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FIRST HOME OF POMONA COLLEGE

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## FIRST HOME OF POMONA COLLEGE

In an old-fashioned garden on the southwest corner of White Avenue and Fifth Avenue in Pomona, Los Angeles County, still stands the trim, tree-shaded cottage which was the first home of Pomona College. It was here, on September 12, 1888, that a small group of serious-minded teachers and students met to begin the course of instruction in what was advertised as "An Unsectarian Christian College for the Education of Both Sexes." Classes were held in the little five-room building only until January of the following year, when the school was moved to its present campus at Claremont; but those brief months were important in the building of the traditions and policies which dominate the institution to this day. At the cottage, in the words of one who knew the college from its humble beginnings to its development as one of the leading educational centers of the West, "intangible but real, were the beginnings of the fine, loyal spirit of Pomona."<sup>1</sup>

Pomona College was incorporated on October 14, 1887, but its conception dates back to the 1860's, when Myron H. Crafts, pioneer in the San Bernardino Valley, formulated the

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1. Frank Parkhurst Brackett, "The Beginnings," Pomona College Quarterly Magazine, I (October 1912), 21.

idea of founding an institution of higher learning in Southern California and urged the scheme upon his settler neighbors. Of Mayflower stock, Mr. Crafts was born in Whately, Massachusetts. He left school at the age of thirteen to enter business in New York City and in a few years had built a prosperous enterprise. He took an active part in establishing the Five Points Mission, a refuge home for boys on the east side of Manhattan.

After several years of business activity in New York and New England, Mr. Crafts moved west to Michigan and then, in 1861, to California. In the spring of that year he went into the then remote San Bernardino Valley and purchased the Altoona Ranch, twelve miles east of the town of San Bernardino. He had unbounded faith in the valley's future as a horticultural center. In place of wheat and barley, which at that time were the chief crops of the region, Mr. Crafts planted subtropical deciduous and citrus fruits. He was a pioneer in introducing irrigation to the valley. Because of his progressive methods, Mr. Craft's ranch soon became a horticultural paradise and produced immense and varied crops. Partly as a result of his success, neighboring ranches were taken up, and the population of the surrounding area began to increase rapidly. The thriving settlements of Crafton, Lugonia, Riverside, and Redlands owed much of their beginnings to the enterprise

of Mr. Crafts.<sup>2</sup>

From the date of his entry into the valley, Mr. Crafts took an active interest in the religious and educational life of the community. In this work he was associated with Professor and Mrs. Ellison Robbins, pioneer California educators who had come to the San Bernardino region in 1858 to teach public school. Professor Robbins became the first school superintendent in the county, and upon his death in 1864, Mrs. Robbins and Mr. Crafts continued to work together in the interests of education. Mrs. Robbins and Mr. Crafts were married in 1865.<sup>3</sup>

Mr. and Mrs. Crafts were alike in tastes, ideals, and fundamental purposes. One who knew them described their home as "attractive and very hospitable."<sup>4</sup> In 1872, in response to urgent entreaties, their Altoona Ranch home became a sanatorium and resort hotel. As "Crafton Retreat" the beautiful place was known throughout the world and was visited by many celebrated persons.<sup>5</sup>

Ardent Congregationalists, Mr. and Mrs. Crafts

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2. Luther A. Ingersoll, Ingersoll's Century Annals of San Bernardino County, 1769 to 1904, 665; Eliza Persis Robbins Crafts, Pioneer Days in the San Bernardino Valley, 83-84, 110-111.
  3. William Warren Ferrier, Ninety Years of Education in California, 154-155; Crafts, op. cit., 57-62, 67-70, 77-83.
  4. Charles Burt Sumner, The Story of Pomona College, 2.
  5. Crafts, op. cit., 132-137.

were active workers in that church. In 1863 Mr. Crafts organized a Sunday school, and in 1865 he induced the Home Missionary Society of San Francisco to send a Congregational minister to San Bernardino. As a result, the First Congregational Church of San Bernardino was organized on February 17, 1867.<sup>6</sup> For some years the church services were held in the Court House and in a hall owned by Mr. Crafts; it was not until 1876 that the church completed its own place of worship. This edifice, the second Protestant church building in Southern California, was erected on ground donated by Mr. Crafts.<sup>7</sup>

A man of strong New England predilections, Mr. Crafts had a great interest in higher education and had early conceived the idea of founding a Christian college in Southern California. Mrs. Crafts, long a teacher herself, actively shared this interest. They considered such an institution to be an essential agency in attaining the kind of civilization they were striving for in the valley. Both in public and in private they kept the proposal before the community and before the churches.

At first, however, the possibility of establishing

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6. Ingersoll, Ingersoll's Century Annals of San Bernardino County, 1769 to 1904, 411-412.

7. Crafts, Pioneer Days in the San Bernardino Valley, 88-89; Sumner, The Story of Pomona College, 2-3.

a college in the San Bernardino region seemed remote. The old Mormon settlers who came to the valley in 1851 were still an important element in the sixties, and they were not inclined to aid the propagation of New England ideas of religion and education. Gradually, the increasing number of settlers from the Atlantic seaboard brought about a decline in the Mormon influence and the growth of a population more sympathetic to proposals of the type advocated by Mr. and Mrs. Crafts.

The organization of the First Congregational Church of San Bernardino had been a great step forward in the drive for a college. Ordained a deacon of the church in 1868, Mr. Crafts kept his ideal constantly before this body. When, in 1869, a district Congregational association was formed in San Bernardino, Mr. and Mrs. Crafts secured a provision in the constitution for an Education Committee and the passing of a resolution "looking toward the establishment of a Christian Academy."<sup>8</sup>

Further impetus to the movement was given by the arrival, in 1875, of Rev. James T. Ford to take up the pastoral work at the First Congregational Church. Rev. Ford was born in Abington, Massachusetts, in 1827, and was a

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8. Sumner, The Story of Pomona College, 3.

graduate of Williams College and Andover Theological Seminary. Mrs. Ford was also a New Englander, and both were "thoroughly wedded" to New England ideals.<sup>9</sup> Exposed to the contagious enthusiasm of Mr. and Mrs. Myron Crafts, the new pastor and his wife were soon ardent advocates of higher education in Southern California.

Not until 1883, however, was it considered opportune to propose in the District Congregational Association that a representative Education Committee from the various churches be elected. By that date the increased number of Congregational churches in Southern California and the cooperative attitude of other sects, particularly the Methodists and Presbyterians, in educational movements seemed to indicate that a college might obtain sufficient support to keep it operating. Accordingly, the Association, at a meeting held in Los Angeles, appointed a permanent Education Committee of seven members and authorized it to act for the Association on any proposition that might be made for the establishing of "a Christian Academy or College."<sup>10</sup> This action indicated how far towards the ideal of Mr. Crafts and Mr. Ford the Association had advanced since 1869, when only the possibility of an academy had been recognized.

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9. Sumner, The Story of Pomona College, 3.

10. Ibid., 4.

During the following two years the San Bernardino settlements grew rapidly, and new churches were established. In 1886 the Education Committee reported to the Association a determination "to establish a college of the New England type."<sup>11</sup> The proposal was received with enthusiasm by the churches, and the Education Committee was authorized to solicit funds for a building endowment.

The winter of 1886-1887 was a particularly fortunate period in which to start the work of securing an endowment. It was the time often described as the "boom days" of Southern California. Stimulated by a rate war between the Southern Pacific and Santa Fe railroads, an avalanche of people rushed into this region. Hotels and private homes were filled with newcomers. City streets were congested with roaming crowds, and every incoming train brought additions to the throngs. It was a period of speculation almost beyond belief. New enterprises sprang up on every hand, and real estate prices soared. One phase of the "boom" was the laying out of many new towns and the projecting of numerous large land schemes. Nowhere was the expansiveness of thought and action more noticeable than in the fields of religion and education. As one man who lived through

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11. Sumner, The Story of Pomona College, 4; Ferrier, Ninety Years of Education in California, 268.



the period remarked:<sup>12</sup>

Churches were springing up in a day - often one, two, or three - where a settlement had hardly begun. In fact, sites given for churches to the different denominations were inducements to purchase property.

There were many proposals for the establishment of institutions of higher learning, especially by religious sects. Often the larger land schemes included plans for academies and colleges. "It was surprising to see how popular the idea of higher education had become," commented one writer. "Nothing drew attention and fed the flames of excitement like the prospect of a college or a university."<sup>13</sup>

With such views prevailing, it was only natural that the Congregational churches should be enthusiastic over the plans of the Education Committee. The enthusiasm, indeed, was not limited to church groups, and a number of communities expressed their interest in the proposal, some even bidding for the privilege of becoming the site of the future college.

The first definite bid received by the Education Committee appeared very attractive. The Land Company of

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12. Sumner, The Story of Pomona College, 6.

13. Ibid., 7; for an account of the "boom" of 1886-1887, see Joseph Netz, "The Great Los Angeles Real Estate Boom of 1887," Annual Publication of the Historical Society of Southern California, X: parts 1 and 2 (1915-1916), 54-68.

Beaumont, a village on the Southern Pacific Railroad some sixteen miles southeast of Redlands, offered the prospect of generous donations of land to the college if the institution would locate on the company's tract. On March 31, 1887, four members of the Committee and Rev. Charles Burt Sumner visited the ground. They found that the company had already taken steps to develop and beautify the proposed site.

Fine weather and the abundant vegetation of spring increased the attractiveness of Beaumont in the eyes of the Committee, and, as Rev. Sumner later wrote, "all were delighted with the appearance and the possibilities of the place."<sup>14</sup>

The Committee spent the evening around an open fire in Beaumont's comfortable new hotel, discussing plans for the future college. Confidence in their enterprise and enthusiasm for the site they had that day inspected dominated the group. The next morning they passed the following resolution:<sup>15</sup>

Whereas, the founding of a college of the New England type in Southern California is desirable; and Whereas Beaumont offers great climatic advantages, with the prospect of securing donations of grounds for campus, and lands estimated to yield two hundred thousand dollars; therefore, Resolved: That the committee view the location of the

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14. Sumner, The Story of Pomona College, 9.

15. Ibid., 10.

college at this point with favor, and will so report to the Association in May. Also Resolved: That if certain lands are secured, fulfilling the above expectations, we are heartily in favor of locating the college at this point, and will contract for the same prior to the meeting of the Association if necessary.

A week later the Committee was invited to inspect another tract which, if only for sentimental reasons, deserved careful consideration. It was the spot which Deacon Crafts and Rev. Ford, during the period when they were still crusading to secure general acceptance of the idea of a college in Southern California, had selected as the most suitable site for the proposed institution.

In 1882 Myron Crafts had concentrated his interests on plans for colonizing the eastern San Bernardino Valley with settlers who would be interested in building up the country. Acquiring 1,840 acres of land near Crafton, he developed a water system and planned a settlement. In laying out the future townsite, he did not forget his favorite project - the Christian college. He laid aside forty acres for a campus in what he and Rev. Ford believed was an ideal location on the southwest heights of Lugonia, in what is now a part of Redlands.<sup>16</sup>

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16. Crafts, Pioneer Days in the San Bernardino Valley, 203; Ingersoll, Ingersoll's Century Annals of San Bernardino County, 1769 to 1904, 434; Sumner, The Story of Pomona College, 10-11.

On September 12, 1886, just as the action of the Congregational Association seemed about to insure the fruition of his fondest hope - the building of his long-planned college, Myron Crafts died.<sup>17</sup> To carry out his wishes, however, his widow, Mrs. E. P. A. Crafts, later offered to the college the acreage laid apart at Lugonia by Mr. Crafts for the erection of the institution. Upon inspection of the property, the Education Committee was much impressed by its merits. The offer included, with the campus, "a liberal subscription in land and money, in value estimated at one hundred and eighty thousand dollars."<sup>18</sup>

The Committee was much encouraged by the fine site offered by Beaumont and Lugonia, but certain of the members felt that neither location was ideal. At that time, before the full development of irrigation, both localities were considered to be in what was called "the desert," and they were also not easily accessible from all parts of Southern California.

These objections led the Committee to search for another location. They learned of a beautiful and commanding site on Scanlon Mesa near the foothills five miles north of

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17. Ingersoll, Ingersoll's Century Annals of San Bernardino County, 1769 to 1904, 665.

18. Sumner, The Story of Pomona College, 10-11.

Pomona. The land was reported to be very valuable, and people interested in building a tourist hotel were already negotiating for it. Convinced that the site was what they wanted, the Education Committee appealed to the owner, Mr. Henry A. Palmer, of Oakland, California. Mr. Palmer was interested in the movement to establish a Congregational church at Pomona and felt that the building of a college near the town would further the cause of the church. Accordingly, he donated eighty acres of choice land. Forty adjoining acres were given by "the Misses Wheeler, two ladies from Boston who were spending the winter in Pomona," and a further donation of one thousand dollars was received from interested people. With the help of the local church, additional subscriptions in land and money were soon received from the residents of Pomona and the surrounding country, until the total offer was estimated to be equal to a hundred and sixty thousand dollars.<sup>19</sup>

In May 1887, all the Congregational churches in the region combined to form the General Association of Congregational Churches of Southern California. The General Association appointed the Education Committee of the District Association as its Education Committee, adding five new

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19. Sumner, The Story of Pomona College, 12.

members. The strong committee of twelve thus formed was empowered to take action on all matters relating to the location and organization of the proposed college. In addition, they were instructed to determine the location within thirty days.

Meanwhile, the Beaumont offer had been withdrawn, and soon afterwards the Lugonia proposition was also retracted. Offers from Pasadena and Riverside were expected, but the new committee was required to act quickly and could not wait for them to mature. At a meeting on May 18, 1887, the Committee voted unanimously to accept the site near Pomona if Mr. Palmer would guarantee a water supply. Nine trustees for the new institution were then elected by the Committee in the following order: Rev. James T. Ford of San Bernardino, Mr. Henry K. W. Bent of Pasadena, Andrew J. Wells of Long Beach, Mr. Henry A. Palmer of Oakland, Rev. Charles B. Sumner of Pomona, Rev. Charles B. Sheldon of Pomona, Mr. Seth Richards of Boston, Massachusetts, Rev. James H. Harwood, D. D., of San Diego, and Mr. Nathan W. Blanchard of Santa Paula.

To the nine trustees already chosen was left the task of determining the number of members which was to constitute the Board of Trustees and of electing new members if required. The Committee then voted "that a majority of the Board of Trustees should always be members of the Congregational churches, and that this provision should be put in the deed of conveyance." The Committee then

adjourned sine die.<sup>20</sup>

The new Board of Trustees quickly took up the task which had been entrusted to it. The number of trustees was increased to fifteen and new members were elected to fill the quota. The name "Piedmont" was chosen for the new college, after the town which was to be built up about the site. Later this name was "temporarily" changed to "Pomona" as a concession to the adjacent city of Pomona. Articles of incorporation were then adopted and ordered filed; and on October 6, 1887, by-laws were drafted and approved. Mr. H. A. Palmer was elected president of the corporation; Mr. Nathan W. Blanchard, vice-president; Mr. Charles B. Sheldon, treasurer; and Mr. Charles B. Sumner, secretary.

The conditions under which the new officers entered upon their duties were not encouraging. The "boom," which had made the prospect of a college in the region seem feasible, had collapsed. The crowds of prospective residents had returned East. Land could not be sold. Many business enterprises, real estate developments, and even houses were abandoned. Financial failures and foreclosures on mortgages were heard of on every hand. The section was in the midst of distressing financial depression. Appeals for subscriptions and donations for the college fell on deaf ears, for

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20. Sumner, The Story of Pomona College, 13-14.

there was little money in circulation for any purpose, however good or great.

Under these conditions, nothing could be done towards the actual building of the college for six months after it was incorporated. Mr. Palmer having guaranteed a water supply, the site near Pomona had been definitely accepted, but no money could be raised to continue the work. The Executive Committee of the Board of Trustees, charged with getting the college into actual operation, began to feel that matters were in a desperate state. "A speedy and vigorous movement alone," it was believed, "could prevent the collapse of the enterprise."<sup>21</sup> Finally, the Committee turned to its secretary, Rev. Charles B. Sumner, and asked him to assume the duties of financial secretary and to devote his full time to the business of the college. At the sacrifice of his pastorate at the Pilgrim Church in Pomona, Mr. Sumner accepted the appointment on April 1, 1888.

The instructions of the Board of Trustees required that the Executive Committee proceed with the laying out of the town of Piedmont around the college site, plan a central building to house the institution, and prepare for the beginning of instruction in the fall of 1888. For this work there were but meager funds available; but, in the words of

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21. Sumner, The Story of Pomona College, 74.



Mr. Sumner, there was only "one thing to do - push on just as fast and far as possible, and collect and put into permanent form every dollar that could possibly be secured, hoping for future developments. Faith was taxed to the uttermost."<sup>22</sup>

In a short time after Mr. Sumner took over his new duties, the village of Piedmont was laid out in blocks and lots, and the campus was plotted. A three-story academic and dormitory building was designed, and work on it was begun. Bricks for the structure were manufactured from clay found on the campus. Ranchers of the surrounding country loaned their teams, and many gave their own labor freely to aid in the excavating and grading. As the work progressed, the enthusiasm of the local residents grew, and many donations began to pour in to aid in the building. By the end of the summer all the necessary bricks had been made, the grounds were graded, and the foundations prepared.

On September 26, with much ceremony, the cornerstone of the new building was laid. But on that very day, unknown to those who held such high hopes for the institution on its site at Piedmont, events were taking place which were to bring about a shift in the location of the college. Proposals were received offering to convey to the school, on very favorable terms, certain properties in Claremont.

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22. Sumner, The Story of Pomona College, 75.

A special committee was appointed by the Board of Trustees to inspect the property, and the Executive Committee was empowered to act with the inspecting committee in all matters growing out of the negotiations.<sup>23</sup>

Claremont was a boom town some five miles north of Pomona. It has been laid out in a tangled wilderness of stone, cactus, and chaparral with the coming of the Santa Fe Railroad to Los Angeles in 1887. There was no sign of cultivation within miles. The town had only one street worthy of the name, and its buildings consisted of a railroad station, a single residence, a general store, and a few diminutive Indian shacks. In addition, there was a large resort hotel which had been built in boom days at a cost of \$22,000.

The total collapse of the real estate market left the promoters of "Claremont, the Beautiful" with an empty hotel building and acres of unsold sagebrush on their hands. Any substantial settlement of the town might have been delayed for years had not Rev. T. C. Hunt, then pastor of the Congregational Church of Riverside and a member of the Pomona College Board of Trustees, seen the possibilities of the place as a location for the school. He realized that there were not enough funds on hand to complete the building

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23. Sumner, The Story of Pomona College, 76-82.

begun at Piedmont, and he had persistently warned the more enthusiastic trustees against running into debt. In the deserted hotel he saw a solution of the school's problems, and he suggested to Mr. Frank A. Miller, part owner of the Pacific Land Improvement Company, that the firm offer the structure to the college. The offer was made and, after inspection of the property the special committee of the Board of Trustees, accepted.

As a result of this action, the college received the Hotel Claremont, the block of land on which it stood, the block east of it, and 260 lots in the town of Claremont. In return the college gave a note, without interest, for \$5,000, to be paid out of the receipts from lots actually sold. The trustees also agreed to maintain some department of the college work within the limits of Claremont.<sup>24</sup>

While plans were being made for the campus at Piedmont, preparations for the academic work of the new college were also begun. Rev. Sumner induced Professor Frank Parkhurst Brackett, graduate of Dartmouth College, class of 1887, who was teaching at the McPherson Academy in Los Angeles, to open a private school at Pomona to prepare a selected number of young people for the formal opening of Pomona College

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24. Sumner, The Story of Pomona College, 82, 116-122; Frank Parkhurst Brackett, History of Pomona Valley, California, 191-196.

in the fall of 1888. In January of that year Professor Brackett opened his school in the chapel of Pilgrim Church at Pomona; and in 1894, his students formed the nucleus of the first class to graduate from Pomona College.<sup>25</sup>

The Board of Trustees had directed that the academic work of Pomona College should begin in the autumn of 1888. Since the new building at Piedmont could not possibly be completed by that time, it was necessary for the officers to secure temporary accommodations in Pomona. For this purpose, the Ayer Cottage, a five-room dwelling on the corner of White Avenue and Fifth Avenue was secured and rented.

The building was set in spacious grounds, hedged on all sides with lawns, flowers, and shrubs. Numerous shade, fruit, and ornamental trees added to the beauty of the garden. A vine-covered arbor furnished a pleasant extra recitation and study room. "The hedges answered for vaulting bars for boys and girls, and the broad street was a much-used race track, also for both sexes."<sup>26</sup> The interior of the structure was simple and well-adapted for school uses. Two connecting front rooms were converted into a large assembly hall. A third chamber became a class room, another an office, and the

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25. Brackett, "The Beginnings," Pomona College Quarterly Magazine, I (October 1912), 18; Brackett, History of Pomona Valley, California, 196-197.

26. Sumner, The Story of Pomona College, 86; see also Brackett, History of Pomona Valley, California, 197.

kitchen, equipped with stove and sink, made a laboratory for scientific study.

The furnishings were few and simple, consisting only of the bare essentials. There were chairs and tables, but no floor coverings, curtains, or wall decorations. Even desks and platforms had to be dispensed with, and the only heat came from the kitchen stove.

With this unpretentious cottage and garden as its "campus," Pomona College opened its doors on September 12, 1888. On the morning of that day the trustees, the faculty, a few parents, and the student body - less than fifty people in all - gathered in the assembly room for the opening exercises. About thirty of the group were students, a few of whom had already begun preparatory work. Only three were of college standing.

On behalf of the Board of Trustees, Dr. James H. Harwood conducted the chapel services. He used as his text the passage from the Psalms beginning: "Except the Lord build the house, they labour in vain that build it." After leading in prayer, he spoke briefly on the importance of the occasion, describing the college as "but a poor, weak little sapling as yet; but," he continued, "it will grow, and yield fruit and spread its influence as long as time shall last."<sup>27</sup>

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27. Sumner, The Story of Pomona College, 88-89.

After talks by Mr. Thomas Barrows and Rev. Charles B. Sumner, the students were enrolled and classified. The way was open for academic work, and the great dream of Myron H. Crafts was at last realized, two years to the day after his death.

One of the students who attended the opening ceremonies later recorded his impressions of the occasion. He wrote:<sup>28</sup>

I am proud to have been one of the illustrious band who had a hand in the important function of planting the tree. It was the greatness of the occasion that overpowered us, I think, rather than the magnificence of the spectacle. For there was no magnificence.

Somewhat differently affected by the exercises was one of the members of the first faculty. In later years he said:<sup>29</sup>

To most of those who knew of that gathering in the little rose-embowered cottage, to some even of those who were present, little significance was attached to the occasion. And they would have smiled indulgently if they had known of the visions and the faith of the few who were even then looking far into the future. But we spent little time then dreaming of the future; there were other things to do.

Pomona College was peculiarly fortunate in selecting

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28. Sumner, The Story of Pomona College, 89.

29. Brackett, "The Beginnings," Pomona College Quarterly Magazine, I (October 1912), 21.

professors, especially the earlier teachers who molded Christian character and developed high educational standards. The six teachers who constituted the faculty when classes opened in the Ayer Cottage were Rev. E. C. Norton, M.A., Principal of the Preparatory Department and Teacher of Greek; F. P. Brackett, B.A., Teacher of Mathematics and Latin; Mrs. E. A. Storrs, Teacher of English and Science; Miss Edith Blades, Teacher of German; Miss Coribel Stites, Teacher of Drawing and Painting; and Miss Mamie Caldwell, Teacher of Piano, Harmony, and Theory.

During the first term, nearly all of the students were in the Preparatory Department, but the goal of an extended course of instruction on the collegiate level was constantly kept in mind. The acquisition of the new campus at Claremont and the news that the school had a building of its own awaiting use during the next semester, increased the enthusiasm of students and faculty alike. Before the term closed "plans were discussed for a literary society, for a paper, for a Christian Association and for athletics; in fact, for nearly the whole gamut of college activities."<sup>30</sup>

In speaking of the work accomplished during the brief months in the Ayer Cottage, Professor Brackett

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30. Sumner, The Story of Pomona College, 91.

later said:<sup>31</sup>

In these small beginnings were the germs of the college with all its departments of which we now see a somewhat larger development. In the classes in Latin and Greek Lessons, in Algebra and Geometry, in English Grammar and United States History were the beginnings of these departments: Latin and Greek, Mathematics and Engineering, English and History and Economics. The modern Language departments were represented in the German class of Mrs. Lewis (then Miss Blades) who had just returned from Germany. Art and Music were also taught and the kitchen with its table and sink constituted the laboratory wherein the first experiments in Physics were performed. Practical hydraulics began when the basement was flooded and Parker with his meager furniture floated around on the cellar floor. The germs of Biology might be found in the horticultural studies among the fruits and flowers and the vines that covered the house and well. Athletic sports, organized and disorganized, grew out of the baseball games and hallowe'en scraps with neighboring townies.

Although Pomona College occupied the Ayer Cottage for only one semester, the work which was done there greatly influenced the future development of the institution. The importance of this initial period is best told in the words of Rev. Charles B. Sumner, the beloved "Father of Pomona College." He wrote:<sup>32</sup>

This first term, in a hired house, was a success. Its success, however,

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31. Brackett, "The Beginnings," Pomona College Quarterly Magazine, I (October 1912), 21.

32. Sumner, The Story of Pomona College, 91.



was not so much in itself, in a single term of school; it was in its educative and formative work, in crystallizing the nucleus of a college, and in developing confidence in the College. Probably not more than half a dozen of the students had previously any definite purpose of taking a college course of study. Association is a strong bond, and happily the few who were decided positively on a college course were strong, leading characters from Christian families. But more than all else was it this common, universal enthusiasm for what was to become a great institution which drew and held the students. It was during that first term, and ever has been, one great source of Pomona's strength.

In January 1889, Pomona College transferred its work to the new campus at Claremont. At that time it was intended to build the preparatory school at the new location and to move the collegiate department back to the original site at Piedmont as soon as possible. Meanwhile, however, work on the Scanlon Mesa building had been discontinued, and it was never resumed. At a meeting of the Board of Trustees in the winter of 1892-1893, it was decided that the preparatory and college departments should not be separated. As a consequence, the site at Piedmont was returned to its donors, and Claremont was made the permanent home of the entire institution.<sup>33</sup> By this time, the name of "Pomona

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33. Brackett, "The Beginnings," Pomona College Quarterly Magazine, I (October 1912), 22; Sumner, The Story of Pomona College, 82-83; Ferrier, Ninety Years of Education in California, 268-269.

College" had become so definitely fixed that it was retained in spite of the change in location.

At Claremont the school enjoyed a rapid and steady growth. As the school developed, so did the town-site of Claremont. In a dozen years, all doubts as to the future of the settlement had vanished. The convenient location and the fine climate attracted numbers of permanent residents, and soon tree-lined streets and attractive homes covered what had once been a desert wasteland. "Claremont, the Beautiful," was at last a reality and no longer merely a description of a promoter's dream.<sup>34</sup>

At the time of the first commencement, in 1894, the graduating class of Pomona College numbered but eleven, and the total enrollment was forty-seven. By 1915 the student body had increased to approximately 750, at about which figure it has been held ever since.<sup>35</sup> Along with the growth of the enrollment has gone a corresponding expansion of the physical plant of the college. Aided by generous donations, the small grounds of 1889 have been extended into an ample campus of 120 acres, with beautiful buildings which, in 1937, were valued at \$1,839,918. By that same

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34. For a history of the growth of Claremont see Brackett, History of Pomona Valley, California, 191-202.

35. Pomona College Bulletin: Annual Catalog, 1935-1936, 19.

year the endowment fund had reached a total of \$2,841,463.<sup>36</sup>

As an educational institution, Pomona College ranks with the foremost in the West and is sending forth graduates, both men and women, of strength, culture, and honor. From the very beginning, the school has maintained a reputation for interest in thorough scholarship rather than in large numbers. The emphasis has always been on giving a broad and inclusive education, and it has not attempted to become a professional school.<sup>37</sup>

The fulfillment of these educational ideals has, from time to time, brought about changes in the organization of the college. It was early felt that the preparatory work was hindering the development of the collegiate courses. Accordingly, when, in the first decade of the present century, the completeness of the State provision for secondary education and the establishment of a public high school in Claremont gave assurance that students would be adequately prepared for college-level work, Pomona dropped its preparatory school. Even earlier, in 1898, the Articles of Incorporation had been amended so that all reference to the church membership of the trustees was omitted. In thus doing away with denominationalism, Pomona helped pioneer

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36. Ferrier, Ninety Years of Education in California, 365.

37. Pomona College Bulletin: Annual Catalog, 1935-1936, 20-21.

the way towards a greater unity of educational effort in Southern California.<sup>38</sup>

In 1925, the demands for expansion led to a radical change in the organization of the school. Under the leadership of President James A. Elaisdell, a group of affiliated colleges was planned, in which the advantages of the small colleges would be retained while still making possible the gathering together of the equipment which is usually available only at large universities. To this end "Claremont Colleges" was incorporated on October 14, 1925, and two years later Scripps College was opened as an affiliated but separate college for women. Each of the three institutions, Pomona, Scripps, and Claremont, which make up Claremont Colleges is independent, having its own board of trustees and faculty, but all three cooperate in the establishment of certain mutual facilities such as the central library, common business offices, and an auditorium. Certain activities, such as the summer school and graduate and research work are carried on in cooperation.<sup>39</sup>

Although the present Pomona College represents such a great advance over the primitive beginnings in the

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38. Sumner, The Story of Pomona College, 21-22, 101-102.

39. Pomona College Bulletin: Annual Catalog, 1935-1936, 19-20; Claremont Colleges Bulletin: Announcements of the Graduate Program, 1940-1941, 15-17; in 1933 Claremont Colleges entered into a limited working agreement with La Verne College.

Ayer Cottage in 1888, the value of the educational standards set up by the work of those first months has never been forgotten. On October 14, 1937, on the occasion of the fiftieth anniversary of the chartering of Pomona College, the Historical Society of Pomona Valley, in cooperation with the City of Pomona and the Pilgrim Church, placed a bronze marker in front of the little cottage which was the institution's first home. Through the interest of various civic groups, the building was registered as State Historical Landmark Number 289 on June 27, 1938.<sup>40</sup>

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40. Los Angeles Times (Los Angeles, California), October 15, 1937; State of California. Department of Natural Resources and the State Park Commission in cooperation with the California State Chamber of Commerce, Report No. Twenty, 1.

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