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History of Evanston Township High School

First Seventy-Five Years

1883-1958

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History *of* Evanston Township High School

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BOARD *of* EDUCATION
District 202
Evanston, Illinois

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Preface

TO HELP OBSERVE *Evanston's Centennial, Evanston Township High School is proud to present its first history, that of its first seventy-five years—1883-1958. Written by Mrs. Marie Claire Davis, a teacher of English, as a special assignment from the Board of Education of District 202, this history relates the factual and human interest story that has evolved into the nationally famous school that ETHS is today. Through much tireless research reading files of old school and city publications and interviewing many Evanstonians, both former and present, Mrs. Davis absorbed the story of ETHS. With her skill as a writer she has synthesized all of the information she obtained to tell entertainingly and informatively the story of Evanston Township High School. The Board of Education and the administration of the school are grateful to Mrs. Davis for her contribution to the history of Evanston. They believe that this history will become increasingly valuable as the years go on and will always serve as a reminder of the many who have contributed to the greatness of the school.*

CLARENCE W. HACH, *Editor*
Chairman of the English Department and Publications

June, 1963

Chapter I

Early Beginnings

Through the windows of the three-story frame building on Benson Avenue came the steady hum of Ben Peeney's sawmill. Students inside the Benson Avenue School moved restlessly, waiting for the sawmill's shrill noon whistle to release them for "one of Mother's well-filled baskets" or—better yet—one of her "substantial and homecooked dinners."

Upstairs in Room 8, home of the school's highest grade, Otis E. Haven was teaching Evanston's first public high school class. The superintendent of Evanston's public school system and principal of the grammar grade building at Benson, "Professor" Haven might well have spared himself what many Evanstonians in 1873 called a waste of taxpayers' money.

Certainly he received little encouragement from the community. Evanston already had a private high school, the Preparatory School of Northwestern University. Established in 1857, the Academy, as it came to be called, offered a four-year college preparatory course and had proved so successful that its students now occupied all of Old College, the first building to go up on Northwestern's campus.

Two decades later, the "great opposition" Haven met was still recalled. It was argued that one institution of the character was enough. Or, as businessmen succinctly put it, "If anyone wants schooling beyond the grades, let him go to the Northwestern University Academy, pay for it out of his own pocket, and not expect the village to provide the means."

Handling the problems of the Benson School itself took considerable effort. Frances Willard, who was to found the Woman's Christian Temperance Union and was at no time in her career overly timid, thought teaching in this school "the hardest work she had ever done." Pupils were unruly enough to drive her to "use of the stick" and imaginative enough, on one occasion at least, to evade it. She always remembered two boys who, seeing her advance with ruler in hand, vaulted through an open window and never returned. A neighboring man teacher was said to soothe his rebels by tossing them to the ceiling.

Under the circumstances Haven could hardly have been blamed for dropping his unpopular concept of a public high school. His students were accustomed to a school which "advanced as far as the grammar of eighth grade with occasionally a stray class in Latin or

Analysis during the winter time for the accommodation of a few who, for want of means or for other reasons, preferred to stay in the highest department of the school."

Haven, however, in nine years of administration brought the schools "to their utmost efficiency," according to a District No. 1 report, and his blueprint for Evanston public schools included a secondary division. Contemporaries recall him as a "born teacher" with "executive ability . . . earnestness and conscientiousness which never flagged." He possessed a personal warmth typified by a former student as a combination of a "woman's tenderness . . . an ever cheerful disposition, heart overflowing with kindness, sympathetic voice." The same student recalled a "masculine spirit that no one dared to disrespect."

Equipped with these traits, Haven waited until the Board of School Directors was replaced by a six-member Board of Education, "composed of progressive men." Then,

> . . . as there was a feeling that the schools of Evanston should take a more advanced and a higher rank, it was decided, during the second year of their (Board of Education) organization to establish a high school.

This "school" opened in September, 1875, in the single room at the Benson School, although it was not legally established until the following year. The size of the first class is hard to establish; Dr. Haven had earlier introduced some high school studies into his regular eighth grade work. That fact may have confused later historians who vary from 40 to 25 in their estimates of class size. What is undisputed is that the first class to graduate in 1876 consisted of Ellen Pryor and Thomas S. Noyes. In succeeding years the number of graduates increased: 7, 14, 19, 20, 21. Evanston's doubts as to the need of the high school were quickly wiped out. In only a few weeks the little room proved too small, and the high school began its seven-year hegira. With no regular accommodations it was moved from hall to hall on Davis Street. The first stop was in space above the post office at 617 Davis Street. (Actually the school also occupied the second story rooms above 615 Davis Street.) By 1877 the classes had outgrown this way station and were moved to Lyons Hall, 621-623 Davis Street. And in the last year of its existence the high school was transferred to Jennings Hall, 826-828 Davis Street.

Despite this mobility, the Village High School succeeded in graduating eight classes with a total of 118 pupils, 47 boys and 71 girls, a higher proportion of boys than usually found at that time. In an interesting indication of the future role of Evanston's high school, records show that 43 per cent of these alumni attended college—25 boys

and 26 girls. (Only 19 men and 14 women completed their higher education, however.)

What did these students learn? Before Haven left the field of education in June, 1882, to study for a medical degree, he had added a year to the high school course to make it a traditional four-year program. The specific courses of study offered were revised several times until in 1879 there were four sequences from which to choose: Latin, English, Classical, and Modern Language. Biology was offered, apparently, since a student publication eulogizes Professor Haven's dissection of a rabbit "in masterly fashion." History and High Algebra classes are also mentioned. An editorial urging that money be raised for a reference library gives as one reason for canvassing public and private donors the stress on essay "and other rhetorical work." Though a desired "standing choir" never materialized, enough singing was done to wear out a "set of singing books."

The physical environment was apparently worse than inadequate, in retrospect:

> The site of the old school, if it can be called a site, was Lyons Hall of Davis Street. It consisted of one large room and two smaller, office-like rooms. Here 120 pupils were crowded; here algebra and geometry classes of thirty climbed over each other in their vain efforts to obtain a board. Mr. Haven was then principal of both the High and the Grammar School.

In one of the halls that housed the school, its octette competed with "strains of music" rising from a barbershop below. When an effort to raise funds to build failed, the students protested against the "miserable shanty which serves as a school building now."

The year 1881 held more than these "blasted hopes" for Village High School students, however. There were little afternoon prayer meetings, founding of the school's first publication—the *Budget,* "An Amateur Monthly Devoted to the Interest of the Evanston High School," and averaging eight small pages; class socials; a literary society; and an abortive effort to organize elocution classes (but "two sessions a day is incompatible with any studying outside of the regular course work").

Already the school was competing in statewide examinations. Entering against "sixteen of the best high schools of the state," Evanston took four prizes to rank third best in Illinois. Eveline S. Edwards, a teacher in the Village High School who was to become the beloved "Grandma Edwards" of Evanston Township High School, recalled the remark in 1882 of a Northwestern University professor: "The principal of the Preparatory will have to look out for his laurels; he is always boasting his school is so much better than the high school,

but he has never sent me any better material than I have had this year from Evanston High School."

Graduates were also accepted by such schools as Yale, Vassar, Wellesley, the University of Michigan, Harvard, Western Reserve University, Wells College, the University of Illinois, and the University of Colorado.

Nevertheless, the failure of the village of Evanston to approve funds for a proper high school building had highlighted the financial weakness of the school's taxation base. Cramped into the classrooms at Jennings Hall, which later became Bailey's Opera House, were students from the village itself, from the separate village of South Evanston, from Rogers Park, and from a "community called North Evanston," Wilfred Beardsley, later to become second principal of ETHS, recalled in 1921. Miss Edwards estimated that less than half the school population lived in Evanston village; they came from "as far south as Lake View and from all villages to the north, even occasionally Highland Park."

Neither the three Evanston villages nor Rogers Park was large enough to support a high school; yet the need for one had been established. "Grandma" Edwards, in notes made many years later, gave the figure of "less than 100" for the enrollment at the Village High School before September, 1880. In that school year it rose to 120. A total of 58 was graduated in 1881, 1882, and 1883, with nine of that number from South Evanston, three from Rogers Park, and five from the North Shore (then defiined as north of Central Street). It had been evident to the Board of Education as early as 1879 that a "very serious situation" was developing. Evanston's own population was increasing rapidly, its school buildings were inadequate, a stringent law limited the amount of money to be raised from taxation for school purposes, much of the area within the village limits was University-owned and exempt from taxation, and preceding administrations had left a debt of nearly $20,000.

Meanwhile, Dr. Haven was stimulating dissatisfaction with the three-year program; the community, despite some rumbles of opposition, was ready for more complete high school preparation but without enough property valuation to pay for it. Haven was the first to admit that it was "absolutely impossible for the village of Evanston to build a high school."

The problem was not unique, of course. In Princeton, Illinois, as far back as 1867, a man called Henry Leonidas Boltwood had been influential in pushing through the state legislature an act authorizing formation of a special high school district that would "take in not only the village of Princeton but also considerable territory in addition." The larger district provided more money, particularly

Henry L. Boltwood
First Principal of E.T.H.S.
1883-1906

from farmers living just outside the village who were thus enabled to send their children to the high school. Under Boltwood the additional income was used to produce a high level of work by the Princeton students. The school indeed was reputed the only one in that part of the state that prepared for "first-class colleges." This reputation drew as many as 90 or 100 students from other areas to it. Boltwood had also made this the first public high school in the state to emphasize the teaching of English and to own a good reference library.

By 1871 a general act was passed by the legislature authorizing establishment of such township high schools anywhere in Illinois. And in 1878 the same Professor Boltwood had been invited to Ottawa in LaSalle County to set up another township high school.

Dr. Haven may have been the first to suggest that Evanston stop trying to balance its budget with the tuition of non-village students. At any rate, an early school publication reports that he "labored long and earnestly" for the "desired end." A citizens' meeting was called by John L. Beveridge, L. C. Pitner, and H. A. Pearsons in 1881 to discuss the matter. No record of the meeting has yet been discovered, but the township idea picked up substantial support among men of such stature in the community as William Blanchard, S. D. Childs, S. B. Goodenow, William P. Jones, and William Vose.

The question of establishing the high school was put to the voters on April 4, 1882. Despite a $40,000 bond issue rider, 611 favored establishing a township high school, and only 147 opposed it.

But the first of what was to be a series of battles over sites of Evanston Township High School developed almost immediately. From the subsequent history of ETHS it appears likely that the Village High School escaped such a controversy only because of its transient status. A rather vague listing of the choices of sites indicates that one group of citizens advised purchasing Lake Side property, another land in the Central Park area, and a third held out for four or five "different buildings in different parts of town, thus equalizing to a great degree the distances from the schools to the homes of the scholars and lessening the dangers arising from fire and contagious diseases (*sic*)."

An earnest but rather ungallant correspondent wrote the newspaper of the day warning that the Lake Side property's nearness to a railroad would expose the "young ladies" to the temptation of flirting with train employees.

Actually the compromise site chosen at the corner of Dempster and Benson (a street in that location since renamed Elmwood) was selected in part because of its nearness to trains. Two lines, the Northwestern and one referred to only as the C and N, ran quite

The first E.T.H.S., at the left, opened in 1883 at the southeast corner of Dempster and Benson Avenue (now Elmwood).

In 1890 a south wing, below, was added to the original building.

close, as teachers were to realize unhappily in years to come. At the time, however, easy transportation for students was a vital consideration, especially for the Rogers Park contingent which was "a bit afraid anyhow that Evanston would get the best of the bargain." Miss Edwards quotes community criticism of the location as being completely "out of the way" with its "low, swampy ground between two ridges." It was "practically open country" with at most two houses standing at the extreme south end of the block, many vacant lots on the west of the street, and no buildings whatever from the site of the school building to Chicago Avenue except for a little day shelter by the railroad tracks.

The first Board of Trustees continued to plan. Blanchard, Childs, and Goodenow worked closely with Norton W. Boomer, a 48-year-old graduate of Hamilton College, New York, who had been long associated with grammar and high schools of Chicago. Land, at the rate of $15 per front foot, came to $4,000. No one then imagined that more space was needed than 250 feet on Benson and 200 on Dempster. The building itself was erected for $32,500, leaving $3,500 for equipping it and meeting other expenses. (One of these was a $2,000 charge for filling in the former cow pasture so that work could begin on October 18,1882.)

A single, cubical building, it sat in the center of the grounds with entrances at the north and west. Pictures show a two-story brick building with flights of steps leading to first-floor entries well above a ground floor. The major efforts at ornamentation were projections remotely resembling abbreviated towers at each of the four corners of the building and a cupola on the roof facing toward Dempster Street. Architects had worked with Professor Boomer to develop what was then considered a "fine and adequate building," but faculty members described it with less affection in later years, for the classrooms were "all very small," the woodwork "a cheap, dingy gray," the office a little room directly over the main entrance, and all science work had to be done in a "box of a room" just above the office which did, however, possess the only closet in the building.

Just before the building was completed, Boomer died. Anxious to procure another man of "wide experience and broad range of thought," the trustees listened to the suggestion of George O. Ide. A long-time resident of Evanston, Ide had formerly lived in Princeton and suggested that the Mr. Boltwood, who was already known as the father of the township high school system in Illinois, might be persuaded to come to Evanston. Blanchard, as president of the Board, evidently took the major responsibility for checking Boltwood's qualifications. He spent "part of two days" in Princeton investigating charges that the educator had left that town "under

cloud." The Board president secured the names of all persons active in forcing Boltwood's resignation from Princeton, interviewed every one, and "felt 'I loved him for the enemies he had made'."

A hint as to the reason Boltwood, then no longer young, decided to move to Evanston is found in a newspaper clipping summarizing his life which suggests that the results he obtained at Ottawa were "not as good" as those at Princeton. The writer ascribed this relative failure to the fact that Ottawa had a largely foreign population rather than the basically New England stock of Princeton. This information can have come only from Boltwood himself. He had also undoubtedly heard of Evanston's "classic" reputation, since a graduate of 1887 recalls that the principal at first permitted unusual freedom to Evanston students under the impression that they were of so high a caliber that they needed fewer restraints than most teen-agers.

With him he brought his favorite Princeton teacher, Mary L. Barrie, who had learned her Latin from him. Miss Edwards and an Evanstonian, Ellen L. White, who had taught with her at the Village School; Lyden Evans, hired to instruct in science and French; and a part-time instructor, L. H. Merwin, "vocal music," completed the staff roster as the building was dedicated at 7:15 p.m., August 31, 1883. A copy of the dedication program shows that the exercises included music; a prayer by the Rev. F. S. Jewell; a statement from the Board of Trustees; "remarks" by Haven and the County Superintendent, A. G. Lane; an address by Dr. Joseph Cummings, president of Northwestern, who had earlier been associated with the ineffectual effort to establish elocution classes at the Village High School; and finally presentation of the high school keys to Boltwood.

Evanstonians must have looked curiously at the new principal. They saw a blue-eyed, 52-year-old man, already white-haired with a mustache and beard that emphasized the triangular outline of his face. Though erect and thin, he walked across the platform with a "loose-kneed shambling walk" that made him seem awkward. He wore a black suit, soon enough to be known as "the" black suit by students who estimated it was pressed perhaps once a year; and he made an "unspellable sound in his throat" before beginning the first sentence of a response that was punctuated by "many little quick movements of his hand."

No record has been found of Boltwood's response at the dedication. Judging by other speeches he made, it was probably vigorous, unaffected, and somewhat religious in tone, reflecting a mind that had learned early in life to distinguish between what was significant and what was not.

He was born in 1831 at Amherst, Massachusetts, to William and

Electa Stetson Boltwood, eighth generation New England farmers. The third of eleven children, Henry L. was one of nine to grow up to "learn that if it is no disgrace to be poor, it is horribly inconvenient." He studied at the district school, which often held classes for just three months in the heart of winter, but, like every other ambitious boy in that area traditionally respectful of learning, he wanted to attend Amherst Academy. After six years of sketchy preparation in the district school, the 15-year-old Boltwood persuaded the Academy principal to accept him for entrance. Luckily, the Academy was only a mile from his father's farm. The family promised to provide him board, washing, and fuel. He earned his other expenses, taking three years to complete two full years of school.

In 1849 he was ready to enter Amherst College. A graduate of the Academy, he could now eke out his income by teaching in the winter. His first job was at Tariffville, a Connecticut town so-named because its economic life centered around a carpet factory that thrived under the protective tariff. There he earned $4 a week and "boarded round." Another source of income was sawing cords of wood at 83 cents to $1 a cord. In the summer he continued to "hire out" on district farms, once attracting the interest of a farmer who lent him money to carry him through the next year of school.

Despite this schedule, he managed to graduate in 1853 with his class, a charter member of Phi Beta Kappa. Planning to prepare for the Congregational ministry, he accepted a loan from the Congregational Society. But he decided to supplement the grant by accepting a post as head of a typical Eastern academy at Limerick, Maine. Teaching captured his full allegiance almost immediately. He returned the loan and entered upon ten years of work in New England academies in Maine, New Hampshire, and Massachusetts.

As the Civil War broke out, he became restless. He "engaged in business in New York for a short time," according to Frances Willard. A reporter who interviewed him in 1903 bears out this statement by indicating that Boltwood was a chemist in New York City for a few months before entering the service in April, 1864.

He first intended to become chaplain for a Negro regiment which wanted a "teacher, not a preacher," but the regiment fell short of its quota of members and was not organized. Boltwood then signed up as a relief agent for the United States Sanitary Commission. In later years he liked to talk about his duties in the Gulf of Mexico area to which he was assigned. The commission spent about $60,000,000 for ambulances, surgical appliances, reading matter for the wounded, and the support and founding of hospitals. Its agents went to work after a battle, both on the field itself and in the hospitals.

Boltwood watched Steele's command take Fort Blakely in the last conflict of the war, the battle at Mobile, fought April 9, 1865, a few hours after Lee had surrendered at Appomatox. But he was probably in greater danger when he narrowly escaped death as a nearby powder magazine exploded, wrecking the sanitary commission building in Mobile.

It was the urging of officers he met in service that brought Boltwood to Illinois. They convinced him that opportunities were great in "the West," and in the fall of 1865 he brought his wife he had married ten years before—Helen Eugenia Field of Charlemont, Massachusetts—and his nine-year-old son to Griggsville, Pike County, Illinois. Two years later he left his position as superintendent there to go to Princeton, the move that was to lead to his invitation to organize Evanston's first township high school.

Chapter II

Boltwood's Educational Theories

Perhaps the striking feature of Mr. Boltwood's educational philosophy was its catholicity. He valued sports and foreign languages equally, for instance, because he wanted students who were "receptive of all activities of life." He considered it important to "Avoid a narrow outlook" and "too much study in a single line. . . . The purpose of education is to show students that things are enjoyed" when they are understood.

Again and again he remarked that "the end of education is not livelihood but life," and told the class of 1901:

> I would not give much for your education if your families and closest friends get no good out of it. Those who have won the highest honors in the world have not lived for self. . . . Character is the proper outcome of education. It does not depend on wealth . . . it needs no honored ancestry. . . . Teachers die, schools change, the lessons of books are forgotten, but character bides for time and for eternity.

He once listed the specific aims of education in order of importance as "discipline, expression, information, outlook or horizon, taste, or the appreciation of what is beautiful or noble."

Discipline he defined as the ability of the student to set himself to work, no matter how disagreeable the task. He believed that most students dropped out of school because of a "lack of resolute desire and purpose . . . the indifference of parents, of friends, and of the community to anything more than a very elementary education. Hence the dropping out of school the first time that solid work was required."

However, he is never recalled as having set special stock on the more brilliant students. William Dunham, who was in the first class to spend four years under his supervision, believed that Boltwood prized not the diploma but the "steady determination to hold oneself to a four years' program," and quoted " 'Tis not the grapes of Canaan that repay but the high faith that failed not by the way." The principal thought of himself as not brilliant (others disagreed with this self-estimate), and not a plodder, but a "plugger." His students he expected to "do their level best," and he often took pains to praise particularly less scholastically able graduates who had

shown "patience, self-sacrifice, and resolution to complete their work." Their diplomas, he knew, were "more costly" in terms of effort—and hence more worthwhile to him.

Citizens of Evanston believed that a high school was basically a college preparatory institution. Boltwood agreed and made it his business to see that ETHS won a place on the certificated lists for admission to leading colleges of both the East and West. Evanston was the "classic town"—Boltwood taught Latin and Greek.

However, Boltwood's ideas of a well-rounded education went beyond those of the traditional follower of the Boston Latin School. He introduced calisthenics into the day's program at one time; in the afternoon everyone went through exercises that involved wrestling with sets of dumb-bells. He brought in typing when "everybody laughed at it." Because the Board refused to sanction purchase of typing equipment from school funds, the students raised the then huge sum of $100, and he himself taught typing after school hours to those who wanted it. Under Boltwood, shorthand, astronomy, dramatics, and manual training also enriched the curriculum. ETHS was one of the first schools in the Midwest to put in science laboratories, to keep on its staff a "fulltime drawing teacher," and to encourage football, baseball, and track teams.

Meanwhile, with the energy that seemed characteristic, Boltwood found time for statewide professional activities, lectured frequently at teachers' institutes in almost every county in the state, was from 1876 to 1883 on the Illinois State Board of Education, and was president of the Illinois State Teachers' Association in 1891.

Noticing that his high school students were extremely weak in spelling, and that no speller had been prepared particularly for their needs, he produced his *Speller,* a little gray book bound in black that "specialized in unusual, technical words to be met with in many modern occupations," and was based on the theory:

> As there are few words in current use, either in business, literature, art, or social life, which a high school graduate is not likely to hear or use, many words should be given to be learned on the supposition that they ought to be familiar.

He was already the author of an English grammar and a *Topical Outline of General History.*

Behind this professional activity was a genuine scholarly interest. As might be expected, former students testify to this most glowingly:

> Hundreds of boys and girls . . . fortunate to have been enrolled in Professor Boltwood's classes, still hold him as the great all-around teacher of all. His mind was encyclopediac. He was a master in arts, science, history, literature, mathematics. He could converse in seven

> languages and read more. And with all his learning he possessed an understanding heart . . . knew his boys and girls. They never ceased to marvel at his inexhaustible fund of information.

Mrs. Frederick Harnwell termed him "that king of educators." Another alumnus maintained:

> . . . we, who were privileged to sit under Henry L. Boltwood, have something in our lives which those who were not so fortunate will always miss. Miss Barry (*sic*), Miss Edwards, and Mr. Johnson stand out too, but Mr. Boltwood was the soul of it all. How strange that that grizzled, crabbed, grim, almost forbidding man was able to imbue . . . such a love of learning. I measure all other educators I have ever known by him, and they all and always fall short of the standard.

A superintendent of one of the grade school districts spoke for the community in general when he said that he "never met a more learned man." Observers disagreed about Boltwood's special fields: one considered history and literature the outstanding; another was impressed by his thorough knowledge of political economy and his "omnivorous" reading of science. He was generally acknowledged master of not only Latin and Greek but of French, German, Bohemian, and Italian. He had also dabbled in Spanish, Russian, and Portuguese, learning several of these last only a few years before his death.

The fact appears to be that Charles J. Little, president of Garrett Biblical Institute, was right in maintaining that "Mr. Boltwood knows thoroughly more about half a dozen subjects than so-called specialists know of one."

Teachers were impressed both by his "unusual scope of learning" and by the "mobility of his information." He could muster and marshal his facts in a moment. He frequently visited classes—in the case of the teachers at least once a month—and seemed able to take over discussion at an instant's notice. His manner was such that students only registered hearing an amusing anecdote (at which Boltwood himself was likely to laugh so heartily that he turned red) or reacted to an interesting suggestion. Only the teacher, sometimes taking notes at her desk, recognized the art with which he instructed.

One ability that aided Boltwood must have been the retentive memory testified to by everyone with whom he came in contact. Students he took on a tour of Europe remembered him perched on a touring cart in rainy Scotland reciting passages from Scott's *Lady of the Lake.* He had memorized Macauley's *Lays of Ancient Rome,* too, and hundreds of other selections.

Impressive though Boltwood's intellectual and professional attributes were, his personal qualities may have contributed more to

his success at ETHS. He fitted comfortably into the community. Often he presented the familiar professorial figure "walking or riding home from the library with his arms full of books, as many as the rules of the library permitted him to withdraw at one time, and in a few days—a very few days—taking them back with their contents fixed firmly in his mind." Just as often, he might be spotted fiishing from his favorite spot at the end of the Davis Street pier.

Confident of his own knowledge, he didn't hesitate to send a difficult problem home for the mother of one student to solve. The flattered mother, a former math teacher herself, still thought him highly intelligent, "the best informed person she ever knew," and her son still believes he learned more from his four years under Boltwood at ETHS than any of his children have in work at the best Eastern colleges.

In the classroom, of course, he was master. Students never forgot his favorite query, "Do you know it or do you think you know it?" They remembered his favorite gesture, too—the forefinger extended out and then down in a quick chopping movement. Underclassmen listened to the senior class in Greek recite to him in the assembly room . . . "the deep, bass rumble of Livingstone Jenks, as he towered, fair as a Greek god, over little John Matthews, and painfully picked out word by word his translation while Matthews rattled away in his treble." The alumna who described that scene for an anniversary celebration also recalls Boltwood's quiet approach upon a group of girls chattering too loud about a just-completed algebra test: "A gentle Ahem-ahem! and in a split second there stands 'one alone,' monarch of all he surveys."

He never seems to have needed a stronger form of discipline than the dreaded interview in his private office or a week's suspension from school for freshmen incautious enough to carry the paper-wad battles of autumn too far.

Yet despite his easy control, students felt free to call him "Bolty"—behind his back and in school publications, that is—and to plague him in print about the abstruse words in his speller. *The Evanstonian* of 1897, for example, rhymed pungently, "B is for Bolty, the best of them all, Who once made a speller by which came man's fall." Even more pointed was the anecdote, placed prominently in a school publication, about an ETHS junior's father who couldn't find enough rare words in a standard dictionary to construct a telegraph code. The son placed the *Speller* in his hands; it "did nicely." One Hallowe'en a group of boys tied a clothesline to the knob of the principal's front door, holding it taut and releasing it suddenly as he pulled at the door so that he was volleyed back on the stairs leading to the second floor.

Behind the adolescent horseplay was recognition that "Bolty" stood on no false dignity. He liked to play a fast game of tennis with a student partner on the courts just outside the school. He even played football with the boys. The open game of the day was limited to kicking and punching the ball, but even so he took a certain risk; and one day tall, red-headed Charlie Shakespeare missed a punch at the ball, landing on Boltwood's chin instead. Stunned for a second, the principal shook his head and kept right on playing.

The football field was Boltwood's work. He spotted land south of the school, unused largely because of a drainage ditch running diagonally across it. After inducing a local realtor to send out a man "with scoop and a team of horses to fill it up and level off the ground, he pitched in with the boys to clear a football field."

He considered athletics highly important, for he was "fond of healthy sport . . . a good thing for growing boys." It was "sometimes overdone," and his concern was to avoid that mistaken emphasis. "A growing boy can keep only one important thing in his head at one time." If a youngster on the football or baseball team was failing, he marched over to Boltwood's house—diagonally across the street from the school—for special coaching every evening in geometry or Cicero. And the principal traveled faithfully with the baseball nine "up and down the North Shore as it played with other schools." At a dubious ruling he would flip up the tail of his beloved frock coat and reach for a well-worn copy of *Spalding's Baseball Guide*.

Twice he went on camping expeditions with students, once in the woods of North Michigan and in 1888 in the North Carolina mountains for a full month with a party of three. He vacationed as vigorously as he worked. Under his direction the second group spotted 600 species of wild plants, including 150 new to them, which they promptly collected and pressed for three herbariums at the school; they covered 250 miles of the Smoky Mountain area, pitching tents at eighteen different places. Boltwood took time off to interview the "natives" about their daily wages, their churchgoing habits, and the location of their stills. He located a nearby Cherokee Indian reservation and collected stones, arrows, and boxes of pottery. He attended a service of the Castleites, an offshoot of the Mormons, in a windowless wooden building. (After listening to the Exhorter, as the preacher was called, for nearly two hours, Boltwood found the backless benches and the repeated statement of the minister that the "privileges of God came to men through a vacuum" wearisome. "Well," he quipped, "he builded better than he knew when he called *himself* a vacuum.")

As a cook he was unforgettable. He once left lemons in the coffee pot and then cooked coffee in it. (The exhausted campers who

crawled in from a two-mile hike downed the brew anyhow.) "Bolty" used the same kettle for boiling potatoes and for washing his socks—although not at the same time.

In the midst of the July expedition he heard of a teachers' institute being held in a mountain town. "It was like a bugle to a warhorse." Since his good clothes were in a trunk in Asheville, the quartet combined their resources to fit him for the institute. Only trousers were lacking; Boltwood's own had a large hole, but Will Dunham patched them with flannel normally used to make trout flies and sent the camp cook off with the cry, "Press where ye see my red plum shine!" He came back distressed to report that a teacher's pay in the area averaged only $15 a month—"and up but not much."

On that trip, too, Dunham heard him angry enough to swear. It was the only time; but even Boltwood's control broke when he reached down for some firewood and stirred up a nest of angry hornets.

Longer excursions with students were European tours in 1899 and 1900. One group left Philadelphia in the middle of June and returned from Liverpool late in August after covering Boulogne, Rome, Florence, Venice, Milan, Lucerne, Interlaken, Heidelberg, Cologne, Brussells, Waterloo and London—at a rate of $575 per boy, minus "washing and extras." As usual, the group had a "grand time." The spare, smiling little principal with his "wonderful powers of endurance even under the handicap of more or less poor health," walked them "off their feet" in art galleries. When they begged for food, he replied in words familiar to anyone who has ever taken children on a trip, "We didn't come to Europe to eat." But they admired his "fund of information . . . about all the places they visited." His own explanations bore out his belief that "to know a thing includes the power to express it . . . ability to express one's thought clearly is essential" and that information was valuable mainly for its use "properly and in its right place" rather than "for its own sake."

His dislike of any brand of pomp or pretense was noted by all ages. A teacher recalled "his glee one day when I quoted Dickens' description of Dr. Blimber's school. It so completely fitted the theories of a person who was bulky on the horizon of education." Familiars knew that his quiet sense of humor could change to "biting irony and scorn" when he encountered what he considered humbug and hypocrisy.

In the field of education, for instance, he wanted "vigorous effort" by the pupil who should learn to "do a disagreeable task with a keen relish because it was the thing to do and the thing which had to be done." At a meeting attended by nearly 300 educators, "practically all

of them college men and many of them connected with leading western universities," he spoke his mind on higher education:

> What others call meanness, rascality and cowardly brutality college men call fun . . . (the) idea of special class privilege . . . reaches outside of the college into the lower schools and the rowdyism, vulgarity, and theft of college men are glorified.

As his audience "stood aghast at the words," he ripped into college athletic contests as an excuse for "gambling, drunkenness, theft, and open robbery, plundering restaurants, interfering with the right of the traveling public, breaking up theaters, and mobbing lecturers."

His special complaint was against the fingering down of secret societies from the university to the secondary level where the "plainest and purest democracy should exist . . . Everything that tends to interfere with the idea that all the pupils of a school are absolutely on an equal footing and are equally wards of the taxpaying public to be educated for citizenship, which acknowledges no class distinctions whatever, has an evil tendency."

He inveighed against these societies in all-school assemblies and in the town newspaper. In 1901 he again spoke out against the fraternities, which he blamed for the school's loss of status in athletics and for the social humilation of girls "slighted and sneered at because they were not in fraternities." In later life he regretted deeply his failure to abolish the societies when they first sprang in existence at ETHS; he had permitted them to remain at the request of a girl member. Perhaps he was influenced by his own pleasant memories of Alpha Delta Phi at Amherst; it had meant more to him, he said, "than either class or college" but had the virtues of being inexpensive and more than merely "an excuse for conviviality."

Though he rarely sounded "preachy," Boltwood held firm principles about moral character. In a private letter he urged against sending a boy to West Point where "gambling . . . drinking . . . licentiousness . . . and expense (were) monstrous." Students were aware of his convictions; he opened school each morning with a Scripture selection "of an austere type . . . and made us smile, sometimes, but I doubt if we have entirely forgotten the lessons or the earnestness of the reader . . . and his short prayer was earnest and honest and simple."

Just as simply he once told a teacher dissatisfied with "meager returns from a rather extraordinary outlay of energy, 'But you forget that you are not solely responsible for these children. You share that responsibility with their parents and with their Creator'."

This combination of sense and understanding and quiet wit made students laugh with rather than at "Bolty" when a telephone was

finally installed in his office and he was observed removing his hat as he bowed "profoundly" to the invisible mother speaking to him via Mr. Bell's invention. With the unerring eye of youth, they observed that his false teeth didn't quite fit so that they sometimes slipped out and had to be quickly tucked back in place; but they still were flattered by the weekly lectures he gave the senior literature classes to make sure he came to know all the current graduates.

Of course, they chuckled over a report in the morning *Tribune* of Boltwood's altercation with the law. A confirmed bycyclist, he resented a new law confining riders to the streets; the morning of May 5, 1899, he was wheeling along Sheridan Road and headed for the walk with a policeman in close pursuit. Within a foot of the sidewalk he spied the officer, "and suddenly turning around, laughed at the policeman and steered back into the street."

Yet most of them agreed with Evarts B. Green, who himself became a distinguished scholar, that Principal Boltwood was "perhaps the best teacher I ever had and in a surprising variety of subjects."

He himself regarded the public school as the "bulwark of intelligent freedom" and prized the elaborate reception given him in 1903 when he completed his fiftieth year of teaching.

Boltwood died on January 23, 1906, exactly as he would have wished. Still "quickfooted, bright-eyed" with a "firm handclasp and strong, clear voice," he went to the high school in the morning and led devotional services. (People apocryphally remembered him on that Tuesday as "seemingly more radiant than usual.") The rest of the morning the 75-year-old educator spent at his desk; one of his last gestures at work was to examine a pamphlet describing the work of the Chicago Boys' Club he had always supported. In the afternoon he went to the Evanston Club for his beloved game of pool, a sport that had replaced bicycling when an accident on wheels revealed a heart ailment vaguely diagnosed as "mitral insufficiency." His companion was Professor William H. Cutler. "Bolty" made a shot, then pressed his hand to his heart with a muttered, "Oh, dear," and staggered from the table. He died before the club steward had "time to fetch a pillow."

He had known he might die at any time and had been arranging his affairs for several months. His outspoken fear was that he might drag on when he had "outlived his usefulness." Everyone was aware too that he welcomed the idea of sudden death instead of "lingering disease and long hours of pain."

But the living needed comfort. His son, a graduate of Amherst in 1881, had died three years earlier. That left only his wife and an adopted daughter Gertrude to be notified. Professor Wilfred Beardsley, associate principal of the high school, was called to the

To keep pace with growing enrollment, a new building eventually was built around the first structure so that in 1900 E.T.H.S. had the appearance above.

Evanston Club. He saw to it that the body went home to 1218 Benson Avenue, so handily near the school. Mary Barrie told the news to Mrs. Boltwood, who had been attending a genteel musicale. The body, it was decided, would lie in state from 1:00 to 2:30 p.m. Thursday, January 25, in the assembly hall where he had often led services. Twelve high school boys were grouped about the coffin as a guard of honor—classes had been suspended for the week. Hundreds trooped through the hall that Thursday. The faculty arrived in a body for the services and moved to a special section. Hymns were sung, a "prominent school athlete" breaking into sobs during "Nearer My God To Thee." The Rev. J. F. Loba of the Congregational Church spoke of Boltwood's "high personal integrity" and concentration of "all powers on teaching." Then, in the "yellowish light of the late winter afternoon," Henry Leonidas Boltwood was buried in Rosehill Cemetery just after the five o'clock sunset.

He had been principal of ETHS for 23 years. For years after his death the school's *Annual Report* opened with the sentence "The school stands today as a witness to Professor Boltwood's unusual qualities as scholar, teacher, and man." What kind of school had he created?

Chapter III

The School Under Boltwood

To understand the institution ETHS became, it is necessary to recall what Evanston was in 1883. On the national front Chester Arthur was surprising everyone by backing civil service legislation; in Chicago, still pulling itself out of the destruction of the great fire of 1871, people remained excited about Sarah Bernhardt's 1881 visit. Evanston itself was growing in population.

Nevertheless, the town remained "a village of unpaved and unlighted streets" with its post office the morning gathering spot for "merchant and professor" as they picked up their mail. Elaborate houses in the Queen Anne style of dormer windows, bay windows, balustrades and turrets were being built; but Frances Willard eight years later could still describe a "quiet city" with its "peculiar glory . . . long avenues bordered with wide-spreading elms and maples and grand old oaks." The rest of the town she could summarize in one paragraph: a large fountain on the public square; three churches and a clubhouse clustering around a park a block or two away; the college campus a grove of huge oaks among which stand the buildings; the "famous new driveway from Chicago—Sheridan Road"; a half dozen blocks of stores, half a score of smaller churches, four school buildings, a "fine high school"; and homes for about 12,000 people.

Churches were an important center of the town's social life; Frances Willard had established the Women's Christian Temperance Union eight years before, lauding the "happiest thought" of the men who founded the town as a home for Northwestern University and incorporated in the charter a law that no intoxicating liquors should ever be sold within four miles of the campus.

The only type of secondary education with which these Evanstonians were familiar was college preparatory and emphasized study of the classics. Boltwood with his long experience with the Boston Latin School tradition gave them the school they wanted.

Students recalled the faculty which assisted him as "small but wonderfully fine." With a first-day enrollment of only 107, which grew to 131 by the end of the year, teachers could know every student by "face and name."

Most interesting to Evanstonians was the Miss Barrie who came with Boltwood from Princeton. "She sat at the end of the platform during opening exercises and her skirt was so daringly short that it only came to her shoetops, displaying a pair of trim ankles," Fred Smith noticed. She taught Latin and English with such poise and dignity that, despite the fact that she was acknowledged "the handsomest teacher that ever came across the boards in this town," discipline was "well-nigh perfect" in her classes. The same Smith, thinking himself safely buried in a back seat, crouched out of sight to drop a wad of paper down a girl's back "only to hear Miss Barrie say quietly, 'Smith, you may take a front seat'." He wanted to "sink through the floor."

She had humor, however, and laughed with the class when Paul Boomer, later to become a prominent physician, misread the line "Great oaks from little acorns grow" as "Great aches from little toe corns grow." Even the lad whose careless penmanship at the board made the sentence "I am a linen draper bold" appear as "I am a linen diaper bold" failed to upset the tall, slender instructor. But Smith, who tried to teach her tennis after school, found that same poise fatal on the courts: "She stood like a graceful statue until long after the ball had gone by."

Equally effective in the classroom but entirely different in personality was "Grandma" Edwards. Alumni recalled Miss Barrie as "regally beautiful," but warned of her firm, "That will *do*," and referred to an *Evanstonian* of 1897:

> The second is darling Miss B—.
> Her head so high she doth carry,
> That, raised one more speck, it would break off her neck,
> And we'd see the last of Miss B—.

Of Miss Edwards, the same publication chuckled:

> Miss E. is next on the roll;
> Her features are comic and droll;
> She talks about pose and the pitch of the nose,
> And eyes that look out from the soul.

Her training was impressive for those days. She had attended Franklin Academy and Collegiate Institute in Prattsburg, New York, and the State Normal at Oswego. She had read widely in Latin and picked up enough trigonometry and surveying to make an accurate survey of her father's farm. Like Boltwood, she served her terms of teaching in rural schools for sums like $18 a month and the privilege of "boarding round." After twelve years of successful teaching at

Oswego, she came to the Village High School in 1880. Her courses? Latin, arithmetic, algebra, geometry, rhetoric, grammar, U. S. history, and bookkeeping. The last she took over on two days' notice, handling a class of 70 so successfully that she had to keep on with it until the drawing course she introduced at ETHS commanded all her time.

She was one of the first regular teachers of art in the Middle West, adding to her original preparation by traveling in Europe two summers and taking many special courses at schools of art. When she wound up 35 years of teaching at ETHS—and over 50 in the field—Beardsley noted that many of her students had gone on to specialize in art, several became teachers of art, and two of these came to teach art at ETHS. He credited her "interest, her enthusiasm, and her intolerance of indifferent work" for these results.

A teacher who came to ETHS in 1908 when "Grandma" was only ten years from retirement draws a picture of a "big woman who wore glasses and dozed off in class occasionally. She wore a checked gingham apron tied around her voluminous middle and retired to a dressing room of some kind at noon to cook her lunch in privacy." Alumni spoke of her with fondness. She was "sunshiny . . . beloved . . . . and somewhat imposed upon by the boys."

Ellen White, with whom Miss Barrie lived, was a local girl who taught modern languages with the stress on German and had already established herself at the Village School. Lynden Evans, whose specialty was Greek and who later became a lawyer, and O. H. Merwin, who offered a music course that died out officially in three years, completed the staff.

Teachers and students met together in the big assembly room on the first floor for "morning exercises." Boltwood read from the Scripture, and the choir sang a hymn. On alternate days a spelling lesson was scheduled, the lists in later years coming from the formidable Boltwood speller.

There were four recitation periods between nine and twelve in the morning, two more between 1:15 and 2:45 in the afternoon. Bad weather sometimes caused a schedule change, one graduate adds. If the weather was obviously inclement before students left for school in the morning, they brought lunches and stayed straight through until six periods had been completed. If the weather turned bad after classes had already begun, the principal might send out for food for a school lunch. In any case, classes were dismissed early.

One reason for this early dismissal may have been the inadequacy of school lighting. The first school publication, the *Budget,* complained that early twilight in December and January made study "injurious" to the eyes:

> It is painfully apparent that poor eyesight is very common in the High School; and the damage done to weak eyes, as well as to good ones, by compelling the pupils to use them in the half light of winter afternoons is too great to pass unnoticed or unremedied.

The textbooks over which students labored in those ill-lighted rooms were likely to be written in Latin. There were four courses from which to choose: the Classical, the Latin Scientific, the Modern Language, or the English. Latin was omitted only in the English sequence, a three-year course for those not interested in college work. The most difficult of the four was the Classical, which in 1890 set up these requirements: First year—Latin, English reading and History, Physical Geography, Physiology, Grammar, and Drawing; second year—Caesar, Algebra, Physics, civil government, drawing, and reading combined with rhetoric; third year—Cicero, Greek, Geometry, Macaulay, English Prose Classics, and Shakespeare; fourth year—Virgil and Homer, Anabasis, General History, and English Literature.

Students who feared Greek could elect the Latin Scientific, which in the first two years was the same but in the junior year substituted zoology, botany, and English Prose for Greek, and in the senior year, French. The Modern Language course in 1890 required Latin only in the first year, after which German was taught. By 1896, French was required in the fourth year. The English course seems to have been somewhat experimental in nature; in 1896 it was a four-year course but retained its non-college preparatory tinge, since it was the only sequence to include bookkeeping.

The school calendar was set up on a quarterly basis until 1901, when the two-semester idea was introduced. However, the regular school year appears to have had only three "terms," as they are listed. In 1895-96, for instance, the first term lasted from September 3 to December 2, the winter term from December 2 to March 3, and the spring from March 23 to June 19. The quarterly division was used for tests upon which the student's grade depended almost entirely; however, if he had an average of 90 or better, he could be excused from the final examination of the year. The passing mark was 70 per cent. Monthly ratings of each student in the school were published, with a clever student like Anna Wilcox averaging 98 or 96 on each of them.

Such routines had hardly been established that first year when fire broke out. The building was heated by hot air which flowed up through registers surrounded by wooden frames that went up in flames Thursday, December 20, 1883, just two days before the Christmas vacation was to start. Three flues in the west half of the building were on fire. The students who had never had a fire drill, left quietly,

books and coats under their arms. Some of the older boys remained to salvage the science apparatus. Handkerchiefs tied over their faces, they formed a chain on the stairway down which laboratory equipment was passed. It was eventually piled in Boltwood's basement across the street. Girls meanwhile snatched furniture from the basement apartment of the janitor and his wife.

In fact, adults provided the major source of confusion. Hurrying to the scene, they kicked in basement windows, "thus giving the fire a fine draft." They tossed chairs, desks, and other articles from the windows indiscriminately, and they got in the way of the small Evanston fire department, which soon found the blaze too big to handle and sent for help from Chicago. By 3 o'clock the next morning, the building had been saved, but floors and partitions on the west side were gone. Vacation was extended, and the whole school population finally crowded into the undamaged portions until repairs were completed.

A report of the "Gentlemen of the Board of Trustees" on June 18, 1886, indicates the steady growth of the school. The enrollment of 155 at the end of the first school years was now up to 171, and a new teacher was needed. Drawing had become an increasingly popular course. Typewriting, introduced to go with bookkeeping, had led to a voluntary class in shorthand held after school hours. Boltwood had even proposed setting up a basement room with working benches and carpenter's tools for what was then termed manual training. Since only thirteen elected to take the course regularly, plans were dropped. Music on a regular basis was equally unpopular. Hence, the trustees recommended against "paying anything for a regular teacher." Attention was focused on a general lack of equipment— "no cabinet or museum and little electric apparatus." Several public entertainments given by the school in the three-year period since its opening did bring in money for books, pictures, and groups of statues.

The entertainments may have been speech contests. First records of these appear in the school scrapbook with a program dated March 26, 1887, and entitled "Annual Prize Declamation." However, other programs, like one of June 5, 1903, labeled the "Nineteenth Junior Prize Speaking Contest," indicate that these events dated back to the first year of the school. Admission fees of thirty-five cents were charged; the contests were always held at night; and the school usually obtained the social hall of the First Congregational Church to accommodate the crowd.

Alumni recall the contests as a "major interest" of the junior class. Preliminaries were held at the school. In 1903, for instance, sixteen competed, the junior class being given the privilege of choosing five finalists, the faculty three.

The public was also invited to what was called an "industrial exhibit" in June, 1884. Later, this exhibit came to include "all articles made by hand at home or at school." They ranged from oil paintings to "fancywork," from plants and vegetables grown by the pupils to jams and jellies. The first exhibit, which attracted 1,000, was held an extra afternoon and evening to please interested parents. One can imagine the impatience of the students who were permitted to sample the cooking entries—only after the crowd had left.

Equally satisfactory to an Evanston that prided itself on its educational status even then was the school's record in state contests with rivals. The old Village High in 1881 had entered papers on Latin, algebra, plane geometry, physiology, natural philosophy, English literature, and civil government in a competition conducted by the State Board of Agriculture. Examinations in these areas were sent in sealed envelopes to the principals and opened for the first time in the presence of the class participating. Three papers in each classification were then sent on for scoring at the State Board. Against fifteen other schools, Evanston had placed third, with four winners.

In 1884 the newly organized township school sent in five sets of papers on Latin, German, physiology, English literature, and botany. Three received first place. Next year Evanston sent ten entries, won eight first places, two second, and the two sweepstakes awards given the school winning the most prizes. In 1894, the final year ETHS competed, Evanston hit an "all-time high" with eight first prizes and three seconds. In nine years of competition a total of $424 in prize money had been won. It was spent for photographs, casts, art, and library books.

However, in 1886, the Board of Trustees had little thought of such future successes. The community, it feared, was not supporting its school properly:

> . . . only a small part of our people have as yet come to believe that a high school education is to be regarded as the minimum . . . to enable a man or woman in a community like this to enter into full appreciation of our best culture and realize the best results of modern civilization. The feeling is too prevalent that a young man who is looking to a business life needs little except a narrow specialized training in business forms. No provision is deemed necessary to fit him for the wide range of duties and enjoyments that lie outside of his business. . . . More children in our community leave school early from their own choice or that of their parents than from any necessity.

Boltwood had already sought to interest those businessmen with his typewriting class of 1884. The failure of the manual training class of 1886 may have occurred because equipment for twelve had to serve twenty. And instruction was given after school hours for a fee of

twenty-five cents a week. Short daylight hours interfered with the work in winter, athletics the rest of the time, and the innovation was given up until 1900, when it became a permanent part of the curriculum.

One of the more popular classes was citizenship, apparently a rough equivalent of U.S. history. Mock elections were held amidst considerable excitement. There were some natural confusions, of course. In an early "election," two registration days were scheduled, one for the sophomores and juniors, one for the freshmen and seniors. Speeches and campaigning were planned for the morning of November 6, but no students had prepared speeches, and so the polls opened at 8:00 A.M. Judges and clerks manned the "booths of regulation pattern." Officials handed specimen ballots to the voters, who had watched Boltwood demonstrate how to fold them the day before in the main assembly room. Most voting was done during study periods, with the results running true to Evanston form: McKinley, 398; Bryan, 36; Cooley, 20; Maloney, 1; Debs, 1. No classes were held that afternoon.

Historic art, in 1887, was another favorite. Indeed, the whole art department under "Grandma" Edwards operated with éclat. Classes visited the Chicago Art Institute so frequently that the curators in rooms containing copies of famous sculptures came to recognize them. Drawing "from the object" captured the students' fancy; clay modeling led to work with plaster casts; and soon the elementary schools were cooperating by inaugurating art courses of their own that prepared youngsters for advanced work in charcoal, "historic ornament," and even architecture.

Enrollment continued upward with an increase of nearly 25 per cent in 1889-90 when 216 were enrolled, the large assembly hall was occupied regularly for the first time, and the lower assembly hall was divided into two classrooms. Boltwood was particularly proud that the eighty-one graduates to date included twenty-seven boys, a proportion "far in excess of some high schools in our state." Less pleasingly, the proportion of boys to girls was only a little less than fifty per cent, indicating the greater drop-out rate of male students.

Important features of the curriculum, Boltwood believed, were the stress on literature and history, and the practical techniques used in teaching science. Not only did ETHS have laboratory equipment from the beginning but also students were encouraged to prepare their own herbariums, and the lively Agassiz Association stimulated interest in science on the extra-curricular level.

Sponsor of the group, a small one which alumni report was "delightfully" co-educational, was Louis Johnson. This science teacher, a "patient and gifted" instructor in the words of a contemporary, saw to it that the club produced elegant displays of "plants and blossoms,

birds and butterflies" at the annual exhibit. He is always identified by old-timers as the teacher who married Nellie Spaulding, one of the fresh-faced juniors and seniors who met one Friday night a month at homes of Agassiz Association's members. Various scientific subjects were discussed at the meetings and papers read by students, who also turned up for botany walks up the North Shore to the "Big Woods," near what is now Niles Center.

Johnson, who came to ETHS in 1886 for an active five years of service, was termed "our first real teacher in science" who "produced a vigorous growth in that department by his enthusiasm and untiring energy." He went to Harvard for special study and then taught at Ann Arbor, but ETHS was richer by the beginnings of several valuable collections in his specialty, microscopic botany. A second outstanding teacher of science was Louis Westgate. He came to ETHS in 1893 with a strong professional background in his major field of geology. Still another science teacher, W. G. Alexander, arrived in 1896. Like the others, incidentally, he was impressed by Boltwood's "personal interest" in the department's work, "always such a prominent and intense thing that we were . . . inspired by it." In this case, Boltwood's intellectual curiosity was aroused by Alexander's X-ray experiments; a special assembly demonstrated wireless telegraphy.

Another newcomer to the staff in this early period of expansion was a fellow who applied for a Latin and Greek vacancy. "Pretty young?" inquired Mr. Boltwood quizzically after he had left their home. Yes, he was pretty young, thought Mr. Boltwood, but "well-qualified for the place." The applicant was Wilfred Fitch Beardsley, who was to spend 34 years at ETHS and become its second principal. He established himself easily with the students who teased him in the gossip columns of the school publications but respected his mastery of subject matter and somewhat aloof courtesy. Before long, Beardsley's voice was heard in the rear of the assembly room, picking up the words dictated first in Boltwood's now somewhat feeble voice. He was appointed assistant principal in 1899, only six years after he came to ETHS, and associate principal in the following year.

Disciplinary tactics remained mild. A serious conference in Boltwood's room remained the major method. Suspension was also practiced. In 1899 eight boys and one girl in the junior class were suspended for an "indefinite length of time . . . because of inattention at recitations, misbehavior in assembly hall and while passing to and from classes." They were back at school within a week. Seven years earlier, suspension had punished a group of boys who met in the school attic on a Friday afternoon in December, placed a knife across electric wires in such a way that it completed a circuit and set all the bells to ringing. They then raced down to the basement where they

clanged away with a large handbell until caught by a teacher who "took their names." They were suspended the moment "Bolty" returned from a trip. In this case, some community pressure seems to have been exerted, for the Board was called upon to uphold the principal's action. By Thursday of the next week, the culprits appeared in time for morning prayers and listened to Boltwood read their joint letter of apology to the assembled school.

Prevention seems to have been the emphasis. Chicago schools were known for "Roughneck Day" when the boys arrived minus suits and ties. On that date, teachers posted at all ETHS doors made sure no Evanstonian sought to imitate this reprehensible behavior. Even study halls posed few problems. The teacher who was just missed by an egg that splattered instead on the blackboard behind him was honestly amazed. A faculty meeting called immediately (such was the size of the staff then!) probed the matter. The teacher suspected a "dull-witted" but unfalteringly amiable lad, and the mathematics instructor proved his point by measuring the angle at which the egg hit and tracing it back to its source. The youngster admitted his guilt. He had been persuaded to hurl the egg by a practical joker, who was accordingly punished.

Boltwood's discipline, however, was considerably more stringent than that of the first year. A man who "started" with him believes he had an exaggerated notion as to the amount of self-control possessed by Evanstonians. He had at first permitted them to talk to each other at will in the study halls—"we just gossiped and joked"—and go to the library without supervision—"we clambered out of the first-floor window and arrived home for lunch fifteen minutes early." Feeling the temper of the group more exactly, he soon took away these privileges, but he was never a man of quick rages and his attitude seems to have infected the rest of the teachers.

Even when the boys dropped a pair of rubbers down the large pipes leading to the registers and the odor of burning rubber nearly caused early dismissal, "Bolty" merely adjusted his spectacles to the end of his nose and hunted down the mischief-makers. He knew how to handle the freshman who "accidentally" dropped a coin just as morning exercises were about to begin, sending all the others in a scramble for it. For him and for the prankster who slipped a paper with "a choice quotation up under the collar of the boy in front" just before he marched up to recitation, "Boltwood had a standard lecture, known as the "bi-monthly talk on 'childishness.' "

Practical joking seems to have been at a minimum, considering the relatively few outlets students had. There was, after all, no physical education program. Tennis and baseball were the teams in the 80's. The baseball team competed successfully with other schools, but

the football squad practiced on any available vacant lot. Records of an Athletic Association appear in 1896. Teachers and students belonged as dues-paying members, and the money thus collected covered such items as "Chase—car fare, 35 cents," "Mr. Dittmer—for fixing tennis courts, $9," "Oak Park spread, $5." As always, Boltwood headed the Association which had its "stormiest" meeting over the disposition of prize money won by the football team in 1897 and its most patronizing when "for the first time in history . . . young lady members . . . dared to come in the presence of the boys and ask that the association provide them with a new basketball." The minutes conclude with some pride, "It was done immediately." Basketball in those days was strictly a girls' sport.

Music was still not in the curriculum, although a Glee Club and a choir appeared in 1897.

Extracurricular activities were few indeed: the Agassiz Association, the Boltwood Literary Society, which sprang up in the late 1890's and died young, occasional plays in the assembly hall. Other clubs like the Shakespeare and the camera clubs mushroomed briefly and disappeared in a year's time.

The Prize Speakings, however, grew in significance. In 1901 Miss Effyan Wambaugh supervised the seven competitors in a contest which definitely had elements of drama. Music opened the evening at the First Congregational Church. Listed as "mandolins and guitar," it must have been the fashionable Mandolin Club which at its height included a violin and *two* guitars. Junior girls ushered, and, to continue the junior motif, a sheaf of flowers in the class colors rested importantly on the organ. Three judges seated themselves toward the front, and then the speakers entered in a slow march in order of their selection from an anteroom at the left of the platform. They occupied a pew at the right of the church, moving up as each one completed his selection. Four of the offerings, it was reported, were martial; the rest humorous or pathetic. They ranged from Kipling's "Wee Willie Winkie" to something called "Sally Ann's Experience," which brought Helen Thomas first prize. The ordeal over, a banquet was held at a pupil's home with a toastmistress and further selections on the agenda.

Social activities were conducted largely on a private basis. Near graduation time a few class dances and parties were given. They began at 8 o'clock and "ended at the hour that youngsters of today get ready to go." After the appearance of fraternities and sororities in 1894, they scheduled several events each year, usually one or two dances, a few "spreads," and perhaps a benefit performance for the school.

There was the class feuding typical of the era. At the senior social in 1897, which featured progressive games from poker to blind euchre,

underclassmen conducted a successful attack on the three cakes that were to have been refreshments. Seniors seeking revenge found the doors of the home tied and had to leap through windows for an unsuccessful chase. Seniors and juniors had combined forces a year earlier to raid the sophomore social. In this encounter, one sophomore emerged with a black eye, another lost his new spring cap, and all were daubed with fresh paint. But the class history recounts proudly that "the ice cream was saved!"

A forerunner of counseling methods appears in the mention of afternoon meetings sponsored by the Commercial Department at which businessmen were invited to speak. Another device was employed to help students who were planning on college. Boltwood asked alumni from fifteen universities and colleges to write him estimating the worth of the schools they were now attending. His object, according to a newspaper clipping of 1898, was to "keep the school in touch with its collegiate alumni and to aid those who are yet undecided what college to attend. To the senior classes he then read the responding letters from Michigan, Dartmouth, Baltimore Woman's College, Northwestern University, Oberlin, Wisconsin, Bryn Mawr, Colorado College, Wellesley, Mount Holyoke, Princeton, MIT, Illinois State Junior College, Vassar, and Chicago University.

Far more permanently organized, however, was the Back Lots Society. Volney Foster suggested it in February, 1891. Each year thereafter the society offered a series of talks by business and professional leaders to the "young man of fifteen to twenty-five years of age" who were eligible to join. Meetings were held in the "Shelter," a log cabin type of building near the tennis courts in the rear of Foster's estate. Though the club had social aspects, with huge "feeds" at the fireplace in the "Shelter," its stated purpose was to aid members in choice of a life work as well as to give a general fund of information. Membership was limited to 65, "this being all the meeting place will hold," according to a descriptive pamphlet. Only pupils at ETHS or the Academy were invited to join, and they were dropped if they missed more than two consecutive meetings.

The speeches every fortnight were supplemented by excursions to the state prison, iron mills and quarries at Joliet, to Deer Park and Starved Rock in LaSalle County, to the glass, tile and pottery works at Ottawa, and to the Deering Harvester Works at Chicago, where Charles Deering himself acted as host. Perhaps the liveliest meeting, however, was one at which a group of Sioux Indians held as prisoners of war at Fort Sheridan visited the Shelter. "Bolty" brought them back from Fort Sheridan with the help of six armed privates and a lieutenant; 2,000 Evanstonians met the train, and hundreds of youths ran alongside the procession to the Oak Avenue entrance to the Shelter.

There the Indians described in sign language their trip from the fort, ate sandwiches, doughnuts and coffee "as if they were laying in stores for a long campaign," and filled their handkerchiefs with leftovers. The boys trotted them over to the gymnasium of the YMCA for an exhibition on the rings and parallel bars that "called forth something like applause." From the "Y" the Indians ambled over to the Evanston Club, where they amazed the society by eating as heartily as if they had not stuffed themselves fewer than two hours before.

Boltwood, first president of the society, backed it strongly. When he resigned in 1896, H. F. Fiske of the Academy took over. Foster provided even more substantial support. Perpetual treasurer of the club, he collected all dues from himself!

Clubs of which Boltwood soon came to disapprove heartily were the secret fraternities. Gamma Sigma for boys and Delta Kappa Phi for girls appeared at ETHS in 1894 with his consent, although he warned members that if the groups proved undesirable they would be eliminated. The first year of trial showed, he believed, "more clannishness, dishonesty, and lack of faithful study. . . . The school lacks unity, and the societies, although not wholly, are largely to blame." For the sake of the school, he asked both fraternities to disband. They refused, and forced dissolution was made especially difficult by the fact that members came from Evanston's most prominent families. The president of the Board admitted that there was no legal way to expel a student from a public institution for belonging to a fraternity. Since the school had never allowed meetings, initiations, or other ceremonies to take place in the building, a stalemate had been reached. Eventually the school had seven such societies with a total membership of 75 out of the 500 enrolled at ETHS. The problem was to endure through two more administrations.

Meanwhile, the girls in their porkpie sleeves, shirtwaists, and straight skirts sported pins like silver dirigibles and met at each other's homes for "spreads." The boys played tennis and skated with them. The "barbarians" did much the same except for occasional sensitive ones who suffered so much from exclusion that they dropped out of school, and there was one case no one ever mentioned—that of the girl who committed suicide when her lifetime friend was pledged and she was not.

Meanwhile, Miss Barrie continued to shepherd Latinists through the Gallic War with a "grace and dignity" that one girl found "admirable but frightening." Professor Louis Westgate entertained sophomores learning biology by his ability to hit the chalk box with a stick of chalk at fifteen feet. Miss Mary Childs talked with amazing rapidity of history and civics, and Professor Beardsley was due back from his year of graduate study at Johns Hopkins. The Anti-Cigarette

League, sparked by a vigorous speaker who felt that budding womanhood could persuade youths against the vicious weed, evoked uneasy laughter from senior boys. They knew that girls were changing in 1900, despite their ability to sweep, dust, clean, wipe down the stairs, wash, iron, mend, bake and sustain an interest in "keeping white" with complexion soap upon arising and Cream Marquise at night. Like their mothers, they learned to manipulate long skirts, a parasol, and a purse while making the endless rounds of calls. But they also confidently mastered irregular Latin verbs, Joule's heat law, and croquet. They planned for a husband—or a job. (Work in a settlement house occupied the status of airline hostessing today.) These ladylike creatures were much on display at the annual Open House.

In 1897, the Board of Education had invited the "patrons . . . to meet principal, teachers, board members." An informal affair, it attracted between 350 and 400 to the main assembly room "handsomely decorated with palms, ferns, and a generous display of bunting" and was believed to have brought "parents . . . not only into closer touch with teachers but into more real sympathy with the work of the school . . . (which) had gained in reputation, and now stands foremost among the schools of its class in the state."

A more elaborate event in 1900 is completely described by the *Record,* an early school publication. Parents and friends arrived Friday, October 10, to tour the school. Recitations were shortened five minutes in each period. Pictures were hung in hallways, woodwork washed, furniture dusted, classrooms arranged with "samples of work." Visitors were met at the entrance by senior girl ushers who showed them where to hang wraps and shepherded them to the library, where Board of Education members awaited them. The next stop was the office, where Boltwood and Beardsley greeted them. Then the ushers guided them upstairs to the drawing room, where Miss Edwards presided, and the better paintings were thoughtfully displayed on easels. Next door was Miss Elizabeth Grimsley, later to become a freshman homeroom director, but at this point merely the mentor of the freshman making his first acquaintance "of Latin declensions and conjugations." The neighboring German room was tastefully decorated with pictures of noted German men, and at the end of the north hallways was Miss Barrie's Latin room. Other teachers on the second floor were Mr. Marquis Newell (mathematics), Miss Childs (civics and general history), Mr. Froula (greeting everyone with a suitable "Valde"), Miss Bushnell (English), Miss Adams (French), Miss Moore (clay modeling). A room to the south of this was elegantly festooned with photographs and maps used by the physical geography and English history classes. Last stop was the main assembly room. Downstairs was Miss Cooley's senior assembly room,

Miss Grover's freshman assembly room, and Miss Effyan Wambaugh's elocution room, where "many loving parents lingered." Mr. Beardsley's Greek room, interestingly enough, had no exhibits, but the biology room was well-furnished with lizards and frogs, drawings of leaves, and the like. Two science rooms, one for physics and one for chemistry, remained to be seen with the more athletically-inclined visitors completing the tour in the basement where the manual training department proudly exhibited samples of cabinetwork. Manual training, with the stress on woodworking, had worked its way into the curriculum by 1900. Unexpectedly, it was planned for the college-bound. Hence, in the first year, Latin was required; the English course, which was now a four-year one aimed at the non-college-bound, substituted bookkeeping and arithmetic for the language. Latin continued in the second year, displacing botany and zoology; in the third year, chemistry was omitted in favor of Cicero and daily Latin composition; and in the fourth year, the Manual Training major tackled Virgil and Ovid. Now there were four courses from which the student might select, although his first year of classes varied little unless he chose the English course, the only one in which Latin was not required. (It was dropped in 1904.) A note in the school catalog of 1902-03 reminded that, to graduate, every student must take one of the five curricula, earning at least 50 credits in a prescribed sequence. The ruling went into effect, it was explained, because, in the preceding graduating class, more than half had taken a "special" diploma which "stands for nothing definite and does not give admission to college."

The two-semester calendar was in force, and "after several experiments," the daily schedule had been set from 8:45 to 12:00 with a break for lunch, after which classes resumed at 1:10. The day ended at 2:40. Periods ran 45 minutes each. Class size was held down to 25, with a maximum of 16 for science courses. Report cards came out at the end of each school month. Although clever students were permitted to take extra work, others were officially advised to take a "partial course" and spend more than four years in high school, if necessary, to graduate. At least two and one-half hours of home study was expected. Entrance tests were given. Everyone must pass examinations on "all the common English branches" before being accepted.

Observing his fiftieth anniversary as an educator in 1904, Boltwood reported some data he had collected. The average admission age at ETHS was 14 years and nine months. Boys formed about two-fifths of the total enrollment. One-third of all students completed their courses to graduate, with the "most marked" falling off at the end of the first year. And it was noted that the younger the student was

as a freshman, the more likely he was to graduate. Forty-five per cent of all graduates went on to college.

On April 7, 1903, the idea of the daily session had again been presented to the Board in a statement prepared by the able assistant to Mr. Boltwood, Wilfred Fitch Beardsley. High school teachers unanimously requested a school day beginning at 8:15 and closing at 1:00 P.M. Pupils with no sixth-period class would be excused at the end of their fifth period, 12:15. The schedule provided for closing the building from 1:00 until 2:30, after which it would reopen for study, library use, and consultation with teachers from 2:30 to 4:00 P.M. A carefully worked out schedule would guarantee that each teacher would spend one afternoon a week back at school with a minimum of four teachers present in the building each afternoon.

Among the reasons for the one-session program was the "scantiness of the present lunch period, a bare hour and ten minutes; the disorder presently apparent in the building during the lunch period, more than at any other time in the day . . . as the building has to be left open to pupils who bring their lunch to school and to others who live near and who can return before the arrival of any of the teachers; the success of such single sessions with other high schools; and the interference of the afternoon classes with football and baseball team schedules as well as with their full use of the Northwestern practice field when neither university nor academy squads demand it." The faculty requested a four-week trial of the session and it proved so successful that it remained in effect for many years.

The same year saw a partial provision for sports. The school itself, of course, lacked playing fields for its teams and inside gymnasium facilities for the rest of the boys. However, the YMCA cooperated to offer a special class for high school boys who joined the "Y." At the time, of the 170 boys at the high school, 70 already belonged; in inaugurating its program, the "Y" asked that 50 more join. A $10 fee was charged for full membership. Classes were to meet afternoons from 2:30 until 4:00, so one can understand the desire to eliminate the double session. Practice in indoor-ball, basketball, and track athletics was promised. Letters sent home with the boys apparently brought a favorable response, for seven years later Mr. Beardsley warmly lauded a program that now extended to swimming as well. "Furthermore, the Young Men's Christian Association authorities have been most generous in allowing us the use of the gymnasium for our contests with other schools."

The provision for boys' sports climaxed a program of curriculum expansion that had begun in 1900 when Boltwood introduced mechanical drawing on a regular basis, with 90 boys and one girl signing

up immediately; reinstalled manual training; arranged for some physical education work for girls; and even obtained the Board's approval for a cooking class.

By 1902, the manual training course had "passed the experimental stage . . . well-equipped for woodwork (with) . . . a three-horsepower dynamo, seven lathes, a hand saw, and benches and tools for classes of sixteen." Its popularity had been clear from the beginning; in June of 1899, 551 had said they would enroll in such a class if it were provided. Classes for 80 were scheduled and 92 applied in September. Preference was given freshmen and sophomores who could complete what was seen as a four-year sequence.

The physical culture course for girls was conducted by Miss Effyan Wambaugh, the strong-minded and voiced teacher of elocution classes. "The girls," it was noted, "are showing quite an interest in the work, and it promises to be one of the most popular of the school studies." As for the cooking class, the Board allotted money only for heat, light, and water. Teaching, apparently, was gratis, with a Mrs. A. H. Gross or "any responsible association of ladies" permitted to use the west basement room south of the main entrance on Benson Avenue for instruction. The Board's hesitance was caused by some community feeling that "A month's experience in cooking will do more good than a year's theoretical study." Nevertheless, 55 girls enrolled. And, illustrating the truism that students never really change, a Lost and Found Department was in existence in 1903 when an office worker's desk drawers were reported in the November *Budget,* another early school publication, to be "overflowing with superfluous matter anywhere from pocketbooks down to hair ribbons and hat pins."

As had happened at Princeton and Ottawa under Boltwood's administration, the excellence of the school program drew tuition students. In 1900, for instance, $2,000 in tuition fees was collected with the majority of the outsiders coming from the North Shore area. Boltwood was proud of that and of the range of honors that came to his school—honors in scholarship and, equally, the fact that Chicago corporations would take on their payrolls without question any boy he recommended. The worth of the ETHS college "diploma," as it was then called to indicate that students receiving it had specifically prepared for university entrance, was a source of pleasure to him. But so was the ability of the baseball nine to snatch a League title from Hyde Park.

And he was quietly smug about his own ability to recall every one of his pupils, no matter how old they might be, if they would just mention their name to him. His failure to recollect one Chicago man distressed him so much that Miss Barrie recalled it in a letter of 1933. The slip must have come in his late years when he still came to

school each morning, but Associate Principal Beardsley still did most of his work. Though "Bolty" made few such slips toward the end, he was one of the "thinking few" he liked to describe in a favorite rhyme:

> Though a man a thinking being is defined
> Few use the grand prerogative of mind
> How few think justly of the thinking few—
> How many never think who think they do.

Chapter IV

Beardsley Becomes Principal

At mr. boltwood's death in 1906, the Board of Education was quick to appoint Wilfred Fitch Beardsley as principal. The choice was "a popular one." For the past five or six years, he had been "intrusted with more and more of the duties of the office"; and he was possessed of "scholarly attainments, administrative ability, and personal qualifications." Boltwood died January 23; the Board announced its choice of Beardsley February 17. No other candidate can have been seriously considered.

His background, unlike Boltwood's, was Midwestern. He was born in Albion, Wisconsin, in 1870. The son of a Congregational minister, he attended nearby Beloit Academy, where he made an excellent academic record. His interest in the classics must have been stimulated there by Theodore Wright, the teacher of Greek; Dr. Calland, in Latin; and the principal himself, Almond Burr, who taught "pedagogy" with an emphasis on both Latin and Greek, going so far as to turn out several books on the best methods of instructing in those languages.

When his father was called from Clinton, Wisconsin, to a North Shore post, Beardsley continued his studies at the Preparatory School of Northwestern under Dr. Fisk. Again his record was outstanding, and no one was surprised when he was graduated from Northwestern in 1893 with honors that included the Deering prize and membership in Phi Beta Kappa. He was already establishing a reputation for scholarly achievement—and for reserve. He was left in the mock class with a pocket of calling cards with "instructions to use them." A man who was several classes behind him explains this comment as a reference to his apparent lack of interest in girls. The same authority describes him as "rather unapproachable even then." Though a member of Beta Theta Phi, one of the best fraternities, he spent most of his time with only one "brother," Harry Pearsons, who was to become mayor of Evanston. "I can see him now," recalls the fellow student already quoted, "walking up the aisle of the First Methodist Church with Pearsons on Sunday morning, both of them in elegant morning coats with the tails flapping."

This somewhat aloof, proud young minister's son seemed to out-

Wilfred Fitch Beardsley
Second Principal of E.T.H.S.
1906-1928

siders to have no money problems in college. Actually, he had to earn most of his expenses. He lived at the Pearsons home, and that helped; but he was handy at carpentry, too, and was perfectly willing to pick up odd jobs of repair when his specialty of cabinet work was unwanted. During these years he is said to have loved and become engaged to Mary Pearsons, Harry's sister; her unexpected death of diphtheria is supposed to have confirmed him in what was almost a lifetime bachelorhood.

But the 1893 honor graduate who successfully applied to Mr. Boltwood for the vacancy in Greek and Latin showed no signs of a secret sorrow. A handsome, more than six-footer, he was dignified and extremely well-dressed. In later years he was affirmed to have 25 different suits in his closet at the University Club and never to wear a shirt more than once. Toward the end of his life he owned sixty pairs of shoes; he "had enough of picking through the missionary barrels for clothes" in his youth.

Once he headed ETHS, new male teachers soon came to understand that immaculate grooming was essential, and that term was defined as wearing a good navy suit to school. (Boltwood of the unpressed pants and shabby frock coat would have been amused.) Mr. Beardsley lost his hair early. Asked for a first flash reaction to the name "Beardsley," a contemporary chuckled, "That shiny pate!" However, students were proud of their principal's appearance and of his gentlemanly manner, as exquisite as his linen.

Like Boltwood, he became a familiar figure around Evanston, although he was never the man to fish from a pier. Instead he was spotted at 4 o'clock each morning astride a high-stepping Kentucky thoroughbred worth $1,000. The passing of the town's last livery stable occasioned him genuine sorrow, since he was forced to dispose of his three-gaited horse. He turned then to a large black Cadillac from which, characteristically, he had all chromium removed. He learned to drive it himself but often hired a June graduate to chauffeur him during the summer.

Beardsley's school year was virtually a twelve-month one. Before he became principal he took off a year to study at Johns Hopkins, sitting under Gildersleeve, dean of American scholars at that time and a great classicist. Aside from this one leave of absence, Beardsley gave "day and night, weekdays and Sundays" to the school. The one summer vacation he attempted he found unpleasant and never repeated. He thought it more important to contemplate repairs, building additions, the interminable bond issues—and, always, to make himself available to youngsters still unsettled about their college plans, as well as to the newcomers to the high school with program problems.

He was probably at his best with students, mellowing as the years

went by until teachers occasionally felt he gave too many second chances, and third ones, too. His primary method of discipline was to call in students to his office and talk with them until they understood their wrong-doing. Alumni who had been called in rather too often agreed that "No matter how he scolded you, you never left his office feeling less of a man." After the first World War and the arrival of the jazz era, he proved surprisingly understanding—even when high school boys began using profanity and a few were said to patronize bootleggers. "These youngsters pick it up from their soldier brothers," he explained to a teacher. "It doesn't mean to them what it does to us."

His most frequently mentioned custom, as far as students were concerned, was certainly passing out each report card to the individual with a brief comment, "Good work there, Anne," or "You can do better than that next time, I'm sure, Bill." His arrival at the end of each marking period was an event. A woman maintains, "I'm sure he helped me do good work. I looked forward so to his little comment." Another method that helped him know all students was requiring them to come to him for absence slips, an indication of the relatively small enrollment in those days, his dislike for delegating tasks, and his amazing assiduity. As a teacher of the period points out, he made students feel that he was directly interested in their work, and this kindly awareness was deeply significant to them.

Less known was his special fondness for helping Negro students develop special talents. Lending one boy enough to buy a musical instrument, he commented, "I've never lost a cent loaning to them."

However, his private banking practice was particularly aimed to help teachers. He came to carry $300 in his pocket at all times; the wad of bills, too big to fit into a wallet, was fastened with an elastic band. His reason: "Somebody on the staff might need money in a hurry when the banks are closed." No secretary went on a vacation without being asked, "Do you need any money?" If illness struck a teacher's family, Mr. Beardsley was prone to approach the instructor at once with an offer of a loan. Obviously he could always cash a check—and often did. One new teacher who discovered his furniture was to arrive on a Saturday was glad of that fact.

The same genial paternalism was evident in other ways. When a promising young teacher contracted sleeping sickness, Beardsley slept with the phone at the head of his bed to get word from the hospital in case the man should die. The principal wanted to go to the teacher's wife immediately. Similarly, he opened a telegram addressed to a woman teacher whose mother was known to be seriously ill, discovered the mother had indeed died, gently broke the news to the teacher, and put her in the taxi he had ordered to take her to the train and home.

A streak of humor showed through more often with his intimates than with the general faculty. Dwight Bobb knew that Beardsley "loved a good story and would laugh until the tears came." The principal would even plan a practical joke on a close friend with "the zest of a school boy." Those teachers who knew him well treasured his little quips. The woman who rushed in excitedly to complain of a student with the words, "This will make your hair stand on end" never forgot his answer. Patting his shiny dome, he retorted, "Not mine." Another, who requested wider distances between the rows of desks—doubtless in the days when the old school was jam-packed—was informed, "Not necessary. We'll just get a smaller teacher." The wry note survived to the days of his final illness in California when he inquired pensively of his nurse, "Is there anything in the laws of California that would keep one from having fresh peas more than once in a week?" Unfamiliar with his brand of humor, the nurses had to be reassured.

Like Boltwood, he had speech tags. His favorite opening remark was always, "What do you know today?" And he was fond of demanding with mock belligerence, "Who rang that bell?" The story behind the remark again goes back to the days of overcrowding in the old building. With space at a premium, teachers had to find corners to grade papers. A Spanish instructor located a table just outside Beardsley's office. But the corner was dark, and she absentmindedly pressed a button just above the table. The button was the fire alarm, and classes poured from their rooms into a rain outside while Beardsley roared out of his office the line that became a stock joke, "Who rang that bell?"

To his students, "Uncle Billy," as some of the more daring boys liked to call him—behind his back—was more formal. True, in his first years as a relatively carefree teacher of Greek, the hearty laugh rang out. Recalled one such pupil, "I can still picture Mr. B. as he sat at the end of a table in his inner office with five students around the table. To sit at the table with Mr. Beardsley was like sitting with the old gods themselves. Some days he would read us various translations of the *Iliad,* especially Pope's, and, doing so, he would lean back in his chair and laugh heartily."

But later, Radford Stearns, one of the summer chauffeurs, was surprised to find himself "completely at ease" with his new employer, who had earlier called him into the office several times about "keeping up those grades." Now the principal not only refrained from offering driving instructions but made little jokes about the people he saw through the windows of the Cadillac.

Just as in college, stories conflicted about Beardsley. The newer teachers were often "rather afraid of him." One hesitated for some

time about bobbing her hair for fear of conservative Mr. Beardsley's dislike of the "flapper" style. Another nearly refused a job at ETHS because she decided in the initial interview that he was a "man wearing a mask and couldn't be sure what lay behind the mask." Years later, having taken the job, she concluded that he wore the mask for himself as well as for others and that behind it was a man self-conscious and ill at ease with most people. She would have been surprised to know that, following World War I, two women teachers who decided to build a house enjoyed the attentive help of Mr. B. Indeed, he became their first dinner guest and made a complete tour of the house. Spotting a single flaw in the incomplete finish on a bookcase, he apologized quickly, "Oh, I shouldn't have said that. The house is really perfect." He could certainly be very kind as when he set about to retire "Grandma" Edwards, then long past teaching efficiency. He engaged her nephew to teach in another department of the school and then suggested to her tactfully that, since the Edwards tradition was being continued at ETHS, this might be the moment for her to leave. She determined to keep house for her nephew and was honored by a farewell party at which Beardsley arrived with her on his arm, "every inch the Prince," as his feminine admirers called him among themselves.

Those who knew him best agree that he was "genuinely unassuming and retiring." He never talked about his personal affairs. He joined no groups, refusing the presidency of the Evanston Club several times, though he had been active in its formation. He did accept membership on the building committee of the University Club and was always proud that the building opened two days ahead of schedule. In general, however, he avoided public contacts. The long fight over the new building which occupied much of his term as principal forced him to give many speeches, but he talked always from a complete text. Not only did he fear being misquoted, but he felt that his voice was poor and found the whole experience enervating. "It took his heart's blood" is the way one teacher put it. He much preferred putting his projects across by suggestion rather than by open propaganda.

These characteristics must have made peculiarly painful for him the two primary problems he faced as principal: wresting from an embattled and divided Evanston agreement on a site for the vitally needed new high school building and countering post-war criticism of a strictly classical curriculum to which he was deeply committed.

The opening years of his administration hardly indicated the turmoil that was to come, however. He had time to concentrate on perfecting (the word *perfectionist* is frequently associated with him by those who worked closely with him) the administrative routines that would make the school run smoothly. His work in this area left a

permanent imprint upon ETHS. The bulletin of 1906—a four-page catalog which Beardsley saw to it went to every eighth-grader—indicates more completely the entrance exams incoming freshmen must take. Students must pass "satisfactory examinations in arithmetic, English grammar, and U.S. history . . . promotion certifications from Evanston and Chicago graded schools will be accepted in place of exams . . ." The statement was to remain the same as late as September, 1923. Teacher conference hours or afternoon study assignments at first were assigned by individual slips. Later Miss Janet Lee typed a careful stencil showing the whole schedule. Incidentally, by 1912 the single session was more a myth than reality. The commercial course, installed by the Board over Beardsley's stiff insistence that such work could better be taught in a business college or on the job, required classes from 2:00 to 3:30 P.M. in stenography, typewriting, bookkeeping, and accounting. Laboratory work in science courses was also set for two afternoons each week. On Thursdays a choral class of 150 boys and girls met from 1:15 to 2:00, a class in harmony from 2:00 to 2:45, and special speed classes in typing were granted the last half hour until 4:30. The manual training course, again introduced (on a broader scale by far than the woodworking sessions of Boltwood's day) by the Board over Beardsley's resistance extended from 2:00 to 4:00 P.M. four days a week for boys who could not otherwise fit it into their course. So did certain other classes.

As always, there was "a great amount of individual instruction. Last week, for example, there was an average attendance each afternoon of about 200 pupils. These students would be making up work, receiving individual aid from teachers, or using the library." A lunchroom was opened in the fall so that such pupils could attend the afternoon sessions more conveniently.

Soon Beardsley was suggesting that teachers of first-year students turn in first-day assignments at the end of the school year for the succeeding fall. The indefatigable Miss Lee would then mimeograph these assignments on slips to be distributed on the opening day of school to eliminate posting such assignments on the board. The "suggestion" of June, 1915, soon became standard practice with all class assignments listed on a sheet of paper that became two, three, and four as classes multiplied.

Under Beardsley's careful direction, such routines were firmly set. Indeed, his influence extended far into Mr. Bacon's subsequent administration, since Walter Barnum, trained under Beardsley, continued as assistant principal under the new head and extended even further the firm pattern of school routine. He remained unable to preserve his own efficiency by turning certain jobs over to others. He personally presented salary checks to teachers, for instance, either

making the rounds of the classrooms, in which case classwork stopped as the teacher signed to indicate that she had indeed received her pay, or distributing them at faculty meetings.

Those faculty meetings occurred so regularly at 4:00 P.M. Monday that when a young new teacher was sent to announce cancellation of one meeting, an old-timer hissed at him confidently, "You lie." No teacher discussion was permitted at these meetings. If a comment was made, Mr. Beardsley shut off the speaker with a firm, "If you want to talk, come to me in my office. This is my time to talk."

He had a great deal to say about the duties of his staff. Punctuality was vital. So was careful preparation for every class. Homework should be assigned over holidays to avoid irresponsible work habits among the students. The conference periods with students after school were sacrosanct, two afternoons a week in the old building, three in the new. And woe to the teacher who decided no one needed help and went home early. Any appointment made with a student was to be kept. Proctoring at exams was to be vigilant; the teacher took responsibility for honesty, not the student.

A special injunction was that teachers stand outside their classroom doors as classes passed. Like Boltwood, he believed in preventive discipline. He himself always came out of his office to supervise class passing, standing there in his neat dark suit and plain tie, slightly hunched over and jerking absent-mindedly at his shirtcuff. Once the last bell had rung he expected absolute silence in the halls.

In keeping with his personal paternalism, teachers never signed contracts. Instead, some time in May they received a personal letter inviting them to stay with the staff for another year and, when possible, commending them for good work in the past school term. He was proud of the school's good record in keeping its teachers and spent much time searching out topnotch replacements for those who left. He frequently used a teachers agency no longer in existence. The man in charge of it traveled constantly to colleges where he interviewed candidates whose names he passed on to Beardsley. Beardsley then became "very persuasive." He bombarded one mathematics teacher happily ensconced in Wisconsin with three letters and a telegram. The letters pointed out Evanston's graduate study advantages and offered to pay the teacher's expenses if he would come to Evanston for an interview. Once here, the prospect was driven about town in the familiar Cadillac, with Beardsley pointing out the beauties of Evanston in such an irresistible way that the teacher capitulated.

A teacher must learn to love Evanston after he was hired, for Mr. Beardsley was notably opposed to anyone's leaving the school for such fripperies as educational conferences. "What's the use of our spending time away from our jobs when we know we're doing a better job

here, anyhow?" he argued. Even a teacher actually appearing on a conference program might suffer a few anxious moments before permission to attend was granted. The principal himself thought out his own problems in his own way with occasional help from the professional magazines that crossed his desk.

He was not particularly open to direct suggestions, either. One chairman observed that Mr. Beardsley tended to support the pupil if the teacher was enraged and reverse his stance if the teacher urged leniency. Another believed that the "only way" he could be influenced was to plant suggestions carefully with the question, "Didn't I hear you talking about such and such an idea?" Beardsley would make no response at the time; two or three weeks later, if his mood were good, the teacher might "lead up to it again," and Beardsley would then pass judgment on what had now officially become his idea.

His general educational philosophy was well understood. Students, faculty, and community recognized that Beardsley to the end of his administration thought of the school as college preparatory. Keeping up standards that Eastern colleges would respect was a serious business to the balding principal, and students who tried to ease by with less than their best work were soon called into his office. In this official capacity, he was "extremely serious . . . yet could pat you on the back as you left his office determined to do better." Each freshman class heard him quote a successful architect, Thomas Tallmadge, who in his alumni days declared, "The regret of my life is that I didn't study Greek at high school." And one of his favorite stories dealt with a boy scheduled to enter an Eastern preparatory school. The entrance officer noted his home address and advised the father, "You're from Evanston? Why send him away from home at a time in his life when he needs to stay with his parents, since he can get as good an education—maybe better—in his own town?"

In the 1920's when new educational philosophies were spreading, his rigid approach toward curriculum brought him in conflict with community groups. He was, for instance, opposed to any Parent-Teacher Association which presumed to offer suggestions about school policy. In 1910 he announced firmly to the teachers that they would doubtless be too busy putting on marks to attend the PTA meeting scheduled that evening. Two newcomers thereupon felt challenged to attend the meeting, which proved a "hot one" with parents criticizing the high failure rate at the school and vowing to gain access to the school records at all costs. The upshot of that episode was that no PTA was again organized for several years until Beardsley obtained a promise that he could name its next president.

Basically, Beardsley preferred the three-way conference between parent, pupil, and principal. He distrusted groups he could not con-

trol. It followed then that he was averse to newspaper publicity of any kind. Very reluctantly he allowed Miss Eunice Cleveland to contribute a weekly column to the local newspaper; but he really believed that "If we're doing a good job, the parents will know it."

He was not totally intransigent, however. Once the despised commercial and manual training courses were forced upon him, he determined to make them as good as possible and sought the best teachers he could find in those fields. A teacher who spoke up vigorously in favor of institutes left the principal pacing up and down his office, muttering, "He is right. I should have gotten out and circulated more and found out more about other schools." As Mr. Beardsley once said, "I don't like having around me a rubber ball you can punch and have the dent stay in."

He might have made more changes if so much of his energy had not gone into obtaining a new school building—and if he had not so heartily concurred with the Board of Education member who retired in 1902 stating that Evanston schools "were not excelled in the entire country because of the general culture and intelligence of the people and their homogeneity."

Before turning to that story, his personal biography can here be completed. In 1925, he suffered a slight stroke that affected his speech and then a more serious one that made the doctor warn him he must quit work. He did nothing of the kind, of course, but his tenacious devotion to work was catching up with him. Illness kept him from a commencement in 1925, and his friends took advantage of his absence to name the just completed gymnasium after him. Faculty members there in 1927 remember a meeting at which he apparently suffered a minor stroke:

> He leaned his head on his hand, unable to speak. No one said a word. We sensed that he was near the end. It was tragic. Another time a teacher who went to his office found him with tongue thick and speech difficult. But he insisted on talking about a special new grass being planted between the two main walks, the janitors doing it by hand.

With typical reticence, he refused to talk about his illness. On November 27, 1927, Radford Stearns, who served as chauffeur for him, remembers being ordered to drive Beardsley to the University Club, the principal's home for many years. Beardsley told him to wait, entered the Club, and returned with a small bag in his hands, and asked to be driven to the hospital. It was the first indication he had given of his condition. By January 25, 1928, Beardsley was on his way to California to join his semi-invalid sister, Alice. Mr. Walter Barnum became acting principal. That July 2, the Board, in a special order, named Beardsley principal-emeritus with a half salary of $5,000. The

next month, word was received of his marriage to Rutheda Hunt, for many years a teacher of typing and shorthand at the high school. And on February 26, 1931, he died in San Diego, California. A memorial service in the new library he had planned as the "beauty spot of the school" evoked tributes to his "vision and planning and tenacious purpose . . . his alert mind . . . his accuracy and exactness." With his relentless attention to detail (Notes in his handwriting still in the school files show that he spent summers checking teachers' classrooms to determine if they had sufficient blackboard space.), he personally selected hardware for the new school building at a little store on Wesley Avenue. He never really allowed himself to relax. His death at the age of 59 was surely the direct result of his devotion to the school that had become the center of his life. About twenty faculty members and faculty wives attended the burial service at Ripon, Wisconsin, when Mr. Beardsley's ashes were placed beside the graves of his parents. The service was conducted by the Reverend Hugh Elmer Brown, minister of the First Congregational Church, of which Mr. Beardsley was a member, and the Reverend Arthur (?) Rogers (father of Arthur Rogers of St. Marks Episcopal Church), who were devoted friends of Mr. Beardsley.

Chapter V

Expansion Under Beardsley

Beardsley had been principal only five years when he took up with the Board a fundamental problem: the need of more space. The need was so clear cut and the community had hitherto been so receptive to school bond issues that he could not possibly have anticipated that it would be ten years before a new building would go up. The location on Dempster Street was proving more and more unsuitable. Trains went by at a rate the earlier builders had never anticipated in days when the whole town set its clock by the 5:26. They were noisy, and they blew soot into the air. A laundry had gone up on the once open block, and its chimney puffed out smoke that seemed to "suffocate us when the wind was from the east; ventilator fans seemed to draw all smoke and odors in."

No particular provision had been made for expansion, either. The school lot, which occupied only a quarter of the block, was already filled, with the building going straight out to the sidewalks. In 1911 Beardsley had reported that the building was "comfortable" for 24 teachers, a principal, and 600 pupils; there were already 26 teachers and 650 pupils. By 1912, there were 30 teachers and 700 pupils. Classes were kept relatively small—for every 100 new pupils (and there was a ten per cent increase in enrollment every year for some time) he hired five new teachers.

Every device was used to pinch out an inch more space. The large old classrooms were partitioned off in ingenious fashions. To provide light, it was sometimes necessary to create wedge-shaped rooms. Sometimes students entered one classroom by way of another. The peripatetic teacher with no room of his own, moving all day from study room to study room to meet his classes, became a common sight. The room once reserved for showing lantern slides, hearing lectures, and giving examinations, was transformed into a classroom. For years, the school was never able to get together in one room. Of course, no gymnasium existed; even toilet facilities were reported inadequate.

Beardsley ordered the architectural firm of Holabird and Roche to draw up floor plans for an addition. The principal planned to buy another 25 feet of land to the south and extend the building to provide more room for classrooms, an assembly room with a stage, a gym for both boys and girls, a larger lunchroom, and a domestic science

What is part of the E.T.H.S. of today opened in 1924 as it is pictured above. Added later were several of the wings that today form the extremely large and complete building E.T.H.S. is—a cafeteria wing, the technical-arts addition, a fieldhouse, swimming pool, and auditorium, and others, including a remodeled main office and library.

laboratory. The addition would enable the school to care for 1,000 to 1,200 students.

On October 12, 1912, Evanstonians went to the polls to vote on the $250,000 bond issue to purchase the ground and erect the addition. The proposition was defeated by a rather close margin, 112 to 89. Undeterred, the Board scheduled another election for November 15, 1913; by this time, 740 pupils were jammed into quarters suitable for 600. In the 1913 proposal, the remainder of the vast half of the block, as far as Crain Street, was sought for purchase. Again the proposal was defeated, with 1,443 against and 957 for it. Sadly enough, the ladies were said to have played a key role in this second defeat. It was the first time they had been entitled to vote, and they had their hearts set on a school out of the "noisy business district." The *Record-Herald* asserted that the women, who cast more than half the votes, "hired carriages and drove their automobiles about the streets of Evanston, bringing voters to the polls while the men, having cast their ballots, went to Chicago for their regular work."

Ominous foreshadowings also appeared in the comments of other opposing groups that a much more expensive high school would be required to serve the community properly—or that two high schools were needed, one for the north and one for the south side of Evanston. In a speech of 1919—many unsuccessful battles later—Beardsley summarized it with tart humor, recalling that many consoled him with the thought that the school deserved a better, larger, and quieter site, anyhow. "It was pleasant to have their sympathy, and yet we were no better off so far as room was concerned."

He certainly had a point. The coal bin had already been removed from the basement and the coal piled outside the grounds near the heating plant; into the bin space went the commercial department. However, he did not settle for regretful philosophy. In preparation for a third effort, he suggested to the Board that an expert from the U.S. Office of Education, a Fletcher B. Dressler, be invited to make a week's study of the new building problem. He had already begun to recommend at well-attended mass meetings that both a new building and a new site were needed. By February 9, 1915, with the expert's report in, the Board was ready to announce its choice for the new location. At a meeting attended by about 100 in the First Congregational Church, the choice was described: a site at Greenwood and Ashland that ran south to Dempster and east and west to Dewey and Darrow. It would cost $100,000 for eleven and one-half acres plus a building estimated at $575,000. The site was not a popular choice with everyone. A group immediately began to press a fifteen-acre site at Lincoln and Ridge. The *News-Index* took advantage of the excitement to open its columns to all citizens to express opinions. Just about

everyone had an opinion. The school was being put in "the back yard of Evanston," a man objected in a complaint that was to become very familiar. A "more romantic site" would be better, thought a wistful woman. Students would have to walk much too far, since there was no proper transportation.

The Board invited other suggestions for sites and wound up with four proposals, including a parcel of land near Calvary Cemetery. Meanwhile, Dwight Perkins, the architect who would build the school if matters ever got that far, showed slides of other schools, followed by his sketches of a new ETHS, at meetings all over town. Mr. Beardsley usually followed with a carefully prepared explanation of the worth of the site. Brochures published and mailed by the school indicated architectural "schemes" for each of the sites and reminded readers rather plaintively of steadily increasing enrollment.

Observing the mass meetings of other organizations to press for their sites, the Board wisely decided to separate the proposals, asking the public to vote first on a bond issue for a school, later for a site. A systematic canvass of voters was begun, ward by ward, with teachers treading the sidewalks. Editorials, letters from irate citizens, and advertisements that exploded into doublespreads appeared as the election date neared. No wonder the vote on November 6, 1915, was the largest ever cast at a school election, a total of 4,129, with the proposal for a new building carrying by a handy 1,000 votes.

Then the question of the site moved into the spotlight. The North Siders, intent on the Lincoln-Ridge spot, began advertising in the newspapers at once. Mass meetings were scheduled, thousands of throwaways littered the streets to combat the bitter cry of South Siders that the Lincoln-Ridge site "will mean that the high school will be for one section of the city and not for all Evanston. Come out and insure a square deal to the high school students of the future." A particular sore point with South Siders was that their children would have to pay $20 a year carfare to reach the north site. The other side retorted that the "back yard of Evanston" site would involve condemning many homes with "resultant court proceedings and untold expenses." Why pay three times as much for a smaller property? Why destroy 41 houses valued at $150,000? Why spend money for lawsuits? The issue was joined. "Which shall it be," snarled the South Siders, "a central site for all Evanston or an exclusive site for the North End?"

Election day finally arrived, December 11. Supper was being served that night at the high school to all election officers as they tallied the men's votes, the women's votes, the ballots of varying colors and prints—for several types were being accepted. The results were close, very close: The Ridge site passed by 23 votes. With a total balloting of 5,758, again a record in a school election, demands for recounts

were inevitable. The law began to move with characteristic slowness, the circuit court judge finally certifying on April 27, 1916, that the Ridge site won by 14 votes. The Board, which had already moved ahead with an option to buy the site at $85,000, may have been relieved. If so, the relief was brief, for the vote was next appealed to the Illinois Supreme Court, which moved in leisurely style to rule on April 21, 1917, that it had no jurisdiction over the case which should go to the appellate court.

World War I was ended before the ding-dong battle ended. Luckily wartime difficulties in obtaining materials to build reduced the pressure; Mr. Beardsley settled down to squeezing two classrooms out of the space one had taken before and waited for the legal tug-of-war to end. On December 24, 1917, the appellate court bounced (the official term is remanded) the case back to the circuit court, claiming lack of jurisdiction. April 17, 1918, the Supreme Court of Illinois granted a *writ of certiorari,* which meant in effect that this court would, after all, review the appellate court decisions. In the fall of 1918 on October 24, the Supreme Court volleyed the site case back to the appellate court, instructing that court to ignore the jurisdictional aspect, pass on the issues, and send the case up.

And, finally, in April, 1919, the Illinois Supreme Court decided that the site election was virtually null and void. The bond elections, it appeared, were illegal on three different grounds: notice of the elections was insufficient, as the propositions were not separately stated; the election authorizing issuance of bonds to buy the new site when it was selected did not authorize purchase of a new site when selected; and no preliminary petition of voters had preceded the election. However, residents of Niles and New Trier townships who lived within the city of Evanston were entitled to vote. The Court also upheld the Board's contention that the school need not be at the center of the school district. Any site could be legally named, provided a majority voted for it.

Beardsley commented wryly, "We have served the same period that Jacob served, the only difference being that Jacob got his reward and we have not thus far."

The students, real victims of the dispute, certainly had not. Back in the fall of 1915, there were 851 of them, and the "school had entirely outgrown our youthful garments, even though the next suit was not yet ready for us." Beardsley was driven to renting outside buildings. Offices on Greenwood Avenue, where the Art Center is now located, were pressed into use. To this little annex was added the Haven Annex, a former grade school building on the corner of Sherman Avenue and Church Street. After extensive repairs in 1915-16, the building housed the Commercial Department and eventually the

mid-year freshman class. The nearby Domestic Science School was being used partly for a gymnasium and partly for classrooms. A rifle range was set up in "a small shop across the way." The basement of the school, minus coal bin, was filled with a lunchroom and three recitation rooms replacing what had been the girls' bicycle room. (Part of the space for the boys' bicycles went to the mechanical drawing room.) The janitors' room became another drawing room. The varnishing and finishing room which had been used in the manual training course was converted into two classrooms. A storeroom became an art center. Even the long basement corridors served a double function, becoming an extension of the lunchroom.

Large home rooms became impossible. A partition was knocked out on the southeast corner of the first floor and a room reserved for seniors alone; more were staying in school to graduate now and they needed the space. Miss Grace Cooley became their primary adviser; her combination of New England background and Irish ancestry fitted her for a job which demanded a mixture of "strength, keen wit . . . and affection."

In the three and one-half year legally-enforced interim, Beardsley had uncovered some significant facts. Nationally, "a greatly increased sentiment in favor of high school attendance" was being noted. More than 60 to 65 per cent of the grade school population now went on to high school in Evanston. The town itself was growing in population. Evanston Academy had been discontinued, and its pupils were turning to ETHS. A dip in enrollment in 1903 caused by the departure of New Trier students for their new building lasted until 1907, Beardsley pointed out. Since then a steady growth had gone on, with enrollment doubling in the years between 1911 and 1919.

And educational standards were changing. A high school was expected to provide extensive grounds for athletic fields and for gardening projects. He realized that the Lincoln Ridge site was now inadequate. The one he had hit upon in his survey of the town was even less popular; on the west side of town at Church and Dodge, it pleased practically no one except Beardsley who saw in the 55 acres available a site that would always have room enough. (He can hardly be blamed for showing symptoms of administrative claustrophobia.)

He looked forward "with dread" to the "thought of a long drawn-out and more or less unpleasant struggle," but added, "it seems to be what Evanston prefers."

His method of campaign was characteristic. He quoted with approval a man who believed no election should be called until "we have so thoroughly canvassed the town and counted noses that we know about where we stand." From the beginning he was convinced that "not half as much good is done in public meetings as is done by

faithful personal work—one man in one part of town, another in another. . . ."

He employed every possible "personal" resource of this kind. Men who had worked in precincts during the earlier elections were again drafted. His personal friends at the University Club would "bear a hand whenever needed." An Edward Clifford, who had formerly been on District 75's Board of Education, brought his son in to enter ETHS and to meet Mr. Beardsley, who wrote Chancellor Jenks, president of the Board of Education, immediately, "He looks like a good worker." Teachers were sent out to interview potential voters.

But, of course, he depended mainly upon himself. He had a model and maps ready by September 11, 1919, and promised to deliver them personally to a South End meeting on the site. He warned Jenks to squelch the proposal of a C. T. Bartlett to enlarge the present school site. He attended a North End meeting at which he found "the cry of no transportation . . . effective on the other side." This objection recurred throughout the campaign; Beardsley observed that when the present school was enlarged people were positive that the addition's nearness to the train would make work impossible. Although trains were an inconvenience, classes had managed to proceed. "Did my saying so at the time of the election do any good? Not the slightest." However, he tried various responses to the transportation complaints. When an interview with the owner of the street railway and its local manager failed to materialize, he concluded soundly enough, "Transportation is bound to follow a venture of this sort. (It is) not absolutely essential to have a guarantee before hand that children can be taken from their own doors and landed at the front door of the high school. What is there so unhealthful about walking a few blocks? I do it and should hate to be deprived of it. I should have hated much more to be deprived of it when I was of high school age."

For once, he encouraged large meetings with parents, spending an evening in June, 1919, talking "site right through the evening," with two or three hundred fathers and mothers. His prediction was an accurate one: ". . . neither this site nor any other is going to be selected without much organized work on its behalf. Evanston is not a place where there is much unity of action." He attributed the dis-unity to the fact that so many men worked in Chicago and were slow to take "vital interest in matters at home. He noted early rumbles at this meeting which indicated that the North Siders were again ready to take to the warpath and that the South wanted a building of its own.

His favorite method was probably the personally conducted tour of his beloved site. He once wrote that ". . . unless we can see that a large number of voters are given a personally conducted trip to the site, we are never to win this election." He certainly did his best to

achieve that goal. In July, 1919, he had made nearly 100 trips to the site in his car and found it "easily accessible." Each time he went, he tried to take with him a voting citizen. No one was safe. He habitually had Sunday dinner with Mayor Pearsons and his wife. Before they quite knew what had happened on one Sunday late in June, he had driven them out to the site:

> (they) showed no special interest . . . (but) I went through my usual program, taking them around the property, pointing out where the building could be placed and where the athletic field would be, and then took them up on the Northwestern embankment and showed them how close the thickly populated part of the town really was to the new site.

They were, of course, converted. Beardsley sincerely believed that "twenty-five years from now all Evanston will be grateful if this thing can be done. . . ."

He bombarded Jenks with ammunition for a speech in favor of the site which Evanstonians considered as completely out in the country and knew to be somewhat populated by Negroes. Jenks, he wrote, should emphasize the "enormous growth" of the American high school in the last generation which "covers roughly the 36 years since our Township High School was organized." He cited figures for Illinois showing that in 1905 only 52,394 pupils had been enrolled in high school; in 1916 the total was 102,870, an increase of 96 per cent. (Elementary schools in the same period had gone up only slightly under five per cent.) All students were now encouraged to remain at ETHS as long as possible even if they didn't graduate; 80 per cent of all grammar school graduates currently attempted the high school course.

The situation at the high school he reviewed graphically: girls traveled to another building for physical education; a military battalion organized two years before drilled in the main corridor of the school building for lack of better space, while teachers and pupils in adjoining rooms "found their voices drowned by the ringing tones of our drill master." Domestic science could not be added to the curriculum until room was found for it. A 50-foot rifle range was housed in a "ramshackle building across the street." Only the cooperation of the YMCA and Northwestern made possible any physical education and sports program for boys. The girls now had to do without.

With the clearing away of the legal obstacles to a new site election and the setting of October 11, 1919, for the voting, Evanston readied itself for a final tussle. The opposition to Beardsley's site choice opened fire with a two-page ad urging boys and girls to walk to the site and then tell their parents how to vote. Responded the School

Board, "Let's be fair to all of Evanston. Walk to both of them—then decide." The low price of the new site and its ample acreage were prominently described. But the North End died hard. A letter to the *News-Index* sniped slyly at Beardsley's favorite campaign method: "We should not decide . . . after a delightful motor ride to the various sites on a beautiful autumn day. . . ." The tone of such letters grew increasingly heated as the election date drew near. "One winter will prove it's a Siberia," warned a writer who decried the "foolhardy selection of the 55-acre 'central' site—for rabbits." Even defenders of the site admitted that the west side at present had only "its onion patches and its future." However, they had counter arguments. One went: "We shall square out Evanston and then the high school will be in the geographical center of the city." This proponent circulated a petition among the residents of the area between Howard and Simpson Streets and Crawford Avenue and the canal. Nineteen, practically all of the property owners, signed the petition to be annexed to Evanston. Had that been done the city would have been 'squared out.' But as the slogan had already served its purpose in getting votes, Mr. Beardsley did not complain when his friend Mayor Pearsons listened to the appeal of at least one of the council members and certain real estate speculators in Niles Center (now Skokie) and the petition was tabled. The suggestion was made that that area could be added to District 202 and that Evanston could not furnish water to so large a territory. At the final count, the 9,010 vote showed 7,950 in favor of the bond issue. "A cheer rose in the old high school building shortly after 9:00 p.m. when the men in charge of the ballots came out from the inner office and announced the results of the vote . . . (to) 50 persons . . . patiently waiting in the outer office for nearly an hour."

"You are vindicated," people told Mr. Beardsley, or, more doubtfully, "Well, I hope it's settled now."

The *News-Index* wondered if the one-third opposed to the site would acquiesce but concluded that "most of the citizens of Evanston are today hoping that the school fight has come to its end. It has been waged for three or four months. The city became divided into bitter factions . . . feelings became so intense that harsh things were said and enmities created."

Beardsley took no chances of losing the site this time. He had managed school finances so economically in recent years that the Board had on hand the money to pay for the site. The purchase was put through quickly, and then Beardsley was ready to settle down to what became a two-year campaign for the money to put a building on the land. Officially, the Board of Education explained its pause as a wait either for construction costs to drop back to normal or for its taxing powers to be enlarged.

Meanwhile, the teachers were again called into action. An unofficial committee divided up the town. One teacher who lived near the lake in an area thick with apartment houses—contemptuously called "flat dwellers" by those who felt only homeowners were likely to send children to the high school—took over that section and rang doorbells night after night to tell the story of the school's need. Another worked in a neighborhood of new homes where lived the parents of children who would soon benefit by the new building. And the teachers were careful to ask in the manner of all good precinct workers, "Do you have transportation to the polls? If you don't, would you like us to furnish you a cab so that you can go to vote that day?"

In 1921, Beardsley decided the moment was right:

> I receive constant inquiries with regard to the bond elections, and I am fully convinced myself that we ought to have it about the middle of December . . . public interest in the matter is at as high a state now as it will ever be, and . . . if we postpone the matter some of our strong supporters who are eager for action now will be apt to feel that we are indifferent.

The date was set for December 17, and he wrote a letter on November 25 to William Dunham that showed plainly the toll the long fight had taken:

> If the bonds are defeated I do not know what will become of us. I am far from being a pessimist, but perhaps you will recall that it is ten years this fall, while you were a member of our School Board, that we took up the consideration of additional quarters for our work. Perhaps, too, you will remember that it will be nine years next fall since we had our first election and our first defeat in this cause. . . . It would be easy to draw the conclusion that, since we won on the site election we would be assured of a majority on the bond election, but that conclusion cannot be correctly drawn at all. We are told, I presume correctly, that forty per cent of the citizens are ordinarily against any bond issue.

However, the town's mood had begun to change. The Chamber of Commerce, the Kiwanis Club, the Rotarians, and even the fence-sitting *News-Index* declared in favor of the Board-approved site. Ads indulging in diatribes against annexation of "that vast stretch of desolate prairie and bog-land lying to the west of our city beyond the drainage canal near hundreds of inhabitants . . . who do not even speak the English language" seemed more demagogic than impressive compared to the school statement: "We have waited for weary years. We have our site. Let us now have our high school."

Election day blew in on a cold, snowy wind. The air was damp, but teachers were posted on all the corners leading to "L" stations early

in the morning and late in the afternoon. They advanced on commuters headed for Chicago with the query, "Have you voted yet?"

When the votes were counted, the results showed another victory; out of 5,150 votes cast, 4,097 were in favor, with only 957 against and 96 not voting correctly. Teachers, tired from their turns on the chill corners but "very elated," began to pour into the old building where Mr. Beardsley beamed with pleasure.

The next step was one Beardsley enjoyed thoroughly. For five years he had worked with the Board on a set of plans that would provide a high school immediately capable of serving 2,250 students and capable of future expansion to serve a total as large as 4,500. He had no intention of letting the architects intervene at this point with "some plan . . . (for) a group of buildings located around a quadrangle in the manner suggested by a small college."

Chancellor Jenks turned over the first shovelful of dirt for the new building at 5:00 P.M., Friday, January 2, 1923, and summer school opened the new structure in 1924, although the building was far from completed. Lockers were still being installed with electric drills in the main corridors. Even the fall term found construction still under way. Teachers recall that the heating plant was not in operation, and a cold snap made the rooms so chilly that writing program cards became an endurance contest. When their fingers became too frozen to write, they were sent out to the fireplace opposite the main office where fires had been built. There they would munch crackers and cheese served with welcome hot coffee until they were able to return to writing program cards.

Students were more pleased than not with the situation. They could learn the principle of rigidity of triangle by examining the framework of the gymnasium going up outside their mathematics teacher's window. They could learn from dreamy contemplation of quadrilateral triangles to watch a narrow-gauge railroad car chugging its way around the front of the building with needed materials. And on the way home there was always the possibility of an interesting encounter with one of the dozens of little garter snakes or toads uncovered when the swamp-like campus was drained. Everything was an adventure that year. Even getting a meal in the new cafeteria the first day had unexpected results. The lunchroom was in a Quonset hut bought after World War I from Fort Sheridan and set up in the back. If the day was cold, you wore a coat and hat to the cafeteria. That first day, though, the serving set-up was poorly organized, and students couldn't finish in time for class. The bells were held . . . and a new system inaugurated the next day.

The main building of tapestry brick trimmed with terra cotta was three stories high with two towers of 60 feet each standing to the right

and left of the main office section in its center. A first-floor corridor to the right of one tower led to homeroom 124 and its five facing classrooms; the one to the left led to homeroom 104. The library, nestled between the two towers on the second floor, represented a conscious effort by Beardsley to recreate the Renaissance style. Between 104 and 124 corridors was a third corridor which extended out from the main office toward the parking lot at the rear. To the north of the main building the gymnasium was going up. Measuring 120 by 220 feet, it was then one of the largest of its kind for high school students. To the south was the powerhouse, connected to the school by an 800-foot tunnel and reputedly "the last word in mechanical equipment." Behind the school at the south was the large frame structure which served as cafeteria and manual training center. Near it was the fieldhouse and to the north the little white house used by the girls to dress for gym. Behind and to the west stretched the athletic field.

Every detail of the building had been considered lovingly by Beardsley—the "recreation center" around the fireplaces facing the administrative offices, the music room with its amphitheater effect tucked cozily between the two towers, even the 2,000 steel lockers. He had seen to it that the large homeroom system was built into the new ETHS; the more he read of the Detroit house system which these "little schools" resembled, the happier he was that Evanston's single assembly room had insensibly evolved into several. He envisioned an expansible plan with the all-important classrooms going in first and plenty of time to add such frills as the auditorium, the natatorium, and perhaps even auto shops.

It was his creation. He was said to come over Sundays and sprinkle the grass in one section. The story is probably apocryphal, but it is believed by those who knew his devotion to the school. Two fat scrapbooks are pasted full of photographs showing every detail of the construction; the first shovelful of dirt turned over, the wagons and teams struggling to remove dirt frozen just thick enough to hold up the labor but not thick enough to require blasting, the freshly-poured cement hastily packed with slough grass hay bought from a farmer so that it would not crack, the railway lines running directly in front of the school for the cars carrying supplies, a bale of straw being pulled in by a team of horses, the great steel trusses going in place for the gym, the laying of the cement sidewalks along Dodge, and finally the figures of students briskly walking down those sidewalks toward the new building on September 8, 1924. Every so often the photographer caught Beardsley in one of the views, a trimly-dressed, handsome figure with the smile of a man who is watching a dream come true.

He wasn't worrying about how to transport students to the new

location. They could walk, couldn't they? At any rate, the school would be large enough when the 1,600 finally arrived. Actually, it was to take several years for the problem to be solved. The realty board opposed building a car line out west. By 1925, students were pooling allowance money to hire taxis to take them to school or driving their own cars or jamming, 65 strong, on one bus. In desperation the Board accepted a suggestion for a split schedule with the midyear graduating class from Boltwood School (as the former high school had been named; it was to burn two years later). Most students came at 8:30; the midyear graduates arrived at 9:15. For the second group, the school lasted past the usual 2:45 to 3:30, but the buses were still inadequate. In July the Board decided that all freshmen were to come three-quarters of an hour later. By the following December, enough new buses had been added to cope with the situation.

Chapter VI

Evanston and ETHS Grow and Change

In the meantime, other changes were taking place in Evanston. Back in 1908, two years after Beardsley formally took over as principal, horse-and-buggy outfits were still tied up around the square. The original city hall with its old-fashioned gables was at the corner of Sherman and Davis. Livery stables abounded, but movies were beginning to come in with "Little Mary" Pickford a prime favorite. A miniature park stood on Church Street near Sherman and Orrington. The library was yet to be built. The post office was located at another corner of Sherman and Davis. The high school population was just under 500, and when it rose to 750, Beardsley announced at a faculty meeting that no school should have over 1,000 students. New teachers could be had for $900 a year; it was rumored that one veteran received all of $1,500. Proper deportment was extremely important. A woman teacher who perched on one of the deep window sills was reprimanded immediately for her lack of dignity, and no matter how hot the day the men couldn't take off their coats. Teachers never used their first names to each other when pupils might notice, and Mr. Beardsley really preferred to hear students called "Mister" and "Miss" in the dignity of the classroom.

Conveniences that high schools of today take for granted were kept on an equally simple basis at ETHS in 1908. The session still ran until 1:00 P.M. when most of the students went home. In a fifteen-minute break at 11:30 teachers hurried out to the hall to sell round hamburger sandwiches at a nickel each. A few classes had to be offered in the afternoon or omitted entirely—the commercial course, for example. This meant that students stayed at school for lunch. A hot plate was installed in the basement where teachers made "dreadful" cocoa, and youngsters brought their own lunches to supplement this fare. By 1914 a lunchroom had been established to serve daily "a suitable hot lunch . . . at cafeteria prices." When the noted Avenue House closed, Beardsley succeeded in buying out its old-fashioned walnut dining-room tables for this basement lunchroom. They were the same ones later moved into the temporary structure at the new building.

For many years health services to students were just as rudimentary. A teacher who arrived in 1908 was surprised to find women teachers assigned to what were then delicately known as "dressing rooms." They were to stay on duty in case a girl became ill and had

to lie down; if the youngster required a hot water bottle or a headache tablet, the teacher on duty for the day provided it. This practice persisted even in the new building where the third-floor teachers' room was "sick bay" for girl students. Some criticism of the absence of health inspections of any kind was heard as early as 1910 when the minutes of the High School Section of the Parent-Teacher Association quoted a Dr. Boot, who reminded disturbed parents that Evanston had no health inspection in its school. Though doctors had tried to begin one several years before, it was as a rule done only if a contagious disease had already started in a school. There were no dental inspections, either. Familiar complaints were heard. "The children are working too hard," was one; and "I have often said," sighed a mother, "that Miss Cooley's work is freshman college English."

The PTA had ventured to make some other suggestions to the Board of Education in July, 1910. The group cited a survey which had asked eighth-graders what courses they wanted to take in high school. Of the 198 responding, 152 intended to go on to high school. That number included only 54 interested in a classical course and 57 in a general course. The rest wanted household economies (37), extratechnical (29), business (22), and clerical (19). Considering these results, the PTA recommended that a course in domestic science be inaugurated, that a woman be available "to whom the girls of the high school may freely go for counsel," and that a suitable physical director be employed. The gym classes were particularly desired, for a second letter urging morning classes for the girls and a better room with superior appliances for them.

Such requests received short shrift from the Board. Experienced women teachers already guided the girls, the PTA was told. A domestic science course would have to be correlated with existing courses like chemistry and physiology, a procedure which would take time. No morning classes could possibly be provided for gym, but an effort would be made to improve the room.

Behind this brusque response was Beardsley's attitude toward what he considered interference. The PTA had not been formed with his approval. It was an all-city organization with local divisions for each school, including the high school. That section outlined purposes that should have pleased him: members hope to work for "a new high school building . . . as perfect as may be in every particular"; they recognized the "very high academic standard in our high school" and hoped to give instructors "every facility to maintain that standard." Perhaps the line in the original statement of purposes which Beardsley found ominous was one which mentioned a desire for "introduction of approved, though new, ideas and methods."

With characteristic rigidity, he retained this attitude, in 1926 ap-

proving a letter from older teachers which was sent to a town newspaper. They spoke for him when they wrote:

> an organized body of parents and teachers tends to become an . . . extra legal body of control . . . (which) initiates and frequently forces school policy for which it has to shoulder no responsibility. . . . Parent and teacher meetings should be frequent, perhaps more frequent and of a different character than we had had in the past, but we believe that a highly organized association is neither necessary nor desirable.

In 1912, only two years after the PTA suggestions, another attack on the school's curriculum was made by Ellen E. Foster, principal of Foster School. In a letter addressed to Board Member George Merrick, she sent a marked course of study used by the Chicago high schools, showing that Latin was no longer compulsory, mathematics was optional until the third year, and students could wait until attaining junior status before choosing between a science and a language-history course.

She reasoned that the majority of drop-outs from school occurred in the first year and objected to the plan at ETHS requiring math in the first year. Until the student achieved a passing average in it, he could not receive sophomore standing. Latin she thought the "next biggest stumbling block." A boy who did not intend to go to college might well be permitted to substitute a modern language. She recommended the two-year commercial course Beardsley later attempted and added with some justice, "I think the pupil who is not able to go to college should be offered by his state an education not dictated by college requirements."

Her advice stemmed from her experience with six Foster School graduates of 1911 who entered high school. "Only two will reach the second year, although all of them are industrious pupils." Four graduates who did not go to ETHS were in a business college instead.

It has already been noted that the Board in 1912 insisted that a commercial course must be added at the high school. Accepting this instruction, Beardsley had visited principals of two neighboring schools and talked with others interested in the field. His research led him to suggest both a four-year course with one-fourth to one-half of the work in commercial studies and the rest in the regular studies of the high school, and a two-year business course, planned entirely as vocational, to serve those who could not stay in high school the full four years. By reminding the Board that business colleges were sending representatives into the homes of eighth-graders to talk them into eight-month courses at $11.00 a month, he justified the two-year provision. The course, first instituted on an experimental basis, remained in the curriculum.

An article of 1913 in the *Christian Science Monitor,* obviously the outgrowth of an interview with Beardsley, used as evidences of a "broadening curriculum" only examples dating back almost entirely to the Boltwood period. Manual training, mechanical drawing, athletics (under J. W. Bixby of the YMCA), all were the work of the first principal. Aside from commercial work, the only two new courses originating under Beardsley were girls' physical education and musical instruction, and the second of these is dubious, for even the Village School had its music. However, a choral class had been formed in 1908 "to meet two afternoons a week under the charge of a competent instructor, and a class in harmony was being planned." But both of these classes had been pushed by the community to such an extent that it is difficult to determine how much Beardsley had to do with their introduction.

After 1910 parent dissatisfaction with the curriculum continued to grow. In 1918, for example, the Lake Shore Neighborhood Club met to discuss the school program. In a letter to the *News-Index* published February 2, a person who attended the session declared himself "impressed that our high school is already doing excellent work in several respects but that this work is accompanied by an assumption altogether too smug that it is in the front line of high schools whereas . . . the writer has been compelled to reluctantly suspect that our high school has a considerable journey to make."

At the meeting Mr. Beardsley read a paper listing the courses then offered and quoting statistics intended to prove the strength of the old classical subjects. Continued the letter writer, "Are the teaching staff and administrative staff actually identified with high school conferences and actually getting into the most up-to-date high schools of our time?" A subsidiary question challenged hiring teachers who had no knowledge of "pedagogy" but only of their subjects. By February 21, the club was ready to adopt a resolution favoring "courses so elastic that a pupil . . . could easily change. . . ."

A voice becoming unhappily familiar to Mr. Beardsley at such meetings was that of R. K. Row, a textbook publisher. He next appears on the educational committee of the high school PTA, and his attitude is reflected in the paragraph of its annual report, opening:

> We do not think it presumptuous for groups of parents to offer suggestions for the consideration of educational experts in charge of the school . . . we recognize that to hold its place among the best the school must continually readjust itself to changing conditions.

The committee then recommended four full years of English; compulsory physical education; domestic science for girls; a freshman vocational guidance course; a two-session day; no requirement of

foreign languages; surveys of failures and dropouts to determine causes. The two-session day was promptly voted down, but on March 20, 1919, Row was back again fighting the Latin and Greek requirements in what must have been the meeting the two new male teachers attended and found "hot."

The most widely-publicized attack was a group of articles in 1926, published by John A. Kappelman, an Evanston citizen, in the Evanston *News-Index*. Called a "critical analysis of the curriculum of ETHS after a year's investigation," the series was said to be supported behind the scenes by a Northwestern professor. After commending the "very high grade of classical work done," Kappelman turned to the number of dropouts. Three-fourths of the entering freshmen did not graduate in four years; other high schools of the same type managed to graduate 50 to 81 per cent of their freshmen. Kappelman listed the causes: 14 per cent, family moved out of town; 16 per cent, entered private schools; 36 per cent, went to work; and 18 per cent, no reason given.

He himself advanced the theory that the school overstressed classics despite the obvious fact that "the town has changed." He recommended more vocational education, educational guidance on a comprehensive scale, establishment of a PTA (the rather feeble organization then in existence he refused to consider one), maintenance of a bureau of research to maintain and analyze "current data from which to deduce value of courses," and reorganization of the curriculum.

In a sharply worded section, Kappelman declared:

> A more modern system needs to be considered. What have we now? Ten courses of study providing four years of work. The first eight appear about the same with variations of arrangement and elective choices all intended to prepare for college. They emphasize the languages . . . what seems to appear as a rich course offering in curricula in print is nothing more than printing eight combinations of one course—namely the academic course whose object is to prepare one for college. . . . The ninth course is the commercial . . . several years ago . . . reluctantly added . . . finally put into the catalog after a sharp altercation, I understand. The tenth is the so-called Manual Training . . . two years of manual training and mechanical drawing supplementing other classical courses . . . the nearest approach to vocational education. . . . This is a plea for those children whose abilities do not lie along the line of the classics. . . . The aim of the modern school is to help the child discover and develop his individual ability instead of requiring him to attempt to adjust himself to strictly scholastic courses.

Official response promptly stated that the drop-out rate was incorrectly presented, for actually 77 per cent of all students succeeded in

their work—the 38 per cent who graduated and the 39 per cent who left school. This latter group was doing passing work at the time of leaving school, the teachers retorted. The figures do not quite jibe, but the final paragraph of the letter exemplifies the attitude of the dominant group at ETHS in 1927 well enough to make further investigation of the statistical data unnecessary:

> Shall diplomas be handed out to anyone who attends school for four years, or to any boy or girl whose parents bring pressure to bear upon the teachers or school authorities, or shall a diploma represent satisfactory mastery of a high school course of study?

To the other criticisms, the general rebuttal was that Kappelman was misusing facts and figures provided him by the school. (Mr. Edward Ladd, who worked on the *News-Index* at the time, recalls Kappelman as "critical, impractical, outspoken, and not completely accurate.") There was no evidence, the Board insisted, that a home economics course was wanted; demand for vocational courses was equally small, and installation of such equipment would "constitute careless expenditure of public funds"; money was lacking to teach these courses, anyhow; and the school should hardly be expected to maintain a bureau of educational research. Again the resistance to suggestion from the outside was evident:

> Even universities, not equipped with model high schools, have little right to feel that they are in a position to carry on effective research, much less draw conclusions about secondary-school matters.

The secretary of the Parents' Civic League advanced an extensive list of proposals in the same year. While "appreciating the new building," this group wanted a dean for boys and girls, an advisory system working with the deans to serve 1,600 students with each student becoming part of a small group under a teacher-adviser, an enlarged social program, adequate and safe transportation, a PTA (meeting teachers at teas was not enough for these embattled mothers), a broader non-classical curriculum with work in home economics and citizenship, a health program that included a physical examination once a year, corrective gymnastics, participation of every student in some kind of game, provision of good tennis courts and more hockey fields.

Reading between the lines, one is struck by the extent to which ETHS had failed to keep up with current trends in education. The high school division of the PTA in an undated report had insisted that the "efficiency of the school would be increased if the curriculum were so arranged as to permit to pupils greater liberty of choice in the studies pursued." The pupil was required soon after entering to choose one of seven courses, and this choice was almost the only one he

exercised in his four years of work except for a very limited number of alternate studies, most of which had to be added to his basic course. (The only years in which seven courses of study were offered were 1912-14 and 1916-8, which places this letter at a period well before 1926.) After summarizing its investigation of courses of study of other high schools, the PTA spoke favorably of the practice of requiring three courses a year and allowing the student to elect his fourth. Making Latin optional was urged. The "need for some such change long had been commented on," the report closed ominously.

What had actually happened to the curriculum since the day when Boltwood had added the Manual Training and Latin Course, with the injunction that no "special" diplomas would again be given? The usual birth and death of classes had gone on. The course in General History was "abandoned" in 1906, leaving classical students with a year of Ancient History and others with a choice between that and a year of Medieval and Modern History. Other courses planned were a semester offering of U.S. History and a year of "modelling" while the success of a mathematics course with trigonometry and advanced algebra—suitable for those planning to enter technical schools —had made it a permanent part of the program.

Two revisions of 1908 were the addition of a fifth sequence, the Modern Classical, planned for students going to colleges requiring three years of modern language as well as four of Latin, and the previously mentioned choral class. (The only variation in the Modern Classical was that a modern language replaced Greek in the last three years.)

English was not taught in the sophomore year, and it led a somewhat underprivileged life in the other three years, being granted five periods a week for only 27 weeks on the freshman level; five periods a week through the year on the junior; two periods a week in the first semester of the senior and four a week in the second. (All foreign languages received a full five periods every week of the year.) Physiology was compulsory by state law for an eleven-week period for all students.

The choral class was a popular one, with 100 sophomores, juniors, and seniors enrolling for classes once a week. By 1910 it had been reorganized to consist of two glee clubs, one open to all boys, the other to all girls. The year also marked the demise of English History; It had once been required of everyone but met its downfall when "additional time" was needed for algebra. It was resurrected in 1910 as an optional course.

The introduction of the two commercial courses has already been described. In 1913 also appeared the first differentiation for pupil interest in the field of chemistry. Course A dealt with the more com-

mon elements and included 50 laboratory experiments. Course B covered the same work as Course A in the first semester but paid special attention in the second to "work involving domestic problems . . . such as . . . foods and food values, butter and its substitutes, baking powders, preservatives, adulteration of foods, and other subjects bearing directly upon the economy of the home. This course," it added hastily, "is no less thorough than Course A and the same amount of time is given to it."

Penmanship also made its debut in the commercial course, businessmen having apparently already begun to demand graduates "who can write plainly."

A third year of freehand drawing seemed the most all-encompassing course of the year. Students learned color schemes for walls and furniture, made landsçape studies in different media, copied Japanese prints, worked from casts, became book-binders, and in the latter part of the course could choose between making such elegant articles as stenciled bags, pillow tops, table covers, gift and place cards, calendars, and so on.

Mechanical drawing added a third year of work so that students could advance in "orthographic projections, elementary shades and shadows," and architectural drawing in which they completed a set of plans for a proposed building.

1913 was a year of expansion. In music, plans were on foot for a school orchestra, with "definite instruction in . . . playing," and for two choruses in theoretical music covering "all those subjects . . . required of pupils entering second-year harmony classes in Northwestern University School of Music."

Separate courses formerly given in physiography and physiology were replaced by a general science course. Emphasis was placed on hygiene. Miss Meta Mannhardt, a science teacher then, maintains that the "men killed" physiography because they couldn't afford to take classes out on field trips to see at first hand the physical features of the surface of the earth and relate it directly to geology. Instead they finally made of it a map reading course.

At the beginning Miss Mannhardt was sent to Oak Park High School's general science classes to observe their methods and evolve a similar freshman course for ETHS. The addition of physiology to this course was a relief to English teachers who had hitherto been forced to give up one quarter of their freshman year's instruction time to material that centered on the evils of alcohol and tobacco.

The last adaptation was the combination of the four-year and the two-year commercial courses into one sequence "with the work arranged so that the pupil may take one, two, three, or four years of the course . . . every effort will be made to give the most complete

training possible to those who can remain . . . even a single year." No special notice was taken of it, but the formal listing of the six sequences open to students in 1914 reveals another important sign of the times. The Manual Training Course no longer required Latin, although its pupils still worked hard at such academic subjects as algebra, plane geometry, physics or chemistry. But by carefully picking his "options," a manual training major could avoid all foreign languages. The commercial course also required no foreign language.

Spanish crept into the curriculum by way of the commercial course in 1916 "to familiarize the pupil with the business forms, terms, and customs of Spanish speaking countries and to develop a practical working knowledge of the language." Fourth-year pupils in the commercial course and a few third and fourth-year pupils in other courses were permitted to elect this language. Italian was attempted in 1918, and so was an elective course in second-year English, but the war made surprisingly few changes. Girls knitted for the Red Cross—nearly 60 sweaters under way by the girls of Evanston Red Cross Shop auxiliary—seniors organized sales of $8,200 worth of war savings and thrift stamps, and military training for boys was established with 150 boys drilling every Monday and Saturday afternoon either on the lawn in front of the school or in Greenwood garage if the weather was bad. Drillmaster was one Sergeant Timothy Shea, "for many years in the regular army." By the end of the year the battalion had 200 members in self-purchased khaki uniforms—the school furnished dummy drill rifles. (Not to be outdone, the girls drilled Saturday mornings in Patten Gym, 279 strong.)

There was also a U.S. boys' working reserve; 40 enrolled in a voluntary class in farmcraft—two meetings featuring illustrated lantern slides—and all were placed on farms in the summer to help produce for "our boys at the front."

To students, at least, the most striking effect of the war must have been that school closed four times in 1918-19: January 14 because of heavy snow that required the help of the boys to dig out the streets; January 23 because of a war-induced coal shortage; December 10 because of the flu epidemic; and, finally, May 8 because of the boys of the 49th regiment coming home.

Beardsley probably worried more about the draft which snatched so many teachers that "ETHS is lucky to fill its quota satisfactorily"; about squeezing four more classrooms out of the tight old building; about the insistence of some agitated citizens that German be dropped from the curriculum. It was not, but since no student registered for it in the war years, the class died anyway.

Once the war ended, however, he returned to the building program, and the curriculum received short shrift. A check of *Annual*

Reports from 1916 through 1927 shows that only commercial, manual training, and art sequences were added during the period. A few new classes arose, largely through the extra-curricular back door. Authorizing students to publish a newspaper in 1917, for instance, finally led to a journalism course in 1925; but the class met only once a week and was restricted to seniors. Similarly, the Senior Literary Society with its impromptu speaking division evolved into a public speaking class in the fall of 1924; it too was held only one hour a week during the first three quarters of school. Members gave close attention to "management of the body and voice, removing of mannerisms, cultivation of ease and presence," but liked debating best. The personal interest of physics instructor R. H. Hughes in "wireless telegraphy" brought about a 1920 afternoon class in his physics laboratory. Hughes himself was accustomed to setting up his car on a corner of the football field during games. On his own receiving set he received scores of other games which he then "passed on."

But such courses typically carried no credit, met briefly and involved few students. The basic curriculum remained unaffected throughout this period. A particular sore point with mothers was the girls' physical education. Physical education for girls—on a two-hour-a-week basis—was introduced in 1918 for freshmen in the gym of the Haven Annex with Swedish gymnastics, posture training, and competitive games; but the upperclass course remained voluntary and skimpy. Next year the gym was switched to the neighboring Domestic Science Building, and no significant change occurred until 1924, when the new building offered a chance to increase activity in field hockey, basketball, baseball, tennis (off the rented courts at last), the new field and track, volleyball, clock ball, teeter ball, ping pong and croquet; and certain "out of school" activities like ice-skating and hiking. In 1924-25 the girls' department offered archery and soccer. The Winchester Junior Rifle Corps under Miss Mary Taft for the past two years had grown to three units which won five out of seven matches shot. Still, parents were not satisfied. Girls had no gym of their own but shared the handsome Beardsley Gym and had to keep equipment at the back of the school in a frame fieldhouse that may have seemed "homey" to some of the girls but was definitely too small.

Though Mr. Beardsley did wonders on a shoe string of space and any criticism of his program brought quick denials from a loyal staff as well as many in the community, some parents agreed with a mother who wrote the Evanston *Topics* that . . . "something is wrong with the average high school student. He gets poor marks or he flunks and is indifferent to his flunking . . . ETHS is an unusually high standard school so far as educational facilities are concerned, but its atmos-

phere seems to be extremely discouraging rather than encouraging to the average student . . . There is a lack of personal influence and a corresponding lack of interest and class spirit and even school spirit. . . . Why not have a dean of young people who has the time to organize activities?"

There certainly were very few activities. Transfer students were invariably impressed by the high scholastic standards and the genial interest the principal showed in their class work, but depressed by the absence of extra-curricular fun. "It hardly seemed like a school," one graduate recalls. "We were packed together in the old building and hustled home at noon with hardly a chance to know each other in any way that was fun." True, in 1916-17, the Dramatic Society existed. It was an outgrowth of a one-act play traditionally given by the junior class for the seniors just before the June promenade in the Country Club. In 1914, a class of 35 had been organized under Miss Effyan Wambaugh for "self-expression in reading of parts and appreciation of the drama." With the help of screens, the classroom became a theater, and by June, 1915, the juniors were ready to give Rostand's *The Romancers* to a standing room only audience at the Country Club. Shakespeare was next in 1916, with *As You Like It* drawing a good crowd to the Evanston Woman's Club.

The classes were up to an enrollment of 70 by this time. Playwriting had been added, and a small experimental stage was built for the study of makeup and lighting problems.

The newspaper had faced a harder struggle to establish itself. Tradition was on the side of the students; *The Budget* of 1880 had brightened the Village High School's peripatetic existence, and *The Record,* a tiny monthly, came out in 1901-02 under Boltwood's regime. But Beardsley steadily refused the requests of the student literary society for a publication until 1917. Then an unauthorized *Seven Scandals* appeared, which was considerably milder than its title, the most provocative article being a parody of the 23rd Psalm opening, "Mr. . . . is my teacher, I shall not pass . . . Yes, though I study till midnight . . . My stupidity runneth over." Meanwhile a faculty committee appointed by the principal spent several months investigating in other high schools the possible bad effects publishing a paper had on student scholarship. The experiment began in April with a handbook size *Evanstonian* that included divisions for editorials, school events, athletics, literary, and alumni articles. No ads were permitted, and the price was kept low enough for general circulation.

The literary society which had urged this newspaper had survived in varying forms from Boltwood's days. In 1914, for instance, Miss Emma Reppert was sponsoring Waukon, which encouraged senior

girls to practice parliamentary drill and study the short story; a typical program included a short speech on a type of short story, the retelling of several such stories, discussion of similar tales by the whole group, and criticism of the discussion. The group occasionally broke into this stern academic fare with a "hard times party" on Halloween with Miss Wambaugh presenting the witch scene from *Macbeth*. But the party broke up early "as befits parties on school nights."

Meanwhile, in 1913 the boys had decided to call their literary group the Forum and concentrate on "clear thinking . . . effective platform expression." Debates were popular, with an early team easily winning when it came out flatly against America's maintaining a large standing army. By 1915, the inevitable had occurred. The two groups combined into one, and the freshman girls, characteristically imitative of seniors, had set up their own Pynx.

In 1922, the "first" senior class book appeared with pictures of all seniors and a list of the staff. Actually, there had been an annual in 1897.

Most of the activities were reserved for upperclassmen. Only juniors and seniors had class colors and officers. The drama class was composed of juniors, it will be recalled, and the important literary societies were for seniors. The most significant social events were the Senior Evening, which dated back at least to 1908; the Senior Picnic; and the Junior Promenade. Early senior evenings were held at St. Luke's Parish House or at the Woman's Club. A typical early program included a short play, several other "numbers," refreshments, and an informal dance. The picnic was typically held on the beach; one in the 20's found Highland Park offered "almost a perfect spot, marred only by 313 stair steps to be negotiated before reaching the beach from the road." Dinner was followed by reading of the class will and prophecy. The promenade after the one-act opener started off with a grand march at 9:30, the girls teetering a bit in their French heels, very conscious of their freshly-powdered noses and their carefully drawn Cupid's bow lips. In that June of 1921, "jazziest" was the favorite slang word. The preceding year a newspaper had reported of this class that "bolshievism ran rampant," a somewhat exaggerated way to describe the late March day when a score of boys were dismissed for aping Chicago's "Roughneck Day." One boy appeared in pink socks, plaid trousers, a French necktie, and long narrow shoes on which colonial buckles glistened. The boys did not go home upon command, either, as the meeker girls had on St. Patrick's Day when Beardsley objected to their braided hair. Instead the "lads formed a snakeline . . . and danced to Davis Street where they put on an informal show in Fountain Square."

The school gave students few chances to let off these high spirits. A contest in 1917 finally produced a cheer song, and in 1921 "a class for the training of cheerleaders was organized . . . at the beginning of the basketball season"—for boys. Forty of them turned up at the "Y" two afternoons a week. A first and second team were chosen to lead cheering and songs at the games, "and there was even a printed book showing cheers and songs," a great factor in helping to inspire school spirit. Mass meetings at the "Y" were apparently the origin of today's pep rallies. The band, now well-organized, though students provided their own instruments and had only one practice period a week at the Greenwood Annex, was on hand.

In 1917 five regular members had finally succeeded in organizing one after four earlier failures. There were too many drummers and no tuba at all, but they still played at most of the home basketball games. By 1921 they had 24 pieces and were "more successful than ever." There was an orchestra, too, for music was a significant activity under Mr. Osborne McCarthy and Miss Sadie Rafferty. A choral class met weekly; there was assembly singing twice a week in the homerooms (session rooms, they were called) in the main building and the Haven Annex. Of course, music had been in the curriculum since 1913; originally it was planned on three levels, a vocational one for professionals, an amateur level, and general elementary training. By 1916 a music appreciation class had been formed, and public performances were common—at the Municipal Christmas Tree Celebration, for instance, or at the Country Club where the choral class offered a cantata. Musical memory contests at the Chicago Symphony's Orchestra Hall were big news in 1924 when Miss Rafferty chaperoned down to the hall both all students who had studied for the contest but failed and a six-man team. The team, incidentally, took first place with a perfect score of 1,000 points. An operetta was announced for June 21, 1926.

The World War I "battalion" was transformed into a Military Naval Training Corps of two units in 1920 with every cadet guaranteed "an officer and a gentleman." The next year the naval unit was dropped because of lack of interest, but a Military Training Service was to survive for many years under various titles. Not particularly related to this unit was the Boys' Rifle Club, which had 130 members in 1920 and had to practice at a 50-foot range in the store building leased on Dempster Street.

But the roster of activities virtually ends here with self-government a suitable topic for debate but not for serious consideration and perhaps the most effective extra-curricular group, one highly criticized by many. That, of course, was the fraternity organization Boltwood had reluctantly allowed to continue. In 1911 a Joseph Paden de-

manded that the Board pass a resolution against the five active fraternities and sororities. He also suggested that diplomas be refused those seniors who persisted in belonging to such secret groups. The Board discussed the matter, examined the legality of refusing diplomas, and hesitated. Parent disapproval plus negative expressions of opinions by teachers might, after all, be a better way to handle the situation. Oak Park had passed a punitive resolution against fraternities and only caused more friction. By 1914 the fraternities were said to be voluntarily dissolving; in some cases, colleges were stepping in to dissolve the high school branches. In others, the high school members signed statements to the effect that they were disbanding in the best interests of the school. Beardsley had put himself on record in 1909 as considering criticism of fraternities exaggerated and believing the final solution to the problem was to have parents step in.

All Board members were not so sure. George Olmstead and a Mrs. Clifton were reelected to the Board on a platform of "no fraternities." Mr. Olmstead went to considerable trouble to interview many authorities on the effects of these secret organizations and came to "abhor the idea." He expressed himself to that effect at a Board meeting, and the Board eventually backed him.

The dissolution of such groups did nothing to solve the problem of the lonely average student, however, and in 1928 an education professor at Northwestern told a group meeting at the First Congregational Church that the high school should do more than provide graduates much in demand by the Eastern colleges. Though the church bulletin of the next week decried the "misleading headlines" of the local newspaper, the issue was a deep one. It would be unfair to suggest that Mr. Beardsley had no innovations to his credit except the new building. During his administration both summer school and night school had been inaugurated and a cafeteria had been installed. Of the three, summer school was most clearly his idea. It opened in 1916 with an enrollment of 162 pupils for a four-hour a day, six-day a week session of one month.

"It was an experiment with us," the principal commented, "and we did not look for an enrollment of more than 75."

Classes were offered in mathematics, typewriting, stenography, bookkeeping, and penmanship. Pupils who wanted extra work or had makeup to do supported summer school from the beginning. By 1923, the eighth session, beginning July 2 and ending August 11, reported an enrollment of 638. Students then were urged to "work as fast as you can and take final exams when ready." Next year an athletic program was instituted; by 1925 English, French, German, Latin, science, history, and civics were on the agenda, and in 1926 special courses in freehand drawing and mechanical drawing had

been added. Typing drew the largest number, though. Thirty teachers were employed to handle the 470 students.

Night school, on the other hand, was a community suggestion specifically that of the Evanston *Review* which conducted a campaign, printing coupons to be sent to its offices, filled out by those who would like to attend night school. For six weeks, the newspaper staff collated the coupons to discover what courses would be best supported, and on October 12, 1927, the school opened. Classes on Tuesday and Thursday offered English, stenography, typing, bookkeeping, commercial arithmetic, mechanical drawing, algebra, and geometry. The original registration of 225 leaped to 450. Authorities had expected no more than 50 to turn up. Leonard Parson became director in 1928, the same year work in public speaking and auto mechanics was added.

The cafeteria, like Topsy, just grew. In the old building, it will be recalled, sparse arrangements were made for students who took the few afternoon classes or who were reporting to teachers for special help. Bit by bit, the cafeteria expanded. Two-plate gas stoves and a tin oven in the storeroom proved inadequate. A large gas range was brought in. Two domestic science teachers were put in charge. By 1914 quarters had been enlarged, the School Board supplying extra equipment. Afternoon classes, steadily increasing, kept more students at school. On the busy days, 200 were served; on the light, at least 40. The average lunch cost 15 cents in those days. In the new building a one-story frame structure at the rear served as the cafeteria. In a room 85 by 120 feet, 1,600 were served daily in 1926. Four complete counters made it possible to hustle 40 students through in ten minutes. Lunch prices now averaged 23 cents, with mashed potatoes a favorite student item. In the kitchen were "mammoth ovens, a potato peeler, a dishwasher, and a pantry filled with real pies."

Yet, with the tremendous exception of the building program, Beardsley did not wish to move with the changing times. A retired teacher summarized it:

> The high standards of the school meant a lot to him. I suppose we were all conservative and a bit old-fashioned. . . . Beardsley thought anyone who hadn't studied Latin and Greek really hadn't been educated. . . . Parents kept pestering him for new courses, and he was terribly impatient with their whims . . . more music and more gym. . . . The point was that we didn't have room, and he was doing the best he could with a bad situation.

Withstanding curriculum pressures Beardsley considered unfair depleted him physically in the last years as much as the building fight itself. By the time the new ETHS was in full operation, his great

physical strength was going. The 200-pounder, who had once pushed a ticket office from one spot on the athletic field to another rather than wait for the workmen to come, was tired. That loss of strength may explain his slowness to use the new building in new ways; in any case, the Board turned to another kind of leader when Beardsley died.

Chapter VII

Principal Bacon Arrives

What the Board of Education had in mind was suggested by its president, William Eastman, in a speech to the Chamber of Commerce during the transition period when he and Assistant Principal Barnum administered the school. The new principal "must be a business man, an organizer . . . able to meet the public and become one of us . . . (to) bind the city and school so closely that we will not hear of objections." In a long-remembered sentence, Eastman added that ". . . places in our curriculum need strengthening, but we do not care to remove a single brick until we have a better brick to put in its place."

By June 6, 1928, the Board's choice was publicly known. The new principal, who was to stay for 20 years that included a depression and a world war, would be Francis Leonard Bacon. He had been principal of Morton High School at Cicero (Ill.) for most of 1928, going there from Newton, Massachusetts, and he was in most ways the antithesis of Beardsley. Indeed, Miss Janette Lee, long-time ETHS registrar, observed him march briskly up the long walk to the school on his first day in September, tossing a set of keys in one hand, and commented tartly, "I didn't know we were getting a boy for a principal."

At 38, Bacon did look young, with his light brown wavy hair and his firmly-knit lithe body; but he was no boy. He brought with him the sound beginnings of a national reputation. Professor Bancroft Bentley of the Harvard Graduate School of Education thought Bacon's work in reorganizing the Newton secondary schools "little short of a miracle. He came to the system as an unknown young principal, and in less than five years effected a wholesale reorganization . . . without antagonizing parents or teachers." Indeed, on the strength of that reorganization he had been added to the summer school faculty of Harvard, where he lectured in the summer of 1928. And he had been named by the state commissioner of education in Massachusetts as an outstanding high school educator. Apparently the National Association of Secondary-School Principals agreed with that evaluation; at least he had been its president in 1927. He also headed the department of secondary education of the National Education Association.

Francis L. Bacon
Third Principal of E.T.H.S.
1928-1948

It was a considerable achievement for the infant son born July 30, 1889, in Kingman, Kansas, to Samuel and Alice Dukes Bacon—good colonial Connecticut stock, some Evanstonians were glad to note. A farm boy, he attended the Kingman County high school, graduating in 1908, and going directly on to Southwestern College (Wingfield, Kansas). After receiving his A.B. in 1912, he was almost 23, more than ready to start teaching at Blackwell, Oklahoma, High School. He was no classicist, though. Years later he was quickest to recall the football team he coached to victory; in one season his team scored 400 points, losing only one game. Furthermore, the Blackwell eight dropped only four games in a total of three years and twice defeated teams trained by the Francis Schmidt who later went to Ohio State as head coach. Bacon was already interested in dramatics, too, and directed several plays—in addition to teaching classes that are never named. They could have been in English, however. He wrote ably and fluently, spoke extemporaneously with an ease Beardsley would have envied, and was particularly fond of Shakespeare.

If so, his interests had broadened by 1916 when he completed work for an M.A. in political science at Columbia University. He then accepted a post at Meriden, Connecticut, continuing his study with a summer session at Dartmouth in 1917. It was during this period, too, that he met Elizabeth Nye, daughter of a Cape Cod doctor. She had grown up in Dorchester, Massachusetts, and graduated from Mount Holyoke, where she was said to be brilliant in music and French. Evanston records vary as to when they were married, but it seems most likely that they "had an understanding" when he went to war in 1917 as a first lieutenant in the chemical warfare division, and married after his return two years later.

At Meriden High, Bacon was again a successful coach with a team that won the state championship, totaling 423 points in one season, an average of 47 per contest. The team, he recalled later, was "Notre Dame-American with Russian, Italian, Irish, English, German, French, Swedish, Polish, and Rumanian members." He found time to coach the baseball team as well; in two years the nine lost only two games. He also directed plays, continued his graduate study summers, at Yale in 1921-22 and at Harvard in 1923-34, and became principal at Meriden High. From that post he went to the "classical" high school at Newton as "headmaster."

Here he observed a situation that seemed to him educationally inefficient in 1922. Newton, a town roughly equivalent in size and type to Evanston, had three high schools, the one he headed which specialized wholly in classics; a second which offered commercial training; and a third which concentrated on what was then termed "industrial work." Before Bacon left Newton he had succeeded in combining the

three schools, luckily all located near each other. After seeing to it—as director of secondary schools, a title he soon assumed—that several new buildings went up, he managed to "intermingle the three courses . . . without antagonizing the interests who sponsored each kind of education, all of which had been in force for many years."

Other aspects of his educational philosophy became clear during this period. He believed whole-heartedly, for instance, in extra-curricular activities which were "character-building" and offered students a chance to take responsibility in school management. He thought teachers should be given departmental responsibility for planning curriculum. He was concerned about both the slow student and the fast; each should be able to progress at his own ability.

He was not directly quoted about community responsibilities of educators; it was hardly necessary. At Blackwell he had managed to find time to serve as playground director, to organize the Boy Scouts, and to be a director of the YMCA. At Meriden he continued community affiliations. He was a Rotarian. He was a Congregationalist. "Frank Bacon was," Eastman declared, "a man who works well with people . . . and is popular in civic organizations to which he belongs."

In January, 1928, he moved back to the Midwest as principal of Sterling Morton. He left his wife in the East, as she had been ill for many years with "creeping paralysis." A teacher who knew him in Newton recalls his loyalty to his invalid wife during the long years in which she became steadily worse.

So much was known. Much more was to be discovered about his tastes in the two decades that followed, for Mr. Bacon attracted publicity in a period when the press was increasingly indifferent to personal privacy. The new principal with his pleasant, well-modulated voice and air of enthusiasm, disliked formality, it seemed. At least at the end of his first day in the school building, he chose to meet his faculty in the hall just outside his office. A newspaper commented then on his "exuberant youth and easy manner."

The faculty observed with approval that he dressed well—"natty" is the adjective one teacher selects—with a distinct preference for fine tweed suits, always perfectly groomed. His opening speeches to students in the big assembly room went well; he was never at a loss for an apt quotation, apparently, read avidly in the historical field, and drew easily on his reading. And he was keeping Mr. Barnum on as assistant principal, which meant administrative routine would continue to operate with machine-like perfection . . . even rigidity. The community reception line in Beardsley Gym one evening also went off well, despite the somewhat ornate touch of expensive Oriental rugs loaned for the occasion and looking singularly exotic against

a background of basketball hoops.

On the other hand, the new man's ideas about education did not quite sound like Mr. Beardsley. "I am committed to no system of education," Bacon told one reporter. "I never have been because I believe each pupil should express his own individuality. If students wish to go to college, they must be prepared for it, and in addition know something about other things. If they wish to concentrate on commercial work, they can do that just as well." Just as well? In the Athens of the Midwest? Then there was that speech of February, 1929, at the noon forum of the First Congregational Church in which he deliberately failed to list college preparation as a major objective of secondary education "because it no longer deserved that importance. Instead, it is merely a specific function." He preferred to stress health, citizenship, vocational guidance, recreation, and ethical principles, it appeared, and concluded, ". . . the old curriculum is falling down. . . ." True, he reassured the faculty in a carefully worded announcement in the teachers' bulletin. The staff was urged not to be "unduly concerned with the emphasis apparently placed against classical learning. Mr. Bacon earnestly believes in such learning and thinks there will always be a high place for it. He also believes that this place is for the relatively few. His emphasis against classical subjects was made designedly that parents might . . . realize that often other material is more suitable for their children . . . there will ever be too many trying to master abstract material because of its social prestige. In Mr. Bacon's opinion classical learning needs neither apologia nor 'promotia.' It will always be a challenge to the scholastically minded."

A department chairman who worked closely with Mr. Bacon found striking contrasts between him and Beardsley. The differences were more apparent than real, the chairman believes. Both principals thought it unethical for a teacher to receive profits from selling a textbook to his own students. In Beardsley's case, an absolute policy had been set that no text written by an ETHS teacher should be used at the school. Mr. Bacon thought differently. If the best text were by a staff member, why deprive the students? Instead, remove the personal profit motive by placing all author royalties in the library fund. Bacon valued sports and broadened the program for boys and girls; Beardsley was relatively uninterested in any program outside the classoom. A woman who graduated under Beardsley and returned to teach under Bacon recalls the transformation as far as after-school activities were concerned. A sophomore transfer, she had never really felt she knew anyone at ETHS when she was a student there. Under Bacon, clubs proliferated, orientation became the byword, and the school atmosphere lightened.

Similarly, Beardsley had resented and fought the Parent-Teacher Association; under Bacon it grew in scope and significance. It was part of a wider policy. Bacon was in favor of a strong public relations program that included working with many community groups and with newspapers. He needed to educate his public, for he believed he came, at the Board's specific request, with a mandate to broaden the curriculum. "I am committed to this," he told a staff that did not always share his commitment. He would have liked to hire younger teachers who shared his philosophy; as events turned out, the depression kept faculty turnover down to a minimum for some time.

In the meanwhile, he strongly favored teacher attendance at sectional and national professional meetings; for the first time it was possible not only to get away but to have one's expenses paid to such sessions. The new principal was eager to have his teachers learn what was happening to American education in those yeasty years of John Dewey. Many noticed that he left them free to try new ideas; if the idea proved a success, a personal note of congratulation would arrive. Indeed, his habit of dashing off those messages, frequently in his own handsome writing, is the trait most warmly remembered by his staff. The notes were always carefully composed and were particularly likely to arrive if a teacher had "done something particularly hard, something you didn't really want to do," one teacher recalls. And they always arrived promptly the morning after the event.

Nevertheless, Bacon did not see as much of his staff as Beardsley had. For one reason, the faculty had grown. For a second, Bacon had many other demands on his time. The notes filled a gap, but the general impression was that he became rather aloof as the years went by; not everyone realized that he, too, was willing to give personal loans and indeed much preferred to do so rather than see his teachers caught in the hands of loan companies during the grim depression years. They realized and appreciated more his prompt support of a teacher or department chairman in disciplinary problems.

The staff came to know such policies slowly. In August, 1929, they only knew that, after a quick trip East to see his ailing wife, Bacon was taking his first vacation in several years aboard a tramp steamer that stopped at Alexandria, Port Said, Palestine, Syria, Turkey, and Cyprus. He was a fine sailor who eventually bought his own 50-foot, two-masted schooner, commenting rather wistfully, "I would rather be behind the wheel of a sailboat than anywhere I can think of." His office boasted a perfect model of a whaler, the *Elisa Adams,* a color etching of a blue, sunlit sea and ship given him by the PTA, and many books on sailing, some of them quite rare. In 1937, he joined forces with a staffer of *National Geographic* to sail to little

known areas of Alaska.

That respite must have been welcome, for the eight years between his arrival at ETHS and 1937 had been filled with crisis, educational and personal. In May of 1929, he was called to Sagamore, Massachusetts, where his wife was seriously ill. He returned for commencement services. On the morning of graduation he received a telegram which he read and pocketed before going through with the exercises. He "several times seemed affected by emotion, and more than once during the afternoon ceremony he was forced to pause," a newspaper account declared, and a mother whose son graduated that year agrees. The telegram had announced that his wife had died of pneumonia. He himself was ill after her funeral, but a much more serious ailment was to come. On a trip to South Haven, Michigan, with a Board member in early October, 1932, the car skidded on wet leaves and hit a tree. In the "suicide seat," Bacon at first was said to have escaped lightly with only cuts and bruises. As it turned out, he had sustained a back injury that was to plague him during the rest of his time in Evanston. In January he went to Florida bound up in a heavy cast; earlier, he had tried a few afternoons at school and entertained the faculty at a little tea. Characteristically, he sent the biology department a foot-long alligator from Florida, and by late January he was able to work mornings again.

The anxieties of the depression period were full upon him by then and may have contributed, with his love of sailing, to what the Chicago *Tribune* in 1934 rather unkindly called a "principal playing hooky." With Philips Lord of "Seth Parker" radio fame and a crew of "old salts," Mr. Bacon was off on a six-week vacation cruise down the Atlantic seaboard. "It takes a lot of fortitude to play hooky from school if you're the principal of the thing," the *Tribune* continued. "Yet it wasn't any spur of the moment move on the part of Mr. Bacon, for as early as last summer he helped Mr. Lord select the crew . . . and outfit the ship. He also spent part of Christmas vacation on board and took part in the broadcast of that time."

To this criticism, the school newspaper responded editorially and promptly, "For more than a year Mr. Bacon has worked unremittingly to keep open one of the largest high schools in the country during an era which has been as black in outlook as it has been red in finances. And this despite a serious auto accident over which he had no control, which confined him in the hospital four months, and from which he has not yet entirely recovered."

In the meanwhile, the "Seth Parker" continued on her voyage, stopping for coast-to-coast broadcasts from various harbors, including one suggested by Mr. Bacon, dealing with Seminole Indian rituals and ceremonies.

He was a man who could conduct an extraordinary number of activities without losing the youthful look that made his retirement in 1948 a surprise to new staff members. In Evanston, for example, he was at various times director of the Chamber of Commerce, president of the Rotary Club, active on the Boy Scouts Council, a member of the American Legion and the University Club, and a director of the YMCA. He busied himself in Community Chest drives; accepted membership on the Family Welfare Board, the Evanston Planning Commission, the Council of Social Agencies; and helped form the Tri-County Board Association. The honors that came to him indicate the scope of his activities. From the Boy Scouts he received the Silver Beaver, highest award that organization can offer. From New York came an invitation to join the exclusive Lotus Club with its membership of writers and others in the arts. From Williams came the offer of an honorary degree of doctor of letters of humanity, which he accepted.

His remarriage, to Ruth Siefkin of Wilmette, in a quiet December 23, 1937, ceremony, may have helped him juggle his schedule. Director of foods in the experimental kitchen of J. Walter Thompson advertising agency before her marriage, Mrs. Bacon was skilled at preparing dinners and "refreshments" for the many meetings held at their red brick home on Orrington. One Board member believes that as many as two or three affairs were held there a week. Perhaps the most charming of the regular events was a Christmas dinner to which were always invited those on the staff who might otherwise be lonely or unhappy during that season. All such functions moved smoothly under the organization of Bacon's second wife. "The whole home setup was built around his activities."

At the same time, Bacon was writing. He collaborated on books like *The Administration of Secondary Schools; Foundations of Health; Old Europe and Our Nation; Youth Thinks It Through; Fact and Opinion; Shakespeare's Six Most Popular Plays;* and *Our Democracy Outwitting the Hazards,* a highly readable book on safety, which was completely his own. He also turned out dozens of articles for professional magazines as well as shorter pamphlets like *The War and America,* explaining the background of World War II. He had done *Why We Are at War* for use in training camps during the first war.

He continued to lecture at summer sessions in colleges ranging from Harvard to the University of Washington and was increasingly busy on national educational committees, including several which set landmarks in educational thinking during the 30's and 40's—the NEA Educational Policies Commission, which he directed during 1945-48, and the National Committee on Life Adjustment.

Bacon was playing practically no tennis now, and he had little time to enjoy his collection of Napoleon's marshals, each in elegant Meissen porcelain. Once he had taken the lead of Petruchio in a faculty production of *The Taming of the Shrew,* given to raise money for student aid. Such an exploit was impossible after the war. It is hardly surprising that, from 1943 on, he began to speak of retirement. He told the Board that he wanted to write, he wanted to supervise secondary schools on a broader base, he wanted to concentrate on college work. His faculty heard him declare at general meetings that it was important to retire "before you are too dried up to go on with anything else," and he made it possible for them to leave gradually, moving from a two-thirds to a half-time schedule.

By July of 1948, the news was official. Bacon would retire, though not until January, 1949. His plan was to remain most of the semester at the high school as consultant for the new superintendent-principal. In fact, he did just that, preempting the large, inner conference room for himself, while the new head, Lloyd S. Michael, worked in the outer offices. Bacon left in time for the opening of the second semester at UCLA, returning to Evanston in April when an oil portrait of him was formally dedicated in a ceremony at the Woman's Club that drew 1,000. It was the third of such portraits. Beardsley's admirers had arranged for the first; then those who remembered Boltwood vividly were spurred to action by the school's fiftieth anniversary in 1933. Miss Effyan Wambaugh herself planned an elaborate reading of "Shakespeare and the Ancients" to help raise money, declaring, "A school is much more than a building. It is made up of influences. The memory of Mr. Boltwood and his successor, Wilfred F. Beardsley, is still alive at ETHS."

As Bacon gazed at his own portrait, he may have remembered those words a bit ruefully. The first year he came, the school newspaper had placed on its editorial page a black-edged announcement: "In memory of the death of Wilfred F. Beardsley on January 12 last year, a bouquet of red roses, his favorite flower, was placed last week under his portrait in the lobby by a faculty committee."

But the real tribute to Beardsley's influence appeared in loyalty to his educational philosophy. Evanston was changing. Its population was growing, and the newcomers included many of the "flat dwellers" so contemptuously dismissed in the battle over the school site. Fewer of the wealthy were choosing Evanston as a home; the homogeneous tone of the community was being transformed into something more representative of all levels of American life. Yet the high school had not reflected this transformation. A teacher who came there from the East a year after Bacon's arrival describes it as "a typical Eastern prep school . . . No student ever came to class un-

prepared. The temper of the school was such that he wouldn't dare, not even in the 'fallback' classes to which I was assigned. We graded fiendishly. A 69 was a failing mark, and the final examination was, in most classes, the only basis for the mark." What evidently struck the new young principal most forcibly was the inflexibility of the school. He expressed shock to a department chairman at the idea of the "eternal homerooms," built into the very structure of the new building by Beardsley. No man, he thought, should set up a permanent system and attempt to impose it upon new generations.

He began to educate his staff toward using methods he had come to value in his graduate study. In the beginning he encouraged discussion at faculty meetings; he also liked to give little quizzes, most of the material dealing with recent trends in education. The quizzes were duly graded and the scores made known to everyone. In the meantime, he began where he could, with a bulletin of some length tucked in the recently installed mailboxes. It discussed the "new form" examination with its short-answer, objective questions. Standard modern testing principles were listed, such as the one that each test should include at least one question every student in the class could answer correctly and one hardly anyone could be expected to master. He pressed for department tests with standardized scores, and defined reliability and validity, those elementary concepts of twentieth century evaluation.

He had already considered the exemption system. Under Beardsley four quarterly examinations had been standard. Each student took the first. After that, he might hope for exemption if his daily and weekly average was 87 or above. The exemption lists were posted in teachers' classrooms and drew clusters of students who were perfectly willing to have three points cut from their 87 average if they might then be excused from exams. Only a confident few who had averages of 87 or better elected to take the exams anyway to better their scores. Bacon issued a bulletin November 14, 1928, listing points for and against exemptions—the negative list is considerably longer with its emphasis on the need for students to take exams as preparation for college and for the educational values as well. By January 24, 1929—the roses would not long have been down from under Beardsley's portrait—he was ready to cancel the third quarter exemption. Later all exemptions went, and he dropped the quarterly system in favor of semesters, with only one exam a year, that coming before the last marking period.

And still the innovations came. Practice teachers, five "cadets" from Northwestern's School of Education, had arrived that fall. A Stylebook was compiled by the English Department giving manuscript form, punctuation rules, outline and "brief" forms, letter

forms, correction symbols. It was not the first—one had been prepared in 1917—but the thought was that all students should receive it next fall.

An attack on the grading system took longer. Following what became standard practice, Bacon set up a faculty committee to work on the problem. Meanwhile he saw to it that the exam counted only 50 per cent of a student's grade, daily work the other 50 per cent. A few courses had already followed this practice (science, where notebooks and laboratory work were counted; English, where written work and outside reading had a value), but now all teachers would counterbalance the final test grade. Then, on September 9, 1931, incoming students discovered the numerical system was being adopted. A cumulative marking system based on multiples of five went into effect with 90 to 100 "very good," 80 to 85 "good," 70 to 74 "fair," and below 70 failing. Only two formal examinations were to be given. To anticipate, this form of marking held until 1940 when the switch to numbers, this time "1" through "6" and "W" or "W" encircled occurred. A special provision for letter marks was made for the special opportunity classes that had been instituted for below average students.

The bus log jam, an inherited problem, finally solved itself in 1931, as the city company put on enough busses to serve the steadily increasing school population. Now the staggered schedule for mid-year freshmen could be dropped, and the catalog read serenely, "There is but one regular session of school, the hours being from 8:30 to 3:00 o'clock, with lunch periods from 11:15 to 1:30." The lunch schedule itself soon exploded under the bulge of rising enrollment. As the fall term opened in 1931, a half-hour third period was added, lunch now lasting from 11:30 to 1:30. In another all-school change, plans to take photographs of every student were made. In 1935 the *News-Index* reported the development as being of two years standing, with the school's own Camera Club under the redoubtable Mr. Hughes of earlier radio fame taking the snaps with a "small camera and artificial lighting." Appointments were scheduled during English periods and the photos themselves attached to individual records. In 1935, however, "a new method that makes 200 separate pictures on film" was being tried which "makes it possible to do work without cost to students."

In any discussion of administrative detail during this period, the name of Assistant Principal Barnum crops up. Visitors remarked upon "the smoothness with which the school is operated; it has all the efficiency of the well-oiled machine, without the machine's personality." Particularly admired was the system of saving student time on opening day. Postcards late in the summer notified them of their

homerooms. On the first day of school they reported to that homeroom, picked up their homework assignments and schedules, and school swung into action the second day. This system was begun under Beardsley, but Barnum brought it to full efficiency. Interviewed by a student, he explained that his planning began in the grade schools with his "first worry the successful absorption of the incoming freshman." Joint teacher committees tried to coordinate the work of grade and high schools. Personal records of the young students were kept, and ETHS representatives visited the eighth-graders to explain the curriculum and hand out mimeographed materials on programming. In 1938 an evening meeting at the high school was held to further interpret the material to parents and students. Then, during the first part of the summer, Barnum turned to working out teacher schedules, "one of the most exacting jobs," involving as it does balancing teacher desires with class enrollments. A committee worked through August on the final step, assigning students to classes. Meanwhile, of course, transcripts of records were still being sent to colleges and businesses. The framework described is clearly recognizable today, and it was Mr. Barnum who spent years perfecting it.

Bacon was interested in making use of such inheritances as the homeroom system to help unify the school. In 1929, the morning homeroom period was lengthened to a half hour. In the summer of 1930, he experimented with putting juniors and seniors together in a single homeroom, somewhat to the disgruntlement of the seniors. Now first-floor homerooms were junior-senior homerooms, and the six homerooms on the second and third floors were reserved for freshmen and sophomores. This arrangement, the catalog states, "provides a valuable continuity of association—generally two years—between the pupil and the homeroom director, which affords opportunity for the pupil and his problems to become thoroughly understood and appreciated by his chief adviser. The lessened emphasis upon stratification according to year and grade permits the pupil to extend his contacts into the life of the school and tends to equalize pupil leadership, since each room has a better balance of pupil maturity and experience."

Originally, the homeroom plan had been a happenstance. In the old building on Dempster a single assembly room held all the students for Boltwood's scripture reading and opening prayer, plus on certain days the spelling tests. As enrollment increased, no single assembly room could hold all students. Partitions were taken out of classrooms on the second floor to form a second assembly room. The first-floor room, directed by dignified Grace Cooley, was now reserved for juniors and seniors—perhaps 200 of them—and the second floor for 300 freshmen and sophomores with "jolly but militant" Miss

Grimsley in charge. Eventually the seniors had a room of their own with Miss Cooley going with them. So did the juniors and the sophomores. Thus when Beardsley began to consider the new building the concept of four separate homerooms was already solidfying into a tradition. In his private file is a long account of "The Detroit House Plan," written by W. R. Stocking of Detroit's Central High School. The house plan, introduced in 1913, had spread to six other high schools. It arranged for segregation by sex with pupils from every grade in these schools within a school. Beardsley believed the homerooms expedited administrative procedures. As Bacon had observed when he arrived in 1928, "Uncle Billy" had built the homeroom system into the new ETHS.

It occurred to Bacon that creating for each homeroom an identity and personality might give students a special loyalty to the smaller group. The school newspaper of May, 1934, noted that he suggested special decorative motifs for each homeroom. The directors liked the suggestion. Soon 104, located in the hall where Latin teachers held forth and headed by Classicist George Whipple, became the Roman Room. Roman standards and shields were displayed, the peripatetic Alene Williams brought home from her summer travels authentic coins and other souvenirs of Roman civilization, and a Pompeiian miniature peristyle was contributed by a 1937 student. Russian artist Nicholas Kaissarroff (only one of the several ways he spelled his name) painted murals of a processional bringing offerings to the Temple of Jupiter on the Capitoline Hill; alert students noted that Latin teachers provided the models for the togaed figures. Rival homeroom 124 went Colonial with a 1933 student, Donata Juarez, beginning the murals depicting such subjects as the settlement of Jamestown; 144 was nature-minded with a slogan "Life goes a-maying with nature, Hope, and Poesy in days of Youth"; and 164, became the Canterbury Room with murals painted by Kaissarroff. Several faculty members were painted as pilgrims on the horses reminiscent of Chaucer's Canterbury Tales. Mr. Stacey Irish, long 164's homeroom director, became the haberdasher.

Competition between homerooms in sports and magazine competitions was lively but good-natured. Imperator Whipple one year lost the magazine subscription campaign and met the terms of a bet by donning a flowing red tie. In 1937 homeroom director David Cameron lost the bet and pushed a peanut across 104's floor for a distance of 85 feet.

Homerooms, of course, gained added vigor because Bacon, from the first month of his administration, encouraged activities. He was equally interested in shaping a new curriculum, but here his technique involved forming departmental committees—he had to create

chairmen, since Beardsley had never troubled with such positions —and having them report back to him after a study of student needs. Hence, the extra-curricular activities appeared first; perhaps "erupted" is a better word than "appeared," for the speed with which organizations were formed was startling.

In the spring of 1929 Bacon distributed questionnaires to discover what clubs were wanted by the students and just how they spent their days at present. His conclusion: "In general . . . activities are limited in variety and number, and under the direction of a faculty committee on student activities steps are being taken toward the development of new interests for students." Actually, the school catalog of 1928-29 lists only class parties, the senior picnic, the senior informal, the junior promenade, several girls' parties, the operetta, a cheer leading "class," a journalism class, which met once a week, the *Evanstonian* newspaper itself, the Military Training Corps, the orchestra and choruses, a public speaking class, and one in radio communication. The gym program remained limited, particularly for girls.

Under the circumstances the students expressed a strong desire for more intramural athletics, for two dramatics clubs with wider participation, for two clubs in public speaking, for biweekly social gatherings. The average student, it developed, studied four and one-half hours a day. Aside from regular classes, 60 per cent of the boys found other activities open to them. Only 30 per cent of the girls enjoyed non-class sports. The most popular sports, in order, were football, basketball, baseball, track, and swimming. Only four per cent participated in journalism of any kind, and 15 per cent in music (Mr. Beardsley had not really favored music). A small nine per cent participated in dramatics. Beginning a long-term and unsuccessful campaign, Bacon stressed the absence of adequate auditorium facilities as a cause. After school almost one-fourth of the students had regular paying jobs—24 per cent, to be precise—and 60 per cent had home duties.

The public speaking program had just been given a shot in the arm with a tournament that was to survive until 1939. In the final weeks of the first semester every English student was required to give a speech before his class. The winner from each group went on to homeroom competition, and the select few to semifinals sponsored by the PTA in March. Book prizes went to the ultimate winners. A little later, inter-homeroom debates were also held.

The action was typical of Bacon's encouragement of activities. He suggested a library club, which formed in September, 1928. A student from each assembly room acted as homeroom librarian—the collections on the shelves there were then much more regularly used. Members also assisted in the main library itself, scheduled regular

meetings, collected posters, and arranged exhibits of various kinds. A puppet club, also begun in the fall of 1928, the Ethonettes, was well enough organized to give seven public performances in 1929-30. A Camera Club in February, 1929, had eighteen enthusiastic members, "who met weekly with plans to take pictures around school, develop them, and sell them to students"—a scheme originating with Bacon again. This group swung into action in the next few years, in 1931 presenting its own movie, "Bargains"—800 whole feet of film dealing with a rather moral story of a student who sought to cheat his way to success. In 1938, screen tests were again being given ETHS students for "Try Running It Yourselves," which, as the title implies, centered on a school in which every pupil fantasy was carried out from giving dances and free lunch in the cafeteria to permitting no tests or grades with scores under 100. The club also sponsored several movies to raise money for its third-floor darkroom.

And still the clubs came. For four years before Bacon arrived, the upperclass girls had sponsored little sisters, each senior having one or two sophomore sisters and each junior one to three freshman sisters. Yearly, a party was given for each group of "little sisters." By 1930, junior and senior girls had formed Pentangle, named after its five points of service. There was a Christmas party, an annual spring carnival (reportedly the "most fun of the year"), an informal dance, the "Turnabout," to which girls asked boys, a spring style show, and teas in the school lobby. They provided hostesses in the corridors and even had a clubroom of their own. Two years later, the freshman and sophomore girls formed Trireme, from the Latin word meaning "three oars" (friendship, service, and cooperation). In 1937 they sold Christmas wrappings as a money raising venture, quilted and sewed for the Evanston Needlework Guild, wrote letters to all girls new to the school, had their own style show, wrote letters to foreign schools, and had taken over the lobby tea duty.

Dramatics moved swiftly ahead when Clarence Miller, a Northwestern School of Speech graduate, came in 1930 from Lincoln, Illinois, to head the drama department. He rapidly expanded the courses in beginning drama, advanced drama, and stagecraft, instituted the one-act lunch hour plays with a nickel admission charge, set up small workshops in makeup and other technical aspects of theater, and planned for an annual banquet. "Drama 13"—the name came from the limitation set on class memberships—was organized for students who wanted to write one-actors and skits. The technical and production end of the annual operetta, Christmas Festival, and "Potpourri," a talent show first mentioned in 1937, also came under his purveyance with an assist from Mr. Frank Tresise of the art department. Another

of his concepts was the summer stock company, which gave plays for students enrolled in summer school. The productions proved so popular that they were repeated in early fall.

Another activity which crossed and recrossed the boundary between curriculum and extra-curriculum was journalism, which in 1929 was an elective carrying one-fourth credit. The cub reporters produced news stories for the local papers, but in November, 1929, they polled the school to see if ETHS would prefer a publication of its own. The vote was overwhelmingly in favor of a school newspaper, and it accordingly appeared, first as a biweekly, and then in April, 1930, as a weekly. A larger six-column size and improved type face followed in 1931. By 1934-35, the paper had won its first national honors, receiving Quill and Scroll's top rating, and in 1935-36 the National Scholastic Press Association gave it the much-sought All-American ranking. On the poetic side, one hundred copies of *Soft Pipes* appeared in May, 1929. Pupils bound the book themselves and stamped in the handcut drawings. The yearbook in 1930 was called a senior classbook and was said to be appearing for the first time under separate cover. It took top national honors, too, receiving 91 out of a possible 100 points offered by the Columbia Scholastic Press Association in 1937. With the coveted Medalist rating went the comment of one judge that Evanston's annual was "the best for the year among secondary schools." *The Pilot,* the student manual listing important school rules, names of teachers, and similar material, was first distributed in fall of 1936. By 1937 more than 2,800 copies went out to students.

A third example of an activity that fingered its way into the official list of courses was the Safety Council. After Bacon was named chairman of the Secondary School Division of the National Safety Council, he found the area vital enough to prepare a booklet, *Good Driving,* followed by the full volume, *Outwitting the Hazards.* At the high school Edgar Leach sponsored the Safety Council, an all-school organization financed by the homerooms. Emphasis was strong on the council after 1931 with two representatives in each homeroom—one chosen by the students, one appointed by the homeroom director. A keystone of the program was a series of illustrated safety talks given by students each semester to "the entire student body in groups of about 700." The number of cars arriving in the back parking lot would have amazed Beardsley by this time, and the rush hour situation became bad enough in 1931 to require careful planning. A "concrete apron was built out from the west entrance to the building with a canopy over it." The "bird cage" was born. Gates were installed near the south entrance, cinder driveways laid out, and one-way traf-

fic strictly enforced. After all, the *News-Index* item from which this information comes pointed out, a full 200 autos were parked at school daily, and another 200 called for students at the end of each day.

Eventually Quadrangle, all-school boys' club formed in 1936 and drawing heavily on sports figures for membership, had to step in. A six-man committee of senior boys from each homeroom checked to make sure traffic laws were obeyed; serious offenders were reported to a traffic court, which had a rotating membership of student council members and a safety representative. By 1938, "as many as 600 cars" were using the driveways between 8:00 and 8:30 A.M. The 300 bike riders received a yearly lecture on rules affecting them. But the aspect of the program which eventually became a class was the Safe Drivers School, held every other year. At four meetings, principles of safe driving were explained. Alternating with the school was a series of driver tests; reaction time and vision were tested with devices loaned by the Chicago Motor Club. This practice led eventually to a course, originally sponsored by the American Automobile Association through the Chicago Motor Club in early 1937.

And still the clubs came: in 1930, the Stamp and Coin Club, a short-lived Woodcraft Council for girls interested in nature, and an Art League, which arranged for exhibits and lectures at school; in 1937, a Cinema Club, which checked reviews of movies coming to town and posted its recommendations on bulletin boards near the cafeteria; and throughout this period, the student government group, which became known as Central Council.

A political science major, Bacon declared in 1930 that "The most important point of the homeroom organization this year is that there should be more opportunities for student leadership." A temporary central student council was discussing the matter with him and planning to involve more students in its program. This temporary group included two representatives from each of the junior-senior homerooms and one from each of the freshman-sophomore homerooms. According to the school catalog of 1929-30, the two-member homeroom councils were half elected, half appointed by the director. Chief function was "to lend assistance in matters pertaining to the social and civic interests of their assembly rooms. Those councils in turn appointed two members to the Central Council which met "at the call of the principal." Before long all-school elections—complete with primaries—were being held for the new Central Council. A rather characteristic discussion of this group's work is found in the 1942 yearbook:

> Activities and accomplishments of this group are not broadcast to the school as a whole . . . but their decisions have far-reaching effects and have prevented many undemocratic actions . . . everyone realizes they

> (the councils) exist but few are well-informed as to how much power the councils have and what they talk about when they do assemble.

One of Central Council's early projects, encouraged by Mr. Bacon, had been a mock presidential election in November, 1928. Described as "a distinct success" with students particularly enjoying the authentic specimen ballots handed out in assembly rooms, the election predictably gave Hoover a landslide victory, 1,667 to 385, although several humor-lovers wrote in votes for Will Rogers.

Pressure of increasing activities and of the depression combined to produce the Budget Ticket campaign in 1931. Students who subscribed to the Budget Ticket could go to games and receive all publications free. By 1933, prices had been "cut to the bone"—one dollar, with fifty cents payable the first semester. The extra-curricular flurry also induced a point system for participation. Each activity was rated in points—major activities rating five points each, minor three to one each. Pupils with averages of 85 or above were allowed unlimited points, provided the homeroom director agreed; at the other end of the range were those failing in two or more studies who were granted a scant four points worth of participation. Misconduct slips cut a student out of activities unless the faculty committee on student activities listened favorably to his appeal.

By this time it was possible to classify organizations as closely related to subject matter, like the foreign language clubs or the Forensic; as basically service, like Safety Council; or as special interest, with a hobby tinge, like Chess and Checkers or, later, Saddle Club. One of the jobs of the director of student activities, Martha Gray, was to consider the worth of an organization. She had her own office by 1940, in room 139, carefully partitioned off to permit student groups to use it, too.

Even the student who resisted joining was affected by the new emphasis, however, for he would at least attend general assemblies. Beardsley had used the big gym only for commencement exercises; it had been so long since there was room for all the school to meet together that he may have overlooked the possibilities of the gym.

Mr. Bacon in 1928 scheduled the first all-school assembly, featuring Charles Paddock, then a famous runner, who discussed, not unexpectedly, "The Spirit of Sportsmanship." This assembly was followed by several other all-school meetings, such as an honor assembly for students on the honor roll at any time during the year, letter-winning athletes, and other prize winners. Social Hall, on the third floor of the new cafeteria wing, soon went into use, too. In 1945-46, for instance, 80 special assemblies were held there. Some of them were geared especially to seniors, like the College Club conducted by Mr.

Bacon with staff aid. Here questions asked by seniors were answered in a rudimentary attempt at guidance. Some were departmental in stress, with English students, for instance, arriving during class periods to hear a writer. Some were purely recreational, like the lunch hour play presentations and music programs. Homerooms also arranged assembly programs, generally under the supervision of the Homeroom Council, and here Mr. Bacon, himself an amateur actor who appeared frequently at community events, particularly encouraged skits. For many years, Miss Rafferty of the music department led her staff in regular weekly forays on the homerooms to direct group singing.

Still another program which caught up the ETHS pupils who abstained from extra-curricular activities was the field trip. Some Evanston teachers had always utilized the class excursion method. Civics classes made the broadest swings, but "members of the free-hand drawing classes" visited the Chicago Art Institute and other galleries; ancient history classes went to the Field Museum; botany and zoology students headed for the Indiana sand dunes. In the 30's the Extension Tours Bureau was established, cutting across class lines to arrange after-school and Saturday trips to points of interest in business, radio, geography, history, government, science, literature, and art. Whenever a large enough group showed interest, a trip was arranged.

The spring trips to Washington, Virginia, and New Orleans gained in importance too, particularly as the increasingly active PTA realized the money-making possibilities of the vacation tours. Washington trippers in 1934 even encountered the new first lady, Mrs. Eleanor Roosevelt. One of the trip chaperones, Miss Mary Cutler, had tea at the White House early in the week of the tour and was told politely that the visiting ETHS group was too large to be allowed above the first floor of the White House. When they arrived, however, they were mistakenly directed to the upper floor in the corridor leading to Mrs. Roosevelt's sitting room.

Recalled Miss Cutler, "We stood, the 150 of us, packed into the broad corridor, not knowing in which direction to face, when suddenly Mrs. Roosevelt came out of one of the rooms and gave a startled cry of pleasure and amazement. 'Oh, this will never do. I can't see you all from here,' she exclaimed. Like lightning, she shot through the crowd and took her place at the head of the stairs, where a line was quickly formed, and she graciously shook hands with us all as we filed down the stairs."

Despite the depression, or perhaps because of its unsettling effects, ETHS students were likely to be found anywhere. Beatrice Frear the very next summer arrived in Europe as national winner of a

League of Nations contest. In comments that recall those of more experienced travelers in 1935, the ETHS senior declared that Hitler had done "wonders to unify Germany . . . the morale of the people is marvelous . . . Storm troopers are keeping them enthusiastic." She observed many Jews "apparently unmolested who appeared happy." She was less satisfied with Italy where she was stopped overly long at the Austro-Italian border, apparently because of some unfriendly comments she had made about Mussolini at the New York dock. Big city reporters had printed her criticisms, and the result was that she felt herself followed during the whole trip to Italy.

Back home another objector to Il Duce appeared. He was Joseph Hadley, whose daughter Dorothy had gone from ETHS to Howard University where she met and married Prince Malaku Bayen, reputedly a nephew of Haile Selassie. When Italians invaded Ethiopia, Father Hadley maintained, "I'd be on my way to fight those hunkies tomorrow if it weren't for my family here."

High school age Evanstonians were perhaps more concerned with the Tarzan movies. At least the school newspaper deplored editorially the jungle yowls sweeping the halls, regrettably mainly from the throats of juniors and seniors. "O Tempora! O Mores, O Stop!" pleaded the paper. Madame Schumann-Heink, red-cheeked and white haired at 74, made more attractive melodies in April, 1935, when she sang German lullabies at ETHS.

Chapter VIII

Effects of the Depression

ETHS was changing, and the change made lively fun for its students. However, the depression made some changes impossible. At Bacon's arrival, a half-million-dollar building program had already been authorized in April, 1928, for both the new girls' gym and a cafeteria unit. An unusually severe winter delayed construction so that the cafeteria was not quite completed in September, 1929, though the "first and second floor mess halls" were ready for use. Each seated 500. A faculty dining room was also finished. The third floor, also planned as a cafeteria with a small stage on one side, was finally ready in February, 1930, and "dedicated with a performance of Sheridan's *The Critic.*"

The wartime frame building, moved to the new high school grounds from the Great Lakes Naval Training Station, would no longer provide students a chilly walk to lunch on winter days. Now it would house the ROTC—new initials for the World War I organized military unit.

As work continued on the girls' gym, it was clear that another landmark was on its way out—the little white house used by girls to store outdoor equipment. With its green shutters, cretonne curtains, and squeaky victrola, it had served a dozen purposes.. On Saturday game days, girls cooked hot dogs in its kitchen to sell between quarters. During school days 40 to 50 girls tramped in every hour to dress for gym. After school, the victrola sometimes played for dancing, and there was even a rumor that a pajama party had been held one evening. Now the lockers and shower equipment had been moved to the main building. Piles of lumber were heaped on the porch; inside were a few rickety chairs, a dirty cook stove, and a workbench piled with blueprints.

However, it was hard to mourn the past when the new gym unit was so much better. Originally a room for a physician was planned for the first floor, as well as a lecture room for nutrition classes, two small exercise rooms for individual gym work, such as folk dancing and small court games, shower and locker rooms. The main gym was to be on the second floor with offices for the staff. This scheme was reversed, with the health unit eventually opening in 1931 on the second floor.

Meanwhile, the home economics apartment in a similar position on the third floor of the cafeteria wing was attracting attention with

its living-room, den, dinette, bedroom, bath, kitchenette, and roomy closets. Off the living-room were food and clothing labs. In time, the girls took turns spending a full night in the apartment, preparing their own suppers, sleeping on cots, playing games, and listening to the radio.

Bacon had hoped for a real auditorium almost from the moment he arrived. In November, 1928, he pressed for such a unit in a public speech, with the *Review* making its usual suggestion that the public subscribe to it as a war memorial. On October 23, 1929, architects' sketches of the auditorium "expected to be built within the next five years," were released. The sketch shows the auditorium on its present site; it was planned to seat between 2,000 and 2,500. However, the depression halted progress. Bacon had trouble enough squeezing out sufficient money for a three-room separate office at the north end of the lobby; he paid for all furnishings himself and was glad to do it to achieve a "satisfactory spot for private interviews."

The next problem was an enrollment bulge. More than 225 new students arrived at midyear, 1931, filling the building to capacity. With indication that World War I babies, now high school age, would be swelling that enrollment in the next years, a new classroom wing was vital. Freshmen were being tucked into "overflow" classrooms. According to Bacon, 500 new seats were needed to put the ninth-graders in assembly rooms of their own. He predicted confidently—and, as it turned out, conservatively—an enrollment of 2,980 by 1932. If a new wing holding 750 were constructed by then, the situation would be under control but only just. On March 7, in the season's worst blizzard to date, an election for a $510,000 addition passed with 609 votes cast, 565 in favor of the wing. Ground was broken as rapidly as possible, specifically on March 26, 1931, for what was to be the 164 wing with its three assembly rooms and 18 classrooms, plus the health unit mentioned before. By January of 1932, and no more than just in time for the midyear students, the wing was ready, although the second-floor assembly room was not going into operation until the next fall because of the expense of hiring new personnel. This "northwest section," as it was called, "completed the balanced design of four academic wings" envisioned by Beardsley in his expansible plan, "relieved the existing congestion, gave some margin for growth . . . and gave the school its first enclosure," soon known as Senior Court.

After this construction, building virtually halted. In November, 1933, the Board of Education discussed seriously building a permanent football grandstand, "possibly of concrete." The portable stands that had been used were dangerously old. And, in 1938, Bacon must have thought he had the elusive auditorium in his grasp.

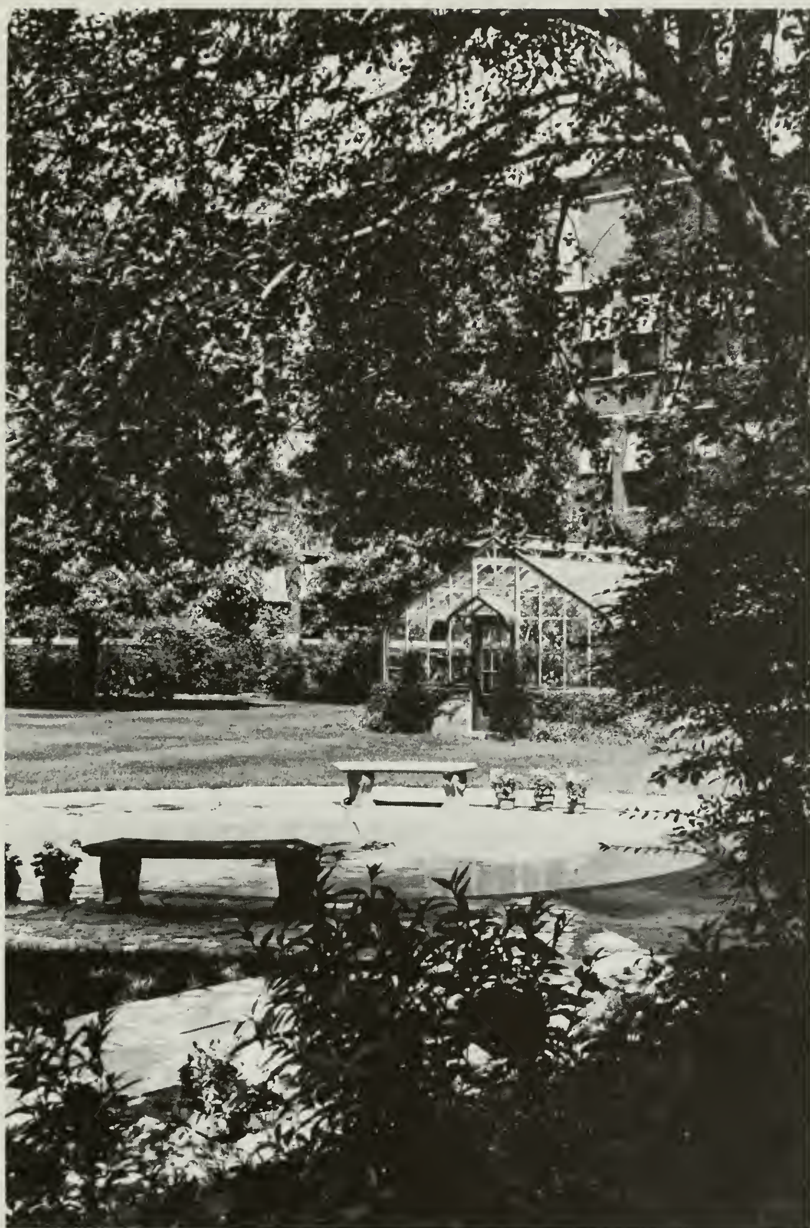
Under the New Deal, the Public Works Administration had been formed, and a federal grant for half the cost of a $500,000 building was available as of May 19. The School Board made a survey of parents, who seemed favorable enough. Of 1,342 questioned, 1,231 were for the auditorium. A referendum was set for September 24. The vote of 732 went two to one against the project. Recalling that election, a native Evanstonian says proudly today, "We kept the PWA out of our town."

Taxes may have had something to do with it, too, but before turning to the problem of school finance, the building story can be finished here. As the school pulled itself out of debt, World War II loomed on the horizon. Materials were unavailable; the only possible expansion was in the purchase of land. In July, 1944, the Board bought for $31,000 a ten-acre site lying immediately to the north of the school athletic field. Back when the building was first going up, Board Member Mrs. James Patten had recommended acquiring the land. The purchase went through in 1944 because money was available, and the property itself was going on the market through foreclosure proceedings. Plans were to move the football gridiron across the street to the new acreage, which would in turn give the school space for a larger parking lot. (Twice the present space would be needed after the war.) The girls hockey, archery, and baseball fields could be enlarged, too, and more shop space provided.

One other minor building project went into effect in February, 1946, when boys in the building trades classes put up a double house and a number of pre-fabricated one-family units. The houses were meant "to help alleviate a critical housing shortage for faculty personnel."

Until the end of the war, matters had to rest there; but in February, 1947, Bacon was advocating the need for more space for gym facilities and for shop. Evanston backed his request for a $1,600,000 addition on April 15, 1948—the vote was a thumping 703 for, to 128 against. But Bacon was lecturing at UCLA when ground was finally broken for new gyms and a fieldhouse.

Through a combination of forces—the PTA and the boys of the new building trades classes—it was possible to add a horticulture laboratory and adjoining greenhouse. Also between 1933 and 1939 the Evanston Associates and the Garden Club began the program of planting ivy, hedges, and shrubs on the school grounds. At about the same time, in 1934, interior decoration in the form of murals began. Mrs. Patten, generous as usual, made the Patten Reading Room adjoining the library possible with Kaissarroff illustrating the story of bookmaking. Then ETHS artist alumni and students of the Evanston Academy of Fine Arts continued the work, decorating the rear lobby



Part of the growing E.T.H.S. included a greenhouse financed by the P.T.A. and built by boys in building trades classes in South Court.

walls of the second and third floors with Roman, Italian, and Spanish scenes. The homeroom and Spanish classroom murals have already been mentioned. An art corridor with permanent exhibit space for pictures and current exhibits was begun in the second-floor cafeteria corridor.

But the depression financial situation made limited all projects. A general outline of the situation is given by M. L. Hampton, business manager of ETHS at that time:

"During the early twenties the financial status of the high school had been very good, and the school administration had no worries concerning money matters. Taxes were paid on time, and collections were near 100 per cent. In the late twenties the picture changed. Tax assessments in Cook County were high and included many inequities. A taxpayers' group was able to get the 1928 assessment voided for Cook County so that all the work of assessing property in the county had to be done over, and as a result tax bills for 1928 payable in 1929 were delayed one year. This delay would not have been so bad if it had not been for the stock market crash in the fall of 1929 and the general depression which followed. The Board of Education was able to sell 1928 and 1929 tax anticipation warrants in large amounts and had no trouble with school finances. They were also able to refund bonds and interest due. By 1930 the depression was in full swing and the school people throughout Cook County were in financial trouble. They could not borrow on either tax warrants or bonds because lenders would not loan on this type of security. This meant that Cook County taxing bodies, which included Evanston schools, had no funds with which to pay teachers and other employees. The schools began to issue tax warrants in small denominations of $25, $50 and $100 to employees and creditors for payments due them. If the person who received the warrants needed money, and most did, he had to sell the warrant to another party to get cash. This was hard to do in the middle of the depression. Of course, many employees had very little sale for their warrants.

"The three boards of education in Evanston found that they were able to trade large blocks of tax warrants for books of merchandise coupons. They then gave the coupon books to employees in lieu of money. A common office with a manager was maintained by the schools. The function of the office was the sale of warrants and coupons. The coupon sales were negotiated by paid agents, and the costs to the schools were considerable. Among the various types of coupon books were the following: $10—Standard Oil; $10—Sinclair Oil; $10 —Reid Murdock; $5—Balaban & Katz. These coupons could be used in direct payment or sold to others for cash much easier than tax warrants. The purchase of hundreds of thousands of dollars of small

coupon books brought an undue amount of extra book work for the school office. A teacher might receive ten $10 Standard Oil books, five $10 National Tea books, one $30 school check, one $25 tax warrant—total $205 on his salary account. These payments were made whenever the employee could make use of the coupons or warrants. All were numbered individually and credited to the proper account. With the help of students, parents, and merchants of the area, school employees were able to pay bills and get along. Naturally there was much belt tightening on the part of all. Beginning in 1931 there were salary reductions for all employees. These continued until the late thirties.

"All of this period in the school's history came in the early part of Mr. Bacon's administration. It caused him many problems in hiring and dealing with teachers. By the year 1935 the Board of Education was able to sell warrants to banks in large blocks and to use the money to pay employees in the regular way. Taxes were being collected, early warrant issues were being paid, and financial matters took less time of school officials.

"Although the depression was hard on school personnel, it was not as hard on them as on many persons in other businesses. Many of these had a job one day and not any the next day. Many teachers were able to save more during this time than before or since. One reason was there was no income tax on school employees."

The week-by-week picture of the depression's toll on ETHS was reflected more specifically in newspaper accounts. The 1928 tax postponement denied the school system its normal revenues and forced it to operate on funds raised by the sale of tax anticipation warrants. By law, only 70 per cent of the actual levy could be used under this system, so a 25 per cent economy had to be effected immediately in the school's operation. Then the problem was aggravated by the inability of property owners to pay their taxes with delinquency running about 60 per cent in any given year from 1930 to 1935. Another blow occurred when assessed valuations were cut from $93,137,760 in 1930 to $53,711,170 in 1935. This decrease in property valuations continued steadily. In 1939-40, the continuing reduction of 50 per cent meant that even forcing the tax rate itself from $0.93 to the then legal limit of $1.37½ did not produce as much income as the much smaller rate once had.

The local newspapers blamed the situation on Cook County politicians, the *Review* saying editorially in 1932, "The tax assessing machinery set up by the constitution and statutes of the State of Illinois has broken down for a number of reasons beyond control of the tax levying bodies represented in Evanston . . ." and much more bitterly a month later, "We are caught between the upper millstone of a 100

per cent political governor's inability to take decisive actions and the nether millstone of the colossal incompetence, greed, and dishonesty of Chicago's politicians. Disannex from Cook County . . . This way lies salvation."

Meanwhile, immediate action was needed. In July, 1929, school authorities were conferring with the president of the City National Bank and Trust Company and the township treasurer. Taking advice from a firm of legal experts on school finance, they were discussing how to sell the tax anticipation warrants. Local banks had already "about reached their maximum lending power to the schools." A Chicago investment house was found to accept the warrants, and it appeared possible that school would stay open from September until the first of the year. In February, the school obtained funds for six more weeks; but now Chicago banks were no longer willing to accept the tax warrants. With $40,000 a month necessary to keep ETHS open, authorities went East for buyers . . . and found them.

Prosperity was hardly just around the corner, however. Despite a modest increase in the annual tax levy—$10,000 more, making a total of $990,000—it looked again as if the school might close. Letters were sent to 3,000 parents urging them to buy tax warrants as "the public must now step in." Civic leaders met at the North Shore Hotel to whip up enthusiasm for the sale in a mass meeting, and American Legion members began a house-to-house canvass late in December. The warrants came in $1,000, $500, $100 and $50 amounts and would became payable in "about a year" out of 1931 taxes.

Soon the PTA was called in to help. Bacon made the speech circuit of local schools explaining the safety of the tax warrants. A Committee of Six tried to make emergency arrangements to meet the crisis. There was even talk of borrowing on the children's Thrift Club savings. Meanwhile, teachers faced their first payless payday. In February, 1932, 400 PTA members started another city-wide canvass. Warrants were being issued in $25 sums now. A great thermometer went up in Fountain Square to record progress of the drive, and little red schoolhouse stickers plastered the windows of buyers.

In a special plea published in the *Review*, A. D. Saunders, chairman of the tax warrant drive, warned: "Permit me to assure Evanston that the situation is acute. This is not a time for complacency. Many things that have always been in our lives are vanishing . . . One-third of our normal annual school tax must be secured in cash between now and the end of the school year if we are not to suffer a complete closure of our schools . . . Teachers have indicated a wholehearted willingness to accept tax anticipation warrants for a considerable portion of their pay."

But early returns lagged behind the goal with less than $60,000

subscribed and not all of that in hard cash. The high school was in full retrenchment by this time. Though enrollment was steadily increasing—it was already 3,000 in 1933, with an influx of Chicago residents seeking to escape the even worse school situation there—the teaching staff was actually decreased. Class size went up from 17 to 28 pupils per teacher. Clerical and janitorial staffs were cut, too. Fees were not charged in science and commercial courses where special equipment was required. The allotment for supplies and maintenance was slashed 60 per cent. Salaries were cut from 10 to 20 per cent, and it was decided not to offer teachers their contracts for 1932-33 in case school was not able to run the full term. Economies had already been effected in both night and summer schools. As early as 1929 Bacon was recommending a minimal night school fee—say, $10 a student—although this move was more to discourage irregular attendance than to save money. In 1931 the fee went into effect, with the proviso that any student who maintained a 75 per cent attendance would receive his money back. But night school shut down soon afterward, only reopening in fall, 1933, on a self-supporting basis when adequate enrollment was assured. Similarly, summer school, booming in 1929 with a peak 784 enrollment, slashed its curriculum in half in 1930 in an economy move. After one summertime indecision, it was decided to open in September, 1932, since the Board had a month's funds on hand!

However, the worst of the pinch was over, for contracts had been made with "merchandising organizations" to accept the tax warrants in return for trading certificates. Provisions had also been made with certain hotels, apartment buildings, and rooming houses so that the warrants would be accepted as rent. Chain stores—food and clothing—had agreed to cooperate. Teachers were advised to "Throw away your pocketbook and get a satchel." They were paid in tax warrants, coupon books (peddling $100 gas coupons wasn't the easiest job in the world), and occasionally a little money.

Both PTA mothers and students helped teachers dispose of the pesky coupon books. Pentangle girls acted as salesmen in the homerooms, one chairman picking helpers. The volunteer salesmen did rather poorly during Christmas vacation but got into stride in the new year. By 1933 the committee, now headed by teacher sponsors, was adept in trading off coupon books issued by Sinclair and Pennsylvania Oil companies, National Tea, Armour, Sears Roebuck, Walgreen's, Reid Murdock's, and Balaban and Katz. PTA help ranged from one mother who won the affection of junior high teachers by picking up their "pay-checks" in the morning and making the rounds of markets, returning with a handful of cash, to a much more official organization. By December 22, 1932, a sales office had been opened

on the first floor of the Woman's Club where purchasers of teachers' coupons could come more conveniently. Student middlemen were apparently sometimes forgetful, and the trip to the high school tiresome.

The PTA did even more in the case of student aid. Originally established as a student loan fund, the program was renamed in 1930 when it became clear that needy students hesitated to take a loan they might not be able to pay back. The aid committee at first supplied texts for those who could no longer buy their own and sought part-time jobs for students who needed them. By 1932, 100 boys and girls were registered with the student program. The PTA in the preceding year alone had raised $1,000 for books and lunches. Clothing was collected for redistribution. The spring trips, benefit musicals, special talent shows, faculty production of Shakespeare—such methods kept the fund growing so that in 1933 the program kept 400 in school. Under Stacey Irish, a system had been developed by which books were rented at 25 cents each and returned in good condition. To pay the rent, students agreed to work for the school whenever work was available in such areas as clerical or messenger service, or in other ways.

But fall of 1934 brought better times. "Day of trading grocery coupons for haircut and kidding the landlord into accepting gasoline coupons for room rent are a thing of the past for teachers at ETHS —at least for the time being," the *Review* reported. For the first time in three years, real money was to be available for the faculty. A sale of a large quantity of tax anticipation warrants through the First National Bank made it possible to give up the merchandise coupons, and that November the high school managed to balance its budget within $6,000 for the fiscal year ending June 30. The November issue of tax anticipation warrants was the lowest in many years. "The district is now meeting all its current obligations with cash payments."

Improvement was steady thereafter. Teachers' salaries went up a slim five per cent in the fall of 1935, and the interest rate against the 1934 tax anticipation warrants dropped from five per cent to 3½ per cent. The *News-Index* noted editorially: "It would be hard to find more convincing proof of the excellent financial status of the Evanston High School than the announcement . . . the best kind of testimony from hard-headed, strictly business source that the high school's obligations are sound and that its financial rating is of the best. Evanstonians wisely brushed aside criticism of the high school's finances which were a part of the campaign preceding the spring school election."

The final sentence referred to a byproduct of the financial crisis,

a movement against the school caucus sparked by a tax rebellion. The caucus, which named candidates for the School Board, had been markedly improved in this period. Originally it met most informally, typically only when a vacancy caused by the death of a Board member suggested the need for a new nominee. It was not uncommon to name a leading citizen who had contributed to the community in some other way; his Board membership became an honor and reward for services rendered. Members were not particularly criticized for spending a year in Europe directly after being named to the Board. Once on, they might remain indefinitely—or be dropped unreasonably because "So and so is such a nice fellow and he'd like it, I'm sure." Any person who obtained 50 signature on a petition was eligible to run, and a simple plurality elected.

Such hit-or-miss method often turned up active and worthy members, like Mrs. Patten, whose interest in the school remained alive years after she ended official service; but there was no guarantee that this result would occur. The situation disturbed Mrs. Robert Lewis, who was president of the high school Parent-Teacher Council, as it was then called, and a member of District 76's Board of Education (the grade school system was then divided into a north Evanston District, 75, and a south Evanston District, 76). She appointed a caucus committee to evaluate the nomination methods. The six members—two from south, two from north, and two from central Evanston—agreed on the setting up of a more balanced representation of community interests and professions on the Board; of limiting membership to twelve years; of geographic representation; of instituting regular meetings; of checking closely on the worth of services of those already on the Board so that experienced members were not lost in the shuffle of spring nominations. A non-sectarian and non-political emphasis was occasionally heavy in the 30's to caucus candidates. In April, 1935, the Young Republican Club put young Mr. John Tittle, son of the Reverend Ernest Tittle of the First Methodist Church, up against the popular and experienced Mrs. Thomas Sidley. "She won 2,077 to 241, and the *Review* acclaimed her choice as a victory for the best method."

The final word, however, belonged to its columnist, "The Saunterer." Earlier that April a variety show, "Parents and Titillating Teachers," produced as so frequently happened those days to raise money for student aid, had offered a program that included Ed Shanks' "crooning fathers," high school teachers like George Whipple and John Brauer mincing about in a knitted sports frock and ravishing kimono respectively, and Bacon himself "suffering in silence for 15 minutes" in what must have been a climactic skit.

The opportunity for a pun was clearly not to be missed, and the

"Saunterer" commented briefly on the election, then added, "I see the high school teachers are not to be TITTLEated, after all."

In 1936, another splinter group dissented from the official choice and backed Arthur Rogers for the Board. Despite the *Review's* demand for an outpouring of aroused voters, Rogers won 843 to 709. The final tiff occurred in 1938 when John Louis was first offered a nomination, refused it because of lack of time, was replaced by Roy Cooley, and then decided to enter, after all. The caucus, feeling obligated to remain with Louis, faced what proved to be its last important test in the 30's. In a record vote for a school election Cooley polled 2,838 votes as against 2,401 for Louis. Evanston apparently preferred to back the caucus which by this time represented 51 organizations, particularly PTA's. Incidentally, Louis later served on the Board with Cooley, for the caucus supported him when another vacancy occurred. In 1939 another independent candidate, Thornton W. Merriam, won on a write-in campaign, but by this time the caucus was less active in supporting its candidates. In time, the official policy changed once more to real support, and caucus candidates were likely to win.

The financial situation was clearly on the upswing during this period. In 1935 the district was able to use warrants against taxes in the current collection, and in 1936 the Board felt the time was ready to ask that the legal tax rate be increased from $1.38 to $2 "because of the continued reduction in assessed valuation."

Teachers had some requests, too. They petitioned in 1937 for full restoration of their salary cuts; they had been cut 10 per cent in 1932 and then another ten per cent. A five per cent increase in 1935 had been followed by a flat 3 per cent increase across the board, but the staff pointed to the increased teaching load and higher cost of living as factors demanding further consideration. That May the teachers received their increase.

The moment seemed propitious to Bacon to begin stressing the need of a stronger vocational program which would mean, of course, better shop equipment and extra teachers.

It was hardly the first suggestion he had made to that effect. When ETHS observed its golden jubilee in 1933, a newspaper story concluded that the last decade had "marked the transition of ETHS from the traditional college pre-school to a large city high school of the comprehensive type." Bacon believed firmly in the necessity of this change and had gone on record many times from September, 1928, on, arguing for "working out a curriculum that will do away with the dead courses of study of the past and tying up specifically for the job the student is preparing to do." He was strongly against "prescribing a classical education for children who never go to college" and promptly named a general faculty committee to report on

needed changes in the school curriculum. The result of that study was communicated to the faculty in February, 1929. Among the recommendations: English should be required four years; neither algebra nor plane geometry should be required of commercial students from now on; an elementary science course should be expected of all but the college preparatory students; U.S. history should be necessary for graduation; segregation of students by ability should be introduced in mathematics. The faculty agreed that, whatever title they be given, these groups of students would exist—those intent on entering Eastern colleges; those concerned with general colleges, such as the state university; those in the practical arts; those in business; and "those who know not whence they go." Common courses for all these youngsters should be English, civics, elementary science, U.S. history, and physical education. As for the rest, "Think on these things."

Not all the suggestions were followed the first year; confusion would have been too great, but the switches were striking enough to provoke considerable comment in the community. New courses like domestic science, news writing, and advanced composition were available if enough students wanted them. (An interesting sidelight was that any student could be required to take penmanship if two of his teachers requested it.) A wholesale relabeling of curricula ensued. In 1928-29 there were classical, Latin scientific, science, history and English, modern language, art, music, manual training, and commercial courses, with all but the last two requiring at least one year of Latin. In 1929-30, the labels were foreign language, social studies, College Board Examinations for Eastern colleges, general, fine arts, practical arts (woodworking and auto mechanics for boys, domestic science for girls), business, clerical, and stenographic. The last four required no Latin. Furthermore, the programs were divided broadly into college preparatory (the first four) and general (the last four).

New courses continued to appear with names like Advanced Homemaking and Problems of Democracy. Superior students in mathematics were able to complete one and one-half years' work in a single year and receive the extra half credit. What was termed a "program of enrichment" in the non-college fare went on apace. Some have been indicated in discussion of extra-curricular activities out of which they frequently grew. Others were hygiene, 4 Algebra, solid geometry, general art, and physiology.

Experiments foreshadowing the "team teaching" of the 60's were encouraged. In 1936, the midyear students were put in two sections of 120 each. On alternate days they met in room 364 for mass classes in literature and composition; the rest of the time they attended conventional small classes of 30 each. The purpose has a familiar ring: "to maintain a stricter economy and to test new educational theories."

Such a class as "Problems of Everyday Living" was geared for the students who, under Boltwood and Beardsley, would never have reached the senior year. Its subject matter centered around living with others, earning a living, handling an income, and personal care. Students met for two consecutive 45-minute periods and earned two full credits toward graduation. In 1935 carpentry and drafting were offered, with each class member expected to spend three hours a day in the course for a total of four school periods and the rest of the school day in related work. The classes were heavily underwritten by the federal government under the Smith-Hughes Act; half the expenses were paid by Uncle Sam, making it feasible for the school to rebuild completely the shops in the summer of 1935, doubling the woodworking shop, installing a machine shop, offices, drafting, gluing and finishing rooms, and storage bins.

Bacon had come to Evanston with the philosophy of meeting many individual needs of all kinds of students firmly entrenched, but he was also responding to a definite trend in high school enrollment which was not peculiar to Evanston in the 30's and 40's. During the depression, enrollment went steadily up—in 1930-31, 3,077; in 1932-33, 3,124; in 1933-34, 3,340; in 1934-35, 3,479; and a peak of 3,541 in 1935-36. No definite drop occurred until 1941-42, when the *News-Index* suggested that small families, high Evanston rents, and lack of housing facilities were playing a role. Until then, however, the school was bulging at the seams, particularly since more stayed to graduate than had ever done so before. In 1936, 654 received diplomas, in 1936, 678—or, to put it another way, in 1930 seniors were 14 per cent of the total enrollment; in 1940, 22 per cent.

The depression which left full-grown men jobless was one reason for this phenomenon. Another was the increasing insistence by businessmen that workers present a high school diploma.

Chapter IX

Changes in Curriculum

ETHS became increasingly popular with young people because courses were no longer strictly college preparatory. Bacon had anticipated these trends from the day of his arrival. A progress report in the 1939-40 *Annual Report* reviewed the situation:

> Once the high school enrollment came largely, almost entirely, from those of the professional and managerial classes. These students for the most part were pointed definitely toward college. The few who came from elements of society other than those just indicated or who did not aspire to college were, for the greater part, young persons who had unusual qualities of persistence or marked mental ability or both. . . . Other pupils tended to drop out either during the first or second year of high school. Those who remained to graduate were highly selected by reason of their own interests and abilities and partly because the curriculum of the day suited them peculiarly. . . . Meanwhile, in the past twenty years Evanston, itself, has changed quietly but emphatically . . . to become a self-sufficient city, rather typical. . . . A study of the student population in relation to the occupation of the parents discloses the following per cent: "Unskilled trades, 13.3; skilled trades, 15.6; professions, 15.2; managerial and executive, 15.9; various types of sales, 16.1; unclassified, 23.9."

The same report goes on to explain the method Bacon chose to update the curriculum during the same period. He set up standing faculty committees on curriculum, welfare, measurement and evaluation, and created others as they were needed. Such groups verified what they had, of course, already known. Failure rates were extremely high at ETHS. It will be recalled that one foreign language teacher arrived in midyear to a schedule that was almost completely "fall-back," i.e., students who had failed once. They could not graduate until they succeeded in passing the work because first-year algebra and Latin were required for almost everybody and plane geometry was required for everyone. Inevitably many students left rather than attempt to pass work beyond their ability. (It will also be recalled that foreign language and college preparatory physics or chemistry were vital in all but two of the ten courses of study.)

Bacon directed attention to the newly developing educational psychology of individual differences, "which suggested that not only abilities and interests varied among teenagers but that the high school

had a duty to vary its offerings to suit these differences." The new principal stressed flexibility and shaping the school to fit the student. In his first decade at ETHS "new courses plus changes in old courses" totaled over 50. Among the basic ones so far unmentioned were dividing the commercial course into business for boys, clerical for girls, and stenographic for both boys and girls; the development of building trades and drafting as specialized vocational courses with related general courses like the increasing popular horticulture; the specially designed course for students planning to take College Board examinations; extension and reorganization of social studies in many ways; driver training and education. The story is completely told in a series of *Annual Report* messages beginning in 1937-38 with a revision of the English curriculum and continuing with mathematics, social studies, and industrial arts. In each of the revisions, specific efforts were made to provide for what were called "non-academic children . . . who plan no formal education beyond the high school," for special interests or those highly skilled in some fields (journalism for juniors, for example), and for "extension activities" which were not considered "extra-curricular" but a "proof of the pudding." (A math club met monthly to hear speakers, work on famous mathematical problems, or build polyhedron models.)

On the whole, the community accepted these innovations, even in touchy 1933 when economy-minded critics across the country were attacking secondary education for its "fads and frills." A *Review* editorial demanded a "sane definition" of such frills, suggesting that "Present assailants . . . attack virtually all that has been added to the schools since that time when they prepared our forefathers for life in the simple pastoral days of a century ago . . . what are 'frills' for some pupils are necessities for others . . . and there are instances in which the revered fundamentals prove to be the flimsiest of frills."

Mr. Kappelman, who had so stoutly criticized the curriculum in the final year of Beardsley's regime, broke into print again to report an "incredibly different study." He discovered that in 1938 only 44 to 35 per cent of the enrollment was dropped along the way since the "Faculty has become failure conscious . . . Weekly tendencies are reported by teachers to student advisors and room directors." Bacon made a similar "state of the union" speech to the PTA that November. The purpose of the high school, he reiterated, was to serve both the individual and the community with courses designed to meet varying needs; and there were at that time 87 different subjects open to students at ETHS. The staff was up to 132 full-time and twelve part-time teachers, with a total of 225 degrees, 81 per cent of those above the A.B. level. There were 89 men on the faculty. More than 50 regular pupil organizations were in existence, and the class of '38

had won 63 prize scholarships. Incidentally, he reported, in the past 55 years ETHS had graduated about 7,700 students, more than 70 per cent of whom entered college.

He was not indifferent to the needs of this group, either. His College Club, originally a series of informal talks based on student questions, had overflowed from a classroom into the school's Little Theater and then into Social Hall

A question some Evanstonians were asking, however, was about the college eligibility of students enrolled in the New School. This development of the curriculum engendered controversy from the year of its origin, 1937. "An experiment in reconstructing the curriculum," it was at first a cooperative project suggested by Northwestern School of Education, which contributed the services of Professor Samuel Everett as director, several instructors in the new "core studies," and certain other specialists. Everett had been a consultant in the Chicago school system, where he headed experimental curricula affecting ten schools. Evanstonians were originally most struck by his concept of "doing away with grades." A cross-section of 130 freshmen began in September, 1937, a program unified by a combined English-social studies class around which was grouped "special interest subjects" in general language, home and social relations, general mathematics, the arts, and "understanding people." Parents received no report cards, but written evaluations went home twice a semester. They included the core teacher's report, the pupil's own statement, and a third report by the special subject teachers.

Under Everett, and under Dr. C. O. Arndt, who replaced him in 1939, a "community approach to education" was stressed with sponsors surveying all Evanston facilities, quizzing students with an interest inventory and creating from this double-barreled approach a supplementary program that, from the outset, drew heavily upon parent participation. With the graduation of the first 86 seniors to complete the program in June, 1941, Charles MacConnell, who served as homeroom director of the semi-autonomous division, presented a progress report. He suggested that New School pupils showed "marked initiative . . . with leadership more widely spread than in conventional groups." The program, which attracted national attention almost immediately, drew more than 1,000 visitors a year, all of whom agreed that the pupils "have developed unusual ease and ability in oral communication . . . (they) have experienced less tensions and less frustration, and consequently have less fear and resentment toward school than is frequently found among young people."

One reason for that attitude was the virtual absence of "punishments or penalties" in New School; an elaborate system of personal guidance had been substituted. Another reason may have been the thorough-

going system of student planning by which areas of work were chosen only after class agreement had been reached, particularly in the junior and senior groups. New Schoolers were said to have participated fully and successfully in all-school activities and to have succeeded in being admitted in college, with more receiving scholarships "than could have been reasonably expectd."

The program continued to command parental support to the point that, in 1942, when World War II forced Northwestern to withdraw its support, ETHS decided to continue the program, although "simply as one of the several curriculums of the school," and parents volunteered to pay special fees to help make it possible.

In the more conventional school pattern, parents were also being encouraged to participate. Beginning in 1929 with a special dinner for midyear students' parents, Bacon expanded until regular "open house" receptions became an extensive system of personal conferences with teachers. The fiftieth jubilee was observed with demonstrations of block printing, of military drill, of a dramatization of a meeting of FDR's cabinet, and of a repetition of the girls' physical education department pageant. This pageant was written and directed by the same Miss Cutler who made it possible for the Washington trippers to meet Mrs. Roosevelt. An alumni reunion drew nearly 1,000 graduates and inspired Frederick Vose to organize a permanent alumni group; the organization became reality at Christmas, 1938.

On another level Bacon introduced the practice of senior boys attending Rotary luncheons. At first, in 1931, he merely planned to take two boys from each assembly room until a representative group had gone.

Parents were particularly interested in what was happening to the guidance system. The increasing size of the high school made counseling more important. The key person in the first decade of Bacon's administration became the homeroom director, who was responsible, with a corps of teacher advisers, for the programs of pupils assigned to his assembly room. Both homerooms and the library began to collect vocational and college material. Nationally standardized tests of achievement and aptitude were introduced to make pupil class placement more scientific, and in January, 1940, a Dr. Ray Mars Simpson was appointed vocational guidance director at the school. The annual career conference at which experts in many fields describe opportunities for students apparently grew out of a series of vocational lectures sponsored in 1936 by local businessmen and women. Thirteen talks were offered to help students on career decisions. In 1938, the term Career Conference came into use, covering a program which included speakers in 30 fields, obtained after students expressed their

interests in an all-school poll. Dinner was followed by meetings in classrooms and then a general assembly at 9:00 P.M.

A "college colloquy" was listed in 1940 with 115 colleges registering for the first session Saturday morning. A second was set for Sunday afternoon. This conference was also an outgrowth of a much smaller meeting arranged by the Hi-Y.

If students sometimes complained that it was difficult to find the busy teacher-counselor, the complaint was not taken very seriously in the pre-war period at least. The school seemed to be offering more and more services. There was the Book Room, for instance, started in the late 30's by the English Department, partly to cut costs for students and partly to make sure that more than a single text was available. For a quarter fee in 1942, pupils had the advantage of rotating sets of books; by 1943 other departments were anxious to join the system. There was a speech correction program which began humbly enough in 1931 with the Northwestern speech clinic testing to locate pupils needing remedial work. Soon a speech correctionist was employed part-time. There was a visual education program, broader now than the familiar field trips and slides; even motion pictures were being used with quite a respectable library of films being assembled at the school itself. In 1938 an all-school tuberculosis survey was made for the first time, carefully introduced by 12 doctors speaking in the 12 home rooms about the Mantoux skin tests to be given at the end of March. (Only 28 per cent of those tested showed positive reactions, and of those 228, 209 were proved by X-rays to have normal chests.) There was a vigorous interscholastic sports program.

There was, finally, to the satisfaction of parents of girls, a really good girls' gym program. Even before the new unit was added to the building, Miss Elfleda Maine had been expanding the program wherever she could. In 1925 she planned a restricted class for girls unable to enjoy full participation. A physician examined each "co-ed" and graded her "a" through "d," "a" qualifying her for brisk competition and "d" certifying her for a rest period rather than gym. Miss Maine was strong for intensive posture training, and classes were lined up early in the year for tell-tale "silhouettegraphs," which mercilessly showed up tendencies toward knock knees or sloping shoulders. During the year corrective exercises were scheduled, and then new photographs were taken which showed, the school newspaper observed slyly, that the girls at least had learned how to pose for the camera.

In each class a "captain" was named to take roll, aid in discipline, and present new material. Soon called the leaders' corps, this group saved on teacher personnel during the tricky depression period and

was retained because of its popularity with the girls after economy was no longer necessary. In 1929, though, only 48 per cent of the girls participated in gym since juniors and seniors were not to take the course. Sports carnivals of area high schools proved "very pleasant social get-togethers," and an annual evening demonstration was already traditional. The 1929 exhibition included a grand march and a willow wand drill.

By 1931, three years of gym were required, but on alternate days only. After-school participation was increasing, however, with the expanded facilities, the Girls' Athletic Association's active planning, and such innovations as tap and interpretive dancing. By 1940, the Board of Education had added a compulsory fourth year of gym, complying with a state ruling which dated almost a decade back but had been impossible to enforce during depression stringencies.

Evanstonians were also interested in the results of the National Cooperative Study sponsored by the North Central Association of Colleges and Secondary Schools. From approximately 27,000 possibilities, 200 high schools were chosen for an intensive three-year study. ETHS was one of them, and that, the town felt, was as it should be. The local staff compiled many detailed reports on the school's operations, a cross-section of pupils took standardized tests, questionnaires were mailed a similar cross-section of parents and alumni, and a five-man committee sent from Washington, D.C., spent three days inspecting the schools. On criteria developed nationally, ETHS made a top ranking, within the highest 25 per cent on the grand total of all items. Curriculum, pupil activities, guidance, instruction, outcomes, staff, plant, and administration were all ranked "very superior." If a weakness was observed, it was in the absence of a full-time guidance staff, but high praise for teacher class planning and pupil-teacher relations seemed to balance off that defect.

Chapter X

Personalities of the 30's and Early 40's

Teachers in ETHS during the 1930's included people like Miss Alene Williams, the world traveler who in 1934 chose the Iraq-Syria area for her summer vacation. Toting with her a beloved old box camera and a native guide, she traveled far enough off the regular tourist routes to take some pleasing shots of ancient buildings. Enroute to the northern Mediterranean and her beloved Athens —Miss Williams taught Latin—she encountered a saddened British architectural expert. He too had traveled her route, gathering material for a scholarly article on the same structures Miss Williams had photographed. But his camera, alas, had broken. The upshot of the matter was that the intrepid Miss Williams lent him her pictures, which duly appeared, with credit line, in a professional magazine that printed the architect's article. After 27 years of teaching and traveling, Miss Williams left her favorite models to the Roman Room, retired in 1942, and married the very Kaissaroff who had done those Patten Room murals.

The Foreign Language Department produced more than its share of interesting teachers. Imperator of the Roman Room was the George Whipple who feuded annually with homeroom 124 in the magazine subscription campaign. His students recalled him as an "imposing figure . . . truly Roman . . . book in one hand, chalk in the other, striding back and forth before our upturned faces declaiming 'Arma Virumque cano,' making us feel the sonorous beauty of the Latin . . . He was not a soft man who would allow his deep understanding of boys and girls to impair his efforts to bring them safely through the pitfalls of Caesar or Ovid." With his glasses, straight "Roman" nose, and characteristically neat moustache, he was "adored by his students," once calculated at nearly 4,000 in the 20 years he spent at ETHS. (All told, he taught 38 years, coming here from private schools after his graduation "magna cum laude" from Harvard.) It was Mr. Whipple who carved the *aper umber*—yellow bear to non-initiates—at the Latin Banquet, and he too who was suitably crowned with a laurel wreath on his and Vergil's birthday anniversary in 1936.

A homeroom director for freshmen and sophomores was Miss Elizabeth Grimsley, who in 1936 rather lamented the passing of three years of Greek from the high school curriculum but no longer believed as she had when she began teaching 36 years before that every-

one should study Latin and graduate from college. "I think there are a great many people—the majority—for whom neither was intended," she declared and added praise for the "clear-sighted poise" of the young people emerging from the depression.

Not every teacher to play a part in ETHS development stayed three decades. John Tate Riddell, the first athletic director who juggled mathematics classes and football coaching from September, 1913, till 1927, was still well remembered when he died in July, 1945. Not only had he formed freshman-sophomore divisions in both football and basketball, but he led the varsity teams to state championships in 1925 and 1926. In his spare time he was at work on a conical-shaped detachable football cleat. By 1927, it was so popular that he left the school to make all sorts of shoes: baseball, golf, track, basketball. All told, he worked out between 50 and 60 patented inventions, many of them safety geared like the plastic football helmet that was adapted for use by paratroopers during World War II. What kept important to ETHS, however, was that he liked to try out his products before putting them on the market. What more natural than to use ETHS as a laboratory? As a result the athletic team received much equipment at practically no expense. A gift of 90 basketballs was routine if he happened to be experimenting with a new molded model.

Community figures loomed equally large in ETHS development during this period. Mrs. Patten, the widow of the "immensely wealthy" wheat king, was one of the last of the great lady philanthropists. From the days when she worked to support Beardsley's choice of site to her death in 1935, she was unfailingly generous. Her gifts to the school ranged from a fine harp for the music department to furniture for the women teachers' second-floor restroom; but she also found ways to help individual students in need and was one of the largest purchasers of tax warrants during perilous depression days.

William Eastman, Board president during the same period, gave even more in terms of direct service. When he resigned from the Board in 1933 after 14 years, it was noted that he "had directed the school through its greatest period of growth . . . (and) through recent troublous times." A dinner in his honor was being planned the morning he came to ETHS to discuss finances with Bacon. He had been a little ill—his own printing business was going badly—and the bad spell returned as he was getting out of his car. Helped into the building, he protested that he was all right but allowed himself to be taken to the health unit where he lapsed into a coma and died. "It is poignantly sad," an Evanston *Review* editorial observed, "and at the same time most fitting that he should have died in the midst of the scene of his greatest and best loved labors . . . both literally and figuratively he gave his life at ETHS."

Men such as Mr. Eastman kept a close tie between the school and the community so that early Red scares were dismissed by an Evanston that was sure of its teachers. The first issue was a teachers' loyalty oath which involved an official promise to protect the state constitution. Two years later a "red rider" made it possible for the comptroller of the United States to cancel salaries of any teachers who mentioned communism in class. The innocuous social studies newspaper, *The American Observer,* was then accused of making classrooms a "sanctuary for red discussion" when it printed a factual article describing the operations of the communist state in Russia. "A lot of nonsense," said the *Review.*

A more serious threat on the horizon in those days aroused Evanston even less. True, Bernard Mattson initiated in 1940 a course on the background of the "present European war and prospects for the postwar period." But the course was offered only in night school. Some refugees had arrived in Evanston, mostly English and Scotch youngsters. And by January, 1941, dessertless Mondays were being tried. The thought was that students would contribute their dessert money to Greek relief, and a sum of $400 was soon raised by this and other methods. However, in May, 1941, 82 per cent of ETHS students voted against U.S. entrance into war.

They were really more concerned with realities like examinations. The era of the Bluebook Dominant was passing. In the early 30's, each teacher had used the bluebook—and each in a different way, according to an *Evanstonian* article which reported a freshman's first encounter with the azure horrors. In his first period class, the ninth-grader watched his teacher brandish one and jest, "Here is a bluebook, and it will probably make you quite blue Friday at 8:30. Now skip the first page entirely, use the left-hand pages only, and put one problem alone on a page even if it takes up only two lines. Use your right-hand pages for scratch work and do all your work in pencil." From this algebra teacher, the freshman worked his way through the day to the tune of varying instructions ("Use every page, and begin your scratch work from the rear, turning the book upside down . . . Use ink . . ."). With the Bacon stress on standardized tests, the bluebook menace decreased; so had the college terror, for the moment. In 1939, a definite trend away from Eastern colleges and toward Middle West institutions was recorded in the *Annual Report.* Dartmouth, once fifth in total attendance, now was thirteenth, and Princeton wasn't even on the list of 50 colleges most favored .

The faculty, perhaps alerted by Mr. Bacon, was less oblivious to war threats. In 1940 a defense committee with a representative from each department had been formed "to encourage scrutiny" of courses to see what adjustments should be made. Health and physical educa-

tion responded first, draft rejections giving national publicity to the lack of physical fitness among American youth. Physical examinations were followed by a cooperative plan with Evanston dentists and doctors to correct the defects discovered among ETHS athletic team members and the MTC Corps. A student nutrition committee wrote parents about proper diet. Body building exercises and intramural athletics took the spotlight in physical education courses with a special steeplechase course going up on the athletic course to "toughen up muscular skills and stamina." Furthermore, juniors and seniors must now take gym every day. Home nursing and first aid courses were to be required in 1942, social studies stressed contemporary events, mathematics was regarded to provide foundation material basic to navigation and gunnery, a special aeronautics ground course worked its way from summer school into the regular year's course offerings. With wartime demands for labor, work experience courses were pushed so that students could go both to school and to a job. Evanston luncheon clubs cooperated in the program; 37 seniors had already received credit toward graduation by such a combination of work and school in June, 1942.

Students really felt the pinch now. Failing upperclassmen were reassigned to pre-induction courses like refresher math, radio theory, and global geography. Soon plans were set up to accelerate the high school programs of all boys. In March, 1943, over 50 seniors were permitted to leave school early so that they could enter service training. Special army and navy tests were given at the school for boys who wanted to enter the specialized college training programs. Not so many responded to the lure of easy wartime jobs by dropping out of school.

Meanwhile a student war activities commission—soon to be rechristened the ETHS Victory Corps—"mobilized students for war." War meant a book drive (4,782 collected in 1941-42 for the United Services Organization); sale of War Stamps ($10,000 worth the same year); drives for the Red Cross, for old paper, for scrap, even for decks of cards; and finally for a service flag to record the teachers and students who went off to die. Junior air raid wardens, 880 of them, were trained to assist the block wardens; the girls formed Cap and Cape Club, for would-be nurses, and matched the now extremely active military corps with their own drill corps.

Summer school in 1943 held two sessions for the first time with an enrollment of 1,136 as compared to 1939's 700. The *Annual Report* described this all-round plant operation as offering "a much more desirable balance of educational offerings and activities," one that might be retained in days of peace. Meanwhile, the Victory Corps was undertaking a guidance function. Students enrolled in the group

elected one branch of service as a special interest, and the corps then provided guidance within the regular curriculum, making it easy for the senior to graduate early and with courses which would make his future service training quicker. To the Career Conference was added an afternoon session "devoted entirely to war services." The service flag was supplemented by an enormous honor-roll plaque, mahogany-framed and built in the woodworking shops. Commercial classes typed on individual blocks the over 4,000 ETHS names required.

To Evanston returned the James Kirkpatricks after a year in Honolulu where he had been an exchange teacher. He and his wife had thought the Pearl Harbor attack "an unusually realistic dress performance drill," as they sat at breakfast on "a beautiful, peaceful day." He remembered very well the stunned expressions of his Japanese students as they returned to school; with the rest of the faculty he helped enumerate and fingerprint all of these suddenly suspected persons, served as an air raid warden, and left on a troopship as all women and children were being evacuated for the mountains. He knew something dangerous was coming. It turned out to be the Battle of Midway.

The ETHS staff was busy at extra war duties, too, registering the population for sugar ration books and meat ration books. Secretaries were disappearing from the office for assignments in the WAVES and the WACS, school nurses vanished into the Red Cross, the teacher turnover was never greater—19 new ones in 1943 alone, Mr. Bacon reported unbelievingly. There were bus problems again, and students were asked to walk to school, to ride bikes, to form motor pools, at least to keep off the buses during rush hours. The woodcarving class, still busy at war duties, had constructed nearly two thousand model airplanes to exact wartime specifications; the black-painted models would be used by the Navy to train its men to differentiate immediately between friendly and enemy aircraft. Night school had ten special war courses ranging from meteorology and marksmanship to blueprint reading.

As the war finally neared an end, a 23-year-old physicist who was proud of the training ETHS had given him, wrote his mother about two years of secret work under Enrico Fermi of the University of Chicago. Edwin Bragdon was at Los Alamos now where a "tremendous effort" was being made, but he could still say very little about his part in developing the atomic bomb that was to end the war.

Chapter XI

The Post-War Years

In 1944 a curriculum problems discussion group of faculty members began to consider post-war programs at the high school. The proposals that were soon to be implemented were that the school prepare itself to meet state regulations by offering physical education to every student every day and that serious attention be paid to the need for "more adequate shop and vocation opportunities." Just three months before Pearl Harbor the needs of the industrial arts had been presented in the *Annual Report.* The chairman pointed out that general shop, the introductory course, was restricted in scope because "the limitations of our own shop make it necessary to use wood." Only a short unit in elementary electricity and general metal was possible for a small number of students. Mechanical drawing was handicapped by the lack of "suitable closet or storage space . . . insufficient locker accommodations . . . enough reference books . . . obsolete equipment." The wooden building that once housed the cafeteria now held both woodshop and the military training corps. With the addition of the building trades course under the Smith-Hughes Act the wood shop had been divided in two with "considerable crowding" as a natural result. Much of the equipment, like benches, tools, and power machines, was the same purchased for use in the old school building when the courses were first initiated. "In view of these things," the chairman had ended, "it would seem not inappropriate to suggest that the educational program of Evanston Township High School should look forward to a new building of fireproof construction to house a group of modern shops and also to anticipate an enlarged industrial arts program to include several subjects not now offered. It may be that the time is not propitious. . . ."

It was not, of course, in 1941, but Bacon was hardly the man to forget the need. In a letter written before America formally entered the war, he had gone so far as to suggest a trade school for boys and girls from 16 to 20 years old. While some of the students would finish at the end of the conventional 12 years, others would stay for advanced training or just to complete the course. He saw to it that the public was reminded of the industrial arts aspect of education in such publications as the large, handsomely illustrated brochure *Here's Your High School,* edited by Mr. and Mrs. Edwin Shanks and financed by the PTA. Mailed to every parent and to many other in-

fluential persons, the public relations booklet included in its opening pages photographs of boys at work in aeronautics and building classes and praised "hands that will design buildings, hands that will raise buildings, hands that will work within the buildings. . . . The high school is not merely a production line for academic supermodels." Through the Post-war Planning Committee, renamed the Educational Policies Committee and expanded to include parents and faculty representatives from Districts 75 and 76, the need for better shop facilities was again stressed. By 1946-47, the suggestion had evolved into a plan for a special technical building for shop, art, and crafts, and in April, 1948, the community voted strongly in favor of a $1,600,000 bond issue for such additions. Proposals for a fieldhouse and extra gym facilities to take care of the state regulations for daily physical education were also covered by the issue. Even the long awaited steel and concrete football stand was guaranteed at last.

Years before ground was broken for any of these structures, however, the problem of returning veterans had to be faced. Colleges which gave them preference were bulging with the heavy enrollment which included many who could never have considered higher education without the G.I. "bill of rights." Therefore, seniors just coming out of high school were being shunted aside by harassed college entrance officials. With the closing down of much war industry, jobs were not readily open to these students, either. One answer seemed to be a two-year Community College. Early discussions termed it a Veterans Institute to be set up as a division of night school, but by June, 1946, day classes were seen as necessary too. In the graduating class of that June, 200 were interested in registering at the low $100 a semester tuition fees, and next fall a staff of 22 teachers, many borrowed from the high school, was headed by Dr. William Wood. He had returned from more than two years as navy educational service officer. The Community College program concentrated on academic courses, since students were uninterested in other curricula. The two-year course could be a terminal one, or students could then plan to transfer to a four-year college.

Other post-war plans were less concrete. They included a request for a division of educational experimentation and research headed by a full-time director, for a yearly educational clinic, for several experimental groups to serve as laboratories for the school. A group of 308 seniors was involved in a carefully planned study of guidance techniques. Mr. Paul Young reported that personal interviews and questionnaires uncovered pupil problems at the experimental group. Its members were then encouraged to take a battery of 15 to 30 tests. Results of the tests were interpreted to the students who were "encouraged to make at least three plans for life work." An outgrowth of

this effort was the creation of 46 Career Study Clubs, most of them meeting at the business or professional office under study. The Kiwanis Club provided the trained adult leaders to interpret the occupational aspects of the fields about which juniors and seniors had asked.

Special help for another group of students was being expanded during the same period. Physically handicapped pupils were given special programs suited to their needs, and visiting teachers for homebound students were obtained.

Other reflections of a changing American community were reported in the annual summing up. With the arrival of "a new F.M. station, WEAW, and a bit later the A.M. station, WMNP, interests in the educational relationship of radio were greatly increased." ETHS was linked by direct cable to WEAW so that special events—the music festival, for instance, and graduation exercises—could be broadcast. A weekly Friday program gave departments a chance to explain their curricula, and a new club, Mike Masters, sprang up. Early in 1948, the PTA voted $1,000 toward setting up a radio station in the school on the fourth floor.

Meanwhile, the "Work-Study Plan," which had been accelerated by wartime conditions, was moved to the Community College. With the help of the Evanston Chamber of Commerce, students earned part or all of their college expenses by working a maximum of 30 hours a week in local business or industry.

The magazine campaign can be used to illustrate the staying power of many of Bacon's "innovations." Begun in 1935 as the depression lightened, "Curtis Week" provided a little money for school activities and more for an athletic stadium. At the end of the seven-day campaign, students had sold $932 worth of subscriptions, $450 of that money returning to the school. In 1936 receipts more than tripled, and the range of magazines offered was broadened. By 1941, fulltime help was required to keep records in the campaign; indeed the student activities office grew partly out of this expansion. In Bacon's last full year as superintendent, the campaign involved 84.2 per cent of the students and brought it over $16,000 for distribution to school activities.

In a now established policy the school continued to interpret carefully to the public the reasons for such activities. Indeed, in the fall of 1947, a public relations committee was created to coordinate the program. The demands of the bond issue probably suggested such a move, for special letters and cards stressing the need of the building additions were sent the public, the staff blanketed civic groups with speeches, and the students themselves were not overlooked. Talks in

the homerooms and the Community College were supplemented by radio broadcasts.

In *The Evanstonian,* too, a long front-page article dealt with "the scale model of a dream . . . a group of buildings which will, one by one, provide education for 3,700 young Evanstonians of the class of 1960." The student reporter explained the architect's model on display in Bacon's conference room and ended by quoting the principal, "Right now everything's still pretty tentative, but with hard, careful work we'll do it."

He was gone from Evanston, however, before the additions were dedicated. His career continued long after January, 1948, of course. His professional activity did not stop until six months before his death on January 20, 1958. That half year of illness culminated in an unsuccessful operation for brain tumor. At the time of his death, the National Association of Secondary School Principals indicated the scope of his influence beyond ETHS in an official statement lauding his "significant, impressive, and abiding" contributions to secondary education which "will continue to leave an impressive mark . . . His life's work will always be characterized as purposeful, noble, and enduring."

But his role in ETHS affairs ended when he headed for California in January, 1948, leaving the new principal with the task of completing the building.

CHAPTER XII

Mr. Michael Becomes Principal

LLOYD STYERS MICHAEL became ETHS's fourth principal after a search that had lasted a year, according to one Board member. Mr. Bacon, understandably, had at first considered a young man particularly suitable. He intended to stay at least one semester in a consultant capacity at the high school—to ease the transition period. However, the first 20 interviews convinced the Board that no younger man would quite suit the position and the community. The choice finally made was 45-year-old Lloyd Styers Michael, said to be the sixtieth candidate considered. He was then principal of Garden City (New York) High School, a suburb resembling Evanston in many ways. Like Bacon, he was already known in national secondary education circles. He had been since 1942 a part-time lecturer in school administration and secondary education at New York University. He was a member of the advisory council of the New York State Department of Education and on the executive board of the National Association of Secondary School Principals.

Mr. Michael was born June 23, 1903, at Mount Vernon, Ohio, to Clyde Scott and Bertha Dee Styers Michael. He received his bachelor of philosophy degree from Denison (Ohio) University in 1925, and his master of arts degree from the same school the following year. He then taught history and public speaking at Parkersburg (West Virginia) High School for three years, leaving the classroom in 1929 to become assistant principal. By 1931 he was principal of the high school, and from 1935 to 1939 he served as supervising principal both of the junior and senior high schools there. He enrolled in the graduate school at NYU and was granted a doctorate in education in 1941, the same year he became principal of Nott Terrace High School, Schenectady, N.Y. Three years later, he moved to Garden City, and in 1946 he married Mary Catherine Wilhelmine Griffith.

With that record, the Board doubtless anticipated that he would keep abreast of educational trends and serve to keep ETHS a national leader in secondary education. In this expectation, the Board was quite correct; this history extends through the first 75 years of the high school's history, which includes only the first decade of Dr. Michael's service to Evanston, but the pattern becomes evident early. He continued to lecture during summer sessions at NYU in 1943 and again in 1948; at the University of Colorado in 1951 and 1952; at

Lloyd Styers Michael
Fourth and Current Principal of E.T.H.S.

Colorado Teachers College in 1953 and 1954; at Harvard in 1955, 1956, and 1957; and at Stanford in 1959. He was a member of the joint committee on health problems of the National Education Association and the American Medical Association; and of the North Central Committee on Colleges (from 1952-1955). He became a director of the College Entrance Examinations Board in 1956 and was from 1951 through 1957 a trustee of the Joint Council of Economic Education. In 1957 he became chairman of the Illinois Scholarship Commission, and in the same year he also became chairman of the Commission for Experimental Study of the Utilization of Staff in Secondary Education. He was also a trustee of the executive committee of the Council for the Advancement of Secondary Education; a trustee of his alma mater, Denison, beginning in 1959; a director of the Educational Television and Radio Center and the National Merit Scholarship Program.

Four honorary degrees, an LL.D. in 1952 from Northwestern, an L.H.D. and a D.P.S. in 1959 from Union College and Denison University respectively, and a Lit.D. in 1961 from Parsons College, were conferred upon him.

He also found time to serve as a director of the Evanston Family Service Association, a board member of the Evanston Council of Boy Scouts, a director of the Evanston Rotary Club and of the Evanston Chamber of Commerce.

Back in 1948, when he moved to the outer office—Mr. Bacon retained space in the inner conference room for the first semester—his first job was to familiarize himself with the building program.

The Board had already decided to allot approximately $870,000 of the $1,600,000 bond issue to build new gymnasia parallel to the old gym and facing east and a fieldhouse adjoining these structures on the west. The fieldhouse would seat between 500 and 1,000 spectators for indoor track events and be suitable for the then still existing military training corps. Architects Perkins and Will had decided less about the technical arts wing which would extend from the cafeteria to complete the south side of the South Court quadrangle. It would, however, be a "long, low building" to house woodworking, building trades, printing, and general shops. Facilities for arts and crafts, metals, welding, and a new home arts laboratory, photography and audio-visual work were also envisioned. Even a student lounge was a possibility.

The football grandstand had been "on order" since 1946, when steel shortages halted all plans. It was the first of the structures to be completed. Erected north of Church Street on a square block of land bounded by Lemar Avenue on the west, Hartrey on the east, and Lyons on the north, it held 4,200 seats in a reinforced steel structure

on the west side of the field. Temporary wooden bleachers seated 1,200 on the east. The site, of course, was the 10-acre plot purchased by the Board several years earlier. Formal dedication ceremonies for the stadium, named Memorial Field in honor of ETHS war dead, were held October 8, 1949.

By May, 1950, four new gyms—three for boys and one for girls—were in use. It was now possible to require daily physical education for every student in compliance with state law. September saw the $365,000 fieldhouse near completion. In the March dedication, a set of athletic exhibitions ranging from speedball by the girls and relay races by the boys to a precision drill demonstration by the military training corps rifle team were followed by more formal ceremonies. ETHS now had nine gymnasia, a ten-lap fieldhouse, a 26-acre play and practice field, ten tennis courts, three handball courts, a wrestling room, four bowling alleys, a 440-yard track, and a 10-acre field complete with football stadium.

In the nine gymnasia were 23 badminton courts and 46 baskets for basketball. In the apparatus gym were two parallel bars, two horses, one horizontal bar, one trampoline, one diving board, five climbing ropes, and a large number of tumbling mats. In the fieldhouse were a batting cage for baseball, three driving nets for golf, two full-sized tennis courts, the much-mentioned 10-lap track, and jumping pits. With a teacher station for every 350 students, ETHS was one of the few large schools in the United States to satisfy recommendations of the American Association for Health, Physical Education, and Recreation.

Intramural programs for boys and girls expanded, the boys' program organized under Quadrangle with all-school Field Day an annual highlight, and the girls arranging extra playing times through the Girls' Athletic Association, which was itself divided into 13 individual sports clubs to meet special interests as diversified as riding and riflery. Furthermore, a one-semester course in health education was required of all juniors. The school had moved a long way from the early 1900's when a female teacher was assigned to a "dressing room" to give an ailing girl a headache tablet as the need arose. As early as 1930, a full-time nurse had been employed; in 1951, the school had two full-time public health nurses, two part-time physicians, and a part-time secretary. The remedial program had spread from an effort to locate tuberculosis to a much wider system of physical examinations. In September were examined all new students, all who had no record of physical checkups for two years, all boys in interscholastic sports, and all who had been assigned limited physical activity programs the preceding year.

Indeed, in what would have been termed the "physical fitness pro-

gram" in World War II days, only a swimming pool was lacking. Boys still borrowed 'Y' facilities and captured Suburban League honors often enough to make Evanstonians drag their feet about what was still a controversial issue.

Last of the additions to be completed was the technical arts wing which was finally opened to the public for inspection April 30 and May 1, 1951. Visitors saw an L-shaped wing joining the main building at the south end. Laboratories for metals, woods (two shops), graphic arts, and two mechanical drawing rooms were ready for fall classes. An area for an electricity shop was still in progress of development in the fall of 1951, but auto mechanics remained in the separate building in the parking lot. On the second floor, not far from the mechanical drawing rooms, was a large-purpose classroom equipped with facilities to demonstrate retail selling. The work-study plan had grown from a war measure to a Community College project and was on its way to becoming a distributive education program open to carefully selected upperclassmen.

Facing the industrial workshops on the first floor was an art unit: three general art rooms, a craft room, a ceramics room, and supplementary areas like the kiln and damp rooms, the material and supply room, and the instructor's offices. The principle carefully followed in the room arrangement was that "the technical arts wing is an addition . . . built into rather than onto the rest of the school." To further emphasize this integral nature of the new wing, three areas were included that were clearly for general rather than departmental use. One was the audio-visual center, soon dubbed the Little Theater because it seated 150 and included a small stage suitable for showing educational movies. For a time it served as a suitable center for faculty meetings, too. On the second floor was a photographic center with studio-classroom, extensive darkroom, and two workrooms. Much larger, however, was the student lounge, a spacious 102 feet long, with accordion-type partitions available to separate it into three meeting rooms. Adjacent to it was a faculty lounge.

General features of the new wing included extensive use of fluorescent lighting, ceilings constructed of sound-absorbing materials, and the handsome provision for display in the main corridor on the first floor. From a height of three feet to the ceiling, the wall area was made either of a special cloth-covered mounting board or display cases.

The origin of the printing department deserves special mention. Plans had been made for it as early as the 1928-30 early expansion period, but the depression put a stop to that. Then in the winter of 1947-48, a local businessman who owned a printing shop offered to furnish equipment for a class or two in printing. Fifteen students

During 1950-51 a technical-arts wing, beyond the pool, was added to the cafeteria wing at the east to join the main building and to form an enclosed South Court, shown above.

attended the two single-period classes that were established, and during the spring term the vocational building trades classes remodeled a temporary building to house the print shop, which measured 29 by 41 feet and could now accommodate two double-period classes in printing.

The new technical arts wing provided much more ample quarters and improved facilities. Indeed, it looked to the community visitors invited to inspect the new section as if ETHS must be done with its building program for years to come. True, there were no swimming pools nor was there an auditorium, but the school had done so well so long without them that only newcomers to the community really noticed the lack. Enrollment had dropped from the heavy depression figures so that, in the fall of 1948, one big assembly room, 304, had been closed. At the beginning of 1951, 324 dropped out of use as Community College's center.

Evanston apparently did not want a permanent public junior college. At any rate, the college reached its peak enrollment in 1949

with 311 students and dipped below the 100 mark in 1951-52. The college was now too small to operate successfully. Some courses were transferred to the adult education program in night school, and the college reverted to "a stand-by state." It had served adults needing advanced training or wishing to follow up hobbies and special interests; the high school graduate who required one or two years of special training for a job in industry or merchandising; and the high school graduate who wanted a college degree but needed to stay at home for the first two years of study. During its six years, the college graduated 214 students out of a total enrollment of 937; 143 of those graduates completed a program at other colleges. Incidentally, approximately 70 per cent of the total enrollment was from veterans of World War II.

Another school program was being re-evaluated. It was the widely-publicized New School, which had long operated from room 364. In May, 1949, a committee including two principals of Chicago area schools, a University of Chicago school of education expert, the parent of a New School student, and two ETHS staff members spent two days visiting the classes. New School self-evaluations and conferences with its staff and students were also studied. The group praised New School's "friendly and genuinely cordial relationships among students, parents, and teachers," the poise and ability students showed in oral reports and group activities, and their effective participation in work planning. However, the committee suggested a need for more varied teaching techniques, particularly in the writing areas.

Meanwhile, Paul Jones was working out a variation of the core program called Unified Studies, in which social studies and English were combined in a two-period class. Panels, discussion groups, and debates still substituted for a teacher-dominated situation. By 1952, New School as a semi-autonomous unit had disappeared with 364 becoming a routine homeroom. In a move to identify core students more closely with the rest of the school, core was combined with Unified Studies, the class Paul Jones had taught. An important difference between core and unified studies was that no class could outvote its teacher in planning work. Because the new core-unified program combined some of the aspects of both courses, it was labeled Combined Studies.

The tech-arts wing had, of course, made new courses available; seven were announced the first year it opened, among them work in salesmanship and merchandising. An outgrowth of this work, perhaps, was a special training program for students and others wishing to take jobs during the holiday season. A ten-hour intensive course, it was taken by 41 students in its first year, 1952. Leading Evanston stores had suggested the program; students who completed it received

certificates which entitled them to special consideration when they applied for jobs. Speech in its new laboratory on the third floor of the cafeteria wing, and the Home Economics Department, now freshly located on the third floor, were also expanding.

But another emphasis was also becoming apparent that Christmas season. Mr. Michael was on the central committee of a cooperative study financed by the Ford Foundation for the Advancement of Education to consider establishing special high school courses that would be accredited toward a college degree. In December, local newspapers reported that two other staff members were working on the study—Miss Nadine Clark, chairman of the social studies department, and William Jones, chairman of the science department. In June it was revealed that ETHS had been named one of seven pilot schools to experiment with college-level courses. Seventy seniors were scheduled to enroll in one or more of five courses offered in English, in European History, in French, in Spanish, and in mathematics. Originally cooperating in the study were 12 colleges—Kenyon, Oberlin, Brown, Middlebury, Williams, Bowdoin, Swarthmore, Connecticut Wesleyan, Wabash, Carleton, Haverford, and Massachusetts Institute of Technology. The courses were intended to make it possible for highly gifted students both to enrich their programs and to shorten the time of lengthy professional training. That second goal was particularly intended for boys who would have to plan on military service.

At the end of the first year students generally agreed, "I have never learned so much in my life." They took special examinations, some of them composed by college committees, and scores on these exams plus teacher evaluation of the year's work were sent on to the colleges to determine the amount of credit each student would be granted.

Somewhat analogous plans for the faculty were instituted in 1952. One was the sixth-year program of professional training to encourage training beyond the master's degree. Staff members were to acquire sixth-year status either by completing 30 semester hours of work significant to their teaching, or by offering 20 hours plus another ten that included such activities as travel, workshop participation, and individual research leading to textbook authorship, writing, and lecturing.

The other plan set up "professional growth years" at the end of which teachers were carefully evaluated by department chairmen. Those staff members who showed satisfactory improvement in teaching received salary increments which, by the end of 15 years, should have doubled the starting salary.

A third program directly affected parents. At the suggestion of a sub-committee of the Educational Policies Committee, the Lay Ad-

visory Council was established in 1951. In the group were 33 parent representatives, three teachers, the principal, and the assistant principal. Its primary purposes were to give representative parents more understanding of the school program and use them as a sounding board for new ideas. During the Council's first two years, a topic of particular interest to them was the counseling system. A change in organization of guidance during 1952 was the assignment to several homerooms of girls' counselors who spent half of each day working with groups ranging from 30 to 100 students.

In another attempt to involve more parents in school planning, an "area consensus study" was initiated. Both parents and citizens without children joined students and teachers in exploring the function of a modern school library. An inventory prepared by the Illinois School Curriculum Program was filled out by 118 teachers, 48 adult citizens, and 38 students. One of the questions on Inventory A asked when participants could meet, and eventually five groups met four times not only to "study one area of the school program but also . . . to reach a consensus on what should be done, what is being done, and what improvements are needed."

The Board of Education and Mr. Michael felt there was considerable room for improvement. In a brochure mailed to nearly 7,000 Evanstonians, a four-point building program listed as a major requirement a new library. The other proposals were for an auditorium, envisioned as seating between 1,200 and 1,500; new music facilities near the auditorium, which would go up on the front south corner of the present building; and a swimming pool. True to its function as a sounding board, the Lay Advisory Council was first to hear a detailed explanation of the proposal. Only a month before members had learned that every child attending ETHS represented an investment two and one-half times that of the average for school children the country over, specifically, $516 a year. The national average in 1952 was approximately $200. Operating the school a single day cost about $6,450, reported the school business manager.

Community reaction to the initial brochure included some rumbles of dissent. Late in January, 1952, several city aldermen expressed anxiety that the $2,000,000 school bond issue, planned for April, might jeopardize projected city bond issues. Nevertheless, the Board agreed in February to submit the issue to an April 11 referendum. The propositions were linked so that voters would either accept them all or reject them all, and one change in plans had already occurred. The library would be expanded eastward instead of being built in the north court next the gymnasium, as originally indicated. The switch would make it possible to enlarge the main offices.

The local newspaper reported "opposition from certain quarters

on the grounds it would increase taxes" and then presented this interpretation on its editorial pages: "The bonds to be submitted at the two elections add up to about $3½ million dollars. This will bring the total bonded debt of city and schools to about 10 million dollars . . . under one-third of the amount permitted by law. Paying off all the new bonds will add about $9.24 a year to a $300 tax bill."

A particularly powerful argument for opponents of the bond issue was a letter released to local papers by Ira Westbook, retiring Board president, who explained "There were so many of our Evanston neighbors, many of them representative citizens, who requested that the School Board take action to provide for a bond issue . . . that I considered it my duty to vote favorably"—and added "Personally, I think the taxes in Evanston should not be increased except for something that is absolutely necessary." He questioned, he concluded, the absolute necessity of the bond issue as the "schools and the city have heretofore been getting along very well without these improvements." The letter was written, he said, because of public statements that the Board was unanimous in its action.

Though urged, the Evanston Young Republican Club took no stand favoring the proposals, either, and the outcome of the election appeared a shade dubious.

The proposal was defeated 3-2 as more than 5,600 voters turned out in a school vote larger than in many years. The issue was defeated in all seven precincts, with the soundest trouncing coming in the Haven school district.

For the time being at least, the library would have to settle for its 1951 innovation, a reading nook equipped with comfortable chairs and well-stocked magazine racks. Nevertheless, the *Annual Report* of 1953-54 continued to present the need of the building additions, citing a predicted enrollment upsurge in 1956 as "war babies" reached high school age. The library, for instance, was still obliged to limit the numbers of students it could accept during rush periods. Its attendance was up 26.1 per cent, yet it seated only 72, far below national standards which set 240 as the proper number. Its shelves were jammed, for stacks able to hold only 10,000 books could not be expected to accommodate 17,000.

No one was surprised when the issue was again presented on October 21, 1954. This time the Board was clearly unanimous in its approval, and at least 20 community groups had gone formally on record as endorsing the proposals. This time, too, the program was presented in three separate units. Though some taxpayers vociferated—"I hope the property owners will get out and vote against it this time again and bury it for a long time," wrote one to the Evanston *Review*—the public was willing. Voters approved a $1,100,000 auditorium-music

In 1956 the natatorium housing a large and small pool opened, as did the auditorium and a library and main office addition. A striking view of the natatorium is seen from the cloisters in front of the main office.

building and a $280,000 library addition by a 3-1 margin. The $570,000 swimming pool was safely in with a less striking 2-1 margin.

Students greeted the news of the election with "roof-raising cheers as the returns were announced at the Harvest Informal, the traditional Homecoming dance in the school gym Saturday night." Seniors were perhaps a shade morose, since they could hardly expect to enjoy any of the new facilities, but they had participated in their full share of innovations. Some had been studied in the Talented Youth Project of 1955. With several other high schools, ETHS entered into a cooperative project with the Horace-Mann Lincoln Institute of School Experimentation (Columbia University). A five-pronged program was developed under a steering committee which met with research experts from Horace Mann. First a list of between 700 and 800 talented students was prepared, using recommendations of teachers, room directors, and sponsors. Then each department was asked to prepare definitions of talent in its field and to establish a card file naming pupils found outstanding. Another list drew upon a pool of "possibly wasted or unrecognized talent"; this one located pupils with high intelligence or standardized test sources who had not fulfilled this indicated potential—the "underachievers," they were soon called. Finally, about 125 interviews by a 12-man team were scheduled in the hope of uncovering data explaining high and low achievement among the academically talented. A Columbia research staff worked through the 600 pages of dictated reports and accompanying packets of data.

Next step in the study was administration of three questionnaires, two on pupil attitudes toward school and self, one on attitudes toward others, to about 100 students from all grade levels. The responses were classified according to whether students were "underachievers," "high-achievers," "over-achievers," or "low achievers" (low ability plus low achievement). Those with demonstrated leadership quality or ability in other special areas were also included.

What were the results? Underachievers seemed less satisfied with themselves than had been expected; high achievers had more clear-cut goals, were more active in school and out, and appeared less pressured from home. In general, all students quizzed found the school experiences "happy and enjoyable," though they criticized the school's effectiveness in helping them solve personal problems and felt its "social context" less adequate than its "work context." They cared least for English and social studies, most for mathematics and science. They studied about 11 hours a week if they were high achievers, 14 if they were over-achievers, and eight if they were underachievers."

The study continued to bear fruit in an improved system for screen-

ing for college-level and the rapidly proliferating honors courses. However, needs of other types of students were also being met. In the fall of '54, a diversified occupations training program was inaugurated in the Industrial Arts Department. Like the distributive education program, it arranged for students to alternate between work and study. The work this time was in the industrial field. The 19 first-year students were accepted for training in auto mechanics, commercial art, drafting, photography, printing, electrical trades, machine operating, and radio repair.

Teachers were also learning more about industry. In 1954, the Chamber of Commerce invited them for a day of touring the community's businesses and industries, hence the title Business-Industry-Education Day. Host companies transported the teachers by bus and limousine to spots ranging from banks to radio manufacturing plants. Equally interesting to teachers probably was news of salary boosts averaging $900 a year. A corollary Board action was compulsory retirement at the age of 65.

National honors were coming with increasing rapidity to the staff. In 1953, Clarence W. Hach, then journalism teacher and chairman of publications, was awarded a 1953-54 fellowship by the Fund for the Advancement of Education, a Ford Foundation project. He studied at the University of Minnesota and at Columbia, focusing his work on the field of humanities. In the spring of 1955, Wanda Mitchell, speech department chairman, received a Ford fellowship to investigate educational uses of television.

Miss Mitchell's honor pointed up the school's interest in experimental projects. The next year Ford shared in financing an experiment in closed-circuit television as a means of combatting the teacher shortage. Eventually television was installed in 25 classrooms separated into three groups or units, each with its own control center. One unit was used for 2 English-Speech with an originating classroom, three receiving rooms, a control room, and a small auditorium. Another unit was set aside for typing instruction, and the third was planned for experimentation in all subject matter areas. A by-product of the program was a summer workshop which trained 16 high school juniors and seniors for technical jobs. The three-week course was taught by Miss Mitchell, back from travels, in which she observed educational television in action all over America.

Students and teachers struggled alike with syllogisms and *ad hominem* arguments in another project of the middle '50's. By 1956, the second year of this experiment, techniques had crystallized somewhat in the Project for the Improvement of Thinking. The University of Illinois professors who directed the project produced a 71-page *Guide to Clear Thinking* with 300 "thinking" exercises "geared

for needs of various teachers." Students took standardized critical thinking tests early in the fall, and the tests were repeated in the spring after teaching units were presumed to have had some effect on the thinking processes of the pupils involved. As a control, the same tests were given in two non-project schools carefully matched to the experimental institutions.

A rather different college influence—higher entrance standards as enrollments began to rocket—led to an after-school review class in English for seniors in the regular sections. At the other end of the academic ladder, a "hurdles" class was instituted in 1955-56. Students who failed to make an average score on a mechanics of expression section of the annual examinations were required to take this nine-week, non-credit course. If they still failed to pass a similar examination at the end of the nine weeks, they repeated the course, which stressed punctuation, spelling, and language usage. Failure this time resulted in an explanatory letter to the parents of the student to the effect that the school had done its best, but that the pupil still failed to meet minimum standards in the mechanics of English.

Still another innovation in the English Department was announced at the end of 1957 by Mr. Hach, now chairman of the department. Eight sections of seniors would be taught by a team of five teachers. Four sections—120 students each—would meet jointly in a large "community" room for certain purposes "most economically and effectively" met in this way. One might be the explanation of such routine material as the mechanics of producing a term paper. Another would certainly be making it possible to draw upon the teacher member of the team in the "area of his greatest specialization." At the outset of a drama unit, for instance, the teacher whose knowledge and interest in this field were strongest would give the opening lecture.

At least half of the time teachers would meet separately with a normal size class of 30 so that students would not become lost in the formal atmosphere of the large lecture room. A special feature of the project concept was the skills laboratory, which classified the student still another way, by the aspect of English in which he most needed special help. For three weeks of each semester he attended a laboratory in the area where he was weak and received instruction from the team teacher best equipped to instruct him.

Freshmen received special attention in 1957, too. Ninth-graders recommended as having extraordinary ability and interest were scheduled for a class even more challenging than an honors course since it ranked as a modified sophomore course. It was planned that they would, as sophomores, take an honors course in junior English; as juniors, an honors course in senior English; and, as seniors, either college-level English or special courses in creative writing and world

literature. The classes were rapidly dubbed "AP" for the advanced placement it was hoped the freshmen would eventually receive from colleges.

The anticipated higher enrollment of 1957 led to the re-opening of 324, for some years a storeroom and testing center; tree and shrub-planting, supervised by the Evanston Garden Council, was underway as the first step toward creating a semi-formal garden in the senior court; teacher salaries went up another $500 "across the board"; and the school entered its 75th year.

It was in many ways a year typical of the patterns established in the decade since Mr. Michael had arrived. During it, the last of the handsome building additions was completed. The main office, modernized and enlarged, with two suites of offices flanking it to the south and north, had been open since the fall of 1957. At the end of the same year, the library was finished. Enlarged to offer double the space, it was now equipped with a college and career room, a small room for teachers to bring classes, even a "listening" room with its own turntables and earphones. Now the library could seat 200 students and comfortably hold 23,000 volumes. The two swimming pools were ready the same fall, housed in their own building on the north campus and connected to the gymnasium wing by a cloistered corridor.

But the million dollar auditorium was not dedicated until May 15, 1958, at an organ recital. The recital was symbolic of the hold ETHS had for its graduates. The player was an alumnus, Dr. William S. Barnes, who had designed, built, and installed the $40,000 instrument as his gift to the school. Dr. Barnes himself had attended the old, overcrowded ETHS—when he wasn't home constructing an early organ. Asked by Principal Wilfred F. Beardsley which was more important, attending classes or building an organ, the sophomore hadn't been quite sure then. After all, it took him three years to complete that first organ, with classes constantly interfering.

The auditorium building in which he played was two and one-half stories high and included 20 classrooms and rehearsal rooms for the school's music department. The auditorium itself seated 1,600 and boasted a 70 by 20 foot rolling door which varied the size of its proscenium as well as a three-level forestage.

Automation had already come to ETHS with two IBM machines arriving early in 1958 to make up report cards, thus releasing teachers from the drudgery of hand inscribing them—and to prepare punch cards identifying students in a dozen different ways.

As usual, Evanston students were winning honors in many fields—two junior-grade scientists placing among 40 national winners in the 18th annual Westinghouse Science Talent search, for instance.

And, also as usual, parents were quite interested in the most recent change—the transformation of the homerooms into halls, each with its own principal. The change had been on the way since four consultants made a study of homeroom organizations and the much-debated counseling services. In their report, they recommended the four "schools within a school," and the first experimental division was begun in 1956. Homerooms 324, 344, and 364 were grouped under Walter Rasmussen. The other recommendations were also carried out: to associate a professionally trained counseling staff with the hall which would cover all four grades, to provide carefully for parent education meetings, and to assign teachers to each division for curriculum work. By 1958, all four halls were in business.

Discussion was brisk about the merits of the new system. Students, parents, and staff were full of opinions; it was the kind of fruitful reaction and inter-action that made ETHS what a National Broadcasting Company program, "Wide, Wide World," called the realization of the American dream. "Everyone, all over the world, dreams about having the kind of life and the kind of advantages that you have here."

In the future, however, hard work would be required to maintain that way of life. Commenting on the dramatic surge of Russian strength indicated by their launching of the first earth satellite in 1957, Mr. Michael had observed: "Education has become a matter of prime urgency to the nation. The American high school appears to be the focus of this concern as communities throughout the country are examining all aspects of current secondary education in an attempt to chart a future course by finding new ways to meet new needs . . . we must have first-rate high schools in all communities if they are to meet the demands made upon them . . . Evanston Township High School . . . must continue to provide a challenging, balanced program of education for all the youth of our community . . . Our school is a leader among secondary schools. It has an important responsibility to find answers to the unprecedented problems that face high school education and to report these solutions to other schools. New emphasis in the curriculum, higher standards, needed priorities, better staff utilization and improved educational opportunity for all according to ability are among the significant developments that will challenge our school in the future and insure its position of leadership. . . ."

Mr. Michael predicted a future in which high schools would be less concerned with socializing functions and more with intellectual aims; the senior year would for many become the equivalent of the present college freshman year; and a seven-hour day would be the minimum for students with 200 days of instruction per year the

minimum. Enrollment would increase 50 to 70 per cent with public school junior colleges and adult education groups increasing correspondingly. The curriculum would be pruned of needless courses. Much wider use of electronic and mechanical aids to instruction—films, video and sound tape, television, and self-teaching and self-testing machines—could be anticipated. Non-professional duties of teachers would be assigned to clerks and general aids so that energy could be concentrated on the classroom, and salaries would continue to rise.

Much of that future was the present of ETHS at the end of its seventy-fifth year. In its history the school had reflected currents and cross-currents of American education—the fine, specialized college preparation offered by Henry Leonidas Boltwood; the parlous position of a school caught in the cross-fire of intra-community competition during the protracted struggle over a suitable site in Wilfred Fitch Beardsley's era; the switch from a small, closely-knit school to a large, bustling one hit by the triple impact of an acute financial depression, a world war, and a changing school population seen in the administration of Francis Leonard Bacon; and the post-war pendulum swing toward increased academic stress and even wider experimentation under Lloyd Styers Michael.

Equally, the school reflected the standards and hopes of the community it served, a favored suburb-turned-city which drew to it parents who expected a good education for their children and were willing to pay for it in more than money. Those children in turn often sent their children to ETHS, and so a continuing tradition of loyalty resulted. In few other high schools do so many alumni return year after year to visit teachers. Surely, few other high schools receive so many gifts. And, behind the flurry of surface criticism, the community confidently supports its high school staff in crises.

In this kind of soil, good schools grow.

E.T.H.S. today is pictured above with the library and main office additions to the left and right of the Tudor windows, which were part of the original façade of the E.T.H.S. built in 1924.

In 1956 the long-wished for auditorium and music wing opened. Above is a view of the auditorium from the cloisters in front of the main office. The auditorium is at the south end of the campus.

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