
Good Kids
from 40 States

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6000 Kids from 46 States

IN THE COURSE OF A YEAR, 700 acres of swamp land became the living space for 40,000 people who came to build ships for war. Vanport City was Oregon's second largest city and the Nation's largest housing project.

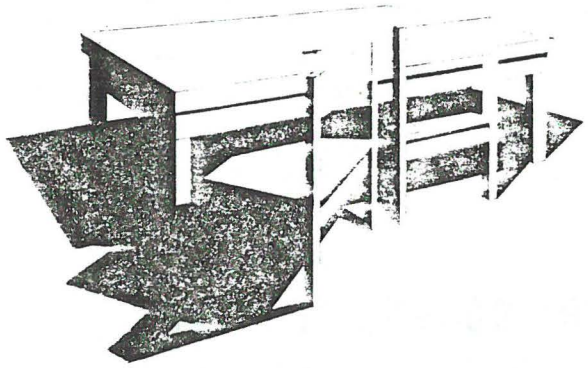
To care for Vanport's many children new schools were built and a new school system was rapidly set into motion. In addition, twenty-four hour care for many children of working parents had to be provided. At the peak, over "6,000 Kids from 46 States", all strangers to each other and to the community, passed through the schools in the course of a year.

What could and should the schools do to help meet the needs of these youngsters so suddenly transplanted to this community? The staff of the schools worked closely together in search for satisfying answers. This is the story of what they tried to do and how they went about it.

PUBLISHED BY VANPORT CITY SCHOOLS, PORTLAND 17, OREGON

D E D I C A T I O N

To the Many Who Shared the Experience



THIS WAS AN ADVENTURE unique in public education. We witnessed the building of an entirely new city in the quick span of a year. We saw 40,000 people come from all states and adjust or try to adjust to new ways of living. We worked to get schools built, equipped, and staffed in all haste to care for 6,000 youngsters. We worked together on problems and policies, and most important upon defining our direction and generating the will to move forward along the course.

We did not achieve all of our hopes. We did not suffer from the sterile contentment which comes when such is thought to be true. When the war ended and the exodus began it looked as though Vanport had served its time and there was still much we wanted to do. There was never a feeling of settled security in Vanport. It is remarkable how all have kept on building in the face of constant uncertainty.

When we came we knew that Vanport had no future except what we built into the children and into ourselves through the experience here. For most of the staff this has been incentive enough. To those who have gone elsewhere and to those who still will carry on may this booklet serve as a reminder of some of the values we tried to achieve.

JAMES T. HAMILTON,
Superintendent.

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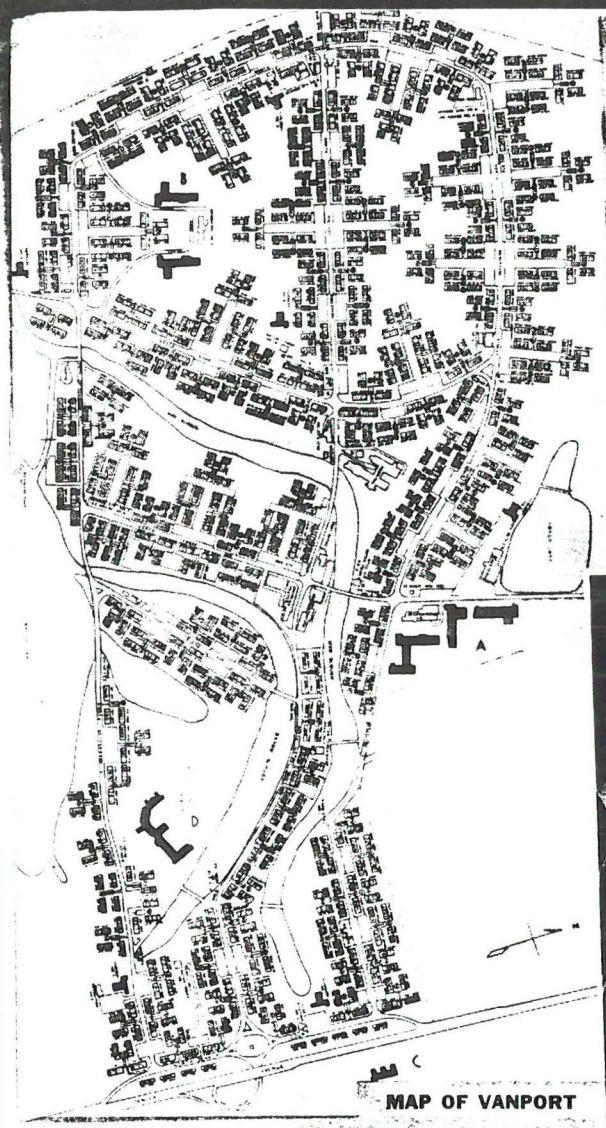


School Buildings are in black.

A. School Center No. 1
MacArthur School, Junior High, and School Administration Offices

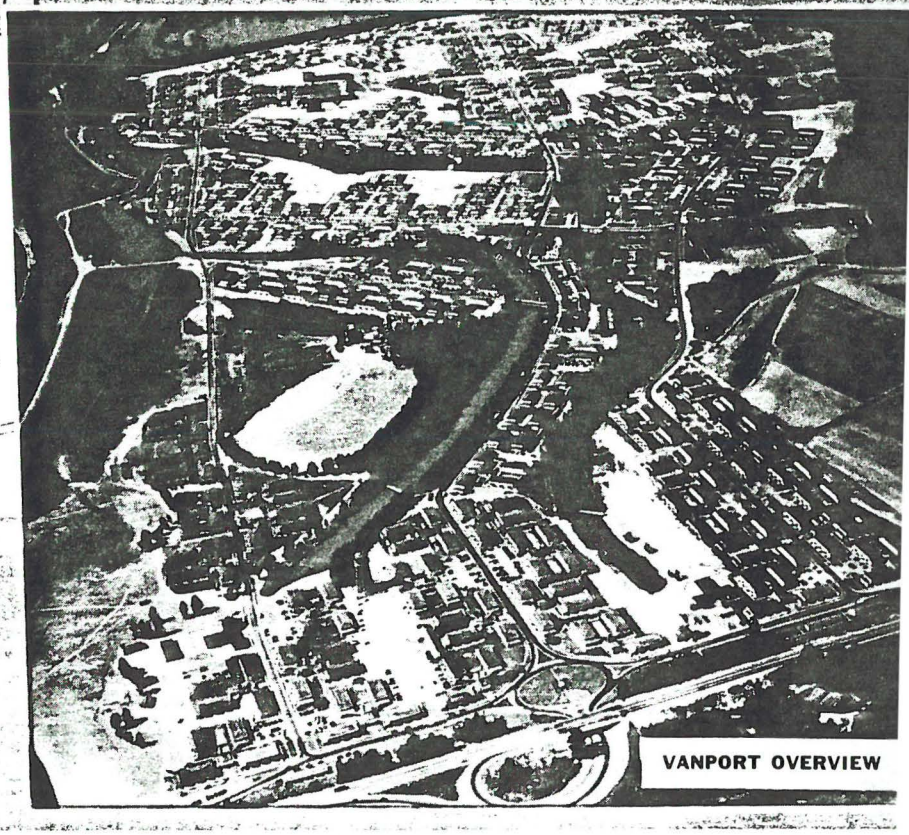
B. School Center No. 2
Roosevelt School

C. East Vanport School

D. School Center No. 3
Marshall School

The six Child Care Centers are shown in ink-line. The Civic and Commercial Buildings are in out-line.

MAP OF VANPORT



Overview.

The dark waters of the tree-bordered sloughs show clearly, in this airplane view, as they interrupt the precise groups of apartment units. The circular plaza at the lower center of the picture marks the entrance from the Portland-Vancouver highway, 99W, which cuts across the lower righthand corner. The empty white oval of the athletic field, left center, is now partially occupied by the last-built school, Marshall.

VANPORT OVERVIEW

The Community Background

Vanport City, Oregon—out of the nowhere of 1942 into a bustling city of around 40,000 in less than a year. An alive, pulsating city with a few gaps, but no sham or pretense. Started in the summer, families moved in on December 12th and have kept coming and going ever since. Besides new apartment houses, there were new stores, new schools, new concentrated shopping centers; and new restaurants, a new post office, hospital and library; a new bright and shiny fire department; a new police force in gaudy green uniforms, on the lookout for offenders for the new streamlined jail. There were new streets, new lawns, new landscaping; new neighbors, new friends and new babies. New customs sprang up of necessity, new habits within family folds, new chances, new outlooks and new hopes. All this newness spelled Vanport City.

Prior to 1942 the swampy plain outskirting the pens of the Portland stockyards gave small promise as a residential boom area. These flatlands were across the tracks in every sense of the word. The switch lines to packing plants and factories edged them to the north and west. Just beyond flows the Columbia River. Its backwater formed the swamp which is the present site of Vanport. Supposedly chosen because it lay midway between the many shipyards of

THE JOB

CHAPTER 1

Vanport was not everyone's idea of heaven. It was heaven for the tough-minded who thrilled at doing a tough educational job. It attracted many who sought active and varied experience for the values which that can give. It was a challenge to the creative teacher who wanted freedom of decision and who was willing to accept the responsibilities which this entails. It was not heaven for the tender-minded, the unimaginative, the security seeker and the lover of the unchallenged life. The way ahead at times was hard to see; the ruts were never deep. We moved along on the day-to-day decisions made by many and actively shared.

Blue-Printing the Problem

One of the satisfactions of any new undertaking is the greater opportunity of choice. At Vanport, we thought we would be relatively free to set up a good traditional school or we could aim at something radical. The first would be easy and safe; the latter risks making a fetish of just being different. We avoided both as an aim. We sought schools which would meet the unique problems of this community without blind allegiance either to tradition or to novelty.

We accepted the idea that schools derive their function from the needs of children living in a community. We clearly saw that *this* community would involve us in unique problems.

We could see the large problems before Vanport had come into being. Children would be coming from everywhere in America: from the farms and small towns and cities; from all sections of the country; from uprooted homes. Parents and children would find themselves crowded together in constricted quarters, strangers to other family groups and to the community. Families would have no choice as to neighbors and neighborhoods. They would find themselves surrounded by standards and habits of living different from accustomed ways. The social life of the parents would center mostly around friendships formed on the job rather than in the neighborhood or community. Vanport would largely be a living place without common interests.

In many cases both parents would be employed. There would be limited family time for these children. Family and community controls would be less effective. The pattern of living would not be set. For adults, the community would be chiefly a place to eat and sleep; interest would be in their work, away from the community. But the youngsters would be living in this community. Their life must center somewhere — either around gangs of their own making or in the school. We felt strongly that the child would have to find his chance at wholesome social life predominently within the school, rather than through the home or neighborhood.

Therefore, we sought to make the schools the *center of living* for children.

We wanted the physical plant of the schools to be attractive, so as to counteract the repeated sameness of the housing units.

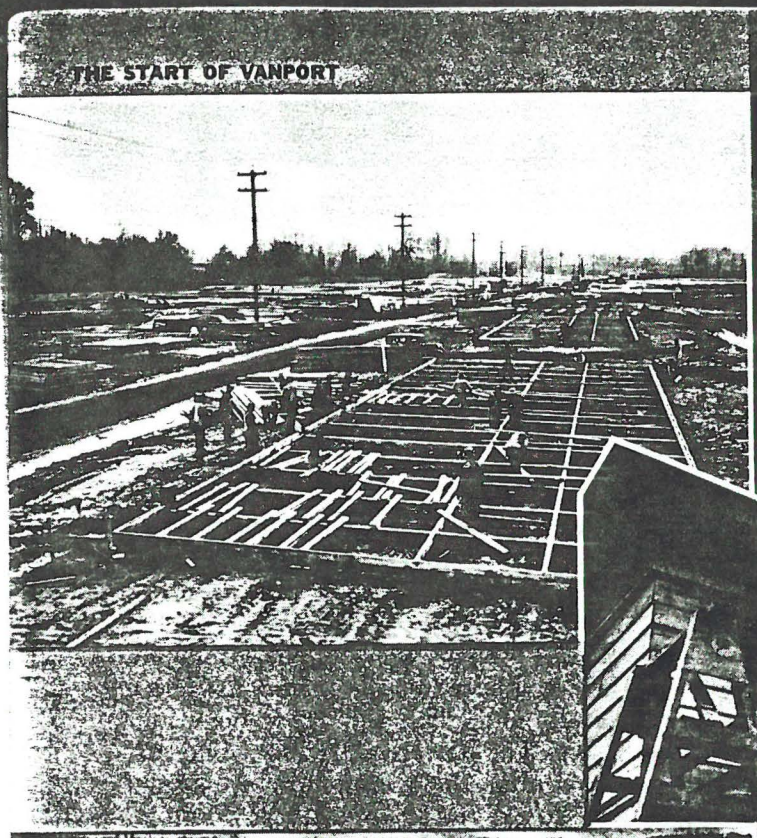
We wanted teachers who would have sincere interest in children and who would provide much needed affection and general counsel.

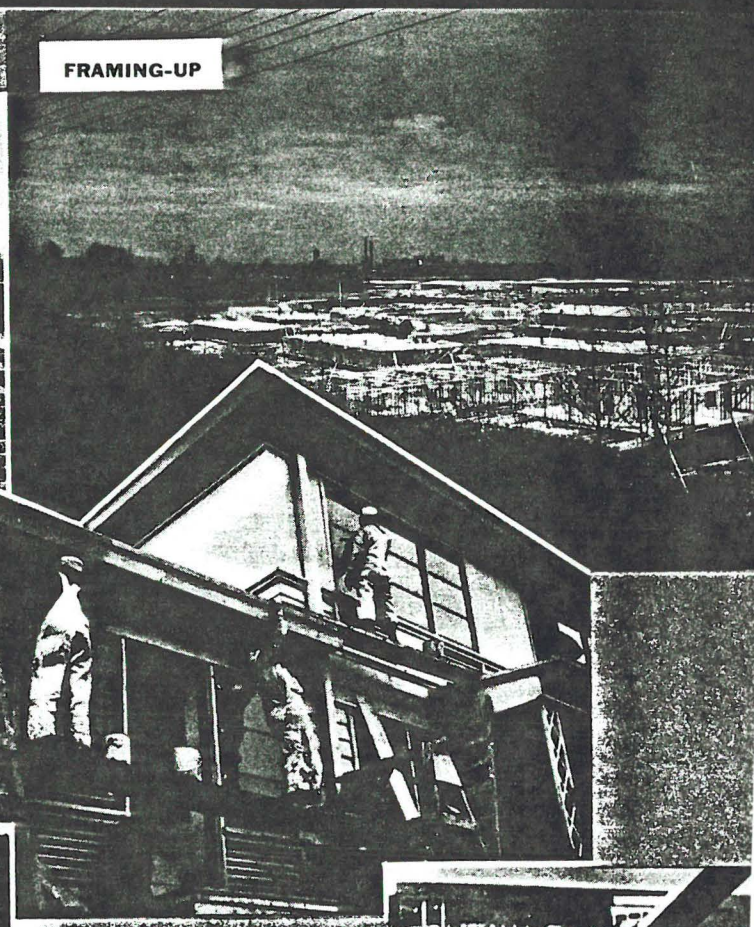
We foresaw our added responsibilities for physical care in case of accident, illness, fatigue, malnutrition. Who else would care for these?

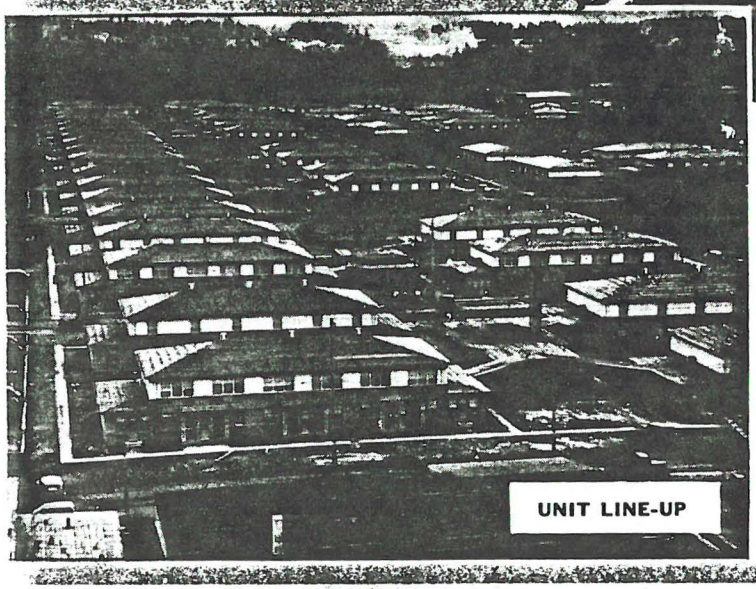
We wanted many activities for hands and legs and tired minds and confused hearts: we knew that merely a sitting, bookish school would not be an adequate living center.

We tried to get Federal agencies and others to see that standard schools with standard plans and standard programs were for standard communities — which rarely exist anywhere, and certainly not at Vanport.

Vanport was built from a master plan, but it was not a planned community. The physical building of it was done

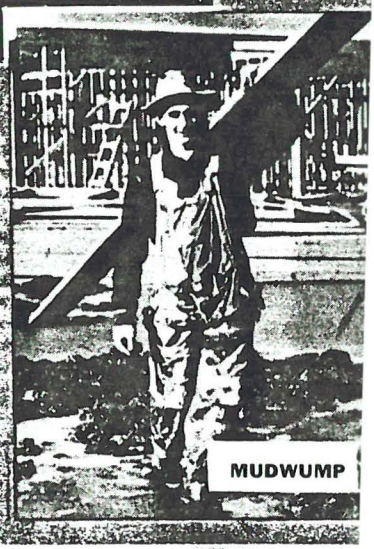






Like cars from an assembly line the apartments arise in standard precision. This assembly-line technique was made possible by uniformity of plan, of color, and the placement of the units in relation to each other. You can see the wash-houses that link each four apartments. Stacked by the door while the painters work are the fourteen mailboxes for that unit's apartments.

As sections were completed, the families moved in.



Portland and the one across the bridge at Vancouver, Washington, the place had little to offer as a homesite. Sunscorched in summer and windridden in winter, it had none of the beauties near at hand of which the Northwest boasts. In the distance were vistas of snow-capped St. Helens and Hood, and fir-faggoted skylines of rolling hills dividing wide fertile agricultural valleys. As compared with neighboring areas, its heritage was meager and its chances lean.

But with the war came the genius of Henry Kaiser, which recognized no obstacles of time, curtailment of supplies or shortage of labor. The shipyards and housing projects were conceived and built so suddenly that many Portlanders, after three and a half years are still wont to ask, "Just where is Vanport, is it in Washington or Oregon?" Aware of its rapid rise, they still misunderstood its character. The Federal Authorities failed to provide a newspaper whereby Vanport would have an opportunity to explain itself to its neighbors and the world. The Portland papers were none too hospitable to the newcomers and soon led the older inhabitants to conclude that shipyard workers were shiftless itinerants or ex-jailbirds.

Portland had never been a boom town in the sense that San Francisco, Seattle or Spokane has been. All evidences pointed to the fact that she had no desire to be. She lacked the aggressiveness which attracted new business. In the good old days, professional

rapidly and efficiently; the social engineering was weak. People came before stores, schools, post offices were ready. When these were ready, there were not enough to meet the need. When this was corrected, the need was gone.

No one knows the value of the savings in human frustration that could have been made had foresight been more acute.

Inconveniences, disappointments and frustrations affected the mood of many families and these could not help but spread to the children. It was more than ever the task of the schools to give satisfaction to the children in their own living experiences.

Thus the choice did not lie between a traditional school and an ultra-progressive one. No prepatterned style of school would fit here. Our decisions had to be made in terms of forwarding the welfare of children caught in a situation with many abnormalities.

Children Fill the Streets

The housing of people could not wait on the completion of a city for forty thousand people, even though that was done in a year. As housing units were completed, families filled them. On the streets and around the apartments more and more youngsters appeared. We hastened to fill schools nearby temporarily, but youngsters were coming faster than space could be found.

A small school near Vanport was doubled in size, but that took care of only a hundred. The nearest elementary school in Portland was filled with a hundred more.

We sought apartment units to be used as schools, but recruitment of war workers was active and apartments were wanted for family living. Children had to wait — while more children came. Four apartment buildings could house fifty-six families; in them we could teach 800 youngsters. . . . In March, 1943, we opened the first Vanport school in four apartment buildings.

This was generously featured in the Portland papers. The opening of school is usually commonplace, but this was news. A press photographer had much trouble posing the conventional picture of the youngster who comes "unwillingly to school." These youngsters had experienced weeks of midwinter confinement in small apartments or in boring play in the mud and rain. We had to divide up the alphabet to keep them from all pouring into the place in one freshet of children.

Still the families continued to move in,— more rapidly than their children could be accommodated. Accordingly, the names of children temporarily excluded for lack of space were added to the waiting list. These youngsters considered themselves put-upon.

The first of the new buildings was ready on April 7, 1943. Youngsters and teachers moved in one day, carrying their books and furniture, before formal government acceptance. There was a big furor, but nobody was evicted. The kids enjoyed the excitement. Our Upper Grade Building was in use at last. But we had to hold tight to the apartments, too.

– The schools did not close for the summer. As the buildings were completed we filled them with youngsters, somehow found a staff of teachers in the midst of the teacher shortage, got the supplies, and began to operate a "living-center."

The waiting lists still outgrew construction. Then construction won the race, when, on July 13, 1943, pupils walked into the classrooms of the fifth and final building planned for Vanport. We could now get them all into school — on a two-shift schedule!

Still the children came — and many left. But the accumulated total was always greater than the losses. By fall there were 4,000, then 4,500 and then the peak of over 5,000 in the elementary schools. Four hundred nursery school tots were in the Child Care Centers and 800 adolescents enrolled in the Portland high schools.

By the fall of 1943 the community itself was nearly full: almost forty thousand people on 700 acres. Only a year ago it had been farm and swamp land — the haunt of the occasional duck hunter. In so short a time it had been planned, graded and built. Streets blazed by the bull-dozer had been gravelled and finally covered with blacktop. Mud was the well-publicized theme in the construction days. So thoroughly was this broadcast in word and picture that many in near-by Portland never knew that the streets were eventually paved and much of the land seeded. In the fall of 1943 Vanport City was a living reality. These slogans appeared:

The world's largest housing project.

The second largest city in Oregon.

The city with everything but a future.

For many it was still a city of mud — and otherwise under suspicion.

How did the people in this community feel?

How would you feel if you arrived in a town of nearly 800 apartment buildings, all painted the

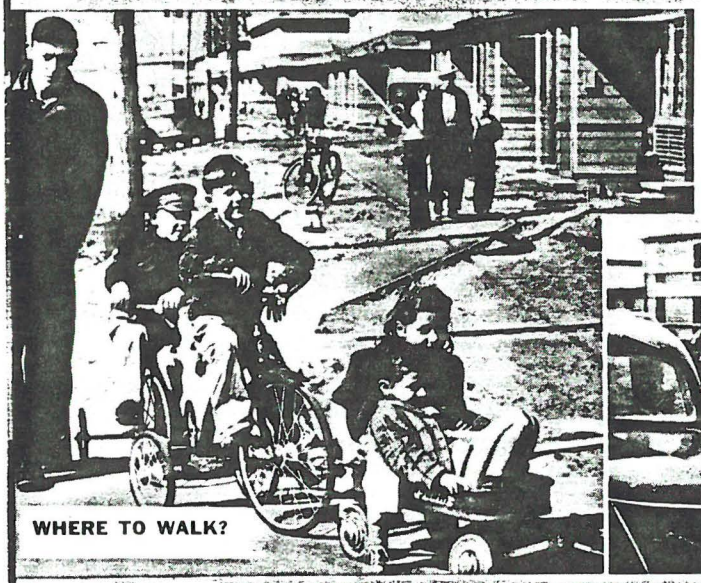
Check-Ins

The Housing people check out stoves and blankets to new tenants checking-in. The map on the counter helps direct them to their apartments.

The entrance procedure at Vanport City is simple, considering the size of the project and the turn-over. The head of the family must fill out a reasonably brief entrance-form and prove that he or a member of the family is a bona fide war-worker already employed. He is assigned to an apartment, pays his rent, and then must wait on a staff member whose function it is to see that the arrival gets his allotted number of blankets and his shower curtain. The family is then escorted to its new home. The same staff member checks on the equipment of the apartment and writes out a requisition for any item which is missing. If that item is reasonably small, the newcomer must go to the house-furnishing counter in the Maintenance Building, and pick up the article himself.

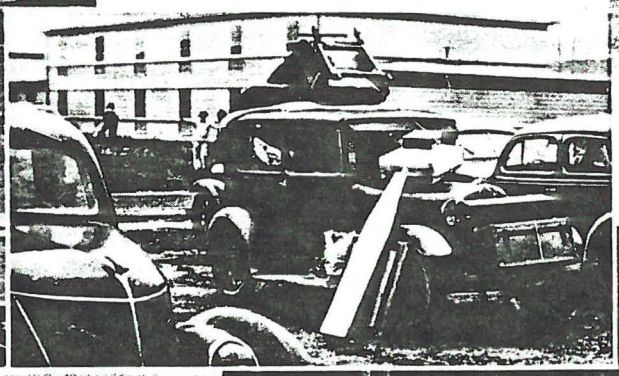
On the whole, the checking-in process tends to be swift, and as cursory as it is speedy.

CHECK-INS



WHERE TO WALK?

HERE COME THE TENANTS



Where To Walk

At first the narrow sidewalks filled with tricycles, wagons, and children wound angularly through the mud and brickbats of the unfinished yards.

Bus-Waiting

Lady-Welders, White Collar Men, and all, complete with lunch boxes and the inevitable newsboy, gather on the steps of the Administration Building until the next bus to Portland rolls in.

Tenants

Autos splash into the log-defined parking lots and their occupants climb stiffly out to untie the impedimenta and carry their possessions into the new apartment. Extra furniture is a boon, especially a comfortable upholstered chair such as is here enthroned in reverse on the roof of the car. An ironing board is another indispensible which could not be purchased in the war-depleted shops. The Junior High School boys made, during the first term of school alone, in their industrial arts shop, 152 ironing boards for their families.

BUS WAITING

people often chose to retire here to enjoy the moderate climate and beautiful scenery, where living costs were commensurate with moderate incomes. Came the war and overnight the pulse of big business began to throb in Portland's conservative veins. Scarcely had the cornerstones for the shipyards been laid before front pages began to carry launching stories. Although Vancouver had provided some housing projects and hotels to take care of the newcomers, she soon outgrew her boundaries and her workers backed into Portland to find living quarters. Every day trains and buses arrived, packed and jammed with workers. Cars of all vintages, groaning under the loads of passengers and high piled trailers, rolled in from Nebraska and Minnesota and points south, east and west. Even the first of these newcomers were doubtful of finding satisfactory lodging. Eventually, anything to cover their heads was acceptable. . . shacks, trailers, attic rooms, cabins, empty stores and even tents were at a premium.

Portlanders watched them come with misgivings. They were quite used to the deluxe tourist, bent on skiing, fishing and mountain climbing; the come-and-gone-again sight-seer or the fruit picking caravans carrying wash tubs, goats and numerous children. But this new invasion of people who would work, live and vote among them was a matter for deep concern. There seemed to be no way to stop

same pale gray-green and all about the same size and shape? If you saw no church steeple to draw your eyes upward, no massive stone or brick structure to give you the feeling of stability that a courthouse or city hall gives? If you had to walk in muck or gravel, with but few street lights to show you the way, between rows and rows of living quarters all having an identical pattern of doorways and windows?

How would you feel if most of the people you met were dressed in heavy work clothes, heads ensconced in the different colored helmets of the shipyard workers? If every man, woman, or child you met was a stranger to you? If the voices you heard sounded queer to your ears?

How would you feel if you had left behind you all of your friends, your pets, your bicycle, your favorite books, your most precious toys, your skates, your grandmother and all your cousins?

Wouldn't you be restless, insecure, disturbed and more than a little unhappy? Wouldn't you feel that your whole world of familiar faces and things had dropped right out from under your feet?

Teachers newly arriving to live under these same conditions were feeling these things. They guessed that parents and children must feel the same way. It helped them to see the job to be done.

The Schools Shoulder the Load

As the schools gathered more of the children under their care, a constant appeal went out to the staff: keep your eye on the individual child and his needs. The first fundamentals are health, security, and affection. Without these, the "fundamental subjects" are water in a sieve. No one in this community objected to this as dangerous doctrine.

Continuously we studied the needs of these children and learned better to think and act in regard to them. Many teachers came with the idea that teaching was primarily an affair of text books, courses of study, of subjects and set plans, of administrative routines. They came with the notion that these, rather than the needs of children living in this community were the fundamentals of education. Realities, rather than theoretical arguments, opened up new visions of the teachers' role.

"It was truly a school where the welfare and development of the child was the paramount interest. I know that this is intended to be the purpose of all schools. However, in Vanport it really was, in practice, the chief purpose and objective. Each child was considered as an individual, and all else was subordinate to the mental, physical and moral development of the child."

"The teacher was placed in the position best suited to her particular talents. So many times a teacher is fitted in wherever a vacancy exists, regardless of her particular capabilities. In Vanport it was recognized that teachers were happier and contributed more by being placed where they could do their best work."

So said Vanport teachers, of the beginning days.

There Were the Special Needs of all the Children

How could we help children find anchors in this community? How could we be sure that the child who particularly needed the frequent nourishment of a friendly word would not be lost among the hundreds? We sought to provide many opportunities for natural activity, but how could we answer the important need to be alone, to rest and even to sleep? How could we share, and finally build upon, the wide contrasts which vastly different past environments had made, and yet not handicap the more fortunate by pulling them down to the average level?

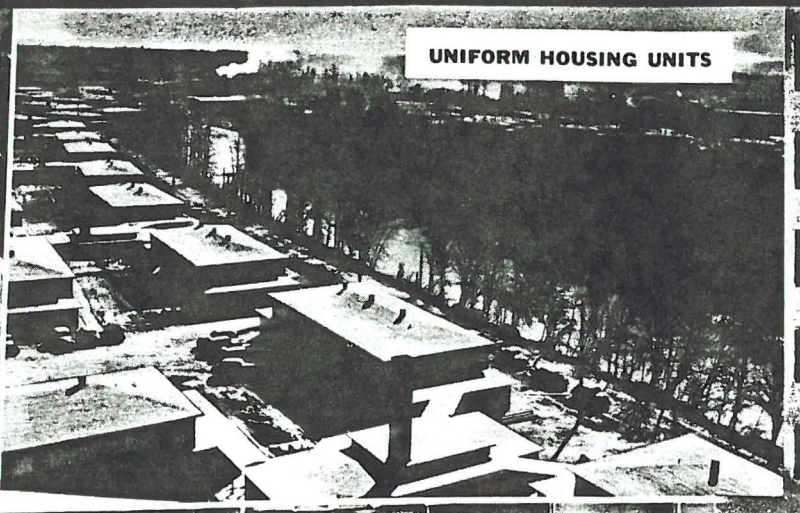
Individual incidents mirrored these needs clearly at times. A little girl stood hesitatingly before the teacher and finally said, "I guess I don't know what I want." The teacher smiled, then hugged her gently. The youngster looked up and said, "That's what I wanted, but I didn't know it." There was the negro boy who during his first day in school came to the teacher with tears, muttering, "I'se never been mixed before." Or the small first grader who constantly threatened to "knock the hell" out of everybody.

There were other fundamental needs, to be identified and met as part of policy and procedure.

There were basic problems of feeding. Everywhere schools are faced with the undernourished, but here the situation was exaggerated. Parents working on day, swing, or graveyard shifts were neglecting normal routines and responsibilities. A survey showed that many children were coming to school without breakfast. The school cafeterias began serving breakfasts and such children were urged to come. In mid-morning and mid-afternoon, "snack carts" visited every room, with milk, fruits and sandwiches. Well planned meals were served to many hundreds at noon.

But a satisfactory attack on the problem carried us beyond these. Parental ignorance and neglect had to be reached, if possible. Parents to busy to plan good meals were given suggested menus for a week in advance. Many parents, new

THE RENT-PAYERS



UNIFORM HOUSING UNITS

Children Get a Nap

While their parents were off working in the ship-yards, the youngsters were cared for by the school for additional hours beyond those required for their regular morning or afternoon shift in school. This classroom has been filled with cots. The supervising teachers kept track of things from around the edges. When not in use for a sleeping room, the cots were folded and stacked in a corner, with the blankets, and the room went back to regular classes or other Extended Care activities.

Shoppers

Everybody lines up to choose and buy the food, usually meal-by-meal—grandfather, Mama with her child in arms, young Jimmie. What you can buy depends on what hour of the day you can go to the store; attempts are made to equalize the stock for the various shifts, but food deliveries don't arrive according to shift-hours, and many items are sold out by the time the latecomers get there to purchase them.

NAP TIME

Between Shifts

Up the steps of the Vanport Administration Building go housewives and ship-yard workers on various errands—telephoning, check-outs, rent-paying, complaints about neighbors' radios and noisy children and furniture that has got broken and stoves that won't heat.

FOOD SHOPPERS

BETWEEN-SHIFT'S LULL

the invasion, yet despite evidences of need and forecasts of future growth, Portland was slow to awaken to the inevitable. She and environs built a bit here and repaired a bit there, but still newcomers were obliged to squat in shacks, houseboats and tents. Finally the answer to the need was the development of the nation's largest federal housing project, Vanport City. In less than a year it grew to be the second largest city in Oregon.

Surveyors began marking the lines of streets, building units and parking lots by the time plans for the new town were announced. Hot on their heels were capable crews with bulldozers, tractors, trucks and cranes. These were shoved by gangs of carpenters, plumbers, electricians, painters, street and sidewalk builders and landscape gardeners. As if by a wave of a wand, apartments were completed and families moved in.

Throughout the first winter and spring all travel and work were carried on in a mire of mud. Apartment house construction took precedent over all other construction to assure roofs over workers' heads. Consequently, streets and sidewalks had to come later. Since Oregon rain is never failing, the first families learned to carry boards from the everpresent construction areas to bridge the slushiest puddles. Cars furrowed through the potential streets, splattering rockets of mud in every direction. The facilities which

to this area, were unacquainted with and unwilling to use the vegetables and other unfamiliar foods on the store shelves. Perhaps they had never seen fresh fish for sale. They had money with which to buy, but they clung to the habits of other days. Family prejudices were in the child. Many of them would not eat the balanced meals available at school. Vegetable displays in the classrooms, diet experiments with white rats (Federal auditors were shocked to find that the Director of Child Feeding was buying rats!), teacher hosts at the eating tables, all were used. The schools took on the job of teaching children — and their families — how to eat. This was not a fad or frill; it was a necessary thing for us to do.

In disease prevention, too, we were faced with compelling realities. Teachers and nurses were daily on the job, inspecting every child as he entered his room. In this well-filled community, a changing cross-roads of humanity, prevention was the first aim. Vigilence kept the record good, but tragic cases of neglect were also found and efforts made to start improvement. Many left before results were known, some parents were unconcerned; but enough children gained health to keep us thrilled. A staff of nurses was constantly at work with child and home on problems of health, a staff of visiting teachers on problems of adjustment; and together on the problems that were of common concern. As a result, the teachers became more conscious of health — in relation to children, not merely to books.

Pupil turnover was high. One aspect was the problem of the children who arrived each day to enter the schools: fifteen to twenty were new to each school each week throughout the year. They were not "registered" and sent to their room as they came. Instead they went to a "reception center." This was their school home during their first week. While the reception teacher learned about them, the youngsters learned about the community, the schools, and made friends with each other. Their common feeling of strangeness was their initial bond. By this orientation procedure, the shock of entering a large and strange school was reduced and their special needs were discovered and made known to the teacher who was to receive them. The child himself could choose, from the various rooms at his grade level, which particular room he would prefer to be in.

We made much of special events and special days. In many of these the role of the family was ours to play. A turkey dinner was served throughout the schools the day before Thanksgiving, and on Thanksgiving day, for those whose parents were at work. Doughnuts, apples and cider helped celebrate the gaiety of Hollowe'en. One hundred and thirty Christmas trees, a surprise bag put up by the cafeterias for each of four thousand children, with parties and pageants, all helped to make Christmas an event in their lives. The schools were living centers for children.

Opportunities to be physically active were more urgently needed than usual. The small apartment homes restricted these. There were no handy basements with hammers and saws, no pianos and no trumpets (for the hours of sleeping and living were different for the family on the other side of thin walls), no chickens to feed, no cows to milk, no lawns to mow. Music and dramatics and dancing and the other arts were not frills; they were not taught to satisfy the urge to be a modern school; they were not academic routines. They were taught to fulfill active desires and to meet impelling needs.

Community Efforts

In this city of strangers, there were community problems of vital concern to the schools. We conceived it our job to contribute directly to better community living. What higher tests could there be as to the effectiveness of educational effort? The schools could not assume responsibility for all actions of children in a community so lacking in supporting controls, but we did make such problems a part of our interest and our effort.

The annual problem of Hallowe'en vandalism could be serious in this concentrated area. We did not use parties as a bribe. Children are generally smart enough to see a substitute for what it is. Instead, youngsters were given a job to do. The older ones made talks, throughout the schools, to the younger. At night older youngsters were on assigned patrol. We tried to drive in the idea that human energy is too precious to waste in repairing what vandals have wrecked. Editorials in the Portland *Oregonian* recognized the results.

NO VANDALISM IN VANPORT

"Vanport, second largest city and newest of the Oregon sisterhood, hung up a record on Hallowe'en that never can be beaten. As you know, Vanport's population comprises shipyard workers, other defense workers, and their families. The estimated number of people now dwelling there is ap-

Mud! . . . Mud everywhere! A person has to keep hauling her galoshes on and off everytime she goes out or comes back from anywhere.

provided food were given secondary attention, neither were there buslines, except those to and from the yards. Few people had cars and of those a minority had "C" cards which permitted unscheduled driving to and from markets. Consequently, the only way to get supplies was to walk a mile through the mud to Kenton, a nearby shopping district, just within the city limits of Portland. As a rule, the entire family went, and every member old enough to carry a laden shopping bag, broom, mop, ironing board or pail, was pressed into service. The amazing reaction during those first months was that no one seemed to mind. There were smiles and hellos for every friend and stranger. Everybody seemed geared to the enjoyment of a new and unique experience. As time went on and the completion of necessary services seemed doubtful, gripes became commonplace.

As one drives north along Highway 99, one is likely to overlook the new city which lies, far-reaching to the west, in the flat below. Despite Vanport's newness, it has none of the gaudiness of a shiny real estate venture. The vast stretch of low, grey-green buildings nestle into the setting as though they had been shoved up from Mother Earth. Row on row of apartment houses, schools, stores and civic buildings are similar in design and identical in color. Tall brick smoke stacks, brick entrances and buttresses of the civic buildings relieve the monotony and give a tone of permanency to the con-

proximately 35,000. Yet on Hallowe'en, according to Albert H. Pierson, FPHA area engineer, not a single incident of vandalism occurred in all Vanport. Her neighboring sister, our Portland, could not advance such a claim, nor ever, so far as we recall, has been able to say that Hallowe'en passed without at least a few hoodlums having a riotous outing. Vanport has set all other communities an example to emulate. . ."

Portland *Oregonian*, November 8, 1943

Again a year later . . .

"The housing authority reports that youngsters of Vanport have done it again. This Hallowe'en, as last, no vandalism or rowdyism could be charged to the 7,500 children among the 41,000 persons who came from all over the nation to build ships for war. The youngsters realized the vital urgency of the war program and were unwilling to cause any worker to lose an hour in repairing needless damage. . . . We commend the good citizenship of Vanport juniors."

Portland *Oregonian*, November 10, 1944

A year later the war was over, but the record was maintained.

Another situation provided opportunity to stress the policy of the schools toward community problems. An appeal from the Chief Inspector's Office, U. S. Post Office, reported "numerous instances of theft of mail and tampering with mail boxes in which children of school age are involved." Would not the schools do something to "warn them of the serious consequences?" Teachers were urged to use their ingenuity as to the most effective approach to this problem. "How you do it will be interesting material if you will write it down for us."

A month later another communication came from the Inspector's Office.

"I have just received the copy of the statements of your teachers, which sets forth the action taken by them in connection with your campaign to impress upon the children in your schools the seriousness of an offense involving the theft from mail boxes.

"A study of this matter leads me to the belief that the cooperation extended by you and the action taken by your teachers could not have been better . . . The number of complaints received has been materially reduced.

"Your brief setting forth of statements made by your teachers is also enlightening, and as such excellent results were obtained, I am transmitting this brief with a report to the Department, in order that they will have all facts for their information and be aware of the cooperation extended."

These and other gratifying results with community matters indicate what can be done by schools to influence conduct, but they are not intended to distort the picture. In general, the delinquency record at Vanport was excellent, but there were problems never solved and children never reached. Loss in broken windows was heavy, particularly in empty buildings. Great contrasts in family standards were shown in the upkeep of apartments. Very little success was achieved with the adolescent problem. Lack of facilities for high school education in the community allowed little direction in activities of 'teen agers. Only the employment of a great many of this age group during the war period prevented more serious delinquencies than occurred.

Because of the double shift there were always youngsters on the streets. Any youngster wishing to "skip" school did not lack playmates. We aimed at high attendance, but the Vanport schools on the double session could not get much above 80%. Parents were often unaware of a child's truancy habits until informed by the school after much effort. They could not be reached by telephone and it often took many trips to the home by the visiting teacher before the problem could be discussed with them. Even then the parents were often helpless or unconcerned.

There was much tendency, too, to exploit children. They were kept away from school to care for younger children, to prepare the family meals and wash the dishes, or to do the food buying, the laundry, and other family chores. Much of the energy of the visiting teacher staff was expended on such problems.

Besides such problems we were fully conscious of the "academic" responsibilities of school. The children came from all the states. There were wide differences in learning achievement. Never was the ingenuity of teachers so thoroughly tested in their efforts to find where the children were — and to build from there. Added to this were the constant comings and goings of youngsters. We could measure by standard tests the progress being made in the fundamental learning skills. Such tests were given in October of the first fall of operation and a comparable test was given in April, after six months had passed. We found that during this six months period every grade level on the average, except the eighth, was exceeding the normal rate of learning.

The average level of achievement in the fourth grade had been improved 9.7 months; fifth grade, 6.5 months; sixth grade, 8 months; seventh grade, 9 months; eighth grade, 4.3 months — all in six months time.

With the exception of the eighth grade these results were hard to believe. Was it the stimulus of a new environment — new books, new build-

Irresistible attraction for all small fry, its motionless waters conceal carp, turtles, and mosquito larvae. Home-made rafts and scows ply its surface, and children occasionally have to be fished out and sent home to be scrubbed off.

THE SLOUGH

struction. Twelve large, sturdy, high water tanks tower over the city in different areas. The redeeming feature of the endless repetition is that each unit, simple and unpretentious in itself, is pleasing; so in multiple frequency they yield an agreeable effect.

The general plan of the city is one of charm and distinction. The streets follow the general direction of the lazy streams which loiter through the town. As the summer nears, the water disappears in spots, leaving musty pools, surfaced with green scum from which clouds of mosquitoes arise. In the spring, some small boys use them as a supply for the cat-fish business, while their playmates take duckings from the capsized crate-rafts which are paddled from shore to shore.

The houses were barely finished and not many of the walks and streets laid when zealous landscape gardeners arrived to beautify the town. Rumors floated of the dredging of the sloughs and of streamlined banks planted in park-like beauty. Evidently, funds or enthusiasm ran out, as none of these plans was ever realized. But all dooryards were planted with new trees, flowering shrubs and lawn. As soon as the fine, downlike grass appeared, optimistic lawn-beauty operators mowed it as though the plots were of many

ings, new teachers, new incentives? Was it due to their first real chance in a modern school after previous work in some sub-standard school? We did not know. At any rate, we concluded that we were not retrogressing in meeting the typical responsibilities of the school. However, problems were too many to rest on our laurels.

In our efforts to care for the needs of all the children, we received much generous appreciation from the parents. Yet, efforts to form an organized parent-group to aid and advise us failed each time we tried. Only after the end of the war did we begin to have success. This lack of organized support from the home was an added handicap, but it also intensified awareness of our own responsibilities to the children.

There Were the Special Needs of Children Whose Parents Both Worked

There were a great many "temporary orphans" of elementary school age;750 out of 5,000,or about 15%. In order to give these children essential care, a twenty-four hour program was necessary and during the peak of war production it operated seven days a week. At any time, day or night, we were prepared to take a child and give it care.

At 5:45 A. M. parents left for the first day shift and dropped their children at the schools in the dark and cold of that early hour. Others would come at later morning hours. Ten to eleven hours later they would leave our care. During this time they would attend "normal" school for four hours and have in addition six or seven hours of "extended" care. In the late afternoon and early evening other parents would start for the "swing" shift and their children were left at the night center. Parents on the "graveyard" shift were urged to leave their children at the night center by 8 P. M. In this complicated schedule of living, children attended school, received extended care with chance for recreation, meals and sleep, and spent but a few hours out of the twenty-four at home with the family. Living under such strange conditions had its problems for child and school.

There was the constant battle for personnel, for space, for facilities to meet such needs. A war-pressed government, sensitive to critical materials, had built the schools for double session use, with a four hour "normal" school day. Where would space be found for children who needed six additional hours of care? The battle for stoves and cots and sheets and blankets, in a restricted market and against military priorities, was a major campaign. The search for trained personnel, accompanied by our efforts in further training, was another battle against heavy odds. These were part of the administrative problem.

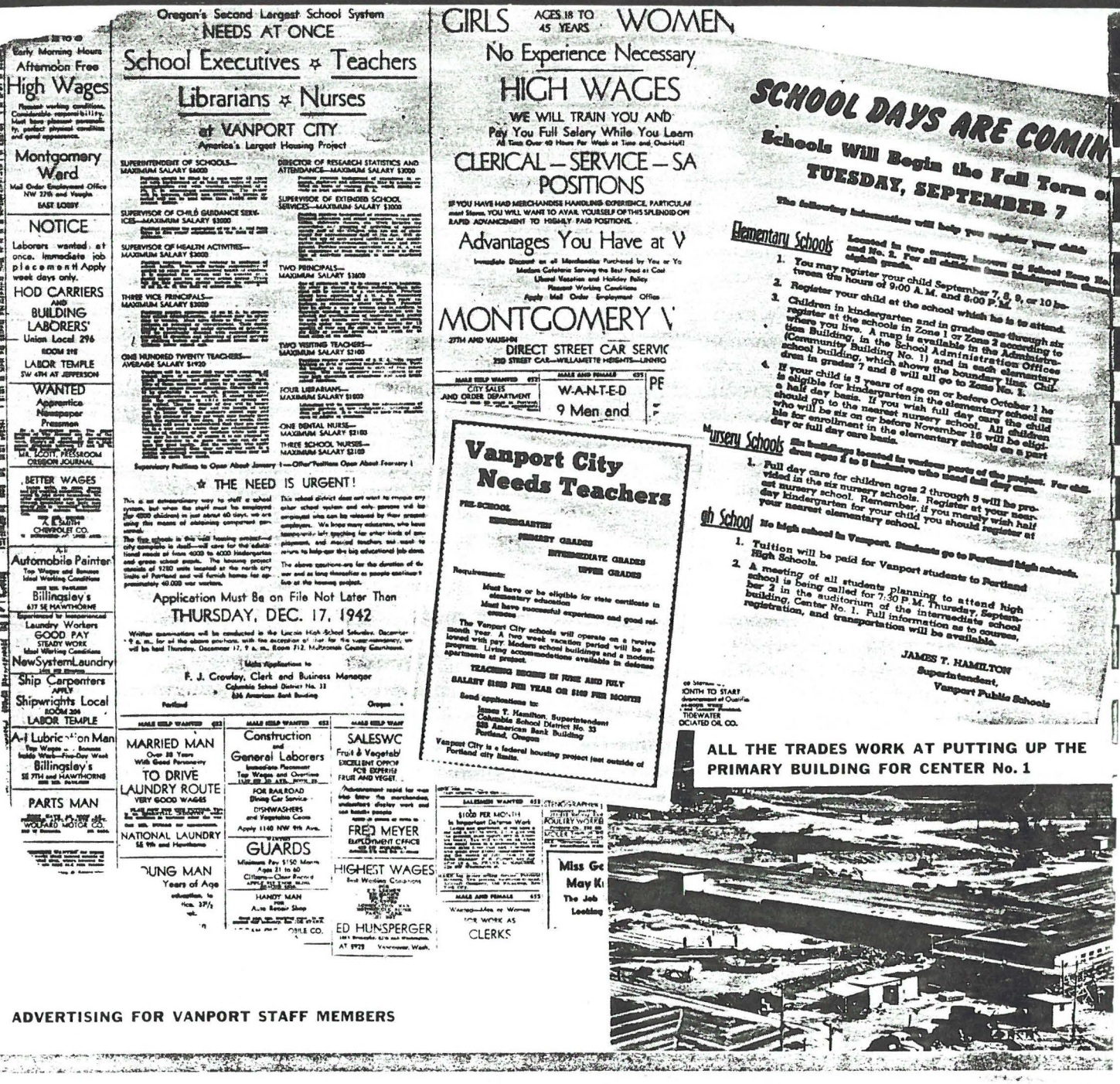
There was also the educational problem of identifying the special needs of these children and of doing our best to meet them. For such children the school was home and family; yet we knew we could never fulfill this role. We could only make a determined try, with no illusions as to our limitations.

Through experience a pattern of care emerged. We found that the children who came at 6:00 A. M. most needed an hour and a half of sleep before breakfast. A story hour or quiet games appealed more to those who came at 7:00. Breakfast was at 7:30 and then these children entered the regular morning session of school at 8:00. At 12 noon the morning session ended, lunch was eaten in the cafeterias and they were ready for extended care activities during the afternoon and until the parents called for them or we were instructed to send them home.

Many of the children going to school in the afternoon were on extended care in the morning. They were given a snack at 9:30 A. M. and then entered scheduled activities — among them, tap dancing, crafts, art, library, gym, room-games and free play. At 11:15 A. M. they washed their hands, picked up their coats and books and went in a group to the cafeteria. After lunch they had a half-hour to play before the afternoon session of school.

In the extended care program we faced the issue as to whether children should be encouraged to choose activities most interesting to them or whether they should be divided into groups with a variety of activities, but with group-identity preserved. We found the latter preferable, so the groups were formed on the basis of social age and natural affinity. We found, too, that a better group adjustment was possible by a separation of boys and girls — the regular schooling provided sufficient co-educational experience.

At the night-center, children came for dinner at 6 P. M., followed by a variety of recreational activities until bed time at 8 P. M. If the parents slept in the morning after a night of work, children left the night center and reported to school



seasons' growth. During the first year colorful Scotch broom, azalias and rhododendrons burst into a shower of blossoms, before their roots had nestled well into the soil. By the second summer only a few twigs showed signs of life. The trees could not withstand the constant climbing and swinging to which they were subjected and the shrubs had been trampled down by playful children and their dogs. Grass had no chance to survive in the small dooryards or along the parking which separated the narrow, one-man walk from the street.

The multiple dwellings, called units, were each planned to accommodate fourteen families. These were built in groups of four around a combined washhouse and heating unit. Adjacent to each two groups of units is a graveled parking lot, marked off from the street and driveway by large round logs. Each apartment normally contains a combination living-room and kitchen, a small bath with a shower, two closets and a bedroom. The bed-room of any apartment may be shut off from its living room and opened into the adjacent bed-room, thereby providing lodging for the childless couple or the live-aloner in the living room, and giving the larger family two bedrooms with their living room. "Housing"—as the governing body is called—requires that families provide separate sleeping quarters for children of opposite sexes. In some case, persons who rented the apartment failed to register all those who lived

for the morning session and then spent a few hours of their afternoon at home. If the parents postponed sleep until the afternoon, their children spent the morning hours at home and attended the afternoon session of school, then went to the night-care center for supper and a night's sleep.

Saturday and Sunday care provided special problems, for no school session broke into the day's routine. Our aim was to make the program for these two days as much like home as possible. The schools were used for church and Sunday School, so these children could easily attend, if parents consented. Hikes, out-door play, a good Sunday dinner, and rest made these days as normal as they could be.

Such was the general group pattern: a pattern woven into that of the double session school and the odd routines of family-living in a war community. In addition, up to four hundred pre-school youngsters followed a similar routine in the child service centers.

Besides these general needs, there was the individual youngster whose needs were his and his alone. Who could blame some youngsters for getting tired of constant group stimulation? They wanted a rug on the floor, their own toy wagon, and a chance to be alone. Only inadequate substitutes could be found for them.

At the end of the first year of experience, those connected with this phase summed it up as follows:

We have tried to complete the child's day by providing snacks, rest hour, free play, group activity, and skill improvement.

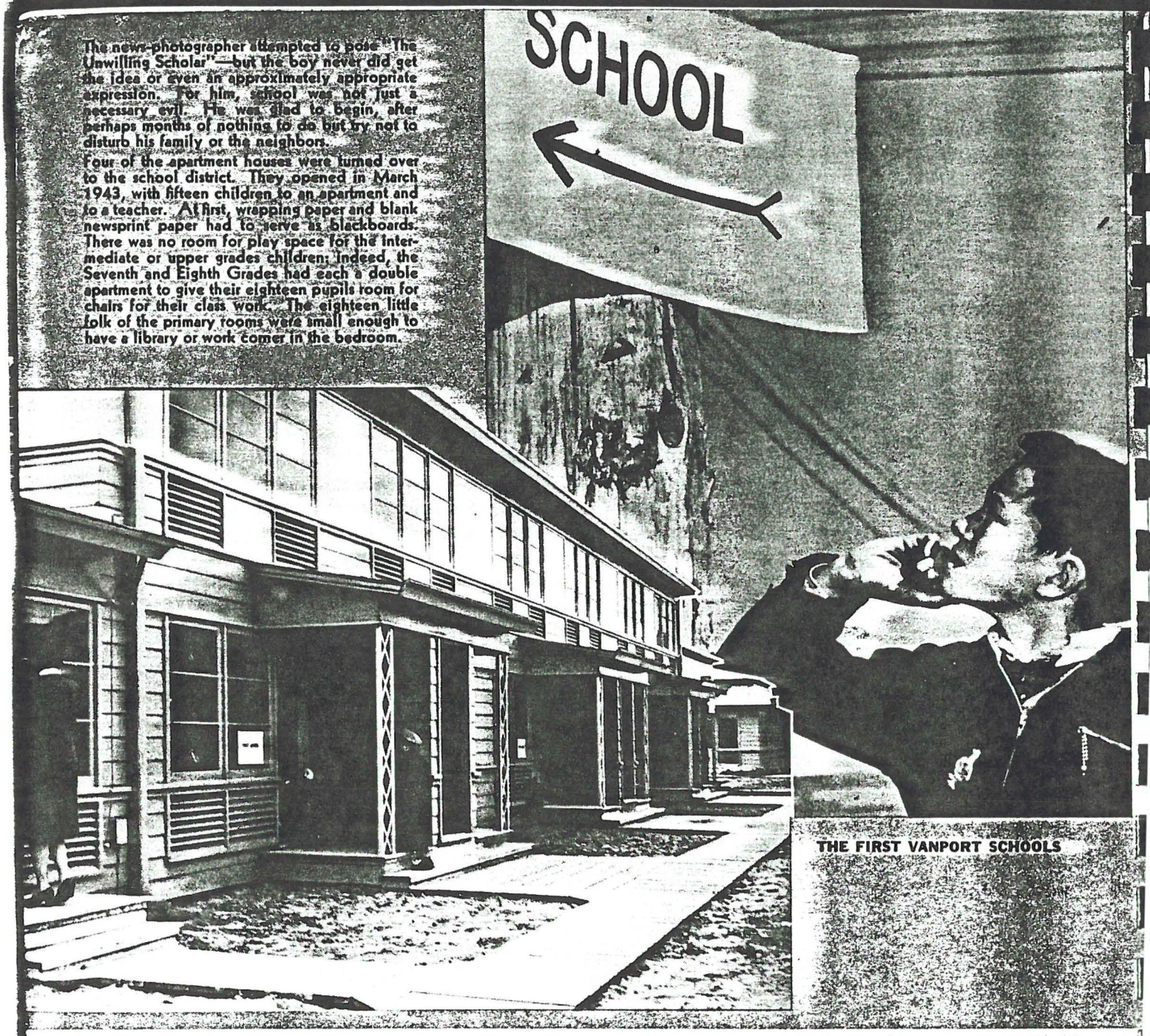
We have tried to build sound health habits by being alert, kind and suggesting, rather than coercive.

We have tried to give as much individual attention as the size of the groups and the space would allow. We have had conference hours in which individual problems are talked over and suggestions made.

We have tried to make these children feel that they belonged to the school and the community, through caring for their equipment, policing the school yard, and improving their own habits of citizenship.

"We have tried" . . . it was a modest claim for what they did!

These were the general needs of children in this war community which concerned the schools. From them came the direction and the challenges, and out of them through common effort came a program. Our freedom was that of purpose. This was unchallenged by vested interests and myopic power. Limitations were many, but they were mostly within reach of the intelligence and effort of all who shared the purpose. There were problems of facilities, equipment, supplies, personnel, and administrative routine to be solved, but without a forced appeasement of the purposes to be served. Frustrations were few among the staff, because the problems were widely shared and there were few occasions for viewing them with feelings of hopelessness.



The news-photographer attempted to pose "The Unwilling Scholar"—but the boy never did get the idea or even an approximately appropriate expression. For him, school was not just a necessary evil. He was glad to begin, after perhaps months of nothing to do but try not to disturb his family or the neighbors.

Four of the apartment houses were turned over to the school district. They opened in March 1943, with fifteen children to an apartment and to a teacher. At first, wrapping paper and blank newsprint paper had to serve as blackboards. There was no room for play space for the intermediate or upper grades children; indeed, the Seventh and Eighth Grades had each a double apartment to give their eighteen pupils room for chairs for their class work. The eighteen little folk of the primary rooms were small enough to have a library or work corner in the bedroom.

THE FIRST VANPORT SCHOOLS

in it, thus crowding was commonplace, although it was not officially permitted. For example, one living room-bath single, serves to house a man and his wife and their two babies, the husband's sister and her seven year old son and the wife's mother. Conversely, many a couple or live-aloner called forth the ghosts of departed relatives to share the register, thereby gaining a two-room apartment. In a few cases, the families were so large that they were obliged to rent two two-room apartments. This was before East Vanport, across the Interstate Highway (99) was built, with accommodations for the larger families. The rent depends upon the number of rooms occupied. Originally the base cost was $1.00 per day for the living-room-kitchenette and twenty-five cents a day for each additional bedroom. This cost included heat, light and an endless supply of hot water.

One who likes simplicity will find the apartments attractive. The walls are of a wood-grained plaster board. Three large windows reach across the front of the living room, and a large single window at the farther end lights the bedroom. These windows do not open, but a hinged door below covers the louvred screened opening, which is supposed to let in ample air. In the winter the firemen lay on the

STAFF RELATIONS

CHAPTER 2

It was a tough problem in getting a staff for the new school system. The war-time teacher shortage was developing and, besides, staff was needed in the middle of a school year. There was a general assumption that teachers could be found, (anyone can teach!) but the responsibilities peculiar to this community called for a staff with greater than usual courage and effectiveness. Could a staff *adequate* for the task be found? What was in our favor and what stood against us in recruiting one?

We could offer no unusual salary inducements for salaries better than those in the region were contrary to federal policy in war-financed schools.

We could offer no future security, for Vanport was not built for permanence.

We could promise none of the comforts of customary living in this war born city; nor could we offer classrooms filled with children schooled in similar background.

We could not offer the prospects of a normal school routine, for our plans foresaw responsibilities which would carry us into a twelve months school year and a seven day week — teachers were told to plan on a forty-four hour week individual work schedule.

But we could offer:

New buildings and new equipment.

Fewer restrictions on teaching and teacher living.

The thrill of witnessing a new community in the making, with the chance to share in building a new school system and in meeting many situations which would test and strengthen the the art and skill of the teacher.

The Appeal to Teachers

In October, 1942, a three member school board, whose responsibilities were confined to the operation of a small rural school for a hundred pupils, was shocked to learn that the schools in the new war town were to be theirs to sponsor. Vanport was being built on unoccupied land adjacent to Portland, but outside the city limits. It was within the boundaries of this small school district. Who could blame the board for being fearful, even though this added load was legally theirs to carry? In a few months, they were told, they would need buildings, staff and equipment for 4,000 to 5,000 youngsters.

The U. S. Office of Education came to the aid of this board by sending an adviser out from Washington. Under his direction, offices were established in down-town Portland, steps were taken for the location and planning of school buildings, a tentative budget was prepared and an application made for federal funds. An advisory committee of leading state educators was formed to aid the district school board in selecting a superintendent.

A start was made on the staff problem through half page advertisements in the Portland papers outlining the personnel needs of the new school system. This brought quick results. Letters and applicants in person poured into the down-town office. There was no time to interview or to hire. Instead, an examination was hastily devised to serve as a screen. About seven hundred took it. This was in December, and on January 1 the new superintendent took office.

As the results of the examination became available, they confirmed its effectiveness as a screen. The outlook was not encouraging. Fifty out of the seven hundred who did best in the examination were called for interview and only thirty-five of these were employed to open the temporary school in the apartment units. The possibilities of getting competent personnel looked hopeless.

The examination had indeed proved to be a quick aid to selection, but had not this requirement screened out many whose talents were needed? Perhaps we could do better at selecting a

coal with a heavy hand in order to heat the floors of the downstairs apartments. It is then, as well as in the summer, that the upstairs dwellers are unsuccessful in trying to cool off the place.

The living room is furnished with a daveno, hard, but nicely covered with homespun type material; a blond wood, peasant-type drop-leaf or trick extension table; four hard, straight chairs to match, and a good looking, but not very easy occasional chair. The kitchen, which is along one side opposite the window end of the room, has a sink and working surface, under which are built two small drawers and two storage cupboards, and a make-shift icebox. A two-shelf, open dish-cupboard is above the sink. A two-burner electric plate with portable oven and an electric light bulb hanging from the ceiling complete the equipment of this room. The bedroom contains a chest of drawers of the same light wood and either a double or twin beds, as the occupants prefer. The hard bumpy mattresses of the first year were later replaced by comfortable inner-spring ones. Two blankets were issued for each bed, counting the daveno as one. The tenant is responsible for all the items checked to his apartment. Woe be unto those few who couldn't decamp in the night, as some of the slick ones were wont to do, before Maintenance found that the entire set of furnishings had been broken up during gay parties, or that the children had carried the major part of the

staff if applicants were not compelled to submit to examinations and other barriers? We could only hope that this was the case. Hence, we quickly abandoned the examination procedure and gave consideration to other ways of attracting the type of personnel we so badly needed.

There was an appeal in the Vanport opportunity in spite of its disadvantages. We believed that this appeal would capture the imagination and gain the interest of many competent persons throughout the land, if we could but reach them. We made our own efforts to bring Vanport to their attention on a national basis. *Newsweek* published an early story which brought many inquiries. *Progressive Education* carried an article which aroused interest. Before the Vanport schools opened, a member of the administrative staff visited many of the leading colleges and universities on the East coast. In these and other ways we reached out over the nation with the story of the new Vanport schools.

In this we were careful to follow an honest policy. We set forth fully and frankly the advantages and disadvantages in coming to Vanport. For those who could look beyond the safe harbor of traditional security there was the pull of adventure. As we stressed the challenge to creative effort, exphasized the absence of typical restrictions, and expressed faith in the combined enthusiasm and intelligence of the staff to see the job through, some would scoff at such intangibles, but in others the spirit would quicken. Not all who came to Vanport did so in response to such an appeal, but as we set to work to make these things real, we found it increasingly easy to maintain the staff we needed.

A principal from a New York City suburb came across the continent at her own expense to look Vanport over. She went home, resigned her position, and returned to us two months later.

A long distance telephone call came one morning from New Mexico. "We have just read about Vanport and are attracted by what is going on. There are two of us. We have a car and can be there in a week. Will you give us a job at least for the summer?" In a week they drove in. Before the summer was over they were after a leave from their school system so as to continue through the year.

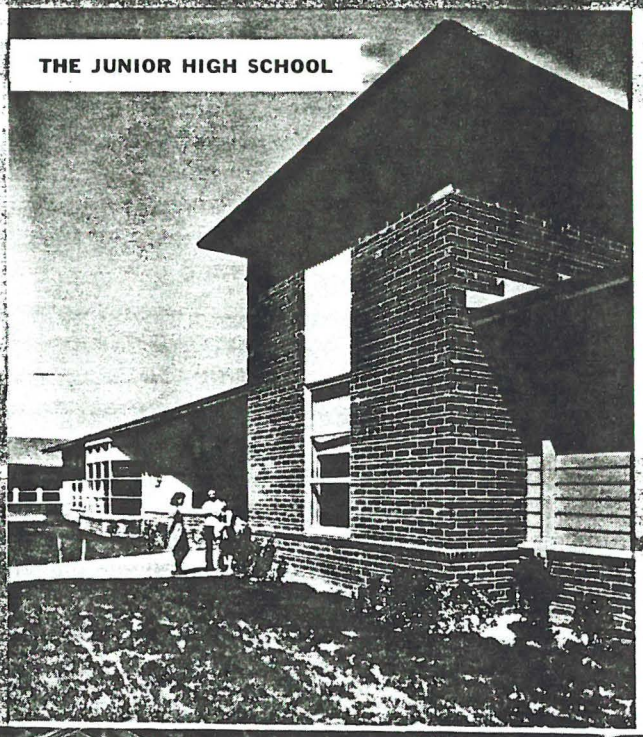
Employment Practice

We were aware that our employment practices must give support to our efforts to interest good personnel. Delays, red-tape and bottle-necks must not stand in the way of getting the person wanted. Employment responsibilities were not centralized. The school principals, the directors of the various phases of the operation had full authority to employ personnel within the limits of salary policy and of their budgetary allotments. No referrals were necessary to the superintendant, no recommendations had to be passed on to the school board before action was taken. A Director of Personnel gave aid in finding applicants and in bringing them to the attention of the proper person, but full freedom of choice and action belonged to the administrative heads. This policy proved its worth in many ways: it placed both authority and responsibility on the department head, it was a factor in attracting a competent administrative staff, it created the foundation of staff loyalty, and it was an effective way to meet the urgent and changing needs of this situation. It worked with outstanding success.

It was fortunate that construction delays made it unnecessary to get a full staff together in the spring months of 1943, as at first was anticipated. Thus we had time to cultivate interest in Vanport more widely and to entice many away from other positions for the summer months and the new school year. Also many who came had time to urge friends to join us as they found conditions to their liking. As a staff was assembled we became increasingly aware that full and frank portrayal of the Vanport situation had been effective in selecting the personnel we wanted. Those who joined us came in large measure with attitudes fortified for the hardships, but they came with a strong desire to help in spite of them. We were constantly reminded of this, for many remarked that it was not as "bad" as they had expected. Those who came from the near-by region had added resistance to overcome. Many in Portland and elsewhere in the state reacted to Vanport with the quick response, "that place!" Thoroughly publicized as a mud-hole in the construction days — where is there not mud in Oregon, during mid-winter construction! — it later became in many minds a city of riff-raff and quite unfit for persons of refinement and sound mind. Many teachers reported how they faced the discouraging advice of friends or the "counsel" of former superintendents and then made their own independent choice — and came.

A prospective teacher arrived at one of the buildings before walks had been built. She lost her shoes in the mud and had to be carried in by the principal. She was inter-

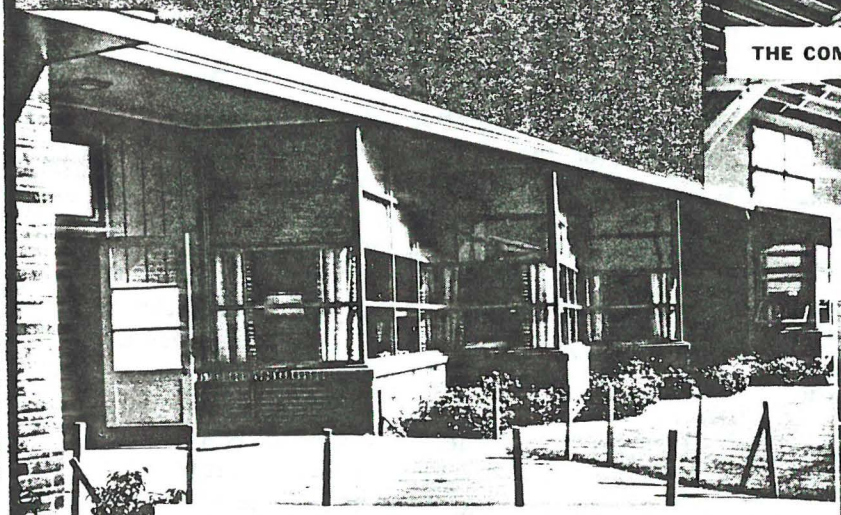
INTERIOR, COMMUNITY BUILDING FOR CENTER NO. 1



THE JUNIOR HIGH SCHOOL

Interior Community Building

Down the corridor to the left were the offices of the Vanport City School Administration, from the opening of the schools until the fall of 1945. "Pistol-Packin' Mama" on the juke box in the recreation hall provided hoarse and insistent accompaniment to the grinding wheels of educational thought.



THE SAW-TOOTH BAYS OF THE COMMUNITY BUILDING

THE COMMUNITY BUILDING'S GYMNASIUM

furniture out under the trees and left it there during the rainy season. Some who found themselves in this fix, had to stay until they earned enough money to pay the breakage bill.

"Maintenance" and "Rentals" are departments which function out of the main administration building of the Housing Project. Maintenance men check each apartment as one moves in or out. They decide how much one owes above the expected wear and tear. In the majority of cases, the tenants receive all or most of their ten dollar deposit back. Maintenance is also called when the faucet drips, the sink clogs, the roof leaks or the washing machine refuses to work. The trouble is then relayed to plumbers, electricians and carpenters, who travel from call to call on little three-wheeled, red motor tricycles (Cushman wagons) with boxes attached in which they carry their tools. Other special crews are busy on jobs of collecting the garbage from the everfilled cans which are on the walk adjoining the wash house. Other crews clean public buildings and vacant apartments. The cleaning crews are dubbed the 'Bucket Brigade'. Particularly early in the history of Vanport they were very much in evidence, traveling duck fashion, from one apartment to another, carrying brushes, brooms, mops, pails and cleaning cloths, as they readied the apartments for new occupancy. They were under the direction of a 'lead-woman', feminine for foreman. An out-

viewed in bare feet as shoes and stockings were cleaned and dried!

We found several of the staff here in Vanport. The mothers of many Vanport youngsters had once been teachers, but had dropped out of the profession. Here they were in Vanport with their husbands and children. The husbands were shipyard workers. These were persuaded to return to teaching, where they could render such essential service in the war emergency. Because they had children of their own in Vanport, they were especially understanding of the childrens' difficulties here.

A few teachers were found in the shipyards. They knew the life of the war-worker parents from their own experience as workers in the yards. They, too, knew what the Vanport youngsters were up against.

As a result, we drew together a staff which exceeded early expectations and was a surprise to the skeptical. Many visitors would remark, "How did you find the teachers you have — why are they here?" When told that salaries were not the chief attraction, they were even more puzzled. This is not to minimize the importance of adequate salaries and proper security in attracting and holding good teaching personnel, but there are other factors which can challenge professional capacity, elevate personal respect and contribute to a healthy morale.

Making Vanport a Common Adventure

We made such factors a conscious concern. They were the expectations which brought many here and it became an added obligation on us to fulfill these expectations if we could. There were also the incentives and opportunities inherent in the Vanport situation because of its newness, its uniqueness, and because tradition had not yet hardened into form.

We wanted the Vanport experience to be a *common* adventure, built on the solid foundations of shared intelligence and democratic principles. The obstacles would be many, the task would test perseverance, but high possibilities lay in our being able to develop a method of attack which would challenge and effectively use the combined resources of those who had chosen to come. How quickly, how enthusiastically, how extensively would over two hundred teachers acquire a feeling for the whole job and contribute their best initiative and resourcefulness to it? This was the promise of Vanport — and the uncertainty.

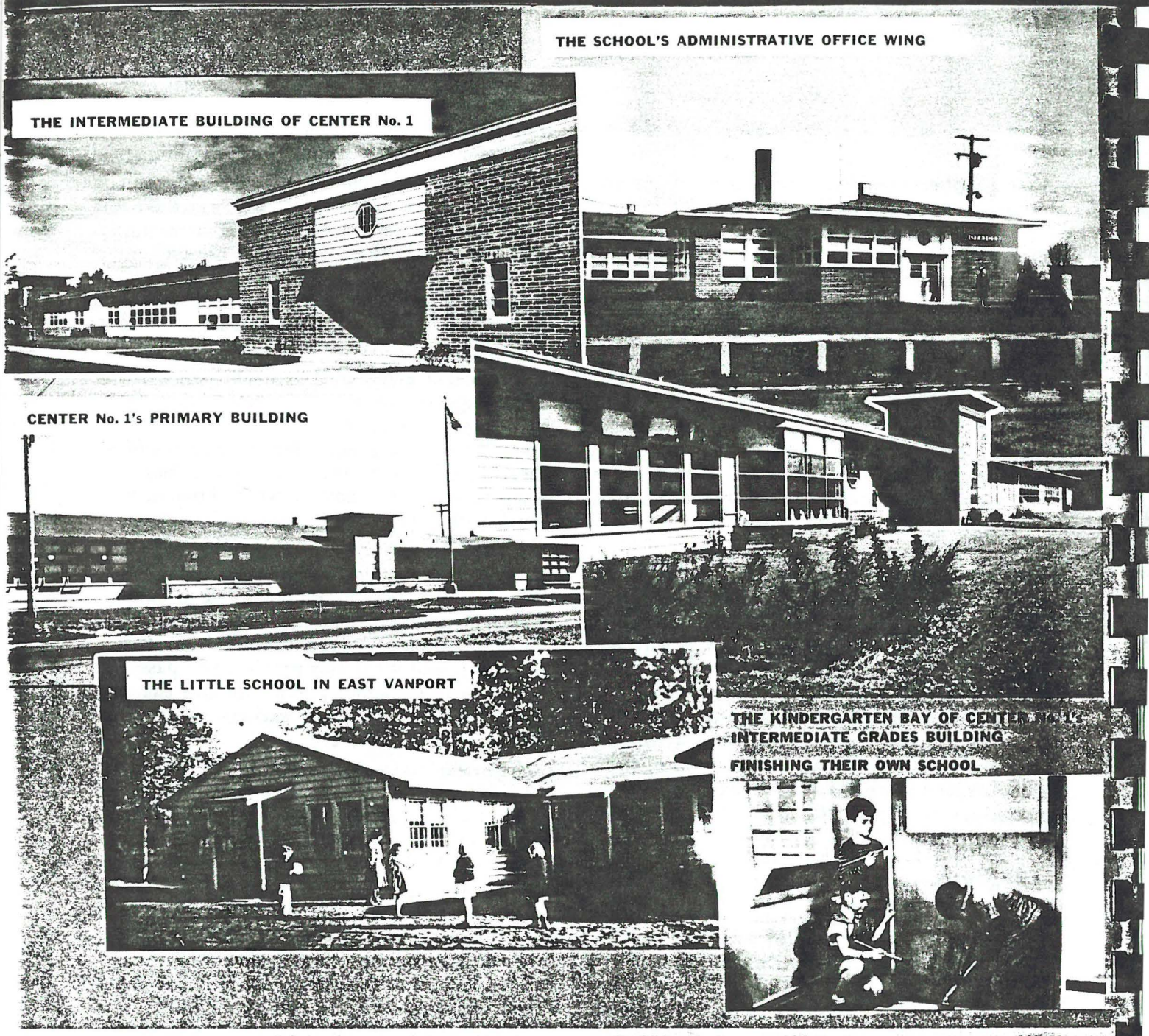
Building a basic community-mindedness among the staff was a first essential. But here there was no friendly and experienced core — all were strangers to begin with. This was true of the staff and it was also true of the community at large. The need for group friendship and support was basic and particularly so in a setting which had so little community cohesiveness of its own.

One of our early and persistent concerns was with living arrangements for members of the staff. We found it necessary to recruit teachers from afar, but we had great difficulty in establishing their eligibility for suitable living facilities. This was one of several matters which brought us in touch with government "directives"and local inability to deviate even slightly from them.

First we had to get teachers classified as "defense workers" before they could live in Vanport. The first eligibility lists included no teachers. Such a decision was not within local jurisdiction, so days passed while this problem was passed up the "line" and before a new directive came. At last we were told, "Yes, teachers who teach in Vanport can live there!"

The next matter was more difficult. Could we have housing units reserved exclusively for teachers? Teachers were living on the other side of thin walls from swing shifters whose recreation began at 1:00 A. M. For most there was no escape from children day and night. It was rugged living and many teachers came to school with heavy eyelids. For the sake of better teachers and better schools we asked for better living arrangements. We had to battle hard to get them and after that to keep them reserved for the teacher we expected next week. Once a family moved in, no one could move them out — and clerical mistakes were often made.

As the project filled, new directives specified the number of persons entitled to various size apartments. Maximum housing was the aim, regardless of personal convenience or willingness to pay. For example, a single apartment — one room with a daveno for sleeping — required two people — usually husband and wife; larger families were entitled to two and three room apartments. We discovered that the teacher just arrived could not move in without a companion. Time after time we made this appeal —"Let this teacher have a few days to find a room-mate —



standing feature of Vanport was the prevalence of the woman worker. Women interspersed the landscaping crews, the sidewalk laying, road building and garbage collecting gangs. One was inclined to wonder if he should believe his eyes when the garbage truckman drove up to the line of 20-gallon garbage cans and sat idly back while a couple of women alighted and wrestled with the big cans as they unloaded them into the truck.

A reporter in LIFE magazine stated that the difference between Russian and American Women Defense Workers was that the Russian women looked as though they belonged to the job. This writer had never seen Vanport. During the war, women of all ages, from maidens to grandmothers, fell into line to make the most of their working hours. Men were available for the executive and foremen jobs, but the women performed a major part of the manual labor. Slacks and dungarees, taut over fat fannies and jiggly tummies, far outnumbered traditional dresses. In fact, man's attire, from straw or felt hats to heavy boots, was mostly in feminine favor. Frequently freshly curled coiffures showed that the women still attempted to retain their feminine charm. The dexterity with which a middle-aged worker could raise her knee and scratch a match for her ever-ready cigarette on her tight trouser seat threw her completely out of the traditional role as a wife and mother.

after all, sharing a daveno with a stranger the first night is rushing it, and we have no stranger to suggest."

"But the directive says —"

"Are you bound hard and fast by Washington directives? There are vacant apartments in the teaching units. Let's use them in a way that is satisfactory and sensible—these regulations were not intended for teachers, many of whom are single women.

If this appeal did not work, there were other ways. A few, schooled in the ways of sidestepping such issues, called up old ghosts to lay claim to the other half of the daveno. Grandmothers and aunties long since gone to their rewards were registered as participants in the communal household.

Gradually, headway was made in getting reasonably satisfactory living arrangements for teachers. Without these living conditions, recruitment of an adequate staff would have been impossible, and turnover would have been far greater. In the living units the new arrival was welcomed to Vanport, invited across the hall for the first breakfast, given a loan of pots, pans, sheets, lamps, rugs and other items, told more about the schools, and helped to find friends who would relieve the pain of initial home-sickness. No prior thought had been given to the housing of teachers in planning this city of 40,000 people!

Participation in Policy Formation

Opportunity for participation in the policies and problems of the Vanport schools began with the weekly meetings of the administrative staff, which included the superintendent, the assistant superintendents, the principals, the directors of child feeding, child health and child care. This group was the chief policy-making body and integrating center of the Vanport school operation. Here were centered most of the responsibilities of a school board in the normal community and in addition those of the administrative staff in a democratically conducted school system. Actually this group was the administrative authority; all staff members including the superintendent felt responsibility to this body in the excution of adopted policies. Thus, all who were responsible for an administrative area shared in the making of the major policies and decisions of the entire operation, felt its common aims and hopes, and each worked out the policies and decisions agreed upon in relation to his particular phase of the operation.

Careful records were kept of these meetings and copies sent each week to all in administrative capacity. Once each month all in administrative position met for common review and discussion of central staff decisions. Decisions of the administrative staff became the basic code of school operation.

Here are some of the general kinds of decisions made by the administrative staff group:

Approval of salary schedules and pay rates, policies of sick leave, working hours, standards of promotion, and all matters of personnel adjustment.

Preparation of the budget, together with determination of the staff required to fulfill adequately the educational needs.

Evaluation of the work of all who serve an inter-school function, such as the coordinator of libraries, visual education, clinical testing.

Approval of general policies relative to curriculum, holidays, community relations, promotion and failure, with encouragement of individual initiative by each school in finding solutions to its own problems in these areas.

Responsibility for the selection of personnel rested with the department heads, and so did direct responsibility for stimulating interest and providing channels which would encourage full participation of the staff in each area. Creative sharing began within the various schools and other operational areas. Our first task was effective functioning of each part of the system. Meetings of the entire staff were never possible as there was no time, day or night , when all could come. The administrative staff group determined the larger policies, the administrative head in cooperation with his staff applied these policies to his own sphere of operation. Suggestions, complaints, problems of his staff were his to adjust within his own sphere of responsibility, or if they were related to larger policies, modifications and adjustments could be quickly considered in the weekly administrative staff meeting. Policies and procedures were outcomes of daily experience and they were kept flexible and workable because they were internal, rather than external, in origin.

During the first year of operation, much was done in the various schools, in the areas of child feeding, child guidance, health, and extended day care, to establish basic principles and procedures satisfying to joint effort and effective in result. Early in this first year the teachers in each school were asked to fill out a questionnaire, ad-

NO PLACE TO PLAY

No Place to Play

A fellow needs space when he has a fine big box like this to play with. In the early days the little front stoop was the only place at home that was out of the mire of mud.

Conference

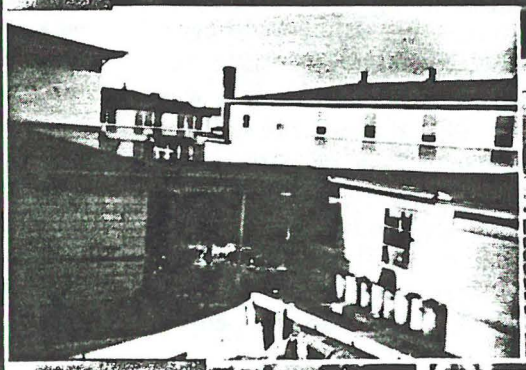
"You kiddos know you ought to get to school on time! You live right across the plough. Can't you come straight over the bridge without spending time to throw stones in the water?"

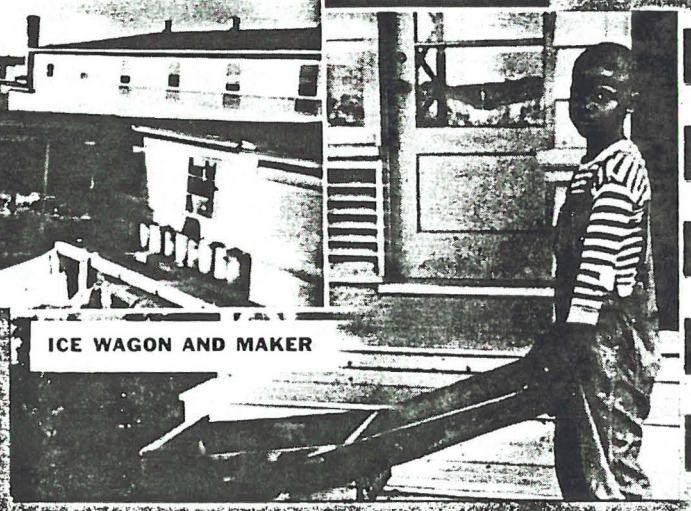
A CONFERENCE WITH THE ASSISTANT PRINCIPAL

Mama Hasn't Come Home!

The Visiting Teacher consoles a child whose parents haven't got back from the ship-yards on schedule. The schools had to be ready to take over, at any time, for cheering up or even escorting the youngster back to the school building or child-care center for a meal or extra sleep — or to look after the child until the parents did show up.

MAMA HASN'T COME HOME!





ICE WAGON AND MAKER

The administration building is across the street from the first shopping center, and near the post office, jail, library, hospital and three large schools. This group is usually termed Center I. This administration building is the center of one's first experiences in the city. One has to go there first in order to make application and pay a deposit for an apartment. It is also the place where one goes to pay the rent, on or before the tenth of every month. In case one is tardy he finds a padlock on his door when he comes home, and is not admitted until he pays up and in addition pays the fine for being delinquent. Many newcomers park their loaded cars outside this building and watch a curious world pass by in their tin hats and outlandish outfits, on their way shopping, to the bus shelter which is catty-cornered across the street, or to the post office or library. After the first worrisome months, buses, though ever crowded, ran to Portland every 15 minutes. The fare was a dime, but no transfers were issued to other Portland buses. Eventually, four shopping centers were opened in various parts of the city.

The first summer was well on its way before the stores and the ten ice stations opened. The supervisors of federal architectural plans had overlooked the need for food storage space. Consequently, food had to be bought from day to day and the treck to Kenton through either the mud or summer sun was wearisome

ministered to hide the identity of those responding, in an effort to measure the degree of democratic participation encouraged by the various principals. The giving of the questionnaire was approved by the administrative staff group, with the willingness of the principals to "take it" regardless of the results.

Evaluating Initial Results

One of the attractions we had emphasized was that the building of the new school system would be a "common adventure" in which, to quote the first staff bulletin:

> We must examine ourselves and our program continuously and critically. Old ways that do not work must challenge us to search for new ways. Ideas must be our most valued resource, no matter from whence they come, but to encourage unity, ideas should pass the test of group thinking before being carried into action. When action comes it must be vigorous action, but always contingent upon and subject to the modification of better ideas and altered circumstance. This means much working together, much joint planning, and much cooperative doing. This is the democratic way and it will guide us in all of our relations in Vanport.

We wanted to know if we were making headway in this.

The results were compiled by schools and the interesting variations between schools were discussed by the administrative staff group. A general summary of the results went to the entire staff without breakdown by buildings. Here are some of the results of this survey:

Do the teachers of Vanport want to be active participants in solving school problems? 93.6% of the staff said "yes," 4.5% said they would rather be told what to do in most circumstances, 1.9% wanted to be let alone to carry their individual responsibilities without being bothered with overall problems.

In general, are members of the staff being encouraged to express ideas, to give suggestions, to offer criticisms? 73.3% of the staff indicated that their ideas and suggestions were warmly received, 20.1% thought that they were only passively accepted, 6.6% thought they were not wanted at all.

What channels most successfully encouraged exchange of ideas and full participation in the policies and problems of the schools? Four channels were included in the questionnaire, with the following comparisons:

	School Staff meetings	Informal relations with colleagues	Conferences with principal	Committee meetings[1]
Unsatisfactory	10.9%	5.5%	2.1%	31.1%
Fairly satisfactory	26.5%	33.3%	15.4%	54.5%
Highly satisfactory	62.6%	61.2%	82.5%	14.4%

[1] At first many teachers were inexperienced in committee participation and leadership. Better techniques of committee leadership had to be developed as part of the in-service program.

Were the responsibilities being placed upon teachers for initiative and judgment too heavy? 11.1% believed that the principal left too much to the individual teacher, 4.7% believed that there was too little freedom, 84.2% thought teachers had the right amount of freedom and responsibility.

What of the general morale? The schools had been in operation at full capacity for six months only, many problems and inconveniences were before us. There was much justification for frustration and discouragement. The teacher opinions by buildings grouped themselves thus:

I believe the morale among the teachers in this building is:

	1	2	3	4	5
low	7.1%	0%	18.2%	13.8%	7.9%
high	25.0	62.3	33.3	51.7	47.0
average	67.9	37.7	48.5	34.5	45.1

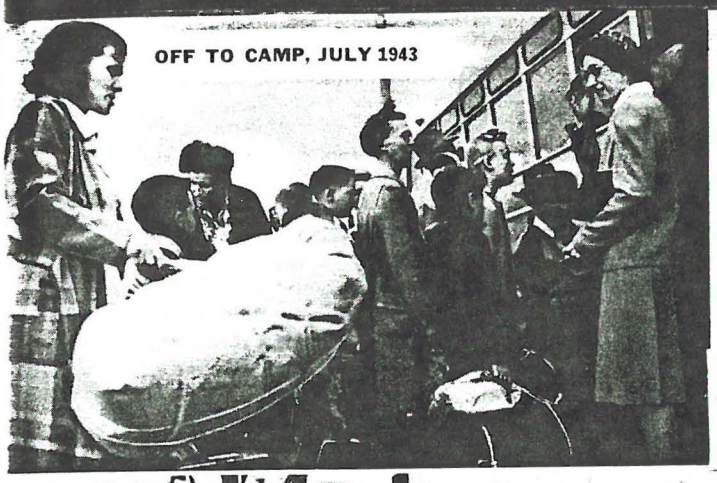
These were interesting variations in the "morale" level of the various schools, which became a source of administrative challenge. But the general results indicated that headway was being made toward making the Vanport school system the product of common effort, common intelligence, and common concern. We needed time to refine the methods and techniques of democratic participation and much needed to be done to increase general group effectiveness in coping with our problems. For this we looked ahead to the summer months.

Plans for the summer considered how best to take the next step toward enlisting the wider enthusiasm and energy of the staff. Problems which needed cooperative attack had become clearer during this first year of experience. A lighter teaching load in the summer would give us more chance to reflect together. We decided to keep the full staff on salary and schedule them for a half day teaching and the other half day in the workshop. We made plans to find qualified leadership who could aid us with our particular problems and who would give additional nourishment to the spirit of common endeavor that was developing. We began a search for three leaders for our first summer "workshop" with the following qualities:

The Summer Workshop

Community Understanding —

We conceive the school responsibility at Vanport as evolving out of the community situation. As a result of the community situation, the children's needs here differ, at least in degree, from those of the more normal community. This fact must be kept in mind in considering the type of experience which the schools are to provide. The workshop leader should have a training, experience and outlook which recognize the fact of community differences and the ability to help

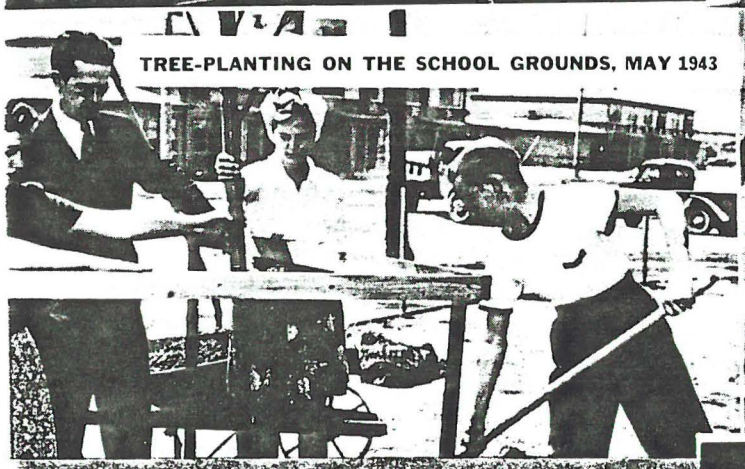


OFF TO CAMP, JULY 1943

Off to Camp.

The first summer, we tried to arrange a camp on the coast for children. But only one group attended. These, for a fortnight, youngsters recently transplanted from the South and the Middle West and who had never seen an ocean, chased along the beach and sniffed the exhilarating Oregon mixture of salt and mountain air. But the whole Vanport project was then so new and exciting and their life here so strange, that the parents saw no reason to add their children add this new experience of camp to the already bewildering total.

The summers to follow, we have arranged camp-ships, at established places, for some pupils whose parents could not afford it for them and who, we felt, particularly needed a change from Vanport life. Other children have been sent as regular campers, also.



TREE-PLANTING ON THE SCHOOL GROUNDS, MAY 1943

PLANTS TO BEAUTIFY VANPORT CLASSROOMS, NOVEMBER 1943

Tree-Planting

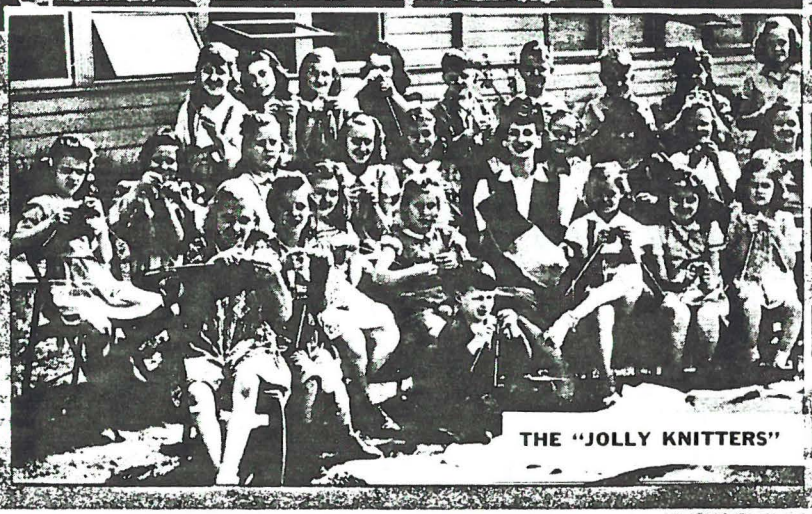
The secretary, president, and vice-president of the Junior High School student body, with the Assistant Superintendent of Schools, planted trees about the school grounds.

Plants to Beautify Classrooms

Portland children in civic organizations donated shrubs and potted plants to help make Vanport more homey. The school children here wrote thank-you letters in return, and have enjoyed the growing green things and the neighborliness of Portland's kindly gesture.

The "Jolly Knitters"

They made afghans, wash cloths, and such useful items for Barnes General Hospital and for the Junior Red Cross. Seventy children learned to knit and many of them taught their younger brothers and sisters. Incidentally, they also made their own knitting needles. These youngsters on Extended School Service worked with a will.



THE "JOLLY KNITTERS"

and depressive. It was a happy day when the ice houses opened and dad could stop on his way home from work and bring a 25-pound cake of ice home on his shoulder. Usually there was no one at home to do this chore, as every one, no matter how halt or old, was drawing big wages in industry.

As Vanport grew, certain personalities left their imprint, from time to time—on memories and sidewalks. One Lothario, obviously deep from the heart of Texas, rode a scraper and clod breaker during the early construction days. His attire was a wide sombrero, the brim ruffled from much doffing in salute and brow mopping, a gay knotted scarf, plaid shirt, studded belt, tight dungarees revealing slim hips and thin legs; and fancy topped, high heeled boots. A pair of tortoise rimmed dark spectacles shaded his eyes, on both sunny and rainy days. Although his delegated job was mud scraping, his self-assumed one was that of a greeter—particularly of skirts. He played no favorites as to age, curves or attires. Once a woman loomed in sight he wheeled his tractor-mount and jiggled at full speed to present himself with a swooping bow and full blown, gold-toothed smile. If one wished to find his way, as all people did in those early days, he threw his charger into reverse, right-about-faced and gave escort to the very door. Enroute, he lost no time in making plans for future meetings. He was heedless of drying pave-

the staff analyze such factors and weigh them in any planning of children's experience.

Creative Thinking —

The method of the workshop should be that of creative thinking cooperatively done. We do not expect the leader to have the answers to our problems, but the leader should have superior resources of training, experience and viewpoints, and high skill and enthusiasm for stimulating and guiding group thinking so as to help us find a better answer to the problems. The leader should be one who likes to think with the group and who will inspire confidence in his judgment and understanding.

Sociability —

The workshop leader should appreciate the workshop as a total experience for the teacher. Such a person should be one who will enjoy close relationships with the teachers in both work and play and will quickly fit into a living experience for the six weeks period. He must be a person whom the staff comes to recognize as a leader, not by right of title, but by right of leadership.

The morale of the Vanport staff is good, but there is considerable variation in capacity to comprehend and deal with the problems of the classroom. These problems have been brought more clearly into focus here than in a typical school situation, but even so, some teachers are clinging to traditional methods, others are groping, and still others are finding adequate answers. Responsibilities for staffing, equipping and organizing these new schools have been too heavy this first year to give desired attention to some of the problems in which the classroom teachers need help. This we hope will be partly cared for through the summer workshop.

The first summer workshop achieved many of the purposes which we hoped it would. We procured three excellent leaders who soon won a place of leadership by their energy, resourcefulness and sociability. We did not hope to solve all problems, most of which had no specific and final answers, in six weeks, but new vistas were opened up, broader possibilities for meeting our situation were explored and new enthusiasms were awakened. One of the most successful achievements was in bringing staffs of the various schools together for the first time for concentrated discussion of problems. This yielded for many the discovery that the various schools were evolving different solutions to similar problems. On this, two of the leaders made comments:

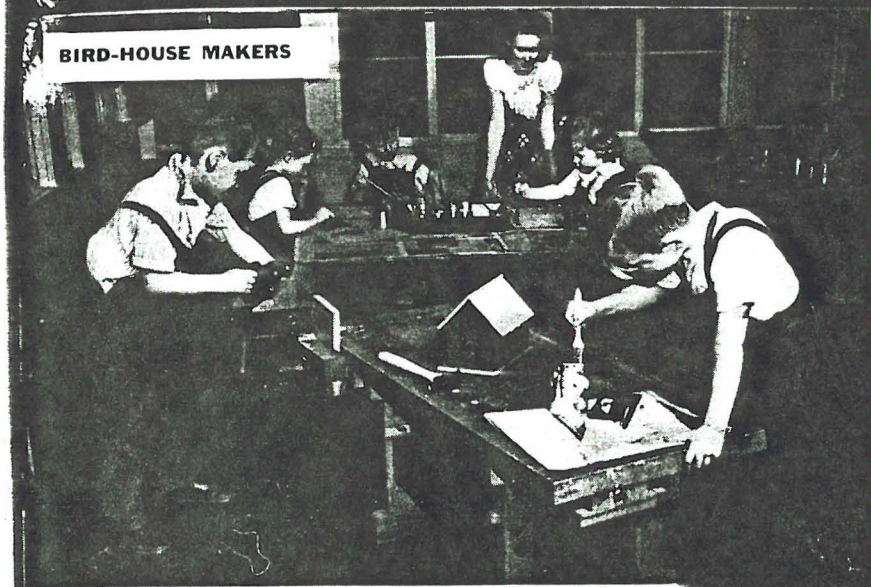
The teachers said many times how valuable they considered their opportunity to work together on common problems. They continuously considered the variations of program in the different centers. In any projection of plans and suggestions they wanted pooled thinking and made provision for flexibility of operation according to the varying situations. It was interesting to see them recognize that there is more than one good way to realize a particular value; that the problems are too big and too important to allow personal differences to sidetrack end values, yet the effective meeting of problems is dependent on their ability to resolve those differences and keep the long view; that continuous self-evaluation can give them *quite* a "lift" professionally and personally.

One of the finest contributions that the workshop made, as I see it, was the frank discussion among staff groups, and the desire to consider practices carried on in the other schools. For example, teachers in Center 1 liked orientation plans in Center 2 and thought that they might wish to try these plans; Center 2 teachers seemed to think Center 1 offered better opportunity for arts and crafts. There was real interest in improvement.

With the beginning of the second school year, more emphasis was given to staff participation on an all-school basis. Growing out of the associations of the summer came professional committees representative of the various schools, and a strong Teachers' Association. Through the Teachers' Association stimulus was given to strengthening and fostering wider participation in social and professional activities. A professional study committee set up a program of inter-school professional study activities, a salary committee worked out qualifications for advancement, other committees fostered social activities on an inter-school basis. Full time leadership was provided for the inter-school professional study program and this led to a second summer workshop.

The first summer workshop was organized by grade levels with leaders for primary, intermediate and junior high school. The second summer the workshop imported leadership for three areas: child development, social living, and related arts.

In extending the range of staff participation to include more problems of inter-school concern, we were careful not to neglect the importance of individual school freedom and initiative. We often defend the principle of local control of education and we fear centralization on the federal and state levels, yet so often within school districts the individual schools are regimented and bound by directives from the central office. There was less reason for variation among schools in Vanport than in most communities, for the various schools did not serve areas of marked social and economic contrast. Nevertheless, the encouragement given to local initiative, within each school, contributed much to the successful solution of our problems and it promoted professional interest and growth. Procedures that developed in one school were suggestive to other schools. From the variety of procedures came better procedures or the important recognition that there are several ways, equally valuable, in meeting problems.

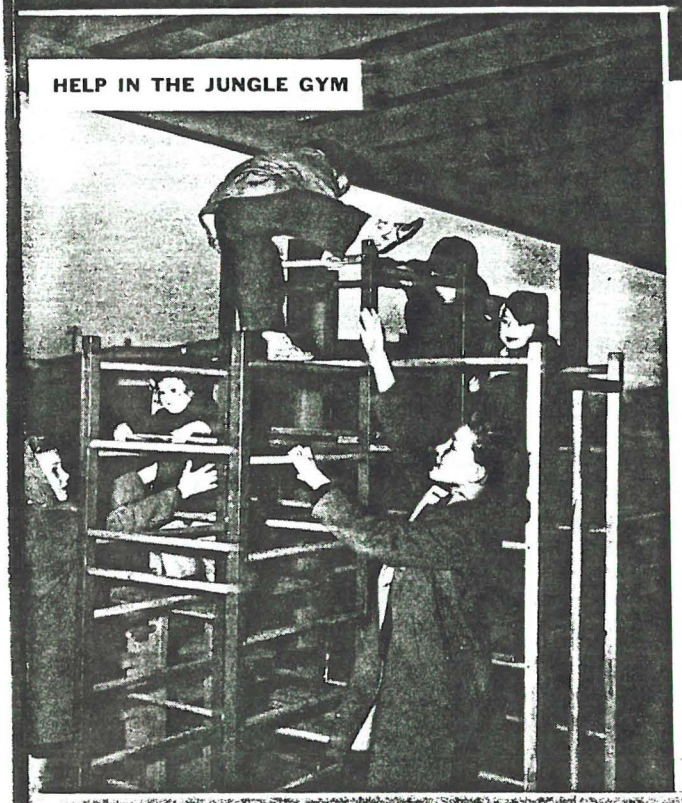


BIRD-HOUSE MAKERS

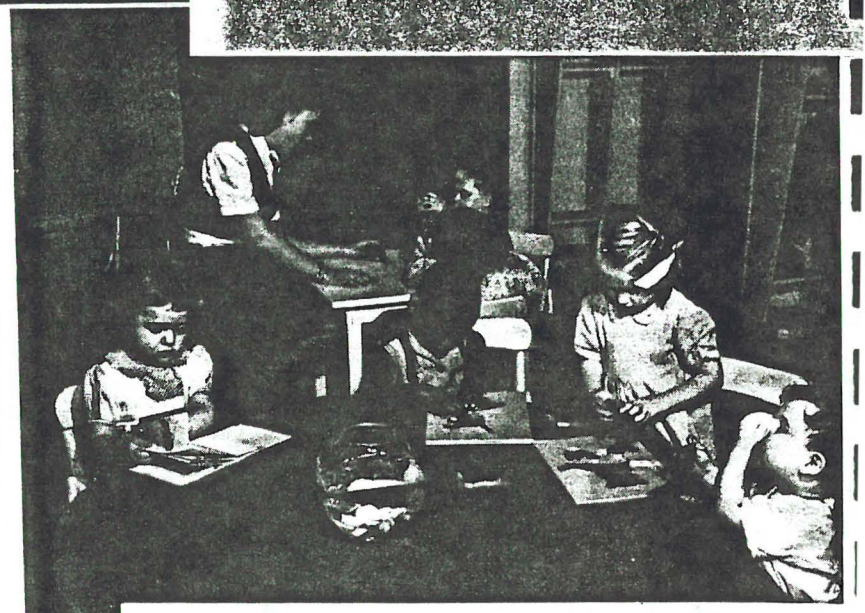
Emotional stress and strain became the lot of children in wartime. Their homes were uprooted or broken as parents answered the call for workers in industry or as fathers joined the armed forces. Whole families trecked across all of America, leaving the child's familiar toys and pets behind. In Vanport there are not any small-town backyards to play in, no cellar doors to slide down, no rural barn with inviting hay lofts, no calves or baby chicks or ducklings, no wide pastures, no relative who lives just a few blocks over.

Important also is the resultant feeling that the parents have their children are protected and comfortable and affectionately cared for while they themselves are at work. But many parents still preferred other means of care — casual neighbor "ladies" or older children of the family or of neighbors.

Classes in caring for young children, for the Upper Grade pupils, were, like the food-preparation classes, optional. They were chuck full, with waiting lists. Boys were as enthusiastic as girls and they made responsible and serious guardians of the nursery school youngsters they supervised on Extended Care. These girls are having a jolly time and so are the tiny folk they're with. The boy in the picture on the front cover is holding another group enthralled with a story, and is enjoying himself thoroughly, by the same token.



HELP IN THE JUNGLE GYM



PUZZLES AND PEG-BOARDS — AND A BIT OF PRETEND LUNCH

ments, riding over them to leave the permanent imprint of the tractor treads as a memento of the meeting. So Romance sparked in Vanport, as in all other places.

The flow and ebb of shipbuilding families' lives was for the most part governed by the shift on which the breadwinners worked. For those unfamiliar with this terminology, the day shift obviously worked daytime. The swing shift worked from evening until midnight, when the 'graveyard' took up the job until morning. Unfortunately, these shifts did not always coincide for various members of the family. Naturally, the arrangement turned night into day for many workers, upset the customary schedule of social life and skewed the traditional pattern of family life all awry. When family members were fortunate enough to be employed the same hours, some of their problems were solved. But unhappily, they were often separated by paper-thin walls from neighbors who worked on the other shifts. Hence, smells of breakfast cooking at 1:00 a.m.; parties beginning far after midnight; the tramp, tramp of many feet on the narrow board walk close to the units, the clatter of life and dishes; the continual blaring of radios at all hours; the laughter, shouts and screams of children at chase, play or in quarrels, contributed to the wakeful sleeping hours.

In philosophy and practice the view was upheld that the principal is the educational leader in his building. Each principal had full responsibility for staff employment and for selection of needed materials and supplies. Each was given adequate clerical and administrative assistance (at least one vice-principal and two secretaries in each building, a co-ordinator of extended services, and two visiting teachers for each center) to provide time for leadership, and each was encouraged to foster full participation of the staff. These policies stemmed from the administrative group in which each had membership. Freedom was encouraged, but it was given direction by viewpoints and policies created and endorsed by those who carried them into practice.

This brief resumé is not an account of what *solutions* were found to our many problems. The permanent values gained by those who shared in the Vanport venture did not lie in solutions, but in ways of attack, in widened interest and responsibility, in mutual confidence and respect, in general happiness — all of which added up to good morale and better future teachres.

How can our experience at Vanport be critically assessed in these particulars?

We found that improved methods of attack are not certain and inevitable results of the democratic process. Such methods must be consciously sought. Much time can be wasted in committees if attention is not given to a consideration of how time wasting can be avoided. Vital issues may bring forth unreasonableness, dogmatism, and rationalizations unless avoidance of these becomes of itself a consciously sought objective. The right of minorities to agitate for a different policy must be safeguarded and distinguished from any tendency to sabotage an existing one. If in Vanport we contributed to a greater consciousness of improved methods of cooperative endeavor, then we made that much of a permanent contribution to professional growth in the teaching group.

Progress in creating widened interest and responsibility was easier to point to as a concrete result. In this connection one of the most successful features at Vanport was the planning week which preceded the opening of both summer and regular school sessions. The staff, meeting together, devoted a full week in each school to the planning of the year, framing general policies, organizing committees, arranging the schedule, laying plans for an integrated educational experience with full use of the specialized resources of all. After such activity, few teachers viewed the educational process in their own room as the limit of their concern. The success of planning week lay in the concerted attack on burning issues — an attack that fortified the teachers before they had to plunge into the midst of these issues during the year.

It was interesting to see in the earlier days of Vanport, the presence in the minds of some teachers of attitudes which reflected old barriers between administration and teaching. They ranged from servile submission to the administration to active suspicion. Occasionally in discussions there would be reference to "the administration" with a tone that implied something formidable and threatening to any suggestion about to be made. On other occasions, the voice of the administration would be given more veneration and weight than it deserved. Respect for the authority of ideas and their soundness, rather than for the authority of one who gives voice to them was a point of view which took time to develop. With this, of course, grew a sounder basis of confidence founded on the quality of one's own best contribution to the problems at hand. This was the kind of respect toward which everyone could aspire.

To share in a unique and intense educational experience, to do a worthy educational job *together*, was one of the chief attractions of Vanport. It would be foolish to imply that all who participated felt equally the force of this ideal. Many merely wanted a job and found it here, others were attracted by a general desire to contribute to the war effort, still others thought of the adventure as coming West, or experiencing life in a war-boom town, — a few were seeking an easy Utopia and they soon grew impatient. But enough came in response to the promise of a rich experience, and they gave it its initial life. As it became more of a reality, all gave more freely of their enthusiasm, thought and energy, and a wider number shared its meaning and its worth.

For many it did yield a permanence in satisfaction and professional growth, as the following excerpts from letters of former Vanport teachers reveal.

"Each teacher had the opportunity to participate in and even take the lead in setting up policies and in other school affairs. Because of this democratic set-up, a teacher

URSERY SCHOOL PETS

EXTRA REST FOR THE LOW-VITALITY CHILD

GETTING READY FOR THEIR CHRISTMAS PARTY

ALL THE KINDERGARTENERS HAVE A NAP TOGETHER

BOYS MAKE A P-T BOAT

Pets are a special feature of the Child Care Centers, as also of the kindergartens and primary rooms. The white rats which exemplified diets deficient or well-balanced became beloved friends to the school's young pupils. Turtles and snails in vivaria were investigated with cautious fingers. Snakes were not taboo. White rabbits, ducks and chickens recalled the farmyards which for many of these children had been home before they came to Vanport, and which they sorely missed.

All the youngsters are given generous allowance of time for sleeping and quiet, along with a wholesome balance between festivity for the whole group, active play, and quiet play-time. A few children need even more rest, however. They are put to bed on a cot in some corner, away from the too-great stimulation of being with others all the time.

One Vanport housewife, a native of Minnesota, described her life as follows: "I am employed as cook in a school cafeteria. My husband and I are as ships that pass in the night. He works swing and leaves for work as I get home from school. He gets home at two and I leave at 7 in the morning. Our only real time together is when his day off comes over the weekend, once every six weeks. It's no way to live, but it all goes with war."

This infrequent family holiday was common to many families. When it came there was little time for frolic. The family chores which the children or a delegated adult could not attend to had piled up mountain high. Often the father, mother and all of the children went to town for house furnishings, clothing or other supplies not available in Kenton. Shortages of goods in the usual markets and unfamiliarity with the shopping districts made these days difficult. Doubtless the most sought items were alarm clocks and curtain rods. Often the proud possessor of an alarm clock carried it with her to use on the job. Often she acted as a cryer-of-the-hour for her less fortunate neighbors.

For families in downstairs apartments, curtains were necessary to shield them from the gaze of passers-by. For these and other apartments they were desirable to give the house the personalized touch required for hominess. The supply of curtain rods was de-

could get a broader perspective, not only of her particular school building, but also of the entire school system, of which she was an important part. She did not need to be 'just a cog' in a school system, being told continually what her next move was to be by the 'higher-ups'. There was always ample room for initiative in one's own little department and in the school system as a whole. I had come from a system where I had ample freedom in my own department, but little opportunity for much initiative in the school itself."

"I believe that for the traditional, down-in-a-rut, teacher, it was a marvelous opportunity, because in Vanport one could not stay in a rut. There was too much activity and change, ever challenging a teacher."

"During my first summer I had the privilege of helping work out the first Extended Service program in Center No. 1. Where but in Vanport would an ordinary classroom teacher have had a semi-administrative job 'dumped' in her lap?"

"There seemed to be such a happy spirit in the schools — among the workers as well as the children. This could only have been accomplished by allowing a freedom of expression and by wise leadership. I believe that we all felt we had a job to do, and that we would not be hampered 'by tradition or over-supervision' from doing our best."

"I started work at Vanport when it was a comparatively new project, in June of 1943. We were made to feel that each and everyone had an important part in laying the foundation to what was one of the largest educational projects started during the war years."

"There was a splendid feeling of unity. Everyone cooperated to the utmost. There was a well-grounded professional feeling and attitude. Administrators and teachers not only worked together, but they played together just as wholeheartedly."

"Teachers felt a sense of responsibility that is so often lacking in so many places."

"I might say, at this point, that those of us who began this work and stayed for a year or more, had one of the most thrilling and valuable experiences that can come in a lifetime. I am sure it was more valuable than any year in training could ever be. Our leaders gave us constant in-service training, by way of guidance and inspiration rather than supervision."

"I have never taught in a place where the whole child was so completely considered, where problems were completely worked out together. In fact, I wasn't ready for these liberties. They engulfed me, so I floundered around for a time, looking for a life-raft upon which to find something secure."

"I liked the fine cooperation among teachers and principals and the friendly spirit that always prevailed. The freedom allowed the teachers to initiate and develop their own ideas was a big help for a new teacher, eager to try out the methods she believed in. The services available for the children and teachers was exceptional, such as the visiting teacher, the special teachers, the clinician, cafeterias, and most especially the orientation program for new children."

"As for Vanport, I feel that I learned more there in eighteen months than in all the rest of my teaching experience. Thinking over problems and really doing something about them was motivated by the group discussions, the ever-dominant theme being the interest of the child."

"I shall never forget the hearty welcome which I received when I arrived, or the friendly way in which everyone turned out to help me settle."

"The sociability among the teachers impressed me. There were many get-togethers in the form of teas, covered dish dinners, picnics, watermelon feeds, etc. Then the faculties of the different buildings entertained each other often with programs, dinners, teas, dances, etc., and since the faculty consisted of teachers from different parts of the U. S., those meetings were very entertaining and educational."

"My work now is not so interesting, in that the cases are not challenges, for the most part. It took me five months to pull up the professional and emotional roots I had planted in Vanport and transplant them, to a workable extent. I still feel a strong pull toward Vanport and always shall look back upon my experiences there as one of the most interesting, one of the most valuable, and enjoyable teaching experiences in my entire 35 years of 'school-ma'am-ing'."

"Never before I taught at Vanport had I experienced such full and complete sense of freedom to teach as I thought best, secure in the knowledge that my principal and others in a supervisory capacity would believe in me, and would rejoice in my successes with me, and would sympathize with and help me in my problems."

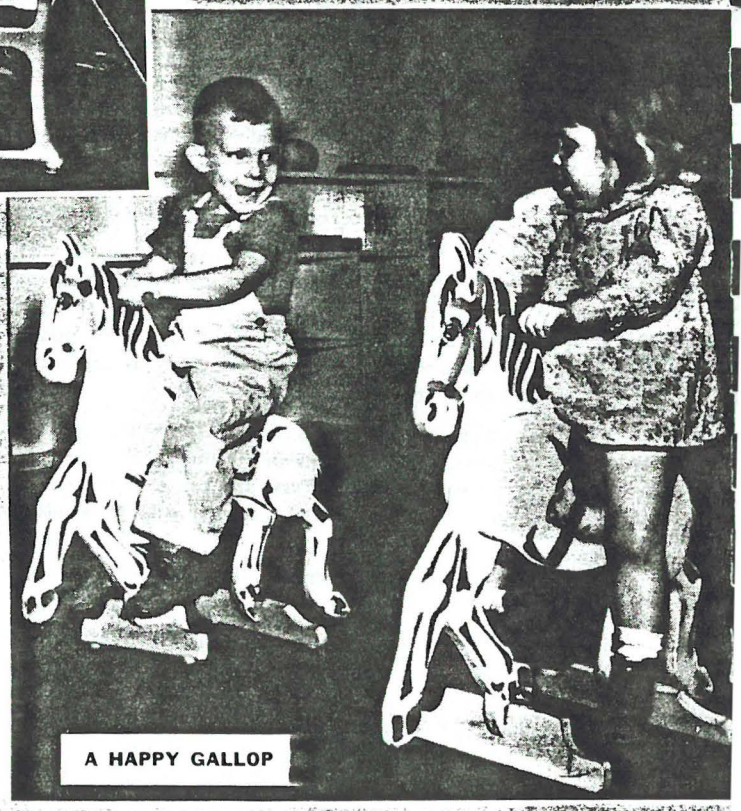
"The democratic attitude changed my opinion of school systems, and made me want to continue work in a system with that policy. The least satisfactory part, as I recall it, was the unrest of the homes reflected in the child's school work and personality."

"The most valuable part of my work at Vanport — let's read, in my case, 'valued', was the close association with so many from so many different environments, more or less traveling in place."

NURSERY LUNCH

The Child Care Center tried to make up for the children's loss of home life and parents' with friendliness, affection, and individual attention. Play space and toys, indoors and out, plus happy and satisfying experiences with children of his own age; songs to sing, pictures and stories, blocks to build with, hammer and saws to fashion a train, a ship, or a bird house—the Center provides these. Nourishing meals arrive at regular times. There is a long nap in the afternoon, and a dependable routine with a jolly surprise now and then. The pleasant nursery school day includes all these.

GOLDFISH BOWL RESEARCH



A HAPPY GALLOP

pleted early in war days, so most of the Vanport curtains sagged a bit on the weak poles or wires on which they were hung. Despite this fact, they served to a great extent to indicate the aesthetic standard of the family. Some windows were nicely treated with crisp ruffled or plain net curtains. Other tastes ran to elaborate lace designs or to garish cretonnes. Some tacked towels and blankets over their windows. Venetian blinds were conspicuous by their absence.

Originally, large recreation centers were planned to take care of the diverse recreation interests of the adults over a twenty-four hour span. Staffs of trained workers undertook to organize leisure hour groups in dancing, drama, music, crafts and games. Aside from the dances, there was little interest shown in these efforts, as the people were too busy to find leisure time. There were nice kitchens and dining rooms adjacent to club rooms which served the functions for which they were planned. These facilities were steadily booked for parties, church dinners and other get-togethers. The stoves, with normal sized ovens, were in demand at holiday time, baking goodies and turkeys, which were either too numerous or outsized for the little apartment portable oven. But somehow the adult plans didn't click and before long the entire place was taken over by hordes of exhuberant adolescents, cavorting, jitterbugging, lolling, pushing and shoving all over the place. Before the end of

AGENCY RELATIONS

CHAPTER 3

The Vanport schools experienced the difficulties of a child of uncertain parentage. It was adopted unwillingly, given a family name, and then disowned. Its sources of support were often uncertain; its relations confused and confusing. A front of legal respectability had to be carefully cultivated or it faced desertion by its supporters. Often it had to do battle for its own health. Nevertheless, it gained a strength of its own and it did not starve.

School Board Relations

From the beginning it was clear that Vanport was an unwelcome foundling to School District No. 33. This district, blessed with a rather high assessed valuation in relation to the number of children, had a small school that was a source of community pride and the chief object of community politics. Vanport was not a trading center for this community and its people in no way stood to receive economic gain as a result of the new city. Members of this school board were willing to help get the Vanport schools started, but they had little support, even in this from the district voters. It was no source of pride to the district-at-large that it had an important role to play in the war effort.

When it became known among the patrons that School District No. 33 was to be the sponsoring agent for the Vanport schools, unrest born of rumors grew rapidly. It was said that the financial burden would bankrupt the district — actually district funds could not have supported the Vanport schools for more than a week's operation — or that the original district would lose control of their own school, or that their children would be forced to go to school with the in-migrant children of Vanport.

A community meeting was called at the district school in an effort to clear the air. All who would know the answers converged upon the community. At this meeting was the Assistant Regional Director of the Federal Works Agency, a representative of the U. S. Office of Education, the State Superintendent of Public Instruction, the Assistant State Superintendent of Public Instruction, the State Director of the Federal Works Agency, the County Superintendent of Schools, members of the school board and all of the new administrative staff of the Vanport schools. But the number of local patrons who came could be counted on one hand. Rumors seemed preferred to facts.

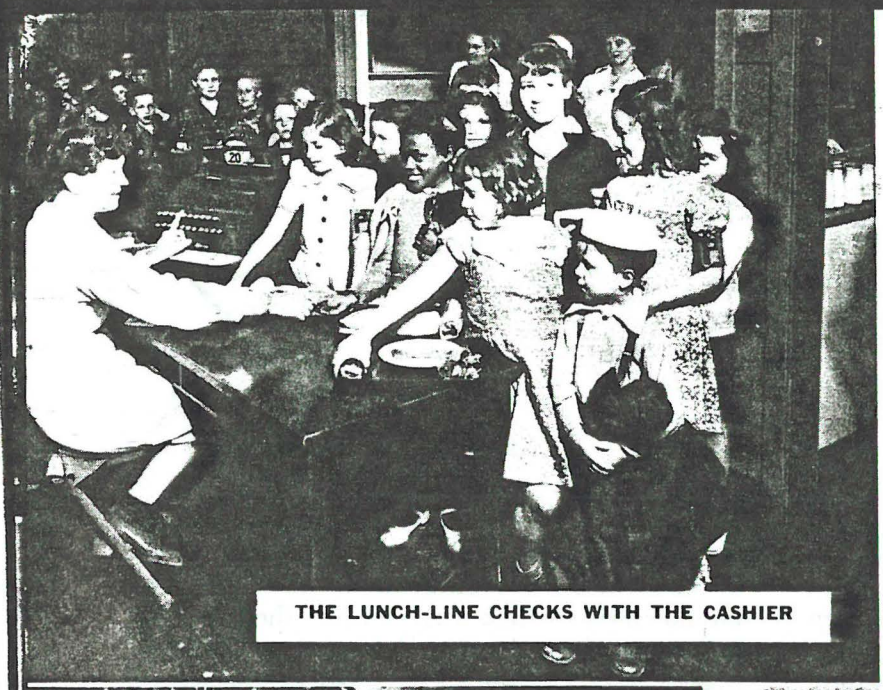
Sponsorship of the Vanport schools had to be by a legal school district. Such was the only body that could enter into contract with the Federal Government for the necessary funds for the operation of the new schools. But before Vanport began there was feeling that its schools should be abandoned by the sponsoring district. The alternative was the formation of a new school district. Vanport City was new and its citizens were strangers to one another; it was not known how many could qualify as voters by having lived in the state for six months and in the school district for thirty days. Vanport was yet too much an infant to be abandoned.

At this meeting the appeal was made. . . .

"The Federal Government has no desire to put Columbia School District in an embarrassing financial position or to request them to use one cent of their own funds. Sufficient funds have already been allotted to take care of the operation of the school system in the Vanport Project and the Government has every intention of doing so again next year. You people in this school district have a patriotic duty to sponsor the Vanport schools for another year."

* * * * *

To the credit of this school board, it decided to continue the sponsorship for another year. No sooner was this done than a petition was filed by some of the patrons of this district to consolidate School District No. 33 with the city of Portland. Incensed at the school board, the signers preferred



THE LUNCH-LINE CHECKS WITH THE CASHIER

The Lunch-Line

You can't miss the cafeteria in each school if you follow your nose. The rush at noon indicates that whiffs of stews and soups in the making have served, during the morning, as an efficient stimulus to appetites. All those who remain at school for lunch congregate happily in the dining hall. The air of friendly companionship through the mutual enjoyment of good food and conversation marks the lunch hour as both socially and physically successful.

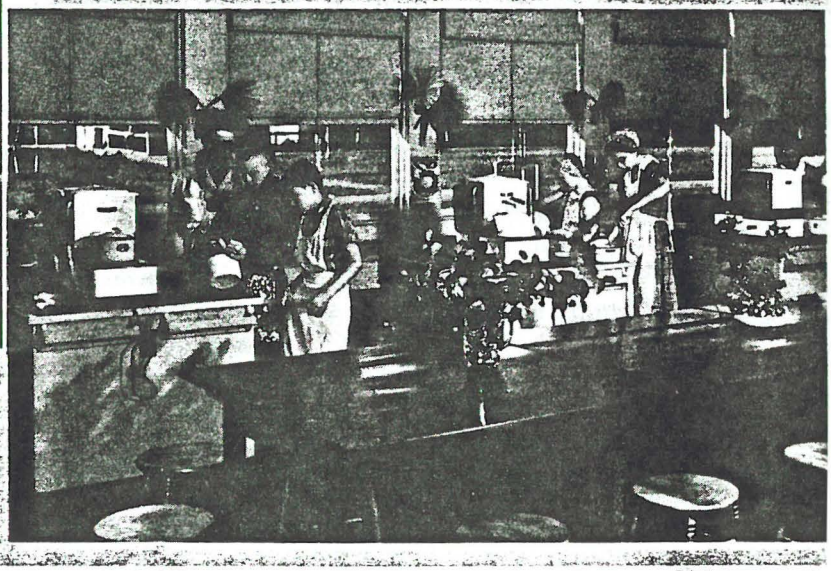
The balanced lunches can be augmented by second (and third, + + +) helpings of everything but dessert. Many a time a child, who comes back for more, comments naively, "Golly, I never knew this stuff could taste so good! I don't like it at home."

"Extended Care" Group

One of the major purposes of the Extended School Service classes was to help children do better what they already had to do at home. Cooking classes for boys as well as girls worked in the home-making room on rangettes exactly like those they had in the kitchenettes of their apartment homes. These children were taught to plan, purchase, and cook well-balanced meals with the kitchen equipment provided by the Housing Project—and with a minimum of pots and pans.

PLENTY OF MILK FOR GROWING YOUNGSTERS

AN EXTENDED CARE GROUP COOKS ON THE APARTMENT RANGETTES



the summer, great holes were poked out of the walls, windows were broken and the furniture marred and destroyed.

The ball park, on Cottonwood, near the colored section, provided many happy hours for ball teams and spectators. A large movie house, equipped with armless chairs, ran pictures on a 24 hour schedule. It was always filled and the well-stocked, comfortable library had a wide and constant circulation.

The city planners, bent on efficiency in spots, ignored the need of a church. In Vanport no spires condemn or condone the wide range of activities and emotions which surge through the populace. No church bells waken the sleeper-inner or the graveyard worker whom chance has awarded a deep repose. No organs, throaty or wheezy, cast their spell over the congregation. Instead, folding chairs are lined up in the school auditorium, which have multiple use in classrooms and the school dining room during the week, to serve the United Congregations, the Catholics, Seven Day Adventists and others. On Saturdays and Sundays classrooms buzz with scoured, pink-cheeked boys and girls in their Sunday best, receiving their Bible instruction.

Obviously, the city planners had underestimated the power of religion in a new community. It immediately revealed itself as a vital need. One woman summed up this spirit like this: "It is wonderful.

the permanent abandonment of their school rather than to sponsor Vanport for another year. The school board was instructed by county officials to hold an election, but legal flaws were found in the petition. The board refused to call the election and the issue died.

The chairman of the school board was due for re-election. Would his stand on the Vanport issue mean his defeat by his own constituency? In Vanport we found largely among the teaching staff enough who could qualify as eligible district voters. He was re-elected. Also elected were two new board members from Vanport — because of the additional population of Vanport, the district was now entitled to a board of five instead of three. A few months later both of the Vanport board members became applicants for the position of maintenance director in the Vanport schools. One was selected and the other left town, so the district was back again to its original board.

Before the year ended the sponsoring board did initiate steps to separate from Vanport. Because the move to separate was made by the original district, Vanport acquired the family name — School District No. 33 — and the old district had to change its identification. Vanport School District No. 33 now became an independent district whose boundaries were identical to those of federally owned property.

Now we faced the task of finding a school board of our own, and of otherwise maintaining legal status necessary to negotiate for federal funds. Here was a community of 40,000, yet there were no established and well-known citizens who could be nominated in the usual way. It was still a city of strangers. We were anxious to find citizens who represented no special interest groups and who would have a basic interest in the general welfare of children. We searched the school lists for parents who could meet such qualifications. We nominated five by petitions circulated among the school staff. One hundred and twenty votes were cast. We had a school board!

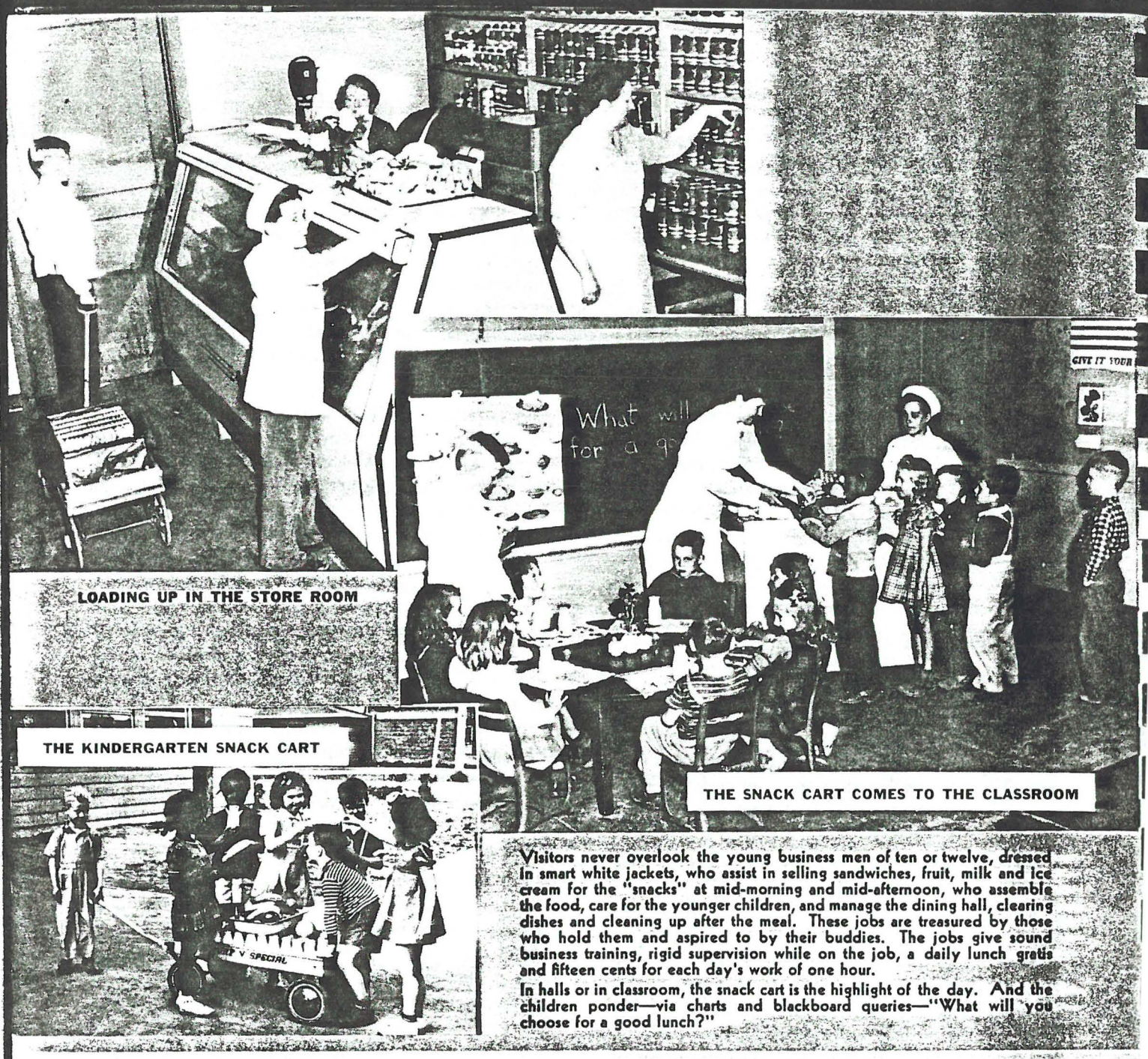
In general, members of this first board understood their role and played it well. It was a difficult task to give the board the feeling of status and yet get all to recognize the actualities of this situation. The law gave to the board responsibilities which in terms of the realities here it could not fulfill, yet it was necessary that it willingly fulfill what was legally necessary. The members did not represent the citizens of the community, for they were unknown to the citizens. They did not represent the tax payers, for there were no direct taxpayers here. They did not make the budget, but their approval was necessary for its legality. All were new to the community, and to the school organization and its problems, yet they were the board of directors of a corporate body spending a little over a million dollars annually. Did ever a stranger situation exist in a school district?

The main problem with the school board was to keep one. A quorum of three members could legally fill vacancies by appointment, but if the board fell below this level it would lose its legal basis. On two occasions we nearly lost a board by failure to appoint replacements before it was too late. Each year at the legal time for school elections, instead of electing one new member to replace a retiring one, we elected another full board and kept it active during the year by appointments. We did manage, however, to keep a board and to fulfill the necessary legal requirements so as to be a proper contracting agent for federal funds. No laws were violated and no funds were misappropriated, except one school board member left town owing for a long distance telephone call and was not heard from again!

Federal Works Agency

Most of the funds for the Vanport schools came from the Federal Works Agency through the Lanham Act. These funds were available to war expanded areas if a deficit was faced as a result of the responsibilities. Local tax levying bodies were expected first to make full call on local resources. Lanham funds were available to underwrite deficits at the close of each year's operation. Vanport, being heavily dependent upon such funds, faced a deficit continuously throughout the school year. Our perpetual struggle was not in getting the application for funds approved, but, rather, in having funds available to us in time to meet current expenses. We had no other way to turn — not even borrowing power.

We faced this uncertainty particularly at the beginning of each fiscal year. The FWA doubtless with the typical school district in mind, was in no hurry to approve grants until fall, yet Vanport, with its summer session, began each fiscal year on July 1 without funds. Each year as the first



LOADING UP IN THE STORE ROOM

THE KINDERGARTEN SNACK CART

THE SNACK CART COMES TO THE CLASSROOM

Visitors never overlook the young business men of ten or twelve, dressed in smart white jackets, who assist in selling sandwiches, fruit, milk and ice cream for the "snacks" at mid-morning and mid-afternoon, who assemble the food, care for the younger children, and manage the dining hall, clearing dishes and cleaning up after the meal. These jobs are treasured by those who hold them and aspired to by their buddies. The jobs give sound business training, rigid supervision while on the job, a daily lunch gratis and fifteen cents for each day's work of one hour.

In halls or in classroom, the snack cart is the highlight of the day. And the children ponder—via charts and blackboard queries—"What will you choose for a good lunch?"

Here we are all strangers. We have no old friends or family to urge us to attend. We have nothing to lure us as we had back home — no soft benches, no trained choirs, no soulful organs, no vested clerics. We just have hard chairs; a tinkly, second-hand piano and a minister who is one of us, and yet they come by hundreds. Everyone joins in and sings. At home our minister used every conceivable means to interest youth and adults. The few that came just sat . . . here they cry for it." Being of Norwegian birth, she added in the same spirited dialect she had used in her discourse, "Ya, it is vonderful."

A popular pastime for those who were pleasure bent were the swing shift dances at the recreation centers. These were not so pleasant for the nearby apartment dwellers who were trying to get their sleep. About midnight, strains of boogie woogie floated through the ventilators. Soon talking, laughter and the sound of automobiles starting and stopping, mufflers turned on and horns honking cancelled all chances for sleep. Just as everything was going good, the police cars arrived, their spotlights searching and their sirens shrieking. They thereby added their bit to the uproar, in their efforts to maintain peace and quiet.

The planned centers were by no means the greatest socializing agencies. Up sprang the wash house, like a shanty relative, to rival

of August neared we wrote, wired and phoned for funds to meet the payroll. The first summer the business manager went after the funds, the second summer funds arrived two days after payroll time, the third summer we had to appeal to the county for an advance of funds — it was a succession of ulcer forming episodes. Nevertheless, with the adventuresome consent of the staff, we took the risk of operating without guaranteed funds. As the time approached to pay salaries we would start the process of "turning on the heat" on the FWA and our senators and representatives in Congress. It must be said for the federal agencies that they never failed us, but they gave us many painful moments. In matters of finance, as in all other matters, we learned to accept Vanport as an adventure in uncertainty — this was its one certain feature.

Although most of the financial support came from the Federal Works Agency, we had no comfortable security from one year to the next upon which to base plans. Our relations with various sources of support was equivalent to a dependency upon aunts, uncles and cousins all eager to transfer responsibility from one to the other. Federal aid followed the thesis that education is the primary responsibility of the state; yet with us county and state aid was provided with a general feeling that Vanport was the "baby" of the federal government, so let the government support it. It was up to the Vanport district to see that no source of funds was neglected. Legal correctness was a necessary factor in a situation in which there were few legal precedents.

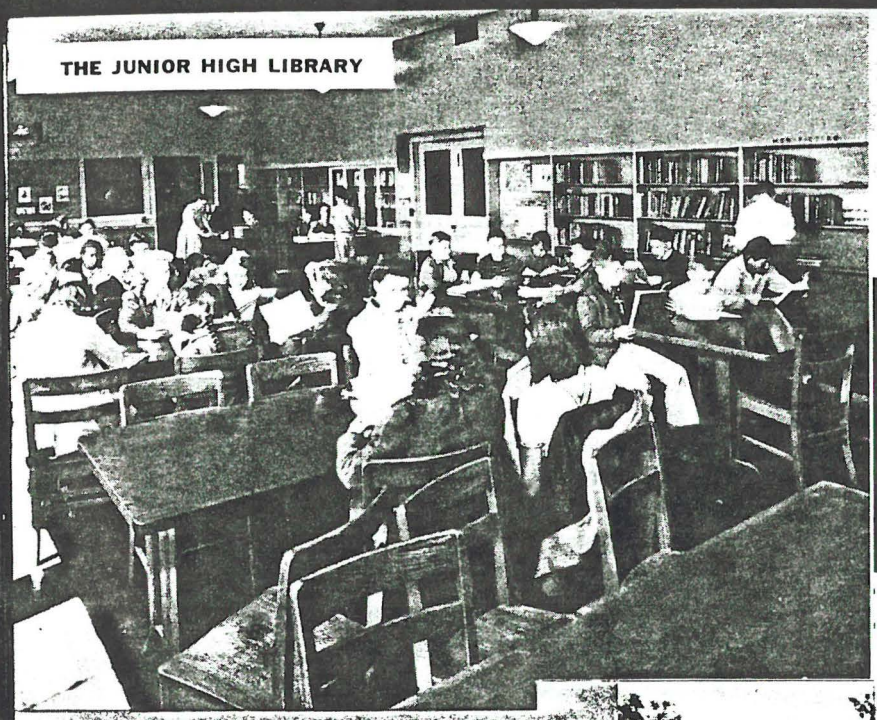
It was necessary each year to submit to Washington a legal budget. Under Oregon law a budget is made legal by being approved by the school board and an advisory committee of taxpayers living in the district. But we could find no residents in this federally owned district who met the qualifications of district taxpayers. Fortunately, only in this one county of the state, the law provides for a county board of review as an alternative to a district board. The first budget submitted to this body after separation from the original sponsoring district was declared illegal.

The issue was the public library. The operation of this attractive and separate building was sponsored by the school district, with the administrative aid of the Library Association of Portland, and with funds from the Federal Works Agency. But the operation of a public library nevertheless was ruled to be an illegal function of a school district in this state. Hence, to make the budget legal, the library operation had to be abandoned, even though the government was willing to provide funds to the district for it. It was then found that the federal authorities could not provide funds directly to the library to continue its operation. We appealed to the county to save the library, but we were refused. In the meantime we continued to give it illegal support out of regular school revenues — it was serving the people in the community well. Finally, at the last moment, its life was saved by funds from the Housing Authority.

The Federal Public Housing Authority

Financial problems involved us with the Federal Public Housing Authority, as well as with the Federal Works Agency. The FPHA was authorized to pay to tax levying bodies for services rendered Vanport money "in lieu of taxes" to off-set revenue which could not be directly assessed on federally owned property. Within this federal community there was a small amount of privately owned property chiefly owned by public utilities. On this the Vanport district levied a tax which yielded the magnificent sum of two hundred dollars annually, and it gave us a tax rate of one and one half mills. The same rate applied to the value of the federal property entitled us to $10,000 paid in lieu of taxes by the FPHA. But the FWA was insistent that the FPHA pay more, in view of the large income from rents from 40,000 people. Each year in Washington these two federal agencies tossed the matter between them while we awaited the results. In either case the money came from Uncle Sam, but between these agencies were issues of legality and budgetary pride.

Each year as we watched these agencies adjust their share of our support, we saved for the future our chief trump card. We could hold a special election and raise our levy so that a greater share would legally come from the FPHA in lieu of taxes. The difficulty would be in finding voters who both lived in the district and also owned property on the assessment rolls. But we had an answer to this — a fantastic one, to be sure. Finally the time came when the war emergency funds from the FWA were threatened with curtailment and FPHA funds derived from rents gave promise of greater stability, as long as people continued to



THE JUNIOR HIGH LIBRARY

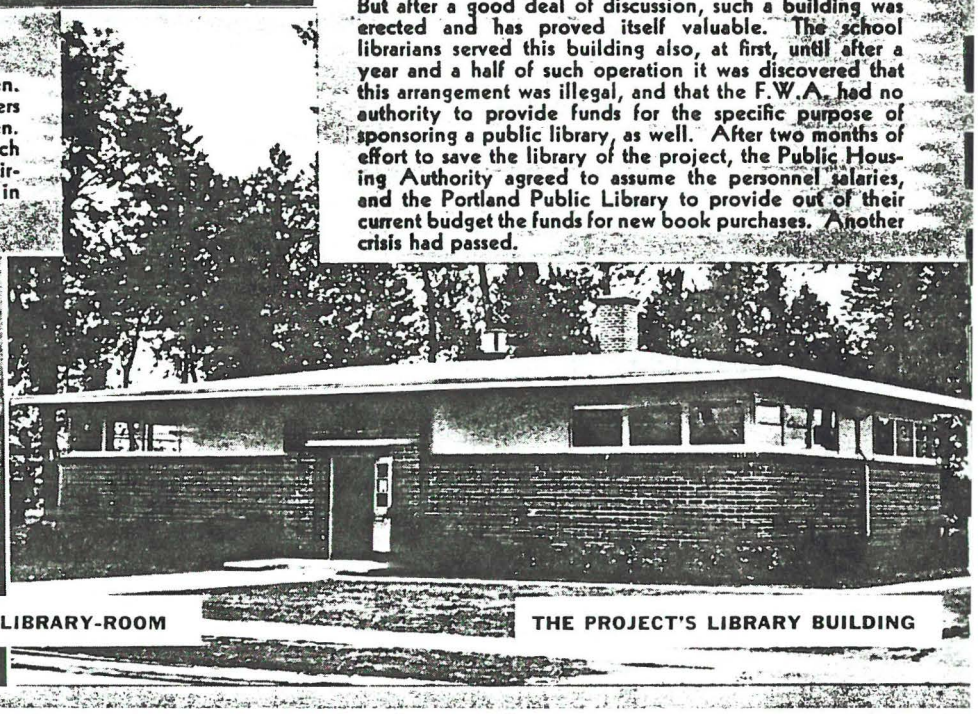
During the first few days the library of the project was open, the entire staff had so much difficulty in understanding many of their patrons that they thought they had all suddenly become hard of hearing, the head librarian said. They soon realized, however, that it was merely the deluge of unfamiliar accents falling upon their unaccustomed ears. Practically the whole of the U.S.A. and its territories contributed to the population here.

TEEN-AGE GIRLS ENJOY THE VANPORT LIBRARY

A special library building for the use of the adults of the project was not part of the original community plan. But after a good deal of discussion, such a building was erected and has proved itself valuable. The school librarians served this building also, at first, until after a year and a half of such operation it was discovered that this arrangement was illegal, and that the F.W.A. had no authority to provide funds for the specific purpose of sponsoring a public library, as well. After two months of effort to save the library of the project, the Public Housing Authority agreed to assume the personnel salaries, and the Portland Public Library to provide out of their current budget the funds for new book purchases. Another crisis had passed.

The project library provided no books for children. They were the prerogative of the school libraries. Mothers inquired about easy books for very young children. Eventually the project library purchased a number, which supplement those owned in the school libraries and circulated through them. These are the most used books in the project.

BROWSING IN THE INTERMEDIATE BUILDING LIBRARY-ROOM



THE PROJECT'S LIBRARY BUILDING

the streamlined recreation hall. It superceded the back fence in the usual village life. Each washhouse has two laundry trays, two dime meter washing machines (throwbacks of the old quarter gas meter) and inside lines. There were no benches, tables or chairs provided for receiving clothes baskets, soap or tired gossipers. The lack of social facilities did not discourage the loiterers who came in housecoats, pajamas, overalls or street attire to wash their garbage cans, collect the dried clothes, be on hand for the next unused washer, or just stop in to chat. The entering wedge to acquaintance is naturally less formal than at the recreation center. The seed of friendship is sown when one helps the newcomer adjust a balky wringer or admires her flimsy pajamas. Children too young to help, come with their parents, and soon the bedlam of romping, chasing or roller skating round and round, in and out of the house, creates a din which mutes the gossip,. Scowls from the childless, cautions from a few mothers and screaming throats from others halt the easy flow of conversation for a moment or two, but never for long. In fact, reprimands seem to accentuate the racket and attract additional children with tricycles and romping dogs to join the riot. As play materials were at a premium, anything loose or detachable found use as a toy. Washer and wash tub stoppers have long since ceased to be replaced by housing. The clothes sticks gallop off as

live in Vanport. We announced by posting notices on the school buildings, in strict conformity with law, a special school election to vote a tax which would increase the rate from one and one half to fifty mills. Ballots were printed, election judges appointed, polls designated — but we looked for only one voter. A single vote was all that was cast; the election carried unanimously. The voter was one of our principals, who became a taxpayer by the purchase of a share of stock in a corporation which owned property on the assessment rolls of the district. Under the new rate the FPHA now had legal authority to pay $300,000 a year to the Vanport schools in lieu of taxes. As soon as we were sure that all was "legal" we gave the story to the press.

Adequate School Facilities

Problems of construction and equipment of buildings bogged us deeper into the mire of federal confusion and remote control. It was the old shell game as we searched for one who could make a decision or define a policy with the clear voice of authority and understanding. There were such men in the federal maze, but in most cases they were well behind the lines.

Child service centers were not a part of the original plans for Vanport City. They were sprinkled in as after-thoughts. Standard plans to guide their construction were imported from Washington by the FPHA. The makers of the plans did not have the Oregon climate in mind nor did they know munh about the habits and needs of pre-school children. There was no provision for covered play space in a country that had more rain than sunshine in the winter. Coal burning cook-stoves were specified for a region of hydro-electric power. The windows were low, but without protective guards for younger children. A drab interior was planned for children, all of whom came from homes with the same dull plaster board. These were the plans and little could be changed while construction went methodically forward. But they were changed later, after months of argument and largely by the use of our own funds.

The original school buildings were similarly built from standard plans by the FPHA as part of the total project construction. In regard to these we were a little more successful in getting minor adjustments made after we had become a persistent nuisance. Even so, the plans specified one drinking fountain in each building, to serve five to six hundred youngsters, and no one could be moved to install additional ones until several months after the buildings were completed. In this community, with the double session school and the working parents, the cafeterias would serve many hundreds, but in the maze of federal agencies we could get no approval for dishwashing machines — the only alternative in a time of manpower need was labor waste. A single kitchen stove was not enough, but wiring had to be changed after the building was completed to care for additional ones. Hot water ran out before dishes could be sterilized for the next in line, but it required eight months and a full dress conference of several agencies to correct the situation. A large freezing unit was required for central food storage. No one would authorize a new one. We searched the area and found a second hand one in a butcher shop that was closing. But the freezing unit would not be sold unless we also purchased the chopping block, the scales and the meat cutter. We had use for all of these, so a request was made for federal purchase. Approval was given only for the purchase of the freezing unit. Two weeks later we re-submitted the request, but this time the freezing unit was listed at the full cost of all items. It was approved and the other items came as "gifts" to the school district and were not a part of the federal inventory.

According to strict procedure all capital items were to be furnished by direct government purchase as part of the building cost; the school district was authorized to purchase only expendable items from the funds allotted to it. In between was a no-man's land with no clear distinction. As the actual costs of construction reached the estimated figure, it became increasingly difficult to get needed capital items approved. In the hurried pressure of building an entire city, perhaps there was little time to consider the needs of a modern school system. So that became the job of the schools. The final alternative was to purchase from our own funds any needed item which the federal construction agencies failed to provide, capital or otherwise. This we did, in final desperation.

The Fight for More Buildings

When the time came for the first fall session, new school buildings, new staff members, new

The map on the bulletin board has tags for the home-towns from which the children came to Vanport.

bucking broncos and clothes lines make excellent jumping ropes and lassos. The garbage cans also yield articles which can be utilized in play. After the children are through their daily forages in these cans, and the stray dogs have rifled them for their daily food supply, the contents are strewn wide over the yard and walk.

On sunny days, the outside lines are constantly aflutter with laundry. On rainy days the inadequate inside lines are soon filled by the early birds. As rain is the usual Oregon weather token, all Vanport dwellers string lines back and forth in their apartments. It is not uncommon in the houses of families with small children to see a drying wash as a permanent type of decoration during the fall and winter months.

Nightly washing was quite the vogue, in fact the machines were in constant use, day and night. When both the husband and wife are gainfully employed, it is not unusual to see the father take over the laundry duties. As a rule, the men leave the wash house in better order than the women do.

Frustrations arose from many conditions over which the populace or those in authority had no control. When Vanporters complained about the lack of facilities for travel and shopping, they felt that

youngsters came together in a sudden test of hopes and preparations. Since March and through the summer months, as Vanport filled with people, schools had been started, but the full impact of Vanport had not yet come. During this trial period, policies and procedures had been formed and partly tested; almost daily additions made to staff; furniture, books, maps, pianos, stoves, refrigerators, administrative forms and a thousand other items had been assembled or requested. Already in this brief time had been compressed the usual school experience of many years. We looked forward to the test, but we warned the staff to anticipate and understand the coming difficulties as the best first step in meeting them.

"Strange as this may sound, the Vanport schools are actually just opening up, in spite of the fact that they have been in operation for six months. We must realize that our schools from now on will be quite different from what they have been so far. Some 5,000 children are expected to be enrolled, and a staff of some 250 persons, instead of less than a hundred, will be operating the schools. Double shifts in every building, extended school services, overcrowdedness, rainy weather — will soon become conditions of our daily work. We must brace ourselves for the fact that the next few months will be the hardest because the problems facing us are unprecedented and many readjustments will be necessary as we begin this school year. To participate in what is coming is almost frightening, but it is also a rare life experience which is going to broaden and enrich us as human beings. . . . "

In spite of the handicaps of standard plans, confused responsibilities, frustrations and delays, the completed buildings, with their new equipment were a source of high satisfaction. It is well that they were, for that much was needed in these initial hectic stages. But we had no sooner filled them with children than an earlier fear was confirmed. There were only half enough buildings.

Vanport was conceived to meet the impelling urgency to house in-migrant workers for the shipyards. Equal attention was not given to the fact that it must also be a community with stores, hospitals, libraries, post-office, schools, fire and police protection, and planned recreation. These were considered later, but only on a bare minimum basis and without benefit of complete and competent community planning. When fears of possible inadequacy were expressed, the stock reply was that they could be corrected later, on the basis of "proven need." But many of the needs could well have been anticipated in advance and provided then at far less cost in manpower and money, instead of later after hardships had driven many away. Vanport suffered from a lack of courageous and accurate planning in the beginning.

Schools had been in operation under full load only a month when we knew that our lack of facilities meant a short-changed education for many youngsters. It would have been easy not to have cared. We had buildings enough to get all children under a roof — on a two-shift basis. We could crowd up to fifty in a classroom. We could worry less about the individual youngster and what he needed. Most of the Vanport families would not care. They were strangers in a strange community and they had no roots here. Many had come merely to make money, many were willing to neglect their children and they would not blame us if we also did. Besides, they were renters, who could leave if they did not like the town.

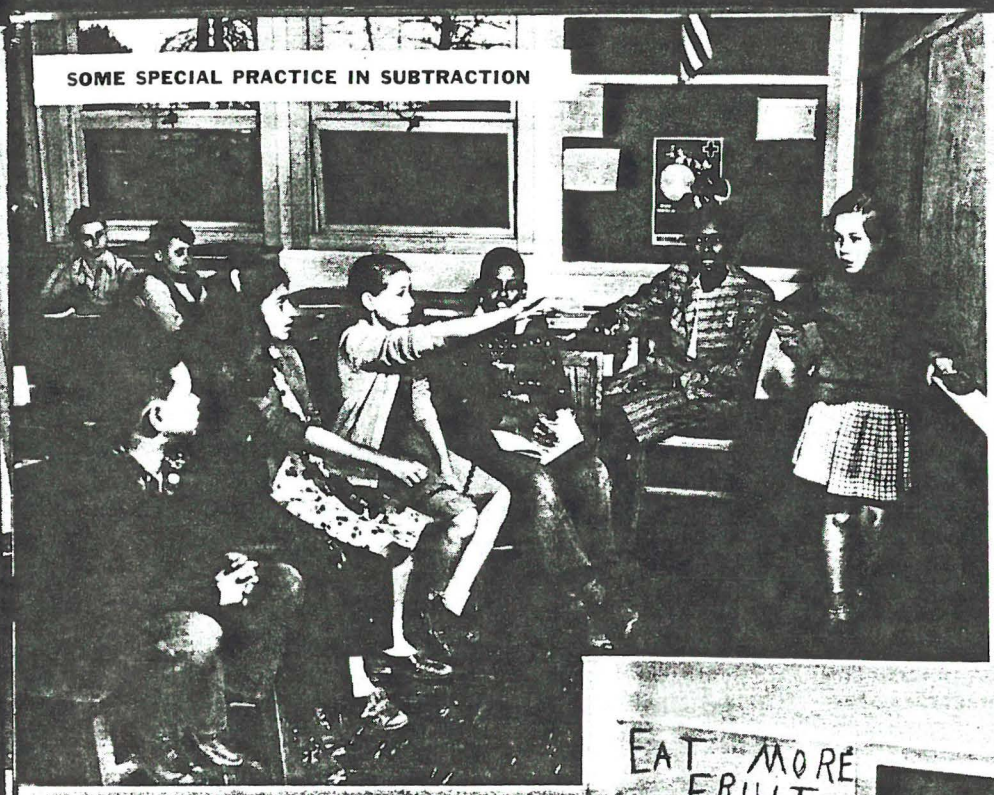
But many of the staff had come for a chance to achieve educational values they held important. Something had to be done to keep such hopes from turning sour. We immediately faced the problem of more buildings as we struggled with the current problems before us.

We found that the FPHA could build no more school buildings. Someone had changed the rules. They had built the schools here as part of the total project construction, but that was no longer regular procedure. Besides, not enough stores had been built to serve the town, a new jail was needed, and the FPHA had other concerns of its own. The kids were all under roof, and what was out of sight was out of mind.

The FWA told us that they were bound by the "two hundred percent use rule" in regard to school buildings, a policy which had been set by the War Production Board. They suggested that we get the FPHA to build more recreation buildings to care for children on the off-shift from school. The old run-around again! We were caught in a tangle of agencies, and policies, and Washington directives.

It was clear that the first step was to crack, if we could, the double session policy set by the WPB. It was a policy which had been established under the hard necessities of the early period of the war: either less construction of school buildings during the war, or fewer guns and ships and tanks. The argument was hard to meet; yet such an alternative was not as convincing a choice as it seemed to be. Much manpower was being wasted in labor turnover because of unsatis-

SOME SPECIAL PRACTICE IN SUBTRACTION



Special Practice

A group of children from one of the Fourth Grades tries out their skill in subtracting five-digit numbers which the boy with the book dictates to the girl at the blackboard. The children in the circle do the subtraction "In their heads" and compare their totals to see if the girl at the board did it right.

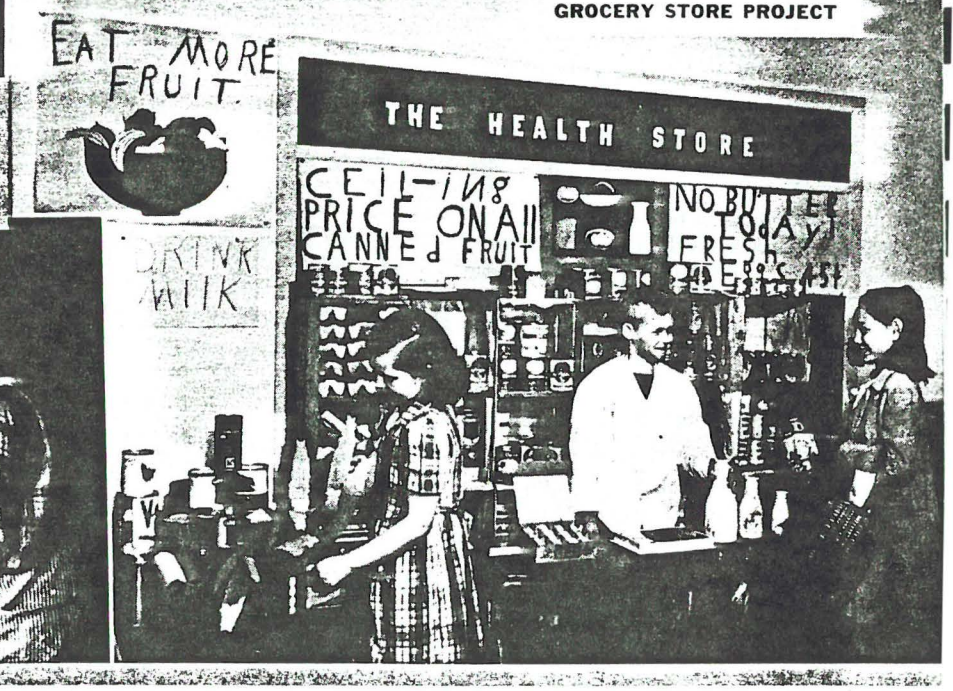
Grocery Store

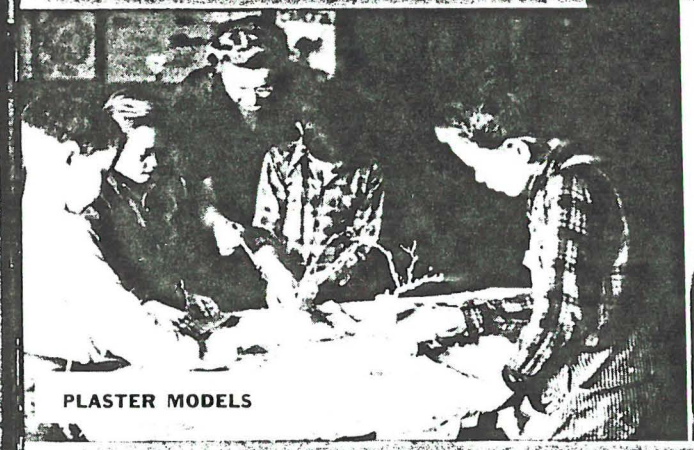
Since many children did the home buying of food supplies, an understanding of food for health and food purchasing principles could not start too early. Third graders here are selecting a balanced combination of foods. They pay for it with cardboard money and make change like a veteran cashier. Their signs show that the youngsters are still confused between the forms for capital- and for lower-case letters—even if they do support the O.P.A.

Plaster

An art teacher works with some boys who are building the background and foundation for a classroom project.

GROCERY STORE PROJECT





PLASTER MODELS

Housing was disinterested in their plight. Often, the complaint was made to a young, immature clerk in the administration building, who lacked both training and experience in dealing with the public. For those more accustomed to seeking the men in charge, there was usually a good reason forthcoming for the delay. The main obstacle during the first summer was that buildings could not be finished fast enough for business to move in and take care of the peoples' wants. Shipyard labor recruiters had traveled the country over, painting a rosy picture of Vanport's housing facilities. When winter blended into spring and spring into summer, and still one had to spend as much time in standing in line or trailing to Kenton for food, as one did in earning the money to buy it, many families pulled up stakes and went home. Eventually when shopping centers were opened, although food was short and rationed, great stocks were delivered twice a day, and at closing time the shelves were empty. Some people, unaccustomed to city ways, resented that they had to have their shopping bags emptied at the cashier's counter and their packages stamped "Paid." They considered this practice an affront to their honesty.

A casual glance at the contents of the baskets indicated that the family was paying little heed to the prevalent urge for good-food-to-keep-well. Most of the baskets held an array of bread, sweet

factory conditions of living and working. Under pressure from production centers, material and human energy were going into workers' recreational centers, into facilities for the care of preschool children — all to keep workers on the job and to induce mothers into the production lines. We made this part of our argument for a longer day in school for children in a community of working parents. Then too, children turned loose after four hours a day in school in a community lacking normal homes, normal controls, normal alternatives in the out-of-school directing of youthful energy, meant a dangerous sacrifice of youth potential and a certain increase in delinquency. Certainly even in war, children deserved a better break — at least this was how we felt. War workers were getting more than bare essentials; why should the kids, the future generation, pay so high a price for war?

We put our case on paper . . .

"It is our belief that under the conditions of restricted living and abnormal family life which exist here, these children should have a lengthened and enriched schooling, rather than be handicapped by the very restricted one which is necessary now."

"Approximately 1,750 children are out of school in the morning and a similar number in the afternoon, without facilities or an organized program to care for them."

"Perhaps conventional school subjects will not suffer much by half day schools, but the fundamental need is directed group living. All children in Vanport have been uprooted from their previous communities. They hunger for affection, for variety, for a chance to work and play together in a creative way. They will fulfill this need through gangs of their own making if they do not have direction from either home or school. There are no other alternatives here."

We sent as our ambassador to Washington one who had prestige and finesse enough to reach the top-flight in the War Production Board. Our story was presented and argued with high effectiveness. The WPB agreed that in communities of concentrated population in which families were engaged in war industry and children had no recourse but undirected play, modifications of the double session principle would be possible.

Over the first hurdle, we submitted formal application to the FWA for additional school buildings. "Justification" became the key word. More words on why we needed more schools, letters of verification that shipbuilding was the main business of Vanport residents, words of assurance that manpower for new construction was available, words from lumber, plumbing, roofing, brick, cement, electric wire, window glass dealers that material would be available. We justified and justified to reach the ear of people behind desks who never had heard of Vanport. The regional office, FWA, reduced our estimate of building needs and we fought back. "If you don't think we need what we asked for, come here and see, but don't decide without full knowledge." They came and approved our plans.

We were warned that regional approval was only half the battle. The superintendent rushed on to Washington to be there by the time the regional recommendation arrived. The regional recommendation had just come; he found the man who had it, working on a problem of sewerage construction for Alaska. "The Vanport school construction? . . . Oh yes, I was about to dictate a memorandum to the regional office rejecting the recommendation." "Are you kidding?". . . he wasn't. It was March and the regional office had worked four months reviewing our justifications, arguing and checking, and finally deciding. One man who never saw Vanport or even a good photograph of it was about to say "no" in spite of this.

Carefully facts and arguments were again reviewed. But it soon was clear that the best that could be had was only a partial victory. The recommendations called for an addition and two new buildings. One building was cast aside "without prejudice" to later consideration, to win the others. We did get a new twenty-seven classroom building, six additional classrooms on the junior high school and an administrative office wing.

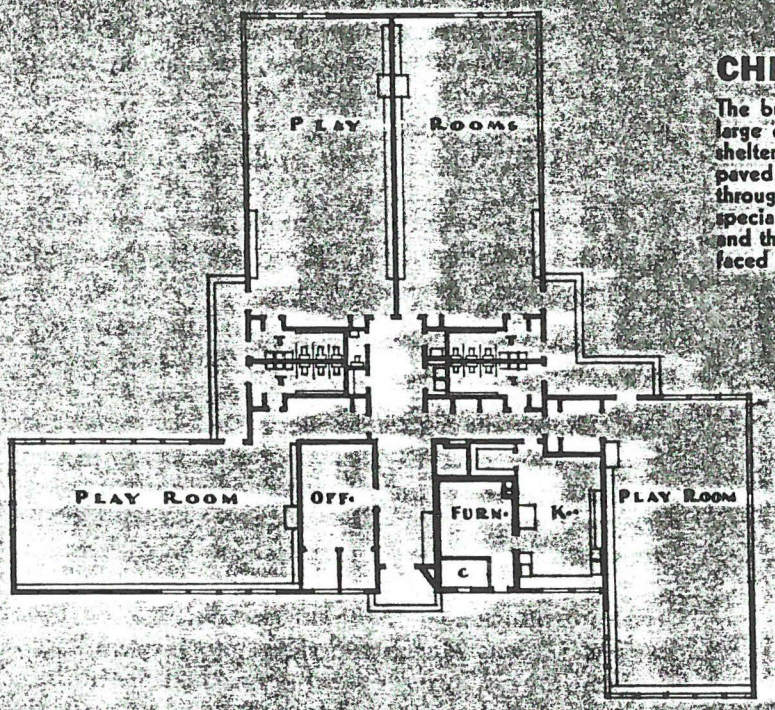
Six months had passed. The staff had faced the trials of this first year partly bolstered by the hope of a better future. The official notice of the partial victory came from the regional FWA office and was published in the staff bulletin:

"I take pleasure in informing you officially of my receipt of telegraphic advice of the approval of your application for the construction of school facilities in Vanport City, Oregon. The sum of $361,400.00 has been allotted for the construction of these facilities by the Public Buildings Commissioner. Immediate action on such construction is being initiated. . . . I wish to take this opportunity to congratulate you on your success in securing the allotment of the funds for these urgently needed facilities. . . . "

We looked forward to new school buildings in the fall, but how little we knew about some of the federal agencies; in this case the Public Buildings Administration. To this agency was consigned the

CHILD-CARE CENTER PLAN

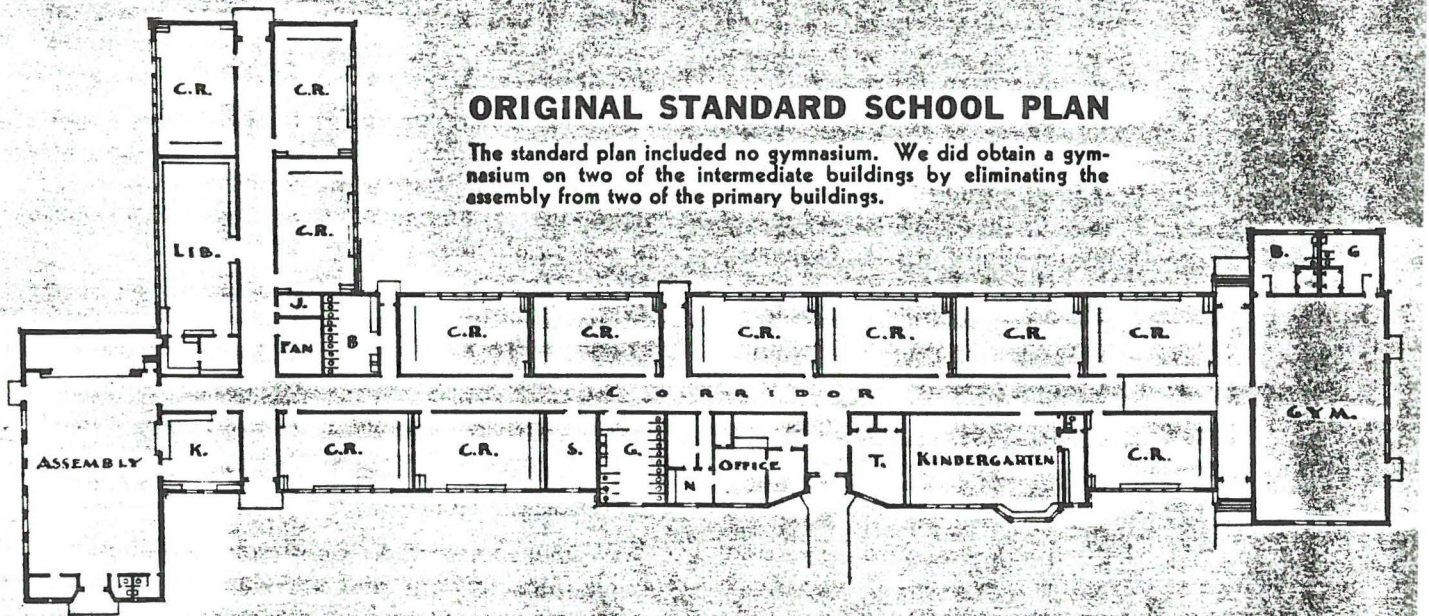
The buildings planned for Child Service Centers should have had large covered play areas attached. After several months, a small sheltered porch was added and a portion of the playground was paved over, so that some outdoor activities could then be included through the long wet winter months. In these same buildings the special night care programs were set up for nursery-age youngsters and those older children whose parents were both working or were faced with some family emergency.



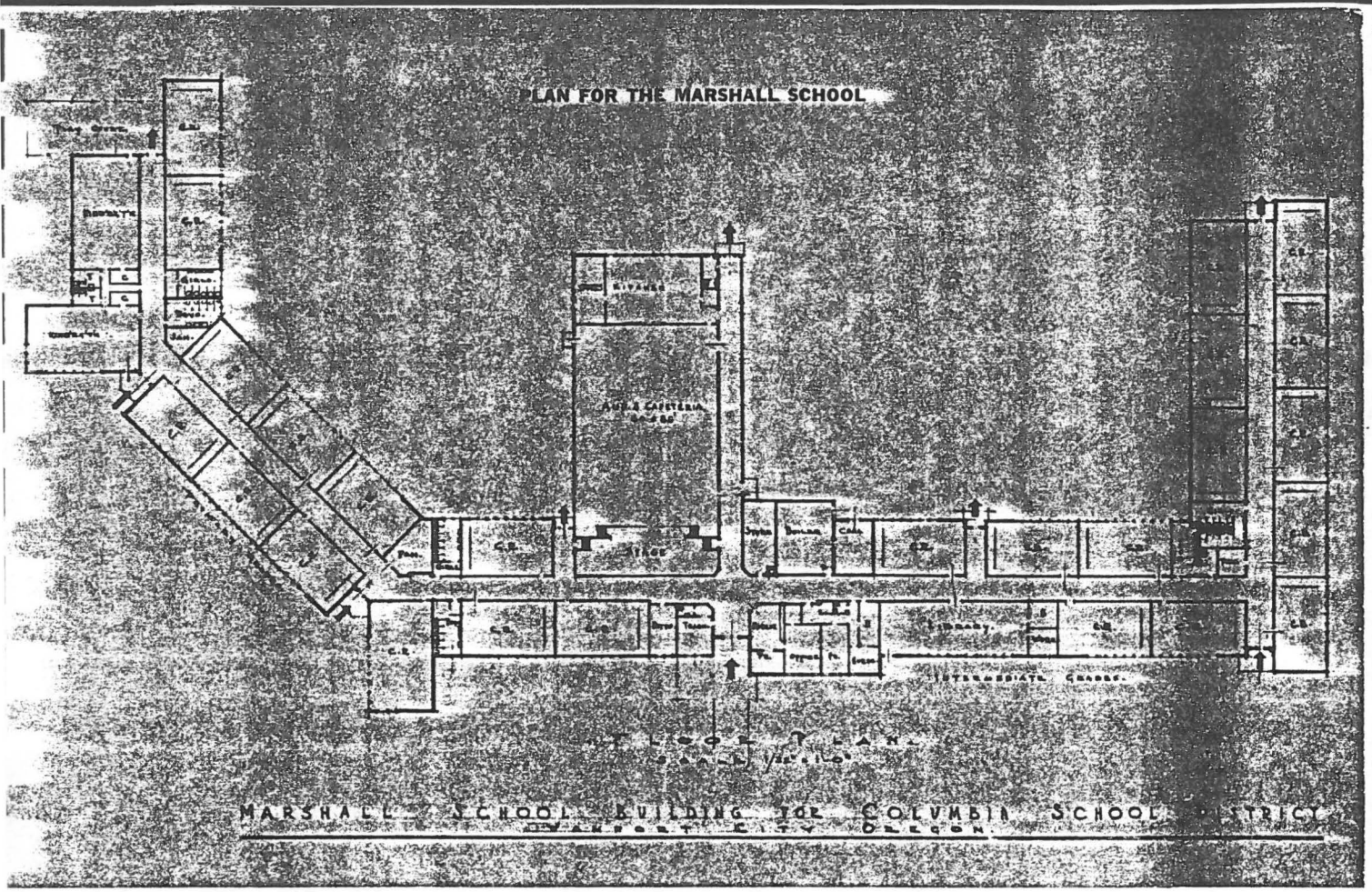
CHILD SERVICE CENTER

ORIGINAL STANDARD SCHOOL PLAN

The standard plan included no gymnasium. We did obtain a gymnasium on two of the intermediate buildings by eliminating the assembly from two of the primary buildings.



ELEMENTARY SCHOOL



Architects Issuing Plans Today On Two Vanport Schools at $395,000

(D. J. of C.—June 27, 1944)

Architects Wolff & Phillips are scheduled to begin issuing plans today for construction of two school projects at Vanport City. Three local general contractors already have requested plans and specifications for the projects, which are a new 21-classroom school and a six-room addition with the school system's administration headquarters at upper grade school No. 4.

C. M. Corkum Weatherly building, E. E. Settergren, Henry building, and Julius Johnson, 4804 N. Kerby, have asked for plans. Public Buildings administration will open bids at 10 a. m. July 21 in Washington, D. C., according to the architects. Two separate awards will be made.

Slightly altered figures give the total PBA allocation for the new 21-classroom building at $351,000, including equipment and supplies and architects' fees, with actual construction costs, estimated at slightly over $200,000. For the latter addition, $112,000 has been set, according to latest figures. A District Engineer [illegible] approximate cost [illegible] $95-

PORTLAND, OREGON, TUESDAY, MAY 2, 1944

Vanport Schools Allowed $100,000 More--Phillips

(D. J. of C.—May 2, 1944)

[illegible]illips of Wolff & Phillips, architects, said yesterday on [illegible] Washington, D. C., that the Public Building administration [illegible]ved the firm's preliminary sketches for construction of [illegible]ects at Vanport costing $468,000 and that he and his [illegible] have plans ready for contractors within four weeks [illegible] This is more than $100,000 above the sum of $361,400 [illegible]ewhich the FWA originally authorized.

"We have been ordered to proceed with working drawings for construction of both the new 21-classroom schoolhouse No. 6 and the six-classroom addition to upper grade school No. 4," Phillips said. It has not been announced whether bids will be opened in Portland or Washington, but the work will be awarded in two separate contracts.

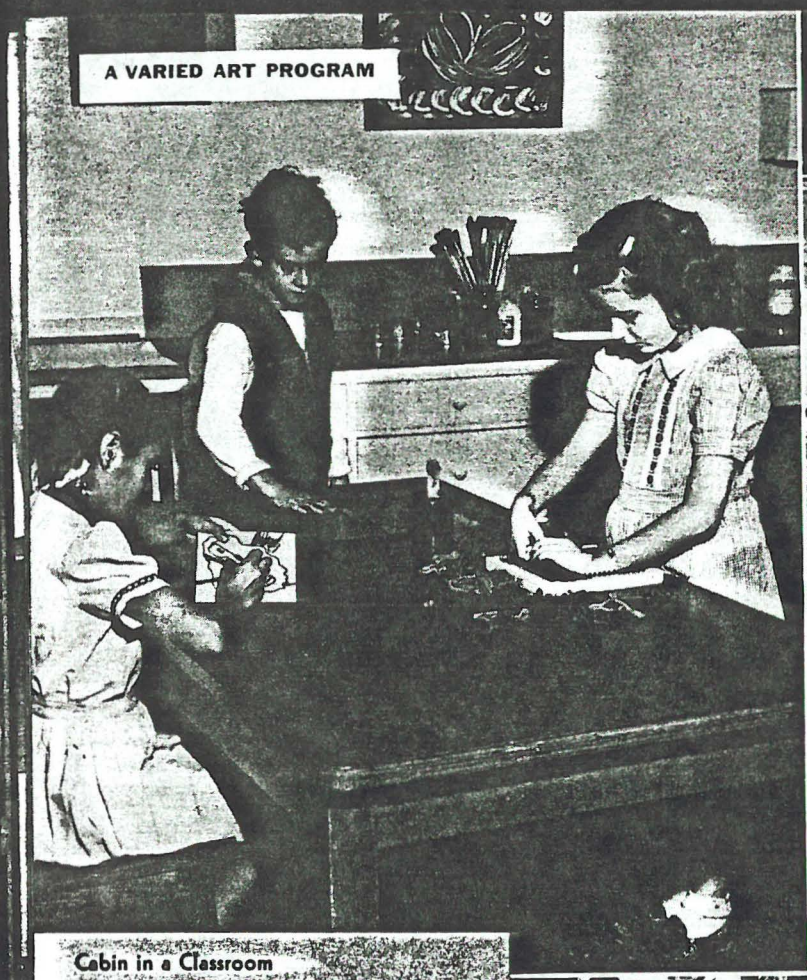
The new 21-classroom school, which will be built at an estimated cost of $355,000, will have its own steam heating plant, two [illegible]tens in addition [illegible] two [illegible]

$140,000 School Request Hinges on Vanport Population

Architects Working On $361,400 School Plans

(D. J. of C.—April 19, 1944)

If Vanport City and East Vanport are filled to capacity this summer, Superintendent James T. Hamilton of the Vanport school system said yesterday he will resubmit application to the Federal Works agency for construction of a $140,000 school at East Vanport. Whether or not the population of the two adjoining Vanports does reach a maximum will depend on Portland's [illegible]ilding



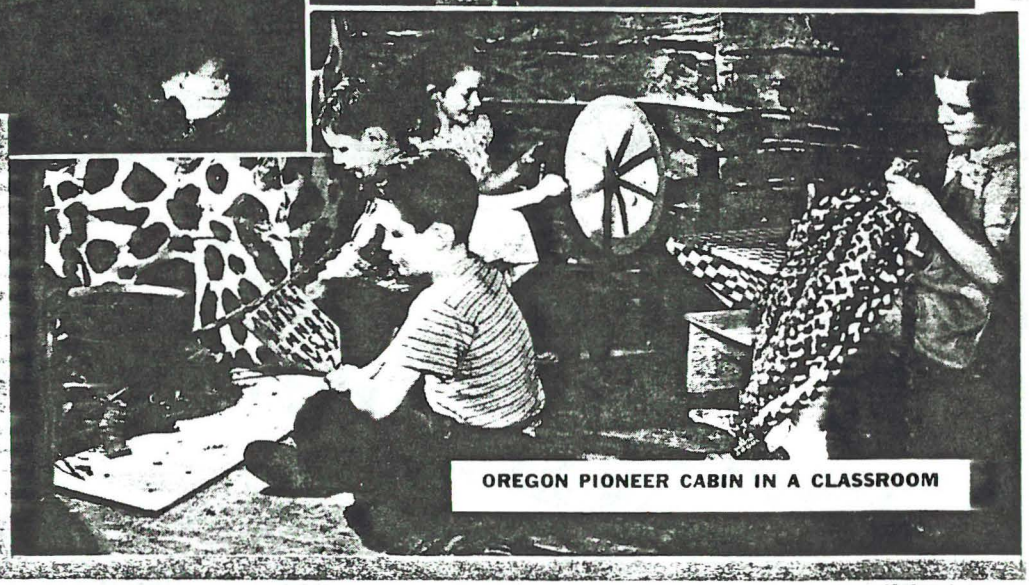
A VARIED ART PROGRAM

WOOD CARVING

Cabin in a Classroom

Exploration in a number of media goes on in studio and shop—finger-paint, weaving, linoleum-block cutting, wood carving, provide creative experience in color, form, and texture. Even the primary children get some opportunities to work with the motorized jogsaw and simple hand tools, to make toys. The children of a Fifth Grade have built in their classroom a full size (in scale with themselves, that is) pioneer cabin, and furnished it to scale.

We have endeavored to make the art program combine, with the verbalized experiences of the classroom, the independent values which art has of its own self and the broadest coordination of art with the class work.



OREGON PIONEER CABIN IN A CLASSROOM

rolls, cookies, cream decorated pies and pop. Children's comments in school bore out this assumption. 'Daddy gets the fruit in his lunch box.' 'Mother and daddy eat the meat; they work.'

The waiting lines which cued up everywhere were a means of getting acquainted and making friends. The longest, most sympathetic and eager line was the one at the post office. Delivery equipment was scarce, so the mail carriers did not start until late in 1943. By that time the town was crowded with people from far away. Many had never been away from their native hamlets or farms before, so each day brought them to one of the four post office windows allotted to alphabetical surname sequence. Here all states met, as well as parents, wives and sweethearts of the men who were far away in battle fronts. Each one in line understood the aching hope which throbbed in every breast. Men with grimy faces, oily clothes and empty lunch pails dropped into line on their way home from work shifts. Lady welders, riveters, electricians, teachers, stenographers and janitors all found their places in line. Housewives from 16 to 80, expectant of an acquaintanceship to quell their homesickness, loitered daily in line for reassurance of loving regard from those far away. Many younger ones brought children, born and unborn, sleeping and awake, to share their tarry-time. Inch by inch the line moved forward, ever lenghening, though constantly

task of constructing the new school buildings. Its policies and procedures were still geared to the tempo of peace and to the building of permanent federal structures of marble blocks. Detailed plans not only had to be drawn, but also taken to Washington by the architect in person. Bids had to be received in Washington. By fall our buildings had not yet been started and there was talk of the war ending soon.

In January, 1945, the new addition was completed, but the desperately needed twenty-seven classroom building was still unfinished. We had laid our plans to occupy it at mid-year, but by then only the frame was up. We revised our plans to begin occupancy in the spring, but by then the Navy had confiscated the radiators and there was no heat. Finally in the fall of 1945, two years after we had begun to "prove our needs" for more buildings, the new school was opened. V–J day had passed and the population of Vanport had dropped by one half.

The new building gave us one-third more space. With a fifty per cent drop in enrollment and a decrease in class size from forty to thirty pupils, building facilities were now normal for our load on a single shift basis. Because of the acute housing shortage, Vanport did not drop to nothing as many predicted. The new school building is serving its purpose well, but how regrettable it could not have been ready to relieve the congestion during the peak period of the previous year.

In many ways the new building was the product of combined staff experience. Cheerful color schemes, special-use rooms, built-in cabinets, and many other improvements suggested by the teaching staff were incorporated in so far as the limits of war time construction would allow. But more important than these was the fact that the efforts to get the building proved to be a sustaining force of great value as we faced the problems of excessive crowdedness.

The Local Housing Administration

In other areas we were thrown at times into turbulent and unsatisfying relationships. Vanport not only had little community feeling, but it was in fact administered like a hotel. The landlord was the Housing Authority of Portland, the administering agent under contract with the owners, the Federal Public Housing Authority. The original school buildings were part of the total facilities and the school district was in a position of sub-lessee to the Housing Authority of Portland.

This was a source of confusion and irritation until it was at last untangled.

School buildings were part of total community facilities. There were no churches and only inadequate meeting facilities in community buildings. Those who planned Vanport had the idea the community buildings would be used partly by the school — no gymnasiums were planned for the schools — and that the schools would be partly used as community centers. Administrative policies needed to realize such a purpose were left to later negotiation.

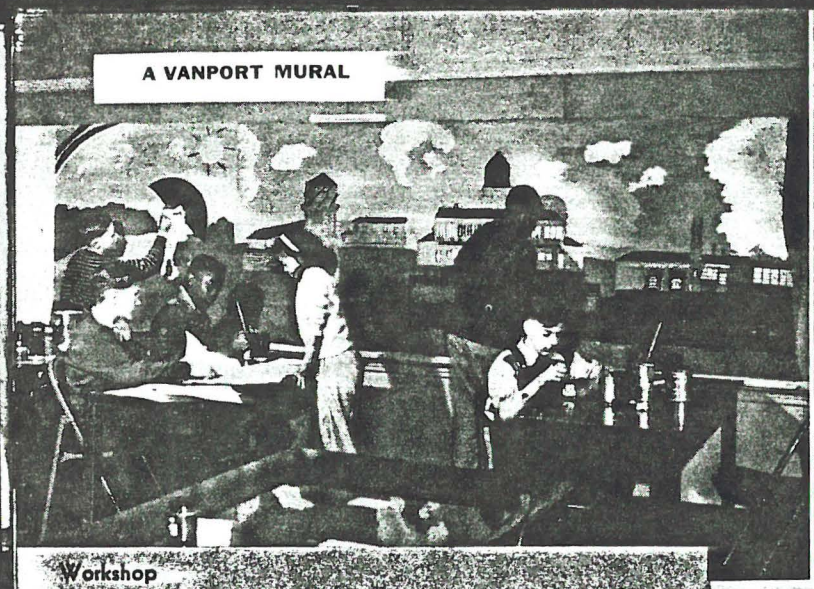
Later negotiation began with the following statement of policy by the housing administration:

"The Vanport City school system is responsible for the buildings and the play grounds designated for their use, only during that period of the day when all buildings are used in terms of the academic curriculum, which you are offering the children of Vanport. The balance of the twenty-four hour period of the day, the buildings and their use are the responsibility of the Portland Housing Authority, or its authorized representative. The scheduled use of these buildings during any time other than the above mentioned school day will be done at the discretion of the Portland Housing Authority, or its authorized representative. . . . All recreation and general community facilities will be used solely and entirely by the Vanport City recreation department except that any use of such facilities will be at the discretion of the recreation director. . . . "

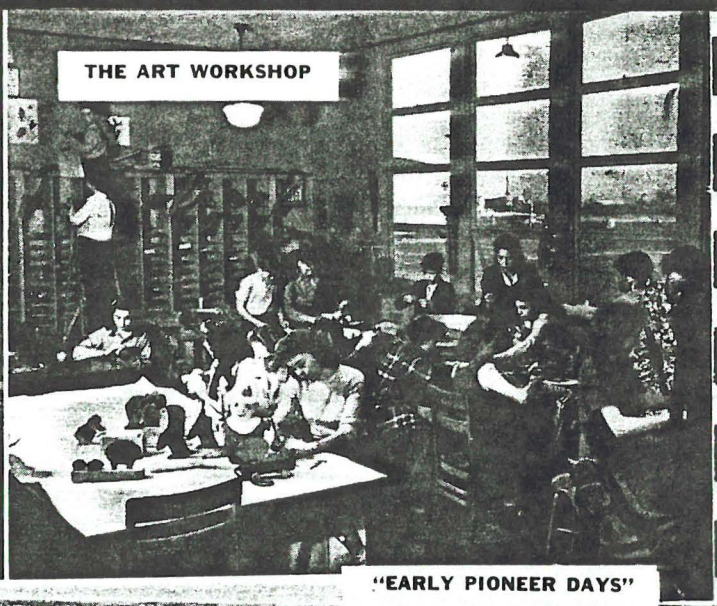
Aside from the ancient phrase "academic curriculum which you are offering the children of Vanport" this placed the schools in the position of tenants without jurisdiction — occupants of a three shift bed, without knowledge of or voice in who else was to share the linen.

Not only was such a policy administratively unsound, but it also violated the legal responsibilities of the district in the operation of its schools. We could not agree to such arrangements. Instead we insisted upon independent and sole responsibility for the use of school buildings for all purposes.

Related to these efforts at centralized control of community facilities, including the school buildings, was the initial arrangement for maintenance and operation of the school plant. This was placed under the responsibility of the housing authority. Janitors and other maintenance personnel felt no responsibility to the schools. In some instances the personnel showed little knowledge of school



A VANPORT MURAL

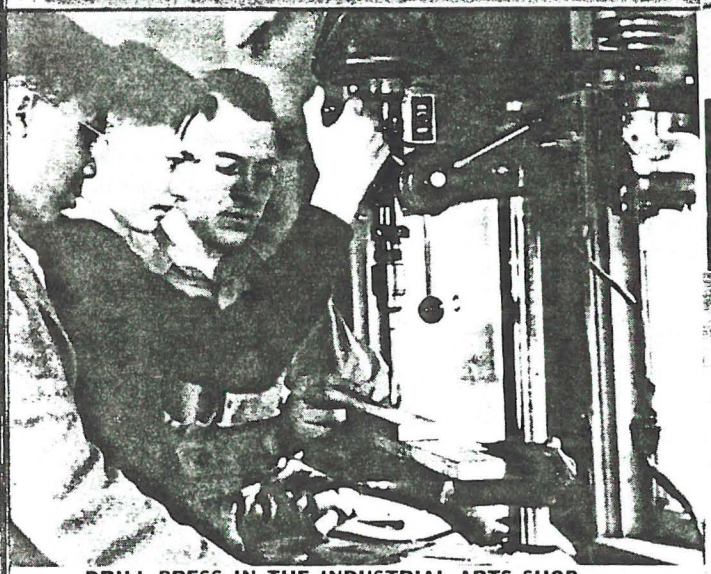


THE ART WORKSHOP

Workshop

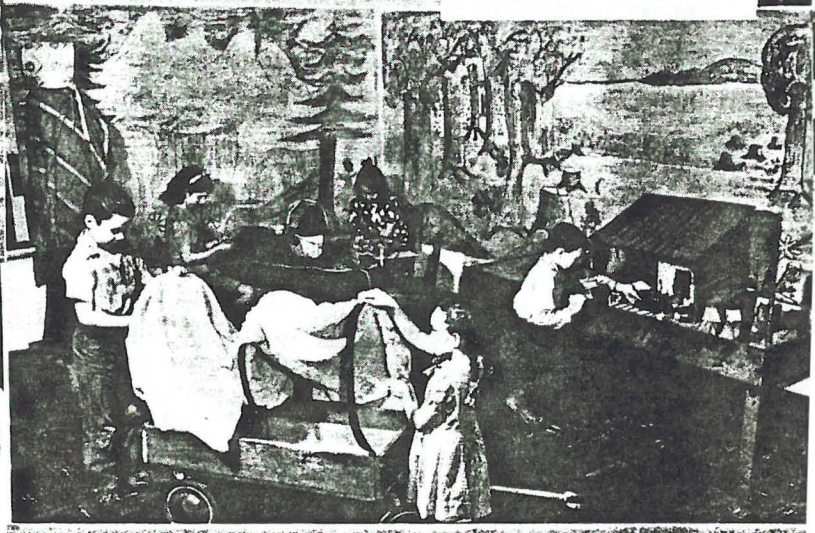
For the children on Extended Care the art room was opened to boys and girls who wanted to make special things or to explore some art process further than they could find time for in their regular classes. The facilities were jammed at all hours with an ever-changing group of youngsters in assorted sizes and ages.

After school the children not on Extended Care clamored to be let in to do art work too. The resultant elective art club included about forty children, "extended" and regular. Some of them spent three or four hours a day in the art room. The prime aim has been to let every child experience the satisfaction of working with art media.



DRILL-PRESS IN THE INDUSTRIAL ARTS SHOP

"EARLY PIONEER DAYS"



Pioneer Days

A study-unit on Oregon's development has absorbed these Third-Graders for some weeks. The mural background of the trip across the mountains was done by children direct from their preliminary investigations; and their art class provided time to do the scene of the clearing behind the cabin, with some supervision by the art teacher.

The braided rugs and the cabin interior with its dishes and primitive furniture, represent joint work of both boys and girls. The "covered wagon" evolved from iron barrel hoops and muslin, superimposed on a foundation of a wagon loaned by one of the children.

dropping off at the window, on and on throughout the day. The only evidence of fatigue came when the search through the stack of letters brought forth the verdict, "Nothing for you." It was then the shoulders drooped and the steps grew heavy. But the next day always revived hope and the same faces appeared in line on the morrow. Even those who drew a bill or an advertisement seemed pleased!

Many people came in the winter and spring when the rainy season was at its height. This was a new experience for many families and they had neglected to bring rain togs and heavy woolens necessary for out-door work and play. Hence there was much illness and more fear of it because of the reports of lack of doctors, nurses and hospital equipment. Those who stuck it out for at least two years gained the webbed feet of the seasoned Oregonian and forgot that it was really raining wet water.

Another closely related fear was caused by the frequency of accidents. Shipyard work is dangerous. Almost daily there were reports of serious accidents and sometimes death, incurred in the line of duty. Cars were old and unsafe, while their drivers were often unsteady at the wheel. Fogs hang heavily over and around Vanport in fall and winter, so that travel by car, bus or foot is unsafe. It was inevitable that many people were unwilling to face

maintenance procedure — in one of the school buildings the blackboards were washed with liquid wax! Emergency calls to the housing maintenance office from the schools were treated like those from any other "tenant" even though the comfort and welfare of many children might be involved. Inexperienced clerks in the housing office followed a scheduled routine without judgment or the will to deviate. The Housing Authority lacked experienced personnel in the lower ranks and they had too big a job in general maintenance of the total project to give the schools proper attention. As soon as funds of our own could be obtained from Washington we employed our own janitors, carpenters, plumbers, electricians and engineers.

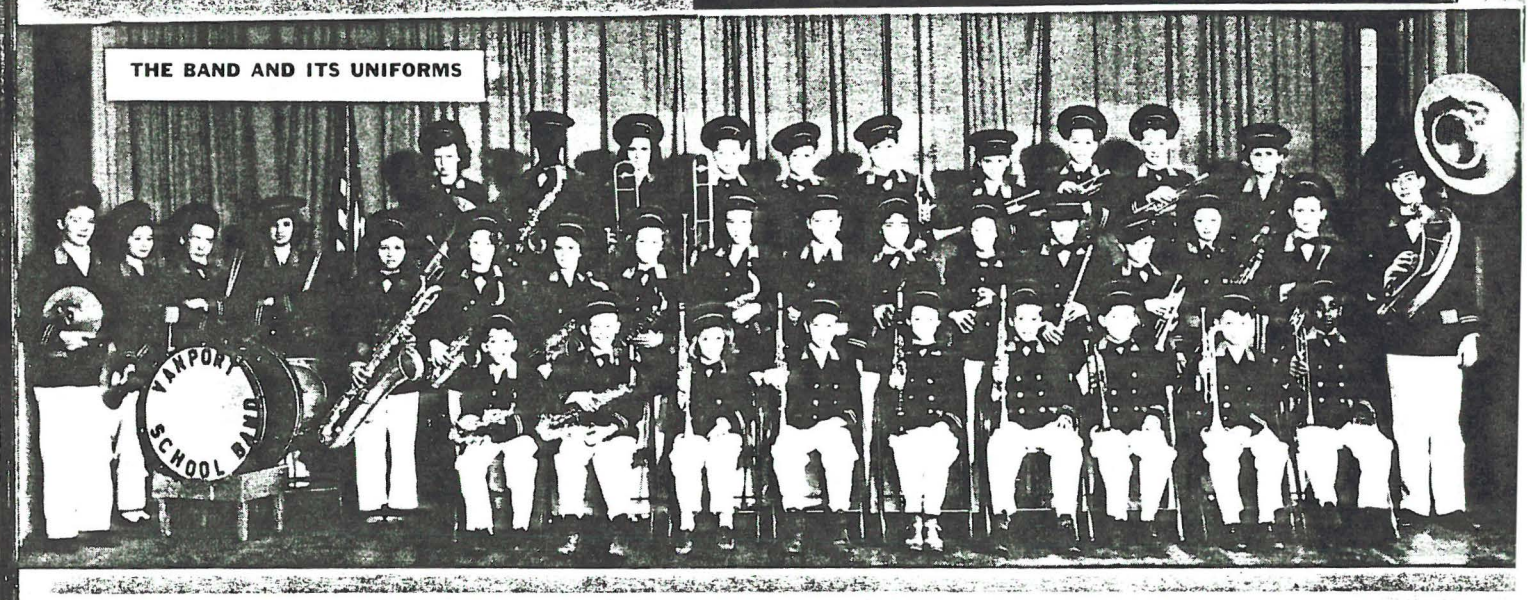
The untangling of such tangled patterns of agency relationships was one of the interesting but time consuming experiences of Vanport on the administrative level. At times we were never certain whether or not we had a school board. This made it necessary that responsibilities for policies, employment of staff, issuance of checks, budgetary control, and other matters usually centered in a school board be assumed by the administrative staff. The centralization of major decisions by federal agencies in Washington and out-side of the community was a source of confusion and a great waste of energy. Aside from such difficulties, it must be said to the credit of responsible federal representatives that we never experience any attempt to interfere with the internal policies of the school program. Also we found many friends among the federal representatives, particularly in the FWA, who were vitally interested in our situation and without whom we could not have solved our inter-agency problems or found ways for quickly meeting our emergencies. The initial arrangements of joint responsibility with the local housing administration in the use and maintenance of the school buildings was ill-conceived administratively and some of its aspects were in violation of state statutes applying to school districts. To the credit of all concerned it was corrected after much initial bickering and without lasting feelings of ill-will.

AFTER-SCHOOL BAND PRACTICE

When the eight separate band classes have had their regular music instruction during the school day, the members may gather after school for further practice together, twice or three times a week. Youngsters of all sizes play the various instruments. They may have to wait their turn, until some first-comer vacates a seat and gives a chance for the extra child to join the rest of the players.

On the stage of the Primary Building music room, small youngsters stand with serious, intent faces as they sing the old Christmas carols. Because in so many cases both their parents were working, much stress was placed on holidays, by the schools, since these celebrations were often the chief, if not only, observance in which the children could take part.

CHRISTMAS SONGS



THE BAND AND ITS UNIFORMS

the insecurity which such circumstances involved, hence they decided to move on before the fall rains started. This mark of here-today-and-gone-tomorrow was common among Vanport settlers. It is only fair to state that many were buoyed up in spirits by the coming of spring and its array of colorful flowers. In summer the markets abounded with new and beautiful fruits and vegetables. Orchards not far distant supplied many families an excuse for an outing to pick fruit to can for the following winter. The great tangles of wild blackberries near the town supplied treats for many of the newcomers. When fall came again and the rains started, they had become conditioned to them and were willing to stay, for the duration, at least.

Other causes for discontent lay in the development of strained family relationships. Many women learned what economic freedom meant for the first time in their lives, and began to tug at the marital leash. They worked in the yards beside the men and at men's jobs. The easy attention of male co-workers made their home life seem dull in prospect. Men, too, for a first time practiced the roving eye technique and found it pleasurable. Hence, rumors of one man's wife taking another woman's husband and vice versa,

AN ORGANIZATION GROWS

CHAPTER 4

"Our job at Vanport City should be conceived in much broader terms than mere schooling. Responsibilities usually shared between school, home, and other agencies will fall more heavily upon the school because of the war, and they will rest even more heavily upon us at Vanport. This is our challenge and opportunity, but it is a responsibility which will require all that we have in courage, imagination, initiative, and enthusiasm.

Administrative provision for these wider responsibilities is being made. We are recognizing the responsibility for caring for pre-school youngsters through provisions for nursery schools and kindergartens. The elementary program is being organized to provide for the greater needs of Vanport children in health, social adjustment, and recreation in addition to the more commonly recognized skills and values of an elementary school. By means of the extended day we are assuming responsibility for the care of children in after school hours. . . . The administrative machinery is being set up to serve these ends, but it must never be allowed to stand in the way of achieving them."

This statement, issued in the first Staff Bulletin on the opening day of school in the apartment buildings, set forth a point of view we hoped to follow in building our organization. A general outline of an organization to meet our needs had been formulated. Could it be kept tentative and responsive to the needs to be served? Perhaps the Vanport schools would be gone before a hardening of the institutional arteries had set in, but at least we did not want to begin with too many habits borrowed from elsewhere or with an intrenched organizational pattern.

Continuously we tried to recognize the relationship between organization and personality. Our concern was not solely in finding persons who would fit safely into predetermined niches; we first wanted persons capable of creating a niche through their own energy and sense of need. Our search was for capable people with initiative and ideas and not merely for people who fulfilled — on paper — all the requirements desired for a particular post. There are risks in such a process, risks which might threaten the stability of organizational pattern, but these were chances we thought worth taking.

The pages which follow review some of the problems and some of the procedures which evolved toward meeting them. They are not final answers. Some were not adequate ones. They indicate only how far we went or were able to go in the three years that the Vanport schools have been in operation. This is the road we have traveled in evolving a functioning organization. We endeavored to keep in mind a direction and not be like Stephen Leacock's horseman who rode off in all directions at once.

Administrative Relations

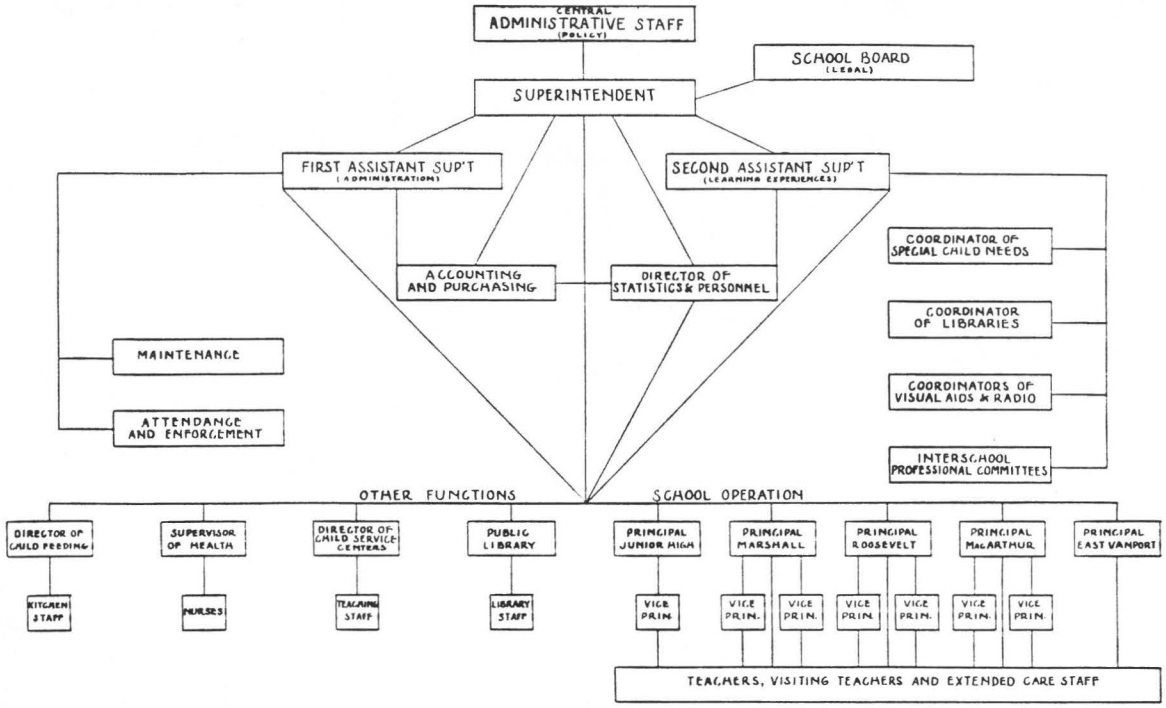
Some of the peculiarities of the administrative organization of the Vanport schools have been covered in previous pages. Two factors guided its development: the desire to make it democratic and the desire to evolve an organization that would meet the problems the schools faced in this community.

In so far as the organization which evolved can be pictured in graphic form, it appears on page 55.

The Central Administrative Staff meeting weekly, became the chief policy making body. Decisions of this body which required legal sanction were referred to the school board. The school board, however, because of its changing membership and its remoteness to both schools and community, could not carry on the usual functions of such a body. This placed upon the administrative staff a unique opportunity and responsibility to share fully in the numerous problems of the entire operation. It also gave to the superintendent a sounding board for ideas and a group which could test their strength and worth. Such a group, also, by its membership provided a close relationship between policy and administration for the same personnel was concerned with both.

flew thick and fast. The closeness of adjoining apartments led many a lonely wife to seek understanding from the bachelor next door. Perhaps these irregularities showed up more in Vanport because these people had no way of seeking quarters with their own kind. Housing placed the newcomers in order of their arrival, and for the first year, at least, there was no segregation according to clique or clan. Sections of town were segregated as to negro and white and later as to Japanese, but unfortunately for all three groups, the ideals and standards by which one lived could not be determined by the slant of his eyes or the color of his skin. Consequently, self-respecting people, careful of and for their children's welfare, were subjected to gross experiences of their undesirable neighbors. The police, living up to the letter of the law, held that wife-beating was legitimate if confined to the four walls of the home, provided, of course, that she did not swear out a warrant against him. Usually such a brawl was carried on long into the sleeping hours of the peaceful neighbors. They and their children were exposed to hearing accusations, retorts and epithets unspeakable in respectable circles. The mystery was how quickly the quarrel could be forgotten and the couple dress in their fanciest and trip off to a dance as though the world were always one of roses.

Another prevalent fear was that of fire. During the first year

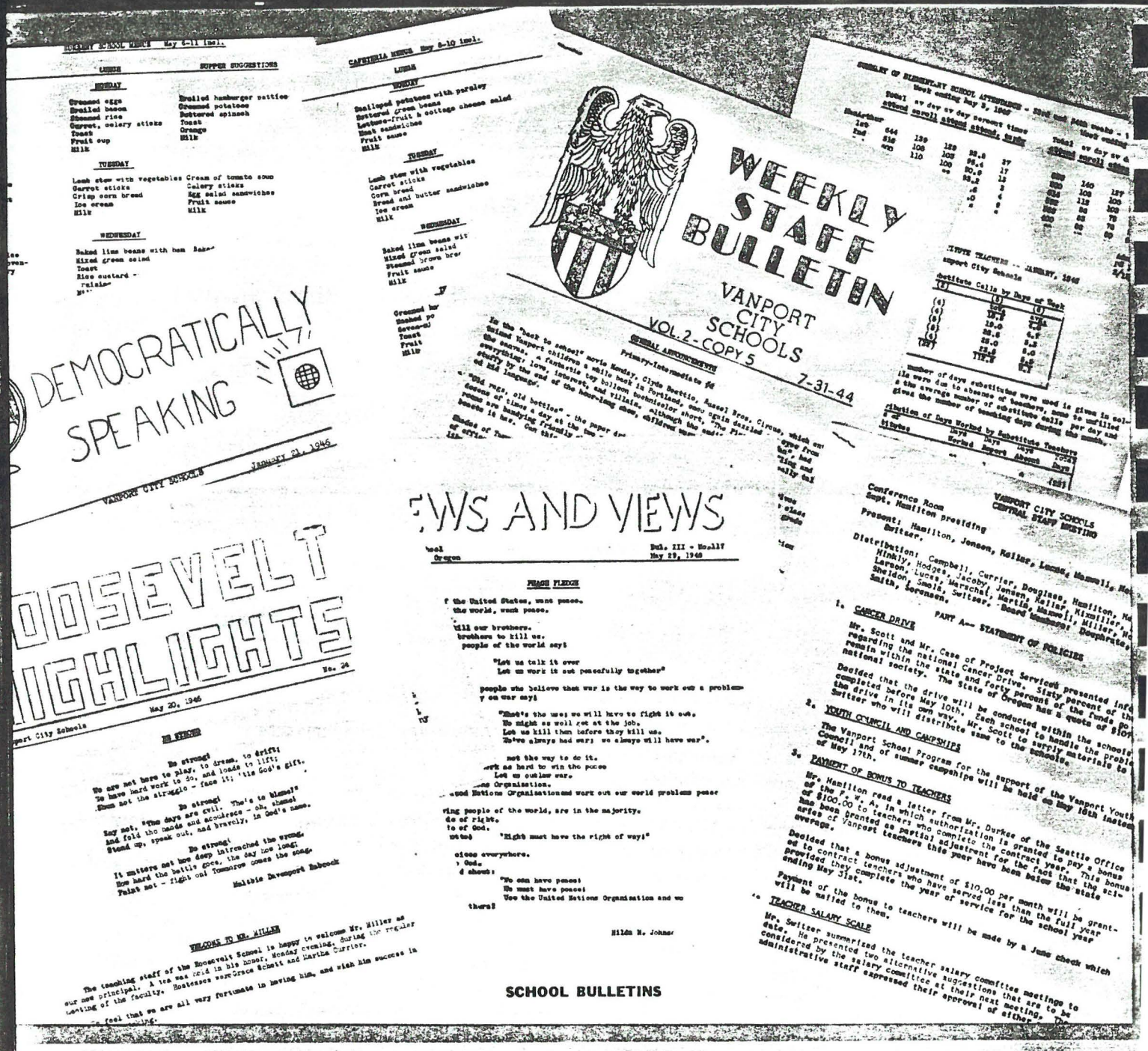


Responsibility for the two main divisions of school operation was divided between the two assistant superintendents. In the area of administration were many problems of supplies, equipment, new building construction, relations with external agencies and administrative routine, in connection with the establishment of this entirely new school system. The assistant superintendent in the area of learning experiences concentrated on problems that were inter-school. All special areas directly concerned with the eductional process and serving an inter-school responsibility, as well as inter-school committees, were a responsibility of this office. The relationship of this office with the school principals was advisory rather than authoritative.

Full responsibility for the operation of each school was placed in the principal. Variety among the schools, limited only by the general policies approved by the Central Administrative Staff in which all principals were voting members, was encouraged. There were no supervisors functioning with sole responsibility to the central administration; rather such inter-school personnel served as a resource function and carried out policies agreed upon by the Central Administrative Staff in which the principals were members. The ultimate evaluation of such services rested with this body.

The Director of Statistics and Personnel performed a resource function by finding suitable candidates for vacancies, but selection and employment was a function of the division heads and the principals. Responsibilities of this position also included evaluation of credentials and determination of salary rating, routing of personnel to home teaching cases, assignment of substitute teaching, and the compilation of all statistical information concerning the schools. This individual also had responsibility for the Central Administrative Staff minutes and the Weekly Staff Bulletin; he was also clerk of the School Board.

All monies in connection with the operation were handled through centralized accounting in the business office. A large volume of daily receipts came from the child feeding operation, child care center fees, extended care fees, paper drives, war stamp sales, and other similar sources. Expenditures were handled by a uniform system of requisitions originating in the various divisions and chargeable to both budgetary and special accounts. There was no bank in Vanport, hence the business office served the banking function for



SCHOOL BULLETINS

the fire department had minimum equipment. Houses were close together and the construction largely of wood. Electric stoves were unfamiliar to many. Often a tired worker came home, put the kettle on and lay down to take a snooze. When he awakened he found the house in flames. More often, a lighted cigarette set the bed afire, or someone forgot to turn off the stove before she left for the shipyard. Whatever the cause, frequent screams of the fire siren left one cold until he was assured that it was not in his neighborhood. Later, the fiendish fancy of a fire bug struck terror into the hearts of the entire populace as they saw schools, stores and homes destroyed in the course of a few short weeks.

Another reason for discontent was the treatment they received from many Portland people. Parents resented that their children were ridiculed by their classmates in Portland high schools. Many of the girls and boys walked rather than let their associates see them taking the Vanport bus. Portland stores have been slow in giving charge accounts to Vanport residents, although they have good credit ratings. Social groups are inclined to arch their brows when one admits he comes from Vanport. Doubtless some of these slights are fancied, but too many personal experiences of responsible people give credence to the reports.

Unquestionably the most outstanding feature of Vanport is the

all funds. Approval and issuance of purchasing orders was separated from the accounting function.

In the larger schools two vice-principals were employed. This was essential in a double session operation and also to free the principal from routines to allow time for educational leadership within his building. In addition, two visiting teachers had direct responsibility to each principal. The co-ordinator of the Special Needs program furnished the professional leadership and gave advice to the visiting teachers in special cases. The visiting teachers as a group had weekly meetings with the co-ordinator. The attendance department screened absentee cases to determine if a home call by the visiting teachers was necessary. This department also worked with the courts in all cases referred for enforcement action. But direct responsibility in daily working relations with the visiting teachers lay with each principal.

Encouragement was given to the organization of a city-wide teachers' organization. This organization participated in the teacher improvement program through standing committees, had a committee which participated in working out the teachers' salary scale, and had a welfare committee with scheduled meetings with the assistant superintendent relative to any problems of teacher welfare. Much of the social program during the year was under the direction of this organization.

The activities of all of the functional areas were coordinated through the policies and decisions made at the weekly meetings of the Central Administrative Staff.

Community Relations

Vanport was 40,000 people and 11,000 families who came home to rented apartments for the night. They paid their rent and made their complaints to the land-lord's office — the Housing Administration Building. They sent their kids to school — fairly regularly — or left them at the Child Care Centers, forgot them — pretty much — and left the community for work. Means of communication were nil — there was no newspaper, no telephones, no established friendships of long standing between the school staff and the parents. Adult living did not center in the community — it was in the job and in the home. Therefore, the schools became the foster parents and the guardians of child welfare.

Children revealed the influences of the community pattern. The schools could contribute much to a child's welfare, but we daily realized that it could not be the function of the school alone. In specific cases we sought the aid of the home and of other agencies through the visiting teachers. In many general matters we needed better common understanding and effort. We were eager for better communication and a better meeting of minds within the community. We found no satisfactory answer.

Newspapers could not be subsidized with federal funds and no private entrepreneur came forth to risk his own funds in this temporary town. Finally a mimeographed bulletin was issued by the Housing Authority with limited coverage and the schools published an annual pictorial bulletin of information regarding available school services. These were the only general means of communication and they were not adequate.

Our initial efforts to set up an organized parent group also proved to be a struggle against impossible odds. Open house days and entertainments brought out a good number, but an organization which concerned itself with basic problems of child welfare proved impossible during the war. We tried many times, only to find that officers elected at one meeting were gone at the next, and we were confronted again with new faces and the task of doing it all over again. After the war, when the population began to stabilize, efforts were again made, and this time with some success. In the MacArthur school the excutive board of the first successful parents' organization voted to invite all of the forty-five teachers and other staff members, including the two secretaries, to become honorary members, without payment of dues. "Ask the teachers to pay to belong to our organization? We should say not! Why, those teachers do more for our children every day than we could ever repay. Besides, almost everything the parents' organization does makes some extra work for the teacher. We'll feel honored if they will join us as honorary members and help us all they can!"

The absence of other ways of communicating with parents was added incentive to better report cards. Each year a teachers' committee wrestled with the problem of how and what to report to the parent about Johnny. This is a familiar problem for schools everywhere. Reports in the form of symbols such as letters or numbers cannot be

THE ADMINISTRATIVE STAFF, SEPTEMBER 1943

The Administrative Staff, September 1943

Back row:
George Sheviakov
Director of Guidance
Fred Luces
Principal, Center No. 2
Frank J. Crowley
Business Manager
Della Hillyer
Assistant Principal, Center No. 1
Beatrice Skeen
Principal, Center No. 1
Robert Dexter
Assistant Principal, Center No. 1
R. F. Hawk
Director of Research and Principal of Junior High School

Front row:
Elsie Maxwell
Director of Child Feeding
Wendell Van Loan
Assistant Superintendent
Bernice Stormes
Director of Nursery School
James T. Hamilton
Superintendent
Margaret Rosebaugh
Assistant Principal, Center No. 2

The Administrative Staff, January 1946

Front row:
Julia Jacoby
Director of Child Service
Helen Oldham Campbell
Radio Coordinator
Winifred Norton
Principal, Truman School, East Vanport
Laura Keller
Principal, MacArthur School
Belle Douglass
Assistant Principal, Junior High School
William J. Miller
Assistant Principal, Marshall School
A. Irwin Switzer, Jr.
Personnel and Research
James T. Hamilton
Superintendent
John Jensen
Principal, Roosevelt School
Elsie Maxwell
Director of Child Feeding
Tordis Heyerdahl
Library Coordinator
Lena Kixmiller
Assistant Principal, Marshall School
Martha Currier
Assistant Principal, Roosevelt School
Mabel T. Hodges
Coordinator of Visual Aids

THE ADMINISTRATIVE STAFF, JANUARY 1946

Back row: **Marjorie Miller Hinkly**, Assistant Principal, MacArthur School; **Agnes Levorsen**, Assitsant Principal, MacArthur School; **Dr. Janet K. Smith**, Publications; **Ruth Langton**, Office Manager; **Fred Luces**, Principal, Marshall School; **Frank Allen Smola**, Principal, Junior High School; **Grace Schott**, Assistant Principal, Roosevelt School; **L. E. Marschat**, Attendance Coodinator; **Elsie Bell**, Assistant to Coordinator of Visual Aids.

Absent: **Eugene Larson**, Business Manager; **Martha Madsen**, Director of Building Maintenance; **Dr. Lewis Martin**, Consultant for Child Guidance; **Julia Jablonski Sheldon**, Health Supervisor.

large number and never failing supply of children. At the beginning of the project there was a rumor that over 85 per cent of the women were pregnant. This is perhaps a little exaggerated figure, but any casual observer was aware that the supply of small children would be forthcoming for the immediate future, at least. Vanport was advertised as a haven for those parents who were blessed with an ample brood. Since the yards needed men who would be satisfied to stay for awhile, it was wise to welcome their wives and children. To that end many facilities were planned for their care. However, these planners did not anticipate the numbers which would come, so they failed in many respects to make proper provisions for them. The door yards were so small that children had little room to play except in the streets or on the narrow sidewalks. The grassy area was to the back of the house, on the bedroom side, where the mother had little chance to keep an eye on her child if he were given the chance to play there. These plots were covered with clothes lines filled with drying clothes, consequently they were not a very good play ground. There were well equipped play grounds at the Child Service Centers, but these were reserved for the children of working parents who availed themselves of these facilities. Many

interpreted accurately, even by the teachers who make them. Reports limited to academic progress miss some of the best and most important factors. In reaction, some reports, on the other hand, have tended against exact rating-comparisons and purely academic items, to become generalizations without much usefulness. If they are slushily complimentary, they only indicate weakness in intelligence on the part of the schools. Each year we sought a better answer to these unanswered problems. Attractive pictures of school activities were printed on the covers and two or more pages of information about their youngsters were on the inside for the parent who would look. Most cards came back properly signed, but we never knew how successful they were from the parents' viewpoint. They were, however, well appreciated by the next schools to receive Vanport youngsters.

Another technique for reaching the parents proved successful as the town became more stable. Once a month schools were dismissed early and scheduled half hour conferences were arranged with four parents by each teacher. A few appointments each time made it a privilege, and during the year the teacher could cover all of the interested parents. In each school a hundred or more parents came each month for a quiet conference followed by a social hour.

During the war period we also tried to stimulate greater adult participation in the community through organized adult education. The American Federation of Labor offered financial support for a program of adult forums on social and economic problems. But the program failed to make a start for want of interest. Similarly, War Production Training, under the sponsorship of the schools, was abandoned after a few months trial. A similar fate followed all efforts to organize community groups and to provide voluntary leadership for youth groups. Vanport was willing to load its children on the schools.

We did manage to become acquainted with a few parents who came to the schools with complaints. Most of the complaints were directed toward our inter-racial policies. The schools held to the policy of maintaining an equal ratio of negroes and whites in each school and within each room. Also several excellent negro teachers were employed, but none were given a higher proportion of negro pupils. Many whites complained at this non-segregation policy, but no encouragement was ever offered to race prejudice and discrimination.

There were cases, too, similar to the father who entered the school and stopped at the first door he came to.

"Are you the principal?" He then exposed his irritation about the whole business of education. "I get along fine with no education. My kids will get along without no education either. Back home nobody bothered me about whether the kids come to school or not. Where is this principal person?"

As the teacher prepared to direct him to the school office, she drew him out by more conversation. Finally he took out his pay check and asked, "Will you see if this here thing is right? I got a feeling they gypped me."

The teacher worked out the hours and the pay per hour for him on the blackboard. He became satisfied that he had been paid his just due.

"Now I'll do what I come for. Where is this principal person?" And he went off down the hall in search of the office.

As discouraging as many of these efforts were, they served to indicate to us that the responsibility for the welfare of children was all the more directly centered on the schools. Machinery had to be devised by the schools particularly to handle children with special needs. Such children required the cooperative efforts of the family and of other agencies. In some cases they required long and patient family education with limited help from the social agencies. In Vanport means to care for deviate children became a task of added magnitude, due to the absence of normal family and community relations.

Out of this came a point of view that the schools to an abnormal degree were the responsible agency for the welfare of children. This was not ideal. Yet it was not accepted as a factor of despair, but rather as an incentive to a more complete program. Means were set up to identify children needing special treatment and an organization was developed to work on the problems. Our efforts in this direction are described in the section which follows.

Now with the war over, a much lower rate of turn-over in population, fewer mothers employed, there has been some encouragement to a more normal school-community relation. But it seems likely the child responsibility will be largely up to the schools, for no one has deep roots in Vanport. Parents seem to be content with this arrangement.

Program for Special Child Needs

The old slogan, "as alike as peas in a pod" does not apply to children. All are different and in this

Microphone

In preparation for assembly programs, the narrators and other students have a chance to try out their enunciation, rate of speaking, and voice volume and tone. This way, the spoken part of their programs will be as clear and pleasing as they can make it. And they will know what it's going to sound like, over the P.A. system.

MICROPHONE PRACTICE

SCIENCE CLUB FLOWERS

Flowers

A small space between school buildings has been dug up and planted to flower seeds. The blossoms are used to decorate for school functions—a source of proud delight to the young gardeners.

Intermediate Shop

The shop program proved exceedingly valuable, even for 4th, 5th and 6th graders. A drill-press, a jigsaw, and a jointer facilitate work with lumber and give an introduction to the use of machine-tools.

Pattern and Cloth

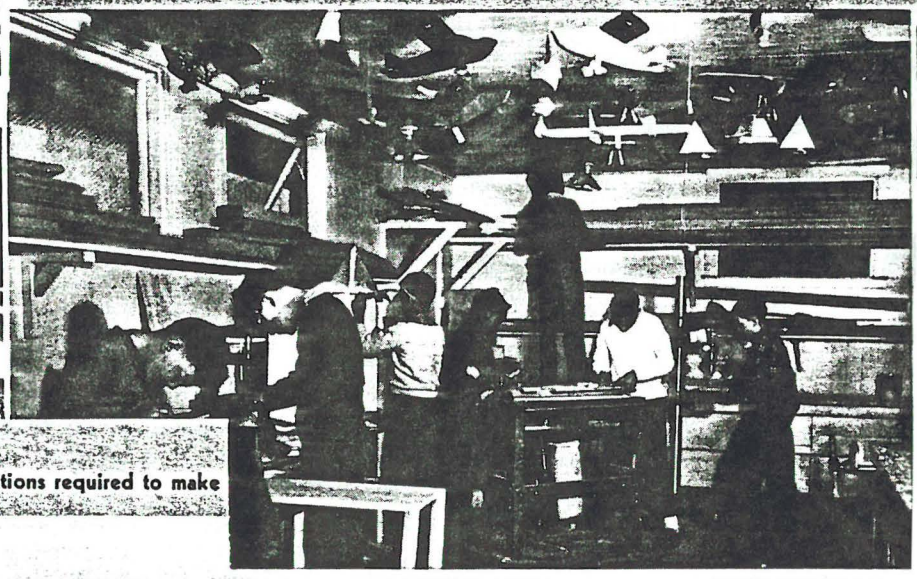
The teacher of Homemaking in the Junior High found that the girls wanted and needed to make their own dresses and slips, and that they needed capable help in choosing and purchasing wisely fabrics from the limited stocks in the stores of Portland. Their mothers were working and had neither time nor energy to put into sewing for their daughters. Shopping facilities for ready-made clothes were limited and the quality inferior. Yet even the necessary trip to the city for patterns and yardage was difficult to arrange.

PATTERN AND CLOTH BELONG TOGETHER

THE SIXTH GRADE LEARNS ABOUT COMBUSTION

Combustion

A science experiment proves by practical test the conditions required to make things burn.



THE INTERMEDIATE GRADE SHOP HUMS WITH WORKERS

parents failed to recognize the difference in value between the services rendered at the Center and those given by the woman next door who had a scrawly sign in her window, "Childern caird for hear." Other parents assumed that a child's needs were such that the older child could administer to them. There were no parks, no places to walk. The streams were polluted and swimming was forbidden. On the whole, there was little constructive for a child to do, no kindling to chop, no lawns to mow, no animals to feed. He had his choice of ambling along the slough, playing in the wash house or probing into the garbage cans, sitting on the doorstep and watching the people go by, or shinnying up the latticed supports to the little porches which covered the doorways and the hallways to the second floor apartments. These roofs provided the storage space for bicycles and ice carts which belonged to the upstairs dwellers. Mops drying, butter and milk cooling and a few window boxes added clutter or charm to them until Housing issued a warning that porch roofs were to be kept free. Or children could play indoors under foot on rainy and cold days, while mother and daddy slept in preparation for their work on the swing or graveyard shifts. Schools were so crowded that the older children were there

sense all have special needs. Good teachers recognize this and provide for it. Yet beyond this are individuals whose deviations are great and who require the attention of special personnel. Some are physically handicapped in speech, hearing, and sight; others act strangely because of deep seated disturbances which must be identified if possible and the stress relieved. The extent and scope of these special cases were greater in Vanport due to the transient nature of the population, the neglected homes and working mothers, the absence of more normal social controls, and the lack of typical school-community relations. To meet these conditions we employed a large staff of special personnel.

Before the schools opened advanced plans anticipated the problem, but how far short was our conception of its magnitude! We allowed for a staff of seven in such work, but when the Vanport schools reached their peak load we had a staff of thirty.

Ranking high among the initial problems was the task of finding and keeping competent personnel. The first director in this area left us at the end of one year.

We searched the country for persons trained in case work techniques and also familiar with classroom problems. Coupled with these problems of personnel were the responsibilities for building a coordinated organization which would provide for ready identification of all children with urgent special needs, make provision for sound diagnosis, enlist the support of the family and other agencies if possible and needed, and try to find remedies which would ease the difficulties. The problems were numerous, many times hard and heart rending, many times discouraging, but always involving complex cross-currents in a child's life and calling for a better understanding of all who were involved in them.

In the health area first concern was with prevention of mass epidemics. The heavy concentration of population here from all sections of the United States was a situation encouraging to epidemics. Vaccinations and inoculations, control of skin diseases, and head lice, and general education in personal cleanliness allowed epidemics little chance to start. Across the street from one of the school centers was Vanport's most attractive lake. During the construction days the banks had been graded and sanded and a new attractive swimming raft was anchored off shore. Then the water was tested and found wholly unfit for swimming. Each warm day education and temptation struggled for the lead and when it looked as though education might lose, a bus was chartered and the kids were taken to the nearest pool in a Portland public park.

At first the visiting teachers were swamped with attendance problems. The only way to find out why a child was absent was to visit the home and this often meant many visits before the parents were found at home or not asleep after a night's work.

"In November I made one hundred thirty eight visits with parents in their homes, which roughly classify as follows: ninety-six attendance problems, twenty-five behavior or personality problems, twelve health cases, and five school adjustment situations. I had five interviews with children in my office, I had nine conferences with teachers, two with the principal, and five with representatives of other agencies."

This was a typical month of the visiting teacher in the beginning. We then employed four "screeners" whose function was to screen out the more serious attendance problems requiring the services of the more highly trained visiting teacher in family conference. We felt that absenteeism was too often the symptom of more basic maladjustments to be completely divorced from the visiting teacher role.

Time and organization were needed to get down to the more basic and pains-taking problems of individual adjustment. Physically neglected, emotionally disturbed, school deficient children all needed the aid of combined resources in helping them if we could. Many had come from communities and past environment which had neglected them and Vanport now saw the effects of this cumulative disregard. We boast of equality of educational opportunity, but many of these youngsters and their families had come from communities and schools which had made no effort to diagnose and inform concerning hearing, or eyesight deficiencies, or diseased tonsils or adenoids, or learning neglect in reading and other basic skills. They came from homes which had never before been reached in regard to problems of family adjustment. They were America's children and future citizens who had never had a chance. They were potential permanent residents of a new state which would suffer from it if they were not given a chance now. We realized that such a program would add to the expenses of

A HOME CALL BY THE VISITING TEACHER

Since there was no way to reach parents by telephone, and they were apt to be absent at work during almost any hours of the day or night, it often required many attempts on the part of the Visiting Teacher to ascertain the reasons why a child was absent or to check after a reported illness. Sometimes the home visit also explains why the youngster may be having trouble socially or scholastically.

only four hours a day, and were apt to cruise at will in search of something interesting to do before or afterward.

Too often, the tasks assigned to the older children were beyond their abilities. When the father and mother were working they were left in charge of the younger children, given the job of shopping, keeping the house clean and cooking the meals for the entire family. Often these older children were not more than ten and in a few cases reports came of children less than six years old being left with these responsibilities. Some families brought a maiden aunt or a grandmother along to care for the children. Others looked for baby tenders, who had various standards for child care. Others closed the door and locked their children out, expecting them to find shelter someplace until they returned. Usually kind neighbors came to the rescue and cared for the child until the belated parents returned late and staggering from a beer parlor or dance they had attended after work. Some others locked their children in until they returned. Social service agencies attempted to keep such cases in check, but the staff was small and cases often not reported until the family had departed to some other area.

It required ingenious parents to work on the job and keep the

education, but how much more expensive would be continued neglect?

What we did may best be gained by excerpts from monthly reports from those who struggled with the problems:

A Visiting teacher's month in feelings and figures —

Some outstanding *days* during the month have been:

1. Of great inspiration. Announcement of the appointment of the consulting psychologist as a new member of the Vanport school staff.
2. Of greatest nerve strain — on Navy Day we took the children to see the Cruiser Topeka and the Carrier Independence.
3. Of depression — the day the teachers in the school unit had notices from the Housing Authority that they must move. It was all a mistake, but hard on the teachers' morale.
4. Of greatest heartache — the distressing picture of a pudgy, blue eyed kindergarten boy, immature and baby-like in appeal, with his two normally pink, chubby cheeks — now both purplish gray. According to the child, it was the result of an angry father's slaps — after a disagreement with the mother.
5. Of perplexity — when I tried to explain to a family from North Carolina just why "the campus" couldn't pay the hospital and doctor bills, when a child had broken an arm in a fall from a school swing. It proved an excellent lesson in patience.
6. From an entertainment point of view — a home call was made to obtain a case history for an adopted child. The father was busy giving a bottle to an infant, the mother was in the process of baking a pumpkin pie. The high school sister was engrossed in doing an intricate hair style, using marcel irons, heating in the open oven. All were exceedingly fond of the child about whom I was making inquiry, and in unison gave me the necessary information, with most interesting intimate sidelights on the family life as a whole. During that half hour, I had lived in another world.

October Case and Conference Load

Problem	*Cases*	*Home Calls*	*School Conferences*
Not attending high School	2	3	
Attendance	17	31	17
Handicapped			
Vision	16	8	16
Speech	4	1	3
Hearing	22	3	22
Home Teaching	1		1
Health	6	7	6
Maladjusted	16	12	25
	84	62	90

Some "Adjustment" cases —

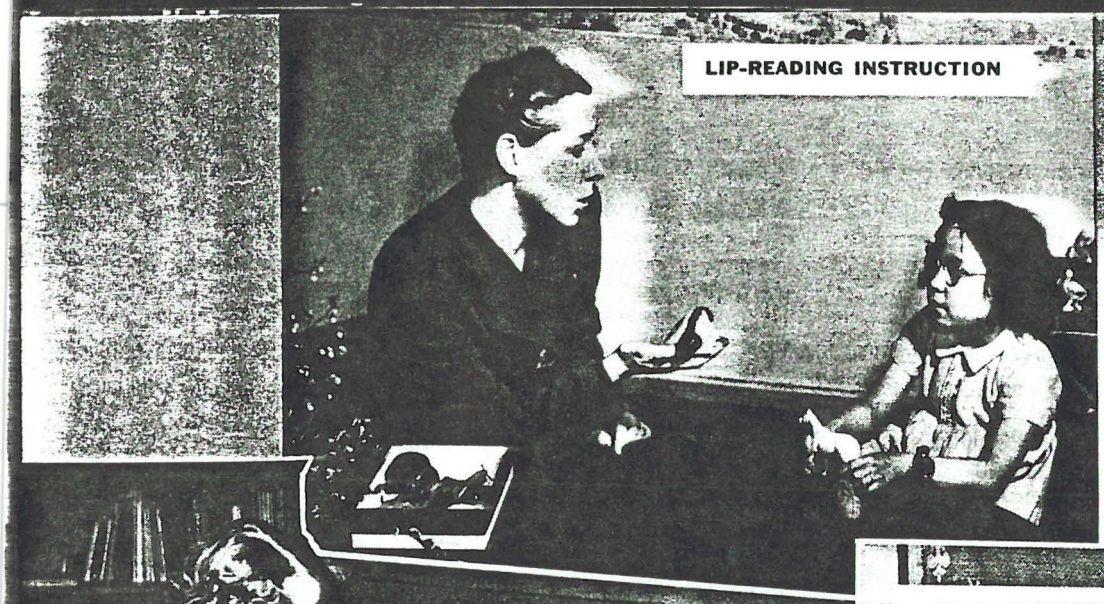
A case brought to the V.T.'s attention early in the fall, was that of an Indian boy, very nervous and seemingly mentally retarded. He had been placed in the fifth grade because of his age — sixteen — and size, although he was smaller in stature than his years would indicate. The teacher reported back that Bobby would scarcely answer a question, and then in so low a voice that the answer could not be understood. On the school ground at recess he was always to be found standing alone against the building, watching. His lunches came from home and each day at the noon hour the boy would wander off to eat in solitude. A test showed that he has not been endowed with very much mental ability. However, this timidity began to disappear as he became acquainted with his Remedial Reading teacher, later with the Arithmetic teacher. His social adjustment has been amazing. Now he is eating lunch at the cafeteria with his friends — is on the baseball team — proudly displays his articles from the Shop. Last week Bobby brought his mother to school and introduced several of his favorite teachers. Now he is fervently hoping that his family will never have to return to the Montana Reservation where he had always lived prior to life in Vanport.

A father received a divorce from his wife and was given custody of the children. Since the oldest child was in Junior High, V.T. was asked to investigate the needs of the family.

The Bell Adjustment Test and California Test of Personality were given the child. Both tests revealed a serious maladjustment at home, with a better showing for school and social activities. After giving him the California Mental Maturity test, it was possible for a grade advancement to be made. Arrangements were made for him to receive individual instruction from the Home Economics teacher concerning his particular needs at home, since he was responsible for the cooking. He was also enrolled in band with no cost to the family. Better relations have been established between the father and son. An allowance has been given, specific evenings scheduled for his entertainment and a better understanding is now existing between the two,— as a result of many conferences.

A sixth grade boy who is nice looking, well dressed, and of average intelligence, is having a very difficult time getting along with fellow students. His work is fair, but his teacher feels it could be much better, and that he should be a leader. John teases others in the room and on the play ground. His teasing is cruel, and the children are showing open resentment. He shows respect and liking for his teacher.

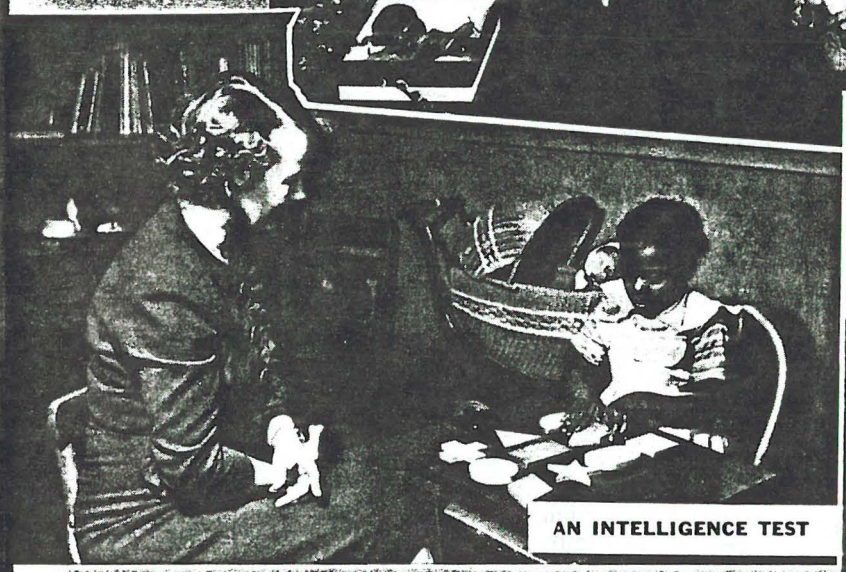
A home call was planned, but when the boy was talked to, it did not seem advisable. When the V.T. called him in, John seemed very cooperative. John talked a little with the V.T. and when told the reason for the conference he said "yes, I know the kids hate



LIP-READING INSTRUCTION

Home Teaching

For those who can't come to the classroom, a teacher goes regularly to the home and helps the youngster with his lessons there. Children who have had rheumatic fever or St. Vitus' Dance or other ailments that require them to spend long months in bed or away from their grade group need not lose out in the learning process. This boy, with an IQ of 120, needs an enriched program and his home teacher helps him get it. The Visual Education Director lends his parents 16 mm. films to supplement the books and other material which his home teacher uses.



AN INTELLIGENCE TEST

HOME TEACHING

Lip-Reading

A child with hearing loss and poor vision gets individual help by a special teacher. This part-Indian girl has made remarkable progress in the three months she has been given this opportunity.

Intelligence Test

The blocks fit into sockets shaped to match, and the sureness with which the youngster can replace them, the number of clocks that can be returned to their places in a given number of seconds, and the number of false tries required, give an indication of the native intelligence of the child. This little girl has got the blocks all into place with ease — and everyone is pleased.

children in line. Despite the crowding and lack of adult attention, children seemed to be having a good time. Everywhere one saw smiling children teaming up with playmates of their own age. True, they were often destructive in their play, for want of constructive things to do. The smaller ones dug deep holes in the sandy, feeble grass encrusted dooryards. Though a natural activity for preschool children, it proved hazardous to the adult who took the shortcut home at night. There were no street lights to warn him of these pitfalls. The older children played ball too close to the houses and consequently broke the glass in windows and doors, but there were no neighborhood grounds left free for ball playing. Some prowlers found pleasure in smashing windows of schools and empty apartments enmasse. The police were not on hand to catch the culprits, but the acts were attributed to adolescent gangs. Old trailers and wrecked cars, standing in the parking lots, made excellent teeter totters and play houses for children. The parked cars of the workers proved tempting for older boys. Youth in Vanport, like all youth, yearned for wheels and here they were at hand. Unfortunately for other parents, the shipyards had few set age restrictions. Many a boy became disgruntled with high school when a job which paid

me, and I don't want them to." Trying to get to the bottom of his difficulty, the question of his mother and father came up. John cried for about 10 minutes.

Later he told the V.T. that his mother and father are divorced. His mother lives with a man that he and his sister are to call "Uncle." When the father comes to visit them, they are made to lie about the conditions of the home. The mother reads all the letters to the Dad and makes them rewrite them if anything is said she doesn't like. John loves his mother, but resents her companionship.

John "just feels mean" at times and instead of crying treats others mean.

Plan: John is to feel free to come to V.T. office at any time to talk with V.T., or just to get away from children when he is upset. Since he wants to be liked, he will try being kinder and showing better sportsmanship.

Result: John's home room teacher and his special teachers feel that he has improved and is able to take part in some activity with other children.

A fifth grade girl was referred to the V.T. because of the stories that she is telling, because she looks ill kept, underfed, and indicates that she needs more rest. She shows definite signs of very low, and very high emotional cycles. Her school work lags or picks up according to her emotional state. Upon investigation it was found that the child lives, at present, with her mother and her stepfather and stepsister (an infant).

Margaret is a small child, very skinny — illkept, and often coming to school with large dark circles under her eyes. She tells her teacher that she has to stay up nights to care for her infant sister while the stepfather and mother work. Previously she lived with a grandmother in Texas.

The mother was seen, and was found to be a very tiny and skinny woman who was very difficult to talk with, and seemed to have a grudge against the world. Her husband is a very large, almost fat man — gives a very dominant appearance. Both were resentful toward the school for even thinking that Margaret needed attention. The infant in the family seemed to be well nourished and loved. Margaret had been staying at home nights caring for the baby, but the parents thought it was silly of Margaret to feel afraid and unable to sleep. Margaret went home for lunches at noon. It was suggested that since Margaret is highly nervous, and having a heart condition, it might be wise to place her under the care of a doctor, and for her to have a hot lunch at school, and spend the noon period resting. The parents felt they could not afford to pay for her lunches or for snacks. They were very indignant when it was suggested that in special cases we could arrange to give the child lunch, and the rest needed. Their attitude is "we won't accept charity" and as for medical care, they hated the Health Department, so they would just wait till they got back to Texas.

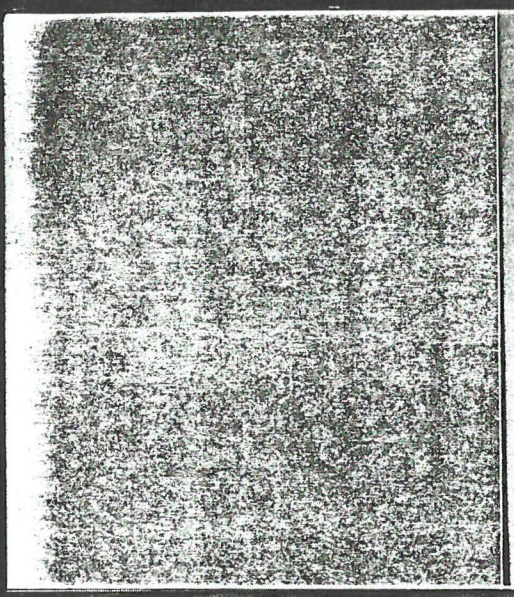
Margaret's eyesight is poor, but the family refuses to have medical care or advice. She was sent to the Vision clinic, but follow-up was unsuccessful. Plans were worked out in the school to continue to give the child snacks and rests, as the teacher thinks it wise. This plan was followed and many more home calls were made. Finally, the mother did allow the child to stay at school at noon.

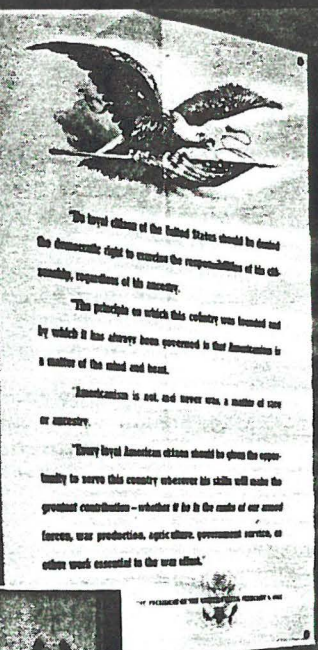
She still shows great immaturity, and seeks attention from teachers and children. Her physical condition is very little improved, but there seems little more to to do in a case where there is little parent cooperation.

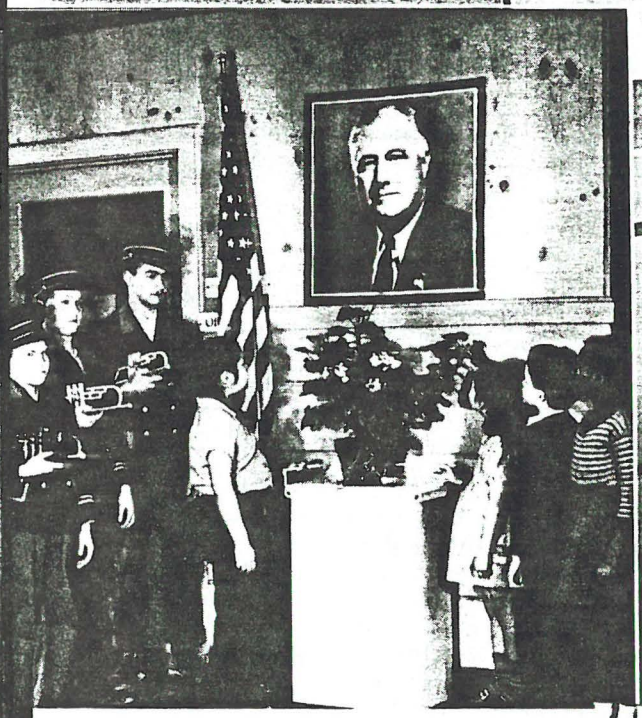
One fifteen year old girl was truant from school because of pregnancy, and the mother, uninformed when the case was first taken over, needed advice and understanding confidence. Work was continued until the girl was placed in a home for unmarried mothers, Child Guidance facilities offered, and the young man responsible returned to Vanport and married the girl. The change in the mother's attitude and lift in spirits was worth every minute of the work.

As in every monthly report, it is hard to choose particular cases for special mention. The one boy who has had the most individual attention from me, perhaps, came from California, about February first. On the morning of his first school day in Vanport, Bob, in opening a glass fruit jar, cut his right hand so seriously that it had to be put in a cast. He enrolled, however, in the fourth grade, along with a brother in the third. The fact that these youngsters had no school records with them was lamentable, but not so unusual in the Vanport set-up. A Stanford Binet test showed an I.Q. of 92. Bobby, however, could not do arithmetic on a fourth grade level, although he did fair work in other subjects. Because Bob could not use his hand, and for several other reasons, the teacher asked help with him. She said that he talked incessantly, generally about himself and his mother. Another thing, the children in the room thought him queer, for he would never remove his rain coat, even in the gym for basketball practice. "I'm from California, and I can't stand the cold here," he would always answer. One day when helping with some moving of furniture in the V.T.'s office, the real reason, lack of clothing underneath, was discovered. A home call followed, and soon Bob had sufficient clothing. Nearly every morning he had a brief arithmetic lesson in the V.T.'s office. "Wouldn't it be awful if I didn't pass, and my brother caught up to me? I just couldn't take that." He worked hard and begged to come in for extra noon sessions.

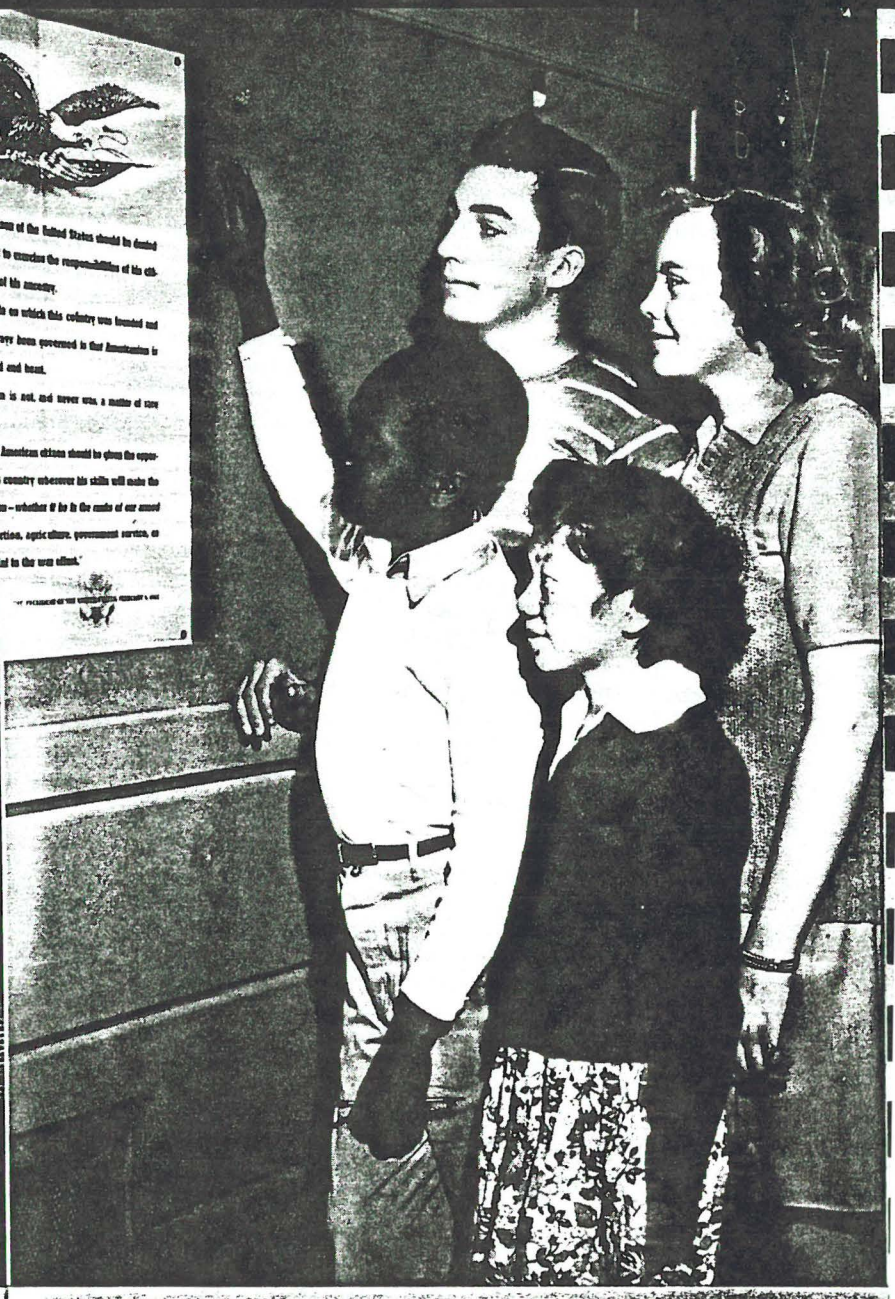
One morning the lad asked a special favor — "Would you please go to see my mother? She feels terrible — not sick — but you know, teacher, so sad. She doesn't know a person in this town." A more discouraged person I have never encountered. The parents had just been divorced after the husband returned from foreign service. The mother and two boys came far from fami-







MEMORIAL SERVICES FOR PRESIDENT ROOSEVELT



STRENGTH FOR DEMOCRACY

nigh onto $100 per week beckoned him. If he were over sixteen and could persuade his parents to sign a work permit, he soon had a car of his own, to the worry of his parents and those of his friends.

Money was easy. Many a child carried five dollars as though it were a dime. Some parents shelled out the dollars and expected the child to care for his own needs. Other boys and girls, who could drum up two wheels, mounted them on fruit boxes and went into business. Usually these carts were pretty rickety affairs, but they served to yield a good income. These entrepreneurs lined up outside the ice house and grocery stores to cart the purchases home. At first there was a flat charge of five cents for these errands. Soon, no cart rolled for less than a dime, which was a pretty stiff price for a twenty-five cent cake of ice! Eventually the price of the delivery of groceries rose to fifty cents, and some more businesslike boys charged ten percent of the costs of goods carried. OPA had no strings on their business and inflation was in order. On the whole, neighborly services were ruled out. Children grew to expect all sorts of favors, but were disinclined to run errands for parents, neighbors or friends unless cold cash was in the offing. Many children drummed up patrons for whom they ran errands, thereby

liar haunts to establish their new home. It had seemed wise to leave the sixteen months old baby girl in California, and all missed her a great deal.

Then the picture changed. The mother found employment, a competent woman cares for the baby, who has been brought back to the family. Some of the rugs and draperies of the former home are in place and the pictures are on the wall.

Bobby is fast becoming one of his room group. He is acting like a normal boy again, and does his work. We are trying to arrange that this lad can have a camp experience this summer from which he should benefit greatly.

Vision, hearing, speech —

During the first three months of school all the students in the Junior High were checked for visual defects. Those found with a vision loss of 20/30 or more were referred to the school nurse for further checking. Fifty-two were found to have either poorly fitted glasses or a serious visual loss. Letters were sent each parent and innumerable home visits were made by V.T.

From these 52 students having a visual loss, the six that showed the most serious defects were selected for the Visual Clinic held November 14th, 1945. Each of the six pupils was accompanied by his parent, his home room teacher, the school nurse and the V.T. It is with much gratification that V.T. is able to report that every parent has carried out the recommendations given.

A few interesting incidents occurred in connection with the clinic. When one girl was unable to read the chart, her mother jumped up, rushed behind the child and insisted that she could see the letters if she would only try. Another mother was indignant because her son was invited to attend the clinic — she thought the school was insinuating neglect on her part by extending the invitation. When V.T. explained the program, she was amazed at the benefits given Vanport school children. After attending the clinic her child was taken to an eye specialist who told her of the serious condition of the child's eyes — she was very grateful to the school that this need had been shown to her.

All the teachers have been notified of the visual needs of these students. Each student has been seated where he would have proper lighting for his specific needs. Since each teacher is cognizant of the visual defects of the child, his reading habits are being observed and improper usages are being corrected. It was necessary for one girl to wear a patch over one eye, but this recommendation was not being observed. With the help of the home room teacher and the V.T. the girl was encouraged to wear the patch more constantly.

Of the 52 needing visual correction, 32 have either received glasses or had their old improperly fitted glasses corrected. I am still working on the parents of the students whose visual needs have not been cared for.

The entire school was given the group audiometer test. From the results of the testing, 150 students were retested. This screening process revealed 15 pupils with a hearing loss. Arrangements were made whereby the parents of these 15 were invited to a clinic. Only four mothers were able to attend. However, 13 pupils were given a physical examination. As a result of this clinic, 10 students were referred to an Eye, Ear, Nose and Throat specialist for further treatment, and two were asked to have their tonsils and adenoids removed. The school nurse and the V.T. are working with the parents in order that these recommendations are carried out.

Enlisting the understanding and help of teachers —

Every Monday afternoon is devoted to our Childrens' Problems Conference, attended by the administrative staff, special education teachers, nurse, and visiting teachers. Our problems are challenging and multitudinous. In this conference we shape the philosophy of our treatment of children with problems, and carry through with the plans. I have a good-sized job in editing the minutes of these meetings.

I have called Teacher Pooling Conferences on three children in the primary grades. This means gathering together all the teachers and staff members who come in contact with the particular child, and pooling information and planning a method of treatment. These three children represented problems of mental retardation, mental superiority, and emotional disturbances. Excellent results and better understanding were procured through these conferences.

It is interesting to note that when the primary teachers were asked to list children in their rooms who probably had an I.Q. of 130 or more, 13 names were given to me. All of these children were tested, and only 3 children finished the tests with such superior rating. I have found that our teachers label many children as mentally retarded when it is a matter of maladjustment or learning problems, and that they are least able to understand the child of really superior intelligence, let alone recognize him.

One little boy was brought to my attention through the Probation Officer in Portland. His teacher had never referred him, but later I discovered that she "let him do as he pleased, as he could not keep up with the others." He had become involved with the law for prowling about late at night. The mother came to see me at the suggestion of the Probation Officer, and I was able to help in two crucial situations before she took him and her other children and left Vanport to escape the dangerous behavior of a common-law husband who drank excessively. The case is a dramatic illustration of what happens when a teacher fails to refer children to the Visiting Teacher.

Library rooms in the schools did not follow the regular schedule of school hours. They were open more than fifty hours per week. On Saturdays, too, they are open in the morning for youngsters to bring in their little brothers and sisters. The librarian is ready with a fund of well-loved stories and a few new and unfamiliar ones. Everybody is sorry when the story times have to end.

THE LIBRARY STORY HOUR

establishing a weekly income which equaled father's in prewar days.

The majority of the children was enjoying new experiences of which they had never dreamed. The seashore, mountain climbing, camping trips, zoos, ship launchings and city offerings of innumerable sorts were exhilarating, though so commonplace that they became meaningless and boring when not properly supervised. As a result, many children were inclined to scoff at Vanport and to yearn for 'back home'. During the first year childish gripes were the style, particularly among the adolescents. Doubtless they were not prepared for new experiences and felt strange in them, therefore the blasé attitude developed. Doubtless in many cases the gripe was picked up from home. Other children longed for the pets that they had left behind. At first there was a ruling against pets, but before long there seemed to be a dog, a puppy, or litter for every child. As the families moved along they left a lonely stray behind to shift among the garbage cans, until the dog catcher, who was also the health inspector, picked them up and sent them to the dog pound or the hospital for experimental purposes. Many children had been used to farm animals. Their yearnings for them were manifested by the stories they told, or the pictures they drew

In one of the school bulletins —

A VISITING TEACHER DESCRIBES HER PROGRAM

The classroom teacher is next to the child's mother in being the most important person in the world to these children. However, with the many demands that present day education makes upon the classroom teacher, she is often unable to meet the individual needs of all of her children.

At present our school has the services of a psychological consultant, a trained tester, a Speech teacher and a Speech-Reading teacher, two special room teachers and a Home Teacher.

Children with a problem may be referred to the Principal or Vice-principals. Many of these children will then be referred to the Visiting Teacher for further study, especially children who are handicapped or maladjusted. Children may also be referred directly to the Visiting Teacher.

Handicapped children are those with a loss of vision or hearing, those with a speech defect, those of low vitality, the crippled child, the mentally retarded, the emotionally disturbed or maladjusted child.

It is remarkable how often it is found that a child with a behavior problem also has one of the above named handicaps and that the handicap is very much a part of his problem, often being the chief cause of it. Teachers and parents are sometimes surprised to find a pair of correctly prescribed and fitted glasses improves a child's behavior as well as his vision and school work. Quite naturally, when a child sees his work clearly, it usually becomes more interesting and attractive to him and he spends more time with it and less in other less desirable ways. Glasses also often reduce the strain of seeing which the child formerly experienced and the child is less tense and behaves more naturally. The School Nurse and the Visiting Teacher are usually able to get parent cooperation in doing something about the vision problems of children. Too, fortunately, the school has the help each year of the State Supervisor of Education for the Visually Handicapped, who holds clinics in the schools and gives educational recommendations for children with vision problems that cannot be corrected to normalcy with glasses. The school nurses and Visiting Teachers, together with other school personnel, arrange for and help in conducting these clinics. If a teacher has a child with a severe vision problem, she would do well to recommend him to the Visiting Teacher. Each child so recommended will be considered for the clinic.

The Speech-Reading teacher has been telling recently of how often children who are hard of hearing are misjudged. They are often thought to be inattentive, unable to follow directions, or to be mentally retarded, by those with whom they come in contact. The child who is hard of hearing often has a speech defect if the loss of hearing came in early childhood. Some children who have learned to talk before the loss of hearing came are able to watch the facial expression of those with whom they are most closely associated and thus have learned to read lips well enough to mislead (unconsciously of course) even their own parents as to their loss of hearing.

The Vanport City schools own a pure tone audiometer and Visiting Teachers will see that students referred are tested. A group audiometer test will be given all school children in April, but this will be too late to do much for a child with a hearing loss this school year.

So it is suggested that classroom teachers refer now students thought to have hearing loss for a pure tone test. The Speech teacher, who is well qualified in audiometer testing, gives these tests. If the hearing loss is 15% in either or both ears, the case is referred to the nurse, who will contact the parent and urge that the child see an ear specialist. In the event that the child needs Speech Reading he will be scheduled for it. If the child's need cannot be met in school, the Visiting Teacher will help the parents in making application for the child's admittance to the School for the Deaf.

The nurse and the Visiting Teacher will see parents of hard of hearing children and try to interest them in taking their child to an ear specialist. Children with a hearing loss sometimes need only to have wax removed, other children's hearing difficulties may have a more serious cause, but are still correctible, still others may have a permanent loss, and if this loss is high and in the normal speech range, the child may need instruction at the School for the Deaf for a short period at least. Several children from Vanport are now or have been in this special school. Last year Visiting Teachers helped the parents of two children from Roosevelt School make applications for admittance to the School for the Deaf. Both applicants were accepted, but one child left Vanport and Oregon the week she was to have been admitted to the school.

Our Speech teacher gave us an enlightening and helpful glimpse of her speech work in a recent issue of our bulletin. Probably all that could profitably be added to her article is that classroom teachers and others in our schools who suspect that a child's speech is not all it should be, even though they are not at all sure it is defective, should refer such a child directly to the Speech Teacher (or through the Visiting Teacher) and let her decide as to whether the child needs help with his speech.

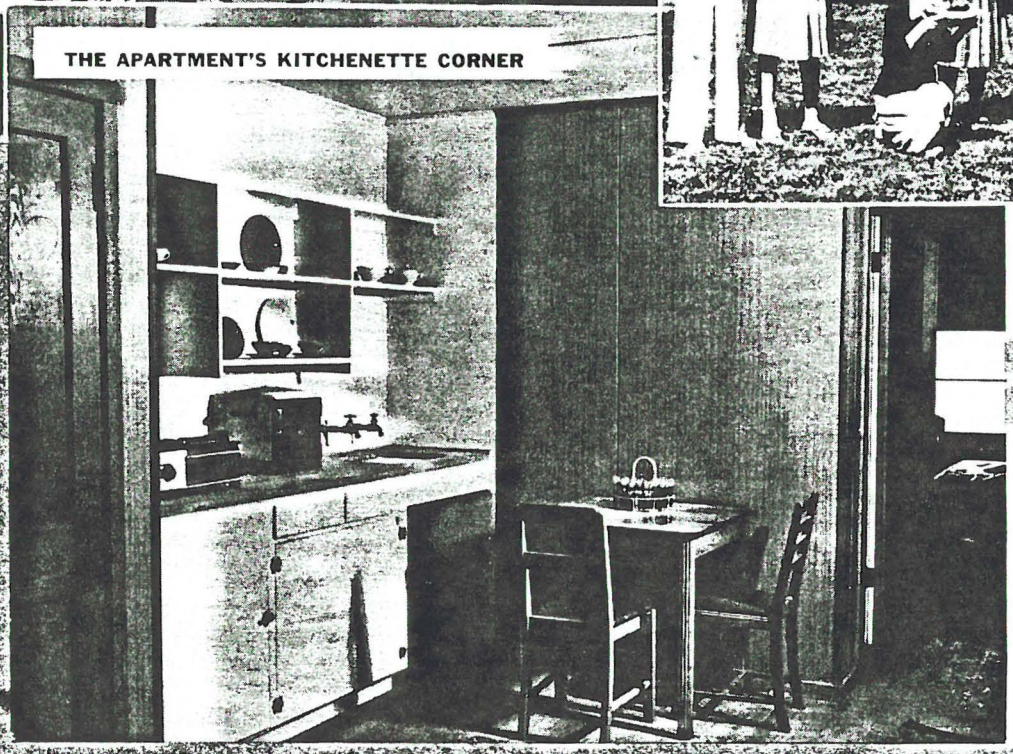
Something has been done for the child who is not up to par physically, and does not recover quickly after play. The hot lunch, which is a properly balanced meal, and morning and afternoon snacks, help to provide the nutriment every such child needs, especially the child of low vitality. Some teachers have also arranged for a child of this type to rest on a cot in the Nurse's room for short periods. Not enough, however, has been done for the child with this sort of problem. More adequate care for him has been the topic of discussion many times, but because of limited space it seems to have been impossible to give these a class when they could rest on cots and have an extra meal or two. However, the nurse or the Visiting Teacher are sometimes

TEACHERS' LOUNGE

Lounge

This feature of the school buildings is a luxury of the post-war days. Although provided for in the initial plans, most of the teachers' rooms were sacrificed, in part, to the educational program during the peak load of the double-session school.

WATERMELON FOR MOUTH AND EARS



THE APARTMENT'S KITCHENETTE CORNER

Kitchenette

The minimum of furniture and equipment was provided by the project. The architect offered useful uninterrupted wall areas and well arranged window placement, with adequate (if not too generous) closets and shelving. An attractive, homey apartment could be made, at the price of ingenuity and some additional expense.

in school. One Sunday afternoon the young Episcopal rector was walking beside a polluted lake when he met a lonely little fellow of possibly six or seven years of age. The rector was surprised when the youngster greeted him with, "Good afternoon, Padre." This salutation was productive of interest, so he stopped for a chat. It wasn't long before the little fellow confessed that he was very lonely and at a loss for something to do. The rector then asked what he thought he would most like to do, whereupon the little boy replied, "Oh, Padre, if I could only milk a cow!"

Despite these confused attitudes, when the time really came to leave Vanport there was little rejoicing on the part of the children. The usual reaction was, "I never though I'd hate to leave Vanport, but I do." Many shed tears unashamedly as they departed for Iowa, Minnesota or Ohio. But that is not the end of the tale. In countless cases, before many months had passed, here the family was back again, the children beaming and the parents vowing that things back home weren't like they used to be. Many avowed their intentions to stay in Vanport as long as there was work to provide a roof over their heads. Others bought acreage nearby, in the midst of a circle of friends they had made during the uncertain war days.

able to interest the parents of such children in having the child increase the numbers of hours he sleeps, and in providing him with foods that are nutritional. A thorough physical examination is also possible of obtainment in many cases, and through it the parent aften begins to realize more fully his child's need. Looking ahead, we can see that as unemployment increases, children's nutritional needs may not be as adequately met as in the past. Perhaps we should begin some sort of planning for the low vitality child in this sort of situation.

We know that we have in our school some gifted children — that is, some children whose mental age is considerably higher than their chronological age. Perhaps we have done less in finding and doing something for these children than for any other group. This is not true only of our school alone. Books and articles on the subject state that this has been and still is, to a large degree, true almost everywhere. And this is really lamentable because we shall, no doubt, need the ability and leadership these students could give us in the future. These children should be stimulated to use the mental powers they have to the full and they should also receive the guidance that will enable them to be well adjusted individuals, instead of becoming misfits as some of them do. If the classroom teacher has reason to believe that she has a child of more than average intelligence in her room, she can refer him to the Visiting Teacher for testing. A few new students are enrolling all of the time. These should be watched for individual differences including above average mental ability.

Since every child in our community should have the benefits of good schooling, and can have, even though the child's physical condition does not permit him to come to the school plant, we are asking that members of the school staff report cases they may know of that may need instruction at home. Through our Home Teacher, we will be able to help such a child with his schooling. Recently, a 13 year old boy, who is confined to a wheel-chair, was found within a stone's throw of the school building, but not able to get to the classroom. He has had no schooling the past two years and is very eager to learn and very happy that this week he can "start back to school" by the school going to him. If you know of or find such a child, refer him to the Visiting Teacher. An investigation of each case is made by the V.T. before the Home Teacher is assigned.

Attendance problems and truancy are getting less serious, but there are still some attendance problems, and the more serious ones should be referred to the Visiting Teachers, as usual. If a child, who has formerly been a truant, misses even half a day without proper accounting to the classroom teacher, referral should be made. If a child's absences fall into a pattern such as missing every Friday, or every other morning, and the teacher does not have and perhaps cannot get from the child a proper reason, the case should be referred for further investigation.

The testing specialist expects to complete the individual mental tests to be given at Roosevelt School at the end of the next three weeks. She will of course be available for giving such a test later, if needed. She expects to devote most of her time, however, to other kinds of testing. She will give a limited amount of diagnostic reading tests. Perhaps some of our students would profit greatly from such testing. Teachers may refer cases and all will be scheduled for a test if possible.

The child who seems to be misfit, maladjusted or a child with a behavior problem, can be observed and studied by the Visiting Teacher. Perhaps a more complete picture of the child can be obtained by one who has time to visit the home, get a health report, get achievement test scores together, mental test results, the classroom teacher's observations of the child, and any other significant data. Sometimes all of the above are indicated, and again only a part of it seems necessary. It often takes considerable time to get significant facts concerning a child, but the right ones if they can be ascertained, help to understand why the child is as he is, or does as he does, and perhaps will show he can be helped. It is often some time before the child's behavior and adjustment can be modified to any great degree. If it is a condition that has existed over a long period of time, it may take more time to correct it. And even though we may not be able to help every child to a perfect adjustment, the ones that are made will have been very worth our while.

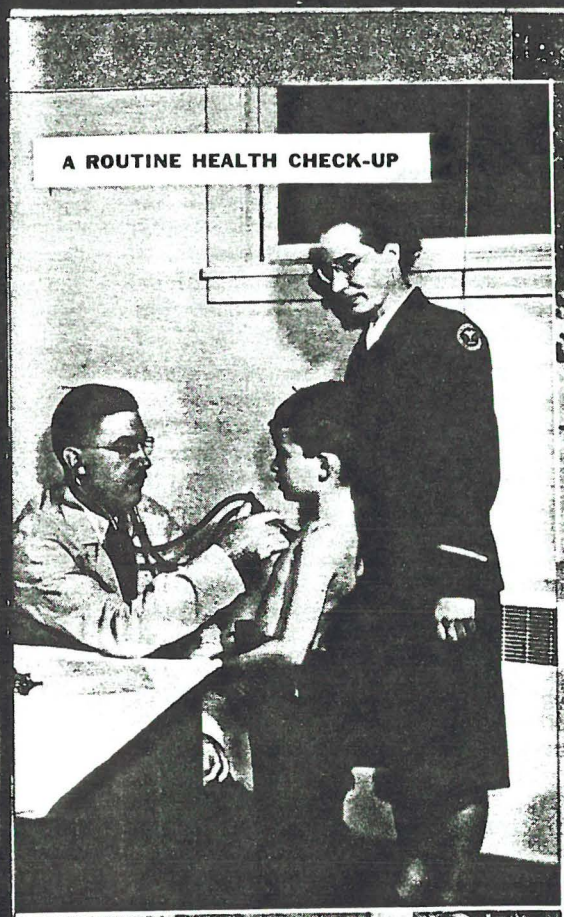
A useful part of the Visiting Teacher's work is the contact she is able to make with other agencies of the Community in securing their help in meeting the needs, recreational needs, needs for protection, or other. Recently several children have been unable to come to school because of lack of shoes. These needs were met by the Visiting Teacher through a community agency and the children were again in school.

The Visiting Teacher is of course not a magician, but she is eager and willing to assist her school in trying to work out solutions to problems of children in any of the areas mentioned above.

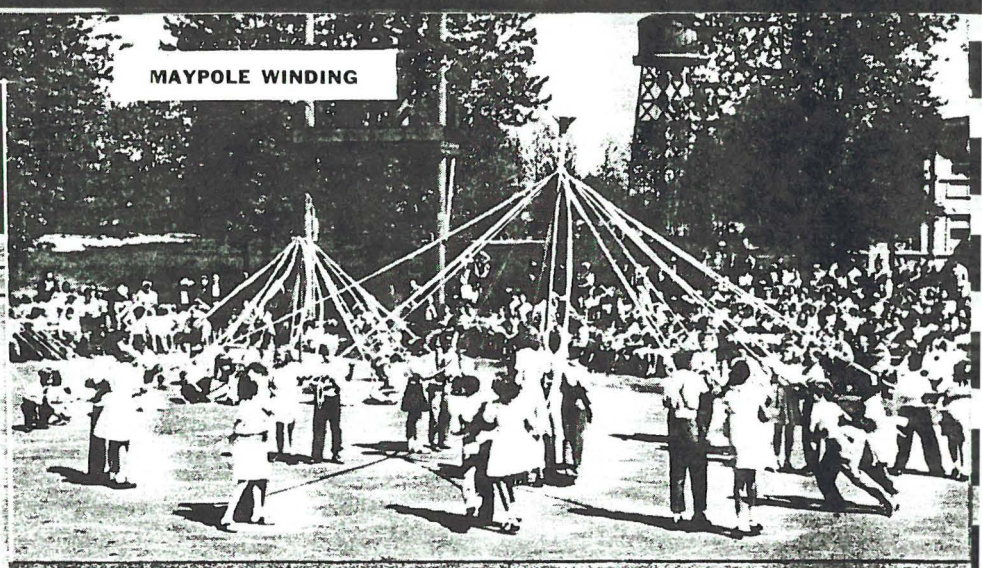
Children of working Parents

All over the nation during the war the problem varied only in degree: mothers were needed in the production lines, and the younger mothers with the younger children were most desired. These children had to be cared for while the mothers worked. Federal subsidy was available as a stimulus. With us such responsibility was no irritating challenge to the rut of normalcy, for the schools were geared (psychologically, if not physically) to meet abnormal responsibilities.

The chief problems were the added uncertainties and constant contingencies of this phase of the operation. Enrollment fluctuated not merely because of the ups and downs of employment, but also because of the comings and goings of families. There was no reserve and quickly obtainable per-

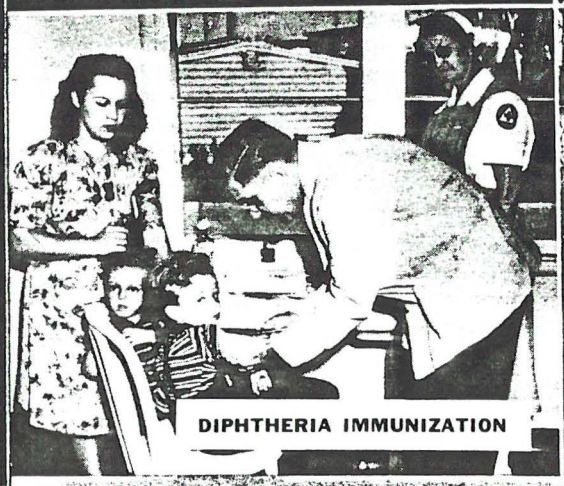


A ROUTINE HEALTH CHECK-UP

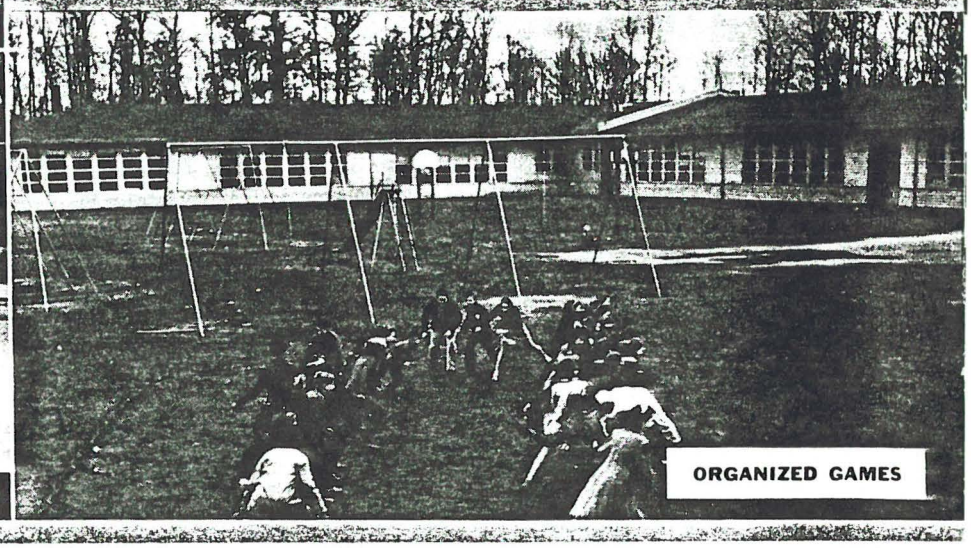


MAYPOLE WINDING

In the crowded community of Vanport, it was especially necessary that immunization and vaccination, at the very least, be given to all school children. Health education is stressed in the classroom and with the help of the nursing staff. Physical activity was handicapped by limitations on war-time facilities. Full advantage, however, is taken of the out-of-doors whenever the playgrounds are dry. The school lunch program and the foods understanding given by the Director of Child Feeding is a strong factor in the improvement of health among the pupils.



DIPHTHERIA IMMUNIZATION



ORGANIZED GAMES

So what of these people? What of their manners of life? What did they do before they came here? What do they plan to do when there is no more work in this area? Are they self-respecting? These and countless other questions which are frequently asked have no set answer. Vanport represents a cross section of society. Some people came for a lark. Others came for patriotic reasons, or because they had loved ones serving in the Pacific and hence felt that they would be near at hand, just in case 'he' had a chance to come home. Others came in response to the call of labor markets. They were carpenters, electricians, plumbers, cat-drivers by trade, and the shipyards needed skilled men. Others were interested in learning a trade and schools offeted the chance to learn as one earned. Many came from areas where jobs were scarce and wages low. The younger ones had grown up during depression days, married and begun their families under economic conditions which gave them little opportunity to get more than a bare living. Older ones had lost their farms or homes during this time, had no material ties and were eager to pay up old debts and get a little laid away for approaching old age. Among those who came were husbands and wives who had drifted apart during the depression days and

sonnel within the community which could be used to meet these fluctuations — we had to guess our needs and seek a staff well in advance. If the enrollment declined sharply, we waited to see if it was a "trend" before we let staff go; if it rose rapidly we could only appeal to the staff to carry the load until it was certain that aid was needed — and until aid could be found. Each year we estimated in a budget how costs would balance income (federal subsidies and fees), then we struggled to make our guess come true in a situation that had no precedents. The ups and downs of the child-care program made the regular school program seem placid water even in this shifting community.

In the early days of Vanport a study was made of the characteristics of the first 2,000 families residing in the community. On the basis of this survey we determined the number of children of each age per family. We used this to estimate the number of children of each age that would be in Vanport when the project was filled. We bought the appropriate size furniture, the text books and supplies, and planned our schools accordingly. For the elementary schools the predictions were later confirmed with remarkable accuracy.

Our survey showed that there would be one pre-school child (ages 2–4) for every three families or a total of 3,260 when all family living units were filled. How many of these would use the services of the Child Care Centers? We estimated 900 and built six centers. While the Centers were being built we worked at gathering a staff. The buildings were promised on July 1; the staff was assembled a week before. But the equipment failed to arrive and the opening of the Centers was delayed six weeks. In the meantime the staff ate into the budget with no off-setting income. Finally the Centers opened. The average daily attendance for the first month reached 186. Hand bills were distributed, home calls were made by the staff and two months later the average was 203. Then we closed two of the buildings and transferred part of the staff to the expanding elementary schools. After that the director resigned.

Later, actual census counts confirmed the general accuracy of our estimates of the number of pre-school children, but in general throughout the country, the child care programs for pre-school children did not come up to expectations. Many mothers preferred the next door neighbor, foster homes, or locked the child in or out of the apartments and waited for the older sister to return from the half day school. The monthly average daily attendance did increase, but its peak was only 335 instead of the expected 900. Frequently within the month the fluctuation would be as high as 150 between the high day and the low. The ship-yards, under the pressure of production schedules, would shift to a fifty-six hour week, with double time pay for the Sunday work for the parents. For one period of twelve consecutive weeks the pre-school staff worked on a seven day week basis caring for the children, but there was no double time pay for teachers. Federal regulations and the budget had not anticipated this.

The day time pre-school centers were opened for a thirteen hour day — 5:45 A.M. until 7:00 P.M. For this operation we *tried* to maintain a sufficient staff so that each member worked an eight hour day and a forty-eight hour week. If a parent failed to call for a child by 7:00 P.M. someone waited and often finally took the child to the night center where care would be provided until the parent turned up — if and when.

The night center was open from 2:00 P.M. until 10:00 A.M. the following morning and again we planned the staff for an eight hour day and a forty-eight hour week.

Regardless of plans, however, these centers were no place for anyone who believed in a clock-controlled working day.

The staff turn-over in the pre-school centers was much higher than among the elementary school staff. Long hours and inadequate pay were part of the reason. Day to day tenure, depending upon the enrollment trend and how the budget was surviving, was another.

The greatly expanded child care program during the war created a large shortage of trained personnel. In competition with the long hours and constant emergencies was a necessary program of continuous in-service training. Somehow the child care program daily became a better one and somehow the children who stayed long enough gained much from the regular routines, the well planned meals and the socializing activities. And somehow a majority of the staff lived through it and earned a badge of merit for distinguished and unselfish war service — a reward which was never tendered to them.

Swinging

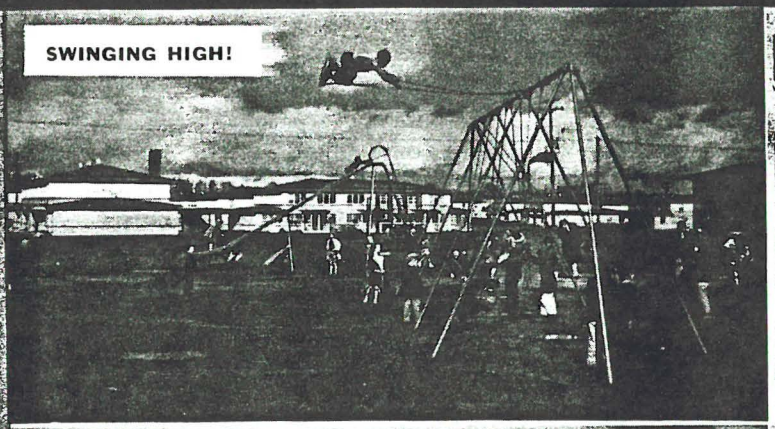
The slide and swings are always full. There was never enough equipment on the playgrounds to fill demands during recess or outside school hours.

Fire Station

Kindergarteners are thrilled at a visit to the Fire Department. The hose reel and ladders are minutely examined, while the Firemen look on. Many of the children, from former rural homes, never saw a fire truck before, let alone had a chance to climb up onto one.

Paper-Salvage

Throughout the war, and right on, the children in the schools have taken seriously their duty to conserve and collect waste paper. Many tons have passed through the paper shacks on the school grounds and the money received for the paper has gone into the student-funds. There was no place on the project for tenants to store paper for salvage, so almost daily drives by the schools were needed if paper for re-use was to be collected.



SWINGING HIGH!

AFTER FIRE-DRILL

Fire-Drill

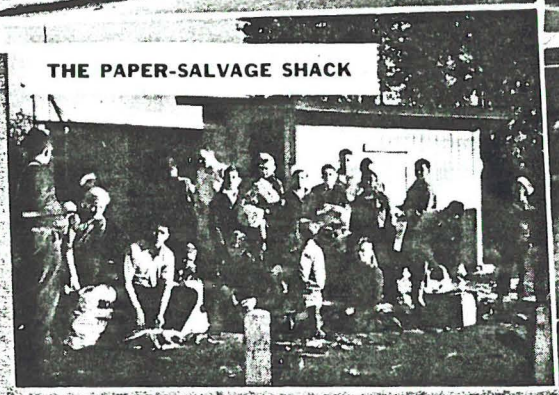
Because of the temporary wood construction of all buildings, speed and efficiency in fire-drill are extra important in the Vanport schools. The buildings can be cleared of every living thing except the garter-snake in the kindergarten in thirty seconds.

EXCURSION TO THE FIRE STATION

SAFETY PATROL

Safety Patrol

Intermediate youngsters of the safety patrol see that children get safely through traffic on their way home. Stop-flags and rain-coats bearing the school initial are furnished by the schools.



THE PAPER-SALVAGE SHACK

were willing to start life anew in surroundings away from the prying interest of old acquaintances and relatives. In many cases, women, responsible for the support of totally disabled husbands or children, broke old ties and brought their dependents to a place where opportunity gave promise of more liberal returns.

Although rumors were rampant that one didn't have to do much work to get the big wages, many workers were willing to do whatever fell to their lot. Some worked at one yard and then hurried over to another for another eight hour shift. Some women also held two jobs. A few professional women taught or did office work by day and shipyard work at night.

And what did they do with their money? Just what any other community does with theirs. Some went wild and bought shiny cars, fur coats, diamonds, radios, fancy clothes and perfumes. Others took trips, despite pleas of the overcrowded transportation companies that people stay at home. On the other hand, there were great numbers who paid their debts, bought bonds 'til it hurt, invested in small homes or acreages. One woman who had never worked outside of her home went to work three years ago so she could buy a few cows for their dairy farm, back in Missouri. She is still working, and if she hasn't switched purposes, the farm must be overstocked by now.

At Vanport, the program for children of school age needing extended care was administered separately from that of the pre-school child. We saw certain advantages in making this program part of the responsibility of the elementary school and the regular teacher. It placed upon the classroom teacher responsibilities in caring for children without a guiding course of study and under conditions much different from those of the typical school room. It brought the teacher directly in touch with individual children and their needs. Over three-fourths of the teachers who participated in the extended care program were of the opinion that their skill as a teacher was much improved as a result.

The proportion of children of school age participating was somewhat higher — about 15% in comparison with 10% of the pre-school age. The fluctuations, however, were much the same, but there was a reserve staff among the elementary personnel to meet them. The peak attendance of children of elementary age receiving day or night care was 622.

In each of the school centers this program was under the direction of a full time co-ordinator directly responsible to the principal. The co-ordinator planned the schedules, assigned the duties of the staff, certified the pay-rolls, and was the leader staff. Rest periods, field trips, club activities, quiet hours, were all fitted into the child's ten and one half hour day, which included four hours of "regular" school, with the exception of Saturdays and Sundays, when the child's extended day program was uninterrupted by the half day school session.

Typical teaching schedules during the double session and extended service period of operation were as follows:

Report at 5:45 A.M.	
5:45 – 7:00 A.M.	Extended Service groups.
7:00 – 7:45 A.M.	Breakfast with Extended Service children.
7:45 – 12:15 P.M.	Classroom teaching.
12:15 – 12:30 P.M.	Special duties — hall, lavatory, playgrounds.
12:30 – 1:00 P.M.	Lunch
1:00 – 2:30 P.M.	Conferences, staff meetings, preparation, records.
Report at 7:45 A.M.	
7:45 – 12:15 P.M.	Classroom teaching.
12:15 – 12:45 P.M.	Special duties — hall, lavatory, playgrounds.
12:45 – 1:15 P.M.	Lunch.
1:15 – 4:30 P.M.	Extended Service children, conferences, staff meetings, preparation, records.
Report at 10:30 A.M.	
10:30 – 11:45 A.M.	Conferences, staff meetings, preparation, records.
11:45 – 12:15 P.M.	Lunch.
12:15 – 4:30 P.M.	Classroom teaching.
4:45 – 6:30 P.M.	Extended Service groups.

Programs for the care of children of working parents were the first to feel the effects of the end of the war and the mass lay-off of war workers. Immediately following the end of the war, two of the pre-school centers were closed and soon afterwards the extended service program for school-age children was transferred to the pre-school centers. Federal subsidies were scheduled to end on November 1, but protests from over the nation induced Congress to extend the subsidies to March 1, 1946. Even yet, however, the need continues for women who are the sole support of the family — and many such families are still in Vanport. We have obtained subsidy funds from the Portland Community Chest and fees have been adjusted to an ability to pay basis. At present time about 130 youngsters are cared for each day in the remaining two centers, and the present staff carries on with only memories of the more hectic days but still faced with the day-to-day uncertainty of their job.

Child Feeding Program

As we viewed the Child Feeding problems which confronted us, we recognized puzzling factors, around which and through which we should have to chart our course in order to get into quick operation. Fortunately, by and large, we had no conception of the diversity and complexity of the stumbling blocks we encountered. We recognized we would be dealing with numerous government agencies whose sanctions were required in various ways and each of whom operated under different rules of the game. We recognized that there would be a vast number of children of working parents who would need food at school. We knew that these children would be victims of upset and disarranged traditional home schedules, hence our plan for feeding would necessarily depart from the usual school feeding programs.

Labor pressure in the shipyards indicated that we would be responsible for the daily care of these children, Sundays and holidays included. We

HOME TOGETHER

During the war many wives of service men took shelter in Vanport. Many worked in the ship-yards and felt nearer to a husband fighting in the Pacific Area. Now, with the war's end and the continued housing shortage, veterans' families are uniting and new ones coming in. Veterans and their families represent about 5,000 of the 18,000 population of Vanport, at present.

Many became shiftless housekeepers, though doubtless they had never been too careful back home. Others, no matter how busy, fixed up their dooryards with little picket fences and flowers, kept their windows shiny and their houses attractive. Through it all, every day brought new signs of uncertainty. "How soon will the war be over?" "What will happen to Vanport once there are no ship-yards?" This uncertainty left its mark upon the people. Some complained that the living costs were high. They had been used to having their fruit, vegetables and meat from their own back yards. Cash was something to stick away and keep for a rainy day, funeral expenses or one's heirs! Some women complained that their husbands drank more, or had a tendency to go out without taking the family with him. On the other hand, many families were drawn closer together by the new experiences. As one man expressed it, "We never had a car at home or the money to go places and see interesting things. Now that we have the chance we want to take every opportunity that we can to play and enjoy outings together in this wonderful country." As soon as Vanport became adjusted to its growing pains, a large percentage of the population began to accept the indefinite future as one which would have to be met

realized that we would face food, equipment and labor shortages which would challenge our ingenuity and judgment if we were to keep apace with the developments of the school and community. We soon recognized that the Government through the FPHA had provided only sketchily for feeding facilities and yet the FWA stipulated that the program must be strictly self-supporting.

Pressures of time did not permit surveys or studies upon which to estimate the extent or character of our needs or to evaluate the comparable methods of procedure. Scarcity made wise choices difficult and we lacked priorities which would give us immediate delivery or the right to purchase important equipment items.

It was evident that wages were so high and demands for labor so great that we should be unable to entice skilled institutional workers into our fold and still meet the demands for self-support. We could only hope that homemakers interested in children and cookery would volunteer to take lower wages. We knew that this would mean in-service training in techniques of preparation and economies necessary to balance the budget. Less tangible was a need for developing a philosophy for feeding children nutritionally balanced meals at a price the parents were willing to pay and finding joy in the evidences of outward signs of good health to which good food contributes.

We realized too, that we should "sell" the idea of the school lunch to many parents, children and teachers, as many had come from communities where it had not demonstrated its significance in the physical growth or as an educational factor in the development of the child.

All these problems had to be dovetailed into a school program which ran on shifts designed to give all children an opportunity to share time in the limited school facilities. In short, we were faced with answering needs of both the home and school by getting into smooth operation quickly, without the benefits of time, space or services which desirably attend such needs.

When the Director of Child Feeding first viewed the job, the first three of the eventual seven school buildings were a maze of open framework stretching for blocks along prospective streets. Blueprints revealed that box-like rooms had been set aside for food preparation. These rooms were adjacent to and counter-joined to the auditorium which would be used at the noon hour for meal service. No pantry, storage space or dressing rooms for kitchen workers had been allowed. Shelves and cupboard space had been planned around the walls. The windows were high and the ventilation poor. Further examination showed water and wiring outlets or inlets had been misplaced or overlooked.

In addition to these obstacles, early equipment contracts had been let to wholesalers who were long on advice and promises but short on quality and delivery of goods. Months after the centers were feeding hundreds of children daily, essential equipment was still undelivered or standing in place, uninstalled. During the first spring and summer, stoves, refrigerators, steam tables, mixers, sinks, pots, pans and dishes lagged in, one at a time. Our lack of higher priorities was partially responsible for this condition, but largely the difficulty lay with wholesalers who gained contracts but could not deliver the goods.

Once delivered, equipment had to await decisions on whose responsibility it was to install it. In cases where the contractor had left the job, the ice-box stood defunct while transfers of responsibility wended their ways through sundry hands unmindful of the inconveniences experienced here.

In the meantime, we borrowed or purchased supplementary equipment and carried on the hard way, by hand, the work which labor saving devices would have facilitated.

The large number of children enrolled in school or awaiting admission by the time our first cafeteria opened in April 1943 far outnumbered those whom we could accomodate at the traditional lunch hour. In addition, the irregularity of school hours required a plan for feeding, of which the usual lunch hour was only a part. The early arrivals of Extended Service needed breakfast. Those who came later for the morning session often arrived without breakfast. These children needed a light snack of fruit juice and milk to stay their hunger until the noon hour. Many children did not enter until the afternoon shift — too late for lunch. Evidence pointed to the fact that many came from homes of habitually sketchy meals. Streets were lined at all hours with children munching on popsicles and sweet rolls. Another group went home to parentless, supperless households. Our job was to figure out ways and means of giving them all the opportunity to eat nutritious school-prepared foods if they so

when the time came. Although there are few statistics to support the claims, it appears that the people who have stayed here had lived most of their lives in one place before coming here. In other words, Vanport people were inclined to follow the pattern they had formerly practiced. "I drove a dairy wagon for 17 years, back home," says one. "I was with the Union Oil Company in Montana since my first job," says another. "I was a bookkeeper in a bank for twenty years," volunteers another. "My husband and I lived on my father's homestead ranch in Wyoming, where I was born, before we came here," explains a mother of grown children.

These people will become a substantial part of any community in which they choose to settle when Vanport is no more. Many have expressed their intentions of staying in the west. The majority of colored people who came represented the finest type of citizens. They, too, like the country and would like to stay. Unfortunately for them, race discrimination isolates them to the less desirable communities and gives them less chance to find work when jobs become scarce. They, more than any other class, face the most difficult problems of adjustment, when Vanport has served its time as an emergency housing center.

chose. To this end cooks arrived at 6:00 A.M. to take care of breakfast, the midmorning snack and assist with lunch. A later shift came before lunch and served the afternoon snack. Thus by stretching our facilities and labor for a prolonged feeding schedule, we could accommodate many times more than our lunch hour would have permitted. The afternoon snack of well filled, buttered sandwiches; fruit in season; juices, milk and ice cream offered wholesome food at low cost for children whose pockets were bulging and who otherwise would have been easy prey of pop and sweetroll vendors parked in the school vicintiy. Although the margin of profit was small on each item, the gross sales yielded us enough to keep an ample margin above school lunch costs. The lunch line alone would not have carried our expenses for food, upkeep and heavy labor costs.

In the beginning, we anticipated more labor difficulties than we experienced, although at times our files were low on available help. The shipyards and attendant industries could utilize any woman's labor at high wages. Fortunately, the first woman who applied had been trained in a WPA school kitchen in Wyoming. She brought her neighbors and these beginners formed the nucleus of workers who pioneered in the organization. Workers were hastily trained in the first kitchen and shifted to the nine other kitchens, as nursery and elementary schools were opened successively until August. Although few of the workers had ever been employed outside their own homes, they were mainly from farms and small towns of the middlewest, where hard work and good housekeeping techniques are commonplace; hence the training problems were largely a matter of adjustment to mass techniques.

An important factor in relation to our workers was to keep them happy on the job, so they would not be snared readily by higher wages in industry. We did this by (1) making every effort to be selective of our workers and to group them with others of like interests, (2) giving them hours to fit their home responsibilities, (3) forming a social unit of the staff for outings, parties and occasional pot-luck dinners which included their families.

Another difficulty in those early days was the lack of interest wholesalers had for our needs. Food was short and the markets could not expand rapidly enough to meet demands of existing retailers. Hence, when new areas of questionable futures entered the markets, wholesalers turned deaf ears to their needs. Gas rationing and transportation curtailment also restricted deliveries and prevented us from seeking goods at the source of supply. Eventually we were obliged to purchase our own truck in order to assure a daily flow of supplies.

Rationing boards, too, provided difficult problems. We had no base from which to figure our needed quotas. Our anticipated numbers looked as though we were laboring under grandiose illusions. The institutional representative was skeptical and cut the quota accordingly. During the first nine months — until our figures were well established — we fed with meager ration allotments. Had we not been close to an abundant supply of fish from the river and fruit and vegetables from orchards and gardens and our diets restricted in sweets, our fare would have been meager indeed.

Quotas of food allotted to areas by the federal government proved another restricting barrier. No ice cream manufacturer would give wartime industries an ear. Producers had appealed through every means they knew for a right to manufacture a greater volume, but to no avail. Many would-be consumer units had made requests for "release from hardship" with no success. Eventually, in answer to a request from the Director of Child Feeding direct to Washington, the Government lowered the first quota barrier in this area and gave us a special allotment of milk solids for our own use.

We were not far along in our development when we realized that a store-room was essential. Into this all goods could be delivered and from it all goods could be ordered and dispersed to the several kitchens. No room had been provided for this purpose, and since the schools were bulging their walls, we had to be satisfied with a small school store-room, far down a hall from a delivery entrance. An unused shower room at the far end of this same building held the overflow foods needed for immediate withdrawal, and the excess quantities were stored in a commercial warehouse in Portland. Our stock was larger than would be wise in normal times, as we bought and stored whenever we found goods available. No storeroom equipment was on the market, without priorities. Fortunately we saw the fittings of a

meat market advertised for sale. We purchased this and crowded it into our small space; put in a sink and were soon cutting up halves of beef and juggling egg crates, cheese and fruits to supply the orders of the nine head cooks who were constantly calling for more and more food.

During the whirl of the first spring and summer, we met new needs daily and sought new answers to evolve a smooth running and efficient organization. Our contacts with the War Food Administration; the OPA, Federal Housing, Lanham fund requirements, Public Health agencies and government accountants each demanded records and standards which kept us ever alert to see that all requirements were met and data available. To this end we devised and revised forms for records on any question which might arise as to dates, income, expenditures, items and volumes of purchase, daily feedings, special functions, menus, meal tickets, payroll records, transportation and maintenance costs, equipment and store-room inventories.

Aside from food, equipment and service needs, we realized that a progressive educational program was essential. The kitchen staff had to be given a philosophy in feeding nutritious, well balanced meals and watching the returns in child health. This had to be balanced with an eye to thrift and economy.

Children and parents in turn had to be convinced on the benefits of eating at school. To this end we set up attractive lunch rooms and gave children freedom so they would find joy in eating together. No differentiations were made between those who carried their lunches and those who purchased it. A nutrition committee, composed of members from the various schools met throughout the year to discuss problems, ways and means to bring the cafeteria in close contact with the school and to use it as a hub from which health and nutrition teaching could radiate.

Out of the rush and numerous obstacles through which we struggled, we eventually set up and operated eleven feeding centers, at and for various periods of time. Six of these were nursery schools and five were cafeterias in primary, elementary and upper grade schools. As predicted demands failed to materialize, or as population areas shifted, or fewer mothers were employed, four of the nursery schools and one cafeteria closed. In 1946 six food service centers were in operation.

In January, 1945, we were operating all the school cafeteria units and four nursery centers. Figures show that 101,200 meals were served for the 26 days of operation in the month — an average of 3,661 meals a day. Since Saturday attendance was small the school day average approached 5,000 meals served. All lunches sold for twenty-five cents. The War Food Administration reimbursed us five cents on each complete "A" lunch served. Snack items were priced at five cents each. Special days brought forth increased customers — Thanksgiving turkey dinner, with all the trimmings, in 1944 was served to 1,242 children, and an additional 4,557 customers enjoyed turkey sandwiches and other snack fare. A year later 55,173 meals were served during the month, (as compared to the 101,200 per month of the previous year) which gives an idea of the reason for closing some of the centers.

While rationing, shortages and restrictions were ever present, we were never short on foods essential for serving nutritious, balanced meals. During the summer, when fewer children were enrolled, our cooks made up the time by canning, freezing and preserving several thousand quarts of fish, fruits and vegetables for winter use. In 1943 they took turns going to the orchards, berry farms and gardens to harvest our own supplies. Wholesalers eventually became interested in our needs and allotted us liberal quotas of canned goods. Although meats were a problem, we always managed to have a meat dish at least three times a week and fish one day, during the war and post-war periods.

Fresh fruit was always in demand. It was not uncommon to sell 10 boxes of apples, 10 boxes of oranges and 10 lugs of grapes in a day. On Hallowe'en the demand rose to 75 boxes of apples, 250 gallons of cider and 650 dozen doughnuts in a day. Carrot sticks remained a constant favorite, so that we used 2,000 pounds a month.

Our doubts concerning the longevity of service of the workers have proved baseless. It was uncommon for a worker to leave for another job. Usually the service terminated when the husband lost his job and the family returned home. The key positions in 1946 are held by people who have been with us three years or more and show interest in returning for another year. As school enrollment dropped we decreased our staff from a peak of 45 full time workers to 22, in 1946.

A crew of twenty school boys was trained as kitchen cadets to come on the job when needed and carry through in emergenceis. In the early days, before the truck was purchased, they made deliveries to kitchens on little express wagons, borrowed from the kindergartens. In addition they ran snack carts and helped with social affairs which fell to the cafeteria lot. Social centers for school functions were nil, so that the school cafeteria workers were soon in demand for teas, luncheons, dinners, picnics, and classroom parties. These functions soon became a part of our job and served as highlights in the social life of the community. In addition, it gave the junior high school boys a basic training which made possible part-time jobs during their high school days.

An educational program has been fostered, along with the production developments. The Director of Child Feeding meets with the teachers and kitchen staff to (1) further an understanding of each other's problems, (2) devise ways and means of teaching children to like new foods, (3) make children aware of the part food plays in development of a sound body, and (4) bring problems out of the cafeterias which can be used as vital teaching problems at various grade levels. Animal feeding experiments have been conducted. Demonstrations of foods available at different seasons, together with stories of food, are taken from room to room. Bulletins on various nutritional needs have been written and distributed to teachers so they may acquaint themselves with current nutritional findings. Charts and illustrative material are distributed to the teachers from the Director's office. Weekly food excerpts appear in the Staff Bulletin and occasional news items of importance are sent home by the children. Constantly, by word and deed, we aim to hold the key fact before the teachers and the cafeteria workers, that our job is not well done unless a child enjoys eating a variety of well rounded foods, and in addition that his physical health is satisfactory.

As we look behind us, the difficulties encountered have erased themselves and the ultimate development in so short a time seems unbelievable. A tribute is in order to those who worked so earnestly in cooperation with the director in ironing out obstacles, setting up organization to make it possible to feed so many children in so short a time. Another satisfaction of significance is due to the workers, who stayed so unfailing in the difficult job of getting underway when offers of less work and more money were beckoning. Out of it all has come an organization and staff which works together efficiently and takes pleasure in work well done.

The Curriculum

"Your course of study is the individual child and his needs. Build from there. Remember that these children first need the security of your friendship and your affection; they need to feel a part of the group. Ample books and materials are provided to meet a variety of needs, but there is no uniform text or course of study to be followed in each grade. These children with varying backgrounds and interests cannot be successfully taught by a lock-step method."

Faced with this situation, most teachers soon learned that educational activity depended on the present and previous experiences of children (when, and if discoverable), the need for gaining the interest and cooperation of these transplanted youngsters, and the possibility of developing what seemed to be appropriate activity within the time, space, and personnel at hand. It depended too upon a growing resourcefulness of the teaching staff, which had to be stimulated in each school and through much over-all in-service leadership.

One of the teaching committees at the first workshop made a study of some of the factors influencing the activities and attitudes of children in Vanport. The results of this study confirmed and gave new emphasis to some of the factors peculiar to this community which needed the understanding and attention of the schools.

One of these was the general attitude of the children toward their new environment. The survey covered the reactions of children from the kindergarten through the eighth grade and it showed that 17% of the youngsters were wholly dissatisfied with their new life. In answer to the question, what do you like about Vanport? — their response was "nothing." Other children were more discriminating and mentioned specific matters which they did not like. Among these were the climate, living quarters, unattractive surroundings, neighbors, lack of things to do, absence of old friends (64% said that they had fewer

friends here than they did at home), the lack of privacy, "don't want daddy to go into the army," "can't have a garden."

The schools headed the list of things the children liked best about Vanport, but many voiced a dislike of the half-day session. Said one, "In South Dakota we go to school all day and we have a desk of our own."

On the other hand we got comments like these . . .

"What I like about this school is that every afternoon we get something to eat, and that never happened to me before."

"I sure do like this school. We do so much!"

Other comments directed at the annoyances of Vanport were . . .

"In Texas you don't have to stand in line to get groceries, because it is not a project."

"At home there is not so much tight living conditions."

"The Portland kids are stuck up when they find you come from Vanport."

"If you make the least bit of noise the people next door go nuts."

"We had our own washing machine in Arkansas and you didn't have to put a dime in it to make it work."

"In Vanport we have three rooms — back home we had ten rooms, a barn, and a big yard."

"I had a little white dog. I didn't want to leave him but I had to. I wish I had my dog.

"I am lonesome without my kinfolks. I would go to church on Sunday with my grandmother."

"We watched the threshing machine all day long. My brother would have to watch the cows and carry lunch to the field while dad was working. I was small at that time, but I can still remember back home on the farm."

"My mother was home all the time — I never heard of 'swing shift' in my life before!"

In part these represented the normal reaction of most children to a new environment. It also reflected the annoyances of many of the parents with the inconveniences and abnormalities of Vanport living. In another study made by a sociology major at Reed College a questionnaire was sent to a chance sample of families that had left Vanport during the first six months of its operation, in an effort to determine some of the reasons why they had left. While the study showed that living conditions in Vanport were not the predominant reason for leaving, it did indicate specific factors in Vanport living which contributed. Responses from 279 families indicated the following complaints about Vanport, in order of per centage of reply:

Rank		*Number*	*Percent*
	Complaints	279	100
1.	Negroes and whites in the same neighborhood	144	51.61
2.	Cook stove	130	46.59
3.	Fear of fire	120	43.01
4.	Heat	116	41.58
5.	Mud	112	40.14
6.	Shopping facilities	105	37.63
7.	Noise	102	36.56
8.	Children bothering you	99	35.48
9.	Discrimination against Vanport people by Portland residents	82	29.39
10.	Negroes and whites in the same school	68	24.37
11.	Laundry facilities	61	21.86
12.	Transportation	56	20.07
	Fear of theft	56	20.07
13.	Climate	54	19.35
14.	Neighbors or partner	53	19.00
15.	Getting mail	51	18.28
16.	General illness in Vanport	50	17.92
17.	Illness in your family	47	16.85
18.	Lack of phones	45	16.13
19.	Furniture	44	15.77
20.	Influence of the children on your child	43	15.41
21.	Size of apartments	41	14.70
	Church facilities	41	14.70
22.	Distance from work	39	13.98
23.	Unattractivness of Vanport	37	13.26
24.	Bugs, fleas, rats, cockroaches	33	11.83
25.	Medical facilities	31	11.11
26.	One-half day school	28	10.04
27.	Lack of high school	21	7.53
28.	Racial discrimination in the administration	20	7.17
29.	Recreational facilities	16	5.73
30.	Conditions on your job	14	5.02
31.	Lack of Vanport newspaper	8	2.87

These general reactions of parents and children had meaning for the schools. Basically they confirmed the need for making the schools a happy living center for children. It rested heavily upon the schools to help children find satisfactions in their new environment, to develop new friendships, to receive friendly counsel on their problems, to gain new interests through many activities. These were general responsibilities which all felt through day-to-day associations with children and which received added confirmation in every survey.

It was not within the power of the schools to eliminate all of the specific irritations in Vanport living, but field trips to neighboring farms were

some compensation to the youngsters who missed the animals left "back home", trips to the shipyards helped many to understand and accept Vanport as a community serving its purposes regardless of its imperfections.

It is interesting to note that the racial question was far down the list of factors which disturbed children. Only 4.5% of the children, compared with over 50% of the adults mentioned it. The policy of the Housing Authority was one of segregation in several areas. At the insistence of the schools these areas were arranged so as to allow an equal proportion of negroes in each school center. The schools followed a policy of non-segregation and equal treatment. General policies were developed and implemented by an inter-racial committee of teachers. The racial question was not over emphasized in the schools: it was treated as a normal pattern of school living. Only occasionally were adult prejudices reflected by the children.

The survey of children gave some interesting data as to the pattern of family living within Vanport. It was found that 61% of the children were from homes in which the mother worked, and 59% answered "No" to the question, "Do you like to have your mother work?" In the Vanport homes 23% of the children were getting their own breakfast, 20% their own lunch and 12% their own supper. 36% were caring for younger children. It was a distorted family pattern for many children of tender age.

The response of the schools to this situation was to offer breakfast as well as lunch in the cafeterias. Instruction in the care of younger children was offered seventh and eighth grade students. Foods classes in the upper grades were as popular among the boys as among the girls.

To these adjustment problems, add, for those in the high schools, other hindrances to happiness and ease. Our youngsters resented having to make the crowed daily bus trip to and from Portland, where they were required to join the regular city high school attendants. They found the "natives" clannish and snobbish. They resented the change of attitude which, they felt, came quickly as soon as a Portlander learned that their address was Vanport. Many left the bus a few blocks from one of the high schools in order to hide if possible their Vanport identity. One of the Portland High School principals was employed during the summer to help advise Vanport students on their initial problems of adjustment in entering high school.

Attack on such problems we believed were the first fundamentals of curriculum responsibility. More and more the subjects and activities usual to the school curriculum became the *means* through which children could be helped to meet some of their basic needs. Conventional subject-matter was not neglected, but neither could it be easily isolated from the context of the surrounding environment and its impact upon the children. The teacher of the learning skills became a better teacher when compelled by circumstance to recognize and do something for the child not yet adjusted to the living patterns of the new community.

Related to these basic responsibilities were the important and more usual problems of the organized pattern of experiences (the school subjects) and how to present them. These included problems of grouping, materials, remedial instruction, learning sequence, relative emphasis among the areas, the relationship of the special areas to the basic emphasis of the various grade levels and problems of continuity aggravated by the steady stream of check-ins and check-outs of the community populace. These became problems of continuous study for teacher committees within the various buildings and for the system as a whole.

Social living — We tried to make social living the integrating center for all of the learning areas. In this we aimed to develop the attitudes, the skills, and the understandings needed for day-to-day living and to widen the concerns of the child with life in the larger society. Teachers were encouraged to plan their work around major themes and to relate the special resources available to them in music, art, visual education, radio — and even the learning skills — in-so-far as possible. Exchanged demonstration teaching among the various schools was encouraged. There has not been time to capture our efforts in this direction in printed form or to make careful evaluations and refinements. If, as doubtless is true in some cases, more time has been spent on "Indians" than upon the more pressing and less glamorous problems of current living, at least these teachers were learning to break away from the single textbook source and the isolated approach to the various learning areas.

The basic skills — In the fields of reading and number skills the wide variation in mastery was the basic problem. Not only were there the usual variations due to ability differences, but these were aggravated by extreme differences in previous school opportunities. All children were new to Vanport and they brought with them the gains and losses of their previous schooling. For example, a roomful of 13–16 year olds was reading not at all, or below the third grade level. Not all were dull — many were children from areas which had provided no "equality of educational opportunity." It became a challenge to see what could be done for these potential citizens of Oregon.

Remedial programs for those who deviated widely were essential, but even so a sufficient range remained to challenge the ingenuity of the most resourceful teacher. Ability grouping in the basic skills was tried but after careful study a committee of teachers recommended as follows:

Since our concern in the Vanport Schools is the all-around development of every child, the Committee on Grouping recommends the abandonment of ability grouping as a general policy.

Although we recommend heterogeneous grouping, there are some considerations that must be kept in mind:

1. There is more need for giving each child individual attention.
2. A wider range of activities must be provided.
3. It may cause the teachers to expect too much of the lower range children.
4. It is necessary to have large varieties of materials and activities.

We have concluded that the outstanding advantages of heterogeneous grouping are:

1. This type of grouping is more nearly a life situation.
2. There is less tendency on the part of teachers, children and parents to label children in terms of their ability.
3. There is stimulation from other pupils' activities and Interests.
4. Social maturity is an important factor to consider in placing a child in the most effective surroundings for him.
5. Individual differences stimulate interest in any group and broaden the experiences of everyone if the group has a wide variety of interests and activities.

Related arts — Through steady insistence provision was made in the original "standard plans" for well equipped art rooms with sufficient cabiets, sinks, and work space. Improvements were made in functional design when the additional buildings were constructed. We felt from the beginning that the opportunity for expression and manual activity had added urgency for this community. They are important in any.

In addition to art in the schools, plans were explored to establish an arts and craft workshop for adults under the direction of the schools. Efforts were made to find a qualified artist who would be free to carry forward his own activities and who would also stimulate and encourage adult activity in painting, sculpturing, weaving, and related fields. Unfortunately, these plans were never realized, because the schools were unable to find space, and the idea failed to get enough support to get space in the community buildings.

However, the idea of arts and crafts during evening hours for the teaching staff did grow, and many teachers in residence on the project made use of the school facilities for their own relaxation. During the second summer workshop, all teachers participated in art activities under competent leadership. This was followed by volunteer participation in organized classes during the school year. The purpose was to broaden interest in the values and skills of such activity for personal pleasure and in order that all might see its possibilities and better relate this phase of expression to the classroom activities.

The results of these activities were clearly visible. At first art was the specialized function of the art teachers and confined to the art room. As interest grew more and more teachers were requesting easels and art materials and were seeking the advice of the art specialist in each building. More and more this activity became part of the classroom where it could be closely related to the subject of study and where it could become one means for more effectively meeting the constant problems of individual differences. Nor did the need for special room and staff diminish. Rather, these became the resource for helping pupils and teachers to achieve better their needs in art expression.

Art and craft activities were not limited to the usual media. A Portland service club became interested in our program and through their efforts scrap materials of all sorts were provided. Prizes were offered for the most ingenious use of these materials.

Closely related to the arts were the activities of the shops. A well equipped shop was initially provided for the junior high grades, but the needs and interests were too pressing here to confine it to this level. Requests for tools and power machin-

ery for the intermediate level were honored and well equipped shops established. We waited fearfully for accident reports from the use of power equipment by these younger children. Not a single accident has occurred from the use of such equipment and many a youngster has found his center of satisfaction in the shop. Much activity was directed toward making items of furniture wanted in the sparsely furnished apartments — ironing boards, end tables and various cabinets for books and magazines. Ice carts were also in heavy demand. Many of these youngsters found a profitable business in such activity. Many youngsters realized a profitable income in the making and sale of such articles.

Music — The music program began with an original order for fifteen pianos, $2,500 worth of band instruments, and a search for teachers who could make music an "event" in the lives of children. There was no chance for music in the homes, so if it was to be a part of the lives of these children the stimulus had to come from the schools. Competition with the army and navy for priorities on radios proved hopeless.

Much was done in music through rhythm bands and choral singing, but the musical event in the lives of these children was the band. It began as a junior high activity, but under the stimulus of a teacher who knew no limitations of time and energy it spread to all of the schools. Any youngster who wanted to play an instrument could join and after school and on Saturdays youngsters from the other school centers came to the junior high for band. There were first bands, second bands, third bands; any youngster, regardless of age, could win a place in the first band when progress warranted it.

As these children went on to the Portland high schools, interest did not die. At a recent all-Portland contest of high school bands, former Vanport band members were in every one of them, and in the high school band that won, fifty-four out of the eighty members were Vanport youngsters.

Home making — The direct responsibilities of many of the Vanport children with the affairs of the home gave life to the work in this area. Our desire was to contribute directly to the existing needs.

In the foods room the regulation apartment type stoves were the standard equipment. We found that many of the children were the family shoppers, hence experience in the choice and buying of foods was stressed, as well as its preparation. There was little resistance on the part of boys to this phase of the program; nearly as many boys chose it as girls. In one of the intermediate schools a regulation apartment was used, allowing all phases of instruction aimed at making living more attractive in a Vanport apartment.

No limitations were placed on the teacher as to what type of articles should be made in the sewing laboratory. Instruction was not limited to headbands and other simple non-essentials so often the object of instruction in the elementary program. With both parents working, family shopping tours were limited and clothes were hard to get. The girls in sewing went enthusiastically at work making things they wanted and needed, and learning the appropriate colors and types of costumes best suited to each.

Instruction in child care also attracted boys as well as girls and the nursery schools near-by were the laboratories. Incentives were active, for responsibilities in the care of younger children were part of their life. Our regret was that we could not accommodate all who wished and needed such instruction.

Visual Aids — This program began in a modest way and developed into one with a full time director. At first it was largely for entertainment purposes and largely confined to the motion picture. Under full time leadership, however, it became a program closely related to the classroom with a broadened use of media.

The first task was in-service work with the teaching staff on the importance and the possibilities of visual aids. A collection of flat pictures on many subjects was assembled and catalogued. Encouragement was given to the making of home-made glass slides. We made a health film of our own in color.

The Weekly Staff Bulletin devoted space to new visual aid material scheduled to arrive. Teachers were urged to share plans with the visual aids director, as they planned ahead on their teaching units. Demonstrations were given by teachers who had learned to make most effective use of visual material. It was surprising that so many of the teachers never before had had equipment and materials in this field available to them.

Radio — Radio in the schools was handicapped by the lack of available receivers. Regardless of the fact that we were new schools, we were not successful in getting priorities for the purchase of suitable receivers. But we learned from this that radios in the schools were not the most important factor. A survey showed us that 98.3% of the homes had radios and radio listening was an important factor in the lives of the children.

We gave consideration to how the schools could elevate listening standards and change listening habits. By means of a questionnaire we found out what programs were of greatest appeal and why and then we endeavored to get children to become more critical in their listening and to extend their range of interest in programs.

Most of the youngsters in the Junior High had never heard of "Town Meeting" before interest in this program was stimulated by the school.

The radio personalities most admired by children are Blondie, Henry Aldrich and Hop Harrigan. Reasons given are that "they are funny," they talk so nice," "they do things I would like to do."

The children showed decisive reactions to radio advertising. One-third thought the advertisements told the truth about the products, 82% thought many of the advertisements "silly," 43% said they paid no attention to them.

We made much use of the microphone as a stimulus to better speaking and to current events reports, using the news-casters' techniques. Many of the rooms used dummy "mikes" made of wood when "live mikes" were not available.

Libraries — All schools were equipped with excellent library facilities with a full-time librarian and assistant. As the public library had no children's books, the full load of children's book circulation was on the schools. The libraries were opened for story hour and circulation of books on Saturday mornings.

At first we tried to get the libraries partly equipped with rugs and over-stuffed furniture, but as this did violence to conceptions of standard school furniture, we could get from PBA only the more conventional — and more expensive — tables and chairs. However, later as the population declined, we were successful in getting some of the discarded apartment furniture from Housing. We still hold to the opinion that a good book is a better one when read in attractive surroundings in a comfortable chair.

Nevertheless, the school libraries established their worth in stimulating interest in both the care and content of books. Circulation of books was heavy and the loss, considering the transient nature of the community, was comparatively small. However, with the double session, twelve months' school, and the added burdens of extended care, the books did wear out!

What is covered above was not all of the curriculum. It included other "subjects," the special clubs, the materials and equipment, and the personalities of the teaching staff and the other children. How the youngsters reacted to these influences, what gains and losses are permanently theirs, can be assessed only in the years to come. But the children in Vanport did have a rich opportunity, in spite of the general limitations in the community.

WHAT WE LEARNED

CHAPTER 5

We asked many of those who had participated in developing the Vanport Schools to evaluate their experiences. "Energy, an enlivened sense of our opportunities, agreed upon values to be sought were a part of our beginning here. We now ask that you consider what progress has been made. What has the experience meant to you that is of general interest and value?" What follows is in the nature of a composite of these expressions.

Morale — Many summarized their feelings in the use of the word "morale". Admittedly it is a vague word, but a better understanding of its importance and its meaning is part of what we learned. For most of the staff their experience here was and continues to be satisfying. It is not easy to answer why.

One reason, perhaps, is that *we recognized the importance of morale from the start.* In part this was a product of necessity. A satisfying experience was our chief appeal in getting and holding personnel. In part it is a result of convictions which gained strength as we proceeded. More important is, "what gave strength to our morale besides the desire to have it?"

One factor was that *decisions were made with people and not for them.* To those who feel that such a policy results in anarchy or much delay the answer based on our experience must be "no." Decentralized responsibility guided by common objectives proved to be most efficient. We found that members of the staff were willing and able to help in finding the best directions to take and the means to be used in achieving them. We found them able to profit by mistakes and to change a course for a better one. The result was a more widely shared satisfaction in the achievements made.

Opportunities for personal growth were many. They were part of the process of active sharing, they were products of the many-sided phases of the school operation, they were outgrowths of the organized in-service program and the summer workshops.

There was a feeling that the undertaking was significant. This came from its newness, the difficulty of the problems, the general freedom from tradition. These gave the job an added significance and contributed to morale.

There was respect for personal status. This was a generally recognized practice within the school system. The community had no opportunity to tag teachers and make them the objects of gossip and suspicion. There were no short-sighted pressure groups with power to cripple the school operation. In the region identification with the Vanport schools grew to be no cause for sympathetic glance or apologetic retort.

Open expression of opinion was encouraged. For the less courageous there were established channels which protected identity and yet permitted queries and complaints — and an answer. Constant stress was given to the spirit of the game in giving and accepting criticism.

Buildings were attractive and equipment was ample. We maintained a high standard of up-keep. The teachers' wishes relative to equipment and supplies were considered. Supplies were forthcoming as fast as restricted marketswould permit.

We learned that a situation with few problems — and few desires — is not the source of a good morale. We found that primarliy it lies in the process of working together and the stimulus of satisfying achievments.

Provision for Individual Needs — Vanport gave the opportunity to feel the impact of the school's responsibility more forcibly than usual and to attempt provisions for the individual.

Children from forty-six states all new to the community and the schools, children who in many

cases were family neglected and community neglected, children whose potentialities and handicaps had been over-looked in previous schools, faced the teacher each day. Attitudes toward the teaching role of counsellor, friend, and detector of both learning and emotional problems underwent shift. This alone was not enough. Resource personnel to aid in special problems was close at hand and both teacher and such personnel learned better to work together.

Experience here sharpened our sensitivities to the social waste occurring from the lack of basic educational opportunities within our nation. Many youngsters came to us with difficulties which should and could have been corrected by former schools. We achieved enough success to know that such waste can be lessened.

In trying to make headway in overcoming individual handicaps — emotional, physical, and in the basic learning skills — we also became conscious of the limitations. Some failures were due to our own shortcomings in energy and wisdom, others to lack of opportunity to remove a child into a more promising environment, and many followed from our failure to achieve parental concern and cooperation.

Yet the conviction stands that much can be done and so much more should be done. Perhaps the war and its stimulus to shifting populations will awaken realization that unsalvaged children are not alone the concern of community and state. Our land of "equal educational opportunity" badly needs to evaluate its claim, then act upon the findings.

Community and the School — Although we failed to enlist much community participation in matters of child welfare, the chief tasks of the school were largely related to the community and the needs of the children caught in its stream of life. Many general studies were made of community conditions and teachers were encouraged to find direction for classroom activity in the needs of the children before them. The schools through their own initiative endeavored to face community problems and the teacher was not encouraged to escape responsibility through recourse to standard patterns.

Emphasis was on the development of common objectives and policies related to the community and accepted by the staff. These rather than detailed procedure guides supplied the needed direction. The individual school was free to find its own procedures and so was the individual teacher. Results were given greater stress than method; variety of procedure was valued and encouraged.

The Summer School — The year around operation of the schools also provided experiences and beliefs of general interest. During the summer compulsory education was not enforced. The value of the summer program at first had to be proven to skeptical parents and children. The enrollment reached 60% of that of the normal school year.

At first many parents wanted to know what the summer school program aimed to do. Some were disappointed to learn that their children would not complete their "education" that much sooner. What was the use of going to school in the summer if the child, thereby, did not move more rapidly up the school ladder?

We set out to make the summer program a different one from that of the ordinary school year and we hoped that both would interact to over-come traditionally fostered attitudes toward school. In the summer there could be more time for outings, creative activities, and the pursuit of group interests. In the summer the teachers did not feel so much the traditional pressures of pages to be covered and matter-to-be-learned. For pupils with learning difficulties there was more time for individual attention. We set out to prove that school could be fun — and profitable.

Summer school was a half day school held in the morning. For the teaching staff the work-shop took the afternoons.

In the summer program we sought two main purposes. For most of those who came we aimed to find for them many happy experiences making much use of the resources within the school and in the community. For those who needed remedial treatment we offered, in addition, the opportunity to get more individual help than was possible in the more crowed normal school year. For us the summer program was in no sense merely a remedial one, nor did we recognize it as on of acceleration.

So many benefits resulted from this program of summer school that we wonder why it is not more commonly done in other communities. Once the ice was broken parents and children in increasing

numbers looked forward to it. Teachers volunteered for summer duty and there was always an adequate number. Opportunity to work together on the problems of the schools under the competent leadership of the workshop paid high dividends to the schools and to the personnel. The waste of idle plant facilities was avoided.

The School Plant — Out of the Vanport experience came new conceptions of school plant design and construction. Aside from a better appreciation of many details of functional design and the importance of active staff participation in building planning, we have learned that attractive and fully satisfactory single story school buildings are possible without excessive investment in outside ornamental designs and permanent construction. The Vanport schools are "temporary" structures which could last with proper care for fifty years. There is danger that temporary structures will become permanent, but there is also the fact that permanent structures become obsolete. Community pride in school plants so often is based upon the dollar value of the initial investment and not upon continued usefulness and adaptability to changing trends. Vanport City has taught us to frown on school plants built to outlast their usefulness.

The Minority Question — Prejudices toward minority groups came with the new arrivals. The Housing Authority bowed to them through a policy of partial segregation of negroes. The schools had more complaints directed toward the non-segregation policy than toward any other matter.

Our answers to this problem would not be possible in all communities except on a long-range basis. When efforts were made to identify one of our schools as a negro school, we requested of the Housing management that negroes in the project be so housed that an equal proportion attend all schools. Similarly within the schools an equal proportion was maintained in the rooms of each grade level. Excellent negro teachers were employed without discriminatory assignment. Any who complained at such policies had the alternative of accepting them or leaving the project.

Among the children prejudices induced by parents soon disappeared. Tolerance was nourished by the necessary acceptance of the fact of practice, but under-the-surface intolerance by many adults still continues.

Federal Relations — The common generalization that "federal support means federal control" received no confirmation here. There was much red-tape to break through, much delay, much confused authority among the federal agencies, but there were no efforts at internal interference with the school program. A tribute is due to many in the FWA and the FPHA who gave us full encouragement and aid in untangling many knotty issues.

When the preparation of this booklet began most of us thought it would be an autobiography issued in post mortem. Following V-J Day there was a sudden decline in population which continued with slowing tempo into the winter months. Yet the dire predictions of many were not being fulfilled; people were staying. "Wait until spring," people said, but when spring came the population was on the increase. Vanport now boasts a growing "veterans village" and it has new respectability as a college town through action of the Oregon State Board of Higher Education in its wisdom to bring a college to where the living quarters are.

As we grew certain of children for another year, we faced again problems of staff and funds. When the time came to issue contracts to the teaching staff for another year there was no certainty of funds. We discussed the problems with the teaching staff: would they stand by while we sought more certainty of funds? Our one vote election was held and its legality confirmed. This gave us the courage to issue contracts, but there still were not sufficient funds in sight to see us through the year ahead. The Lanham Act expired in June and we waited for a bill to authorize its extension to clear a busy congress. In June schools closed for the first summer vacation, and two weeks later the bill to extend the Lanham funds was passed. As to the staff — we have fewer vacancies than we have ever had before.

APPENDIX

INITIAL ADVISORY COMMITTEE TO BOARD SPONSORING SCHOOL DISTRICT No.33

Cannon, Roy E.	County Superintendent of Schools, Multnomah County.
Howard, Dr. C. A.	President, Oregon College of Education, Monmouth, and State Director of Elementary Teacher Training.
Powers, Dr. Alfred	Dean of Creative Writing and Publishing, Oregon State System of Higher Education.
Power, Dr. Leonard	Consultant, U. S. Office of Education, Washington, D. C.
Putnam, Dr. Rex	Superintendent of Public Instruction, State Department, Salem, Oregon.
Rice, Charles A.	Former Superintendent of City Schools, Portland, Oregon.
Salser, Dr. C. W.	Assistant Dean of Education, Oregon State College, Corvallis, Oregon.

ORIGINAL BOARD, SPONSORING SCHOOL DISTRICT

Hickox, C. G.	November 1942–June 1944.
Lawrence, Guy	November 1942–June 1944.
Leverton, Dr. Karl	November 1942–June 1944.

VANPORT SCHOOL BOARD MEMBERS

Bruckner, William S.	April 1944–August 1944.
Curry, Harriet M.	June 1944–November 1945.
Holland, Herbert M.	June 1943–February 1944.
Newton, Floyd M.	June 1943–February 1944.
Orlebeke, W. R.	April 1944–September 1945.
Stover, Charles	June 1944–December 1945.
Tabor, Jack	June 1944–October 1945.
Douphrate, Exa	January 1946–
Graff, Ray	June 1945–June 1946.
Hill, Mrs. Stanley	November 1945–
Smith, Elwood A.	November 1945–June 1946.
Sorensen, Orval	October 1945–June 1946.
Simpson, Merald	June 1946–
Safford, George W.	June 1946–
Richardson, John	June 1946–

WORKSHOP LEADERS — SUMMER 1944

Allard, Dr. Lucille	Psychologist and Director of Guidance, Elementary Schools, Garden City, New York.
Loomis, Mary Jane	Teacher, Demonstration School, Ohio State University, Columbus, Ohio.
Yauch, Dr. Wilbur A.	Principal, Roosevelt School, Athens, Ohio.

WORKSHOP LEADERS — SUMMER 1945

Asplund, Louise	Teacher, Demonstration School, Ohio State University, Columbus, Ohio.
Fox, Dr. Lorene K.	Teachers College, Columbia University, New York.
Shufelt, Lynn	University of Chicago, Chicago, Illinois.

STATES FROM WHICH TEACHING PERSONNEL CAME TO VANPORT IN NUMERICAL REPRESENTATION

(1944–1945)

Oregon	Illinois	Michigan
Iowa	Kansas	Arizona
North Dakota	Texas	Arkansas
Idaho	Colorado	Florida
Washington	California	Louisiana
Montana	Missouri	Maine
Minnesota	Kentucky	Nevada
South Dakota	Wisconsin	New Mexico
Nebraska	Wyoming	North Carolina
Oklahoma	Alaska	Vermont
New York	Alabama	

STATES IN NUMERICAL REPRESENTATION FROM WHICH PUPILS CAME TO VANPORT

Minnesota	Washington	Nevada
Texas	Wisconsin	South Carolina
Oregon	New York	Michigan
Oklahoma	Alabama	North Carolina
North Dakota	New Mexico	Pennsylvania
Montana	Wyoming	Ohio
Iowa	Louisiana	Georgia
Missouri	West Virginia	Florida
Idaho	Arizona	Maryland
Arkansas	Indiana	Massachusetts
Colorado	Tenessee	New Hampshire
Illinois	Utah	New Jersey
Nebraska	Mississippi	Vermont
South Dakota	Virginia	Connecticut
Kansas	Kentucky	Maine
California		

DISTRICTS, TERRITORIES AND OTHERS

District of Columbia	Mexico	Hawaii
Canada	Alaska	

ADMINISTRATIVE STAFF

		Date Entered	Terminal Date
Hamilton, James T.	Superintendent	1- 1-43	
Crowley, Frank J.	Business Manager	1- 1-43	7-31-44
Sheldon, Julia Jablonski	Health Supervisor	1- 3-43	
Van Loan, Wendell	Assistant Superintendent	1-16-43	1-16-46
Skeen, Bearnice	Principal	2-17-43	
	Assistant Superintendent	9- 1-44	1-19-45
Hawk, Raymond	Principal and Director of Research	2-22-43	8- 1-44
Sheviakov, George V.	Director of Guidance	3- 1-43	8-19-44
Hodges, Mabel	Teacher	3- 8-43	
	Coordinator of Extended Day Care	9- 1-43	
	Vice-Principal	12-20-43	
	Coordinator of Visual Aids	8-20-45	
Hillyer, Della M.	Vice-Principal	4- 1-43	3-28-44
Dexter, Robert	Vice-Principal	4- 1-43	9-16-43
Madsen, Martha	Director of Building Maintenance	4- 1-43	
Maxwell, Elsie	Director of Child Feeding	4- 1-43	
Stormes, Bernice	Director of Child Service	4- 1-43	1-15-44
Lucas, Fred	Principal	4-16-43	
Garrett, Hazel	Clerk	5-25-43	
	Vice-Principal	11-20-43	12-30-45
Douglass, Belle	Vice-Principal	6- 7-43	
Kixmiller, Lena	Teacher	6-15-43	
	Vice-Principal	1-18-45	
Hinkly, Marjorie Miller	Teacher	6-30-43	
	Vice-Principal	6- 1-44	
LeClaire, Margaret Rosebaugh	Vice-Principal	6-30-43	6-12-44
Langton, Ruth	Office Manager	8-20-43	
Miller, Mildred	Coordinator of Extended Day Care	8-24-43	10-30-44
Vegge, Lou Ella	Teacher	9-13-43	
	Coordinator of Extended Day Care	9-25-44	
	Teacher	9- 1-45	
Bell, Elsie Davis	Teacher	11- 6-43	
	Assistant to Coordinator of Visual Aids	1- 6-46	
Thompson, Marian	Coordinator of Extended Day Care	1-31-44	6- 2-44
Holland, Herbert T.	Director of Maintenance	3 -1-44	10-31-45
Jacoby, Julia	Director of Child Service	5-15-44	
Levorsen, Agnes	Secretary	6- 9-44	
	Teacher	8-20-44	
	Coordinator of Extended Day Care	10- 1-44	
	Vice-Principal	9- 1-45	
Norton, Winifred	Vice-Principal	6- 9-44	
	Principal	1-18-45	
Switzer, Irwin, Jr.	Director of Research and Personnel	7- 1-44	
Smola, Frank Allen	Principal	7-17-44	5-17-46
Reisner, Charles R.	Business Manager	7-24-44	2-28-45
Gump, Paul	Clinician	8- 7-44	
	Coordinator of Child Guidance	1- 1-45	8-11-45
Heyerdahl, Tordis	Coordinator of Libraries	9- 1-44	
Kellar, Laura E.	Principal	9- 4-44	
Talcott, Emogene	Principal	9-15-44	1-15-45
Campbell, Helen O.	Teacher	12-12-44	
	Radio Coordinator	8-27-45	
Larson, Eugene	Business Manager	4-30-45	
Jensen, John	Principal	6-25-45	
Miller, William J.	Vice-Principal	9- 6-45	
	Principal	8-13-46	
Currier, Martha	Teacher	8-22-45	
	Vice-Principal	12-30-45	
Schott, Grace	Vice-Principal	8-27-45	
Marschat, L. E.	Attendance Coordinator	9-17-45	
Martin, Dr. Lewis	Consultant, Child Guidance	10-18-45	
Smith, Dr. Janet K.	Publications	11-26-45	

NON-ADMINISTRATIVE PERSONNEL

Who Served the Vanport Schools Since Their Appointment in 1943

Alberts, (Mrs.) Lola	Cafeteria	August 18, 1943
Allison, (Mrs.) Fidelia	Cafeteria	September 1, 1943
Amundsen, Mabelle	Teacher	September 1, 1943
Baker, (Mrs.) Helen	Teacher	March 17, 1943
Baldwin, (Mrs.) Blanche	Public Health Nurse	June 18, 1943
Bang, Alfa	Teacher	March 8, 1943
Baumann, (Mrs.) Grace	Cafeteria	June 15, 1943
Biehner, Lillian	Public Health	November 15, 1943
Bodine, Blanche	Teacher	June 29, 1943
Boles, (Mrs.) Helen	Teacher	September 23, 1943
Boyer, (Mrs.) Wilma	Teacher	August 23, 1943
Brallier, (Mrs.) June	Teacher	March 8, 1943
Brash, Pauline	Teacher	June 2, 1943
Brauer, (Mrs.) Alice	Teacher	August 23, 1943
Burnette, (Mrs.) Thelma	Teacher	July 9, 1943
Campbell, (Mrs.) Edith	Teacher	August 16, 1943
Cannon, (Mrs.) Rose Lee	Teacher	March 8, 1943
Crawford, (Mrs.) Cleo	Teacher	September 6, 1943
Dixon, Kathleen	Teacher, Music	June 15, 1943
Douglass, Mr. A. E.	Teacher, Ind. Arts	June 2, 1943
Faust, (Mrs.) Florence	Cafeteria	September 1, 1943
Gaston, (Mrs.) Agnes	Cafeteria	September 13, 1943
Gehrke, (Mrs.) Erma	Teacher	September 1, 1943
Geidl, (Mrs.) Bertha Russell	Teacher	September 27, 1943
Gill, (Mrs.) Hazel	Teacher	March 8, 1943
Goodrich, (Mrs.) Inez	Teacher	July 1, 1943
Grotjohn, Mr. Henry	Cafeteria	November 11, 1943
Hackett, (Mrs.) Norma	Teacher	November 23, 1943
Haggblom, (Mrs.) Anna	Teacher	August 23, 1943
Hall, (Mrs.) Grace I.	Cafeteria	April 17, 1943
Hanon, Mr. Ray	Maintenance	May 1, 1943
Hanson, (Mrs.) Vera	Cafeteria	June 1, 1943
Henning, (Mrs.) Zelma	Maintenance	March 1, 1943
Hensel, Syvilla	Teacher	July 12, 1943
Hill, (Mrs.) Helloise	Teacher	September 8, 1943
Holt, Kathryn	Teacher	August 25, 1943
Hunzeker, (Mrs.) Reva	Teacher	March 15, 1943
Imhoff, Alice	Teacher, Art	June 1, 1943
Johnson, (Mrs.) Burnetta	Teacher	September 14, 1943
Johnson, (Mrs.) Hilda	Teacher, Spec. Ed.	March 16, 1943
Jordan, (Mrs.) Martha B.	Teacher	June 1, 1943
Jorgensen, (Mrs.) Arminda	Teacher	May 1, 1943
Kahn, Mary Schlarbaum	Public Health Nurse	August 16, 1943
Keen, (Mrs.) Stella	Teacher	March 8, 1943
Kettleson, Luella	Teacher	September 1, 1943
Knutson, (Mrs.) Anna	Teacher	December 1, 1943
Lake, (Mrs.) Fay	Teacher	August 24, 1943
Leitritz, Jean	Clerical	September 15, 1943
Logan, Maysel	Teacher	September 27, 1943
Lytle, (Mrs.) Hazel	Public Health Nurse	November 15, 1943
McCullough, (Mrs.) Ethel	Cafeteria	September 23, 1943
McMickle, (Mrs.) Mary	Teacher, Auditorium	September 1, 1943
Meyer, Ann	Clerical	July 12, 1943
Miller, (Mrs.) Emma Gene	Teacher	May 27, 1943
Morris, (Mrs.) Hazel	Teacher	March 8, 1943
Neely, Jean	Teacher, Phys. Ed.	August 13, 1943
Nicholson, (Mrs.) Ruth	Teacher	April 9, 1943
Osborn, (Mrs.) Birdie	Teacher	September 5, 1943
Peck, (Mrs.) Cleo	Teacher	April 19, 1943
Peirson, Gertrude	Teacher	August 24, 1943
Peters, (Mrs.) May	Teacher, Orientation	March 19, 1943
Plumb, (Mrs.) Geraldine	Teacher	July 6, 1943
Plunkett, (Mrs.) Lucille	Teacher	March 8, 1943
Price, (Mrs.) Tessie	Teacher	August 31, 1943
Procunier, (Mrs.) Myrtle	Teacher	April 9, 1943
Redding, (Mrs.) Ruth	Teacher	August 24, 1943
Rhoades, (Mrs.) Barbara	Teacher	September 13, 1943
Rieke, Hazel	Teacher	August 19, 1943
Rocci, (Mrs.) Charlotte	Teacher	June 7, 1943
Sanders, (Mrs.) Thelma	Cafeteria	July 24, 1943
Scarbrough, (Mrs.) Jessie	Teacher	October 2, 1943
Schenck, (Mrs.) Florence	Teacher	March 8, 1943
Schuky, (Mrs.) Agnes	Cafeteria	September 28, 1943
Schwager, (Mrs.) Esther	Cafeteria	July 17, 1943
Spiekerman, (Mrs.) Norma	Teacher	March 8, 1943
Stiles, Sarah	Teacher	March 16, 1943
Stow, (Mrs.) Mabel	Teacher	March 16, 1943
Sturgill, (Mrs.) Lela	Teacher	May 7, 1943
Taylor, (Mrs.) Gertrude	Teacher	June 19, 1943
Timmons, (Mrs.) Pearl	Teacher	March 8, 1943
Triol, Ella	Librarian	June 19, 1943
Tuttle, (Mrs.) Helen	Teacher	September 10, 1943
Tylden, (Mrs.) Byrnece	Teacher	March 8, 1943
Van Schoonhoven, Ruth	Teacher, Music	June 2, 1943
White, (Mrs.) Dorothy	Teacher, Art	August 9, 1943
White, Mella	Teacher, Science	November 15, 1943
Whitford, Doris	Visiting Teacher	September 1, 1943
Williams (Mrs.) Blanche	Teacher	March 8, 1943
Wood, (Mrs.) Ada	Teacher, Band	June 7, 1943
Woods, (Mrs.) Claire	Teacher	September 10, 1943
Zimmerman, (Mrs.) Alice	Public Health Nurse	July 1, 1943

CALENDAR OF VANPORT EVENTS

August 21, 1942	Ground broken for Vanport City Housing Project.
November 1, 1942	Dr. Powers from U. S. Office of Education arrives to aid district school board with Vanport problems.
November 10, 1942	School offices opened in down town Portland.
November 15, 1942	942 apartments ready for occupancy.
December 16, 1942	Mr. Hamilton appointed Superintendent of Schools.
December 17, 1942	Families roll into the project.
January 25, 1943	Construction begins on first school building.
February 1, 1943	Survey completed to estimate number of children of each age group when project is filled.
February 15, 1943	Orders placed for school furniture of appropriate size based on survey.
March 12, 1943	School opens in apartment units—800 pupils; others on waiting list.
March 26, 1943	Post office opens, but no mail deliveries. Block-long lines form.
March 29, 1943	Public cafeteria opens.
April 2, 1943	A food and shopping center opens.
April 8, 1943	Moving day into first school building.
April 9, 1943	Discovery that new school has not been accepted by the government—move was out of order but school goes on.
April 26, 1943	First school cafeteria opens—with three electric hot plates and 300 hungry youngsters.
May 15, 1943	Another school opens—this time we wait for acceptance.
June 1, 1943	Original school district board decides to continue sponsorship of Vanport for another year.
June 21, 1943	Vanport elects two school board members—forty votes cast—mostly teachers.
July 14, 1943	Public Library completed.
July 26, 1943	First Child Care Center opens.
August 15, 1943	All apartment units finished.
September 1, 1943	Vanport completed according to plan—time, one year and eleven days. But facilities are not adequate for the population.
September 1, 1943	Full school staff gathers for a week of planning.
September 7, 1943	3500 elementary children enroll for fall. Double shift—many children on the streets—many have not enrolled at all. How can we find them in this confusion?
October 1, 1943	40,000 people on 700 acres—no one knows exactly how many.
October 4, 1943	Another project approved across the highway—to be called East Vanport.
October 10, 1943	Application started for additional school buildings.
October 10, 1943	Two of the six Child Care Centers closed—not enough patronage.
December 17, 1943	Elementary school enrollment reaches 4,495 peak of the year.
February 1, 1944	Spring exodus begins. "We have made some money and are going back to the farm."
March 11, 1944	Regional office, FWA, approves request for new school buildings.
April 15, 1944	Washington approves part of the plans for new schools—after regional recommendation is followed to Washington.
June 2, 1944	Sponsoring school district moves to separate. Vanport elects its own school board. First Summer workshop for teachers — alternating half-days with summer school teaching.
July, 1944	Population of Vanport begins to climb again.
August, 1944	Both Vanport and East Vanport are filling up.
September, 1944	Residents of East Vanport demand school of their own—informed that request for a school was denied in Washington.
October, 1944	Plans made to rebuild construction-building into East Vanport school without federal approval and using operation funds if necessary.
October, 1944	Construction begins on new school buildings for Vanport.
November, 1944	A school is opened in East Vanport.
January, 1945	New administrative offices and junior high school addition completed.
January 12, 1945	Elementary enrollment reaches new peak of 5,085. Nearly a year and a half since we requested additional school facilities—only a foundation for the new 27 classroom building is in place.
March 15, 1945	Navy takes radiators assigned to new school—no chance to complete building for this school year.
June, 1945	Second Summer Workshop for teachers. We elect another school board.
September, 1945	The war is over and the real exodus begins. The new Marshall school is opened.
December, 1945	Population of Vanport now 16,000. Fire started in East Vanport school and shopping center of Vanport the same night. The latter is virtually destroyed.
January, 1946	Set fire destroys wing of Roosevelt primary school. Fires set in Rooseveit intermediate school, MacArthur school and in many vacant apartments. FBI finally catches the man.
February, 1946	This time there is no exodus in the spring. Veterans are moving in and the population trend is upward.
March 27, 1946	"One vote saves the schools."
March 28, 1946	Teaching contracts issued for another year in spite of financial uncertainties.
May 31, 1946	First complete close-down of elementary schools since they first opened.
June 15, 1946	Lanham Act Extension bill passes both houses of Congress.
June 17, 1946	Vanport Center College opens in Junior High School Building. Agitation under way for reopening East Vanport.
June 18, 1946	We go to press.

MISCELLANEOUS DATA

TEACHER TRAINING AND EXPERIENCE

During the school year 1944–45 a total of 225 elementary school teachers were employed.

Sex and Marital Status		Living Quarters	
Number of men	12	In Vanport	124
Number of women	213	In Portland	94
	225	In Vancouver, Wash.	4
Married women	144	In Oregon, outside of Portland and Vanport	3
Single women	69		225
	213		

Age of Teachers		Years of College Training	
65 or over	1	7 (with Ed.D.)	1
60 to 65	2	6 (M.A. degree plus)	2
55 to 59	15	5 (with M.A.)	9
50 to 54	11	5 (without M.A.)	14
45 to 49	38	4 (with degree)	48
40 to 44	24	4 (without degree)	8
35 to 39	45	3 (with 3 years)	52
30 to 34	28	2 (with 2 years)	70
25 to 29	36	1 (with 1 year)	18
20 to 24	25	0 (no college training)	3
Under 20	0		225
	225		

Types of Certificate Held

Oregon life certificate	43
Oregon 5-year certificate	31
Oregon 1-year certificate	31
Oregon emergency certificate	120
	225

Percentage with emergency certificate 53%
Percentage with regular certificate 47%

Total years of experience as a teacher, beginning of year 1944–1945		Months of service at Vanport, to end of June, 1945	
Over 30 years	2	25–26 months	16
26–30 years	9	23–24 months	18
21–25 years	9	21–22 months	27
16–20 years	29	19–20 months	19
11–25 years	41	17–18 months	15
6–10 years	47	15–16 months	11
1–5 years	83	13–14 months	6
5 years	19	11–12 months	12
4 years	22	9–10 months	25
3 years	10	7–8 months	16
2 years	19	5–6 months	19
1 year	13	3–4 months	17
No experience	5	1–2 months	24
	225		225

COMMUNITY USE OF VANPORT SCHOOL BUILDINGS

Total Attendance

	1944–1945	1945–1946
Religious Groups	137,827	59,516
Social-Civic Groups	60,045	11,163
Miscellaneous Groups	645	160
	198,517	70,839

WAR SERVICE OF FAMILY MEMBERS OF PUPILS OF VANPORT SCHOOLS

(Reply to questionnaire conducted in January and April, 1945, with returns from 3,688 pupils out of 4,710 registered, or 78.3% coverage.)

Number of children having members of their immediate families in the armed services:

Fathers	250
Mothers	2
Brothers	753
Sisters	36
Brothers-in-law	332
Sisters-in-law	30
Uncles, Aunts, Cousins	2,599

Number of children having members of their immediate families in war work:

Fathers	2,761
Mothers	1,399
Brothers	316
Sisters	321
Brothers-in-law	195
Sisters-in-law	96
Uncles, Aunts, Cousins	1,601

RACIAL MINORITIES IN VANPORT SCHOOLS

Negro pupils—percentage to total student body enrolled for periods as indicated:

School	Sept. 1944	May 1945	Dec. 1945	May 1946
MacArthur	7.8%	9.3%	21.2%	22.1%
Roosevelt	11.9	16.0	22.1	20.5
Marshall	....	....	22.7	25.1
Junior High	9.0	12.3	21.7	24.1
East Vanport	....	14.6	19.3	....
Total	9.6	13.0	21.7	23.0
other minorities*	....	....	3.0	3.8

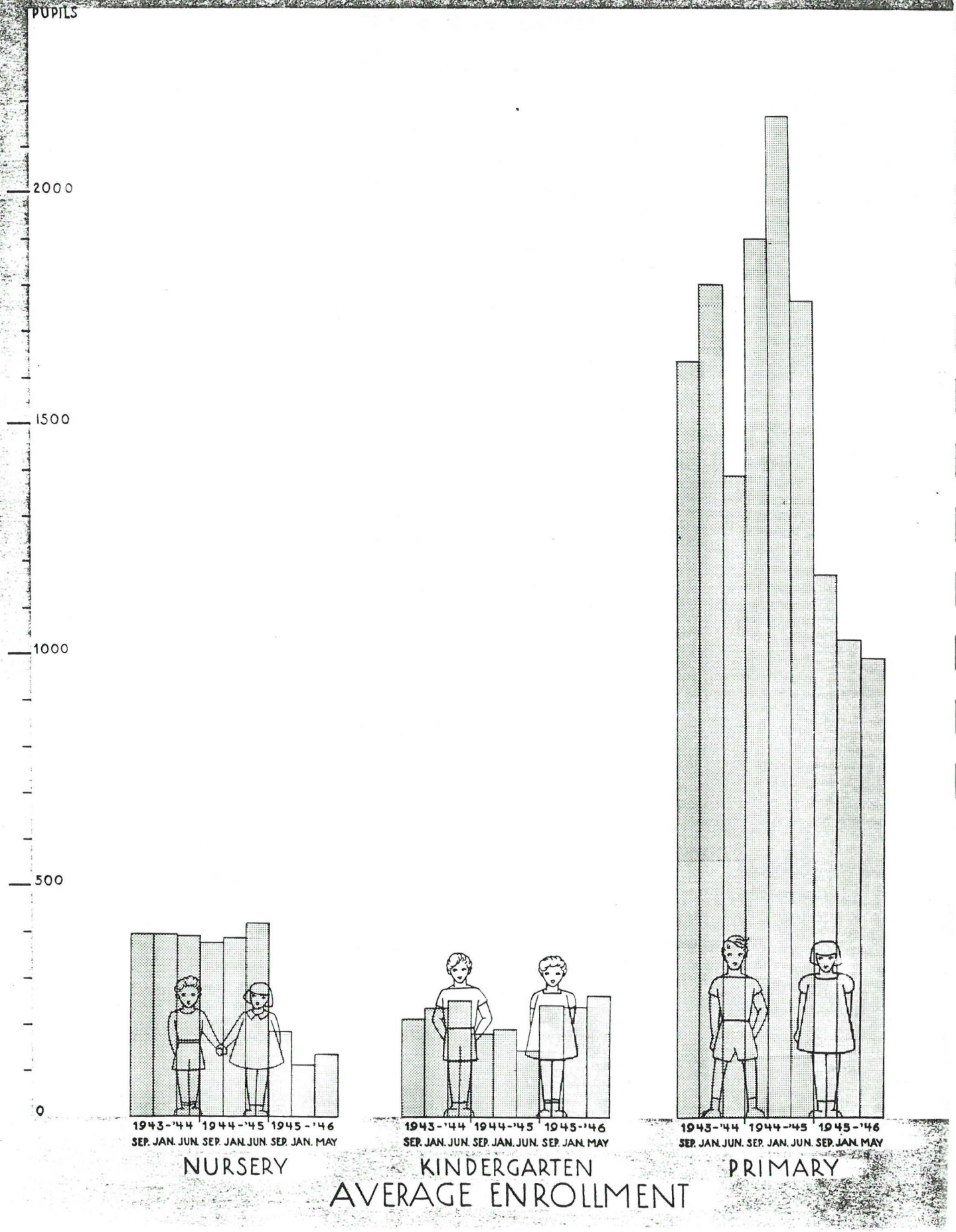
*(approximate number: Japanese, 40; Indians, 25; Mexicans, 15; Filipino, 2; Chinese, 1).

Percent of total population:				
Negroes	17.1	21.1	27.7	23.8

SOURCES OF REVENUE — VANPORT CITY SCHOOLS

(exclusive of Child Care Centers)

Source	1943–1944	1944–1945	1945–1946
District Tax	None	$ 188.90	$ 200.23
State and County	24,201.15	157,638.57	175,249.57
Federal:			
FWA (Lanham)	486,807.70	463,629.69	399,900.20
FPHA	None	92,301.96	70,551.50
Total Revenue	$511,008.85	$713,759.12	$645,901.50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1943-'44 1944-'45 1945-'46
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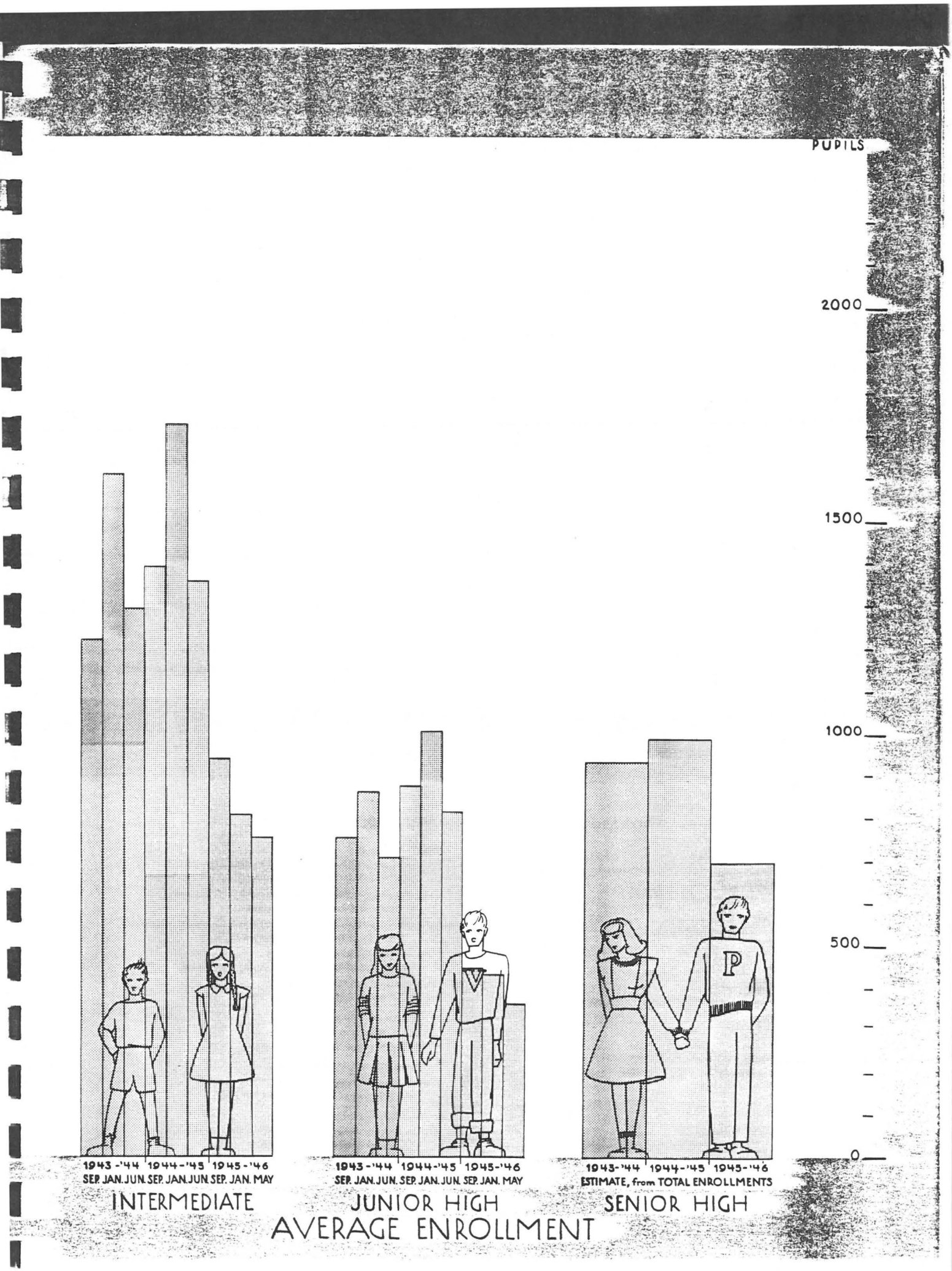
NURSERY
KINDERGARTEN
PRIMARY
AVERAGE ENROLLMENT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1943 -'44 1944-'45 1945-'46
SEP. JAN. JUN. SEP. JAN. JUN. SEP. JAN. MAY
JUNIOR HIGH
1943-'44 1944-'45 1945-'46
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SENIOR HIGH
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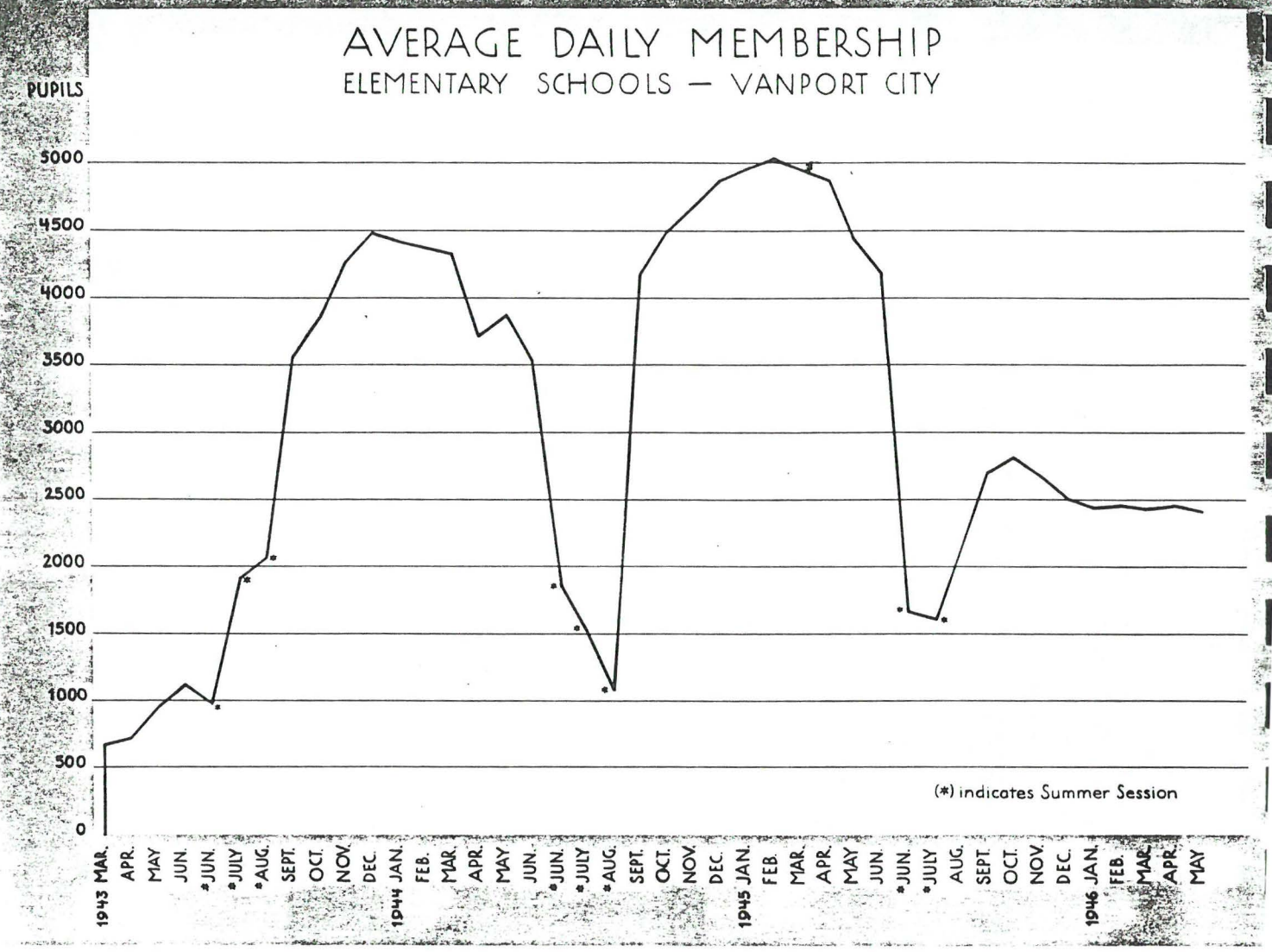
AVERAGE ENROLLMENT



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HAMILTON, JAMES T.

Vanport City, Oregon, is a Real Educational Challenge.
School Management, March 1944
(co-author, Dr. Leonard Powers).

How Vanport Did a Job.
Progressive Education, March 1945.

HINKLY, MARJORIE MILLER

The Vice-Principal Speaks.
National Elementary Principal, December 1945.

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The Vice-Principalship Provides Opportunity.
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LEVORSEN, AGNES

My Day as a Vice-Principal.
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MAXWELL, ELSIE

Child Feeding in a Government Housing Project.
Practical Home Economics, May 1944.

Afternoon Snacks for War Workers' Children.
Nation's Schools, August 1944.

How Vanport City Schools are Doing a Mother's Job.
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School Bus Chatter.
Oregon Education Journal, September 1945.

Cafeteria Can Teach Too.
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SKEEN, BEARNICE

No Strangers Here.
Nation's Schools, January 1946.

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Books for Strangers in a Strange Land.
Library Journal, January 15, 1944.

ZEHR, WILLIAM M.

War-Time Community Benefits by Visual Methods.
Educational Screen, April 1945.

ILLUSTRATION ACKNOWLEDGEMENTS

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Child-Care Story Hour ..... *Photo Arts*
Map of Vanport ..... *Vanport Administration*
Vanport Overview ..... *Photo Arts*
The Start of Vanport ..... *Kaiser Shipbuilding Corp.*
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The Painters ..... *Kaiser Shipbuilding Corp.*
Unit Line-Up ..... *Kaiser Shipbuilding Corp.*
Mudwump ..... *The Oregonian*
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Bus Waiting ..... *Vanport Administration*
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Between-Shift's Lull ..... *Alfred Monner*
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Drat Those Overshoes ..... *The Oregonian*
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Advertising for Vanport Staff Members ..... *The Oregonian*
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School ..... *The Oregonian*
The First Vanport Schools ..... *Alfred Monner*
The First Hours of School ..... *Alfred Monner*
Interior, Community Building for Center No. 1 ..... *Boychuk Photo*
The Saw-Tooth Bays of the Community Building ..... *Boychuk Photo*
The Junior High School ..... *Photo Arts*
The Community Building's Gymnasium ..... *Boychuk Photo*
The Intermediate Building of Center No. 1 ..... *Boychuk Photo*
Center No. 1's Primary Building ..... *Wolff & Phillips*
The School's Administrative Office Wing ..... *Photo Arts*
The Kindergarten Bay of Center No. 1's Intermediate Building. *Wolff & Phillips*
The Little School in East Vanport ..... *Bearnice Skeen*
Youngsters Help Finish Their Own School ..... *Bearnice Skeen*
No Place to Play ..... *The Oregonian*
A Conference with the Assistant Principal ..... *Photo Arts*
Mama Hasn't Come Home ..... *Photo Arts*
Ice Wagon and Maker ..... *Hughena Hecht*
Vanport Vista, Sunday Morning ..... *Anne Bunch*
Off to Camp, July 1943 ..... *Alfred Monner*
Tree-Planting on the School Grounds, May 1943 ..... *Alfred Monner*
Plants to Beautify Vanport Classrooms, November 1943 ..... *Alfred Monner*
The "Jolly Knitters", May 1944 ..... *The Oregonian*
Impromptu Horse-Shoe Pitching ..... *The Oregonian*
Bird-House Makers ..... *Photo Arts*
Help in the Jungle Gym ..... *Photo Arts*
Puzzles and Peg-Boards—and a Bit of Pretend Lunch ..... *Photo Arts*
Nursery School Pets ..... *The Oregonian*
All the Kindergarteners Have a Nap Together ..... *Photo Arts*
Getting Ready for Their Christmas Party ..... *William Zehr*
The Kindergarten Boys Make a PT Boat ..... *Photo Arts*
Extra Rest for the Low-Vitality Child ..... *Photo Arts*
Nursery Lunch ..... *The Oregonian*
A Happy Gallop ..... *The Oregonian*
Goldfish-Bowl Research ..... *Don Hammet*
The Lunch-Line Checks with the Cashier ..... *Sam Wilderman*
Plenty of Milk for Growing Youngsters ..... *William Zehr*

ILLUSTRATION ACKNOWLEDGEMENTS (Continued)

An Extended Care Group Cooks on the Apartment Rangettes... *Photo Arts*
Loading Up in the Store Room... *Sam Wilderman*
The Kindergarten Snack Cart... *Hamilton Photo*
The Snack Cart Comes to the Classroom... *Sam Wilderman*
The Junior High Library... *Photo Arts*
Browsing in the Intermediate Building Library-Room... *Photo Arts*
Teen-Age Girls Enjoy the Vanport Library... *The Oregonian*
The Project's Library Building... *Ralph Vincent*
Reading is Fun... *Photo Arts*
Some Special Practice in Subtraction... *Photo Arts*
Grocery Store Project... *Photo Arts*
Plaster Models... *William Zehr*
A Varied Art Program... *Photo Arts*
Wood Carving... *Photo Arts*
Oregon Pioneer Cabin in a Classroom... *Photo Arts*
A Vanport Mural... *Photo Arts*
The Art Workshop... *Photo Arts*
"Early Pioneer Days"... *Photo Arts*
Drill-Press in the Industrial Arts Shop... *William Zehr*
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The Band and Its Uniforms... *Maurice Hodge*
Christmas Songs... *Photo Arts*
Pamphlets...
School Bulletins...
The Administrative Staff, September 1943... *The Oregonian*
The Administrative Staff, January 1946... *Leo Simon*
Microphone Practice... *Photo Arts*
Flowers Being Grown by the Science Club... *Mella White*
The Intermediate Grade Shop Hums with Workers... *Photo Arts*
Pattern and Cloth Ought to Belong Together... *William Zehr*
The Sixth Grade Learns about Combustion... *Photo Arts*
A Home Call by the Visiting Teacher... *Photo Arts*
Lip-Reading Instruction... *Photo Arts*
Home Teaching... *Photo Arts*
An Intelligence Test... *Photo Arts*
Strength for Democracy... *Photo Arts*
Memorial Services for President Roosevelt... *Helen Campbell*
The Library Story Hour... *Photo Arts*
Teachers' Lounge... *Photo Arts*
Watermelon for Mouth and Ears... *Mella White*
The Apartment's Kitchenette Corner... *Vanport Administration*
A Routine Health Check-Up... *Photo Arts*
Diphtheria Immunization... *The Oregonian*
Organized Games... *Photo Arts*
Maypole Winding... *Wescott Studio*
Swinging High!... *Photo Arts*
Excursion to the Fire Station... *Photo Arts*
The Paper-Salvage Shack... *Nellie Bassage*
After Fire-Drill... *Photo Arts*
Safety Patrol... *Photo Arts*
Home Together... *Sam Wilderman*
One-Woman Vote... *The Oregonian*
Clippings... *The Journal*
The Oregonian
Roosevelt Fire... *Alfred Monner*
Workmen Fold Up the Housing Units... *The Oregonian*
Standard Plan for the Vanport Schools... *Wolf & Phillips*
Plan for Marshall School, Vanport... *Wolf & Phillips*
Plan for the Nursery School... *Wolf & Phillips*