

**HENRY DAVIDSON SHELDON  
AND  
THE UNIVERSITY OF OREGON,  
1874 - 1948**

**James H. Hitchman**

*Occasional Paper #13*

**Center for Pacific Northwest Studies  
Western Washington University**

**Henry Davidson Sheldon  
and the  
University of Oregon, 1874-1948**

**A Biographical Essay With Selected Letters**

**edited by  
James H. Hitchman**

**Occasional Paper Number 13  
Center for Pacific Northwest Studies  
Western Washington University  
Bellingham, Washington 98225  
1979**

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1. Henry Davidson Sheldon: A 1928 Portrait



To the  
Memory  
of  
Martin Schmitt  
Curator of the Oregon Collection  
1947-1978



### Director's Preface

For the first time in this series we are venturing beyond the confines of the State of Washington, and as a Center for Pacific Northwest Studies it is fitting and proper that we do so.

In this new Occasional Paper my colleague James Hitchman, who has written two of our previous volumes<sup>1</sup> and contributed to a special publication of the Center,<sup>2</sup> moves away from his customary field of maritime history to that of the history of education, and in no less sure a manner.

A summer spent at the University of Oregon in 1976, as a participant in a National Endowment for the Humanities Institute on Pacific Northwest History and Literature, helped introduce Professor Hitchman to his present topic. Some nine months later he read a masterly, carefully-researched paper on Henry Davidson Sheldon at the Pacific Northwest History Conference in Ellensburg. That apparently only whetted his appetite for more; hardly twelve months afterwards the present manuscript reached my desk, lacking little but the illustrations and a few finishing touches.

Henry Davidson Sheldon, as Professor Hitchman makes clear in his short biographical sketch, stands out as one of the intellectual giants of his adopted state in the early decades of the century. Educator, philosopher, cultural historian and administrator--in brief, humanist par excellence--Sheldon seldom missed the opportunity to consult with and correspond with the acknowledged leaders in all those fields in which he was involved and interested--and there were many--or to carry on a lively correspondence with others who were not so famous.



The letters that have been judiciously selected for the present volume are a small but representative sample of the more than five thousand in the Sheldon collection at the University of Oregon, yet they provide abundant evidence that Sheldon was one of the earliest and one of the most influential academic leaders not only in the State of Oregon, but also of the whole Pacific Northwest.

A full-length study of Sheldon has yet to be written. In the meantime Professor Hitchman's biographical sketch and the sheaf of letters that follow will do much to keep alive the memory of, and hopefully rekindle interest in, one of the University of Oregon's greatest teachers and leaders.

James W. Scott,  
Director

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<sup>1</sup>James H. Hitchman, The Port of Bellingham, 1920-1970 (1972), and Waterborne Commerce of British Columbia and Washington, 1850-1970 (1976).

<sup>2</sup>James H. Hitchman, "Pacific Northwest Maritime History: A Bibliographical Survey," in Pacific Northwest Themes: Historical Essays in Honor of Keith A. Murray (1978), pp. 17-34.

## Table of Contents

	Page
Director's Preface . . . . .	vii
Preface . . . . .	xlii
Biographical Essay . . . . .	1
Notes . . . . .	11
<b>Letters</b>	
1. From Mary Sheldon Barnes, June 21, 1893. . . . .	16
2. From G. Stanley Hall, September 18, 1896. . . . .	17
3. To Mary Davidson Sheldon, September 4, 1897. . . . .	18
4. To Mary Davidson Sheldon, September 18, 1897. . . . .	20
5. From Mary Sheldon Barnes, November 26, 1897. . . . .	22
6. From E. A. Ross, December 1, 1897. . . . .	23
7. To Mary Davidson Sheldon, January 2, 1898. . . . .	24
8. " " " " February 28, 1898. . . . .	25
9. " " " " March 19, 1898. . . . .	26
10. " " " " September 4, 1898. . . . .	27
11. " " " " January 16, 1899. . . . .	28
12. " " " " June 3, 1899. . . . .	30
13. " " " " June 12, 1899. . . . .	31
14. To Florence Perry, July 18, 1899. . . . .	32
15. " " " August 12, 1899. . . . .	34
16. " " " August 23, 1899. . . . .	36
17. " " " April 6, 1900. . . . .	37
18. To Mary Davidson Sheldon, May 21, 1900. . . . .	38
19. " " " June 17, 1900. . . . .	40
20. To Florence Perry, September 12, 1900. . . . .	42
21. " " " September 19, 1900. . . . .	44
22. " " " November 25, 1900. . . . .	47
23. " " " January 30, 1901. . . . .	49
24. " " " February 20, 1901. . . . .	50
25. " " " March 6, 1901. . . . .	51
26. " " " March 20, 1901. . . . .	52
27. " " " April 9, 1901. . . . .	53
28. " " " May 13, 1901. . . . .	54
29. " " " November 21, 1901. . . . .	55
30. To Mary Davidson Sheldon, October 1, 1905. . . . .	57
31. From Edmund B. Huey, November 16, 1905. . . . .	59
32. To Mary Davidson Sheldon, April 15, 1906. . . . .	61
33. " " " December 29, 1906. . . . .	63
34. " " " December 8, 1907. . . . .	64
35. " " " June 7, 1908. . . . .	65
36. From Will Grant Chambers, May 4, 1911. . . . .	66
37. To Florence Perry Sheldon, October 1, 1911. . . . .	67
38. " " " November 19, 1911. . . . .	69
39. " " " December 19, 1911. . . . .	71
40. To Mary Davidson Sheldon, February 19, 1912. . . . .	73

41.	To Mary Davidson Sheldon, May 30, 1912 . . . . .	75
42.	To Frederick E. Bolton, September 17, 1912. . . . .	77
43.	To Harriet L. Pettit, May 28, 1913 . . . . .	79
44.	From Ellwood P. Cubberley, September 24, 1913 . . . . .	81
45.	From Joseph Schafer, December 29, 1913. . . . .	82
46.	From Herbert Crombie Howe, January 24, 1914. . . . .	84
47.	To Henry Martin Sheldon, May 8, 1914. . . . .	88
48.	James M. Hyde to Charles Henderson, June 9, 1914 . . . . .	89
49.	To Florence Perry Sheldon, July 4, 1914. . . . .	91
50.	To Cecil K. Lyons, May 17, 1915 . . . . .	94
51.	To F. H. Hayward, June 10, 1915 . . . . .	95
52.	To James M. Hyde, November 19, 1915. . . . .	98
53.	To Joseph Schafer, May 26, 1920 . . . . .	101
54.	From Herbert Hoover, June 25, 1920. . . . .	103
55.	To Harriet L. Pettit, October 27, 1920. . . . .	104
56.	To Edward M. Hulme, February 27, 1922. . . . .	106
57.	To Harry Elmer Barnes, October 11, 1922 . . . . .	108
58.	To Joseph Schafer, October 31, 1922 . . . . .	109
59.	" " " " January 23, 1923 . . . . .	110
60.	From Harry Elmer Barnes, November 15, 1923 . . . . .	113
61.	To Edward M. Hulme, January 2, 1924. . . . .	114
62.	From Joseph Schafer, August 6, 1925 . . . . .	115
63.	From W. H. Burton, November 7, 1925. . . . .	116
64.	To Joseph Schafer, March 18, 1926 . . . . .	118
65.	" " " " April 20, 1926 . . . . .	119
66.	To Arnold Bennett Hall, May 27, 1926 . . . . .	120
67.	To Florence Perry Sheldon, June 15, 1926 . . . . .	124
68.	" " " " July 20, 1926 . . . . .	125
69.	" " " " August 9, 1926 . . . . .	126
70.	To F. H. Hayward, September 10, 1926 . . . . .	128
71.	To Florence Perry Sheldon, March 6, 1927 . . . . .	130
72.	To Joseph Schafer, October 20, 1927. . . . .	131
73.	From F. B. Kistner, January 24, 1928 . . . . .	132
74.	To Will Grant Chambers, June 28, 1928 . . . . .	133
75.	To Joseph Schafer, December 11, 1928. . . . .	135
76.	To A. A. Cleveland, April 2, 1932 . . . . .	137
77.	From Kimball Young, April 22, 1932 . . . . .	138
78.	Joseph Schafer to James H. Gilbert, April 25, 1932. . . . .	139
79.	From Will Grant Chambers, May 10, 1932 . . . . .	141
80.	From A. B. Hall and J. H. Gilbert, May 14, 1932. . . . .	142
81.	To Harold Benjamin, May 11, 1932 . . . . .	143
82.	To Donald Barnes, July 22, 1932 . . . . .	144
83.	From Arnold Bennett Hall, October 14, 1932 . . . . .	147
84.	To Edward M. Hulme, December 15, 1932. . . . .	148
85.	To Kimball Young, March 22, 1933 . . . . .	150
86.	To Ellwood P. Cubberley, May 6, 1933. . . . .	152
87.	From A. A. Cleveland, November 29, 1933 . . . . .	153
88.	From Carleton Washburne, February 27, 1934 . . . . .	155
89.	To Florence Perry Sheldon, April 22, 1934. . . . .	156
90.	To L. R. Alderman, October 25, 1935 . . . . .	157
91.	To Will Grant Chambers, May 19, 1936 . . . . .	158
92.	To Arnold Toynbee, September 12, 1938 . . . . .	161

93.	From Cornelia Marvin Pierce, September 12, 1938 . . . . .	162
94.	To Harold Benjamin, May 11, 1939 . . . . .	164
95.	To Edward M. Hulme, May 13, 1940 . . . . .	165
96.	To A. A. Cleveland, July 17, 1941 . . . . .	167
97.	To David S. Snedden, April 1, 1942 . . . . .	169
98.	From James H. Gilbert, May 7, 1942 . . . . .	171
99.	To A. A. Cleveland, November 13, 1943. . . . .	172
100.	To W. H. Dutton, March 27, 1944. . . . .	174
101.	To Edward M. Hulme, October 27, 1944 . . . . .	176
102.	From Frederick E. Bolton, September 6, 1945 . . . . .	178
103.	To L. R. Alderman, October 22, 1945. . . . .	181
104.	To Wayne L. Morse, April 22, 1946 . . . . .	182
105.	To Harold Benjamin, May 20, 1946 . . . . .	183
106.	To James H. Gilbert, April 2, 1947 . . . . .	186
Index . . . . .		187
About the Author . . . . .		193

## LIST OF ILLUSTRATIONS

		Page
Figure 1	Henry Davidson Sheldon: a 1928 Portrait	iii
" 2	F. G. G. Schmitt, H. D. Sheldon, O. F. Stafford and E. D. Ressler in Sheldon's Rooms, 1901	46
" 3	Prince Lucien Campbell <u>circa</u> 1922	87
" 4	Joseph Schafer, 1919	100
" 5	Arnold Bennett Hall, 1928	121
" 6	University of Oregon Library in 1937	160
" 7	Henry Davidson Sheldon in Retirement, 1947	170
" 8	James H. Gilbert <u>circa</u> 1930	185

The cover illustration shows part of the University of Oregon campus, including Deady Hall and Villard Hall, in 1902.

All photographs, except Figure 4, have been provided by the University of Oregon and permission granted for their reproduction herein. Figure 4 is reproduced by permission of the State Historical Society of Wisconsin.

## PREFACE

Professor Edwin Bingham suggested the Sheldon papers to the author at a National Endowment for the Humanities Institute on Pacific Northwest History and Literature in Eugene, during July, 1976. This collection consists of 30 boxes that contain 5,163 letters, a diary, autobiography and unpublished manuscripts. While several doctoral dissertations are based in part on the Sheldon papers, no one has published any study of Sheldon's life. After research at the University of Oregon in both the Oregon Collection and the Archives, the editor read a paper on Sheldon at the Pacific Northwest History Conference, Ellensburg, Washington, in April, 1977.

The main reason for writing about Sheldon is that he was one of the foremost educators in the Pacific Northwest for over forty years. The chief justification for editing his letters is that he was a dedicated, prolific correspondent. He preserved his letters to and from a wide variety of men and women that covered a myriad of matters, revealing Sheldon's persistent curiosity and balanced observations.

In the biographical essay to follow, the editor attempts to delineate the most important features of Sheldon's personality, interests and career. While his family, religious, literary, pedagogical and political ideas are mentioned, his real importance lies in his progressive, hopeful activism, tempered by precarious health and a quality of detachment that mark him as a man of constructive discernment. Believing that education could uplift society, he helped to build the public high schools of Oregon, the school of education at the University and the University itself as a modern, multifaceted teaching, research and service institution of high academic standards. He was one of the two or three most influential men at Oregon for three decades. His influence in the state is hard to measure, but it must have been vast, through teaching thousands of students, preparing hundreds of teachers and principals, stimulating research on scores of educational and historical topics. Several books were dedicated to him, a residence hall at the university and a school in Eugene are named after him. And throughout the hurly-burly with the carnivores, he maintained a humane serenity, a rare feat in life.

In the selection of letters, the reader will find a wide range of topics that tell us as much about the man as about trends and events of the time. Three women influenced his life: his mother (Mary Davidson Sheldon), Mary Sheldon Barnes and his wife (Florence Perry Sheldon). Certainly he developed a strong sense of self-confidence from his mother's attention that sustained him throughout his life. Life at Stanford and Clark and the imprint these western and eastern schools left on him may be seen. There are references to psychology, progressive education, child study and the seminal books of the era in those fields. Sheldon's attitudes toward religion, women's rights, corporations, unions, imperialism, his opinions of Theodore Roosevelt, and Franklin Delano Roosevelt are included as well as his support of classmate Herbert Hoover.

Sheldon travelled widely and recorded his observations of London, Leipzig, Ann Arbor and Pittsburgh as well as his views of turn-of-the-century Eugene and its inhabitants. The methods he used to influence Oregon schools appear in the letters. Recurring themes are his interest in farming, hiking, visits to Santa Clara and Palo Alto and the prevalence of tuberculosis in the family. There are key letters regarding the development of the University of Oregon and several serious disputes with the legislature, Oregon State College and the Board of Higher Education, that suggest a peculiar twist to the use of the referendum in state politics. Sheldon's exchange of impressions with Joseph Schafer on the state university concept, regional history, politics, and personalities are classical illustrations of serious academic expression. Through the correspondence with Edward Hulme and Harold Benjamin the reader may see the striking curricular developments of the 1920s, Sheldon's shift to cultural history and the dampening influence of the Depression. In his later years, he made trenchant comments on the changes in American education. He corresponded with Arnold Toynbee about pacifism on the eve of the Munich conference. From beginning to end runs a discriminating discourse on "good books." The reader will find a close family relationship and a loving, mutually supporting relationship with his wife, throughout the collection.

Henry Sheldon observed American life from the days of McKinley to those of Harry Truman, from the time of burgeoning public schools to the great expansion of American education after World War II, from the Spanish American War to the Cold War. Sheldon would have fit in well in virtually any age, but he best exemplifies the hopeful reformer of the Progressive Era.

The reader may wonder what was left out and whether such a small selection is adequate. Another writer might emphasize different letters. Nevertheless the editor believes that the published letters do portray the essential Sheldon. Of course, the basic reason for the size of this volume is economic. No commercial publisher or university press would edit a full-dress array of the letters for fear of monetary loss and thus the editor is grateful to the Center for Pacific Northwest Studies for extending its resources to do so.

The biographical essay embodies material from the diary, autobiography, manuscripts and Archives, but only selected letters are reproduced here. They were chosen on the basis of how important they would seem to the reader and scholar. A few letters support statements in the essay, some deal with topics not mentioned there. Repetitive material has been avoided. Most trivia has been deleted, though some has been retained for "color." The editor has tried to apply a light touch, adding notes only to identify a person important in Sheldon's life or clarify a point. Punctuation has been left virtually alone, typographical errors are corrected. Some famous names obviously need no explanation, others are left in obscurity as not essential to the story. Each letter is identified with date, place, addressee and addressor.

The editor wishes to thank the following persons for their assistance and encouragement. The task would have been impossible without the approval and sagacity of Martin Schmitt, Curator of the Oregon Collection. Keith Richard, Archivist at the University of Oregon, was patient and resourceful. George Belknap, University editor emeritus, generously gave of his time and fund of

knowledge. Deirdre Malarkey at the Oregon Collection supervised the copying of the Sheldon letters. Professor emeritus A. L. Lomax recalled memories of Sheldon in an interview at Eugene. Professors Eckard Toy and Warren Blankenship of the University of Oregon helped in more ways than they knew. Professor Richard Etulain of Idaho State University provided stimulation and encouragement to study a regional figure. Professor Robert Woodward of Northwest Nazarene College shared his wisdom about Sheldon. Professor Thomas Edwards of Whitman College sustained the author many times with his confidence in the subject. Marion Sheldon Ferguson reminisced about her father. Professor Gordon Wright at Stanford took time to record his recollections of Sheldon. Roland L. DeLorme, chairman of the history department at Western Washington University, responded affirmatively when the editor asked for aid. Professor Merrill Lewis of the W. W. U. English department willingly discussed the project several times. Jane Clark of the Bureau for Faculty Research at W. W. U. efficiently arranged for typing the manuscript which Florence Preder prepared with great patience and skill. James W. Scott, Director of the Center for Pacific Northwest Studies, accomplished another seemingly hopeless project with his customary poise and grace, for which the author is particularly grateful.

Bellingham, November 1978



## LIST OF SYMBOLS

...	word deleted by editor
....	words deleted by editor
[____]	conjectural word substituted by editor
[ sic ]	doubt spelling of previous word
[ ... ]\	illegible word
o	handwritten letter
[ ]	name or initials added for identification

## BIOGRAPHICAL ESSAY

The winds of reform whistled through the halls of American education in the late nineteenth century. The growth of universities and technical colleges, popularity of extension and Chautauqua movements, increase in public schools, writings of John Dewey, William James, Lester Ward, G. Stanley Hall and Richard T. Ely exemplified the response of educators to an industrializing United States where a burgeoning people hungered for education to meet their aspirations. Many graduates of those years eagerly voted as progressives for Theodore Roosevelt and Woodrow Wilson. Generally, they held that a liberal education buttressed by modern science and psychology could uplift society and advocated active government to enforce fair play among factions. One of the apostles of this movement was Henry Davidson Sheldon, who persistently applied these progressive precepts to become a leader in the development of public high schools and state universities in the Pacific Northwest.

Sheldon was born on October 3, 1874, in Salt Lake City, Utah and died on May 14, 1948, in Eugene, Oregon. Educated on each coast at Stanford and Clark Universities, he served virtually his entire career as Dean of the School of Education and Professor of Education and History at the University of Oregon. His career illustrates these themes: the influence of Clark University graduates in the Pacific Northwest; the academic connection between Stanford and Oregon; progressivism, education and Oregon politics; the educational precedents of the 1920s. His extensive correspondence also reveals that his progressivism was tempered by qualities of detached observation and genteel moderation, universal and regional interests, a religious belief in service to mankind, a humanistic love of literature, teaching, and history.<sup>1</sup>

In 1874, Sheldon's parents, who had roots in New York, headed for California due to his father's frail health. They stopped at Salt Lake City long enough for Mrs. Sheldon to give birth to Henry and recover from a delivery difficult for a woman forty years of age. After a disappointing year in San Francisco, the family settled near San Luis Obispo, rather wild country in 1876, and nurtured a successful farm. In 1884, they moved to Santa Clara and Sheldon's father began a retail carriage business in San Jose. Henry Martin Sheldon, of Welsh descent, was a "frontier radical" and Mary Davidson Sheldon was of Scottish stock, very religious, intelligent, and persistent. A strong Methodist, Mary Sheldon organized kindergarten, Sunday School, and Chautauqua classes in San Luis Obispo, and invited temperance and suffrage lecturers to her home. Her influence on Henry, an only child, was great. Not as robust as other boys, young Sheldon loved to read and very early in his life displayed a reserve and self-sufficiency that became enduring traits.

Henry Sheldon attended an ungraded public school in San Luis Obispo and a graded public school at Santa Clara, where he received narrow drill in spelling and arithmetic. To prepare for college, Sheldon transferred to the academy

of the University of the Pacific, a Methodist institution located then between Santa Clara and San Jose. He excelled in English, civics and history, read widely in English literature, and achieved prominence in the debating society.<sup>2</sup>

In 1892, Sheldon entered Stanford, which had just opened, and promptly declared a major in history. He represented Stanford in intercollegiate debate and was elected president of the student body on an anti-fraternity ticket, becoming friends with Ray Lyman Wilbur and Herbert Hoover. Faculty members who influenced Sheldon the most included Earl and Mary Sheldon Barnes in education and history, George E. Howard in history, E. A. Ross in economics and sociology, H. B. Lathrop in English, and President David Starr Jordan. Mary Barnes, daughter of the president of Oswego Normal School, a center for the positive teachings of Froebel and Pestalozzi, gave Sheldon an unusual assay in Pacific Coast history, through primary documents and field trips. She also instilled in him a lifelong devotion to the study of liberalism. Sheldon put his liberalism into practice when he joined muckraker Franklin Hichborn's campaign against Southern Pacific Railroad influence in San Jose city government. In 1895, Sheldon published an article in Education on the "Evolution of the Indian Schools System," indicating a budding academic talent.

Regarding the choice of career, Sheldon avoided law, his father's preference, played with the notion of going into politics, but opted for academic life. Choosing among railroad transportation problems, Latin American history, and education, he selected the latter because of his early training and his belief that economics and history "seemed to have less significance for the future than the shaping of our school systems." Awarded the B. A. in 1896, he then earned the M. A. in education and taught in the Stanford summer session of 1897.<sup>3</sup>

At the same time, the aspiring graduate corresponded with Nicholas Murray Butler at Columbia Teachers College and G. Stanley Hall at Clark University regarding a Ph.D. program. Sheldon decided on Clark because of the recommendations of Earl Barnes and David Starr Jordan, Hall's offer of a \$100 fellowship and his reputation in genetic psychology at the Johns Hopkins University and child study at Clark. As he travelled eastward, the young Californian carried these attitudes: a Methodist religious outlook, a love of English literature, an awareness of evolutionary science, a belief in progressive political reform, Earl Barnes' concept of developing cultured leaders in education rather than mere pedagogues, and an interest in institutional and educational history.<sup>4</sup>

At Clark, he had to adjust in order to survive. Hall detested the historical approach and forced Sheldon to abandon his research on state school systems. They compromised on a study of children's voluntary societies, utilizing the Barnes and Hall questionnaire method in selected schools, and Hall generously published the results in The American Journal of Psychology during 1898. In his doctoral dissertation, Sheldon presented a comparative, historical treatment of student organizations throughout the world. Hall recommended the manuscript to Appleton's who published it in 1901 as Student Life and Customs, a volume still considered valid and unique. Sheldon supported the Spanish-American War, but did not serve. He opposed the annexation of the Philippines, being influenced by Senator George Frisbie Hoare, a Clark trustee.<sup>5</sup>

Study at Clark emphasized research and reading for examinations, but Sheldon also attended some eleven hours of lectures a week. Hall's seminar on Plato and genetic psychology became famous because of his creative hypotheses and socratic methods, but Sheldon, naturally reserved, remained comparatively unswayed by the master's charms. Finding the other lecturers knowledgeable but less stimulating than Stanford's, he labored dutifully under E. C. Sanford in psychology, W. H. Burnham in pedagogy, A. F. Chamberlain in anthropology, and C. F. Hodge in neurology. Despite a strict regimen of diet and exercise, overwork produced a temporary mental breakdown, whereupon Sheldon postponed his examinations until 1900, receiving his doctorate later that same year.<sup>6</sup>

Sheldon believed the Clark experience broadened him. It provided an acquaintance with Plato, Spencer, Froebel, Pestalozzi, William James, and Hall's own soaring prophecies regarding the psychology of children. Furthermore, the Clark degree put Sheldon in the vanguard of progressive educators who changed the teaching system of the United States by advocating the child-centered school with its characteristics of vocational education, health, play and self expression, problem solving rather than memorization, and substitution of love for fear. What made Sheldon different from the devotees of Freudianism and other movements in psychology, was his continuing preference for a cultural, historical approach to professional education.

Sheldon agreed with John Dewey that the school was the best hope of democracy, however, as an adherent to academic subject matter, he never succumbed completely to the doctrine of "education for life." He also held that man was capable of evil and needful of a constructive moral code. Similar to many in his generation, Sheldon believed in social Christianity. Shifting from Methodism to Congregationalism at Clark, Sheldon reassured his mother about his beliefs: "Our chief business here is to make our lives truly spiritual, to do good and develop strong characters. . . ." He determined not to teach at the secondary level, but to seek appointment in a university where he could exert more educational leadership.<sup>7</sup>

When a friend told him of an opening at Oregon, Sheldon wrote to the president and landed the job, considered a plum at \$1,000 a year. Arriving at Eugene in September, 1900, as a fresh assistant professor of philosophy and education, Sheldon found about fifteen faculty, 225 students, and five buildings. President Frank Strong brought him in as part of a policy to build the University's influence in the state. Between 1900 and 1902, he also appointed Joseph Schafer in history, O. F. Stafford in chemistry, and Herbert Crombie Howe in English, men with whom Sheldon became close friends and who would battle against Oregon Agricultural College for legislative favors during the next three decades. Sheldon was delighted with the whole prospect, including his room with a roll-top desk and a view of an apple orchard.<sup>8</sup>

Sheldon met only five students in two education courses, but encountered many able undergraduates in his philosophy class, and advised eighty academy students for college entrance. Concentrating on connections with the schools, the newcomer encountered difficulty because of the paucity of public high schools in the state, the lack of certification requirements for secondary teachers, the

absence of an accepted system for accrediting high school courses, and the rigidity of the University curriculum. Accepting the challenge, Sheldon plunged in: "I enjoy preparing lectures and nothing is more exhilarating than to deliver a well-organized lecture to an appreciative class. . . . I like to teach, to talk and to try to impress people with my own point of view." The self-made schoolmen of the state resisted the youngster with the Ph.D. until after 1902, when Prince Lucien Campbell came over from Monmouth Normal School to become president of the University of Oregon. With this new ally, Sheldon soon received more invitations to speak at the influential county teacher institutes than he could accept. He usually talked on adolescent psychology, best-liked teachers, school finance, and the value of child study and play.<sup>9</sup>

Sheldon, Schafer, Campbell and their colleagues began to spread the concept of state university service in Oregon, similar to efforts made in Wisconsin and other states in those years. In their hands correspondence courses, extension classes, speaking engagements, research monographs, and raised certification requirements became weapons for regenerating the public through education, and advancing the University of Oregon, to create a society of equity and excellence.

On campus, Sheldon, Schafer, Stafford, Howe, and other "Young Turks" fought for course changes. They defeated the "fossils" and ended all curriculum requirements except English composition, two years of foreign language, and declaration of a major, an elective plan copied in 1905 not from Harvard, but from Stanford. As they inserted new courses into the schedule, Sheldon and Schafer cooperated with F. G. Young to augment the University of Oregon Library with new books and collections of manuscripts from around the state.<sup>10</sup>

In 1907, Campbell appointed Sheldon secretary of a committee which conducted a referendum campaign for the University budget. Grangers, the O.A.C. and other self-appointed watchdogs of the public purse, distorted W. S. U'Ren's idea of the referendum and forced the University to take its budget request to the voters. The secretary wrote the University statement in the voter's pamphlet, composed letters to influential citizens, and lobbied at teachers' institutes. Sheldon and his friends believed the future of the University was at stake and, with the help of the majority of the press and the alumni, emerged victorious.<sup>11</sup>

With success at the polls and a vastly increased budget, the University of Oregon began a period of jubilant expansion. Sheldon became Dean of the School of Education and added Louis R. Alderman to operate the extension work. The new dean wrote University bulletins on state normal school systems and state systems of high school control, as well as compiling a bibliography on nature study. He also published an article in the Foundation Library for the Young on high school and college societies and morality. F. G. Young began the famous Commonwealth Conferences and Commonwealth Review that discussed public issues in Oregon, and Sheldon contributed an essay on the early history of the University. The 1910 conference featured such typically progressive topics as moral education, country life, irrigation and state forestry. Sheldon also established the first permanent summer school, cooperating with the leader of

the public library movement, Cornelia Marvin, who wanted a place to train librarians. By 1911, as a result of the new school law, which Sheldon helped draft, public high schools had more than doubled to total 126 and the University of Oregon enrolled over 1,100 students, many of them preparing to teach.<sup>12</sup>

Life in Eugene for Sheldon was not all a matter of politics and lectures. He paid off the debts incurred at Clark, married Florence Perry, whom he had met in Worcester, Massachusetts, and purchased a home, where they eventually reared a boy and a girl. At Thanksgiving and Christmas, four or five families would gather for dinner and fellowship. The Sheldons burned four-foot oak logs at \$5.00 a cord, and employed a maid, all on a salary of \$1,400 a year. For exercise Sheldon and Stafford enjoyed long hikes in the rain to Spencer Butte.<sup>13</sup>

Sheldon also developed a placement network. To Clark, he sent Oregon men such as A. A. Cleveland, who eventually became Dean of the College of Education at Washington State. He brought his old friend James Hyde of Stanford to Oregon as a geologist. Later, he added B. W. DeBusk of Clark to his department in tests and measurements, and invited Stanley Hall and Ellwood Cubberley of Stanford to summer sessions at Eugene. Over the years, Sheldon lectured at Palo Alto, Seattle, and Pullman. He maintained contact with the Oregon schools through frequent train trips and regularly spoke at N. E. A. meetings around the nation.<sup>14</sup>

Despite his success, Sheldon felt "sidetracked in the back woods" and longed for appointment at a major center where he could write. Apprehensive at the thought of another referendum campaign, wary that the new Reed College might threaten the University's extension program in Portland, and chagrined over the consolidating tendencies of the new state Board of Higher Curricula, Sheldon accepted a position at the University of Pittsburgh, offered by his old Clark friend, Will Grant Chambers.

Sheldon spent the time from August, 1911 to June, 1912 in Germany and England, studying cultural history with Karl Lamprecht and comparing school systems. He reported that "listening to a lecture in German was like watching the landscape from a moving train." Although Sheldon never published anything as the result of this trip, he did obtain some valuable ideas such as the university high school "laboratory" and a national teachers' union. Comparative education was all the rage in those years; the bulletins of the U. S. Office of Education are full of reports on foreign school systems. Perhaps his most noteworthy work at Pittsburgh was lecturing to socialists and immigrant miners on "school systems as a means of social betterment" and surveying the effectiveness of school adaptation to social needs of families in industrial areas. During the next two years, Sheldon never grew accustomed to Pittsburgh because of the weather, conservative politics, high cost of living, and failure of the promised Henry Clay Frick educational endowment.<sup>15</sup>

Schafer, Howe, and the Willamette Valley lured him back. The University had won its budget battle of 1913, along with partial success in a consolidation dispute with Oregon Agricultural College and the Board of Higher Curricula. Although the engineering departments were transferred to Corvallis, Eugene

retained the liberal arts and received authorization for schools of commerce and architecture, along with the existing schools of education and graduate studies. Consequently, President Campbell gave Sheldon all he requested: a raise of salary to \$3,000, a new building for a university high school (which would be the only one in the Pacific Northwest when completed in 1921), increased faculty for graduate and research work. With this assurance, a more mature Sheldon returned to Eugene in 1914 as Dean of the School of Education, where Campbell said his reappointment met with great acclaim. This marked the turning point in Sheldon's career. Subsequently he neither published a major work in his field nor achieved a position at Stanford, his main goal. However, he became an educational statesman in Oregon.

After resuming his old speaking routine, Sheldon reorganized and headed the State Teachers' Association. He also found time to dine at Schafer's, meeting there an historian named Frederick Jackson Turner. Later, Sheldon argued in his courses for the influence of the city versus the frontier. Sheldon, Schafer, Eric Allen, J. D. Barnett, John F. Bovard and George Rebec ranked among the most influential faculty members at Oregon. In 1916, journalism was designated a school, joining music, law, medicine and the others listed above in an attempt to achieve even more influence with the people of the state. Before World War I, the University produced more high school teachers than all of the other private and public colleges in Oregon combined. Despite lamenting lost research time, Sheldon admitted to Florence "[T]here is a certain exhilaration in making things go. Every once in a while I get a spell of thinking I should be a progressive politician . . . but plenty of books will soon cure me."<sup>16</sup>

Sheldon was elected to the first presidential advisory council in 1917, wrote its guidelines and was reelected by the faculty almost every year from 1917 to 1933. This most powerful faculty committee influenced decisions on many vital topics: tenure, promotion, salaries, budget, university organization, curriculum, legislative proposals, library policies. In the next few years, Sheldon also played a leading part on such key committees as low scholarship, graduate, research, and publication, as well as important *ad hoc* groups responsible for major curriculum changes, promoting the university in the state and dealing with the O. A. C. In short, presidents and faculty both relied heavily on Sheldon. During World War I, he vigorously supported the allies and United States participation, believing that German militarism must be destroyed.<sup>17</sup>

In 1920, Sheldon and the University of Oregon entered a new era of rich productivity, reflecting a national phenomenon. At Oregon, the 1920's proved to be a time of administrative reorganization, improved quality of faculty, expansion of the student body to over 3,000, increase in research funds, growth of graduate work, and numerous additions to the curriculum. New schools were instituted, such as social work, health and physical education. The medical school moved into new facilities in Portland and a major development program resulted in new buildings at Eugene. A comparison of catalogs from 1901 to 1968 reveals that the basic pattern regarding number and scope of courses was established in the 1920's, not in the earlier or later periods. This compromise of breadth and depth followed the old classical and elective curricula

and preceded the social relevancy changes of the late 1960's. The reaction, the "core curriculum" movement of the 1970's, is reminiscent of the general graduation requirements of the 1920's.<sup>18</sup>

During the 1920's, Sheldon continued as dean of education and orchestrated the growing faculty to national prominence. He directed a score of theses on the history of education in Oregon, some of which were published in the Quarterly of the Oregon Historical Society. By 1928, the School of Education boasted seven faculty in educational psychology, secondary education, school administration, history of education and practice teaching, employed four graduate assistants, deployed a high school staff of eleven, retained nine professors in the pedagogy of various subjects, and listed fifty courses with a load of three courses per term for each instructor.

Sheldon and his colleagues also operated the Bureau of Educational Research to assist the schools with problems such as tests, buildings, finance, publishing numerous worthwhile monographs. In 1927, the School prepared forty-one bachelor's degrees out of a University total of 383, and presented four master's degrees out of a total of thirty-one awarded. Congruent with his belief that teachers should have something to teach, Sheldon insisted that education students take stiff norms in academic departments. In 1927-28, the University of Oregon enrolled 9,964 students: graduate school 147 (65 of these in education); law, 65; Eugene campus, 3,029; medical school, 225; summer session, 1,243; extension, 5,467.

Despite the growth of the School of Education, Sheldon criticized the narrowing mechanical focus among educationists and contended that the proliferation of specialized courses obscured the need for emphasis upon the philosophy and history of education. Consequently, he reaffirmed his old interest in cultural history as a means of reaching more students. In 1921-22, when the administration asked him to assume direction of a world history course, he eagerly responded, determined to make Oregon the center for humanistic studies on the Pacific Coast. This two year sequence was coordinated with a two year offering in world literature. The combination proved popular and invigorating for a few years, similar to western civilization courses at Columbia and Swarthmore generated by the Great War. Sheldon also taught courses in American civilization and 19th century European and American education. In research, he began gathering documents for a history of the University of Oregon and higher education in the state. Sheldon became a Unitarian in the 1920's and called himself a Progressive Republican for prohibition, arms reduction, teacher and labor unions, extension of the state function into industry, and opposed to oriental immigration.<sup>19</sup>

In 1924, cancer forced Prince Lucien Campbell to relinquish his duties. Campbell recommended Sheldon for the presidency, but the latter's weak health prevented acceptance. From 1924 to 1926, however, Sheldon chaired an administrative committee of three men that ran the University of Oregon in a caretaker operation. Sheldon obtained a higher base for salaries, the right of assistant professors to vote in faculty meetings, and a tightening of admission and graduation requirements. He repeatedly reminded the Regents that the



bountiful state millage appropriation of 1920 had not kept up with leaping enrollment that severely strained the university's capabilities.<sup>20</sup>

In the spring of 1925, several issues combined to put pressure on Sheldon. He charged the O. A. C. with duplication of courses in music, physical education, journalism, commerce and history beyond the allowed "service courses." Each school filed "briefs" with the Board of Higher Curricula whose clarifications Sheldon considered a defeat for the Eugene forces. Furthermore, the Dean of Arts and Sciences, Colin V. Dymont, had attempted for several years to weaken the power of the professional schools and bring more of the University administration under his control. His tactics on and off campus drove Sheldon and the other deans to secure the Regents' support, propelling Dymont from the University.

Then, in what they labelled an economy move, the Regents stepped in and fired certain instructors and graduate assistants, demoted H. C. Howe and one other chairman, and abolished the department of dramatic art. None of the records reveal Sheldon's opinion of these arbitrary acts; the evidence implies his acquiescence to the Regents. The Advisory Council, American Association of University Professors chapter, students and alumni protested in varying degrees, but to no avail. The incident did result in the Regents' agreement to an Advisory Council request for more faculty participation in the choice of a new president.<sup>21</sup>

When President Campbell died in 1925, Sheldon served on a "scouting" committee with two regents to secure a successor. The Regents had failed in two earlier search attempts and therefore accepted this faculty proposal as formulated by the Dean of the Law School, William G. Hale. Averting nominations from east coast private schools, Sheldon relied on the advice of his friend Schafer, residing in Madison, and recommended Arnold Bennett Hall, a political scientist at Wisconsin, who became president of the University of Oregon through Sheldon's aegis, in September, 1926.<sup>22</sup>

Arnold Bennett Hall brought many new ideas to Oregon. He secured large research grants from eastern foundations, reestablished an honors program, started social science orientation courses and a junior or general studies college, installed a divisional structure that weakened departmental power, began several research bureaus and devised a personnel office for student services and institutional studies. He also secured for the faculty the Carnegie-TIAA pension system, which Sheldon and others had proposed for over a decade.

Sheldon did not share Hall's enthusiasm for basing the social sciences on tests and measurements, because he believed a diverse disciplinary base was more realistic. Nevertheless, he did chair a committee to improve teaching. Experiments were staged in several departments, conferences held and proceedings printed with the assistance of the Carnegie Foundation and the U. S. Office of Education. Feeling out of step, Sheldon disparaged the new trends in behaviorism and quantitative measurement. Ever the eclectic humanist, he wrote the Dictionary of American Biography essay on G. Stanley Hall, published a critical and descriptive bibliography on the history of education in Oregon, and hiked the Cascades with Dean James H. Gilbert.<sup>23</sup>

Hall emphasized that research was as important as teaching in a "commonwealth university." Even though the average faculty research grant amounted to only \$184, some excellent topics appeared. For example, Sheldon prepared a catalogue of material in the State Library on education and arranged an index to state newspapers, R. C. Clark studied the Hudson's Bay Co. in Oregon and inventoried county archives, F. L. Stetson developed school achievement tests, George Turnbull wrote a history of Oregon journalism and Earl Packard conducted geological surveys. Sheldon's School of Education faculty recorded twenty-five of the thirty-five educational research studies in Pacific Northwest institutions of higher education during 1929-1930. The University of Oregon, however, spent only \$7,500 to \$9,000 (0.8% of its annual budget) per year on research, well below the national average (5-10%) for universities. Public interest projects still emanated from the Municipal Reference Service and other bureaus, but additional, pure research appeared in the 1920's.<sup>24</sup>

During the Depression of the 1930's, the University suffered retrenchment and Sheldon abandoned administration. Many of the curricular gains of the 1920's disappeared, enrollment at Eugene dropped below 2,400, and Sheldon endured salary cuts of twelve and eighteen percent. In 1932, he was appointed Research Professor of History and Education, because of personal choice, not political pressure or budget exigency. Three hundred people attended a banquet in his honor where he received a set of Thomas Hardy's works and a scrapbook of letters and telegrams. Rex Putnam, later State Superintendent of Public Instruction, wrote that Sheldon stood out "as a beacon light" among other instructors.

Sheldon's continued thematic teaching deepened the cultural understanding of thousands of students. He also began to write his history of the University of Oregon because it needed less preparation than his other project, a history of political liberalism in relation to education. Student assistance supplied with F. E. R. A. and W. P. A funds facilitated these efforts. Reflecting upon the past three decades, Sheldon concluded that the main trends in 20th century higher education were development of city universities, growth of foundations, maturity of voluntary associations of colleges and universities, increase in student population, the college boom of the 1920's curtailed by the Depression, and improvement in instruction.<sup>25</sup>

Sheldon's retirement from administration coincided with another struggle against Oregon State College and state government. The Board of Higher Education, established in 1929, attempted consolidation in order to save costs in the Depression. Sheldon helped to coordinate administration and curriculum, lamented the loss of the applied science departments to the State College, and applauded the defeat of the Zorn-Macpherson bill, an attempt to move the University to Corvallis and transfer the Normal Schools to Eugene. When the Board appointed O. S. C. President William Jasper Kerr as Chancellor of the new State System of Higher Education, the act enraged Sheldon and the Eugene faculty because they believed Kerr had agreed to resign along with A. B. Hall, in order to clear the way for an "outside" candidate. Disagreements over

budget and operation led to public accusations, whereupon the Oregon faculty, led by Wayne Morse, James Gilbert, H. G. Townsend and Valentine Boyer, demanded the resignations of Kerr and Board chairman Roscoe Nelson. Although still on the Advisory Council, Sheldon was too sick to do much more than support his colleagues, whose demands eventually prevailed, followed by the appointments of Boyer in 1934 as President at Eugene and Frederick M. Hunter in 1935 as Chancellor.<sup>26</sup>

Weakening health now interfered with his writing plans. In October, 1933, Sheldon suffered an attack of tuberculosis and stayed in the state TB hospital at Salem until March of 1935. He had not been a robust child, and as a young man had complained of colic and indigestion. In the 1920's, his health had deteriorated, marked by severe congestion and bouts of coughing, due to a sinus and bronchial condition which several operations failed to cure. On one occasion at Salem his usual serenity faltered when he confided to Florence, "You are the same as ever to me, without you I don't know that I should care to drag along this way much longer." He did recover, however, and returned to Eugene determined to carry out his projects. He published the history of the University in 1940 with the theme of the relationship between education and politics, and edited a volume of essays in honor of Arnold Bennett Hall.<sup>27</sup>

From 1935 onward, Sheldon dallied with the concept of the Pacific Northwest as a distinct region. He read H. L. Davis' Honey in the Horn and deemed it a weird, picaresque tale, calculated to "shock easterners" and "entertain the tired businessman." He admired the work of H. G. Merriam of Montana and contended that the University of Oregon needed its own literary magazine. As with many residents of the Willamette Valley, Sheldon considered that area to have certain characteristics, "perhaps not very brilliant, but rather solid, with considerable pride and somewhat freer from hot air than the neighbors either to the North or South." Sheldon realized that he never achieved any comprehensive definition of the region. Possibly too enervated to analyze the subject, Sheldon continued to prefer universal topics. During that same decade he began to read Arnold Toynbee's six volume history and to correspond with the Englishman about liberalism and religion.<sup>28</sup>

In 1942 Sheldon was placed on emeritus status, although he continued to teach American civilization and history of education. Developing a point of Toynbee's, he read an interpretive paper on characteristics and phrases of colonial civilization at a Pacific Coast Branch meeting of the American Historical Association which was printed in the Pacific Historical Review in September, 1944. Serving as chairman of the library committee, Sheldon gave many of his books to and published a monograph on the University of Oregon Library. He tried to arrange for publication of his autobiography, but completed it to 1914 only, sending excerpts to various journals. The Journal of Social Psychology accepted a piece on Stanley Hall and Clark University, the Stanford Alumni Review published two articles on Sheldon's early days there, and he wrote an essay on the faculty in 1900 for Old Oregon. The liberalism project remained unfinished, as did a history of education in Oregon. He deplored the pacifism of the 1930's and supported United States entry into World War II on the grounds that American power would be needed to stop the Axis.<sup>29</sup>

The old educator retired from active teaching in 1947 at the age of 73, during the presidency of Harry K. Newburn, when the Eugene campus accommodated about 6,400 students. Sheldon concluded that the educational system had failed to influence social change as much as he once hoped. He

believed that the United States needed more economic justice and an enduring philosophy to replace eroded religious faith. He argued for loans to France and Great Britain and predicted Soviet Russia would seize what it could without provoking war, maintaining his interest in issues until the very end of his life.

Sheldon died of stomach cancer in 1948. His many friends and colleagues remembered him as a man of dignity and high scholarly standards, genuine and honorable, not a major intellect, but a metahistorian, an outstanding teacher and respected dean who improved the university. The funeral eulogy of Quirinus Breen, the historian, emphasized Sheldon's courageous struggle against poor health and his unity of spirit. Often given to caustic observations, Sheldon relished the power he exercised in campus politics. Although he regretted not publishing more, his scholarly production was excellent. His literary and historical tastes led him to be a humanist in teaching and administration rather than a technician. Despite calling himself a "temperamental Kelt," he usually displayed moderation and foresight.<sup>30</sup>

Henry Davidson Sheldon ranked as one of Oregon's leading educators for nearly fifty years. Considered the father of public secondary education in the state, he contributed greatly to the civic spirited attitude that became an Oregonian trait. As his generation erected the framework of American public education in the first half of the twentieth century, so he helped build the University of Oregon to serve the people of the region through leadership in appropriation battles, school laws, teachers' associations, the school of education, applied research and an interim presidency. Neither an intransigent radical nor a rigid conservative, Sheldon was essentially a persistent progressive and a discerning commentator, a cultivated man with a Christian sense of duty and morality. Finally, the old love of history continued, for Sheldon's humane spirit lives on in his papers at the University of Oregon, his bequest to the Pacific Northwest.<sup>31</sup>

#### NOTES

<sup>1</sup>For more work on Sheldon, see Robert C. Woodward, "Education in Oregon in the Progressive Era," unpublished Ph.D. thesis, University of Oregon, 1963; L. W. Colvin, "A History of the School of Education at the University of Oregon," unpublished Ph.D. thesis, University of Oregon, 1964; M. Schmitt, "Bibliographic Note: The Papers of Henry D. Sheldon," Oregon Historical Quarterly, LII (March, 1951), 57-60.

<sup>2</sup>H. D. Sheldon Papers, Oregon Collection, University of Oregon Library, Eugene. Sheldon, 14 page autobiographical summary.

<sup>3</sup>Ibid., Sheldon "Autobiography," chs. 1-2. E. A. Ross to Sheldon, Feb. 27, 1894; Mary Sheldon Barnes to Sheldon, July 2, 1896. Sheldon's M.A. thesis was "Education in American State Constitutions."

<sup>4</sup>G. S. Hall to Sheldon, Sept. 18, 1896, June 9, 1897; Sheldon to his mother, Aug. 22, 1897; Sheldon to D. Snedden, March 15, 1944. "Autobiography," ch. 2; see O. Elliott, Stanford University (Stanford, 1937); L. Veysey, The Emergence of the American University (Chicago, 1965).

<sup>5</sup>"Autobiography," ch. 2. Sheldon to his mother, Oct. 3, 1897, March 19, 1898, April 2, 1898, June 13, 1898. Sheldon affirmed that English literature and values were very influential amongst the men of his generation.

<sup>6</sup>Sheldon to his mother, April 2, 1898, April 11, 1898, Oct. 10, 1898, Dec. 21, 1898, Jan. 16, 1899, Feb. 13, 1899, April 16, 1899, May 27, 1899, May 21, 1900; Dorothy Ross, G. Stanley Hall (Chicago, 1972), chs. 14-15. Sheldon was about 5'9", very wiry, did not drink or smoke.

<sup>7</sup>Sheldon to his mother, Jan. 2, 1898, June 12, 1899; Sheldon to Florence Perry, June 18, 1899; "Autobiography," ch. 3. Sheldon voted for Bryan in 1900. T. L. Smith, "Progressivism in American Education, 1880-1900," Harvard Educational Review, Vol. 31, No. 2, (Spring, 1961), 168-193.

<sup>8</sup>F. W. Colgrove to Sheldon, May 28, 1900; Sheldon to his mother, June 15, 1900; Sheldon to Florence Perry, Sept. 12, 13, 23, 25, 1900; Sheldon, History of the University of Oregon (Portland, 1940), 113-114. The University began in 1876.

<sup>9</sup>"Autobiography," and auto. summary; Sheldon to Florence Perry, Oct. 2, 13, 1900. As an elitist, he tended to disparage the Chautauqua movement.

<sup>10</sup>"Autobiography" and auto. summary; Sheldon to his mother, Oct. 1, 1905, April 15, 1906.

<sup>11</sup>"Autobiography" and auto. summary; Portland Oregonian, Jan. 27, 1907, May 24, 31, 1908, June 1, 4, 1908.

<sup>12</sup>Ibid., Sheldon, History of UO, 142-170; Sheldon to his mother, Oct. 28, 1906, Dec. 29, 1906; Woodward, "Education in Oregon," ch. 2; Sheldon, "Adventures of the Oregon Graduate Degree," Old Oregon, III, #2 (Jan. 1921), 9-14. Sheldon, "Education," UO Bulletin, I, #1, 1903, 1-19.

<sup>13</sup>Sheldon married Florence Perry in 1902. Sheldon to his mother, Sept. 10, 1906; to Florence Perry, Jan. 30, 1901, Feb. 17, 1901, March 8, 1901, July 5, 1901, Sept. 29, 1901, Nov. 21, 1901.

<sup>14</sup>Sheldon to his mother, Aug. 9, 1909; G. S. Hall to Sheldon, Oct. 3, 1903; Burnham to Sheldon, Jan. 25, 1904; H. L. Pettit to Sheldon, Oct. 27, 1904; J. H. Gilbert to Sheldon, May 24, 1905; A. A. Cleveland to Sheldon, Oct. 22, 1907. In the 1920's the deans of the schools of education at Oregon State, Oregon, Washington State and Washington were all Clark men (J. Jewell, Sheldon, Cleveland, F. Bolton). Three Clark Ph.D.'s were in the Oregon Psychology Department: E. S. Conklin, R. C. Wheeler, H. R. Crosland.

<sup>15</sup>Sheldon to his mother, May 18, 1902; Chambers to Sheldon, May 4, 1911; Sheldon to his wife, Nov. 8, 19, 1911, Dec. 19, 1911; Sheldon to his

father, Feb. 1, 1913; auto. summary; "Autobiography."

<sup>16</sup>Sheldon to his father, Nov. 12, 1913; Schafer to Sheldon, Dec. 29, 1913; Howe to Sheldon, Jan. 24, 1914; Schafer to Sheldon, Feb. 17, 1914, April 27, 1914; Sheldon to his father, May 8, 1914; Sheldon to his wife, July 4, 17, 1914; Nov. 21, 1914, Sept. 21, 1915; Sheldon to Hyde, Nov. 19, 1915.

<sup>17</sup>UO Archives, Advisory Council Minutes, Dec. 12, 1916, Nov. 21, 1917, June 12, 1918; Sheldon papers, Diary, Nov. 23, 1921, Nov. 16, 1931; UO Registrar, Faculty Minutes, June 9, 1932.

<sup>18</sup>Sheldon, History UO, 204 ff.; Sheldon to Schafer, May 26, 1920, Oct. 7, 1920; Sheldon to Stafford, June 24, 1920; Hoover to Sheldon, June 25, 1920; M. Simons to Sheldon, Nov. 26, 1920; Sheldon to Earl Barnes, March 31, 1921; interview with A. L. Lomax, Eugene, July 14, 1976. Sheldon supported Theodore Roosevelt and Wilson, campaigned for Hoover, came to appreciate F.D.R.

<sup>19</sup>Sheldon to E. Hulme, Jan. 10, 1922, Jan. 2, 1924; Sheldon to Earl Barnes, April 17, 1922; Sheldon to Schafer, May 15, 1922, Oct. 31, 1922; Sheldon to Harry Elmer Barnes, May 29, 1923. See OHQ articles by J. Almack (March, 1920), Ira Lewis (Sept., 1922), C. A. Howard (Sept., 1923), Read Bain (June, 1920), and J. Santee (March, 1929). For a Sheldon directed Ph.D. thesis, see H. V. Matthew, "A History of Certification of Teachers in Oregon, 1879-1932." UO Catalog, 1928-1929. George Belknap to the author, May 31, 1977. UO awarded the M.A. in 1897, its first Ph.D. in 1926, the first Ph.D. in Education in 1928.

<sup>20</sup>UO Archives, Board of Regents Minutes, Jan. 10, 1925, June 14, 1926, Administrative Committee Reports. Sheldon was elected president of the Inland Empire Teachers' Association in 1925, Oregonian, April 11, 1925. Entrance requirements consisted of specific units rather than a certain grade point average. Average student costs in 1928-29 were \$663, with tuition free; in 1967-68, \$1,563.

<sup>21</sup>Sheldon to Dymont, Oct. 20, 1921, to A. B. Hall, May 27, 1926, to Schafer, June 15, 1926, to his wife, July 20, 1926; UO Archives, Miscellaneous Records, Vol. 13, Bd. of Reg. meeting, June 14, 1926; President's Office, 1924-29, "Board of Higher Curricula Decisions," June 25, 1925, July 11 and 13, 1925. Sheldon papers, Minutes of AAUP meetings, April 9 and May 26, 1925; Eugene Guard, May 9, 14, 18, June 16, 17, 20, 1925; Bd. of Reg. Minutes, March 30, April 14, May 2, 1925; Administrative Committee Report, June 15, 1925; Faculty Minutes, June 3, Sept. 23, 1925. K. Richard, "P. L. Campbell," Old Oregon, vol. 55, #3 (Spring, 1976), 30. Howe had spoken out on sex and socialism, others were demoted and dropped for incompetence, homosexuality, and non-support of family.

<sup>22</sup>Auto. summary; Sheldon to Schafer, Feb. 16, 1924; Schafer to Sheldon, Aug. 6, 1925; Sheldon to Schafer, March 18, 1926, April 20, 1926; Sheldon to his wife, Aug. 9, 1926. Board of Regents Minutes, March 15, 1926, April 16, 1926; Advisory Council Minutes, Aug. 21, 1925, April 21, 1926.

<sup>23</sup>Sheldon to F. Hayward, Sept. 10, 1926; Allen Johnson to Sheldon, April 23, 1927; Sheldon to Kimball Young, Oct. 27, 1927, Sept. 4, 1928; Sheldon to A. B. Hall, March 11, 1931; U. S. Department of the Interior, Office of Education, Bulletin number 12, April, 1931, "Research on Higher Education"; see also UO publications, Vol. IV, 1933-34, for articles by Eugene faculty on student potential and mortality, appreciation of poetry and aesthetics. Sheldon to John Almack, Nov. 27, 1931; Sheldon, History UO, 237-238. Sheldon spent two years editing the papers of G. S. Hall but never found a publisher.

<sup>24</sup>Sheldon papers, "Grants for Faculty Research"; UO Archives, Report of Pres. Hall to Regents, Nov. 3, 1928, June 8, 1929; Oregon State System of Higher Education, Biennial Report, 1931-32, "Hall Report," 79.

<sup>25</sup>Sheldon to A. B. Hall, March 11, 1931; R. Putnam to I. Mather, April 25, 1932; A. B. Hall and J. H. Gilbert to Sheldon, May 14, 1932; A. B. Hall to Sheldon, Oct. 14, 1932, showed his deep appreciation of Sheldon's service; Sheldon to Hulme, Dec. 15, 1932; Sheldon to Donald Barnes, Dec. 27, 1932; Hall to Sheldon, Jan. 4, 1933, May 1, 1933; Sheldon to Kimball Young, March 22, 1933; Sheldon to A. B. Hall, March 25, 1933. Many of Sheldon's students went on to major appointments: Kimball Young to Wisconsin, Harold Benjamin to Minnesota and the U.S. Office of Education, John Almack to Stanford.

<sup>26</sup>Faculty Minutes, June 9, 1932, Sept. 20, 1932, Dec. 7, 1932, Nov. 6, 25, 1933; Eugene Guard, Nov. 7, 1933; Sheldon Diary, May 3, 5, 1931; Sheldon to D. Barnes, July 11, 22, 1932; to his wife, April 22, 1934; "Report on University of Oregon," AAUP Bulletin, XXI, #5 (May, 1935); Cornelia Marvin Pierce to Sheldon, Sept. 12, 1938. Advisory Council Minutes, Nov. 4, 5, 6, 1933. K. Richard and D. Cunningham, "In the Interim," Old Oregon, vol. 55, #4 (Summer, 1976), 22.

<sup>27</sup>F. B. Kistner to Sheldon, Jan. 24, 1928; Sheldon to his wife, Aug. 15, 1926, Oct. 23, 1934; Sheldon to Wilbur, Nov. 25, 1933; Cleveland to Sheldon, Nov. 29, 1933; C. V. Boyer to Sheldon, Jan. 25, 1934; C. Washburne to Sheldon, Feb. 27, 1934; UO Catalog, 1938-1939; Marion Sheldon Ferguson (Sheldon's daughter) to the author, Jan. 8, 1977.

<sup>28</sup>Sheldon to Alderman, Oct. 25, 1935; Sheldon to D. Barnes, Nov. 1, 1935; Sheldon to Toynbee, May 1, 1936; Toynbee to Sheldon, May 21, 1936; Sheldon to Elmo Robinson, Nov. 2, 1937; Sheldon to Benjamin, Oct. 17, 1938; Sheldon to Schafer, March 17, 1939, Sheldon to Cleveland, Sept. 18, 1939, July 17, 1941, Nov. 13, 1943; Sheldon to Hulme, May 13, 1940; Sheldon to P. Spencer, Oct. 29, 1941. Sheldon also edited The DeBusk Memorial Essays (Eugene, 1938). Salaries and students began to increase in 1937.

<sup>29</sup>While his unfinished projects remained mainly in note form, Sheldon did prepare an introduction to the liberalism study which indicates that he believed in the standard criteria: progress, individual liberty, representative government, universal manhood suffrage, secularism, rationalism, optimism, peace. His method was that of intellectual biography. There are drafts of two chapters in his history of education in Oregon.

One of the most important parts of the Sheldon papers is the 40 year correspondence between Joseph Schafer and Henry Sheldon, amounting to over 200 letters. Sheldon to Mrs. Schafer, Feb. 14, 1941; Sheldon to Elmo Robinson, July 8, 1941; Sheldon to D. Snedden, April 1, 1942; Sheldon to Toynbee, April 1, 1942; Gilbert to Sheldon, May 7, 1942; Sheldon to R. Dickerson, March 5, 1947; L. E. Anderson to Sheldon, May 27, 1947. Sheldon was also interested in American Studies, to Dan Clark, March 18, 1946.

<sup>30</sup>Interview with George Belknap, Eugene, July 12, 1976; Lomax interview; Gordon Wright to the author, Aug. 3, 1976. Wright, former president of the American Historical Association, was born in Lynden, Wash., graduated from Whitman College, taught with Sheldon at Oregon, is now at Stanford. U of O Catalogs, 1941-1947. The Erb Memorial Union, named for Donald Erb, President 1937-1943, stands on the old Sheldon home site. Erb retrieved the science curriculum in 1941. Sheldon to Wayne Morse, April 22, 1946.

<sup>31</sup>Sheldon's reading habits were broad. His early idols were Scott, Stevenson, Kipling, and especially Wordsworth. He ranged from Moneypenny and Buckle's Disraeli to Tolstoy and Thomas Mann. He liked the works of Beard, Parrington, Carl Becker and Ralph Henry Gabriel. In the last few years of his life, Sheldon read DeVoto, Henry James, Howells, Mosca, Mannheim, Santayana, Alfred Kazin, Owen Lattimore, Perry Miller, Croce, Friedrich Hayek, W. J. Cash, Mind of the South; he considered himself a literary critic and wrote reviews for The Dial and Oregon Historical Quarterly.



1. From Mary S. Barnes

June 21, 1893  
Palo Alto, Santa Clara Co. California

Dear Mr. Sheldon:

I believe that I am now prepared to talk business with you about the expedition. I find by study of the various maps at my command, and I have command of all that there are, that the best way to undertake our work is to go with a two seated carriage, with two horses, carrying in this way all our necessities, and prepared either to camp or take advantages of the resources of civilization, as it seems best. I find that the county is so intersected with roads, that we can make the vehicle our basis of operations; when cut and try work has to be done, then you boys can leave me and the carriage, to be met further on, or wherever it seems convenient to do so.

We will go in the second or third week of July, partly according to the plans of Mr. Oldham, who wants to go down to Santa Cruz, presumably some time in July.

I would like to have you look up the map of Santa Clara County, and see if there are any creeks emptying into the bay south of the Francis-Quito, and if so, how many, and what the name of each is.

I believe that is all about the expedition; and now about another matter; I would very much like to arrange with you, if possible, to make the journey with Mr. Oldham off into Santa Cruz County, instead of doing it myself. I had just as soon pay your expenses as my own, and rather, for I want my time, and perhaps you would like the adventure. I don't want to impose upon you at all in the matter, but I would trust either you or Mr. Hyde just as quickly as I would myself. Meanwhile, I have heard from two or three other directions that there is something wonderful of this sort in the Santa Cruz Mountains, though nobody knows what or where. In reading the manuscript of Costanso, I find that he particularly mentions a remarkable Indian structure that he found in one of the Indian rancherias in the Santa Cruz Mountains, and which he calls always "Casa Grande." And it naturally occurred to me that there might be some connection between it and the remains which Mr. Oldham remembers seeing. Costanso was along there in 1769, and if his "Casa Grande" was built of stone, as it might have been in that region, it is not unreasonable to think that parts of it might still be standing. It would be fine if it turned out that California as well as Arizona, has a "Casa Grande."

If you are coming up to the university within the next week, you need not bother to answer this letter until then; in any case, be quite frank with me about the Santa Cruz business, since I don't want you to be imposed upon the least in the matter, and I should enjoy it myself, without any doubt.

Hoping to see you soon, I am, very cordially yours,

2. From G. Stanley Hall

September 18, 1896  
Clark University, Worcester, Mass.<sup>o</sup>

Mr. Henry D. Sheldon,  
My dear sir,

In response to yours of Sept. 1st, received only this day, I would say that work along exclusively educational lines would be most heartily encouraged here and we should all help. We have never yet given the Ph.D with Education as a major, not so much because the work we offer does not seem to us sufficient but rather because we have not yet been able to organize it in a satisfactory way. We can give you all you can possibly do along your own chosen lines here and you can do as one or two others have done, either entirely omit experimental psychology or if you are interested in child study take only such parts of it as help in that work. We shall be glad to see you here and will do what we can to answer any further questions. I am very truly yours,

3. To Mary Davidson Sheldon

September 4, 1897  
35 Trowbridge St., Cambridge<sup>o</sup>

My Dear Mother,

Your letter of August 29th at hand. I must apologize for not acknowledging your two letters. I did receive and enjoyed them very much. The letter to Rev. Mr. Nicholas is a campaign document and had better be burned. The package you need not forward. . . .

My board has been costing me \$6.50 per week which is cheap for Cambridge, most rates running from \$7 to \$10.00 and even higher. Everyone says board is much higher in eastern cities because of high rents, high price of both meat and fruit. Clothing however is much cheaper, almost 1/3. I have made arrangements at Worcester to board for \$5.50 a week or nearly \$24 a month which is very cheap. I sampled the board today. It is good, wholesome plain board and clean, well ventilated rooms but no style, whatever. No pictures on the wall, only rag carpet on the floor, etc. It is very near the university and quite a number of the students board there, though there are few roomers yet. I will try it awhile first by way of experiment. I got the woman to promise to put in a stove, a very necessary precaution Burke says. I move to Worcester 1. because it is cheaper, 2. because I can get convenient gymnasium accommodations and the library facilities for my purpose are just as good as Boston.

I have been enjoying life at Cambridge immensely. There have been two artists at the house who have been traveling in Europe lately and I have enjoyed talking with them. There is also a very bright young theological student here from Chicago University and he and I have been taking in the country together. Most of this week I have worked steadily in the library copying, necessary but very wearisome employment.

Well I was at Worcester today and interviewed the authorities concerning my work for the coming year. Mr. Burke<sup>1</sup> of whom you have heard me speak entertained me. You know, by the way, that he was quite a local genius in California and is considered the brightest man at Clark. President Hall was very pleasant, complimented me on my syllabi and practically told me to do what I pleased with one or two limitations. Matters are coming my way more than I anticipated. I have some work on hand now which I am to see President Hall concerning some time next week. The other authorities were even more obliging.

Worcester, to my notion is much more prettily located than either Boston or Cambridge. It is on and between rolling hills with good views of the country around, something one don't find in Cambridge. The city itself, however, has not as many fine residences or public buildings. It is more rushing like a western city. From one view there is nothing in sight anyplace but big brick factories.

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<sup>1</sup>Frederic Burke was an innovative educator in the San Francisco Bay area.

Both the train and electric service is much better than at home. Boston and Worcester are almost as far apart as San Jose and San Francisco. Yet the train covers it in an hour with no stops. It took me just 1 hour and forty minutes to go from Clark University to Harvard Square, which is good when you come to consider 8 miles electric service on each end. Give my love to father. How is his health now? Yours lovingly,<sup>2</sup>

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<sup>2</sup>Sheldon was "Harry" to his relatives and youthful friends.

#### 4. To Mary Davidson Sheldon

September 18, 1897  
87 Woodland Avenue, Worcester<sup>o</sup>

My Dear Mother,

Your letter of two weeks ago received Monday. Was glad to get both the draft and the order although I had some fifteen or twenty dollars, still I thought it safer in a strange place to have some money about.

Last week I received a nice long letter from Aunt Nancy telling me that Aunt Martha was knitting me some socks of an average size. Miss Butterick also sent me a very kind note asking me to stay over Sunday with her family. Of course she thought I was still in Cambridge. In all probability, I shall not leave Worcester this autumn because Cathcart's<sup>1</sup> eyes have given out and so I will have no one to take excursions with and then I want to work. Of course I shall write a note explaining. My personal friends have all been very kind in writing to me, I get a letter almost every day.

I have fallen into the most methodical habits imaginable. I arise at seven, breakfast at seven thirty, read magazines or talk until eight thirty, study until noon, work from one until four, tramp from four to five, do gym work from five to six, work from seven until ten. So you see I devote at least two hours a day to exercise. The result is that I am in splendid condition. The atmosphere here this last week has been very snappy and invigorating. Last night, we had the first frost of the season.

So you are anxious to learn what sort of a place Worcester is. Imagine a spider on his back on a piece of paper and you have a rough map of the city. Instead of being built up solidly and squarely, it radiates out into the country in streaks. It is more western in appearance than the other Massachusetts cities. If one takes its inland location into consideration, it is not unlike San Francisco, in many ways. It is surrounded by a beautiful country. Unlike eastern Massachusetts, there are hills, two or three hundred feet high in every direction as far as the eye can reach. Then there are lakes, ponds and reservoirs, in great numbers. A very beautiful lake is situated only a mile east of Worcester. It is eight miles long, and its banks are covered with pretty villas. All the country here is either cultivated and green or else covered with trees. Most of the trees however are miserable little runts. Now, all the fence corners and roadside hatches are covered with golden rod.

I had a two hour interview with President Hall Tuesday. Presented the idea of my book on the organization of American school systems. He was greatly interested, gave me some new illustrations and offered to make arrangements for getting it published. He told me that I probably knew more about the subject, than any other man in the country. In addition, he wants me

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<sup>1</sup>A. M. Cathcart later taught at Stanford.

to write a book on the revision of the course of study embodying the results of all recent investigations. Burke and I will probably do this piece of work together. I am doing the preparatory work now while the material for completing the other contract is being collected. President Hall is a rather tall man with an iron grey beard, full of life witty and very interesting conversationalist.

Remember me to any of my friends you may happen to see and tell me all the news. Yours,

5. From Mary S. Barnes<sup>1</sup>

November 26, 1897  
Paris<sup>o</sup>

My dear "Harry" Sheldon:

That reminds me of a good Stanford story of this semester, which perhaps someone else has told you. Dr. Jordan was giving the freshmen a talk, and telling them . . . how he wanted them to get well acquainted with their major professor, of course after they had picked out a good one--so well acquainted that they could call him by his first name--whereupon from the gallery - Dave! I am glad you took the pains to tell me why you swerved off to education from history, for I cannot only understand, but must heartily sympathize in your reasons. Ever since I came to know you well, I have felt that your main interests must always be along the lines of oral statesmanship, but I have not felt, as you do, that politics was a hopeless career for a character and mind like yours, and I had felt as if you might live such a life as that of Roosevelt or Seth Low;<sup>2</sup> in which case I felt that the more history, the better. I imagined that you could mix the two lives of scholarship and statesmanship as they have done, as Andrew D. White and Bancroft, George I mean, have also done, or if you want a larger example yet - Gladstone. But you may answer that having no money, you must command a livelihood elsewhere than in politics - if you are to serve the state [actively] as you would. Well, in the line you have chosen, there is room and to spare for your very highest qualities, and Earl Barnes was simply overjoyed by your analysis of the needs of the present educational situation. Your trenchant criticism of Clark [influenced] him too. I have always had the feeling about Clark that "it wasn't all there," that there was a certain hardness and blindness to certain aspects of life. . . . There are subtle, evanescent - sacred - as you say - and yet vital things in life, that words hardly express, but that we know by sense, by intuition. . . .

So you imagine us sitting under olive trees by the blue Mediterranean. That's just what we imagine for ourselves in less than a week. And . . . you can think of us in December, under a palm tree by the side of the desert, or as sitting in the shade of the pyramids. And that will be quite true. We had a most delightful journey on our way to Paris, in the track of William the Conqueror. On our return to England, we shall finish by going to Hastings. We visited Bayeux, where we saw the famous tapestry. . . .

Earl and I have just been reading in James' The Will to Believe, the essay on Is Life Worth the Living. In it he says very clearly some very subtle and profound things that are just what you want, versus men who believe in what they call facts. I hope you will get the chance to read it. James of Harvard, you know. Do you know any of his work? You ought to get it. . . .

Write us when you can. Your letters are always welcome. Your friend

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<sup>1</sup>Mary Barnes died prematurely after a long illness in England in 1898.

<sup>2</sup>Seth Low, 1850-1916, merchant, civic reformer, president of Columbia University in New York City.

6. From E. A. Ross<sup>1</sup>

December 1, 1897  
Stanford University, Cal.

My dear Mr. Sheldon:

For nearly two weeks I have been flat on my back, and hence my reply to your letter has been considerably delayed. I am feeling the effects of overwork due to the shouldering of some of Professor Powers' classes early in October. I am now, however, beginning work a little.

On the subject of Sociology and Education I regret to say the amount of sound material that has come to my notice is far from large. There seems to be very little trace of any effort to inquire what the laws and conclusions of sociology would lead to in the field of Education. I will suggest the following, however.

Ward's Dynamic Sociology, Vol. II. is the most important plea ever made for the deliberate employment of education as a means of social progress. Small in the American Journal of Sociology, May, 1897, presents some demands of sociology on pedagogy. Le Bon in his book "The Crowd" criticises French education from a sociological standpoint. In the Revue des deux Mondes, for 1895 Bruntiere has an important article on "Instruction et Education." Guyau in his "Education and Heredity" has some valuable thoughts on Education as a means of control. Fouillee in his "Education from a National Standpoint" speaks as a sociologist. In the third appendix of Kidd's Social Evolution, you will find some valuable observations of LeRoy-Beaulieu on Education. In Bourget's "Outre Mer" you will find an appraisal of American education from the strictly sociological standpoint. I have been giving here a course in Education and Society, and confess that I get little direct help from my brethren in sociology. My work is nearly all original. I conceive that the subject of education embraces the study of educational aims, educational values and educational methods, and that sociology has the most to say with regard to educational aims. Some aims of instruction refer to the individual exclusively, but I distinguish a number that are dictated by considerations of social welfare. Such are education for breadth, for efficiency, for character, for morality, for citizenship, for assimilation and for self control.

Prof. Powers address is Berlin, Steglitzer Strassa 20, III.

I am sorry I am not well enough to do more in assisting you in your subject. I hope what I send will be of some assistance. Cordially yours,

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<sup>1</sup>Ross became one of the leading economists and sociologists in the United States. He left Stanford for Nebraska and Wisconsin in 1901 at Mrs. Stanford's insistence after he attacked the family politics. President Jordan sided with Mrs. Stanford in an academic incident that also saw the departure of historian G. E. Howard. Sheldon initially sided with Ross, however later appreciated Jordan's position of preserving the university.



7. To Mary Davidson Sheldon

January 2, 1898  
87 Woodland St.<sup>o</sup>

My Dear Mother:

Your Christmas letter came today and I enjoyed it greatly because it told me all the news. . . .

I have passed a rather busy week working. It has seemed quite short. The fellows are getting home from their Christmas vacations today and tomorrow life will begin again on its same old round. The next vacation will not be till April, at which time I expect to go to Boston, call on Charlotte's grandmother and Miss Butterick and on some of James Hyde's relatives and visit schools.

This morning I went to my usual church and heard a very helpful sermon on New Year's resolutions. The subject of the sermon was "Pointing to Christ." The old man became quite pathetic at the close when he said, you may think what I have to tell you is old and simple and you can raise ten thousand objections which it would take me years to try to answer, but after all I have told you that which is the highest thing that I have to offer you.

I have been doing a deal of thinking in the past week or two. New Years really sobers one a bit. I feel that in many ways I have allowed selfishness to creep in almost without knowing it and that my main purpose in life of living loyal to God, truth and immortality has been often clouded over by small things like honors, ambition, money, pleasure and the like. Our chief business here is to make our lives truly spiritual, to do good, develop strong characters and sweet spirit and charity. We can only do this by cultivating our inner life and trusting in the profound unexplainable mysteries of the Christian faith. There are certain things which I believe which I cannot comprehend or explain. I really think that we all now, you, father and I agree in spirit although our forms and explanations may be different. Your letters have helped to set me to thinking, my new pastor has cleared away many difficulties and I am resolved to live a better and truer life. I think I will do better work and be happier with a great animating principle in life.

I fear you have worried some about me and I am glad to reassure you that I am on the straight and narrow path. I am sure the thought that you are thinking of me and my difficulties will be of the very greatest help to me in the battle of life. Your own

8. To Mary Davidson Sheldon

February 28, 1898  
87 Woodland St. Worcester<sup>o</sup>

My Dear Mother,

Your letter received today. Tell pa that the check arrived on time last Monday. Glad to learn that Mrs. W. felt somewhat rested. Buelah was never cut out for a student, her main interests are elsewhere and a person never succeeds to any great extent working against their interests.

The weather here has been delightful the past week, that is not delightful by the California standard but by the Massachusetts standard. The roads and sidewalks, however are in a fearful condition.

My report before the seminary was on the condition of schools after the revolutionary war. I am now doing some work going over students' papers. The book is getting on nicely.

Did I tell you in my last letter that together with Chambers, one of the fellows here in the house who has joined the Central Congregational church with me, I called on Mrs. Jordan's two sisters. We passed a very pleasant evening. There is a daughter in the family who is rather inclined to be lively. The gentleman of the family is one of the board of deacons of the church.

I also had an opportunity to hear this last week John Henry Barrows, president of the Columbian religious conference on "Missions." He has lately made a tour of the Orient. He spoke very eloquently and at the same time frankly of the missions. On the whole, he felt very much encouraged with the prospect.

Nearly everybody here thinks the W.C.T.U. made a mistake in joining the Voice's attack on Yale and Princeton. The Voice is looked upon as a more sensational newspaper like the Examiner or New York World. This move will probably cost the W.C.T.U. considerable support in this part of the world. College men of all classes resent the singling out of a few institutions for public reprobation. Two Yale men told me the Voice lied, but I think they are mistaken.

Dr. Merriman, my pastor, spent the last two weeks with Booker T. Washington at Tuskegee, Alabama and preached a very passionate and determined sermon on the duty of northern people giving money for the education of the Negro. Dr. Merriman is a classmate and devoted admirer of the late Rev. Armstrong and has spent a large part of his own fortune in the southern missionary work. He is a personal friend of Mr. Washington. He gives away his salary and when the Central Church was built (it costing \$125,000) he gave \$20,000 of the amount himself. With respects to everyone.<sup>1</sup>

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<sup>1</sup>Samuel Chapman Armstrong, 1839-93, Union general, founder of Hampton Institute for Negro vocational education, where B. T. Washington attended and taught before founding Tuskegee Institute.

9. To Mary Davidson Sheldon

March 19, 1898<sup>o</sup>

My Dear Mother,

I was very glad to get as much news from home as you put in your last letter. It was very good of Paul to inquire about me as we never jibed very well. After all, Paul is a very good hearted sort of a fellow. Stephen Dodge may be in the asylum but I am willing to bet 500 that it is not from studying too hard. I feel very sorry indeed for the Heacocks. I think they are sincerely good people and life must be one long tragedy with so many deaths in the family. I think Mr. Heacock might appreciate a letter from me, and as soon as my other correspondence is caught up, I think I will write to him. What do you think about it?

Personally, I haven't very much sympathy with this everlasting agitation for women's rights. Not but what I believe in equality in matters of property, personal protection and even woman suffrage when the majority want it, but this continual fuss tires one out. Here people are so tired of it that they (women) are organizing clubs to oppose suffrage. However, many of the women's clubs here are doing a very good work along the lines of your W. C. T. U. by reading, social life and the discussion of home problems. I send you my notes of Dr. Hall's lecture which you can easily expand into a short paper with very little trouble. If I understood you aright, your opinions and mine when I left home, were not very far apart.

Before long I expect to write to Lorenzo and tell him about my new religious interests here in Worcester and give him a message for the League. What do you think of the plan? While I am very sorry for the church and the League, it is the logical outcome of the present condition of things. Most everyone has moved away, and while the young people are somewhat to blame, still they have been treated with little sympathy or tact by the older members of the church.

The weather here has been glorious the past week. All the snow has gone and the roads are in fine condition. I walked 10 miles Friday for exercise. The main trouble with an eastern winter is that it keeps one perpetually shut in. I am feeling fine.

Had a note from Miss Rossiter inviting me to call. In all probability I will go over early in April although it will cost me two or three dollars.

I have done a number of little odd jobs this week which have been on my mind for a long time, so I feel good. I wrote about my work last week. Ask all the questions you want. Give Pa my love. Yours

10. To Mary Davidson Sheldon

September 4, 1898  
Alleghany City, Pennsylvania<sup>o</sup>

My Dear Mother,

After three days sojourn with Aunt Nancy at Grove City, I came here on Wednesday August 31 with Julia Davidson. I am staying at Julia Patterson's upon Woodland Avenue, Alleghany.

I met your old friend, Mr. Kennedy and his wife. Both are quite hearty and jolly but show the effects of age. He is quite deaf and she has a cataract growing over one eye. He is also a trifle childish. Three of their daughters are living with them. We are invited there Wednesday night for dinner.

Also I met Dr. Pettit, Miss Pettit's brother, he is a large fine-looking man about 35. He was very good to me, took me down to the old blockhouse on the point and around the city generally. We dined together at the hotel Anderson. Have not been to call on Miss Smith yet as she is in school most of the time but will see her tomorrow evening. I have also met Mrs. A. C. Patterson, John Patterson, John Stevenson, Mr. Porter, Mella Patterson's husband Joshua Patterson besides innumerable other people whom you are not interested in. For this week our program is very full as I leave Thursday morning for Worcester. Tomorrow Joshua Patterson takes me to the iron works at Homestead. Mrs. A. C. Patterson kindly placed her horse and carriage at our disposal and so Julia Davidson and I have driven all over the country together.

Last week we had the most extremely hot weather that I ever heard of. The mercury was not so high as it often is at home but it seemed seven times hotter. Yesterday it rained and this morning it is quite comfortable.

Politics here seem about as bad as they are at home. Corporations have everything their own way. There are toll bridges everywhere and the street car service is abominable. Such things would not be tolerated in New England, Oh, you never gave me the details of Sam Terril stuffing the ballot box. Was there ever anything done about it? What is the general temperature of politics now around home?

Yesterday I went to church twice, in the morning I went to Julia Patterson's church and heard a very good sermon. Their church is right among the work people and accomplishes much good. In the evening I attended the swellest Methodist church in Alleghany, the Calvary and heard the worst sensational sermon I ever listened to. The church was magnificent but the clergyman acted like elocution teacher, cracked jokes, told stories and amused the people generally.

If you want to ask any questions concerning our friends or relatives, you had better do it now while my impressions are fresh. I try to write what you want to know but I may miss it. Yours

11. To Mary Davidson Sheldon

January 16, 1899  
Clark University, Worcester, Mass.°

My Dear Mother,

Was sorry to hear that so many of my old acquaintances were suffering from la Grippe. It is too bad that Prof. Thoburn passed away. He will be much missed at the university for he exerted a good and healthful influence. Was glad to hear Miss Heacock's report. Burke is radical in his views and careless in his manners. Miss Heacock would naturally have little affinity for him. I must confess that I am somewhat sceptical as to a Methodist University at Washington. In the first place, they can never raise sufficient money by subscription to compete with Harvard, Columbia, Chicago. In the second place, I have little confidence in the administration of an institution managed by clergymen. There is likely to be too much Methodism and too little science. Do not understand me as depreciating religion and religious training for I value them now more than ever before but the family and the church is the place for it, not great universities. Of course I deplore as much as you do the prevailing agnostic attitude of institutions like Stanford and Cornell, but this condition has largely been brought about by the indiscriminate abuse of some of the church and the bigoted manner in which they have denounced some forms of scientific research. My view is this, both the church and the university have a great work to do, one in reconstructing man's inner life, the other in increasing intelligence. While as individuals we have to meet both problems they should be kept separate and distinct, neither encroaching on the territory of the other. To my mind a Methodist university is as much of an anomaly as a Baptist law firm.

Dr. Hall enjoyed his trip to California. In the Seminar last Monday evening, he gave us a full account of it. The people reminded him much more of New England than of the West. He claimed that the teachers were much more energetic and enthusiastic than those of the East. While Jordan was away and he was unable to meet him, the Doctor thinks that in all probability, I can go back to Stanford this next year if I want to. This may be pure guesswork on his part or may rest on some good foundation. At any rate as soon as Jordan returns in some three weeks, I shall write and find out what the chances are. Hall will also write at the same time. While for some reasons I should prefer to remain in the east, I have come to the conclusion that I should locate near home if I can get a chance. Of course my chance is practically limited to Stanford or to the San Jose Normal (in which all my lines of work are represented by friends of mine, thus cutting off openings there). In case that falls, it may be possible for me to locate either here at Clark, at Columbia or Cornell, where they are building up strong departments or falling that to go into normal or secondary school work. It is too early to make any moves at present, but by the middle of February, I shall begin an active campaign.

You may remember an article in the Outlook sometime since in which

there was a claim made that there was no difference made between natural virtue and Christian grace. Dr. Merriman devoted himself yesterday to discussing this plea of Lyman Abbots which he characterized as being loose in scientific texture and contrary to the express teachings of the New Testament. While I like Abbot's unconventional way of treating things, it strikes me that a considerable portion of his recent teaching is too loose and hazy and ill-defined to effect people much, it is good in general, but it is so liberal that it doesn't hit any of the sins or deficiencies either of society or individuals. On the other hand, his evolution is bad science, he assumes that certain facts are settled, whereas experts are not yet agreed as to their real interpretation. Then again he has a bad habit of drifting with public sentiment as on this Imperialism proposition and the Princeton Inn affair.<sup>1</sup>

Weather has been beastly - most warm with innumerable showers and slippery sidewalks. Yours

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<sup>1</sup>Lyman Abbott, 1835-1922, clergyman and editor of the Outlook.

12. To Mary Davidson Sheldon

June 3, 1899  
Clark University, Worcester, Mass.<sup>o</sup>

My Dear Mother,

Your letter came today. Was somewhat amused to hear the reasons why Barnes and Griggs were asked to resign, particularly since I have definite information that they were not asked, but resigned for reasons of their own. In Griggs' case I am quite positive. Do you think there is anything in this osteopathy? Isn't it a passing fad? I don't think it has any standing with scientific men but will inquire and let you know. It is very easy for people with no scientific knowledge of physiology to get taken in by some new system. With all due deference to the Ayres family, I don't think their opinion is worth much. Not at all surprized at Bro. Heacock's sermon, and after all the only harm it can do in Santa Clara will be limited. His point of view I consider exceedingly detrimental to the highest interests of Christianity and true religion.

I suppose you will care to know how the week of rest effected my health. Well, I am all right again, the faculty kindly postponed our examinations (for there were two other fellows in practically the same boat) until July 1. So I have gone into training for my degree again with a very fair prospect of getting it. Of course, if I feel overtaxed, I will drop out but I think I can avoid overpressure and come in all right. . . .

13. To Mary Davidson Sheldon

June 12, 1899  
Clark University, Worcester, Mass.<sup>o</sup>

My Dear Mother,

I have lots to say but don't know just where to begin, so I think I will plunge right into the middle of things. I have just now received the funniest letter from Cubberly of Stanford (department of education). He asks me to apply for three high school positions/principalships, Santa Clara and Los Gatos among them. He claims that I need experience in common school work in addition to my regular training. Of course, it is nonsense, but I am afraid that Jordan instigated the letter and if he did why of course it won't be safe for me to monkey with them. I shall see the men here this afternoon and telegraph reply. I think I can crawl out of the dilemma by telling them that I am already committed to something else (that Minnesota normal, the principal of which is to be here this week). Of course in any event, I shan't apply at Santa Clara and in all probability nowhere. What I need is another year's writing and reading. Almost any man of common sense can do high school work, and what they need at Stanford is a man with force and ideas not a practical schoolman. I merely write this so you won't be surprised at anything that may happen. Better not say anything about it unless some special need arises.

My head is getting steadily better but I have come to the conclusion that it will be the best policy for me not risk the strain of examination until fall. I hate to do this you can imagine how much but I am anxious not to be laid on the shelf for a year or two. I am now preparing my summer school lectures.

I have enough money to last me until the end of the summer school but not enough to get home on. I am fairly well equipped for clothes; had to get a new suit, because I had engagements to meet schoolmen and one has to be well dressed among strangers. As to my plans there are as you see so many uncertainties that it would be useless to speculate what I will be doing when the summer school is over.

We have been almost two months here without rain and all the crops are being ruined. Strawberries completely destroyed and hay injured so California has no monopoly of dry seasons.

I often think of home and the roses, the specimens here are so puny. You musn't work too hard or worry over anything. Yours,



14. To Florence Perry

July 18, 1899  
70 Florence St., Worcester, Mass.<sup>o</sup>

My Dearest Florence,

Your letter of Sunday has just arrived and I have finished reading it. It is very good of you to be so humble and say such things about yourself; but I am afraid that I am too obdurate to be effected even by what you say. I am going around to say goodbye to your mother some of these days and try to cheer her up. There is really no reason to treat the subject as if it was your funeral. We seem sort of halfway acquainted so I think perhaps I may do a little to present a different aspect of the entire affair. While it is well to be serious, I can't for the life of me see any occasion for tragedy. When people are in trouble, they like to be reassured about matters they are uncertain about; that is what I shall try to do; that is if you think it wise.

Have you noticed the papers lately? If you have, your attention must have been called to the administration fiasco in the Philippines. The real condition of affairs has been concealed from the public and now we find ourselves pledged to subdue a fairly well disciplined army under able leadership in a tropical country where for several years we must fight under every disadvantage. Of course we can win ultimately if we want to pay the price. The best policy would probably be to go at the problem slowly, organize a large body of native troops commanded by acclimated white officers; then follow the enemy from post to post, securing the rear by railroads and fortified towns. But the administration cannot adopt this plan even if it wanted to, because the people are too impatient of results. They must deluge the country with raw troops and with prodigal expenditure of blood and money, win a dearly bought victory in order to carry the administration through the political campaign of 1900. When we have spent a billion dollars and lost two hundred thousand men, we will have the Philippines, a group of unimportant islands in the south Pacific, difficult to govern and defend, with no more trade advantages than we could have secured by a favorable treaty with Aguinaldo. Meanwhile, we will have lost the position of disinterested neutrality and international helpfulness which with one or two exceptions as in case of Mexican war has belonged to this country since the days of Washington. What right will we have in the future to protest against Turkish outrages or Spanish tyranny when we have crushed a struggling race, however ignorant and untrustworthy it may be, which was attempting to spread the banner of independence? My chief objection to jingoism and imperialism in all its forms, is simply this that it takes public attention away from necessary and vital problems at home. In my humble opinion, it is a much more vital matter that New York be well governed than that the Philipinos be "civilized." When we take into account the unauthorized organizations and all-pervading influence of organized capital, the gangs of public robbers who tend to control our larger cities and even a number of our most ancient and powerful commonwealths, it seems as if we might possibly occupy ourselves

nearer home. President McKinley is an admirable man in his private relations and has a certain humble and respectful way of doing things which many people like and is withal a shrewd politician, but that he is in any sense of the term a great statesman, remains to be shown.

Well, you must pardon me. I explode on the subject of politics every once in so often. It does me good and I have yet to learn of any damage which has resulted from it, so I continue. It is what the dominie<sup>1</sup> would call an hereditary psychosis.

I have been devoting most of my time to getting my lectures in final form. I like to let the subject matter soak into my cerebrum for quite a while and then work out the unified plan in a white heat. . . .

Be good to yourself and remember that I love you lots more than I have time to tell you in. Yours,

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<sup>1</sup>G. S. Hall

15. To Florence Perry

August 12, 1899  
Santa Clara, California<sup>o</sup>

My Dearest,

I have a piece of genuine news to tell you; which is that I gave my mother an account of our engagement. She received it much as I imagin<sup>ed</sup>, she was not so very much surprized because she said she expected that I would do something of the sort. Not knowing you she said she was compelled to trust me entirely in the matter. She calmly advised me to wait until I was firmly established before marrying. She asked bushels of questions about you, whether you could keep house, how many brothers and sisters you have, whether you were a blond or brunette, what church you attended etc. etc. Concerning your health, I didn't exactly tell her all I knew, because her ideas on that subject are a trifle rigorous. It won't make any difference at all after she knows you but it might possibly tend to warp her mind in advance. You musn't imagine that this incident has any great significance because it hasn't. I tell you the facts just as they exist.

So you see my ordeal was a very slight one. It was probably taken so well because I have been away from home so long. They were so glad to see me again, that they would approve of most anything I took it in my head to do short of shooting somebody. I shall arrange it so my mother can come east in a year or so, when of course she will visit Worcester and meet you. I am quite sure that she will like both you and your mother and that you will like her so everything will be all O. K. You must tell your mother this because I think it will tend to make her better satisfied with the entire affair.

I can't help fearing that you will have considerable worry and anxiety from those relatives of yours. They look at the matter so differently from any of my people that I am hardly in a position to appreciate their point of view. It is rather you that I am thinking of; they have no right to bother you but still I fear that they will. You musn't allow them to get you unduly excited or interested. I hate to think of you in trouble on my account; it doesn't seem fair. If they don't like it why don't they "pitch into" me, I shouldn't care and it would do them just as much good. I don't mean to be disrespectful, they are doubtless very good people but they have no right to make you miserable.

Dearest, I wish I was there to bear some of your trouble for you. I am ashamed of myself for having such a good time; for every one has been better to me than I had any reason to hope for. But I do think of you and only wish you were here to enjoy it too because I am sure that you would. Everything is so pleasant here this year, fruit flowers, perfectly Arcadian weather, beautiful clouds on the western mountains. I have nothing more to ask for but you. I am so thankful that we have been given to each other and you will let the thought of me help you in whatever comes to you, won't you dearest.

I must confess that I have done little work so far; I simply cannot, everyone I see stops and talks to me, then I have lots of calls to make on friends of

the family and little side trips to make to the country and fellows coming to see me, really my time is more occupied than in Worcester. One of my friends may be here a large part of the week so it is going to be difficult to work unless I shut myself in and refuse to see anybody.

Goodbye dearest - I ever remember you. Yours,

16. To Florence Perry

August 23, 1899  
Santa Clara, California<sup>o</sup>

Dearest Florence,

It is late and I haven't much time but I want you to know that I still remember you. It is a beautiful summer night, just warm enough to be pleasant. They are having a band concert in the town plaza and I can hear the music as I sit here writing this note. Everything else is still and radiant in the moonlight. The mountains, the long lines of poplar trees all have the glamour of a picture. How much more I should enjoy them all if you were only here.

Today I called on some friends of mine who have been married only two or three years to see how they were enjoying themselves. They seemed so genuinely happy that I couldn't help envying them just a wee mite. They were naturally quite inquisitive as to my future line of conduct, but I gave them encouragement along so many blind trails that they gave up the attempt in disgust. It is a simple proposition to mislead people when they have no means of getting at the facts of the case.

There is no pleasure greater to me than that of getting back among my old books. I have collected them for so many years, ever since early childhood that they seem like old friends. You may think it strange but Macaulay and Gibbon, Bright and Wendell Phillips, Scott and Wordsworth are as real people to me as the individuals I meet on the street or at the post office. Even books devoid of the touch of genius like political economies, histories of education and travels in South America seem bound to me by the same ties.

I have thought often of you today, I couldn't help it, I didn't try to but the thought came. I like to picture you out here in the country among the roses. But I love you too much wherever you are to ever give a second thought of outer environment. If you were sick or in distress I would love you still more deeply if I could, because you would need it more - you must forgive me for telling this old, old story, I can't help myself. Yours,

17. To Florence Perry

April 6, 1900  
Worcester, Mass.°

My Dearest Florence,

You can't imagine how wretchedly lonesome I am without you tonight. Indeed I am so lonesome that I came near calling on Wyman St. after supper, if I had not known that you would be getting ready for that concert I should certainly have come. I don't know why but I want to see you. I thought of you all day yesterday especially along sunset time as I was coming home on the train. Did you notice how beautiful the sunset was? It seemed like a pledge of God's infinite love and care for us. The tints were so clear and pure and delicate.

Dearest sometimes I lack a realizing sense of the infinite value and meaning of things. As one grows older, one's enthusiasm must either grow deeper and temper our whole life or else fade away into the commonplace of everyday existence. All our being should be bent toward the one aim having beautiful souls as Plato says or in our Christian language of developing those lovely virtues, charity, patience, humility, Christian fortitude and perseverance, which whether in a palace or a dungeon go to redeem our lives, and make them like springs of water in the desert. How easy it is to say this, how hard to live it. How softly and insidiously the cares of world float us away on their current. My character is not the noble, serene, steadfast ideal which my soul looks upward to. It is something blustering impetuous fitful, uncertain, capable now of baseness and unutterable degradation again of generous impulses. I am weak, irresolute, in other words, a coward. I lack resolution. I have none of that grim determination which stood our old Puritan forefathers in such good stead.

I am continually making new resolutions and starting forward with a brave show of courage only to fall back into sloth and idleness. Perhaps it is my nature to be doomed to go always thus but I think not. I feel a certain gulltiness because there are strata in my moral will which I have not thrown unreservedly into the struggle, I am trying to gather strength for a supreme effort.

Dearest, I hope that I do not trouble and weary you with these confessions, but I want to tell someone it is much more than this. You and I should live in the realm of supreme reality, free from the shams and fictions of the ordinary world, life means too much to us to be wasted in conventions and cant. I don't want to pose before you in any rose-colored light, you must see me as I am. Yours as ever until we meet.

18. To Mary Davidson Sheldon

May 21, 1900  
4 Hammond St., Worcester, Mass. °

Dear Mother,

Well I am a Ph.D. or will be as soon as my thesis is published. The examination was not such a terrible bugbear after all. You may be interested to hear about it in detail. The professors were all good and kind to me and I felt much as Burke did when he came from his and remarked that the faculty seemed to be trying hard to find questions that they were sure he could answer.

Dr. Hall examined me for almost an hour on philosophy, devoting most of his attention to the ancient and medaevael periods, especially to Plato and Aristotle. I handled nearly all the book questions, those that is that I had been supposed to read up for. Many of the others were on his lectures, which I had not reread lately and in consequence I missed quite a number. In the examination which you know is oral I made no attempt to bluff them. If I didn't know a subject, I said so at the outset. Dr. Hall apparently tried to catch me on little points more than the other men, but I had taken special pains with his work, so he didn't succeed often.

Next Dr. Burnham examined me in pedagogy, devoting most of his attention to the history of education which is my particular specialty. His questions were more general than those of Dr. Hall and required more thought and less automatic memory. I was quite at home in this field and experienced no particular difficulty in answering nineteen twentieths of the questions. Dr. Burnham is a very fair and reasonable man and the examination was characteristic of him.

The examination in biology and zoology was considerable of a farce because I was not expected to know much about it. I had carefully prepared one book on the anatomy of the central nervous system, but Dr. Hodge paid little attention to it and asked me a lot of general questions concerning Darwin and Spencer, many of them were matters of opinion.

Our anthropologist Dr. Chamberlain covered the field of history as well as anthropology. As you may imagine, I had no difficulty with it and answered all the questions.

By this time it was twenty minutes past five and I had already been cross-examined for two hours and thirty minutes. So when Dr. Sanford took the chair in psychology, I was fairly dead, that is I mean stupid. I was not tired or fagged or rattled or excited but simply dead so I made bad work of the psychology examination in places. The purely memory work which required only automatic actions, I had in good order but was past doing any thinking for myself. Unlike the others Dr. Sanford gave me questions which required a good deal of careful thought. Just how badly I did do, I shall perhaps never know. However, they didn't let it stand in my way but passed me and told the fellows that I had passed an excellent examination. With the exception of the last part, it was easier than I expected it would be. They didn't come anywhere near

covering the books which they set for my reading, not getting over more than half of them. It was a very warm day. The mercury stood at 85 in the room. Since then we have had a rain storm and a cold spell. I took a vacation for the remainder of the week but I am in good working condition now and have a number of other plans on deck which I will tell you about later.

Thursday we had a lecture by a man from central Africa who had been studying the language of monkeys. He has discovered the language of the chimpanzees which has seventy words or more properly speaking phrases in it. He built a fine steel cage in the midst of the African jungle and remained there for three months alone without ever seeing another person. He was witty as well as brilliant and kept us in a constant roar of laughter.

Yesterday I heard Dr. Scott a new western man who has just come to town preach a sermon on "Abraham, Isaac and Jacob" which contained an excellent statement of many of the chief problems of life. In the evening I led the Christian Endeavor in a temperance topic which didn't seem to excite much enthusiasm, but I suppose it is one of those things which have to be dinned into people.

You must be good to yourself, don't try to do too much, just let things run themselves for awhile. Spring is a good time to get well in. Much better than summer. If you don't rest properly now, it may take you a long time to get over all the effects of this last illness. If I come home this summer, I hope to take considerable responsibility off your hands. Yours,



19. To Mary Davidson Sheldon

June 17, 1900  
4 Hammond St., Worcester, Mass.<sup>o</sup>

Dear Mother,

There was lots of news in your letter which came last night. I was glad to hear such good tidings from you and father. May you continue to improve. You might have saved your thought about my cold, it was a thing of the past three days after I wrote; they never persist with me in summertime. . . .

Received a letter last night from Aunt Marion, likewise an invitation from Mary to be present at graduation. Aunt Nancy wants me to be sure and stop there. She said she had not heard from you for some time. Julia Davidson has been out of school some time, probably will not return. Had a pleasant and encouraging note from Miss Pettit two or three days ago telling about events on the West Side. I was much surprized Friday morning to get a long and interesting letter from Theodore Tschokkee in the Philippines. It is one of the best accounts of life there which I have seen either in print or out of it. Thinking that you may be interested in it, I send it in this letter so you can get an idea of life there. Has Jim Stewart gone to the Philippines? I must write to him again.

Received a telegram Friday after I wrote you that note saying that I had been elected to that position in Oregon University under certain conditions which are to be stated in a letter which I will get Thursday this week, after getting the letter, I must telegraph immediate acceptance or rejection. I imagine that the conditions are that I shall not resign to accept another position for two or three years and that they may want me to give a course in history, etc. However this is mere guesswork.

The chances are fully nine in ten that they will be satisfactory and that I will accept them. There is only the barest possibility that I cannot accept them. The University of Oregon is situated at Eugene some 550 miles north of San Francisco. Mr. Chapman, my pastor here, was a classmate of President Strong of Oregon and his letter had much to do with my getting the place. The authorities at Stanford and Clark both backed me as strongly as I could wish. This vacancy at Oregon is considered here to be the most promising vacancy of the year, so I am in luck.

There is every prospect that the encyclopedia scheme will go through. Of course I have changed my plans in regard to it. Another man is going in partners with me, he will do all the editorial work as I will be too far away. He is a thoroughly safe and reliable man and a good scholar. His name is Willard S. Small and he graduated here this year. He is very anxious to stay here in Massachusetts and the encyclopedia will give him the desired opportunity. There will probably be anywhere from \$700 to \$1,300 in it for me. I shall not know whether it will be a success or not for two weeks yet. I shall probably have to go to New York to see a publisher, although we may find one in Boston. If it goes thru I shall have to stay here as late as I possibly can. As all my

plans are conditioned on this I will not know with any degree of certainty what to do until it is definitely decided. The scheme does not only mean the money but also a reputation in the country at large which may prove of great use to me.<sup>1</sup>

Most of the men are home as the university closed Thursday, seven or eight of us remain and I am keeping up my tennis. Nothing new about Mr. Clark's will.<sup>2</sup> Went to Mt. Wachusett yesterday on a picnic, had a most enjoyable time. Although it is the second highest mountain in Massachusetts it is only half as high as the Santa Cruz mountains, it would only be a hill in California. One of the fellows in the party had a fast team so we went a spinning. Feel tired and sleepy today. Yours,

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<sup>1</sup>This scheme was dropped.

<sup>2</sup>Jonas Gilman Clark began to be disenchanted with the Hall administration and gradually restricted the flow of funds. Clark never developed as a multifaceted university.

## 20. To Florence Perry

September 12, 1900  
Hoffman House, Eugene, Oregon<sup>o</sup>

My Dearest,

Well, at last I am located at the scene of my future labors. Perhaps you can get a better idea of my adventures for the last few hours if I take them up chronologically.

I turned into my berth about 9 o'clock last night to be aroused by the porter about 2:30 in the morning. After shivering around in the cold for a half hour the train pulled up at Eugene and my numerous cases and bags were shoved into an old bus and I was driven up the moonlit streets of what was evidently a country town to a hotel and lodged there for the night. I managed to sleep until 7:30, then arose, ate a very presentable breakfast considering that it was procured in a country hotel. Then I sauntered out to see the town. Much of it seemed somewhat like country towns like Holden<sup>1</sup> - big white houses, lots of maple trees - wooden sidewalks everywhere. Most everyone has a liberal supply of land, a lawn and plenty of trees. This added to the age of much of it, gives the place an air of rusticity and leisure which I like. As to the business portion, it is like all western towns. The less said of it the better. There is much more color in the landscape than is common this time of year in California.

I gradually found my way to the university which is more than half a mile from the center of town and a mile from the depot. The university consists of four or five quite respectable, ordinary looking buildings situated on a little knoll which gives a favorable view of the surrounding country. The campus is small but well taken care of. On coming up the walk, I met President Strong who is a big well built, almost bull headed looking man who talks simply and to the point. He spoke of the educational condition of the state which he likened to that of western New York fifty years ago. I am to have great liberty in arranging my work, can eliminate all the courses which I don't care to give. This will not only lighten my work but also make it much more efficient. On the whole, he impressed me as being a simple forceful man who knows his business.

Then I went to present a letter which I had to a family by the name of Smith. Their son I formerly knew at Stanford. I met the mother and two daughters who received me with great cordiality and told me numerous items of interest relative to the town and university. The younger daughter who is an original sort of girl enters the university this year.

I left them to find a boarding place. I was directed to [John] Straub<sup>2</sup> the Greek professor, who proved to be a most obliging sort of person. He had

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<sup>1</sup>Holden, Mass. is where Florence Perry grew up and where she often returned for vacations.

<sup>2</sup>John Straub, professor of Greek, Dean of the College and Dean of Men, served the University of Oregon from 1878 to 1930.

lived here eighteen years and knows everybody in town. I was taken to a number of places and finally decided to locate with an old couple by the name of Bailey who have one of the finest houses in town, very accessible both to the university and downtown. It occurs to me that they may be in some way related to your grandfather as they come from Sterling Worcester Co., Mass. It will cost almost as much as living in Worcester. Cheap board and lodging can be had but are undesirable because one has to be among a crowd of students. This condition of affairs it is better to avoid because it is difficult to keep the respect of a crowd of youngsters when one lives with them. Prof. Straub introduced me to a number of the other instructors who all received me very cordially. In fact there is considerable of the open-hearted frankness of a country town about the place if I have read the signs correctly. As I take it, all the profs go in each others society in preference to that of the town people.

This is about all which has happened to me thus far this afternoon. I have been arranging my trunk, bumming around, writing, etc. This evening I intend to begin genuine study once again. I hope the recounting of all these little details will not be tiresome to you, but I thought you would be interested to know how such things strike me.

Hoped to get a letter from you today but found none, it takes an infernal long time to have mail forwarded. I am living in hopes of tomorrow.

It would amuse you greatly to hear the people about here call me professor and doctor etc. Strange to say I am not trying to be dignified but just behave as I always do in a free and easy way - however I intend to get out of people's way and not talk too much.

Congregational clergyman was just in - welcomed me to the town and his church etc. Seemed to be frank sort of chap. He informed me that I was one of the only two unmarried men in the faculty as if that made any difference.

This valley, the Willamette, has the reputation of having more rain than any other part of United States. Today however it is as dry and warm as California. The rains are likely to begin however, almost any old time and not let up for six months, cheerful prospect eh!

I had the funniest dream last night of wanting to kiss you and still being afraid to. O how I wanted to. Most absurd wasn't it. Yours,

21. To Florence Perry

September 19, 1900  
Eugene, Oregon<sup>o</sup>

My Dearest,

Another letter from you today telling about your new interest in your work - and your inherent belief in the kissing bug, etc. You surprize me, my prosaic mind cannot account for such sentimentality, indeed it cannot. Your letters, my dearest, are all right, just what they should be - in the line of literature I know nothing which equals them.

For the last two days the new students here have been registering. As my work does not deal with Freshmen, I have little to do but bum around and learn the customs of the place. Prof. [B.J.] Hawthorne my colleague in psychology whom I described to you the other day has been posting me on all the ins and outs of Oregon methodology. My great problem has been with the library. I finally succeeded in getting them to send away for a good sized order of which will make progress possible. This morning I began to organize my lectures in Greek philosophy which is an entirely different course from the introduction which I have been getting ready for before. I have met nearly all the members of the faculty by this time. They are all very kind and cordial to me.

Schaffer, the new man in history is interested in educational history. In fact his thesis is in that line. He knows a number of friends of mine in Wisconsin, so we felt quite well acquainted from the first. Our libraries will supplement each other. It is a very great encouragement to work to have someone to talk over things with. He almost alone of the faculty, plays tennis, so we anticipate having many good times together. He is a married man. His wife is a slight, rather sickly looking woman while he is as strong and hearty as a farmer.

We are getting on very nicely here at the house, the Baileys are very good to me. I like Miss Prof. Carson<sup>1</sup> better than I did. She is a native Oregonian and knows all about conditions in the state so it will be of no small advantage for me to be here where I can avail myself of her knowledge. No one else has come, indeed I doubt whether the other men will want to come here or not because Mrs. Bailey is very particular about smoking.

We have one blessing here, the last one you would expect - a good newspaper. Not of course published here but in Portland. It is called the Oregonian. It reminds me in many ways of the Boston Herald, has the same independent ring to its editorials.

I am reading Newman systematically. I bought the Grammar of Assent and Oxford Sermons in San Francisco. The Grammar of Assent really treats of the psychology of belief, altho it is cast in a logical form. I have begun to

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<sup>1</sup>Louella Clay Carson, professor of English and dean of women, 1888 to 1909, became president of Mills College.

read and analyze it. Will report later. Have you been seeing "Life" lately. If not it is time that you did, no means like it for keeping posted in politics. Besides you know it has the exclusive control of the work of Charles Dana Gibson.<sup>2</sup>

Received a letter from home yesterday. Folks are lonesome, I am sorry for them.

Goodbye dearest, be good to yourself. Yours,

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<sup>2</sup> Charles Dana Gibson, 1867-1944, illustrator of fashionable life, delineator of "The Gibson Girl," the ideal woman.

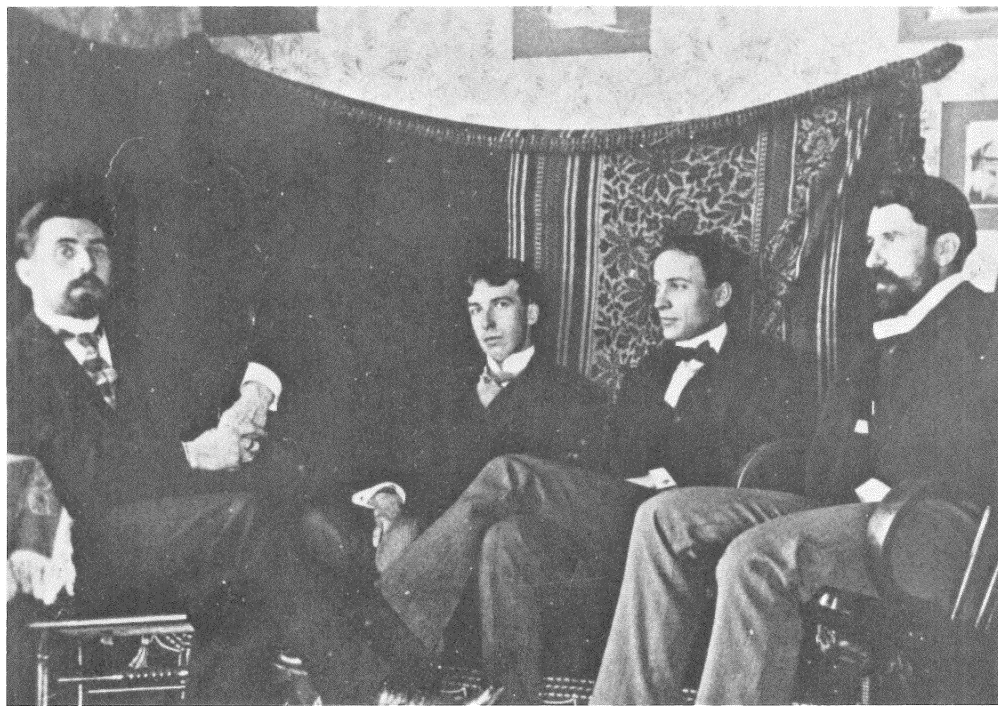


Figure 2. F. G. G. Schmitt, H. D. Sheldon, O. F. Stafford and E. D. Ressler in Sheldon's rooms, 1901.

## 22. To Florence Perry

November 25, 1900  
Eugene, Oregon<sup>o</sup>

My Dearest,

Your side comments on the strangeness and perversity of man's nature (apropos of Mr. Taft and others) have at length aroused my sluggish temperament and I am going to make a plea for the defense in the form of a little narrative.

The University of Oregon possesses an academic council, a body of some seven members presumably the administrative elite of the university. It discusses and decides points of university policy. Not long since the question of supervising or censoring the student papers came up for discussion. All the progressive members of the assemblage such as your humble servant took the view that as small and effete institutions like Harvard, Columbia, Wisconsin, Chicago, Yale managed to survive without a censorship, that perhaps we could too. The papers we argued should represent student ideals and should be the free exponents of student opinion. The leader of the opposition was Miss Carson, professor of English, who had previously officiated as press censor. She assured us that the healthy relations which exist here between faculty and students were due entirely to a press censorship etc. She became eloquent and positive, from her manner, one would have thought that the fate of mankind depended on press censorship at the U of O. Finally she became so affected that she almost shed tears. The tears carried the day. Two members were chivalrous enough to vote her way to save her feelings altho their real convictions were with us. Her arguments were feeble in the extreme, in fact she probably took her position first and found the arguments afterwards. This is not an isolated case. On every single issue she takes an extreme view and tries to force it thru by the same methods - about half the time chivalry or cowardice - call it what you will on the part of the men enables her to succeed.

Now Prof. Carson is an excellent woman, cultured, intelligent of excellent taste and manners, high ideals but as a member of an administrative board she is impossible because she permits sentiment to run away with her and can't distinguish between facts and her imagination. She would make somebody an excellent wife (don't be alarmed, she is too old for me, at least thirty-seven) but in the university she is a great nuisance. So you see, we have something to say too. . . .

We have three days vacation at Thanksgiving. I am invited to Lachmanns' for dinner and late that night after the result of the Stanford-Berkeley game is played, there is to be an oyster-supper which the losing side is to pay for. The odds are 3 to 2 in favor of Stanford so I am all right. Tuesday night, there is a glee club concert - and I am to take Prof. Carson.

My book has been sent to the printer. In a week or so I shall begin to receive proof to correct. The new book I am supposed to be working on is "The American Public System," altho most of the time I am doing something,



just now I am swimming in an ocean of stuff on school hygiene preparatory to a course of lectures here. After our brief cold spell it is warm again and raining all the time. . . .

Dearest, I know what glorious opportunities we are losing in being away from each other. . . .

Dearest as long as we love one another with all the force we have, the world can have only good things in store for us. Dearest I shall love you always, it will always be my best pleasure to serve you and make life pleasant and happy for you. My best prayers are with you thru the long months and whatever a man may do to show his love and devotion for a woman, that will I gladly do for you. Yours forever,

23. To Florence Perry

January 30, 1901  
Eugene, Oregon<sup>o</sup>

My Dearest,

We are all feeling happy tonight because a telegram reached here saying that the House of Representatives of the Legislature passed a bill appropriating \$44,500 a year to the state university which is \$17,500 more than any previous appropriation and will come near bringing the annual income of the university to the 60,000 mark. Of course it means general improvement, rise of salaries, etc. Then too it has been a bright sunny day with fleecy clouds of purest white playing about the foot of the blue mountains--a day moreover with a short frosty edge which exhilarates one (except when one has to get up in it in the morning).

A good letter from you came today. If it was only a question of getting settled in Eugene, I wouldn't allow that much thought. But there are so many other factors owing to the distance. The moving back and forth, even if we took a quiet trip, would cost us probably five hundred dollars, the precarious state of father's health and in consequence of his business must be taken into consideration. Owing to the isolation, I shall probably be compelled as long as I stay here to spend considerable money in keeping up with my profession buying books etc. I have not done so this year because the work has been largely pioneer work but if I intend to write as a man must, the books I must get at whatever cost. We do not want to spend our lives in Oregon and if we are to get out, I must write.

On the other hand, if we were once settled here the expense would not be heavy, barring accidents. It would cost little more than my individual expenses now. It will be all that I can possibly do this year to pay back that five hundred dollars I borrowed, and so I should have to plunge into debt to get started. I feel now that in justice to everyone concerned, we have no right to run the risks involved. To subject you to physical stress and mental worry (and to begin with a debt involves both) would be little less than a crime. I should not like to live half my life in desolate loneliness because you came to me when I could not care for you. God knows that it hurts me to write this because it will disappoint you and it is the fondest dream of my life to have you here, but dearest you love me and will trust me - and you know I dare not do anything which might endanger you. I can't say anything definitely because some break in the chain may happen which would enable us to be united at once. Do not think me hard-hearted in this and forgive me dearest.<sup>1</sup> Yours,

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<sup>1</sup>These are only a few letters in the collection from Sheldon's mother and wife, and these of little substance.

24. To Florence Perry

February 20, 1901  
Eugene, Oregon<sup>o</sup>

Dearest,

For about half an hour this afternoon just before dinner I picked up my Wordsworth and read his conception of poetry as one finds it stated in the appendix to the MacMillan edition. I was quite carried away by its force and simplicity, he says just what he aims to say, nothing more, and he says it in such a way that one catches the spiritual meaning as well as the mere sense. The high and lofty conception of his own calling which one finds in Wordsworth has always been an inspiration to me because he stood as a complete realization of his own theory in this respect. I am carried away with the idea of comparing the growth of Wordsworth's mind with that of Goethe. There are many instructive points of resemblance, the most perhaps being this, that they were both endowed with philosophic minds, and both of them, therefore aimed to be teachers as well as poets. To my way of thinking, Wordsworth has been by no means rated at his true value because he has been estimated from a purely literary standpoint, but Wordsworth is more than a poet (using that word in its ordinary signification) he is a teacher with a profound insight into human nature and human society which is utterly wanting in most poets; this fact deserves more widespread recognition. None of the great masters of the English tongue have the same insight into the moral nature of man and the same unflinching touch in describing and touching these moral relations. Wordsworth has a distinctive message to a world which tends to run after men of the Nietzsche-Schopenhauer type.

You must pardon this bit of a critique, I wanted to explode to somebody and the people here are not interested in such matters, so you have to suffer. There is considerable truth in that dictum in James psychology, if you want to get a subject off your mind talk about it.

I am still pegging away on my school hygiene lectures trying to explain how the backbones and throats of youngsters become injured thru the injudicious treatment of kindergartners and others. Useful work and mildly interesting but it doesn't stir a man's enthusiasm much.

With much love, I am as always

25. To Florence Perry

March 6, 1901  
Eugene, Oregon<sup>o</sup>

Dearest,

I just have time for a wee note tonight. The great event, the regent's meeting has passed and our little academic world is enjoying a small round of excitement. My salary was raised \$100 and my rank increased from instructor to assistant professor, this was about what I expected. Schaffer and I have the same rank and salary at present. Some of the men are wild, particularly Lachmann and Schmidt,<sup>1</sup> they were raised from \$1,400 to \$1,600, but were expecting either \$1,800 or \$2,000. Other men like Burden, the gymnasium director, get no raise at all and they are still more furious. Seven new men come here next year, which will be quite an addition. All the existing men are opposed to this policy because the more the number of new men, the slower the upward rise in salaries. Personally I think the president is perhaps justified to gain support for the university. It is well to give the public the impression that it is growing rapidly. The best news of all is that we get \$2,500 a year for library purposes. About \$400 of this amount ought to be turned over to your humble servant for books.

I am flooded with about two hundred pages of proof with three committee meetings for tomorrow. Where my own work is to come in, I know not.

With much love and many kisses, I am

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<sup>1</sup>Arthur Lachmann, chemistry professor, who went on to Berkeley in 1902 and Friedrich G. G. Schmidt, professor of German at the University of Oregon from 1897 into the 1930's.

26. To Florence Perry

March 20, 1901  
Eugene, Oregon<sup>o</sup>

Dearest,

We are suffering from a number of afflictions here today. We have been attempting to organize a tennis club among the professors but just at the last moment a number of them refused to attend an important meeting, giving various excuses. The plan will probably never be put into execution. Many of the older members of the faculty have been here so long that they have imbibed much of the native fearfulness and mossbackism of the native Oregonians. They are stagnant intellectually and have degenerated into mere schoolmen. Above all things, they hate to spend a cent for any legitimate public interest. In all university affairs they are preeminently afraid of losing their jobs, they are afraid to pursue a consistent line of action for fear of alienating the student, the public here in Eugene or the newspapers in Portland. Until they are submerged by a flood of newsmen, as will soon be the case, there is absolutely no chance of accomplishing anything satisfactory. They are excellent men individually in their private relations, but as members of university faculty they cumber the ground, to use a scriptural phrase.

A strong effort is being made to erect a Y. M. C. A. building. It is undoubtedly needed. The public including the faculty is called upon to help so many student enterprizes, that they seem a decided bore. Many of the aforesaid older members with their \$2,000 a year salary will give less than some of the newer men. Last night \$9,000 in \$100 subscriptions was raised here in town among the citizens.

A lot of new proof came today. I also had committee work which took all my spare time during the afternoon.

During spare moments, I have been reading Dowden's Life of Shelley. I wish you were here to read it with me. Shelley amid his many impulses and eccentricities was undoubtedly a beautiful character. I have no patience with the Philistinism which condemns him and Byron. Mrs. Bailey is a shining and awful example of the Mrs. Grundy type of criticism. She believes Newman became a Catholic because he was paid for it. In Shelley's letters many of the same subjects are discussed which you and I have so frequently talked over. I am very impatient, dearest, for the time to come when you and I will be able to share all such things in common. Every time I take up a book outside my regular courses the thought comes to me, how much I am missing because she is not here. Yours lovingly,

27. To Florence Perry

April 9, 1901  
Eugene, Oregon<sup>o</sup>

Dearest,

Your good Friday letter came today; was glad that you liked Mr. Gilfill's Love Story. There was a certain delicate melancholy tenderness about it, which was rarely expressed. I hope you will have a good time in your vacation and be lazy. It is laziness that you need more than any other form of amusement. I could teach you some valuable lessons along that line, if you were only here to get them.

For the last two days, the weather here has been magnificent, just the sort which Lowell describes as the typical June product. The skies are as blue, the grass and budding trees as green as they ever were in Arcady. As for me, I have managed to work some ten or eleven hours a day. Just now I am up to my knees in Herbert Spencer's Ethics. There are a couple of chapters there where you ought to read entitled egotism vs. altruism etc. I am trying to get my courses in form for next year so I can have my spare time then for investigation.

I read "The Mantle of Elyah" by Zangwill the other day. It is a caricature of Joseph Chamberlin, the English colonial secretary, and a powerful book it is in places. When Zangwill tries to be sentimental, he gets nebulous. He expounds the philosophy of Nietzsche in a way which makes a man long for a baseball bat. Like "The Children of the Ghetto," it has an undertone of pessimism and sadness. It makes one feel as if he had eaten too many pickles on a rainy afternoon.

The people in this town have the least taste which you can conceive of. Fairly wealthy people will put bad chromos of the Battle of Manila in their parlors, and daubs of paintings fit only for barber shops. The women go about in the morning as slovenly as Indian squaws with dirty gowns and their hair twisted like baling rope in a tangle. As for the men, they are still worse, not more than a dozen or so professional men dress with any regard to the demands of neatness. Students habitually wear sweaters into the recitation rooms. When the women go out for state occasions, many of them plaster and paint themselves. Such barbarians. As for music, they like Negro minstrels better than the Boston Symphony. But I must stop abusing them, they mean well but have fallen into bad habits.

With much love, yours sincerely

28. To Florence Perry

May 13, 1901  
Eugene, Oregon<sup>o</sup>

Dearest,

Your good letter telling all about the lecture by Riis<sup>1</sup> came this morning. I have read his books and think very highly of him. I should have enjoyed the lecture in any event and would have given most anything to be with you on such an excursion. In an article published not long since he advocated views similar to those you report. Mother is improving very rapidly and is now ready to sit up - which is a great relief.

We have unfortunately the old Puritan habit at home of not saying very much about what we think of each other. My people react so against everything which appears like sentimentality or affectation, that they often say too little. As far as training which makes for character is concerned, I know no one who has had a better environment than myself. Mother is the most clear-headed and absolutely sincere woman that I have ever met. She cherishes no illusions but looks facts right in the face, while she made the greatest possible sacrifices to save me when a sickly youngster and even now has little interest in things except as they are bound up with me. She never shut her eyes to my faults or in any way humored me. In the community she always avoided anything which looked like double-dealing or chicanery and always despises "policy people." Still no one had a more open heart for those in distress or was more cordial, genial and open-minded to her friends and neighbors. Her confidence is somewhat difficult to gain, but when once you are received, she is yours completely.

My father has a much more mercurial, poetic temperament, quick and sanguine but with less of that reserve force which marks my mother. He responds much quicker to his environment. With much less education or culture, he is more interested in outside questions and is a much wider reader. All his life he has been handicapped by an extremely low vitality.

No one in the community has a higher reputation for honesty and straightforwardness. Men who know him trust him absolutely in money matters.

I have largely inherited my fathers temperament and intellect, but have most strongly influenced in various directions by my mother. Sometimes I feel very selfish being the only child of parents sufficiently advanced in life to have largely lost their ambition except in me. I have never had to consider others to any great extent; at home it was my advancement which was always thought of. I fear sometimes that it has spoiled me to this extent that it is not habitual for me to look to the welfare of others as I should.

Perhaps I should not have written this to you but my heart is full of it and thought that maybe you wouldn't mind.

With much love, as ever yours

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<sup>1</sup>Jacob Riis, Danish born, advocate of slum reform in New York City during the 1890's, author of How the Other Half Lives.

29. To Florence Perry

November 21, 1901  
Eugene, Oregon<sup>o</sup>

Dearest,

The storm king still reigns (also rains) here. The air is full of autumn leaves and a shivering wind is coming up the valley. Contrary to reason, all this tumult raises my spirits. I feel elastic, full of life and vigor, I look forward to the prospect of four months more of it with great cheerfulness and satisfaction, only tempered by the knowledge that after a month the days will begin to get shorter again.

This has been my busy day, four lectures in succession tends to take the starch out of a man. This is the only day when I am so blessed. However a brisk walk, a little cheerful conversation and a good book straightens a man out before he knows it. Tonight I feel like old Alexander, longing for more worlds to conquer.

One of the funniest episodes just happened in Portland. The county clerk died and before his successor was appointed, the judge issued marriage licenses. Now one half the lawyers say that these licenses are illegal and that the people must be married over again while the other half are sure that they must be legal. The poor people don't know what to do, but inasmuch as the second marriage and license will be free, they will probably enjoy an extra ceremony.

This morning, I amused myself looking over the book reviews in the American Historical Review. This is a quarterly publication issued by the American Historical Association. Its book reviews are much better than those of most educational periodicals, so I was looking for pointers, as I expect to write some reviews myself before long. Then I must confess that I have a weakness for reviews and books on criticism generally. Unless I am particularly fond of an author, I would rather read a book about him than one by him.

I struck a book this afternoon which interested me greatly. It was written by an Englishman by the name of Vatchell on the Pacific Coast, altho as nearly as I could see he confined himself to California. He has some startling remarks to make about California women and children, a large part of which are true. I think I shall have to buy the book and send it to you before long.

As you may have noticed, my life has not been full of unusual excitement lately. We expect to top off the last of this week with several performances. Tomorrow night, there is the annual celebration of the California club at Lachmann's Saturday night. The students have a benefit for the football team which will scatter the sheekels. I cut the affair last year but this year we expect to attend.

Well, if you were only here, how much better I could tell you all this, and how much more comfortable it would be from every standpoint. Now I have to keep all my sentiment and romantic feeling to myself, except when I write to you, dearest, and I am sure that this practice is preventing my personality



from expanding properly. It isn't natural for people of our age to be quiet, demure and staid, is it? Do you remember that day in the November woods, when I took you down a ravine to show you a trout stream?

Goodbye, I am as lonesome as ever without you. Yours, as ever

30. To Mary Davidson Sheldon

October 1, 1905  
Eugene, Oregon<sup>o</sup>

Dear Mother,

Thought I would drop you a few lines tonight and let you know how we all are. The university began this week and we have been very busy. For two days I was at the university eight or more hours. Tomorrow will be hard, but after that, things ease up. Have a large entering class, about 100 already, probably there will be 20 or 30 more. The elective system seems to work well in spite of the dire predictions to the contrary. My department is looking up, looks now as if I should have forty or fifty students enrolled.

It has been raining here for about ten days. It cleared off today but there are some showers again tonight. Most of my tomatoes are not ripe yet, the corn is almost done, I had quite a crop of squash something like fifty I think.

Henry<sup>1</sup> is getting quite active. He doesn't exactly creep but he gets around somehow and has great sport pulling things over. He is either twisting or crawling, yelling or cooing all the time. The result is, he sleeps much better and is regaining the weight he lost during warm weather. He has some more new teeth coming but they don't bother him as the earlier ones did, he also sleeps better at night.

Had a letter from Worcester saying that Marion had arrived safely at home, very tired but much pleased with the beauties of the return trip thru Colorado.

Yesterday was Portland day at the Fair, over 85,000 persons were there. The fair seems to be a great success financially.

There was an Improvement Convention here yesterday. This week the State Federation of Women's Clubs meets in town. We are to give them a big reception at the university. The week after that there is a teachers' institute on deck, so we are moving you see.

Our student girl (missionary from divinity school) whom we had contracted for, failed to materialize. We have another on the string now but are not counting on her. We will certainly arrange for somebody but it takes time. While I help a little, it keeps Florence very busy to keep everything doing.

I noticed by the paper today that they are having another students' scrap at Stanford. They seem to have about as many difficulties of one sort and another there as we do here.

The ground has been broken for our new Carnegie library here. I think we will really have about as good a building as San Jose, altho the cost is much less.

Another Oregon congressman has been convicted of cheating the government on the timber land deals. It is probable that three out of the four members

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<sup>1</sup>Henry Jr. was born in 1904, became a statistical sociologist, died in 1976.

of the Oregon delegation will be debarred from active duties in the next session,  
a great advertisement for the state, isn't it.

With lots of love to you and father, as ever

31. From Edmund B. Huey<sup>1</sup>

November 16, 1905  
Allegheny, Pennsylvania<sup>o</sup>

My Dear Sheldon,

I am now around to answering your letter of August 23. I have had a very full day--only two classes but a mass of committee odds and ends--I am chairman of Lib. Com. and member of Athletic, Lit. Soc., special student, and some minor committees, and with numerous faculty meetings and the general need of reorganization here, with the cramp for money and facilities, much time and energy is dissipated or at least directed from psych channels proper. Still I have the advantage of having only courses in psychology this semester, though two hours of it is Ed. Psychology.

I have complete liberty, too, and that is very gratifying. My courses are along lines in which I am trying to grow; and, so while they take time I feel that that it is gradually getting me toward the attainment of some psychological ends.

For instance, one hour a week of my Ed. Psych. is devoted to the study of mental discipline and culture and I am getting that question stated, at least as never before--and collecting data on the ends or ideal in disciplining. Then, in my "Systematic Psychology and Philosophy of Mind" we are now spending some weeks in the measure of self-soul-mind-consciousness--and are clarifying our minds on these fundamental concepts. I am doing some work on anthropomorphism, too, in this course and working together the thoughts of some time on this topic. So in my genetic and comparative course I have a chance to put together my best thoughts on recapitulation theory, as I have long wanted to do.

You see my idea--to nucleate my courses, partially at least, about key problems that are vital ones to my own growth, and are of great importance to all, and not attempt a rounded and complete presentation of the whole subject of the course. . . . [Read] Royce's Outlines of Psychology. Titchener's Primer of Psychology is perhaps the best brief schema of it all, and James' Talks to Teachers should be at your tongue's end, of course, in applying. I doubt if you need Ribot especially though I used to swear by him. His work on Creative Imagination will be helpful.

Be sure to have Shute's First Book in Organic Evolution (Open Court Co. @ \$1.00) at your elbow. It is the best brief statement of what is known about heredity-recapitulation, and the whole theory of evolution. I use it as introductory to my course in genetic psychology. Of course the Dom's<sup>2</sup> Adolescence is a great thesaurus that you know how to use. (Now I won't go to supper!)

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<sup>1</sup>Huey, a Clark friend, taught at the Western University of Pennsylvania, went into clinical psychology, died of tuberculosis in 1914.

<sup>2</sup>"Dominie" was their nickname for G. S. Hall.

There is no quite satisfactory account of the brain and nervous system and yet you need this. Thorndike's new Elements of Psychology gives splendid plates that should be looked at--and Wiebotsen's little Anatomy of the Brain and Spinal Cord is the best full account of the anatomy--with splendid cuts. Read James' Psychology on the functioning of it all--and read Sutherland's Origin and Growth of the Moral Instinct - Vol. II, Chapter . . . on Nervous system, for the functioning of the sympathetic system in emotional life. . . . You should read something in social psychology and the psychology of races but there are no very satisfactory summaries of what we know here--and too little is known. Le Bon has a Psychology of Races, I believe, besides his Psychology of the Crowd. Wundt's Völker-Psychologie is the best on the psychology of language.

I must leave off here. Some of these may help you--but a personal conference would get at your real needs better.

I expect to use White's Autobiography for some meetings of my seminar. Thanks for suggestion of it.

Oh yes--pedagogy is becoming a science slowly--anyway, I knew too little to talk about it when we talked--but we had to exercise our intellects on something besides psychology, so pedagogy took its drubbing, and needed some of it. . . . Sincerely yours,

32. To Mary Davidson Sheldon

April 15, 1906  
Eugene, Oregon<sup>o</sup>

Dear Mother,

I am sorry to have caused you any uneasiness. Since my illness we have been sitting downstairs where there are no writing materials so that I have to make a special effort to write. We are all reasonably well. I have been bothered with the piles, so that it was difficult for me to sit on a hard seat, or to walk very much or stand very much. Had to read stretched out on a couch. This last week, they have become very much better altho they have not entirely departed yet. Florence is better but not entirely rested yet. We have had a girl about ten days. She studies at the divinity school but only takes elocution lessons three times a week. She does most of the distasteful work like building fires, washing dishes, sweeping, gets breakfast. Florence still does most of the cooking, but does not feel on a strain as she did with all the work. The girl is strong and willing, likes children, knows how to do things, and does everything a hired girl would except clean house and take care of Henry afternoons. She just works for her board. If she continues to be as satisfactory, we will not get a hired girl.

Henry is learning to talk very rapidly, can say words like shoe. . . very plainly. It is great sport to hear him imitate the various animals like cow, dog, cat, chicken, donkey, which he does very plainly and gets them right every time. About two weeks ago he developed the habit of running away from home and going over to Staffords or out in the street. We had to put a rope on the front gate to stop it. He is an active energetic child, he is extremely self willed and will yell like a demon to get what he wants. For instance, if his mother is reading, he will get in front of her and cry until she has to stop. He tried it on me. I let him yell until he was tired and now he lets me read in peace. He has fallen down the back steps several times but without serious results and now he can go down the steps himself without mishap.

In your last letter, you ask about the fever. Only two members of the faculty had it, viz Jim Hyde and myself. About twenty students have been taken down with it and two of them died. There were 23 deaths during the epidemic, probably one or two of them were not due to the fever. There are a few cases coming down now but not many. It has killed business in the town temporarily. Nearly all the students who had it in the university are back at work. At one time the students threatened to stampede to the University of Washington but they are all apparently happy and satisfied now.

I carried on half my classes this last week without any trouble and this next week I will take them all. I can do this with more safety as the week after is our Easter vacation during which period I will have a complete rest. While I have not recovered all my weight yet, I feel as strong and vigorous as I ever did and have an enormous appetite which doesn't appear to grow less. In your letter I think you unconsciously exaggerated the seriousness of my case. I

didn't have regular typhoid as Jim Hyde did. My fever never went above 102 and if the physician is to be believed I was never in any great danger unless I did some extremely injudicious act or was notoriously neglected by my nurse. Still, I am very glad to have it all over with. Many families have been broken up financially by the nurse's bill.

This last week I was well enough to work in my garden. I did not dare to spade up my own lot, but you will remember there is an empty lot next door which I have the use of. Well that was ploughed up and I have in already peas, beans, potatoes, melons, radishes, turnips, lettuce, the rest I will plant this next week. While it is a little late for some of the vegetables, I hope to have a good crop, especially if we have a wet spring. We have cauliflower, rhubarb and celery now which I planted last year. The celery is too strong but the rhubarb and cauliflower are first class. Strange as it may seem, we have had better weather here this spring so far than you have in California, this last week has been glorious. We had one very bad week in March however.

We are to have a summer school here sometime in the summer for a month. The basis of it will be a library training school to train librarians for the new public library movement in this state. Our new \$10,000 library building here in Eugene will be dedicated the middle of May. I am to give one course of lectures in the summer school.

We had an exciting municipal election a few weeks ago and the candidates of the water company were beaten by the municipal ownership people in all of the four wards of the city. The majority for municipal ownership was about 350 or the vote in favor of it was 2 to 1. Most of the faculty took a prominent part in fighting the water company and now some of the local capitalists want ten professors discharged. One of the capitalists approached a regent of the university on the subject and the regent told him to mind his own business, that the regents could take care of the professors so I guess there is no great danger. I wasn't one of the ten as I was sick during the campaign and just got well in time to vote.

With love to father and kind remembrances to Mrs. Weightman, yours

33. To Mary Davidson Sheldon

December 29, 1906  
Eugene, Oregon<sup>o</sup>

Dear Mother,

Your good letter came Monday. We are very sorry about Mrs. Weightman. She certainly has more than her share of troubles. Glad to learn that Father was better, hope he will get rid of his cough. I also appreciated the papers you sent. I notice Hitchborn hasn't lost his capacity for getting into trouble. You must have enjoyed your Thanksgiving at Miss Pettit's very much. Your new church seems to be quite an imposing edifice judged by the picture in the paper.

We had a great time here Christmas. We had the Straubs, Staffords, Sweetsers and Schmidts here to dinner and had a fourteen pound turkey and a fruit sherbet made of some of your apricots, strawberries, lemon, oranges and banana juice. It was exquisite. In the nursery we had a big Christmas tree all decorated with colored candles, popcorn, tinsel with all Henry's presents and a bag of homemade candy for each of our guests. It is needless to say that Henry was well treated. He received two Roosevelt bears, two kittens (cloth), two trains of cars, two pairs of mittens, a chair, a cart, a cap, a little pail and shovel, a drum, a watch and some other little things which I have forgotten. When we first showed him the tree all lighted up he was dazed for about two minutes. All he could do was to look at it open-mouthed. Then he enjoyed it immensely. . . .

The legislature meets in about two weeks. The university will ask for a large increase in its appropriation, part of which it will probably get. If it does, I will have my salary raised from \$1,600 to \$1,800 and there will be another man put in the department. I will make about 200 extra this year in institute work. Our new library building is going up in good shape.

The winter is not as open as last year. It rained most of the time during December, varied occasionally by a cold, damp fog, the river has been up twice, and every week or so a portion of the track is washed away. The logs which cannot be floated down in years with light rainfall are coming down in vast numbers. My cauliflower plants which I planted out in the fall are getting on well. We still have last year's squash, parsnips, carrots, oyster plant and kohlrabi altho many of them are running low.

The town is growing out in the direction of my lots. A large field out beyond them has been bought up by a number of leading capitalists and will be cut up shortly into lots. This will tend to bring the electric car line when it is put in out that way and will make it easier to secure other city improvements but will prevent the price of lots from increasing much in the near future. We want to put out some shade trees on our place. What would you advise? We had thought of maples and elms.

Our minister leaves us, this is his last Sunday, so I will have to close now and go to church.



34. To Mary Davidson Sheldon

December 8, 1907  
Eugene, Oregon<sup>o</sup>

Dearest Mother,

I have just returned from a two weeks lecture tour in eastern Oregon, Washington and Idaho. President Campbell and I left here together and went thru Portland to LaGrande, Oregon which is in the midst of the Blue Mountains, the beautiful Grande Ronde valley. The eastern division of the Oregon State Teachers Association met there. I delivered three addresses: "The New Movement in High School Science," "New Theories of Interest in Relation to Teaching," and "Impressions of the N. E. A." at Los Angeles. There were something like four hundred teachers in attendance and we had a good time.

From LaGrande, I went to Weston where one of the Oregon state normals is located under the charge of Prof. Robert French. Prof. French is a very practical and self sacrificing sort of man, over half the students are working their way thru by janitor work, waiting on tables, etc. There is a very fine Christian spirit to the school. Prof. and Mrs. French try to make the institution like one large family and to a great extent they are succeeding.

From Weston, I went up thru Walla Walla and the great Palouse wheat belt which produced 50 million bushels this year to the Washington State Agricultural College at Pullman. There are 1,300 students there and they have the best practical work in engineering, domestic science, agriculture in the northwest. Their purely scientific and literary courses are inferior to ours here. Dr. Cleveland the assistant professor of education is an old student of mine here; he entertained me and I had a good time. There were several Stanford men in the faculty who had me out for dinner. I delivered an address on "Student Life in England and America."

I spent also two days at the University of Idaho at Moscow. It is a small institution, smaller than ours and it has made the mistake of scattering all over the field of higher education and does none of it very well. I was entertained there by Prof. Hulme, an old Stanford friend of mine.

As far as actual work is concerned, our institution here compares favorably with any of them, but our buildings are rather poorer. . . .

Our regular winter weather began about two weeks ago and we have had rain ever since, before that the autumn was beautiful.

The bank crisis is considered over here, the clearing house certificates which were issued have been retired and the legal holidays come to an end next Saturday. It has been almost impossible to get money at the banks. I happened to have considerable cash as the result of my institute trips, so I have not suffered any. Some of the other men have been closely run. How has it effected you?

Remember me to everyone. Yours,

35. To Mary Davidson Sheldon

June 7, 1908  
Eugene, Oregon<sup>o</sup>

Dear Mother,

Just a line to tell you that we came thru the election safely but by a narrow margin about 3,000 majority. I get the other men in my department and some money for books as well as an increase of salary from \$1,600 to \$2,000. They break ground for our new house tomorrow. Will tell you about plans later. We now expect to go to California about August 1 for about two weeks as we have to get back in time to move September 1 into our new house.

Two thirds of the counties here went dry and a law designed by the liquor sellers to destroy the local option law was beaten, defeated by about 9,000 majority. Woman suffrage was beaten by 17,000.

We are all well but extremely busy. I waited until I was absolutely sure of the fate of our appropriation bill before writing. Yours,

36. From Will Grant Chambers

May 4, 1911  
University of Pittsburgh  
Pittsburgh, Pa.  
Office of the Dean

My dear Sheldon,

Your telegram arrived this morning and I have announced your conditional acceptance to the administration. I think all the conditions which you would consider important have been touched upon either in my earlier letters or in the letter mailed yesterday. In case there are other matters which you consider important, they will probably be contained in your letter now on the way, and I shall answer them promptly on their arrival. I should like to know as soon as possible whether you have any reason for withholding the announcement of your appointment here once it is finally decided. If not, we would like to give it publicity as soon as possible. The man whom we were about to appoint when your first telegram arrived is willing to come for next year in case he does not receive a desirable permanent appointment before the first of September. For reasons of his own he would like to have his appointment here made public as soon as possible even tho he may later withdraw here to go elsewhere. I have written him saying that we cannot announce his appointment until you are willing to have your appointment made public. For that reason I should like to have your advice on this matter as soon as possible.

I have just received a letter from Huey who, for two weeks past, has been taking an enforced vacation in one of the wards of Johns Hopkins Hospital. He was threatened with fever, but succeeded in warding it off. Meanwhile, the tuberculosis and other specialists have gone over and thru him with X-rays and other modern instruments of torture, and have decreed that he shall remain for several weeks longer under their care taking the rest cure, and fattening up by artificial methods. The treatment seems to be doing its work for he has written me one of the most optimistic letters I have ever received from him. He is planning now to remain in Baltimore for another year at least, as the city, the University, and the hospital offer very unusual facilities for carrying on the work he wants to do. As I shall see you before a great while, we can talk these matters over more satisfactory then.

Hoping to hear from you at your leisure, I reman very cordially yours,

37. To Florence Perry Sheldon

October 1, 1911  
Gross Lichterfelde West Berlin  
Ringstrasse 40 Institute Hully<sup>o</sup>

Dearest Puss,

Do you realize that in two days I will be 37 years old. It rather sobers one, this thought of growing old, the realization that in a few short years the drama will be over, the lights out and then again other players. The question inevitably comes what have I done? When one thinks of the illustrious youths of history it makes one ashamed to have so little on the credit side of the ledger. Then again I think what matters fame, reputation, money, power, they cannot bring happiness, the great thing is the inner life, peace, drama, ideals, love, the heart that aspires, rainbows and sunsets, sonnets and ideas of immortal beauty. But I am not all Celt and the realm of the unseen cannot quite hold me. I want substantial achievement. What a curious contradiction or twist in one's makeup.

However, I want you to come, you can help me as no one else can, I want to tell you all the things I have been thinking about lately. We can read the poets and philosophers together. I have a book on ethics in mind that I want to talk over with you. There is nothing like sympathy and love to bring out the best in people. After all love is king, "The light of the whole world dies when love is done."

Another great reality is faith, religion. I don't know just what my religion is but I am sure I have one, an inner core of faith, it isn't Christianity in the ordinary sense nor any other historical religion but it is just as real as any of them. I believe in the fundamental seriousness of life, in man's capacity if directed by spiritual forces to mould human society and human character, in the necessity of devoting one's self wholeheartedly to beauty, to service and to personal help and service of one's brothers. It is the personal touch which is the great thing in religion, that has been my weakness hitherto. I have been too impersonal, too interested in machinery, too little in people. In the future I hope to do better.

Speaking of Christianity, the Gospels do have a wonderful strength and power. I have been rereading the Gospel of St. Matthew in German, and I understand why Christianity conquered the Roman empire. The wonderful beauty and force of it come over with strange power and I wish I could be a simple farmer lad to accept it as a final and complete revelation of truth. But after all this is cowardice, we must labor while the stars endure as the poet says. Truth is greater than any one historical manifestation however beautiful, we have the Buddha and Socrates as well as Christ and all the saints, poets and philosophers of later ages, Spinoza and Goethe, Kant, Wordsworth and Emerson. Do you ever hunger for the unattainable, for some far off subtle flash of beauty or truth? Once in awhile a strange flood of emotion comes over me and shows the world in a new or more interesting light. Sometimes it is love,

sometimes patriotism, it is like a flash of lightning on a dark and stormy night which reveals a sudden landscape with wonderfully suggestive possibilities or the last few streaks of red in a sunset sky which bring burning cities or sapphire domes to mind. Music often does this too. We feel that we are living in a world of living truth with unsounded possibilities in every direction, of which the material world is a mere symbol. It is well to cherish these moods as you said in your last letter and yet Meridith is right too when he insists that the common everyday appetites have their legitimate place, eating, drinking, companionship, football, vegetable gardens and good bargains. Yet I feel tonight that the worldly life is a blot, a wretched thing, that the animal in us is accursed, the mood of a reformer who would mould the world nearer his heart's desire. It seems so strange after all that each must go his own way and face his own problems. Sacred brotherhoods soon mock the ideals they were founded to promote. The feeling of love, sympathy, respect, admiration with those nearest us makes life really worthwhile, but after all we must tread . . . alone as the scripture says. This is a curious sort of letter, but my account of Berlin, Potsdam, art galleries can wait until Thursday. Tonight I feel as if it were a sacred occasion and I want to feel that I am getting near you. This I do when I tell you my inmost thoughts.

We have vacation tomorrow and I am going with a young American by the name of Woodburn, the son of Prof. Woodburn of Indiana to Potsdam to see San Souci and other haunts of Frederick the Great. This afternoon we saw some of the great Flemish and Italian pictures in the Kaiser Frederick gallery Berlin. I will tell you about them later. . . . As ever,

38. To Florence Perry Sheldon

November 19, 1911  
12<sup>I</sup> Insel Str. Leipsic Germany<sup>O</sup>

Dearest Puss,

Another week has come and gone and I seem to be in the toils of the same old routine and seem to have twice as many things to do as I have time to do them in. I have all sorts of elaborate plans but some way or other the time in which to realize them seems to be lacking. I will get more done by staying home every evening in the week, but don't feel justified in doing so because I want to see something of the German opera theater music and so forth.

Last night, we went to a great concert given by the German musical societies, there were 250 trained voices, all men, and the chorus work was splendidly blended. There was also an extra feature consisting of two quartets, one vocal, one of "Waldhorns" an instrument like a cornet but more melodious. The whole audience sat around tables and drank beer between the acts while the concert was going on. It gave one something of an opportunity to see German social life in one of its customary manifestations. The whole evening was pleasant and enjoyable.

This last week, I have been reading in German a book by a man called Tews, entitled "Great City Pedagogy," dealing with all the conditions of life, physical, mental and moral, which bear on educational work in the great cities of Germany. It is very interesting and throws much light on the conditions of life among the lower classes in Germany. The housing conditions in Berlin especially are as bad as in our own large cities. In the main, however, Tews is optimistic believing that the conditions of life in great cities are in many ways more favorable to the development of character and democracy than in the smaller cities and villages of Germany. From what I saw of peasant life around Marburg, I should be inclined to agree with this. But of course this is not true of the United States where rural conditions are quite different from Germany.

I am also thinking out some new addresses. There is one subject which I shall call "The soul of a People" which attracts me. The question is this: What is the inmost core of aspirations and ideals which we as Americans cherish and which we want to hand down to our children? Lamprecht in his lectures is dealing with this sort of thing for Germany, showing how the innermost reactions of the German people gradually came into being. I am going to try to do the same for America. I am also working at a sort of graduating address for high schools and places of that sort which I am going to call the eternal values. Then I am working on two on Wordsworth "Childhood in Wordsworth's Poetry" and "Wordsworth the Teacher" and one on Emerson. I can only spend a little time on these evenings when I am home as the day is entirely devoted to German in one form or another.

We are still reading Milton, having gotten halfway thru the third book. It is quite a revelation of strength to me. The whole conception is well sustained and the obvious pitfalls of such a subject are skillfully avoided and he has a

wonderful sense of melody. However, when the almighty begins to discuss predestination, there is a sudden fall and flagging of interest. After reading Milton, one sees where Keats and Wordsworth obtained part of the melody of their blank verse.

The dentist is still hammering away at me, he is putting in one crown and a porcelain filling in my front tooth. Both seem to be well done. There are two more fillings, then we will be done. But I am dreading the bill. The suit of clothes I had made fit fairly well, all but the vest which is too long. But I don't think I want any more German clothes, unless I have to get another overcoat. Good neckties, collars and cuffs cost just about as much here as at home and the style is not so good.

I shall have to depend on you to buy my Xmas presents mostly. Get father and mother some useful things, father neckties and handkerchiefs, mother some stationery or anything you think she would appreciate. You can also buy something from me for Henry. I shall send my relatives all some cards which I am collecting for them, also Henry. But it is both uncertain and expensive to send things thru the mails and the packages are likely to be opened and the things lost. Get yourself some books or anything up to \$5 that you want most and charge it to my account. I should like to have the pleasure of picking out something for you, but the conditions here are not good and I know you can do better for yourself. This separation of families is a miserable thing. I thank the Lord that in all probability we shall be together next year.

Also, don't forget to get a passport if you come or at least bring your marriage certificate. Otherwise I shall have all sorts of trouble with the German police.

The weather here still remains good in the main, chilly but not too cold. A little rain now and then but no snow. The atmosphere is heavy and moist, much as in Oregon but that doesn't bother me.

Love to Henry, mother and all the folks. Yours,

39. To Florence Perry Sheldon

December 19, 1911  
12<sup>I</sup> Insel Str. Leipsic Germany<sup>O</sup>

Dearest Puss,

I am a little behind hand in my letter this week, but think that you will get this without difficulty, altho you may not get the next, if you carry out your plans and sail on the 4th or 6th of January. The money came yesterday and was welcome, as I had just enough to run me to the end of the year and preferred very much not to borrow. I have not gone to the bank yet but expect to today, as I received my notification from Berlin yesterday.

My plans are as follows. I shall remain here during the entire Xmas vacation, working on German and reviewing my vocabularies. There is a number of Americans here and there promises to be a good opera and theater, so I expect to have a fairly good time. Am going to the Meister singer from Nuremberg Saturday night this week. About the 8th or 9th of January, I shall probably leave here for Hamburg or Bremen as I wish to see some of the school work there before you come. After your arrival, we will go to Lubeck together, and from there to Berlin where I wish to meet some German schoolmen and perhaps see a school or so. Then we will come back to Leipsic. If you are detained, I will manage to readjust my plans in such a way that there will be no loss of time.

On Sunday evening, I gave my talk on "The Message of Wordsworth" at the American Church. It went off fairly well, I think, altho I had not gone over it sufficiently and so left out two or three important parts, not closely bound to the general logical framework. It was practically the same talk which I gave at the Unitarian Church at Eugene, only I added two or three points which I think improves it. I haven't been working much on my educational addresses lately, devoting practically all my time to Froebel and German. Hope to get at them this vacation, if possible, altho I have many letters to write as well as my bibliographical work to keep up. I believe that I shall solve the question of style satisfactorily, at least to myself, altho I greatly need practice. I am expecting to write a series of articles on Germany and the German school system for the Oregon Teachers Monthly. Most of this writing will be done after your arrival so I will have the benefit of your counsel and correction.

Cecil Lyons and Ellenwood of Colorado Rhodes scholars showed up here yesterday and took me out to dinner with them where we had a long talk about things in general. Cecil Lyons said that enough names on the petitions had been invalidated to give the University of Oregon a very strong chance of winning the suit. Lyons and Ellenwood are working hard on their English studies over here, coming to Leipsic because the music is good and living cheap. Lyons is reading Greek for the Oxford greats. . . .

Herr Dr. Lamprecht has been giving a series of stereopticon shows on America accompanied by a series of running comments of a humorous character. Lamprecht, unlike most Germans, is really witty and funny. Last night



his lecture dealt with Oregon, Washington and California and was more superficial and of less value than the two former ones and admirably calculated to give the Germans an entirely wrong view of things American, being mostly an account of grizzly bears, big trees, forest fires, etc. Among others, he showed several good pictures of Portland.

In his regular university lectures on romanticism in Germany, he used a stereopticon to great advantage in showing the paintings of the great Romantic masters on the screens. In spite of the fact that the colors were not reproduced, the lectures were a great success.

The leading Leipsic paper came out this morning with a "sassy" editorial against the United States apropos of the abrogation of the treaty with Russia. The Germans dislike American competition and the upper classes dislike American ideas, so there is no real friendliness toward America, altho just now the Germans are so intent on hating England, in addition to their hereditary hate of the Slavs, the French, the Jews, etc., that they haven't much emotion left to waste on us. They think that the Japs some fine day will give us a tremendous thrashing, regardless of the fact that Japan is on the verge of bankruptcy. They half suspect that our inclinations and interests are on the side of England and they are quite right. Many of the younger Germans have such a lump of downright simple arrogance, that it makes them intolerable.

I hope you will have a good voyage dearest and enjoy the sea in its wintery grandeur, if the weather permits going on deck, take as much exercise as possible, eat plenty of fruit, take plenty of pills or dates with you and avoid the heavy German soups and meats as much as possible. Sometimes, they say that the weather is reasonably good this time of year and I trust you will hit upon a favorable stretch. The ship gets to Plymouth, England a day and a half before it arrives in Bremen or Hamburg, so if there is any necessity, you could telegraph me here and it could be forwarded to me in Hamburg or Bremen. . . .

I shall be interested in hearing the Xmas news from you and in learning what you gave the Staffords and others. With much love,

40. To Mary Davidson Sheldon

February 19, 1912  
12<sup>1</sup> Insel Str. Leipzig<sup>o</sup>

Dear Mother,

Have been very busy the last two weeks visiting schools. Received your good letter a week or so back and was much interested in the news. Was sorry to hear of Mrs. Mark's death. Have not had time to inquire about ruby dust here. I have no connections with the mining men and one can do nothing without connections here. In London I have an American friend, a former Stanford man who is a distinguished mining expert. I shall be glad to ask him and write the doctor.

We had a letter from Holden today with two valentines from Henry, they were drawn quite carefully. He is going to school regularly, sliding down hill every night on his new sled and so far perfectly healthy. He is very good friends with his grandmother Perry, so while he misses his mother, he doesn't seem to be particularly unhappy and he is much better off than he would be chasing around from hotel to hotel over here.

The weather here is warm and springlike. The grass is green and one goes around comfortably without an overcoat. Of course we shall probably have some cold weather later on. Really the winter here is hardly more severe than in Oregon.

Florence is learning German rapidly, much more rapidly than I did, in fact. We talk German together and then she talks a good deal with the German woman from whom we rent our rooms. I can understand it now fairly well when the people don't talk too rapidly. If I could only stay in Germany three or four months longer I believe I would have a fairly good grip on the language. However, I don't feel justified in entirely eliminating my English trip, just to master German, as in many departments I am more interested in things English than in things German. We shall make two or three short trips from here to Thuringen, Berlin etc. in early March, then go south to Nuremberg, Munich, Augsburg and Mannheim and from thence to England about April 1. You can send letters to England, I will enclose the address later.

The German schools are very interesting. The teachers are much better trained and know their subjects much better on the average than ours. In some lines of work foreign languages particularly, their work is every way superior, both in method and thoroughness. In other subjects, particularly arithmetic, the teacher does too much of the work himself (German teachers are mostly men) and the work is inferior to ours. In spite of having produced Froebel and the kindergarten, the Germans seem rather afraid to give the children much liberty and self activity. They excel in thoroughness, exposition, knowledge, system, neatness, order but the children are not as quick, alert, intelligent, capable of expressing themselves well as ours.

As a system, there can be no question of their superiority, their teachers get better salaries, are better trained, political pull is eliminated, schools are

controlled by men specially trained, etc. We have much to learn from them here as I shall show in my book, altho of course we must achieve these things in our way, not in theirs. But in power to teach, to get hold of children and develop them, our own teachers when good, are the superior of the German. I expect to write a few articles in the Oregon Teachers on the German schools a little later and will have the editor send the articles to you.<sup>1</sup>

Saturday, I went to a meeting of German directors and professors interested in education and listened to a learned discussion three hours long between two German professors on the relation of ethics to pedagogy. I found I could follow all the most important points in German.

Wednesday evening there will be an American evening at the international verein. The Americans are going to sing Negro melodies for the Germans.

There is a good deal of American dried fruit in the markets here, particularly prunes and apricots from Santa Clara valley and dried apples from New York. They get their oranges and lemons from Spain and Italy. They are cheaper than at home. With much love,

Address

Care American Express Co.  
6 Haymarket Pall Mall S. W.  
London, England

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<sup>1</sup>Insofar as the editor is aware, Sheldon never published anything on his European tour, but probably used material and impressions in his courses and speeches. He served on the editorial board of the Oregon Teachers Monthly, 1917-1919, making it part of the Oregon State Teachers' Association.

41. To Mary Davidson Sheldon

May 30, 1912  
Liverpool, England<sup>o</sup>

Dear Mother,<sup>1</sup>

I received your letter of May 10 when we arrived here from Manchester yesterday. I was very sorry to hear of your trouble with the abscess which must have been very painful, when I get back I will send you some money so you can hire some boy to do it. Someone from Oregon wrote me that Dr. Bennett had been compelled to undergo two operations, so I suppose they feel rather poor. I haven't heard from him for some time. I judge from your last letter that the reclamation project must be fairly well underway. Do they expect to have done in time to put in a crop this fall? Sorry to learn of the Magee's misfortune. I must send them a card. I am also sorry that they are going to leave Santa Clara and leave you alone but I suppose they must go where their interests are.

The University of Oregon has had bad luck. The last legislature appropriated \$500,000 for buildings, improvements, raise of salaries, etc. Then some enemies got up a referendum petition but as there were frauds in connection with the petition the university went into the courts and tried to have the petitions set aside. The university won in the lower court but was beaten in the upper court. This means that the people must vote on it in November. The sum looks large in Oregon and I believe the university stands very little chance of winning unless conditions have changed greatly. In case the university loses an effort will be made to take the university away from Eugene and unite it to the Agricultural College at Corvallis. This of course will make the situations at Eugene doubtful. Last April when I resigned I had this contingency in view. I have had very pessimistic letters from Stafford and Schmidt on the situation.

We sail from here day after tomorrow on the Mauretania for New York. I shall send you a postal as soon as we get across which you will probably get at the same time with this. I shall stay about a week in Worcester and then go on to Pittsburg as Chambers wants me there before the summer school begins to make the necessary arrangements. Last week I received a proposition from the largest and best kindergarten training college (in Chicago) to come there weekends and give a course in the history of education. I have written Chambers but doubt whether it is advisable to have the double strain at the outset of my work in the east.

After leaving London we visited a number of the old cathedral towns in England, viz Ely Peterborough, Lincoln, York and Durham. These cathedrals are very old, some of them dating back to almost the Norman Conquest. They are immense stone buildings almost two blocks long, with the main building a hundred feet high and with towers several hundred feet high. They are very beautiful and have all the dignity of age.

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<sup>1</sup>Sheldon's mother died in 1913, his father in 1919.

Then we went to Scotland and remained several days in Edinburgh which is one of the most splendid cities in Europe. There is an old romantic looking castle in the middle of the city surrounded by a wild picturesque glen. It would be something like having Alum Rock Canyon in the middle of San Jose. The business blocks and streets are also very fine, far different from the black, sooty English buildings and streets. We then took a trip thru the lower Scottish highlands visiting Loch Lomond and Loch Katrine and coming back to Glasgow. The Scottish Mts. are extremely rocky and barren with practically no trees on their sides and summits. The valleys and glens are green and pretty well worth seeing and Loch Lomond is magnificent.

Three general assemblies belonging to the three branches of the Presbyterian Church in Scotland were in session at Edinburgh during our stay there. The ministers were a very fine body of men, the finest looking body of clergymen that I have ever seen. Glasgow is a busy manufacturing city like Pittsburgh only much dirtier. It is really the worst looking town which we have seen anywhere.

For the last few days, we have been in the English lakes and mountains in northwest England where the poets Wordsworth, Coleridge and Southey used to live. It is a beautiful country, altho here too the tops of the hills look bare and austere. However the lakes are gems and the meadows, groves and gardens are the finest in the world. The moist climate of England is very favorable to grass and shrubs, the lawns are unexcelled. The country houses of the upper classes are the most tasteful and comfortable in Europe, but the homes of the working people are dirty, squalid and uninteresting. In some towns, there will be thousands of houses built just alike of brick with very small front and back yards without trees or grass, placed like dog kennels in a row. The working people here are very dissatisfied. One strike follows another until strikes have become almost a national menace. I don't blame the people as the country is overcrowded and many occupations are very poorly paid. Of course if they are not careful they will overdo the strike business and kill the goose which lays the golden egg. Then as a rule the English working people are not thrifty like the Germans and Scotch and waste a good deal. . . .

Florence has enjoyed her rest and can climb mts., walk several miles and perform other stunts which she believed herself incapable of. Henry at last accounts was still healthy and enjoying himself. I am afraid he won't be very anxious about leaving Holden for Pittsburg.

Florence will remain at home for a month or so while her mother takes a vacation, so I shall go to Pittsburgh alone and board for awhile. My address will be for the present School of education, Univ. of Pittsburg, Pittsburg, Penna.

I had a long letter from Jim Hyde the other day. He is likely to come to England just about the time we leave. Yours as ever,

42. To Frederick E. Bolton

September 17, 1912  
Pittsburgh, Pennsylvania

Dr. Frederick E. Bolton  
University of Washington  
Seattle, Washington

Dear Doctor Bolton:

The last news which I received from you was certainly a surprize. I think, however, that you will enjoy your new position. I know of no institution in the west with a more brilliant future than the one with which you are now connected. I think, also, that you have a congenial group of men to work with. Dr. A. A. Cleveland at the Washington State College at Pullman, is a scholarly man and former student of mine. He is well trained, of scholarly instincts, and you will find him invaluable in co-operating for the general elevation of the profession in the State. Another mighty good man whom you will certainly meet is State Superintendent L. R. Alderman of Oregon, an old colleag of mine, who is one of the most wideawake, ambitious, and aggressiv state superintendents in the country, chucked full of ideas into the bargain.<sup>1</sup>

Our six weeks' stay in England was very enjoyable, altho perhaps we spent a dis-proportionate amount of time in the city of London visiting all sorts of schools and educational institutions. I think my English friends saw to it that I visited the best of their institutions. As it was, I was very much im-press with a certain quiet effectiveness and with the fact that the best English teachers succeeded in getting rather nearer to their pupils than their German colleags. Education is undoubtedly improving very rapidly in England at present. In my opinion we can lern most from their universities. The work at Oxford and Cambridge is strong where ours is weak, namely in giving an effectiv liberal education and in securing concentration. Of course, I am speaking now of the honor schools; the work for the pass man is hardly worth consideration.

The summer here in Pittsburgh has been in the main plesant, owing to the fact that the wether bureau has been chiefly engaged in dealing out rain and thunderstorms. I am sending you, under separate cover, the circular of our School here, which will give you some notion of the work. In the other side we have been going thru the delightful process of moving and setting up housekeep- ing, of which I daresay you are having a sufficiensy yourself at the present time. We are comfortably located about two miles from the University, and hope to have the plesure of entertaining you when you visit these parts. I have a number of propositions in relation to the teaching profession that I want to talk over with you, but will postpone it until some future occasion. The oppor- tunity for observation and work in some of the practical fields of social

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<sup>1</sup>Sheldon's secretary was a believer in "simplified spelling," he was not.

education is unusually good here in Pittsburgh, and I am hoping to do something along this line.

With kind regards to Mrs. Bolton and your youngsters, I am sincerely,

Copy

43. To Harriet L. Pettit

May 28, 1913  
Pittsburgh, Pennsylvania

Miss Harriet L. Pettit<sup>1</sup>  
Cupertino, Santa Clare Co.,  
California.

My dear Miss Pettit:

For some time I have been planning to write you and acknowledge the many kindnesses which we have received from your hands, but feeling that I had not sufficient time for a real satisfactory letter and disliking a mere note, the matter has been indefinitely postponed as you see.

I hear that California is not prosperous this year, but also understand that your arrangements for water supply are sufficient to protect you from any permanent damage.

The season has been a pleasant one here. The winter was unusually mild and brief. The spring has been unusually blest with rainfall and the country now looks like Massachusetts in June. We have all been favored with excellent health during the winter, myself perhaps most of all. We break up for the summer about the first of July; the boy goes home to Massachusetts on the glorious 4th, while his mother will follow two or three weeks afterward. I will remain here at the summer school until September 1st. After that date, the fates willing, I expect to put in two or three very enjoyable weeks in a trip through northern New England, particularly the White Mountains.

During the last three or four weeks I have been devoting considerable time to the study of the social and educational conditions in a quarter of Allegheny known as "Woods Run." This section of the city is at the bottom of a ravine or, as we would say in California, a gulch. On one side there is the Ohio River, on the other the high bluffs of the Pennsylvania Railroad. Crowded into this odd corner are several hundred of the worst looking shanties that any civilized country can show. These shanties are mostly inhabited by Slovaks, with a few remains of some Welch and Irish families who had not enough enterprise to go elsewhere. There are great steel factories on all sides. There are no parks, neither front nor back yards. The work in the mills is irregular and poorly paid. There is a university settlement here under the direction of a friend of mine, so I have the benefit of the experience of the workers there. I have been visiting schools, churches, missionaries, and other social workers, also going to a most sensational form of moving picture show amusements. It is certainly a most interesting situation. A more unmitigated lot of unbaked savages than many of the younger generation in this place it would be difficult to find. Still there are certain slow constructive forces at work and the situation is by no means as hopeless as it looks on a hot summer day.

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<sup>1</sup>It is probable that the Pettit family loaned Sheldon money for graduate school.



A few weeks back I started in to make a careful study of the writing of Hawthorne. In a certain sense he represents, in an artistic way, a certain side of the inheritance of Puritanism, which is an essential for an understanding of American history. He is one of the few of our writers who has taken plenty of time and served his apprenticeship. As I grow older, I find myself more and more sensitive and appreciative of form. Of course I do not mean that Hawthorne is typical of America in the sense that one could say that Emerson or Walt Whitman were the representative. He simply represents one of the tributaries of the main stream and is a New Englander first and an American afterward. I found the "Marble Fawn" unusually interesting after our few days sojourn at Rome last year. As a story the "Blithdale Romance" has by all odds the most movement, although I suppose that after all the "Scarlet Letter" is his masterpiece, but I must confess a greater liking for some of the others.

George Gessing is also coming to his own. There has lately appeared a biography in the form of a novel by a candid friend and an excellent study of his work by a man by the name of Swinnerton. This book is worth reading, although he apologizes altogether too frequently for his author. Have you ever followed up your interest in Gessing, or have you come to the point where you prefer reading of other and more agreeable characters?

This year's collection of pictures at the Carnegie Institute is unusually good. The cubist and futurist are not in evidence in the regular collection, although we have a few samples in the travelling collection of German art which has struck the town. They are certainly most bizarre performances. The English pictures in the regular exposition are unusually good and the light effects in a few of the best pictures something wonderful and exhilarating. I have not been able to follow up my interest in pictures as closely as I had hoped, but often find a great deal of satisfaction in putting in a odd half-hour among the masterpieces in the museum.

Pittsburgh is converting me to a belief in labor unions. The laborers here, particularly the foreigners, are exploited in a most shameful way. This exploitation is not by any means confined to the steel workers, but extends also to the Scotch-Irish landowners, the Jew retailers, and the police force. As a result of the practical abolition of unions in the steel mills, which condition is preserved by an espionage system that would do credit to the Czar of Russia, the working people of this vicinity are very rapidly becoming socialists and joining these insane I.W.W.'s. Recently I have been reading the history by Sydney Webb of unionism in England and have been greatly impressed with its value as a means of education for the laboring classes of England. I might say that this was in connection with my study of teachers' associations in England, because the leading teachers' association there is modeled after the labor unions. In England, however, as well as America, all sorts of successful cooperative efforts on the part of teachers seem to be wrecked on the suffrage proposition. In all the large cities of this country the men principals and women teachers are engaged in a conflict, which make constructive work impossible. In England the situation is almost as bad. I remain most sincerely,

44. From Ellwood P. Cubberley

September 24, 1913  
Stanford University, California

Dr. Henry D. Sheldon,  
c/o University of Pittsburg,  
Pittsburgh, Pennsylvania.

My dear Dr. Sheldon:

I was glad to hear from you indirectly today, through Mr. Hoyt, of Houghton Mifflin Company, and also to learn that you have in mind a History of Education in the United States. Mr. Hoyt writes me that he explained the series his firm is getting out, with my assistance, and that you were interested to the extent of offering to prepare an outline of your proposed book and a couple of chapters, and send the same for forwarding to me.

I had intended to prepare this book myself, but if you can prepare the book we want and will do so, I will step aside and give you the field. It will be better all around, as I can then complete some other books I have under way, and instead of two competing books we can concentrate our energies on making and selling one.

I intend to write a History of Education for the series, covering the European period, and bringing it down to the modern period, with the transition of education to America; I can easily leave you the American field, to write a history of education here, which will cover the American development.

What it seems to me we want is a history of American education written from the social and economic viewpoint, rather than the fact side, and with emphasis on the forces that have caused development and are still causing development, rather than on the history of the curriculum. From our talks in the past I am sure that you have the point of view, and can make the kind of a book desired. I want the book to be a good text-book, one that will find use in many normal schools, and also well written so as to have a good reading-circle sale. There is nothing of the kind out now, and you have an opportunity to catch a good market.

I shall be glad to have you send me your outline of the proposed book, and to help you all I can to get the book into the most useful and saleable shape.<sup>1</sup>  
Yours very truly,

LES-C

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<sup>1</sup>Sheldon never wrote the book so Cubberley did.

45. From Joseph Schafer

December 29, 1913  
University of Oregon  
Department of History

My dear Doctor Sheldon:

Let me thank you earnestly for your kind letter, in which you suggest the possibility that I might receive the headship of the history department at Pittsburg.

I have taken a little time to think the matter over and, while the professional advantages of the position appear unquestionable, it does not seem best, all things considered, for us to leave Oregon unless some extraordinary opportunity for service should come to us - something like the Idaho presidency. Things have advanced here very considerably in the last three years. The institution is on a different plane in fact and holds a higher place in the estimation of the people. President Campbell's unconquerable optimism rests on firmer ground than ever before, as it seems to me. Plans for the new campus are being proposed and soon work will begin on the new building. There seems a prospect of securing the law school for Eugene next fall. The Board of Higher Curricula has placed all the Civil Engineering here, taking all the Electrical to Corvallis, and plans are now making to develop a strong school of professional engineering.

These things, of course, do not affect the history work directly, though I think the department will be strengthened by the addition of the law classes. But it all means a more highly developed institution and I am always inclined to think institutionally rather than departmentally.

If I could conveniently let go of the administrative work - as I mean to do as soon as another man can be found for it - I would devote attention to several problems in which I am deeply interested and in the solution of which the approach from here would be good. I have in mind, for one thing, a thorough study of the place and function of history and the social sciences in the schools of all grades up to the college. The time has come, as Snedden points out, for men trained in their lines to attack the problem remorselessly. I also wish to organize research (of a very minute as well as comprehensive sort) bearing upon the changing conditions of western life and for this my present position affords a distinct vantage ground. The work will need to be carried on through the schools and through local societies. Already, in connection with our Extension work, I am stimulating local interest along this line in various parts of the state. But, of course, at present my time is too much engrossed with administrative details to permit of the proper development of my plans.

It would be a boon to me if we could again work side by side, but I wish that instead of pulling up my big family and removing it to Pittsburg you might be induced to pull up your small one and return here where a host of friends would give you a jubilant welcome. I don't know, of course, what inducements would be needed or how nearly possible it would be for the administration here

to offer them, but I am expressing more than a merely personal view when I say we need you at the head of our education department and that that department is destined to be a noteworthy feature of the institution.

With kindest holiday greetings to all of you from all of the Schafers,  
Cordially yours,

46. From Herbert Crombie Howe

January 24, 1914  
1514 Alder Street, Eugene, Oregon

Dear Professor Sheldon:

I was glad to get your letter of the eighth, and find that you were not forgetting us. We are taking a long stride this year, and all, I think, feeling that we are about beginning an era of large things. As I understand it, although our income is this year substantially larger than ever before, it will be much larger still - perhaps fifty per cent larger, when our millage tax begins to give down, a year hence. The maximum salary, paid to Young and Straub, has gone up two hundred and fifty, and some ten of us, old heads of departments, have already gone to the old maximum, formerly set by the same men. A further rise in the maximum is probable a year hence. At the same time, the faculty grew about fifty per cent this year, though the new men were all, I think, below the rank of head of department, or else were additions to the extension staff. On the latter, men like [C. F.] Hodge and [D. C.] Sowers are cutting a pretty big figure through the state.

As to the value of the extension work, there is one phase of it - the institute work - of whose value you can judge better than I. The work of Sowers, as a municipal expert, bids fair to be very important. Oddly, Eugene will have none of his advice, though with more than a million of debt, a hopeless system of accounting, and an endless division and subdivision of authority and responsibility, it needs him badly enough. But, from Portland to Ashland, the other municipalities of the state are calling for him, and he is one of the busiest men in the university. Hodge was a huge success at summer school [in biology]. Through the state, it seems to vary.

They are pressing the general staff into the lecture field to a degree that would seem incredible to an old timer. We have been giving four lectures a week in the Portland libraries. Schmidt, Dunn, and myself are a few of the old hands who have been impressed alongside Hodge, Schafer, Rebec,<sup>1</sup> and others, who are practically giving all their time to this work. As to these extension lectures, I have not changed my old hostile verdict. In Portland they won't work; all are agreed on that. Reed College has lecturers at work there every night. Chapman<sup>2</sup> is hard at work, and very popular. And even Pacific University is invading Portland with a corps of lecturers. Then the library has got up courses of its own, so that many nights four, five, or six lecturers are attacking the Portlanders in the same building at the same time. It results in small audiences, and - how shall I say it - audiences who have taken lectures

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<sup>1</sup>George Rebec came to Oregon in 1912; served as professor of philosophy, director of the Portland Extension Center and Dean of the Graduate School, died in 1944. F. S. Dunn, Latin professor and member of the Ku Klux Klan.

<sup>2</sup>C. H. Chapman was president of the University of Oregon 1893-99, later lived in Portland.

so often that they are getting immune, and remain apathetic and uninterested in spite of everything. But Schafer is a wonder at booming extension work, and he is getting up "community conferences" in the little country villages, like Thurston, where the farmers come in from miles around, and listen all day to a succession of lecturers. It is all new to them, and the keenness of their attention is refreshing after the bored city audiences. The work pays, in one way, at least. It gives the state an acquaintance with us, and a friendlier feeling towards us. But I think it is only the expert professional public welfare men, like Hodge and Sowers, and perhaps Gilbert, who are taking to the people something that is of real value to them. The literary club audience is as big a humbug as ever - and probably incapable of learning anything of any value.

But there is another phase of extension work whose value is indubitable. We are conducting what are really night schools for railway employees, power company employees, newspaper employees, and the like, which are a gold mine to the community. For instance, we are giving a correspondence course in journalism to the local correspondents of the newspapers, from which great things are expected by the newspapers themselves. Here is the true extension vein. Thousands of men are eager for economic advancement, and need instruction to get it. The great correspondence schools partially supply the need, but imperfectly, for five minutes' face to face conference with a teacher will advance the pupil faster than two months of misunderstanding by mail. The railroad men in Portland say we give them for nothing, in two weeks, what would cost them a hundred dollars and a year's effort to get from Scranton, or other correspondence school. There are large classes in English composition among the Portland working men, too, and our instructors, after a visit to their Portland classes, come back very dissatisfied with the languid indifference of regular university pupils. You can teach a class of keen young labor unionists more in an hour than you can teach the average class of college boys and girls in a month.

The work at Eugene is progressing less satisfactorily. When you were here, you and I made two who were giving the students ideas. Now I am the only one, and my work is amazingly less successful, in consequence. Conklin has made psychology the most popular department in college. He has set a new maximum for one class, with 135 in elementary psychology this year. The advanced classes in psychology are correspondingly large - forty-three volunteers for one new laboratory course on its tentative announcement! But Dr. Conklin is a very conservative-minded man - product of the Y. M. C. A. rather than of the university, and he gives them facts - not ideas. And my students seem to be slipping back into the helplessness as to handling ideas which characterized them in the good old days when the teaching of Glen and Carson was typical of the intellectual atmosphere.

We need you back here the worst way. I am told that Schafer has already told the President so very emphatically. Ayers, by the way, is a normal school man, great on grade school methods - very short on culture, and very completely blind to its value, and indeed to the value of learning. He is a good fellow, practical, and good for institutes, but rather an unfortunate influence in the intellectual life of the institution. With the large income at hand, it

ought to be possible to provide for you to your own taste, if you would like to return to this state, and I will urge Prexy to get busy, if you are willing to consider a return.

I suppose you have heard that we have now a daughter as well as a son in the house. Lucy has passed her first birthday, and gets about fast enough to need watching - has taken her first tumble down the cellar stairs already. This is the country for children, though. She is big and fat, always well, and growing like a weed. Very truly yours,

P.S. We had one huge audience in Portland this fall - a Tolstoy night at the library with Rebec presiding, and Chapman, Thurber, Ewer (of Reed College) and myself speaking. Schafer spoke in Albina, and then joined our audience. To our delight, we captured the audience. Ewer is a nice boy, but "just out," very academic, and quite unable to connect with his audience. Chapman had made no preparation; he rambled along rather amusingly, but didn't get anywhere. Thurber held the attention of the house with a scholarly, but over-long paper on Tolstoy's art. I had been given "Tolstoy as a Social Factor," and knowing the audience Chapman would bring out, I let them have it straight from the shoulder. There were preachers, journalists, lawyers, doctors, I.W.W.s, labor unionists, socialists, and at least one anarchist - (Col. C. E. S. Wood) there, and I got them with my first sentence. I spoke for twenty minutes, and they applauded me at least once a minute, not decorously, like a university audience, but wildly, like a political meeting, though I could see that every other person sat tight, and belonged to the other side. Well, I had the fun of putting Chapman's light out before his own crowd. My other lectures, at the Portland branch libraries, on Shakespeare and Wordsworth, were dismal fizzes, spoken to empty halls. . . .



Figure 3. Prince Lucien Campbell, circa 1922



47. To Henry Martin Sheldon

May 8, 1914  
6366 Forward Avenue, Pittsburg<sup>o</sup>

Dear Father,

I appreciated your good long letter of May 1st, which came earlier in the week; you certainly are showing remarkable vitality for a man of your years.

Yesterday President Campbell of the University of Oregon was here and wanted me to return to my old place as dean there at a salary which amounts to about \$3,000. This is a good proposition. The people there by a majority of 2 to 1 voted to give the university \$150,000 for buildings at this last election. The legislature passed a bill giving the university 3/10 of a mill tax which will bring in about \$300,000 a year. There is only one small uncertainty this new bill may be submitted to the people for popular vote anytime before July 1. The only possible source of danger is the state grange which meets next week. If the referendum is called the money will not be available until after another election. The chances are greatly against any referendum and in two weeks, we can be sure.

The authorities here want me to stay and there is a move to make me a dean here and give me \$3,000. There is, however, no certainty in this but an excellent chance that it may go through.

Now I have a feeling that at your age, you should not be completely isolated with no one around whom you can depend on. If I should go to Oregon, would you care to come up and remain with us for a part of the year at least? How do you feel in regard to Pittsburg, would you care to come here? Of course I do not know yet how the matter will come out, but it will aid me in coming to a conclusion to know just how you feel about it. There is a job also in Nevada, the presidency of the state university there is vacant. Some of my friends want me to be a candidate and Guth<sup>1</sup> who is now at the Methodist women's College in Baltimore has written to the regents there. It is a good position paying \$5,000 a year. I am not at all sure however that I am fitted for the place even if I could get it. Charley Henderson one of my classmates at the academy is one of the five regents and several classmates of mine at Stanford are prominent lawyers in Nevada. At any rate it is a remote possibility as the election will not take place until 1915. . . .

We are having good weather here but with plenty of rain.

Write me as soon as you can conveniently. Sincerely,

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<sup>1</sup>Wm. W. Guth, president of Goucher College, was an old Sheldon friend from the University of the Pacific. George Ordahl, dean of education at Nevada, was a former Sheldon student at Oregon who earned his Ph.D. at Clark. Sheldon also tried for a position at the University of Washington but lost to another candidate.

9 June, 1914

Mr. Charles Henderson,  
201 Sansome Street,  
San Francisco, Cal.

My dear Charlie:

I wish to call your attention to the unusual qualifications of our old friend, Dr. Henry D. Sheldon, for the position of president of the University of Nevada, which has been made vacant by the sad death of President Stubbs. As I have had occasion to follow Dr. Sheldon's career closely I will outline the salient features of it so that you and your fellow Regents of the University of Nevada may understand how admirably he is fitted for this important position.

My acquaintance with Dr. Sheldon commenced when we were both boys in Santa Clara. He is the son of unusually intelligent parents and has been studiously inclined since his youth. He was brought up in the orchard country of the Santa Clara Valley, and got an intimate acquaintance with the Valley's chief industry by working in the orchards and fruit dryers during his vacations.

From the grammar school he went to the academic department of the University of the Pacific for his college preparatory training. You are personally familiar with his life and work there and with the early mastery of parliamentary practice and the art of debate which he showed in our literary society.

From the academy he entered Stanford University, from which institution he graduated having made history and education his special studies. He was an intercollegiate debater and was president of the Student Body during his senior year, if I am not mistaken.

He did some instructing in educational history at Stanford.

He took his degree of Doctor of Philosophy from Clark University in Worcester, Mass. His work there was of such unusual merit that upon his graduation Dr. G. Stanley Hall wrote to his father stating that he was one of the most brilliant students who had ever come under his instruction.

He became a member of the faculty of the University of Oregon in which institution I had the pleasure of serving on the same faculty with him for three years, during which I had opportunity to observe his great popularity among the students, the respect in which he was held by all his colleagues, and the wide influence which he exerted throughout the state at large by his public addresses and work with the teachers institutes. He worked the educational department of that institution on to a very strong basis.

After years of service he took a sabbatical year for study in England, France and Germany at the end of which he took a position in the University of Pittsburg, at an advanced salary. The faculty of the University of Oregon considered that they had met with a very severe loss when he left.

His teaching work has included instruction in philosophy, ethics, pedagogy and the history of education and cultural movements. His work in the University

of Pittsburg has consisted largely in reaching adults engaged in professional work.

He is to give lectures this summer at the University of Montana, Washington State College, University of Oregon and University of Nevada.

President Campbell has offered him an advance in salary if he will return to Oregon as Dean of the School of Education, also offering to finance a proposition of Dr. Sheldon's for training teachers for the secondary schools. The president of the University of Pittsburg has offered to meet the salary offered by President Campbell and make him Dean of the Graduate School if he will remain with him.

Dr. Sheldon is now about forty years old. He has developed into a very fluent and forceful speaker, always commanding the respect and attention of those he addresses. He has the physique of the scholar rather than the orator. A superficial observer might feel that he was handicapped by a lack of the fullness of physical endowment which many feel that a public leader should possess, but anyone who knows him well will observe that he has a degree of tact, patience, tenacity of purpose, broadness of view and human sympathy which make him a strong leader wherever he works.

He is the author of a book on Student Life and Customs, and is now writing a History of Education in the United States which should attract much favorable attention.

I believe that he is very unusually fitted by training, experience and natural ability to take hold of the University of Nevada and make it of the greatest possible service to the state. He will be particularly strong in meeting the public, and in preparing teachers for the secondary schools and inspiring the young to take advantage of the training offered by the university.

I believe that you could not render the University of Nevada any greater service than by aiding in electing Dr. Henry D. Sheldon to the presidency of that institution.

With kindest regards, I remain, sincerely yours,

49. To Florence Perry Sheldon

July 4, 1914  
511 E. 12th St. Eugene<sup>o</sup>

Dear Puss,

Your good Holden letter came yesterday. It must have been very disconcerting to say the least to miss the train. I am glad that you managed to get through the same day. I did not pay those bills as the completion of my records at the university took all my time, so it will be all right to pay them. Have you had any note from the Kaufmann people? I thought it probable from Chambers' attitude that he would take Cecil Lyons, altho he had not definitely made up his mind when I left. I have heard the report of his appointment here and suppose that it is authentic. At any of the department stores you can get a list of Everyman's library which is more up to date than the one we had. I suggest that you try the Boston store.

My stay at Pullman was very enjoyable. I lectured twice a day most of the time and held my audience until the end. The Clevelands have an ideal home life; their twins occupy the focus of consciousness most of the time; they are tolerably vigorous specimens of the genus homo, and the older girl four years old looks as if she were seven. Cleveland has his department well organized and is doing a high grade of work. His assistant is not particularly competent and so he is overworked. Cleveland does a good deal of institute and outside work but Alderman says it is not particularly well done. . . .

Alderman is having the time of his life, he has the teachers behind him. In addition he has organized parent teachers associations in every school in Portland. I think he is rapidly getting public sentiment behind him. He is having some opposition on the board and there is enough uncertainty in the situation to make it interesting. Alderman doesn't show his age but is a little heavier, Mrs. Alderman whom I met is distinctly older. Saturday evening Alderman took me to a variety show and we had a good time. The city supplies him with an auto.

The Staffords are well and happy. They both look heavier and stronger than in earlier days. Stafford has an \$800 contract to do experimenting this summer and therefore is not in the summer school. Their children are healthy and normal. The little girl is the stronger of the two. The boy looks like Stafford and the girl like Mrs. Straub. They are greatly interested child study, discipline, etc. and have the youngster well in hand. They are more spontaneous than Henry was at their age but not so independent and self controlled. The Straubs are well but Prof. Straub is decidedly grey. Dr. Schmidt has been ill this week. From what I hear, the ten years war of the Greeks against Troy wasn't a circumstance to the Schmidt Koehler controversy.

Prof. Shafer looks older and somewhat worn. He has bought a place on the Mackenzie [River] and divides his time between that and work here and evidently undertaken too much. He has gone ahead independently of the other men in his extension plans and made a number of them sore. For instance, Hodge

was called without any consultation with Bovard and Sweetser.<sup>1</sup> Still, in the main he is getting a good grip on the state which is the main thing. President Campbell, I saw only for a moment as he is pretty well exhausted and left Monday afternoon for the Mackenzie. Mrs. Prex is quite enthusiastic as usual, told me as I think I wrote you before that no other appointment had ever been received with so much acclaim both here and in Portland. As this was confirmed by Dr. DuBury, you can see what a great man I am, this line of dope makes me feel like a fool.

I very much doubt whether the authorities here will let me off to go to Nevada<sup>2</sup> in case I want to, which is of course undecided. I can't very well cut loose without their assent as it looks like an act of bad faith. I sounded Alderman and his response was very cold and very vague. Of course the chances are that I either can't get or won't want the Nevada job. I can't make up my mind whether to talk the matter over with Prex or not. I have not mentioned the matter to anyone here.

The general atmosphere has distinctly changed and for the better. Some of the new people like the Rebecs, the Allens,<sup>3</sup> etc. are very distinct acquisitions. Mrs. Rebec, for example, is a woman of very different tastes and antecedents. Things are decidedly more cosmopolitan. The intellectual attitude and morale of the students is also better.

Did I write you that Reed was hard up for funds and had reached about the limit of its expansion? Taxes consume about 40% of its available income. Consequently the big rival is still Corvallis.

The department is in much better shape than I expected to find it. [Fred] Ayer has a distinct gift for administration and is something of a scrapper. I went to Salem with him Tuesday and talked the whole situation over. He is capable and ambitious. There is I think little likelihood of trouble with him unless I should lose my grip on things. Stetson is I think the abler man of the two and has a finer spirit but is not as adept in getting what he wants. I had a meeting yesterday with them and worked out a plan of operations. Everything seems to work smoothly so far.

There is an excellent class of students in the summer school. The enrollment shows a fair increase but nothing striking. My first class on secondary education has an enrollment of 45, the other one of two students. Last night, there was a reception with an excellent program.

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<sup>1</sup>John F. Bovard, highly regarded in physical education at Oregon and the University of Southern California. A. R. Sweetser, plant biologist, came in 1902, retired in 1933.

<sup>2</sup>Sheldon dallied with the presidency at the University of Nevada, but the position was closed. He would not have taken it, disliking fund raising and legislative politics and desiring to avoid angering his Oregon supporters.

<sup>3</sup>In 1912 Eric W. Allen began to develop the outstanding school of journalism at Oregon. Of all his Oregon associates, Schafer and Stafford were Sheldon's best friends.

The board at Browns is good. The room is first class but as it has a southwest exposure is somewhat warm in hot weather. It has been fairly warm until today. Various administrative and social demands take most of my time.

You had better by all means plan a vacation for yourself at the coast in August. I think we can manage to scrape up enough money for that and the doctor too. Yours,

50. To Cecil K. Lyons

May 17, 1915  
Eugene, Oregon

Mr. Cecil K. Lyons,  
Department of Education,  
University of Pittsburgh,  
Pittsburgh, Pa.

My dear Lyons:

I must beg your forgiveness for my long delay in acknowledging my appreciation of the kind hospitality of Mrs. Lyons and yourself. It was certainly a great pleasure for me to have the opportunity of talking shop with you as we did that evening. My Eastern trip was in most every way a success as it brought me in vital contact with just those problems of organization which we are most interested in here.

I learned from friends in Pittsburgh that the governor is going to materially increase the appropriation of the University of Pittsburgh. I trust that the School of Education will receive its fair share of the addition.

Our work here is gaining steadily in organization. The new man for the extension work has virtually been selected. Another year we hope to have our outside activities as well connected up as one will find in any state in the union. We have virtual control of the Teachers' Reading Circle work which brings us into the closest possible connection with the teachers of the state.<sup>1</sup> Just at present I am absorbed in the problem of the reorganization of the State Teachers' Association. We want to make this a very much more definite force than it has been in the past.

I have not had the time to devote to my own specific work in the History of Education which I should have liked to. From now on, however, I hope to put in some hard licks on my book. I have a very interesting class in the History of American Education. In the other course we are wading through Monroe's book on "The History of Greek & Roman Education." In the summer school I am to have a special course of problems in the History of Education.

Let me hear from you again when you have time to write. Sincerely,

Copy

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<sup>1</sup>Sheldon was authorized by the state to prescribe reading lists for teachers who could advance up the salary scale if they read from them.

51. To F. H. Hayward

June 10, 1915  
Eugene, Oregon

Dr. F. H. Hayward,<sup>1</sup>  
87 Benthall Road,  
Stoke Newington,  
London North, Eng.

Dear Dr. Hayward:

During the last weeks I have thought of you very frequently but have been so preoccupied with the details of outside work that I have not felt in the mood to write a satisfactory letter.

We are following the war with renewed interest here since the sinking of the Lusitania. There is no question that the American public is solidly behind President Wilson in his demand for a respecting of the rights of neutrals. It was undoubtedly a great blunder on the part of the Germans. The resignation of Secretary Bryan announced yesterday will in no way affect the situation as his administration of the foreign office has largely destroyed his reputation. Some of the German-Americans are a little restive, but with the exception of a few large towns and a certain small number of paid agitators like newspaper editors and university professors, they will acquiesce in the general conclusion of the public. The German government is clearly reckoning without its host in counting upon them for the "Peace at any Price" party in this country to hold up the administration. As a matter of fact the administration has followed rather than led public opinion in this matter. From the beginning I have felt that if the Germans win a sweeping victory in this war, particularly on the sea, we will have them to fight very shortly afterwards. Consequently I believe that it is good policy for the United States to support the Allies. The great majority of Americans, however, who are not particularly well posted on European affairs are much more conservative and they have been perfectly satisfied, therefore, to let the Germans alone if the Germans had behaved themselves, but now the fighting blood of the country is up and the Germans will either have to crawlfish or else add us to the number of their enemies.

During the months of February and March I took an extensive trip in the Eastern states for the purpose of selecting some new men for my department here and also to see the practice and model high schools which have been established by some of the leading American universities. It was a very profitable and enjoyable trip but demoralized my classes here in the University to a considerable extent. I had something of a talk with Bagley but find that he is at outs with the general administration of the university there almost to the extent of

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<sup>1</sup>F. H. Hayward was an English educator Sheldon met on his European tour in 1911-12.



leaving it. Consequently he is not in position to make any radical departure in the way of putting in new men. There is to be a sweeping change in the personnel of the department in the State University at Washington right to the north of us here. I know the new president, Henry Suzzallo of the Teachers' College, Columbia, well and shall take up the possibility of a position for you with him. As to our own University here, the demand for a specialist in your field is not yet extended enough to justify the appointment of a man although in course of time we shall probably need one.

This year I have spent most of my time working on a scheme for the re-organization of our typical secondary institution over here, the high school. In the last 15 or 20 years these schools have multiplied enormously until now about 30% of the entire school population attend them. The work, however, is greatly deteriorated in quality. We have put in a system of units consisting of class work for one year and covering every possible subject from Domestic Science to Greek. As a result of this in many high schools the pupils take a little nibble at this, that and the other study without much tangible intellectual result. Our great problem in the next ten years is to work out certain continuous cycles in the fundamental culture strands, such as natural science, mother tongue, foreign language, history and aesthetic appreciation which will get the youngsters to some definite place. Here in the West where we have a very small body of educated public opinion and where the majority of the people are short-sighted and ultra-utilitarian, this is a very difficult job. In another year I have the promise of an appropriation for a high school controlled by the University where we can try experiments which would not be tolerated on the part of schools controlled directly by the community. In England, as I understand it, your difficulty is very different from ours and takes largely the form of having a too formal or stereotyped curriculum. I shall be very glad to have any ideas on this problem which may occur to you.

I have also been very busy in piloting an attempt to organize our State Teachers' Association. With us in America all classes of teachers from kindergarten to university professors come together in state associations. For some time our State Association here in Oregon has done very little more than to meet annually, listen to addresses and pass resolutions. We are now trying to reorganize it in such a way as to make it an actual working body for the study of educational problems and the promotion of the best interests of the teaching profession. A problem like this requires a great deal of careful personal handling and takes up much of one's time.

As to reading, I have spent most of my extra time on the Russians, particularly Dosta Eski [sic]. I can't see why the modern realists are so wildly enthusiastic over Dosta Eski. To my mind Tolstoi and Turgenev are incomparably greater artists. I have also been putting in considerable time on American Literature, particularly that of New England, having a wild idea in my head of writing a culture history of New England with fundamental attention to the religious, social and intellectual movements. New England is that part of the United States which has been best organized and which has stood aside from the general development of the country. As a result of this fleeting ambition I have been reading a number of second-rate American writers like Thoreau, Oliver

Wendell Holmes, as well as re-reading Emerson and Hawthorne. I have also been giving a series of lectures in a Unitarian Sunday School here on the History and Psychology of the different Protestant Religious Denominations in America. So you see I am not quite permitting administrative work and wire pulling to fill all my time.

As I remember it you wanted a choice collection of American slang for your new play. Is it now too late? If you still want it send me a card when you get this. During my summer vacation which comes in August and early September I will have sufficient leisure to work out some of this "dope".

Mrs. Sheldon joins me in kind regards to Mrs. Hayward and yourself. She hopes to write Mrs. Hayward before long. Sincerely yours,

Copy

52. To James Hyde

November 19, 1915  
Eugene, Oregon

Mr. James M. Hyde,  
1041 Shattuck Avenue,  
Berkeley, California.

Dear J. M.:

I am sending this epistle to Berkeley as I am still in ignorance of your Colorado whereabouts, Stafford having forgotten it. I was in Berkeley during the latter part of August about a month after your departure. I spent only a week at the Educational Association and the Fair combined, so I had to make rather rapid work of it.

Our year here has started off well. The striking feature of the situation has been a survey of the University by Dr. Capen<sup>1</sup> of the Department of Education at Washington. The report which he made is in the main favorable to the University and especially favorable to the School of Education. It is now being printed and I want to send you a copy of the same as soon as I can secure your address. The institution here is being rapidly reorganized. We have a number of men of unusual initiative and strength in some of the new departments like Journalism, Commerce, Architecture and the like. The extension work also is a success.

Your prognostications regarding the Stanford presidency proved correct. Our old friend, R. L.<sup>2</sup> presides over the destinies of our Alma Mater. The faculty, I understand, are not very enthusiastic concerning the change. I want to arrange an invitation for R. L. in this part of the world so I can have a chance to see what his plans are. He has the administrative ability undoubtedly and if his views are sufficiently broad should do great things at Stanford. Cumberly writes me that he leaves in January for a five months engagement at Columbia. Is there anything more behind this do you imagine?

Our small daughter<sup>3</sup> is somewhat irregular in the workings of her digestive apparatus and gives the rest of the family the needed attitude of adventure and expectancy toward the future which is said to keep the middleaged young in spirit. In spite of minor difficulties of this sort, she seems to be prospering. A little later on we hope to send you a likeness.

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<sup>1</sup>Dr. Samuel Capen visited scores of campuses in those years as part of the general movement to establish criteria for accreditation by private foundations and regional associations.

<sup>2</sup>Ray Lyman Wilbur, classmate, doctor of medicine, president of Stanford and Hoover's Secretary of the Interior.

<sup>3</sup>Marion Sheldon Ferguson, born in 1915, was still alive in 1978.

I should be very glad to get from you a statement as to the educational situation in Colorado. Has there been a movement there to inaugurate a central board to handle all the institutions of higher education? What do you know as to the efficiency of the state university? What are your own plans for the coming winter? If you are through this part of the country, do not hesitate to stop off and see us.

In the last few months I have done considerable miscellaneous reading, including some stories of New England life by Sara Orne Jewett. From your New England antecedents I know you would enjoy these, particularly one series of the stories called "The Country of the Pointed Firs." I am also dispensing heterodoxy in a Sunday School class under the guise of giving a course in the Psychology of Religion. I should like to have a long talk with you about some of our interesting social and political problems here. I have often wondered if you are still blessing the Kaiser with the same intensity that you showed a year ago this last September. As for me, my Scotch-Irish blood has risen to the occasion and I am quite ready for any stratagem or spoil. Lately I have taken to combatting the "Peace at any Price" movement among the public school teachers where unfortunately it seems to have a considerable hold among the elderly maiden ladies of both sexes. Sincerely,

Copy

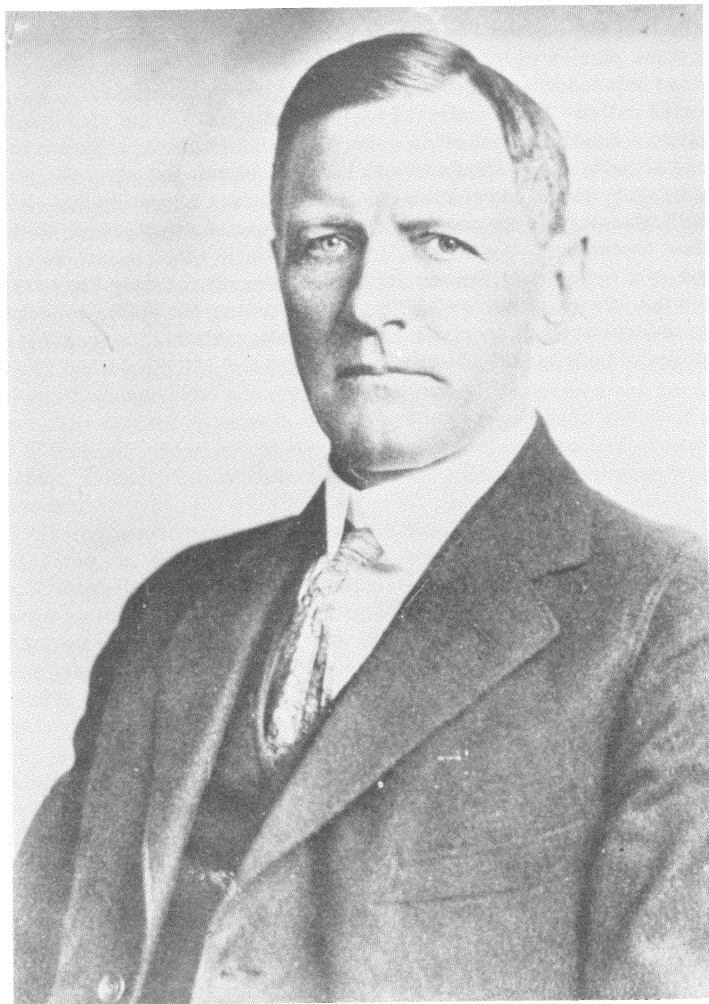


Figure 4. Joseph Schafer, 1919

53. To Joseph Schafer

May 26, 1920  
Eugene, Oregon

Dr. Joseph Schafer,<sup>1</sup>  
State Historical Society of Wisconsin,  
Madison, Wisconsin

Dear Schafer:

Your recent letter reminds me of my negligence in writing. The pressure of the campaign here where I was the county manager for the Teachers bill and the fact that we have had a long, very serious case of illness at home, will have to serve as my excuses. I have thot of you and your work frequently and regretted that I was compelled to go off to California without having another good old-fashioned talk with you.

You have doubtless heard the good fortune of the higher educational institutions here in winning out by a majority of something like 40,000 votes, due to good campaigning, generous mood of the people just at present, and to the fact that a considerable portion of the back county vote did not come out. However, the vote cast amounted to about 190,000.

Certainly the Burrows fund opens up a splendid opportunity to you and I read with very great interest your plans, which strike me as being first rate. There are some suggestions which have occurred to me altho I am not altogether sure of their practicability. First, why not have your doomsday book of holdings along the 10 year intervals coinciding with the reports of the U.S. census? Inasmuch as the census gives certain large economic facts, it would be possible to work out a number of correlations of value. I realize this would make the survey very much more expensive but I believe that it would add to its value.

As to method of procedure, my own feeling would be that it would be better to start your plan in two or three different counties at first in an experimental way, taking great pains to get unusually well qualified men to handle them; better men than you could afford to employ for the rest of the state. Let those men work at the problem a year or two, perfecting the procedure before launching the enterprise as a scheme for the entire state. There are a good many pitfalls in employing amateur talent, however enthusiastic. I believe there are more difficulties than one would anticipate at first. However, these are not insurmountable and would not baffle men or women with first rate intelligence. As to objective, I believe your purpose in beginning with the economic side is sound. People just at present are more interested in that and in any new

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<sup>1</sup>Joseph Schafer became superintendent of the Wisconsin State Historical Society in 1920, died in 1941. He championed local history, professionally done, believing that generalizations about national society had to be based on exhaustive local research.

country like ours, perhaps in any country, it is fundamental. Of course you know what I think concerning economic interpretation of history so you will not misconstrue this. It is also a popular point of approach.

Next in importance I believe is a study of the religious life of the people which will involve more difficulties. The type of study which the zealot of a particular denomination might make lacks breadth. Some of the more scientific studies lack sympathy. I believe, however, you could handle this thru some sort of Seminar class in connection with the University work. You could take young men and women who represent the different denominations, having a sort of hereditary sympathy and yet possessing enuf breadth of view to see the larger relations.

I shall be very much interested to learn of the completion and execution of your plans.

The extract which you sent me from William Russell is of much interest. Did you know that I had in my own private collection the originals of his first American Journal of Education, 1826-1830? These four volumes contain, at the end of each volume, one of the most valuable surveys of educational progress year by year which I have found anywhere in American Educational Literature.

I must confess that I have done absolutely nothing of any scholarly value this quarter. The boys working with me in the Seminar have produced some good papers. I shall probably have about six. One of the men, Hamlin who was superintendent at Springfield, has done just the type of work which you have in mind in your survey. He has gotten all the old school records of the county as well as the census reports. I am planning to work up a history of the university here on a new plan which I expect to outline this summer and which I desire to send you for comment and criticism. I also have in view a similar study of the state, altho owing to the scattering of the sources, this will be somewhat more difficult to do. I am expecting to find time this summer to finish my inspection of the records of the faculty here and also go thru the minutes of the Board of Regents.

When does the report of your committee on historical study appear? We are re-organizing the course in the University high school and will be very glad to get a copy as soon as the final decisions are made. Sincerely,

Copy

54. From Herbert Hoover

June 25, 1920  
American Relief Administration  
115 Broadway, New York City

Dear Mr. Sheldon:

This is just a personal note to express in part my gratitude for the generous support which you have given to me. It has indeed been a great honor to have you feel that I am fitted for the great office of President.

The question as to who wins in these contests is to me of less importance than that we keep faith in the great issues before us. We shall have years of great trial in the solution of most difficult questions and, although we have not had our own way as to the tools for their solution, we have no less obligation to stand vigorously for the right handling of these issues.

With my deepest appreciation of your friendship, I am faithfully yours,



55. To Harriet Pettit

October 27, 1920  
Eugene, Oregon

Miss Harriet E. Pettit  
Cupertino, Santa Clara county,  
California

Dear Miss Pettit:

When I returned home last spring in March, I found Florence quite ill. The illness lasted for several months. We had a trained nurse in the house part of the time and things were generally torn up. The responsibility for a good many household matters naturally fell on me. As a result I was remiss in writing. I should add that thru a slight operation, she recovered but without as much strength and vitality as of yore. Probably a complete rest this next summer may bring her back to normal again. The children are both well. The small one, if possible, rather too well for the comfort of the other members of the family. Henry took the measles this summer which affected his eyes, compelling him to wear spectacles and giving the false appearance of learning to his physiognomy. He went out and worked in some of the lumber mills this summer - a rather novel experience. They actually paid him \$6 a day altho he was not sixteen years old. If everything goes well, he enters the University in another year.

The higher educational institutions here won a great victory in the May election. The people voted us our money by a majority of something like 50,000, only two counties in the state giving adverse majorities. This brought up our income from \$400,000 to something like \$850,000. The result was a general increase in salaries which temporarily, at least, gives us the best salary schedule in the northwest. We are also erecting three buildings at the same time here. Just at present none of the buildings are done and we are greatly crowded for space. One of the buildings is a new high school building for our University High School. This is supposed to be something of a model in various ways. The frame of the building is now up. They are expecting to complete it so that we can move in sometime during the winter. As soon as it is completed, I shall send you a photograph. We are also to have a small Education building right behind this high school. This is located on a new portion of the campus.

As a result of these moves and of the increased number of students - we have something like 1,700 here this fall - there has been a fairly sweeping re-organization of the University. Two or three new Deans have been put in and definite divisions are being worked out. The rather free and easy departmental plan of proceeding which has prevailed here is coming to an end. This is going to mean a good deal of minor re-adjustment this year. Our own School of Education here was probably about the first to be fully organized. We have had scarcely any internal changes but the adjustments to the other schools must be worked out.

I spent my vacation in two trips; the first was a walking trip thru the high Cascades as last year. We were rained on which gave us a few extra thrills, also some of the party ran into a bear. The other trip was to a wild region in southwest Oregon known as Curry county where there are no railroads. This county is right north of California. It comes about as near being frontier as any place I ever struck. It is said to have more deer in it than all the rest of the state of Oregon combined. The settled part of the country lies along the Pacific ocean. The trip which took about a week was a great pleasure for if there is anything I like to do it is to see new country.

We had a straw ballot election here yesterday. The students voted for Harding by about a two to one vote, whereas the faculty by a small majority supported Cox. There is no question, however, but that the state of Oregon will give Harding a large majority altho it is somewhat questionable whether the Republicans will be able to elect their candidate to the U.S. Senate. Most everybody is disgusted with the candidates for the presidency. We are evidently in the trough of reaction. I notice that our old acquaintance Sam Shortridge is running for the Senate in California. I should hope that he would be left at home because, unless he has changed his skin, he is perhaps about the worst "blatherskite" in the United States.

I was fairly successful with my farm this year, getting about enuf off it to pay the taxes and interest on the money invested. I would have done much better if the gophers had not destroyed about a third of the crop. It is a loose silt soil which seems to be especially favorable to that species. The fruit men here did very well this year. The cherry crop was excellent and prices high. The same is true of the Bartlett pears and prunes. The peach crop was an entire failure. We have had fairly continuous showers here since the first of September so the problem of picking the fall fruit has been a difficult one. I believe that it is a wise policy for me to wait until prices have fallen before improving the place.

There is a new Canadian essayist by the name of Leacock who is breezy and interesting. He has a good many candid things to say about us and the Canadians as well. They are worth saying and in my opinion largely true. I am sure you would enjoy reading him. I have been keeping up with Conrad, having bought his two recent stories, "The Arrow of Gold" and "The Rescue." I find a good many people here dislike Conrad as he leaves the impression of melancholy. Theodore Dreiser, our American realist, has a series of sketches called "Twelve Men." These are worthwhile and free from the objectionable features of some of his earlier books.

I am completing a couple of monographs of the history of the University here and also doing a good deal of preparatory reading for my social history. My University teaching is not so heavy this term, so that there is much more leisure.

Mrs. Sheldon desires to be remembered to Mrs. Pettit and yourself,  
Sincerely,<sup>1</sup>

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<sup>1</sup>The University High School was closed in 1952.

56. To Edward M. Hulme

February 27, 1922  
Eugene, Oregon

Dr. Edward M. Hulme,  
Department of History,  
Stanford University,  
California

Dear Hulme:

I was certainly very sorry to hear of your recent illness which must have been an extremely painful one. I trust you are on the full road to recovery.

I find that our English Department here seems to think that Stanford has the best department on the coast. There is a strong tendency on the part of our advanced students here to want to stay on the coast, which, in my opinion, is a great mistake. In most cases, I believe they should take a year in Europe, preferably in Paris, and another year in some large eastern institution like Harvard, Columbia or Chicago. The expense of transportation, however, is going to be a large factor in this matter unfortunately.

Yes, I know Burke<sup>1</sup> very well. We were in the graduate school together at Clark for a year. He is one of the most brilliant men in American education. He is a little inclined to ride one hobby too hard at a time and makes so many brilliant and satirical remarks about his contemporaries that he is very cordially disliked by them. However, his normal school is one of the best in the country. You will be interested to learn that I have agreed to give a course in world history next year which is virtually to be a course in the history of civilization. It is something of an experiment and in no way affects my present position here except that it enables me to put off some of the chores on one of the other members of the department. The organizing of this material, beginning with primitive man, is something which for a number of years I had set before myself as a desideratum. From correspondence with some of the most aggressive easterners like Harry Barnes, Max Farrand, and others, I believe there is going to be a great development of this type of history in the next few years. There are a good many pitfalls by the way, all the way from chatauqua lectures to esoteric theories of progress. Altogether, it depends on the men themselves whether they can make it stick. The movement will have to face very strenuous opposition of the prevailing school of political historians, altho the newcomers will have a large support from the general intelligent public. You may expect to hear from me sometime along as a humble suppliant for bibliographical and other suggestions in your own field.

Just now Oregon is in the throes of an economic panic. The general property tax has been run up to a point where it is extortion. Eastern Oregon is

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<sup>1</sup>Frederic Burke.

almost bankrupt and reformers are out with their hatchets. I hardly think anything fundamentally destructive will occur to us, nevertheless, there is a certain amount of uncertainty here. Sincerely,<sup>2</sup>

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<sup>2</sup>E. M. Hulme was an old Stanford friend and mediaeval historian who taught at the University of Idaho and Stanford.

57. To Harry Elmer Barnes

October 11, 1922  
Eugene, Oregon

Dr. Harry E. Barnes,  
Department of History,  
Clark University,  
Worcester, Mass.

Dear Barnes:

I certainly appreciated the reprints which you sent, as well as the letters accompanying them. Mr. Fish<sup>1</sup> has told me much of your work and plans, so I feel somewhat in touch with events at Clark. I shall bear in mind your caution concerning his thesis. He arrived here somewhat played out but has succeeded in securing a fair amount of recreation and is, I think, in better condition. He speaks very highly of his year with you.

The summer was not a very satisfactory one for me. We had a fire which injured our house and caused me to waste a good deal of valuable time with insurance men, contractors, et cetera. Most of my remaining effort went into the World History courses. I spent a week's time on anthropology trying to digest some of the newer books, including Goldenweiser which was a most agreeable disappointment to me. While some of his attitudes are doubtless extreme, his book, it seems to me, throws much light on the subject, especially when combined with Boaz, Clark, Wissler, Merrett, Haddon and others.

The University here opened last week and we are just getting under way now. There is a comfortable growth in spite of the fact that entrance standards were raised. The World History course is starting out satisfactorily with about one hundred students who are a somewhat picked group. We shall have about five quiz sections, four of which will be in Fish's hands. My course in the History of American Civilization is being somewhat more of a numerical success than I had anticipated. Our library is woefully deficient in books adapted to this field.

In Portland I have a graduate student by the name of Reynolds who has done considerable advanced work in history and sociology. He has prepared two rather able papers on local educational history, in fact they are the ablest papers written by any student here. His original purpose was to specialize in the history of education and educational sociology. He now feels somewhat drawn toward pure sociology. Our experience here is that competent men are scarce in sociology. Am I right in this? If he does go into sociology, where should he go? Perhaps I should add that he is a man of about thirty four years of age, has a wife and two children and can probably only put in one year of consecutive work. He has a good head on him for practical affairs and this year was made Chief Probation Officer of the City of Portland. He has been working a good deal with Parsons. He will probably want to go East next year and is getting up his languages now. Sincerely,

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<sup>1</sup> Andrew Fish, a minister, studied under Sheldon, went to Clark, returned to Oregon to teach.

58. To Joseph Schafer

October 31, 1922  
Eugene, Oregon

Dr. Joseph Schafer,  
Wisconsin Historical Society,  
Madison, Wisconsin.

Dear Schafer:

I was much interested in one of your recent letters where you characterized La Follette somewhat unfavorably. In September I took a brief turn in California and found our old friend Hyde very actively engaged in a campaign against Hiram Johnson. Both men I believe are something of demagogues, almost necessarily so if they are to keep a continuous grip on the situation. La Follette, I believe is somewhat more constructive than Hiram but I believe I should be inclined to support either one as preferable to the fossilized stand-patters. After all we cannot demand that politicians be angels.

Gilbert, Clark and I are engaged in a cooperative project here. We want to start an index to the newspapers of the state, particularly material bearing on political, economic and educational history. The first question we want to ask you is this: To what extent has this been done elsewhere, and secondly, How is it done? Is it practicable to card index every editorial paragraph and news story? We would like to have your opinion on the feasibility of the project. Our idea is to hire advanced students who will index material in all three fields at the same time.

In my work on the History of the University I find that in the summer and fall of 1875 the Lane County Grange came to the rescue of the Union University Association and contributed four or five thousand dollars in the form of grain. We have the receipts for the grain which were issued by the association, but the papers contain no systematic account of the proceedings. I wonder if in your collection in Madison in the grange papers there might be some account of the same. If you will have one of your assistants look up the matter I will be glad to meet the expenses.

The History Department here this fall is starting off with a large enrollment. Donald Barnes, the new man in English History from Harvard, is handling about two hundred freshmen. Clark has large classes in American History and [Andrew] Fish and I have about one hundred and forty in World History. Donald Barnes is a young fellow of a good deal of promise, very well trained in English Economic History but with a wide knowledge of European conditions. There is not, however, much advanced work being done, there being only two graduate students in history. Fish is taking hold of the work in good shape. He is technically in the English Department which rather complicates the situation. I will send you my syllabi, bibliographies and so on for World History.

We are having a fierce old campaign here over the anti-catholic school bill which would shut up all private schools and force all children to attend public schools. Walter Pierce, the democratic candidate, is championing this

nefarious measure. The Ku Klux Klan and most of the Masons are behind it.<sup>1</sup> There is a strong organization and it looks as if the thing might go over. Here at the University the president has started a \$10,000,000 campaign in ten years. He has raised \$25,000 for initial expenses. So far the endowment has largely taken the form of ancient Indian baskets and other relics, doubtless of great value but rather different from hard cash. The faculty are cooperating but as you may imagine without any exuberant enthusiasm.

We have just gotten our house in shape again. It is the old, old story. The planing mills here are absolutely inadequate to handle the business when there is much building. We are looking forward with much pleasure to seeing you in the summer. It also seems mighty good to see Stafford around and also to notice the place he has made for himself among the men here. Sincerely,

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<sup>1</sup>If Sheldon was very active in state and local public issues beyond those of education, his papers do not show it. He confined his activity to occasional letters to the editor of the Eugene Register-Guard when he retired. The U. S. Supreme Court declared the school law unconstitutional.

59. To Joseph Schafer

January 23, 1923  
Eugene, Oregon

Dr. Joseph Schafer,  
Director Wisconsin Historical Society,  
Madison, Wisconsin.

Dear Schafer:

I have been somewhat remiss in acknowledging your many generous remembrances of me. Your article on the early German settlers of Wisconsin and the method of settlement was admirably done. Comparisons are proverbially odious; yet I think you made your summary so judicial and tactful that no one need feel sensitive and at the same time you told the truth. The general volume on the Domesday ought to be of the greatest service to you in popularizing the idea among the many patrons of the society. I should think that it would be of great service in connection with the high schools and normal schools of the state. Have you made any plans to secure its utilization in this way?

My contemplated trip east will I fear have to be abandoned. We have an economy governor and a somewhat restive legislature so the administration is afraid to risk a proposal of the sort. I had planned to make a considerable trip of it, calling on a number of the newer men in history. I think now that I will do this next year at Christmas time. However, that is a long way off. I have decided to cut out all teaching at the summer school and to devote my time entirely to writing. My success last summer in getting a good deal done in a short time when I was free of other entanglements has rather re-assured me. I shall be here most of the time during the summer session and am looking forward with much pleasure to the prospect of entertaining you again.

The present legislature is worrying the administration a good deal. As usual there are some demagogues who are very anxious to make a record and more serious yet the vested interests are raising a terrific clamor about taxes. The tax system here is, as you know, quite archaic but the amount is not particularly excessive if properly levied. Naturally, those who are profiting by the present situation are trying to focus public opinion on the amount rather than on the methods of levy. My own opinion is that the higher educational institutions are too well established to be hurt much but the movement will undoubtedly result in some irritating methods of cheese-paring economy. Stafford has signed some contracts that will be likely to put him in a much easier position financially. Some of the largest concerns in the country are going to try out his inventions. Rebec writes that his health has been very poor and that he is just now getting on his feet again. You doubtless heard of the death of Mrs. R. C. Clark, along early in December. Clark's sister is now keeping house for him.

In the Social Science Club this year we have been making a study of democracy and all its aspects. I have become very much interested in the philosophy



of political liberalism. I have been outlining a series of lectures covering such worthies as Turgot, Jefferson, John Stuart Mill, Mazzini. I have had some difficulty in selecting personalities to represent German political liberalism in the 19th century. In the beginning there were a number of figures more especially William Von Humboldt, and Schliermacher and even Stein might be considered as a sort of conservative liberal and during the remainder of the century I find some difficulty in finding men of a liberal enough caliber. What do you say to Henry Von Gegeren? What do you suggest in this field, also in the later French field? Neither Gambatta nor Victor Hugo, nor Thaers [Thiers] were very strong on analysis. In no country was liberalism more definitely organized and militant than in France and yet most of the thinkers seem to belong to the 18th century. Am I correct in this?

I dare say you are somewhat disgusted as I am with the present situation in Europe. The French undoubtedly are making a fundamental mistake.<sup>1</sup> I am not so sure as to what lines our policy should take but feel that we should make ourselves felt in some way. Mrs. Sheldon joins me in very best wishes to Mrs. Schafer and yourself. Sincerely,

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<sup>1</sup>Refers to the French invasion of the Ruhr, when Germany defaulted on reparations payments. The U.S. eventually offered the Dawes plan to ease the financial distress.

60. From Harry Elmer Barnes

November 15, 1923  
Northampton, Massachusetts

Dear Dr. Sheldon:

I was glad to get your good letter of November 8th. The Resolutions went off with a bang after a little delay which worried me somewhat. We shall probably have an echo in the four liberal weeklies soon. I eagerly await your answer to Thurber's allegation of ignorance and presumption in not accepting as authoritative the Alumni report of last June. Another set of Resolutions is under way on the Atlantic coast. We hope to get Senator France to head the list.<sup>1</sup>

I think that you are too modest about the MERCURY. I believe that you are just the sort of fellow Mencken wants in. Keep Fish prodded along with his Vindication of Judas Iscariot. I have an article in the first number on "The Sneer versus the Drool Method in Historical Pedagogy," taking my cue from Sullivan's article in the June Historical Outlook.

I am much taken by your notion of a book on political liberalism. You should start with Tooke, Wilkes and Paine and come down to Morley. The works of Kent and Hall on English radicalism would be interesting and helpful here. On Germany and idealistic philosophy, I doubt if I know of much which is not already better known to you. Chapter iv of Vol. III of Dunning has a good review. Chapters ii-iii of E. C. Moore's Christian Thought since Kant is a good sketch. Then there is a good introduction in chapter ii of Barker's little book of political thought. Höffding, Windleband and Paulsen are valuable and suggestive of these men. Of the larger works the most valuable are probably Drews, Die deutsche Spekulation seit Kant; Fischer, Hegel's Leben, Werke und Lehre; and Katlenbusch, Von Schleiermacher zu Ritschl. Personally, I believe that you would do far more good and have far less drudgery to get out a fine general sketch of English radical and liberal political thought from Wilkes to Morley than by monkeying with continental liberalism, which was rather inferior to the English. Of course, if you can do both, so much the better. I am afraid that you overestimate the content of my little book. There will be little there except organization, classification and bibliographic hints.<sup>2</sup> With best regards, sincerely,

P.S. I forgot to add Hobhouse's critique - The Metaphysical Theory of the State.

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<sup>1</sup>Barnes, Sheldon and other Clark faculty and alumni criticized the Atwood administration for trying to change the original emphasis of the school, losing the confidence of faculty and donors. P. T. Thurber, a trustee, defended president Atwood.

<sup>2</sup>Refers to Barnes' History of Historical Writing. Sheldon would have disagreed with Barnes about the genesis of both world wars and the role of the United States.

61. To Edward M. Hulme

January 2, 1924  
Eugene, Oregon

Professor Edward M. Hulme,  
Department of History,  
Stanford University,  
California.

Dear Hulme:

I have been somewhat negligent in telling you how highly I thought of your translation of Gebhardt's book on the Italian mystics and heretics, which is an example of the type of thing which we very greatly need. The three best things I know for my purposes, treating of the medieval period are Taylor, Henry Adams' book on Chartres and this work of yours. Can you suggest other titles which you think equally important from the point of view of the general student? I find a considerable number of most excellent books interpretative of Greek culture and civilization, some on the Roman, but a great scarcity of suitable works for college students dealing with the Oriental mind.

You will be interested to know that we have had a reorganization of the history department here so far as courses are concerned and that we are about to attempt to develop some advanced work in the field of history of civilization. I should like to have an opportunity of getting my point of view before the historians of the coast at their next meeting in Los Angeles. Have you anything to do with the management of the branch? I will enclose a copy of our reorganized scheme and should be glad to get your reactions upon it.

The History of the University here is consuming most of my extra time. It is a much larger job than you might anticipate. I should judge that we had at least two tons of documents. The most difficult and tedious portion of the work is in reference to the newspapers which for a study of this sort are rather fundamental. It is giving me practice in the analysis of most every type of modern document, the newspaper, the diary, the private letter, in addition to all sorts of public documents of the propaganda type. I think, however, that one study of this type will about satisfy me. The vast amount of labor it requires is somewhat out of proportion to the results I think, or to be perfectly frank, I get much more joy myself out of interpretation and synthesis of the large movements of society than out of the minute study of more or less insignificant phenomena.

Is there any possibility of your coming up this way this summer? Mrs. Sheldon's health has been poor this autumn and we are quite likely to be in Eugene. I have a car at my disposal and would be only too happy to show you the beauties of the upper Willamette valley. Sincerely,  
Copy

62. From Joseph Schafer

August 6, 1925  
The State Historical Society of Wisconsin<sup>o</sup>

Confidential and personal

My dear Sheldon:

Last Saturday, my last day in Portland, I called on both Mrs. [G. T.] Gerlinger and Judge [James W.] Hamilton.<sup>1</sup> The former was anxious to discuss "candidates" and I found her favoring a Canadian educator now in Pittsburgh Polytechnic - a Colonel Day. I pointed out the objection to a noncitizen even though, as she said, he was soon to become an American. Since he has been in the country 15 years without thinking of doing so this would be equivalent to becoming naturalized for the job. I was unable to show any enthusiasm for Otis. But, I countered, unhesitatingly her objection to Upham on the score that he would come from an inferior institution. She finally admitted that the objection was not vital--at least she seemed to admit it!

Judge Hamilton has very sensible views on the type of man who ought to be chosen and I found him dead set against anyone recommended by the former dean.<sup>2</sup> He dislikes the activity (which he esteems unseemly haste) toward locating a man, preferring that nothing be done so long as the president lives. He even expressed a determination to halt the proceedings because he is so anxious to keep from the president any news which could in the least degree weaken his motive for recovery. That was the real object of my call on both and they seemed to agree with me.

Hamilton also agreed that it would be better to make you acting president, which I urged upon him. Cordially

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<sup>1</sup>Of the Board of Regents.

<sup>2</sup>Colin Dymont.

63. From W. H. Burton

November 7, 1925  
University of Cincinnati  
Cincinnati, Ohio

Mr dear Dr. Sheldon:

I see by the papers and Lady Gerlinger<sup>1</sup> of Dallas, Polk county, and way points that you are so dam drunk with power down at the University that you don't want a new President to come in and take your candy away from you. As an old, though young friend let me seriously counsel with you. Power, like strong drink is raging. I knew a University president who quaffed the flowing bowl of power to such an extent that he fell out of his position with the well known and journalistic thud--the dull sickening one. . . .

Before it is too late give heed to the prayers of your friends and well wishers and retire to your philosophic hut. Diogenes was right. He was hopelessly insane (soaplessly insanitary as well) but he forswore power. Remember Diogenes and Alexander. The latter had power and now look at him. Diogenes had a tub and a lantern and we still teach the Freshmen about him. No one else would listen but that is another story. It is along day since Diog tubbed in Athens but his motto still holds good, Render unto Caesar those things which are Caesars--in modern terms--pass the buck. Let the new President come and have the power. It is much more fun to sit around and crab his act than to be responsible.

So much for philosophy, advice, rhetoric and parabolic--perhaps I mean hyperbolic--language. Let us now to the serious affairs of life. . . .

Your remarks anent the Stanley Hall letters and your regrettable inability to be frank in presenting both them and your psycho-analytic reactions were most interesting. I can imagine that a man as vigorous and as imbued with curiosity as Hall would lead quite a life! I hope you are preserving that which cannot be presented to the lily pure public for the private study of friends and intellectuals--even as you and I. Such material should be most interesting in interpreting and giving an insight into the minds of men such as Hall--peculiar geniuses who are not as ordinary men--for which fact both genius and ordinary man thank their respective Gods.

In your closing paragraph you refer to some normal school report which I have evidently mentioned to you at some earlier paleozoic date. To which do you refer? There have been some good normal school studies out recently and I will be glad to answer more specifically if I can get your desires in the matter. You do not by any chance refer to my own forthcoming "Contribution to the History of Education in the State of AwGwan--The Subnormal School at One-mouth, AwGwan." I am preparing a nice little satire in case I need it. Good reading if nothing else. It is to be "Disrespectfully Dedicated" to "Honest Jawa

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<sup>1</sup>Mrs. G. T. (Irene) Gerlinger of the University of Oregon Board of Regents.

Churchbell<sup>2</sup> - Superintendent of Public Destruction and Director of the Department of Defamation of Character". . . .

Things go here about as usual. Too much work. Medical exam last month, ordered me to Florida or California for a year. Mistook me for a banker--had shined my shoes that morning. Turned over another manuscript to Appletons this month, hope to have it out by March. The one I collaborated on last year came out in July and has already exhausted first printing. Book check this six months came this week - took an unexpected spurt upward for several hundred dollars over last two six months periods - treated myself to five cent cigar. But as I said; too much to do - die early - short life and merry one. Now retire to lowly pallet to renew fast fading energy. Good night. Give my regards to Stetson, Rainey,<sup>3</sup> and others who admit acquaintance. . . .

Selah, I have spoken. Beware power, drink deep, forswear the devil and all his works. Cordially yours,<sup>4</sup>

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<sup>2</sup>John Churchill, Superintendent of Public Instruction in Oregon, 1913-1926 and a close associate of Sheldon's.

<sup>3</sup>Fred L. Stetson, Department of Education, University of Oregon and long-time member of Northwest Association of Secondary & Higher Schools staff. Homer P. Rainey, teacher in the University High School, later president of the University of Texas.

<sup>4</sup>W. H. Burton was a former student of Sheldon's, class of 1916.

64. To Joseph Schafer

March 18, 1926  
Eugene, Oregon

Dr. Joseph Schafer,  
University of Wisconsin,  
Madison, Wisconsin.

My dear Dr. Schafer:

As you may have heard, the Board of Regents at its meeting on Monday appointed a committee of three to interview candidates for the presidency. The committee consists of Judge [G. F.] Skipworth of Eugene, Vernon Vawter of Medford, and myself. We shall be in Chicago about April 1, and from there will come to Madison and to see Dr. Hall of the Political Science department. Without in any way bringing you any publicity or responsibility in the matter, may we ask you to think over a list of persons with whom we could talk concerning him. Needless to say, we do not want any banqueting or other publicity in connection with it, as the time will be very limited. Owing to the pressure of work here I have not been able to meet my obligation in the matter of the biography, but believe that I can take it up with you when I see you in Madison. The time cannot, of course, be absolutely relied upon, as for various reasons our trip may hasten or slow up, but will be approximately as stated.

Sincerely yours,

Copy

65. To Joseph Schafer

April 20, 1926  
Eugene, Oregon

Dr. Joseph Schafer,  
State Historical Society,  
Madison, Wisconsin.

My dear Dr. Schafer:

You doubtless have learned the result of our expedition before this. Undoubtedly it was your energy and interest in the matter which saved the situation as far as Dr. Hall was concerned. After we received his telegram at San Francisco, we made up our minds to recommend one of the other candidates and had the report all written out and ready to submit when Dr. Hall's telegram came Friday morning. The selection seems to meet with universal favor here, partly because his qualities appeal to the Oregon people and partly because he was no one's candidate in advance and therefore no particular party or interest can claim the victory in the matter - a point which is of considerable importance in securing action. The University certainly owes another debt to you for the work which you have put in on this matter. I have been so busy since my return that I have not had time to hunt up the material which I promised you for the biography, but can do so this week.<sup>1</sup>

The trip was a very interesting one in many ways and I actually came back feeling better than when I started. The two Board members were admirable traveling companions and we certainly had a good time. The Board of Regents is showing a tendency to thaw out a little in the matter of salaries, which is a favorable sign. I shall write you at more length shortly. Sincerely yours,

Copy

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<sup>1</sup>Shafer wrote the biography of Prince Lucien Campbell.



66. To Arnold Bennett Hall

May 27, 1926  
Eugene, Oregon

Dr. Arnold Bennett Hall,  
Department of Political Science,  
University of Wisconsin,  
Madison, Wisconsin.

Dear Dr. Hall:

As you have been receiving the local papers and press clippings from Eugene, you have doubtless been interested in the controversy which has been waging concerning the dismissal of Mr. Colin Dyment by the Regents. So far, only one side of the matter has been represented in the press for reasons which I will state a little later on. If you will pardon me, I will go into the matter somewhat in detail and in its historical sequences.

After the millage tax was voted in 1920, Mr. Dyment, who had formerly been a member of the School of Journalism here, was appointed dean of the College of Literature, Science, and the Arts. Owing to the fact that the war had somewhat demoralized the scholarship morale and owing to the very rapid increase in the number of students, it was understood at the time that he was to take the lead in establishing better scholarship standards. In this movement all the deans and members of the faculty cooperated. As time went on, he began to gradually encroach on the sphere of the other schools here, as well as on the business office. He influenced largely committee appointments and in general gradually brought the administration of the University largely under his own influence, President Campbell being preoccupied with the gift campaign. Among other things he endeavored to get control of the administration of entrance requirements through a series of rules and interpretations, making it very difficult for students who had had part of their preliminary work in other universities to transfer to Oregon. This affected the Law School. He also took up the matter of the relation of the University to the normal schools and high schools of the state, antagonizing both and making cooperation difficult, so much so, that it was with great difficulty that we were able to prevent the high school men from going to the legislature and petitioning for a law compelling us to accept all high school graduates. He also invaded the business office, carrying off valuable papers, and treating the employees there as if under his own immediate direction. The situation indicated developed gradually. When the full significance became apparent, the first impulse was to lay the matter before the president of the University. This was in the winter of 1923-24. The president was even then beginning to suffer from the disease which became malignant shortly after. All his failing energies were absorbed in the gift campaign, so that it was impossible to place these newer developments before him fully. As the spring went on, the president's malady became worse, and a serious situation confronted the University, as it was quite evident that Mr. Dyment was in



Figure 5. Arnold Bennett Hall in 1928

actual possession of a large measure of the authority and was for all practical purposes acting president of the University. It was also by this time evident that he was committed to a scheme of education which would subordinate the other schools of the University and the more modern subjects to the supremacy of the old fashioned type of classical education which Mr. Dymont himself believed in.

The matter was then placed before several members of the Board of Regents, most of whom had already suspicions of what was happening in the University. As a result of the consultation between them and the members of President Campbell's family, he himself participating, the present administrative committee was agreed upon and appointed by the Board of Regents at the June meeting, 1924. This was facilitated by the fact that Mr. Dymont was ill at the time and incapable of exercising administrative functions.

Upon the reassembling of the University in the fall, matters ran smoothly for some months. However, in course of time, rumors began to be rife that Mr. Dymont was endeavoring to undermine the administrative committee. As a result of this, at the meeting of the Board of Regents in March, 1925, several members of the faculty were called before the Board to testify concerning these rumors, also Mr. Dymont. At the next meeting of the Board in May, 1925, the question of Mr. Dymont's leave of absence came before the Board. Several members desired to force his resignation at that time. The motion to this effect, however, was withdrawn upon the representation of the president of the Board that nothing should be done to disturb President Campbell. It was also stated by one of Mr. Dymont's friends on the Board that if given a leave of absence he would not return to the University. While this was happening, the Board undertook through a special committee of five to reorganize the faculty. It felt that in so doing it would relieve the new president of an onerous responsibility. As a result of the report of this special committee, there were a number of dismissals and two demotions. One man was dismissed because of homosexuality, of which the Board had actual evidence in the form of affidavits, which of course were never made public; another for conviction in the court of a neighboring state for non-support of his children, although there was some reason to think that this court judgment was obtained by a frameup; a third because of alleged moral irregularities. Of the two demotions, one was for incompetence, and had been in contemplation for a number of years, and the second was because of criticism of an over-frank discussion of sexual questions in the classroom. Action in these cases was taken at the May meeting of the Board, and immediately resulted in a good deal of newspaper criticism. The members of the faculty were also somewhat disturbed. A faculty committee took up the matter of demotions with the president of the Board and finally laid certain propositions before the Board at the June meeting, two of which - general cooperation and cooperation in the choice of the new president - the Board accepted. The others involving the control of demotions by the faculty were postponed.

In the discussion in the press and among the faculty and alumni which resulted at this time, the majority of the Board felt that there was a persistent attempt to discredit their motives and misrepresent the facts of the case, and

were inclined to think that Mr. Dymont was somewhat responsible for this. This in my opinion is the real reason for their subsequent action.

The question of Mr. Dymont's tenure did not come before the Board again until the February meeting this year. At that time the matter came up, the members of the Board with one or two exceptions expressing themselves as opposed to his returning to the University. At the solicitation of one of his friends on the Board, however, it was agreed that a private letter was to be written him, asking him to resign, not publicity being given to this, and the assurance being made that he could be induced to do this. I was not present at this meeting of the Board, being home ill with the flu, but received accurate accounts from my two colleagues on the administrative committee. Instead of resigning, however, Mr. Dymont decided to return to America and ask the Board for a hearing. This, however, was not known until about the middle of April. It was generally believed during the time of our trip East in March and April that Mr. Dymont would resign, and that the whole matter would be closed. Consequently the question did not come up. At the April meeting of the Board Mr. Dymont's request for a hearing was presented, the Board, however, decided by formal action to sever his relations to the University, giving him continuous leave of absence. Here again at the solicitation of one of his friends it was agreed to keep the matter quiet, as it was hoped that he still might be induced to resign. The Board consented to this. Shortly after, however, Mr. Dymont returned and began to state his case, especially bringing it before the local chapter of the Association of University Professors. There was a full meeting of the local chapter, and after considerable discussion, the preponderance of opinion was so strongly against action that all motions were withdrawn and the meeting adjourned without any action. About eighty per cent of the faculty felt that the matter of Mr. Dymont's dismissal was an administrative matter which in no way involved academic freedom. Shortly afterwards a newspaper campaign began. This has been undertaken by a very small group of his personal friends on the faculty, a few seniors in the School of Journalism, and two or three outside newspaper men, and in no way represents public opinion. The Regents have so far refused to give any public statement, realizing that such a statement would inevitably lead to a long series of recriminations and discussions of particular points concerning the personnel of the University, the organization of departments, the business office, etc., that is, they felt that the reasons back of Mr. Dymont's dismissal are of a somewhat complex character involving numerous personalities and many details which could not be discussed to advantage in the press. It is possible, however, that they may give a statement a little later explaining why his dismissal was not made public at the time of action, as this seems to be the point which has caused the greatest dissatisfaction. As I have already said, there is some feeling among the members of a restricted group, but in general the situation is remarkable quiet, and attempts to create a crisis have entirely failed. Some of the faculty members who were inclined to violent policies last year are apparently reconciled to the situation, so there is no reason to fear any prolonged disturbance in regard to the matter. Sincerely yours,

Copy

67. To Florence Perry Sheldon

June 15, 1926  
Eugene, Oregon<sup>o</sup>

Dear Florence:

Your letter and Marion's from Victoria came this morning. Henry and I greatly enjoyed them. I am sorry the Britishers so depleted your treasury, such an idealistic people should not be so mercenary. Elsie left the house in very good order Sunday. You forgot to send your bill of lading to the Olsons. I found it in your desk and am sending it on. I am also enclosing a check from some Chi Omega sister made payable to you. The damp wash came home today including nine sheets which Henry and I hung on the line.

The Commencement exercises were very much as usual. The sermon Sunday and Dr. Spaeth's yesterday were both decidedly good. I put on the hoods and read the notices without a break. There were 492 graduates, the greatest number ever. There was a faculty and regents' dinner. I took in Mrs. Hamilton and sat between her and Georgiana Gerlinger. I must confess that I found Georgiana the most interesting. Sunday night I went to the Holt Stafford party and really enjoyed myself first rate. It was a jolly informal affair. Dr. Spaeth was there and helped to make things go.

The regents' meeting yesterday was mainly devoted to Dyment and his troubles. Some of the 91st division came in and orated, then Judge Hamilton orated in return. Dyment had two attorneys, Nick Juarguey and Lamar Tooze, who orated. After this, they went out. Finally the board decided to let Dyment present his case which he did by trying to cross-examine Louis Johnson. Between Louis' deafness and Dyment's fatigue, they didn't get far. Then Dyment asked for a public hearing with attorneys which the board refused, Mrs. Gerlinger alone voting for his side. Dyment is in bad condition and made mistake after mistake. Some of his own friends [like] Dr. Rebec admit that his campaign has been one series of blunders. I was in no way involved in the matter. All our recommendations went thru and the board unanimously thanked us for our efficient service.

Today I have been taking things easily, went to the dentists in the morning, did office work and spent the entire afternoon on the place mowing lawns, clipping hedges, using the scythe, etc. Tomorrow I shall spade. By Thursday I hope to have the place in good order. Henry goes to Portland tomorrow to see Ben Reed. I expect to go Friday and come back Sunday, mainly to see Dr. Kissner. . . .

The meeting yesterday did not tire me out as it did a year ago. I have not felt energetic today but am not frazzed out. Haven't read or thought anything since you left, only administrative chores and faculty politics.

Give Marion a hug and lots of love from her daddy, remember me to father and mother, William and Marion, Lester and Catherine, be good to yourself and remember that we always have you in memory. As ever,

68. To Florence Perry Sheldon

July 20, 1926  
Eugene, Oregon<sup>o</sup>

Dear Florence:

Your good letter came yesterday. As to the questions you raise, my answer is about as follows. About Aug. 1 I will send you \$85 to cover your trip home and incidental expenses, so you will be free to move. I will make enquiries about electric and gas stoves as you suggest. Also Henry and I will paint the back porch and cellar stairs. As to carpets it will depend somewhat on how much we spend elsewhere. The total expense on house and furniture will have to be under \$350 as we will have to break the back of some of these other bills.

Received a postal from Andrew saying that they lost their boat in New York altho they caught another one the same day. He seemed pretty much disgusted. Also had a letter from Rainey who seems to be prospering. Mrs. Kimball Young had a sick spell in Utah and lost a baby not very far along. Also had a note from Schafer saying that his book on Pres. Campbell was done and would be sent on this week.

As I have been surveying my past two years' work I feel that I have been somewhat remiss in pushing social connections and in finessing generally and in pushing myself. I have also rushed into one or two fights like the one with O. A. C. without being sure enuf of backing. But as far as the more solid side of university policies are concerned I am conceited enough to believe that they have been well handled. In spite of Dymont the faculty morale is good and the finances are in satisfactory shape.

We have had the Presbyterians here this last week. We are also thru with the basketball players, so we can begin to see the end of the summer school. Mrs. Stetson is spreading herself and giving a reception tomorrow afternoon. We have a text book exhibit the day afterward. Mrs. Stetson is exerting herself considerably. Had me there to dinner last week with Meanwell, the basketball coach, but she invariably pulls off her social stunts so they get in the way of the regular shows. There is a general scarcity of feminine society this summer of the sort that interests one.

Henry seems to be working well and does his share of the house work like hanging out clothes. He has an eight o'clock class so goes to bed and gets up earlier than is customary. He greatly appreciated your letter. The weather is cooler, in fact is ideal summer weather. I like Boyer, the new man in English very much.

Most of my reading lately has been along the line of liberalism especially in connection with Lord Acton. I am putting the girls at the office to copying notes for me. As ever,

69. To Florence Perry Sheldon

August 9, 1926  
Seaside, Oregon<sup>o</sup>

Dearest,

I am here staying over a day on my way home after a brief sojourn at Cannon Beach. The air has been soft and balmy, little wind, everyone out in the open, days and evenings. Cannon Beach is an attractive resort but even it is becoming too thickly populated. The cars race each other down the beach at low tide, rather spoiling the scene. This place is filled with people thick as ants and is badly vulgarized.

I left home Wednesday afternoon; not having much steam I found I was wasting my time holding interminable interviews with persons who seemed to have unlimited time, a change of scene would do me good I thought and so it has. I spent Thursday in Portland mainly looking for a new secretary. I also arranged for an examination by another specialist. I go back to Portland tomorrow and back to Eugene Wednesday night. Henry goes off on his vacation while I hold the fort awhile.

The sea always gives me a thrill especially when I can climb about away from other people. I have walked about thirty miles and feel first rate in spite of a sore heel and toe which limit my ambitions somewhat. . . .

Henry when I left him figured on getting a job making a float for the U. S. National Bank during the wonderful trail to rail celebration of Aug. 19 & 20. As he has two jobs putting in wood, one for the S. A. E. and another for me, he should be able to keep out of mischief. He is I believe developing more of a personality than we give him credit for. I wouldn't be surprized if he did something to distinguish himself.

Bought Galsworthy's Silver Spoon and read it. The new woman is its theme which is handled frankly and dramatically. It shows what happens when young women have their own way too much. Read it and reflect. I was surprized to note that it was a best seller both here and in the country at large. Galsworthy is rather subtle for the man on the street, but of course there is much in a name. I have also read Fraternity (good) and The Patrician (fair). These noble misunderstood dukes always give me a pain. I am also reading Keyserling and Dean Inge. I am somewhat getting over my excessive admiration for the latter writing and can see him in perspective instead of being swept off my feet by him.

Lately, I have been comparing in my mind's eye the Sheldon family with the general run of people one meets. We certainly have lots more vitality and independence of mind, intellectual curiosity and a certain aloofness and contempt for the ordinary which most of contemporaries are free from. All rather good I think if not too self conscious.

Yet after all the general impression of people is favorable, lots of healthy children, domestic and good natured men, sensible women, all self reliant, law abiding (except speed rules), happy in a placid way, somewhat bovine in

their mediocrity always discussing cars, electric refrigerators, dogs and such like important issues but nevertheless wholesome well balanced and kind, certainly no sign of physical degeracy [sic] or race suicide.

Well, I shall certainly be glad to see you again. I have gotten to the stage where I think of all the things I should have done for you that I haven't and have made lots of good resolutions, Marion too, the house isn't the house without her [grumbling] around with frank comment seeing what she can demand. . . . As ever,



70. To F. H. Hayward

September 10, 1926  
Eugene, Oregon

Mr. F. H. Hayward  
87 Benthol Rd.,  
London N. 16  
England.

Dear Dr. Hayward:

I was very glad to see your well known script again, also to receive your announcements in honor of the great man. I see that you still keep your herbartian inclination.<sup>1</sup> You may be interested to know that I am just sending the press the letters of Stanley Hall, and I expect to send you a copy a little later.

For the last two years I have been chairman of the administrative committee which has had charge of the University during the illness of the president and subsequent period. It has given me a new type of experience which, all things considered, I have greatly enjoyed, although it has involved some friction and a few jolts. We have a new president coming in about a week, so that I shall be free to go back to my usual job.

The current in this country has been running strongly in the direction of quantitative measurements and statistics in education. A vast amount of work has been done, most of it useful, but not very well correlated as is our national habit. The special emphasis here has had the effect of obscuring many of the more personal idealistic and vital factors in education. I think I can begin to see the turning of the tide and a much better future for my own subject The History of Education if it is handled intelligently. We are doing a great deal here with the psychology end, more so than in most of the centers.

Politics seem to be in the hands of conservatists on both sides of the Atlantic. As between your Prime Minister and our President, I do not think there is much to choose. How do you account for this slump in the progressive attitude? Is it after the war exhaustion? or the victory of big business?

I am writing a book upon the history of modern political liberalism as an international phenomenon. I am dealing mostly with the development of ideas but intend to show the relationship between the ideas and the march of events. If you happen to know of any good criticisms of the idea of progress other than Ing[e], Keyserling, Spengler and Santayana, let me know.

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<sup>1</sup>J. F. Herbart, 1776-1841, German philosopher and psychologist, who pioneered scientific pedagogy with his principles of preparation, presentation, association, generalization, application. His cohesive theory focused on the development of ethical character. He sympathized with J. F. Pestalozzi, 1746-1827, and his emphasis on relating ideas to the concrete, e.g., exercise, field trips, models, collections, as well as F. W. A. Froebel, 1782-1852, founder of the kindergarten.

Our son finished the University course last year and will be teaching in secondary schools from now on. A year ago he was one of the three selected to represent the University in the Rhodes Scholarship Examination. He may go in for it again this year. Mrs. Sheldon joins me in kindest regards to Mrs. Hayward and yourself. Sincerely,

Copy

71. To Florence Perry Sheldon

March 6, 1927  
Hotel Fort Hayes, Columbus, Ohio<sup>o</sup>

Dearest,

Just arrived here after a long afternoon's journey across northern and central Ohio, a rather rich well wooded country but looking somewhat forlorn this time of year.

As luck would have it, I caught a cold the last day in Dallas and had a rather pesky time on the train. I came straight through Chicago to Ann Arbor, Michigan where I staid almost two days and managed to get rid of my cold. Ann Arbor is the most curious Victorian sort of a place, the town looks as if it had all been built about the time Gen. Grant first ran for the presidency and has never been changed much since. The hotels are wretched and out of date. The University is on a large scale and quite impressive, altho the buildings are jammed too close together.

Everyone was courteous and sympathetic so I obtained the information I was looking for. Francis Curtis gave a dinner for me last night. It was quite an Oregon reunion, the Curtis's the Sobes, the Thorpes and Gjerness who used to be in the library. I learned lots of things about U. of Michigan. They all asked for you and wished to be remembered to you.

I am going back to Chicago tomorrow night. Will stay there a day or so, then go to Iowa City and Minneapolis for a day each making the trip by night, so if my plans go thru, I will leave Minneapolis Friday night arriving in Portland Monday morning and home in the Shasta arriving Monday noon March 13. If there is any considerable change, I will wire you. I am enclosing questions which you are to give Walter Barnes for the World History course. Have heard no Oregon news except that California won at basketball.

As I think over our life together it seems to me that we have done pretty well in carrying out our lives as we first planned them, and that the persistence and purpose which has done it has very largely been yours. The disillusionment and discouragement which has come to many couples has passed us by largely I believe because we have followed things out as we had dreamed of them at first. I feel that you have done more to keep me from doubting the essential soundness of things than everybody else put together because it is in reliance on those nearest us that our faith is based. I hope you will live long enough to thoroughly enjoy the things that you have always been looking forward to. With love to Marion, as ever

72. To Joseph Schafer

October 20, 1927  
Eugene, Oregon

Dr. Joseph Schafer  
Superintendent State Historical Society  
Madison, Wisconsin

Dear Schafer:

I received your letter of October 3, some time since but have been so busy running around to teachers' institutes that I have not had an opportunity of replying. I admit that I was somewhat mystified to receive the poem on the Chicago fire. As you may remember, my mother had an old friend by the name of Marshall who wrote a book on the Whitman problem. Marshall's handwriting was somewhat similar to the one in the poem, so I imagined that somebody somewhere had dug up a poem of Marshall's and sent it to me, knowing the old interest between the two families. The poem will be sent to you in separate package today. The copy of the book on the four counties came in excellent condition, for which I wish to thank you.

I have just finished a novel by a Norwegian professor in St. Olaf's College, by the name of [Old Rolvaag], which strikes me as one of the best things I have seen in a long while. You doubtless have read it. I should be glad to get your reactions on it. While it has more psychological interest than a similar book by the Norwegian novelist Johann Boyer, I do not believe that it is quite as epic in character or quite as typical, but it is certainly a very significant piece of work.

I reviewed Parrington's book for the history conference last week. We were all agreed as to its value. It is certainly the best study of certain social movements and ideas which we have had. The treatment of the seventeenth century is in my opinion not quite as good as that of the eighteenth and nineteenth. As it is largely a history of modern political liberalism, it naturally made a very strong appeal to me.

I am getting together a bibliography of certain modern religious movements, in Great Britain which I will send you a little later on.

Things are starting out about as usual here. Times are somewhat tighter. There is no considerable increase in the number of students. There is a considerable attitude of expectancy as to the President's academic reform. He is keeping me so busy on committee work that I have little time for anything else except routine matters. I am, however, giving in Portland a course on Education in the English Novel which I prepared years ago at Pittsburg. I am getting quite a thrill out of it. I shall have to give the graduate students some extra reading problems. If you know of any obscure novels treating of childhood, adolescence and education, send on the titles.

Henry is gradually recovering and will probably be in position to come to Madison the second semester. The rest of the family are well. Mrs. Sheldon desires to be remembered to Mrs. Schafer. Sincerely,

73. From F. B. Kistner

January 24, 1928  
The Portland Medical Hospital Clinic  
Portland, Oregon

Mr. H. D. Sheldon,  
University of Oregon,  
Eugene, Oregon.

Dear Mr. Sheldon:

There is a definite polypoid growth in your right antrum which I think should be removed. It would require your being in Portland probably a week with return trips for inspection occasionally over a few weeks' time. You would be in the hospital three days.

I think there is considerable chance that we could clear up the bronchitis, or at least make it much better, but the growth is likely to do you damage if not removed. Respectfully,

74. To Will Grant Chambers

June 28, 1928  
Box 2556  
Stanford University

Dean Will Grant Chambers,  
Pennsylvania State College  
State College, Penn.

Dear Chambers:

For a time we hoped to see you and Mrs. Chambers. I wired both Honolulu and San Francisco hoping to catch you at either one place or another. Miss Kearns' letter a little later on explained matters. For a time we were quite worried but later learned that you had pulled through in good shape. Then we hoped that you might spare us a day or two after landing in Seattle but doubtless your schedule at home gave you no margin. Will it be possible for you to come out some summer after your machine and office are started? We have a post-session here beginning about August first and running until September first. Would you be interested in coming out another year teaching a course or two to cover your travelling expenses? Meanwhile we could show you the mighty fine country in the way of forests, streams, and snow-capped mountains which we have here.

We are living here in a private dormitory. Florence is tired out more mentally, I think, than physically as in recent years she has assumed a good deal of responsibility for several groups of girls in the University. Marion is raring to go and will start shortly for a girl scout camp in the Santa Cruz mountains. Henry is in Chicago working for his PhD in sociology. He will spend the latter part of the summer with his mother's people in Massachusetts.

It is great fun to get back here after about thirty years, and has been, of course, a great development which I have followed more or less closely but without fully realizing its extent. My wife says that my flood of reminiscences embarrasses her. My old friends here are hospitably inclined; we are taking trips off on week ends, and having a good time generally. As you may imagine, everybody here is strong for Hoover; there is no doubt that California will roll up a big majority for him.

After leaving Eugene I spent two weeks about Los Angeles mostly in the mountains. However, I am greatly impressed with the place as a future intellectual center; they already have the ablest group of physicists and astronomers in the country. The Huntington Library promises to be the most important research center and the new University of California at Los Angeles is on a scale which promises much for the future. The people are alert and intelligent, money comes easily and I believe it would be a mighty good place to work in.

There has been a grand row in the Oregon Normal School which will facilitate our program of putting a four year course of training in for elementary

teachers. A little later on I want to get in touch with you about details. We hoped for an elaborate program of cooperation with the city of Eugene and expect to take over an elementary school and a junior high school in addition to our existing University High School. We gave our first PhD in education this commencement. There will be another one next year and we have several other candidates in various stages of preparation. This summer we have sixty graduate students in education in the summer school. I shall probably have to stay fairly close with the summer school after this year but I am planning to take the spring quarter off. I will probably come either here or Berkeley and attempt to do some writing. Write and tell me about your trip. Florence joins me in kindest regards to Mrs. Chambers and yourself. Sincerely,

Copy

75. To Joseph Schafer

December 11, 1928  
Eugene, Oregon

Dr. Joseph Schafer,  
State Historical Society,  
Madison, Wisconsin

Dear Schafer:

Certainly we were much interested in your letter of December 3 and were glad to hear of the progress of your youngsters. I think you are right, my wife and I should spend a year in Europe, but just now there happen to be some lions in the path, mostly financial, although with the new administration here, it is perhaps a little early to leave. However, I have some such plan up my sleeve.

I was glad to note that you were pleased with the outcome of the election. Most of my friends among the Intelligensia took the other view. I fear they consider us rather old fashioned Victorian liberals. However, we will have to bear up.

I am writing this letter especially at this time in reference to a group of studies which I am planning to have my students make beginning with the quarter after Christmas, including the study of a certain group of New England liberals. It will be carried on from the political point of view, not the religious. As I have my list at the present time, it includes Horace Mann, S. G. Howe, Thomas Wentworth Higginson, Theodore Parker, William Ellery Channing, Charles Sumner, William Lloyd Garrison, Wendell Phillips, J. G. Whittier, James Russell Lowell, and F. B. Sanborne. As you will notice, it is rather weak on politicians. There was a democratic statesman of this period by the name of Rantoul, who I think belongs in the group. Do you know anything about him and whether he has left behind him any edition of his works? Another possible liberal might well be John A. Andrew, the war governor of Massachusetts who distinctly belongs to this group. Hitherto I have been unable to get any bibliography or any indication as to whether he left a body of writings. I am also somewhat puzzled about the Adams. While both John Quincy and Charles Francis took the same ground on the slavery complication as the more modern members of the above group, my own feeling is that they were probably not motivated in the same way. Am I right in this?

My plan in this course is to have each student work up the biography of one of these leaders and analyze his body of document from the general point of view of political liberalism, looking for the sources and evaluating the influences. Nearly all these men were also strongly interested in education. Parker has an almost complete volume of educational addresses, also Channing and Sumner dealt with it as well as Higginson. Can you suggest any additional names that should be included? I have one German girl in my class who has already taken the Ph.D. at Berlin. She is an exchange student. I thought of



having her work up either Karl Follen or Franz Lieber.

Last week I reported to our history luncheon group here on a book by a professor named Jones at the University of North Carolina on French Influence in America from 1750 to 1849. It is the best piece of work of this type that I have yet seen, carefully done, well documented, and entirely free from propaganda of any sort. I have always felt that you were the one man in the country who could make the same type of thing for the German element in American life. The books which already exist, particularly that of Faust, are somewhat hurried and unbaked and belong largely to the class of booster literature. Your present preoccupation with Karl Schurz would fit right in with this plan.

I am mighty glad to hear from Powers that you expect to be with us next summer. Mrs. Sheldon joins me in best regards to Mrs. Schafer and yourself. Sincerely yours,

Copy

76. To A. A. Cleveland

April 2, 1932  
Eugene, Oregon

Dean A. A. Cleveland  
Washington State College  
Pullman, Washington

Dear Cleveland:

I was much interested in your recent letter but evidently the newspapers have confused the details of our revolution here. I am not going to Stanford but Faville, who resigns as head of the School of Business Administration, does go there. A special chair in the new School of Social Sciences has been created for me, dealing with the History of Civilization. Something more than a year ago, I applied to the president and Board for a transfer of this sort as I desired to do a certain amount of consecutive thinking and writing before my working days are over. The matter was at the time postponed but recently the action has been taken which you noticed in the paper. While it is rather early to predict yet my own feeling is that the new arrangements will be, on the whole, satisfactory if the Board, having once established a set up, will leave it alone for a while. There are, of course, a lot of other angles which are too complex to be discussed in a letter.

I regret that I am unable to attend the Inland Empire meeting but under the conditions my presence is necessary here. Stetson will be there and you can doubtless get considerable information as to the situation here from him. I shall hope to see you some time before very long. Sincerely,

77. From Kimball Young

April 22, 1932  
The University of Wisconsin  
Department of Sociology and Anthropology  
Madison, Wisconsin

Dean Henry D. Sheldon  
University of Oregon  
Eugene, Oregon

Dear Dean Sheldon:

It gives me great pleasure to join with your many friends in sending a greeting to you on this occasion. Your thirty years of service to the State of Oregon have been of lasting effect and although you may now enter more directly into other types of activity, the effects of your service on the State shall not be forgotten.

You arrived in Oregon at a time when the State was emerging from a post-pioneer period and your stimulation of improvement in school administration and especially in the training of teachers, has helped to produce in the State of Oregon one of the best state systems in this country.

I for one have always felt that you had a great contribution to make in the field of research and scholarship in cultural history with particular reference to those deeper social movements which in the end affect education. In your course work you have given your students an insight into this material. Many of us hope that you will now have opportunity through publication to reach still wider audiences and I trust further that the students in the School of Education at Eugene will continue to attend your classes in which you deal with these cultural problems even though you may have only a tenuous connection with the teacher training work.

On the personal side I want to express my great appreciation for the sound advice which you gave me on many occasions during my five years participation in the life of the University of Oregon at Eugene. Your influence, and that of a few outstanding persons like yourself, had much to do with raising the University of Oregon from the level of a fair College to a first class University filled with scholars offering graduate work of high caliber. The ten years, 1920-1930, set a standard of performance for the University of Oregon that will long be regarded as a period of excellence.

In closing I want to express the hope that in the re-organization of the University of Oregon now going on, these high standards of work and performance be not dissipated. Here again, Dean Sheldon, you have performed yeoman service in attempting to preserve these standards at Eugene. The state owes you a debt for this as well as for all your previous service. Sincerely yours,

78. Joseph Schafer to James H. Gilbert

April 25, 1932  
The State Historical Society of Wisconsin  
Madison, Wisconsin

My dear Dean Gilbert:

Someone at the University--I suspect your office--was kind enough to invite my participation in the dinner to Dean Sheldon on April 30th. I need not say how glad I would be if permitted to sit in at a function honoring my old friend and colleague, but distance vetoes any possible plan to do so, even under the liberal policies of railways seeking to stimulate transcontinental travel. Permit me, however, through you, to convey my affectionate greetings to your honored guest, to congratulate him upon the notable educational service which this occasion brings to a close socially, and to wish, both for him and for the University, a long continuance of his fruitful career as teacher and professor. Mrs. Schafer unites with me in these felicitations, which are extended to Mrs. Sheldon as well as to her distinguished husband.

The opportunity to reminisce about the earlier part of Sheldon's career at the University is too tempting to be easily resisted. To employ a familiar phrase we--he and I--"hit that line" together. The faculty being small in 1900 and accessions to it few and far between, the arrival at one and the same time of the three "S's," Sheldon, Stafford, and Schafer, all young, vigorous, and more or less modernistic (don't tell this to your freshman class), modified perceptibly the solemnity of the weekly faculty meetings. In fact, so outraged were one or two of the more conspicuous conservatives by what they deemed "radical" tendencies fostered by the newcomers, of which group Sheldon was the leader, that they invoked against us an old Board rule excluding from the official faculty meetings those under the grade of assistant professor. That looked like a spanking, but when President Strong took action to have our status changed (and incidentally our salaries raised) before the next meeting we came back ready to fight, bleed, and die for our cause and country.

I am proud to testify that Dr. Sheldon, for years, was the leader in most of the faculty moves to break down inertia, to liberalize the curriculum, and square the policies of the University with the practises of eastern and southern institutions to which our younger and less highly developed college looked for leadership.

He was, however, in no sense, an advocate of fashionable policies as such. Suggested changes were always carefully thought out, and in debate were defended with gallantry. It is not too much to say that, granting the justice of the high praise bestowed upon President Campbell in making the University what it became during his regime, one of the chief dynamic forces he employed and upon which he relied, was the dean of the school of education. Among other departures, he was the leading influence in starting both the summer session and the extension service.

About Sheldon's work in his deanship specifically, others can speak more

intimately than I. But from general impressions of such schools in the country over, I have always felt that he gave Oregon one of the sanest and soundest schools of education in the United States, if not the very best. Without studying its curriculum comparatively, I have no doubt it contains predominately substantive courses and the minimum of such topics as measurements, school finances, supervision of this class and that group, platoons, junior and senior high schools, all well enough in their way but mostly subjects which any live teacher, who has learned how to think and to amass the materials upon which to exercise his mind, should work out for himself when the occasion arises. Particularly impressive has been the series of published theses, showing the intellectual discipline to which Sheldon's graduate students have been subjected. If any of his Masters have written on a census of school houses in Oregon to determine average amounts of blackboard space per school room; obsolete plumbing in modern school architecture; or the number of repetitions of the word 'indemnity' in books selected for third grade children, those productions must have been privately printed or not printed at all. On the other hand, a significant group of publications, the beginnings of which can be found as far back as 1903, but which falls mainly within the past twelve years, attests the emphasis Dean Sheldon laid upon solid research of an historical nature though applied practically to state problems in education.

Sheldon's influence as a teacher of teachers is felt along the coast from Juneau in the North to San Diego in the South. But his influence as a teacher of men and women has no such geographical restrictions. Wherever Oregon men and women have gone, has been carried the story of the omniverous reader and the brilliant analyst and vivid lecturer who taught vastly more than was logically embraced within any given subject of study; a teacher in whose presence the weary never rested, the slothful could not abide, and only the mentally diligent and active were truly happy.

Personally, I am thankful that Sheldon is now to stop 'deaning' in order to devote his ripened powers to his true vocation, teaching and research.

With every good wish for the success of your Sheldon dinner, I remain,  
Cordially yours,

79. From Will Grant Chambers

May 10, 1932  
The Pennsylvania State College  
School of Education  
State College, Pennsylvania

Dean Henry D. Sheldon,  
University of Oregon,  
Eugene, Oregon.

My dear Sheldon:

A week or ten days ago I received from the special committee of the University of Oregon, arranging for the banquet to be given in your honor, a letter notifying me of the committee's intention and giving me an opportunity to contribute some expression of interest and regard in the event and in you. Unfortunately the letter arrived so close to the date of the banquet that there was not time to get a letter to you or to the committee.

I am writing now, however, to extend to you my heartiest congratulations upon the accomplishment of a work through the past quarter century which entitled you to the tribute accorded you by your colleagues. I think I can say to you now, without fear of flattery, that I have always admired you for the keenness of your intellect, your devotion to your work and your loyalty to your friends. Of all the men whom I met at Clark University the year we were there together, you are the only one who has thought it worthwhile to keep in touch with me and to share with me your rich and discriminating friendship. My invitation to you to join me in the work at Pittsburgh indicated what I thought of you then and I am glad to assert that my regard for you and your abilities has not diminished since. I was glad when you had the opportunity to return to a climate and a cultural atmosphere which apparently attracted you more strongly than did Pittsburgh, although I did regret sincerely to lose you from the developing staff of our School of Education.

I have appreciated greatly your occasional letters through the years and have regretted many times the long lonely miles which stretch between us and made impossible or difficult the close personal association which would have meant much to me.

Mrs. Chambers joins me in heartiest congratulations on the relief from administrative routines which you are doubtless now enjoying and seconds my hope that you may find the work which remains to your hand may be full of achievements and satisfactions for you.

We both join in sincere regards to Mrs. Sheldon in the hope that we may yet have the privilege and pleasure of entertaining you both in our home when you come east again. Very cordially yours,

80. From A. B. Hall and J. H. Gilbert

May 14, 1932  
University of Oregon  
Eugene, Oregon  
Office of the President

Dean H. D. Sheldon  
School of Education

My dear Dean Sheldon:

Replying to your letter of May tenth, I desire to assure you, with the approval of Dean Gilbert, that it was our understanding when you were made research professor in history and education by the action of the State Board of Higher Education, that you were to be given a definite status in the history department as professor in the history of civilization with the right to offer not only the courses in World History and the Social Science Orientation course, but also certain advanced courses on the borderline between history and education, such as the course which you have been giving in the History of Liberalism and its Relation to Education, the Relations of Church and State since the middle of the 18th Century, the Cultural History of the United States, etc.

At the time the Board voted you the title of research professor of history and education, they did so with the intention of giving you an honorary status but not otherwise changing your general academic obligations other than to release you from all administrative responsibility. It is understood that so long as the dean of the School of Education may desire you to do some teaching in that school, that such arrangements should be made between the Dean of the School of Education and the Dean of Social Science, with salary adjustment between the two budgets, but that such arrangements are made only as matters of negotiation between the two deans, and your permanent status is in the School of Social Science.

I am asking Dean Gilbert to countersign this letter as evidence of the arrangement. I trust this will make clear your status in the matter and I am sure it carries out the intention contemplated by the State Board of Higher Education.

With kindest personal regards and best wishes, sincerely yours,

81. To Harold Benjamin

May 11, 1932  
Eugene, Oregon

Dr. Harold Benjamin  
College of Education  
University of Minnesota  
Minneapolis, Minn.

Dear Benjamin:

In the course of our readjustment here I have agreed to undertake the responsibility for the course in the Background of Social Science, which is ordinarily elected by 400 or 500 freshmen every year. The course is given in six divisions and two of the sections will be covered by a member of the history department, two by a member of the department of sociology, one by a member of the department of economics, and the sixth by myself. We are going to try to work something more on a syllabus, a comprehensive examination, and the like this coming year. I am enclosing an outline of the course in readings as it has been given this year. I plan to put your book in the second quarter's work and make that quarter more directly preparatory to an understanding of the possible social sciences sections for the students later on in their courses.

There are two or three other objectives which I should like to obtain. They are these: (1) to give the students a considerable mass of organizing information on certain very important social situations at present, then to attempt to develop skill in analyzing these situations, not so much from the view of propaganda as that of preparation for future civic activities. Some of the ones that have occurred to me are: lawlessness, elimination of war, care of vagrants, and the indigent poor, prison reform, rural school problems, etc. I have tried to select subjects where there is no necessity for a considerable theoretical background as would be the case in certain economic issues. Another objective would be to train the students in the use of catalogs, periodicals, and other library aids so they would know how to investigate problems which interested them. Unfortunately, our staff is not large enough at present to undertake this with much probability of success.<sup>1</sup>

I should be very glad to get your reaction to this program and also any other suggestions which might occur to you after looking over our outline.

Sincerely,  
Copy

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<sup>1</sup>George Belknap told the editor that he remembered Sheldon having to interrupt his well organized lectures with bouts of coughing to clear his congested throat.



82. To Donald Barnes

July 22, 1932  
Eugene, Oregon

Dr. Donald Barnes  
Graduate School  
Western Reserve University  
Cleveland, Ohio

Dear Donald:

A week or so ago I wrote you a letter, giving an abbreviated version of our epoch-making experiences here. However, considerable water has run under the bridges since then and also it is possible that the Washington authorities may not have forwarded the letter. The story runs about as follows:

Late in May they began a circulation of the initiative petitions to consolidate the University and the College at Corvallis and to establish a big state teachers' college in the buildings at Eugene. It was difficult to find out who were furnishing the money for this. The responsibility was taken by an old German farmer in Marion County by the name of Zorn and by Hector McPherson, an ex-professor of sociology at Corvallis. However, it was quite evident that they were not the moving springs in the matter. The whole organization was placed in the hands of a couple of disreputable attorneys in Portland who were accustomed to collecting signatures for money. By the middle of June it was rumored that the signatures had been obtained. Then the representatives of the University went before the Supreme Court and asked for a change of title, claiming that the title was misleading. The Supreme Court decided that they were right and compelled the petitioners to change the title, which forced them to circulate the petitions over again with about three weeks in which to secure them, the deadline being July 9th. This they did with considerable energy, there evidently being no lack of money for this purpose.

About the first of July we began to hear rumors of some sort of a secret dealing between certain leading business men in Eugene and President Kerr of the Oregon State College. There had been a well organized boom for President Kerr during the entire spring. I had never taken it very seriously because I felt that when it came to a show-down the Board would not care to antagonize all the partisans of the University by such an appointment. However, it seems that the business and professional leaders of Eugene had made a deal whereby he was to be made head of the combined institutions, the supposition being that he was to call off this initiative. However, it developed that he had never promised to do so and probably could not have done so if he had wanted to. This tore things open in Eugene, about half the business men, all the faculty, and most of the citizens being strongly opposed to any such action. The leaders, having called a meeting or two to put this over, found that the opposition was too strong so they promised to withdraw their move and present a solid opposition to President Kerr's appointment. However, as a matter of fact, they did

not carry out their claim but secretly continued to work for his appointment.

Just as things were getting pretty tolerably warm, about the 4th of July a rumor went around that the petitions, which had been stored in the safe of the aforesaid shyster attorneys in Portland, had been stolen, this being done by two masked robbers who had held up the night watchman and carried them off. This created great commotion. The Corvallis paper charged the partisans of the University with having done this. The entire situation, however, as reported looked extremely fishy so that most of the supporters, led by the newspapers, remained [quiet], looking for further developments which came about a week later when the night watchman confessed that the whole thing was a put-up job and that the petitions had been stolen by people on the inside. Yesterday McPherson swore out a warrant for one of the shyster attorneys as being one of the persons who had stolen the petitions.

The whole thing was a put-up job and represented some form of double crossing, although we can't make out just what as yet. Evidence seems to point to two leading business men in Corvallis who evidently hired the official guardians of the petitions to steal them. Just what they expected to do with them afterwards, no one knows. At any rate as far as stopping the filing of the petitions is concerned, the move was a failure as a sufficient number of signatures had been gained and were filed on the 7th of July to call the initiative, unless it should be proved that there were other illegalities connected with it or too large a number of duplicate signatures, which is not likely as they had something like 8,000 or 9,000 surplus signatures. However, these revelations have put the promoters of the consolidation on the defensive and have enabled a number of leading citizens to brand the whole consolidation project as low-down "saloon politics," etc.

However, the friends of President Kerr, supported by a considerable portion of the press and by the influential financial interests in Eugene, still continued to boost for him. Consequently, when the Board of Higher Education had its meeting on Monday of this week, July 18th, expectancy was at a fever pitch. However, it was felt that four members of the Board were supporting the election of President Kerr as chancellor and four others would fight it bitterly. The ninth man was an unknown quantity. The meeting was fairly tense to the extent that the opponents of Kerr threatened to resign and to expose the various chicaneries at the College. Their resignation would have played directly into the hands of Governor Meier who had the right to remove three members. If three members had resigned and he had removed three more, he could have appointed others to fill their places, and he would undoubtedly have done so, he being opposed to the consolidation and also to the appointment of President Kerr. Consequently, when the measure came to a final vote, the Board voted five to three to invite an eastern man. It is felt that the crisis is over. It undoubtedly is for the time being, although if after two or three months it should prove impossible to get a competent man from the East, there is, I think, a possibility that it may be revived, although with three members of the Board against him, if they stick by their resolution, the thing is dead as the Board does not want a general mess and mix-up.

As to the chances of the initiative carrying, I think they are much less

than earlier. Opposed to the consolidation are all the friends of the University and the three normal schools in the state, practically all the big business interests in the state as hundreds of thousands of dollars of bonds would be defaulted, all the newspapers except three or four, and the general sense of fair play. There has been a very great change in public sentiment in the last month and petition hoax has, of course, played into our hands. The friends of the University and other institutions have established a powerful organization in Portland and seem to have no great difficulty in raising the money. As far as we can gather, the authorities at the College have been preparing for this for three or four years. Apparently the sinews of war are being supplied by certain alumni of the State College, who have speculated largely in real estate in the suburbs of Corvallis. They are quite optimistic and see in this move an opportunity to make considerable money. It is said that the University committee has the names of these promoters and the extent of their holdings, although nothing has been said of it publicly.

Personally, I do not feel particularly alarmed as I have lived through several social storms of this sort in Oregon. If there is anything startling happening in the near future, I will write again, although personally I think things will quiet down during August and the real fireworks will begin to explode in September when you will be back on the job in Seattle.

I am planning to go to Minneapolis on the 12th of September and will probably not return to Eugene until the University begins. Sincerely,

Copy

83. From Arnold Bennett Hall

October 14, 1932  
Institute for Government Research  
The Brookings Institution  
Washington, D. C.

Prof. H. D. Sheldon,  
University of Oregon,  
Eugene, Oregon.

My dear Professor Sheldon:

I have read with great interest your letter of October 4th, and have noticed particularly what you said in the last two paragraphs. I wish to give you every possible assurance that I shall always regard it as a distinct privilege to be able to help you in any way that may be possible. You have full liberty to refer anybody to me at any time and I am sure I can say some things that will be very helpful. If you see any opportunity where you think I could actively take the initiative in your behalf, let me know and I shall be only too glad to do so. I shall not only be glad to do so but will do it with real enthusiasm.

I hope I have made you understand how deeply I have appreciated the splendid, constructive, and intelligent service that you have rendered to the University, and your rare personal assistance that you have given to me and my administration. More than that the constant and thoughtful neighborliness of your whole family to Mrs. Hall in particular has been appreciated more than you can realize. Any opportunity to show to you or to others my estimate of your services and my confidence in your ability, your loyalty, and your judgment, will be gratefully welcomed.

Please give to Mrs. Sheldon my kindest greetings and be assured of my continuing esteem and admiration. Faithfully yours,

84. To Edward M. Hulme

December 15, 1932  
Eugene, Oregon

Dr. Edward M. Hulme  
Department of History  
Stanford University  
Palo Alto, California

Dear Hulme:

I feel that I owe you an apology, but probably the less said about unanswered letters the better.

We certainly enjoyed the interesting letters and cards which you sent from Europe earlier in the year. For a long time I have been particularly interested in Spain, and hope that I shall have an opportunity of seeing you and hearing of your impressions.

A certain amount of Stanford news filters through. The latest item is one of great interest to me. I hear that the Board of Regents is looking for a new President. Does this mean that some of the plutocrats are trying to dethrone our old friend Prexy Wilbur, or has he decided to accept a much more lucrative job somewhere else? I had a very fine letter from him in May at the time of the celebration which the students and faculty gave me here at the end of my administration of the School of Education, and I certainly should regret it deeply if those Los Angeles millionaires whose main interest in their alma mater consists in subsidizing athletes should succeed in getting him.

How is your new book on historiography coming on? I find that our American books like Fling and Vincent are fairly well written but not complete and detailed enough to be of much use to a student. The translation of Sel[g]nebos and Langlois is getting more and more out of date, and furthermore, because of its illustrations being in the field of ancient and medieval history it is not well suited to American students, so we are all looking to you to skim the cream from Berkheim and completely reorganize the subject in your own very excellent English.

Meanwhile at the University of Oregon, as you may have heard, we have been making history of an academic sort. Some of our envious contemporaries saw fit to introduce an initiative bill to combine us with the State College at Corvallis. You have doubtless heard the result - that the voters of the state turned down the bill by a vote of six to one on the heaviest ballot on an initiative measure ever polled in Oregon, so that danger is over for the time being.

I have had my salary cut 12% and may get another cut a little later on. The political pot is still boiling, and there are rumors of upsetting our splendid new revolutionary scheme of reorganizing higher education, which, it is said, thirteen other states in the union are about to adopt. As an old Oregonian yourself you know, however, that the natives of this region, while perhaps not as quick on the trigger as some other tribes, are after all pretty steady, so we

are not worrying too much.

This term I am spending a large part of my time on a new course for freshmen; that is I mean to say the course is new for me. It is entitled "Background for Social Science" and is supposed to take the innocent freshman in hand, fit him with a proper array of facts, and also explain enough social psychology so he will not in the future be taken in by propaganda or exploited by demagogues. It is something like Robinson's course at Stanford, although by no means identical. The course represents a line of work I have always been interested in, and I am thoroughly enjoying it. I must say however that as with most other splendid new reform projects for improving higher education, a man should really have all his time for three years to get thoroughly ready for it, as most of the books and other tools available are not very well suited to the end in view.

I have been putting in my spare time these days reading up on the French Revolution. I have gone through most of the old books and some of the new, particularly those of the French scholar who died a few months ago - Mathiez - who is a radical and strong for Robespierre. In rereading the old books of Lord Acton, Morse Stephens, I have been struck with their profound British bias. In fact most of the Anglo Saxon literature on the French Revolution fails to see the entire dynamic situation. There is a good deal more to be said for the revolutionists than they seem to think. It is extremely interesting to compare this with recent affairs in Russia, the only difficulty being that we know very little about Russia.

You will be interested to learn that my boy Henry, your former student, took his Ph.D. in Sociology at Wisconsin in September, and now has a research fellowship there. Our girl is a sophomore, and has decided, temporarily, to be a physician, although judging from her grades in biology I suspect she may reconsider her resolution later on.

Mrs. Sheldon joins me in Christmas greetings to Mrs. Hulme and yourself. Sincerely,

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85. To Kimball Young

March 22, 1933  
Eugene, Oregon

Dr. Kimball Young  
Department of Sociology  
University of Wisconsin  
Madison, Wisconsin

Dear Kimball:

As I understand you are about to take a trip eastward, I thought I would like to send you a few words before your departure. I trust that the recent economic happenings will not interfere with your plan. Is there any prospect of your coming west? I am looking forward with much pleasure to seeing your articles in the Dictionary of National Biography. I take it they will be under the head of Smith and Young.

The legislature here adjourned about two weeks ago but still we cannot figure out just where we are. That honorable body took \$500,000 out of our millage for the general fund. It was not thought advisable to put up too much of a fight for fear that all the millage might go. The legislature passed a sales tax which the people are to vote on in July. If this carries, it takes the place of the property tax but will put the state finances on a solid basis. We have received two salary cuts aggregating, in my case, about 18% and we may have another one. Probably a few more men will be let out but nobody knows who. The teaching end, however, has been cut to such an extent already that I think probably not very many changes will be made there. The University of Washington, by all accounts, has been hit fully as hard as we although we have not the exact details yet. From reports I take it that things are also fairly lively in your state.

From his letters, I take it that Henry<sup>1</sup> is making fairly good use of his year. He should have some good articles on his Cleveland studies as well as from parts of his thesis. There is a possibility that they may put in some sort of a municipal reference bureau here as they can get some money from the East for it. There may be an opening in connection with this if it goes through. Originally I supposed they might want a statistician but it seems that if they need a younger man at all, it will be a man who will have to do some work in the field. This may demand a person with experience along legal and accountancy lines, in which case he would be out of it. If it does not, what do you think of his qualifications for this sort of thing? I realize that the opportunity, if it comes at all, will be temporary and I think that any decent sort of academic position is much to be preferred.

My own work is going along as usual. This new social science course is

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<sup>1</sup>Sheldon's son graduated from Oregon and earned his Ph.D. at Wisconsin in Sociology.

taking a good deal of my time as it needs reorganization. I managed to prepare two papers on the historical part of my book on universities, which papers can be worked over later into chapters. I am engaged now in trying to trace out the significant things in college and university development during the last thirty years. This is rather more difficult because of our nearness to the events and because of their complexities. As I see it, some of the more important things are: (1) the development of the city university, (2) the big educational foundations, (3) the development of cooperative institutions like the Association of American Universities and Colleges, (4) the big educational boom since the World War, now more or less over. Have you anything to add to the list?

My summer plans are not fixed as yet but I shall probably teach in Portland until the first of August. My wife hopes to be able to go east and spend a few weeks with her parents at Worcester. Marion will go with her. I should certainly like to go too but would not have sufficient money to do what I want to, so I shall probably remain here. Sincerely,



86. To Ellwood P. Cubberley

May 6, 1933  
Eugene, Oregon

Dr. E. P. Cubberley  
School of Education  
Stanford University  
California

Dear Dr. Cubberley:

The end of your long and successful term of service at Stanford University makes this a suitable time to say a few words about the achievement of the School of Education at Stanford. As you know, I was one of the early students in the 90's and knew the earlier leaders in this department who made themselves felt both as academic teachers and in arousing public sentiment throughout the state. Under your leadership, however I feel that there have been the following achievements of great importance:

First, you have placed education on the map as a subject for research and advanced courses. This has been done in a large way and has received national recognition especially in the fields of Administration, Mental Tests and Statistics, Stanford University being in my mind the only institution on the Pacific Coast which has thus far succeeded in making itself an essential center of research in this field.

Second, the department has gained for itself the recognition and respect of the University at Palo Alto and has successfully overcome the prejudice which exists in most academic communities against the subject. The value of the research and the vitality of the courses have been responsible for this, as well as your good judgment in matters of academic policy.

For myself I wish to add a word in regard to the great service you have rendered to the subject of History of Education, a phase now somewhat fallen into the background but one which has very great value. Your own books, your courses and the research at the institution have tended to give the subject status in the country at large.

Those of us who are permanently situated on the Pacific coast have a strong feeling of gratitude for your hospitality which you and Mrs. Cubberley have so splendidly extended to your colleagues in other institutions and especially to those of us who are fortunate enough to be alumni of Stanford. The fine sense of personal responsibility which the members of the department at Stanford have felt for graduate students in sickness and distress has, I think, been one of the aspects of your work which will remain longest in our memories.

I trust that you will have many years of leisure ahead of you - a leisure, much of which I realize you will spend in carrying through to completion many of the elements in your life scheme of work. Mrs. Sheldon joins in most hearty congratulations on the completion of this large chapter in your work.  
Sincerely,

87. From A. A. Cleveland

November 29, 1933  
The State College of Washington  
The School of Education  
Pullman, Washington

Doctor H. D. Sheldon  
University of Oregon  
Eugene, Oregon

Dear Sheldon:

A short time ago, I received word that you have had a serious illness, and that you are still in the convalescent stage. This word came to me in a letter from our mutual friend, Jewell, who mentioned that you had had a heavy attack of the flu, and that it had been rather hard on you.

I have no doubt that you are finding, as I have already learned, that men of our age need to take much better care of themselves than they did when they were much younger. I find that I do not have the resistance that I used to have, and that it takes longer for me to recover from an illness than it did when I was a young fellow. For that reason, I have been trying in recent years to take better care of my health, and to take a longer time to recover before going back to work. . . .

I hope you will be kind to yourself, and take all the time necessary to recover, and if possible that you will get away from Eugene for a time, especially if you could go well south, where you could be out in the air practically all the time.

I have, of course, read with great interest the controversy over the speech of the former Chairman of the State Board, but was not able to form much of a judgment as to the right and wrong of the case. As near as I could judge, the Chairman of the Board thought he could set matters right at the University by lecturing the faculty, and then went to Corvallis and told there that he had given certain members of the Oregon faculty a sound spanking for the good of the cause. I read his defense, which seemed rather plausible, but I also noted that the University faculty had unanimously passed a resolution censuring him and requesting his resignation. Under the circumstances, I felt sure that he was wise in resigning.

If, after you get back to work, you make any regular trips to Portland, I hope you will let me know what days you are there, as I hope sometime during the winter to spend a day or two in Portland, going over some business matters with my brother and sister.

I have often wondered whether or not you were ever able to get back from Josiah Morse the letters of Doctor Hall that he was supposed to edit. If not, I wonder if we couldn't make another effort through Doctor Robert Hall<sup>1</sup> to get the

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<sup>1</sup>Robert Hall, son of G. Stanley Hall, lived in Portland, Oregon.

letters returned, as it seems a pity that they could not be worked up into some form for permanent keeping. Morse would have been able to do a good job, but I am afraid his Jewish instinct interfered and made him feel that they were too valuable to be given up. If you think I can do anything about it, of course I shall be more than happy to attempt to get them back.

When you get so you feel like doing it, I shall be glad to have word from you, and to learn that you have recovered from your illness.

I do not know that I ever told you, but one of the most satisfying things of my life has always been your friendship and your willingness to be of any possible help to me. It was very comforting, years ago, when you wrote me and said that when I got through my graduate work at Clark, to let you know, and you would do everything possible to help me find a satisfactory position. I know, of course, that you were largely, if not mainly, instrumental in bringing me to Eugene and arranging a position for me at the University of Oregon, which of course was interrupted by the referendum on the University appropriation at that time.

If I find opportunity to get to Eugene any time during the year, be sure I shall make it a point to see you. Please remember me to Mrs. Sheldon and to Henry. Very sincerely yours,

88. From Carleton Washburne

February 27, 1934  
Winnetka Public Schools  
Winnetka, Illinois

Professor E. D. Sheldon,  
State Tuberculosis Hospital,  
Salem, Oregon.

Dear Dean Sheldon:

I have just learned of your illness, and am most distressed to hear about it. I want you to know that you have my warm sympathy and my very best hopes for your early and complete recovery.

I remember always with much pleasure my two visits to the University of Oregon and my pleasant associations with you. I was talking yesterday with the State Commissioner of Education from Oregon, and I think it would have done you good to hear the appreciative way in which he spoke of you and the great influence you have had for the good of education in your state. "We do not think of Sheldon in connection with some specific thing he may have done," he said. "We think of him rather as a fine and beautiful force which has been exerted for the past quarter of a century upon the people and the ideals of the state." Such a response from one's co-worker means that one's life has been significant, that one has made the world a bit better for having lived in it. Again my very best wishes. Sincerely,

89. To Florence Perry Sheldon

April 22, 1934  
State T.B. Hospital, Salem<sup>o</sup>

Dear Florence:

I was hoping against fate all day that the Dr. would prescribe a long ride for Marion. It was well that he didn't in view of the windstorm and rain we had this afternoon, which would have chilled you both. The day has passed pleasantly. There has been an unusual amount of good music on the radio.

The laundry situation hasn't cleared up. I have worried the nurses persistently but with no results so far. You had probably better send the two suits I have in Eugene by parcel post with my name in indelible ink because since the washerwoman is sick there is no one here to do it. In Portland if you have time to shop buy me two additional pajamas, a third pair of heavy flannel for winter and a fourth pair of light material for summer as the one I have here won't last much longer. I am sorry to worry you about these details but I am helpless. I also need stamped envelopes and letter paper.

Burt Brown Barker's<sup>1</sup> contribution to the cause has been in Portland behind the scenes getting the proper men appointed for regents. I know he was responsible for Colt's resignation and I suspect he is indirectly responsible for others. I judge he did not have much to do with the recent movements which led to the resignation of the chancellor. Boyer musn't forget that he succeeded because other men made the position too hot for the chancellor. Dixon, Barker, Gilbert, Townsend and Morse did as much to bring about the result as Boyer did. Gilbert in a way sacrificed his primacy in the faculty by his courage in fighting Kerr and thereby prepared the way for Boyer. This is between ourselves, the less said about personalities now the better. Gilbert who is a good sport apparently feels no soreness.

Just finished Thoreau's book on Cape Cod. Am determined to see that desolate region if I ever get east again. It doesn't strike me that you have the temperament of a Buddhist. You are a good lover and good hater, a great worker, a believer in righteousness, in other words altogether too much of a Puritan and Nordic. Personally Christianity (divorced of some of its temporary incumbrance) makes a much stronger appeal. It seems to me a wonderful vision of what is best in life. I don't practice it as I should, but I should find much greater difficulty in practicing Buddhism. Temperamentally, I am a Mohamedan. I could practice that in Arabia without much difficulty. As ever,

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<sup>1</sup>Burt Brown Barker was vice president of the University of Oregon during the A. B. Hall administration.

90. To L. R. Alderman

October 25, 1935  
Eugene, Oregon

Mr. L. R. Alderman  
Director Educational Division  
Federal Emergency Relief Administration  
Walker-Johnson Building

Dear Mr. Alderman:

I appreciate your note of October 15 with the enclosed descriptive circular dealing with the results of the government relief work.

I am home here now spending most of my time reading and writing, but not teaching large classes, merely having the direction of a few advanced students who are working on theses. I seem to be on the full road toward recovery and rather expect to be on the job next year.

As to the Federal Relief you will be interested to hear that the provision for college students seems to be working well in this institution and the state generally. It is fairly easy to check up on and the students are responding in good shape. We are getting a number of theses copied and work of a character we could not otherwise afford to pay for and yet needed for the efficiency of our classes.

The reports concerning the courses in adult education are not so favorable. The teachers have to be recruited from the unemployed of the particular district. As a matter of fact, adult education is the most difficult of all forms of education and takes first rate teachers to make a success of it for any length of time.

Needless to say, most of the unemployed are not of that class. One man told me that he feared this Federal Relief would kill adult education for the next 10 years. This, however, is perhaps an extreme statement. Sincerely,

Copy

91. To Will Grant Chambers

May 19, 1936  
Eugene, Oregon

Dean W. G. Chambers  
Pennsylvania State College  
State College, Pennsylvania

Dear Chambers:

The pamphlet containing the bibliography for 1935 came this morning. Your institution certainly makes a first-rate showing. I notice also that your department is well-represented. I enjoyed it and also your letter which came some weeks ago. Our spring is well along here; in fact, just in its prime, as the rhododendrons, azalias, and Scotch broom are all out on the hillsides along the coast.

Recently I have been reading up on the politicians of the Cleveland-Blaine era. There is a new series on American political leaders. These worthies carry me back to the earliest memories of my boyhood. I have a very vivid recollection of the street banners and torch light processions of the famous election of 1884. As I remember it, your father was a stalwart Republican and always supported the ticket. My father, who had always done so up to 1884, jumped the ticket on that occasion and never came back. Muzzey's life of Blaine is a very fair and judicial performance, especially for a New Dealer. Blaine was much more a scholar and a man of reading than I had imagined. This was true also of Hewett, Garfield, and a number of the statesmen of that generation. I think that we who have come to maturity in the Wilson-Roosevelt age have perhaps underestimated them.

This summer I am planning a number of short automobile trips. That is, short for this section of the country. They would be very considerable trips in Pennsylvania. I am doing this for two reasons, first because I do not want to take very much time away from my book at any one period, and then because I find my comfortable living conditions at home are better for my health than living abroad. I expect to be in Portland for the N. E. A. I imagine there will be few representative people there from the East, as the N. E. A. is mostly summer excursion these days.

My history of the University is coming on apace. There is a group of friends of the University and alumni in Portland who are guaranteeing its publication, because a local book of this sort never pays its expenses. This is much better than to have the University publish it, inasmuch as it avoids the censorship which a semi-official relationship implies. When done, it will be a beautiful example of the democratic control of education on the frontier.

In politics, things seem to be swinging along the administration groove, although they may take another turn after the Republican convention. The Townsend Movement, which has made great inroads in this part of the country, proved to be very much less formidable than anticipated. The leaders in this

pipe-dream were unable to beat Charlie McNary for the senate. He is the senior senator from Oregon, and a strong man as politicians go here.

How is the peace movement among students in your part of the country? We are having a good deal of commotion here, not so much in this particular institution as in neighboring colleges. Students are striking and pledging themselves not to fight, particularly the young women. I must confess that this leaves me rather cold. Not that everything possible should not be done to promote the peace of the world, but I can't see that this silly exhibitionism advances the cause very much; but perhaps I am a bit old-fashioned.

My wife joins in kind regards to Mrs. Chambers and yourself. Sincerely,

Copy



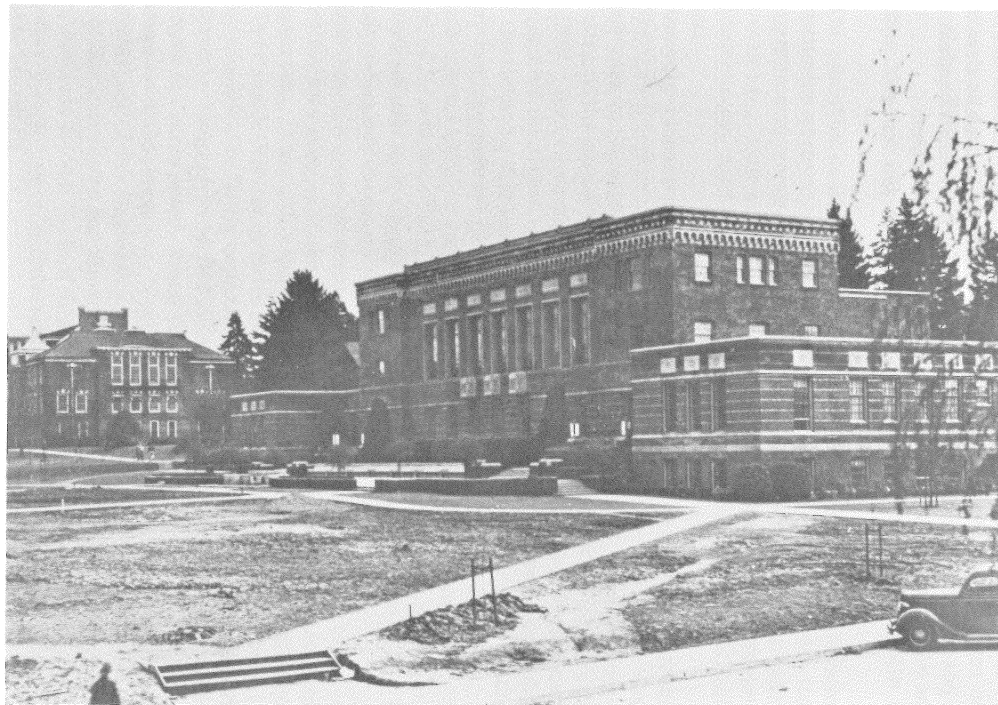


Figure 6. University of Oregon Library in 1937

92. To Arnold Toynbee

September 12, 1938  
Eugene, Oregon

Dr. Arnold Toynbee  
University of London  
London, England

Dear Dr. Toynbee,

I am enclosing a brief syllabus which I have worked with on Colonial Culture. It is largely based on a course which I have been giving here dealing with different aspects of the growth of civilization in this country. The material on other Colonial Culture which I obtained has been gained from a rather casual reading from books of travel, etc. The suggestion for this came from reading your book.

Allan Nevins of Columbia has just published a book "The Gateway to History," a somewhat untechnical study of historiography. In this he is not altogether unsympathetic with your point of view, but, I think misses your main view. Whereas Spengler is wholly rhythmical, you for the first time have attacked systematically the problem of the derivation of complex civilizations from simple ones. You have insisted that the civilization and not the nation is the most suitable unit for the advanced study of history. All this he misses.

Dean Eric Allen of the school of journalism here, who is a great admirer of yours was asking me the other day when the new volumes would be out, a question which I had thought of myself.

As I am writing this Europe seems to be on the brink of another war. Sentiment in this country is almost wholly against Hitler and Mussolini, but for some years there has been a little wave of pacifism sweep over the country, which unfortunately, has not been very intelligent. Most of its champions seem to largely ignore the historical factors which make the nations of Europe differ from us. In other words they want to settle the issue on the basis of common sense and Christianity, which is admirable, but unduly simplifies the problem. I am sincerely,

93. From Cornelia Marvin Pierce

September 12, 1938  
Congress of the United States  
House of Representatives  
Washington, D. C.  
La Grande, Oregon

Dr. Henry D. Sheldon  
University of Oregon  
Eugene, Oregon

My dear Dr. Sheldon:

When I wrote you recently I do not believe I thought to say how very pleased I always am when I think of your return to health and activity. It means so much to the educational forces of Oregon.

Mr. Lindsay,<sup>1</sup> former Secretary of the Board, was here the other day and I was so glad to have an opportunity to see him restored to health and vigor. I would like to do something to help to reinstate him in his professional life, because I feel that he did much for Oregon and had very bad treatment here. I think he was a sacrifice on the altar of Dr. Kerr's egotism.

I was talking with Mr. Lindsay about my collection of letters, documents, clippings, and all sorts of things collected while I was on the Board of Higher Education. I have always thought that I would some time write the history of that hectic episode. I hoped that you could cover it in your History of the University, but I presume it would be out of question to tell the truth. I shall never have time to do anything with this mass of material and I am not sure that it is safe in this old wooden farm house. Dr. Lindsay suggested that I ship it to the University Library, where it would be safe, stipulating that it be accessible to myself only during my lifetime, and thereafter belong to the University. Someone gifted in research and familiar with Oregon educational affairs could use it most advantageously. I wish you would let me know whether you think this would be desirable and acceptable to the University.

Among other things I have a little notebook in which I kept the proceedings of an executive meeting of the Board before which appeared Mr. Smith and Mr. Bryson of Eugene, begging for the appointment of Dr. Kerr as Chancellor. It struck me as a very important session and no minutes were kept. I believe these should be preserved. For instance, when Mr. Smith was asked whether many people of Eugene and elsewhere in the State were not opposed to the appointment of Dr. Kerr, he said, "The people who are opposing it are not of consequence." When he was asked whether Dr. Kerr knew of the plan and was party to it, he said, "The Committee has been talking to Dr. Kerr about it." You may recall that it came as a "sacrifice" to him. When he was asked by me

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<sup>1</sup>E. E. Lindsay, executive secretary of the Board of Higher Education, 1930-1932.

whether it was not a trade Mr. Smith said, "I am very much afraid it might bear the semblance of a trade." Mr. Bryson said, "The Alumni are now in favor of the plan. If it does not go through they will see what the alternative will be." Later he said, "It would be a placating influence on Dr. Kerr's Alumni," and so on.

There was no paper given to members. It was not expected that record would be kept, so I took my little bank book from my purse and kept the record in that. It is valuable historically, distressing otherwise.<sup>2</sup> Very sincerely yours,

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<sup>2</sup>The editor did not find the notebook in the University of Oregon archives or the Oregon collection.

94. To Harold Benjamin

May 11, 1939  
Eugene, Oregon

Dr. Harold Benjamin  
Dean School of Education  
University of Colorado  
Boulder, Colorado

Dear Benjamin:

Your volume Adding To The Humor of the Science Of Pedagogy came in good time and was enjoyed by both of us. You had hit some important nails on the head. I was much interested in what you said about the departments of education. I, too, have had my disappointments. When I think back forty years to the time in which I first decided to take up this work, I feel we have not accomplished what we should. We have suffered from too much success. Many specialists, scores of courses, palatial buildings, and yet we have gone to seed largely on certain techniques, which after all are very little important. If one wants an all around educated man who reads widely, and has an appreciation of modern culture, a school of education is the last place in God's world where one would go to look for such. However, you see I show unmistakable signs of growing age. You have handled the subject much better in your book as well as having given a few blows to the liberal arts magnates.

I was very sorry to hear of the illness of your daughter. I trust that her mother's devotion and skill of the Eastern physicians will pull her through. I suppose that your domestic situation means that you will not get to the coast this summer.

As to Conservativeness and Liberalism in Oregon: The issue is not clearly cut as it apparently is in Colorado. The majority are liberal in sports and in state affairs. We are almost back in the pre-war period. Our minds are of no consequence, and the lumber industry is a peculiar thing by itself. Our state board of higher education however, is strongly conservative, thanks to our last governor, whom you will remember was a retired Major General. Moral: never elect a military man to the elective office. Sincerely yours,<sup>1</sup>

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<sup>1</sup>Charles H. Martin, Democrat.

95. To Edward M. Hulme

May 13, 1940  
Eugene, Oregon

Prof. Edward M. Hulme  
638 Channing Avenue  
Palo Alto, California

Dear Hulme:

Your last letter was most welcome, and I was glad to learn that you are continuing your writing without a break. Since my return, I have listened to many compliments about your work, both from the members of the department and from the students. I only wish that we would see you again this summer.

Under separate cover, I am sending you a copy of my History of the University of Oregon. It may remind you of some of your earlier experiences in Idaho and also bring to mind some of the early educational pioneers here, because we still claim you as somewhat of an Oregonian. The real significance of the book, as far as its having any, is to show the working of the democratic studies, like the initiative and referendum, as they apply to higher education.

During our recent trip, we made a long stay in Los Angeles where I now have more friends than around the Bay. As a result, we had little time left, and I spent most of that in San Jose and missed seeing Stanford. I regret this very much, because I wanted to see [Cubberley's] new building and the new Tower of Babel which enshrines the Hoover Memorial Library. However, this gives me a good excuse to come down next year to the fiftieth anniversary of the founding of Stanford, which I shall certainly do if I have the necessary money and health.

By this time, I have pretty well plowed my way through Arnold Toynbee's new installment of volumes. His book is not a philosophy of history in the strict sense of the term, but a series of commentaries on the histories of civilization. This new installment is concerned mostly with the breakdown and disintegration of civilization. After discussing social and economic factors, he plunges boldly into religion and describes what he considers to be certain senescent characteristics. It is extremely interesting, and in places quite provocative. Occasionally, the evidence seems to me to be a trifle flimsy; but nevertheless, it is the most striking interpretation of history since Spengler, and is much more scientific in attitude and method than the work of the German.

A minor expansion of the budget here enables us to keep Gordon Wright on in Modern European History. Harold Noble, our specialist in the Far Eastern History, will also handle a portion of this field. He is going to launch forth a course on Japanese this next year. We now have seven men in the department, but many of them are giving service courses on the edge of other departments, so that five men devoting all their time to history could handle our repertoire of courses.

Our Arizona experience was delightful. It is an entirely different world

even from Southern California. Personally, I am a constitutional Nordic or Northerner and like white clouds, green forests, and running water. Nevertheless, the desert has a savage beauty of its own, and the traditions of that part of the country bring an admirable relief to Oregon. You should go there sometime.

Mrs. Sheldon joins me in greetings to Mrs. Hulme and yourself.  
Sincerely,

Copy

96. To A. A. Cleveland

July 17, 1941  
Eugene, Oregon

Dr. A. A. Cleveland  
Washington State College  
Pullman, Washington

Dear Cleveland:

I have owed you a letter for some time and I was filled with a great desire to write and congratulate you on your recent move the moment Joel told me about it. You certainly have more sense than most Americans. Why should a man be a choreboy all his life--especially one who took his personal responsibilities so seriously. What do you plan to do with your extra time? Do you hope to return to some of your early psychological projects or are you just going to have a good time?

The last letter I had from you was in respect to regionalism.<sup>1</sup> You gave me much useful information. However, my point of view in the matter was rather historical than genetic. For example, what are the real cultural units here in the Northwest? In Oregon undoubtedly there is western Oregon, which is more or less like Iowa, and eastern Oregon, which is somewhat similar to Nevada and Arizona. In Washington there is Seattle and the rest of the state. I leave it for you to fill in. California presents an interesting problem because the regional differences have more or less shifted from time to time. Are they a good thing? I think so myself although I would not go as far as the Southerners who want to declare their cultural freedom from New York City. There is a man named Donald Davidson who has written a very peppy book on that subject.

The advanced work in education is holding up very well this summer. Jewell, as you know, is in Los Angeles and Stetson has charge of the educational part of the show. The recent slight decline in attendance during the spring term and summer may affect our resources, as the state is hard put to find enough money for old age pensions and is likely to cut off certain flexible funds in the hands of the State Board. The class dinner for 1901 went off with a good deal of spirit and very promptly. There was a certain lack, however, for most of the real war-horses like Walter Whittlesy and Bernard Jakelay were not back. The dinner comes a little early for men who are busy in the East and who cannot get away until about the middle of June. Immediately afterwards I made a two weeks trip to San Francisco and Palo Alto, meeting many old friends and having a first rate time.

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<sup>1</sup>Sheldon did not represent Oregon culture as much as he brought outside ideas to it. At the same time, he appreciated the Oregon environment.



I am working on liberalism this summer and ought to have it in condition to write at the end of the summer. I have two or three students working on theses with me and am, myself, independently collecting material on certain aspects of Oregon education. If you are down in these parts don't neglect to call me up. Sincerely,

97. To David S. Snedden

April 1, 1942  
Eugene, Oregon

Dr. David S. Snedden<sup>1</sup>  
460 Amherst Street  
Palo Alto, California

Dear Snedden:

I have read with much interest your letter on social science foundations for education and think that in the main I should accept your point of view and conclusions, although, as a matter of fact, my mind seems to work through somewhat different categories than yours. My reactions run somewhat as follows: (1) That social adjustment in this time of crisis must depend very largely on the intelligence of the public which is a matter of education, using that term in its widest sense, as the dissemination of ideas through all possible instrumentalities including, of course, the press, the radio, etc. (2) I have been slowly drawn to the conclusion that the school system as such, or education in the narrow sense, does not have that formative influence which some of us imagined that it had. It is essentially a conservative institution dependent on the majority opinion of the hour. Its work is largely through teachers who, however excellent they may be in other respects, have little initiative and do not assert themselves. Of course, the school system is a necessary part of our modern civilization but with the exception of a few thinkers in the upper reaches of the University, I do not think it can be depended upon to be particularly effective in securing social adjustment. (3) The main question of the hour it seems to me is the problem of social justice in the economic field. In my opinion there is being a systematic attempt made now to break down the gains along this line which we have secured in the last few years. As educators we owe it to the country to insist that the matter of reasonable wages and stable tenure and the opportunity to work are absolutely basal. (4) We need a more stable and enduring philosophy of life--something to take the place of the old time religious faith, but I can't see myself how we're going to get it. There is a Russian sociologist at Harvard, Sorokin, who emphasizes this point. Most of his writing, both in the recent small book and the previous four fat volumes, seems to me to be tommy-rot, trying to measure those mechanical things which cannot be measured. But in his insistence on some fundamental social philosophy I think he has struck a true point.

Perhaps you think some of this besides the mark; perhaps it is. I have most pleasant memories of the dinner with Mrs. Snedden and yourself last June and wish to be remembered to her. Sincerely,  
Copy

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<sup>1</sup>David Snedden was a Stanford friend of Sheldon's, '97, who taught at Columbia University, was nationally known for publications in vocational and administrative education.

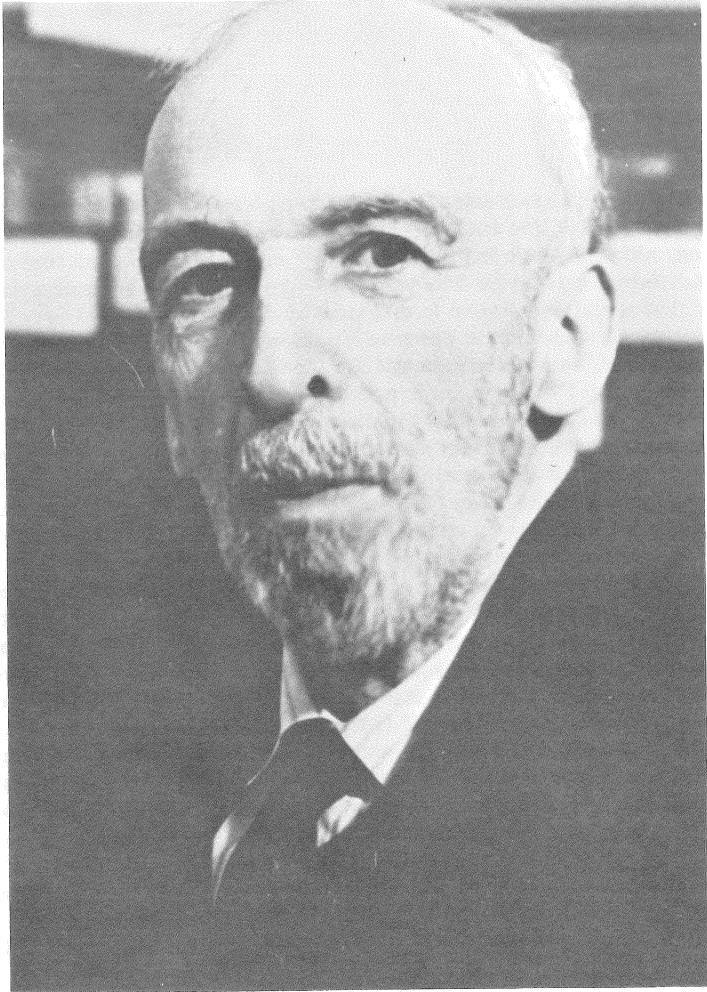


Figure 7. Henry Davidson Sheldon in Retirement ca. 1947

98. From James H. Gilbert<sup>1</sup>

May 7, 1942  
Office of the Dean  
Eugene, Oregon

Dr. H. D. Sheldon  
Chapman Building  
Campus

Dear Dr. Sheldon:

On April 28 the State Board of Higher Education approved our recommendation that you be designated as Research Professor of History and Education, Emeritus, with combined annuity and salary allowance of \$2,362.50, the arrangement to become effective October 1, 1942.

May I at this time express my genuine personal satisfaction at being so long associated with you as teacher and administrator at the University of Oregon. I am hoping that the present arrangement will insure our continued association for some time to come. It is precisely because your years of service to the University, to its School of Education, to the Administrative Committee, and more recently to the College of Social Science, have been so generously given, full measure pressed down and running over, that you have earned a certain immunity from any rigid and prescribed set of requirements from now on.

I note from the tentative budget that the proportion of full time assigned to your duties under changed status is 22 per cent. This does not mean that you will be held rigidly to 22 per cent of a fourteen hour teaching schedule. Your schedule, as I understand it, will be somewhat elastic and suited always to your personal convenience. We should, of course, appreciate your continued teaching in the field of specialization in which you have done so much reading and research, but the amount of this teaching need not conform strictly to the mathematical requirement. Moreover, your teaching may be arranged in such a way as to give you a term entirely free from classroom duties in case you choose to pursue your research and writing elsewhere, or devote your time entirely to the other part of your dual role of research professor.

If it should come about that you wish to devote your energies entirely to research and writing I am sure that the contribution you are qualified to make would be considered as full equivalent of your responsibilities under the new arrangement.

With kindest personal regards, sincerely yours,

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<sup>1</sup> Gilbert graduated from Oregon in 1903, returned as an economist in 1907, became a highly respected and courageous dean and a close friend of Sheldon's.

99. To A. A. Cleveland

November 13, 1943  
Eugene, Oregon

Dr. A. A. Cleveland  
School of Education  
Washington State College  
Pullman, Washington

Dear Cleveland:

This fall I have been working over the materials which I am using in the writing of an autobiography, just now for the period from 1911 to 1914. Here again I have been very much impressed with the quality of your letters in which you describe the educational goings-on in the Northwest for these years. I believe that once before I offered to send you some of the earlier ones but have not done so. I wonder whether you might not be interested in having both groups of letters in your own files. If so, let me know in the near future so I can take them out before I restore the letters I have used back in the files.

As I have been going over this material I have been doing a good deal of thinking and wondering perhaps whether it was not a mistake for me to have come back to Oregon in 1914, not a mistake to leave the University of Pittsburgh because it is essentially a second-rate institution on an insecure basis. But if I had stayed there and continued to write as I was doing there, the probabilities are I could have secured a much better position in some Eastern institution. But, as a matter of fact, I don't like the East as a place of permanent residence, and my health would have racked there much sooner than in the West, so perhaps it is all for the best.

My study in regionalism of the Pacific Northwest has not got me very far. The purely physical descriptive material contained in some of the books has some value, but as regards population, frankly I have not found anything that is not extremely obvious and not very important. Eastern Oregon was to a much larger extent settled by Western Oregon. The changed attitudes of the people there had, I think, an economic and physical basis. The period of settlement was another factor and the fact that Eastern Oregon always had Western Oregon to fall back on. What I mean by this is that when the Willamette valley was settled, there were no other settlements nearer than Eastern Kansas and Central California; consequently the people had to work out certain institutions for themselves, whereas, as I have already said, when Eastern Oregon was settled, Western Oregon was near at hand to fall back on. I realize that my view is not especially complimentary to your section of the country, but I mean it as a mere statement of fact. There is no doubt that the East has been much more generous and enterprising than the West and has many admirable traits.

Our affairs here are going on much as you might expect in war time. Henry, who has t.b. to his discredit, is working in Washington in the Census Bureau. Jimmie Ferguson, our son-in-law, is in the army and has recently

been installed as a psychological tester. Marion and the two boys are living with us. Your son, I dare say, is in the service, and it has doubtless hit your family in other places. Florence and I are enjoying fair health. I had a slight operation this summer which has placed me on a better basis.<sup>1</sup>

In the University here we have a thousand soldiers in three different groups and 1,600 regular students. The more advanced schools of the University have been hit hard - law, business administration, and architecture worst of all, but education has suffered too. This situation, I suppose, is quite general throughout the country.

The other day I had a good long talk with L. R. Alderman who has retired from public service at Washington and is living on his farm at Dayton. His new wife was along, and she is quite a charming woman who seems to be enjoying farm life. He finds it almost impossible to secure competent help and is doing a good deal of labor himself. He has a most wholesome attitude toward life and knows a lot about Washington, especially about various worthies in the New Deal. The old timers are mostly gone here now. Dr. Schmidt has been ill this fall. Percy Adams is still about, probably the oldest in term of service. Ed McAllister is living up the McKenzie, but we never see him. The whole situation seems to be somewhat strange to me, and yet, of course, it is perfectly natural. Sincerely,

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<sup>1</sup>Florence Perry Sheldon died in 1967 at Eugene.

100. To W. H. Dutton

March 27, 1944  
Eugene, Oregon

Mr. W. H. Dutton  
Assistant Superintendent of Schools  
Eugene, Oregon

Dear Mr. Dutton:

In answering your letter of March 15, I find that most of the prominent alumni of Clark University during the administration of President G. S. Hall have joined the great majority. However, here is a list:

Dr. Alfred A. Cleveland, Washington State College, Pullman,  
Washington

Dr. Frederick E. Bolton, College of Education, University of  
Washington, Seattle

Dr. Lewis M. Terman, Department of Psychology, Stanford  
University, California

Dr. J. R. Jewell, School of Education, University of Oregon,  
Eugene

Dr. George Ordahl, Home for the Feeble Minded, Glen Ellen,  
California

Dr. W. S. Small, University of Maryland, College Park, Maryland

Dr. Josiah Morse, South Carolina College, Columbia, South Carolina

Dr. H. W. Chase, President, University of the City of New York,  
New York

As to this last address, I am not sure that he is still there and suggest you verify the address in "Who's Who in America."

Edwin G. Boring, of Harvard, Department of Psychology, in his "History of Experimental Psychology in America" has an excellent but brief account of Hall as a pioneer in psychology which would be of use to you if you have not seen it. On page 534 there is a list of the more important of Hall's pupils or disciples.

As to the influence of the child study movement on my teaching, it would be difficult to say, and perhaps it would be more useful if I were to tell you what I have done with it. During my first eleven years (1900-11) at the University of Oregon in charge of the School of Education, I gave courses in Child Psychology at the University to small classes and frequently spoke at various county institutes throughout the state, dealing with such topics as discipline, certain aspects of the curriculum like history and nature study from the child study point of view, also adolescence, and frequently recommended books and articles on the subject. From 1912 to 1914 at the University of Pittsburgh, I was connected with an institution the head of which, Will Grant Chambers, had spent one year at Clark and had established a school of childhood there, a sort of modernized kindergarten, that in the main represented Hall's ideas.

Returning to Oregon in 1914, I continued in my outside work especially to emphasize this point of view, particularly along social and sociological lines. However, Dr. E. G. Conklin, who was head of the Department of Psychology here from 1911 to 1935, was a more thoroughgoing disciple of President Hall than I, and his course on Adolescence made quite an impression on the students here. Also, Dean J. R. Jewell, the present dean, took his degree at Clark under Hall, and his underlying philosophy of education represents, I think, the point of view of Clark rather more strongly than I ever did.

The main significance of the entire child study movement, in my opinion, was its preparation for progressive education, for the child-centered school. Child study emphasized the individual, differences between individuals, the voluntary activities of individuals. It is very unfortunate that Arthur Rugg in his book on the child-centered school entirely omitted any reference to this beginning. John Dewey, a former student of Hall's, was profoundly influenced by Hall's work. Aspects of education which have been influenced by Hall and the child study movement, in addition to its laying the foundation of the child-centered school, are as follows: (1) emphasis on voluntary activity, particularly play, stimulating the playground movement; (2) a reform of the kindergarten from a somewhat ossified institution to its more modern and elastic form; (3) emphasis on children's art work, writing, poetry, etc.; (4) emphasis on adolescence and the peculiar problems of the high school period; (5) providing a psychological basis for moral and religious education; (6) treating curricular problems from the point of view of their psychological roots such as C. F. Hodges' "Nature Study and Life" of which a hundred thousand copies were sold in this country, which for the time being put this study on a new basis in American schools.

I notice that you say in your letter nothing of the California end of this movement where Earl Barnes, head of the department at Stanford from 1891 to 1897, and Frederick Burke, who was superintendent of schools at Santa Rosa, California, and afterwards for many years head of the San Francisco State Teachers College, are the important figures. I have considerable material on these men which I have looked over lately in preparation for a chapter of my autobiography which I am writing. Barnes published two volumes treating the subject from a somewhat different point of view from Hall. For the time being he stirred up a good deal of interest in California in the late nineties and continued to write on the subject until 1910. I should be very glad to go into this matter with you if you think your thesis calls for it. I shall be very glad to talk over any point in this letter with you most any afternoon which would be convenient for you.

I need hardly say how we regret your departure from Eugene.  
Sincerely,

Copy



101. To Edward M. Hulme

October 27, 1944  
Eugene, Oregon

Professor Edward M. Hulme  
Channing Street  
Palo Alto, California

Dear Hulme,

As these bright autumn days succeed each other here I have been wondering what my friends are doing. In your case, I imagine you are working, but I wonder what form your energy is taking. Are you doing some more writing, or are you engaged in some form of public service? I trust your health continues good.

The University here is running on about the same basis as last year. A few more freshmen, and not quite so many advanced students; although we do have sixty returned veterans from the wars. Harold Noble is on duty again in the history department; but Gordon Wright is still in Washington, although I take it he is becoming somewhat tired of the conditions of life there. Nearly all our advanced classes in the social sciences here are small. The University is not particularly well organized. We have no President, and a large number of vacancies are being filled with purely temporary assignments. We expect a change in this direction soon.<sup>1</sup>

The other day I finished reading G. G. Coulton's "Fourscore Years." I found it most enjoyable. The long account of his various teaching jobs in different secondary English schools threw great light on certain developments in which I had long been interested, as I was in his religious opinions. It seems quite marvelous to an American that a man like him should have drifted into becoming a great historian without any training in research or any of the hubbub about historiography which we consider necessary. It seems almost weird that he never should try systematic history until he was married, about forty years of age, and that he wrote history to make money and eventually actually made the money! As he wrote in your field, what do you think of him as a historian? What little I have read of his has impressed me quite favorably.

Some philanthropist has sent me the Stanford Alumni magazine which I read with great interest. In one of the recent numbers it gives the names of the ex-sorority houses. The great women of the campus from Jane Vassar of Stanford down have been called into requisition. Will this be extended later on to the fraternities, or is it only the girls who have to sacrifice their exclusiveness to democracy? I am somewhat impressed that the alumni who are highly regarded by the editors of the magazine are those who have succeeded in business or the practical professions and have accumulated large bank accounts.

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<sup>1</sup>Gordon Wright recalled that dinner at Sheldon's was like a slice of Victorian England, complete with gentlemen retiring to the study for serious conversation that avoided faculty gossip.

There is certainly no nonsense about intellectual distinction of any kind. I suppose this is in line with the spirit of the times. I think, however, a periodical published in one of the Eastern universities would disguise this great truth at least with a thin veil.

We are having a very hot political campaign in Oregon this fall. The Republicans are well organized and are spending lots of money. I had earlier supposed that they were rather sure of carrying the state, but the large increase in Democratic enrollment recently perhaps makes the outcome uncertain. I am rather sorry that the Republicans are drifting into becoming a mere opposition party, the bulwark of conservatism for millionaires and others of the successful class. Their candidate . . . I believe, as other able men . . . would make a strong President under normal conditions; but he is waging a campaign like a ferret going after a rat or a police court judge after a vagrant. This pleases his own party but is not likely to make many converts among the fence-sitters.<sup>2</sup>

I worked on my autobiography until about the first of August when we had a spell of hot weather here which took most of the jump out of me. Since then I have not accomplished much, as I have had to spend a great deal of my time on business matters connected with selling my house to the University. Recently I have taken up the writing of my History of Education in Oregon and have apparently found a woman who can be a good deal of use to me in writing up the purely descriptive parts of the book. I shall of course myself cover the organization and interpretation of material. Sincerely,

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<sup>2</sup>Thomas E. Dewey of New York.

102. From Frederick E. Bolton

September 6, 1945  
University of Washington  
College of Education  
Seattle, Washington

Dr. Henry D. Sheldon  
Dean Emeritus  
School of Education  
State University  
Eugene, Oregon

Dear Dr. Sheldon:

Your chapter on Clark University, 1897-1900, is exceedingly interesting and I appreciate greatly your generosity in giving me an opportunity to read it in manuscript.

I am very glad that you are preparing a book giving your recollections and evaluations of educational developments during the last half century. Such a book will be timely and no one else is better qualified to give us such a discussion. Your life has spanned one of the most fascinating and rapid-changing periods in human development and you have been a keenly intelligent and analytical observer of the apparently kaleidoscopic events as they have transpired.

I marvel at the wealth of details that you have been able to recall after the lapse of nearly half a century. I wonder if you kept a diary? I recognize many of the items that you relate concerning Clark University, Hall, Burnham, Sanford, Chamberlain, Hodge, Wilson, et al., but without suggestion I could not recall such a multitude of details of conversations, episodes, etc.

I excuse my lapses by the fact that I was at Clark only one year while you were there three years and, therefore, had an opportunity to note many repetitions of characteristic incidents.

In my own evaluation of Clark I place a very high estimate of its contribution in relation to the pioneer conditions in education in the last quarter of the 19th century. I have in mind the crude public school conditions as I knew them in the Middle West from about 1870 on to 1900. I remember, also, my student training in a Mid-West Normal School (Milwaukee) 1888-1890 and my undergraduate days at the University of Wisconsin, 1891-1893 and my graduate year there, 1896-1897.

The normal school work consisted mainly of grammar school and high school reviews and a superabundance of narrow, cut-and-dried "methods." Even then, some of us students dubbed them "Procrustean." At the University of Wisconsin the main real breath of life saving us from the old classical regime came from an influx of young scholars fresh from Johns Hopkins. They were dubbed the "Hopkins doctors." Among them were Jastrow in psychology, Ely in political science, Turner and Haskins in history, Barnes in botany and Hodge in biology.

Hall had been a dominant influence helping to create the Hopkins tradition of scientific investigation in every field of knowledge. Hall was there from 1881-1888 and was the first professor of psychology in America (as distinguished from philosophy). He established there the first laboratory for experimental psychology in America--the second in the world. The first, of course, was in Leipzig under Wundt with whom Hall had studied.

At Johns Hopkins Hall helped to train Dewey, Jastrow, George T. W. Patrick, Herbert Henry Donaldson, Cattell and others.

As Hopkins was established in 1876 Hall's influence was felt there during the formative years. The Hopkins influence radiated through all the universities with phenomenal ("atomic"?) rapidity. Hall even helped to baptize old Harvard. During his lectureship in psychology there in 1880-81 he helped President Eliot to some worthwhile ideas on educational conditions.

You mentioned your impulse to go to Columbia when you felt frustrated at Clark. But at that time Columbia had practically nothing to offer. Butler had been president of the old N. Y. Training College for Teachers, 1886-1891. But that was largely on the normal school level. Russell went to T.C. in 1897 and in 1898 became dean. Frank McMurry went there in 1898, and Thorndike, in 1899 (as instructor).

Chicago had little to offer at that time. In fact, there was no university except Clark in the country that had made a serious beginning of the scientific study of education before 1900. Hopkins, Harvard, Yale, Columbia, Pennsylvania, Wisconsin, Michigan had begun to do research in psychology by about 1890.

At the time we were there Clark and Hopkins were way out in the vanguard of pioneers in scientific research--Clark the one most conspicuous in education and psychology. The psychology was really auxiliary to education in a broad sense.

Hall was imaginative--not visionary as some seem to think. He was ever alert and searching for something new that would contribute to the betterment of education and society. He did not develop and teach methods and devices for putting his ideas into practice. He was seeking fundamental principles rather than rules of procedure. He probably would not have made a good classroom teacher or a methodical school superintendent. But he was a great prophet.

Universal education from the kindergarten through the graduate school of the university has been modified profoundly along the lines he prophesied and strove to establish on scientific foundations.

Many of his ideas, at which some contemporaries scoffed and jeered, have been absorbed by others and reiterated as their own discoveries. I recall one illustration. Some years ago I was on the Columbia campus and I dropped into one classroom incognito and took a back seat. The lecturer discussed during the hour various phases of adolescence, speaking with a great air of authority on many things I had heard in Hall's lectures and read in his many volumes. Not once during the hour did the lecturer mention Hall or any of those who had ever made a contribution from Clark.

A few years ago Dr. Thomas M. Balliet, then Dean of the School of Education at New York University, was on a vacation tour out here. He came out to

the University to visit me. In the course of our conversation I remarked: "Well, they are criticising G. Stanley pretty severely." "Yes," he said, "and those who criticise most have stolen most!"

Hall was a pioneer, a prophet. Clark was a pioneer, way out in the lead at that time. Many advances beyond the Clark we knew have been made since that time. Many of the ideas of Hall and of Clark have become outmoded, but he and the institution had the vision and the courage to get out of the beaten path and to try to find new and better ways of life.

To me the year's experience at Clark was a revelation and a challenge. It is to be regretted that the funds of Clark became so limited that much of the work had to be reduced or abandoned altogether. I am certain, however, that the few years of pioneering in the new and uncultivated fields have had a large influence leavening the whole course of education.

Well, I don't know that this discursive letter will assist you. I am so glad that you are writing this interpretive book and I shall look forward to seeing it in print--I trust not too far in the future.

I have three projects under way, but all have been unduly delayed by various circumstances.

Keep your pen going. Put your emphasis upon research and writing rather than teaching. You ought to "sugar off" several projects in the near future.

With kindest regards and thanks for a flood of pleasant reminiscences about yourself, our delightful sojourn at Clark, and the men who gave me the intellectual feast of my life, I am ever most cordially,

103. To L. R. Alderman

October 22, 1945  
Eugene, Oregon

Mr. L. R. Alderman  
Yamhill County  
Dayton, Oregon

Dear Alderman:

For some time I have been intending to write you, especially when I read in the paper of the splendid agricultural achievements of your farm. Next spring or summer I am going to take a trip up your way and drop in on you when you are not expecting me. I trust that your two boys came through the war without damage. The Navy certainly made a splendid reputation for itself and did most of the work for which General Douglas MacArthur, that splendid poseur, is getting credit. Henry was out here from Washington in May. He enjoys the Census Bureau and seems to be well located there.

As you may have read in the paper, things are booming here. In fact, a little bit too much so, as we have not enough room for the students who come. The fine old college atmosphere has returned. The adolescent phenomena which had largely disappeared during the war is here again. I am giving one course on the history of American civilization. The Education Department is looking up, although the three men in governmental service have not returned as yet.

Did I tell you that I had sold my house to the University as a site for the student union and that we may have to get out in the spring but perhaps not for a year or two yet? Old houses can only be had at twice their real value, and it is almost impossible to get a new one built, so we may be in something of a quandary. My wife is well as usual but finds conditions a little difficult owing to the scarcity of workers, which I trust a few months will remedy.

This summer I finished a chapter on my three years at Clark University. I remember your great interest in Stanley Hall and think perhaps it might amuse you to read it. I have several extra mimeographed copies and will send you one if you want it. Just now I am working on liberalism and state education. It is an old interest of mine, and I am enjoying it but not making progress very rapidly.

The war was certainly a big success from my point of view. As you know I was a great Roosevelt man and think he handled the whole situation in a masterly manner, which the public, particularly the well-to-do mill owners, failed to appreciate. I have nothing against our present executive, who, I think, is doing fairly well but it remains to be seen whether he can bend the bow of Ulysses. This atomic bomb business has shaken my faith in the future of the human race more than anything I ever dreamed of before. Probably our generation is reasonably safe, but I hate to contemplate what may happen to our children. If you come down this way, let me know. Sincerely,

April 22, 1946  
Eugene, Oregon

Senator Wayne L. Morse<sup>1</sup>  
United States Senate  
Washington, D. C.

My dear Senator:

As I note the length of time which evidently is necessary to prepare the minds of our solons for the consideration of the English and French loans, it is beginning to worry me. I believe it is clearly in our interest to bolster up our European friends a little at this point and at least establish the feeling that they can count on reasonable support over here when they need it.

I am not opposed to Russia and do not believe there is much danger of a war with her as long as Stalin guides her policy. Nevertheless, I think experience shows that she is out to gather home all the loose junk which she can find without an owner under the treaties and will go as far in that direction as possible without producing a war. I believe she will probably subsidize the Communists in this country, making trouble for us in the homoeopathic way in Mexico and other Latin American states and be a good deal of a general nuisance. This we will have to take without becoming excited nor hysterical, but we need to have our fences in a good state of repair and a well organized and efficient state of society in England and France, which will stabilize the rest of western Europe, a very important factor in the situation.

It is true that England is going to throw all her energy into reorganizing her industries and that we may have some pretty close competition in spots, which will naturally arouse some of the producers in this country, but when we consider the resources, the home markets, the capital, and the power or organization of the two countries, I think there is little reason to fear any competition which will hurt us very much. On the other hand, it is very important for us to secure stability in Europe, because there is no balance of power there any more. There are just two great powers--one is Russia, and the other is the United States of America, and we cannot dodge the responsibilities of our position.

We pensioners here in the university are strong for Chester Bowles and the OPA. Sincerely,

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<sup>1</sup>Wayne Morse was Dean of the University of Oregon Law School in the 1930's.

105. To Harold Benjamin

May 20, 1946  
Eugene, Oregon

Dr. Harold Benjamin  
Bureau of Education  
Department of the Interior  
Washington, D. C.

Dear Benjamin:

Peter Spencer came up from southern California about three weeks ago and spoke at a little dinner which we arranged for him at the Osburn Hotel. He weighs thirty or forty pounds more than in his student days here and is broadened out in many other ways. He gave us an excellent, informal talk. He was here as the star performer at the spring educational conference at the Monmouth Normal. We all wished that Charley Starr could be there to hear him but the probability was that he wasn't, as Charley is now a strong supporter of denominational colleges. Spencer told us that [Flaud] Wooten has made a large measure of recovery and is able to meet his classes. He also thinks that Stanford needs a new Dean of Education before long, as the University of California seems to be dominating the situation in central California.<sup>1</sup>

Our story here at the University of Oregon is pretty much the same tale which one hears everywhere else. We have large numbers of students and are hard put for lodgings--and doubtless next year for classrooms as well. They are counting on five thousand students here and at least five thousand five hundred at the state college at Corvallis. This number has not effected the normal schools as yet to any appreciable extent in Oregon. The schools are so small, and the type of student life and discipline which they have maintained is such that many of the normal school girls are going across the border to Washington and California. There is even some talk of a new unified normal in Portland, but as you know Oregon you know this is not very likely to happen.

Our new administration here is a great success. Salaries have gone up fifteen per cent, and President Newburn has shown good judgment in his new appointments. In the School of Education Dean Jewell is blessed with a faculty a little too large for his present needs, but I trust that time will solve this problem. He has only one more year to serve before he reaches the retirement age and there is beginning to be considerable speculation as to his successor. Stetson is the only man on regular time who dates back to your days here. He goes to the University of Minnesota this summer.

There is considerable discussion here as to the humanities and liberal arts curriculum. The Harvard report has been read in a number of quarters and there is some effort to buck the vocational education idea. The liberal arts

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<sup>1</sup>Flaud Wooten at Claremont Graduate School and Peter Spencer at U. C. L. A. were Sheldon protégés who taught at the University High School in the late 1920's.



contingent has organized certain groups. This has met with a very respectable response on the part of the students. Still, however, as business administration with eight hundred fifty registrants still leads the procession I cannot see that they have made any great impression on the situation. What we need, of course, is more vital liberal arts courses given by a man of force and ability. These are hard to find and hard to keep.<sup>2</sup>

How are you enjoying your new job? Do you get trips to South America and Europe? Now that the English and French are experimenting in the educational field, I see that Grattan, in the May Harpers, insists that England should have some technical institutions of the character of the Massachusetts Institute of Technology. I do not doubt this, but do the English think so? Are you likely to get out into this section of the United States in the course of your travel? In that case we shall surely want to see you.

There have been a number of able books in my favorite field of political liberalism. The latest is by a Jewish professor of metaphysics by the name of Cohen, who is one of the ablest minds in the country. As one would expect, his analyses are first rate, but he is a little short on history. Orton, an English conservative and high churchman who teaches economics at Smith College, has written an acceptable exposition which reinforces some of the positions taken by Richard Cobden, just about a hundred years ago. Carl Becker, the ablest interpreter in this field that we have had in this country, died during the winter, but his latest course of lectures have been issued and are very valuable.

We are living with the guillotine hoisted above our heads, as we may have to get out and find a house whenever the University gets ready to build its student union on our property. We have at least, I think, another year's leeway but probably not much more. If you knew the state of the real estate market here, you could appreciate our quandary. Florence joins me in regards to Mrs. Benjamin and yourself. Sincerely,

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<sup>2</sup>The Liberal Arts and Western Civilization courses were very popular after World War II, as after World War I, continuing until the mid-1960's.



Figure 8. James H. Gilbert circa 1930

106. To James H. Gilbert

April 2, 1947  
Eugene, Oregon

Dear Dean Gilbert:

As the time of your formal retirement from your responsibilities here approaches, your colleagues cannot but go back in memory to the various services which you have rendered to the students, the state and the University. As a teacher your high standards and clear thinking have marked an epoch in the experience of the hundreds of students who have come under your influence. I should say that perhaps no one connected with the University during the last half century is as well known in all parts of the state of Oregon as yourself.

In the state you have been a pioneer in the matter of scientific state tax measures, fighting oftentimes for progressive measures which have antagonized certain elements in the community, and exposing yourself to considerable professional danger thereby. Your expert services in this field have been of incalculable value to the state. Your researches in this field of taxation, treating of local conditions oftentimes, and then again of the far off problems of Australia, have been significant to other thinkers in your field.

You have shown the same unswerving courage and consistency in using your influence for the University of Oregon when it has been exposed to external danger. More than one important building on the University campus owes its erection to your championship in the critical moment. Nobody but an historian realizes how many of the reports and other public documents frequently circulated under someone else's signature owe their conciseness and accuracy to your pen.<sup>1</sup>

In my own relations in matters of University policy, I have always found you to be one of the few men whose standards could absolutely be depended upon. And in the forty years which I have worked with you, our cooperation has been one of the most desirable and pleasant memories of my experience.

May you live long and enjoy those out-of-door activities which mean so much to you. Sincerely,

---

<sup>1</sup> Gilbert exemplified the belief in educating ethical leaders that Sheldon had preached to his students for decades: "To be a leader one must go beyond his own selfish purposes; a leader must have faith in something beyond self. If you have sense, ideals and enthusiasm, and are not afraid of your own voice, you will be an effective leader. You should have a genuine and serious purpose in life to serve some social cause." Old Oregon (June, 1952), p. 25.

## Index

- Abbott, Lyman, 29  
Alderman, L. R., 4, 76, 89, 153,  
167, 175  
Allen, Eric W., 6, 90, 156  
American Historical Review, 54  
American Journal of Psychology, 2  
Ann Arbor, 126  
Appleton Publishing Co., 2  
Arizona, 160  
Armstrong, Samuel Chapman, 25  
Atomic Bomb, 175  
Ayers, Fred, 84, 90
- Bancroft, George, 22  
Barker, Burt Brown, 152  
Barnes, Donald, 106, 140  
Barnes, Earl, 2, 22, 169  
Barnes, Harry Elmer, 103, 105, 110  
Barnes, Mary Sheldon, 2, 16, 22  
Barnett, J. D., 6  
Becker, Carl, 178  
Benjamin, Harold, 14, 139, 159, 177  
Board of Higher Curricula, 5, 8  
Board of Higher Education, 133, 140-  
142, 157-158  
Bolton, Frederick E., 76, 168, 172  
Books, 36, 49, 68  
Bovard, John F., 6, 90  
Boyer, Johann, 127  
Boyer, Valentine, 10, 152  
Bronchitis, 128  
Burke, Frederic, 18, 21, 103, 169  
Burnham, W. H., 3, 38, 172  
Burton, W. H., 113  
Butler, Nicholas Murray, 2, 173
- Cambridge, Mass., 18  
Campbell, Prince Lucien, 4, 6, 7, 8,  
63, 81, 85, 88, 89, 112, 116, 118  
Capen, Samuel, 96  
Carnegie-TTAA Pensions, 8  
Carson, Louella Clay, 44, 46
- Cathcart, A. M., 20  
Chamberlain, A. F., 3, 38, 172  
Chambers, Will Grant, 5, 25, 65, 89,  
129, 137, 154, 168  
Chapman, C. H., 83, 85  
Chautauqua Movement, 1, 12  
Child-Centered School, 3  
Child Study Movement, 3, 4, 168-169  
Churchill, John, 114  
Clark, Robert Carlton, 9, 106  
Clark University, 1, 2, 3, 5, 10  
18, 22, 38, 41, 87, 103, 110, 168,  
172, 175  
Cleveland, Alfred A., 5, 63, 76, 89,  
133, 149, 162, 166, 168  
Columbia Teachers College, 2, 173  
Commonwealth Conferences, 4  
Congregationalism, 3  
Conklin, E. S., 12, 84, 169  
Coulton, G. G., 170  
County Teacher Institutes, 4, 127  
Cubberley, Ellwood, 5, 31, 80, 96,  
148, 160
- Davis, H. L., 10  
DeBusk, B. W., 5, 14  
Depression of 1930's, 9, 144, 146,  
153  
Dewey, John, 1, 3, 169  
Dewey, Thomas E., 171  
Dostoyevsky, F., 94  
Dreiser, Theodore, 102  
Dutton, W. H., 168  
Dyment, Colin V., 8, 112, 117-120
- Ely, Richard T., 1  
England, 5, 72, 74, 76, 93, 176  
English Literature, 2, 12, 49, 51,  
127  
Eugene, Oregon, 1, 3, 5, 42, 51,  
52, 60, 62, 140-2, 157  
Extension work, 4, 84, 92, 127

- Federal Emergency Relief Administration, 9, 153  
 Ferguson, Marion Sheldon, 96, 101, 120, 123, 129, 167  
 Fish, Andrew, 105  
 French Revolution, 145  
 Freudianism, 3  
 Froebel, F. W. A., 2, 3, 124
- Gerlinger, Irene, 112, 113  
 Germany, 5, 68, 70, 72, 93  
 Gibson, Charles Dana, 45  
 Gilbert, James H., 8, 10, 106, 135, 138, 152, 165, 179  
 Gladstone, W. E., 22  
 Guth, Wm. W., 86
- Hale, William G., 8  
 Hall, Arnold Bennett, 8, 9, 10, 115, 116, 117, 120, 138, 143  
 Hall, G. Stanley, 1, 2, 3, 5, 8, 10, 14, 17, 20, 30, 58, 87, 124, 168-169, 172  
 Hamilton, J. W., 112  
 Harding, Warren G., 102  
 Harvard University, 4  
 Hawthorne, Nathaniel, 79, 95  
 Hayward, F. H., 93, 124  
 Henderson, Charles, 86, 87  
 Herbart, J. F., 124  
 Hichborn, Franklin, 2, 62  
 Hoare, George Frisbie, 2  
 Hodge, C. F., 3, 38, 169, 172  
 Hoover, Herbert, 2, 13, 100, 129, 131  
 Houghton Mifflin Co., 80  
 Howard, George E., 2, 23  
 Howe, Herbert Crombie, 3, 5, 8, 83  
 Huey, E. B., 58, 65  
 Hulme, E. M., 103, 111, 144, 160, 170  
 Hunter, Frederick M., 10  
 Huntington Library, 129  
 Hyde, James W., 5, 16, 24, 61, 75, 87, 96
- I.W.W., 78, 85
- James, William, 1, 3, 22  
 Jewell, J. R., 162, 168, 177  
 The Johns Hopkins University, 2, 172  
 Jordan, David Starr, 2, 22  
Journal of Applied Psychology, 10
- Kerr, William Jasper, 9, 140-2, 152, 157, 158  
 Kistner, F. B., 128  
 Ku Klux Klan, 106
- Labor unions, 7, 79  
 Lachmann, Arthur, 46, 50, 54  
 La Follette, Robert, 106  
 Lamprecht, Karl, 5, 68, 71  
 Lathrop, H. B., 2  
 Leacock, Stephen B., 102  
 Liberal Arts, 6, 7, 177  
 Lindsay, E. E., 157-158  
 Low, Seth, 22  
Lusitania, 93  
 Lyons, Cecil, 70, 89, 92
- MacArthur, Douglas, 175  
 McKinley, William, 33  
 McNary, Charles, 155  
 Martin, Charles H., 159  
 Meier, Julius, 141  
 Mencken, H. L., 110  
 Merriam, H. G., 10  
 Methodism, 1, 2, 3  
 Monmouth Normal School, 4, 129  
 Morse, Wayne, 10, 152, 176
- National Education Association, 5, 63, 154  
 Nelson, Roscoe, 10  
 Nevins, Allan, 156  
 Newburn, Harry K., 11, 177  
 Newman, John Henry, 44  
 Nietzsche, F. W., 49, 52  
 Noble, Harold, 160, 170
- Old Oregon, 10  
 Ordahl, George, 86, 168  
 Oregon Agricultural College, 3, 4, 5, 8, 121 (See also Oregon State College)

- Oregon Historical Society, 7, 15
- Oregon, State of  
 beach, 122  
 economy, 63, 103  
 education in, 14, 98, 135, 140-142,  
 144-147, 152  
 Oregonians, 122  
 politics, 62, 64, 101-102, 108,  
 159, 171  
 public schools, 3-5, 94  
 travel, 63, 102  
 weather, 43, 54, 56
- Oregon State College, 9, 140-2,  
 (See also Oregon Agricultural  
 College)
- Oregon State Teachers Association,  
 6, 63, 92, 94, 98
- Oregon, University of, 1, 3, 4, 5,  
 6, 8, 9, 10, 11, 40, 46, 50, 56,  
 81, 87, 89, 135, 140-146, 152,  
 175, 177  
 Advisory Council, 6  
 Board of Regents, 8, 112, 116-  
 119, 120  
 Extension, 4, 5, 84  
 faculty research, 9  
 funding, 48, 62, 64, 74, 86, 98,  
 101, 107  
 history of, 106, 111, 154, 160,  
 179  
 library, 4, 10, 50, 56, 61  
 School of Education, 7, 101, 168  
 Zorn-Macpherson bill, 9, 157
- Oregonian, 44
- Oswego Normal School, 2
- Pacific Historical Review, 10
- Pacifism, 10, 97, 155, 156
- Packard, Earl, 9
- Palo Alto, 5, 160
- Parrington, V. L., 127
- Pestalozzi, J. F., 2, 3, 124
- Pettit, Harriet L., 27, 78, 101
- Philippines, 32, 40
- Pierce, Cornelia Marvin,, 5, 157
- Pierce, Walter, 106
- Pittsburgh, 5, 75, 76, 78
- Plato, 3
- Portland, 15, 83, 141
- Progressivism, 1, 2, 4, 7, 8, 10, 11,  
 139, 154, 164
- Progressive education, 3, 4, 168
- Pullman, 5, 63, 89
- Putnam, Rex, 9
- Rainey, Homer P., 114
- Rebec, George, 6, 83, 90
- Reed College, 5, 83
- Regionalism, Pacific Northwest, 10,  
 162, 166
- Riis, Jacob, 53
- Rolvaag, Ole, 127
- Roosevelt, Franklin D., 13, 175
- Roosevelt, Theodore, 1, 13, 22
- Ross, E. A., 2, 23
- Russell, William, 99
- Russia, 145, 176
- Salt Lake City, Utah, 1
- Sanford, E. C., 3, 38, 172
- San Luis Obispo, 1
- San Jose, 1, 2, 160
- Santa Clara, 16, 87
- Santa Cruz Mountains, 16
- Schafer, Joseph, 3, 4, 6, 8, 15, 44,  
 81, 83, 84, 89, 98, 106, 108, 112,  
 115, 116, 127, 131, 135
- Schmidt, F. G. G., 50, 62, 89, 167
- Scotland, 75
- Seattle, 5, 162
- Sheldon, Florence Perry, 5, 6, 10,  
 12, 32, 34, 36, 37, 42, 44, 46,  
 48-54, 66-71, 75, 89, 101, 111,  
 120-123, 126, 129, 152, 166-167
- Sheldon, Henry Davidson,  
 & advisory council, 6  
 autobiography, 166, 171  
 (See also Clark University,  
 Stanford University, J. Schafer,  
 M. D. Sheldon, F. P. Sheldon,  
 J. Hyde, University of Oregon)
- career choices, 2, 22, 28, 31, 40,  
 86, 87, 133, 166
- childhood, 1, 2

children, 5  
 courses taught, 7, 10, 56, 92,  
     138, 139, 145, 175  
 & cultural history, 7, 103, 105,  
     134, 156  
 Dean of School of Education, 6, 7,  
     9, 92, 94, 130, 135  
 death, 11  
 degrees, 2, 3, 38  
 on educational trends, 9, 11, 93,  
     108, 140-2, 147, 164  
 English literature, 2, 12, 49, 51,  
     128  
 on Eugene, 42, 52  
 eulogy, 11  
 & European trip, 5  
 family, 122, 126  
 garden, 56, 62, 102  
 graduate student, 3, 17, 30, 31,  
     38  
 health, 10, 30, 31, 39, 60, 128,  
     151  
 & history, 2, 3, 5, 7, 9, 11, 98,  
     103, 111, 133, 135, 160  
 interim presidency, 7, 8, 112,  
     117, 121  
 on Liberalism, 14, 109, 110, 121,  
     124, 131, 163  
 as literary critic, 15  
 marriage, 34, 48  
 & Oregon educational politics, 4,  
     5, 64, 86, 140-2, 160  
 Oregon, State of, 1, 54, 144, 159-  
     160, 171  
 Oregon, University of, 1, 3, 40,  
     64, 86, 98, 135, 140, 167,  
     170, 177, 179  
 & pacifism, 10, 155, 156  
 parents, 1, 53, 74  
 & pedagogy, 2-9, 44, 58, 63, 72,  
     76, 80, 124, 135, 148, 159  
 personality, 37, 53, 66, 87, 161  
 political views, 1, 7, 27, 131,  
     154, 159, 164  
 as progressive, i, 1, 2, 4, 6, 7,  
     10, 11, 79, 139, 160, 164  
 publications, 2, 4, 8, 10  
 reading habits, 15, 36, 94, 102,  
     108, 121, 145, 178  
 regionalism, 10, 162, 166  
 relatives, 27  
 religion, 1, 2, 3, 7, 11, 24, 25,  
     66, 164  
 research, 7, 8, 9, 135, 154, 171  
 retires, 165  
 retires from deanship, 9, 134-138  
 return to Oregon, 6, 84, 86  
 salary, 3, 48, 50, 62, 86, 144,  
     146  
     & schools, 5, 6, 94  
     significance, 11, 135, 165  
     & socialism, 5, 7, 79  
     & summer school, 4, 121, 130, 162  
 as teacher, 9, 134, 135  
 teaching improvement experi-  
     ments, 8  
     & Toynbee, 10, 156  
     Unitarian, 7  
 Sheldon, Henry Jr., 56, 60, 75, 101,  
     120, 122, 125, 127, 129, 145,  
     146, 166, 175  
 Sheldon, Henry Martin, 1, 86  
 Sheldon, Mary Davidson, 1, 18, 20,  
     24, 25-31, 38-41, 56, 60-64,  
     72-74  
 Skipworth, G. F., 115  
 Small, W. S., 40, 168  
 Snedden, D. S., 164  
 Socialism, 5, 7, 11, 79, 85  
 Social Christianity, 3  
 Sorokin, P. A., 164  
 Southern California, 129  
 Southern Pacific Railroad, 2  
 Spanish-American War, 2, 32  
 Spencer, Herbert, 3, 52  
 Spencer, Peter, 177  
 Spengler, Oswald, 156, 160  
 Stafford, O. F., 3, 5, 6, 62, 89  
 Stanford University, 1, 2, 3, 5, 6,  
     46, 80, 86, 87, 96, 103, 129,  
     144, 148, 160, 169, 170  
 Stetson, Fred L., 9, 90, 162  
 Straub, John, 42, 62, 89  
 Strong, Frank, 3, 42

Suzzallo, Henry, 94  
 Sweetser, A. R., 62, 90  
  
 Teachers' Reading Circle, 92  
 Temperance, 1, 12, 26, 64  
 Thoreau, Henry, 152  
 Tolstoy, Leo, 85, 94  
 Townsend, H. G., 10, 152  
 Toynbee, Arnold, 10, 156, 160  
 Tschokkee, Theodore, 40  
 Tuberculosis, 10, 128, 149, 151  
 Turnbull, George, 9  
 Turner, Frederick Jackson, 6  
 The Twenties, 6-9  
  
 U.S. Office of Education, 5, 8  
 University High School, 6, 101, 102  
 University of Idaho, 63  
 University of Nevada, 87, 90  
 University of the Pacific, 2  
 University of Pittsburgh, 5, 65, 75,  
     78, 81, 92, 166, 168  
 University of Washington, 86, 94  
 University of Wisconsin, 4, 8, 44,  
     98, 115, 116, 172  
 U'Ren, W. S., 4  
  
 Vawter, V., 115  
  
 W.C.T.U., 26  
 Ward, Lester, 1, 23  
 Washburne, C. J., 151  
 Washington, Booker T., 25  
 Washington State College, 5, 63  
 Webb, Sydney, 79  
 White, Andrew Dickson, 22  
 Wilbur, Ray Lyman, 2, 96, 144  
 Willamette Valley, 5, 10, 43, 54, 56,  
     162, 166  
 Wilson, Woodrow, 1, 13  
 Women's rights, 26, 64  
 Wood, C. E. S., 85  
 Woods Run, 78  
 Wooten, F., 177  
 Worcester, Massachusetts, 5, 18,  
     20  
 Wordsworth, William, 36, 49, 68, 70  
  
 Works Progress Administration, 9,  
     153  
 World War I, 6, 7, 93, 97  
 World War II, 10, 156, 175  
 Wright, Gordon, 15, 160, 170  
  
 Young, Frederic George, 4  
 Young, Kimball, 14, 121, 134, 146  
  
 Zangwill, Israel, 52  
 Zorn-Macpherson bill, 9, 140-2



### About the Author

James H. Hitchman graduated from Willamette University with a B.A. and earned the M.A. and Ph.D. degrees from the University of California, Berkeley. In addition to several publications on Pacific Northwest maritime history, he has written various articles on the United States and Cuba as well as Leonard Wood & Cuban Independence. After serving as assistant academic dean and dean of students, he is currently professor of history at Western Washington University.

