

MINUTES

Work Session of the

BOARD OF DIRECTORS

Corvallis School District 509J
1555 SW 35th Street
Corvallis, OR

I. CALL TO ORDER AND ROLL CALL

Chair Gable called the meeting to order at 7:03 p.m. in the Westland Middle School cafeteria, 1435 SW 35th St., Corvallis, Oregon. Chair Gable dispensed with the calling of the roll and the secretary recorded those present as listed below.

BOARD MEMBERS PRESENT

Cyrel Gable, Chair
Sara Gelser, Vice Chair
Robert Baldwin, Member
Nell O'Malley, Member
Robert Johnson, Member
Kari Rieck, Member
Joan Demarest, Member

EXECUTIVE STAFF PRESENT

Ron Corbell, Assistant Superintendent
Jeanne Holmes, Assistant to the Superintendent
Dawn Tarzian, Teaching and Learning Director
Sharon Thornagle, Director of Student Services
Julie Catala, Board Secretary

STUDENT REPRESENTATIVES PRESENT

Holly Emery-Walen, Crescent Valley High
School

PRINCIPALS PRESENT

James Wickman, Westland Middle School

A quorum was present and due notice had been published.

II. MIDDLE SCHOOL NAMING INFORMATION - TESTIMONY BY HISTORIANS

A. INTRODUCTORY STATEMENTS BY CHAIR GABLE

Chair Gable:

- Introduced the topic.
- Provided reasons why a new name was needed for the new middle school.
- Reviewed the sub-committee process.
- Offered suggestions for improving future sub-committee methods.
- Reviewed the Board's relationship to sub-committee recommendations.
- Announced the schedule for further community input and re-vote by the Board, if so chosen.

A more comprehensive rendering of the above follows.

Chair Gable thanked the audience for attending and taking an interest in matters that are important to the District. She explained that the meeting was a work session and though the Board would be listening to invited presentations and have discussion they would not be taking public testimony or voting until the February 9, 2004 Board meeting.

Chair Gable explained the need for renaming the new middle school, which is being built on the site of the old Highland View Middle School. The population at the new middle school would be derived from the consolidation of two former middle schools, Highland View and Western View, into one new facility. Prior to Highland View closing, Corvallis had three middle schools; now there are two. While the new middle school is being built, the student bodies of the two schools were combined and attend what is now known as Westland Middle School, a building with a temporary name. (The current Westland Middle School was known as Western View Middle School prior to the consolidation.) A new name for the new facility would also provide combined ownership of the facility for all students.

By way of explaining what the process entailed for the naming of the new middle school and the related parameters laid out by official Board policy, Chair Gable read from the naming policy, "it is the policy of the District that only the Board will name or rename a District facility or the portion of a facility. The superintendent will establish administrative rules to specify the process to be followed in making this determination." For this specific naming sub-committee she described the process, its parameters, the make-up of its members, and from where they solicited nominations, which included the Gazette-Times, the District website, key communicators and schools. The committee received 59 nominations. She explained the middle school students were polled for the interim Westland name but not for this name selection. The committee chose three names to forward to the superintendent as requested. As their discussions had been very interesting, they voted amongst themselves for their first choice. The resultant vote was that four preferred Linus Pauling and that two preferred Joseph Avery. Their preferred choice was forwarded to the Board, though it was not part of the described committee process. Superintendent Ford also chose to support Linus Pauling as his recommendation. Chair Gable commented that the Board regularly asks the superintendent for his recommendation on issues.

In light of the subsequent controversy that had evolved over the Board's choice on January 12, 2004 to name the new middle school "Joseph and Martha Avery Middle School," Chair Gable stated that in hindsight, the process was less than perfect. Not putting the committee's instructions in writing allowed the committee to more easily deviate from what was asked of them. Another factor that contributed to the Board's choice and subsequent community reaction was that historical research had not been requested for each name. Chair Gable stated her hope that the District's administrative regulations (specific staff instructions related to Board policies) would be amended to provide future Board decisions the benefit of this experience.

Chair Gable also noted that it was not made as clear as it could have been that the Board was still considering three names. It was clarified at the December Board meeting amongst the members that all three names were still under consideration. However, in 20/20 hindsight, she felt the

Board did not do as good a job as they could have to let the community know the Board was still interested in all three names. This could have led to some of the input being a bit skewed because there was an assumption that the name Linus Pauling was already chosen, when it was not. Also, she did not think it was as clear to the community that the ultimate decision was with the Board. She explained that the Superintendent's recommendation and the sub-committee's work weighs heavily, but is always advisory and she quoted from a policy regarding advisory committees, "Recommendations from sub-committees will be given careful consideration by the Board which will regard them solely as recommendations which cannot and do not relieve the Board of its legal responsibility." She recollected that the Board did discuss doing something different from what the Superintendent and the subcommittee recommended and that it was not a decision that was taken lightly. There was a lot of discussion about the pros and cons. She related that the Board asked Westland Principal James Wickman, a naming sub-committee member, to step forward and clarify that the committee had been charged with forwarding three names and he had verified that had been the case. She stated she could not recollect a time in recent years when the Board did not adopt a committee recommendation.

Director Johnson interjected that he felt the Board did follow the recommendation of the committee because they chose one of the three names provided, per the original charge of the sub-committee process.

Chair Gable brought to attention that it was her recollection that the only reason the Avery choice received renewed consideration is that the Board believed they were responding to quite a number of verbal communications by the community, supporting that choice. Most respondents commonly cited their wish for a name that was "truly local." She stated the Board believed they had broad community support and realized it was important for the community to feel ownership toward the school.

The day following the Board's decision to name the new middle school after Joseph Avery, information surfaced which led to seeking preliminary research which determined that there were enough questions about Joseph Avery's history that additional information was needed. Chair Gable related that though some names may have considerable historical significance and contribute exceptional things they do not project a desirable image or personal character for children to emulate. She provided John Kennedy and Thomas Jefferson as examples. She also added that sometimes namesakes become unattached from their inspiration. Such is the case with the District's Cheldelin Middle School, which was named after a longtime teacher and Board member.

Chair Gable concluded her introduction by stating that one focus of the meeting was to revisit the naming of the middle school in light of the fact that new information had surfaced on Joseph Avery since the name was chosen. She added it clearly communicates to the community the Board's desire for input on all three names. She explained that procedurally the name is "Joseph and Martha Avery Middle School," as voted on by the Board. It will remain the name until such time as the Board chooses to rescind that vote. She stated she would not make any predictions as to whether or not that would occur but the opportunity for that to occur would be on February 9, 2004.

Chair Gable exercised her prerogative and altered the order of the agenda to have historical speakers appear in the following order:

- Mary Gallagher speaking to the nominated middle school name Mary's River.
- Bill Robbins speaking to the nominated middle school name Joseph Avery.
- Tom Hager speaking to the nominated middle school name Linus Pauling.

B. HISTORIAN MARY GALLAGHER SPEAKING TO THE NOMINATED MIDDLE SCHOOL NAME MARYS RIVER

Mary Gallagher was asked to speak to the Board primarily regarding the sub-committee's choice of Marys River Middle School. Ms. Gallagher has a background in anthropology and archeology and has worked on excavations in the Pacific Northwest. She has served as an adjunct professor at the University of Oregon in historic preservations. For the past six years she has been working at the Benton County Historical Museum as collections and library manager where she does a great deal of research and has become familiar with local history.

Ms. Gallagher explained that the origin of the name "Mary" as applied to the peak, the river, and later the town, Marysville, is still in doubt. Several sources of historical information report that Adam Whipple, an early Benton County settler, was reported to have named it for his sister, Mary, who never actually came to Corvallis. The original information was from George Hinds of the Oregon Historical Society who talked with Benton County pioneers in 1912. When published in the Oregonian, there were immediately letters to the editor disputing it. Today it's not an accepted source of the name.

Most letters that disputed the above origin of the name cited that it referred to Mary Lloyd, who was described as "the first white woman to cross the stream." This application has also been disputed, including by one of the members of the Avery family. The history that leads them to doubt this origin lies in the fact that when the Avery land claim was established in 1845 Marys River was named as a boundary. Records indicate that though Avery built a cabin and lived on the land prior, his claim was not registered until 1847, which was after the Lloyds' arrival, so without further research it would be hard to know if local landmarks are the namesakes of Mary Lloyd.

Ms. Gallagher related another possibility, Mary Polly Stewart, the first woman to actually live in what is now Corvallis. Mary Stewart stated in an interview that J.C. Avery told her that he named the town of Marysville for her. Marys River had already been named at this juncture in time so it is hard to say.

Ms. Gallagher stated a more likely origin would be from St. Marie, the earlier name of the peak and the river. Jonathon Porter was interviewed in 1937 at the age of 78 and stated his grandfather, Jonathan Mulkey, spent the winter in the Bald Hill area of Corvallis in 1845. He spoke with some French-Canadian trappers from the Hudson's Bay Company who told him the peak was known as St. Mary's Peak. Other French-Canadian trappers called it Mouse Mountain and the river, Mouse River. Ms. Gallagher stated that she had seen an old map around 15 years

ago that predates the old American settlement that named the peak as St. Marie, though she could not recall where she had seen the map.

In another reference, Ms. Gallagher reported that in the Corvallis Times newspaper, the son of J. C. Avery, an ex-senator at the time, stated that both the peak and the river were named prior to the arrival of his father, the first settler in Benton County. This discounts the notion that they were named for his mother as well.

Ms. Gallagher concluded her presentation that the question as to the origin of the name Mary as attached to area landmarks has been going on for years. Major local historians of the county who have studied the issue, including Ken Munford, have felt the St. Marie connection was the most valid. She ended by stating that unless the once-seen map could be located, nothing is supported. In response to a question, she added that St. Marie referred to Mary, the mother of Christ.

C. BILL ROBBINS SPEAKING TO THE NOMINATED MIDDLE SCHOOL NAME
JOSEPH AVERY

Chair Gable introduced Bill Robbins, a professor of history at Oregon State University. His field of study was Western American History as well as Pacific Northwest History. In 1996 he was named distinguished professor of history. He has published nine books; five of his own research and four that he edited. He is currently working on two books.

Mr. Robbins began his presentation by stating he wanted to speak to the larger issue of J. C. Avery with regard to slavery. He illustrated, by way of an overhead, the sources, all reputable historians that he consulted to glean information on the topic; two had national reputations. These included:

- National historian Robert Johannsen's book, Frontier Politics and the Sectional Conflict: the Pacific Northwest on the Eve of the Civil War, published in 1955, in which on page 47 there's a full paragraph referencing Joseph C. Avery's association with the Occidental Messenger. (The book was later published as Frontier Politics on the Eve of the Civil War.)
- Joe Lane of Oregon: machine politics and the sectional crisis, 1849-1861 by James E. Hendrickson. Joseph Lane was an early Roseburg area settler who served as a territorial delegate.
- History of Oregon Newspapers by George Turnbull published in 1939.
- Eden Seekers, The Settlement of Oregon 1818-1862 by Malcolm Clark Jr., published in 1981.

Mr. Robbins stated he had been interested in corroborating evidence from all the sources. Most of the writers link Avery to the newspaper, the Occidental Messenger, and to the issue of slavery.

Mr. Robbins explained that the Democratic Party, or as it was called, the Democracy, in the 1850s dominated Oregon politics, the Whig party was on the wane, the Republican party was emerging and dominated later in the next decade. There were great differences between various leaders in the Democratic Party, one of which was J.C. Avery. Avery first surfaced in Hendrickson's book when in 1854 Avery was appointed as a postal agent. At this time he was still in the good graces of Asahel Bush, the publisher of the Oregon Statesman, the head of the Salem clique and the wheel horse of Democratic Party politics. When Avery and a faction of the Democratic Party in the legislature voted to move the capitol to Corvallis in 1855 his friendship with Bush was broken. Bush regained control of the Party and after being in Corvallis for only a few months, the capitol was moved back to Salem, along with the Oregon Statesman. Avery was very quickly removed as postal agent and he denounced Bush in a Portland newspaper, the Democratic Standard. Malcolm Clark stated that Bush went after Avery because "he led the revolt which removed the capitol to Corvallis." The slavery controversy divided the Democratic Party even more, per Hendrickson, and spawned a few proslavery newspapers, including "the most important of which was Avery's Occidental Messenger in Corvallis." Per George Turnbull, "the Messenger was one of the strongest advocates of slavery, perhaps strongest among the newspapers in Oregon." Robert Johannsen cited Avery as the publisher of the Occidental Messenger, a newspaper "dedicated to the introduction of slavery into Oregon." Johannsen, quoting the Occidental Messenger, said that slavery would bring unlimited prosperity to this territory, the high price and scarcity of labor was "a strong argument in favor of slavery." Malcolm Clark cites the Table Rock Sentinel, a Jacksonville paper as "an outspoken proslavery sheet." Per Clark, "wasn't anything more rabid than the Sentinel in terms of its proslavery sentiment." The proslavery press became increasingly vehement with the passing of time in the period leading up to the vote on the Oregon constitution with "Avery's Ox" (Occidental Messenger) announcing before the 1857 vote "it would not accept an unfavorable vote as final," referring to the slavery question which was part of the vote on the constitution.

The Oregonian commented on new newspapers that were being published in the area, a common practice. The Oregonian and the Oregon Statesman began publishing in 1850. The Oregonian reported in late June of 1857 that it had received the first issue of the Messenger "an out and out proslavery Oregon affirming its principles boldly." The Oregonian then quoted from the first issue of the Messenger, "free labor is inadequate to develop the natural resources of the country." Throughout that summer the Oregonian continued to quote the Messenger's pro-slavery slant. In its August 1857 issue, the Oregonian concurs, "All the slave newspapers have their paymasters." This is key because Avery's name never appears in the Occidental Messenger. It is only through inferences from a number of sources that it is stated that Avery was the financial backer of the Messenger. The Oregonian, a Whig, soon to be Republican newspaper, in spitting its venom at an opposition newspaper when listing the Messenger's paymaster stated, "the Occidental Messenger and its financial backer, Julius Caesar Constantine Avery." It used condemnatory statements not only about the Messenger but the Table Rock Sentinel and the Oregon Statesman.

Mr. Robbins also scanned issues of the Oregon Statesman and found several references to Avery as support behind the Occidental Messenger. The Statesman, in reviewing the Messenger's first issue, said it saw the hand of Avery behind the slavery position of editor L.P. Hall, newly arrived from California. There were several references linking Avery and a proslavery position in letters to the editor of the Statesman.

Mr. Robbins stated he had traced down the few issues of the Occidental Messenger that were on microfilm. The Occidental Messenger existed two years under that name and then morphed very briefly to Democratic Crisis in 1859 and then in 1860 into the Oregon Weekly Union. It was that newspaper that became so outspoken in favor of the confederacy and the slavery issue that it was suppressed by the federal government in 1863. After reading from the few issues of the Messenger, Mr. Robbins agreed with those historians that he surveyed who described the newspaper as an aggressive proponent of slavery. Some supporters of slavery did not support the extension of slavery into the Oregon Territory. One reason was to avoid a can of worms in Washington D.C. in the debate between the north and the south. But the Occidental Messenger did advocate the extension of slavery to the territories. In September of 1857 the editors set out the objective of the paper in a brief prospectus of the paper. "We here distinctly avow our federal agents in favor of slavery and will yield an ardent and unwavering support in favor of its introduction into Oregon." This was printed at the moment that delegates in the territory were heading off to Salem to participate in the Oregon constitutional convention. In summary, he stated that after reviewing the material he did, he believes there to be a positive connection between Avery's bankrolling money behind the Occidental Messenger and its pro-slavery stance.

Chair Gable then invited Board members to comment or ask questions of Mr. Robbins. A synopsis follows.

In responding to several Board members questions, Mr. Robbins stated:

- He did fairly limited research and though he did not state that he found any documentation that Avery was the owner, publisher, editor, and writer of the Occidental Messenger, several rival newspapers at the time, the Oregonian and the Oregon Statesman, were unequivocal in associating Avery with the Occidental Messenger.
- Answers to questions researched aren't always self-evident. Historians make honest efforts using sources judiciously and fairly to come to some sort of fair judgment.
- By the time the Occidental newspaper changed its name it may have passed out of Avery's hands because one of the papers two to three years later lists another publisher.

In replying to a question regarding whether the majority of Oregon’s population was pro-slavery in the 1850s Mr. Robbins provided the following results of the (all white male) 1857 vote for Oregon’s constitution and the related context.

	Yes	No
Approve Oregon Constitution	7195	3215
In favor of admitting slavery into the state of Oregon	2645	7727
For the admission of free blacks into the state of Oregon	1081	8640

In conjunction with the above results Mr. Robbins looked into an 1850 census survey that recorded the place of birth for the native born white population in the Oregon Territory. The majority of these citizens were born in the border states of Iowa, Missouri, Illinois, Indiana, Kentucky, and Ohio. These border states shared much of the same sentiments expressed in the vote above.

Mr. Robbins also stated, in reply to a question regarding the possibility of citizens centralizing in Corvallis with those of like thinking, that he could not speak specifically to Corvallis but that in general terms the Democratic Party had its greatest strength south of Portland with the “anti-democratic Party” being concentrated in the lower river areas of Portland and Oregon City. Southern Oregon seemed to be more pro-slavery. In a Roseburg paper Mr. Robbins found evidence that proslavery advocates were shouted down there during the civil war period but he stated he could not cite any figures on numbers of advocates versus non.

Though Board members indicated an interest in hearing about other aspects of Mr. Avery’s life and/or contributions, neither Mr. Robbins nor Ms. Gallagher had come prepared to speak to the wider topic. Ms. Gallagher stated a very long list of information was readily available. She said Mr. Avery’s contributions were especially plentiful in the area of education, most notably to what later became Oregon State University.

Ms. Gallagher also had some Benton County figures regarding the vote on Oregon’s constitution:

	Yes	No
In favor of admitting slavery into the state of Oregon	283	368
For the admission of free blacks into the state of Oregon	132	459

Ms. Gallagher read a portion of an article appearing in the October 1857 Oregon Statesman, which she feels illustrates how confusing and wrapped up the whole issue was in the politics of Oregon. In referring to the Occidental Messenger in general:

“Avery set this thing agoing, thinking that he could, through it, use pro-slavery democrats, break up the Democratic Party, and when he becomes satisfied that can’t be done, he’ll stop the Ox.”

Ms. Gallagher interjected, "Because at that time, as Doc Robbins mentioned the Democratic Party was in great danger of being split on this issue as it had already in the east to some extent." Ms. Gallagher continued reading from the article:

"Proslavery men understand that its mission was not to aid slavery, or else it would have advocated that, and let the Salem platform, seat of government, and Avery's "intrusts" alone. They know that its attack upon the democratic organization and its platform, together with its meddling with local and personal questions, has injured the cause of proslavery. In short, they know that its only mission was to prostitute the slavery feeling and interest to the support of Avery's scheme of breaking up the Democratic Party, and locating the seat of government in the "seat of his breeches." Else it would have advocated slavery, and let all else alone."

Ms. Gallagher explained the article was now referring to the named editor and the publisher, who had arrived from California, not Avery.

Ms. Gallagher continued reading from the article:

"Assuming that the ostensible editor of the Ox is the real one, his assurance is refreshing, and quite characteristic of California. He has not been long enough in Oregon to become a voter, and it is more than possible that he will never remain long enough to become one. But admitting that the paper is under the direction, and in the interest of Avery, and its course is accounted for."

Ms. Gallagher commented, "The point is in 1857 people are kind of still saying, 'is this Avery's thing or not?' but you know clearly just another bit of information that shows how confusing the issue really is."

Director Rieck asked if the Board could receive information on Mr. Avery's contributions in the next two weeks.

Mr. Robbins provided further insight into the attitudes of the time by quoting from David Johnson's book, Founding the Far West: California, Oregon, and Nevada, 1840-1890. This excerpt was regarding the Oregon constitution and the two existing factions; the democrats (Democratic Party) and the anti-democrats meeting in Salem in the fall of 1857:

"But on one closely related point the two sides were in absolute agreement, about the need to preserve a homogenous population and that was race. After the Democratic side had its way on the citizenship rights of white immigrants deliberations devolved into a venting of racial hatred marked by equal measures of vitriol and lightheartedness on both sides. Oregonians were uninhibited. No delegate argued against the notion that non-whites were by virtue of race properly prohibited from the full range of citizen's rights."

Later Johnson says,

“The Oregonians treated race lightly because they could not conceive of non-white suffrage ever coming to pass. (Women’s suffrage was not even broached in the convention.)”

D. TOM HAGER SPEAKING TO THE NOMINATED MIDDLE SCHOOL NAME LINUS PAULING

Chair Gable asked the final speaker, Tom Hager, to come forward to speak regarding the third name recommended by the committee for the new middle school, Linus Pauling. She introduced Mr. Hager as the current Director of the University of Oregon Press. He has written or edited three books about Linus Pauling. Mr. Hager started his career as a medical journalist and has contributed to a number of medical journals, founded a trade magazine for scientists and edited Oregon’s Quarterly for ten years, the magazine of the University of Oregon. He has published four books, more than 100 magazine articles in the fields of science and medicine and for six years served as Director of Communications and Marketing for the University of Oregon. Chair Gable stated that Clifford Mead, head of Special Collections at the Valley Library at Oregon State University, was also available to answer questions. (The Ava Helen and Linus Pauling Papers are among their collections.)

Mr. Hager began his presentation by stating Pauling was probably the most significant American scientist of the 20th century and was certainly by most reckonings the most significant chemist of the 20th century and most undoubtedly the most significant that came out of Oregon. Mr. Hager worked with Linus Pauling, interviewed him a number of times and spent five years writing a book about his life. He explained that Pauling’s life was extraordinarily long, unbelievably productive and highly controversial. He said he would describe some of what Linus Pauling did and why he was controversial. He read from the introduction to his book, which summarizes a few of Pauling’s accomplishments.

Linus Pauling was born in Portland in 1901 and moved to Condon (a wheat farming town in north central Oregon) where he spent his early childhood and then moved back to Portland when he was 8 or 9 years old. His father was a druggist. One or two years after moving back to Portland, his father died, leaving the family almost penniless. His mother raised him and ran a boarding house. He then went to school at Oregon Agricultural College, now Oregon State University (OSU), which was the only place he could afford. He was a brilliant student. He taught chemistry courses at OSU while still an undergraduate student. He did his graduate work for his doctorate in Pasadena at California Institute of Technology where he stayed for the next 40 years. He turned the California Technology chemistry department into one of the leading chemistry departments in the world.

During Pauling’s career, among his other achievements, he described the nature of the chemical bond, discovered the structure of proteins, intuited the cause of sickle cell anemia, and engaged in the 20th Century’s most famous scientific race for the structure of DNA (Mr. Hager commented Pauling was wrong about that). Pauling won a presidential medal of merit from

Harry Truman for his WWII research in which he developed armament for use against the Nazis, patenting an armor piercing shell, and developed rocket propelling explosives as well as synthetic medicines. He advanced the field of x-ray crystallography, electron diffraction, quantum mechanics, biochemistry, molecular psychiatry, nuclear physics, anesthesia, immunology and nutrition, wrote more than 500 articles and eleven books, won every major prize that there is to win in chemistry, got more than 50 honorary degrees from universities around the world, and then became the only person in history to win two unshared Nobel prizes.

Linus Pauling was recognized as a phenomenon of science at a young age. At 31, he became the youngest person elected at that time to the National Academy of Sciences, which is the most elite scientific group in the nation. At 36, he was given control of the nation's leading department of chemistry and continued to make contributions for 60 years after that. His ideas about the forces that bind atoms to other atoms and the structure of the molecules they form, which he expressed in ground-breaking textbooks and legendary lectures, reshaped 20th century chemistry. In fact he brought the entire state of chemistry out of the 19th century when it was one kind of work and brought it into the 20th century by tying it to quantum mechanics. It was difficult but important in changing the course of the entire field of chemistry during the 20th century. He was fearless in leaping over disciplinary boundaries from physics to chemistry to biology to medicine. He ranged across those boundaries, which created some enemies for him. By doing so he helped create new fields of research like chemical physics and orthomolecular medicine, and, most important, was the founding father of molecular biology.

Pauling developed the theory that the body is most healthy when all chemicals in the body are in proper balance. Important among these chemicals are enzymes, antibodies (in which he made great advances as well as in immunology) and vitamins. He spent the last 20-25 years of his career on how to improve human health by optimizing the levels of nutrients in the body. That is where he got into vitamin C research, which became very controversial because he was hugely outspoken about the benefits of vitamin C; he really alienated the medical community, who came down very hard on Pauling. There is a lot of controversy about that. One has to draw one's own conclusions about where to stand on Vitamin C now.

Linus Pauling's scientific work is only half of the story. Pauling was influenced greatly by his wife, Ava Helen, who was raised near Oregon City. Theirs was a lifelong love match, meeting at OSU and marrying soon after. She had a great influence on him politically. Under her influence in part, he used his scientific reputation as a springboard to jump into political activism after WWII. Along with Albert Einstein and Leo Szilard, Pauling was a member of the Emergency Committee of Atomic Scientists, a small but important group, which worked to limit the spread of atomic weapons. Pauling's increasingly outspoken views on nuclear policy led to political persecution that included a 24-year long investigation by the FBI, an inquiry into revoking his government security clearance, the revocation of his passport, the loss of government grants, vilification in the press, and intimidations and threats of a contempt citation by the U.S. Commerce. He fought back with articles, speeches and legal action. By the early 1960s Pauling had earned a reputation for being audacious, intuitive, stubborn, charming, irreverent, self-promoting, self-reliant, self-involved, and right about almost everything scientific. He made

mistakes in science but he did not make many. He made a lot of things happen in science that wouldn't have happened otherwise. There are a lot of pros and cons about his political activism.

Mr. Hager expressed that after studying Pauling's life he believes Pauling's leading motive for every thing he did politically could be summarized simply as his wanting to lessen the sum total of human suffering in the world. This theme would explain why he was against nuclear proliferation, which he believed would cause disease and early death from atmospheric fallout. It would also explain his interest in medicine, which he went into after he retired.

Mr. Hager stated he thought a lot while writing the book about what kind of person achieves all this in their life. He said he believes in order to achieve at that level, you have to have certain character qualities that Pauling had, the most important of which is you have to be totally self-confident, you have to believe in yourself. He believed in expressing what he thought was right, exactly the opposite of the poll-based politicians who will not make a move without seeing what the polls say. Mr. Hager sees Pauling as an Oregon maverick. He believed in what he believed in and he did not see any reason to change what he believed in until he was proven wrong. On a lot of these questions that are controversial political questions, medical questions, he'd look at the data and he would decide it for himself. Mr. Hager read a quote from Linus Pauling that speaks to his approach to life. The following quote was taken from a speech Mr. Pauling was chosen to give to students in 1954 upon receiving his first Nobel Prize in chemistry.

“Perhaps as one of the older generation I should preach a little sermon to you but I do not propose to do so. I shall instead give you a word of advice about how to behave towards your elders. When an old and distinguished person speaks to you listen to him carefully and with respect but do not believe him. Never put your trust in anything but your own intellect. Your elder, no matter whether he has gray hair or has lost his hair, no matter whether he is a Nobel laureate, may be wrong, so you must always be skeptical, always think for yourself.”

Mr. Hager stated Linus Pauling was a product of Oregon public schools. He had told Mr. Hager that what he learned from his teachers at a very young age was not to stop with easy answers without knowing what you want to know, continue until you are satisfied.

Chair Gable offered Board members the opportunity to address questions to Mr. Hager. In response Mr. Hager stated:

- He didn't believe religious considerations played anywhere near the part in Linus Pauling's life that scientific considerations and a rational empirical approach to the world did. He is not sure if Mr. Pauling believed in God. He was a believer in making life better for people here and he was active with a great many churches through his peace work in his work on anti-nuclear testing.
- He did not see anything that would be a concern in Pauling's personal life.

- Linus Pauling listened to his wife, Ava, a lot. She had outscored him on an intelligence test once. Ava supported him in his scientific career and worked with him in his political career. She was active in peace and antinuclear groups and women's groups. She was on the platform about as much as he was when speaking about anti-proliferation issues. She raised their four children. Mr. Mead added that Mr. Pauling was so grief-stricken after his wife's death that he built a bonfire and burned all her love letters to him six months following her passing.
- Both Paulings were active against Japanese internment during the war.
- Mr. Hager believes Linus Pauling was appreciated less within the United States than outside due to negative political sentiments towards him. A lot of people did not believe what he said or disagreed so strongly with what he said about nuclear testing. That was a time when nuclear testing was seen as part of the U. S. defense effort. He was seen as anti-American. Mr. Hager stated he did not think anything could be farther from the truth. From what Mr. Hager knows, Linus Pauling was very pro-American.
- Mr. Hager stated Mr. Pauling was the subject of a congressional investigation, had been investigated by loyalty and education boards, and by the FBI because his name had come up as a communist. Mr. Hager stated Mr. Pauling was never a member of a communist party. The FBI proved that. He did join groups that were advocating political stands that some people viewed as procommunist, or liberal, or leftist. The FBI found nothing in his background; they found nothing actionable against him. Pauling's view on politics was scientific. His belief is that American's opinions are like a bell curve, the vast majority of Americans are in the middle. The problem he said was there was an organized attempt to cut off one end of the curve. He felt everyone should have their say and that any attempt to stifle that spread of opinion is against the constitution and not what America stands for.

Chair Gable thanked the speakers. Some Board members expressed a desire to hear broader historical context presentations on the nominated names, acknowledging the contributions Mr. Avery made in addition to hearing about his focused association with slavery issues of the day, whether or not Mr. Avery was chosen as the namesake. Chair Gable responded that she would arrange that.

In closing, Chair Gable stated the Board takes the naming of the school very seriously. It is an important matter. She said it is important to the lives our children that they spend day in and day out in a building that is representative of the values that we hold dear. She is looking forward to the February 9 meeting when the Board will review community input, and is most desirous of hearing from all parts of the community about all three names. She clarified that on February 9 the Board will make a choice as to whether they wish to rescind the previous action that was taken and make a new vote or whether to let the previous action stand. She requested that Board members keep track of any oral input they receive so they can get a better handle on the nature of the community input received. Chair Gable provided the avenues and addresses through which community comments can be directed: the District's website, via letter to the District's street

address, or verbally to the Board. She explained that since the Board put a process in place that included accepting nominations that were sorted by the committee, the Board is going to only consider the three names forwarded by the committee. Accepting new names would mean starting the process all over again; given the timeline for construction of the new building, that would really not work.

Chair Gable encouraged people to participate by not only coming to meetings but by sending e-mails and making telephone calls, and expressed her hope the community would continue to participate in the important work of the Board as they move into budget discussions in the coming months.

III. EQUITY COMMITTEE UPDATE

Assistant to the Superintendent Jeanne Holmes and Business Services Director Kathy Rodeman came forward to update the Board on the progress of the Equity Subcommittee.

Ms. Holmes recapped that the reason the committee was formed was due to various issues surfacing last year in the District, both informally and formally, at Leadership Team meetings around the topic of equity for students within the District. The issues the Leadership Team (district administrators and principals) felt were most critical were those related to open enrollment and boundary issues. Chair Gable appointed a committee consisting of Board members, district staff, and community members. The committee's written charge was distributed to the Board. (See Supplemental Item #XIII-1 in the Official 2003-04 Board Minutes.)

Ms. Holmes explained the committee began by focusing on the open enrollment issue. They really pressed hard on gathering a lot of data looking outside of the district and within. The committee agreed the literature review pointed out four things:

1. Choice is a national trend, though it takes different forms in different districts and states. Some have more charter schools; many have schools of choice without boundaries like Franklin School. Some states have situations involving transfers between districts as opposed to just within the districts.
2. There was no definitive data that showed choice is beneficial to students although it did increase parent satisfaction, which could provide an indirect benefit.
3. When providing choice, it is key to ensure that all parents have equal information access.
4. When providing choice, it is key to ensure that all parents have equal transportation opportunities.

The committee contacted five districts with which the District typically compares itself to explore their open enrollment policies. Two had just completed or are exploring the same issues as Corvallis. Three of the five districts have a much shorter transfer application period than does

Corvallis. In Corvallis, one can turn a transfer application in between January and August 1 and pretty much be guaranteed that it will be honored, unless there is not space. Other districts typically have a January to March window, though it is not strictly enforced. Salem, prior to making changes, had 4,000 transfers per year; now they have about 2,000. Their district is about seven times bigger than 509J.

The committee is looking at significant amounts of data within the District's schools over the last ten years to see what patterns exist. These areas include transfer numbers and locales, number of TAG (talented and gifted) and ESL (English as a Second Language) students, number of free and reduced lunches, IEP (individualized education plan) populations by school, and SES (socioeconomic status) trends. The committee conducted a SWOT (strengths, weaknesses, opportunities, threats) analysis of the District's enrollment policies to identify areas needing further examination and areas of concern. The committee brainstormed a list of possible recommendations and criteria to judge them. The criteria named so far include:

- Aligns with the District Improvement Plan.
- Supported by community.
- Cost-neutral or minimal cost impact.
- Equal access for every student to attend a school with rigorous high standards of learning.

They also found that they needed to clarify the problem they were trying to solve, as there was not unanimous agreement within the Leadership Team that there was an equity problem.

By way of identifying one possible influence to study equity, Ms. Holmes stated that in Oregon over the past ten years the poverty rate has increased by 10%. That figure aligns with District statistics. The District also has had declining enrollment and declining funding, so some possible trends in SES stratification are being seen in some of our schools. So, the committee hopes to address how much of that is related to the open enrollment policy and how much the District could address by changing the open enrollment policy. Would the negative impact of the changes outbalance the positive impact? Those are some of the things with which the committee will be wrestling.

Some examples of the committee's items of study so far:

- Under the current transfer policy, principals do not have to save spaces for families that move into the neighborhood after they are at capacity, due to accepted transfers. This could cause new students to have to go to another school because there is not enough room at their neighborhood school.
- The choice kindergarten parents want varies. Some want all day kindergarten five days a week, some want all day for two days, some want half days. The committee is exploring a more central kindergarten registration process so the District can more easily see what parents are requesting and provide programs directly to those needs. Hopefully, that would alleviate losing kindergarten students to private daycare and continuing on the

private school track. It would also potentially help balance the kindergarten population in the District.

- Their initial exploration of transportation issues is not encouraging in terms of cost, but the committee will be exploring to see what options exist.
- They are looking at distributing more information to parents about choices and providing it in Spanish, as well as other ways to make the information more accessible.
- They are looking at the open enrollment window and the possibility of moving it so it is a shorter window. One of the difficulties the current transfer period imposes is that budget, staffing, and curriculum are set in the spring and if a school loses a significant number of students in the fall then staff has to be cut and changes made in the program.

Ms. Rodeman spoke to the boundary issue. She explained the committee formed a subgroup to work on boundary issues because one of the charges was to explore whether the boundary changes that were made due to consolidation and closure were adversely affecting equity. They are looking at where students live versus where they are attending school. They have been drafting criteria to measure whether a boundary change would be needed. Some of the criteria included:

- What would be least disruptive to students?
- What considerations are there for student safety?
- Can students attend a school that is in reasonable proximity to where they live?

Another possible criterion is to consider the effects special programs might have, such as a K-8 school, on a particular boundary for middle school.

Ms. Holmes distributed transfer figures for elementary and middle school students that indicated which attendance areas students lived in versus where they actually attended school and the percent of students that are on transfers in each school. (Filed as Supplemental Item #VII-8 in the Official 2003-04 Board Minutes.) She remarked that the district does have a pretty good number of students on transfers.

Ms. Holmes concluded the presentation by relating the committee had added four additional meetings so they could have adequate time to make thoughtful and thoroughly researched recommendations. She stated that whatever the recommendation, she thinks everyone would agree that adequate time for community input on recommendations and for the Board to go through its decision making process is needed.

In response to Board questions, the pair responded that though the committee is not attempting to equalize SES distribution within the District, it is a factor and perhaps little tweaks may improve the distribution.

Ms. Holmes and Ms. Rodeman expressed their desire to keep the Board informed on what the committee is thinking, encouraged the Board and the community to keep track of their work via their minutes that are posted on the District website, and stated they would welcome written community input at this point and will be actively soliciting community comments when they have recommendations. Chair Gable added that the presentations provided Board members who were not on the committee a chance to provide input as well.

IV. ADJOURNMENT

Director Gelser wished to have it stated that Benton County has the lowest dropout rate in the State with Crescent Valley High School the lowest in the county.

Being no further business Chair Gable adjourned the work session at 9:02 p.m.

Cyrel Gable, Chair

Ron Corbell, Assistant Superintendent

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