A HISTORY OF PORTLAND'S SECONDARY SCHOOL SYSTEM WITH EMPHASIS ON THE SUPERINTENDENTS AND THE CURRICULUM

DISSERTATION

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INTRODUCTION

The purpose of this study is to trace the development of Portland's public secondary-school system from its origin in pioneer days down to the present era. Truly, it is an interesting and inspiring story, especially to those who have been identified with the Portland public schools, either as students or teachers.

It is worthy of note that Portland's educational development parallels the growth of our nation from a primitive, pioneering, agricultural stage to the highly urbanized and complex civilization of today. From the crude log cabin on First Street where the Three R's were taught, to the present modern, scientific organization with equipment valued in the millions of dollars, is indeed a remarkable transformation.

As happened elsewhere, educational progress in Portland was brought about under the able leadership of certain dynamic individuals, supported by enlightened public opinion. Public opinion, however, was not invariably enlightened. As late as the 1880's, a prominent editor in our state opposed

publicly-supported high schools.

Emphasis will be placed on the individual superintendents, their periods of administration, and the principal events taking place in public-school affairs during their various terms. Every period had its share of problems, controversies, and dilemmas. The indefatigable spirit of the early pioneers was a dominant factor in the successful solution of many of these problems along with the forceful influences of the superintendents, each of whom made some worthwhile contribution to the system. It can be said that we owe a debt of gratitude to these men and women who were so insistent and self-sacrificing in acquiring the better things of life, one of which is education.

In relating the story of the secondary-school system of Portland the writer is confronted with the necessity of omitting details which are of vital interest and importance, but are of such magnitude that they make their record impossible.

To a very considerable extent the problem will be one of distinguishing and evaluating the superintendent's influence in the development of the school system and the courses of study. The purpose is to see what has been done so that we may better

understand what there is to do in the future.

Secondary education, as first established in our country, functioned effectively in terms of the needs of selected students, but as the times changed the schools continued their traditional practices and the result was an increasing institutional lag. Eventually, a new kind of school emerged in order to meet new demands. The Latin grammar school was superseded by the Academy, and finally the Academy gave way to the free public high school.

Since the early history of high schools, increasing enrollments, new social requirements and new theories of learning have compelled a continuous reconsideration of educational objectives. And today the traditional subject-matter organization is being challenged more than ever before. As for the educational objectives of earlier days, these can be discovered by an analysis of such things as curricula and by a careful consideration of the relative emphasis laid upon various aspects of school life. Each superintendent had his personal ideals and principles in regards to these objectives, as will be shown throughout this thesis. An attempt is made to follow the various trends in education from the early

beginnings, a simple education in which the Three R's were predominantly taught, to the present day in which specialized education has taken over.

CHAPTER I

The Oregon country holds a unique place in the history of the United States for several reasons. It is the first region on the coast to which the United States made claim and the first to which title was established. It was the first to receive regular migrations from the States. It was the only region jointly occupied by Great Britain and the United States and the only territory where a Provisional Government had existed, supported by citizens of both nations, fighting its own Indian wars and carrying on until Congress organized a Territory in 1848 and established a Governor at Oregon City in 1849 (1).

Early settlers in the Oregon country. When the early settler arrived in Oregon, it was his good fortune to find a powerful organization on the ground prepared to relieve his wants. This was the Hudson's Bay Company headed by Dr. John McLoughlin. It was the aim of Dr. McLoughlin to make the American as safe and comfortable as possible during his first winter in the Oregon country.

The mildness of the Oregon climate was conducive to good health. Water was plentiful and

fish and game were in abundance and easy to obtain. There was an ample supply of lumber because of the enormous growth of timber on the mountain slopes and in parts of the Willamette Valley and the soil was excellent. The greatest hardship of the pioneer was his isolation, due not merely to the small population but to the distance which he voluntarily placed between himself and his neighbors on account of the generous Donation Land Law. There were no Indian troubles in the early pioneer period, and there was no danger from vagabonds and criminals.

The ten years from 1841 to 1851 saw Oregon develop from a country under control of a British monopoly, the Hudson's Bay Company, to an organized territory of the United States.

The first organized immigrant to Oregon was a result of the activities of the Reverend Jason Lee, who gave lectures in Illinois during the winter of 1837-38. It was in the spring of 1839 that nineteen men started to Oregon; however, only five of the original number reached the Willamette Valley (2).

This incident was the beginning of migration to Oregon which grew from year to year, so that by 1849, the date of the first official census of the territory,

there were more than 9,000 people in the Oregon country (3).

Pioneer development of the Willamette Valley. The Willamette Valley was the destination of the greater part of the immigrants. This was because the Valley was the most suitable place to be colonized. The Willamette Valley contained all the desirable elements conducive to the establishment of a home. The region was partially open prairie with timber along the streams (4).

There early setters were a people of strong character and endowed with an abundance of native intelligence inherited from their pioneer ancestors. They had arrived in the territory from the North Central States, descendants of people who were also pioneers in their own sections of the country and used to the many hardships that were endured in the wild frontier life of their time. The social background of these settlers was of the common variety, for the Middle West in the forties was by no means the cultural center of our country.

Development of the city of Portland. Portland, located in the northern part of the Willamette Valley, developed rather slowly in those early days. There

was no sudden boom such as other cities of the west had experienced. The people worked extremely hard and diligently for whatever compensation they could gain in order that they might carry out an existence.

The California gold strikes diverted many settlers, and would-be settlers, from Oregon. Therefore from the very early beginnings, Portland and vicinity was to be made up of a stable and home-loving type of people. Portland retained the concepts of propriety and morality which had come to its people from their ancestors of New England.

The first school established. The first school established in the Oregon country was taught by John Ball at the Hudson's Bay post of Fort Vancouver. It was opened in 1832 during the days of the fur traders and before either missionaries or settlers had entered the region (5).

About 1835, Jason Lee opened a school at the Methodist mission at Mission Bottom, and in the early 1840's the settlers and Indians were able to send their children to elementary schools established at various places centered around the most densely populated areas. The Roman Catholics also started schools in the settlements about St. Paul, teaching white and Indian

children alike.

Early agitation for free schools. In his message to the legislature of the Provisional Government, delivered in 1847, Governor Abernethy said in part: "The cause of education demands your attention. School districts should be formed in several counties, and school houses built; teachers to be employed by the people, I have no doubt" (6). We can observe from this speech that the governor and the people of this early Oregon country had the intention of establishing schools.

In the early agitation for free schools, a prominent part was taken by the Reverend George H. Atkinson, often referred to as "the father of public education in Oregon." But this agitation produced little in the way of concrete results until the Territory of Oregon was officially organized in 1849.(7)

Land set aside for school purposes. Under the terms of the Nathan Dane Act, and the Ordinance of 1787, two sections of land in each township were set aside for school purposes. The local authorities were to administer the land so that the profits could be used for the support and furthering of education. If the school lands were wisely used, a good public

school system could be maintained without imposing too great a burden upon the taxpayers. The law provided that the money obtained from the sale of such school lands should be put into a school fund, and that only the interest from the fund should be spent for school purposes. The law also provided that an equal amount of money should be apportioned to the education of every child, regardless of where he might live within the boundaries of the territory.

Much of this rich land, a gift from the government, was sadly wasted in a few short years. The land was covered by valuable timber that today would be worth millions of dollars. This was sold or traded to speculators for the pitiable sum of a few dollars an acre. The resulting fund of school money is in consequence so small that today the citizens of Oregon must pay large amounts each year as taxes for the support of the public schools. The grasping and unscrupulous "land thieves" of pioneer days are even yet literally stealing from the pockets of the people who were entitled to the full value of those lands set aside for school purposes (8).

Life in these early days of Oregon was quite simple. If a person could read and write and knew

enough arithmetic to add up bills and to keep simple accounts, he had enough education to make a showing in the world. A knowledge of advanced subjects was unnecessary (9).

The territorial legislature passed the act of September 5, 1849 designed to set up a system of free public schools, created the irreducible school fund, and levied a tax for the support of the common schools. A provision was included for the biennial election of a school superintendent by the legislature. Provisions were made for the examination and certification of teachers. A school commission was to be appointed in each county to divide it into school districts. A little later, the state superintendency was abolished, and was not re-established until 1873.

The private and denominational schools.

Authorities seem to agree that the first Portland school commenced its session in the fall of 1847 (10). This first school was conducted by Dr. Ralph Wilcox, and was a rate bill school, a plan whereby each pupil agreed to pay a certain rate per quarter. Another fee school was opened in February, 1848, by Julia Carter. These were both private schools of a temporary nature.

In December of 1849, Horace Lyman began his school

in the "school-house" on the West side of the Willamette river. The building which was constructed for the purpose was built by Colonel William King on First and Oak Streets.

In April, 1850, Cyrus A. Reed opened a school in this same "school-house" which lasted three months and was followed by another taught by Delos Jefferson in August of the same year. These were also of a temporary nature.

The last of the private schools to precede a public institution began in December, 1850, with Reverend Nehemiah Doane in charge. It operated on the principle that every one should have equal opportunity to take advantage of the instruction offered. This school was in operation for nine months.

The first public school. The opening of a real public school under the legislative act of 1849 occurred December 15, 1851 (11). This came about largely through the efforts of Horace Lyman, William M. King, Josia H. Failing and a number of other prominent citizens who had been campaigning for the regular organization of a school district since 1849. As a result of their work, John T. Outhouse began teaching regular classes on December 15, 1851 (12).

This school was held in the "school-house", the same building that was used by the earlier private schools. The operating costs of this school consisting mostly of Mr. Outhouse's salary, were partly covered by taxes voted in accordance with the new educational act. The remainder of the money was secured from the county school fund. Miss Abigail M. Clarke also was employed to help Mr. Outhouse, who eventually left for other work in March, 1853, and she took over alone until the summer of the same year.

It was not until 1854 that an act of the territorial legislature forced the collection of one mill tax in every country for common school purposes(13).

Organization of School District No. 1. After this two-year interim, on August 11, 1854, J. M. Keeler, country school superintendent of schools, announced that he was ready to organize school districts, and about this time, Thomas Frazier began agitating for the reopening of public schools (14). After five failures in his attempts to get a school meeting with a quorum, he succeeded and a meeting was called for December 18, 1854. At this meeting a school board made up of Thomas Frazier, W. S. Ladd, and Shubrick Norris was chosen.

The constitution on which the territory entered the Union, framed in 1857, directed that "the Legislative Assembly shall provide by law for the establishment of a uniform and general system of common schools" for the state. To assist in the maintenance of such a state school system a state school fund was created, and its use and method of distribution were provided for in the new constitution (15).

Two districts were organized; the south district, referred to as Number 2, opened a school in the autumn of 1855. The older district, still known as District Number 1, opened a school in the fall of 1855 under the leadership of Sylvester Pennoyer, who later became governor of the State of Oregon.

The schools in both districts were hampered by the lack of funds, and after the close of his school, the one located in District Number 2, Colonel J. M. Keeler realized the futility of trying to maintain two school districts in such a small community, tried to bring about a consolidation.

On petition of the citizens of District Number 2, County Superintendent W. F. Boyakin issued a notice of consolidation on March 31, 1856, with the

provision that each district should pay its own debts contracted to date. A meeting was called for April 16, 1856, at the "School House." At this meeting officers were elected and the consolidation had taken place uniting District Number 1 and District Number 2 under the heading of School District Number 1 (16).

The first new schoolhouse built. Enthusiasm for schools seemed to have died down for about two years until 1858, when a new schoolhouse was built. This was a district school building located on district property. It was financed at the expense of suspending school work for one year. In this way the old Central School came into existence at Sixth and Morrison Streets on the site now occupied by the Portland Hotel (17).

This new school was equally as popular as any of the private or denominational elementary schools. From 1858 to 1865, this school gradually developed with full courses of primary, intermediate and higher ranks. There was a general growth in the number of pupils attending throughout these years.

By 1871 the public schools of Portland had passed through their experimental state and were on more even terms with the private and denominational

schools. They were in permanent buildings erected for the purpose and they were considered as permanent institutions. The public schools in operation at this time were as follows: Central school (opened 1858), Harrison (1866), Colored (opened 1867 and abolished 1872), and North (1868). These schools were all supported from the same tax and the same board that employed the teachers.

The course of study in the early schools. The course of study for this period stressed the three R's and nature study was just beginning to be taught along with printing, writing, phonetics, natural science, drawing and oral composition. The system at this time was complete in outline and becoming well established. There was a consistent gain in the application of the principle of a free education for all, and although there have been many difficulties encountered, considerable success had been realized.

Establishment of the Portland High School. Now that the elementary schools were quite well developed, there arose a demand for the establishment of a high school. This demand came about quite naturally because of the growth of the school system and the

desire for more advanced learning above that which was being offered in the grammar schools.

The Board of Directors on April 14, 1869, unanimously passed a resolution instituting a high school. The first notice that appeared concerning this important branch of the Portland school system appeared in The Oregonian as follows:

> We are informed by Judge Shattuck that the public schools will be opened on Monday, the 19th, inst., under the direction of the same teachers as were engaged last term, except for the Macadam Road School and the Colored School, for which teachers have been employed by the new Board of Directors. The organization of the schools will remain unchanged during the first week and an examination will be had of pupils to be admitted to the High School. The design is to open the High School on Monday the 26th inst., if a sufficient number of pupils qualified for admission are found in the other departments (18).

This new school was to be called the Portland High School. It was opened in a section of the North School building set aside for this purpose. The first enrollment number forty-five pupils and the first principal was Professor J. W. Johnson, A.M., who later became the first president of the University of Oregon. He served as principal of the high school for about seven years.

At this time The Oregonian was highly in favor of the new school and published several editorials

complimenting the directors for making such a move and commenting on the eventual success of the venture. This was a far cry from the stand taken by the same newspaper about twenty years later under the editorship of Harvey W. Scott, which will be discussed later in this study. The course of study adopted for the high school at this time will be included in the next chapter under Superintendent Samuel W. King's administration.

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CHAPTER II

The superintendent's role in education. School superintendents furnish the leadership and accept all responsibilities for conducting a harmonious and efficient educational system. As head of administration, the superintendent is called upon to possess knowledge and intellectual interests that are broader than those of any one profession. Without this knowledge and these interests he cannot act effectively as the channel of communication between the school board and the teachers who organize the curriculum and carry on instruction, to say nothing of taking the leadership expected of him in such matters. As head of the schools he is subject to impacts from nearly all the interests, good and bad, that operate in the community; not merely to those touching health, or public works, or the relief of dependents. He has under his jurisdiction children from practically all sections of the community and from every walk of life. Literally nothing that goes on in the community is alien to him. The very nature of his office imposes peculiar duties upon him. His work is in the domain of knowledge and

aspiration; and often the less that is heard about it, the better it is done. The role of a school superintendent in a city the size of Portland is truly an important one.

Mr. King elected first superintendent. Samuel W. King was elected to be the first city school superintendent on June 30, 1873. There was a demand for some sort of standardization in the school system at that time, and this was the deciding factor in the school board's decision to elect a superintendent. An individual was desired who could establish a definite pattern of organization. The need was for coordination and centralization of authority.

A new examination plan. Mr. King immediately inaugurated a plan of administering monthly and final examinations. These were uniform in all schools and promotion of pupils depended entirely on whether or not they could pass these examinations. At the same time the efficiency of the teacher was determined by the per cent of his or her pupils that did qualify for taking advanced studies. The results were then published in the local newspapers, and included in these publications were all of the pupils' names,

their grades and the names of the schools they were attending. The examinations were given orally and the students were required to answer at least seventy per cent of the questions correctly in order to pass the course. These examinations were very exacting and quite extensive, requiring about two weeks to complete those given at the end of each half-year period.

On February 12, 1874, the first written examination in the history of the schools was given, for promotion from the grammar school to the high school. It consisted of ten questions on each of the following subjects: Arithmetic, Mental Arithmetic, Grammar, Geography, History, Physiology and Spelling (1).

At this time The Oregonian published the following:

> The examination was conducted by a board consisting of the head principals of the public schools; Professor J. M. Williamson, I. W. Pratt, S. W. King, J. W. Johnson, Mr. Freeman and the Multnomah County School Superintendent, the Reverend T. L. Eliot. Reverend George Atkinson was also selected by Mr. Eliot and other members comprising the Board, to assist in the examinations. The examination was strictly written, and was conducted on a far more thorough, systematic and perfect plan than could have possibly been arrived at by an oral one (2).

Only eleven of the fifty four taking the examination at this time received the necessary grade of seventy or above.

Promotion by subjects was not the practice and if a pupil did not meet the minimum standards in every subject he would have to repeat the entire term's work in all the subjects. Mr. King placed a great deal of importance on his system of examinations. His point of view is definitely expressed by the comments he makes in an annual report:

> It is true there is a great deal of labor in examining several hundred pupils twice a year, yet the results obtainable at the end of the school year amply repay for all extra time and efforts. The plan has many advantages, and offers inducements to pupils that are not found in the system of annual examinations. If a pupil fail in his examinations, it certainly is better for him to review his work during the five months than to keep him back the entire year. The examinations proper were all made in ten days, and were thorough and strictly impartial throughout.
>
> If a pupil failed it was simply because he had not performed the work required prior to promotion and therefore ought not to be advanced to a higher class or grade.
>
> System, order, dispatch and promptness have characterized the examinations and exerted a healthful influence over the pupils by stimulating them to be thoroughly prepared to meet their appointments and engagements. Next to New England climate, these examinations necessitate industry, foster promptness and encourage pupils to do the right thing at the right time. The stimulus given to all school work and the momentum derived from

> the silent, yet potent educational forces surrounding the pupils, all combine to make them active, useful and intelligent men and women (3).

The preceding paragraphs give a partial picture of the attitudes and ideals with regard to examinations that Mr. King was trying to introduce into the Portland school system during his period of administration. It can be looked upon as a sort of efficiency campaign.

Regular attendance stressed. Mr. King was also extremely conscious of the attendance problem in the schools. The importance of the matter from his point of view is shown rather clearly in the reference he makes in one of his annual reports;

> The great decrease in the number of tardiness in our schools is truly encouraging, yet, when compared with the schools of other cities, it is very obvious that we are behind in securing habits of promptness in meeting engagements. Certainly this fact cannot be contemplated with satisfaction.
>
> It is very desirable that a better showing be made the ensuing year. This can be accomplished by an earnest cooperation of the assistants in each school with the principal. Let pupils thoroughly understand at home and in the class room that "going to school" is a business second to none in importance and one which demands their best thoughts and efforts to make it a success (4).

In November, 1873, Captain Ainsworth, one of the members of the school board offered a resolution to adopt the text-books required by the State Board of Education, but the resolution was tabled. From the

time of establishing of the office of State Superintendent of Public Instruction in 1873, the state board of education had assumed that some measure of secondary education should be a part of the public school system of the state. On the basis of this assumption, text-books had been selected for some high school subjects, in addition to those chosen for the grammar school branches. The following appears among Rules and Regulations of the State Board of Education printed in 1874:

> In high schools and other schools of advanced grade, the following-named studies together with such others as the directors may prescribe may be taught in addition to those previously mentioned for the common schools; Higher Arithmetic, Algebra, Geometry, General History (Advanced), Composition, Physiology, Natural Philosophy, Chemistry, Botany, Bookkeeping, and Science of Government (Optional) (5).

This regulation stood unchanged for twenty six years except for additions of Hygiene and Vocal Music in 1887, Astronomy and Geology in 1891, and Latin and Physical Geography in 1900.

The course of study of this period. In 1873 the high school course of study for the Portland school system included Reading, Writing, Spelling, Higher Arithmetic, Algebra, Geometry, Trigometry, English Grammar, Rhetoric, History, English Literature,

Physiology, Bookkeeping, Philosophy, Chemistry, Astronomy, Geology, French, German, Latin, Greek and Drawing (6). When one considers the brief period of time that the high school had existed this course of study can be considered very broad and complete.

State text-books adopted. The state text-books were adopted by the Portland system in December, 1873, except in arithmetic, and it was ruled that after March 1, 1874, all classes would be required to have the state texts.

At the close of Mr. King's first year as superintendent, in response to a resolution of the Board, he made a formal report of the year's work, the first report of its kind. The following year his second report was presented in accordance with the rule requiring an annual report from the school superintendent. It is due to this practice that the city of Portland has a very complete and satisfactory record of its public schools and educational achievements.

Increased attendance creates a housing problem. At the end of June, 1876, the four Portland city schools had an enrollment of 1,870 pupils. The boys outnumbered

the girls by 200. Of the total enrollment, 161 were high school students. (7)

The school population was increasing rapidly during Mr. King's period of administration making the housing problem a serious difficulty. Various small buildings, some of which had been stores, were leased and used as classrooms for the primary grades to take care of the increased school attendance.

Foreign language study as a means of improvement in English. In accordance with the course of study adopted in 1873, every student was required to study at least one of the language courses, Latin, German or French. There were many objections made by parents in 1875 in regard to this requirement, but on the contrary, they asked for a thorough practical English course. Mr. King convinced his patrons that our power of expression in using our own language is increased by knowledge which we gain by studying languages other than our own.

Superintendent King had a somewhat strenuous beginning in trying to indoctrinate the system and the community with his principles and ideals. He did however, adopt some worthwhile things of significance during his four years of leadership. He aided in the

establishment of the public school library in 1875, which required applications to be filed prior to July by all teachers wishing to be re-engaged by the district. A salary schedule was also adopted for the teachers and janitors, which met with hearty approval by all those affected by it.

Criticism of Mr. King. He was a thrifty and industrious man and he believed that the principals and teachers might well make small repairs in and about their buildings, and to that end furnished them with some small tools and instructions on how to use them. This fact, along with his other rather stringent policies, aroused some resentment and it all culminated in an attack on him in the early part of 1877. A considerable number of communications and editorials appeared in the local newspapers, some criticizing, others defending, Mr. King. In a letter that Mr. King wrote at this time he stated that he would not again accept the position of superintendent, a post he would have preferred to leave the previous year for the principalship of an elementary school (8).

At the close of the year Mr. King was made principal of Central School. In compliance with his request made previously, Mr. Thomas H. Crawford was

elected to succeed him as superintendent.

Summary. The schools had made very satisfactory progress during his administration. There were notable improvements in such vital matters as absence, tardiness, truancy, and discipline, although some did not think that the rules and regulations pertaining to these matters were fair to the children. His methods of conducting examinations were practical in many ways and sufficed for the period until more advanced methods could be thought of and put into practice. One must remember that during his entire term of office, Mr. King was required to teach one-half of each day in the High School. His position was a strenuous one and he handled it most efficiently and competently.

Superintendent King had shown courage and intelligence in standardizing and organizing the system, and it must be pointed out that his period of administration was generally considered a successful one.

Several years later Mr. King retired from the teaching profession and entered private business. He and his son were among the original members of the department store known as Olds, Wortman and King, which is one of the largest of its kind in the city of

Portland today.

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CHAPTER III

Thomas H. Crawford elected superintendent. Toward the end of the year 1877, Thomas H. Crawford was elected superintendent of the Portland schools succeeding Samuel W. King. The period of Mr. Crawford's administration, extending from 1877 to 1888, is considered one of the most important and eventful in the annals of the system. It is often referred to as a "progressive revolution."

Publicity of examinations eliminated. The first major change in the system made by Mr. Crawford was to stop the practice of making public the results of the examinations (1). The long and drawn-out system of examinations was retained, with some minor changes being made from time to time. The teachers were in favor of this move and cooperated with him to bring about this change. Previously, the examination system of Mr. King was a strain on them as well as on the pupils. Mr. Crawford had a zeal for promptness and regular attendance and this was reflected to quite a degree by taking note of the attendance records of 1882. There were no cases of tardiness in the high school out of a total of 301 pupils. Many of the

parents objected strenuously to these tactics of the administration, for putting so great a stress on regular attendance did not seem as important to them as it did to the superintendent. They felt that too much pressure was being exerted on them in the effort to keep their children so punctual. Mr. Crawford had extraordinary persuasive powers, and after personal talks and meetings with dissatisfied parents, he quickly won them over to his way of thinking.

The housing problem results in some new buildings. The housing problem was becoming worse and the only solution seemed to be some new buildings. In 1879 the Park School was completed and ready for use in September. This was considered to be a very fine building (2). In May, 1879, just preceding the opening of the new Park School, the Harrison Street School was destroyed by fire. The Board immediately began plans for the erection of a new building at the same site. The greater portion of the Harrison School pupils were accomodated by the Ladd School until February, 1880, when their own new building was opened. Some other new buildings erected during this period were Failing School in 1882, and Couch School in 1883.

In 1883 the contract was drawn up for a new high school which was to be completed by 1884, but this building was not actually finished until September, 1885, because of financial difficulties. After the necessary money was voted for and approved, the building was rushed to completion and made available for school use in September, 1885, although the building was not quite completed at this time (3).

New graduation plan. One of the greatest innovations made in the schools under Superintendent Crawford was that of dividing the work into eight grades instead of into six as was formerly done. Thereafter, the scheduled time for completing the grades and high school was eleven years, eight for the grades and three for the high school. Many fears were expressed over this change but none were actually realized (4).

Pupil-teacher training program established. The schools were making rapid progress under Mr. Crawford's direction and by 1891 due to the increased school population, additional teachers were needed to handle the load. There were not very many Oregon-trained teachers available and no sufficient inducement to

bring in any teachers from other states. Mr. Crawford believed that local teachers should be employed when available and to this end he proposed a definite plan of training the most promising material among the high school graduates (5). The plan was to select each year not less than eight graduates to assist in various rooms and to act as super-numeraries. They received no pay except when substituting in case of vacancies. They were to attend institutes, and to receive opportunities and assistance from teachers to whom they were assigned. When this training class had completed the prescribed course, those who had developed special talents in the line of the school system's work would have the preference over those claiming an equal amount of experience elsewhere. Preference was to be given to this class at all times. This seems to be the first time in the history of the Portland schools that practice-teaching of any sort was attempted. Mr. Crawford stated in his annual report to the board in 1884 as follows:

> The movement inaugurated in November, 1881, providing for a Pupil Teachers' Class has, in a primitive way, afforded to several persons fair opportunities to acquire a knowledge of the science of teaching. To make this thoroughly efficient, we must have a regular curriculum of technical studies, a model school and one or more practice teachers (6).

At this time the high school offered two courses; one of three years that did not include any foreign langauges, and one of four years with work offered in Latin, French and German, along with the required English courses.

The controversy of 1880 and its results. The controversy of 1880 played an important part in the permanent establishment of the high school. At this time there was considerable feeling that the schools supported by public money should be properly limited strictly to the common branches, meaning only the elementary grades. The housing situation was becoming more acute and taxes were being increased on new buildings, therefore a very serious and well-organized movement was started with objectives in mind of doing away entirely with the high school and restricting public education to the elementary grades only.

The movement was headed by Harvey W. Scott, editor of The Oregonian at this time and a very influential man in the city. He considered himself a "self-made" man and he was determined that other men should be the same. He had come to Oregon with his family when he was yet in his early teens. He had worked hard at labor of various kinds, fought in the

Indian war, put himself through Pacific University, and became the first alumnus of that institution. In 1864 he took a position as librarian of the Portland library, and in 1865 he joined the editorial staff of The Oregonian. He left the paper in 1872 to serve as collector of customs for the port of Portland until 1877, when he purchased most of the stock of The Oregonian and became its editor-in-chief (7).

Scott started with an opening blast at the schools that showed clearly just what his philosophy was in regard to education. It was his belief that only a chosen few should be allowed to further themselves educationally beyond the elementary grades. His editorials were well-written and did succeed in influencing many people into thinking in the same channels as he did. His opening blast was an extensive editorial which read as follows:

> In the high-school feature of the public school system two main points are involved. First, as to additional expenditure, and the second, as to the effect upon the lower grades of the false assumption that all of the pupils seeking free instruction are necessary candidates for admission to the high schools. The money is taken from the taxpayers for the support of a class who, almost without exception, are very well able to pay directly for instruction in the classics and the higher mathematics, instead of being made a charge upon the general body of the people.

In the second place, acting on the theory that

> all the applicants for free instruction are bound for the high schools, children are treated in strict accordance with this belief from the moment they enter the primary departments. The system is organized throughout with this theory in view. It is altogether erroneous. Its result is to build up an intricate and expensive system, and it is apt to lead to neglect of thoroughness in the primary departments. We believe that few children are taught now to read and spell as thoroughly as all who went to school were taught these things years ago; though now, of course, no end of superficial accomplishments is added, and no end of books, maps, charts, diagrams, and other expensive apparatus is required (8).

Mr. Scott tore at the vitals of the high school by attacking the curriculum in general. The high school had developed originally out of two simultaneous developments within the common school, grading of pupils, and extension of the curriculum. Therefore, The Oregonian questioned the very basis of the high school. Most of the editorials also made derogatory reference to the extension of the curriculum and the expense feature was usually the second real criticism.

In his editorial of February 17, Mr. Scott devoted himself entirely to the expense aspect of the situation. He presented evidence to show that Portland was paying much more for public education than other cities of similar size and class. This particular editorial was answered personally by Superintendent Crawford in a letter which was published in The

Oregonian on the following day. Mr. Crawford pointed out that the amount of the "cost per pupil" in a school system depended largely on the basis used for total cost and for number of pupils.

In reference to the latter he said, "Many cities divide their aggregate expenditures by total enrolled, others by number belonging, others, as we do, by the average daily attendance. Therefore intelligent comparisons are impossible."

He went on to show by comparison that many cities as large as Portland had a higher "cost per pupil" expenditure. He estimated that the total "cost per pupil" in 1879 was $24.08, as compared with Scott's figure of $31.96. Of this amount, half was paid by the state and county, so Portland taxpayers were actually expending annually the sum of $12.03 for the education of each child.

Mr. Crawford challenged critics to name more specific charges as to the alleged inefficiency of the schools, and if none agreed to do this, he could deny all charges. He further welcomed an investigation at any time and went on to say, "Nothing less will convince our patrons that our schools are retrograding or that the solid 'bread and butter' studies are being neglected (9).

Many more editorials and letters to the editor were written during these hectic days. On February 21, The Oregonian editor summed up in one paragraph his entire case against the schools and broke it down into specific charges:

> Belief is expressed that the machinery of the schools has grown too cumbrous and expensive a system; that there are too many studies; that the high school is not a proper part of the system of public education; that foreign languages, higher mathematics, and the several branches of natural science, so called, should not be taught in the public schools; and that those who desire for their children an education beyond the common branches of the old-fashioned common school should pay for it (10).

After reading this editorial and carefully studying and analyzing the whole situation, Dr. George W. Atkinson, who had been a pioneer in the movement for popular education in the Willamette Valley and who was twice superintendent of schools for Multnomah County, composed an article for publication in The Oregonian. It was published two days before the annual school meeting and contained a plea for an intelligent, unbiased and impartial consideration of the public school situation. He proposed that a committee of citizens be appointed to investigate thoroughly and report their findings on every count to a meeting of the voters officially called for the purpose. He

listed five counts as follows:

1. That the machinery of the schools has grown to a too cumbrous and expensive system.
2. That there are too many studies.
3. That the high school is not a proper part of the system of public education.
4. That foreign language, higher mathematics and the several branches of natural science, so called, should not be taught in the public schools.
5. That those who desire for their children an education beyond the common branches of school should pay for it (11).

An investigating committee was appointed and the "five counts" as outlined by Dr. Atkinson and brought out so sharply by Mr. Scott in his editorial were used as a basis for making the investigation.

On Monday, July 12, 1880, the adjourned meeting of the taxpayers was called to order for the purpose of hearing the report of the Committee of Investigation. On all five of the above-mentioned counts the Report held that they were all invalid, and went on to specifically state the Committee's reasons for reaching the various conclusions. The attitude of the Committee toward the high schools is neatly summed up in the following taken from the Report;

> No part of the American school system is more essentially national than are the high schools; no part of the system presents features that are more original, or, in some respects, further removed from European ideas; no part of the system is more worthy of profound study.....If it be true that the prosperity of a republic is in direct ration of the

> replenishment of its middle classes, then the high school of the United States, whatever it may cost, is the best investment of national capital that can possibly be made (12).

The Report states that the school costs have risen but not as rapidly as the costs of other public services of the community. It claims that the advantages must be weighed against the added expenses, and the advantages are exceedingly important to the welfare of the community and of the nation. When the community demands better services, it must be ready to pay more money for them.

The Investigating Committee strongly believed that the high school was a fountain of opportunity for all peoples, to prepare themselves better for the society in which they were living, and at the same time, improving this society as they improved themselves.

Harvey Scott printed the Committee's Report the following morning after the school meeting in which it was formally presented. He wrote a parting blast along with it against the modern tendencies in education. He wrote several more articles in the days that followed but none of them contained the zest and fighting spirit that he had previously maintained. He had fought a rigorous battle and had lost. Thus

ended one of the most sententious and far-reaching controversies of the Portland system's history in a complete victory for the schools.

It is possible that the high school would have disappeared for a considerable length of time had the victory been in favor of Scott's forces, and it is likely that the progress of education in Portland would have been retarded for a good many years. If the schools had not been conducted on an efficient basis they could not have endured the investigation. It was by the virtue of the efforts of Dr. Atkinson and others of his type, along with the excellent work of Superintendent Crawford and his teachers, that the schools held up so remarkably well under the strain and tension brought about by the extensive and far-searching tests of the investigation.

Summary. The very rapid progress of the schools during this period was due largely to the skillful planning and executive ability of Mr. Crawford. His ability as a teacher and a leader was far above that of the average administrator. The community became genuinely interested and cooperative in taking part in school affairs. Under his leadership the Portland system had withstood the most hectic times in

its entire period of existence.

Mr. Crawford resigned from the superintendency in 1883. For six years after that he served as principal of the Woodstock School. Later he was connected with Portland University and in 1897 he was appointed clerk and purchasing agent for the Oregon Agricultural College. He retired in 1911, making his home in Portland.

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CHAPTER III

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(2) The Oregonian, Portland, Oregon, May 30, 1879.

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(4) Powers and Corning, op. cit., p. 55.

(5) School Board Minutes, School District No. 1, Portland, Oregon.

(6) Eleventh Annual Report of the City Superintendent of Public Schools of Portland, (For year ending July 1, 1884), p. 32. (1883-84).

(7) Gaston, Joseph, Portland-Its History and Builders, S. J. Clarke, Chicago, 1911, pp. 36-37.

(8) Editorial, The Oregonian, February 9, 1880.

(9) Crawford, T. H., Letter to the Editor, The Oregonian, February 18, 1880.

(10) Editorial, The Oregonian, February 21, 1880.

(11) Article in The Oregonian, February 23, 1880.

(12) "Report of the Investigating Committee," Report of the Superintendent of Public Instruction, 1880, pp. 70-71.

CHAPTER IV

Mr. J. H. Sawyer declines the position of superintendent, Miss Ella C. Sabin accepts. The school board elected Mr. J. H. Sawyer as head of the schools to succeed Mr. Crawford on June 25, 1888. The position was a combination of being city superintendent and high school principal. Mr. Sawyer declined the nomination and the board then proceeded to elect Miss Ella C. Sabin, who had been working as an elementary school teacher and then as a principal for fifteen years. Previous to her election, Miss Sabin had resigned her position as principal in the Portland system to accept a professorship in the University of Oregon.

She held the dual position of superintendent and principal for about one year. After this period of time the school board realising that the combination of both positions was too much work for one person, relieved Miss Sabin of the duties of high school principal.

There were not many events of an outstanding nature during her administrative period. The calm after the controversy of 1880 seemed to prevail during her period of administration. She did not remain long

enough in the position to impress her own personality upon the system.

The school population increased less rapidly during Miss Sabin's term and there was no reason for much additional building being done. However, the Ainsworth School was finished in 1890, additions were built for the Failing School in 1889, for the Couch School in 1890, and for the Harrison School in 1891. The North School was renamed "Atkinson," in honor of the Reverend George H. Atkinson, sometimes referred to as Doctor, who, for many years, had championed free public instruction (1).

Miss Sabin was progressive and urged the reduction of the number of pupils per teacher and was active in the organization of the high school course of study and activities. She also introduced the plan of assistants for principals. This plan gave the principals more time to devote to supervising classes and directing new teachers.

Organizing the high school course of study. The board appointed a committee at her suggestion to meet with representatives of the University of Oregon to discuss the course of study (2). This meeting resulted in the adoption by the board of definite courses (3).

The high school then offered three courses, the Latin course of four years and the English and German courses, each of three years. The subjects taught were English, algebra, zoology, physical geography, geometry, physics, government, botany, geology, higher algebra, physiology, and bookkeeping (4). Composition, rhetorical exercises and music extended throughout all the courses.

The elementary course of study was laid out by terms consisting of sixteen half year units from 8B to 1A. The first four terms' work included reading, spelling, language and drawing. Music, penmanship and physiology were also taught throughout the grades. In the 6B written arithmetic and geography were introduced and history appeared in the 2A, grammar in the 1B and citizenship in the 1A (5).

The character and amount of work to be accomplished in each subject was worked out by Miss Sabin for the individual terms. In 1889 and 1890 the grades which were previously numbered from 8B to 1A were reversed in order, 1A to 8B (6). This is the same procedure that is used throughout the system today (1950).

There was an increasing interest in debate and oratory at this time and in 1890 a debating society was

formed which asked for and was granted the use of a room in the high school building every Friday evening (7).

The establishment and success of the night school. In November of 1889 the board concluded to try the experience of maintaining a night school at the High School building, and employed one teacher at a salary of thirty dollars per month. Soon after, another teacher was necessary, and still later, a third teacher was hired. The school proved to be very successful. A most earnest and industrious class of pupils attended the night school. The Director's Report states:

> The night school has been maintained for four months and we believe no better use can be made of the public money than by maintaining a night school for, say, five months of each year, and we submit an estimate for maintaining the same (8).

The night school continued to gain in popularity and in number attending as will be shown later in this paper.

Compulsory education legalized. It is well to note at this time that on February 25, 1889, compulsory education was legalized. Parents or guardians were compelled to send their children, between the ages of

8 and 14 years, either to a public or some private school. There were only a very few exceptions to this law. The compulsory School Attendance Act was revolutionary in the sense that it changed the principle of school attendance from the motivation of voluntary obedience to the compulsory authority of the State.

There was no particular criticism made of Miss Sabin's work as superintendent, but there were many persons who were decidedly against a woman's occupying that office. Up to this present day (1950), she has been the only woman elevated to such a high position as superintendent in the Portland system. She was not reelected at the board meeting held June 19, 1891. She then accepted an attractive position as President of Downer College, Wisconsin.

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CHAPTER IV

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(4) Seventeenth Annual Report of the City

Superintendent of Public Schools of Portland, 1889-90, pp. 124-125.

(5) Sixteenth Annual Report of the City Superintendent of Public Schools of Portland, 1888-89, pp. 71-91.

(6) Seventeenth Annual Report of the City Superintendent of Public Schools of Portland, 1889-90, p. 100.

(7) Sixteenth Annual Report of the City Superintendent of Public Schools of Portland, 1888-89, p. 7.

(8) Seventeenth Annual Report of the City Superintendent of Public Schools of Portland, 1889-90, p. 5.

CHAPTER V

Mr. Irving W. Pratt as superintendent. Mr. Irving W. Pratt, who had been principal of the Harrison Street School for twenty-two years was elected to the city school superintendent's position in 1891. Mr. J. H. Ackerman was elected to assist him and was considered a very capable man in the field of education because of his previous experience as superintendent of the East Side Schools.

The Oregonian reported at that time that there were ninety-five teachers instructing in seven grammar schools, one high school, and one night school, and went on to say further:

> Notwithstanding the ample provisions made for the accomodations of the pupils the schools are crowded and more room is needed. That this demand has not come up before this is due to the fact that the future was discounted somewhat when the Couch and Failing schools were built.
>
> More room was required when they were built, but not so much as they contained, and it is only in the past two years that all their rooms have been put into use. The rapid development of the north and south ends of town has taxed them to the utmost, and the school board finds itself required to do more building (1).

Consolidation of school districts. In June, 1891, consolidation of school districts was voted upon in Portland, East Portland, and Albina.

The vote was 10,126 for consolidation and 1,714 against. Thereafter, Portland comprised seventeen and one half miles on the East Side and seven and one fourth miles on the West Side. The first bridge across the Willamette River was opened to traffic on April 12, 1887. At first it collected toll but was made free after the consolidation of the school districts. This was a great factor in bringing closer harmony between the East Side and Portland (2).

Districts 18, 21, 25, 27 and 31 were combined with School District Number 1 under the law of February 16, 1891. This brought under the Portland system's management one high school and sixteen grammar and primary schools. There were seventy-four teachers added to the staff and 2,696 pupils to the school population of the district. This brought about a total of 160 instructors and principals employed in twenty-three buildings.

Mr. Pratt was a man well versed in administrative procedures due to the experience he had gained during his long tenure with the Portland system before becoming superintendent. He first appeared on the school scene under Mr. King's administration.

Administrative and financial difficulties. The

financial pressure of the early nineties was keenly felt by the schools. There was practically no building taking place, yet classes were large and additional space was sorely needed. Teachers salaries were also cut and every school policy had the stress of economy attached to it.

With the consolidation of the districts at that time more administrative difficulties were encountered. Many additional expenses were being added to the budget of the district. In some cases pupils of a certain grade in two schools were combined to form classes of proper size in order to avoid the additional expense of hiring more teachers (3). The cost of transportation of high school pupils from the east side caused some dissatisfaction and an effort was made to secure a reduction of car-fare and bridge tolls for pupils.

Continuance of the night school. The night school was in operation in the High School building with four teachers on the staff. Two additional rooms were later acquired in the Albina Center School. There were three hundred pupils enrolled for the classes. Foreigners were taught English in one of the classes. This night school continued to grow in

attendance and in popularity with the public and suggestions were beginning to be made to include the high school curriculum in the course of studies.

In June, 1891, the Ainsworth School was built on a site located on Portland Heights. This school was destroyed by fire a very short time later.

Mr. Pratt emphasized the importance of enlarging the high school course of study and said in his Annual Report:

> The high school to fulfill its proper functions should have three courses of study, namely, an English course, a thorough business course, and a normal course.
>
> At present, the aim and object seems to be to prepare students for college and the professions. Why not prepare them for an active business life?
>
> A rapidly growing and prosperous city like ours, with its miles of wharves, its manufactures, its many railroads, its magnificant harbor, its shipping, and its commercial position in relation to the whole Northwest, can hardly call its High School course complete which fails to fit its graduates with a practical knowledge of the processes of the business of commerce, sufficiently to enable them to enter upon an active life. I would therefore recommend a change in this direction (4).

This seems to be the first mention of establishing a high school course of study from which students could immediately enter the business world with firsthand knowledge of business procedures and without the necessity of first attending a college or

business school after graduation from high school. This idea was later developed and more fully realized after the establishment of the High School of Commerce in the Portland system, as will be shown later.

Portland continued to grow. In 1869 the city employed thirteen teachers, and in 1891 there were 280 teachers employed in twenty-eight buildings. There were at that time about 13,000 pupils in the schools and the city's total population was around 90,000.

The textbook scandal. Along with the many financial difficulties there developed a textbook dispute in the system. The American Book Company was furnishing most of the books being used in the Portland schools. They had in their employment a local representative who must have been quite an efficient salesman and in his efforts to get business it was believed that he had secured such power with the board and school executives that he was able to control the election of teachers. There was considerable feeling aroused toward this subject shortly after the election in June, 1894, when Mr. F. G. Young, principal of the High School and later professor at the University of Oregon, and Mr. T. H.

Crawford, principal of the Park School and a former city superintendent of the system, failed to get re-elected along with a long list of teachers who appeared to have very good records.

Petitions were circulated by local residents in order to get the board to reconsider its actions but the board stood firm on its decision. The board further denounced any charges made against it by various persons. The local papers carried many comments on the subject and people were generally stirred up, but as proof of irregular action was impossible the matter gradually died out in talk. Mr. Crawford was re-employed as a teacher in the night school (5).

A liberalized high school course of study.

The tendency was toward liberalization in the high school curriculum and this was accomplished by major and minor requirements so that there was a possibility of taking less than major work in any subject except Latin, in which major work was required of all. Promotion by average was discontinued so that each subject was completed or repeated on its own merits. The use of final examinations as a sole basis for promotion had been discontinued earlier in Mr. Pratt's

term (6). In the grammar grades the examinations were reduced to a minimum and the results were used in combination with the pupils record of daily work. In reference to a more liberal education Mr. Pratt stated as follows in one of his annual reports:

> Our system of education should be liberal and adapted to the wants of the masses. It may not be wise to ingraft on our High School collegiate instruction, but public sentiment demands higher education than is given in the grammar grades, and our Board of Education is justified in responding favorably to this demand....We believe the public will cordially support those in charge of our schools, in their efforts to furnish instruction necessary for the business purposes of life (7).

Here again is indicated the attitude that Mr. Pratt takes in regards to the establishing and inclusion of a more extensive and practical course in business in the high school.

Mr. Pratt, as Mr. King before him, stressed the matter of punctuality and the teachers became so intolerant of any sort of tardiness that late pupils were often sent back home to lose a half day rather than have a case of tardiness to report and therefore spoil their class record (8).

Summary. The period of administration under the leadership of Mr. Pratt was not considered extraordinary or particularly difficult. The schools

did not advance very much materially and this was due largely to the economic necessity which compelled everyone to pull tight on their purse strings and restrict any further development involving public enterprises and utilities which might have a tendency to raise additional taxes.

There was a considerable amount of friction involved regarding the textbook scandal and also much public dissatisfaction arising out of the consolidation of the East and West side districts. But this latter was a move that was bound to come sometime and was inevitable. Mr. Pratt had many serious decisions to make regarding these various dilemmas and he handled them satisfactorily, judging from their outcomes. His greatest contribution to the system was the installation of a more liberal policy with regards to the course of studies.

Mr. Pratt retired from office in 1896 and accepted the principal's position at the Falling School. He also served as a member of the State Board of Education for a period of sixteen years.

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CHAPTER V

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(4) Nineteenth Annual Report, 1891-92, p. 33.

(5) School Board Minutes, November 10, 1896.

(6) Nineteenth Annual Report, 1891-92, p. 33.

(7) Twenty-First Annual Report, 1893-94, p. 58.

(8) The Oregonian, Portland, Oregon, September 28, 1893.

CHAPTER VI

Frank Rigler, a dynamic superintendent. A period of growth began in the Portland system under the leadership of Frank Rigler who was elected superintendent in 1896. He had previously been principal of the Harrison Street School and had a number of years experience in the district as an instructor in the High School. By actually having had this amount of practical experience, he was able to interpret the problems as they arose before him with unfailing good judgment, which resulted in many great improvements being made throughout the organization under the period of his administration. He had strong executive ability and was a man of original ideas in the "know-how" of school management.

Superintendent Rigler had a perfectly disciplined mind and a power of analysis which enabled him to pierce to the center of knotty problems. Sham and artifice were foreign to his nature and when their qualities were present in those interviewed they were immediately detected. As a result of this extraordinary power, the schools, the teachers, and the board were protected against designing individuals and

organizations (1).

He was almost too strict, however, and at times it was said that the work was so systematic that the teachers and executives who worked under him could hardly put to use any individual initiative. He clearly dominated every phase of the system. The material for the same subject on the same grade level was identical and presented according to a schedule which he had worked out for all the schools.

Pupil-teacher training program revived. Mr. Rigler revived the plan that had been started by Mr. Crawford of picking out promising students from the high school graduating classes for a year's training, during which they assisted regular teachers, and taught classes under supervision, much the same as the practice teaching that is taking place in the system at the present time. It was his wish to train his own teachers in order that he might more easily indoctrinate them with the teaching methods which he so explicitly required.

New grading and classification system. The grading and classification system of students during his term of office was his own creation. He realized

that children were not equal in individual abilities and therefore he worked out a plan which would take care of the slow learner and the rapid learner, thus benefiting both classes individually. The plan was as follows:

> At the beginning of a cycle, which consisted of three semesters, the pupils in any class were divided as nearly equally as possible into two divisions, called the first division, and the second division. The selection of the groups was an arbitrary selection dependent entirely upon the judgment of the teacher; in all other classes the grades and deportment to the credit of the pupil largely determined the division to which he would be assigned. The first and second divisions of the same class started together but at the end of the first semester the first division would be one part of the course ahead. (The course was divided into 54 parts.) At the end of the second semester the pupils who remained in the first division would be two parts ahead of those who started and remained in the second division. At the end of the third semester the pupil who had remained in the first division all of the time would have gained on the second division pupil three parts of the course, or an entire semester's work, hence at the beginning of the fourth semester when the classes were reorganized the first division would seemingly skip a class, that is a 2A would begin his fourth semester work as a 3A instead of a 2B (2).

There were many persons who could not understand this plan and falsely believed that the pupils were actually being allowed to skip the work of an entire grade. This was not true because the pupil worked more swiftly and therefore covered more material, which resulted in more learning in a shorter length of

time, at the same time covering sufficiently the material which had to be learned by all pupils taking the course. It is felt by many modern educators that there is a need for such a plan in the schools of today. Under the present system the rapid learner, who is generally the brighter pupil, is retarded from learning more material because he is held back with the class as a whole, not being allowed to work too far ahead, but instead completing only the material that is required from the entire class.

There is a very good explanation of this system of Mr. Rigler's in his Annual Report of 1910-11, which goes into detail on the entire plan. It can be found on pages 119 through 125. The remainder of his Annual Reports all contained an explanation of this plan preceding the course of study.

Mr. Rigler was responsible for the supervision of the educational work and also for the distribution of educational supplies. In 1906, the work became so heavy that an Assistant Superintendent was elected to share the responsibilities, and Mr. D. A. Grout was elected to this post (3). Hereafter, when a report was desired pertaining to some matter within the range of the assistant's duties he was asked to prepare and make it direct to the board.

Positions of assistant superintendents created. In 1911, another position was created which was to be called Second Assistant Superintendent, and Mr. Charles A. Rice was elected to the position (4). The work of the supervision of the schools was equally shared by the two assistants and in this manner the superintendent could devote more of his time to administrative problems. The supervisors and principals worked under the immediate direction of the assistant superintendents.

New buildings due to growth in population. The Central School was completed in 1897 on the East Side, the Chapman School was ready for occupancy this same year. In 1898, the D. P. Thompson School was erected and Mr. D. P. Thompson for whom the school was named, "in consideration of his long and faithful service in the interest of the public schools," donated a beautiful library of "three hundred (300) volumes selected by himself, the City Superintendent and the Principal of the school" (5).

There was a tremendous and unprecedented growth in population and school enrollment during the early part of the twentieth century. This became one of the most important periods of expansion of the

Portland school system. The work of Frank Rigler during this period definitely indicated that he was the strongest superintendent that Portland ever had.

By 1904 the night schools were in operation as an established part of the program. Adult education was receiving considerable attention at the time and was continuing to grow in popularity.

Teacher qualifications more rigid. The qualifications for teaching were becoming more rigid each year and beginning with the year 1902 the Annual Reports for several years contained the following notice under the heading of "Teachers' Examinations:"

> The City Superintendent is no longer authorized to issue temporary certificates, so that "All teachers whose certificates expire during a given school year are required to take the examination prior to the opening of the school year"(6).

Manual training introduced. Manual training, so long anticipated, had at last been introduced, under the supervision of W. J. Standley. There were five centers, located as follows; One at the Harrison and Davis schools on the West Side and at Stephens, Holladay and Thompson schools on the East Side (7).

The new East Side High School. The Annual

Report of 1906 states:

> The basement of the new high school is under construction and work will be pushed on the new building, so that it may be ready for the opening of schools in September (8).

This was to become Portland's finest high school located on the corner of Fourteenth and Stark Streets. It opened in September, 1906, with an enrollment of 369 pupils and was named the East Side High School. In 1909 its name was changed to Washington High School.

Domestic art and science introduced. In 1905 the school board authorized the establishment of domestic art and science in the schools. Mr. Rigler was in favor of this move, and after an extended tour of various Eastern cities where trade schools were in operation, he recommended that the board authorize the establishment of a trade school in Portland. Mrs. Sitton, a member of the board, wad delegated to go as the board's representative on the Eastern tour for the purpose of investigating the situation from a layman's point of view. Her findings correlated closely with those of Superintendent Rigler, and in 1907 the School of Trades was established.

School of Trades established. This school was housed in the Old Atkinson Grade School building which

had been abandoned and was ready for operation by September, 1908. The personnel of the first student body was made up of those who because of lack of industry or of mentality had failed to graduate from grammar school and therefore could not enter the academic high school. Many difficult cases of discipline were encountered within this group. The teaching staff was made up of men from the trades with neither teaching experience nor training in pedagogy and methods. Beyond the simple work in English and mathematics no academic work was attempted. The following trades were taught:

> Machinery Trades: Machine Work, Pattern Making, Moulding and Foundry Work, Electrical Constructing and Mechanical Draughting.
> Building Trades: Plumbing and Gas-fitting, Bricklaying and Plastering, Electrical Wiring, Carpentry, Cabinet-making and Architectural Draughting (9).

The school's principal object was to furnish instruction that would fit the pupils for life work in these various trades. This was the early beginning of the school which was later to become the Benson Polytechnic High School.

In 1909 the School of Trades was enlarged to care for the girls who might wish to take courses in sewing, cooking, millinery and home making (10). Later,

the girls' school was established in the old Lincoln High building because of over-crowded conditions existing in the boys' school.

Jefferson High School opened. In September, 1909, the newly-constructed school at Alberta and Commercial Streets was ready to convene. It was later named Jefferson High School. The building was not actually completed at the time but some classes were held in a part of the building that was completed. This move was necessary because of the increasingly crowded conditions which prevailed within the district. The entire building was ready for occupancy on February 6, 1910 (11).

In 1909 the library facilities of the schools were properly systematized and put under proper supervision. During this period, additions were being constructed at several of the grammar schools and some new buildings were in the process of being built.

Schools for special students. In 1909 a school for special students was attempted. Included in this group were deaf, stammerers, and defectives whose misfortune elicited sympathy, and whose presence in the

regular schools retarded the progress and lowered the efficiency of other pupils. In 1912 the mentally defective children were separated from the deaf and placed in a separate building. It was deemed advisable to discontinue the effort to train mentally defective children, and it was also believed that the separation of backward children from normal children was for the good of both types. (12)

The responsibility of educating the defectives was later transferred to the State with its greater resources and more scientific management.

Retirement fund for teachers. In 1911 a legislative act for the benefit of the Portland teachers was passed providing for a retirement fund for teachers, to be built up from dues, gifts, donations, and one per cent of the county school fund which was appropriated by the legislature (13).

This law was revised in 1913 and provided for an additional three per cent of the county school fund to be given to the retirement fund. It also included that all fines, penalties and forfeitures from district employees should be paid into this fund for providing annuities for retired teachers (14).

Teacher Tenure Law passed. In 1913 the teacher organization of School District Number One went before the legislature and asked for the enactment of a Teacher Tenure Law, which resulted in the passage of the law (15). The act provided that in districts which had, or which would hereafter come to have, a population of twenty thousand or more, the teachers elected by the board should have a probationary period of two years, after which they should on re-election become permanent teachers. The permanent teacher would not be subject to discharge without first receiving written notice stating the reason for the proposed dismissal, together with a copy of any charges or complaints which might be filed against her, and would then be entitled to a hearing before the board with the right to be represented by counsel. This law had a great effect on teachers in that it relieved them of the strain at the time of the annual election when they found out if they were to be engaged for another year or were to be released from the system.

The summer school, or vacation school for the benefit of slow learning or backward pupils, was opened in 1911 and by 1913, it was a permanent part of the system (16).

New Lincoln High School completed. The third of Portland's modern high school structures was completed in 1912. It was the new Lincoln High School located on Broadway and Market Streets (17). The name of the school came from the old Lincoln High School which had been previously called the Portland High School. This same school was left vacant for a short period of time, but in 1913 the girls' department of the Trade School was moved there. After this move had been made the name of the girls' school was changed to Girl's Polytechnic High School.

It was during this period of administration that a definite centralization of business matters was begun. The office of school clerk and business manager were organized into separate bureaus of properties and purchases in 1910.

Opposition to Mr. Rigler. The opposition to Mr. Rigler became very active during the latter part of his term of office. In December, 1912, at the regular annual meeting of the district a resolution was adopted calling for a general survey of the entire school situation. It seems that some individuals thought that Mr. Rigler was becoming too powerful in the system and were inclined to think that due to the rapid expansion

and growth of the system, it may have been diverted from its original purposes.

School survey of 1913. At the annual meeting in 1912 a resolution was adopted authorizing the board of education to spend $7500 for the purpose of surveying the entire school system. The survey was headed by Ellwood P. Cubberley of Stanford University. The data was gathered during the months of April and May, 1913. The complete report if studied, is presented in four parts as follows:

1. Organization and Administration.
2. Instructional Needs.
3. Buildings and Health.
4. Attendance; Records; Costs (18).

The school board was particularly criticized in the Report for over-functioning and doing too much detail work which should have been done by the executive officers of the system. In his book, Dr. Cubberley states:

> The Board of School Directors tries to handle far too many things by rule, the Superintendent and his staff are given entirely too little authority and are held responsible to the board for too few things.....
>
> The board does too much and has too many mandatory rules, it puts too little responsibility on the Superintendent and gives him too little authority (19).

This seemed to be the one major criticism

throughout the whole report. The conclusion was that the school board did too much and that it entirely dominated the whole school situation. The recommendation offered was that the board reform in all these matters, secure a superintendent in whom they had confidence and hold him responsible for the conduct of the schools. Before the report had been completed Mr. L. N. Alderman had been elected as Superintendent and Mr. Rigler was elected supervisor of special schools.

Dr. Cubberley commented in his introduction that Mr. Rigler was most cooperative and helpful in conducting the survey. It is likely that if Mr. Rigler had been retained as superintendent he probably would have carried out the plans as proposed by the survey. It seems that many persons were in favor of adopting the new plans with a new superintendent at the helm, and this resulted in Mr. Alderman being elected.

Summary. Mr. Rigler's standards as he proposed them were far in advance of the general requirements of the time. He had a marvelous foresight and solved many problems almost immediately upon their occurrence. He had solutions to problems worked out far in advance of their actual happening. He had made many important

advancements and decisions, some of which were contrary to the ideals and wishes of the people, but he was firm in his convictions and beliefs that if the decision resulted in an improvement for the system, he would be in favor of it. The fact is evident that Frank Rigler as superintendent of the Portland schools laid the foundation upon which the system is now built. His methods of management resulted in the whole system being reorganized and made more efficient.

The estimated population of the school district at the end of Mr. Rigler's term was 245,000. The school population taken as of November 12, 1912 was 43, 121 (20).

In his last Annual Report as superintendent Mr. Rigler made a careful summary of all the work accomplished during his term of seventeen years in office (21). It is quite evident that hardly a more efficient man could have been at the head of the system than Mr. Rigler at such a crucial period of expansion and growth.

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CHAPTER VII

Mr. Alderman elected superintendent. Mr. Lewis R. Alderman resigned his position as State Superintendent of Public Instruction in 1913 to accept the appointment to the superintendent position of the Portland Public Schools. He had been superintendent of the McMinnville, Oregon Schools and of Yamhill County Schools for a number of years prior to his being elected State Superintendent. He had also acquired a vast amount of experience in the field of education by holding teaching positions in various schools throughout the state. He was the only superintendent of the Portland school district who had been born in the state of Oregon.

Mr. Alderman was a man of creative ideas, and the success of his plans had advanced him rapidly. His main principle of education, which he stressed continuously, was education for life.

He had taught and supervised students in agricultural communities and this made him conscious of the needs for a practical education in agricultural courses in the public schools. He launched the Children's County Industrial Fair in 1905, the first

one of its kind ever to be held in the United States. He also played a major part in the success of the Oregon State Fair when he encouraged children to exhibit the fruits of their labors including industrial and farm products plus the results of many of their hobbies and other recreational activities which brought about the making of many useful things. This ties in with a system established by Mr. Alderman whereby a pupil would receive extra credit in school for various types of home work that he may have been doing which was judged as high in educational value. His ideas on education brought about a progressive leadership which was soon recognized by many persons throughout the state.

A more liberal policy of education. His period of administration was just the opposite of Mr. Rigler's in many ways. He believed in a liberal education and in allowing his teachers much more freedom than they had enjoyed under Mr. Rigler's leadership. He introduced many innovations into the Portland system, and in most instances, his suggestions were followed by the schools.

Open-air and ungraded rooms introduced. Open-air rooms were begun for the weaker children in 1915. The

two open-air rooms at the Irvington School and the one at Holladay School gave much satisfaction and resulted in a request for more rooms of the open-air type (1). When one surveys some of the recent climatic conditions which prevail in our fair city at the present time, one is inclined to believe that the Portland climate has changed a great deal since the days of the open-air rooms in the schools!

Children who suffered from any nervous condition were excused from classes early and allowed to go home.

During the same year ungraded rooms were also established. The superintendent believed that children should be treated as individuals and not as averages. This was the reason for the establishment of these rooms. The students called misfits--those above or below grade--were taught in these ungraded classes individually, not more than sixteen under one teacher. They were permitted to go as fast as their ability would warrant (2).

Teachers were advanced with their grades because it was believed that if a teacher kept the same pupils for more than a year she would learn to understand the pupils better individually. Foreign languages were introduced into the grammar schools (3).

From 1913 to 1918 the Portland schools felt the

influence of two vitally different factors. One was the personality and administrative measures of the new superintendent who had introduced a more liberal and progressive form of education into the system. The other was the disruption and complete change caused by America's entrance into the first World War.

Franklin High School opened. The Creston School building was used for the beginning of the Franklin High School, Portland's fourth high school organized and opened in February, 1914. Mr. S. F. Ball was the school's first principal (4). The first enrollment totaled 136 students. Attendance problems of administration were in a turmoil at the time and the first classes of the high school were scattered throughout the buildings in various rooms that were available (5). The brick building was nearing completion in 1917 and the first unit of this new building was opened for school use in September, 1917.

The new Benson School of Trades. Mr. Simon Benson, a retired logging operator and public-spirited citizen, was on several occasions an interested visitor at the School of Trades (6). He had observed during his active business career that an increasing number of high school and college graduates were unable to secure

positions in an age rapidly becoming industrialized. With this perspective he felt that many youths would better their chances of employment if they had acquired skill in a trade. In 1915 he offered to donate to the district $100,000 for the purpose of building the first unit of a School of Trades, upon condition that the district contract to expend at least $100,000 during the year 1916, in the construction of a second unit to that school. The offer was accepted by the board and the school was to be named Benson School of Trades (7).

The first unit of the new brick building was opened on September 4, 1917 and the first principal was Mr. C. E. Cleveland who had held this position since 1914 in the old School of Trades. This school became so very popular that within a very short time, additional room was needed to take care of the increased enrollment. This condition was remedied by the construction of additional units called "portables" which are still in use to this date.

There was a demand for a commercial course in the high schools from the time that the Survey Report of 1913 stated that Portland was certain to become a commercial city. In 1914 Principals Hopkin Jenkins and T. T. Davis submitted outlines for revised

stenographic and commercial courses in the high schools. Mr. Jenkins was given authority by the board to install the two year course which he had suggested in the Jefferson High School beginning with the February, 1914, term and Mr. Davis was to install the course at his convenience at the Lincoln High School (8).

The High School of Commerce established. The High School of Commerce was established in the old Shattuck School building in September, 1916. Mr. A. H. Sproule was elected principal and took over in that position immediately (9). All students in the other high schools who desired to take a commercial course were transferred to the new school. Two four-year courses were adopted. The first was a bookkeeping course where the student's major course was bookkeeping taken along with other business subjects. The other was a stenographic course which included courses in typing, shorthand and other required business subjects.

St. Johns District annexed to Portland District. The St. Johns District was annexed to School District Number One on July 7, 1915 (10). The James John High School was added at this time to the system with

Mr. W. T. Fletcher as principal.

The Platoon System or Two-Group Plan. The Platoon System was first given a trial during Mr. Alderman's administration in 1915. It was called the Two-Group Plan and was described as follows in the Annual Report:

> Miss A has two groups of 25 pupils each for the four fundamental studies-reading, language, arithmetic, geography, with history or civics, alternating. While one group is in her room the other 25 of her pupils are studying with another group under another teacher, taking penmanship, spelling, nature study work, play, manual training, sewing, cooking, or some other work of that character. If these four fundamental studies are taught to this group of children by the same teacher, a home feeling is kept in the school. The teacher feels that she is responsible for each child, and the pupil feels that the teacher occupies the relationship of another parent (11).

It is also pointed out that the teacher has more time to prepare her work, having four, instead of ten, subjects to prepare, and fewer pupils at any one time than she would have in an ordinary school. Four schools were carrying out this plan when it was first adopted. This plan gained tremendous popularity during Mr. Rice's period of administration, as will be shown later in this thesis.

Music comes into importance in the schools. Music became an important part of the school curriculum

during this period. In 1916, Mr. W. H. Boyer, the supervisor, stated:

> Music is a study of great importance in the school curriculum, not alone on account of its musical value, but since it is the one book study in which every pupil must do the same thing, at the same time, at the same speed, it is recognized as the best disciplinary study of all (12).

America enters World War I. By 1917 the schools of Portland were reaching a high stage of development and were meeting the necessary educational needs of the community. It was during this particular period of time that education came to a temporary halt. World War One was upon us and all attention was focused upon it. America entered the conflict on April 6, 1917. The result was a complete change in school programs along with many changes in industry and in the field of business. The whole nation was forced to change over to a war-time program of production. The Portland schools followed the nation in putting forth a tremendous amount of power, strength, and energy towards the war effort. Superintendent Alderman stated in his report for 1918 as follows:

> Our children are burning with the fine fire of patriotism. From primary children to high school students every pupil has done his share, and more, measured on the per capita basis. In the desire to help America, we are told by those in authority that the children have taken the lead,

> the children, that great, organized, enthusiastic multitude of patriots!
>
> The spirit of giving has characterized the school democracy--generosity is shown in all cases, and self-sacrifice in thousands of cases. Our greatest gift is in our army of young men who are in the service. Eleven hundred high school boys, from a high-school population of seven thousand, have joined the colors (13).

Additional innovations and accomplishments.

There were many other major accomplishments brought about during Mr. Alderman's term of office. A pupil's vacation employment bureau was organized (14). A workshop for the blind, with one blind instructor in charge, was opened in the Boys' School of Trades on March 16, 1914 (15). Outside credit for music studied under private, but accredited, teachers was granted to high school students (16). Practice stores were set up in the schools. Visual education was begun and 2000 slides secured for use in the schools. Nature study was encouraged, bird houses were built by the thousands, and even fly traps were constructed by the pupils in the hope of making Portland a flyless city. Swimming tanks were installed in some of the schools. School children regularly went on conducted tours throughout the city as a part of their regular studies (17). Art courses were also introduced into the grade schools.

It is interesting to note how many of these innovations which were established under the leadership of Mr. Alderman are still being practiced in the schools of portland today (1950).

In 1916 Superintendent Alderman presented a suggestion regarding high school dances. The board ruled that if the dances were under the auspices of high school faculties they could be held, providing the parents of a majority of the students attend (18). It is interesting to compare this ruling with the more lenient school policies regarding school dances in the present times.

The abnormal war psychology resulted in a sudden let-down in the purposes of education as they are set up in normal times. Mr. Alderman's administration began to suffer criticism from many persons. He had brought about some rather sudden and abrupt changes which were not considered to be of too high an educational value by certain critical individuals. School politics seemed to be rather vicious at the time and as a result, during the month of July, 1918, Mr. Alderman was relieved of his duties as superintendent and assigned to the supervision of War Activities in the Portland schools, although his term did not

expire for another year (19).

He later accepted a position with the government in the United State Office of Education.

Summary. The period of his administration may be thought of as successful and progressive, especially if one considers the many innovations brought about in the system, and that are still in operation today. Surely they must have proved successful throughout the many years of their use, or they would have been discontinued by this time.

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CHAPTER VIII

Mr. Daniel A. Grout becomes superintendent.

Daniel A. Grout became acting superintendent of the Portland public schools in 1918 and was elected to the position on February 20, 1919 (1). He had first been employed by the district in 1896 when he was offered the position of principal at the Atkinson School and later he became principal of the Park School. In 1907 he was named principal of the East Side High School, but immediately after this appointment, the position of Assistant Superintendent was created and Mr. Grout was elected to that office. He held this position until his appointment as acting superintendent.

Mills Open-Air School erected and opened. It was during Mr. Grout's administration that an extensive building program was begun in the city school system. The Mills Open-Air School was erected during the year 1918 and was ready for occupancy January 27, 1919 (2). This school was designed to take care of fifty elementary pupils a term and as soon as the children were restored to normal physical condition they were discharged and usually entered one of the regular schools. No diseased or institutional cases were

permitted to attend.

This same year a contract was entered into between the school district and the Federal Board for Vocational Education providing for the rehabilitation of disabled soldiers, sailors and marines at the high school and the Benson Polytechnic school (3). There were fifty of these students registered during the year. The ungraded classes for sub-normal children were also continued. The ungraded-class work has been regarded as very successful and such classes are really an absolute necessity in any good-sized school system.

Curriculum expanded at Girls' Polytechnic School. Miss Anna E. Arnold, principal of the Girls' Polytechnic school made recommendation to the board to install the following additional courses in her school; home nursing, housemaids' arts, orchestra, salesmanship, special household arts, trade pastry work, vocal music and young housekeepers' methods (4). Superintendent Grout endorsed her suggestions and the courses were inaugurated in the school after the board had adopted the program.

School situation following the war. In his annual report for the school year 1919-20 the

superintendent was able to state that during the past year the schools had been able to resume work along normal lines (5). An intensive program of Americanization was introduced with Mr. M. L. Pratt as supervisor and instructor. The course dealt with American ideals and patriotism and Mr. Pratt said in his report, "True patriotism helps to develop moral character, which is the most perfect form of psychical development. It is consequently an ideal worthy our greatest efforts to obtain" (6).

A program of outdoor activities for the school children was established with exercises designed to maintain equilibrium of body and mind. A number of distinctive features were incorporated into the administration of the schools, chiefly with the view of making their management more democratic and effective. The service in the high-school libraries was greatly improved and the five large schools had full time librarians employed. The Commerce and James John schools had half-time service and Girls' Polytechnic had a librarian working three periods a week. The school department at the Central Library was also expanding its facilities in order to meet the needs of the students and teachers alike.

Just as in the present era, there was a demand by many persons in the community for a program of public school education that could adapt itself to meet the needs of the present day. The population of Portland at the beginning of Mr. Grout's administration was about 322,900 and still steadily increasing, which resulted in an increase in school enrollment also. In order to take care of some of these conditions additional buildings were needed and the report for the year states:

> Building activities were of a very restricted nature owing to lack of funds. In order to provide additional housing facilities 60 portables were constructed at various schools throughout the city (7).

The addition of these portable buildings to the schools tended to alleviate the crowded conditions for a time.

The World War had brought about a high cost of living and on April 3, 1919, the board authorized a sum not to exceed $100,000 to be distributed to all teachers in the district. On May 10, 1919, a levy to raise $531,000 was authorized by a vote of the people for the purpose of increasing teachers' salaries during the calendar year 1920 (8).

Evening school was continued at the Albina,

Benson, Girls' Polytechnic, Commerce, Jefferson, Ladd, and Lincoln schools on September 29, 1919 (9).

The new school law and regulations of the State Department of Public Instruction required that high-school pupils in the pedagogical course must have fifteen weeks of teaching practice of forty minutes each day during the fourth year, and it was recommended by the board that it be made a part of the duties of all principals and teachers, when called upon, to give the necessary assistance and cooperation to these pupils (10).

The High School of Commerce was organized on the "unit" plan during the school year 1920-21 (11). The purpose of this was to reach certain definite mile posts at the end of the second year, so that students may have a working knowledge of a definite part of commercial education at the end of each of these years.

Mr. Grout reports in 1921 as follows:

> The school work during the year has continued without serious interruptions and the pupils have covered their courses with reasonable success. There has been a gradual expansion of the vocational side of public school education, both in the elementary and secondary schools. Benson has almost trebled its attendance during the last three years showing a remarkable growth (12).

Increased interest in athletics begins. Interest in athletics and organizational games was increasing rapidly and it was obvious that more equipment was needed by the athletic department to take care of these needs. Superintendent Grout reported that it was difficult with the available equipment to give the amount of physical education training in the high schools as required by school laws and recommended that students furnishing satisfactory evidence that they were receiving equivalent instruction outside the schools be given credit for that work on the same basis as credit was given for outside instruction in music (13). The board approved this plan unanimously. The high-school physical education program consisted of military marching, setting-up drills, apparatus work, games and athletics. These activities were all practiced with prescribed regularity.

The Superintendent of Properties position was created in September, 1920. He was to have general charge of the erection, repair, and care of all school properties, subject to the direction of the board. School janitors were under his direction and instructions and he had the authority to employ and discharge all employees in his department (14).

Additional elementary schools built. During the years through 1920-22 additional elementary school construction was under way and several new schools were opened among these being the J. V. Beech, Franklin Elementary, Buckman, Alameda, Marysville, and Rose City Park schools. There was a uniform growth along all lines with no particularly outstanding achievements.

The fraternity and sorority problem. It is interesting to note that Superintendent Grout in March, 1921, brought up the matter of high school students belonging to fraternities and requested that the opinion of the district attorney be obtained as to the authority of the board in dealing with boys who are students in high school and members of secret fraternities conducted outside the schools (15).

The Educational Affairs Committee submitted a resolution regarding the fraternities and other secret organizations which gave the principal, providing he had satisfactory evidence, the duty to suspend any pupil violating the resolution. It was unanimously passed and adopted by the board of directors (16).

Deputy District Attorney Pierce was present at a board meeting in April, 1924, and stated that the Oregon Statutes prohibited fraternities and sororities

among students (17). The subject of secret societies will be given a more complete treatment in this thesis in a later chapter under administration of Superintendent Rehmus, the present (1950) head of the Portland schools.

A new administration building. In March, 1923, the various departments were moved into the new Administration Building located at Clackamas and Seventh Streets, situated approximately in the center of the school district (18).

Matthew O'Dell, Superintendent of Properties, made a pointed observation when he said in the 1923 report:

> Possibly the greatest advancement made during the past year was the successful co-operation of the school district and the Department of Parks and Playgrounds of the city in the development of the Grant High School and its site as a portion of a community park and playground. This was a great step forward both from an educational standpoint and from an economic standpoint as the duplication of playground and athletic facilities by both the school district and city departments will be unnecessary and results in the greatest advantage to both the children and the citizens of Portland (19).

New Roosevelt High School erected. Two new high school buildings were erected in 1922 and 1923. The first was James John School, in St. Johns, acquired

by the school district through annexation in 1917, the new building replacing the old one at North Central and Ida Streets (20). The name was changed at the request of many persons to Roosevelt High School in honor of Theodore Roosevelt and in harmony with other high schools in Portland named after presidents.

Washington High School destroyed by fire and replaced with new building. The Washington High School was destroyed by fire on October 25, 1922 (21). It was immediately rebuilt on its former site, a brick building with all of the modern conveniences. The new school was ready for occupancy by September, 1924 (22).

Grant High School constructed and opened. The Grant High School was opened in September, 1924. It was located at Northeast Thirty-sixth and Tillamook Streets. Mr. W. F. Fletcher, who was tranferred from the Roosevelt High School was the first principal. The enrollment totaled 1191 pupils. The course of study adopted for the new Grant High School was as follows: College preparatory, English, Latin, French, work in shorthand, typewriting and bookkeeping, Spanish, scientific, domestic art and regular art course (23).

Extensive building program continued. In 1924

the School District put into effect an extensive building program in connection with the adoption of the Platoon System of school organization. Many new elementary schools were being constructed and completed at this time to fit into this new plan. Previously the district had entered into negotiations with the Bureau of Education, Department of the Interior, to make a survey of the building needs of the city. Mr. William Wirt, Superintendent of Schools in Gary, Indiana, exponent of the Platoon System, and several other individuals of the bureau, handled the building program. The work on the survey was begun on September 21, 1923, and the field work was completed November 24, 1923 (24).

This report which was prepared by this survey board aroused a great deal of new interest in the field of education in Portland. Many persons were vitally interested in educational matters and the public was ready to approve the establishment of improvements in the Portland school system.

On June 21, 1924, the electorate voted on a bond issue of five million dollars based on the work-study-play building program in accordance with the report of the Bureau of Education. This expenditure

was to cover a period of the first five years of building construction, ending December 31, 1927, and was to be only a part of a continuous building program covering a period of fifteen years (25). It was planned to ask the electorate for five million dollars every five years until fifteen million dollars had been acquired.

The program began with a great amount of activity and enthusiasm. Superintendent of Properties, Matthew O'Dell reported as follows:

> The most important and eventful year in the annals of Portland history in the matter of school construction is now being carried on, and with the coming New Year, Jan. 1, 1926, the present rate of progress indicates that four new schools will be completed.....and additional plans for new ones were being prepared (26).

Teachers pass approval upon text-books. Besides the extensive building program which was begun during the period, Mr. Grout also introduced the plan of having teachers pass upon the textbooks to be adopted by the system (27). Teachers were given more opportunity to expound their views on educational matters and were requested to make suggestions which they thought might benefit the system.

Summary. Mr. Grout was forced to resign his

position as superintendent on January 1, 1926 because of ill health. It is probable that if his health had been satisfactory, he would have held the position for many more years. He was well-liked by all, both young and old. People had a great amount of trust and faith in him and he never failed to uphold the principles which he believed were fair and for the best interests of the system. He passed away in February, 1929.

A fitting tribute is paid to him by Mr. Charles A. Rice, who succeeded him in office:

> No one who ever heard him expound an educational method or an intricate piece of administrative engineering could fail to appreciate the organizing power of his mind, the supreme genius of his pedagogical technique. Whether it was in a classroom of little ones, an auditorium full of principals and teachers, or a meeting of the patrons of the city, he was equally at home, a master teacher (23).

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CHAPTER IX

Mr. Charles A. Rice elected superintendent. Mr. Charles A. Rice was elected to the superintendent's position on January 4, 1926. He became acting superintendent in 1925 after Mr. Grout's illness prevented his carrying on the duties of the office. Mr. Rice had taught in the East and also had held several principalships before coming to Portland in 1903. His first position in the Portland system was that of principal of the Clinton Kelly Grammar School. He later moved to the Couch School and then to the Sellwood School. He was named second assistant superintendent in 1911 when the superintendency was held by dynamic Frank Rigler. He served in this capacity for several years and then became first assistant superintendent in 1918 under Mr. Grout.

Introduction of the Platoon Plan. Superintendent Rice is considered the real sponsor of the Platoon System and in 1927 he was President of the National Association of Platoon Schools, at which time there were 760 Platoon schools in the United States, representing 125 cities and 34 states (1). He was

looked upon as an outstanding educator for this system was thought of as the last word in modern educational methods. This plan was a conversion of elementary schools from nine grades as were found in the conventional plan, in which each teacher taught all subjects, to eight grades of the platoon plan, with a program that included study, work and play, and which utilized all the school equipment all the time. The main aim of the plan was to give the pupils the benefit of expert supervision in subjects, and the plan was so designed that it could take care of the city child's large amount of leisure time.

In regard to the increased school enrollment in the schools during the year 1926, Mr. Rice says:

> The year has been quite successful from the standpoint of results secured, attendance, the erection of new buildings and additions to buildings.
>
> During the second term of the past school year nineteen schools were operated on the platoon plan....The enrollment of these nineteen schools for the past term was 15, 154. This is 36.6% of the total elementary school enrollment. Six more schools will be organized on this plan in September, 1926 (2).

Mr. Rice also stated in this report that he believed the Tenure Law was workable. It was the belief of the administration that the provisions of the law safe-guard the interests of the teacher and at

the same time make it possible to discontinue those who are inefficient.

This same year committees on course of study and the adoption of textbooks were appointed and were made up of teachers and principals. As new books were published the committee secured copies of them for study and review. It was also their duty to revise courses of study for both the high schools and the elementary schools (3).

Mr. Rice wrote a series of articles for the Oregon Education Journal in regard to the Platoon System as he intended to set it up in the Portland schools. He states:

> The platoon school is a compromise between the departmental school where each teacher teaches one subject, or possibly two, and the traditional school where each teacher teaches all of the subject in a course of study. In the platoon school each pupil recites all of his major subjects to one teacher and has a different teacher in each special subject. He gets the advantage of the mothering which one teacher is able to give him for half the day and the advantage of having a teacher who is a specialist in each of the special subjects.
>
> In Portland the subjects taught in the home rooms are reading, penmanship, spelling, arithmetic, language and either history or civics. The special room subjects are geography, nature study, music, art, health work, library work, physiology, physical training, auditorium work, manual training, sewing and cooking and civics.....
>
> In a platoon school, each part of the building is in use every period...For this reason, a

> building organized on the plan will accommodate from 1/4 to 1/3 more pupils than when organized on the traditional plan (4).

Four new buildings were erected and thirteen schools were provided with additional accommodations in order that they might be ready to begin work under the platoon plan. All were occupied by 1926.

New building program and period of expansion. During the year 1927 the building program was in full swing and new buildings were being completed in rapid succession. In his report, Mr. Rice says:

> This has been a very successful year....
>
> There has been the usual growth in school enrollment. The enrollment in the elementary schools was 43,419. 9,445 were enrolled in the six general high schools, 2,301 in the two polytechnic schools and 1501 in the High School of Commerce....
>
> The building program during the past year has made satisfactory progress...The present rate of progress indicates that the 1927-32 building program, authorized in June, 1926, will be completed by the expiration of the year 1930 (5).

By September, 1927, there were a total of thirty-one schools on the plan. This was approximately 61% of the elementary school enrollment (6).

A forecast was taken in 1928 to determine how many pupils would take German, which had been dropped during World War I, it if were taught again in the

high schools. The response was unanimously in favor of adding the course to the curriculum and it was decided to the best interests of the students to reinstate the course in the high schools beginning in September, 1928 (7).

Department of Research established. The Department of Research which had been in operation for some years was making notable progress. Several studies had been made of different school problems, including a survey to determine the number of children suffering from speech defects, another was to determine the number of left-handed writers in the schools. Intelligence tests had also been given to classes and the results used in classifying pupils and in promotions, with the aim of placing all children in classes where they could do the best work (8).

Corps of dentists and nurses employed by the district. In 1927 the School District provided a corps of six dentists and six dental nurses, with a central clinic maintained in the Administration Building (9). A small charge was made when the parents were able to pay. The dentists and nurses were also assigned for several weeks to each school, depending upon the size of the school, in order that they might

make examinations which would enable them to find out which children were in dire need of dental work.

The needs for vocational education. Vocational education was becoming more important as the city became more industrialized. Mr. L. E. Brigham, city director of this department in the schools stated in his report for the year 1927 as follows:

> The aim of Vocational Education is to bridge the gap between the general educational field and the drastic needs of industry. Vocational Education as carried on in Portland may be defined as a movement training the worker for and in a productive occupation, the Federal and State Governments together with School District No. 1, employer, employee, civic and trade organizations in mutual cooperation (10).

The need for vocational education was becoming more fully realized by the citizens of Portland and the school authorities were commended by the majority of persons for the stand that they had taken in regard to installing this course in the system. Cooperative conditions were ideal in Portland for the development of the whole vocational plan and, with adequate financing, the program was built up to meet the needs as they arose.

Department of Visual Education established. The Department of Visual Education began January 31, 1927

and a teacher was placed in charge in the platoon schools.

The Managing Committee made its report for 1928 and the signs pointed to an end of the expansion period. The growth in school enrollment that year had not been as large as in previous years.

New Girls' Polytechnic High School erected and opened. In 1928, the Girls' Polytechnic, a vocational school on the high school level was provided with a new building (11). The school was originally known as the Girls' Department of the School of Trades. The school had the academic and commercial subjects in the curriculum and instruction was added in sewing and tailoring, preparation of foods, home management and social relationships, millinery, industrial art, metal art, drawing, craft art, music, oral English and dramatic art, home nursing, manners and conduct, practical science related to foods, and physical training. Commercial work included typewriting, shorthand and retail selling instruction. Academic studies included English, literature and civics.

A study was made during the year 1928 to determine the relative merits of the platoon system, as compared with the traditional school system. It

was found that the graduates of platoon schools were well equipped to compete for grades with the graduates of the traditional schools, and were far ahead of the graduates of elementary schools outside the city (12).

In 1929 the Managing Committee as a result of investigations, wholeheartedly endorsed the platoon system, and asserted that in special subjects the platoon school pupils were somewhat favored, both in opportunities for instruction and in actual achievement. This was in effect a victory for the platoon type of organization in that it showed equal results in the fundamental subjects and a superiority in the special subjects (13).

It was recorded that the attendance in the high schools had increased during the 1929-30 school year. There were at the time forty-one platoon schools which meant that eighty-four per cent of the total elementary enrollment was under the plan.

The depression affects the system. The world-wide economic depression had arrived by 1930. The elementary school enrollment immediately began to decrease in Portland as it did all over the nation. In contrast to this decrease, the high schools showed an increase due to the large number of young men and

women who could not find any kind of employment and therefore decided to spend their time in school rather than doing nothing at all. The annual report for 1931 stated:

> At no previous time has the question of clothing, books, and carfare been so serious. Realizing that idleness is perhaps the greatest contributing factor toward delinquency, we hope to double our efforts this fall in the attempt to keep every child in school who should be there (14).

Visual aids come into use. During this period a growing interest in the use of visual aids for purposes of instruction had been manifested not only in the special subjects but also in the home room subjects. Much progress was made in the use of these aids which even in the schools of the present times are playing a more prominent role than ever before. The Department of Audio-Visual Education was eventually established as a result of this.

The new High School of Commerce completed. The new High School of Commerce, located at Southeast Twenty-sixth and Powell Streets was completed on December 15, 1929 and first occupied in 1930 (15). Mr. James F. Elton was principal of the new school. Mr. Elton was a kind, thoughtful and ambitious man who was well versed in business procedures and how they

should be taught in the modern high school. The writer feels rather well informed and acquainted with this school in particular because of having attended the school for four years and graduating from it. The bookkeeping and stenographic courses were continued in the school as mentioned in a previous chapter. In recent years this school has been changed over to a regular high school with much less emphasis on the commercial courses although they may still be taken at this school.

The system adjusts itself to new problems. In his report for 1932-33, Mr. Rice said:

> There is a great problem for the coming years. To solve it, we must impress upon the new generation, a respect for good government, for a more enlightened practice of business ethics, for a greater degree of cooperation between capital and labor, for a more effective control of crime in high and low places. That is and will be the aim of Portland Public Schools and I sincerely hope that the general public will have faith in us and by their support make the good work possible (16).

Owing to a depleted budget, the system had to make adjustments to keep within its income. These adjustments included a cut in teachers' salaries, a cut in the cost of supervision and property management, a cut in the length of the school year, and a general increase of the teaching load, both in the elementary and high schools.

The report for 1933-34 contains the following statement by the superintendent:

> The year has seen the usual activities accompanied by problems and difficulties that most school systems are encountering in these times of depression. Since this is true, it is rather difficult to include in an annual report very much that is different from what the reports have shown for the last four or five years....
>
> The curtailments and eliminations made through necessity at the beginning of the depression still continue, with little prospect at the present time that additional funds will be secured soon to make restitution of activities and departments that were eliminated (17).

In 1934, the School for the Deaf, located at the Hosford School, added the first-year high-school course to its curriculum (18). It proved to work out satisfactorily and was continued for a number of years. The Hosford School for the Deaf is still in existence today and has proved to be very successful. The regular elementary school is also taught in this same building apart from the deaf school.

Edison six-year High School opened. The Edison Six-Year High School was opened in September, 1935, in the old Albina Homestead School building located at Beech and Malloy Streets. It was a development of the Better Scholarship High School and the Probationary High School which was previously set up in the Failing

School building, apart from the elementary section of the school. There were two divisions of the new school which provided vocational training in a limited number of trades and academic classes. In September, 1936, the Girls' Division was separated from the Boys' Division and moved to the vacated Brooklyn School (19). As in the boys' department, there were vocational classes including cooking, sewing, weaving, spinning, basket making, art and piano. The courses were all practical and were designed not only to interest the average girl, but to give her training that will be of some use to her in life and in the commercial and professional fields.

These schools were established to meet the needs of boys and girls who were not properly adjusted in the seventh and eighth grades in the elementary schools, or who needed the benefit of a small high school organization and closer supervision of the professional staff. These schools were compulsory until 1938, when they were made opportunity schools and students were not forced to attend if they had failed to make their grade assignments in the elementary division. The schools were not college preparatory. The purpose of the schools was to overcome personal difficulties, as

well as to give educational advantages. They were strictly pupil-centered schools where the adjustment of the individual study was of primary importance.

The graduates from the Hosford School for the Deaf were taken care of at the Edison High School and a teacher from the Hosford School taught one-half day at each school (20).

It was felt that the Edison Six-Year High School for Boys and the Jane Addams High School for Girls, which was originally the Girls' Edison High School, were a real improvement and an important addition to the system. But due to over-crowded conditions of the present day, these schools have been abolished in recent years.

In 1937, the Portland Public School system had ten high schools. They were Franklin, Grant, Jefferson, Lincoln, Roosevelt, Washington, Benson Polytechnic, Girls' Polytechnic, Boys' and Girls' Edison, and the High School of Commerce.

Summary. Mr. Charles A. Rice resigned from the position of superintendent on August 26, 1937. He has left an indelible impression on the system in many ways. He established the platoon system, of which a modified version is still being used. As long as

there are any of the buildings standing which were erected during his period of administration, there will be a memory of Mr. Rice, for the buildings were especially planned to house schools that were conducted on a platoon plan.

He served during one of the most crucial and trying periods that our country has ever experienced. It is highly improbable that any one man could have accomplished more, considering the economic situation during his period of administration. He will be remembered as one of the outstanding superintendents of the Portland system.

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CHAPTER X

Mr. Ralph E. Dugdale succeeds Mr. Rice. On August 26, 1937, immediately upon the resignation of Mr. Rice, Ralph E. Dugdale was elected superintendent. He had previously been superintendent of the city schools in Toledo, Ohio, where he had worked up the educational ladder, starting as a teacher, advancing to an elementary principal's position, then made supervisor of extension and extra curriculur activities, school director, assistant superintendent and finally superintendent. He had a wealth of experience in the field of education and was considered by the board as the right man for the position. He was a tall, strapping man with a winning grin and he captured the respect and cooperation of his school staff almost immediately after taking over his new position.

When he first came into office, he let it be known that he believed that the schools of Portland were training people for jobs that did not exist. He immediately set out to revise the system in order to keep abreast of the best in education. He also considered teachers' salaries important. He wished to establish public confidence in the schools and show the patrons that they were really getting something

for their money (1).

Mr. Dugdale began overhauling the somewhat outmoded educational department of the school system by beginning a vast program of reorganization. He enlarged the assistant superintendent's staff from three to four persons to provide for greater supervision of all educational activities taking place in the district.

Mr. Norman C. Thorne in charge of curriculum revision program. Mr. Norman C. Thorne was retained in charge of curriculum revision, a post which he had held under Mr. Rice since November 23, 1936. He was extremely competent in this position because of having a great deal of experience in the system, entering as a teacher in 1916 and becoming an assistant superintendent in 1925. He had the authority to carry on such investigations, experiments, and conferences as he deemed necessary and he was allowed to appoint and supervise such committees as were needed in the program of the curriculum study (2). He also retained his full status of assistant superintendent although under this plan he was actually another superintendent, for he was held accountable only to the board and not to the superintendent (3).

He was relieved of any routine office duties that might conflict with his work in curriculum revision.

Mr. Thorne began by appointing twelve committees working in the elementary field, made up of one hundred sixty-nine teachers, principals, and heads of departments (4). He believed that the teachers should be given the chance to aid in working out a more satisfactory type of curriculum and he stated in his report of 1930 the following view:

> Under the new plan, instead of a committee sitting down and formulating certain things to be taught, the newer plan provides that teachers shall be encouraged to experiment in the classrooms to determine what materials shall be used and how they shall be used in order to secure the attention and interest of the children and to arouse in them a desire to work. In the end, the course of study, instead of being a rather narrow, prescribed list of things to be learned and recited, will probably consist of a number of experiments which have been carried on successfully in the classroom, which will serve as guides or incentives or suggestions to the teachers as to what may be done in the classroom. This procedure has marked significance because it gives an opportunity to those teachers who have initiative and resourcefulness to use those abilities for the benefit of the children in a way that they could not use them under our former set-up (5).

Monthly report cards scrapped. In 1930, Mr. Dugdale ordered the scrapping of monthly report cards in all city grade schools. He followed the nation-wide trend of discarding the antiquated method of

sending monthly reports on student grades to parents. A new plan was adopted whereby each teacher would report irregularly, not only on classroom progress, but also social and avocational reactions of each student (6). The first grades were also withdrawn from the platoon plan in all the grade schools and in five of them, the plan was modified, so that the teachers would be restricted to narrow age groups rather than teaching all eight grades. This was the beginning of a graduate change-over from the original plan of the platoon school as established by Superintendent Rice.

New teachers' examination plan. A proposed plan for administration of teachers' examinations was drawn up in November, 1937. The tests were given in the form of two written examinations, one on general scholarship, the other on professional education (psychology and pedagogy). An oral examination was also included which was not to exceed fifteen minutes. The oral examination counted thirty per cent of the grade, the two written examinations counted thirty-five per cent, the examination in professional education used as a basis for a grade in English, counted fifteen per cent, and the

remaining twenty per cent of the applicant's final grade was established by the superintendent's office on the basis of professional training, experience, recommendations and personality (7).

School for physically handicapped children established. At this time an experimental center to train physically handicapped children was opened in the Kearns School (8). The school was highly praised by patrons of the district and was considered as a necessary part of any first-class school district. The school was moved in 1939 to the Grout school building where more adequate housing was arranged and a greater number of pupils were allowed to attend (9). The name was changed to the Grout Center for Physically Handicapped Children and is still in existence today.

In 1938, high school pupils who failed to earn three credits in one semester were given a guidance survey to determine the type of program which best fitted their needs either in the school they were attending or in some other school (10). When the results showed that the pupil could not benefit by a change to another type of secondary school the pupil would have to attend the school until such time as the

deficiencies were removed. Any pupil above the fourth term of any high school who failed to earn three credits in one semester was restricted to one less credit attempt the following semester.

The Girls' Division of the Edison Six-Year High School was moved from the Brooklyn School site during the year of 1938 and was established in the Holladay School building because of the great need for more space for the elementary grades at the Brooklyn School. The school opened in September, 1938, at its new location and the name was changed to Jane Addams High School.

Mr. Eldon Jenne was elected to the position of Director of Physical Education on May 12, 1938 (11). He has established an extensive and efficient athletic program which has gained the approval and support of the majority of Portland's citizens who have an interest in the Portland schools. Mr. Jenne is still at the helm in this department and doing an excellent job.

Extensive program of evening classes inaugurated. An extensive program of evening school classes was inaugurated in February, 1938. The Benson Polytechnic and Girls' Polytechnic along with the

High School of Commerce were opened for evening classes beginning on March 14, 1938. The extension work was under the supervision of Mr. F. C. Leasure, and proved to be very successful. A well organized plan of evening schools is under operation in the city of Portland at the present time and has proved to be of great value to students who cannot attend the day schools and to many adults who are seeking to further themselves educationally.

Department of Guidance and Counseling established. At this time the school district established a department of guidance, counseling and testing, together with an occupational survey unit in cooperation with the State Vocational Education Department and the State and Federal Employment Service, in which all out of school youth would be assisted in securing occupational information and personal assistance in preparing themselves for employment. This program included all youths from sixteen to twenty-five years of age (12). The State and Federal Employment Service assigned two counselors to the program which was conducted under the supervision of Dr. Eugenie Leonard, who had previously done the same kind of work in the San Francisco

schools. This program is now handled by the Guidance and Counseling Center of the Portland Public Schools which is located in the old Albina Homestead School building. Every student in the Portland schools during his second year of high school is sent through this center and takes the various tests administered as a regular part of his course of study, usually in correlation with an English course.

On June 16, 1939, Miss Georgia B. Howe was elected principal of Jane Addams High School and Mrs. Eunice C. Miles was elected to the principal's position at the Boys' Edison High School (13). Miss Howe is now the Director of Special Projects in the Portland schools and teaches some evening classes in the Department of Education at the University of Portland. Mrs. Miles is now principal of the Cleveland High School which was formerly the High School of Commerce.

The Boys' Edison High School was moved to the Sabin Elementary School upon the recommendation of Mr. Dugdale because of the small attendance that the Sabin School was receiving in the district where it was located (14). The name of the high school was also changed to Sabin High School.

Superintendent Dugdale, during the year 1939, made a careful evaluation of the school system and noted that there were too many failures in the first grade. This situation was remedied by the establishment and development of pre-primary classes. He also believed that the seventh and eighth grades must be more closely correlated with and related to the high school for ninety per cent of the elementary school pupils went on to high school. There seemed to be too much difference in the educational programs of the high schools in content, organization and presentation, therefore, when a student transferred from one high school to another there was a serious problem of adjustment (15).

Heads of departments and supervisory positions abolished. After making this study of the system, Mr. Dugdale recommended that the majority of the department head and supervisory positions be abolished. He reduced them to teaching positions and said that he was reorganizing the school system in accordance with the latest theories as to educational and financial efficiency. It was his belief that certain supervisory posts were outdated and that others should be merged into larger supervisory positions (16).

This move created much dissension and ill-feeling in the ranks of the faculty. The board approved the plan submitted by the superintendent, but not unanimously. The plan touched off a flare of opposition to him which did not subside until his resignation several years later.

A committee system of supervision took the place of the supervisors and department heads. Four subject supervisors were appointed to direct activities in English and languages, mathematics, physical sciences and social sciences.

Mr. Hopkin Jenkins resigned from his position as principal at Jefferson High School at the close of the school year, June, 1940. He had been principal of the school since 1909 when it was first established. He was recognized as an outstanding educator and was held in high esteem by the thousands of students who had passed through his school for his ability as an educator, his courteous consideration and lovable traits of character, and his kindly solicitude for the students' welfare (17).

National defense program begins. During the year of 1941 many world-wide events were taking shape which would eventually lead our nation into another

war. Our country was again set up as an arsenal to supply those countries that were already in the conflict fighting for what they and we believed was right. The national defense program was well under way and the schools, as in the last war, played an important part in the program. The district inaugurated evening classes for enlisted men stationed at the Portland Air Base. The program carried high-school credit and no tuition fee was charged. National defense training classes were also set up at the High School of Commerce, and classes in typing, shorthand, and the operation of general office equipment were included in the course of study. The federal government paid for the expenses incurred and the classes were held in the evening (18).

In November, 1941, the Committee on Education reported that there were at that time 3,771 registered in the program and a total registration for the year of 13, 425 in pre-employment and supplementary training classes (19). The program was considered as being extremely successful in achieving its purpose.

On June 11, 1941, Mr. Norman C. Thorne and Mr. E. H. Whitney, both assistant superintendents, were retired. These men were prominent educators who had

devoted the major portion of their lives to the Portland school system and were influential in laying the foundation upon which the system was established.

Vocational education finally had an independent status in keeping with the modern practice and with the mounting requirements of the defense program. In July, 1941, Mr. O. B. Badger was made an assistant superintendent and was given direct supervision of the defense training program, the technical high school, adult education and vocational work in general. Previously he had been director of vocational education.

Mr. J. W. Edwards was made first assistant superintendent with six academic high schools under his supervision. Mr. C. E. Perry, an assistant superintendent, was assigned to take charge of the East Side Elementary Schools and Mr. Henry M. Gunn, also an assistant superintendent, was in charge of the West Side Elementary Schools (21).

Portland was soon to gain national recognition for the important part taken by the city in the national defense program. The Oregonian during this time stated as follows:

> Portland during 1941 is conducting the largest program in the country for the training of defense workers. About 10,000 men have been trained in the past fourteen months for airplane construction, shipbuilding and other necessary work. At present 1000 men are being trained as welders for shipbuilding work and a new class is started in this course every eight weeks. Marine electricians, steam and pipefitters and other needed technical men are also being trained to take care of the big defense jobs facing our country (22).

The vocational and technical high schools throughout our country such as Portland's own Benson Polytechnic proved to be invaluable during the crucial period when our nation first entered World War II.

The United States enters World War II. The United States entered the conflict immediately after the Japanese attack upon Pearl Harbor on December 7, 1941. The result was a curtailment of educational expansion much in the same manner as at the onset of the first World War. The following resolution passed by the board immediately after our country's entry into the war clearly points out the patriotic stand taken by the schools:

> Whereas our nation is at war, and whereas it becomes a privilege and duty of every American citizen to do his best for the welfare of our people as a whole,
>
> Be it resolved that School District No. 1, Portland, Oregon, exert all effort to give that

type of education to our children which inspires respect for and confidence in our country, and

Whereas in a Democracy it is proper to contribute equally for the benefit of all our people,

It is further resolved that all available moneys of our District be used, as far as possible, for educational purposes only, and that reconstruction and building be postponed until the times are appropriate for such development (23).

The School Board Minutes for the year 1942 devote much time and space to the defense program, its expansion, preparing the schools for air raids, training air raid wardens, establishing first aid stations, plus man additional war time precautions and procedures. The country was in the middle of another war and again the Portland Public Schools were working full strength with the rest of the nation towards one objective, winning the war and securing the peace.

School population increases. When school opened in September, 1942, Superintendent Dugdale reported that there were 4,400 additional pupils in the elementary grades over the enrollment figures of September, 1941, and ten additional teachers were added to the faculty. The rooms were quite crowded in some schools, but evenly distributed in others.

The increase was due to the many war and defense plant workers who were moving into the area from all parts of the United States. In the high schools there were 832 pupils less than a year before, with a large number of freshmen and sophomores and a reduced number of juniors and seniors (24). Many of the older pupils were taking employment in the war industries and others were joining the armed forces.

The report for 1942-43 states that the population of the school district for the year was estimated at 307,572. The school population (4-19 years, inclusive) was 63,238, with 54,655 pupils registered in the schools. There was a total number of 1,613 teachers employed by the district and 76 school buildings in use (25).

Summary. Superintendent Dugdale resigned his position on July 14, 1943, probably due to pressure exerted by certain groups who could not agree with him on many of his educational policies. His term was actually to continue until July 31, 1947, but he preferred to resign "in the best interests of the district" as he put it. He later bought a farm in the Willamette Valley and settled there.

He served during a particularly trying period,

a most difficult one for the administrative staff, teaching staff and for all those who are affected by changes. There were educational improvements brought about during his term of office that are still in existence in the Portland system of today.

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CHAPTER X

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(2) School Board Minutes, November 23, 1936.

(3) School Board Minutes, August 26, 1937.

(4) Curriculum Revision Report, August 18, 1938, by Norman C. Thorne, p. 1. (Dr. Thorne is an instructor in the graduate school of education at the University of Portland at the present time.(1950) The writer feels indebted to him for information received through personal interviews regarding the extensive curriculum revision program which was inaugurated during Mr. Dugdale's term of office.)

(5) Ibid., p. 6.

(6) The Oregonian, September 3, 1938.

(7) School Board Minutes, November 8, 1937.

(8) The Oregonian, November 20, 1937.

(9) School Board Minutes, May 25, 1939.

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(11) School Board Minutes, May 12, 1938.

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(20) The Oregonian, May 4, 1941.

(21) The Oregonian, July 19, 1941.

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(24) School Board Minutes, September 9, 1942.

(25) 70th Annual Report, 1942-43, p. 18.

CHAPTER XI

Dr. Willard B. Spalding becomes superintendent.

Dr. Willard B. Spalding was elected to the superintendent's position on December 24, 1943, and his duties were officially to begin on March 1, 1944 (1). He had previously served as principal of several Massachusetts high schools before taking the position of superintendent of Passaic in New Jersey, the post held by him at the time of his acceptance of the Portland position. His appointment in Portland was made after a professor of education at Teachers' College, Columbia University, termed Spalding "one of the ablest school superintendents in the United States" and a Harvard educator described him as "one of the distinctly outstanding superintendents in the East."

He was chosen after one of the most acrimonious debates in modern Portland school history. J. W. Edwards, assistant superintendent of schools and connected with the system for over twenty years at the time, was favored by many persons to receive the superintendent's post. He was acting superintendent during the period between Mr. Dugdale's resignation

and Dr. Spalding's appointment. Many Portland teachers and administrators urged the board to elect Mr. Edwards, but the seven-man board voted four to three in favor of employing Dr. Spalding. Mr. Edwards was then made deputy superintendent, the first assistant position under the superintendent.

Spalding soon took his place in the city's educational circles. He became a director of the YMCA, a member of the Salvation Army's Portland Advisory Board and took an active part in community life.

In-service training program inaugurated. An in-service training program was begun in September, 1943 for all teachers interested (2). A workshop was set up at Grant High School for the seventh to twelfth-grade teachers, and had an enrollment of nearly 350 teachers. Twice each month the administrators and principals would meet at Washington High School to discuss their problems in connection with objectives of the schools. Assistant superintendent Edwards reported at the time that about seventy intermediate teachers were attending the University of Oregon extension workshops, and the Director of Music stated that approximately fifty

teachers were attending the music workshop. About 550 staff members were participating in the various programs which showed quite clearly that the teachers were intensely interested in furthering themselves educationally and to better fit themselves for their positions. The program has continued since its establishment and has proven to be very successful.

Teachers' salaries increased. Shortly after taking office, Superintendent Spalding proposed to the school board a new salary schedule, for which he argued very strenuously in favor of involving the salaries of the district educational employees. This was the first of a series of salary increases which were brought about during his period of administration.

Mr. Edwards was now the deputy superintendent and in this position he was in charge of budgets, equipment and supplies, publications and public relations. Assistant Superintendent C. E. Perry was to be in charge of personnel and administration, Assistant Superintendent O. B. Badger continued as head of war production training and vocational education. This administrative reorganization was a result of a new program of administration introduced

by Dr. Spalding (3). A third assistant superintendent was to be employed later to be in charge of instruction and curriculum.

Dr. Spalding had the habit of "tackling problems before they tackled him," which is the aggressive type of leadership so reminiscent of previous Portland superintendents.

He was no friend of the platoon plan in the elementary schools and during his regime as superintendent of the Passaic, New Jersey, schools, the plan disappeared entirely. He moved very slowly in that direction in Portland, fully realizing that the only possible time that the plan could be eliminated is during a declining school population or during a building program which would take care of the surplus of students created by the change-over (4).

Committee of the Whole established. His first major recommendation which was submitted to the board and approved provided that the committee on business and the committee on education of the school board be dissolved and that the board consider all matters as a committee of the whole (5). Dr. Spalding agreed that probably the committee members were better informed but that the board as a whole

was not as well informed on all district affairs which was his reason for recommending setting up a committee-of-the-whole procedure.

School population on the increase. Portland's school population was on the increase during the year 1944, largely due to the intensified war production program which had brought many new industries to the city. Assistant Superintendent Perry reported in September that an increase of 2,312 pupils registered in the schools compared with enrollment of 1943. He further reported that there were twenty-six more teachers in the grade school and fifteen more in the high schools (6).

War production program management changed. In December, Superintendent Spalding condemned the management which had been given the war production training program in Portland and recommended the dismissal of Mr. O. E. Badger, the assistant superintendent and director of the program, along with his assistant Mr. Sylvester O'Grady. The recommendation was approved and adopted by the board (7). Dr. Spalding reported that, in his survey of the training program, he found inefficient

handling of records and supplies, lack of orderliness and, in general, "a rather ineffective layout." (8).

Creston School destroyed by fire. Creston School was destroyed by fire in December, 1944. The blaze occurred during school hours and the staff at the school was highly commended for the efficient manner in which the school was emptied when the fire began (9). The building was a total loss. A new Creston School was built several years later and this building today is considered the "showplace" of elementary schools in Portland. It is often referred to as "the model modern elementary school." The construction of the new school was delayed for a period of time until federal financial assistance was awarded.

"No flunking" philosophy in the system. Dr. Spalding made a study of the percentage of pupils who were failing in the schools. He commented that "few if any pupils" gain from repeating a grade because they have "flunked." He believed that instead of failing children who don't keep abreast of normal requirements, the system should develop a program in which such retarded children "can progress according

to their optimum rates." (10) The result was a "no flunking" philosophy under Dr. Spalding's administration.

Emphasis on progressive education. Mr. Dugdale had indoctrinated the Portland system with the progressive form of education and Dr. Spalding was continuing along the same road. A rather good explanation of the philosophy of progressive education appeared recently in The Oregonian as follows:

> The development of the child socially is more important than his mastery of the three R's; his learning comes more quickly and is retained better if it has meaning than if it is pounded into him through an excess of drill; producing good citizens is more important than developing skill in algebra; school should be fun (11).

Emphasis was placed on social studies which were a combination of history, geography, civics and economics. The teacher curriculum committees as organized under Mr. Dugdale were still active and working to bring out new courses of study with definite aims and objectives in view. Teachers were advised to begin developing the "whole child," and to lay less emphasis on drill and more on learning through experience. For the first time in the history of the Portland schools there were two definitely opposed groups among the teachers, the progressives and the

traditionalists. Portland is and was, quite conservative in adopting progressive techniques and many of the teachers still cling to traditional methods and quarrel with the intangible objectives of progressivism.

Dr. Henry M. Gunn resigned his post as assistant superintendent in March, 1944, in order to accept a position as superintendent of the Eugene, Oregon, schools (12). Dr. Gunn later became the president of the Oregon College of Education at Monmouth and has recently resigned that position to accept a superintendency at Palo Alto, California (13). During his period of service in the state of Oregon, he has been considered as an outstanding administrator in the field of education. Mr. Watt A. Long was appointed to succeed Dr. Gunn in the Portland system (14).

Future plans for the district were being discussed in September, 1944, after passage of the special levy vote of $5,000,000 in the primary election of that year. A change in school board procedure, designed to bring members in closer touch with the long range program of educational development and administration of Portland's $5,000,000 post-war

school improvement fund, was adopted at this time(15). The board in the future was to hold one public meeting each month instead of two, and the second meeting was to be given over to discussion of developing school changes which do not call for immediate action. Where, and in what order, money from the special tax levy shall be spent was one of the long range problems.

Day care of children program introduced. An extended day care of children program was carried on during 1943-44. This program was designed to take care of children in their leisure after school hours and was especially designed for those families whose parents were employed in the war industries of the area.

In the fall of 1944, there was a nation-wide textbook shortage due to a paper shortage. Portland was in a particularly difficult position with regard to book allotments because of the sudden increase in population in the schools.

Adult education increases. At this time a course in home planning was adopted by the evening schools in December. It was designed for men and

women interested in planning a future home or in remodeling their present ones and was of twelve weeks' duration (16). The teachers were local architects and decorators. Another course adopted in the evening school was a discussion group for parents dealing with problems of the teen-ager.

Disappearance of the three R's under an administrator's nightmare of F.W.A., W.P.B., F.S.A. and a dozen other government agencies were described for members of the City Club by Dr. Spalding at one of their meetings in December, 1944. He warned against the growing threat of federal control of education. The Portland school system during the fiscal year 1943-44 had received $2,699,827 from federal sources plus an additional $50,000 still under negotiations. More than twelve separate government agencies were dealt with to secure these necessary sums (17).

A further extension of school services into the home life of the community were introduced with the opening of a new adult center at Girls' Polytechnic High School in February, 1945. Designed to meet the war needs of the community and to make laboratories and workshops of the high school available to adults the center offered classes in tailoring, metal art,

slip-cover making, millinery, home crafts, including block printing, leather craft, lamp shade and rug making. Classes were also included in typing, oral English and public speaking (18).

Teacher shortage develops. There was a large teacher shortage in the spring of 1945 which was bringing grey hairs to administrators throughout the nation. Mr. Spalding personally went on a tour of various Eastern cities in an effort to recruit new teachers for the district. He urged that Portland increase the pay of its teachers in order that new teachers might be attracted to the area. This was the beginning of a series of aggressive recruiting drives which were carried on during this period of war-time school administration.

Fun centers were operated during the summer of 1945 in twenty-three Portland schools to provide care for school-age children of employed parents. The daily program included such activities as shop crafts, art, folk and tap dancing, ballet, acrobatics, baton twirling, home-making, club activities, outdoor sports, dramatizations, rhythm bands, free plan and others (19).

In his annual report to the board for 1945,

Superintendent Spalding pointed out that the district's achievement for the war effort was outstanding. There were $2,600,000 worth of bonds sold by the schools in 1943-44. The children had gathered 570 tons of scrap iron in 1944 and 170 tons in the spring of 1945. In addition to this they had collected 4,132 tons of scrap paper in 1944 and since January of 1945, 9,914 tons. The children had also harvested a total of 2,387,500 pounds of farm produce.

End of World War II brings new problems. With the end of World War II in the year 1945 many new educational and administrative problems came into being. The school systems throughout the country had to change over from war-time programs and objectives to programs that were more along the same lines as those of pre-war days. To better care for the educational problems of the continuation students, the returned war veteran and the unemployed worker who needed additional training, the evening school program was expanded in the fall of 1945. There was a complete list of subjects offered in the commercial field and regular high school programs were installed at four of the high schools. Opportunity classes included metal arts, pottery making, woodworking for

pleasure, pre-nursing chemistry, refresher typing and shorthand, mechanical drawing, blueprint reading, flower arrangement and Spanish (20).

Financial difficulties arise. Dr. Spalding fought hard for increased financial support, both local and state, for Portland's schools. In 1945 he issued a 120-page book outlining a fifteen-year program for District Number One which he said had been allowed to run downhill in building and maintenance since 1932. That report, "Modernizing the School Plant," proposed not only a building program calling for five times the five million post-war construction levy voted by the district in 1944, but projected revolutionary changes in educational procedure, particularly in the high schools.

The toughest financial battle that Superintendent Spalding had to fight came to a head in February, 1946, when with a deficit of $1,500,000 in prospect, the Portland district was forbidden because of a legal technicality to hold a tax election. This boiled into a quarrel with Governor Earl Snell who turned down the district's request for a special session of the legislature, and wound-up with a day-long strike of high school students. Lanham Act funds eventually

paid part of the anticipated deficit, approximately $500,000. In August the district was forced to close down fifty kindergartens because of a lack of teachers and of funds. Other special projects were eliminated entirely and others were curtailed to a certain extent during the school year 1946-47 (21).

There was considerable discussion and debate aroused during this curtailment of activities period due to the administration's suggestion of possibly dropping the high school athletic program. It was later decided to continue with the program after representatives of Dad's Clubs of various city high schools set forth plans and proposals that would produce additional funds for the support of the program during the crucial period when regular budget funds were not available (22).

The teacher shortage still existed in 1946 and both Dr. Spalding and Assistant Superintendent Long went on extended trips to various Southern and Eastern states in an effort to obtain new teachers.

Mr. Charles E. Cleveland retired as principal of Benson Polytechnic High School in the spring of 1946. The technical education of the youth of Portland was under his direction for more than three

decades and due to his inspiration and guidance, these youths had contributed immeasurably to the welfare of the community and its citizens (23).

New report cards introduced. New report cards were introduced to the system in September, 1946. Each student was graded according to his own ability and the amount of work and learning he could accomplish according to the capacity of his individual ability. There was some public opposition to the cards. It was charged that they were unfair in that they eliminated competition and that as a result, students would be unable to take part in competitive adult life. Dr. Spalding answered this complaint personally in a letter to the editor of The Oregonian part of which contained the following:

> I believe this (complaint) is based upon a misapprehension. People do not lose jobs because they know more or less geography or algebra. Neither are they likely to succeed in adult life because in school they get a better mark. They lose jobs because of failure to get along with employers, because of lack of industry, because of lack of maturity. They succeed not because they beat out somebody at the next bench or desk. They succeed because they do the very best they know how. The new report card attempts to evaluate development of the student in these important areas of character and drive which do mean success or failure in the competitive world (24).

Public disapproval quieted down after this letter had appeared in The Oregonian and the dissenters decided to sit back and observe the results of the new cards. Eventually, the new system of grading met with the approval of the majority of the parents.

Another extensive teacher recruiting drive was carried on in the spring of 1947. Dr. Spalding was again busy on a tour of the New England states in an effort to acquire additional teachers for the Portland schools. Many teachers signed contracts who had previously taught in and around Boston, Massachusetts and the surrounding area (25).

Jane Addams and Sabin High Schools abolished. The Jane Addams and Sabin High Schools were discontinued as of June 13, 1947, primarily because of the continued increase in enrollment in the elementary schools and the resulting need for more space on the elementary level. The Jane Addams building, which is now the Holliday School, was also prepared to house part of the administrative and supervisory staff as well as being an elementary school. The school is ideally located directly in the block behind the main administration Building of the district. (26).

Dr. Spalding was strongly in favor of

abolishing these two special high schools as can readily be observed from a statement made by him and quoted in The Oregonian as follows:

> Although they are for maladjusted students whose failure in other high schools may have nothing to do with their abilities or intelligence, these schools carry a stigma and nothing can be done to change this, and their existence prevents the neighborhood school from forging ahead in meeting the needs of all young people (27).

Summary. Dr. Spalding resigned his position on June 30, 1947, to accept the position of Dean of the College of Education at the University of Illinois. He stated that in accepting the new post he was realizing a life-long ambition. He was considered as one of the best men in public school administration in the nation during his term of office in Portland.

During the three short years that he had been with the district he had demonstrated great qualities of leadership, a fine concept of educational matters, and the ability to guide the Portland system through some of the most difficult times in its history. He had brought a fresh viewpoint and vigorous leadership to the city of Portland's schools. His resignation was accepted with regret by the board.

As of June 30, 1947, the estimated population of the Portland school district was 405,000. The

school population (four to nineteen years inclusive) was 73,972 with 49,814 actually attending the schools. There were 1720 teachers on the faculty and seventy-six school buildings in use (28).

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CHAPTER XI

(1) School Board Minutes, December 24, 1943.

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(3) The Oregonian, Portland, Oregon, April 7, 1944.

(4) The Oregonian, Portland, Oregon, March 1, 1944.

(5) School Board Minutes, March 22, 1944.

(6) School Board Minutes, September 13, 1944.

(7) School Board Minutes, June 13, 1945.

(8) The Oregonian, Portland, Oregon, December 14, 1944.

(9) School Board Minutes, December 13, 1944.

(10) The Oregonian, Portland, Oregon, April 21, 1944.

(11) The Oregonian, Portland, Oregon, June 4, 1950.

(12) School Board Minutes, March 22, 1944.

(13) Oregon Education Journal, Vol. 24, May, 1950, p. 14.

(14) School Board Minutes, May 10, 1944.

(15) The Oregonian, Portland, Oregon, September 8, 1944.

(16) The Oregonian, Portland, Oregon, December 27, 1944.

(17) The Oregonian, Portland, Oregon, December 30, 1944.

(18) The Oregonian, Portland, Oregon, February 12, 1945.

(19) The Oregonian, Portland, Oregon, May 29, 1945.

(20) The Oregonian, Portland, Oregon, September 9, 1945.

(21) The Oregonian, Portland, Oregon, May 8, 1946.

(22) School Board Minutes, June 12, 1946.

(23) School Board Minutes, May 13, 1946.

(24) The Oregonian, Portland, Oregon, January 5, 1947.

(25) The Oregonian, Portland, Oregon, February 28, 1947.

(26) School Board Minutes, April 9, 1947.

(27) The Oregonian, Portland, Oregon, April 10, 1947.

(28) 74th Annual Report, 1946-47, p. 18.

CHAPTER XII

Dr. Paul A. Rehmus elected superintendent.

Dr. Paul A. Rehmus of Lakewood, Ohio, was elected superintendent on July 24, 1947, for a term of three years, commencing August 25, 1947, at a salary of $13,000 annually. This amount was the highest paid to any superintendent in Portland school history. Dr. Rehmus was selected for the position after three board members had spent ten days in various eastern cities studying and investigating the qualifications of the three "outside" candidates to whom the board had narrowed its field of choice. The board voted six to one in favor of the new superintendent, the one dissenting vote was cast in favor of Deputy Superintendent Edwards.

Dr. Rehmus is a graduate of the University of Michigan where he received his master's and doctor's degrees. At the time of his acceptance of the Portland position he was superintendent of school at Lakewood, Ohio, a suburb of Cleveland. He had previously been a principal of the Lakewood High School, instructor in history at Ann Arbor High School, and later, principal of the Ann Arbor Junior and Senior High Schools. He had also held the

principal's position at Grosse Point, Michigan and was on the summer staff teaching courses in guidance at the Universities of Pittsburgh, Miami and Harvard. He had also lectured on social problems for various terms at the Universities of Illinois, North Dakota and Purdue, also instructing in speech at the latter.

After surveying the wealth of experience gained by Dr. Rehmus in the field of education, it is not difficult to understand why the board was highly in favor of electing him.

Shortly after his term of office began he was asked for his opinion of "progressive education" and he stated as follows:

> The term "progressive education" as a definite school of teaching method does not exist.
>
> The demarcation between what is formal and what is progressive education is almost impossible to define. Every parent interprets it in the light of his own experiences and where the teachers' responsibility ends and homes' responsibility begins cannot be defined, either; it varies with every home (1).

It was not Dr. Rehmus' intention to make any radical administrative changes immediately after taking office, it was his intent to follow along the same lines as those of Dr. Spalding, only at a somewhat slower tempo.

Kindergartens become overcrowded. A serious administrative problem arose in September, 1947, involving the kindergartens. There was a shortage of space and many principals were forced to send five-year olds back home the opening day of school for this reason. Arrangements had been made at a board meeting in August of that year to construct several new portable buildings but the space shortage still existed (2). Some additional portables were rushed to completion and were able to handle the increased kindergarten enrollment until the remainder of the portable buildings were completed.

Survey of Portland teachers' working conditions made. In the fall of 1947, the Portland Teachers' Union representatives, headed by Inez Stacey, president, laid before the superintendent the results of a survey made by Dr. H. M. Barr, school research department head, to prove that Portland's teachers cannot do their best work under existing conditions. The main reasons given appear as follows: (1) too large classes, (2) too much clerical work, (3) too many extra-curricular activities such as drives and carnivals, (4) not enough school nurses, (5) too many teachers' meetings, and (6) a supervisory system in

the high schools that did not work (3).

Superintendent Rehmus made a careful study of the above complaints and remarked that most of these ills could be cured for the district with more tax money forthcoming from the people of Portland. Most of the mentioned complaints were largely due to a shortage of personnel, something that could not be improved on the limited budget of that year.

Every administration throughout the country was struggling at this time toward the smaller classes. Teachers and administrators agreed that it would take a fifteen million dollar building program during the next few years rather than the five million dollar one provided for, if the district was to keep up with the greatly increased primary enrollment as it gradually moved into the higher grades.

New personnel elected to fill top administrative positions. Assistant Superintendent Long resigned in August, 1947, to accept a similar position in San Francisco (4). Mr. Clifford K. Perry tendered his resignation as assistant superintendent in November, 1947 (5).

Dr. George W. Ebey was elected assistant superintendent in charge of personnel in January,

1948 (6). He had formerly been a professor at Chico State College in California.

The Portland school board filled additonal top administrative positions in February, 1948. Mr. John S. Griffith, principal of Jefferson High School, became an assistant superintendent. Dr. V. D. Bain, director of special education for the district, was made an assistant superintendent. Mrs. Eunice C. Miles, former principal of the Sabin High School for boys until its discontinuance, became principal of the High School of Commerce. Mr. Harold T. Santee, an elementary principal, was made director of secondary education (7). Mr. Santee is at the present time principal of the summer high school located at Grant High School and was recently elected to a regular high school principal's position.

By the spring of 1948, teachers' salaries in Portland which were the crux of a near strike in January, 1947, had reached levels comparable to the top quarter of other large cities in the nation.

The voters approve a new building levy.

Portland's school board had two special levies on the May ballot. One was the twenty-five million recurring, ten year levy for construction of new

buildings, repairs and additions to old ones. The other was for $1,700,000, the amount the board estimated would be needed to balance the 1947-48 operational budget. The vote was in favor of the ten-year building levy and was decisive in turning a long tide of depression in the schools (8).

Mr. James F. Elton retired as principal of the High School of Commerce in January, 1948, after many years of continued and faithful service in the district. His career was distinguished for almost three decades by breadth of scholarship, eloquence of expression and warm understanding of the problems of youth. He had shaped the destinies of the school until his personality was indelibly stamped upon the very spirit and structure of it (9). The J. F. Elton Athletic Field at Cleveland High School, formerly Commerce, was dedicated in his honor. Mr. Elton passed away shortly after his retirement.

Extensive building program planned. The wave of war babies was beginning to pour into the Portland schools in 1947-48 in great numbers. It was estimated that this wave would hit the high schools by 1954. The school administration was beginning to plan an extensive building program which would

eventually take care of this increased enrollment. Besides the proposed plans for several new elementary school buildings, the high school needs were cited as follows:

(1) Lincoln and Jefferson--New buildings.

(2) Benson--Replacement of twenty-nine portables dating back to the first world war.

(3) Washington--A new gymnasium.

(4) Franklin--An addition to house art, industrial arts and home economics departments.

(5) Roosevelt--Completion of the present wing and addition of a new gymnasium. This is the worst crowded high school in the city at this time.

(6) Commerce--A new athletic field house (10).

At this writing, June, 1950, the clearing of land for the new Lincoln High School has just begun. The Commerce athletic field house has been completed, Roosevelt has a new athletic field and new science laboratories have been added to Cleveland High School since it was changed over to a regular comprehensive high school. The High School of Commerce was changed from a specialized school in the fall of 1948 and the name was changed to Grover Cleveland High School, keeping in custom with the Portland district of naming

its high schools after the great personages of American history (11).

There were several new appointments made in June, 1948. Mr. Melvin Wilson was elected to the directorship of Child Services, Mr. George Henriksen was made director of Adult Education, Mr. Amo DeBernardis was made director of Instructional Materials, Mr. A. Verne Wilson was named assistant supervisor of music, Mr. Willard Christopher was made assistant supervisor of Health, Physical Education and Recreation under Mr. Jenne. Mr. K. A. Erickson was appointed Personnel Coordinator and Mr. Harold Ager was relieved of his duties as grade school principal to become Coordinator of Sites and Buildings under supervision of the superintendent (12).

Mr. Lawrence E. Winter was elected to the position Director of Secondary Education in August, 1948.

The Grant High School building and facilities were used by the State Board of High Education to house the Vanport College Extension Division for the summer of 1948 after the disastrous Vanport flood had destroyed the school's original building. A rental fee was paid to the district for the use of the

building(13).

In November, 1948, at the first meeting of the entire Portland school staff at Benson High's auditorium, Superintendent Rehmus stated that no year in Portland's long school history had been more significant than the one just passed. He outlined the accomplishments in terms of buildings, money and educational achievements and predicted the coming years would see steady progress over the entire district. The superintendent emphasized that morale is on the increase and those who have eyes to see, know that everything is being done as speedily as good planning and sound organization permits. He concluded by saying:

> Much has been done, much still needs to be done. The point I would like to emphasize is that we are on the move on a broad front. The school forces have a mandate from the people and sufficient funds to make necessary building changes have been provided, so that in time, the whole instructional program can be enhanced and improved (14).

Lincoln High School building sold. The Lincoln High School building was sold to the State of Oregon for $875,000 in April, 1949. The Portland district is not expected to vacate the building for at least two years (15). The sale of the old

building meant that the construction of the proposed new $2,750,000 school plant would begin several years ahead of schedule. The new school is being built on the Kamm tract near the Multnomah Stadium.

School population steadily on the increase. As of June 30, 1949, the population of the school district was estimated at approximately 400,000. The school population (4-19 years, inclusive) was 73,972 with 49,826 pupils registered in the schools. There were 1,828 teachers on the payroll and seventy-six buildings were in use (16).

The secret society problem. A very serious problem arose in the city of Portland's schools in October, 1949. Manhandling of a girl student by members of three high school fraternities at one of the high schools during school hours was the fuse that set the high school secret societies on the front pages of the daily newspapers. It was estimated that fifty boys took part in the affair which was part of a club initiation program.

Investigation was directed by Assistant Superintendent J. S. Griffith and Mr. Larry Winters, secondary school superintendent. An emergency school

board meeting was called and all local parents were invited to attend along with the various school authorities. The result was the passage and adoption of a resolution banning secret societies from the public schools of Portland. This resolution was based on the state law which prohibits in Oregon schools "secret societies of every kind and character, including fraternities and sororities, so called," and makes it "the duty of each school board within the state to examine from time to time into the condition of all schools under its charge and to suppress all secret societies therein...and to suspend or expel from school, in their discretion, all pupils who engage in organization or maintenance of such societies" (17).

A wave of protest was immediately raised by irate parents and adult members of organizations which were affected by the ruling. As a result, a suit against the Portland school district to test the legality of the local board's banning of inter-school societies was filed immediately. Further court action on the case is pending at the present time, June, 1950. It is believed that the court will uphold the district's ruling on the societies, for in all

previous cases of this type appearing in other sections of the country, there has never been a decision handed down by any of the courts in favor of the secret organizations.

Social director's positions have recently been created in the Portland high schools for the purpose of supervising the various activities of the school clubs and organizations. Provisions are also being made for the installation of recreation rooms where the clubs and organizations can conduct meetings, get-togethers and their other activities under the guidance of the social directors. The school board has unanimously supported Dr. Rehmus' antidotes for handling the situation fully realizing that in his previous position in Ohio, he handled a similar situation and guided it to a satisfactory solution.

In a 1949-50 prognostication for the district Superintendent Rehmus repeated his belief in the solid virtues of reading, writing and arithmetic and indicated that these subjects, together with the matter of study disciplines, would get further treatment in the schools. In a speech before the California Association of School Administrators late in 1949, he stated:

> We can't get away from teaching better than ever before, and that means better teaching of spelling, grammar and arithmetic, of reading and writing.
>
> If the war taught us anything, it is that young people can learn tougher and more complicated assignments, and in shorter time than we thought... If we are entering a scientific world, education must head the way and there is no royal road to learning except hard work. We must teach our boys and girls to express themselves more clearly both in writing and in speech (18).

Dr. Rehmus divided his expectations for 1950 into two parts, first, the very extensive building program to bring Portland's crowded physical plant up to standard, and "tightening of the inner defenses," or curriculum improvement.

Building program begins. The new Chief Joseph and Astor Schools, both elementary, were opened early this year plus a nine-room addition to the Sitton School. Lents, Binnsmead, Harvey W. Scott, Faubion and Glenhaven Elementary Schools are expected to be ready for occupancy by September, 1950. The total rooms in these schools will come to around eighty.

As previously mentioned, the new Lincoln High School building for which ground is being cleared at the present time, is due to open in the fall of 1951.

Other schools which will be started this year and ready for students in the fall of 1951 are Edwin

Markham Elementary which will replace the inadequate West Portland School, a new George School and a new Peninsula School, both of which are in the planning stage. A new gymnasium is planned for Roosevelt High School and a wing is planned for Franklin High to house the home economics, shop and art rooms.

The major site deal consummated in 1949 was the twenty-three acre tract overlook the Tualatin Valley where a West Hills High School will be built some time within the next eight years. Another East Side high school is also being planned to build on property near the Rose City Golf Course.

Portland's school population is on the increase and according to the most recent surveys made by the district will continue to increase until at least 1962.

In March of this year the Committee of the Whole recommended adoption of a resolution which provided for the continuation of Dr. Rahmus' contract to June 30, 1955, with a substantial salary increase and at the same meeting it was moved that Deputy Superintendent Edward's contract be renewed to run until June 30, 1954, also providing for a salary increase. The resolution was adopted and approved by

the board (19).

Mr. Andrew Comrie, School Clerk and Comptroller, was eligible for retirement in August of this year, but the Committee recommended that his services be retained for another year because of the efficient manner and excellent work which he and his staff were doing in matters pertaining to that office. The resolution was unanimously adopted and approved by the board (20). The Portland school district is more nearly financially sound at the present time than it has been for many years past.

The district is still taking care of its physically handicapped children at the Grout Center, the deaf at Rosford School, the sight-saving classes are located at Buckman. Children suffering from low vitality conditions are attending the Marysville Open Air School, which classes were formerly held at the Mills site until the fall of 1949.

The Department of Adult and Vocational Education conducts the Adult Family Life Education at Benson High School and evening schools are also in operation at several schools. The Portland Apprentice School is located at the Old Albina Homestead building, which also houses the Guidance and Counseling Center.

Curriculum improvement continued. At the present time there are many persons criticizing the curriculum of the public schools, not only in Portland but throughout the nation. The major criticism seems to be that the schools of the modern era are not teaching as thoroughly and as efficiently as the schools of the olden days. Superintendent Rehmus summarized the difference between the modern school and that of fifty years ago as follows:

> The older education worshipped the textbook, expected all children to master the same lesson and discarded those who couldn't. Modern education centers attention on the child, tries to develop all his powers, never discards any child...it uses every possible method to keep him interested in school work. It has learned that no human being gets much benefit out of boredom.

He referred to a 1948 competition with ten other cities to show that Portland youngsters are being well equipped in the three R's. He said that on this testing program for seventh graders, sponsored by the World Book Company, Portland placed first among nine United States cities of similar size in everything except arithmetic where local students' averages were fifth and eighth on two tests (21).

This lower average in arithmetic has resulted in the schools putting more emphasis on the subject on the elementary level.

Dr. Rehmus' views and opinions on curriculum.

The superintendent further stated:

> The persons who are most vocal in criticism of today's schools are individuals who had no trouble getting passing grades in the old schools, forgetting the number of students in the same classes who were taught from the same textbooks and the same methods, yet who were complete failures at schools. There were lots of these.
>
> We give credit to the old methods for the good students who would have been good anyway and we conveniently forget the majority who quit before they got through grammar school because they found no satisfaction in it--only failure and resentment.
>
> It is trying to keep these people in school and interested, that would have quit entirely in previous days, this is the problem (22).

Forty years ago, of every twenty children entering the Portland school system, only one stayed to finish. Today, more than two thirds of those who enter the first grade graduate from high school. This in itself is a remarkable achievement for the system and the city has gained immeasurably by keeping larger numbers of boys and girls in school for a longer time.

Dr. Rehmus further commented on the growing public interest in the curriculum of today's schools as follows:

> The current national concern over the school curriculum is based upon a desire by both critics

> and supporters to provide a sound education for all children. Before an agreement can be reached we must recognize that (1) it is impossible to give the best education without understanding and using the known facts about child growth and development, (2) the education of children must include the recognition of the great changes which are taking place in the world today, and (3) we have all the children of all the people in our schools by law until 18. This forces us to adapt the curriculum to all children rather than the few (23).

Many parents have been disturbed by the Portland school's policy of promoting children along with their own group rather than holding them back until they have acquired all the fundamentals. This is contrary to the practice that these parents were used to when they were in school, of rewarding good students with promotion and failing poor ones. Dr. Rehmus defends the systems policy in regard to this question and states:

> In this respect there is considerable deviation from traditional practice. Neither mass failure nor mass promotion from grade to grade exists here. There are definite standards of achievement for every grade which are measured by the teacher and standardized tests. Our children compare favorably with other large city schools.
>
> Promotion in Portland is based on the sound principle of what is best for the child. Today we do not regard promotions as rewards, or failures as penalties.
>
> We know from research and experience that children who fail quit trying. In time they get the habit of failure which has influenced many children negatively the rest of their lives.

> School failures often result in juvenile delinquency and other abnormal behavior.
>
> In the research laboratory of the General Motors company there is a motto which reads: "The price of progress is trouble." Progress implies change. Change implies displacing the old with something new. The new implies something that has not been fully worked out, something that may still be imperfect (24).

The Superintendent is in agreement with many of today's modern educators who believe that continuous experimentation is definitely required in order to keep the schools up to date. At times, some of this experimentation may prove to be futile but nevertheless, there is no other way that the needed and necessary improvements can be brought about.

Whatever the difficulty, Portland's educational leaders will endeavor to continue to guide the schools towards greater achievement and goals.

Dr. Rehmus is a learned, sincere and capable superintendent who has shown that he can tackle educational problems in much the same manner, and with the same efficiency, as many of his most worthy predecessors had done.

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CONCLUSION

The writer's purpose in making this study was to trace the development of Portland's secondary school system from its origin in pioneer days down to the present at the same time endeavoring to show something of the influence of the individual superintendents in shaping that system. A further purpose was to learn what has been done so that we may better understand what there is to do in the future.

The problem to a very considerable extent has been one of distinguishing and evaluating the superintendents' influence in the development of the school system and the curriculum.

In evaluating the superintendents' influence, the writer has not been unduly critical. The reason for this was mainly that because of the mistakes made during the developing stages of the system, the educators were better able to realize the requirements of the schools. In many cases, experimentation was the only way that improvements could be brought about.

Every superintendent was not an outstanding individual, but one can reasonably say that the majority of these administrators did contribute

worthy principles and ideals, which when unified and correlated, aided in making the system stronger and better adapted to cope with the many problems which arose from time to time. The high standards these men set have become traditions still exerting a strong influence on the school policies of today.

In following the various trends in education from the early beginnings, one can readily realize how immensely the educational objectives of the schools have changed. In the beginning, a fairly accurate knowledge of the three R's prepared one adequately for a better than average position in life. Compare this with the extensive amount of knowledge of subject-matter which one must acquire before being able to handle an ordinary position in the business world of today. This brings us to the problem of curriculum construction, a subject which is arousing much interest and debate throughout the nation at the present time.

The argument among educators locally, as well as throughout the nation, is whether the traditional subject-matter organization, or the psychological subject-matter organization, can best achieve the purpose of meeting the individual needs of the students.

The traditional methods which are understood to mean the organization of the materials of instruction in terms of the familiar subject categories, such as English, French, Latin, physics, algebra, etc., undoubtedly prepare the student for the special needs of college requirements. But only twenty per cent of the high school graduates in the schools of America enter college, so the problem is quite obvious, the curriculum must be set up in such a way that it may satisfy the needs of the additional eighty per cent of the students who seek employment immediately upon graduation from high school.

So-called "progressive education" recognizes individual differences. There is a wider representation of pupil abilities, interests and needs in today's schools than ever before, and modern means of measuring these have revealed the serious necessity of making some more satisfactory provision for individual differences. The high schools in previous years have not succeeded in adequately preparing large numbers of pupils for their probable positions in later life.

In recognizing individual differences, many students could learn earlier in their high school

careers the fields of study where their interests and highest capabilities can be found. They could then prepare themselves while still in high school for whatever field of endeavor they might wish to enter after their school days have ended. This can be considered one of the main reasons why school administrators all over the nation are reorganizing their courses of study so that a more diversified field is available to the student. Such a curriculum will tend to meet the needs of the majority of pupils.

Psychological organization of subject-matter tries to relate the present and probable future interests and needs of individual students. As John Dewey advocates, the materials of instruction should be varyingly presented according to the experience needs of each child. This type of subject-matter organization can possibly be the answer to the most serious curriculum problems.

As social trends are constantly changing, subject-matter organization should aim to relate the school more closely to the problems of life outside. The activities in school should be organized to carry over with the greatest ease to real life situations.

The broadened responsibilities undertaken by

the high schools of today in an effort to meet problems occurring through new social demand, and the wider variations of student abilities, have resulted in changing the aims of secondary education.

Secondary education may discover more effective patterns for attacking its continuing problems, but there can be no final solution to the problem of curriculum content and subject-matter organization. It is always in progress and constantly evolving in order to meet new social demands. The Portland schools, just as many others throughout the nation, are attempting to readjust their programs in order that these new social demands may be met effectively. The administrators fully realize that the responsibilities of the secondary schools are increasing. Adjustments have been and are continuously being made.

In this experimental process there will be many errors and wrong moves made, but one can be reasonably sure that from these trials will emerge a stronger and finer system of education, one designed and prepared to meet the exigencies of future years.

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