

A HISTORY OF VOCATIONAL EDUCATION
IN OREGON SINCE 1917

by

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PREFACE

There has long been a need of an adequate history of vocational education in Oregon. The compilation of this history I am attempting to do in a manner which will not be too detailed, but which will nevertheless trace the progress and evolution of the different phases of vocational education on the secondary level from approximately 1917 until the present time, and treat all the significant aspects with such dexterity and conciseness as to make the survey readily readable.

The information for this study was assembled from various sources. The State Board for Vocational Education through the avenues of the several department heads were willing and valuable contributors. Superintendents of city schools, heads of vocational schools, and instructors in the various divisions of the vocational field were contacted, as well as those who were pioneers in the development of this field of education. Courses of study, surveys, vocational texts, and pamphlets have all been used in this study.

The Author is especially indebted to Dr. H. D. Sheldon for his inspiration and valuable guidance in the preparation of this thesis, and also to Dr. J. R. Jewell.

Mr. O. D. Adams, State Director of Vocational Education in Oregon furnished valuable material on vocational education in Oregon. Others who contributed of time or material and to whom the Author is indebted are: Mr. O. I. Paulson, State Director of Vocational Rehabilitation; Mr. T. T. Mackenzie, Salem High School; Mr. A. M. McLean, Apprentice Coordinator, Portland; Mrs. Lillian Van Loan, Eugene Vocational School; and Miss Ariel E. V. Dunn, Director of Distributive Education, Salem; Mr. E. E. Elliott, Northwest Teachers Agency, Portland; and Dr. John F. Cramer, City Superintendent of Schools, Eugene.

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CHAPTER I.

INTRODUCTION

In order to establish a clarity relative to the discussion of vocational education it will be necessary to present several meanings of the term with a subsequent definition covering the intent of the author.

Dr. Charles A. Prosser and Charles R. Allen, pioneers in the development of vocational education in America, define it as follows:

"Vocational education becomes that part of the experiences of an individual whereby he learns successfully to carry on any gainful occupation." ¹

This is using the term in a rather broad manner, and it may suggest any form of professional training.

Vocational education as described by Eaton, is:

"Education which prepares the individual for the pursuit of a 'gainful occupation', whether chosen or not." ²

It is inferred here that any education designed to enable the individual to discover the vocation that he is to follow must either be classed as vocational guidance or prevocational education.

To the author of this treatise, vocational education means: That form of education given in the school or elsewhere whose ultimate purpose is to equip a person for useful and efficient service in Agriculture, Trades and Industries, and Home Making, or any related occupation,

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1. Prosser and Allen. Vocational Education in a Democracy. The Century Co. New York 1925. P; .4
 2. Eaton, T. H. Education and the Vocations. John Wiley and Sons. New York 1926. Pp. 4.

and fit the individual for gainful employment. Vocational education then becomes a type of training which develops the skills and tends to make a person a specialist in a field pertaining to his liking, and which will lead to independent financial existence. The professions of law, medicine, engineering, etc. are generally not considered as vocational education, as the term is used in this paper.

Historical Background

That vocational education had its inception with the earliest civilization no one doubts. This is attested to be several references from early history. An often quoted Rabbinical saying of early Egyptian times was:

"He that teacheth not his son a handicraft maketh him an associate of thieves".

The girls were taught to spin, to prepare food and do household work, while the majority of the boys became farmers. ³

Kinderman, an education reformer of Bohemia of the middle 18th century had realized the necessity of application of acquired knowledge, in which he said: "Working classes and reading classes must be combined. This is the only way that industry can be made a national characteristic." ⁴

In following the early history of mankind, there

3. Row. The Educational Meaning of Vocational Arts and Industries. Row, Peterson and Co. Chicago. P; 21-39. 1909.

4. Ibid. 3.

is an unmistakable constant recognition to the manual arts as an important factor in the concept of education. This type of education has had constant acceleration, terminating in the established order of today.

Need Of Vocational Education.

The home as an educational agency is being constantly broken down. The child no longer participates in the processes carried on in the proximity of the home. Under primitive conditions, the weaver, the metal worker and the cabinet maker worked in or adjacent to the home. The boy early became an apprentice and soon acquired a knowledge of the processes involved.

The urban home today offers no such opportunities; the father goes by street car to work, usually several miles from the home. The "no admittance" sign over the factory door becomes the most significant aspect of the factory in the point of view of the boy. This is a well defined instance of the loss on the part of the home of its power to perform its task in the educative process. Farming today is becoming more scientific, and is increasingly becoming a field of applied science. The farmer is rapidly becoming incompetent in conveying to his son the principles of the new and successful type of agriculture.

The value of vocational education was emphasized to the American public in 1913 in a speech to the Chicago

Commercial Club by Nicholas Murray Butler in which he said: 5

"This seems to me to be one of the very largest of our unsolved problems. If it is wisely solved, some other social problems that are looming large just now will be much reduced in importance, and the time and the cost of their solution will be greatly lessened; for the reason that we shall by this preventive policy have trained a much greater number of self supporting and independent human beings. We shall once more have done for society what medicine has done in putting emphasis on prevention and in taking care that pathological conditions and preventable diseases do not occur if foresight and skill can avoid them."

Early Vocational Educational Appropriations.

The United States Government early realized the value of training in mechanic Arts and Agriculture, and by the year 1862 some appropriations had been made promoting its advancement. Some of the acts with their restrictions for use are as follows:

The Morrill Land Act, signed by President Lincoln 1862, provided for donating public lands to the several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts. The amendments of 1864, 1866 and 1883 granted to the several states 30,000 acres of land for each senator and representative then in Congress. 6

The second Morrill Act, signed by President Harrison in 1890 appropriated to each state \$15,000 a year with an automatic increase of \$1,000 a year until 1900 when the sum of \$25,000 had been reached. Here the appropriation remained until March 1906. 6

The Hatch Act of 1887 appropriated \$15,000 in money to each state for Agriculture and experiment purposes. 6

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5. Butler, Nicholas M. Vocational Education as a Social Problem. Robert O. Law Company, Chicago. (Speech at Chicago.)
 6. Bulletin No. 13. U. S. Bureau of Education. Morrill Land Act, 1918. Pp. 7 - 10.

The Adams Act added \$15,000 per year to the amount appropriated by the Act of 1887. ⁶

The Smith Lever Act of 1914 provided for cooperative agriculture extension work between the Agricultural colleges in the several states and the U. S. Department of Agriculture. ⁷

This is in short the action of the Federal Government and is indicative of their intention to foster any education of the vocational type. The Smith-Hughes bill was an outgrowth of this earlier legislation.

7. Smith Lever Act. No. 38 Statute Law 372.

CHAPTER II.

Early Development of Vocational Education in America.

In the earliest period of American History, some form of apprenticeship constituted the chief means of training for all but the common laborer. This persisted throughout the Colonial Period. Young men attached themselves to some outstanding member of a trade which he wished to enter, such as cabinet making, shoe repairing, watch repairing, and various handicrafts, from whom he acquired the necessary knowledge for independent practice. The need of trade schools was soon realized and many such schools were founded. Finally, private trade schools were taken over by universities becoming departments or colleges within the large institutions. In this fashion, vocational education became established as a phase of education rather than as a phase of apprenticeship. In apprenticeship, however, the school retained the authority while the student was being trained on the job.

By 1862, the passage of the Morrill Act provided for the establishment of the "land-grant colleges", training in the higher phases of agriculture and mechanical occupations. In 1857, Michigan had established an agricultural college. Polytechnic institutes which gradually turned into engineering colleges were opened about 1825.

AGRICULTURAL EDUCATION

In the United States the national leaders were early aware of the need for more intelligent methods of farming and attempted to stimulate an interest in improved methods of agriculture by publishing books and pamphlets for farmers.

Early farmers were limited readers and rather scorned "book farming". Agricultural societies were organized as early as 1785 with not much apparent success.¹

It was 30 years after the establishment of Agricultural colleges in this country when the first successful Agricultural high school was established. The first successful one was established by the University of Minnesota in 1888. Other schools in various states took their pattern here and established similar schools. In 1898 there were only 10 Agricultural schools in this country, but by 1909 there were 500.²

The early years of the new century witnessed a steadily growing interest in agricultural education of less than college grade, with a voluminous expansion in 1917 as a consequence of the passage of the Smith-Hughes Act.

COMMERCIAL SCHOOLS

Schools for teaching accounting appeared as early as the beginning of the 18th century. The purpose of this

1. Mays, Arthur B. An Introduction to Vocational Education The Century Co. New York, 1930 Pp 20-52.
 2. True, A.C. Agriculture Education. Yearbook of U. S. Dept. of Agriculture. 1899. P. 161

type of training was to facilitate the apprentice in keeping his own accounts when he later became a merchant-craftsman. In the large, the work was mostly in private schools and colleges which reached their crest between 1850 and 1890.

Public schools were slow introducing commercial subjects into their curriculum, but an increasing public demand forced their establishment. The commercial high schools appeared shortly after 1900, and since then growth has been rapid.

Commercial education has experienced much less difficulty in growth in the schools than other phases of vocational education.

The early demand for trained bookkeepers resulted in the organization of many private business schools long before the people generally were ready to recognize vocational education as a public responsibility. When the realization finally came, the development of business courses in high schools was remarkable.

HOME MAKING:

It is quite probable that the introduction of Agricultural and commercial education in the high schools gave impetus to the organization of classes in home-making. The New York Cooking School of 1860 was probably the starting point in the improvement of cooking in this

country. Domestic science was listed as a course in the early land-grant colleges of the Middle West.

In the High Schools, home making developed simultaneously with manual training and with the vocational courses offered under the provisions of the Smith-Hughes Act.³

It is reasonable to believe that the same social and economic causes which brought other vocational education into the secondary school, operated to make the science of home-making a permanent phase of our American school system.

INDUSTRIAL EDUCATION:

It will be noticed that there has been a gradual trend to bring all forms of vocational education into the school and to make the public school the responsible agency for this type of training. However, the early industrial schools were mostly private schools conducted for profit or privately endowed institutions.

After the Civil War, there came a demand for skilled mechanics, due to the fact that organized apprenticeship had almost completely disappeared as a result of controversies between organized labor and employers. Foreigners were gradually filling the mechanical positions. This gave impetus to the establish-

3. Bevier, Isabel. Home Economics in Education.
J. B. Lippincott Co. Phil. 1924. P. 134

ment of various types of industrial schools, which in some cases supplemented the daily occupational work of apprentices, and in others attempted to train completely for journeymanship.

In 1880, Manual Training was first introduced into the public schools of St. Louis, by Dr. Calvin M. Woodward of Washington University.

The rapid development of machinery and the continuous development in specialization of processes made the training of semi-skilled workers increasingly important. Thus, by practically the same process of evolution as took place with other vocational subjects, industrial education became a definite phase of public high school education.

4. Mays, Arthur B. The Problems of Industrial Education. The Century Co. New York, 1927. P. 101

CHAPTER III.

Development in Oregon From 1900-1917:

In order to adequately discuss the early development of vocational education in Oregon, one must consider the various determining factors which were conducive to or hindered its development. This understanding is necessary also when attempting to trace the evolution of this particular form of education in a country such as Oregon. The population, natural resources, topography, industries and occupations were all factors that had a direct or indirect bearing on the type of education that would be fostered.

By 1900, Oregon had a population of approximately 400,000 people. Portland was the largest town with approximately 80,000 inhabitants. A number of other small towns were in the 4,000 to 5,000 population class. Two thirds of the population was found on the farms, which to a great extent were found throughout the Willamette Valley and scattered over the vast agricultural area of Eastern Oregon. By 1927, 50% of the people were living in cities of 2,500 or more. The topography and climate made it suitable for farming, while sheep raising, lumbering and fruit growing were steadily gaining prominence. Fishing along the coast had already gained recognition as an important industry. Oregon was not an industrial state in the large sense.

There had been a steady influx of settlers from the Midwest which was taxing the not too well established school

system. Curricula were constructed around the teaching of mostly core subjects and conventional material.

"....When the Vocational Act of 1917 was adopted there was very little vocational education in secondary grades outside of a few states, such as Massachusetts, New York, Pennsylvania, Indiana, and Wisconsin, in which state systems had recently been established." 1.

BOOKKEEPING:

It is difficult to determine the exact date of introduction of vocational subjects in the schools of the state and to what extent they were offered. However, as early as 1874, bookkeeping was taught in the high schools, being offered only for advance classes. 2 It was classed as an optional subject. Home economics and agriculture were not mentioned. By 1902, bookkeeping was offered for one half year, being taught during the second year of a two year high school course. 3

By the year 1908, the commercial subjects being offered were bookkeeping and stenography. They were designed for the 11th and 12th year students in high schools of the first class. 4

The commercial courses expanded quite rapidly so that by 1915-16, bookkeeping and stenography were firmly established in the curriculum of most of the larger high schools of the state. The aim of bookkeeping was to give

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1. Prosser and Allen. Vocational Education in a Democracy. The Century Co. New York. 1925. P. 441.
 2. First Biennial Report of the Supt. of Public Inst. Ore. 1874.
 3. Ackerman. J.H. State Manual of the Course of Study of Public Schools of Oregon. 1902. P. 43.
 4. Ackerman, J. H. State Manual of the Course of Study of Public Schools of Oregon. 1908. P. 56.

the students a general knowledge of business, beside the art of classifying and recording data. Classes in typewriting met two periods of 45 minutes each day. ⁵ The touch method was practiced. By 1913, shorthand was being offered in connection with typing classes in a few of the high schools. Due to the lack of large industrial centers, the demands for commercially trained students was limited. Some schools having commercial education were Baker, Corvallis, Oregon City, and Salem. ⁶ Private commercial schools were training the majority of bookkeeping students at that time.

HOMEMAKING:

By the year 1913, "domestic science" was being taught in several of the high schools and was common in all the larger schools of the State.

By 1915, it had become a two year program for freshmen and sophomores. The course consisted of instruction in various phases of food selection, preparation, ingredients, and serving. Meal planning and budgeting were also given consideration. Two lecture periods and one double laboratory period per week were to be devoted to the subject.

"Previous to 1917, little effort had been made to promote any other than the usual academic course of study in Oregon high schools. Outside of Portland, nothing approaching industrial education was being offered in any of our schools, except manual training

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5. Churchill, J.A. Course of Study for the High Schools of Oregon. 1915-16. Pp. 84
6. 21st. Biennial Report of Superintendent of Public Instruction. 1913-1914. Pp. 56-108.

as it was usually taught. Elementary home economics was being introduced with some success. Agriculture had been attempted in several schools but without any supervision and under unskilled instructors had practically passed out of the curriculum." 7

Domestic Art, consisting of several phases of selection and study of materials and sewing of garments was included in the vocational home economics program. 8

MANUAL TRAINING:

Manual training was somewhat slower in establishing itself in the early high schools of the State. However, by the year 1913, several schools, such as those of Baker, Corvallis, Astoria, and Eugene, had introduced this subject into the 7th grade and had extended it through the sophomore year in the high school.

The course consisted of training in various forms of carpentry, such as cabinet work, repairing of farm implements, architectural drawing and painting. The industrial work was stimulated by the University of Oregon consenting to give credit for all such work done, in case of future advanced work being done on the University level. The high schools were at once free to offer such courses in industrial work and as a consequence, rapid expansion did result.

7. Elliott, E. E. Oregon Educational Journal. March 1927. P. 6

8. Course of Study for the High Schools of Oregon. 1915-1916. Pp. 106-109.

AGRICULTURAL TRAINING:

There was developing a constantly increasing demand for some form of vocational training for those who could not afford to stay in school beyond the elementary grades. By 1911, the work in agricultural training had just been introduced in the schools.⁹ In the large rural areas, this form of education made its greatest advancement. A lack of trained teachers was a factor in arresting the progress for a short time thereafter. It was suggested that the country children be drawn together whenever possible into large consolidated schools where there would be ample ground for experimental work. In some cases, a trained supervisor was employed for the entire county. Agricultural education was most popular in the schools of Eastern Oregon where the principal occupation was farming. This form of education did not flourish anywhere, however, until the passage of the Vocational Education Act of 1917, which will be discussed later.

9. 19th Report of the Superintendent of Public Instruction, 1911. Pp. 19-20.

CHAPTER IV.

The Passing Of The Vocational Education Act Of 1917:

There had been for some time a growing agitation on the part of the citizens and educators of the country for legislation in favor of vocational education. It was not until the Commission on National Aid to Vocational Education made its report in 1914, that the Federal Government was awakened to the needs of such legislation, and eventually passed the Vocational Act of 1917. The Vocational Act of February 23, 1917, generally referred to as the Smith-Hughes Act was a bill passed by the Federal Government, authorizing the payment of certain sums of money to the various states for promotion of education in agriculture and industrial subjects. Other implications of the Act will be discussed later.¹

This was not the beginning of vocational education in this country, but it created an impetus to the movement that has grown with increased acceleration ever since.

"There is a current idea that vocational education received its birth by the passage of the Vocational Education Act, generally referred to as the Smith-Hughes Law. Historically, this is far from the facts. Vocational education by virtue of this law merely received the recognition from the Federal Government it had long been demanding. By this congressional action, it was helped out of the lowly and lonesome existence it had long endured to a recognized place in the educational machinery of the entire country. No

1. Smith-Hughes Act. Public Document No. 347- 64th Congress.

state action of this sort, even though it came from the states, could have had the effect of uplifting and establishing vocational education as was brought about through this federal action."²

The passage of the Smith-Hughes Bill was the culmination of years of effort on the part of the friends of vocational education. Proponents encouraged only appropriations for education in trades and industries. The bill was so limited that sufficient support could not be gained until the provisions were broadened. It was decided by the proponents to include agricultural education and later a very limited amount of education in home economics.

The question is often raised why commercial education was omitted from the benefits of the appropriations allotted in the Act, especially since this type of education may be classed as purely vocational in purpose and character. The historical reason for the omission is found in the fact that the Smith-Hughes Act was originally designed to help only those forms of education that had not yet been given popular support.

It is a fact that trades and industrial education had not received general recognition. No scheme had been devised to help the boy who dropped from school to prepare for a job. Even agricultural education was almost absent in public secondary schools. It was natural that those types

2. Elliott, E.E. The Relation of Commercial Education to the Smith-Hughes Law. Oregon Teachers Monthly. June 1926. P. 2.

received the first recognition. It was argued that commercial education was so firmly established that aid was not necessary. Besides, several private schools were giving this type of training, and commercial subjects were quite common in most high schools. It was also held that if commercial education needed help, it would not be by means of subsidy.

IMPLICATIONS OF THE SMITH-HUGHES LAW:

The Act provided for the payment to the states annually certain sums of money for promotion of vocational education: To provide for cooperation with the states in the promotion of such education in agriculture and trades and industries; to provide for cooperation with the states in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditures.³ The Act marked the beginning of a truly cooperative system of state-aided vocational education, in which agreement was worked out between the Federal and State Board for the Acts administration. The grants of federal money were conditional and the acceptance of these grants imposed upon states specific obligations to expend the money paid to them in accordance with the provisions of the Act.

One of the outstanding provisions of the Vocational education Law that makes it different from the other federal legislation granting aid to education

3. Public Document No. 347. 64th Congress. Smith-Hughes Law.

is that provision which requires that every dollar furnished by the Federal Government for the purpose of cooperating in a contractual agreement with the states, either in payment of salaries or in the preparation of teachers, shall be matched by an equal amount appropriated for the same purpose by the state, the local community⁴ or both, in which the federal money is to be spent.

This meant that the state legislature must appropriate a certain sum of money which would be used to match the Federal appropriation given to that state. In 1919, the State Legislature of Oregon allowed an appropriation of \$40,813.18 to match the federal money.⁵ For eligibility to receive the funds, the Federal Government made definite specifications for its use. It was imperative that the education be under public supervision and control, that it be for people of less than college grade and that it fit the person for useful employment. Schools established in agriculture must include supervised farm practice for at least six months of the year. In trades and industries, one-half of the time must be given to practical work on a useful or productive basis.⁶

It must be kept constantly in mind that the new schools which were provided for were to be an integral part of the existing public school systems of the state, thus preserving the unity of the public education system, and not a separate and competing organization, as was proposed in some of the earlier bills in Congress.

4. Payne, A. F. Administration of Vocational Education. McGraw Hill Book Co. New York, 1924. P. 94.

5. 29th Biennial Report of State Supt. of Schools, 1931. P. 99

6. Public Document No. 347. 64th Congress. Smith-Hughes Act.

STATE BOARD FOR VOCATIONAL EDUCATION:

In addition to a Federal Board of seven members created to administer the Smith-Hughes Act, each state was required to designate a State Board for Vocational Education. It was to be the duty of this board to work in conjunction with the Federal Board, by forming a program of state policies to be presented to the Federal Board for approval. If the program was accepted, the state would then be eligible for appropriations.

"Thirty two states designated the state board of education as the State Board for Vocational Education. Nine states had no regular state board of education. Six states which had a regular state board of education created a separate board for vocational education. They were as follows: Georgia, Michigan, Mississippi, North Carolina, Oklahoma, and Oregon."⁷

The provisions for the formation of the Oregon State Board were as follows:

"The State Board for Vocational Education is to consist of the members of the State Board of Education, ex-officio, and four other members to be appointed by the governor. In making these appointments, the governor shall select one member representing agriculture; one member representing the employers of labor; one member representing the employees; and one member (a woman) representing home interests. The term of office of the members of the State Board for Vocational Education shall be for four years, but making the first appointments, the governor shall designate one member whose term of office shall expire January 1, 1920; one member whose term shall expire January 1, 1921; and one

7. Payne, A.F. Administration of Vocational Education. McGraw-Hill Book Co. 1924. Pp. 94.

whose term shall expire on January 1, 1922; and one on January 1, 1933. One member shall be appointed every year thereafter.⁸ The First State Board consisted of the following members: J. A. Churchill, State Superintendent of Public Instruction; E. J. Stack, Portland, Oregon; Mrs. George McMath, Portland, Oregon; Mrs. Charles H. Castner, Hood River, Oregon; David M. Dunne, Portland.⁹

The Federal law also stipulated that the state treasurer was to be made the disbursing agent and custodian of the federal funds. At no time does the state come into full and free possession of the funds. The Federal Board also reserves the right to inspect from time to time such schools and institutions in order to determine if the state was carrying out the plan agreed upon. The state board in return had to make an annual report to the Federal Board showing the expenditure of the money allotted to the state.

Originally the law was quite fixed and inelastic, so that it was a cause of complaint on the part of some school administrators. In some cases, administrators were willing to relinquish their federal subsidy in order that they might be able to carry out a program suitable to their needs. This condition was alleviated in later years when the state board was given more liberty in establishing a flexible program. The types of schools organized under the Vocational Act were the all-day or Continuation school, the Part-Time day school and the Evening school.¹⁰

8. Oregon School Law. State Board for Vocational Education 1937. P. 13.
 9. 23rd Biennial Report of Supt. of Public Instruction. 1919. P. 13
 10. Payne, A. F. Administration of Vocational Education. McGraw-Hill Book Co. New York, 1924. P. 143.

VOCATIONAL AGRICULTURE UNDER SMITH-HUGHES.

Before the passage of the Smith-Hughes Act, very little agriculture was being taught in the high schools of the State. Schools offering agricultural training in 1913-1914 were Bend, Burns, Drain, Enterprise, Estacada, Klamath Falls, and Pendleton.¹¹ A major reason for its lack of attention was probably the questionability of its true worth on the part of the school administrators and the school board. With the appropriation of funds for this specific type of instruction, agricultural instruction was rather slow to take root. It took two or three years before regular high school courses were organized.

It was the policy of the State Board for Vocational Education to visit schools and urge the incorporation of this subject in their curriculums. It also tried to locate departments in most favorable agricultural areas and support them most liberally. Whenever feasible, the establishment of one department in each county was attempted. In carrying out the program of the Smith-Hughes Act, the Board appointed E. E. Elliott as Director of Vocational Education. Mr. Elliott had previously been appointed as professor of Agricultural Education at Oregon State Agricultural College.¹²

By 1920, the largest development along the lines of

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11. 21st Biennial Report of Supt. of Public Instruction. 1913-14. Pp. 56-108.
 12. 24th Biennial Report of Supt. of Public Instruction. 1919-20. Pp. 34.

vocational education had been accomplished through the establishment of departments of agriculture in the various high schools of the State. The first departments were established in 1920 at Hood River, Woodburn, McMinnville, Milton, Freewater, and Corvallis. (Hood River abandoned the project the following year.) By 1921, there were 16 such departments in operation. The following is a list of the schools maintaining vocational agriculture departments with the numbers of years maintained and the enrollment: ¹³

School	Course	Enrollment
Alsea	2 years	28
Cottage Grove	1 "	31
Dufur	2 "	16
Enterprise	3 "	21
Forest Grove	(Approved but not yet organized.)	
Gresham	4 "	35
Lebanon	2 "	37
McMinnville	2 "	29
Medford	1 "	22
Milton	3 "	55
Newberg	2 "	40
Ontario	1 "	26
Ranier	2 "	13
Redmond	2 "	20
Union	2 "	23
Woodburn	2 "	25

In addition to the class work, each pupil was required to plan and conduct on his own responsibility, under the supervision of the instructor, a definite enterprise known as a project. These projects were to be of a practical character and were intended to attract

13. 24th Biennial Report of Supt. of Public Instruction. 1919-20. Page 40

the interest of the pupil in the affairs of his farm. Some examples were the growing of a patch of grain or the feeding of livestock. One school, as will be noted from above, had already a four year course established. In some cases, farm shop work was correlated with agriculture.

Three types of schools were acceptable under the Smith-Hughes Act. They were the day schools, evening schools and part-time schools. In agriculture, all-day schools were considered the most efficient. The units could be handled most satisfactorily in conjunction with the regular classes. A more efficient program was being constantly evolved, resulting in closer contact between supervisor and student, permanent records being kept for follow-ups of former students, evaluation of projects with adoption of a score card, renewed campaigns to promote part-time and evening classes and the organization of agricultural clubs for the students. This type of a constructive program systematized the work being done and tended toward a better unification and understanding of what was being done. By 1925, there were a total of 29 Smith-Hughes units in Oregon, which was the maximum possible with the funds available for support.¹⁴

The year 1926 marked the time when the continuing appropriations from the Federal Government reached its maximum. Any future progress would need to depend on the

14. Elliott, E. E. Vocational Education. Oregon Teacher's Monthly. September, 1925. P. 1

liberality of the State Legislature, and the local school districts. It was apparent that as soon as the vocational subjects had established themselves as valuable assets to the curriculum and were fitting the needs of the students, larger local appropriations resulted. This allowed for an ever increasing program.

At the end of 1925-26 biennium, there was a reputed enrollment of students in agricultural classes of 1,070. The financial returns from the farm projects in agriculture for 1924-25 amounted to \$74,461, which was more than the entire cost of all the departments in the State.¹⁵

ADAMS ELECTED SUPERVISOR:

In 1927, Mr. O. D. Adams, who for the past two years had been State Supervisor of Trades and Industries was elected by the State Board of Vocational Education to the position of State Director. He was to fill the vacancy left by the resignation of Mr. E. E. Elliott. Due to a keen understanding of the vocational problem, Mr. Adams proved to be a valuable man in that position and has held the position until the present time. In 1929, Mr. E. R. Cooley was appointed State Supervisor of Agricultural Education.

The years of 1932-33, which were marked as the hardest of the depression, influenced the economizing in many school projects. Vocational agriculture seemed to hold its own and in many cases forged ahead. This was

15. 27th Biennial Report. 1925-27. Supt. Public Instruction.

indicative of its popularity and its value as a phase of education.

The high school enrollment in vocational agriculture had increased from 924 to 951. The part-time work for boys not enrolled in high school between the ages of 14 and 21 was slightly less than in 1931. A survey of the work engaged in by the Smith-Hughes agriculture students who graduated from high school the previous year revealed that 167 out of 229 were engaged in some type of farming. Eleven were studying agriculture in colleges and 51 were engaged in lines of work other than agriculture. About 73% of the agriculture graduates of last year were now farmers. During the current fiscal year, there were 35 school districts receiving federal aid as reimbursement for the teaching of vocational agriculture. Albany and Merrill added departments last year, and Pendleton was to introduce agriculture next year. 16

The interest in vocational agriculture continued to accelerate so that by the year 1936 there was a total of 3,435 farm boys enrolled in vocational agriculture classes, representing 43 school districts cooperating with the State Board. Nine high schools added classes to their programs. They were: Oregon City, The Dalles, Boardman, Condon, Arlington, Scappoose, Riverton, Lakeview, and Heppner. A total of 1,079 farmers were attending evening school classes in 43 different cities. 17

In 1938-39, 50 schools in the State were offering training in vocational agriculture. A list of the schools is as follows:

Albany High School

Junction City High School

Amity High School

LaGrande High School

16. Cooley, Earl R. Vocational Education in Oregon. School and Society. August 1932. P. 237

17. 32nd Biennial Report of Supt. Public Instruction. 1937. P. 84.

Arlington High School	Independence High School
Baker High School	Lakeview High School
Boardman High School	Lebanon High School
Bonanza High School	McMinnville High School
Canby High School	Malin High School
Nestucca High School	Molalla High School
Condon High School	Myrtle Point High School
Coos River High School	Newberg High School
Corvallis High School	Ontario High School
Cottage Grove High School	Oregon City High School
Dayton High School	Pendleton High School
Dufur High School	Ranier High School
Enterprise High School	Redmond High School
Eugene Vocational School	Riverton High School
Forest Grove High School	Roseburg High School
Grants Pass High School	Salem High School
Gresham High School	Scappoose High School
Halfway High School	Silverton High School
Helix High School	The Dalles High School
Henley High School	Union High School
Hillsboro High School	Wallowa High School
Hepner High School	West Linn High School
Imbler High School	Woodburn High School ¹⁸

The growth of vocational agricultural classes prompted the organization of the students into what has been called the Future Farmers of America, for the advancement of educational and recreational activities. A discussion of this organization follows:

FUTURE FARMERS OF AMERICA

The Future Farmers of America, an organization of students enrolled in agriculture classes of our high schools, is national in scope. The lead in the organization of the Future Farmers was taken by Virginia when a state organization was formed, which served as initiative for the national organization. The need of such an organization is evident when one considers how farming has changed in character within the last few decades. If the typical farmer of today were no better equipped for earning a livelihood than the farmer at the threshold of the turn of the New Century, he would be far less competent. There has been an increase in number, kind and grade of demands which competitive agriculture now makes on him. It is probably for these reasons that the F.F.A. came into existence, and upon these problems it set its program of work.

Previous to 1929, in Oregon, the only organizations of this type were a few clubs in schools, organized in connection with the agriculture classes. No definite

program was being carried out. In November 1929, Oregon got its state charter, thereby becoming a member of the national organization. By 1931, 29 local charters had been granted. The F.F.A. organization was established as a branch of the State Vocational Education Association. Mr. Earl R. Cooley became the advisor for the state organization. Practically the same setup has prevailed from 1929 until the present time.¹⁹

The organization of the affiliated local chapters composes the Oregon Association of Future Farmers of America. The chapters are organized only in schools where there is instruction in vocational agriculture, given under the Smith-Hughes Act. Students from any school, meeting

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19. The purposes of the organization, as outlined by the State Constitution are as follows:
1. To promote vocational education in agriculture in the public schools of the State of Oregon.
 2. To create more interest in the intelligent choice of farming occupations.
 3. To create and nurture a love of country life.
 4. To encourage recreational and educational activities for students in vocational agriculture.
 5. To promote thrift.
 6. To encourage cooperative effort among students of vocational agriculture.
 7. To strengthen the confidence of the farm boy in himself and his work.
 8. To promote scholarship among students of vocational agriculture.
 9. To develop rural leadership.

the above requirements can meet, adopt the State Constitution as their own, elect officers, set up a program of work and then apply to the State Adviser for membership. Upon receipt of a charter, the chapter and members are immediately recognized as members of the F.F.A.

"The organization can conserve the love of rural youth for the beauty and wholesomeness of the countryside; teach them the fundamentals of good farming; inculcate a respect for the achievement of agriculture in our national life; inspire them to become better farmers than their fathers; and fill them with a resolution to cooperate in solving the perplexing problems of competitive agriculture." 20

NATURE OF WORK DONE:

The F. F. A. is an organization for putting into practice the instructions given in the agriculture course. The motto is, "Learn to do by doing". Besides playing an important part in the agricultural program they have organized social, recreational and educational activities. Interest has been developed in public speaking, parliamentary procedure, banquets, F.F.A. exhibits, livestock judging and similar activities. The F.F.A. of Oregon now includes cooperatives including a loan association, feed buying, auctions, berry marketing, wool marketing, and the pooling of orders for seed, fertilizers and insecticides. In this manner the organ-

20. Vocational Education Under Changing Conditions.
Vocational Education Bulletin, No. 174. P. 55.
1934.

ization has become an economic asset to the farmers of the State. Other worthwhile activities engaged in by the organization are the annual F.F.A. cooperative marketing day held at Portland for marketing hogs and sheep. The sending of teams to the F.F.A. judging contest at the Pacific International show at Portland and the sending of the best team to the American Royal Show at Kansas City has been an annual event of the F.F.A.

Project working is one of the major activities of the F.F.A. program, being used to supplement instruction gained in the classes. The student's success in project development and his participation in club activities is a dominant factor in attaining the degree of "State Farmer" or the supreme rank of "American Farmer".

To stimulate activity among the various state units, a novel idea was introduced in Oregon during the year 1933-34. The honor of a Keystone chapter can be earned by amassing a required number of points, determined by the activities engaged in and projects accomplished. There were 12 Keystone chapters in 1936-37, and 15 such chapters in 1937-38. A state convention is held each year at Corvallis, to which each chapter sends two delegates. Officers are elected and a program is set up for the following year. ²¹

Footnote:

21. There has been a constantly growing interest in the Future Farmers organization since its inception in Oregon in 1929.

This is evidenced by the increased enrollment between the years of 1934 and 1937, as shown below:

	<u>1937</u> <u>1938</u>	<u>1936</u> <u>1937</u>	<u>1935</u> <u>1936</u>	<u>1934</u> <u>1935</u>	<u>% Gain</u> <u>1937-38</u> <u>over</u> <u>1934-35</u>
Number of Agriculture Depts.	48	42	42	36	33
Total enrollment	2149	1857	1730	1544	39
F.F. Membership	1967	1669	1593	1283	53.3
Number of adult evening schools	27	19	18	26	4
Total enrollment	646	504	530	549	18
Average "	23.9	26.5	29.5	21.1	13
Average attendance	14.3	15.3	15	12.6	13
Number of young Farmer Schools	16	3	5	3	433
Total enrollment	305	31	117	49	522
Average "	19	11.6	23.4	16.3	16
Average attendance	11.4	6.3	10.2	9.8	16
Average labor income per student	\$98.46	\$122.19	\$90.78		

(From the Records of the State Board of Vocational Education June 30, 1938.)

DEVELOPMENT OF VOCATIONAL HOME MAKING:

The development of vocational home economics was rather slow, due to limitations of federal funds for this type of education. What did exist was a combination of sewing and household arts, offering a rather meagre program. In fact, it was quite incidental that home economics was included in the Federal Act. In the original Smith-Hughes Act, there was no appropriation for vocational home economics, but up to 20% of the funds for Trades and Industries could be used for home economics. This did not prove adequate for the promotion of a satisfactory program. It was evident that for any great increase in this type of program, more generous donations would have to be made by both the state department and the local school boards.

By 1919-20, there were only four departments of home economics in the entire state, those being at Ashland, Cottage Grove, Forest Grove and Salem. Several schools did maintain a program of home economics which did not meet the requirements for a federal subsidy. Under the policy adopted by the State Vocational Board, these departments were established on a much broader plane than had been undertaken in other states. In addition to the practical features inherent in the course, it was required that the school boards undertaking Smith-Hughes departments in

in home economics in the State of Oregon, establish and equip a complete practice house of not less than 5 rooms which could be maintained and operated as a definite feature of the instruction given in the course.²²

This requirement gave the home economics department of Oregon a distinctive character which was quite different from the ordinary course given in the usual high school. The practice house was later found to be an undesirable method for subsidiary instruction, and as a result it was discontinued. The major reasons for its undesirability were that it was not a typical situation, and it was a rather expensive project in the cases where classes were small. In most cases, teachers themselves resided in the practice house which created an unsatisfactory situation.²³ The home project was later substituted for this method of training.

TYPES OF SCHOOLS ORGANIZED:

Three types of schools were organized to foster this type of training. They consisted of the all day schools, or department, which were in session nine months of the year, and at least 30 hours each week. One-half of the time was to be devoted to practical work, such as making of garments, preparation of foods, and projects peculiar

22. 24th Biennial Report of the Supt. of Public Instruction 1921 P. 36.

23. Information supplied by State Director of Vocational Education.

to the home. The other half of the time was devoted to related or non-vocational subjects. Part-time schools take their name from the fact that the group served spends part of their time at work and part of their time at school.

Evening schools were those maintained for persons employed during the day who are over 16 years of age. This reaches a group who are somewhat older than those attending the part-time schools. The instruction in evening schools was to be of such a nature that the skill or knowledge gained would be a help to the worker in her present employment, for greater efficiency, better wages, or promotion.²⁴

Increasing popularity was evident by the year 1927, for at that time there were 12 full time instructors employed. There were 194 girls in departments of home-making and an approximate total of nearly 400 adult women in evening and part-time classes.²⁵

Rapidly changing conditions in our social life had affected the needs of an adequate vocational home making training for the women of the nation. That women were beginning to command important places in the economic life of the nation was not denied.

"The women of the nation are the great retail buyers. They purchase most of the commodities of every kind and most of the services produced by our workers. They select and use, among an infinite variety of other things: - houses, gardens, house-furnishings, professional services To choose and utilize intelligently any of these commodities and services, the home maker needs technical knowledge as a buyer and as to buying standards." ²⁶

24. Smith-Hughes Act, 1917.

25. 27th Biennial Report of Supt. of Public Instruction. 1927. P. 9

26. Bulletin No. 174. Vocational Education in Changing

It was the purpose and objective of a home-making course to equip the women with at least the necessary essentials leading to economic stability. The teaching of the principles of being an intelligent consumer had found its rightful place in the course of study of the vocational home economics program. Of no less importance was an acquisition of the fundamentals bringing about happy home relationships. In the all day classes, efforts were made to develop initiative in the students. Two definite projects were required to be carried on during a year, such as: Preparing the family supper for one month, making of a budget for buying clothing, supervising play of brothers and sisters for 5 Saturdays. Students tended to assume responsibility and cultivate good judgment in their planning.

By the years 1935-36, there were a total of 3,974 women attending evening and part-time classes, while 3,062 high school girls were enrolled in vocational home economics. There were 25 schools being reimbursed for such classes. There had been 17 new schools given reimbursements during the past two years.²⁷

The extensive development of home economics up until 1937 had been hampered partly due to lack of sufficient funds. The George-Deen Act, passed July 1, 1937, appropriated additional funds for this phase of

27. 32nd Biennial Report of Supt. of Public Instruction. 1937. P. 86.

education. With these additional funds the entire program was almost doubled. This is evident when studying the program for the years 1936-37 and 1937-38.²⁸

	<u>1936-37</u>	<u>1937-38</u>
High schools reimbursed for day school programs	12	31
Evening and Adult Classes	2	13
Part-time classes	1	2

The present policy of the State Board of Vocational Home Economics is that there must be a time set-up of 60 minutes minimum daily for regular classwork; there must be time allowed for conferences and project supervision; and that there must be a project paralleling each class in home-making. The types of projects can vary according to the individual's needs and her home situation.

VOCATIONAL TRAINING IN TRADES AND INDUSTRIES:

Training in trades and industries was one of the earliest types of vocational education. However, up until 1919, the work offered in high schools was very meagre. There was evident a growing agitation for a form of shop work. This agitation became a reality in Oregon when units were organized in 5 towns. These were also the first vocational schools established under the Vocational Education Act. Those schools offering courses and the nature of the work offered were: Eugene - Plumbing; Salem - Carpentry and Machine Shop; Pendleton - Carpentry, Cement Work

28. Figures Supplies by State Vocational Department of Oregon.

and Plumbing; Portland -- a varied program; and The Dalles -- Printing.²⁹

An apparent antagonism toward trades and industries was prevalent however and did prevail for some time. This was partly due to administrators doubting the feasibility of such training. A continued drive on the part of the State Administrator to organize additional units was to a great extent successful. In practically every case, the unit became a permanent part of the curriculum after it was once introduced, and its true value realized.

TYPES OF CLASSES ORGANIZED:

All day classes were held in conjunction with the regular high school classes and were intended to prepare students for advantageous entrance into a trade or industrial pursuit. Two types of classes were organized, namely, the Day Trade School and the General Industrial School. These were perhaps the least efficient of the vocational classes because of the difficulties surrounding their organization and maintenance, and because trade training in any school is less effective than that given by the trade itself.

Another type of class organized was the Trade Extension class, offering work of supplementary nature

29. 24th Biennial Report of Supt. of Public Instruction. 1919-20 Pages 35-36.

to the mechanics in the trade. Portland was the largest center for this type of work, offering both part-time and evening work. In addition, part-time cooperative classes were introduced. In this type of class, one-half of the time was spent in school and one-half was spent on the job. There were three modifications of this latter type of class, consisting of Trade Extension, Trade Preparatory and General Continuation. Each was organized to fit the conditions of that community. The general continuation school was to offer classes to minors over 14 years of age in subjects designed to enlarge the civic or vocational intelligence of young workers. In some cases, young men were able to prepare for a vocation while attending high school. The trade preparatory classes were designed to give instruction of less than college level in any occupation other than the one in which the student was employed.³⁰

In the towns where trade and industrial classes were operating, considerable enthusiasm was apparent, which gave every indication that they would be permanent fixtures in the curriculum. Baker led the field in carpentry, completing 4 cottages between the years 1929-31. Bend offered a course in machine shop practice, cooperating with the large lumber mills. The latter

30. 30th Biennial Report of the Supt. of Public Instruction. 1931-32. P. 90.

absorbed many who had been trained by the school. Pendleton offered courses in auto mechanics and machine shop. Likewise, the majority of their graduates were being employed on the farms, and in town shops.³¹

The period of unemployment of 1932 put the school administrator in a rather precarious position, due to difficulty in placing graduates. Some administrators initiated a program of retrenchment, while others advocated expansion, so as to extend opportunity to the unemployed; and those who would spend their otherwise wasted time in school. In many cases, the administrator suggested that they look forward to the better times that were to come. This period brought about a gradual change in the character of the instruction, ranging from the specialized to the more thorough grounding in machine shop practice. Skilled laborers did not have to fear technological employment, as they had been offered greater versatility. The general shop idea came into play more than ever. By this revised system, all equipment at all times could be kept in constant use instead of fully equipped shops standing idle for a part of the year or a part of the day. In this way, real economy was achieved even through the hardest years, economically.

In general, the types of training offered had a wide range, depending largely on the needs of the community.

31. 29th Biennial Report of the Supt. of Public Instruction. 1931-32. P. 90.

The all-day unit classes generally offered the most limited program, while the trade-extension classes enjoyed training in a widely distributed field of occupations.

In 1929-30, several towns had trade and industrial classes in operation. Those conducting the day-unit classes were Baker, Pendleton, Salem, and The Dalles. Trade extension classes were organized at Portland, Salem, The Dalles, and La Grande; while part-time classes were in operation at Roseburg and The Dalles. From the years 1932-36, rapid advancement took place in the field of trades and industries. During the biennium of 1935-36, there was an increase of 127 per cent in the enrollment of trainees in trades and industrial classes. A new mining project was started at Grants Pass. There was a grand total in the State of 8,060 trainees enrolled.³²

VOCATIONAL EDUCATIONAL GROWTH WITH REFERENCE
TO FEDERAL AND STATE APPROPRIATIONS.

With the passage of the Smith-Hughes Act of 1917, no other federal appropriations were made until 1929, when the George-Reed Act was passed. This act was authorized to make additional appropriations to the states and territories for vocational agriculture and

32. 32nd Biennial Report of Supt. of Public Instruction. 1935-36. P. 90.

and vocational home economics, during the 5 years of 1930-34 inclusive. Considerable expansion in the program was thereby possible. The Act was especially significant in that it was the first direct aid for vocational home economics. During the two year period from July 1, 1932 to June 30, 1934, the appropriation to Oregon as a result of this Act was \$22,046.42.³³

The George Ellzey Act passed in 1934 continued the appropriations of the George Reed Act and remained in effect until 1937, when the 74th Congress passed the George-Deen Act, which allotted funds for vocational agriculture, home economics, and trades and industries. An interesting feature of this Act was that the state or local district need match only 50% of the federal grant.³⁴ It was this grant that made distributive education possible, at the same time having a profound influence on the vocational expansion.

"Additional federal funds allotted to Oregon from the George-Deen appropriation have helped to improve and broaden our program in vocational agriculture. Six new agriculture departments have been established; extra money has been provided for evening and part-time schools; an assistant supervisor has been hired, and additional money is now available to help finance practice teachers in getting participation training in project supervision, part-time and evening school work. Within the past 5 years, improvement has been made in providing suitable building facilities for the Smith-Hughes agriculture department."³⁵

33. 31st Biennial Report of Supt. of Public Instruction. 1933-34. P. 95.
 34. Public Document No. 245. 73rd Congress, 1934.
 35. State Board for Vocational Education. Annual Report. 1938.

In the appendix, Table I, page 76 , it will be noted that the state appropriations show a marked stability, with the exception of 1933-34. For obvious reasons, there was a decrease of approximately \$17,000 during that year. The following year, however, the aid was back to its 1931-32 level.

Enrollment in vocational education classes in general was proportional to the facilities made available during the period of its operation. During the year 1918, there was a trifling total state enrollment of only 414; however, since that time, there has been a constant increase. Some of the greatest increases took place during the years of 1930 to 1938. This was largely due to an increasing population and in general an extension of educational opportunities to a greater number. See appendix, Table II. page 77.

Another factor of no less importance is a study of the decrease in per student cost to the State from 1925 to 1938. This decrease has been due to several reasons, some of which I shall briefly explain. In general, the class sizes have increased, which in each case has lowered the per student cost. It is common knowledge that the smaller the class, the greater the cost of operation per student participating. Another factor of importance was the increased consideration

shown by local authorities, which resulted in approval of larger appropriations, to some extent relieving the financial burden on the State.

In the year 1925-26 it cost the State \$5.02 to provide vocational education to a student for one year. By 1936-37, it had been reduced to \$1.81. See appendix Table III, page 78.

CHAPTER V.

VOCATIONAL REHABILITATION.

Closely allied to vocational education is vocational rehabilitation in that its purpose is to prepare people for profitable employment in some specific vocation. The first state to enact a law for rehabilitation was Massachusetts. In 1918, it created a division in its industrial accident board with the duty of training and instructing persons incapacitated for earning a livelihood through industrial accident. An industrial result of the Great War was the maiming and disabling of a large number of men. To save the injured men from a life of dependence and consequent loss of self respect, Congress passed the Vocational Rehabilitation Act of 1920. It was partly the outgrowth of inadequacies in the Workmen's Compensation Laws. Oregon was one of 9 states that created an industrial accident board in 1919. This is a brief picture of the history of vocational rehabilitation in this country.¹

The justification of this type of vocational service is based on its economic return to society. The fundamental objective of a state rehabilitation department therefore is to make its service primarily economic and only secondarily social and humanitarian.

1. Clark, Lindly C. Legislation as to Rehabilitation of Injured Workers. Monthly Labor Review. April, 1920. Pp. 1032-36.

The Oregon Statute was somewhat broader than those of other states. It provided for the care and reconstruction of workmen injured in industrial pursuits and also that the fund appropriated may be used for such purposes as may be deemed advisable by the Commission. The work was intrusted to the Industrial Accident Commission.

In 1933, the Oregon Act was ammended in plac- ing the rehabilitation service with the State Board of Vocational Education and is now carried on coop- eratively between the Federal Government, the State Board of Vocational Education and the State Indus- trial Commission. 2

Vocational rehabilitation is the process through which physically disabled men and women are taught a trade or a profession consistent with their former experiences and their disability. In Oregon, the origin of the disability does not matter, as it may be the result of industrial accident, public accident, disease or from congenital reasons. The person must be at least 16 years of age before being entitled to training. Many persons because of age or nature of the disability, the board may not deem advisable to train. The state law provides for the promotion of vocational, not physical rehabilitation. However, physical rehabilitation or reconstruction is frequently necessary as an antecedent to vocational rehabilitation.

The Vocational Rehabilitation Law states that all

2. Pamphlet: Oregon Offers Helping Hand to Physically Disabled. O.I. Paulson. State Board for Vocational Education. (No date given.)

money expended under the provisions of the law shall be upon the conditions that for each dollar of federal money expended, the state must spend an equivalent amount. The law also provides that the money must be used for rehabilitation work and not for any form of institutional care. Oregon accepted the national law by enacting a state law to that effect and agreed to abide by all stipulations of the Federal Act.³

THE VOCATIONAL REHABILITATION FUND:

In order to meet the requirements of the Federal Law for the matching of funds, a state fund was created. It was stipulated that the State Treasurer shall transfer \$100,000 from the industrial accident fund to the rehabilitation fund and that there shall be transferred to such fund, monthly, two and one-half percent of the total monthly receipts of the state Industrial Accident Commission from all sources. In this manner the fund never goes below \$75,000 or never exceeds \$100,000.⁴

Probably one of the greatest problems that confronted the administrators of the vocational rehabilitation program was to get the people to know what rehabili-

3. Public Document No. 236. 66th Congress, as ammended by Public Document No. 222, 72nd Congress, 1932.

4. Vocational Rehabilitation. Oregon Code. Vol 3, P. 49.

Footnote:

Present State Vocational Rehabilitation staff:
State Director, O.D. Adams; State Supervisor,
O.I. Paulson (office in Salem); Rehabilitation Agent,
Lester Coggins (with the employment service, Portland).

tation really means. It is quite probable that only one person in 30 in the State really knows the source of the work of rehabilitation.⁵

CASE HANDLING:

Once the cases are located, a definite and comprehensive plan of studying and handling the case is carried out. It is a purely business proposition from the social and economic standpoint, and its activities center around guiding and training the physically disabled, so that they can re-enter remunerative employment along with the able bodied persons. The Oregon plan was developed by studying plans used in various states and then formulating what was thought to be the most desirable plan.

Footnote: 5

Agencies aiding in case location:

- | | |
|-------------------------------|------------------------------|
| Industrial Commission | State Departments of |
| Employment Office | Education |
| Blind Commission | State Labor Commissioner |
| Crippled Children | County Doctors |
| County School Superintendents | Labor Unions |
| City School Superintendents | Individuals |
| Vocational Agriculture | T. B. Sanatariums |
| Institutions | Disabled Persons, themselves |
| Vocational Trades and | Artificial Limb Co. |
| Industries Institutions | Business Colleges |
| Vocational Home Economics | Census |
| Institutions | Employers |
| Red Cross Chapters | Hospitals and Clinics |
| County Relief Committees | Public Health Service |
| Service Clubs | Letters from President |
| News Items | of U.S.A. |
| Schools for Handicapped | |
| Public Officials | |

(Information supplied by Office of State Board for Vocational Education. Salem, Oregon.)

The proper diagnosis of each individual applying for rehabilitation is an essential factor in case handling. A general routine method is always followed in order that the case is properly understood. It consists of first a medical examination and a study of the person's mental and vocational status. An interview is arranged for the home, so that all phases of the case may be understood. The person's school records, attendance and subjects studied, along with the grades received are carefully considered. The applicant's character is judged from letters received from five locally prominent people. If hospitalization is needed, this is given before any form of rehabilitation is started. It is frequently necessary also that artificial limbs are needed. Vocational guidance is frequently necessary in the selection of suitable employment, as very often the person does not understand the various fields with their working conditions and opportunities.

After the applicant has been accepted and the employment objective is decided, a training agency is located. Generally the agent tries to find one in the person's own community. The agency may be a college, university, business college, factory, shop, store, tutor or by correspondence. Contracts are always made with the agency doing the work. The rehabilitation agent visits the trainee once a month, and also gets

letters from the trainee and the agency each month. In each case they try to get the training done in the least time. After the training period is over, a job is secured for the trainee. Contact is kept with the trainee to see that he is carrying on satisfactorily once he is placed. After three months of successful work, the case is considered closed, after which a check-up is made every six months. If the trainee loses his job, the agent tries to secure a new one for him.

The Oregon Rehabilitation service has an average of 200 cases in active training at any one time. About 1200 cases are being considered and surveyed and waiting for employment but not in active training at any one time.⁶

6. Office of the State Board for Vocational Education.
Salem.

CHAPTER VI.

OTHER VOCATIONAL DEVELOPMENTS.

THE PORTLAND APPRENTICE SCHOOL

Vocational education in the City of Portland has had its own characteristic growth and development. A history of this development was written by Robert M. Hamill in a thesis in 1934. The Author will treat only those aspects of vocational growth apparent since that time. Mr. Hamill traced the vocational development from approximately 1873-1934 in relation to the activities and achievements of the various private and public training agencies. He pointed out the general trends in the present system and emphasized the vocational needs of the City with recommendations. Some conclusions drawn in the thesis were that there was a growing need for expansion of vocational education in several fields, that all vocational education in the public school system should be centralized in a department of vocational education and that within modifying limits a program of economy was needed.¹ Inasmuch as the Portland Apprentice School has developed considerably since 1934, the Author will devote some space to a discussion of that enterprise.

Oregon and particularly the City of Portland is outstanding in the United States so far as its apprentice training program is concerned. An adequate history of

1. Hamill, Robert M. Survey of Vocational Education in The City of Portland. 1934.

its early inception and development up until the present day deserves some consideration in a survey of this type. It is interesting to note that Portland vocational education originally started as a result of a demand for apprentice training in the building trades field. It was in all respects a private enterprise.

About 1920, the building trades groups of Portland became concerned regarding the training of mechanics for industry. They realized the value of a training program to keep a supply of skilled craftsmen. Mr. C. D. James, who is considered the father of the apprentice school in Portland became interested in the development of an apprentice training program. This program was first discussed by the American Institute of Architects. A little later the Association of Building and Construction was organized. This organization in due time grew into what is now the Oregon Building Congress. The O.B.C. took upon itself the responsibility of development and promotion of a vocational training program in the building trades.²

In 1924, their plans had crystallized and an active program started. The first class was probably in sheet metal work with classes in plastering and painting being later organized. These classes were in operation only during the school year, being discontinued in May.³

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2. Leasure F. G. The Apprentice School. Mimeographed Report. April 1936.
 3. Oregon Association of Building and Construction. Minutes of Meeting. May 1924.

In the latter part of 1924, Mr. Nichols, who at that time was Supervisor of the Trade and Industrial Work for the State of Oregon approached the Oregon Building Congress with the information that federal monies were available for the type of work which they were sponsoring and financing. In a discussion with Mr. Cushing of the federal department, it was learned that in order to secure the funds, the program would have to be promoted by the local school district. The O.B.C. decided to turn over the supervision and control of the apprenticeship school to the Department of Vocational Education, Portland Public School District #1. An agreement was signed by Mr. E. F. Lawrence, who represented the O.B.C.; Mr. F. S. Pickering, who represented School District #1; and Mr. J. A. Churchill, who represented the State Board of Education at that time. From this grew the establishment of the Apprenticeship Commission and sub-commissions which have survived until the present day. Previous to this arrangement, there was no instruction given in the school, this being entirely supplied by the craft employing the apprentice.

The State supplied all direct supervision in the Apprenticeship School until 1926, at which time arrangements were made for the local school district to handle the expenses connected with the school. From then on, the school district was required to match state and

federal funds to the extent of 50% of the salary for instruction. Under this arrangement, the old Buckman School was used to carry on the school's part of the related instruction of the apprentice program. In 1929 the Apprentice School was moved to the old Stephens School where it is still in operation.

"In August, 1926, the Board of Directors of School District No. 1 established the Department of Vocational Education and secured the services of Mr. L. E. Brigham, who was appointed the City Director of Vocational Education. At that time, the School District assumed full administrative and financial responsibility for the Apprenticeship School and other vocational activities which have been carried on under the Department of Vocational Education since its establishment".⁴

The Oregon Building Congress, main apprenticeship commission, apprenticeship sub-commission, employer groups, trade unions, parent-teacher groups and other service organizations have taken an active and intelligent interest in the apprenticeship program. In many cases they have aided in giving it the financial support necessary. The Oregon Apprenticeship Law which became effective June 12, 1935, was a direct result of the cooperative efforts of sponsors interested in the training program.

A unique system has been worked out relative to the cooperative efforts of the school and industry. Calls have come from all parts of the United States for information regarding the Portland apprenticeship school and requests

4. Leasure F. G. The Apprentice School Mimeographed Report April 1936.

for trade analysis and job sheets of the building trades. Many critics and observers have termed it as probably one of the most effective vocational training programs in the country.

Subjects being taught in the school in 1937-38 as a result of the cooperative agreement between the school and industry are: 5

Carpentry	Sign Painting
Inside Electrical Wiring	Operating Engineers
Painting	Laying-out Metal Trades
Paper Hanging	Mathematics Metal Trades
Plumbing	Electrical Welding.
Sheet Metal Work	

Enrollment in the apprenticeship school has increased from 241 in 1934-35 to 309 in the year 1937-38. This is an increase of 28% and reflects to some extent the popularity of the program and the extension that can be expected in the future. It has been estimated, however, that the apprentice school is supplying not more than 10% of what is needed in the Portland area, if they are to provide adequately trained personnel in the skilled employment brackets. Very little has been done in the skilled metal trades to date in Portland.

5. Leasure, F.G. Annual Report, Department of Vocational Education. Portland Public Schools, 1937-38.

Aviation mechanics was introduced in 1935 and has trained in two years a total of 44 student pilots. As a result of the George-Deen Act, distributive classes were also started in 1937-38, with the result that 461 people were given additional training in their field or vocation. Edison Girls' High School in 1936-37 introduced training in the household arts, extending training to 428 students. Training was also started in 1937-38 at Edison Boys' High in shoe repairing with a resultant enrollment of 36 pupils. In general, there has been a marked increase in enrollment throughout the Portland schools in the vocational classes. From 1934 to 1938, there has been an increase of 86%.⁶

THE PART TIME CONTINUATION SCHOOL

Another type of vocational education that has gained prominence throughout America is the Continuation school. This phrase has been borrowed from the Germans to indicate that it provides for education after the close of full-time attendance. This was the general interpretation, but it has been modified considerably in this country, in that it affords opportunities to students, who for reasons of financial maladjustment or lack of opportunity are unable to attend school otherwise. It is probably in this capacity that the Continuation school has been the greatest asset. By

6. Leasure, F.G. Annual Report 1937-38 Portland Public Schools. Dept. of Vocational Education.

1925, 27 states had established these schools, with the majority developing between the years of 1920-25. ⁷

The first Continuation school in Oregon was started in the fall of 1926 in one of the smaller basement rooms of the Salem Senior High School. It was organized by Miss Lillian Schroeder, under the supervision of Mr. O. D. Adams, who was State Supervisor.

During the first year, approximately 70 people were enrolled. They consisted of young people 16 years of age or over. However, when a need for exception was apparent, the age limit was lowered, so that a few people of 15 years of age were included. It was the plan of those in charge to obtain a rather broad knowledge of the student. This was gained through visiting the home and attempting to discover his interests, so that the proper adjustments and classifications could be made. In spite of considerable difficulty encountered, the plan was successful. Splendid cooperation was received from Mr. George W. Hug, Salem City Superintendent of Schools, who believed in such a program and through various cooperative agencies in Salem. ⁸

In every case an attempt was made to secure a job for the students. This work was closely followed by the school authorities. Students were required to attend a minimum of 8 hours per week in school and if not employed were required to attend all day. One difficulty was encountered because of a tendency on the part of other

-
7. Prosser and Allen. Vocational Education in a Democracy. The Century Co. New York, 1925. P. 318
8. Information from office of State Board of Vocational Education, Salem.

schools to use the Continuation school as a "dumping ground" for incorrigibles, extremely maladjusted pupils and those of low mentality. Although the school did cooperate to every possible extent, this perversion of its purpose had to be carefully guarded against. Students were not allowed in the regular high school classes but were taught in their own department. The supervisor was the principal teacher; however some supplementary help was made available as the attendance grew.

The second year the attendance approximated 100 students, this increasing to 110 during the third year. The Salem Continuation School has continued in operation intermittently until the present time. There have been numerous changes in policy which cannot be treated in this dissertation. At present, however, the continuation students do attend the regular classes along with the full-time students. The prime purpose of the school is to aid those students who for reasons of finance or maladjustment would not otherwise be in school. Similar schools are in operation in Portland and Eugene.

THE COOPERATIVE PART-TIME APPRENTICE SCHOOL.

Cooperative industrial work is a type of education that gives a boy an opportunity to learn a vocation under the supervision of a person actively engaged in that vocation. This type of school is therefore based upon

the proposition that the shop experiences of the students should be obtained in the occupation for which they are being trained and that the other parts of the program should be given in the school. Under such an organization, students rotate between the actual production shop or industrial plant and the school on some division of time, usually a "fifty-fifty" basis. This type of school is also designed to give the boy an opportunity to discover the kind of work for which he is suited. If at any time, the boy is not suited to the job in which he is engaged, the coordinator will make the necessary adjustments, placing him in a trade to which he is more suited. It is common opinion that the earlier the boy receives his vocational experiences and makes adjustments, the better for him and for society; however, training is not encouraged until early academic work has been completed. In apprentice work, 16 years has been set as the minimum age. The purpose of this plan of education is to assist the boy in earning a livelihood in some chosen vocation.

The cooperative school found use for the coordinator who was already working in other vocational schools. It is his duty to coordinate the work of the classroom and industry. The coordinator visits the places of employment of part-time students, analyzes their work, and then tends to correlate their work in the classroom with their field work, so as to provide a possibility of greater efficiency and ultimately greater earning power.

The cooperative part-time apprentice school had its inception in Oregon in 1925-26 in the City of Roseburg, then a town of 5,500 people. The scheme originated with the State Board of Vocational Education. Mr. A. R. Nichols, who was then State Supervisor of Industrial Education in Oregon and Mr. Mackenzie, each wrote a plan of organization and operation. This cooperative part-time school was to operate in conjunction with the railroad shops in Roseburg, the latter to cooperate in the apprentice training. The idea was "sold" to the Superintendent of Schools at Roseburg, where it was then put into operation.⁹

When the railroad shops left Roseburg, the plan had to be revised to fit the new conditions. The State Board and the local school board contributed toward formulating a new plan.

Mr. T. T. Mackenzie was employed as local coordinator. The offerings at Roseburg were greatly increased, so that by 1930 training was being given in the following trade occupations: Auto mechanics; auto electric service; super-service station attendant; baking; electric power; meter testing; battery and radio service; photography, developing and printing; auto parts sales; grocery

9. Unpublished Report: The Roseburg Cooperative School. Office of T. T. Mackenzie, Salem.

clerking; cleaning and pressing; plumbing; sheet metal work; wood mill work; carpentry; bottling works; machine shop work; printing; brake specialist. One regular high school credit was allowed for each semester successfully completed.¹⁰

In 1930, the Federal Board for Vocational Education advised the State Board that in order to receive federal aid, additional school training would need to be given. A class "Industrial Relations" was introduced which taught something common to all trades, at the same time satisfying the federal demands.

At the present time, the following schools have cooperative part-time schools established: Astoria, Bend, Dallas, Eugene, Grants Pass, LaGrande, Marshfield, Medford, Oregon City, Roseburg, St. Helens, Salem, and The Dalles.

In order to prevent exploitation of apprentices by the industry employing the apprentice, a system of compensation has been developed. In the early cooperative school, little or no wages were received by the apprentice during the first year. Compensation thereafter was to be commensurate to the service rendered. The industry was encouraged also to train apprentices only in proportion to what they would be able to employ, thereby alleviating unemployment of the apprentice when he had become skilled.

The State Apprenticeship Commission and the State Board for Vocational Education have developed a plan to

10. Unpublished report: The Roseburg Cooperative School. Office of T. T. Mackenzie, Salem.

protect both industry and the apprentice. The main points of the plan are as follows: The apprentice must be 16 years of age or over. An indenture agreement in writing must exist between the apprentice and the employer, stating the type of training to be given, the length of the training period and the wages to be received. The law states that the beginning wage shall not be less than 25% the basic wage rate for journey men prevailing in the occupation and in the locality where the training is given. The average wage rate for the entire period shall be equal to 50% of the rate paid to journey men. In order that the indenture contract be termed valid, it must be approved by the local and state apprenticeship commissions.¹¹

In this manner the apprentice is protected from labor exploitation on the part of the employer. The apprentice also enjoys the benefits of the Child Labor Law and the Workmen's Compensation Law. It is the State Board's contention that unless the boy is an economic asset as soon as he starts work, he has no business asking for a job. The State Board for Vocational Education has cooperated with the public schools of the State in working out a program flexible enough to meet the needs of any type of industry or of any apprentice applicant.

Types of Classes:

There are four types of classes generally in operation at the present time. In the full-time type.

11. Bulletin: The Oregon Plan of Apprenticeship. 1936.
P. 5.

the apprentice works full time on the job and attends school outside and in addition to his work a minimum of 144 hours per year. The part-time type is a method whereby the apprentice works practically full time and attends school on the employer's time for a minimum of 144 hours per year. The cooperative part time type provides for one-half time spent at work with the other half being spent in the local high school receiving related instruction. The correspondence type, being probably the least common, calls for full time work, in addition to carrying an approved correspondence course.¹²

THE EUGENE VOCATIONAL SCHOOL.

The Eugene Vocational School is one of the newest projects undertaken by the State Board for Vocational Education. One of its main purposes is to relieve the unemployment situation that has been quite prevalent in and about the City of Eugene. This school came into existence in January 1938. The first classes were held February 1, 1938.

It was established to meet the demands of the community and surrounding localities for a type of training which would fit young people for employment in the vocational fields in this section of the State. The Geary school building which was no longer in use was selected as the location for this school. A complete

12. Bulletin: The Oregon Plan of Apprenticeship. 1936. Page 9.

renovation job was done which put the building in fine condition. The school is under the direct supervision of City Superintendent of Schools, John F. Gramer. It is considered a public school. The financing of the project is somewhat different from the public schools, however, in that the local school district absorbs 50% of the burden, with the remaining portion being cared for by the State Board for Vocational Education. The State Board will gradually withdraw its support.

The school is not designed as a competitive institution of the high school. The students entering the school are those who have either graduated or have dropped out of high school. A minimum age limit is placed at 17 years. Other factors determining the selection of students are mental ability, sincerity, interest, previous training and employment opportunities in store for them. If the student is too backward, after a probationary period, he is advised to redirect his training.

Types of Classes Organized:

The classes organized are of two general types:

1. Trade preparatory, for those who wish to learn a trade.
2. Occupational, in those fields not classed as industrial. Students attend three hours a day -- either from 9 to 12 each morning or 1 to 4 each afternoon.

At present, classes are being offered in each of the following divisions: Agriculture, commercial, continuation, design, drafting, home making, metal trades, and wood shop. An additional number of classes are to be included within the next year. The present staff consists of 9 members, while an expansion is contemplated which ultimately should number 22. There is a present enrollment of approximately 150 students. The school maintains a placement bureau as an aid in securing positions for students who have prepared themselves in a given field. It is the practice of the school to prepare a limited number in each field, establishing a greater certainty of securing employment after the training is over. Two types of diplomas are granted by the school. The Trade Proficiency diploma is granted upon completion of a prescribed course and six months of successful trade experience. A high-school diploma may be earned through combination of high school and vocational school courses.¹³

DISTRIBUTIVE EDUCATION.

Distributive training reaches the people who are not able to go to college but are employed at some form of salesmanship work. Training is given only to those employed, at least part time. The only exception being those who have been employed but are temporarily out of work.

13. Pamphlet. The Eugene Vocational School. (No date given.)

Oregon was one of the first states to make provision for organized training in the distributive occupations (salesmanship), when early in the fall of 1937 the State Board for Vocational Education appointed a state supervisor in this field. The George-Deen Act of 1936 provided for the distributive occupations, a type of training that had not been organized by any public school, except colleges. In Oregon appropriation of federal funds for 1937-38 amounted to \$10,000.¹⁴ There has been no state or local appropriation as yet for such a service. Agitation on the part of the business leaders for salesmanship training prompted Congress to appropriate funds for such a new service. This training is not unlike that planned for trades and industries, except that the field is limited to an "in-service" program. It is concerned with the needs and interests of both employee and employer engaged in merchandising activities. Beside retail, wholesale, and jobber selling, the distributive occupations include those where the selling of service is paramount, i. e., laundry, cleaning and dyeing, and service station operation.¹⁵

Inasmuch as an analysis of sales in Oregon showed that by far the largest percentage of business was being done in automotive, food and general merchandise groups, investigations were made in various other fields to determine the feasibility of training. Although it was

14. Public Document No. 673. 74th Congress. George-Deen Act.

15. Annual Report for Oregon Distributive Education. June 1938. P. 1.

found that individual stores, trade associations, and other groups had been carrying on their own training program, surveys revealed that the training given was meagre and not well planned.

Types of Schools.

Evening Classes: This is the type most generally organized. The day-time classes and part-time classes may be organized if conditions merit it. The classes are largely handled through the City Superintendent of Schools. Although classes did not get organized until January 1938, there have been schools organized in 15 of the largest centers of the State with populations of 3,000 or over.

Two types of classes are organized. Specific sales classes having homogenous groupings offer training for retail bakers, furniture salesmen, restaurant operators and waitresses. The horizontal type of classes offer training in the arts of advertising, window display, show card writing, business arithmetic, bookkeeping, and credits. The classes offered in general are fitted to the needs of the community. 16

Teacher training is carried on principally at the University of Oregon. Methods, keeping records, and techniques of keeping up good attendance are factors necessary in the training. The teachers themselves are

16. Annual Report for Oregon Distributive Education.
June 1938.

selected from people who are well experienced in the fields which they are to teach. Some training is given by the State Supervisor and State Director. The following is a report of the activities carried on during the year. The total male enrollment was 420; the female enrollment was 592, making a total of 1012 people receiving some form of distributive education. The classes were conducted in 15 of the larger centers in the State. Twenty-two teachers were employed to provide instruction in at least 16 different subjects. ¹⁷

17. Annual Report for Oregon Distributive Education.
June 1938.

SUMMARY

In the early schools of Oregon before 1917, some vocational work was being offered. It consisted primarily of classes being offered in home economics, bookkeeping and manual training. The classes in bookkeeping and manual training enjoyed the largest enrollments, while agricultural classes were being offered in only 7 high schools as late as 1914. A lack of skilled instructors in these subjects was a factor hindering their progress. School administrators were more concerned with the teaching of core subjects and conventional material. The Vocational Act of 1917, generally referred to as the Smith-Hughes Act, provided the impetus to a wide extension of vocational offerings. In the main, the Act provided for appropriations to the states of a definite sum of money for the education of teachers and offering of instruction in agriculture and trades and industries. Home economics was thought to have made sufficient advancement, therefore not needing the financial aid. The major requirements of the Act were that the state submit a plan to the Federal Board and that the state or local school match the federal money dollar for dollar.

Oregon availed herself of the federal appropriations in 1918 by creating a state board and submitting a plan to the Federal Board for approval. Classes were set up

immediately in some of the larger schools. The total enrollment in vocational subjects has grown from 414 in 1918 to 19,753 in 1936. The federal appropriation to Oregon in 1918 was \$15,000, growing to \$162,235.82 in 1936. Enrollment in agricultural classes composes the largest single unit in the State, with 50 schools conducting regular classes in 1938. Growing out to the agricultural classes was an organization, The Future Farmers of America, whose purpose was to create and nurture a love of country life and encourage recreational and educational activities. Oregon received her first charter in 1929. Since that time, there has been a constantly growing membership. Vocational home making was rather slow in developing due to limitations of federal funds. By local appropriations this type of training was greatly advanced. The George-Deen Act of 1937 appropriated additional funds for this type of education, making it possible to double the state program.

Closely allied to vocational education is vocational rehabilitation, in that its purpose is to prepare for profitable employment men and women who have become physically incapacitated through accident or congenital weakness. The Oregon rehabilitation service has an average of 200 cases in actual training at any one time. About 1200 cases are being considered, surveyed, and

waiting employment but not in active training at any one time.

Since an adequate history of the Portland Apprenticeship School was inadvertently omitted from a previous survey of the Portland vocational system, some consideration is given to that enterprise in this thesis. The Portland vocational educational system started as a result of a demand for apprentice training in the building and trades field. It was in all respects a private enterprise. With federal appropriations, advancement was rapid. The Old Stephens school is the present location of the apprentice school. Enrollment in the school has increased from 241 in 1934-35 to 309 in 1937-38, an increase of 28 per cent.

Distributive education (salesmanship) came into existence in 1937 as a result of the George-Deen appropriation. Agitation on the part of business leaders for salesmanship training prompted Congress to appropriate funds for this new service. Although only a year old, evening classes, day-time classes and part-time classes have been organized in 15 centers in the State. Training is given in such occupations as window display, restaurant operating, advertising, etc., to persons who are employed at some form of distributive work.

The part-time continuation school which originated in Salem offers training to students who for financial

reasons or maladjustment are unable to attend the regular school. The cooperative part-time apprentice school came into existence at Roseburg in 1925-26. Under this arrangement, the student did apprentice work at some mechanical shop for the purpose of acquiring skill on the job, at the same time getting related training in the high school. The cooperative school developed a new type of educator, commonly called the coordinator. It was his duty to coordinate the work of the class room and industry. At the present time, 13 towns exclusive of Portland have cooperative part-time schools established.

The Eugene Vocational School, one of the newest projects undertaken by the State Board for Vocational Education and the Eugene School District is an attempt to alleviate the unemployment situation prevalent there. The majority of the students entering the school are those who have either graduated or have dropped from the high school. At present, classes are being offered to approximately 150 students in 8 different fields. Both trade preparatory and occupational classes have been organized.

With this discussion, this survey is brought to an end. It is readily evident that vocational education has had a profound influence on our educational system and has established itself as a permanent institution.

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Typed by:

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APPENDIX

APPENDIX
TABLE NO. 1

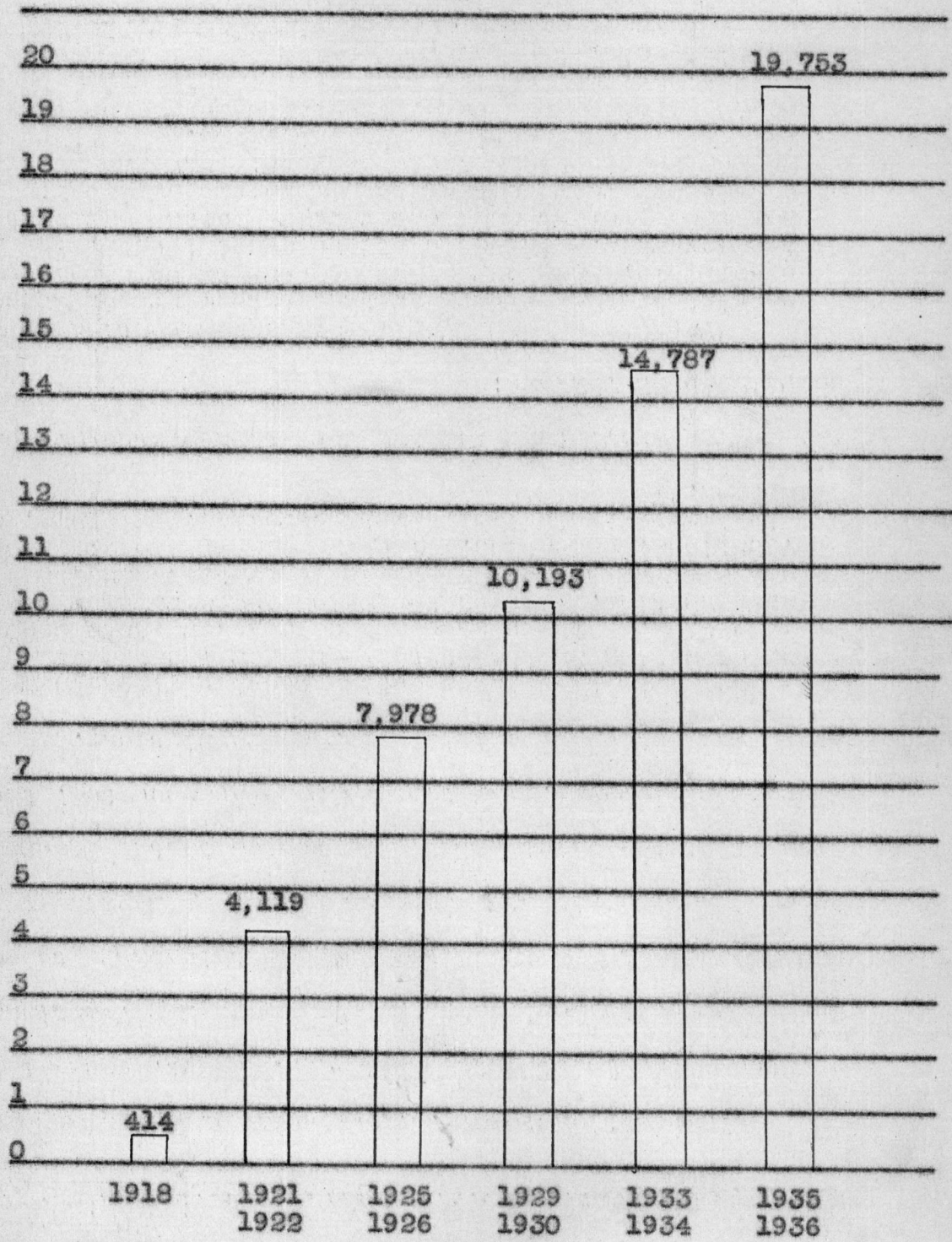
FEDERAL AND STATE APPROPRIATIONS IN OREGON
IN THE LAST 20 YEARS

YEAR	FEDERAL APPROPRIATION	STATE APPROPRIATION
1918	\$15,000.00	
1919-20	\$39,671.00	\$40,813.18
1921-22	\$60,676.48	\$40,813.18
1923-24	\$75,844.12	\$40,000.00
1925-26	\$101,904.72	\$40,000.00
1927-28	\$109,350.60	\$40,000.00
1929-30	\$113,056.19	\$36,951.01
1931-32	\$131,327.94	\$41,030.00
1933-34	\$121,244.13	\$24,062.00
1935-36	\$162,235.82	\$39,690.73

The above table was compiled from the reports of The State Board For Vocational Education.

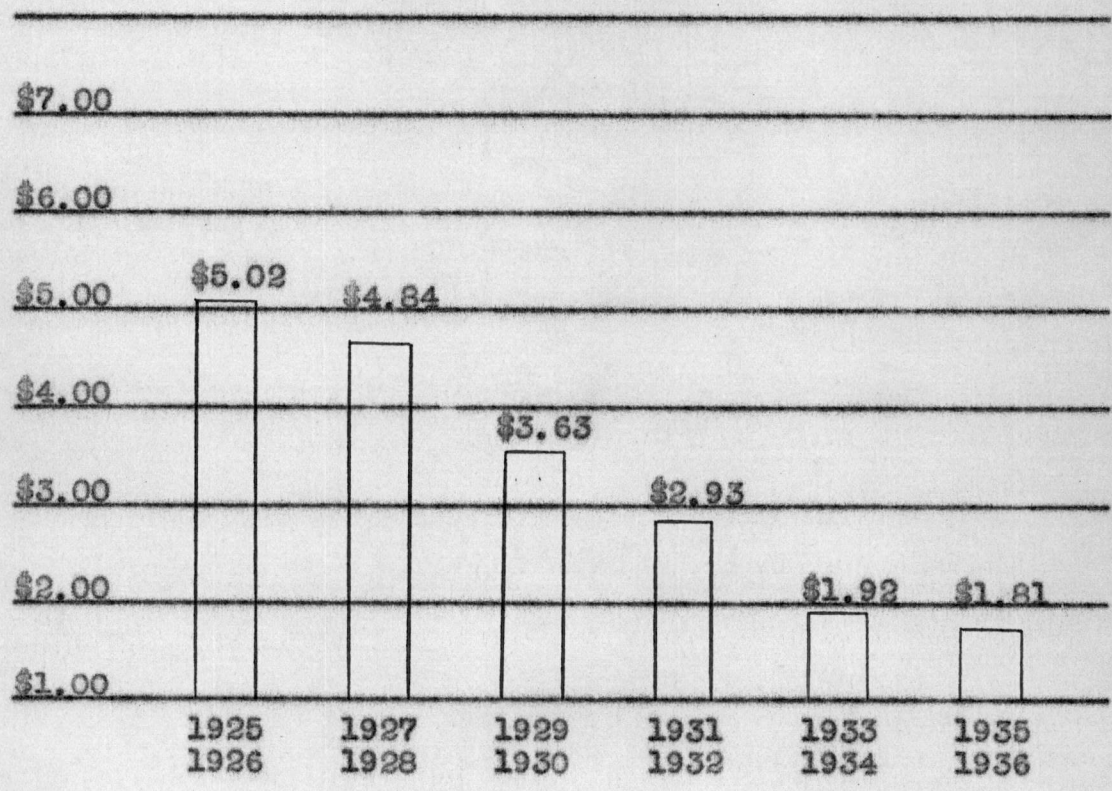
APPENDIX
TABLE NO. 2

GROWTH OF VOCATIONAL ENROLLMENT
IN 20 YEARS IN OREGON.



The vertical numbers are expressed in thousands.
The above Table was compiled from the reports of the
State Board for Vocational Education.

APPENDIX
TABLE NO. 3
GRAPH SHOWING
DECREASE IN COST PER STUDENT
TO THE STATE
SINCE THE BIENNIUM OF 1925-26



The above graph was compiled from the reports of the State Board for Vocational Education.