Business firms in Portland, however, came to the rescue and, with the following donations, the class was able to organize: a Hot Point range from the Portland Railway Light and Power Company, a kitchen cabinet from Edwards Furniture store, and a large part of the utensils from Powers Furniture store (44).

For the spring quarter, four classes were continued from the preceding term, three were dropped, and six added, making a total of ten (46) which are listed under Table VIII.

TABLE IX

UNION PARTICIPATION FOR THE SPRING OF 1922-1923

Union	Number of Students
Street Carmen	19
Bookbinders	13
Carpenters	11
Garment Workers	7
Electrical Workers	7
Engineers	6
Cooks and Assistants	5
Printing Pressmen	4
Typographical Union	4
Telephone Operators	2
Painters	2
Retail Clerks	2
Motion Picture Operators	1
File Drivers	1
Teachers	1
Building Laborers	1
Blacksmiths	1
Postal Employees	1
Sign Painters	1

The Portland Central Library co-operated with the Labor College by opening a station in the College Hall on February 19, 1923. Books on history, psychology, evolution, biography, and fiction were sent (46:5). The College also felt, at this time, that it should send a representative to the third annual conference on workers' education. They, therefore, decided that Mr. E. E. Schwarztrauber should be their delegate; and immediately

began to raise funds to cover his expenses on the contemplated trip. Their campaign for funds, with the help of the Central Labor Council, was successful and, in April, Mr. Schwarztrauber attended the convention held in New York City (11).

When the spring quarter closed and the statistics were compiled, the enrollment was found to be three times that of the preceding term. Twenty-seven unions had been represented, in contrast with seventeen for the fall term; eighty-five per cent of the students were union members, and women registered in classes showed an increase of from twenty-two to thirty-six per cent. Although the shrinkage from the initial enrollment of the quarter was large, those in charge still felt proud of the year's work (53). Table X makes it possible to check readily the shrinkage (53) from the initial enrollment for each course:

TABLE X

STATISTICS OF ATTENDANCE FOR THE SPRING OF 1922-1923

	Total	Final	Percentage Attending		
			1-4 Wk.	5-8 Wk.	9-12 Wk.
English and Speaking	76	20	62	21	16
Psychology	45	10	46	27	27
Evolution and Ethics	42	14	50	26	24
Economics	41	20	46	32	22
Current Events	32	11	41	25	34
Home Economics	23	16	39	75	4
Dramatic Art	22	*	9	14	77
History of Labor	20	13	45	55	*
Drawing	18	8	44	37	17
Elementary English	11	5	55	18	27
Average	33	13	44	31	25

*No record kept.

In response to Mr. E. E. Schwarztrauber's report on the Portland Labor College as presented to the third Workers' Education Conference, the conference went on record by stating that they believed that the Portland Labor College was confronted with two serious problems: (a) The dues were too low in view of the fact that, though costs were cut, the financial status of the College was far from satisfactory; and (b) The details of administration were becoming burdensome, therefore, a director should be able to give his full time to the project.

"Labor must recognize that the importance of education is parallel to labor itself (54)."

1923-1924

The staff of the Portland Labor College gave serious consideration to the problems as outlined by the Workers' Education Conference and took the following reorganization steps: (a) The name of the Board of Control was changed to Board of Representatives; and (b) The new Board of Representatives was given the power to choose the president, vice-president, and secretary of the College. These three, with four others chosen by the Board, made up the Board of Directors. (c) The Board of Representatives was given supervision over the policies of the College and control of finances. (d) The position of education director, who was to serve as advisor to the Board of Directors, was created (56).

Under the new plan, the Board of Directors (57) chosen for the 1923-1924 school year included:

Mr. W. E. Kimsey, Typographical Union, president;
Mr. Charles Gossett, Street Carmen, vice-president;
Mr. Charles Kolb, Carpenters, secretary-treasurer;
Miss Elizabeth Williams, Garment Workers;
Mr. J. C. Duffy, Cooks and Assistants;
Mr. W. A. Lank, Electrical Workers;
Mr. R. W. Reynolds, Bookbinders.

The writer found no material concerning the content of the subjects offered with the two exceptions of Mr. Jamison's course in Banking and Dr. Collins' course in Health. These courses were outlined thus:

"Banking -- (a) Banks, kinds and privileges of; (b) The clearing house; (c) What can happen to a check; (d) Loans and discounts explained; (e) Departments of a bank and how operated; (f) Bank credits; (g) Some reasons why banks fail; (h) Exchange, foreign and domestic; (i) How to analyze a bank statement; (j) General discussion (63)."

"Health -- (a) What is health; (b) Mental man in health and disease; (c) The physical man; (d) The nerve man; (e) The chemical man; (f) Home life (61)."

Many students, not dramatically inclined, desired to participate in an extracurricular activity of their own. Therefore, a college chorus of fifteen members was organized in the latter part of November. The group of singers was fortunate in obtaining as leader, Mr. Carrol Day, president of the Modern Conservatory of Music (68). No fees were charged for the remainder of the quarter, and no requirements had to be met except the desire to sing.

At the end of the quarter it was found that thirteen courses, including chorus, had been completed as planned. The class in public speaking had been dropped three weeks early, due to the small enrollment. The total number enrolled had been ninety-one and the average class attendance eight (69). These figures show that the average attendance per class had dropped and that forty fewer students had attended classes. However, more courses had been offered than ever before.

Mr. Schwarztrauber said, in speaking to a group of the college faculty and students, "Labor education in Portland, as elsewhere, is not, and cannot be, a failure. It may have its reverses; it may even, for intervals, cease to be. But the demand of the worker to know more about the world he lives in, and, particularly, about the economic system which controls his life, will increase (69)."

The Board of Directors felt that, perhaps, the College's fall quarter program had been too comprehensive and, as a result, decided to decrease the number of subjects offered. Table XII includes (70) the eight classes outlined for the second quarter's work:

TABLE XII

SCHEDULE OF CLASSES -- SPRING QUARTER

1923-1924

- Monday, 7:30 P.M. Elementary English,
Miss Mable Davenport, Lincoln
High School, Portland.
- 8:45 P.M. Advanced English and Public
Speaking, Miss Beatrice
Thompson, High School of Com-
merce, Portland.
- Tuesday, 8:00 P.M. Labor College Chorus,
Mr. Carrol Day, Modern Conserva-
tory of Music.
- Wednesday, 7:30 P.M. Labor Law,
Mr. H. M. Esterley, Attorney.
- 8:45 P.M. The Co-operative Movement,
Mr. A. A. Friedrich, Instructor
in Applied Economics, Reed
College.
- Thursday, 7:30 P.M. Drawing,
Mr. N. B. Zane, Extension Divi-
sion, University of Oregon.
- Friday, 7:30 P.M. Elementary Dramatics,
Miss Agnes Cover, graduate of
Connock School of Oratory.
- 7:30 P.M. Advanced Dramatics,
Mrs. Doris Smith, Ellison-White
Conservatory of Music.

In 1924, as in the previous year, Mr. Schwarztrauber attended the Workers' Education Conference held, this time, in Chicago. Because of his work with the Portland Labor College, he was appointed chairman of the education committee of the conference. Since this committee's report was pertinent and since Mr. Schwarztrauber served as head of the group, the writer includes the following more important features (135:69) of the recommendations as outlined by the committee.

"It is recommended:

"(a) That the curriculum of workers' colleges should emphasize primarily and chiefly such subjects as will help the workers to understand their place in the present order, their social and economic problems, the history of their organizations and aims, the methods employed to achieve these aims, the structure and history of the present order, and other similar subjects.....

"(b) That special subjects dealing with the technique of administration of the union affairs be provided, with the aim of training efficient trade union officials.

"(c) That cultural studies be provided, to satisfy, when necessary and possible, the desire of workers for them.

"(d) That large masses of workers be reached by means of popular lectures on labor topics.....

"(e) That as fast as possible classes in public speaking, workers' health, etc., be organized in workers' educational enterprises.

"(f) That a permanent committee on curricula and methods gather curricula of existing schools and distribute them among labor schools in the country.....

(135:69)"

1924-1925

The quotation repeated below appeared on the bulletin board in the Labor Temple just prior to the opening of the Labor College for the fall of 1924. "An ignorant citizen is no worse than a dead one, but he takes up more room. Join a study class in the Portland Labor College (76)."

On October 13, 1924, the College opened for a twenty-week period with a holiday intermission instead of two ten-week periods as had been the previous regulation. Eight classes were organized; each of these was to run throughout the school year. The instructors (76) and the times of the meetings of the classes appears in Table XIII:

TABLE XIII

SCHEDULE OF CLASSES -- YEAR OF 1924-1925

Monday, 8:00-9:00	Home Economics, Mrs. Elizabeth Nicholson.
Tuesday, 8:00-9:00	Chorus, Mr. Carrol Day, Modern Conservatory of Music.
Wednesday, 8:00-9:00	Health, Instructor to be announced.
Thursday, 7:30-8:45	English, Miss Mable Davenport, Lincoln High School, Portland.
8:45-10:00	Public Speaking, Miss Daryl Belat, High School of Commerce, Portland.
Friday, 7:30-8:45	Labor's Share in National Income, Dr. E. B. Mittelman, Associate Professor of Economics and Sociology, Oregon State Agri- cultural College.
8:45-10:00	Current American Problems, Mr. E. E. Schwarztrauber, Lincoln High School, Portland.
Saturday, 7:30-9:30	Dramatic Art, Mrs. Doris Smith, Ellison-White Conservatory of Music.

The published descriptions of the courses follow

(76):

"Current American Problems -- (a) A discussion course on questions of burning importance to every American citizen. (b) The race question, immigration, poverty, crime, and divorce -- their causes, extent, effects, and proposed remedies.

"English -- A course in correct writing and speaking. For workers needing individual attention in grammar, spelling, and letter writing.

"Public Speaking -- A practical course for the worker. Based on discussion of problems of current interest. Training in making short talks and in debate.

"Health -- A valuable course for everyone. Made up of a series of ten lectures. Each lecture will be chosen with a view to its practical value to the worker.

"Home Economics -- A course for housewives. Lectures and demonstrations on economic use of food and food values.

"Dramatic Art -- A course linked with work of the Labor College Players. Union membership requisite.

"Chorus -- A course for those who enjoy singing for its own sake. No previous training required. Instruction and practice in sight reading given. Training in preparation

for public performances. Both sexes wanted for balanced choral work (76)."

The lectures for the health class were planned with the assistance of Mrs. Saidie Orr Dunbar of the Oregon Tuberculosis Association. They included (77):

- (1) "Personal Health," Dr. H. C. Bean, October 29.
- (2) "Teeth," Dr. Arthur W. Chance, November 5.
- (3) "Goiter," Dr. J. Earle Else, November 12.
- (4) "Eye, Ear, Nose, and Throat," Dr. Ralph Fenton, November 19.
- (5) "Heart," Dr. T. Homer Coffen, November 26.
- (6) "Cancer," (illustrated), Dr. E. F. Tucker, December 3.
- (7) "Tuberculosis," Dr. Frank McCauly, December 10.
- (8) "Social Hygiene," Mr. Henry Grant, December 17.
- (9) "Sanitation," Dr. William Levin, January 14.
- (10) "Prevention of Disease," Dr. L. Howard Smith, January 21.
- (11) "Health and Education," Dr. Helen Cary, February 4.
- (12) "Care of Children in the Home," Dr. Estella Ford Warner, February 11.
- (13) "Nutrition for the Family," February 18.
- (14) "Your Friend, the Nurse," February 25.
- (15) "Health Centers," March 4.
- (16) "Special Classes for Handicapped Children," Mrs. Saidie Orr Dunbar, March 11.
- (17) "Recreation," March 18.
- (18) "Place of the Physician in Industry," March 25.
- (19) "Safety Appliances," April 1.

Shortly after Christmas, a course entitled, Advanced Economics, was added to the curriculum. This course met on Tuesday evenings at 7:30 o'clock and was conducted by Mr. A. A. Friedrich, of Reed College (80).

Very little publicity was given to the College during this year, therefore, only a meager amount of information about it was available. No mention was made of the number attending classes except that, in the spring, seventeen were enrolled in the course in health (80). Late in January of 1925, the Board of Directors stated that the financial resources of the College were at their lowest point since the beginning of the undertaking in 1921; but that, with economy in expenditure, they would get through the year (80).

Apparently the work of the year was completed because no word to the contrary was found, and because Mr. Clinton S. Golden, the field secretary of the Brookwood College, lauded the work of the Portland Labor College after he visited Portland early in March (82).

1925-1926

The Labor College seemed to take on new life for the fall quarter of 1925. Among other changes, a paid director, Mr. Aaron Director, was engaged (85). This was made possible through financial assistance from the State Federation of Labor and from the Garland Fund.

Under the caption, "Labor Education Program Here is a National Test," the following was said about Mr. Aaron

Director's appointment as educational director for labor for Oregon:

"Labor education in the United States, yet in its experimental stages, is to be given a test in Oregon this year that will be watched by organized labor throughout the nation, and particularly by the Workers' Education Bureau which is sponsored by the American Federation of Labor. The employment of an educational director, who will devote his full time to adult labor education in the state, and particularly to the Portland Labor College, is an attempt to learn the extent to which labor itself is interested and to discover the methods best suited to the advancement of the movement. Mr. H. Aaron Director, a graduate of Yale University, with the assistance of the former director, Mr. E. E. Schwarztrauber, and the Portland Labor College board outlined a tentative program for the year..... (86)"

The Board of Representatives (87) for this year was made up of sixteen men and one woman. They included:

Mr. M. F. Kneeland, Printing Pressmen;
Mr. Boyd Lawrence, Moving Picture Operators;
Mr. Gust Anderson, Central Labor Council
Mr. Bert Herbert, Machinists;
Mr. J. R. Robison, Building Laborers;
Mr. L. H. Northrop, Teachers;
Mr. V. P. Martin, Painters;
Mr. E. H. Vite, Carpenters;

Mr. C. L. Penrose, Street Carmen,
Mr. H. Turzinski, City Firefighters;
Mr. A. W. Lank, Electrical Workers;
Mr. W. E. Kimsey, Typographical Union;
Mr. Charles Kolb, Carpenters;
Mr. E. E. Schwarztrauber, Teachers;
Miss Elizabeth Williams, Garment Workers;
Mr. George Christ, Molders;
Mr. Michael Zill, Blacksmiths.

The Board of Representatives chose, as members of the new Board of Directors, the following persons (87):

Mr. W. E. Kimsey, president;
Miss Elizabeth Williams, vice-president;
Mr. Charles Kolb, secretary-treasurer;
Mr. A. W. Lank;
Mr. C. L. Penrose;
Mr. E. H. Vite;
Mr. H. Aaron Director, education director;
Mr. E. E. Schwarztrauber, education adviser.

Courses (86) tentatively outlined for the fall quarter appear in Table XIV:

TABLE XIV

SCHEDULE OF CLASSES -- FALL QUARTER

1925-1926

American History from the Early Settlement to the Civil War	Miss Hilma Anderson, Lincoln High School, Portland.
English Composition	Miss Maude Hill, Jefferson High School, Portland.
The Labor Problem	Mr. Aaron Director, educational director of the College.
Public Speaking	Miss Daryl Belat, High School of Commerce, Portland.
History of British Labor.	Mr. E. E. Schwarztrauber, Lin- coln High School, Portland.
Evolution and Ethics	Dr. E. O. Sisson, Professor of Philosophy, Reed College.
Principles of Economics .	Dr. E. B. Mittelman, Associate Professor of Economics and Sociology, Oregon State Agri- cultural College.
Dramatic Art	Mrs. Doris Smith, Ellison-White Conservatory of Music.
Psychology	Instructor to be announced.
Principles of Labor Law .	Instructor to be announced.
Modern European History .	Instructor to be announced.

The committee later stated that aid for the College was needed in two forms: (a) an increased interest in class work was necessary, and (b) a permanent method of financing was essential. They agreed that the two chief enemies of the College were "apathy and discouragement" (93). The committee also reported that during the past term (fall of 1925) fifty different students had attended class, and eighteen locals had been represented (94).

The same number of courses was offered for the spring quarter as had been given in the previous session. Table XV names the courses (86) offered and indicates the instructors for each course:

TABLE XV

SCHEDULE OF CLASSES -- SPRING QUARTER

1925-1926

American History Since the Civil War (A Continuation of the first quarter's history course.)

Miss Hilma Anderson, Lincoln High School, Portland.

Labor in Contemporary Literature (A continuation of the course in English Composition.)

Dr. L. V. Chittick, Professor, Reed College.

Proposed Roads to Freedom (A continuation of the course in Labor Problems.)

Mr. Aaron Director, Education Director.

TABLE XV (continued)

Public Speaking (A continuation of the first quarter's public speaking course.)

Miss Daryl Belat, High School of Commerce.

History of American Labor (A continuation of the course in History of British Labor.)

Mr. Aaron Director, Education Director.

Anthropology (To follow the course in Evolution and Ethics.)

Dr. E. O. Sisson, Professor, Reed College.

Dramatic Art (A continuation of the first quarter's dramatic art course.)

Mrs. Doris Smith, Ellison-White Conservatory.

Principles of Economics (A continuation of the first quarter's economics course.)

Dr. E. B. Mittelman, Associate Professor, Oregon State Agricultural College.

Co-operative Banking (To follow the course in Principles of Labor Law.)

No instructor announced.

Modern Imperialism (A continuation of the course in European History.)

No instructor announced.

Office Management (To follow the course in Psychology.)

No instructor announced.

A committee of one member from each local union affiliated with the Central Labor Council was appointed to stimulate interest and to keep the College before the workers (95). The Building Laborers, Hod Carriers, Firefighters, and Civil Service Employes were the groups that showed the most interest in workers' education in Portland during the school year of 1925-1926 (96).

1926-1927

Fifteen unions sent delegates to the June meeting of the Board of Representatives. This board chose the members of the Board of Control for the school year of 1926-1927. The officers and members of the board chosen were (100):

Miss Elizabeth Williams, Garment Workers, President;
Mr. P. Woods, Engineers, Vice-President;
Mr. Charles Kolb, Carpenters, Secretary-treasurer;
Mr. A. W. Lank, Electrical Workers;
Mr. E. H. Vite, Carpenters;
Mr. E. F. Sweet, Building Laborers;
Mr. George W. MacDonald, Electrical Workers.

A controversy had been going on quietly for some time concerning the advisability of asking Mr. Director to head the College for a second year. A number of the members of the Board of Directors did not approve of his policies (101). Nevertheless, word was sent to New York, where Mr. Director was spending the summer, asking him if

he would return; and he answered in the affirmative by stating that he would return to Portland about August first to take charge of the work of the College (102).

The College Hall, in the basement of the Labor Temple, had been divided during the summer, so that now a classroom and an assembly hall were available. When the school year opened, the class work was divided into three quarters of ten weeks each. Eight courses (103) were scheduled as outlined in Table XVI:

TABLE XVI

SCHEDULE OF CLASSES -- FALL QUARTER

1926-1927

Monday, 7:00 P.M.	America Today, Miss Hilma Anderson, Lincoln High School, Portland.
Tuesday, 7:00 P.M.	National Problems, Mr. E. E. Schwarztrauber, Lincoln High School, Portland.
Wednesday, 7:30 P.M.	Crucial Problems in American Education, Dr. E. O. Sisson, Professor of Philosophy, Reed College.
Thursday, 7:00 P.M.	Practical Public Speaking, Mrs. Helen Senn, Instructor in Public Speaking, Portland Ex- tension Center of the Univer- sity of Oregon.
7:30 P.M.	English, Miss Maude Hill, Jefferson High School, Portland.
Friday, 7:30 P.M.	The World We Live In, Mr. Aaron Director, Education Director of the College.
To be arranged	History of Trade Unions.
To be arranged	Place of Women in the Labor Movement.

A fairly comprehensive description (103) of each of the courses except the one entitled, Place of Women in the Labor Movement, is given below:

"America Today -- A course in contemporary American history. It will begin with the Spanish-American war and take up such problems as the rise of big business, imperialism, social legislation, present-day political parties, and organizations of farmers and workers. Special emphasis will be put on the world war and the part which America took in it.

"National Problems -- This course will attempt a brief survey of vital American questions such as immigration, the race problem, poverty, crime, defectives, divorce, etc. The questions taken up will be determined in part by the desire of the class.

"Crucial Problems in American Education -- How are we succeeding in the task of creating a democratic system of schools? What of the great educative forces of social and economic life? Are they working for or against the great aim? What of race and heredity? The rising costs of schools? Can we educate for citizenship? Other questions desired by members.

"Practical Public Speaking -- Training for gathering and putting together material for short talks to be given before trade unions, lodges, clubs, etc. How to state views clearly and forcibly. An easy extempore style for ordinary occasions is the end sought.

"English -- Good usage in speech and writing. A practical course in every-day English that treats of essential matters of grammar, diction, and develops the principles of sentence structure.

"The World We Live In -- An introductory course that has for its object acquainting the workers with the world as we know it. The course will include such topics as the location and importance of certain natural resources; the problem of population; the influence of climate upon population; trade routes and means of communication; economic and political conditions.

"History of Trade Unions -- The three quarters' work will probably include a study of the history of the Typographical Union, the Cigarmakers' Union, and the development of needle trades (103)."

At the end of the second week of the fall quarter, attendance was found to be very meager. Finances,

however, had improved slightly. The Typographical Union had bought twelve scholarships but only four of them were being used. The Hod Carriers and the Building Laborers volunteered to purchase as many scholarships as would be used by their members, and a number of unions had voted their per capita tax for the benefit of the College (104).

The winter quarter began on January 3, 1927, with the eight (107) classes, outlined in Table XVII, offered:

TABLE XVII

SCHEDULE OF CLASSES -- WINTER QUARTER

1926-1927

Monday, 7:30 P.M.	Current Social and Labor Events, Mr. E. E. Schwarztrauber, Lincoln High School, Portland.
Tuesday, 7:00 P.M.	Advanced English, Miss Maude Hill, Jefferson High School, Portland.
7:30 P.M.	Labor Economics, Mr. Aaron Director, Education Director of the College.
Wednesday, 7:30 P.M.	Humanism as a Philosophy, Dr. E. O. Sisson, Professor of Philosophy, Reed College.
8:00 P.M.	Psychology of Everyday Life, Mr. William Griffith, Assistant Professor of Psychology, Reed College (\$1.00 extra fee).
Thursday, 7:00 P.M.	Practical Public Speaking, Mrs. Helen Senn, Instructor in Public Speaking, Portland Extension Center of the University of Oregon.
8:00 P.M.	Post-War Developments, Mr. Aaron Director, Education Director of the College.
Friday, 7:30 P.M.	The World We Live In, Mr. Harry B. Sell, Assistant Professor of Sociology, Reed College.

The spring quarter was only eight weeks in length and began on March 28, 1927. Table XVIII shows (108) the five courses given:

TABLE XVIII

SCHEDULE OF CLASSES -- SPRING QUARTER

1926-1927

Monday, 7:30 P.M.	Post-War Labor History, Mr. E. E. Schwarztrauber, Lincoln High School, Portland.
Tuesday, 7:30 P.M.	Public Speaking, Miss Hilma Anderson, Lincoln High School, Portland.
Wednesday, 7:30 P.M.	Psychology of Everyday Life, Mr. William Griffith, Assistant Professor of Psychology, Reed College. (\$1.00 extra fee.)
Thursday, 7:30 P.M.	Advanced English, Miss Maude Hill, Jefferson High School, Portland.
Friday, 7:30 P.M.	The World We Live In, Mr. Harry B. Sell, Assistant Professor of Sociology, Reed College.
Saturday, 7:30 P.M.	Labor in Oregon, Mr. Aaron Director, Education Director of the College.

Included with the schedule of courses (108) was the following brief description of each subject:

"Post-War Labor History -- This course includes a study of the Chinese and the Mexican situations and deals with European developments as well.

"Public Speaking -- Continuation of the work in public speaking that has been conducted throughout the year. Special emphasis will be placed on gathering and preparing materials.

"Advanced English -- Intended as a practical course for improvement in written and spoken English. Treating of grammar and diction with special attention to sentence structure.

"The World We Live In -- Course in continuation of the work done during the two previous terms of the year. Special attention will be given to the various theories such as socialism, anarchism, communism, unionism, and to some of the less fundamental theories.

"Labor in Oregon -- The course will undertake a study of the growth of labor organization in the state, the evolution of industry, and an examination of Oregon industries (108)."

"Psychology of Everyday Life -- No outline given.

The writer could find no material about the number who attended classes for the winter or spring terms of 1926-1927 or who these were. Apparently interest was at a low ebb.

1927-1928

The Portland Labor College, in May 1927, chose as its new education director, Mr. Don C. Lewis, former debate coach at the University of Utah (109). After careful study, Mr. Lewis stated that this year's record would be the test that would determine the future of the College (111).

The program of work planned for the fall quarter varied slightly from the previous classes attempted. The change in the type of instructors, as well as the changes in courses offered, were especially interesting. The courses (110) are outlined and the instructors named under Table XIX:

TABLE XIX

SCHEDULE OF CLASSES - FALL QUARTER

1927-1928

Labor Law	Mr. W. S. U'Ren, Mr. Fred Ross, Mr. M. F. Kneeland, and Mr. B. A. Green, attorneys.
Trade Unionism	Mr. Ray Nufer, of the Carpenters' Union.
Public Speaking	Mr. Don C. Lewis, Education Director of the College.
Women in Industry	Mr. Don C. Lewis, Education Director of the College.
Local Trade Union Problems	A number of lecturers will be asked to speak.
Modern Imperialism.....	Mr. Wayne Woodmansee, student from Reed College.
Modern Social Problems..	Mr. K. R. Blakeslee, Principal, Newberg High School.
Labor Dramatics	Mr. Don C. Lewis, Education Director of the College.
English	Mr. Walter Lloyd (No further data available.)
Psychology	Mr. William Griffith, Assistant Professor of Psychology, Reed College.

No description was given for five of the courses,
but the published outlines of the remaining five courses
(110) follow:

"Labor Law -- This course is to be given by a group of instructors who will deliver lectures and then discuss the subjects with the members of the class. Such subjects as collection of wages; compensation for injuries by industrial accidents; the labor injunction arising from strikes, boycotts and picketing; the legal status of the union label; the use of the blacklist by employers; and labor contracts will be covered.

"Trade Unionism -- Will embrace the history of the labor movement in America, and a treatment of fundamental principles will be given.

"Local Trade Union Problems -- Each week a different labor official will be asked to talk to the class, after which, discussions covering points made will be held. Those asked to speak included:

Mr. Ben T. Osborne, Executive Secretary, State Federation of Labor;
Mr. J. S. Haughey, President of The Portland Central Labor Council;
Mr. Gust Anderson, Secretary of The Portland Central Labor Council;
Mr. W. E. Kimsey, former secretary of The State Federation of Labor;
Mr. E. E. Pettingell, President of The Musicians' Union;
Mr. George W. Bissell, Business Agent of The District Council of Carpenters;
Mr. E. J. Stack, member of the Executive Council, Cigarmakers' International Union;
Mr. W. F. Otto, President of The Typographical Union.

"Labor Dramatics -- Open to members of other classes only. The purpose is to create a community activity.

"English -- This course will include fundamentals that will enable the students to write and speak more fluently (110)."

Although the enrollment in classes was more encouraging, shortly after the opening of the fall term, the Board of Control began considering a tentative plan to have one of the state educational institutions take over the labor education program. It was hoped that Oregon State Agricultural College could be interested in the project (112). Since nothing came of this suggestion, it is supposed that Oregon State Agricultural College could not see its way clear to take over the work.

Director Lewis suggested that the work in the spring should be chiefly an attempt to organize special class groups. He said, "I believe that large classes that will hold their enrollment can be organized by confining the class to the members of a single union. The work done by these classes should consist largely of a study of the problems of that particular union (113)."

Even though the director felt a change was necessary, three "regular" classes were started for the spring

the next year, and more money might yet be promised (117). All work for the year ended two days later. Attendance was reported as slight, and the class work for the spring quarter disappointing. Many believed that the chief value of the College lay in the encouragement of forums (118).

1928-1929

Those in charge of the College decided that a person schooled in the objectives of labor organizations might prove more efficient as an education director than one not as well acquainted in the field. Therefore, they chose Mr. E. J. Stack, a member of The Cigarmakers' Union and a former secretary of The State Federation of Labor, as the director of the College for the year 1928-1929 (119). Mr. Stack was to serve in a supervisory capacity which would not interfere with his regular work.

The Board of Representatives this year was composed of nineteen members, an increase of two over the past two years. The delegates represented the following unions (120):

Carpenters,	Hod Carriers,
Railway Clerks,	Building Laborers,
Molders,	Painters,
Typographical,	Glaziers,
Teachers,	Bookbinders,
Cigarmakers,	Web Pressmen,
Street Carmen,	Engineers,
Electrical Workers,	Label Trades Section,
Central Labor Council,	
Order Railway Conductors,	
Carpenters' District Council.	

The Board of Control, as chosen by the Board of Representatives, displayed a new optimism. The Board included (120):

Mr. Charles E. Gossett, Street Carmen, President;
 Mr. P. Woods, Steam Engineers, Vice-president;
 Mr. T. R. Howser, Civil Service Workers, Secretary-treasurer;
 Miss Elizabeth Williams, Garment Workers;
 Miss Belle Tennant, Teachers;
 Mr. Jess Moore, Carpenters;
 Mr. Robert Rosenthal, Railway Clerks.

The fall quarter was late in starting because difficulties were encountered in securing instructors. The College finally opened on October 29, 1928, with four classes planned, as shown in Table XXI (122):

TABLE XXI

SCHEDULE OF CLASSES -- FALL QUARTER

1928-1929

Monday, 7:30-8:30	Industrial History of the United States, Mr. E. E. Schwarztrauber, Lincoln High School, Portland.
Tuesday, 7:30-8:30	History of American Trade Unionism Since the Civil War, Miss Margaret Reid, Jefferson High School, Portland.
Wednesday, 7:30-8:30	English, Miss Maude Hill, Jefferson High School, Portland.
Thursday, 7:30-8:30	Public Speaking, Miss Daryl Belat, High School of Commerce, Portland.

Two of the courses, English and Public Speaking, drew a good enrollment. Many of the same students attended both classes as they found that the work of the one supplemented the work of the other (123). There was no winter quarter since the autumn quarter had opened so late in the year.

The spring quarter for 1928-1929, the last term of the College, began on January 28. Only three classes were organized. These are tabulated in Table XXII (126):

TABLE XXII

SCHEDULE OF CLASSES -- SPRING QUARTER

1928-1929

Wednesday evening	English, Miss Maude Hill, Jefferson High School, Portland.
Wednesday evening	American Economic Institutions, Mr. E. E. Schwarztrauber, Lincoln High School, Portland.
Thursday evening	Public Speaking, Miss Daryl Belat, High School of Commerce, Port- land.

After the schedule for the spring quarter was published, not another word appeared in the Labor Press concerning the fate of the College. One of the instructors for the last quarter, said that the classes for the final term were completed but with very few students in attendance.

EXTRACURRICULAR ACTIVITIES

LECTURES AND FORUMS

The College, during its life, however, did more than offer regularly scheduled classes. The first record of the Labor College going beyond the class work already

outlined appeared in one of the issues of "The Labor Press" (43:5) for January of 1923. At this time, the Engineers' Union wanted a vocational course in steam, gas, and electrical engineering to be given at their own hall on Friday evenings and asked the Board of Directors of the College to procure, if possible, an instructor for the class. This was arranged by the board who secured Mr. M. B. Belten from Oregon State Agricultural College for this course (43:5). The course was well attended, and the following year a similar course was arranged.

A year and a half later, the College, working with Mr. Schwarztrauber as director, inaugurated the plan of organizing a group of prepared lectures to be given at union meetings. Any union affiliated with The Portland Central Labor Council was urged to arrange for one or more of these lectures to be given before their group. Six general problems (76) with two or three lectures for each were provided as Table XXIII indicates:

TABLE XXIII

LECTURES FOR 1924-1925

- Current Political Problems..... Professor G. B. Noble,
Reed College.
- (1) Modern Imperialism,
 - (2) Post-War Disillusionments,
 - (3) American Responsibility for World Peace.
- Economics..... Professor A. A. Friedrich,
Reed College.
- (1) The Co-operative Movement,
 - (2) Some Aspects of Economic Conditions in Europe,
 - (3) Recent Tendencies in American Economic Life.
- Psychology Dr. Clarence E. Ayers,
Reed College.
- (1) Is Civilization Natural or Learned?
 - (2) What is Human Behavior?
 - (3) Are We Dominated by the Subconscious?
- Education Dr. Richard E. Scholz,
President of Reed College.
- (1) Education and Democracy,
 - (2) Education and an Industrial Order.
- Education and Religion Dr. Phillip A. Parsons,
University of Oregon.
- (1) Importance of Knowledge in the Workers' World,
 - (2) Notions and Knowledge in Religion,
 - (3) What Religion Has Been in a Workers' World.
- Literature..... Dr. V. L. Chittick,
Reed College.
- (1) Labor in Contemporary Literature,
 - (2) Walt Whitman, the Poet of Democracy,
 - (3) What Literature Should Mean to the Worker.
- Health..... Dr. Harold B. Meyers,
University of Oregon
Medical School.
- (1) Milk and Public Health,
 - (2) Common Problems in the Use and Abuse of Drugs,
Care of Colds, Relief of High Blood Pressure,
 - (3) First Aid Treatment in Infections, Minor In-
juries, and Poisoning.

Still another service provided by the College was the obtaining of leaders for group discussions. Any group of workers, six or more in number, who wished to do so, might make application to the education director for aid in securing a group leader for the study of any subject in which the group was interested (76). Many local unions took advantage of this opportunity.

The following year, under the supervision of Mr. Director, the College continued to sponsor union lectures and, also, supported forums held in the Labor Temple. The earliest one of the forums, of which the writer found any record, was a meeting held on January 4, 1926. That evening, Miss Anna Louise Strong spoke on the subject, "What's New in Soviet Russia" (89). The forum was well attended because Miss Strong was looked upon as an authority on her subject since she had just returned from a four-year sojourn in Russia.

About this same time, a new list of lectures, from which the local unions might choose, made its appearance. These lectures (90), as listed in Table XXIV, did not, of course, supplant the work of the college classes but instead supplemented it.

TABLE XXIV

LECTURES FOR THE SPRING OF 1926

Why Workers' Education?
 The Coal Strike.
 What's What in the British Labor Movement.
 British Coal Mines and Coal Miners.
 Co-operative Movement in Great Britain.
 British Labor Party and Its Work.
 The French Labor Movement.
 Conditions in Europe.
 Education and Democracy.
 What Is Happening in China.
 Workers' Education in Great Britain.
 War, Its Causes and Cures.

A week after the above list was published, the Building Laborers', Steam Engineers', Molders', and Painters' Unions had already negotiated for one or more lectures for their groups (92).

During the second year of Mr. Director's leadership, or 1926-1927, speakers were provided for subjects as requested by the unions; and six popular subjects were listed, for which speakers were available at any time. These six subjects (104) are listed in Table XXV:

TABLE XXV

LECTURES FOR 1926-1927

Recent Developments in British Labor Movement.
 Recent Upheaval in the Textile Industry.
 Possibilities of Organization among the Unorganized.
 Company Unions, a Menace to Trade Unionism.
 Benevolent Welfare Schemes by Employers.
 Stock Purchases by Employes and Its Effect on Wages.

For the first forum (105) of the year, Mr. Scott Nearing was invited to speak to a large group of union men and women on Sunday evening, October 29, 1926. This was the beginning of a series of Sunday evening meetings for which the College Board secured eminent men as speakers. Two of the speakers were: Mr. Carl Sandburg, "the poet of labor," and Mr. Kenneth Lindsay, an English, world-wide traveler who spoke on the "British General Strike" (106).

Among the lecturers engaged for forum meetings during Mr. Lewis' term as head of the College were the following three: Mr. W. T. Mills, who gave a series of lectures on the employment situation; Mr. W. H. Lines, vice-president of the Portland Electric Power Company, who spoke in favor of the power merger; and The Reverend F. E. Carlson, a local minister, whose subject was "Labor's Opportunities in Mexico" (114). No mention was

- December 15, 1922..... "Miss Civilization," by
David Richard Harding.
- "The Land of Hearts Desire,"
by W. B. Yeats.
- "When Love Was Young," by
M. B. Cook. (38)
- January 19, 1923..... "Two Crooks and a Lady," by
Jene Pillott.
- "The Trysting Place," by
Booth Tarkington. (42)
- March 2, 1923..... "Beggar and the King," by
Winthrop Panckhurst.
- "The Clod," by
Louis Beach, Jr.
- "Spreading the News," by
Lady Gregory. (47)
- May 18, 1923..... "Neighbors," by
Zona Gale.
- "How He Lied to Her Husband,"
by George Bernard Shaw.
- "The Medicine Show," by
Stewart Walker.
- "The Glittering Gate," by
Lord Dunsany. (49)

Many unions were represented in the presentation of the above plays, for example, in the third group of plays outlined, members of the following unions took part (48:1):

Street Carmen,
Federal Employes,
Cooks and Assistants,
Carpenters,
Teamsters,

Blacksmiths,
Engineers,
Typographical,
Barbers,
Building Laborers.

Early in 1923, the Labor College Players were asked to appear before the third annual conference of "The Workers' Education Bureau," to be held in New York. Naturally, the group was anxious to accept the invitation, but their inability to provide the necessary finances made it impossible for them to go east (50). However, Mr. E. E. Schwarztrauber, president of The Teachers' Union, who did attend the conference in April as the representative of The Portland Central Labor Council and The Portland Labor College, spoke to the delegates on the subject, "The Educational Value of Dramatic Art in Labor Colleges" (52). In his report, he presented an excellent picture of the splendid work already accomplished by the Labor College Players in Portland.

For the year of 1923-1924, more students desired work in dramatics than could be accommodated in Mrs. Smith's class. For this reason two changes were made: first, a beginning class in dramatics was offered by Miss Agnes Cover who had already assisted Mrs. Smith during the previous year; and second, only union members and their families were accepted in either the beginning or advanced classes (55).

The following plays were given at public performances held in The Labor Temple during the school year:

- November 16, 1923..... "The Inheritors," by
Susan Glaspell. (64)
- January 18, 1924..... "The Feast of the Holy Inno-
cents," by Samuel M. Ilsley.
"Just Neighborly," by
A. Dean.
"The Pot Boiler," by
Alice Gerstenberg. (71)
- March 21, 1924..... "Importance of Being Earnest,"
by Oscar Wilde. (72)
- May 2, 1924..... "That's the Way the Noise
Began," by Guy Knowlton.
"Fourteen," by
Alice Gerstenberg.
"The Rights of the Soul," by
Guisepe Giasco. (73)

"The Inheritors," the first play mentioned above, was repeated by request at Reed College early in June. At the close of the season, the following comment appeared in "The Labor Press:" "The Labor College Players are conceded by all to be the best amateur group in the city. Their work has attracted favorable notice far beyond the limits of the city of Portland (73)."

During this same year, 1924, the newly formed Labor College Chorus made its only public appearance on record by giving a creditable performance at the Lyric Theater on April twenty-third (74).

All through the third year of their existence, the College Players received little publicity. However,

brief accounts of the plays did appear in labor's own paper prior to each performance. The plays given were:

- November 15, 1924..... "Lady Windermere's Fan," by Oscar Wilde. (78)
- January 17, 1925..... "The Girl in the Coffin," by Theodore Dreiser.
- "The Playgoers," by Sir Arthur Wing Pinero. (79)
- March 20-21, 1925..... "Enemy of the People," by Henrick Ibsen. (81)
- May 8, 1925..... "Night Brings a Counselor," by Lillian Saunders.
- "The Bank Accounts," by Howard Brock.
- "Trifles," by Susan Glaspell. (83)

The last year that Mrs. Smith conducted the Labor College Players, the following groups of plays were presented:

- January 23, 1926..... "The Medicine Show," by Stewart Walker.
- "Daily Bread," by Mary Catherine Reely.
- "Thursday Evening," by Christopher Morley. (91)
- March 20, 1926..... "The Flattering Word," by George Kelly.
- "Hyacinth," by Tracy May Hanna.
- "How He Lied to Her Husband," by George Bernard Shaw. (97)

May 1, 1926..... "The Florist Shop," by
 Lady Gregory.
 "The Twelve Pound Look," by
 James Barrie.
 "Poor Aubrey," by
 George Kelly. (99)

After this fourth year, the only dramatic work attempted by the College consisted of a course entitled, Labor Dramatics, which was offered during the fall of 1927 by Mr. Don Lewis, educational director of the school at the time. This course was open only to members of other classes because the Board felt that previous dramatic groups had tended toward professional dramatic work in preference to union activities (110).

SOCIAL ACTIVITIES

One more extracurricular activity was promoted by the College. This was the social get-together. The officials of the College felt that social activities were too important a factor in the building of community spirit to be neglected. The first social function (29) was held in December of the opening year, 1921. Its purpose was the provision of an opportunity for the faculty and prospective students to become acquainted and to discuss the work to be undertaken. A similar get-together was held at the beginning of each year. At the conclusion

of each year's work, also, the students, faculty, and Board members met socially to talk over what had been accomplished.

During the second year, the largest program of social activities in the life of the Labor College was undertaken. Besides the meetings at the beginning and at the end of the year, social events were held once each month (41). At these "get-togethers," musical programs, readings, talks, motion pictures, general discussions, and refreshments all had their place. All the gatherings were held at the Labor Temple and were well attended, for instance, seventy-five were present at the get-together held on March 10, 1923 (50).

On July 9, 1926, a notice appeared in "The Oregon Labor Press" which announced that the annual Labor College picnic was to be held on Sunday, July 20, at Rock Island (102). From this notice, it would appear that previous picnics had been held although no record was found of them.

The last social meeting of the Labor College took place in January, 1928, at which time a program was presented and plans for the spring quarter were discussed (125). Thus, through the above described activities -- lectures, forums, public performances of the Labor

College Players, and social activities -- the officers of the College tried to use every available means which occurred to them of making contacts with prospective students among the workers and of creating interest in the Labor College program.

FINANCES

Although mention has already been made in the section on administration, schedules, and descriptions of courses, of the financial background of support for the College, and although not a great deal of material on the subject was obtainable, yet there are a few more facts which should be stated. The College began with three sources of funds: (a) through tuition fees of \$2.50 for each member per term regardless of the number of courses taken; (b) through a subsidy of six cents per capita per year from the Central Labor Council; and (c) through scholarships purchased by the local unions and donated to unemployed members (28:1). The funds thus obtained had to take care of only the rent, transportation for instructors, and incidental expenses including stationery and other necessary supplies, because the instructors gave their services without any remuneration (26).

The only change made during the second year was that of lowering the tuition from \$2.50 to \$1.00 for union members and their families and to \$2.00 for others (41).

Table XXVII indicates the amount of money in the Labor College fund for each month of the first two years of the College's existence.

TABLE XXVII

LABOR COLLEGE FUND PER MONTH

For 1921:

November 1.....	\$ 45.16
December 1.....	91.05

For 1922:

January 1.....	154.03
February 1.....	151.45
March 1.....	182.32
April 1.....	234.64
May 1.....	298.04
June 1.....	326.32
July 1.....	215.77
August 1.....	*
September 1.....	*
October 1.....	407.82
November 1.....	511.25
December 1.....	432.19

For 1923:

January 1.....	384.24
February 1.....	432.07
March 1.....	*
April 1.....	172.20
May 1.....	169.45
June 1.....	172.21
July 1.....	190.21
August 1.....	190.21

*No figures found.

The above table was compiled from the reports of The Central Labor Council as they appeared in "The Oregon Labor Press" on the second Friday of each month indicated. After the report for August 1, 1923, no more reports appeared because the College, due to its reorganization, was no longer a Central Labor Council activity.

At the beginning of the third year, the Board estimated that \$1500 would be needed to cover the expenditures for the coming college year (58). Each local union was asked to purchase scholarships amounting to one cent per member per month. The scholarships were to be used as the unions saw fit. Tuition fees were increased from \$1.00 and \$2.00 to \$2.50 for union members and their families and \$3.50 for others (60).

By the end of September, the Street Carmen had purchased a sufficient number of scholarships to allow almost five per cent of their members to attend the College without further charge. The following unions (62:6) had also donated the per capita fees asked:

Bookbinders,	Teamsters,
Sign Painters,	Machinists,
Portland Mailers,	Blacksmiths,
Stereotypers,	Painters,
Millmen,	Butchers,
Meat Cutters,	Moving Picture Operators,
	District Council of Carpenters.

The financial situation remained about the same for the fourth year. The Teachers' Union doubled the quota asked; and the Painters, Garment Workers, and Printing Pressmen supported the College generously (75). It was not possible to find out the amounts given because most union organizations do not publish such data.

A change in financial support took place in the autumn of 1925. At this time, a paid educational director for the labor unions of the State of Oregon and especially for the Labor College was appointed. This was made possible through a \$250 contribution from the State Federation of Labor and a larger contribution from the American Fund for Public Service obtained through the Workers' Education Bureau (84).

"The American Fund for Public Service" began in the spring of 1922 under the name of "The Garland Fund." The fund consisted of \$800,000 bequeathed to Mr. Charles Garland by his father. Since the younger Garland had done nothing to produce this wealth, he said that he was unwilling to accept it. However, he was finally persuaded to turn the money over to a group of men, as trustees, who were to spend the money in public service (53).

The fund was incorporated under the name of "The American Fund for Public Service" and, although nearly

\$120,000 was loaned to organizations affiliated with or functioning under The American Federation of Labor during the first nine months of the fund's administration, The Workers' Education Bureau was refused money when it first applied in April of 1923. This was done because, in the words of the Board of Directors of this fund:

"The American Fund for Public Service, Inc. in its support of labor education, shall favor those organizations and institutions which instill into the worker the knowledge and the qualities which will fit them for carrying on the struggle for the emancipation of their class in every sphere.

"As it seems to us pretty clear that the work of the Workers' Education Bureau does not come within this definition, we came to the conclusion we could not make the appropriation you request. We do not see our way clear to financing any enterprises except those definitely committed to a radical program of the character indicated in the resolution (53)."

However, a little over a year later, The Workers' Education Bureau did obtain money from this source. Later, in August of 1925, through the efforts of Mr. E. E. Schwarztrauber and The Workers' Education Bureau, The Portland Labor College received from The American Fund

for Public Service \$2400 as one year's salary for an education director (84). To meet the other expenses of the Labor College, a per capita tax of one cent per member per month was again asked of the unions and the tuition fee was set at the original amount of \$2.50 per student attending (86).

During the sixth and seventh years of the life of the Labor College, the finances were handled in the same manner as they had been during its fifth year, that is -- a per capita tax, registration fees, and the cost of the director's salary from "The American Fund for Public Service."

By the beginning of the eighth and last year (1928-1929) of The Portland Labor College, funds were no longer available from "The American Fund for Public Service." This was the case because, although the original \$800,000 had been, through sound investments, increased at one time to over one million dollars, by the summer of 1928 the entire fund had been liquidated (116). Rumor had it that a large portion of the money had been illegally handled, but the present writer was not able to find any authoritative proof for this statement.

With no outside funds obtainable, the College could no longer pay a director. Incidental expenses and rent

for this last year were met by means of the per capita tax and registration fees. Funds were meager but, since the enrollment was also small, the College managed to end its career free of debt, according to members of the last faculty.

LIBRARY

Most educational institutions consider a library a very important part of their equipment. However, little attention was given to this need in the Labor College until 1923. Previous to that time, students had either purchased the necessary books or obtained them from the Portland Public Library. The instructors had also loaned books from their own collections. In January of 1923, with the assistance of the instructors, some books were loaned to the Labor College from the University of Oregon and the Oregon State Agricultural College. The Central Library of Portland, also, opened a station in the College Hall. Besides the 150 books sent by the Library for the use of the College, any book needed that was not in the collection at the Labor Temple might be secured from the Library through the Labor College branch. Glassed book shelves were placed in the College Hall; and Miss Ida Lipshitz, of the Garment Workers' Union, was appointed

librarian for the remainder of the year. The library was open from half-past five until class opening time on Mondays, Wednesdays, and Thursdays (46:1).

In March, twenty-five dollars was voted by the Board of Directors for the purchase of needed books (48:5). The Labor College library also subscribed to three periodicals -- "Nation," "Labor Age," and "The World Tomorrow."

The College library became, in the fall, a depository for books and publications of the Workers' Education Bureau. Two new magazines were added -- "Current History," and "The New Republic" (65). A number of students, faculty members, and friends contributed magazines and made donations of books.

The library continued to function on this basis throughout the life of the College, with only one change. Beginning in January of 1928, the College Hall was open from noon until ten in the evening as a reading room (115). Although it was not possible to obtain a complete record of the books owned by the Labor College, a list of those books still filed away in the Labor Temple under the name of the Portland Labor College follows:

"Who's Who in Oregon" for 1929-30
"Women in the Labor Movement," Henry (2 copies)
"A Brief History of Civilization," Hoyland

- "Our Economic Organization," Marshall and Lynn
(2 copies)
- "Out of the Shadow," Cohn
- "The Modern Corporation," Conyngton
- "Consumer's Co-operative Societies," Gide
- "Daniel DeLeon, A Symposium"
- "Soul of the Immigrant," Panunzion
- "Smoke and Steel," Sandburg
- "An Outline of the British Labor Movement,"
Blanchard (2 volumes; 2 copies)
- "The Gadfly," Voynich
- "Ten Days That Shook the World," Reed
- "Labor Movement in Government Industry," Spero
- "Democracy or Despotism," Mills
- "Struggle for Existence," Mills
- "Henry Demarest Lloyd," Lloyd (2 volumes)
- "History of Education in Portland," W. P. A.
- "Problems of the Unemployed," Anonymous
- "Co-operation and Future of Industry," Woolf
- "Basic Facts of Economics," Post
- "The Brass Check," Sinclair
- "Economics for the General Reader," Clay
- "100% -- The Story of a Patriot," Sinclair
- "One of Them," Hasanvoitz
- "Co-operative Democracy," Warbasse
- "The Control of Wages," Hamilton and May (2 copies)
- "Social Problems," George (2 copies)
- "Corn Huskers," Sandburg
- "The American Government," Haskins
- "Century Handbook of Writing"
- "The Mayor of Casterbridge," Hardy
- "Modern and Contemporary European History,"
Schapiro
- "Joseph Fels -- His Life Work," Fels
- "Essentials of Character," Sisson
- "In the Heart of a Fool," White
- "Complete Works of Henry George" (10 volumes;
Volume #9 gone)
- "Readings in Trade Unionism," Sapoos
- "Left Wing Unionism," Sapoos
- "Conception of History," Labriola
- "Joining in Public Discussion," Sheffield
- "Socialism -- Utopian and Scientific," Englis
- "Messages and Papers of the Presidents"
(20 volumes; Volumes #7 and #8 gone)
- "Essays on the Materialistic"
- "Debate Manual," Welday

"Trade Unions Study Unemployment"
"State of Oregon -- State Highway Commission's
Report"
"Steel Strike of 1919," Interchurch World Movement
"Hand-book for Mill-wrights," Swingle
"International Jewelry Works Almanac"
"Manufactures and Products of Oregon"
"United States Department of Agriculture -- 1922"
"United States Army Regulations -- 1913"
"Wood Pipe Catalog"
"Biennial Report of the Attorney General" for
'26, '28, '30
"United States Public Health Service Report -- 1929"

Granting that the above list is representative of the complete library once owned by "The Portland Labor College," it would appear that political and social science was the field in which the College students were most interested.

CHAPTER IV

SUMMARY AND SUGGESTIONS

Workers' education, one phase of adult education, had its formal inception in most of the countries of the world during the nineteenth century. The movement for workers' education whether sponsored by labor organizations or other groups did not, however, gain much momentum until the first two decades of the twentieth century. In the United States, the founding of "The Workers' Education Bureau of America" in 1921 probably marked the beginning of the modern era of education for the worker in this country.

This same year, a group of teachers and representatives from the Central Labor Council of Portland, Oregon, founded "The Portland Labor College" in order to help the individual worker to a fuller participation in life's problems and to gain support for the higher ideals of organized labor.

During each of the next eight years, classes for workers were held; and, for six of these years, lectures and forums were sponsored. The number of courses offered

each quarter ranged from three to thirteen and included work in English, public speaking, dramatics, art, labor problems, psychology, ethics, and economics.

The administrative affairs of the College were handled by a Board of Directors chosen by representatives from the various local unions. This Board procured college professors, principally from Reed College, and high school teachers from the Portland Public Schools to conduct the classes without any remuneration. All classes were held in the Portland Labor Temple. The Oregon State Agricultural College, the University of Oregon, and the Portland Public Library recognized the worthiness of the ideals of the project and co-operated by furnishing books and other source material.

The Labor College was financed by registration fees, scholarships, and a per capita tax on the members of interested unions. For three years, money was also obtained from "The American Fund for Public Service Incorporated," popularly known as "The Garland Fund." This contribution was used to pay the salary of an education director. Four men served in this capacity during the life of the school. Of this number, two gave their services and two were paid salaries.

By the beginning of the sixth year (1927-1928) of work by the College, interest began to wane. It revived somewhat during the seventh year, but the enthusiasm did not reach its former level. The last classes scheduled were for the spring of 1929, and were held -- but with very small registration. The end of the college year of 1928-1929 marked the end of the life of "The Portland Labor College."

The Portland Labor College, in complete harmony with almost all other labor colleges, seems to have had as its underlying philosophy the idea that the worker should be educated in order that he may be of more service to his labor union and, incidentally, that he may better fill his place in the general society. It is evident that one reason for the Labor College in Portland closing was a lack of interest among the workers themselves. They, the wage-earners, claimed that they desired vocational subjects and educational classes designed for individual unions; and seemed to lack the co-operative spirit of all for one and one for all. Naturally, since the College aimed to give general economics and social courses to interested workers, it was necessary for it to build up a spirit of unity. This was not done satisfactorily. Then, too, the economic

pressure which was beginning to be felt in the latter part of 1928 probably had its effect on the College's closing.

According to Mr. Director (6), at no time did more than one per cent of the membership of labor organizations in Portland attend the school. Those who did participate expressed considerable enthusiasm, but here again, the interest was especially for those classes from which students could derive tangible personal benefit. Unfortunately, too few of the younger people were interested in the undertaking.

In general, organized labor has stressed and worked for general public education ever since early in the nineteenth century. Whatever share of the financial burden of publicly supervised educational institutions has fallen to its lot, organized labor has seemed willing to bear, but when the union organizations are directly responsible for financing educational undertakings, particularly on a voluntary basis, too many groups hesitate to do their share. In the field of adult education, "labor" desires separate education because the worker feels, whether rightly or wrongly, that his problems differ from the problems of other members of society. It seems that at no other time do workers recognize class distinction as keenly as they do in educational matters. Naturally,

some of the leaders of labor are outstanding, both intellectually and educationally. Too many of the best qualified, however, are not willing to come forward and take over the responsibilities that are encountered in the development of educational programs for the union members. Perhaps part of this lethargy of both members and local leaders is due to the apparent fact that local unions, without realizing in most instances what has been happening, have given away too much of their local authority and have vested this power in the hands of national or international leaders. The writer believes that, unless local organizations can regain some of their lost authority and unless the rank and file of labor takes a more personal interest in the affairs of their organizations and the ideals upon which they were founded, labor unions may find themselves unable to cope with the resulting situations; and they may ultimately come under the supervision of the state or national government.

Because the present writer hopes that this study of a segment of workers' education which operated fairly successfully for a time in Portland, may serve as a basis for further study, he makes the following observations:

(a) Workers were often desirous of having speakers for their own union group meetings in preference to attending regular educative classes.

(b) In the field of organized classes, attendance records indicated that public speaking interested the most students. (The instructor in charge may have been the principal influence here, or may not have.)

(c) Fairly large groups were willing to attend forums, if the leaders were carefully chosen.

It would seem, judging from the experience of the Portland Labor College, that the person chosen as educational director should be, if not a member, at least, interested in and cognizant of the aims and ideals of organized labor. The above statement appears to be true because the first four years of the College, under the leadership of a member of the Teachers' Union, were the most successful; but the last year was also under a union man and was not particularly productive. This may have been due to the fact that interest in the College had already begun to wane two years earlier under Mr. Aaron Director. Although Mr. Director was very able educationally, the expressed disagreement of some members of the Board of Directors with some of his policies would make it evident that one possible reason for a falling off of

interest was due to the incomplete understanding of Mr. Director of the problems, actual or assumed, peculiar to organized labor.

Since there is special need at this time, 1940, because of world conditions, to increase the national defense through both physical and moral channels; that is, through armaments but more especially through educating adults for democracy, the writer would like to suggest that the State Educational Planning Board, now functioning with the support of the Superintendent of Public Instruction in planning an adult education program in Oregon, consider co-operating with the Education Committee of The Portland Central Labor Council. This suggestion is made in the belief that a large part of the population, in need of education for democracy, can be most satisfactorily reached through their own organizations which already have the necessary plan for handling the education of their members. The writer further believes that the program would be more successful if presented to the workers in this manner; that is, through their own social environment, but under the guidance of educational leaders with a fuller comprehension of the whole needs of the nation than any one segment of the nation is likely to have.

BIBLIOGRAPHY

1. Beard, Charles A., "The Potency of Labor Education," American Federalist, V. 29, No. 7, July 1922, p. 500.
2. Bruere, Robert W., "Trends in Workers' Education," Survey, V. 54, No. 8, July 15, 1925, pp. 448-449.
3. Cass, Sam J., "Department of Workers' Education," American Federalist, V. 35, No. 1, January 1928, pp. 94-95.
4. Cohn, Fannia M., "Workers' Education -- Its Importance," American Federalist, V. 31, No. 11, November 1924, pp. 878-880.
5. Davis, James J., "Recent Developments in Adult Workers' Education in the United States," Monthly Labor Review, V. 23, No. 1, July 1926, p. 91.
6. Director, Aaron H., "A Western Experiment in Workers' Education," American Federalist, V. 34, No. 5, May 1927, pp. 538-540.
7. Editorial Staff, "The Object of Workers' Education," New Republic, V. 34, April 25, 1923, pp. 229-230.
8. Eubank, Earle Edward, "Trade Unions and the University," Survey, V. 54, April 1925, p. 461.
9. Gompers, Samuel, "College Men and the American Labor Movement," American Federalist, V. 29, No. 3, March 1922, p. 215.
10. Gompers, Samuel, "An Editorial," American Federalist, V. 30, No. 4, April 1923, p. 327.
11. Gompers, Samuel, "Workers' Education," American Federalist, V. 30, No. 5, May 1923, p. 385.
12. Green, William, "Workers' Education," American Federalist, V. 35, No. 10, October 1928, p. 1170.

13. Hansome, Marius, World Workers' Educational Movements -- Their Social Significance, New York, Columbia University Press, 1931. 578 pp.
14. Hart, Joseph K., Light from the North, New York, Henry Holt and Company, 1927. 159 pp.
15. Kerchen, J. L., "California's Experiment in Workers' Education," American Federalist, V. 33, No. 8, August 1926, p. 989.
16. Marshall, Margaret M., "An Idealistic Young Man Who Refused a Million Dollars," Literary Digest, V. 68, January 8, 1921, p. 46-50.
17. Martin, Edward S., "Editor's Easy Chair," Harpers, V. 142, February 1921, pp. 397-400.
18. Miller, Spencer, "Five Years of American Workers' Education," American Federalist, V. 33, No. 3, March 1926, pp. 336-339.
19. Mufson, Israel, "A Cultured Conference," Survey, V. 58, June 15, 1927, p. 326.
20. Oregon Labor Press, V. 19, No. 1, (1920) January 3, p. 3.
21. Oregon Labor Press, V. 19, No. 6, (1920) February 7, p. 3.
22. Oregon Labor Press, V. 19, No. 41, (1920) October 9, p. 1.
23. Oregon Labor Press, V. 20, No. 5, (1921) January 28, p. 8.
24. Oregon Labor Press, V. 20, No. 17, (1921) April 29, p. 3.
25. Oregon Labor Press, V. 20, No. 22, (1921) May 27, p. 1.
26. Oregon Labor Press, V. 20, No. 37, (1921) September 9, p. 1.
27. Oregon Labor Press, V. 20, No. 38, (1921) September 16, p. 1, 5.

28. Oregon Labor Press, V. 20, No. 40, (1921) September 30, p. 1, 2.
29. Oregon Labor Press, V. 20, No. 49, (1921) December 2, p. 1, 4.
30. Oregon Labor Press, V. 20, No. 50, (1921) December 9, p. 1.
31. Oregon Labor Press, V. 20, No. 51, (1921) December 16, p. 1, 7.
32. Oregon Labor Press, V. 21, No. 8, (1922) February 24, p. 4.
33. Oregon Labor Press, V. 21, No. 9, (1922) March 3, p. 1.
34. Oregon Labor Press, V. 21, No. 10, (1922) March 10, p. 2.
35. Oregon Labor Press, V. 21, No. 21, (1922) May 26, p. 5.
36. Oregon Labor Press, V. 21, No. 40, (1922) October 6, p. 1.
37. Oregon Labor Press, V. 21, No. 45, (1922) November 10, p. 1.
38. Oregon Labor Press, V. 21, No. 49, (1922) December 8, p. 1.
39. Oregon Labor Press, V. 21, No. 50, (1922) December 15, p. 1.
40. Oregon Labor Press, V. 21, No. 51, (1922) December 22, p. 1.
41. Oregon Labor Press, V. 22, No. 1, (1923) January 5, p. 5.
42. Oregon Labor Press, V. 22, No. 2, (1923) January 12, p. 1.
43. Oregon Labor Press, V. 22, No. 3, (1923) January 19, p. 4, 5.

44. Oregon Labor Press, V. 22, No. 4, (1923) January 26,
p. 5.
45. Oregon Labor Press, V. 22, No. 6, (1923) February 9,
p. 5.
46. Oregon Labor Press, V. 22, No. 7, (1923) February 16,
p. 1, 5.
47. Oregon Labor Press, V. 22, No. 8, (1923) February 23,
p. 1.
48. Oregon Labor Press, V. 22, No. 9, (1923) March 2,
p. 1, 5.
49. Oregon Labor Press, V. 22, No. 10, (1923) March 9,
p. 1.
50. Oregon Labor Press, V. 22, No. 11, (1923) March 16,
p. 5.
51. Oregon Labor Press, V. 22, No. 12, (1923) March 23,
p. 3.
52. Oregon Labor Press, V. 22, No. 15, (1923) April 13,
p. 1.
53. Oregon Labor Press, V. 22, No. 16, (1923) April 20,
p. 1.
54. Oregon Labor Press, V. 22, No. 18, (1923) May 4,
p. 8.
55. Oregon Labor Press, V. 22, No. 26, (1923) June 29,
p. 6.
56. Oregon Labor Press, V. 22, No. 29, (1923) July 20,
p. 6.
57. Oregon Labor Press, V. 22, No. 31, (1923) August 3,
p. 1.
58. Oregon Labor Press, V. 22, No. 32, (1923) August 10,
p. 1.
59. Oregon Labor Press, V. 22, No. 33, (1923) August 17,
p. 4.

60. Oregon Labor Press, V. 22, No. 35, (1923) August 21,
p. 3.
61. Oregon Labor Press, V. 22, No. 37, (1923) September 14, p. 6.
62. Oregon Labor Press, V. 22, No. 39, (1923) September 28, p. 1, 6.
63. Oregon Labor Press, V. 22, No. 42, (1923) October 19,
p. 6.
64. Oregon Labor Press, V. 22, No. 43, (1923) October 26,
p. 3.
65. Oregon Labor Press, V. 22, No. 44, (1923) November 2,
p. 1.
66. Oregon Labor Press, V. 22, No. 46, (1923) November 16,
p. 5.
67. Oregon Labor Press, V. 22, No. 48, (1923) November 30,
p. 1.
68. Oregon Labor Press, V. 22, No. 50, (1923) December 14,
p. 3.
69. Oregon Labor Press, V. 22, No. 51, (1923) December 21,
p. 3.
70. Oregon Labor Press, V. 23, No. 2, (1924) January 11,
p. 3.
71. Oregon Labor Press, V. 23, No. 3, (1924) January 18,
p. 1.
72. Oregon Labor Press, V. 23, No. 11, (1924) March 14,
p. 1.
73. Oregon Labor Press, V. 23, No. 16, (1924) April 18,
p. 1.
74. Oregon Labor Press, V. 23, No. 17, (1924) April 25,
p. 5.
75. Oregon Labor Press, V. 23, No. 38, (1924) September 19, p. 5.

76. Oregon Labor Press, V. 23, No. 41, (1924) October 10,
p. 1.
77. Oregon Labor Press, V. 23, No. 42, (1924) October 17,
p. 3.
78. Oregon Labor Press, V. 23, No. 45, (1924) November 7,
p. 1.
79. Oregon Labor Press, V. 24, No. 3, (1925) January 16,
p. 1.
80. Oregon Labor Press, V. 24, No. 4, (1925) January 23,
p. 1.
81. Oregon Labor Press, V. 24, No. 11, (1925) March 13,
p. 6.
82. Oregon Labor Press, V. 24, No. 12, (1925) March 20,
p. 1.
83. Oregon Labor Press, V. 24, No. 20, (1925) May 8,
p. 1.
84. Oregon Labor Press, V. 24, No. 26, (1925) September 4,
p. 1.
85. Oregon Labor Press, V. 24, No. 39, (1925) September 25,
p. 1.
86. Oregon Labor Press, V. 24, No. 41, (1925) October 9,
p. 2.
87. Oregon Labor Press, V. 24, No. 42, (1925) October 16,
p. 1.
88. Oregon Labor Press, V. 24, No. 50, (1925) December 11,
p. 1.
89. Oregon Labor Press, V. 25, No. 1, (1926) January 1,
p. 8.
90. Oregon Labor Press, V. 25, No. 3, (1926) January 15,
p. 1.
91. Oregon Labor Press, V. 25, No. 4, (1926) January 22,
p. 1.

92. Oregon Labor Press, V. 25, No. 5, (1926) January 29,
p. 1.
93. Oregon Labor Press, V. 25, No. 6, (1926) February 5,
p. 1.
94. Oregon Labor Press, V. 25, No. 7, (1926) February 12,
p. 5.
95. Oregon Labor Press, V. 25, No. 8, (1926) February 19,
p. 1.
96. Oregon Labor Press, V. 25, No. 10, (1926) March 5,
p. 3.
97. Oregon Labor Press, V. 25, No. 11, (1926) March 12,
p. 1.
98. Oregon Labor Press, V. 25, No. 14, (1926) April 2,
p. 1.
99. Oregon Labor Press, V. 25, No. 16, (1926) April 23,
p. 1.
100. Oregon Labor Press, V. 25, No. 25, (1926) June 18,
p. 3.
101. Oregon Labor Press, V. 25, No. 27, (1926) July 2,
p. 1.
102. Oregon Labor Press, V. 25, No. 28, (1926) July 9,
p. 1.
103. Oregon Labor Press, V. 25, No. 39, (1926) September 24, p. 1.
104. Oregon Labor Press, V. 25, No. 40, (1926) October 1,
p. 1.
105. Oregon Labor Press, V. 25, No. 43, (1926) October 22,
p. 3.
106. Oregon Labor Press, V. 25, No. 49, (1926) December 3,
p. 1.
107. Oregon Labor Press, V. 25, No. 52, (1926) December 24, p. 1.

124. Oregon Labor Press, V. 27, No. 47, (1928) November 23, p. 1.
125. Oregon Labor Press, V. 27, No. 51, (1928) December 21, p. 1.
126. Oregon Labor Press, V. 28, No. 6, (1929) February 8, p. 1.
127. Oregon State Agricultural College Catalog for 1926.
128. Oregon State Teachers' Directories for 1921 to 1928 inclusive.
129. Perlman, Selig, "Workers' Education," Encyclopaedia of Social Science, V. 15, 1931, New York, The Macmillan Company, pp. 484-487.
130. Reed College Catalogs for 1923 to 1929 inclusive.
131. Troxell, John, "Workers' Education in Union Halls," Survey, V. 60, June 1, 1928, pp. 281-282.
132. University of Oregon Catalog for 1926.
133. W. P. A. Project, "History of Education in Portland," 1921, pp. 243-250.
134. "Workers' Education Bureau of America Bulletin," for 1940-1941, New York, Workers' Education Bureau Press, Inc.
135. "Workers' Education Bureau Yearbook" for 1922, New York, Workers' Education Bureau Series, p. 75.
136. "Workers' Education Bureau Yearbook" for 1922, New York, Workers' Education Bureau Series, p. 69.

APPENDIX I

DEGREES HELD BY STAFF MEMBERS OF THE PORTLAND LABOR COLLEGE (Correct to 1929)

- Miss Hilma Anderson, History, Lincoln High School, Portland, Graduate of the University of Washington.
- Dr. Charles Ayers, Professor of Philosophy and Social Ethics, Reed College. A.B., Brown University; M.A., Brown University; Ph.D., University of Chicago.
- Mrs. F. S. Batterson, Home Economics, Girls' Polytechnic School, Portland. Graduate of the University of Ohio.
- Miss Daryl Belat, English, High School of Commerce, Portland. Graduate of the University of Oregon.
- Mr. K. R. Blakeslee, Principal, Newberg High School, Newberg. Graduate of the University of Oregon.
- Mr. Charles H. Chapman, former president of the University of Oregon. A.B., Johns Hopkins University; Ph.D., Johns Hopkins University.
- Dr. V. F. Chittick, Professor of Contemporary and American Literature, Reed College. A.B., Acadia College; A.M., Acadia College; A.M., Harvard University; Ph.D., Columbia University.
- Dr. Henry Collins, Physician, Portland. (No further data available.)
- Miss Agnes Cover, graduate of the Comstock School of Oratory and Northwestern University.
- Miss May Darling, History, Washington High School, Portland. Graduate of the University of Nebraska.
- Miss Mable Davenport, English, Lincoln High School, Portland. Graduate of the University of Oregon.
- Mr. Carrol Day, president of the Modern Conservatory of Music, Portland. (No further data available.)

- Mr. Aaron Director, Education Director of the College for 1925-1927. Graduate of Yale University.
- Mr. H. M. Esterley, Attorney, Portland. (No further data available.)
- Mr. A. A. Friedrich, Instructor in Applied Economics, Reed College. Graduate of Beloit University.
- Mr. B. A. Green, Attorney, Portland. (No further data available.)
- Mr. William Griffith, Assistant Professor of Psychology, Reed College. LL.D., University of Washington; M.A., University of Washington.
- Miss Maude Hill, English, Jefferson High School, Portland. Graduate of Washington State College.
- Mr. Ralph C. Hoeber, Part-time Instructor of Economics, University of Oregon. Graduate of the University of Oregon.
- Mr. M. R. Jamison, Assistant Cashier of the Broadway Bank, Portland. (No further data available.)
- Mr. M. F. Kneeland, Attorney, Portland. (No further data available.)
- Dr. Samuel C. Kohs, Assistant Professor of Psychology, Reed College. S.B., College of City of New York; A.M., Clark University; Ph.D., Stanford University.
- Mr. Don C. Lewis, Education Director of the College for 1927-1928. (No further data available.)
- Mr. Walter Lloyd. (No further data available.)
- Miss Mathews. (No further data available.)
- Mr. Charles McKinley, Professor of Political Science, Reed College. A.B., University of Washington; A.M., University of Wisconsin.
- Dr. Virgil McMickle, Physician, Portland. (No further data available.)

- Dr. E. B. Mittelman, Associate Professor of Economics and Sociology, Oregon State Agricultural College. A.B., University of Wisconsin; Ph.D., University of Chicago.
- Mrs. Elizabeth Nicolson, Home Economics. Graduate of the University of Wisconsin.
- Mr. G. B. Noble, Professor of Political Science, Reed College. B.A., Oxford; M.A., Oxon.
- Mr. Ray Nufer, a member of the Carpenters' Union, Portland.
- Dr. Phillip A. Parsons, Dean of the Portland School of Social Work. A.B., Christian University of Missouri; M.A., Christian University of Missouri; Ph.D., Columbia University.
- Miss Ruth Pringle, English, Washington High School, Portland. Graduate of Radcliffe College.
- Miss Margaret Reid, History, Jefferson High School, Portland. Graduate of Cornell College.
- Mr. Fred Ross, Attorney, Portland. (No further data available.)
- Miss Ethel Sawyer, Librarian, Portland Public Library. (No further data available.)
- Mr. E. E. Schwarztrauber, Head of the History Department, Lincoln High School, Portland. Graduate of Columbia University.
- Mr. Harry B. Sell, Assistant Professor of Sociology, Reed College. B.A., University of Pittsburgh; M.A., University of Chicago.
- Mrs. Helen Senn, Instructor in Public Speaking, Portland Extension Center. Graduate of Michigan and the National Conservatory of Dramatic Art in New York City.
- Dr. E. O. Sisson, Professor of Philosophy, Reed College. B.Sc., Kansas State Agricultural College; A.B., University of Chicago; Ph.D., Harvard University.
- Mrs. Doris Smith, Ellison-White Conservatory of Music, Portland.

Miss Ruth Stone, English, Washington High School, Portland. Graduate of the University of Oregon.

Mrs. Rosetta Templeton, English, Lincoln High School, Portland. Graduate of the University of Oregon.

Mr. W. S. U'ren, Attorney, Portland. (No further data available.)

Mr. Wayne Woodmansee, student at Reed College.

Mr. N. B. Zane, Art Instructor, University of Oregon Extension Division.

APPENDIX II

Quite a bit of material about the College was published in "The Oregon Labor Press," especially during the first three years that the institution was in operation. In order to give some idea of the kind of publicity received, portions of four editorials are given below:

"THE LABOR COLLEGE"

"Next Tuesday, December 6, is the date set for the Portland Labor College. The institution is rich in possibilities. The start promises to be auspicious. The executive board has labored long, but it has to show for its labor a faculty of which any educational institution might well be proud. The courses offered are calculated to supply the worker-student with fundamentals, to give him the ground work from which he can further build, either in regularly organized school work or through his individual efforts.

". The executive board has done its work well; the faculty is able and anxious to do its work, but there must be the desire on the part of the workers if the energy already expended be not wasted.

"The Labor College is not to be an agency for spreading propoganda by either radical or conservative groups. The different subjects are to be honestly taught and wide range given for discussion."

"There are none so old that they need fear to take up one or more classes; there are few so busy but they can find time to do the work. (29:4)"

"THE LABOR COLLEGE"

"Tonight a meeting of prospective students of the Labor College for the next term will be held. It should be well attended. There is no other single activity of labor more important than the Labor College.

"The hope of labor success lies not alone in action, but in intelligent action. It is not enough that a few leaders should be informed. It is necessary that all the rank and file of labor shall have a fundamental knowledge of the problems of industry. The College offers an opportunity for workers to extend their knowledge and to broaden their vision. (32)"

"VOCATIONAL TRAINING IN THE LABOR COLLEGE"

"Complaint has been made that the Labor College does not offer courses of practical value to the worker, that courses of a vocational nature should be given the preference. The answer is that wherever it is possible to supply vocational courses, as in the case of the Engineers, the Labor College will be at the service of all who make the request. But it should never be forgotten that the true function of the college is not in that direction.

"Trade schools in themselves will never solve our industrial problems.

". Through it (The Labor College) we must train our minds and our hearts. The Labor College must give understanding, and above all it must give vision of a better world of the future. For, 'without vision the people perish.' Unless the college can do that, it may as well close its doors. (43:4)"

"WHY SUPPORT THE LABOR COLLEGE?"

". The Labor College is an institution whose benefits do not stop with the individual workers who attend its classes. It is true that the students in

the classes are the immediate beneficiaries. To date they number only a few hundreds out of some eighteen or twenty thousand trade unionists in the city of Portland (59)"