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"Harmony in
Diversity"

PORTLAND CITY CLUB BULLETIN

"Active
Citizenship"

VOLUME XIII

PORTLAND, OREGON, SEPTEMBER 23, 1932

NUMBER 21

FRIDAY, SEPTEMBER 23

HOTEL BENSON; 12:10

A SPECIAL MUSICAL PROGRAM

Presented Under the Auspices of the Portland Symphony Orchestra

A group of selections will be presented by an instrumental quartet of the Portland Symphony Orchestra. William Robinson Boone will speak on "The Enjoyment of Symphony Music," and his talk will be demonstrated by the quartet.

TO BE PRECEDED BY

AN OPEN FORUM

TO DISCUSS

THE WAIVER OF JURY TRIAL AMENDMENT

Action on the majority and minority reports on this measure was postponed when it appeared that there was some misunderstanding of the issues involved. Read the reports in the *Bulletin* of September 2nd.

REFERENDUM OF HIGHER EDUCATIONAL APPROPRIATION REFERENDUM ON OLEOMARGARINE TAX

The reports on these two measures were printed in last week's *Bulletin*. These reports will be presented for action today.

JUNIOR HIGH SCHOOLS FOR PORTLAND

A Report by the Education and Recreation Section

To the Board of Governors of the City Club:

Your Committee on Junior High Schools submits to you its report.

JUNIOR HIGH SCHOOLS OR THE 6-3-3 PLAN

Most city school systems in the United States today consist of 12 grades. For many years these 12 grades were divided 8 and 4,—8 in the grade school and 4 in the high school. This is called the traditional plan of organization or the 8-4 plan.

About 20 years ago a separate intermediate school was developed. This consisted of the seventh, eighth and ninth grades and was called a junior high school because it resembled a high school more than a grammar school, particularly in having departmentalized instruction. The majority of American cities of any size now have junior high schools,—New York City having 54. A school system organized to include this distinct intermediate school is said to have the 6-3-3 plan,—6 years in the grade school, 3 years in the junior high school and 3 years in the senior high school.

The Portland public schools are still or-

ganized on the 8-4 plan, with 8 years in the grade school and 4 years in the high school. Eight years ago, however, the grade schools of Portland adopted the platoon plan of administration, which greatly modified the traditional grade school in the direction of opportunities provided in the upper grades by the junior high school organization. In the survey recommending the adoption of the platoon system and in the early plans for carrying it out, arrangements for junior high school were not incorporated, though junior high schools exist in many platoon systems. The practical problem therefore, that was to be considered by your Committee on Junior High Schools was not to determine whether junior high schools were intrinsically desirable for Portland, but whether junior high schools would offer enough new opportunities beyond those already provided in the platoon system to justify the Portland public schools in adopting, in addition, the junior high school plan. In other words, how much better off would the seventh and eighth grades be in a separate junior high school organization, in 10 or 12 separate buildings housing the same age group.

Continued on Page 2

Tune in KEX at 8:30 P. M. Sunday

PORTLAND CITY CLUB BULLETIN

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OF PORTLAND

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City Club dues are \$1.00 per month, payable semi-annually on May 1st, and November 1st. There is no initiation fee.

The regular Friday luncheon meetings are held in the Crystal Room of the Benson Hotel.

CITY CLUB PURPOSE

"To inform its members and the community in public matters and to arouse them to a realization of the obligations of citizenship."

BARTHELL NAMED

Russell W. Barthell has been selected to serve as executive secretary of the City Club to succeed Herman Kehrl, whose resignation takes effect on October 1. Mr. Barthell is a graduate of the University of Washington having received his B.A. and M.A. degrees from that institution in the political science department. He has also had one year of intensive graduate work in municipal government at the University of Chicago under such well-known authorities as Dr. Leonard D. White, Dr. Charles E. Merriam and Dr. Clarence E. Ridley.

At the University of Washington, Mr. Barthell served as a teaching fellow for several years and was for one year head teaching fellow in the political science department. He served also as assistant to several well-known visiting political science professors during summer sessions. His thesis was written on the subject "Annexation and Consolidation of Local Governmental Units in Washington." He is a member of Phi Beta Kappa and for several years served as president of the Washington branch of the National Political Science fraternity. While at the University of Chicago, Mr. Barthell was engaged on a part-time basis in the office of the International City Managers Association, and edited one department of *Public Management*.

Mr. Barthell's appointment was unanimously recommended by a Selection Committee composed of William C. McCulloch, chairman, Richard W. Montague, Charles McKinley, James A. McKinnon, Ralph Thom, and Stuart R. Strong, after that committee had considered a large number of applicants. Mr. Barthell will be on hand this week and next week to familiarize himself with the Club's activities and will be introduced at today's meeting.

JUNIOR HIGH SCHOOLS

Continued from Page 1

than as now distributed in the 45 platoon schools and 18 traditional schools of the city. The ninth grade already being in senior high school would not in any case experience much change.

I.—THE JUNIOR HIGH SCHOOL IN CITY SCHOOL SYSTEMS

Educational authorities claim certain advantages for the intermediate school known as the junior high school, and certain disadvantages are acknowledged. Mr. J. W. Sexton, superintendent of schools of Lansing, Michigan, has briefly summarized these advantages and disadvantages as follows:

Advantages of the Junior High School

1. Better instruction. Each teacher a specialist in his line. In the old seventh and eighth grade organization one teacher taught all subjects.
2. Better course of study. All pupils take the fundamental subjects such as English, mathematics and social studies. Over and above these is some opportunity for electives according to individual preferences and differences.
3. Better equipment. By bringing together a large number of seventh, eighth and ninth grade pupils—a typewriting room, a bookkeeping room, science room, music room, art room, mechanical drawing room, manual training room, home economics room, sewing room, cooking room, print shop, gymnasium and swimming pool can all be well equipped and kept in use all the time.
4. Better educational and vocational guidance. The elective prevocational subjects give the pupils the opportunity to try themselves out and determine, to a limited extent at least, what they can do and what they like best and can succeed at best.
5. Better introduction to the high school. The simpler parts of many high school subjects are brought down into the junior high school. The more difficult parts of some subjects formerly given in seventh and eighth grades are postponed until the high school. The pupils are familiar with the high school organization and methods of administration before they reach the high school.
6. More pupils enter the senior high school from the junior high school than under the

APPLICATIONS FOR MEMBERSHIP

The following applications for membership, having been approved by the Board of Governors, are hereby recommended to the Club.

If no objections are filed with the Board of Governors or the Executive Secretary prior to October 7, 1932, these applicants will, under the Constitution stand elected.

CHARLES E. SEARS, M.D.

Physician

Medical Arts Building

Recommended by Dr. Charles P. Wilson

STANLEY G. JEWETT

Partner, Jewett, Barton & Leavy

Insurance

207 Lewis Building

Recommended by William

Mackenzie, Jr.

former plan of organization. The gap between the elementary grades and the senior high school is better bridged. I think the figures will show that a higher per cent of the pupils have gone on into senior high school wherever junior high schools have been organized.

7. Better opportunity for health education and physical training.

8. Better training can be given to adolescent boys and girls by separating them from the smaller pupils below and the older ones above.

9. It is possible to have some men teachers in a junior high school while it did not work out as a reality in the old elementary school.

10. Finally, the proof of the pudding is the eating. The children and teachers enjoy their school better today than the old form of organization and the parents are better satisfied.

Disadvantages of the Junior High School

1. Greater distance to school.
2. Many children cannot return home to lunch.

3. Schools so large that personal touch is lost.

4. Each teacher is a specialist and sometimes becomes a teacher of subject matter rather than of children.

5. So many subjects given that not enough emphasis is placed upon the fundamentals.

6. Children this age cannot adapt themselves to so many different teachers and their methods.

7. Difficult to get junior high school teachers. Teachers brought down from the high school and those brought up from the elementary grades not a success.

8. Teachers meet so many children that they lose interest in the individual child. Children of this age need mothering more than teaching.

9. Schools so large that a boy does not associate with any one group long enough to form acquaintances and friendships.

10. More expensive.

The general adoption of junior high schools in American cities indicates that the advantages outweigh the disadvantages in the minds of city superintendents, school boards and patrons. On the basis of the considerable mass of favorable and nation-wide opinion it has gathered—offset, we might say, with little negative opinion—your committee would recommend them as desirable for Portland if the traditional grade school system were in effect here and if the geographical difficulties peculiar to Portland could be overcome. But, as previously stated, a modifying consideration has been the extent to which the platoon plan has proved and is proving a fair substitute, and whether the remaining advantages are sufficient to justify the cost and reorganization of introducing them into a system built without reference to their being introduced.

II.—NATIONAL SURVEY OF JUNIOR HIGH SCHOOL

The committee sent letters to the school superintendents of every American city of 100,000 population or over and to several superintendents in smaller cities. One of the questions asked was:

"Would you regard junior high schools sufficiently valuable in an organization to justify changes for their establishment if you were already operating on the basis of elementary school systems, with grades one to eight, and of regular four year high schools?"

Replies were received from the superintendent, assistant superintendent or director of research of the following cities:

- | | |
|--|---|
| ALABAMA
Bessemer
Birmingham | NEW JERSEY
Jersey City
Montclair
Newark
Passaic
Paterson
Trenton |
| ARKANSAS
Little Rock | NEW YORK
Buffalo
Mount Vernon
New York City
Rochester
Syracuse |
| CALIFORNIA
Berkeley
Long Beach
Los Angeles
Oakland
San Francisco | OHIO
Akron
Barberton
Cuyahoga Falls
Dayton
Warren |
| COLORADO
Colorado Springs
Denver
Pueblo | OKLAHOMA
Oklahoma City
Tulsa |
| CONNECTICUT
Bridgeport
New Haven | PENNSYLVANIA
Bethlehem
Chester
Donora
Erie
Monessen
New Castle
Philadelphia
Pittsburgh
Reading |
| FLORIDA
Miami | RHODE ISLAND
Providence |
| GEORGIA
Savannah | SOUTH CAROLINA
Charleston |
| ILLINOIS
Chicago
Winnetka
Peoria
Rockford | TENNESSEE
Knoxville
Nashville |
| MASSACHUSETTS
Boston
New Bedford
Somerville
Springfield
Stoughton | TEXAS
Dallas
Houston
Waco |
| MARYLAND
Baltimore | UTAH
Salt Lake City |
| MICHIGAN
Grand Rapids
Detroit
Lansing | VIRGINIA
Richmond |
| MINNESOTA
Minneapolis
St. Paul | WASHINGTON
Seattle
Spokane
Tacoma |
| MISSOURI
St. Joseph
Springfield
St. Louis | WASHINGTON, D.C. |
| NEBRASKA
Lincoln
Omaha | |
| NEW HAMPSHIRE
Concord | |

Replies Show Variety

Of these 76 cities, 64 or 84 per cent have junior high schools. Of the total, 30 are systems that have adopted some form of the platoon plan. The twelve cities without junior high schools are:

- | | |
|-----------------------|-------------------------|
| Bessemer, Alabama | Buffalo, New York |
| Birmingham, Alabama | Akron, Ohio |
| Springfield, Missouri | Cuyahoga Falls, Ohio |
| Omaha, Nebraska | Bethlehem, Pennsylvania |
| Passaic, New Jersey | Nashville, Tennessee |
| Paterson, New Jersey | Dallas, Texas |

Of the 76 cities replying, not all explicitly gave a reply to the question whether they would introduce junior high schools if they already had a platoon system like that of Portland. Several superintendents who favored and were familiar with platoon schools, were disposed to consider the platoon plan a substitute for the junior high school in the seventh and eighth grades, but a considerable number, including several whose systems had platoon schools, either definitely stated or indicated by having the 6-3-3 plan that the platoon school could not take the place of the junior high schools. Very few of the platoon school systems with junior high schools platooned their junior high schools.

Some opinions, pro and con, answering the committee's question, follow:

Those believing the platoon plan is a fair substitute for the junior high school.

Bessemer, Alabama, which already had junior high schools, eliminated them in favor of the 8-4 plan, with the grades platooned. The superintendent made this statement:

"Working on the theory that the platoon plan

of organization furnishes as good and in special instances a better program and with studies to prove this theory, plans have been made to add facilities to the senior high school and elementary schools in the various districts in order to organize on the basis of elementary platoon schools and four years high schools."

The superintendent at Birmingham, Alabama, expressed a similar opinion to the committee:

"We have endeavored, through the platoon type of organization, and through the enrichment of the curriculum to give the youth of this city the advantages of the junior high school, without actually making the three divisions in our system."

The assistant superintendent in Boston, while greatly favoring the junior high schools, of which there are 22 in Boston, granted that the 8-4 plan might be made satisfactory, writing as follows:

"We think the general feeling city-wide is that the opportunities in the intermediate school are much greater for the pupils than in the old traditional school of grades 1-8. In my opinion, however, it is not impossible to modify curricula and procedure so as to get satisfactory results in a grade 1-8 system."

The schools of Minneapolis are organized on the 6-3-3 plan. C. R. Reed, the superintendent, wrote:

"However, I am not sure that I would introduce junior high schools if I had a system of eight year platoon schools well established and working successfully. I was superintendent in Akron, Ohio, for five years and during that time established the platoon system in about 17 elementary schools. These schools have been operating successfully and offer many of the privileges which are claimed for junior high schools; so, while I was in Akron, I always felt that it was unnecessary to introduce the junior high school. I understand they have not yet done so."

The present superintendent at Akron confirmed the fact that junior high schools had not yet been introduced there.

Same Advantages Available

S. O. Hartwell, of St. Paul, which is both a platoon and junior high school city, mentioned specific ways in which the platoon plan could take the place of the junior high school plan. He wrote:

"We have the platoon plan in about 20 of our grade schools, but have not undertaken it in junior high schools. We thoroughly believe in junior high schools, but find some of the advantages of the platoon plan available in the ordinary junior high school organization. That is especially true in the matter of available opportunities for expert instruction in special subjects, like music, art, physical training, and in the opportunities for the literary side of English in the upper English classes."

Passiac, New Jersey, which has three junior high schools, very definitely believes in the platoon school as a satisfactory junior high school substitute:

"I am not convinced, in my own mind, that the seventh and eighth years in a so-called junior high school would be any better than the seventh and eighth years in our work-study-play schools, where we have a wide variety of activities."

The superintendent at Trenton, New Jersey, wrote:

"If I understand the so-called platoon organization, all junior high schools are platoon schools."

Dayton, Ohio, has junior high schools, but the following opinion was received from there:

"Personally I feel that the platoon schools, through an enrichment of the curriculum, are accomplishing much that the junior high school set out to accomplish years ago and therefore do not disturb the existing organization very much."

U. L. Light, superintendent of schools at Barberton, Ohio, a town of 18,000, while he has a junior high school, does not see in it a remedy for all educational troubles and answers the committee's question definitely and forcefully:

"I have always been committed to the proposition that junior high schools are a matter of physical and administrative necessity rather than a distinct outstanding educational advantage . . . I can't for the life of me discern any advantage so far as the real educational pabulum is concerned . . . I am quite sure if our city were platooned throughout, I'd have to see more in the 7, 8, 9 junior high school than I can see at present to make a change."

Those believing the platoon plan is not a fair substitute for the junior high school.

The superintendent at Little Rock, Arkansas, wrote:

"Our junior high schools are not organized on the platoon plan. We do not favor the platoon organization for the departmental teaching and subject matter."

From Long Beach, California, came the statement:

"We would not consider for one moment the discontinuance of junior high schools, nor would we substitute an elementary platoon school with grades one to eight for our present system based upon the 6-3-3 plan."

H. M. Corning, superintendent of schools, Colorado Springs, Colorado, referring to the committee's questions, said:

"The junior high schools are not under the platoon plan, although we do have most of our elementary schools platooned. I am personally of the opinion that it would pay to make the necessary change from the organization with elementary platoon schools, grades one to eight, and the regular four-year high school, to the 6-3-3 plan with the platoon organization holding in the first six grades."

The superintendent at Bridgeport, Connecticut, similarly wrote:

"We believe in the junior high schools. We believe they are sufficiently valuable to justify reorganization."

His opinion was confirmed by that of the superintendent at New Haven, Connecticut:

" . . . without volunteering advice to other communities, we feel definitely that just so far as finances permit we should change from the 8-4 plan to the 6-3-3 plan."

The superintendent at Springfield, Massachusetts, recommended reorganization:

"We believe that junior high schools are sufficiently valuable in an organization to justify changes for their establishment even though they were already operating on the basis of elementary platoon schools."

From Grand Rapids, Michigan, came cryptic advice to the same effect:

"By all means, I would suggest a change if you are on the 8-4 plan even if you are on the platoon basis."

Newark Adds Junior Hi-Plan

Newark, New Jersey, was in somewhat the same position as Portland, having platoon schools without junior high schools. Two years ago they made a survey to determine whether they should have junior high schools, and educational directories now indicate that junior high schools have been established although the system previously had 16 elementary platoon schools.

The superintendent at Providence, Rhode Island, where there are platoon schools, said:

"I am a little puzzled over the question in your letter of March 19th because you seem to think of junior high schools as substitutes for platoon schools."

The superintendent at Waco, Texas, though admitting the greater cost, would still recommend a change:

"I regard the junior high school organization as sufficiently valuable to justify the change, though, in candor, the plan is more expensive than the old type of organization. I mean the per pupil cost is higher."

The city superintendent at Knoxville, Tennessee, which has platoon schools, sent this statement:

"Your city is large enough to operate junior high schools at a distinct advantage to the 7th, 8th and 9th grades. You can have enough pupils to insure a real organization for children of that age. I need not recite the advantages outside of the fact that pupils separately housed at such an age can be much better developed apart from the elementary school below and the senior high school above."

III.—JUNIOR HIGH SCHOOL ADVANTAGES IN THE PLATOON SCHOOLS OF PORTLAND

To secure a specific description of how and to what extent the platoon system in the Portland public schools is planned and operated to provide the advantages of junior high schools in the seventh and eighth grades, your committee requested Superintendent Charles A. Rice to give a concrete and comparative statement, which follows:

"The junior high school program has become so well established a part of the American educational system that very few people question its desirability either from the standpoint of the pupil or that of society. Very few of the cities which have established junior high schools are willing to give them up. If the issue were a clear-cut one—an issue between an 8-4 type school system with a traditional organization in the elementary schools as against a 6-3-3 system with a well organized junior high school, there would hardly be a question.

"Consequently, in discussing the relationship of the junior high school program to our own Portland situation, there is no under-estimation of the values inherent in the junior high school. We understand fully its importance in adjusting the elementary school pupil more easily to the high school schedule and environment, and its provision for specialists in special subjects. Its courses, academic, commercial, and vocational,

fit the needs of different types. The segregation of the adolescent boy or girl into a separate school makes it possible to deal more directly with the special problems of that very trying period of child life. We understand that for those who have formerly been compelled to leave senior high school at the end of the freshman year, the ninth year of the junior high proves a more graceful exit.

Junior Hi Features Approximated

"However, in considering the developments which have come into the educational life of a Portland child through our platoon system, we feel that many of the advantages claimed for the junior high school have already been realized—and at a very much smaller cost. We do have a daily program which is quite similar to the schedule of the junior and senior high school. This similarity makes it quite easy for the elementary school graduate to adjust himself to the usual high school program without any difficulty. We have already achieved a high degree of specialization, even in the elementary school teaching staff. Through our varied types of education for the atypical child, we have succeeded in isolating problem children and fitting the educational program to their peculiar needs.

"It is true, however, that the junior high does provide the adolescent with a better environment, especially suited to him alone. It is also true that our elementary curriculum even in platoon organization, does not provide the opportunity for educational experimentation which the more varied and extensive junior high school program does. However, it may be possible to offer these opportunities here without the enormous expenses which a change from our present system to a city-wide junior high school program would entail.

Vocational Training Is Needed

"In our opinion, such opportunities could be provided by the establishment of one or two vocational junior high schools which would provide a program of a vocational and academic training suited to the needs of over-age retardates, or of non-academic pupils, or of those whose economic condition makes it necessary for them to acquire an especially practical educational or to leave school earlier. Such vocational junior high schools are now being considered both by members of our School Board and by our educational staff. Older buildings that have been vacated for one reason or another could be easily adapted to the establishment of such new schools without incurring any great expense. Still we must not overlook the fact that the establishment of any new part of the educational structure, involves additional cost. Economize as we will; extra service means extra cost. At a time like this when school budgets are being curtailed rather than increased, any new venture in education should be approached most conservatively.

"It may be pointed out, also, that buildings especially constructed to fit our platoon school during the past decade could be adapted with some modification to fit the junior high school program if at any future time the city of Portland decides to establish such a program. Constructed as they have been to fit a specialized form of education, many arrangements suited for the platoon school would also suit the junior high school.

"In conclusion, it may be stated that while

there is no contention on the part of local school authorities to decry the merits of the junior high school as a plan of school organization, it is possible to realize most of them in other types as well. Our platoon schools furnish an excellent substitute at a much lower cost. With a few additions, they could be made into an entirely adequate substitute."

The residue of junior high school advantages referred to by Superintendent Rice as not at present being available through the upper grades of the platoon schools are mainly three:—1. Exploratory courses and vocational guidance; 2. Richer curriculum; 3. Separate housing of the same age groups.

This residue is still further lessened by the special opportunities that exist in the Portland high school system. In addition to the six regular high schools there are Benson Polytechnic School, Girls' Polytechnic School, the High School of Commerce and the Buckman Probationary High School. These provide opportunity for vocational training in Portland that in other places is provided by junior high schools.

What remains to be secured in Portland is addition are therefore the other two junior high school advantages, richer curriculum and separate housing.

IV.—GEOGRAPHICAL AND BUILDING FACTORS IN PORTLAND

The introduction of the junior high school at this time would involve one of two plans relative to school buildings. One would be to construct new buildings especially designed for junior high school purposes. The other would be to redistribute children in such a manner as to use some buildings now housing 8-year elementary schools as junior high schools, sending the children of the lower grades to nearby schools.

At the present time there are in the seventh and eighth grades of the elementary schools and the first year of the high schools approximately 12,800 pupils. A unit of a thousand pupils is recognized by educators as desirable for the most successful operation of the junior high school. It would require at least 12 junior high schools to accommodate these pupils. Assuming a cost of \$300,000 per building, this would require an expenditure of \$3,600,000 for buildings in addition to what has already been spent. Furthermore, this would leave many vacant rooms in buildings already constructed. The present building program provides housing for all school children in Portland not only for the present but for several years to come. A system of junior high school buildings would involve an unnecessary expenditure.

The second alternative has two marked disadvantages. The first is the objection to taking the children of the lower grades from one school in order to provide room for a junior high school. This would involve endless criticism from parents of these children, and, if the Albina Homestead experience is any criterion, considerable litigation. A further disadvantage is that since the existing buildings were built for 8-year platoon schools, they would be adaptable to junior high schools only with some alteration.

Portland Covers Large Area

A characteristic of the distribution of the population in Portland is another complicating factor in the situation. The density of population in this city is about one-third that of the average of the ten most densely populated cities in

America. With the city spread out over so large an area, it would require children to travel considerable distances to a junior high school. For instance, one such school would accommodate all seventh, eighth and ninth grade pupils on the entire west side. A junior high school district for a thousand children in the southeast section of the city would extend from 54th street to the eastern city boundary and from Holgate street to the southern city boundary. It is seriously questioned whether it would be advisable to have seventh grade children travel the great distances necessary under such conditions.

V.—CONCLUSIONS AND RECOMMENDATIONS

Your committee in its consideration of platoon schools in this report has had reference only to the platoon plan in the seventh and eighth grades, and of the equivalency of those grades in a Platoon organization with the same grades in a junior high school. It has greater confidence in the educational values to be derived from the perfection of one proved and progressive school system that borrows resourcefully from other systems than in change based too reliantly and too inflexibly upon the efficacy of system. It believes that in eight years of operation the present school system has extensively confirmed the wisdom of the school board in concentrating on and in holding to a consistent development of platoon schools in the upper grades, that in this development more advantages of the junior high school have become available than would be possible in most cities without the formal 6-3-3 organization, and that the present plan will permit the incorporation of still more of the junior high school advantages.

Your committee is impressed by the unique geographical situation in Portland in reference to junior high schools and believes this greatly conditions a comparison with other cities.

Your committee therefore recommends:

1. That, since it is generally recognized that junior high schools involve additional expense and since the platoon schools of Portland now provide or are capable of providing most of the main advantages of junior high schools, nothing be done beyond preliminary studies for their adoption in Portland as long as present economic conditions exist.

2. That, in recognition of the fact that separate housing is one outstanding advantage not available through the platoon organization, preparations be gradually made for establishing one regular junior high school in some densely populated section of the city, vacating for its use some platoon elementary school building or substituting a new junior high school building for a new platoon building in the regular building program.

3. That as rapidly as possible such available advantages of the junior high school as may not now be realized and that involve no additional cost, be incorporated in the platoon schools, particularly in all the larger platoon schools.

Respectfully submitted,

THORNTON LADD,
CHARLES E. LEWIS,
HUGH MILLER
ALFRED POWERS, *Chairman.*

Approved by John A. Lee, chairman of the Education and Recreation Section.

Accepted by the Board of Governors and ordered printed and submitted to the membership for consideration and action on September 26, 1932.