

**UNIVERSITY BULLETIN NO. 37.
ADDRESSES DELIVERED BEFORE
THE CALIFORNIA TEACHERS'
ASSOCIATION, AT RIVERSIDE,
DECEMBER 28-31, 1891**

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CALIFORNIA TEACHERS' ASSOCIATION,

AT RIVERSIDE,

DECEMBER 28-31, 1891,

BY

PROFESSORS IN THE UNIVERSITY OF CALIFORNIA.

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EDUCATIONAL PROGRESS IN CALIFORNIA.

By PROFESSOR MARTIN KELLOGG,
Acting President of the University of California.

California was admitted into the Union in 1850. Its preliminary Constitutional Convention was held a year earlier. The years of its State life may be roughly divided into decades, of which only four are now complete. This division of time will afford a convenient method of grouping the events of our educational history.

I. We go back, first, to the beginnings of our school system. The foundation for this system was laid in 1849, in the Constitutional Convention at Monterey. An inviolable school fund was then established. Article IX of the Constitution said: "The Legislature shall encourage, by all suitable means, the promotion of intellectual, scientific, moral, and agricultural improvement." Section 4 of the same article directs the Legislature to care for a permanent fund for the support of a university "for the promotion of literature, the arts and sciences."

But there were schools antedating 1849. As early as October, 1847, the Town Council of San Francisco provided for the erection of a small school-house, and in April, 1848, it was occupied, with Thomas Douglass (a Yale graduate) as teacher (salary \$1,000 a year). There were at first six pupils; the number increased to thirty-seven, then suddenly dropped to eight. The

dropping off was due to the mining excitement which swept so many off to the interior, and among them teacher Douglass.

During these years, private schools were opened by Messrs. Marston, Williams, and Pelton.

The first school law was passed by the Legislature of 1850-51. Any district drawing money from the school fund must maintain a school at least three months in the year. This law provided for the establishment of high schools. It allowed religious schools to receive aid from the fund.

San Francisco had had, in 1850, a free public school, independent of any State law. The Common Council established it, and John C. Pelton was at its head.

According to the report of the first State Superintendent, in 1851, there were about six thousand children in California between the ages of 4 and 18.

II. Let us now pass on to the neighborhood of the sixties. In 1858 there were over forty thousand children of school age, of whom less than one half attended the public schools. In 1855, religious schools had been shut out from the school fund. In 1861, an attempt to admit them again to its benefits was defeated. Much interest, during this first decade, had been shown in developing the school system. The patrons of the schools still paid rate-bills. The schools were not yet in a condition at all satisfactory to the State Superintendents, as is evinced by their reports.

I turn now to another line of development, viz.: the beginnings of college instruction. If I give this a large place, I plead in excuse the "personal equation," as my environment has given me a special interest in college work.

In 1860, the College of California began college instruction in Oakland. It was not the first college on this coast. Other colleges, or "universities," were earlier in the field. But those other institutions depended chiefly on what we call preparatory classes. Whoever aspired to a college degree must take his advanced studies as he could get them, in company with scholars of lower grade. The one noteworthy distinction of the College of California was this: It had no preparatory school work to look after; it had a Faculty exclusively devoted to college studies. Its standard was the standard of the Eastern States. This made a marked advance upon any previous effort.

From the first years of California's statehood, a few educated men had looked forward to such a college. In 1849, a charter was sought through the first Legislature. The bill authorizing such charters was passed, leaving the special application to be made to the Supreme Court. A financial basis of \$20,000 was to be a prerequisite. A cluster of men, afterward interested in the College of California, had obtained a promise of certain tracts of land and applied for a charter, but defective titles defeated the application. This was in 1850.

In 1853, Henry Durant came to do educational work in California, and started a preparatory school in Oakland. He interested a few college men in his enterprise, which, from the outset, aimed at the building up of a college. A small building was rented at a high price, and his school began with three pupils. In 1855 the three had increased to sixty.

The same year a charter for a college was obtained, the Trustees named being Fred. Billings, Sherman Day, S. H. Willey, T. D. Hunt, M. Brumagim, E. B. Wals-

worth, J. A. Benton, E. McLean, H. Durant, F. W. Page, R. Simson, A. H. Wilder, and S. B. Bell.

These Trustees had very definite aims. One of these was to unite the religious people of the State in an effort to establish a first-class college, which, like Yale and Princeton, should be Christian in tone, but practically unsectarian. Starr King was a member of the Board, and after him Horatio Stebbins. The very breadth of their scheme increased the difficulties of the Trustees. Devoted denominationalists could not be deeply interested, and waited for an institution all their own.

Another definite aim was to place the college on a high footing by obtaining for a President some distinguished man from the East. Dr. Horace Bushnell was almost secured. He was one of the loftiest souls in the whole land, and was deeply interested in education. He came to this State for his health, and spent much time in looking up a good college site. With health regained, he yielded to the importunities of his old church, and was lost to California. Drs. Shedd and R. D. Hitchcock in turn declined the offers of the Trustees.

Thrown back upon their own efforts, the Board moved forward. They secured a college site, now occupied by the University at Berkeley, and dedicated it on April 16, 1860. In the summer of that year the college began its work in Oakland. Its first Freshman Class had been trained by Dr. Durant. The first professors chosen were Durant and Kellogg, the latter of whom began work in 1861. Prof. Brayton took certain classes, but gave most of his energies—too unsparingly—to the school left by Dr. Durant.

Thus, after the first ten or twelve years of California's

life, we see the full establishment of a common school system, and the beginning of separate, determined college work.

III. We pass on to the seventies, to the close of a second decade. What advances have these years to show?

On the part of the schools, a great expansion and a higher level. Early in the sixties, increased provision was made for a school fund. John Swett became State Superintendent, and argued strongly for a special State tax. Such a tax was laid in 1864. The year ending with June, 1867, "marks the transition period of California from rate-bill common schools to an American free school system." The Superintendent records this fact with pardonable pride. A school library system was provided by the law of 1866, and put into successful operation. The average salary of male teachers was reported as \$77 a month; of female teachers, \$64. Fifty thousand children were enrolled in the schools. From 1861 to 1871 there were eight State Institutes. At the third of these, called in San Francisco by Superintendent Swett, there was an attendance of four hundred and sixty-three. In 1867, five hundred teachers were present. These Institutes were of much value in giving the teachers an *esprit de corps*, and in influencing school legislation. In 1869, the State tax was increased to 10 cents on each \$100.

On the side of the higher education there was an advance from the college to the university. As in the case of the college, the university idea had long been cherished: how it should take shape, was a question to be determined by events. As has been mentioned, the Constitution of 1849 made reference to a